2011-12
SINGLE PLAN FOR STUDENT ACHIEVEMENT

Abbott Middle School

San Mateo-Foster City Elementary District

The District Governing Board approved this revision of the School Plan on: 12/15/2011

Principal:
Cathy Ennon

Address:
600 36th Avenue
San Mateo, CA 94403-4101

Phone:
650-312-7600

Email:
cennon@smfc.k12.ca.us

Website:
www.smfc.k12.ca.us

Powered by SchoolCity Inc.

Goals and Actions	Start Date	Completion Date	Amount
Reading/Language Arts			
Raise English/Language Arts Achievement			
Subject-Specific Classes/Skills Building Academy	8/1/2011	6/22/2012	$3,500
Raise E/LA Sub Groups			
E/LA Achievement for Subgroups	8/1/2011	6/22/2012	$21,500
Mathematics			
Raise Math Achievement			
Sheltered Math Support Classes	8/1/2011	6/22/2012	$0
Afterschool Math Homework Support	10/3/2011	5/24/2012	$3,500
Other			
Service Learning Project			
Service Learning Project at Abbott	12/9/2010	6/22/2012	$500
School Climate			
Student Social Responsibility			
No Bully Program Implementation	8/1/2011	6/22/2012	$5,000
Total Annual Expenditures for Current Site Plan: $34,000.00			

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 : Reading/Language Arts

Goal Title : Raise English/Language Arts Achievement

We will raise the number of students scoring at proficient or advanced levels in English Language Arts ten points. This will be for all grades and will be measured by the results of the 2012 STAR results.

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

The data used to form this goal comes from the results of the 2010 STAR results. The analysis reveals that students in all three grades did not achieve expected goals in English Language Arts. For grade six, students were deficient in the areas of Reading Comprehension and Writing Strategies. For grade seven, students were deficient in the areas Written Conventions and Writing Strategies. For students in grade eight, the areas of deficiency are Writing Strategies, Written Conventions, and Word Analysis.

Results from Curriculum Associates assessments were also analyzed and showed similar patterns in the same areas of weakness. We issue this assessment twice a year in August and December. We have the option of a third assessment, which we will consider as a placement instrument for continuing students.

We have only had one report card period, which was a progress report card in September. A large number of students were issued progress reports showing their lack of positive progress in English Language Arts with grades of C- or lower. We continue to look at report card academic summary grades as a basis for informing classroom instruction.

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

This goal aligns with our LEA Plan goals that are aligned with one of the two major areas assessed by STAR assessments. English Language Arts includes reading, writing, vocabulary, reading comprehension, analogies among other areas of Language Arts.

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

The results of the analysis of this goal revealed that our students need to improve their performance in English Language Arts clusters that include writing strategies, and writing conventions across all three grades. Also noted from the results is the fact that students are weak in writing conventions in grades seven and eight and in reading comprehension in grade six.

In the past we have scored satisfactorily in English Language Arts but this began to plateau in the last two years. This is an area that calls for our attention schoolwide.

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

Site administrators, teachers, and parents and students on School Site Council are the main stakeholders who were involved in discussions about test results that led to the development of this goal. Assessment results are also shared with the parent community at PTA meetings, ELAC (English Language Advisory Committee) meetings, as well through the bi-monthly newsletter.

Who are the focus students?

The focus students for this goal include all students, with special emphasis for English Language Learners who are integrated into general education classrooms in all three grades. We will continue to include Hispanic/Latino surnamed students, students who are socio-economically disadvantaged as well as special needs students in grades six, seven, and eight.

What is the expected growth?

Analyzing last year's STAR results indicate that we missed our target goal in English Language Arts schoolwide. The number of students below the proficient and advanced levels did not increase to target goal levels and the decrease is even more noticeable for our subgroups of Hispanic/Latino, White, socio-economically disadvantaged, and English learner students.

We will start to regain our upward momentum in small increments for the present time. The expected growth schoolwide will be to increase our current levels between five to ten points for all students, including our subgroups. This will give us time to evaluate changes we have made this year in our instructional program to inform how we will conduct instruction in the future to increase student achievement.

What data will be collected to measure student achievement?

The data we will collect and analyze to measure student achievement will consist of 1) disaggregated STAR 2012 results, 2) analysis of test results from Curriculum Associates testing given three times during the 11-12 school year, and 3) analysis of academic summary grades for report cards during the second and third trimesters.

Teachers will be supported to utilize Data Director to better inform their instruction in the classroom.

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

One of the processes we will utilize to evaluate data results will be to involve teachers in an analysis of disaggregated assessments results from STAR testing and Curriculum Associates testing. We will conduct individual department meetings to discuss findings and make recommendations to remediate areas that need improvement.

Another process to evaluate data results will involve district personnel and coordinators in the Ed Services Department. This was very helpful in the past and continues to be a source of support for sites.

The area we need assistance with is in monitoring assessment data for individual grade levels by student and by cluster areas. Benchmark assessments need to be implemented so we can be better informed when and where students are struggling and then adjust instruction to help students achieve success in the identified areas. We will also utilize this data to invite students to attend the Skill Building Academy during the fall and spring intersession breaks.

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

This category does not apply to our school because we are not a Title I school.

Action Title: Subject-Specific Classes/Skills Building Academy

Means of Achievement: Improvement of instruction strategies and materials

Tasks :

To raise student achievement in English Language Arts we have uncoupled our core classes, which included Language Arts and Social Studies for a two-block period. Teachers who have credentials in English will instruct students in Language Arts and Reading for one period in grades six, seven and eight. We hope to raise student achievement by having teachers teach from an area of strength in which they are credentialed.

English Language teachers will recommend students for participation in SBA (Skills Building Academy) during fall and spring inter-sessions. We address only two academic areas during intersession and one is English Language Arts. We have developed a matrix of assessment data, report card grades, discipline records and anecdotal notes as part of the criteria to invite targeted at-risk students.

We will support all students by offering afterschool homework assistance two days a week. To support students who need transportation to North Central San Mateo, we have arranged for a late bus on Monday and Thursday each week from now until the end of May. We have grouped academic subjects into two clusters: English Language Arts and Social Studies and Math and Science. We utilize SLIP funds to compensate teachers.

Measures :

The measures we will utilize to measure growth will include the following:
1) Staff will review and analyze STAR disaggregated data results along with Curriculum Associates testing results. This will be accomplished in department meetings as well as general staff meetings led by site administrators.
2) Staff will review the data results of students who attend the Skill Building Academy during fall and spring intersessions and compare results with academic summary grades and teacher observations.
3) Staff who teach in the afterschool homework program will review student attendance patterns and conduct an informal survey to gather input about what works and does not work with the afterschool homework program.

People Assigned :

People assigned to implement and carry through with this Action Plan are site administrators, teachers, district support staff in Ed Services Department, and the site guidance staff.

Start Date : 8/1/2011 Completion Date : 6/22/2012

Funding Resources	Related Expenditures	Estimated Cost
School and Library Improvement Block Grant	Over-time cost for homework help teachers	$3,500

Goal Area : Reading/Language Arts

Goal Title : Raise E/LA Sub Groups

We will improve the achievement in Reading and English/Language Arts for all subgroups, which include Hispanics/Latinos, Socioeconomically Disadvantaged students, and English Learners. The focus will be in Writing Strategies and Reading Comprehension for students in grade six, Written Conventions and Writing Strategies for students in grade seven, and Writing Strategies, Written Conventions, and Word Analysis for students in grade eight.

The goal will be to increase scores from five to ten points in Reading/English Language Arts for all students in the identified subgroups.

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

Data utilized in the formation of this goal include results from STAR testing, data from Curriculum Associates testing, and academic summary grades on report cards. As much as possible we use specific grade-level results as well as schoolwide results.

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

This goal is aligned with the goals of our local LEA Plan because it supports the district plan that is aligned with State and Federal mandates. This goal addressed one of two areas of accountability for our district and our school.

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

The data analysis revealed that students schoolwide share similar areas of weakness in test results from last year's STAR results, Curriculum Associates testing, and academic report card grades. Included in this analysis is disaggregated date that reveals our subgroups continue to be a part of the widening achievement gap, racially and academically. The results continue to be predictable and continue to be an area of focus for academic improvement for all subgroups.

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

Stakeholders involved in the analysis of this data and in the development of this goal are site administrators, teachers, and parents and students on School Site Council. This year we also included support personnel from the district's Ed Services Department.

Who are the focus students?

The focus subgroups participating in this goal are Hispanics/Latinos, socioeconomically disadvantaged students, and English Learners in grades six through eight. There are minor subgroups that we also need to monitor, such as African-American students and students with disabilities.

What is the expected growth?

The expected growth for all subgroups in Reading/Language Arts is ten points. We have to rebuild slowly in order to maintain a strong base.

What data will be collected to measure student achievement?

The data we will collect to measure student achievement will include the following:
1) Disaggregated data from the 2012 STAR assessment as well as from Curriculum Associates testing
2) Academic summary report card grades
3) Current CELDT data
4) Anecdotal data from SBA sessions during fall and spring intersessions

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

The process we will use to evaluate the data will include department meetings and faculty meetings focused on specific subgroups. We will review and analyze disaggregated E/LA STAR data as well as data from CELDT testing and Curriculum Associates testing.

We have a need to develop and implement a monitoring system that will help us better track student progress on a trimester basis. We will use the results to inform instruction and to implement more effective instructional strategies that will support student achievement.

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

This category does not apply to our site because we are not a Title I school.

Action Title: E/LA Achievement for Subgroups

Means of Achievement: Improvement of instruction strategies and materials

Tasks :

To raise the achievement of our at-risk subgroups, English Language Arts teachers will continue to participate in staff development opportunities provided by on-site teacher leaders, support personnel from the Ed Services Department at the district, and professional workshops sponsored by the San Mateo County Office of Education.

One of our challenges will be to consistently utilize those strategies that provide access to the curriculum for at-risk students. These strategies would include GLAD strategies, RtI2 intervention strategies, and Kate Kinsella instructional strategies.

Measures :

Measures targeted to be used to increase student achievement of our subgroups include the following:
1) Disaggregated STAR test data as well as Curriculum Associates test data
2) CELDT test data
3) Principal observation, informally and formally
4) Anecdotal observations for students who attend SBA during intersession

People Assigned :

People assigned to monitor this task will be site administrators, teachers, district support personnel from the Ed Services Department and Coordinator of Categorical Programs.

Start Date : 8/1/2011 Completion Date : 6/22/2012

Funding Resources	Related Expenditures	Estimated Cost
Economic Impact Aid (EIA)	Part-time teacher	$10,500
School and Library Improvement Block Grant	Guidance Assistant Support	$11,000

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 : Raise Math Achievement

We will raise the number of students scoring at proficient or advanced levels in Mathematics ten points. this will be for all grades and will be measured by the results of the 2012 STAR results.

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

The data used to form this goal comes from the results of the 2010 STAR results. The analysis reveals that students in all three grades did not achieve expected goals in Mathematics. For grade six, students were deficient in the areas of Statistics, Data Analysis and Probability, Measurement and Geometry, and Ratios, Proportions, Percentages, and Negative Fractions. For grade seven, students were deficient in the areas of Exponents, Powers, and Roots, Statistics, Data Analysis, and Probability, and Measurement and Geometry. For students in grade eight, the areas of deficiency are Functions and Rational Expressions, Quadratics and Polynomials, and Graphing and Systems of Linear Equations.

Not having reviewed thoroughly the results of Curriculum Associates testing, it is probably safe to say that the results would support what has been revealed in STAR testing results in the area of Mathematics.

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

This goal aligns with our LEA Plan goals that are aligned with one of the two major areas assessed by STAR assessments.

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

The results of the analysis of this goal revealed that our students are less prepared to perform with confidence higher mathematical processes than in past years. Sixth grade math teachers are working to smooth the transition from elementary math curriculum, Everyday Math, to the state-adopted text for all sixth graders. At seventh grade we have many students who are deficient in basic math facts and number sense. At grade eight students have not developed the algebraic thinking that would enable them to perform satisfactorily in Algebra I.
Report card academic summary grades reveal these areas are a real issue with students performing satisfactorily on STAR assessment as well as Curriculum Associates assessments.

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

The stakeholders involved in analyzing data and developing this goal were Abbott teachers, parents and students who serve on School Site Council, and PTA members. Assessment results are also shared with the parent community at large through the publication of our school newsletter.

Who are the focus students?

The focus students for this goal include all students in all three grades, with emphasis for English Language Learners who are integrated into general education classrooms. We will continue to include Hispanics/Latino surnamed students, students who are socio-economically disadvantaged as well as other subgroups identified by race, i.e. African Americans, Pacific Islanders, etc.

What is the expected growth?

All students will be expected to increase by 10% their performance on CST in Math for 2011-12 at the proficient and advanced levels in all three grades. We will increase the number of proficient or advanced students in all subgroups which includes Hispanic/Latino students, socio-economically disadvantaged students and with emphasis for racial subgroups of African-American, Pacific Islanders, etc. students.

What data will be collected to measure student achievement?

The data we will collect and analyze to measure student achievement will consist of 1) disaggregated STAR 2012 results, 2) analysis of test results from Curriculum Associates testing given three times during the 2011-12 school year; and 3) analysis of academic summary grades for report cards during the second and third trimesters. Teachers will be supported to utilize Data Director to better inform their instruction in the classroom.

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

One of the processes we will utilize to evaluate data results will be to involve teachers in an analysis of disaggregated assessment results from STAR testing and Curriculum Associates testing. We will conduct math department meetings to discuss findings and make recommendations to remediate areas that need improvement.

We will also seek the assistance from district office personnel in the Ed Services Department and from the district's math coach.

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

This category does not apply to our school because we are not a Title I school.

Action Title: Sheltered Math Support Classes

Means of Achievement: Extended learning time

Tasks :

Math teachers will provide targeted instruction for identified underperforming students in the context of sheltered math classes at each grade level. These classes, one at each grade level, are also known as RtI2 classes.

Measures :

The measures we will utilize will include the following: teacher feedback based on STAR and Curriculum Associates test results, academic summary grades on progress and report cards, student surveys, and feedback from the district math coach and other district office personnel.

People Assigned :

The teachers assigned to perform these actions will be site teachers of mathematics, district math coach, and district personnel in Education Services Department.

Start Date : 8/1/2011 Completion Date : 6/22/2012

Action Title: Afterschool Math Homework Support

Means of Achievement: Extended learning time

Tasks :

Math teachers and teachers who have expertise in mathematics will volunteer to assist students in an afterschool homework support opportunity two days a week for one hour.

Measures :

Measures to be utilized to determine the success of the support offered in an afterschool setting will be 1) the review the sign-in sheets for each session, 2) report card grades, and teacher feedback.

People Assigned :

The people assigned to implement this afterschool program will be site administrators and teachers. We will also depend on the support of parents.

Start Date : 10/3/2011 Completion Date : 5/24/2012

Funding Resources	Related Expenditures	Estimated Cost
School and Library Improvement Block Grant	Overtime Compensation for Teachers	$3,500

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 : Service Learning Project

We will implement a Service Learning Program that will be site-based for its first year and will focus on recycling.

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

The implementation of a Service Learning goal is in alignment with the District's Strategic Plan. No data used to form this goal.

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

This goal is a district-directed goal and is in alignment with the District's Strategic Plan.

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

This category is not applicable to the achievement of this goal.

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

The stakeholders involved in developing this goal for our school are the assistant principal and student volunteers.

Who are the focus students?

Students in all three grade levels will have an opportunity to participate in the accomplishment of this goal. A core group of students participated in a summer workshop to help them understand the purpose and importance of a service learning project that will benefit our school community.

What is the expected growth?

We expect an increase in the number of students who will become aware of the importance of volunteering for a cause, working to achieve the goals of the cause, and improving the sense of community on our school campus.

What data will be collected to measure student achievement?

This category is not applicable to the achievement of this goal.

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

Progress towards the accomplishment of this goal will be monitored by site administrators and staff. An evaluation survey will be given to all members of the core service learning committee members.

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

This category is not applicable because our school is not a Title I school.

Action Title: Service Learning Project at Abbott

Means of Achievement: Involvement of staff, parents and community

Tasks :

Site administrators will work with a core group of students, parents, and staff to implement a site recycling program before the end of the 2011-12 school year.

Measures :

Measures to insure the implementation of this program will be by observation, committee sign-in sheets, and completion of benchmark projects within the scope of the larger project for the second and third trimesters.

People Assigned :

People assigned to complete this task will be the assistant principal, student volunteers, and volunteer parents of the Abbott Middle School community.

Start Date : 12/9/2010 Completion Date : 6/22/2012

Funding Resources	Related Expenditures	Estimated Cost
School and Library Improvement Block Grant	Workshop, Conferences about Service Learning	$500

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 : Student Social Responsibility

Abbott students will feel safe physically, emotionally, socially, and academically by the end of the 2011-12 school year as measured on a pre and post student safety survey.

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

The data used to form this goal was comprised of an analysis of the pre and post student safety survey administered in December 2010 and June 2011. A review of student referrals and teacher observations were also a part of the data analysis.

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

This goal is district-directed and is indirectly aligned with the goals of our Local Ed Agency Plan.

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

The analysis of the data revealed that student were not feeling safe physically, emotionally, and socially on campus. The data also revealed that 37% of students felt that there was nothing being done to correct poor behavior choices by students.

Additional analysis revealed that the main feeling of being unsafe was a form of bullying that ranged from physical, verbal, and cyber bullying.

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

The stakeholders involved in analyzing data and developing this goal were mainly Abbott teachers and administrators. Data was shared with students, School Site Council members, PTA members, and members of our ELAC (English Language Advisory Committee).

Who are the focus students?

The focus students for this goal will be seventh graders on a small scale and the whole school student population on a larger scale in future years.

What is the expected growth?

The expected growth will be that fifty percent of Abbott students will feel safe physically, emotionally, socially, and academically as measured on a pre and post student safety survey administer mid year and at the end of the 2011-12 year.

What data will be collected to measure student achievement?

The data that will be collected to measure achievement of this goal will be the results of the pre and post survey administered in December 2011 and June 2012. We will also utilize the data collected as a result of the implementation of our No Bully Program this year.

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

The process used to monitor the data will be an analysis of referrals and teacher observations. To evaluate the data we will utilize qualitative and quantitative methodologies supplied by Survey Monkey.

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

This category does not apply to our school because we are not a Title I school.

Action Title: No Bully Program Implementation

Means of Achievement: Involvement of staff, parents and community

Tasks :

The task will be to complete phases one and two of the implementation of a No Bully Program by the end of the 2011-12 school year. Phase one will be to fully implement the Solution Team process and protocols. Phase two will be the formation of a Campus Climate Committee comprised of teachers, students, and parents with a charge to create a vision statement for our school by the end of the 2011-12 school year.

Measures :

Measures of achievement will be to gather data from the work of the Solution Team, analysis of student referrals, teacher observations, and parent input each trimester until the end of the 2011-12 school year.

People Assigned :

The people assigned to achieve this goal are site administrators, teachers, parents, and students at our school.

Start Date : 8/1/2011 Completion Date : 6/22/2012

Funding Resources	Related Expenditures	Estimated Cost
School and Library Improvement Block Grant	Workshop and Conferences for No Bully Team	$5,000

Funding Programs Included in this Plan

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

Total Site Plan Budget : $67,730

Total Annual Expenditures for Current School Plan: $34,000

Funding Resource Code	Funding Resource Description	Funding Allocation	Budgeted Allocation	Balance Available
6286	English Language Acquisition Program, Teacher Training & Student Assistance	$10,214	$0	$10,214
7090	Economic Impact Aid (EIA)	$10,659	$10,500	$159
	E/LA Achievement for Subgroups		$10,500	
7395	School and Library Improvement Block Grant	$46,857	$23,500	$23,357
	Afterschool Math Homework Support		$3,500	
	E/LA Achievement for Subgroups		$11,000	
	No Bully Program Implementation		$5,000	
	Service Learning Project at Abbott		$500	
	Subject-Specific Classes/Skills Building Academy		$3,500	
	Total amount of categorical funds allocated to this school:	$67,730	$34,000	$33,730

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
Cathy Ennon	Principal	(650) 312-7600	11/17/2011
Lisa Fobbs	Parent or Community Member	(650) 346-8053	11/17/2011
Angela Comstock	Parent or Community Member	(650) 465-0869	11/17/2011
Gloria Jue-Sans	Parent or Community Member	(650) 483-6721	11/17/2011
Lydia Davies	Classroom Teacher	(650) 312-7600	11/17/2011
Inesa Drabkin	Classroom Teacher	(650) 312-7600	11/17/2011
Jennifer Rogers	Classroom Teacher	(650) 312-7600	11/17/2011
Baunnie Sea	Classroom Teacher	(650) 312-7600	11/17/2011
Lynne Mason	Other School Staff	(650) 312-7600	11/17/2011
Vacant	Secondary Student		
Olivia Gingold	Secondary Student	(650) 345-0863	11/17/2011
Antonio Franco	Secondary Student	(650) 771-8757	11/17/2011

Total Number of Committee Members

	Principal	ClassRoom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Number of Members of each Category	1	4	1	3	3

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:	11/17/2011
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	11/15/2011
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:	11/10/2011
9.	District Governing Board Annual Review Due Date:	12/15/2011
10.	This School Plan was adopted by the School Site Council at a public meeting on:	11/17/2011
11.	Attested by School Principal:	11/17/2011
12.	Attested by School Site Council Chairperson:	11/17/2011

Cathy Ennon		
Typed name of school principal	Signature of school principal	Date
Lynne Mason		
Typed name of SSC chairperson	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):

Continuing to analyze data from state-mandated and district assessments, and teacher-generated assessments enable teachers to modify and inform instruction. Informal and formal assessments have been useful. With the introduction of Curriculum Associates testing results will be used as a more formalized benchmark assessment system to inform instruction and identify struggling students.

Two inter-session breaks provide underachieving students with opportunities to fill in gaps in their basic reading, writing, and math skills. This opportunity is being offered to at-risk and students performing at the high Basic and Below Basic levels in all three grades. Trends for the past three years have resulted in improved growth for students who attend the Skill Building Academy. We will continue to incorporate test-taking skills for the spring 2011-12 session.

English Language Learner students continue to be assessed using the CELDT, California English Language Development Test, annually. Students show growth in small amounts due to language barriers and the time it takes for students to internalize and think in English. Research shows that it takes five to seven years before an English Language Learner student becomes fluent in English. Another factor explaining why the growth is so slow is that students do not have support at home or exposure to English language dialogue, vocabulary, and opportunities to practice English once they return home at the end of the day.

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

Core academic teachers have received training on Data Director to support analysis of student data that will inform instruction and identify at risk students. With the implementation of Curriculum Associates providing a benchmark for students who need additional support, teachers are given an opportunity to differentiate and modify their instruction to plan content standard based lessons for at risk students as well as all students.

Successful modification of instruction is achievable when it is delivered consistently at a high level of instruction. GLAD, Guided Language Acquisition Design, and instructional strategies introduced by Professor Kate Kinsella are designed to provide active learning environments for every student.

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

All teachers employed for the 2011-12 school year are NCLB compliant in their content areas, with the exception of a few. We are in the process of providing documentation in the form of transcripts to become compliant for the State of California and for NCLB.

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

N/A

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

N/A

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

Teachers continue to attend professional development activities provided by the district in the form of department liaison meetings, site department meetings, off-site conferences and workshops, and cross department meetings to assess student performance and curriculum needs. Requests for release time and materials come to the site governance process headed by the School Site Council and must be aligned with district focus areas related to improving student achievement and closing the achievement gaps.

With the exception of new teachers, all teachers have been trained in GLAD strategies. We will enroll new teachers in order to implement instructional strategies to help improve student performance on state and district mandated assessments. We consider GLAD as a Tier I intervention for our site RtI2 model.

Currently two teachers have been attending Professor Kate Kinsella's professional development workshops in order to become trainers of teachers at the site level. Plans for the 1011-12 school year include adding one additional teachers from the elective subjects.

Standards-based reporting has been challenging to implement at the same time when teachers have not had a lot of time to discuss the academic and non-academic rubrics. The plan is to engage in department dialogues to further refine and gather work samples on a monthly basis to support the academic rubric. Discussion will continue around the non-academic rubric and its relationship to elective classes.

Response to Intervention (RtI2) continues to be led by the assistant principal at our school. We have engaged in discussions around using this model to improve student achievement and will pursue GLAD strategies and Prof. Kate Kinsella's instructional strategies as Tier I interventions. Our site leadership RtI2 Team includes our school psychologist, general ed teachers in core academic subjects and one RSP teacher.

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

The number and percentage of teachers in academic areas experiencing low student performance continues to be a challenge, especially in math. English learners, students with special needs, and students in the low SES categories continue to experience the greatest challenges. This year we are utilizing the services of Math consultant, Tom Murray, as well as relying on support from articulation meetings between our district and the high school district.

Last year's test results revealed that our students are also falling below expected levels in English Language Arts, which includes reading. The two main areas of concern are reading comprehension and writing strategies. This year we are also focusing on the consistent use of academic vocabulary and utilizing word walls in every classroom.

Basic, below basic, and far below basic students run the continuum along racial lines and sub-group categories. Our two lowest racial subgroups remain predictable African-Americans and Hispanics.These students are found in every core academic class and continue to be the challenges we face school-wide every year. The 2011-12 school year's staffing ratio has necessitated a change in the sheltering of EL students in that we only offer sheltered classes for CELDT levels 1 and 2. We have mainstreamed all CELDT levels 3 and 4 due to fewer teachers. This has proven not to be a productive learning environment for our English Language Learner students who only had one year in our Newcomers Program.

We will continue to collaborate with the district personnel and site teachers who have skills and expertise in core academic subject areas as a way to address the deficit learning areas of our at-risk students.

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

Core academic teachers continue to work within their departments and across departments to better communicate and align curriculum and instruction for all students. These meetings occur on our restructured Wednesdays and at department-specific faculty meetings.

We continue to work with feeder school administrators and teachers for better articulation of core academic subjects between elementary and middle school. We plan to have a spring articulation meeting with feeder school teachers and administrators in order to increase and better align expectations to prepare for a smooth transition.

A more formalized process has yet to be coordinated between middle school and high school staffs and continues to be a work in progress.

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

Refinement in the areas of curriculum alignment, best instructional practices, and implementation of materials appropriate to core academic areas is ongoing. Teachers participate as liaisons on district professional development teams in English/Language Arts, Math, Technology and Science. Elective classes support core academic areas by utilizing Cornell note- taking and writing across the curriculum.

All teachers continue working to improve student performance on site, district and state-mandated assessments. The use of data analysis is critical to this process. Teachers use data analysis to inform instruction and modify their curriculum accordingly. Faculty meetings also provide an avenue for schoolwide discussions focused on standards-based instruction and reporting, targeted intervention, social responsibility, and a positive work environment for students and teachers.

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

Continuing to be a limitation to the current program is class size. Without the proper staffing and smaller class sizes, teachers are feeling frustrated and ineffective in meeting the needs of under performing students, especially with Hispanics and English Language Learners. The student population in core academic classes is higher this year going from an average of 32 to 36 students. Even the student teacher ratio in elective and PE classes is higher this year.

This year we have increased the amount of instructional time in math for identified at-risk students. We have added a remedial math class at each grade level. These classes are taught by the regular math teacher for the specific grade, i.e. a sixth grade math teacher teaches the remedial sixth grade math class and has these students in his/her regular math class some time during the school day. The same is true for grades seven and eight. We will be reviewing the results of this instructional change at the end of this school year.

Another limitation is lack of parental involvement in the educational process at the middle school level. Even with parents attending ELAC meetings and obtaining information about their students and programs, there is little follow through to connect parents with schools. An area to explore would be a voluntary bi-lingual school outreach person.

Students with special needs continue to experience complex issues that affect their ability to progress. Some of the issues are emotional as well as behavioral and interfere with individual student progress. In some cases, students have reached their own individual ceiling of achievement. The staff is working diligently to deliver the core academic curriculum using a variety of instructional strategies as well as working on life skills.

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

The challenge of incorporating intervention classes has been achieved this year for seventh and eighth graders. Currently we have been able to establish two language arts writing classes and two math support classes. These support classes are in addition to each student having a regular language arts and math class as part of their instructional day. In order to accomplish this, some students have had to replace an elective with a support class in reading, writing and/or math.

We have implemented a reading class for all sixth graders. Read 180 is a program we use for the most at risk and the remainder of students are grouped heterogeneously in reading classes designed to help with reading comprehension, vocabulary, and the use of literary devices.

There appears to be a need to create a master schedule that will provide more equity for students who consistently are at risk in English Language Arts and Math. The possibility of providing more time in the form of a modified day schedule, such as A and B days for these critical areas is a challenge that we will explore this year in School Site Council meetings as well as whole staff meetings.

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

We are in compliance with the Williams Act in all academic subject areas. This applies to our English Language Learners, special needs students, and students who are affected by low socio-economic conditions.

Our end-of-year inventory process continues to provide an internal process for the site to stay in compliance with the components of the Williams Act. Teachers are encouraged to continue with their professional development around best practices and pedagogy through participation in district-sponsored training and online training or enrollment at local institutions of higher learning.

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):

All core academic courses (English Language Arts, Math, Science, History) use approved State-approved standards-based textbooks. Some of these textbooks include intervention materials that help meet the needs of at-risk students. Publishers have provided CD's and DVD's to further assist students at home or in a lab setting.

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

The regular program supports the academic progress of underperforming students by providing intervention support classes in reading, writing and math. Students have been identified by Curriculum Associates assessments, report card grades, STAR scores and teacher recommendation. Students enrolled in these intervention classes forfeit an elective or in the most serious cases, two electives.

An individualized educational plan for each at risk student needs to be further developed. This plan would provide a monitoring system targeted to support at-risk students and especially those who score in the Basic, Below Basic categories on Curriculum Associates assessments. Currently the math department is working on a monitoring system to identify struggling students and chart their success.

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

For the first time in more than five years we have been able to reintroduce AVID (Advancement Via Individual Determination) back into our instructional program. While the program is very specific to the profile of the students to be invited into this program, it is hoped that students in this eighth grade class will be able to incorporate skills and practices that will enable them to perform successfully on district and state assessments and prepare them for a successful high school career.

Plans for next year include phasing in a seventh grade elective for AVID. Additional plans include Abbott becoming a demonstration school, which means incoporating AVID strategies across the curriculum.

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

Individual teachers continue to make themselves available to at risk students before school, at lunchtime, and after school. We are utilizing funds from SLIP to compensate teachers who have shown interest in providing after school homework help two days a week. We have been able to secure a late bus for students who live in the North Central area of San Mateo.

There are some community-based programs, like the Boys and Girls Club of the Peninsula and the Samaritan House Program. A new program was started this year at the King Center in North San Mateo for after school homework help. PAL might offer additional opportunities for community support for at-risk students.

Local libraries also offer specific educational programs and assistance to all students.

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):

Annually administrator, parents, teachers and students who are members of the School Site Council engage in discussions and receive input about relevant consolidated application programs for our school. ELAC meetings are held annually to include Hispanic parents in this process, making sure their voices are heard and their opinions represented.

From time to time, discussions are held at monthly PTA meetings to further engage parents in decisions that affect all students. Parents are invited to given input by contacting school administrators.

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

Services provided by categorical funding provide for an adult para-educator in the Newcomers Program. this position is currently vacant due to the former para-educator leaving for another position. Currently, we are looking to hire a retired teacher to assist struggling CELDT level three students who are in general education classrooms.

Other personnel costs include technology and library support personnel and English Language Learner guidance personnel to assist teachers and students.

19.Fiscal support (EPC):

Abbott is not a Title I school. We receive no additional funds to support services for at-risk students. Other means of funding additional services would have to come from grants, fee-based programs, targeted donations and the restructuring of current expenditures for services that do not directly affect student achievement.