

**2011-12
SINGLE PLAN FOR STUDENT ACHIEVEMENT**



Cordelia Hills Elementary School
Fairfield-Suisun Unified District



The District Governing Board
approved this revision of the School
Plan on:

Principal:
Nancy Allen

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Cordelia Hills Elementary 2011-12
Single Plan For Student Achievement Report

Goals and Actions	Start Date	Completion Date	Amount
English-Language Arts			
English Language Arts Proficiency			
Professional Development	8/15/2011	6/8/2012	\$1,500
Collaboration and Instructional Support	8/15/2011	6/8/2012	\$5,000
Materials and Supplies	8/15/2011	6/8/2012	\$6,449
Intervention	8/15/2011	6/8/2012	\$2,000
Mathematics			
Math Proficiency			
Professional Development	8/15/2011	6/8/2012	\$1,500
Collaboration and Instructional Support	8/15/2011	6/8/2012	\$4,000
Materials and Supplies	8/15/2011	6/8/2012	\$5,200
Intervention	8/15/2011	6/8/2012	\$2,000
English Language Development			
English Language Development			
Professional Development	8/15/2011	6/8/2012	\$11,000
Materials and Supplies	8/15/2011	6/8/2012	\$51,451
Intervention	8/15/2011	6/8/2012	\$30,057
Parent Education	8/15/2011	6/8/2012	\$700
School Climate			
Safe and Supportive School			
Positive Behavior Supports	8/15/2011	6/8/2012	\$500
Academic Achievement Awards	8/15/2011	6/8/2012	\$750
School-Wide Expectations	8/15/2011	6/8/2012	\$100
Total Annual Expenditures for Current Site Plan: \$122,207.00			

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 : English Language Arts Proficiency

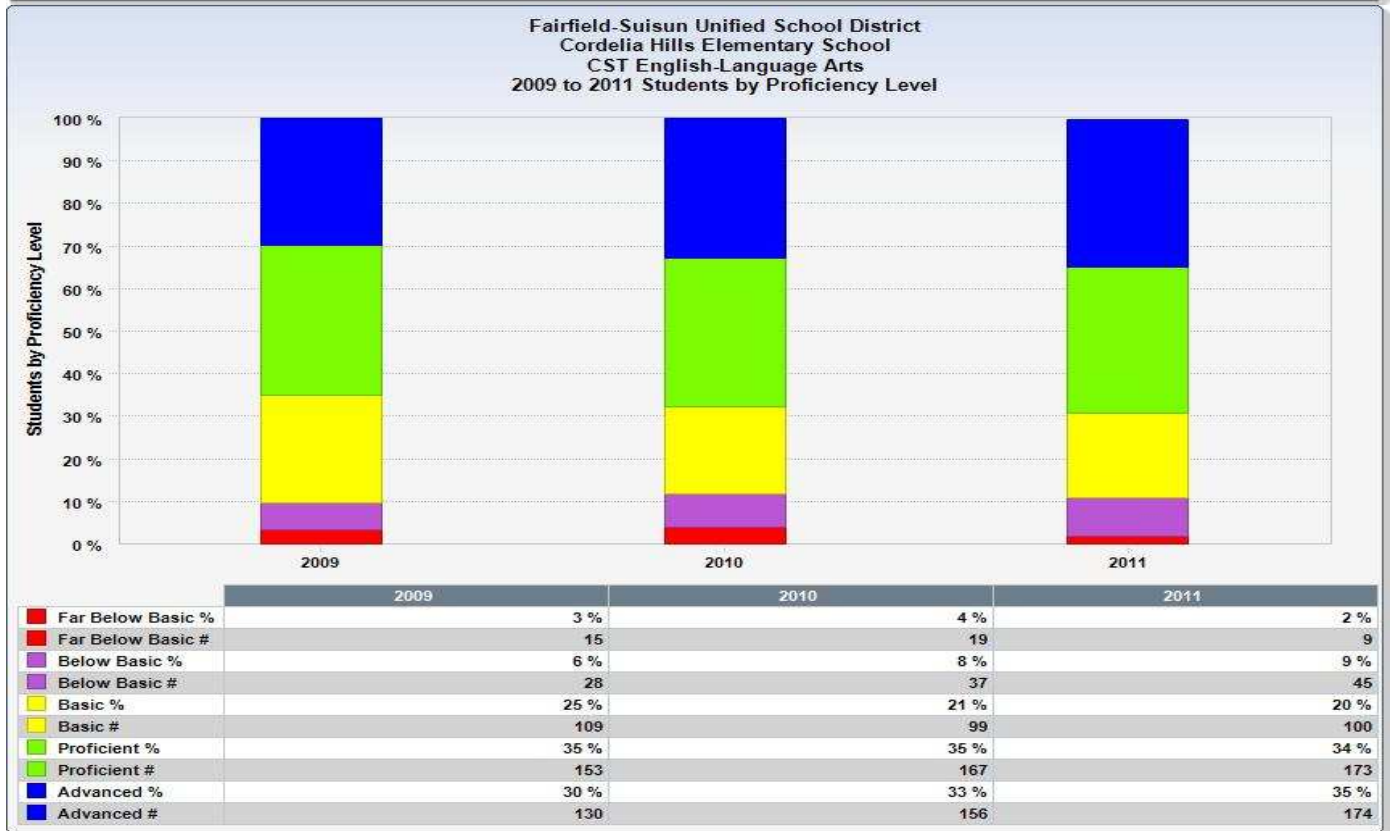
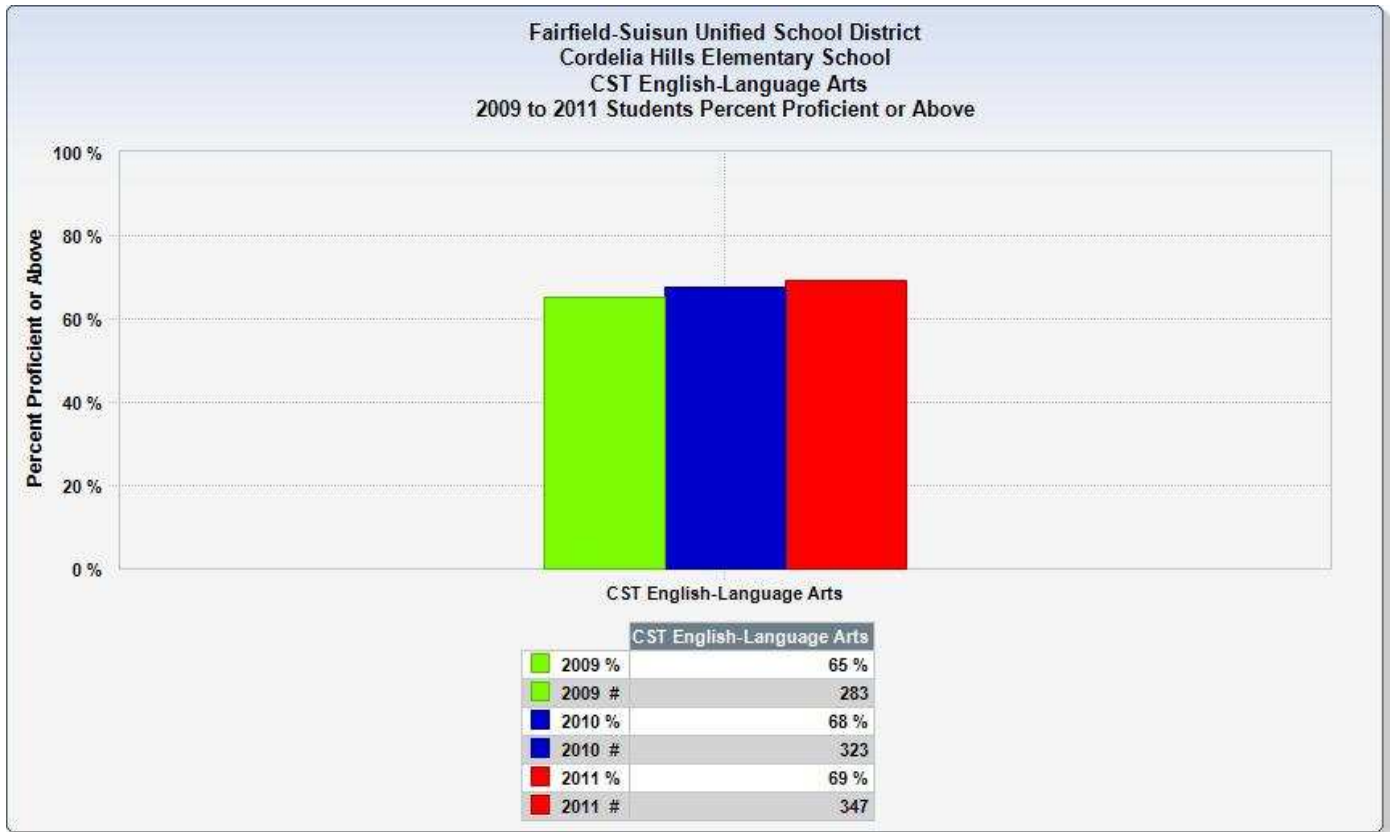
By June of 2012, 75% of Cordelia Hills students in 2nd-6th grade will be Proficient or Advanced as measured by the English-Language Arts section of the 2012 CSTs.

Essential Program Components										
EPC#	1	2	3	4	5	6	7	8	9	
Have										

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

CSTs, benchmarks, common formative assessments, ELA assessments from state-adopted ELA curriculum.

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Cordelia Hills Elementary 2011-12 Single Plan For Student Achievement Report

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

Goal 1 of the LEA Plan is: "All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-14."

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

Analysis of CST data from 2011, benchmark assessments, and common formative assessments showed that we are making progress in moving all students toward proficiency. We need to continue to increase the number of students who are proficient.

Cordelia Hills Elementary 2011-12 Single Plan For Student Achievement Report

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

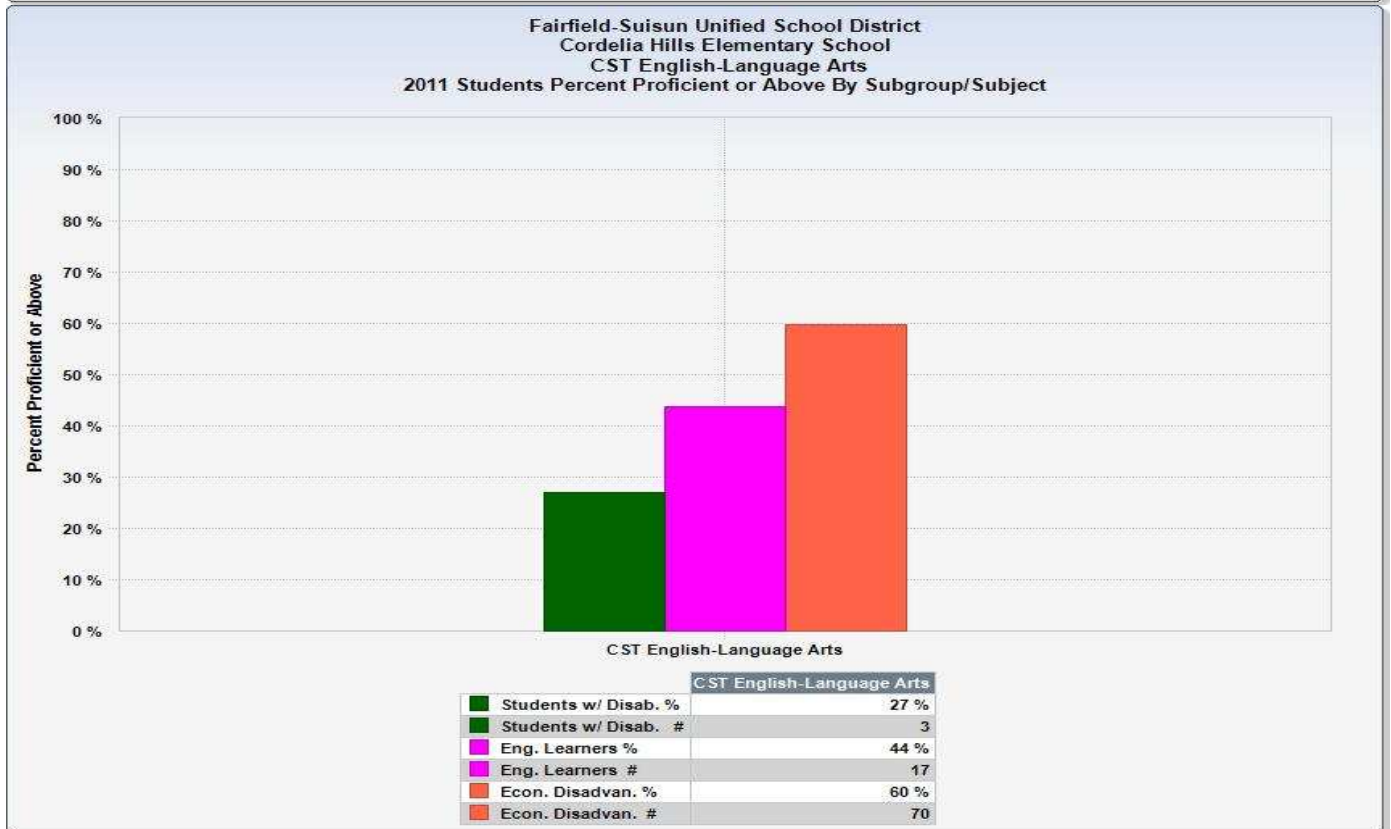
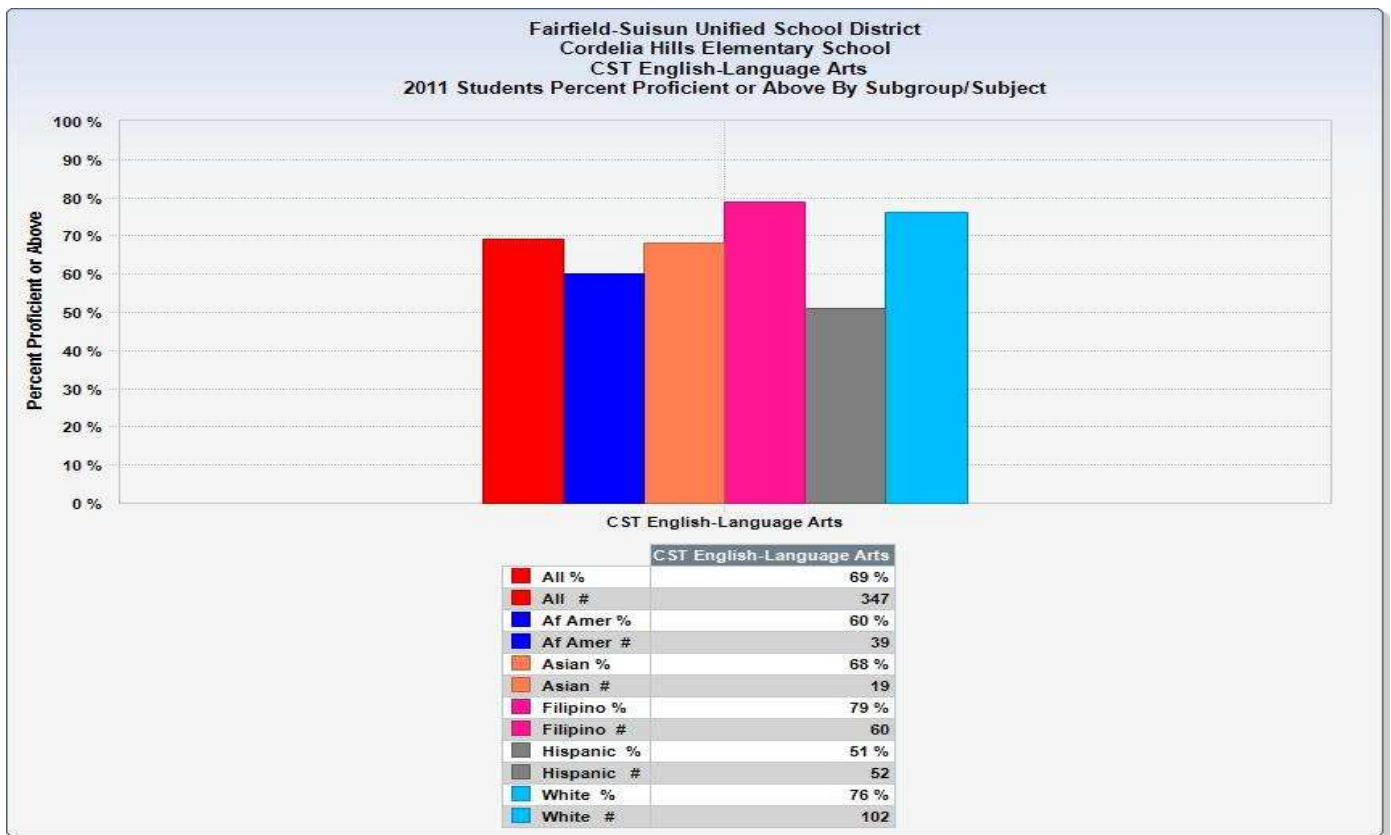
Teachers, School Site Council members, and the principal were involved in analyzing data and developing this goal.

Cordelia Hills Elementary 2011-12 Single Plan For Student Achievement Report

Who are the focus students?

We will continue to have high expectations for all students and work to help each child reach his or her potential. We have an achievement gap between our White, Filipino, Asian, and Two or More Races subgroups and our Black, Hispanic, English Learner, and Socioeconomically Disadvantaged subgroups. Due to this achievement gap, we will continue to focus on our disadvantaged significant subgroups, as identified by the California Department of Education.

Cordelia Hills Elementary 2011-12
Single Plan For Student Achievement Report



Cordelia Hills Elementary 2011-12 Single Plan For Student Achievement Report

What is the expected growth?

As a whole school, we expect to increase our API by 10 points. We expect each disadvantaged significant subgroup, those subgroups lagging behind the higher performing subgroups, to increase their API by at least 15 points.

What data will be collected to measure student achievement?

2012 CST English Language Arts results, benchmark assessments, and common formative assessments will be used to measure student achievement.

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

Teachers and the principal will analyze, discuss, and plan based on the results of the weekly common formative assessments and the benchmarks.

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

Cordelia Hills Elementary 2011-12
Single Plan For Student Achievement Report

Action Title: Professional Development

Means of Achievement: Alignment of instruction with content standards

Tasks :

Provide training for staff on-site that focuses on English Language Arts instruction. Provide hourly pay for staff time beyond the work day. Provide for off-site training at a conference.

Measures :

Attendance sheets from training, collaborative planning meeting notes, observation of effective practices being implemented in the classrooms, student formative, benchmark, and CST performance data.

People Assigned :

Principal and Staff

Start Date : 8/15/2011

Completion Date : 6/8/2012

Funding Resources	Related Expenditures	Estimated Cost
School and Library Improvement Block Grant	Teacher Extra Hourly	\$750
School and Library Improvement Block Grant	Conference	\$500
School and Library Improvement Block Grant	Contract	\$250

Action Title: Collaboration and Instructional Support

Means of Achievement: Staff development and professional collaboration

Tasks :

Time, funding, and substitutes will be provided for staff to: 1) meet to discuss student needs and instructional goals, 2) participate in peer coaching, 3) visit other sites, as well as classrooms at Cordelia Hills, and 4) make long-term plans for their grade level.

Measures :

Staff reflection and implementation of new ideas after visits to other classrooms, collaboration notes, and discussions with the principal.

People Assigned :

Principal and Staff

Start Date : 8/15/2011

Completion Date : 6/8/2012

Funding Resources	Related Expenditures	Estimated Cost
School and Library Improvement Block Grant	Extra Teacher Hourly	\$2,000
School and Library Improvement Block Grant	Substitute Teachers	\$3,000

Cordelia Hills Elementary 2011-12
Single Plan For Student Achievement Report

Action Title: Materials and Supplies

Means of Achievement: Improvement of instruction strategies and materials

Tasks :

Provide needed materials and supplies for the classrooms and office. This will include paying for copier contracts, software, and hardware.

Measures :

Feedback from teachers and staff regarding how well their needs are being met, monitoring the totals of supplies purchased.

People Assigned :

Principal and Staff

Start Date : 8/15/2011

Completion Date : 6/8/2012

Funding Resources	Related Expenditures	Estimated Cost
School and Library Improvement Block Grant	Materials and Supplies	\$882
School and Library Improvement Block Grant	Computer Software	\$1,367
School and Library Improvement Block Grant	Computer Hardware	\$2,200
School and Library Improvement Block Grant	Printing	\$2,000

Action Title: Intervention

Means of Achievement: Extended learning time

Tasks :

Provide before or after school interventions for students.

Measures :

Formatives, Benchmarks, CSTs, and other teacher assessments.

People Assigned :

Principal and Staff

Start Date : 8/15/2011

Completion Date : 6/8/2012

Funding Resources	Related Expenditures	Estimated Cost
School and Library Improvement Block Grant	Extra Hourly	\$2,000

Cordelia Hills 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 : Mathematics

Goal Title : Math Proficiency

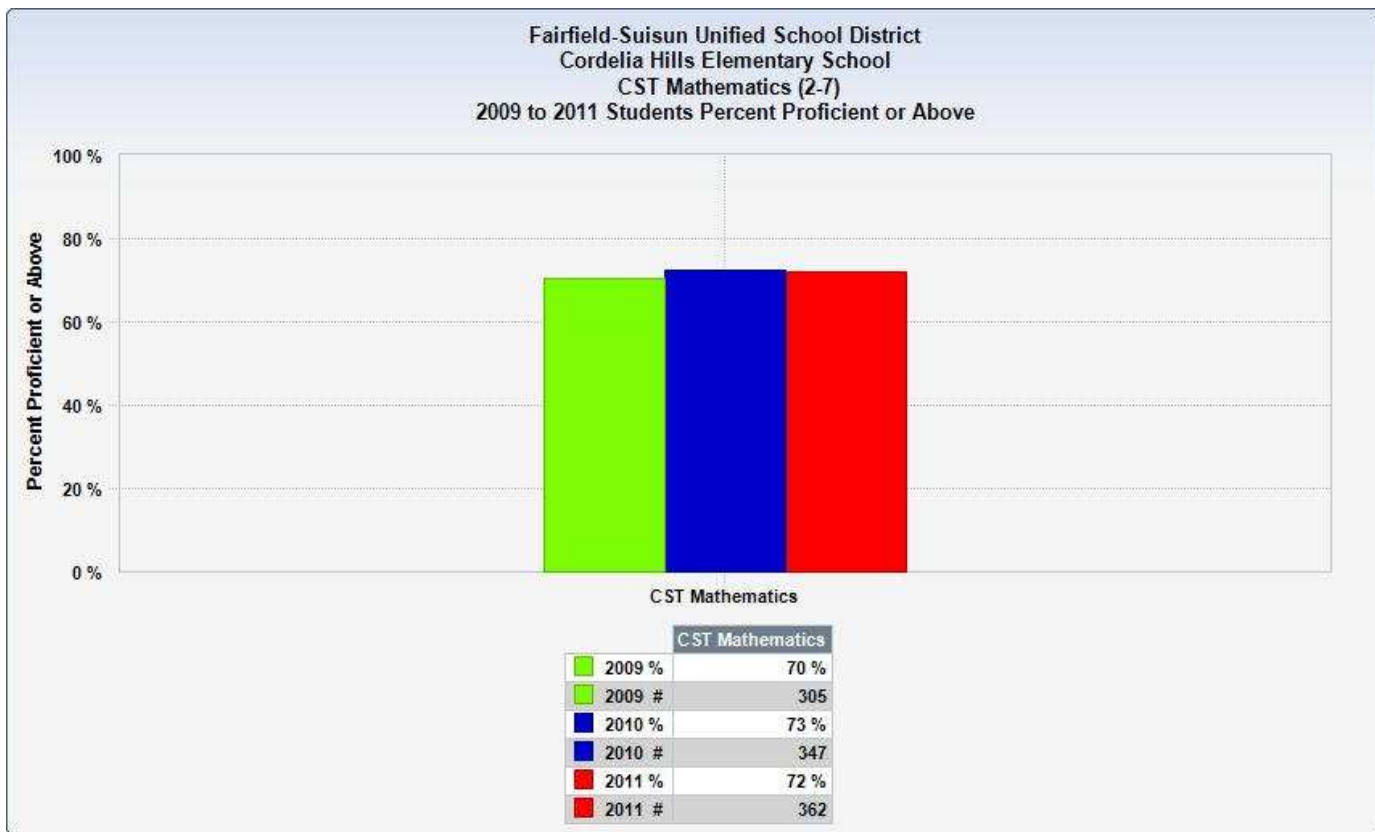
By June of 2012, 85% of Cordelia Hills students in 2nd- 6th grade will be Proficient or Advanced, as measured by the Math section of the 2012 CSTs.

Essential Program Components

EPC#	1	2	3	4	5	6	7	8	9
Have	✓	✓	✓	✓	✓	✓	✓	✓	✓

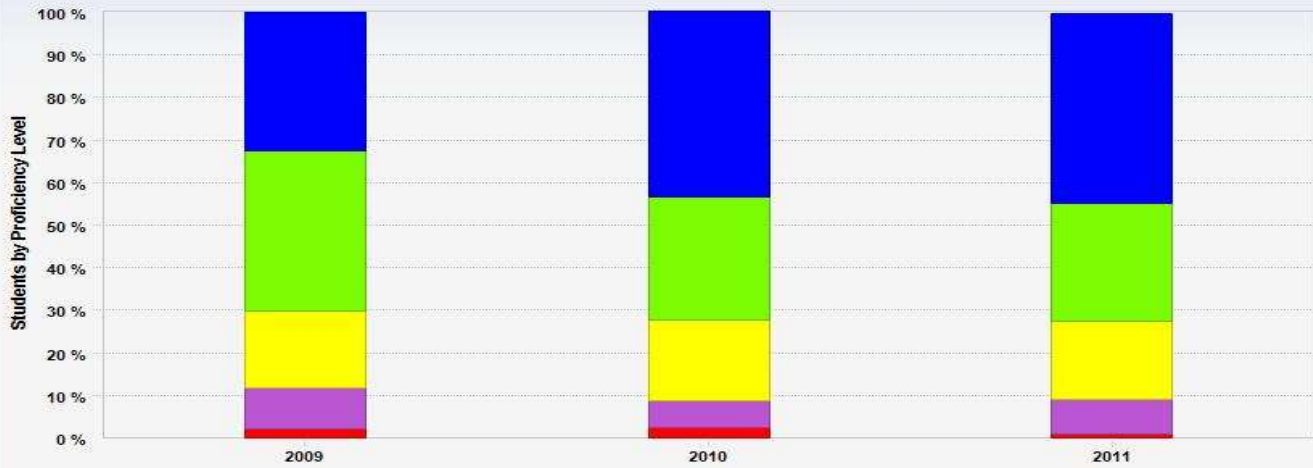
What data did you use to form this goal (findings from data analysis)?

CSTs, benchmarks, common formative assessments, math assessments from the state-adopted math curriculum.



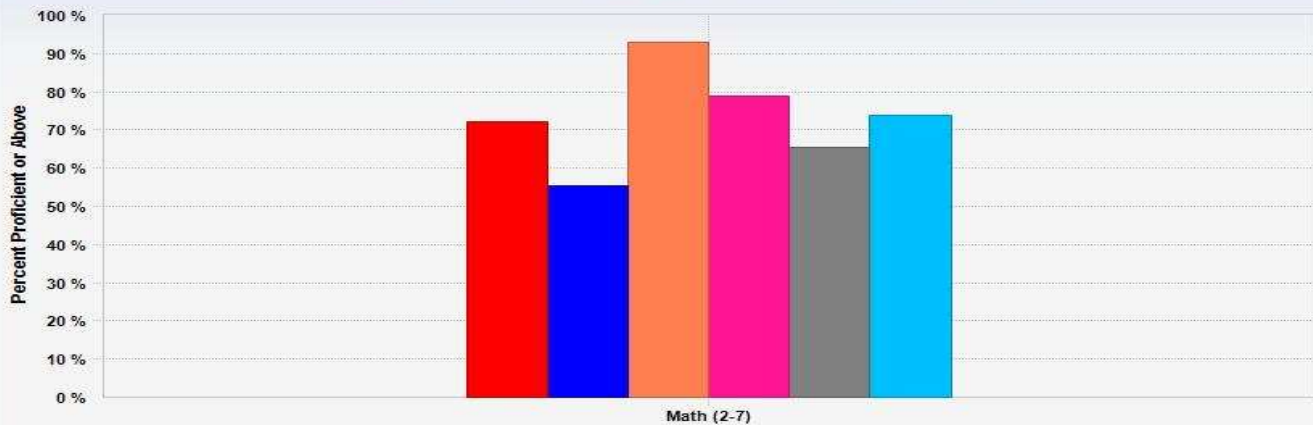
Cordelia Hills Elementary 2011-12
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Fairfield-Suisun Unified School District
Cordelia Hills Elementary School
CST Mathematics (2-7)
2009 to 2011 Students by Proficiency Level



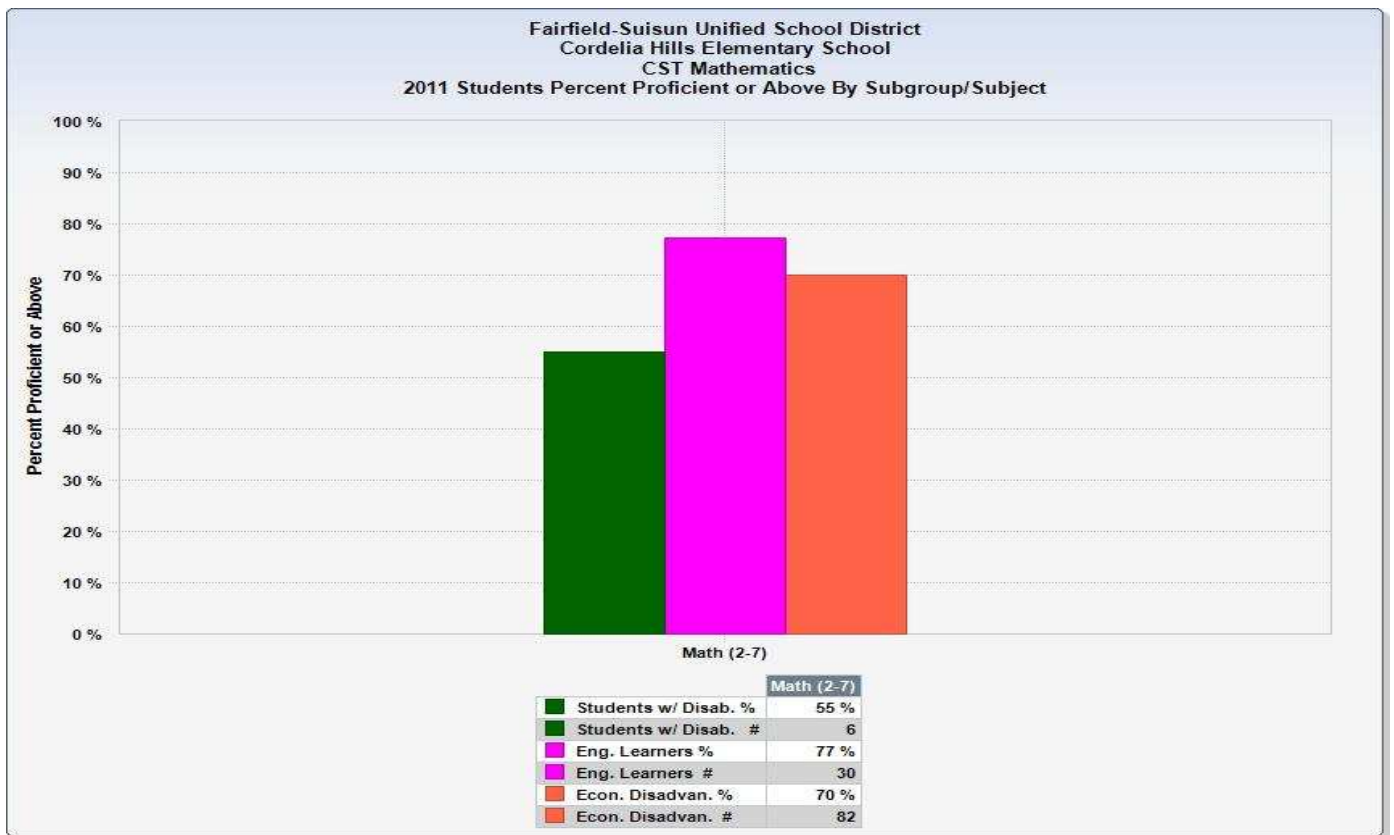
	2009	2010	2011
Far Below Basic %	2 %	2 %	1 %
Far Below Basic #	9	12	5
Below Basic %	10 %	6 %	8 %
Below Basic #	42	30	41
Basic %	18 %	19 %	18 %
Basic #	78	91	92
Proficient %	38 %	29 %	28 %
Proficient #	164	139	139
Advanced %	33 %	43 %	44 %
Advanced #	141	208	223

Fairfield-Suisun Unified School District
Cordelia Hills Elementary School
CST Mathematics
2011 Students Percent Proficient or Above By Subgroup/Subject



Math (2-7)	
All %	72 %
All #	362
Af Amer %	55 %
Af Amer #	36
Asian %	93 %
Asian #	26
Filipino %	79 %
Filipino #	60
Hispanic %	65 %
Hispanic #	66
White %	74 %
White #	99

Cordelia Hills Elementary 2011-12
Single Plan For Student Achievement Report



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

Goal 1 of the LEA plan is: "All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2012-14."

Cordelia Hills Elementary 2011-12 Single Plan For Student Achievement Report

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

Analysis of CST data from 2011, benchmark assessments, and common formative assessments showed that we are making progress in moving all students toward proficiency. We need to continue to increase the number of students who are proficient.

Cordelia Hills Elementary 2011-12 Single Plan For Student Achievement Report

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

Teachers, School Site Council members, and the principal were involved in analyzing data and developing the goal.

Cordelia Hills Elementary 2011-12 Single Plan For Student Achievement Report

Who are the focus students?

We will continue to have high expectations for all students and work to help each child reach his or her potential. We have an achievement gap between our White, Filipino, Asian, and Two or More Races subgroups and our Black, Hispanic, English Learner, and Socioeconomically Disadvantaged subgroups. Due to this achievement gap, we will continue to focus on our disadvantaged significant subgroups, as identified by the California Department of Education.

What is the expected growth?

As a whole school, we expect to increase our API by 10 points. We expect all disadvantaged significant subgroups, those subgroups lagging behind the higher performing subgroups, to increase their APIs by at least 15 points.

What data will be collected to measure student achievement?

2012 CST Math results, benchmark assessments, and common formative assessments will be used to measure student achievement.

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

Teachers and the principal will analyze, discuss, and plan based on the results of the weekly common formative assessments and the benchmarks.

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

Action Title: Professional Development

Means of Achievement: Improvement of instruction strategies and materials

Tasks :

Attend on-site training that focuses on Math instruction. It may include training that enhances the technology skills of the staff.

Measures :

Attendance sheets from training, collaborative planning meeting notes, observation of effective practices being implemented in the classrooms, formative, benchmark, and CST student performance data.

People Assigned :

Principal and Staff

Start Date : 8/15/2011

Completion Date : 6/8/2012

Funding Resources	Related Expenditures	Estimated Cost
School and Library Improvement Block Grant	Teacher Extra Hourly	\$1,200
School and Library Improvement Block Grant	Contract	\$300

Cordelia Hills Elementary 2011-12
Single Plan For Student Achievement Report

Action Title: Collaboration and Instructional Support

Means of Achievement: Staff development and professional collaboration

Tasks :

Time, funding, and substitutes will be provided for staff to: 1) meet to discuss student needs and instructional goals, 2) participate in peer coaching, 3) visit other sites, as well as classrooms at Cordelia Hills, and 4) make long-term plans for their grade level.

Measures :

Staff reflection and implementation of new ideas after visits to other classrooms, collaboration notes, and discussions with the principal.

People Assigned :

Principal and Staff

Start Date : 8/15/2011

Completion Date : 6/8/2012

Funding Resources	Related Expenditures	Estimated Cost
School and Library Improvement Block Grant	Teacher Extra Hourly	\$2,000
School and Library Improvement Block Grant	Substitute Teachers	\$2,000

Action Title: Materials and Supplies

Means of Achievement: Improvement of instruction strategies and materials

Tasks :

Provide needed materials and supplies for the classrooms and office. This will include paying for copier contracts, software and hardware.

Measures :

Feedback for teachers and staff regarding how well their needs are being met, monitoring the totals of supplies purchased.

People Assigned :

Principal and Staff

Start Date : 8/15/2011

Completion Date : 6/8/2012

Funding Resources	Related Expenditures	Estimated Cost
School and Library Improvement Block Grant	Materials and Supplies	\$1,000
School and Library Improvement Block Grant	Computer Hardware	\$2,200
School and Library Improvement Block Grant	Printing	\$2,000

Cordelia Hills Elementary 2011-12 Single Plan For Student Achievement Report

Action Title: Intervention

Means of Achievement: Extended learning time

Tasks :

Provide before or after school intervention.

Measures :

Formatives, Benchmarks, CSTs, and teacher assessments

People Assigned :

Principal and Staff

Start Date : 8/15/2011

Completion Date : 6/8/2012

Funding Resources	Related Expenditures	Estimated Cost
School and Library Improvement Block Grant	Extra Hourly	\$2,000

Cordelia Hills 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 : English Language Development

Goal Title : English Language Development

35% of identified 3rd-6th grade EL students will be reclassified as Fluent English Proficient (FEP) during the 2011-2012 school year. We reclassified 21.3% of all English Learners in the 2010-2011 school year.

Essential Program Components

EPC#	1	2	3	4	5	6	7	8	9
Have									

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

We looked at the reclassification information, CST scores, and CELDT scores for the 2010-2011 school year.

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

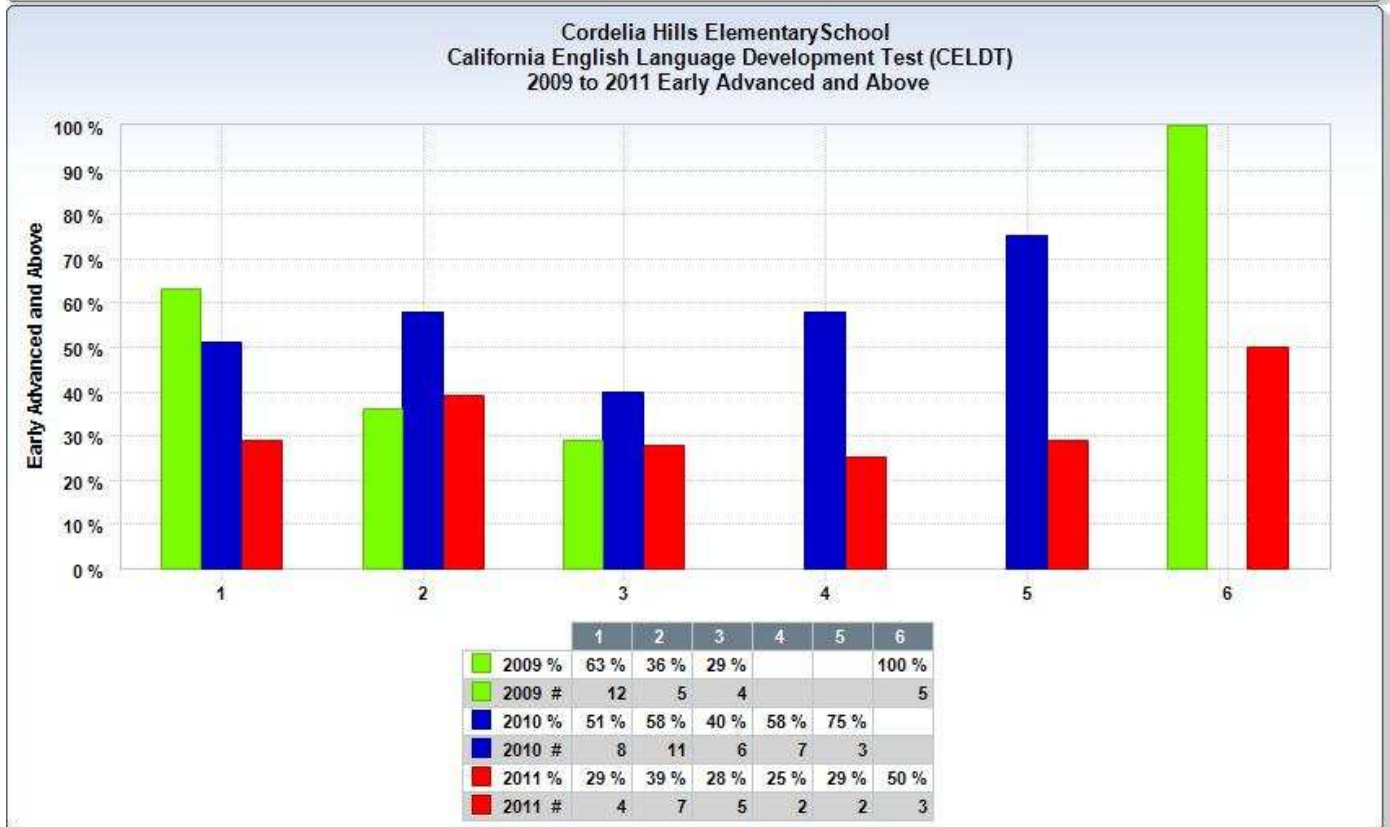
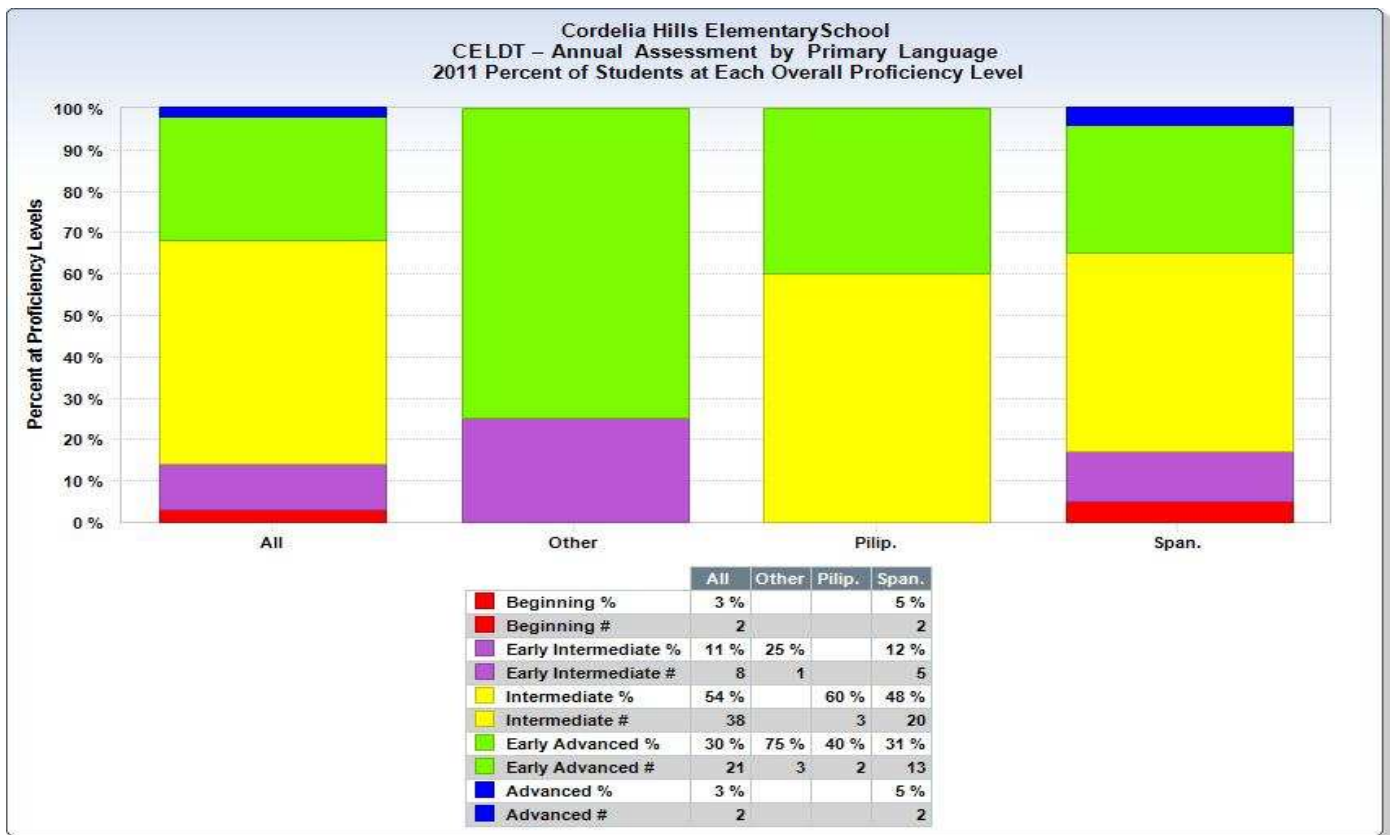
Goal 2 of the LEA Plan is: "All limited-English-proficient students will become proficient in English and reach high academic standards."

Cordelia Hills Elementary 2011-12 Single Plan For Student Achievement Report

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

Analysis of the data from 2011 showed that we reclassified 21.3% of English Learners as Fluent English Proficient.

Cordelia Hills Elementary 2011-12
Single Plan For Student Achievement Report



Cordelia Hills Elementary 2011-12 Single Plan For Student Achievement Report

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

Teachers, School Site Council members, English Learner Advisory Committee members, and the principal were involved in analyzing data and developing this goal.

Who are the focus students?

All English Learners, grades K-6, are the focus students.

What is the expected growth?

We expect to reclassify 35% of our 3rd- 6th grade English Learners as Fluent English Proficient.

What data will be collected to measure student achievement?

CELDT scores, CST scores, and reclassification numbers from the 2011-2012 school year.

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

Teachers, School Site Council members, and English Learner Advisory members, and the principal will analyze, discuss, and plan based on the results of the CELDT, CST, and reclassification numbers.

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

Cordelia Hills Elementary 2011-12
Single Plan For Student Achievement Report

Cordelia Hills Elementary 2011-12 Single Plan For Student Achievement Report

Action Title: Professional Development

Means of Achievement: Staff development and professional collaboration

Tasks :

Plan professional development opportunities based on need as indicated by student achievement data from CELDT, common formative assessments, district benchmarks, and teacher assessment data. Hire a trainer when appropriate. Schedule peer observation and coaching dates to improve instruction, including substitute release days. Appoint Site English Learner Program Manager to maintain school focus and provide on-site training to teachers.

Measures :

Classroom observations, student performance on common formative assessments, district benchmarks, teachers assessments, staff need/feedback on professional development.

People Assigned :

Principal and Staff

Start Date : 8/15/2011

Completion Date : 6/8/2012

Funding Resources	Related Expenditures	Estimated Cost
Economic Impact Aid: Limited English Proficiency (LEP)	Site EL Program Manager	\$5,000
Economic Impact Aid: Limited English Proficiency (LEP)	Staff professional development and teacher release	\$5,000
Economic Impact Aid: Limited English Proficiency (LEP)	Contract	\$1,000

Cordelia Hills Elementary 2011-12
Single Plan For Student Achievement Report

Action Title: Materials and Supplies

Means of Achievement: Improvement of instruction strategies and materials

Tasks :

Purchase software, hardware, approved books, and supplies to support student achievement and staff professional development. Use printing services for English Language Development.

Measures :

Student achievement data on English Language Arts assessments, district benchmark data, and classroom teacher data.

People Assigned :

Principal and Staff

Start Date : 8/15/2011

Completion Date : 6/8/2012

Funding Resources	Related Expenditures	Estimated Cost
English Language Acquisition Program, Teacher Training & Student Assistance	Materials and Supplies	\$392
Economic Impact Aid: Limited English Proficiency (LEP)	Computer Software	\$6,200
Economic Impact Aid: Limited English Proficiency (LEP)	Computer Hardware	\$11,200
Economic Impact Aid: Limited English Proficiency (LEP)	Books	\$300
Economic Impact Aid: Limited English Proficiency (LEP)	Materials and Supplies	\$33,159
Economic Impact Aid: Limited English Proficiency (LEP)	Printing	\$200

Cordelia Hills Elementary 2011-12 Single Plan For Student Achievement Report

Action Title: Intervention

Means of Achievement: Extended learning time

Tasks :

Interview and hire a part-time paraprofessional or certificated teacher to support English Learner students within the school day, as well as before and after the school day. Coordinate with grade-level teams to determine schedule and provide ongoing feedback and training to ensure student academic achievement.

Measures :

Teacher feedback, weekly collaborative notes, classroom observations, and student achievement data on the ELA common formative assessments and district benchmarks.

People Assigned :

Principal and Staff

Start Date : 8/15/2011

Completion Date : 6/8/2012

Funding Resources	Related Expenditures	Estimated Cost
Economic Impact Aid: Limited English Proficiency (LEP)	Personnel for interventions	\$30,057

Action Title: Parent Education

Means of Achievement: Auxiliary services for students and parents

Tasks :

Provide classes for parents in areas of interest, such as our computer programs, expectations for English Learners, the CELDT and CST, and techniques for helping their children. Provide translation as needed to better communicate with parents.

Measures :

Parent and teacher feedback, and discussions from English Learner Advisory Committee meetings.

People Assigned :

Principal and Staff

Start Date : 8/15/2011

Completion Date : 6/8/2012

Funding Resources	Related Expenditures	Estimated Cost
Economic Impact Aid: Limited English Proficiency (LEP)	Parent Education	\$200
Economic Impact Aid: Limited English Proficiency (LEP)	Translation	\$500

Cordelia Hills 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 : Safe and Supportive School

Maintain low incidences of disciplinary behavior, while promoting a positive academic and social environment for all students attending Cordelia Hills, as measured by suspension rates and positive reinforcement data. Our rate of suspensions will be no more than 3% of our school population.

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

We looked at the suspension numbers from 2010-1011.

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

Goal 4 of the LEA Plan is: "All students will be educated in learning environments that are safe and drug-free."

Cordelia Hills Elementary 2011-12
Single Plan For Student Achievement Report

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

The yearly suspension rate decreased over the previous year by 37.5%.

Cordelia Hills Elementary 2011-12 Single Plan For Student Achievement Report

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

Teachers, School Site Council members, and the principal were involved in analyzing the data and developing this goal.

Cordelia Hills Elementary 2011-12 Single Plan For Student Achievement Report

Who are the focus students?

All Cordelia Hills students in grade K-6.

What is the expected growth?

We expect a decrease in the number of suspensions. We want no more than 3% of our student body to be suspended during the year.

What data will be collected to measure student achievement?

We will continue to monitor suspension rates. We will also use data from our new positive reinforcement program.

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

The teachers and principal will monitor discipline and suspension data, as well as observed classroom and playground behavior.

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

Action Title: Positive Behavior Supports

Means of Achievement: Involvement of staff, parents and community

Tasks :

Provide positive behavior support awards for school-wide positive reinforcement plan, Student of the Month, and other student recognitions.

Measures :

Number of awards given out for positive reinforcement plan, Student of the Month, and other recognitions. Also, the suspension rate and number of office referrals.

People Assigned :

Principal and Staff

Start Date : 8/15/2011

Completion Date : 6/8/2012

Funding Resources	Related Expenditures	Estimated Cost
School and Library Improvement Block Grant	Materials and Supplies	\$500

Cordelia Hills Elementary 2011-12 Single Plan For Student Achievement Report

Action Title: Academic Achievement Awards

Means of Achievement: Involvement of staff, parents and community

Tasks :

Provide academic achievement awards for Honor Roll, Principal's List, CST achievement, CELDT achievement, English Learner Reclassification, and Perfect Attendance. Also, the suspension rate and number of office referrals.

Measures :

Number of prizes and recognitions given each grading period.

People Assigned :

Principal and Staff

Start Date : 8/15/2011

Completion Date : 6/8/2012

Funding Resources	Related Expenditures	Estimated Cost
School and Library Improvement Block Grant	Materials and Supplies	\$250
Economic Impact Aid: Limited English Proficiency (LEP)	Materials and Supplies	\$500

Action Title: School-Wide Expectations

Means of Achievement: Involvement of staff, parents and community

Tasks :

Continue school-wide community events including Kindergarten Orientation, Back-to-School Night, Volunteer Appreciation, and the many PTA-sponsored events.

Measures :

Monthly school-wide community events throughout the school year. Also, the suspension rate and number of office referrals.

People Assigned :

Principal and Staff

Start Date : 8/15/2011

Completion Date : 6/8/2012

Funding Resources	Related Expenditures	Estimated Cost
School and Library Improvement Block Grant	Materials and Supplies	\$100

Cordelia Hills 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 : \$122,207

Total Annual Expenditures for Current School Plan: \$122,207

Funding Resource Code	Funding Resource Description	Funding Allocation	Budgeted Allocation	Balance Available
6286	English Language Acquisition Program, Teacher Training & Student Assistance	\$392	\$392	\$0
	Materials and Supplies		\$392	
7091	Economic Impact Aid: Limited English Proficiency (LEP)	\$93,316	\$93,316	\$0
	Academic Achievement Awards		\$500	
	Intervention		\$30,057	
	Materials and Supplies		\$51,059	
	Parent Education		\$700	
	Professional Development		\$11,000	
7395	School and Library Improvement Block Grant	\$28,499	\$28,499	\$0
	Academic Achievement Awards		\$250	
	Collaboration and Instructional Support		\$9,000	
	Intervention		\$4,000	
	Materials and Supplies		\$11,649	
	Positive Behavior Supports		\$500	
	Professional Development		\$3,000	
	School-Wide Expectations		\$100	
Total amount of categorical funds allocated to this school:		\$122,207	\$122,207	\$0

**Cordelia Hills Elementary 2011-12
Single Plan For Student Achievement Report**

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
Nancy Allen	Principal	707-864-1905	10/25/2011
Jane Bosch	Classroom Teacher	707-864-1905	10/25/2011
Saki Cabrera	Parent or Community Member	707-864-1905	10/25/2011
Corrie Filstrup	Parent or Community Member	707-864-1905	10/25/2011
Paul Elliott	Parent or Community Member	707-864-1905	10/25/2011
Courtney Spence	Classroom Teacher	707-864-1905	10/25/2011
Art Sullivan	Classroom Teacher	707-864-1905	10/25/2011
Sandi Fallon	Other School Staff	707-864-1905	10/25/2011
Allison Sutherland	Parent or Community Member	707-864-1905	10/25/2011
Paula Sanders	Parent or Community Member	707-864-1905	10/25/2011

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	5	

**Cordelia Hills Elementary 2011-12
Single Plan For Student Achievement Report**

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:	11/4/2011
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 (ELAC)	10/13/2011
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:	10/21/2011
9. District Governing Board Annual Review Due Date:	
10. This School Plan was adopted by the School Site Council at a public meeting on:	10/25/2011
11. Attested by School Principal:	11/2/2011
12. Attested by School Site Council Chairperson:	11/2/2011
13. This school plan assures that Resource Specialists (RSP) services and Designated Instruction Services (DIS) may be provided at the school site to pupils who have not been identified as individuals with exceptional needs, provided that all identified individuals with exceptional needs are appropriately served. RSP involves small groups instructions provided by a Special Education teacher. DIS are specialized services, such as Speech and Language therapy, provided by qualified staff member.	

Nancy Allen

Typed name of school principal

Signature on file _____
Signature of school principal Date

Saki Cabrera

Typed name of SSC chairperson

Signature on file _____
Signature of SSC chairperson Date

Analysis of Current Educational Practice

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA):

Staff and school community utilize yearly CST data in ELA and Math, along with pacing guides, to determine instructional needs of students within each grade level. This data gives our teachers the necessary information to determine how to meet the needs of each student academically. Our benchmark data and weekly formative assessments give us up-to-date data on specific standards mastered and not mastered. This information guides the instruction and pacing of the of the grade level standards.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC):

Our teachers utilize data from the weekly formative assessments and quizzes from the adopted texts to guide their instruction. They adjust their pacing based on the percentage of students who have reached proficient and/or advanced levels on each grade level standard. Instruction is modified based on the results of this weekly data.

3. Status of meeting requirements for highly qualified staff (ESEA):

All Cordelia Hills teachers have met the requirements for being a highly qualified staff. All teachers possess at least a Bachelor's degree, hold the appropriate teaching credential, and have demonstrated knowledge and experience at the grade level that they are teaching.

4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC):

Fairfield-Suisun Unified School District provides extensive training on current adoption materials and offers this to both administrators and teachers. Our district also provides and promotes targeted professional development and support beyond any training program to increase the administrator's leadership skills in order to implement best practices, proven effective instructional strategies, and Essential Program Components.

5. Sufficiency of credentialed teachers and teacher professional development (e.g. access to AB 466 training on SBE-adopted instructional materials) (EPC):

All Cordelia Hills teachers are given equal access to all Fairfield-Suisun Unified School District Professional Development opportunities, and all Cordelia Hills teachers have been trained on adopted materials. All of our teachers are offered an additional 2 hours per month of additional site-specific training in ELA, Math, California Common Core Standards, the use of technology to enhance instruction, effective instructional strategies, and/or behavior management.

6. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA):

Cordelia Hills has tailored our staff development to support our staff goals and is aligned to student achievement data. Our benchmarks, common formative assessments, and teacher assessments are evaluated on a weekly basis during collaborative planning to ensure that our teachers have their lessons aligned to grade level standards, high academic achievement, and high rigor. Data from our formative assessments are used to plan for the future, as well as, focus on differentiated instruction within the grade level to support every student.

7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC):

Fairfield-Suisun Unified School District provides instructional assistance and ongoing support to all teachers who request such. Teachers and administration at Cordelia Hills provide support to one another through visits in the classroom, and WestEd coaching support helps further guide their instructional practice.

8. Teacher collaboration by grade level (K-8) and department (9-12) (EPC):

The teachers and administration at Cordelia Hills believe that weekly collaboration is extremely important in order for best practices, student achievement data, and effective instructional strategies to be discussed, analyzed and shared.

9. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA):

Our teachers and administration utilize instructional materials that are aligned to the state standards in English Language Arts, Mathematics, Science, Social Studies. Cordelia Hills teachers use differentiated instruction within their classrooms to accelerate a student in further developing their understanding of subject matter and grade level standards, as well as, providing reinforcement for those that need extra practice to master the standards.

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (K-8) (EPC):

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Cordelia Hills teachers are in compliance with and monitor the daily implementation and instructional minutes for English Language Arts, Mathematics, and English Language Development instruction.

11. Lesson pacing schedule (K-8) and master schedule flexibility for sufficient numbers of intervention courses (EPC):

Our teachers and Fairfield-Suisun Unified School District personnel prepare, distribute, and monitor the use of the district instructional/assessment pacing guides being used for each grade level for Mathematics and English Language Arts. Formative assessments and district benchmarks follow the pacing guides to ensure that all teachers are following a common sequence of instruction and assessment.

12. Availability of standards-based instructional materials appropriate to all student groups (ESEA):

Every Cordelia Hills student has access to standards-based state adopted instructional materials appropriate to his or her grade level, which may include English Learners, Special Education, and Gifted and Talented Education.

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC):

Cordelia Hills teachers and administration provide universal access to the current core subject programs, and the ancillary materials for those programs. Our teachers also provide interventions for English Language Arts, ELD, and Mathematics within the school day. After school interventions target specific student needs.

14. Services provided by the regular program that enable underperforming students to meet standards (ESEA):

Students in Kindergarten through 6th grade are assessed at the beginning of the year in English Language Arts and Mathematics to identify students who may need additional academic support within the school day. Daily classroom schedules include differentiated instruction for students who need additional intervention. In addition, 30 minutes of ELD instruction is provided everyday with those students that are identified as English Learners.

15. Research-based educational practices to raise student achievement at this school (ESEA):

Students at Cordelia Hills are assessed every week using common formative assessments in Mathematics and ELA. Based on these results, instruction is driven by grade level standards that have or have not been mastered. All of our teachers and administration have been trained in WestEd Teach 4 Success instructional strategies to meet the needs of every single student. Technology is utilized in all classrooms including additional standards-based web-based programs that students can utilize in the classroom for further support and have access at home. Instruction is driven by the grade level standards and supported by the district adopted curriculum.

16. Resources available from family, school, district, and community to assist under-achieving students (ESEA):

After school intervention is provided by many teachers for students who are not mastering grade level standards in Mathematics and/or English Language Arts based on data analysis of CST results, common formative assessments, benchmarks, and teacher assessment data. We also have volunteer tutors from Solano Community College who work with our students (grades 1-6) three days a week after school.

17. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of consolidated application programs. (5 CCR 3932):

The school site plan was developed in meetings and conversations with the School Site Council, English Learner Advisory Committee, Leadership Team, and other staff.

18. Services provided by categorical funds that enable underperforming students to meet standards (ESEA) :

After school and in-school intervention is provided by teachers for English Learners, using EIA funds.

19. Fiscal support (EPC):

The budgets used to support the goals of this plan are the School and Library Improvement Block Grant (SLIP), Economic Impact Aid: Limited English Proficiency (LEP), and carry-over from the English Language Acquisition Program (ELAP).

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.