

LOCAL EDUCATION AGENCY PLAN (LEAP) REVISION
Rockford Elementary SCHOOL

54-72090
CDS Code

Date of this revision: February, 2010

For additional information on school programs and how you may become involved locally, please contact the following person:

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Rockford Elementary School District

The District Governing Board approved this revision of the School Plan on
February 11, 2010

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

The following statements characterize educational practice at this school:

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

Rockford School provides every student with a comprehensive core curriculum aligned with the California Content Standards and federal *No Child Left Behind* guidelines. These documents drive what teachers teach, what is included in the content of subject area courses, and the instructional materials and resources used in class, including technology.

To better meet the academic needs of all students, a rigorous curriculum in reading, writing, and mathematics is emphasized on a daily basis. The school provides a standards-aligned, state approved reading program for all students that include resources for working with special needs students such as English Language Learners and students on Individual Educational Plans (IEP). This curriculum is supplemented with programs such as *Accelerated Reader* and *Read Naturally*. Writing is taught as a component of the Language Arts curriculum, and supplemented through *Step Up to Writing* in grades 1-8. Realizing the importance of a customized educational experience and based on data analysis, the staff and administration recommended to the governing board that differentiated group instruction be established in grades 6-8. For example, based on CST results and/or grades, students at or above grade level are placed in accelerated English Language Arts classes. Students not at grade level are identified early on and placed in need-alike groups where intervention with appropriate instructional strategies can take place. At any point during the year, students can be moved based on academic progress. In addition, students are offered after school support in reading two afternoons a week. Though the priority for this support is based on those in academic need, students who excel can participate as well.

To meet individual needs in mathematics, a similar system is in place in grades 6-8. Students are placed in differentiated groups for instruction. Students' assessment results are analyzed and decisions regarding placements are made. Students are then placed in appropriate needs-alike groups for instruction. Again, students can be moved from group to group based on academic progress. This system of differentiation supports the needs of all students involved.

In addition to State testing, the District administers its own assessments to determine student progress, ensure grade level proficiency, and evaluate instructional programs. These assessments also help teachers modify instruction to ensure that students receive the differentiated help necessary to meet the grade level expectancies. These assessments include reading, writing, and mathematics testing at a minimum of three times per year in all grade levels.

It should be noted that all recently purchased instructional programs are aligned with State and District standards so that students are given the opportunity to meet the standards for their grade levels. Staff has attended various workshops to become familiar with the adopted curricula and resources provided by the programs they use.

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

To better meet the academic needs of all students, a rigorous curriculum in reading, writing, and mathematics is emphasized on a daily basis. The school provides a standards-aligned, state approved reading program for all students that include resources for working with special needs students such as English Language Learners and students on Individual Educational Plans (IEP). This curriculum is supplemented with programs such as *Accelerated Reader* and *Read Naturally*. Writing is taught as a component of the Language Arts curriculum, and supplemented through *Step Up to Writing* in grades 1-8. Realizing the importance of a customized educational experience and based on data analysis, the staff and administration recommended to the governing board that differentiated group instruction be established in grades 6-8. For example, based on CST results and/or grades, students at or above grade level are placed in accelerated English Language Arts classes. Students not at grade level are identified early on and placed in need-alike groups where intervention with appropriate instructional strategies can take place. At any point during the year, students can be moved based on academic progress. In addition, students are offered after school support in reading two afternoons a week. Though the priority for this support is based on those in academic need, students who excel can participate as well.

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

As part of the School Plan, a professional development plan is in place to guide the kinds of staff development and learning that will take place for all staff. Rockford is aware that professional development is essential if teachers are to understand new and changing curriculum content and develop new strategies to best meet the needs of students. As an on-going way to develop knowledge of instructional standards, all teachers each year are required to attend the annual Small School Superintendents' Association staff development day. On this day, a variety of workshops are provided to meet specific needs. These workshops, aligned with state content standards, range from Step Up To Writing strategies to mathematics to working with English Learners.

All teachers are encouraged, and provided with substitute teachers, to visit other classrooms so that they can get ideas from other teachers outside the district. For example, prior to implementing the Accelerated Math program, two teachers along with the administration, visited another school in the county who had implemented Accelerated Math into their curriculum. The two teachers subsequently inserviced the remaining staff on the fundamentals of establishing the Accelerated math program at grades 1-8.

Teachers are also sent to a host of conferences and workshops. In the past, teachers have attended conferences and workshops outside the district that have pertained to assessment, interventions strategies, Classroom Size Reduction (CSR) training, spelling, P.E., Step Up To Writing, science curriculum, grade level conferences, algebra strategies, technology classes, curriculum design, and a Schoolwide Planning Institute.

In addition to workshops, consultants are also brought in when needed. For example, the Tulare County Office of Education has provided workshops pertaining to reading comprehension and writing. Special Needs and English Learner programs were addressed with a workshop pertaining to strategies for helping English Learners.

Not only are teachers involved in staff development, all of our paraprofessionals participate. For example, all of the paraprofessionals are required to attend the annual Small School Superintendents' Association staff development day. As noted above, on this day a variety of workshops are provided to meet specific needs. These workshops, aligned with state content standards, offer sessions on a variety of topics.

Lastly, via the county's BTSA program, new Participating Teachers are assigned a Support Provider that will work with them for a minimum of two years. The Support Provider is a veteran or experienced teacher who will work closely throughout the year with the Participating Teacher. Research indicates that the experienced teachers also benefit from their participation in BTSA Induction. Learning about new approaches helps them to reflect and clarify their own thinking and improves their teaching practice. Funding for this program has come from the Peer Assistance and Review (PAR) program as well as the county's Beginning Teacher Support and Assessment (BTSA) program. The purpose of the program is to provide an effective transition into teaching for first and second year teachers; improve the educational performance of students through improved training, information and assistance for new teachers; ensure the professional success and retention of new teachers who show promise of becoming highly effective professionals; enable participating teachers to be effective in teaching students who are culturally, linguistically, and academically diverse; provide a two year formative assessment process that guides new teacher growth and development and increases student achievement; provide an opportunity for individuals to earn their California Professional Clear Credential; provide high quality professional development to support new teachers in demonstrating mastery of the California Standards for the Teaching profession; support teachers in meeting No Child Left Behind (NCLB) teacher quality requirements; and, ensure continuous program improvement through ongoing research, development, and evaluation.

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

It is the goal of Rockford School to assist students in their social and personal development as well as in academics. The District provides special attention to students who experience achievement problems, have difficulty coping with personal and family problems, experience trouble with decision making, or handling peer pressure. Through a collaborative effort with the Tulare County Office of Education, Rockford School provides and coordinates counseling and support service staff to supply services for students. The school district has a plan for early detection and intervention strategies. All teachers have had staff development in the RTI model and K-3 teachers have had training in DIBELS which is administered as an assessment for early detection of reading difficulties.

Rockford School's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with State and District standards. It is the District's goal to ensure that all students are provided the support they need in order to experience success in their academic career. Through teacher training, monitoring of student achievement, and modification of instruction, Rockford School is able to offer programs to meet the individual needs of its students within the classroom and through intervention.

Years ago, the Governing board approved a recommendation from the school staff and administration to provide a differentiated instruction in grades six through eight by providing both a core-based and an accelerated curriculum. Students are placed in the accelerated program according to test scores, report card grades, study habits, learning attitude, and teacher recommendation.

Although priority is based upon academic need, all students are given an opportunity to attend the after school Homework Help programs that are conducted two days each week. In many cases, the student's teacher is also the after school teacher, further helping meet the academic needs. It should be noted that even though the after school programs are strictly voluntary, approximately one-fourth of all of Rockford students attend the after school tutorial programs.

For students whose primary language is not English and who have limited English proficiency, Rockford School offers programs to prepare them to meet the State's academic content and performance standards. Students are identified as English Learners through the California English Language Development Test (CELDT). The District offers those identified as English Learners the Read Naturally program as an intervention tool. English Learners are assigned to appropriately credentialed teachers and provided both differentiated in-class and pull-out instruction. Limited English skills are also addressed by a full-time bi-lingual teacher who works with both the student and student's classroom teacher. Even though Rockford School does not have enough English Learners to qualify as a significant subgroup, the success of our English Learner program is demonstrated by the fact that we have met the English Learner subgroup goals the past two years.

Rockford School offers support to students whose test results indicate they need additional assistance to achieve grade level proficiencies. At-risk students are identified through report cards, standardized tests, teacher recommendation, and teacher assessments. Besides being identified through report cards, standardized tests, teacher recommendation, and teacher assessments, the Student Success Team (SST) also reviews a student's problems and plans alternative instructional strategies to be used in the regular program. The composition of the SST generally consists of the Superintendent/Principal, student's parent, the student, student's teacher, and school psychologist. The team usually comes prepared with student information which will include work samples, attendance records and assessment results. All information is subsequently listed on the SST Summary Form. The SST summary will contain areas of student strengths, information, modifications, and areas of concern, questions, strategies, actions, and responsible person. At the end of the meeting, a follow up date is scheduled to review progress. It should be noted that the parent provides valuable information and another viewpoint for planning an effective program for the student. The parent also shares the child's strengths and concerns with the school staff. The parent participates in the development of a positive intervention plan for their child. Although specialists such as psychologists and speech therapists may be involved, the SST is not a special education function. The SST records are valuable documentation of the modifications provided if a special education referral is still needed after strategies have been implemented and have been found to be insufficient,

Rockford School provides instruction to all students in the least restrictive environment possible as part of a full inclusion program. Students with special needs are accommodated with a variety of options. A team consisting of the parent, school administrator, general education teacher, psychologist, and special education teacher, develops an Individual Education Plan (IEP). The IEP defines the individualized instruction and assistance a student will receive that may include sessions with a Resource Specialist and/or additional assistance from the County's Speech/Language Specialist and Adaptive PE Specialist. Rockford School has a full-time Special Education Teacher employed by the County who implements pull-out sessions for students with disabilities, and students are mainstreamed into the general classroom as well. The school receives additional support for Special Education services through the Tulare County Special Education Local Plan Area (SELPA).

Rockford School also provides migrant education services to students who are identified as children of farm laborers or have other types of traveling jobs. Classes are structured using pull-out sessions, and the Student Success Team monitors and communicates student progress. The District's Migrant Coordinator is a certificated teacher who provides and oversees supplemental instruction for identified kindergarten through eighth grade students.

Teachers and staff work with students on a variety of skills to enhance their academic progress. The school works diligently to maintain open communication with parents regarding their child's progress throughout the school year.

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

Categorical funds are used to purchase technology as well as instructional materials in reading, writing, and math to enable underperforming students to meet standards. Categorical funds are also used to pay a percentage of the instructional aides' salaries.

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

In addition to State testing, the District administers its own assessments to determine student progress, ensure grade level proficiency, and evaluate instructional programs. These assessments also help teachers modify instruction to ensure that students receive the differentiated help necessary to meet the grade level expectancies. These assessments include reading, writing, and mathematics testing at a minimum of three times per year in all grade levels.

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

The school provides a fulltime resource teacher, classroom instructional aides, after school, and summer programs designed to assist students who have demonstrated an academic need in the core classes of reading, language arts, or math. The after school program is set up to help students with homework, class assignments, or any project or area with which the student is having difficulty.

Rockford also continues to welcome the input and participation of the parents in all school functions. Involving parents helps to raise the social and academic levels at the school. The school provides various avenues by which parents can participate, facilitate, and enjoy the activities of their children. They are kept aware by regular newsletters from the school as well as particular information from individual classrooms. Parent participation and input includes the School Site Council, Parent Club, Band Boosters, athletic competition, field trips, classroom assistance, awards for academic achievement, as well as variety of special events and assemblies throughout the year.

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

Projected budget reductions or constraints, lack of time for appropriate certificated and classified staff development, student mobility rates, adequate supplemental materials, and limited access to personal support services.

9. Limitations of the current program to enable Underperforming students to meet standards:

Projected budget reductions or constraints, lack of time for appropriate certificated and classified staff development, student mobility rates, adequate supplemental materials, and limited access to personal support services.

SCHOOL GOAL # 1:**Meet annual state Academic Performance Index targets and federal Adequate Yearly Progress targets schoolwide and for all subgroups****Student groups and grade levels to participate in this goal:**

Grade levels K-8; Schoolwide and significant subgroups of Hispanic, White, and SES; English Learners

Anticipated annual performance growth for each group:**English/Language Arts Objectives: Increase the percentage of students who are proficient and above:**

1. Achieve Adequate Yearly Progress (AYP) growth targets schoolwide and for subgroups.
2. Achieve API growth targets schoolwide and for subgroups.

Mathematics Objectives: Increase the percentage of students who are proficient and above:

3. Achieve Adequate Yearly Progress (AYP) growth targets schoolwide and for subgroups.
4. Achieve API growth targets schoolwide and for subgroups.

2009 Evaluation:

As a result of spring 2009 testing, Rockford achieved growth targets and objectives both schoolwide and for all subgroups. The SSC finds that current programs are operating effectively and helping students achieve standards.

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Extend learning time:				
provide tutoring and homework assistance	Oct/2010-Apr/2011	Provide adult assistance to students to help them complete homework and extended learning activities	9000 (79156)	Title I
Increase access to and effective use of technology:				
1. Software programs that support standards		Supplemental programs for student learning	1728 (38,263)	EIA
Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):				
3. Supplemental materials will be provided for students to practice and improve reading skills		Supplemental materials and supplies	2300 (79,156) 7000 (38,263)	Title I EIA

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Target appropriate services and programs to lowest-performing student groups:				
1. Students scoring below proficiency will receive supplemental instruction in reading from instructional aides 2. Students scoring below proficiency will receive supplemental instruction in reading from teachers	Aug/2010- May/2011	Instructional aides to assist students performing below proficient	67856 (79,156) 22669 29535 (38,263) 3733	Title I Title V EIA EIA/LEP
Additional services:				
take advantage of services and programs available through the county office and local agencies to assist in ameliorating student needs related to psychological, social, and other external factors.	Aug/2010- May/2011	Contract with TCOE CHOICES	1856 729	Title IV TUPE

Program Improvement Actions (NOT APPLICABLE)

Year One:

Each school identified as Year One of PI has, within three months of identification, revised its Single Plan for Student Achievement to include:

- (a) Strategies to strengthen core academic subjects and address the specific academic issues that caused the school to be identified
- (b) Policies and practices that have the greatest likelihood of ensuring that all groups of students meet the state's proficient levels of achievement by 2014
- (c) Assurance that the school will spend not less than 10 percent of the school's Title I, Part A, allocation to provide teachers and the principal high-quality professional development
- (d) How the 10 percent professional development funds will be used to remove the school from PI
- (e) Specific annual, measurable objectives for continuous and substantial progress by each group of students to meet the state's proficiency levels by 2014
- (f) How the school will provide written notice about the identification to parents of each student

(g) Specific responsibilities of the school, the LEA, and the state educational agency serving the school under the plan, including the technical assistance to be provided by the LEA

(h) Strategies to promote effective parental involvement

(i) Activities before school, after school, during the summer, and during any extension of the school year, as appropriate

(j) A teacher mentoring program

Choice Option implemented

Year TWO:

Supplemental Services Implemented

Year Three:

Beginning with schools in Year Three of PI, the LEA shall take at least one of the following corrective actions:

- (a) Replace the school staff relevant to the failure to make adequate yearly progress.**
- (b) Institute and fully implement a new curriculum, including appropriate professional development, based on scientific research and offering substantial promise of improving educational achievement for low-achieving students and enabling the school to make adequate yearly progress.**
- (c) Decrease management authority at the school level.**
- (d) Appoint an outside expert to advise the school on its progress toward making adequate yearly progress.**

- (e) **Extend the school year or school day.**
- (f) **Restructure the internal organization of the school.**

Year Four:

Beginning with schools in Year Four of PI, the LEA makes necessary arrangements to carry out one of the following alternative governance arrangements, consistent with state law, in Year Five:

- (a) **Reopen the school as a charter school.**
- (b) **Replace all or most staff.**
- (c) **Contract with an outside entity to manage the school.**
- (d) **Turn the operation of the school over to the state.**
- (e) **Identify other major restructuring of the school's governance arrangement.**

The LEA provides prompt notice to teachers and parents of Year Four PI status.

The LEA provides teachers and parents the opportunity to:

- Comment before it takes action on alternative governance.
- Participate in developing any alternative governance plan.

Form C: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
XX Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	\$ 38,263
XX Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$ 3733
XX Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.	\$ 729
List and Describe Other State or Local funds (e.g., Gifted and Talented Education) Art and Music Block Grant	\$ 0
Total amount of state categorical funds allocated to this school	\$ 42,725

Federal Programs under No Child Left Behind (NCLB)		Allocation
XX	Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$ 79,156
XX	Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals (transferred to Title V under REAP)	\$ 22,669
XX	Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	\$ 0
XX	Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	\$ 1,856
XX	Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	\$ 0
	Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	\$
	Other Federal Funds (list and describe ^[1])	\$
Total amount of federal categorical funds allocated to this school		\$ 103,681
Total amount of state and federal categorical funds allocated to this school		\$ 146,406

Form D: 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 through the Consolidated Application, by the School Site Council. The current make-up of the School Site Council is as follows:^[2]

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
John Armstrong			x		
Cynthia Daly				x	
Debbie Fleischer				x	
Laurel Galusha		x			
Armando Leal				x	
Maria Lopez				x	
Robyn Ramirez		x			
Lindsay Rose		x			
Andrew N. Schultz	x				
Adrienne Vallier				x	
Numbers of members of each category	1	3	1	5	

Form E: 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:

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

Xx School Advisory Committee for State Compensatory Education Programs
4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council at a public meeting on: February 4, 2009.

Attested:

Typed name of school principal

Signature of school principal

Date

Typed name of SSC chairperson

Signature of SSC chairperson

Date

^[1] For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

^[2] At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.