



2011-12
SINGLE PLAN FOR STUDENT ACHIEVEMENT

**Marguerite Montgomery Elementary
School**

Davis Joint Unified District



The District Governing Board
approved this revision of the School
Plan on: **6/16/2011**

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Marguerite Montgomery Elementary 2011-12
Single Plan For Student Achievement Report

Goals and Actions	Start Date	Completion Date	Amount
English-Language Arts			
Student Progress in Reading			
Academic Conferencing and PLC Release Time	6/17/2011	6/30/2012	\$4,410
Optimize Classroom Instruction - (High Quality Core Instruction, whole/small group, one on one)	6/17/2011	6/30/2012	\$15,481
Provide intervention - Differentiation/Small Group Instruction	6/17/2011	6/30/2012	\$30,250
Ongoing Professional Development	6/17/2011	6/30/2012	\$0
Student Progress in Writing			
Academic Conferencing and PLC Release Time	6/17/2011	6/30/2012	\$0
Optimize Classroom Instruction - (High Quality Core Instruction, whole/small group, one on one)	6/17/2011	6/30/2012	\$0
Provide intervention - Differentiation/Small Group Instruction	6/17/2011	6/30/2012	\$0
Use of Technology for Writing	6/17/2011	6/30/2012	\$4,000
English Language Development			
English Learner Progress (ELD and ELA)			
Academic Conferencing and PLC Release Time	6/17/2011	6/30/2012	\$2,000
Optimize ELD Instruction (Whole group, small group, one on one)	6/17/2011	6/30/2012	\$88,000
Provide between 30 and 90 minutes of ELD instruction	6/17/2011	6/30/2012	\$0
Ongoing Professional Development	6/17/2011	6/30/2012	\$0
CELDT Training and Testing	6/17/2011	6/30/2012	\$1,000
Mathematics			
Student Progress in Mathematics			
Optimize Classroom Instruction - (High Quality Core Instruction, whole/small group, one on one)	6/17/2011	6/30/2012	\$14,600
Provide Intervention - Differentiation/Small Group Instruction	6/17/2011	6/30/2012	\$0
Ongoing Professional Development	6/17/2011	6/30/2012	\$0
Academic Conferencing and PLC Release Time	6/17/2011	6/30/2012	\$4,410
Other			
Comprehensive Academic Support			
Lower Class Size Kindergarten through third grade	6/17/2011	6/30/2012	\$0
Provide Inquiry Based/Project Based Experiences	6/17/2011	6/30/2012	\$0
Spanish Immersion Articulation at Montgomery	6/17/2011	6/30/2012	\$0
Outreach and Parent Communication	6/17/2011	6/30/2012	\$21,000
Extended day support for at risk students	6/7/2011	6/7/2012	\$26,284

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School Climate			
Improvements to School Climate			
School Climate Committee	6/17/2011	6/30/2012	\$0
Grounds Improvements	6/17/2011	6/30/2012	\$0
Implement school clubs and activities	6/17/2011	6/30/2012	\$0
Provide Counseling Services	6/17/2011	6/30/2012	\$32,500
Select and Implement Standards Aligned PE Program	6/17/2011	6/30/2012	\$0
Total Annual Expenditures for Current Site Plan: \$243,935.00			

Goals

Form A: Planned Improvements in Student Performance

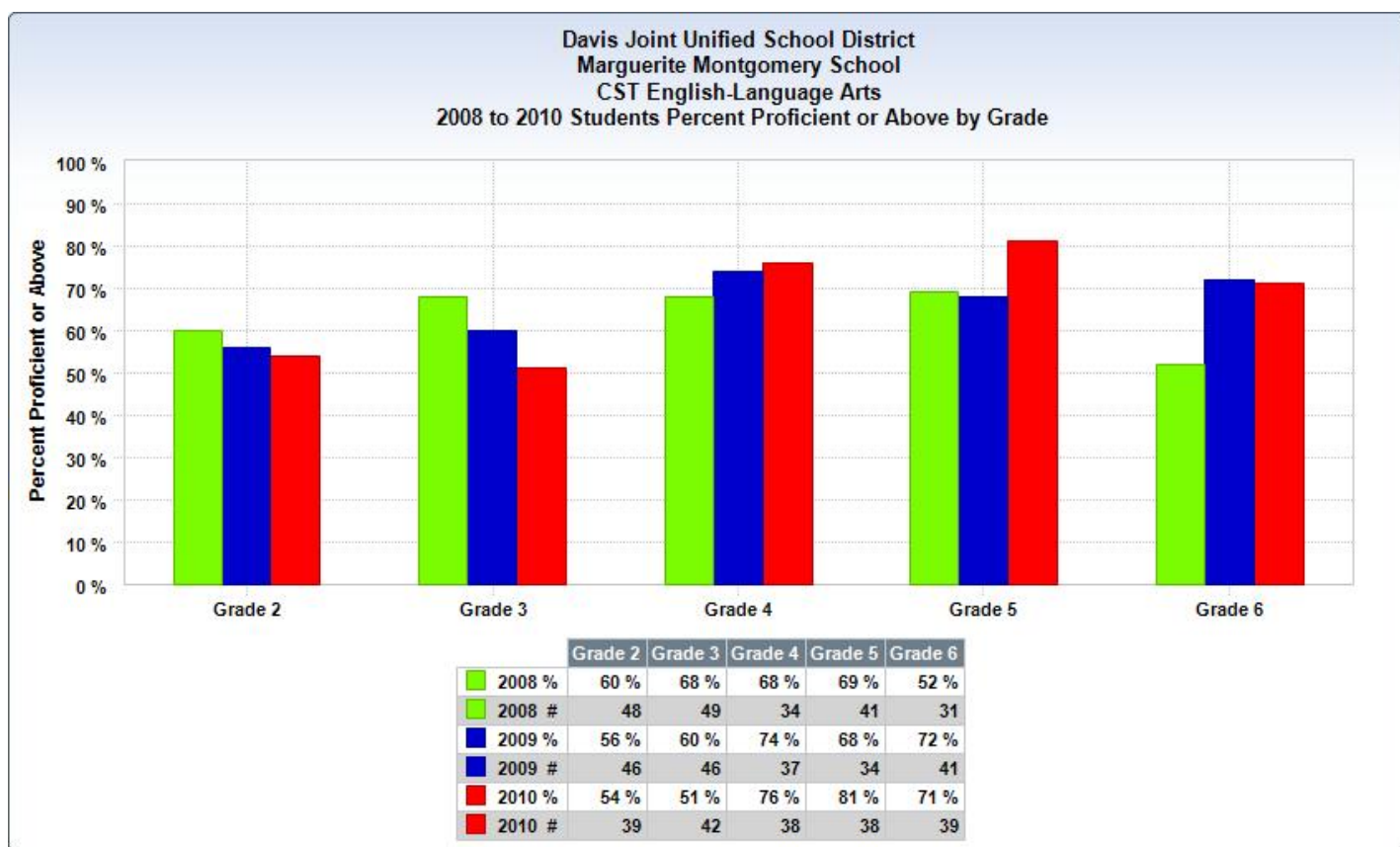
The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures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

Goal Area : English-Language Arts

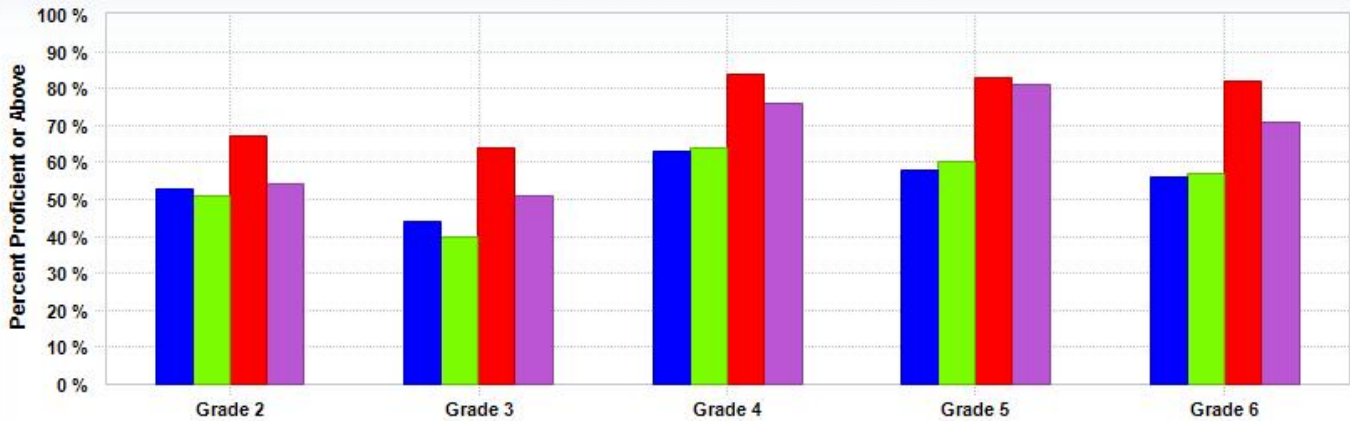
Goal Title : Student Progress in Reading

Proficient and advanced students will maintain performance levels or will make growth; students at or below basic levels of proficiency will make progress towards proficiency.

What data did you use to form this goal (findings from data analysis)?

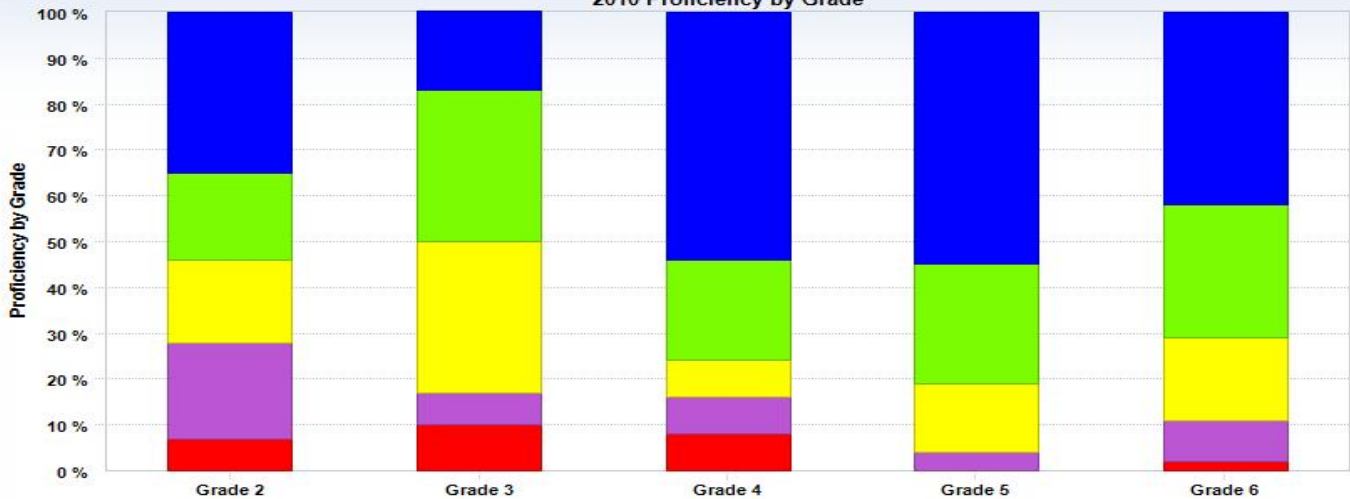


Davis Joint Unified School District
Marguerite Montgomery School
CST English-Language Arts
2010 Students Percent Proficient or Above by Grade

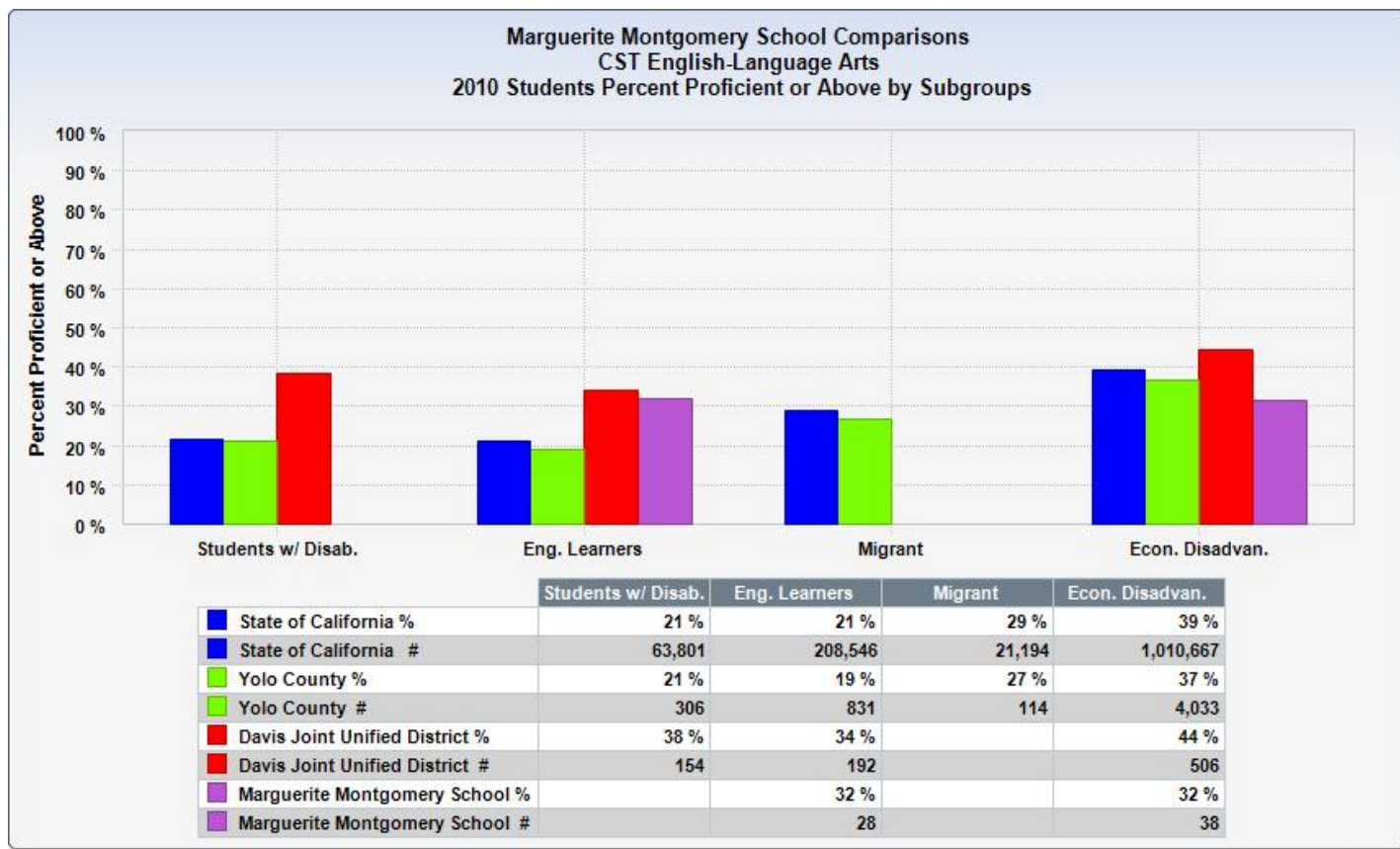


	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
State of California %	53 %	44 %	63 %	58 %	56 %
State of California #	241,936	193,959	276,974	251,837	244,640
Yolo %	51 %	40 %	64 %	60 %	57 %
Yolo #	1,108	827	1,384	1,222	1,194
Davis Joint Unified %	67 %	64 %	84 %	83 %	82 %
Davis Joint Unified #	405	376	517	491	499
Marguerite Montgomery %	54 %	51 %	76 %	81 %	71 %
Marguerite Montgomery #	39	42	38	38	39

Davis Joint Unified School District
Marguerite Montgomery School
CST English-Language Arts
2010 Proficiency by Grade



	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Far Below Basic %	7 %	10 %	8 %	0 %	2 %
Far Below Basic #	5	8	4	0	1
Below Basic %	21 %	7 %	8 %	4 %	9 %
Below Basic #	15	6	4	2	5
Basic %	18 %	33 %	8 %	15 %	18 %
Basic #	13	27	4	7	10
Proficient %	19 %	33 %	22 %	26 %	29 %
Proficient #	14	27	11	12	16
Advanced %	35 %	18 %	54 %	55 %	42 %
Advanced #	25	15	27	26	23



How does this goal align to your Local Educational Agency Plan goals?

What did the analysis of the data reveal that led you to this goal?

Which stakeholders were involved in analyzing data and developing this goal?

Who are the focus students?

All

What is the expected growth?

Proficient and advanced students will maintain performance levels or will make growth; students at or below basic levels of proficiency will make progress towards proficiency.

What data will be collected to measure student achievement?

All students will be evaluated using local measures including Rigby Leveled Assessments (K -L3, 1-L18, 2-L21-23, 3-L24-25), standards aligned assessments, BPST, San Diego Quick, QRI, and Running records. Additionally, Students in grades 2-6 will be measured by the language arts section of the CST.

What process will you use to monitor and evaluate the data?

Formative assessment at site level (see below) and summative assessment through STAR testing.

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Actions to improve achievement to exit program improvement (if applicable).

Action Title: Academic Conferencing and PLC Release Time

Means of Achievement: Alignment of instruction with content standards

Tasks :

1. Establish grade level teams and Professional Learning Community (PLC) schedule. PLCs will meet weekly.
2. Establish and implement Academic Conferencing schedule for meetings with grade level teams across school year in approximately 10 week intervals (3-4 times each year) to discuss student needs, curriculum and to plan differentiated instruction and interventions based on student needs.
3. Allocate, monitor, and modify interventions for students in the classroom and with supplemental services such as reading, ELD, math, or counseling services.
4. Child Study Team list is developed from PLC team meetings. Coordinate with RSP teacher and IEP process.
5. Allocate resources to support process (meeting supplies, release substitutes, etc.).

Measures :

Calendars, records (minutes from meetings, email, expenditure records), individual student data cards, budget reports

People Assigned :

Principal, reading specialist, math specialist, ELD teacher, differentiation specialist, speech therapist, counselor, resource teacher, psychologist, classroom teachers.

Start Date : 6/17/2011

Completion Date : 6/30/2012

Funding Resources	Related Expenditures	Estimated Cost
Title I District Reservation for Site Use	Academic Conferencing & PLC Release Time	\$4,410

Action Title: Optimize Classroom Instruction - (High Quality Core Instruction, whole/small group, one on one)

Means of Achievement: Improvement of instruction strategies and materials

Tasks :

1. Identify and teach grade level essential standards to all students using adopted and supplemental curriculum.
2. Create and follow curriculum guides and pacing guides using state guidelines for time allocation to ensure essential standards are mastered before State testing begins.
3. Plan differentiated instruction to meet the needs of all of the learners/groups of learners in your class.
4. Use active engagement instructional strategies and appropriate support strategies such as GLAD to ensure that all students learn the curriculum. Use grade level appropriate structures such as guided reading, shared reading, and literature circles to maximize differentiation and reading growth for each student.
6. Use formative and summative assessment to guide instruction.
7. Use supplemental curriculum such as Read Naturally, computer assisted instructional programs, SuccessMaker, and Reading Counts, to support student learning as appropriate.
8. Fund and use paraprofessionals and/or classroom volunteers to provide additional instruction or to enrich instruction at each grade level. Provide Spanish support as appropriate, especially for Spanish Immersion program.

Measures :

Lesson plans, schedules, meeting minutes, email, classroom observation, purchase orders, budget reports.

People Assigned :

Principal, classroom teachers, specialists, paraeducators, support staff.

Start Date : 6/17/2011

Completion Date : 6/30/2012

Funding Resources	Related Expenditures	Estimated Cost
School and Library Improvement Block Grant	Library Books	\$600
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Para professional Staff	\$14,000
Economic Impact Aid: Limited English Proficiency (LEP)	Library books	\$881

Action Title: Provide intervention - Differentiation/Small Group Instruction

Means of Achievement: Auxiliary services for students and parents

Tasks :

1. Identify students most eligible for reading intervention at regular intervals (through PLCs and academic conferences).
2. Schedule intervention time collaboratively with teachers.
3. Provide appropriate reading intervention by credentialed reading specialist(s) including Reading Recovery, Arkansas Model reading interventions, SIPPS, and other appropriate reading interventions.
4. Hire and train paraprofessionals for language arts support inside regular classrooms.
5. Provide reading support to classrooms using paraprofessionals.
6. Evaluate student progress and adjust groups at 8-10 week intervals.
7. Communicate with parents regarding intervention.
8. Evaluate effectiveness of interventions with leadership (teachers, SSC, etc.) groups in spring of each year to plan and modify for upcoming school year.

Measures :

Parent letters, schedules, reading specialists' lesson plans, student work, student achievement cards, meeting notes.

People Assigned :

Reading specialists, classroom teachers, principal, leadership bodies.

Start Date : 6/17/2011

Completion Date : 6/30/2012

Funding Resources	Related Expenditures	Estimated Cost
Education Jobs Fund	District Title I Reading Specialist .25 FTE	\$30,250

Action Title: Ongoing Professional Development

Means of Achievement: Staff development and professional collaboration

Tasks :

1. Use analysis of student assessment data and staff input to identify prioritize staff development needs as related to Reading.
2. Support professional development through PLCs, site level collaboration, academic conferencing and on-site coaching using the professional knowledge of grade level teams and staff specialists to support teacher growth through inquiry and collaboration. Provide resources for teacher participation in district level staff development and selected outside conferences as able.
3. Evaluate student outcomes and teacher analysis of professional development in the formation of further staff development.
4. Develop strategies to incorporate WRITE Institute into reading instruction (Response to Literature, Genre study, "thinking like a writer").
5. Identify additional resources, programs, and materials for intervention as needed.

Measures :

Collaborative agendas and minutes, budget reports, teacher evaluations of staff development

People Assigned :

Principal, classroom teachers, specialists, support staff

Start Date : 6/17/2011

Completion Date : 6/30/2012

Goal Area : English-Language Arts

Goal Title : Student Progress in Writing

Proficient and advanced students will maintain performance levels or will make growth; students at or below basic levels of proficiency will make progress towards proficiency

What data did you use to form this goal (findings from data analysis)?

How does this goal align to your Local Educational Agency Plan goals?

What did the analysis of the data reveal that led you to this goal?

Which stakeholders were involved in analyzing data and developing this goal?

Who are the focus students?

all

What is the expected growth?

Proficient and advanced students will maintain performance levels or will make growth; students at or below basic levels of proficiency will make progress towards proficiency

What data will be collected to measure student achievement?

6 Traits of Writing scores, writing components on CST's, and 4th grade STAR writing scores.

What process will you use to monitor and evaluate the data?

Ongoing informal evaluation of student work, biannual evaluation district-wide writing samples, and writing components of STAR testing.

Actions to improve achievement to exit program improvement (if applicable).

Action Title: Academic Conferencing and PLC Release Time

Means of Achievement: Monitoring program implementation and results

Tasks :

1. Establish grade level teams and Professional Learning Community (PLC) schedule. PLCs will meet weekly.
2. Establish and implement Academic Conferencing schedule for meetings with grade level teams across school year in approximately 10 week intervals (3-4 times each year) to discuss student needs, curriculum and to plan differentiated instruction and interventions based on student needs.
3. Allocate, monitor, and modify interventions for students in the classroom and with supplemental services such as reading, ELD, math, or counseling services.
4. Child Study Team list is developed from PLC team meetings. Coordinate with RSP teacher and IEP process.
5. Allocate resources to support process (meeting supplies, release substitutes, etc.)

Measures :

Calendars, records (minutes from meetings, email, expenditure records), individual student data cards.

People Assigned :

Principal, reading specialist, ELD resource teacher, speech therapist, counselor, psychologist, classroom teachers.

Start Date : 6/17/2011

Completion Date : 6/30/2012

Action Title: Optimize Classroom Instruction - (High Quality Core Instruction, whole/small group, one on one)

Means of Achievement: Increased educational opportunity

Tasks :

1. Identify and teach grade level essential standards to all students using adopted and supplemental curriculum.
2. Create and follow curriculum guides and pacing guides using state guidelines for time allocation to ensure essential standards are mastered before State testing begins.
3. Plan differentiated instruction to meet the needs of all of the learners/groups of learners in your class.
4. Use active engagement instructional strategies and appropriate support strategies such as GLAD to ensure that all students learn the curriculum. Use grade level appropriate structures such as guided reading, shared reading, and literature circles to maximize differentiation and reading growth for each student.
6. Use formative and summative assessment to guide instruction.
7. Use supplemental curriculum such as Read Naturally, computer assisted instructional programs, SuccessMaker, and Reading Counts, to support student learning as appropriate.
8. Fund and use paraprofessionals and/or classroom volunteers to provide additional instruction or to enrich instruction at each grade level. Provide Spanish support as appropriate, especially for Spanish Immersion program.

Measures :

Lesson plans, classroom observations, records (agendas, minutes, email), informal and formal assessment of student writing, and STAR testing scores.

People Assigned :

Principal, WRITE trainers, classroom teachers, specialists, support staff, district staff.

Start Date : 6/17/2011

Completion Date : 6/30/2012

Action Title: Provide intervention - Differentiation/Small Group Instruction

Means of Achievement: Auxiliary services for students and parents

Tasks :

1. Identify students most eligible for writing intervention at regular intervals (through PLCs and academic conferencing)
2. Schedule intervention time collaboratively (Either as grade levels, with ELD or Reading Specialists).
3. Provide instruction.
4. Provide paraprofessional for push-in support at all grade levels.
5. Evaluate student progress and adjust instruction as appropriate.

Measures :

Records, lesson plans, parent letters, budget reports.

People Assigned :

Classroom teachers, specialists, principal, paraprofessional staff.

Start Date : 6/17/2011

Completion Date : 6/30/2012

Action Title: Use of Technology for Writing

Means of Achievement: Alignment of instruction with content standards

Tasks :

1. Classrooms will have access to functional computer lab.
2. Students in grades 3 and above will work towards mastery of keyboarding.
3. Explore modification current technology plan to establish grade level expectations for technology use.
4. Technology will be used as a possible intervention for students needing writing intervention.
5. Teachers and students will use computer resources as source for research.
6. Upper grade students will use computers for final draft(s) of formal writing assignment(s).

Measures :

Budget reports, technology lab schedules, lesson plans, CST records, other records (tech. committee minutes, etc.).

People Assigned :

Technology paraprofessional, classroom teachers, CST team, technology committee.

Start Date : 6/17/2011

Completion Date : 6/30/2012

Funding Resources	Related Expenditures	Estimated Cost
School and Library Improvement Block Grant	Tech. support	\$4,000

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Form A: Planned Improvements in Student Performance

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

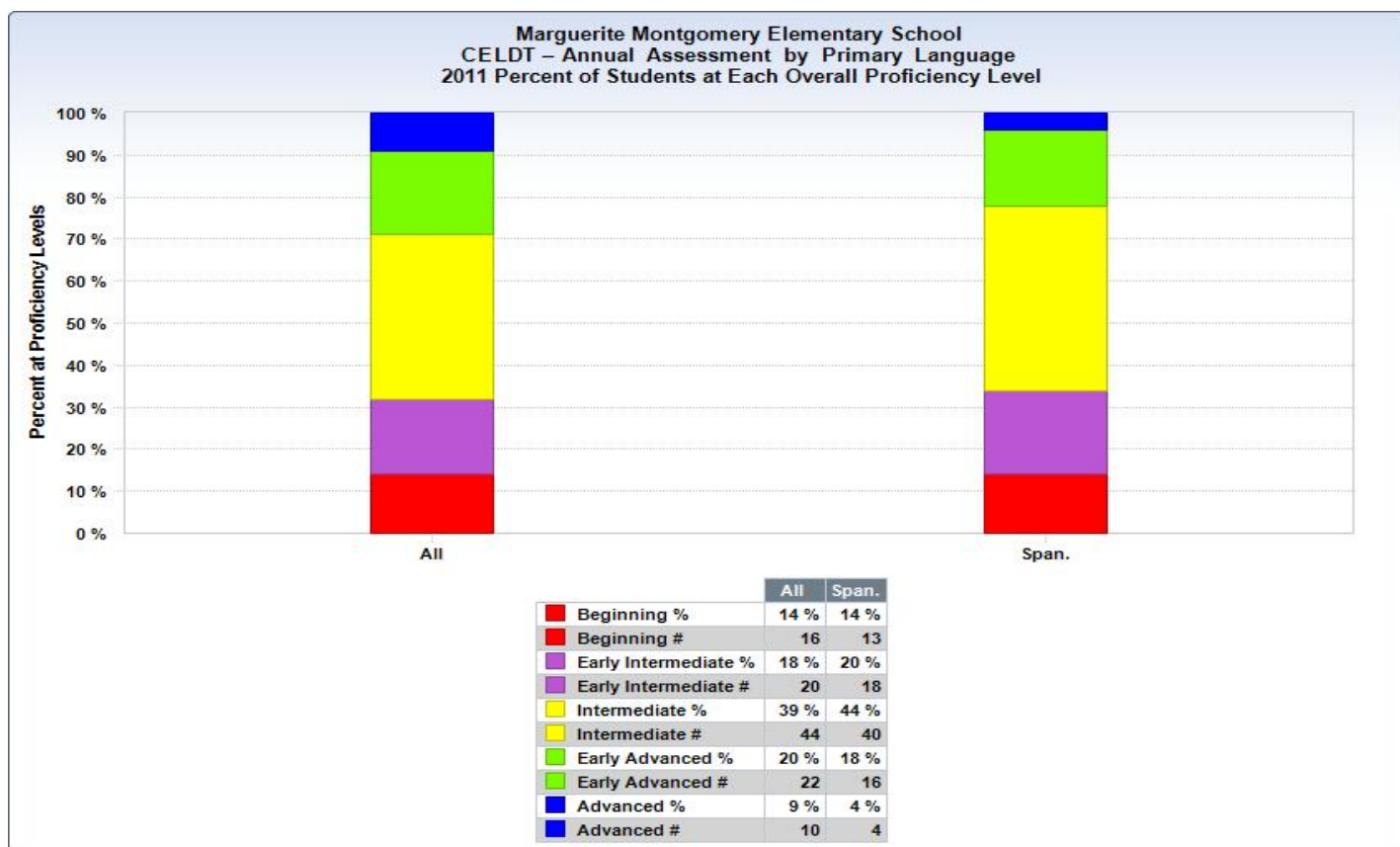
Goal Area : English Language Development

Goal Title : English Learner Progress (ELD and ELA)

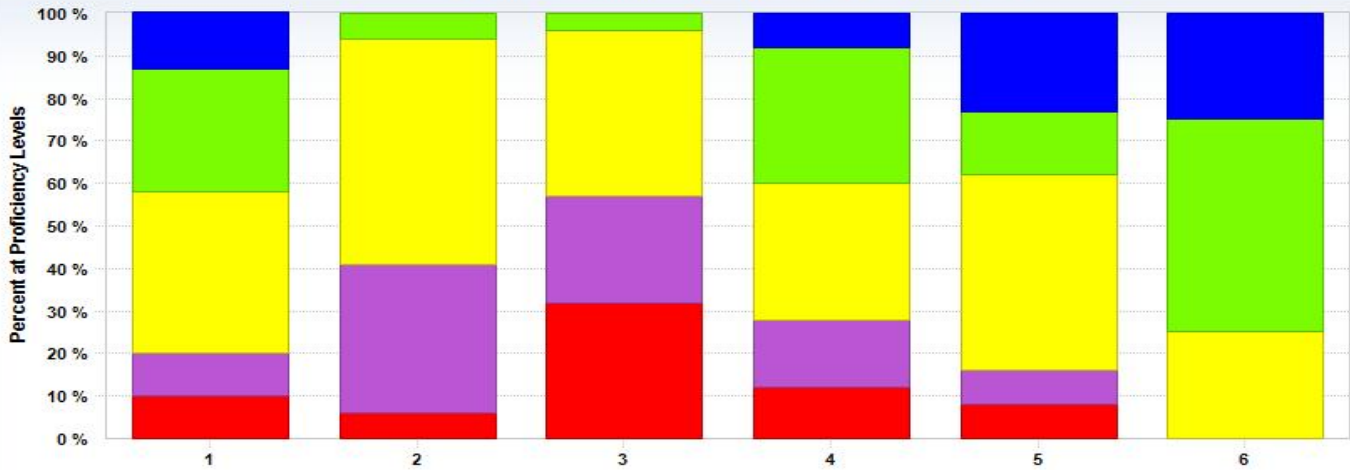
All English learners will progress at least one ELD level per year as measured by CELDT, will make progress towards content proficiency in English Language Arts as measured by the ELA section of the CST's (grades 2-6) and by school level measures (grades K and 1). Further, all English learners in grades 2-6 who score 4 or above on the CELDT will score Basic or above as measured by the ELA section of the CST's.

What data did you use to form this goal (findings from data analysis)?

ELA and CELDT level proficiency were used to form this goal. Thirty two percent (32%) of English Learners were Proficient or Advanced on the 2010 English Language Arts CST and Thirty two percent (32%) of English Learners were Early Advanced or Advanced based on 2011 CELDT results.

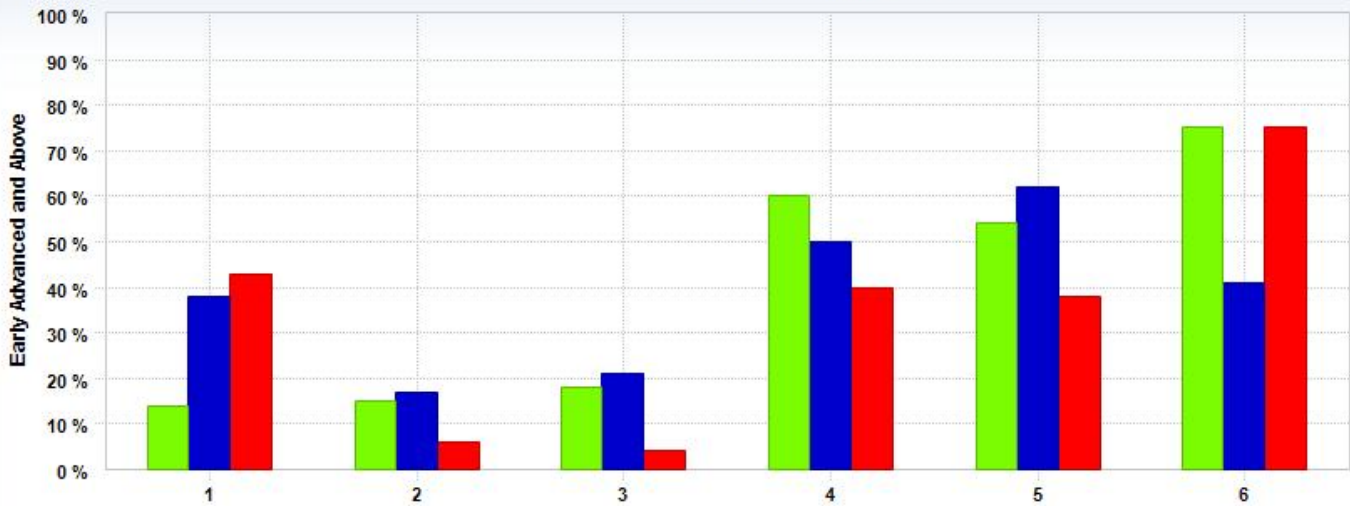


Marguerite Montgomery Elementary School
CELDT – Annual Assessment
2011 Percent of Students at Each Overall Proficiency Level

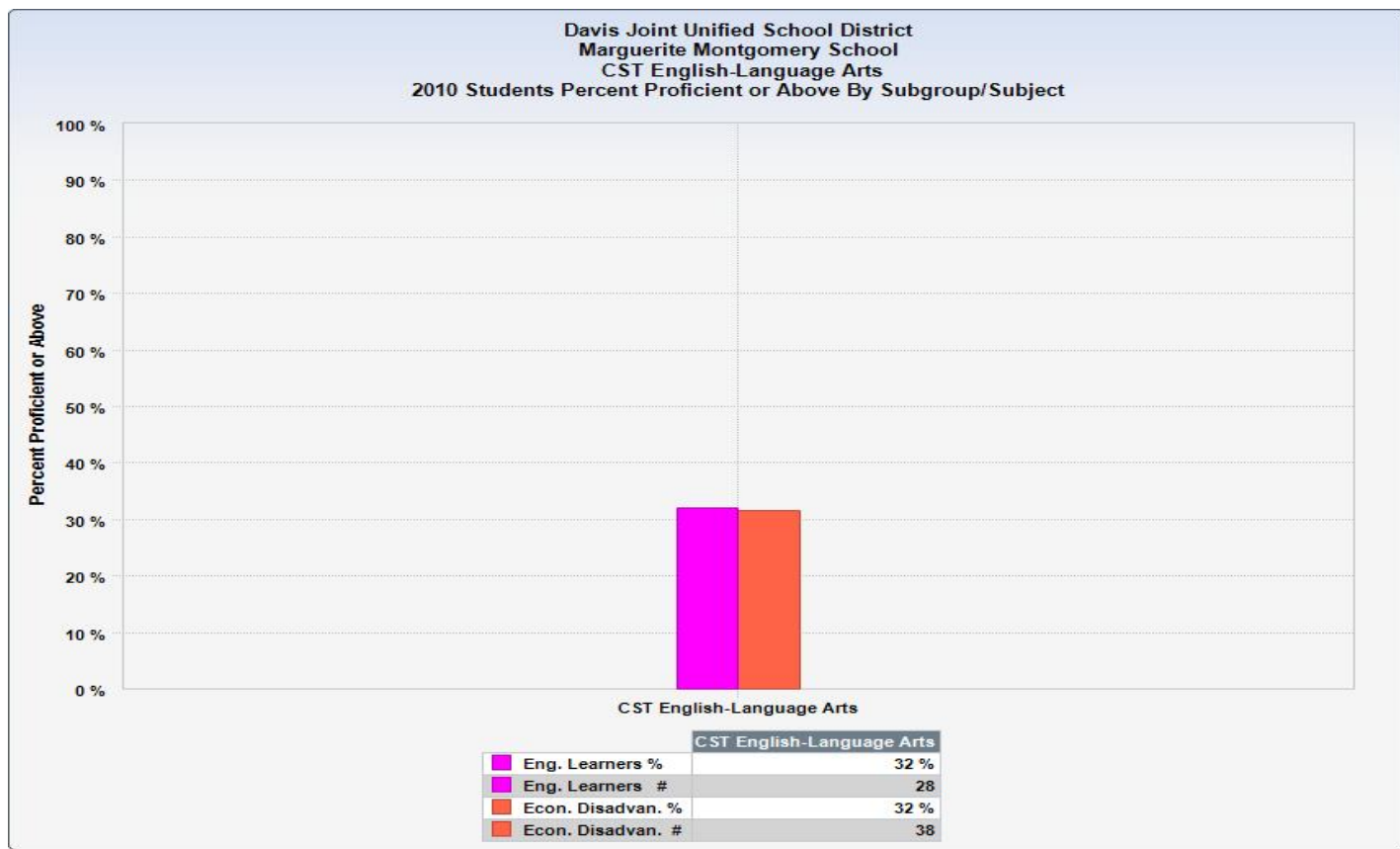


	1	2	3	4	5	6
Beginning %	10 %	6 %	32 %	12 %	8 %	
Beginning #	2	1	9	3	1	
Early Intermediate %	10 %	35 %	25 %	16 %	8 %	
Early Intermediate #	2	6	7	4	1	
Intermediate %	38 %	53 %	39 %	32 %	46 %	25 %
Intermediate #	8	9	11	8	6	2
Early Advanced %	29 %	6 %	4 %	32 %	15 %	50 %
Early Advanced #	6	1	1	8	2	4
Advanced %	14 %			8 %	23 %	25 %
Advanced #	3			2	3	2

Marguerite Montgomery Elementary School
California English Language Development Test (CELDT)
2009 to 2011 Early Advanced and Above



	1	2	3	4	5	6
2009 %	14 %	15 %	18 %	60 %	54 %	75 %
2009 #	4	4	4	6	7	9
2010 %	38 %	17 %	21 %	50 %	62 %	41 %
2010 #	8	5	6	9	8	5
2011 %	43 %	6 %	4 %	40 %	38 %	75 %
2011 #	9	1	1	10	5	6



How does this goal align to your Local Educational Agency Plan goals?

What did the analysis of the data reveal that led you to this goal?

Which stakeholders were involved in analyzing data and developing this goal?

The Marguerite Montgomery Leadership Team and School Site Council were involved in analyzing the data and developing this goal.

Who are the focus students?

All English learners K-6.

What is the expected growth?

80% of all English learners will progress one level on CELDT and will make progress towards proficiency on the California Standards Test.

What data will be collected to measure student achievement?

Formative assessment of reading, writing, speaking, and listening skills in English will be evaluated. Student work in English language arts will also be evaluated.

What process will you use to monitor and evaluate the data?

Annual CELDT assessment as well as formative assessments and monitoring of progress in English Language Development using ADEPT assessment and authentic assessments, such as writing assessments and classwork. California Standards Test scores, curriculum assessments, and other formative assessments and data. Intervention meeting discussions.

Actions to improve achievement to exit program improvement (if applicable).

Action Title: Academic Conferencing and PLC Release Time

Means of Achievement: Monitoring program implementation and results

Tasks :

1. Establish grade level teams and Professional Learning Community (PLC) schedule. PLCs will meet weekly.
2. Establish and implement Academic Conferencing schedule for meetings with grade level teams across school year in approximately 10 week intervals (3-4 times each year) to discuss student needs, curriculum and to plan differentiated instruction and interventions based on student needs.
3. Allocate, monitor, and modify interventions for students in the classroom and with supplemental services such as reading, ELD, math, or counseling services.
4. Child Study Team list is developed from PLC team meetings. Coordinate with RSP teacher and IEP process.
5. Allocate resources to support process (meeting supplies, release substitutes, etc.).

Measures :

Calendars, records (minutes from meetings, email, expenditure records), individual student cards.

People Assigned :

Principal, reading specialist, ELD resource teacher, speech therapist, counselor, psychologist, classroom teachers, other support staff as appropriate.

Start Date : 6/17/2011

Completion Date : 6/30/2012

Funding Resources	Related Expenditures	Estimated Cost
School and Library Improvement Block Grant	Academic Conferencing release time	\$2,000

Action Title: Optimize ELD Instruction (Whole group, small group, one on one)

Means of Achievement: Improvement of instruction strategies and materials

Marguerite Montgomery Elementary 2011-12 Single Plan For Student Achievement Report

Tasks :

1. Identify and teach grade level essential standards to all students using adopted and supplemental curriculum.
2. Create and follow curriculum guides and pacing guides using state guidelines for time allocation to ensure essential standards are mastered before State testing begins.
3. Plan differentiated instruction to meet the needs of all of the learners/groups of learners in your class.
4. Use active engagement instructional strategies and appropriate support strategies such as GLAD to ensure that all students learn the curriculum. Use grade level appropriate structures such as guided reading, shared reading, and literature circles to maximize differentiation and reading growth for each student.
6. Use formative and summative assessment to guide instruction.
7. Fund and use paraprofessionals and/or classroom volunteers to provide additional instruction or to enrich instruction at each grade level.
8. Hire / maintain English Learner (EL) Teacher to provide direct ELD services to students and to work with teachers to plan ELD lessons / units, to support development of teaching tools and techniques that provide access to the core curriculum, and to provide site leadership to implementation of the DJUSD Masterplan for English learners. This includes collaboration with EL paraprofessional to assure compliance with all technical aspects of the EL program (assessment, record keeping, etc.)
9. Teachers and ELD teacher will use Rigby ELD materials, WRITE Institute curriculum, ELD / ELA Standards, ELD Matrix, formative assessments, and other supplemental materials such as Step Up To Writing, Read Naturally, and computer-based instruction (Rosetta Stone, Successmaker, Open Book to Literacy) as the basis of appropriately differentiated instruction for all English learners.
10. Allocate resources for voice amplification systems to support listening skills for ELD students.

Measures :

Observations by principal and EL specialist, EL specialist schedule, purchase orders, records such as lesson plans, and minutes to meetings.

People Assigned :

Principal, EL teacher, classroom teachers, paraprofessionals

Start Date : 6/17/2011

Completion Date : 6/30/2012

Funding Resources	Related Expenditures	Estimated Cost
Economic Impact Aid: Limited English Proficiency (LEP)	Para professional support	\$18,000
Economic Impact Aid: Limited English Proficiency (LEP)	EL Specialist .40 FTE	\$26,400
NCLB: Title III, Limited English Proficiency (LEP) Student Program	EL Specialist .60 FTE	\$39,600
Economic Impact Aid: Limited English Proficiency (LEP)	Materials and supplies	\$4,000

Action Title: Provide between 30 and 90 minutes of ELD instruction

Means of Achievement: Extended learning time

Tasks :

1. Assess students with CELDT as soon as possible in the school year.
2. Provide teachers with information about English learners' proficiency levels.
3. Create ELD groups differentiated by proficiency levels and academic needs.
4. Identify "essential" ELD standards (listening, speaking, reading and writing domains) and focus ELD instruction on these standards.
5. Provide differentiated ELD scheduled ELD academic block.
7. Test English learners with the Quick Informal Assessment, and ADEPT at regular intervals for an interim assessment and provide teachers with results as well as time for result analysis and subsequent planning.
8. Ongoing monitoring and adjustment of groups, curriculum, instructional strategies, and schedules through collaboration and communication between ELD teacher and classroom teachers.

Measures :

1. CELDT testing completed, and informally pre-scored for site use.
2. ELD group lists.
3. QIA results
4. ADEPT results
5. Lesson plans, schedules, and observations.

People Assigned :

1. EL Teacher
2. Classroom teachers
3. Principal

Start Date : 6/17/2011

Completion Date : 6/30/2012

Action Title: Ongoing Professional Development

Means of Achievement: Staff development and professional collaboration

Tasks :

1. Use analysis of student assessment data and staff input to identify, prioritize staff development needs as related to ELD.
2. Support professional development through PLCs, site level collaboration, academic conferencing and on-site coaching using the professional knowledge of grade level teams and staff specialists to support teacher growth through inquiry and collaboration. Provide resources for teacher participation in district level staff development and selected outside conferences as able.
3. Evaluate student outcomes and teacher analysis of professional development in the formation of further staff development.
4. Develop strategies to incorporate ELD instruction into multiple curricular areas.
5. Identify additional resources, programs, and materials for intervention as needed.

Measures :

Staff professional development surveys, buy-back records, attendance rosters, meeting notes (for collaboration and coaching), evidence of transfer (classroom observations), and purchase orders and budget reports.

People Assigned :

District personnel, principal, ELD teacher, classroom teachers, support staff.

Start Date : 6/17/2011

Completion Date : 6/30/2012

Action Title: CELDT Training and Testing

Means of Achievement: Monitoring program implementation and results

Tasks :

Administer CELDT assessment to English Learners for purpose of annual assessment of EL students' language development levels.

Measures :

CELDT training logs, count of administered CELDT tests, EL student CELDT results

People Assigned :

District EL Coordinator, Principal

Start Date : 6/17/2011

Completion Date : 6/30/2012

Funding Resources	Related Expenditures	Estimated Cost
EIA-LEP District Reservation for Site Use	CELDT Training and Testing	\$1,000

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Form A: Planned Improvements in Student Performance

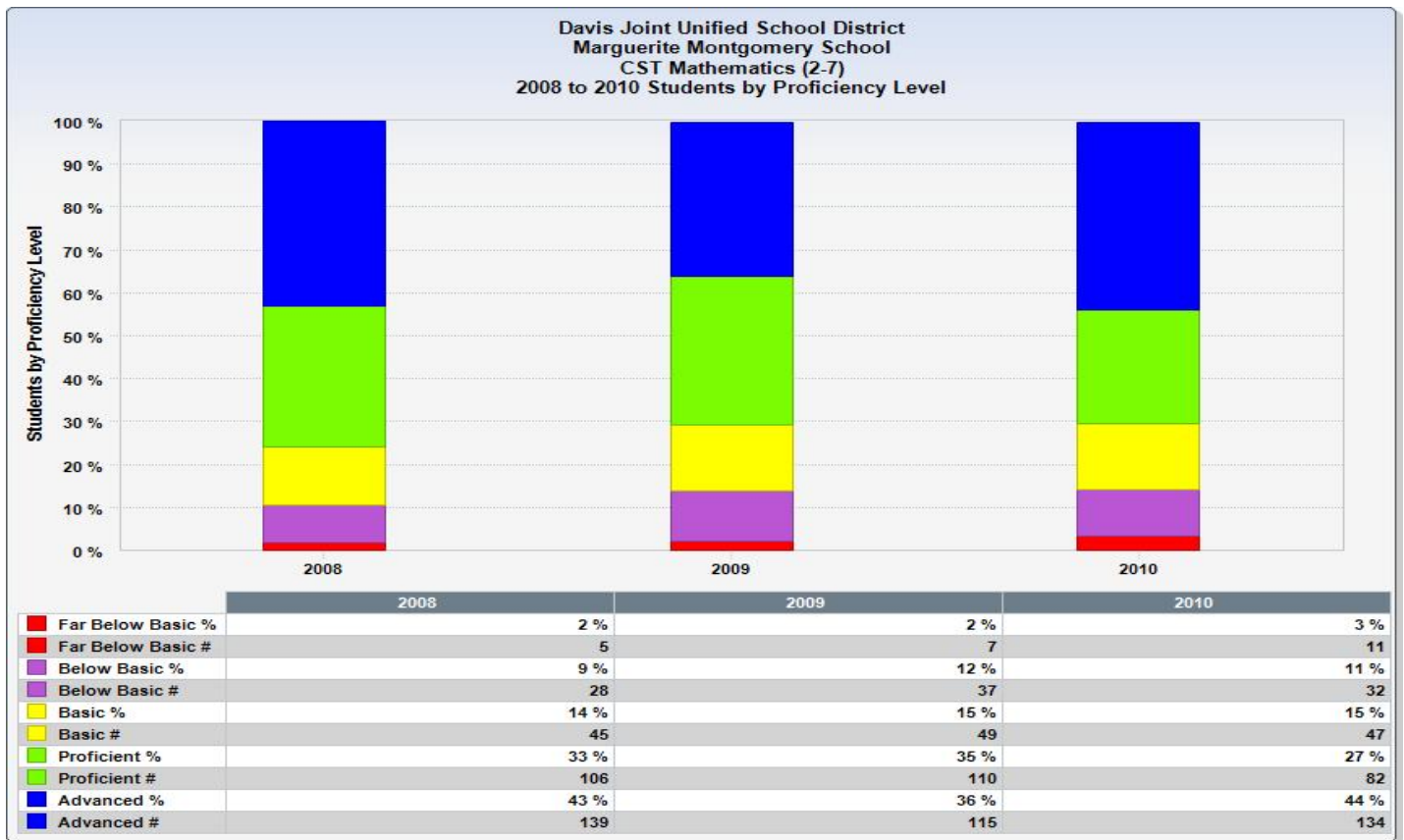
The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures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

Goal Area : Mathematics

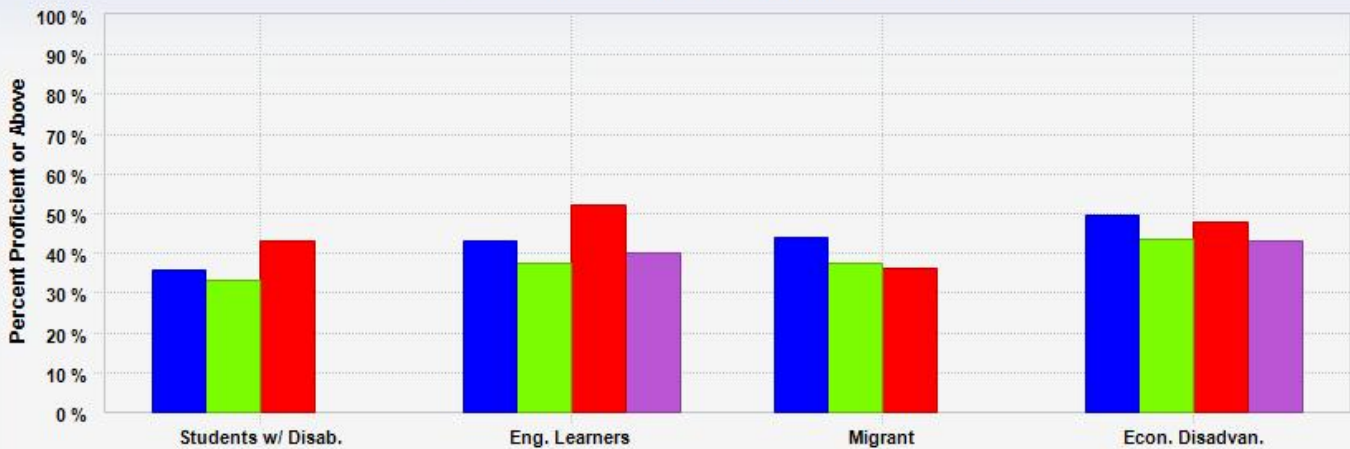
Goal Title : Student Progress in Mathematics

Students scoring at the proficient or advanced levels will maintain or improve mathematical achievement and students scoring at and below the basic level will make improvements towards proficiency in mathematical achievement. Prioritize gap closure (see charts to further illustrate persistent gaps).

What data did you use to form this goal (findings from data analysis)?

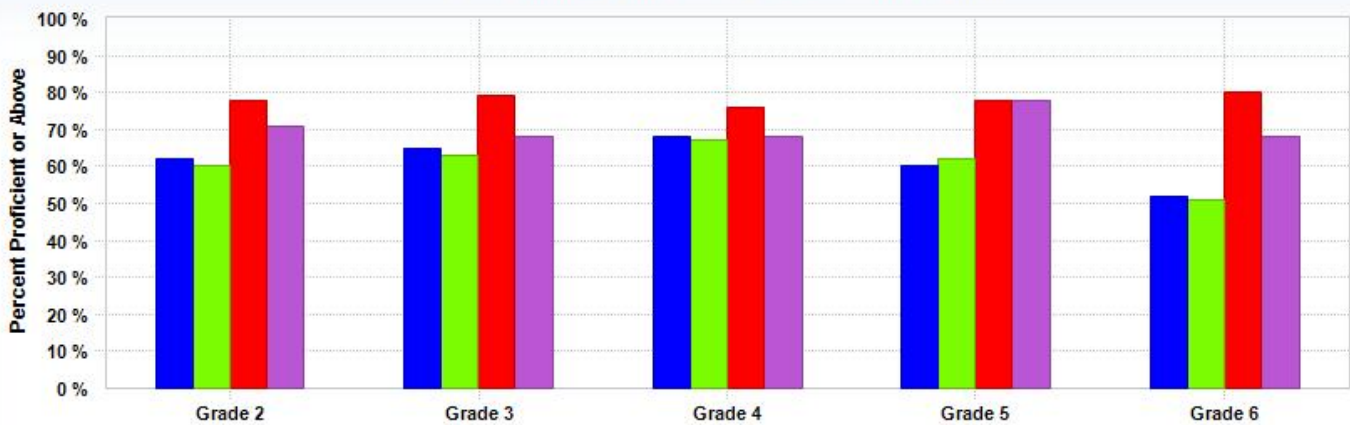


Marguerite Montgomery School Comparisons
CST Mathematics (2-7)
2010 Students Percent Proficient or Above by Subgroups

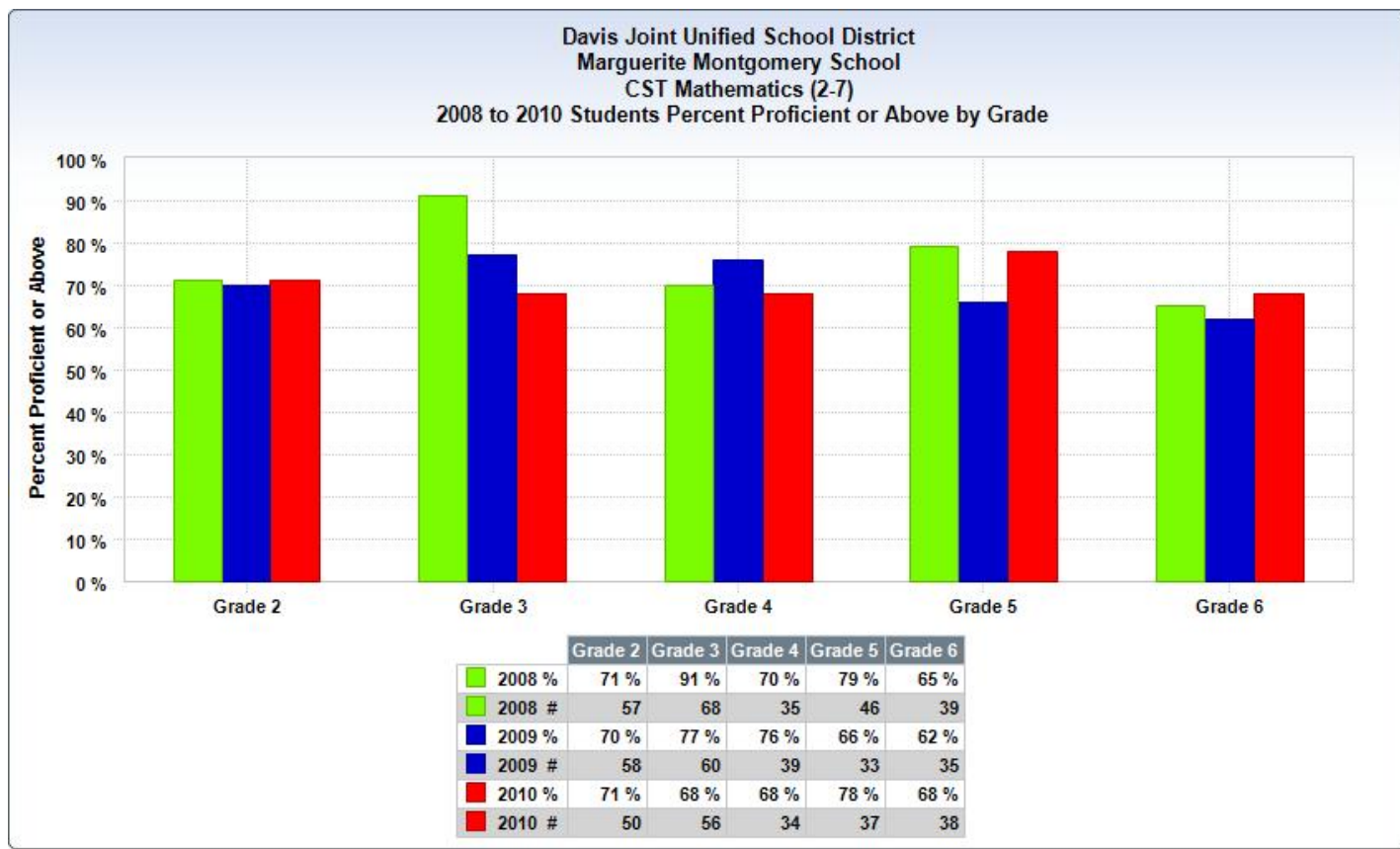


	Students w/ Disab.	Eng. Learners	Migrant	Econ. Disadvan.
State of California %	36 %	43 %	44 %	50 %
State of California #	61,328	303,705	20,230	783,677
Yolo County %	33 %	37 %	38 %	43 %
Yolo County #	300	1,212	104	2,950
Davis Joint Unified District %	43 %	52 %	36 %	48 %
Davis Joint Unified District #	107	215	4	339
Marguerite Montgomery School %		40 %		43 %
Marguerite Montgomery School #		40		52

Davis Joint Unified School District
Marguerite Montgomery School
CST Mathematics (2-7)
2010 Students Percent Proficient or Above by Grade



	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
State of California %	62 %	65 %	68 %	60 %	52 %
State of California #	282,831	287,955	301,313	261,977	227,627
Yolo %	60 %	63 %	67 %	62 %	51 %
Yolo #	1,300	1,307	1,455	1,267	1,069
Davis Joint Unified %	78 %	79 %	76 %	78 %	80 %
Davis Joint Unified #	470	468	470	461	490
Marguerite Montgomery %	71 %	68 %	68 %	78 %	68 %
Marguerite Montgomery #	50	56	34	37	38



How does this goal align to your Local Educational Agency Plan goals?

What did the analysis of the data reveal that led you to this goal?

Which stakeholders were involved in analyzing data and developing this goal?

Who are the focus students?

All Students

What is the expected growth?

Proficient and advanced students will maintain or increase performance and students at and below the basic level will make progress toward mathematical proficiency.

What data will be collected to measure student achievement?

1. Student work and assessments
2. CST test scores

What process will you use to monitor and evaluate the data?

1. Formative assessment at site level.
2. Mathematics CST's

Actions to improve achievement to exit program improvement (if applicable).

Action Title: Optimize Classroom Instruction - (High Quality Core Instruction, whole/small group, one on one)

Means of Achievement: Improvement of instruction strategies and materials

Tasks :

1. Identify and teach grade level essential standards to all students using adopted and supplemental curriculum.
2. Create and follow curriculum guides and pacing guides using state guidelines for time allocation to ensure essential standards are mastered before State testing begins.
3. Plan differentiated instruction to meet the needs of all of the learners/groups of learners in your class.
4. Use active engagement instructional strategies and appropriate support strategies such as GLAD to ensure that all students learn the curriculum. Use grade level appropriate structures such as guided reading, shared reading, and literature circles to maximize differentiation and reading growth for each student.
6. Use formative and summative assessment to guide instruction.
7. Fund and use paraprofessionals and/or classroom volunteers to provide additional instruction or to enrich instruction at each grade level. Provide Spanish support as appropriate, especially for Spanish Immersion program.

Measures :

Collaboration agendas and records, lesson plans, observation of classroom instruction, paraprofessional schedules, student work and student evaluation.

People Assigned :

Principal, classroom teachers, intervention personnel, Math Specialist, paraprofessionals, SPSA writing group, School Site Council.

Start Date : 6/17/2011

Completion Date : 6/30/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Para-educator .65 FTE	\$14,000
School and Library Improvement Block Grant	Math classroom materials & supplies	\$600

Action Title: Provide Intervention - Differentiation/Small Group Instruction

Means of Achievement: Increased educational opportunity

Tasks :

1. Identify students most eligible for math intervention at regular intervals (through PLCs and academic conferences).
2. Schedule intervention time collaboratively with teachers.
3. Provide appropriate math intervention by credentialed math specialist and paraprofessionals.
4. Hire and train paraprofessionals for math support inside regular classrooms.
6. Evaluate student progress and adjust groups at 8-10 week intervals.
7. Communicate with parents regarding intervention.
8. Evaluate effectiveness of interventions with leadership (teachers, SSC, etc.) groups in spring of each year to plan and modify for upcoming school year.

Measures :

Meeting records, purchase orders, lesson plans, classroom observations.

People Assigned :

Principal, classroom teachers, math specialist. interventionists.

Start Date : 6/17/2011

Completion Date : 6/30/2012

Action Title: Ongoing Professional Development

Means of Achievement: Staff development and professional collaboration

Tasks :

1. Use analysis of student assessment data and staff input to identify, prioritize staff development needs as related to math.
2. Support professional development through PLCs, site level collaboration, academic conferencing and on-site coaching using the professional knowledge of grade level teams and staff specialists to support teacher growth through inquiry and collaboration. Provide resources for teacher participation in district level staff development and selected outside conferences as able.
3. Evaluate student outcomes and teacher analysis of professional development in the formation of further staff development.
5. Identify additional resources, programs, and materials for intervention as needed.

Measures :

Collaborative agendas and minutes, budget reports, teacher evaluations of staff development seminars and other offerings.

People Assigned :

Principal, classroom teachers, district personnel.

Start Date : 6/17/2011

Completion Date : 6/30/2012

Action Title: Academic Conferencing and PLC Release Time

Means of Achievement: Alignment of instruction with content standards

Tasks :

1. Establish grade level teams and Professional Learning Community (PLC) schedule. PLCs will meet weekly.
2. Establish and implement Academic Conferencing schedule for meetings with grade level teams across school year in approximately 10 week intervals (3-4 times each year) to discuss student needs, curriculum and to plan differentiated instruction and interventions based on student needs.
3. Allocate, monitor, and modify interventions for students in the classroom and with supplemental services such as reading, ELD, math, or counseling services.
4. Child Study Team list is developed from PLC team meetings. Coordinate with RSP teacher and IEP process.
5. Allocate resources to support process (meeting supplies, release substitutes, etc.).

Measures :

Calendars, records (minutes from meetings, email, expenditure records), individual student data cards.

People Assigned :

Principal, reading specialist, ELD resource teacher, speech therapist, counselor, psychologist, classroom teachers.

Start Date : 6/17/2011

Completion Date : 6/30/2012

Funding Resources	Related Expenditures	Estimated Cost
Title I District Reservation for Site Use	Academic Conferencing & PLC Release Time	\$4,410

Marguerite Montgomery Elementary 2011-12 Single Plan For Student Achievement Report

Form A: Planned Improvements in Student Performance

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

Goal Area : Other

Goal Title : Comprehensive Academic Support

Marguerite Montgomery Elementary will provide comprehensive academic support for all students. Comprehensive support includes providing high interest, inquiry based/project based academic experiences for high achieving students, enrichment experiences for all students, reducing class size kindergarten through third grade, and improving articulation of the Spanish Immersion strand with Montgomery staff.

What data did you use to form this goal (findings from data analysis)?

How does this goal align to your Local Educational Agency Plan goals?

What did the analysis of the data reveal that led you to this goal?

Which stakeholders were involved in analyzing data and developing this goal?

Who are the focus students?

All students.

What is the expected growth?

Proficient and advanced students will maintain performance levels or will make growth; students at or below basic levels of proficiency will make progress towards proficiency.

What data will be collected to measure student achievement?

Annual CST data, CELDT data, district writing assessments, math benchmark data, and other formative assessments.

What process will you use to monitor and evaluate the data?

PLC meetings and Academic Conferences will be used to monitor and evaluate the data.

Actions to improve achievement to exit program improvement (if applicable).

Action Title: Lower Class Size Kindergarten through third grade

Means of Achievement: Improvement of instruction strategies and materials

Tasks :

1. Hire teachers to reduce class-size Kinder through third grade.
2. Employ paraeducators to help reduce group size during core academic instruction.
3. Provide professional development for teachers to ensure research based instructional strategies for smaller class sizes are used consistently.
4. Employ PLC model for differentiation and targeted student support.

Measures :

Annual CST results, CELDT data, district writing scores, math benchmark data, and other formative assessments.

People Assigned :

District Staff, principal, Montgomery hiring committee

Start Date : 6/17/2011

Completion Date : 6/30/2012

Action Title: Provide Inquiry Based/Project Based Experiences

Means of Achievement: Improvement of instruction strategies and materials

Tasks :

1. Hire a Differentiation Support Specialist
2. Provide inquiry based/project based learning experiences for all students
3. Work with staff to create in-class differentiated opportunities

Measures :

Annual CST results, CELDT data, district writing scores, math benchmark data, and other formative assessments.

People Assigned :

Principal, leadership team, teachers, para-educators, and Differentiation Specialist

Start Date : 6/17/2011

Completion Date : 6/30/2012

Action Title: Spanish Immersion Articulation at Montgomery

Means of Achievement: Staff development and professional collaboration

Tasks :

1. Principal, SI teachers, and the leadership team will explore ways for the SI program to articulate with the other programs at the school to build community, and cross-program collaboration that benefit both programs and the student population. SI staff will meet with MME principal to accomplish these objectives at least quarterly.
2. Principal, SI teachers, and school SIAC, will explore ways to articulate program, curriculum, and assessment with the SI program as a whole. Collaboration with Cesar Chavez principal, teachers, parents and the district SIAC will facilitate program articulation at both SI sites.

Measures :

Meeting Minutes, Reports to staff

People Assigned :

Principal, SI teachers, and the leadership team

Start Date : 6/17/2011

Completion Date : 6/30/2012

Action Title: Outreach and Parent Communication

Means of Achievement: Involvement of staff, parents and community

Tasks :

1. Hire a Community Liaison who will facilitate school communication with ELAC families in:
 - a. Building relationships between teachers, families and other staff members
 - b. Attendance
 - c. Volunteerism
 - d. Family participation in school events
 - e. Homework
 - f. Soliciting feedback for school improvement
 - g. Collaboration with Davis Bridge

Measures :

School Records including: grades and homework, attendance reports, truancy letters, CSET scores, CELDT levels
Additional Records including: records of volunteer participation, ELAC minutes, Bridge records, emails and other communications

People Assigned :

Principal, Community Liaison, Teachers, Bridge tutors, ELAC

Start Date : 6/17/2011

Completion Date : 6/30/2012

Funding Resources	Related Expenditures	Estimated Cost
Economic Impact Aid: Limited English Proficiency (LEP)	Parent Involvement expenses	\$1,000
Economic Impact Aid: Limited English Proficiency (LEP)	Translation expenses	\$10,000
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Community Liaison VSA	\$10,000

Action Title: Extended day support for at risk students

Means of Achievement: Extended learning time

Tasks :

1. Hire two extended day staff to plan and implement the extended day program.
2. Identify students who need extended day support through PLC.
3. Plan curriculum for extended day support based upon identified student needs.
4. Coordinate with Bridge to identify tutors to support program.
5. Train tutors to assist with curriculum.
6. Provider after school support three days per week.

Measures :

Reading scores, ELD assessments, Writing proficiency scores, attendance records,

People Assigned :

Principal, teachers, staff, tutors

Start Date : 6/7/2011

Completion Date : 6/7/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Extended day staff, VSA	\$20,000
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Materials and supplies for extended day	\$541
Economic Impact Aid: Limited English Proficiency (LEP)	Extended day staff	\$5,000
NCLB: Title I, Even Start Family Literacy	Extended day materials and supplies for increased parent involvement	\$743

Marguerite Montgomery Elementary 2011-12 Single Plan For Student Achievement Report

Form A: Planned Improvements in Student Performance

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

Goal Area : School Climate

Goal Title : Improvements to School Climate

All components of the school community will work collaboratively to identify and prioritize focus areas for school climate improvement and will then work collaboratively to set and meet goals. School Climate includes facilities and school safety as well as areas in the affective domains.

What data did you use to form this goal (findings from data analysis)?

How does this goal align to your Local Educational Agency Plan goals?

What did the analysis of the data reveal that led you to this goal?

Which stakeholders were involved in analyzing data and developing this goal?

Who are the focus students?

all

What is the expected growth?

Evidence will vary based on focus area, and may include physical changes, and improvements to attitudes, perceptions, and feelings through survey data and interviews

What data will be collected to measure student achievement?

Surveys and Interviews.

What process will you use to monitor and evaluate the data?

Records, assembly agendas, surveys, interviews.

Actions to improve achievement to exit program improvement (if applicable).

Action Title: School Climate Committee

Means of Achievement: Involvement of staff, parents and community

Tasks :

1. Establish meeting schedule for School Climate Committee.
2. Assign task of attending District Climate Meetings so that site committee can articulate with goals and activities of District committee.
3. Assess needs, establish priorities and short-term/long-term goals.
4. Identify key subcommittees (e.g. grounds improvement, garden committees).
5. Make recommendations regarding expenditures and/or identify additional funding sources.
- 6.. Communicate committee activities with school stakeholders by posting minutes on website and by sending minutes electronically to staff members.

Measures :

Records, minutes, sign-in sheets.

People Assigned :

Principal, members of School Climate Committee, subcommittee members

Start Date : 6/17/2011

Completion Date : 6/30/2012

Action Title: Grounds Improvements

Means of Achievement: Involvement of staff, parents and community

Tasks :

1. Convene beautification committee to identify projects (includes PTA, district gardening groups, etc.).
2. Plan, schedule, and facilitate fall and spring site "Beautification Days."
4. Establish garden committee, identify coordinator and garden leaders.
5. Coordinate garden activities with classroom teachers
6. Meet in winter and early spring to take inventory of progress and adjust goals for remainder of year.

Measures :

Records, physical improvements, budget reports.

People Assigned :

PTA garden/site enhancement group, principal, garden coordinator, interested staff, and interested parents

Start Date : 6/17/2011

Completion Date : 6/30/2012

Action Title: Implement school clubs and activities

Means of Achievement: Monitoring program implementation and results

Tasks :

1. Involve "Make a Difference" student club in school assemblies, and other school assemblies that reach out to others and model empathy.
2. Sponsor and support activities that enhance appreciation of diversity and multiculturalism such as the Oral Language Faire, Talent Show, and other presentations.
3. Support garden / recycling education at spirit assemblies.
4. Support activities that build community at the school wide level such as the running club, the nature club, community charity activities, spirit activities, etc.
9. Communicate with parents regarding program using school newsletter.

Measures :

Records, purchase orders, school observation.

People Assigned :

Principal, site personnel

Start Date : 6/17/2011

Completion Date : 6/30/2012

Action Title: Provide Counseling Services

Means of Achievement: Auxiliary services for students and parents

Tasks :

1. Evaluate counseling need and allocate funds available to partial position.
2. Use school-wide PLC and Academic Conference model to identify students for individual, group, classroom, and outreach services.
3. Facilitate connecting families with outside resources.
4. Provide leadership for school-wide climate program.
5. Implement incentive / consequence system (Montgomery Marvels and Pizza with the Principal / Reparations Room)
6. Collaborate with teachers and other staff regarding student needs.
7. Evaluate student progress and modify services as needed.
8. Train noon duty supervisors.

Measures :

Records, evidence of climate changes.

People Assigned :

Principal, Noon Duty Staff, Counselor, School Staff.

Start Date : 6/17/2011

Completion Date : 6/30/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Counselor	\$15,000
School and Library Improvement Block Grant	Counselor	\$7,000
Economic Impact Aid: Limited English Proficiency (LEP)	Counselor	\$10,500

Action Title: Select and Implement Standards Aligned PE Program

Means of Achievement: Alignment of instruction with content standards

Tasks :

1. Work with classified PE specialist to identify and select curriculums for grade level bands.
2. Provide structured activities and intramural activities for students during recess and primary and intermediate lunch times.
3. Purchase and distribute materials.
4. Implement program.

Measures :

Agendas, correspondence, purchase orders

People Assigned :

Administrator, teachers

Start Date : 6/17/2011

Completion Date : 6/30/2012

Marguerite Montgomery Elementary 2011-12 Single Plan For Student Achievement Report

Funding Programs Included in this Plan

Each state and federal categorical program in which the school participates.

Total Site Plan Budget : \$243,935

Total Annual Expenditures for Current School Plan: \$243,935

Funding Resource Code	Funding Resource Description	Funding Allocation	Budgeted Allocation	Balance Available
3010	NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	\$73,541	\$73,541	\$0
	Extended day support for at risk students		\$20,541	
	Optimize Classroom Instruction - (High Quality Core Instruction, whole/small group, one on one)		\$28,000	
	Outreach and Parent Communication		\$10,000	
	Provide Counseling Services		\$15,000	
3105	NCLB: Title I, Even Start Family Literacy	\$743	\$743	\$0
	Extended day support for at risk students		\$743	
4203	NCLB: Title III, Limited English Proficiency (LEP) Student Program	\$39,600	\$39,600	\$0
	Optimize ELD Instruction (Whole group, small group, one on one)		\$39,600	
7091	Economic Impact Aid: Limited English Proficiency (LEP)	\$75,781	\$75,781	\$0
	Extended day support for at risk students		\$5,000	
	Optimize Classroom Instruction - (High Quality Core Instruction, whole/small group, one on one)		\$881	
	Optimize ELD Instruction (Whole group, small group, one on one)		\$48,400	
	Outreach and Parent Communication		\$11,000	
	Provide Counseling Services		\$10,500	
7395	School and Library Improvement Block Grant	\$14,200	\$14,200	\$0
	Academic Conferencing and PLC Release Time		\$2,000	
	Optimize Classroom Instruction - (High Quality Core Instruction, whole/small group, one on one)		\$1,200	
	Provide Counseling Services		\$7,000	
	Use of Technology for Writing		\$4,000	
3205	Education Jobs Fund	\$30,250	\$30,250	\$0
	Provide intervention - Differentiation/Small Group Instruction		\$30,250	
3010	Title I District Reservation for Site Use	\$8,820	\$8,820	\$0
	Academic Conferencing and PLC Release Time		\$8,820	

Marguerite Montgomery Elementary 2011-12 Single Plan For Student Achievement Report

7091	EIA-LEP District Reservation for Site Use	\$1,000	\$1,000	\$0
	CELDT Training and Testing		\$1,000	
Total amount of categorical funds allocated to this school:		\$243,935	\$243,935	\$0

School Site Council Membership

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

Name	Represents	Contact Info	Reviewed Plan Date
Sally Plicka	Principal	(530)759-2100 x105	6/2/2011
Jeanine Borge	Classroom Teacher	530 759 2100	6/2/2011
Sarah Neville-Morgan	Parent or Community Member	530-758-3711	6/2/2011
Rachel Hartsough (Alternate)	Parent or Community Member	775-762-7728	6/2/2011
Alessandra Frizzi	Parent or Community Member	530-792-8724	6/2/2011
Bob Bain	Parent or Community Member	530-750-3677	6/2/2011
Ruthie Bowers	Classroom Teacher	530-759-2100	6/2/2011
Erin Perry	Other School Staff	530-759-2100	6/2/2011
Christian Renaudin	Parent or Community Member	530-759-0724	6/2/2011
Mary Schembri	Classroom Teacher	530-759-2100	6/2/2011
Adrienne Meredith (Chair)	Parent or Community Member	530-756-5660	6/2/2011
Bill Davis (Alternate)	Parent or Community Member	530-758-6987	6/2/2011

Total Number of Committee Members

	Principal	ClassRoom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Number of Members of each Category	1	3	1	7	

Recommendations and Assurances

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

Approval Date

1. School Site Council Members
2. Plan Review Due Date:
3. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
4. 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.
5. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan
 - English Learner Advisory Committee
 - Special Education Advisory Committee
 - Gifted and Talented Education Advisory Committee
 - Climate Committee
6. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
7. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
8. Public Notice Due Date:
9. District Governing Board Annual Review Due Date:
10. This School Plan was adopted by the School Site Council at a public meeting on:
11. Attested by School Principal:
12. Attested by School Site Council Chairperson:

5/31/2011

5/27/2011

6/16/2011

6/2/2011

6/2/2011

6/2/2011

Sally Plicka

Typed name of school principal

Signature of school principal

Date

Adrienne Meredith

Typed name of SSC chairperson

Signature of SSC chairperson

Date

Nine Essential Program Components

1. Use of standards-based State Board of Education (SBE)-adopted (kindergarten through grade eight) or standards-aligned (grade nine through twelve) English/reading/language arts and mathematics instructional materials, including intensive interventions and * English Language Development materials.
2. Implementation of instructional minutes for basic core Reading/Language Arts and mathematics programs, intensive intervention and strategic support courses as well as additional instructional time for structured English Language Development at all grade levels.
3. Use of an annual district instructional/assessment pacing guide for grades K-8 and high school.
4. Implementation of School Administrator Instructional Leadership Training Program- Instructional materials based professional development and ongoing targeted professional development and support for instructional leaders to ensure the full implementation of the district adopted program and the EPCs.
5. Fully credentialed, highly qualified teachers, per the requirements of the Elementary and Secondary Education Act (ESEA) and professional development on SBE-adopted instructional materials.
6. Implementation of ongoing instructional assistance and support for R/LA, ELD and mathematics teachers through the use of content experts, specialists, and instructional coaches.
7. For all grade levels, implementation of a student achievement monitoring system that provides timely data from common formative and curriculum-embedded and summative assessments for teachers and principals to use to monitor ongoing student progress, identify student needs, inform instruction and determine effectiveness of instructional practices and implementation of the adopted programs.
8. Implementation of monthly structured teacher collaboration for all RLA/ELD and mathematics teachers by grade level (K-8) and common course and department levels (9-12) facilitated by the principal.
9. Implementation of Fiscal Support aligned to full implementation of EPCs.