

Robert L. Stevens School

2007-08 School Accountability Report Card and 2008-09 Single Plan for Student Achievement

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information

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School Description

Robert L. Stevens School was honored as a *California Distinguished School* in 2008 for our continued student achievement and the excellent climate for learning that our school community provides. Opened in 1994, the school was designed in a process of collaboration with the community it serves. It attracted a dedicated group of teachers who wanted to be part of creating this special environment for learning to occur. Both the school's architecture and its educational focus are but from a strong center. Displays of student writing, artwork and learning projects welcome the visitor, dignify the learning that takes place and reflect the mission and vision of our unique and dedicated group of professionals. Our school serves approximately 530 kindergarten through sixth grade students. We are proud of our well trained and highly experienced staff. They are exceptionally creative, embrace change, and welcome the challenge of creating a cohesive school community based on collaboration and respect. They desire to forge a learning environment where students' needs come first and students' unique cultural backgrounds are celebrated. Our credentialed staff includes a total of twenty seven

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classroom teachers, a Resource Specialist Teacher, an English Language Development Teacher, a Title One Teacher and a Principal. The following personnel provide support: an Office Manager, a School Secretary, a Library Manager, two Custodians, a Special Education Instructional Assistant, a part-time school nurse and twelve classroom Instructional Assistants. Robert L. Stevens School hosts a before and after school daycare program, an English Language Development Program, a Title I Reading/Language Arts Program, and an AmeriCorps tutoring and after-school program in conjunction with Cal Serves . We also have an active PTC (Parent Teacher Club), a School Site Council and an English Language Advisory Council. We are fortunate to be able to provide class size reduction in kindergarten through third grade.

Mission and Vision Statement

The **mission** of R. L. Stevens School is to prepare children academically and socially to function responsibly in society and to envision and achieve their goals in life. Our **vision** is to create an environment which encourages every child to work to his or her potential, one which builds basic skills, kindles and nourishes curiosity, teaches problem-solving, encourages children to love learning, and inspires both teachers and children. R.L. Stevens School provides opportunities for children to develop personal and civic responsibility, self-discipline, necessary life skills for economic independence, and a positive code of ethics supported by the community at large. We respect each individual, honor differences, and we strive to strengthen the community by educating its children and engaging families in the educational process. The high academic standards we hold for our students are reflected in our focus on the California Content Standards.

The Single Plan for Student Achievement

This Plan represents a logical, sequential, and systematic approach to strengthening the school programs and instruction. All of the school’s curricular content, which is organized in specific subject areas, is addressed to ensure that the improvement effort is comprehensive. It is intended to be a working document that will regularly be updated as revisions are required.

The R. L. Stevens School Single Plan for Student Achievement is a legal document required by the State of California for those schools who receive state and federal funding for categorical programs which include:

- | | |
|---|---|
| Title I – Part A – Basic Grant | Title II Part D - Technology |
| Title V – Innovative Programs (Library) | Tobacco Use Prevention Education (TUPE) |
| Special Education | Title III – English Language Learners (ELL) |
| Title II Part A – Teacher Quality | Title IV – Safe & Drug Free Schools |
| Economic Impact Aid (EIA) | School and Library Improvement Block Grant |

The responsibility for this plan belongs to the School Site Council, which directs its development and implementation. During the development of the plan, various resources were utilized in order to ensure compliance to legal requirements. These included but were not limited to state standards and state curriculum framework guides. This plan must be understandable and available to all staff and parents.

School Site Council

The School Site Council is elected and operates according to state law. It’s comprised of five R. L. Stevens staff members including the principal, three teachers, and one other staff member. The remaining five Council members are parents of students attending R. L. Stevens or community members. The members receive appropriate training and participate in planning, implementing, and evaluating programs. The School Site Council is legislatively required to:

- develop a comprehensive plan designed to improve the effectiveness of the school program
- annually review the plan, establish a new budget, and make modifications to the plan to reflect changing needs and priorities of the District and the school
- recommend approval of the revised plan to the District School Board

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Site Council Membership 2008-09

Staff: Amanda Horsburgh, Teacher	Parents: María Chavez
Guy Tillotson, Teacher	Felisa Dingus
Susana Yavorksy, Teacher	Vicente Guerrero
Lori Oliver, Library Manager	Shannon Lawson
Maxine L. Reagh, Principal	Erika Werelius

Opportunities for Parental Involvement

There are many ways that R. L. Stevens School encourages and provides opportunities for parent involvement. There is an active Parent-Teacher Club (PTC) the purpose of which is to promote and enrich the welfare and educational experiences of the children at Stevens School, and to bring into closer relationship the home and the school. The PTC meets monthly.

An English Learner Advisory Council, comprised of parents of students working to attain proficiency in English, meets regularly to discuss issues affecting English Language Learners' school success.

Parents are encouraged to run for election to the School Site Council, which meets monthly. Parents on the council become informed, share information, discuss needs and successes, and plan school program improvements. The council develops a comprehensive plan designed to improve the effectiveness of the school, and assists in making budgetary decisions of funds within its purview. All parents are invited to attend the monthly meetings.

Teachers are pleased to have parent volunteers in the classroom. Other volunteer opportunities exist including helping in the library, chaperoning field trips and helping at all of our school and PTC sponsored events. The school honors all volunteers at an annual volunteer luncheon.

The District has several committees that encourage and include parent participation. The District English Learners Advisory Committee, comprised of parents representative from each school's English Learners Advisory Councils meets four times a year to become informed and share information about the English Language Development Program. The district Planning and Communication Team (PACT), which meets monthly, involves parent representatives in advising the Superintendent in areas of curriculum and instruction, student support, school climate, safety and governance.

Adult English language classes are offered to our District parents. These classes, held at R.L. Stevens School, provide an opportunity for parents to improve their English skills and to better help their children in school.

A Family Literacy Night is organized each year by our Title I Teacher and the AmericaCorps/Cal Serves Staff. At this always well attended event, families participate in several reading related activities presented by teachers, throughout the evening. Parents and students play reading games, learn ways to read together and sign up for library cards. Each student receives at least one new free book. A Family Math Night is planned for 2009.

All parents are invited to participate in a Back to School Picnic, Back to School Night, and twice yearly Parent Conferences. In addition, we hold yearly celebrations for the school community including Winter and Spring Concerts, a Walk-a-Thon, a Spaghetti Dinner, and Open House.

Please contact the school principal, Maxine L. Reagh at (707) 575-8883 for more information about ways to volunteer at school.

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Student Enrollment by Grade Level in 2007-08

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	90
Grade 1	87
Grade 2	65
Grade 3	78
Grade 4	78
Grade 5	55
Grade 6	70
Total Enrollment	527

Student Enrollment by Group in 2007-08

This table displays the percent of students enrolled at the school, identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	3.9 %	Pacific Islander	0.2 %
American Indian or Alaska Native	1.9 %	White (not Hispanic)	16.9 %
Asian	6.1 %	Socio-economically Disadvantaged	74 %
Filipino	1.0 %	English Learners	52 %
Hispanic or Latino	69.8 %	Students with Disabilities	9 %

Average Class Size and Class Size Distribution

Data reported are the average class size (i.e., number of students), by grade level, as reported by CBEDS.

Grade Level	2005-06			2006-07			2007-08					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	17.6	4			18.7	5			17.8	5		
1	19.0	5			19.3	3			19.3	4		
2	18.4	4			20.0	4			19.3	4		
3	19.0	2			20.8	1	4		19.5	4		
4	28.0		2		30.0		2		26.0		3	
5	27.3		3		25.0		3		28.0		2	
6	25.7		3		24.3		3		23.7		3	
K-3	19.0	1			20.0	1			18.0	1		
3-4	19.0	1										
4-6												
Other												

III. School Safety and Climate for Learning

School Safety Plan

Robert L. Stevens School maintains a comprehensive school safety plan that is updated annually. The Safety Plan was last discussed with staff, updated, and approved by Site Council in May, 2008. The plan includes disaster preparedness, emergency protocols, and a host of policies and procedures designed to keep our school, students, and staff safe. All employees attend annual mandatory trainings on a variety of first aid and safety topics including: blood borne pathogens, anaphylactic shock, CPR, first aid, hazardous communication, safety in the workplace, and disaster preparedness. The Stevens School Safety Plan is available in the school office for review.

School Discipline Practices

The staff and community of R.L. Stevens School value a school where every student is free to learn and play in an environment that is safe, supportive, comfortable, and free from outside interference and harm. We emphasize the development of courtesy, self-responsibility, and self-esteem. The school community works to reinforce and model positive and courteous behavior.

The following strategies are used both to encourage and recognize cooperative and positive behavior in the classroom, on the playground and in the cafeteria:

- Clear rules of classroom, playground and cafeteria behavior are taught and enforced.
- Good Kid Café recognizes students with great cafeteria behavior
- Dolphin Cards recognize school-wide positive behaviors.
- Student of the Week recognizes students who demonstrate characteristics that lead to school success.
- A weekly school-wide assembly is held which recognizes a Student of the Week, Good Kid Café attendees, and Dolphin Card winners, and helps to create a sense of school community.
- Class Meetings, Student Council, and other classroom strategies encourage positive behavior and self-esteem
- Second Step Violence Prevention Program teaches empathy, anger management and impulse control.

Suspensions and Expulsions

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	2.4	5.5	2.8	4.1	3.7	4.6
Expulsions	0	0	0	0	0	0

IV. School Facilities

School Facilities Conditions and Improvements

Two full-time custodians serve the school from early morning until evening. The custodians keep the buildings and grounds clean and free of litter and graffiti. Garbage is emptied daily and the floors are vacuumed regularly. Additionally, two district maintenance workers ensure the school facilities are in good repair and safe for students and staff. Procedures are in place to report and take care of any safety concerns as they arise. The district participates in the state School Deferred Maintenance Program, which provides state matching funds on a dollar for dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting and floor systems. In the 2005-06 school year, a modular building was installed, with three classroom spaces and a storage closet. Also, an updated air-conditioning/heating unit was installed in 2005-2006.

School Facilities Conditions – Results of Inspection and Evaluation

The Robert L. Stevens School site was inspected by the District Maintenance Coordinator on Nov. 5, 2008 using the Facility Inspection and Evaluation Instrument. All areas of the school were determined to be in good repair. Additional information about the condition of the school’s facilities may be obtained by speaking with the school principal.

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facilities good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	Yes			None needed
Mechanical Systems	Yes			None needed
Windows/Doors/Gates (interior and exterior)	Yes			None needed
Interior Surfaces (walls, floors, and ceilings)	Yes			None needed
Hazardous Materials (interior and exterior)	Yes			None needed
Structural Damage	Yes			None needed
Fire Safety	Yes			None needed
Electrical (interior and exterior)	Yes			None needed
Pest/Vermin Infestation	Yes			None needed
Drinking Fountains (inside and outside)	Yes			None needed
Restrooms	Yes			None needed
Sewer	Yes			None needed
Playground/School Grounds	Yes			None needed
Roofs	Yes			None needed
Overall Cleanliness	Yes			None needed

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	Exemplary			

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school who hold a full credential, those without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

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Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	31	30	30	81
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester).

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0
All Schools in District	100.0	0
High-Poverty Schools in District	0	0
Low-Poverty Schools in District	0	0

VI. Support Staff

This table displays, in units of full-time equivalents (FTE), the number of support staff who are assigned to the school. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent (.5) of full time.

Title	Number of FTE Assigned to School
Library Media Services – paraprofessional (5 hrs.)	1
Psychologist	.2
Nurse	.2
Speech/Language/Hearing Specialist	.4
Resource Specialist Teacher	1
Music Teacher	.25
Title I Reading Teacher	1
English Language Development Teacher	1
Instructional Aides (3.75 hrs.)	12
Gifted and Talented Teacher	.2
Resource Specialist Inst. Asst.	1

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

A district advisory committee consisting of teachers representing each school site, along with administrators, reviews and evaluates State approved instructional materials as they become available. The focus is to align instructional materials with the California Content Standards in order to increase student achievement.

In September, 2008 the Governing Board certified that there are sufficient State-adopted textbooks & instructional materials for each student in Reading/Language Arts, Mathematics, Science, and History-Social Science. Social Studies materials were adopted in 2006-2007, Science materials in 2007-2008, and Mathematics was adopted in 2008-09.

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	K-6: Houghton-Mifflin, 2003	0
Mathematics	K: Harcourt Brace, 2008 Gr. 1-6: Pearson Scott-Foresman 2008	0
Science	K-5: Macmillan/McGraw-Hill, 2007 Grade 6: McDougal/Littell, 2007	0
History-Social Science	K-6: Houghton-Mifflin, 2007	0
Health	Not adopted	100
Visual & Performing Arts	Not adopted	100

Enrichment Services

R.L. Stevens School excels on many levels and provides a high quality educational program. Stevens School offers a variety of enrichment experiences in addition to the regular educational program.

- Weekly **Classroom Music** is provided for **fourth, fifth and sixth** grade students and involves singing, learning to play the recorder, and learning to play hand chimes.
- A weekly **Band Program** is available for grades 4 – 6, with twice yearly performances.
- **After school sports** provides building of skills and sportsmanship in inter-school competition.
- A **Sewing Club** allows interested 4th, 5th and 6th graders to learn to sew.
- An **Art Instructor Program** was provided to eight classrooms in 2007- 2008 through a grant.
- A **CalServes/Americorps after school program** provides homework support, reading support, recreation, interest clubs and community service to qualified students.
- A **CalServes/Americorps tutoring program** provides one-on-one tutoring to selected students during the school day and after school.
- A **Title One** reading specialist provides remediation to selected students.
- An **English Language Development Teacher** provides supplemental instruction to students who are learning English.
- A **Gifted and Talented Education** program provides supplemental academic and arts enrichment.
- **Summer School** is offered for qualified students.
- The **Library** opens a half-hour early each morning so that students may finish homework, read, or play chess or other quiet games.

VIII. Instructional Planning and Scheduling

Professional Development

The Wright District provides three staff development days for all certificated staff. The table below describes the content of each of these days for the last three school years.

Year	Day 1	Day 2	Day 3
2006-07	Second Step Program	Santillana ELD Curriculum	Trimester Benchmark Development
2007-08	Writing By Design	Technology, Social Studies	Technology, Science Curriculum
2008-09	Mathematics Curriculum	ENVoY Classroom Management	Technology, Classroom Strategies, English Language Development

IX. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$7,214	\$2,060	\$5,154	\$59,040
District	\$7,214	\$2,060	\$5,154	\$55,268
Percent Difference- School Site and District	0	0	0	6.8 %
State	---	---	\$5,300	\$61,488
Percent Difference - School Site and State	---	---	2.75 %	3.98 %

Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,813	\$39,773
Mid-Range Teacher Salary	\$54,027	\$61,167
Highest Teacher Salary	\$67,885	\$78,093
Average Principal Salary (Elementary)	\$82,553	\$97,851
Superintendent Salary	\$120,000	\$140,582
Percent of Budget for Teacher Salaries	41.2%	41.0%
Percent of Budget for Administrative Salaries	3.6%	5.9%

Restricted Categorical Funds (Fiscal Year 2008-09)

We receive State and federal categorical funding that is legally restricted to the intended programs and purposes. The primary purpose of these funds is to provide supplemental support programs to assist all students to meet State and local performance standards and growth targets. The School Site Council oversees many of the categorical funds and recommends their use to the School Board. The District belongs to the

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County Cooperative (Co-op), a group of small and medium-sized Sonoma County school districts. The Co-op Director assists these districts in maintaining legal compliance for all programs. The Co-op fees are a small percentage of program revenue. The section below describes and offers a display of the various funding sources and the expenditures for academic support programs.

State Programs

Economic Impact Aid/ English Learner Program (EIA) Amount: \$52,223

Purpose: These funds are designed to support additional programs and services for English Language Learners to help them develop fluency and academic proficiency in English.

Uses: *ELD Teacher, instructional materials, translation services, Instructional Assistant salary and benefits*

Economic Impact Aid/ State Compensatory Education (EIA) Amount: \$101,739

Purpose: These funds are designed to support additional programs and services to help educationally disadvantaged students succeed .

Uses: *Instructional supplies, Instructional Assistants' salary and benefits, teacher pay for after school Math Intervention Program*

School and Library Improvement Program Block Grant (SLIB) Amount: \$ 58,624

Purpose: These funds are designed to improve library resources and student access to them. They are also designed to improve other school programs, by providing services and materials aimed at improving student performance, improving classroom and school environments, and providing staff development.

Uses: *Instructional Assistants' salary and benefits, Library Manager salary, supplemental instructional supplies and materials, staff development, library books, Yard Supervisors' salary and benefits.*

TUPE: (Grades 4 – 8) Amount: \$642

Purpose: Eliminate tobacco use among students

Uses: *Psychologist*

Federal Programs

Title I Part A: Targeted Assistance Program Amount: \$ 72,448

Purpose: Helps educationally disadvantaged students in eligible schools achieve grade level proficiency

Uses: *Reading Teacher*

Title II Part A: Teacher Quality (District Program) Amount: \$ 16,787

Purpose: Improve professional development of teachers and administrators

Uses: *Staff Development, including Substitutes*

Title III Part A: Language Instruction for Limited-English-Proficient Students Amount: \$32,266

Purpose: Supplement language instruction to help limited-English-proficient students attain English proficiency and meet academic performance standards.

Uses: *District English Language Learner Teacher, some Instructional Assistants*

Title IV: Safe and Drug-Free Schools and Communities (SDFSC) Amount: \$1,459

Purpose: Create environments that are free from violence and drugs

Uses: *Instructional materials*

Title V: Innovative Programs Amount: \$767

Purpose: Support educational improvement, library, media, and at-risk students.

Uses: *Instructional Assistant, materials*

Total amount of state and federal categorical funds allocated to this school: \$336,955

Types of Services Funded

Wright Elementary School District is committed to providing an excellent, supportive education that meets the needs of our students. Because of that commitment, funds are allocated for the following services: English Language Development Teacher, School Psychologist, Title I and Intervention Teachers, Library Assistant, Special Education Teachers, School Nurse, Instructional and Yard Duty Assistants, Speech and Language Therapist, Music Teacher, and Gifted and Talented Teacher.

X. Analysis of Current Educational Practice

The following statements characterize educational practice at this school:

1. Alignment of curriculum, instruction and materials to content and performance standards:

The District has adopted grade level content standards that meet or exceed the State standards for each core subject area. The District follows the State schedule for adoption and purchase of new State-adopted standards-based, curriculum materials for each subject. The District designates days each year for staff development focusing on curriculum alignment with standards and student assessment. The effective implementation of new curriculum materials, as well as training to improve the instructional strategies and practices of the classroom teachers also occurs.

Parents receive copies of the grade level standards at Back-to-School Night in September, at which time curriculum materials and the instructional program are discussed. Parents are informed of their child(ren)'s academic progress and performance on grade-level assessments at parent-teacher conferences in October and March. All parents are notified in writing if their children are failing, or are at risk of failing, to meet grade level standards.

Language Arts: The Houghton-Mifflin Language Arts program has been adopted K-6 across the district and the teachers have been trained how to use it. Teachers also use a variety of supplemental curricula to target skill development and practice. At Stevens School these include *SRA Kits, Read Naturally, Spelling through Morphographs, and Six Minute Solution*. In the 2007-08 school year all teachers were trained in and used *Writing By Design* for writing instruction. Teachers consistently monitor student progress, assess learning needs, and analyze the effectiveness of curriculum and materials. Teachers adapt instruction and materials according to student results.

Math: Harcourt Brace Curriculum has been adopted for Kindergarten and the Pearson Scott-Foresman EnVision Program has been adopted for grades 1 – 6. Supplemental materials are used at each grade level to increase opportunities for students to practice skills and concepts. Teachers consistently monitor student progress, assess learning needs, and analyze the effectiveness of curriculum and materials. Teachers adapt instruction and materials according to student results.

Social Studies: Houghton-Mifflin has been adopted by the district for grades K-6. The program is supplemented and enriched through literature connections, newsletters, and field trips. Teachers at each grade level align supplemental and enrichment instructional activities to grade level standards.

Science: Macmillan/McGraw-Hill has been adopted for grades K – 5 and McDougal Littell has been adopted for grade 6. Teachers have been trained are fully implementing the programs. Grades 4,5 and 6 students receive a 90 minute block of science weekly. Students in primary grades also receive science instruction regularly.

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

Core Curriculum Current standards-based materials for the core curriculum in math and language arts, social studies, science, and English Language Development are provided at all grade levels.

Resource Specialist Program All students in our Resource Specialist Program have access to the core curriculum in the regular classroom. They also receive specific instruction in language arts and/or math using standards based materials.

ELL Students All ELL students have access to the core curriculum in the regular classroom. They also receive additional instruction using specific English Language Development materials.

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

Staff development is closely aligned to standards, assessed student performance and the professional needs of the staff. When new materials or programs are adopted, staff training occurs to insure effective implementation. At the beginning of each school year, staff spends time analyzing student results from state mandated testing. Throughout the year, students are assessed on Benchmark exams in Language Arts and Math. Results from this data are used for instructional planning. On an individual basis, teachers attend trainings throughout the year that support their professional development. Teams of teachers recently attended in-depth training on Professional Learning Communities and on Response to Intervention.

4. Services provided by the regular program to enable under-performing students to meet standards:

All regular classroom teachers provide extensive interventions for under-performing students. Student assessments are analyzed and used to guide instructional planning. Those students not meeting standards are targeted for group or individual interventions within the regular program. The **Student Study Team** serves as a starting place for teachers seeking advice regarding individual student needs. Student Study Teams meets twice weekly to consider teacher referrals of students who are under-performing academically or who exhibit other reasons for concern. Accommodations and strategies are suggested and timelines are established for expected improvement. Next steps are suggested if positive changes do not occur.

The teachers and classroom instructional assistants implement a number of interventions at the classroom level, including skill-based groupings, and use of special remedial programs for identified students. The district continues the **Extended Day Kindergarten**, which adds one hour of instruction per day, four days a week for all Kindergarten students, January through June. Additionally, kindergarten teachers provide a **small group intervention program** after this extended day for students in need of further reinforcement and review of instruction. **The Resource Specialist Program, District Special Day Class, and the Speech and Language Program** provide intervention services to enable students with identified disabilities to access the curriculum and make progress towards meeting academic standards. A **Summer School** program is offered to eligible students during the summer, paid for with regular, not categorical, funds. Programs provided by categorical funds are described later in this document.

The first line of support for all students is the well trained and experienced teaching staff working at R. L. Stevens The teachers know which of their students are at the Basic level and just need a little extra help to attain Proficient status and which students are in need of more intensive support. A limited amount of **Instructional Assistant** help provides small group learning experiences and differentiated instruction.

Robert L. Stevens School was the first of the three schools in the district to have a **pre-school** on campus. Fulfillment of this goal set by the governing board has enabled many more of our young learners to have a preschool experience before entering kindergarten. The preschool is in close physical proximity to our kindergarten classrooms and K and pre-K teachers communicate periodically. In order to help the transition from preschool to Kindergarten, parents are encouraged and welcomed to visit the Kindergarten prior to the start of school.

As the students move from grade to grade much care and attention is given to class make-up and student need. Teachers collaborate within each grade level and across the grade levels to make sure the classes are

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balanced and individual student needs and family requests are considered. Parent/teacher conferences are held early in the year to help establish communication and to help with any transition issues that may arise.

Great care is also taken with the transition from 6th grade to middle school. The counselors come from the local middle school to meet with the 6th graders. Middle school graduates of RLS come to describe their experiences and answer any questions the 6th graders may have. The 6th grade teachers visit the middle school themselves so they can have first hand knowledge and perspective to better help their 6th grade students. Sixth grade teachers and middle school counselors communicate with each other to make sure students are placed into classes at appropriate levels of instruction.

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

All regular classroom teachers provide and/or procure extensive interventions for under-performing students. Student assessments are analyzed and used to guide instructional planning. Those students not meeting standards are targeted for group or individual interventions within the regular program. A **Title One Reading Specialist** provides reading intervention with small groups of grade 3-6th grade students. She uses various intervention materials such as the *Read Naturally* and *Six Minute Solution* reading fluency building programs, REWARDS and Fast Track reading decoding programs, the STARS (Strategies To Achieve Reading Success) program and *Passageways* reading comprehension programs, in addition to the support materials from Houghton-Mifflin, to help second through fifth grade under-performing students achieve at grade level. All intervention groups are determined by regularly administered assessments. These students are reassessed three times a year and their progress is shared with their classroom teacher as well as with their parents in the form of written reports with narrative and data included.

The **CalServes/Americorps tutoring program** provides our students with one-on-one fully trained tutors. These twelve Sonoma State students, community members and Santa Rosa Junior College students are trained in the use of Scholastic's SIPPS program for the youngest students, and the *Read Naturally* program and the *REWARDS* program for older students. Strategies and activities from *Sequential Systematic Phonics They Use* and *Words Their Way* are also used to enhance students' learning.

In collaboration with **CalServes**, we offer the **After School Program**. Students are provided with homework support, reading support, team-building and community service opportunities and recreation activities. College-age mentors use KIDZ LIT to expand vocabulary and improve reading comprehension and KIDZ MATH to reinforce math skills

A full time **English Language Development Teacher**, with the help of an Instructional Assistant one hour a day, provides additional instruction to English Language Learners through a pull-out program. This supplemental instruction is targeted for Students who score in the Beginning and Early Intermediate levels on the California English Language Development Test (CELDT).

Instructional assistants help to meet the needs of under-performing students by providing valuable classroom based assistance, and individual or small group direct instruction.

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

We participate fully in the state mandated STAR Testing program. The staff meets prior to the start of the instructional year to review the results of these tests. They look for trends, for areas of strength and for areas that need further instructional focus. They evaluate individual results and begin to recommend interventions. The results are compared with results from classroom based assessments, and teacher observation of student performance in the classroom. Results are used in Student Study Team Meetings, the development of IEPs, conferences with parents, and in grouping students within the classroom. Local assessments include those provided within the district adopted language arts and math programs, as well as DIBELS and reading fluency assessments. Trimester benchmark assessments are used as indicators of student performance for the report card, as well as indicators for teachers to use as they plan and adjust the curriculum. We use Edusoft, a student data management system, to help analyze our assessment results. In 2008-2009 we begin Response to Intervention, a model which requires frequent progress monitoring of

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students who receive interventions to make sure that the interventions are working appropriately. Our Title I Reading Specialist leads the analysis of test data and continually updates local assessment results. She shares her data with teachers and keeps track of students needing interventions, assuring that appropriate interventions are provided. The principal, Title I Reading Teacher, the English Language Development Teacher and the classroom teacher meet after each trimester benchmark exam to evaluate each student's progress and evaluate and adjust interventions as appropriate.

7. Family, school, district and community resources available to assist under-performing students:

The southwest Santa Rosa we have **three free health clinics** that specialize in meeting the needs of our low income students. They provide their services in several languages. They offer our students and families immunizations, well and sick child exams, referrals to other community doctors and facilities, as well as dental and eye screenings. During parent conferences teachers are able to assess the needs of families and refer them to these facilities. Our school nurse assists families in signing up for **Healthy Families** and other medical coverage to meet their needs. Special efforts are made to provide translators at the conferences when needed. In the office we keep current referral information for parents who drop by seeking help. And, we keep a close relationship with protective service agencies and our local police department.

From 6:00 AM to 6:00 PM we offer programs that serve the families and students in our community. We have a private **childcare facility** that provides excellent care for children who need a place before and after school. In addition, our PTC funds extended before school time to **open our library early**, providing a warm, inviting, safe place for children to go when they arrive before opening hours. In partnership with CalServes and Americorps we offer an after school program.

Every Tuesday and Thursday for 1.5 hours after school, we offer **English Language Development to the adults in our community** free of charge. To facilitate the attendance, we also provide free childcare. Parents, who attend, sign a commitment to use the education they receive to help assist students who are struggling. During the same time, non-English speaking newcomers to our school are invited to a parallel program with our ELD teacher to receive extra instruction in English Language to help build vocabulary and language structure to improve their success in their classes. Other programs we offer are a Family Literacy Fun Night and several PTC sponsored family events. Through these educational programs and celebratory activities, we are able to develop and maintain a relationship with our community that reflects the value we place on the community's participation and their children's education. These programs also foster and promote our vision for success for all children, and we pride ourselves on the inclusive community we have developed.

8. School, district and community barriers to improvements in student achievement:

Robert L. Stevens School is focused on improving student achievement for all of our students and provides extra help and support as needed. Factors that limit students' ability to reach academic potential include family socioeconomic status, mobility, irregular attendance, language barriers and social-emotional issues. There are a seemingly increasing number of families with non-literate parents, and teachers perceive that there is an increasing number of students with difficult home situations. Limited in-school counseling is provided by a supervised counseling intern. Teachers indicate a need for continued counseling. More resources have been allocated to provide for more Instructional Aide time and teachers indicate a desire for this to continue and increase. Funding for Office Assistants to address the issue of irregular student attendance has been provided.

9. Limitations of the current program to enable under-performing students to meet standards:

Seventy four percent (74%) of the students attending Robert L. Stevens School are on the free and reduced lunch program. Fifty -four percent (54%) of the students are English Language Learners, which often means that parents are not fluent in English and are not able to assist students with their homework. Furthermore, affordable housing is becoming difficult to find in the Southwest sector of Santa Rosa so families are moving frequently in and out of the R.L. Stevens attendance area. They are also increasingly

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being forced to move in with relatives or friends. Such stresses on the families mean students have a more difficult time finding time and space to study and do homework. Frequent moves create learning gaps, and many newly-enrolled students arrive under-prepared upon their entrance to R.L. Stevens.

XI. Student Performance

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) Program, students in grades 2-6 are tested annually in various subject areas. In the 2007-08 school year, the STAR program included California Standards Tests (CST) in English-language arts and mathematics in grades 2-6, and science in grade 5. A norm-referenced test, the California Achievement Test version 6, (CAT-6) in reading, language, spelling, and mathematics was given to students in grade 3.

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Detailed information regarding results for each grade and proficiency level and the percent of students not tested can be found at the California Department of Education Web site at <http://star.cde.ca.gov> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST - Three Year Comparison – All Students Percent of Students Achieving at Proficient or Advanced Levels

Subject	Robert L. Stevens School			Wright District			State		
	2006	2007	2008	2006	2007	2008	2006	2007	2008
English-Language Arts	44	42	53	46	46	50	42	43	46
Mathematics	54	59	68	60	62	64	40	40	43
Science	14	37	42	33	41	57	35	38	46

All Students by Grade Level

	English/Language Arts			Mathematics			Science		
	2006	2007	2008	2006	2007	2008	2006	2007	2008
2nd	43	43	46	49	61	62	*	*	*
3rd	24	27	37	46	51	67	*	*	*
4th	54	62	68	78	86	84	*	*	*
5th	38	49	46	38	60	44	14	37	42
6th	52	31	55	57	38	59	*	*	*

English Only by Grade Level

	English/Language Arts			Mathematics			Science		
	2006	2007	2008	2006	2007	2008	2006	2007	2008
2nd	47	46	63	54	60	75	*	*	*
3rd	30	41	56	50	59	76	*	*	*
4th	64	81	82	80	90	95	*	*	*
5th	68	66	68	57	70	64	23	51	54
6th	67	56	71	62	65	73	*	*	*

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English Learners by Grade Level

	English/Language Arts			Mathematics			Science		
	2006	2007	2008	2006	2007	2008	2006	2007	2008
2nd	25	40	29	25	63	50	*	*	*
3rd	20	18	20	43	45	59	*	*	*
4th	46	50	56	76	83	75	*	*	*
5th	13	33	31	22	53	32	7	23	32
6th	33	6	32	50	12	39	*	*	*

Non-Economically Disadvantaged by Grade Level

	English/Language Arts			Mathematics			Science		
	2006	2007	2008	2006	2007	2008	2006	2007	2008
2nd	64	58	53	60	67	82	*	*	*
3rd	16	37	68	43	56	79	*	*	*
4th	66	82	82	79	100	96	*	*	*
5th	62	54	36	53	70	54	28	54	64
6th	70	59	71	67	71	77	*	*	*

Economically Disadvantaged by Grade Level

	English/Language Arts			Mathematics			Science		
	2006	2007	2008	2006	2007	2008	2006	2007	2008
2nd	32	38	44	44	59	56	*	*	*
3rd	28	22	26	48	48	63	*	*	*
4th	49	53	62	78	80	79	*	*	*
5th	24	47	49	30	57	42	6	29	36
6th	41	22	50	51	28	54	*	*	*

CST – Results by Student Group – 2008

Percentage of Students in Each Group Achieving at Proficient or Advanced Levels

An * indicates there are less than 10 students.

Group	English-Language Arts	Mathematics	Science 5 th Grade
African American	53	68	*
Asian	76	76	*
Hispanic or Latino	48	64	42
White (not Hispanic)	63	78	*
Male	36	57	31
Female	47	60	57
Economically Disadvantaged	49	63	36
English Learners	45	61	32
Students with Disabilities	21	24	*

California English Language Development Test (CELDT) Report

The CELDT Test is a mandated assessment which is initially given to all students who have indicated on their Home Language Survey (HLS) that a language other than English is spoken at home. Students receive an overall score, which ranges from 180 – 700, and may receive a score in listening, speaking, reading, and writing, depending on their grade level. Students in kindergarten and 1st grade take only the listening and speaking portions of the test, while all other grade levels also take the reading and writing portions. Students are also placed in one of five designations based on this score: beginning, early intermediate, intermediate, early advanced, and advanced.

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Students are considered English Learners if they score lower than early advanced on the initial CELDT and non-fluent on a teacher rating scale of oral fluency. All English Learners receive academic language development in their classroom. Beginning level ELL students also receive additional English Language Development (ELD) from the ELD instructional assistant. English Learners are given the CELDT each year. Those who score Early Advanced or Advanced and are proficient or advanced in the English Language Arts portion of the California Standards Test are re-designated as Fluent English Learners (FEP).

California English Language Development Test (CELDT) Results 2007-08

Grade	Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced		Number Tested
	#	%	#	%	#	%	#	%	#	%	
K	20	49%	14	34%	6	15%	1	2%	0	0%	41
1	5	14%	6	17%	21	58%	3	8%	1	3%	36
2	1	3%	6	17%	21	58%	8	22%	0	0%	36
3	1	5%	0	0%	12	55%	9	41%	0	0%	22
4	1	3%	1	3%	10	30%	17	53%	4	12%	33
5	1	3%	0	0%	10	33%	13	43%	6	20%	30
6	2	6%	1	3%	3	10%	11	37%	13	43%	30
Total	31	14%	28	12%	83	36%	62	27%	24	11%	228

Three-Year Comparison – Matched Cohorts

(This table shows the scale score of the same group of students over these three years)

2005-06	2006-07	2007-08
490.3	485.5	515.2

Re-designation of English Learners to Fluent Proficient

(This table shows the number of students who have been re-designated as fluent in English over a 3-year period)

2005-06	2006-07	2007-08
12	15	21

California Physical Fitness Test Results

In the spring of each year, each school is required by the state to administer a physical fitness test to all students in the 5th grade. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives.

The physical fitness test measures each student’s ability to perform fitness tasks in six major areas: aerobic capacity; body composition; abdominal strength; trunk extension; upper body strength; and flexibility. Students are provided several options to perform tasks in each area. Students that either meet or exceed the standards in **all six fitness areas** are considered to be physically fit in the ‘healthy fitness zone’ (HFZ).

The table below displays the percentage of 5th grade students who met the standards in all six areas, five areas, four areas, etc. Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at <http://www.cde.ca.gov/statetests/pe/pe.html>.

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<i>Healthy Fitness Zone</i>							
# of 5 th Grade Students	Percentage of Students meeting 6 of 6 Standards	Percentage of Students meeting 5 of 6 Standards	Percentage of Students meeting 4 of 6 Standards	Percentage of Students meeting 3 of 6 Standards	Percentage of Students meeting 2 of 6 Standards	Percentage of Students meeting 1 of 6 Standards	Percentage of Students meeting 0 of 6 Standards
58	12.1%	22.4%	31.0%	13.8%	12.1%	3.4%	5.2%

XII. Accountability

Academic Performance Index (API)

The **Academic Performance Index (API)** is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE website at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks -- Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005	2006	2007
Statewide	6	6	6
Similar Schools	9	8	10

API Changes by Student Group -- Three Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score.

Group	Actual API Change			API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	+8	+10	+33	820
Hispanic	+13	+18	+34	803
White (not Hispanic Origin)	+12	+9	+26	859
Socio-economically Disadvantaged	+11	+17	+35	800
English Learners	-6	+32	+28	790

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator

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Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria (School Year 2007-08)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate – English-Language Arts	Yes	Yes
Participation Rate – Mathematics	Yes	Yes
Percent Proficient – English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in Pi	Not in PI
First Year of Program Improvement	N/A	N/A
Year in Program Improvement	N/A	N/A
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	33.3

Other Ways We Measure Student Success

Our staff analyzes and uses the results from the state-testing program, both for program adjustments, and for individual student interventions. Each grade level also has benchmark assessments which are given three times during the year to measure students’ progress toward meeting the grade level standards. At the end of the year each teacher completes a chart which displays the students’ scores on the multiple measures and to what degree they have met the grade level standards.

Our staff, parent community and school board emphasize many other aspects of student and school success including students’ personal growth and their positive personal relationships. We value arts education and strive to provide enrichment activities that help students develop interests and talents in a variety of arenas.

Conclusions from Student Performance Data

- Fifth grade Science scores increased significantly in the last year 3 years.
- *Overall*, our scores have steadily increased in Language Arts and Math, but particular grade levels have increased or decreased slightly.
- The 3rd to 4th grade cohort’s scores have increased dramatically 2 years in a row in Language Arts and Math.
- The 4th grade to 5th grade cohort has had decreased scores for 2 consecutive years in Language Arts and Math.
- Our overall Academic Performance Index scores increased by 33 points for *all* subgroups and significantly increased by 28 points for our English Language Learners (ELLs) .
- The percent of English only students scoring proficient on CST went up in 5 out of 5 grade levels in Language Arts and 4 out of 5 grade levels in Math.

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- The percentage of English Language Learners’(ELL’s) scoring proficient on the CST went up in 3 of 5 grade levels in Language Arts and went up in only 2 of 5 grade levels in math.
- The percent of Economically Disadvantaged students scoring proficient on the CST went up in 5 out of 5 grade levels in Language Arts and 2 out of 5 grade levels in Math.
- There is a need to provide more intensive, small group and/or individual tutorial instruction within the regular classroom during core academic instructional time block.
- There is a need to continue our Title I Reading Program, Supplemental ELD Program, Math Intervention Program and Reading Comprehension Intervention Program to assure continued student success for struggling students.
- Much improvement is needed in the passage rate of our 5th grade students on the California Physical Fitness Test.

XIII. Planned Improvements in Student Performance

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index and the California English Language Development Test, and include local measures of pupil achievement. The School Site Council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, and students with exceptional needs. The Council also obtained and considered the input of the school community. Based upon this analysis, the Council has established the following performance improvement goals, actions and expenditures.

School Goal #1			
<i>The whole school and all numerically significant groups will continue to meet their A.P.I growth targets and their A.Y.P. goals.</i>			
Student groups and grade levels to participate in this goal: Students in grades 2-6	Anticipated annual performance growth for each group: An increase in the percentage of students scoring at Proficient or Advanced in Language Arts and Math in each subgroup and an increase in the percentage of students who advance one performance band on the CST’s.		
Means of evaluating progress toward this goal: 2008-2009 C.S.T. results, A.P.I. Report, A.Y.P. Report			
Actions to be Taken to Reach This Goal	Start Date Completion Date	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • Hire Instructional Aides from EIA to provide support and reinforcement of instruction to selected groups during core instructional time. • Conduct a Math Intervention Program for identified students in grades 2-6. Certificated teachers will teach selected students after school for one hour, two days a week. • Hire Instructional Aides to provide reinforcement of instruction in the afternoons, four days a week. • Conduct a Reading Comprehension Intervention Program for selected students in grades 2-6. A Certificated teacher will teach the students after school two days a week. 	<p>Aug. 2008– June 2009</p> <p>Nov. 2008 –May 2009</p> <p>Nov. 2008- May 2009</p> <p>Jan. 2009-May 2009</p>	<p>\$58,000</p> <p>\$10,000</p> <p>\$2,000</p> <p>\$3,000</p>	<p>EIA</p> <p>EIA</p> <p>EIA</p> <p>EIA</p>

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<ul style="list-style-type: none"> • Purchase additional instructional support materials (<i>Quick Reads, Read Naturally, Bellwork, Time for Kids</i>) in math, reading and science. 	Sept. – Dec. 2008	\$6,000	Restricted Lottery
<ul style="list-style-type: none"> • Retain our Title I Reading Program Teacher at 90%. This program provides small group instruction in reading to selected students in Grades 3-6 . 	2008–2009 school yr	\$60,000	District Title I
<ul style="list-style-type: none"> • Retain the English Language Development Teacher and Instructional Assistant to provide supplemental instruction in English Development. 	2008–2009 school yr	\$85,000	District EIA
<ul style="list-style-type: none"> • Purchase additional digital projectors and document cameras to enhance student learning in all classrooms. 	Oct.- Dec. 2008	\$12,000	Dist. Tech.
<ul style="list-style-type: none"> • Purchase additional library books and other instructional materials that reinforce and support classroom curriculum. 	Oct. 2008	\$2,000	SLIB
<ul style="list-style-type: none"> • Continue providing planning time with substitute relief for Professional Learning Communities to meet to improve student learning. 	Nov. 2008 –Apr. 2009	\$4,000	EIA
<ul style="list-style-type: none"> • Use available resources to provide regular DIBELS testing of all students and Progress Monitoring of students not meeting standards to inform instructional decisions. 	Sept. 2008-May 2009	\$2,000	EIA
<ul style="list-style-type: none"> • Provide more yard and cafeteria supervision to help provide a safe and positive school climate that fosters student academic success. 	Aug. 2008- June 2009	Inst. Aide Time \$15,400	SLIB

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School Goal #2			
<i>Each class will give students opportunities to write on a daily/weekly basis. Student writing will be evaluated using a grade-level common rubric three times a year. By the end of the third trimester, 50% of the students will score a 3 or 4 on the writing rubric.</i>			
Student groups and grade levels to participate in this goal: Gr. 1-6		Anticipated annual performance growth for each group: An increase in the number of students who score a 3 or a 4 on their final writing benchmark test. An increase in the number of 4 th graders who score 3 or 4 on the CST Writing Test.	
Means of evaluating progress toward this goal: Results of District Benchmark assessments and results of CST Writing Test for 4 th grade			
Actions to be Taken to Reach This Goal	Start Date Completion Date	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • Continue in-class support of the <i>Writing by Design</i> program such that all teachers continue implementing the program. • Develop anchor papers to be used to score trimester writing benchmarks to insure consistency with the rubrics of <i>Writing by Design</i> and the CST 4th grade writing sample. Provide substitute time to meet after each benchmark period. 	Aug. 2008 - June 2009	\$200	EIA
	Nov. 2008 – May 2010	\$1,000	EIA

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School Goal #3

Student data from benchmark assessments and Dynamic Indicators of Basic Early Literacy Skills (DIBELS) testing will be analyzed each trimester to assess needs for extra support and to assess the efficacy of such support. Special populations of students (ELL, Special Education, at-risk and underperforming learners) will be monitored by individual student results and progress on standardized tests (CST, CELDT, CMA), benchmark assessment, DIBELS, and results from progress monitoring of interventions in place for those students. Specific and prescriptive interventions will be determined by these results.

Student groups and grade levels to participate in this goal:

K-6

Anticipated annual performance growth for each group: Students with IEP goals will meet those goals along with demonstrating an increase the percentage correct on CMA. ELL students, in addition to having the goal of gaining a score of proficient or advanced on CST, will have the goals of improving their CELDT score and eventual reclassification. The goal for all students is also to achieve ‘at grade level’ on benchmark assessments. At risk and underperforming learners will achieve proficient on the CST and “at grade level” on district benchmark assessments.

Means of evaluating progress toward this goal:

Monitor results of trimester Benchmark Assessments and DIBELS and adjust interventions as indicated. STAR Test results, CMA results, Re-designation rates CELDT Results. Progress monitoring of students receiving interventions.

Actions to be Taken to Reach This Goal	Start Date Completion Date	Estimated Cost	Funding Source
<ul style="list-style-type: none"> New Math Benchmark tests will be refined to be consistent with the pacing and content of the standards taught and to be consistent across the district. 	Sept. '08 - May '09	\$0	n/a
<ul style="list-style-type: none"> Classroom teachers, the Title I Reading Teacher, the ELD Teacher and Principal will meet in Professional Learning Communities to collaborate on strategies for teaching identified essential standards, on how to formatively assess student progress in meeting these standards and on how to respond when students don't meet the identified essential standards 	Nov. '08 - June -'09	Substitute pay \$2,500	EIA
<ul style="list-style-type: none"> Teachers will be trained in Response to Intervention 	Oct. '08- March '09	Sub Pay \$800	EIA, Title II RtI grant
<ul style="list-style-type: none"> Use available resources to provide regular DIBELS testing of all students and Progress Monitoring of students not meeting standards to inform instructional decisions. 	Sept. '08 – May '09	\$3,000 Instructional Aide pay and training	EIA
<ul style="list-style-type: none"> Training on how to increase reading fluency and comprehension will be provided to teachers and instructional aides. 	Nov. 08- March '09	\$500	RtI project grant, Staff Dev. Buy-Back

Robert L. Stevens School Accountability Report Card 2007-2008
and Single Plan for Student Achievement 2008-2009

School Goal #4			
<i>The number of 5th grade students who reach Proficient or Advanced in Science as reported by the 2009 CST results will increase by 3%</i>			
Student groups and grade levels to participate in this goal: Grade 5		Anticipated annual performance growth for each group: The percentage of students in 5 th grade who score Proficient or Advanced on the CST in Science will improve by 3%, from 42 to 45%	
Means of evaluating progress toward this goal: Results of CST			
Actions to be Taken to Reach This Goal	Start Date	Estimated Cost	Funding Source
<ul style="list-style-type: none"> The new science curriculum is being fully implemented this year in all grade levels. 	Sept. '08 – June '09	\$12,000	State Textbook Funds
<ul style="list-style-type: none"> Instructional materials will be purchased to supplement the state adopted textbooks. 	Nov. '08	\$800	Restricted Lottery

RECOMMENDATIONS AND ASSURANCES

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

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The School Site Council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The School Site Council 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.
4. 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.
5. This school plan was adopted by the School Site Council on 11/18/08

Attested:

Maxine Reagh
11/18/08
School Principal
Date

Maxine L. Reagh
Signature of School Principal

Amanda Horsburgh French
11-18-08
SSC Chairperson
Date

Amanda Horsburgh French
Signature of SSC Chairperson