



## Gerber Elementary

23014 Chard Ave.  
Gerber, CA 96035-9708

Plan Period: 8/18/2010 - 6/8/2011

***Contact:***  
**Rod Stone**  
**Principal**  
**530-385-1041**  
**[rstone@tehamaed.org](mailto:rstone@tehamaed.org)**



## **EXECUTIVE SUMMARY**

### **About This School**

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

### **Areas of Analysis**

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

#### **Analyze Student Performance**

#### **Analyze Educational Practices**

#### **Analyze Instructional Programs**

### **Education Improvement Goals**

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

#### **Mathematics**

##### **Mathematics Implementation**

#### **Response To Instruction & Intervention**

##### **RTI2**

#### **English Language Development**

##### **Increase EL Performance**

##### **ELD Curriculum**

#### **Reading/Language Arts**

##### **Reading Implementation**

#### **Technology**

##### **Improve student access to technology**

### **Plan Budget**

### **Committees**

### **Approvals and Assurances**



## ABOUT THIS SCHOOL

The motto of Gerber Elementary School is "Achieving Excellence". Our mission is to provide a stable environment that will foster our childrens' feelings of self-worth and that will allow our students to:

- \* develop sound educational skills;
- \* acquire an understanding of the privileges and responsibilities necessary to be productive citizens;
- \* learn the information and concepts needed to make wise personal choices.

School programs help all students meet content and performance standards. Categorical budget items are aligned closely with the site plan and the Local Educational Agency Plan (LEA Plan).

The school uses a variety of methods to evaluate the effectiveness of its overall program each year. All segments of the school community participate in the evaluation process. Results of this process are communicated to all segments of the school community in a variety of ways, beyond the School Accountability Report Card and student report cards.

Gerber Union Elementary School serves approximately 410 students in grades K-8. A state funded pre-school is located on campus which feeds into the Gerber School population. The Gerber Community Day School is also located on campus and serves students in grades 4-8. The Gerber School District is characterized as a rural unincorporated area of approximately 70 square miles in the center of Tehama County. Of the 3000 residents within the district, the community of Gerber has a population of 900 and El Camino, which is more spread out, contains over 1300 people. It is one of 18 small school districts within the county and is a feeder school for Red Bluff High School District.

The school enrollment had been relatively stable; however, currently we are facing a slightly declining enrollment . This is due to the number of families who are relocating to other areas. The number of limited or non-English speaking students in the school has grown at a faster pace than the general population. About 88% of the student body qualifies for either free or reduced priced lunches, and over one-third are on Cal-Works. Measures used by the California State Department of Education indicate that the education level and the socioeconomic status of the parents of students in our school are generally lower than the statewide averages.



## AREAS OF ANALYSIS

### Analyze Student Performance

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#### Student Performance

#### Conclusions from Student Performance Data Analysis

Number of Students included in the 2010 Growth API = 247

2010 Growth = 763

2009 Base = 753

2009-10 Growth Target = 5

2009-10 Growth = 10

Schoolwide = yes

All Subgroups = no

Both Schoolwide and Subgroups = no

Similar Schools

Median API

2010 Growth = 735

2009 Base = 729

Made AYP: No

Met 15 of 21 AYP Criteria



## Analyze Educational Practices

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### Educational Practices

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

All teachers use adopted California textbooks and materials that are aligned to the state standards across all subject areas. These standards serve as the basis for our curriculum. The standards are posted in every classroom and in the front hallway of the school. English-Language Arts instruction is taught uninterrupted in grades K-3 for 2.5 hours, and grades 4-8 for 2.0 hours. The District has hired an RTI certificated teacher and two paraprofessionals to work with targeted students in the primary grades.



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

### Language Arts:

The school district has implemented the Houghton Mifflin Harcourt(HMR Medallions ELD) Reading Program (K-5) and Holt McDougal Reading Program (6-8). Kindergarten through grade 5 maintain leveled homogenous reading groups using the HMR Universal Access Handbooks. Literature books are used as supplemental reading materials in grades 3-8 for those students who are reading above grade level. The Accelerated Reader Program is implemented in grades 1-8 to provide additional incentive to read. The Success Maker & Ellis computer programs are available in the computer lab and classrooms for assessment and remediation in reading.

### English Language Developemnt (ELD):

Teaching and resource staff currently use state adopted curriculum materials from several textbook companies: National Geographic with Hampton Brown (Inside). ELD instruction is provided in the classroom by certificated teachers, paraeducators, and supplemented by a certificated ELD teacher.

### Math:

The math curriculum is standards based and includes all strands of the California State Frameworks. MacMillan/Mc Graw Hill(K-5 grades), Prentice Hall (6th-8th grades), supplemented by Standards Plus focus lessons, Success Maker, and Accelerated Math in the computer room and classrooms.

### History/Social Science:

Implementation of the SBE approved materials in history/social science has begun. Scott Foresman is used in grades K-3, Harcourt Brace in grades 4-5, and Holt, Rinehart, Winston in grades 6-8.

### Science:

The District currently has adopted MacMillan/McGraw-Hill for grades K-6 and CPO for grades 7 & 8.

### Visual and Performing Arts:

Currently, the district supports graphic and other media arts as integrated elements of our language arts and social science curriculum. In 2006/7 Gerber purchased the "Arts Attack" arts program. Examples of student artwork are displayed throughout the school year in their respective classrooms, hallways, library, and cafeteria. The artwork can also be viewed during Back to School night and Open House. Gerber School owns a kiln and students have the opportunity to acquire ceramic skills.

The District employs a 2.5 day per week music teacher to teach band, chorus and music instruction for students in grades 1-8. Classroom teachers provide song, rhythm and beat for students in kindergarten.

### Physical Education:

The P.E. program emphasizes age-appropriate motor skill improvement and physical activities as major goals for all students. Various curricular materials are used by individual teachers, including S'cool Moves, a motor-skill developmental program for grades K-6. In 2007 the school built a new track to enhance physical education programs. In 2009 the school replaced both kindergarten and elementary play structures including the addition of PAR equipment. All physical education classes are conducted in the coeducational, inclusive manner prescribed by law. All students have equal access to all physical education courses. All students receive physical education instruction for a minimum of 200 minutes each 10 school days exclusive of recesses and the lunch period.

(Title IX, 106.33,106.34; 5CCR 4930, 4931, 4940; EC 51210 (g), EC 51222, EC 51223)



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

The content of professional development is based on school needs and student achievement. The primary focus of professional development is on implementing a standards-based curriculum. Professional development also includes strengthening subject-matter expertise and classroom management. New teachers or teachers new to a grade level, are carefully selected and supported during their first years of teaching. New teachers have the opportunity to participate in the Beginning Teachers Support and Assessment Program (BTSA). All teachers are encouraged to take advantage of professional development opportunities at the district, county, and regional levels. Opportunities are provided at staff meetings for teachers to share what they have learned from their professional development. Cluster group meetings are held monthly to support collaboration between grade level groups. The district has added 10 minimum days to the school calendar to provide additional time for teacher collaboration and data analysis.

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

Adopted textbooks have materials to help under-performing students understand academic input. Students are ability grouped for English Language Arts (ELA) up to 45 minutes a day. English Learners are grouped for ELD up to 45 minutes a day. Students in grades 3-8 are also ability grouped for math. Student grouping is flexible, individualized and supplements students' needs based on on-going assessment data. Students with special needs have equal access to the state adopted curriculum provided for all students. Special needs programs supplement the regular instructional program these students receive.

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

Paraprofessionals are funded by Title I, and SBCP. We have a full time ELD teacher that works directly with students. We have added a .5 RTI teacher along with two support paraprofessionals to assist in the program. We provide a full time technology assistant in our computer lab. We provide an after-school tutoring program that is run by credentialed teachers to work with under-performing students who are "at risk". In addition, the following programs are available: Voyager, SIPPS, Rewards, Fast Track, Read Naturally, Accelerated Reader & Math, Success Maker & Ellis computer programs. Categorical funds are also allocated for additional professional development.

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

The district is implementing a comprehensive assessment and accountability system that provides complete information about student performance. This system is based upon an analysis of verifiable State data, including the Academic Performance Index (API), Adequate Yearly Progress (AYP) Reports, the California English Language Development Test (CELDT), and any other data developed by the district to measure student achievement.

State: STAR tests-California Standards Test (CST), California Alternative Performance Assessment (CAPA), Spanish Assessment of Basic Education (SABE II), Alternative School's Accountability Model (ASAM);

Local: Houghton Mifflin Theme Skills Tests and HM unit tests; Holt, Rinhart and Winston tests; Results-Basic Phonics and Skills Test (BPST), Reading Passages (K-6), High Frequency Word Lists (grades 2 & 3); San Diego Quick Assessment; Writing rubrics; Language Assessment Skills (LAS); Edusoft database program; district purchased program assessments; grades; teacher made tests.

Students are assessed in English-Language Arts and Math every 6-8 weeks, at the end of each unit. Teachers meet ten times on student minimum days throughout the school year to evaluate assessment results.



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

Although all teachers experience some low student performance there are grade level trends noted. We are working to move the Intensive and Strategic students toward the benchmark standards using the RTI2 model.

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

Resources available to low performing students are: teacher after-school tutoring, leveled grouping, Student Study Teams, RTI2, Resource Specialist, Title I resources, school library, counselors, psychologist, speech therapist, SERRF, ELD teacher, classroom paraprofessionals, technology assistant, Family and Schools Together (FAST), State Preschool.

## **School, district and community barriers to improvements in student achievement**

Characteristics of the Gerber Elementary School that contribute to low (but rising) student performance include:

Student demographics, Gerber is a school-wide Title I school where 88% of students qualify for free/reduced lunch, 56% of students are Hispanic and 38% of our Hispanic population are English learners.

Gerber School is located in a rural setting several miles away from any urban setting and beyond walking or safe biking distance from school. Many families have only one vehicle, and the working parent(s) need the vehicle for work. After-school tutoring and enrichment activities can end no later than 3:20 p.m. for those students who rely exclusively on district transportation to get to and from school.

Many parents lack the education and/or skills to help with demanding tasks. Many are second-language learners without the ability to help with materials in English.

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

The length of the school day does not permit an opportunity for all students to meet content learning standards. Out of 300 minutes, a minimum of 150 minutes are designated for reading instruction, 30 minutes of ELD, 20 minutes of PE and 60 minutes for math. This leaves 40 minutes for any other subject. In addition, student who need additional interventions require an additional 30-45 minutes of reading instruction.



**Analyze Instructional Programs**

**Instructional Programs**

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## SCHOOL GOALS FOR IMPROVING STUDENT ACHIEVEMENT

### Mathematics

#### Mathematics Implementation

Full implementation of MacMillan/McGraw-Hill K-5 and Prentice Hall 6-8 mathematics curriculum. Increase the percentage of students scoring proficient or above as measured on the California Standards Test in Mathematics.

### Response To Instruction & Intervention

#### RTI2

During the RTI process, students are monitored during participation in academic and/or behavioral interventions to determine if the intervention is making a difference. Gerber's primary RTI focus is with students in kindergarten and 1st grades. In addition each classroom teacher will develop and use RTI strategies to assist struggling students. The primary RTI goal will be to provide intensive interventions for struggling students to bring them to grade level as quickly as possible.

### English Language Development

#### Increase EL Performance

Improve English Learner's (EL's) ability to understand, speak, read, and write in English. ELs comprise 38% of our student population. While they have made steady progress in English language development, they frequently measure in Below Basic on standardized tests. Teachers and resource staff work together to improve EL students' English language proficiency. The School Site Council allocated additional funds to hire a full time certificated EL teacher. School Site Council has also supported the purchase of new computers and the Success Maker and Ellis programs. Monthly parent education classes will be provided for parents to support their children in academic areas.

#### ELD Curriculum

Use systematic, standards-based ELD curriculum schoolwide.

### Reading/Language Arts

#### Reading Implementation

Continued full implementation of Houghton-Mifflin reading/language arts program (k-6), focusing on the following: AB466 professional development, yearly pacing schedule, leveled universal access (UA) groups. Target four significant subgroups: Hispanic, English Learners, Special Education and socio-economically disadvantaged for additional interventions and after-school tutoring.



## Technology

### **Improve student access to technology**

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1. For student acquisition of technology and information Literacy Skills.
2. For appropriate access to technology for all students.
3. To make student record keeping and assessment more efficient and useful.
4. To make teachers and administrators more accessible to parents.
5. Increase number of new computers in classrooms, lab and library.
6. Provide Response To Intervention opportunities for students

**PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE**

## Response To Instruction &amp; Intervention

**Goal: RTI2****ISSUE STATEMENT**

Response to Intervention is the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals applying child response data to important educational decisions. The RTI process is a systems-wide change in how we have worked with struggling students.

**GOAL OBJECTIVE**

During the RTI process, students are monitored during participation in academic and/or behavioral interventions to determine if the intervention is making a difference. Gerber's primary RTI focus is with students in kindergarten and 1st grades. In addition each classroom teacher will develop and use RTI strategies to assist struggling students. The primary RTI goal will be to provide intensive interventions for struggling students to bring them to grade level as quickly as possible.

**STUDENT GROUPS PARTICIPATING IN THIS GOAL**

Every student (K-8) will be evaluated to determine if they meet the level of needs to be considered for RTI interventions.

**PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS**

Performance gains expected for these students will be based upon their entrance assessment level and frequent ongoing assessments.

**MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL**

On-going assessments in the specific academic area of need using adopted textbook materials, Voyager curriculum, computer curriculum programs, and teacher created materials.

**GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS**

Progress reports, 6-8 weeks assessments, benchmark assessments, report cards, CST end of year data.

**Actions****Provide intensive support for kindergarten and first grade***Tasks*

- Provide tier 3 interventions for students in kindergarten and first grades:
- \* Additional instructional time
  - \* Small group instruction with additional supports (Voyager curriculum)
  - \* Supplemental aides/services

*Measures*

Voyager assessments, improved classroom academic achievement, BPST, SuccessMaker

*People Assigned*

RTI2 teacher, RTI2 instructional aides, classroom teacher

*Start Date - End Date*

8/18/2010 - 6/8/2011



**Establish three tiers or levels of instruction in 2nd- 8th classrooms**

*Tasks*

Using the RTI2 model, classroom teachers will establish tiers 1-3 level students and provide appropriate intervention based upon each level.

*Measures*

SuccessMaker, Accelerated Reader, Accelerated Math, Math Facts, Benchmark assessments, Teacher designed assessments, CST.

*People Assigned*

All classroom teachers, administration, Title I specialist, ELD teacher

*Start Date - End Date*

8/18/2010 - 6/8/2011



Mathematics

**Goal: Mathematics Implementation**

**GOAL OBJECTIVE**

Full implementation of MacMillan/McGraw-Hill K-5 and Prentice Hall 6-8 mathematics curriculum. Increase the percentage of students scoring proficient or above as measured on the California Standards Test in Mathematics.

**STUDENT GROUPS PARTICIPATING IN THIS GOAL**

All students K-8

**PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS**

Performance gains expected for these students: Increase the percentage of students scoring proficient by 5% each year.

**MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL**

Means of evaluating progress towards this goal: On-going assessments in Mathematics using adopted textbook materials, Accelerated Math quizzes and teacher created materials.

**GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS**

Group data needed to measure academic gains: CST data at the end of the year.



## English Language Development

### **Goal: Increase EL Performance**

#### **GOAL OBJECTIVE**

Improve English Learner's (EL's) ability to understand, speak, read, and write in English. ELs comprise 38% of our student population. While they have made steady progress in English language development, they frequently measure in Below Basic on standardized tests. Teachers and resource staff work together to improve EL students' English language proficiency. The School Site Council allocated additional funds to hire a full time certificated EL teacher. School Site Council has also supported the purchase of new computers and the Success Maker and Ellis programs. Monthly parent education classes will be provided for parents to support their children in academic areas.

#### **STUDENT GROUPS PARTICIPATING IN THIS GOAL**

English Learners as identified by answers on the Home Language Survey. All EL students take the California English Language Development Test (CELDT) at the beginning of the year to determine if they are Initially Fluent English Proficient I-FEP), Not English Proficient (NEP), Limited English Proficient (LEP), or ready for redesignation as Fluent English Proficient (FEP). Students who are NEP or LEP receive intensive English Language Development instruction.

#### **PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS**

Students progress an average of one level of English proficiency per year, as measured by CELDT scores, meet AYP goals in Language Arts for their grade level and meet or exceed the AYP scores for their subgroup.

#### **MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL**

Administer CELDT to EL students at the beginning of each year.

Assess progress in English language development throughout the year as follows:

K-3 EL students are given the Results assessment at the beginning of the year and at the end of each trimester, plus Avenues and other assessments as appropriate to grade level.

EL students in grades 4-8 are assessed using High Point and other classroom assessment as appropriate.

All students in grades 2-8 take the CST at the end of the year.

Teachers and resource staff determine progress by analyzing and comparing the following assessments:

- a. CELDT scores from the previous and current years to determine progress in English language development.
- b. CELDT with CST scores and other assessments to identify progress and gaps.
- c. Avenues and High Point assessment to identify progress.

#### **GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS**

1. CELDT scores from previous year and current year
2. Results and other assessment scores from the beginning of the year and for each trimester
3. CST scores from previous year and current year
4. Avenues and High Point
5. Success Maker and Ellis student reports



**Actions**

**Monitor increased English proficiency**

*Tasks*

Gather assessment data and compare progress in English language proficiency throughout the year.

*Measures*

CELDT, CAT-6 and CST from last year and CELDT from current year, local assessments (Results, reading program theme tests, classroom assessments, and ELD program tests)

*People Assigned*

Classroom teachers, resource staff, ELD teacher, Title 1 specialist, paraeducators, administration.

*Start Date - End Date*

8/18/2010 - 6/8/2011

**Plan improved ELD instruction**

*Tasks*

Task 1. Share performance data from last previous standardized tests with staff.

Task 2. Brainstorm strategies for continuing to improve EL student performance.

Task 3. Fine-tune plans for delivery of ELD instruction and follow-up a monthly cluster meetings.

Task 4. Purchase of text materials with built-in ELD component.

*Measures*

Monthly assessments

*People Assigned*

Administration, teachers, ELD teacher, resource staff, paraeducators

*Start Date - End Date*

8/18/2010 - 6/8/2011

**Prepare to implement changes**

*Tasks*

Task 1. Share performance data from previous year.

Task 2. Discuss possible changes to implementation.

*Measures*

Goals were set.

*People Assigned*

Administration, teachers in cluster groups, paraeducators, Title 1 specialist

*Start Date - End Date*

8/18/2010 - 6/8/2011



**Train ELD staff**

*Tasks*

Task 1. Provide on-the-job training to new ELD staff in CELDT testing and delivery of ELD instruction.

*Measures*

New ELD staff trained to do CELDT testing for fall trimester and delivery of instruction by middle of September.

*People Assigned*

Task 1: Title 1 Resource Specialist, site administration, ELD teacher and CELDT Testing Coordinator

*Start Date - End Date*

8/18/2010 - 6/8/2011



**Goal: ELD Curriculum**

**GOAL OBJECTIVE**

Use systematic, standards-based ELD curriculum schoolwide.

**STUDENT GROUPS PARTICIPATING IN THIS GOAL**

English Learners who are still considered LEP

**PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS**

Meet or exceed grade level and/or subgroup AYP goals

**MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL**

Review curriculum to make sure it is aligned to ELD and LA standards and that it contains reliable assessments.

**GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS**

Results of staff survey. Student scores on multiple measures (CELDT, CST, Results, Avenues, High Point, and other classroom assessments)

**Actions**

**Evaluate student performance**

*Tasks*

Gather data on student performance to determine if English language proficiency has improved.

*Measures*

All assessment data

*People Assigned*

Teachers, paraeducators, resource staff, Title I Specialist, Administration

*Start Date - End Date*

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**Provide materials and/or training**

*Tasks*

Task 1. Secure additional needed materials.

Task 2. Provide staff development in how to use/improve use of ELD instructional materials.

Task 3. Implement needed changes.

*Measures*

Staff survey to determine if needed materials, changes in usage and staff development have been provided

*People Assigned*

Administration, designated staff, representatives of textbook publisher(s), classroom teachers, paraeducators, resource staff, Title 1 specialist



*Start Date - End Date*

8/18/2010 - 6/8/2011

**Review current curriculum and usage**

*Tasks*

Task 1. Review ELD materials used at different grade levels to determine how well they are aligned with state standards, whether they offer systematic and sequenced instruction school-wide, and whether they contain reliable periodic assessments.

Task 2. Identify needed materials, changes in instruction school-wide and training needs.

*Measures*

Teachers and resource staff observations and experience, frameworks, state-adoption guidelines, past student performance.

*People Assigned*

Classroom teachers together and in clusters (K-3, 4-6, 7&8), resource staff, Title 1 specialist, administration

*Start Date - End Date*

8/18/2010 - 6/8/2011



## Reading/Language Arts

### Goal: Reading Implementation

#### GOAL OBJECTIVE

Continued full implementation of Houghton-Mifflin reading/language arts program (k-6), focusing on the following: AB466 professional development, yearly pacing schedule, leveled universal access (UA) groups. Target four significant subgroups: Hispanic, English Learners, Special Education and socio-economically disadvantaged for additional interventions and after-school tutoring.

#### STUDENT GROUPS PARTICIPATING IN THIS GOAL

All students in grades k-6, with special attention to four significant subgroups: Hispanic, English Learners, Special Education and socio-economically disadvantaged.

#### PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

Students will meet or exceed the AYP and API goals for their grade level and/or subgroup. English Learners will progress one level on the CELDT.

#### MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

1. Title 1 specialist will evaluate pacing schedules and UA groups on an ongoing basis; changes to schedules and groups will be discussed at monthly grade level cluster meetings and at the end of each trimester.
2. Houghton Mifflin Theme Skills Tests will be administered at the end of each unit(grades 2-6)and evaluated using Data Director by classroom teachers and the Title 1 specialist. Results assessments will be evaluated by classroom teachers and the Title 1 specialist at the end of each trimester for all k-3 students and seriously at risk 4-6th graders. Avenues, High Point, and other classroom assessment scores used to measure progress will be evaluated on an on-going basis by ELD, Title 1, and classroom teachers.
3. STAR tests will be administered to students in grades 2-6 in April.
4. Students enrolled in Success Maker program will take ongoing individual assessments.

#### GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

Trimester assessment scores (Results, HM tests, Avenues, High Point, and other classroom assessments).

STAR test scores for the previous and current year.

CELDT scores for the previous and current years as well as next year. Success Maker an Ellis individual assessments

#### Actions

##### Full Implementation of Houghton Mifflin Program

##### *Tasks*

Task 1: Yearly pacing schedules for each grade level.

Task 2: Universal Access groups for each grade level for 30-45 minutes daily.

Task 3: Identify underperforming students in three subgroups: Hispanic, English Learners, and socio-economically disadvantaged. Provide additional interventions for these students using Response to Intervention (RTI) strategies in the classroom and/or during after-school tutoring.

##### *Measures*

Edusoft, STAR tests, API and AYP data,  
local measures, CELDT scores



*People Assigned*

Administration, Title 1 specialist, classroom teachers, ELD teacher

*Start Date - End Date*

8/18/2010 - 6/8/2011



## Technology

### **Goal: Improve student access to technology**

#### **GOAL OBJECTIVE**

1. For student acquisition of technology and information Literacy Skills.
2. For appropriate access to technology for all students.
3. To make student record keeping and assessment more efficient and useful.
4. To make teachers and administrators more accessible to parents.
5. Increase number of new computers in classrooms, lab and library.
6. Provide Response To Intervention opportunities for students

#### **STUDENT GROUPS PARTICIPATING IN THIS GOAL**

All students in grades Kindergarten through eighth.

#### **PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS**

All student will acquire the National Education Technology grade level profile at student's (NETS) to support achievement of the academic standards in the class curricular goals, and ultimately for life long learning and success in our digital society.

All students will have equal access to technology to support achievement of classroom and district curricular goals within their classrooms and/or computer lab.

All students will have access to SME and Ellis programs at appropriate levels.

#### **MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL**

Trimester grade level assessments  
Annual CST tests results  
Ongoing classroom observations  
Annual CTAP assessments  
Student growth levels on SME and Ellis

#### **GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS**

1. CELDT scores
2. Results and other ongoing assessments
3. CST scores
4. Teacher observations

#### **Actions**

##### **Increase Technology Proficiency**

###### *Tasks*

Gerber School will use technology to support the district curricular goal of 56% of students attaining proficiency or better in ELA content standards by the 2009-10 school year.

###### *Measures*

Evaluation of content standards data

###### *People Assigned*

teachers, administrators



*Start Date - End Date*

8/18/2010 - 6/8/2011

## **Technology Access**

*Tasks*

All Gerber students will have equal access to technology to support achievement of the academic standards in the classroom and computer lab, district curricular goals, and ultimately for lifelong learning and success in our society.

*Measures*

Increase number of computers in classrooms and replace computers in lab and library. Replace computers that no longer have the potential to provide new curriculums. Provide effective scheduling for students during school hours and for after school tutoring in computer lab.

*People Assigned*

administration, computer technology assistant

*Start Date - End Date*

8/18/2010 - 6/8/2011

## **Teacher data collection**

*Tasks*

Gerber teachers and technology assistant will support district use of technology to improve student achievement data collection, analysis, reporting, and decision making.

*Measures*

Better use in PLCs for teachers to assure students are placed appropriately in flexible groups.

*People Assigned*

teachers, technology assistant, administration

*Start Date - End Date*

8/18/2010 - 6/8/2011

## **School to Home communication**

*Tasks*

Task 1. The district and Gerber School will use technology to improve two-way communication between home and school.

Task 2. Student progress reports

*Measures*

Increased opportunities for parents to become involved and informed of school activities.

*People Assigned*

office staff, administration, teachers

*Start Date - End Date*

8/18/2010 - 6/8/2011

**CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL**

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

<b>Federal Funding Sources</b>	<b>Amount</b>
	\$0.00
	\$0.00
	\$0.00
Title I	\$187,534.00
Title II	\$34,602.00
Title II Technology	\$0.00
Title III	\$20,304.00
Title IV	\$2,814.00
Title VI	\$12,629.00
<b>State Funding Sources</b>	<b>Amount</b>
English Language Acquisition Program	\$10,462.00
SBCP=EIA & SIP	\$140,115.00
Tobacco Use Prevention Education	\$0.00

**SCHOOL SITE COUNCIL MEMBERS**

<b>Name</b>	<b>Represents</b>	<b>Contact Info</b>	<b>Reviewed Plan Date</b>
Anja Eklund	Parent	384-1070	2/8/2011
Trysh Kehoe	Parent	385-1882	2/8/2011
Judy Willhite	Paraprofessional	385-1041	2/8/2011
Lori Leepin	Teacher	385-1041	2/8/2011
Nancy Compton	Teacher	385-1041	2/8/2011
Rod Stone	Administration	385-1041	2/8/2011
Todd Bateman	Teacher	385-1041	2/8/2011
Lisa Loewen	Parents	526-8176	2/8/2011



**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:

	<b>Approval Date</b>
<b>Assurances</b>	
The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.	2/8/2011
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.	2/8/2011
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.	2/8/2011
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.	2/8/2011
The school site council sought and considered all recommendations from the following groups or committees before adopting this plan:	
English Language Advisory Committee	2/8/2011
Parent Club	2/8/2011

**Approval**

The school plan was adopted by the council on:	2/8/2011
Public Notice Due Date:	3/11/2011
District Governing Board Review Due Date:	2/28/2011
School Site Plan Approved:	2/28/2011
Attested by School Principal:	2/28/2011
Attested by School Site Council Chairperson:	2/8/2011

**Attested:**

Rod Stone		
Typed Name of School Principal	Signature of School Principal	Date
Nancy Compton		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date