

Student Achievement Plan 2010-2015

*TODAY'S
FRESH START
CHARTER SCHOOL*



STUDENT ACHIEVEMENT PLAN	TODAY'S FRESH START CHARTER SCHOOL 2010-2015
<p>Methods or system the School uses to examine student achievement data on a regular basis across grade levels, by subject matter, by significant subgroups, and across the School as a whole</p>	<p>Student progress is monitored through weekly grade level common assessments in Language Arts and Mathematics.</p> <ul style="list-style-type: none"> • Weekly assessments are based and aligned with state standards and the School-adopted English Language Arts and Mathematics pacing plans. • Assessments are created weekly using STAR released test questions, Edusoft Item Banks, and standards based test preparation materials. • Teachers are responsible for administering and analyzing each student's assessments. • Edusoft Assessment Management System generated data is immediately provided for teachers use; informing them of individual student performance, class/group averages, and item analysis to readily provide access to student's knowledge of standards. <p>Every fourth week, students are assessed to determine mastery of English Language Arts and Mathematics standards taught within the four-week time frame.</p> <p>Houghton Mifflin/McDougal Littell Tests are administered after completion of a Learning Unit.</p> <p>Students also track their own progress weekly by recording assessment scores on graphs.</p> <p>Student portfolios are used to monitor progress and include; student and teacher selected work samples, other assessments, benchmark progress reports, mastery of standards checklists, and teacher observation notes.</p>
<p>Specific and measurable pupil outcomes</p>	<p>TFSCS shall pursue the following pupil outcomes:</p> <ul style="list-style-type: none"> • <u>Outcome 1:</u> Meet or exceed API growth target; school wide and by reportable subgroup. • <u>Outcome 2:</u> Reach an API score of 700 in two years. • <u>Outcome 3:</u> Meet or exceed the base API of the comparison schools that students of TFSCS otherwise would attend (a minimum of 5% of TFSCS population) by overall school and reportable subgroups. • <u>Outcome 4:</u> Meet Adequate Yearly Progress • <u>Outcome 5:</u> Meet or exceed the grade-level proficiency rate of comparison schools that students of TFSCS otherwise would attend (a minimum of 5% of TFSCS population) for English Language Arts and Mathematics, by overall grade level and reportable subgroups.

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Analysis of most recent STAR and AYP results; identification of specific problem in the area(s) not meeting targets and/or criteria							
	School Year	TFSCS Base API	TFSCS Growth API	TFSCS Growth			
	2005-06	597	676	+79			
	2006-07	674	654	-20			
	2007-08	653	638	-15			
	2008-09	643	685	+42			
	2009-10	685	TBD	X			
	School	API Growth Score	API Growth (target)¹	African-American (growth)²	Latino (growth)	SES³ (growth)	EL (growth)
	TFSCS	685	42 (8)	677 (48)	703 (41)	690 (41)	724 (49)
	Hyde Park Elementary	590	-13 (10)	537 (-36)	619 (2)	590 (-15)	606 (3)
Hillcrest Elementary	600	-9 (10)	585 (10)	605 (-40)	605 (-2)	579 (-43)	
Horace Mann Middle	558	19 (13)	528 (20)	585 (15)	563 (27)	552 (9)	
Foster Elementary	722	52 (7)	698 (41)	725 (52)	730 (57)	716 (48)	
Forty-Second St. Elementary	665	-14 (6)	642 (-23)	727 (13)	665(-12)	n/a	
Twenty-Fourth St. Elementary	657	-24 (6)	616(-23)	666(-28)	656(-26)	649(-16)	
Sixth Avenue Elementary	655	-9 (7)	626(-6)	732(-11)	712(-4)	714(-22)	

¹ The number in parentheses represents the school's growth target set by the CDE for a given year.

² The number in parentheses represents the school's actual growth from the prior year, for a given year.

³ SES is an abbreviation for Socioeconomically Disadvantaged students.

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Audubon Middle	594	20 (11)	550(4)	672(42)	589(18)	606(40)
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Notable points from the above data:

- With a growth score of 42 points (Base to Growth), TFSC outscored its growth target of 8 by more than five times; exceeding all but one of its comparison schools in growth as compared to target.
- TFSC far exceeds its growth target in all subgroups.
- TFSCS's EL subgroup growth score of 724 was highest amongst all comparison schools.
- TFSCS's African-American subgroup score of 677 was higher than all but one of its comparison schools.
- TFSCS's Socioeconomically Disadvantaged subgroup score of 690 was higher than all but one of its comparison schools.
- TFSCS's Latino subgroup score of 703 was higher than all but three comparison schools.

The following is the TFSCS 2009 AYP report from the CDE website:

Made AYP: Yes
Met 21 of 21 AYP Criteria

Met AYP Criteria:	English-Language Arts	Mathematics
Participation Rate	Yes	Yes
Percent Proficient	Yes	Yes
Academic Performance Index (API) - Additional Indicator for AYP		Yes
Graduation Rate		N/A

Met 2009 AYP Criteria

	Participation Rate		Percent Proficient	
	English-Language Arts	Mathematics	English-Language	
	Arts	Mathematics	Arts	Mathematics
<u>GROUPS</u>				
Schoolwide	Yes	Yes	Yes	Yes
African American or Black (not of Hispanic origin)	Yes	Yes	Yes	Yes
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	Yes	Yes	Yes	Yes
Pacific Islander	--	--	--	--

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	White (not of Hispanic origin) Socioeconomically Disadvantaged English Learners Students with Disabilities	-- Yes Yes	-- Yes Yes	-- Yes Yes	-- Yes Yes
	<p>From 2008-2009 testing, TFSCS identified a specific need to target intervention and concentration for English Language Arts (particularly in grades 4 and 7) and mathematics performance (particularly in grades 5, 6, and 7) This analysis will be redone upon receipt of 2009-2010 testing data.</p>				

<p>Professional development plan for teachers and/or other staff that supports the activities the School will implement to improve performance in targeted areas</p>	<p>Teachers and support staff will receive training in:</p> <ul style="list-style-type: none">• Response to intervention• Instructional modification/Differentiation• Techniques for Explicit Instruction in Mathematics• Houghton Mifflin• McDougal-Littell• Using data to modify instruction• Re-teaching strategies• Small group instruction• Student Observation Techniques• Math Talk• Marilyn Burns math strategies <p>Weekly professional development is held on Tuesdays starting at 1:30 p.m. The Tuesdays alternate between more formal professional development and grade level common planning. Additionally, TFSCS will hold three full days of professional development before the beginning of the school year.</p>
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Student Achievement Strategic Plan

Means of evaluating progress toward the goals described above:

The school will utilize Houghton-Mifflin/McDougal-Littell pre/post testing, Running Records, Friday Assessments, Phonics for Reading Assessments, portfolios and teacher- created assessments, checklists, rubrics, and Edusoft Benchmark Assessments.

Number	Actions to Be Taken Objectives	Individual(s) Accountable for Implementation
1	<p><u>Curriculum and Instructional Materials:</u></p> <p>Today's Fresh Start Charter School uses Houghton Mifflin and McDougal Littell as its core curriculum in English Language Arts and Mathematics. Supplementary materials used include, but are not limited to; Scholastic Guided Reading Program, Touch Math, Phonics for Reading, Thinking Maps, Measuring Up, Destination Math, Avenues, and High Point.</p>	Principal/Vice Principals
1A	<p>Pacing Plans: English Language Arts and Mathematics pacing plans have been created and are implemented for each grade level using key California state standards as outlined in the Blueprints for each grade level.</p>	Principal/Vice Principals
1B	<p>Phonics for Reading: Teachers, paraprofessionals, and support staff have been trained in using the Phonics for Reading program to address the needs of students that have been identified as needing intensive phonics instruction in order to increase decoding and word attack skills.</p>	Principal/Vice Principals, Teachers, Paraprofessionals
1C	<p>Supplemental Reading Materials: An extensive Leveled Reader Library has been established and is being used to provide teachers with adequate reading materials to be used during daily guided reading, independent reading, and read alouds.</p>	Principal/Vice Principals, Teachers
1D	<p>English Language Arts Daily Schedule: The English Language Arts daily schedule incorporates guided reading, shared reading, independent reading, reading intervention, and writing practice using direct and small group instruction.</p>	Principal/Vice Principals, Teachers, Paraprofessionals
1E	<p>Supplemental Math Materials: Teachers, paraprofessionals, and support staff have been trained in the use of supplemental Math programs such as Touch Math and Destination Math to assist students in areas of deficit.</p>	Principal/Vice Principals, Teachers, Paraprofessionals

Number	Actions to Be Taken Objectives	Individual(s) Accountable for Implementation
1F	Mathematics Daily Schedule: The daily Math schedule incorporates direct and small group math instruction, guided and independent math practice, and math fluency.	Principal/Vice Principals, Teachers, Paraprofessionals
1G	Literacy and Numeracy School-wide Routines: School-wide daily/weekly routines have been established to promote and support literacy and numeracy including but not limited to: <ol style="list-style-type: none"> a. reading logs b. reading intervention groups c. Literature Circles d. writing intervention groups e. silent reading f. math intervention groups g. math logs h. after school tutoring in Language Arts and math. 	Principal/Vice Principals
2	<u>Professional Development/Common Planning:</u> Professional development is provided to Principal/Vice Principals, Teachers, and support staff.	Principal/Vice Principals
2A	English Language Arts and Mathematics: Staff development is provided on the key English Language Arts and Mathematics standards: Concepts, requisite skills, vocabulary, integration and interdependence and examples of the released test questions.	Principal/Vice Principals
2B	Research Based Practices: Professional development is provided on researched based best practices in English Language Arts/mathematics including but not limited to: <ul style="list-style-type: none"> • Response to intervention • Instructional modification/Differentiation • Techniques for Explicit Instruction in Mathematics • Houghton Mifflin • McDougal-Littell • Using data to modify instruction • Re-teaching strategies • Small group instruction 	Principal/Vice Principals

Number	Actions to Be Taken Objectives	Individual(s) Accountable for Implementation
	<ul style="list-style-type: none"> • Student Observation Techniques • Math Talk • Marilyn Burns math strategies 	
2C	Common Planning: Common planning time is provided weekly. This time is used to review assessment data and reflect on instructional strategies in order to plan and prepare for whole group and small group differentiated instruction.	Principal/Vice Principals Teachers
2D	SB 472: SB 472 training is provided to each teacher on the effective use of the Houghton Mifflin reading and math series.	Teachers
2E	AB430: AB 430 Leadership training is provided to Principal/Vice Principals as is appropriate to help them supervise curriculum and instruction more effectively.	Principal/Vice Principals
2F	BTSA: Today's Fresh Start has a customized BTSA program that is run in collaboration with UC San Diego or other regionally accredited institution	Education Consultant/Regionally Accredited Institution Teachers
2G	Outside School Visits: Teachers have gone offsite to visit model instructional programs.	Principal/Vice Principals
2H	Conferences: Principal/Vice Principals, Teachers, and support staff attend conferences to gain further specialized training.	Principal/Vice Principals
2I	Thinking Maps: Writing strategy	Teachers
2J	Teacher Mentors: Experienced teachers will be used to mentor beginning teachers, who have taught 2 years or less, in their effectiveness working with those students who are in the at risk subgroups, namely African American, Hispanic, English Learners and socio-economically disadvantaged	Teachers

Number	Actions to Be Taken Objectives	Individual(s) Accountable for Implementation
3	<p><u>Assessment - Monitoring Instructional Effectiveness and Student Progress:</u> Assessments are designed to monitor instructional effectiveness and student progress. Strategies to achieve this goal include, but are not limited to:</p>	Principal/Vice Principals, Teachers, Paraprofessionals
3A	<p>Monitoring of Daily Instruction: Each teacher closely monitors daily instruction, student assessment information and student progress. Teachers use this information to plan daily instruction.</p>	Teachers
3B	<p>Weekly Assessments: Student progress is monitored through weekly grade level common assessments in Language Arts and Mathematics.</p> <ul style="list-style-type: none"> • Weekly assessments are standards based and aligned to the English Language Arts and Mathematics pacing plans. • Assessments are created weekly using STAR released test questions, Edusoft Item Banks, and standards based test prep materials. • Teachers are responsible for administering and analyzing each student's assessment; checking for mastery of tested standards. • Edusoft Assessment Management System generated data is immediately provided for teachers use; informing them of individual student performance, class/group averages, and item analyses. • Mastery of skills is determined by students achieving 80% or better on weekly assessments. • Every fourth week students are assessed to determine mastery of English Language Arts and Mathematics standards taught within the four week time frame. • Students track their own progress weekly by recording assessment scores on graphs. 	Principal/Vice Principals /Teachers
3C	<p>Additional Assessments: Houghton Mifflin/McDougal Littell Tests are administered after completion of a Learning Unit.</p>	Teachers

Number	Actions to Be Taken Objectives	Individual(s) Accountable for Implementation
3D	Student Portfolios: Student portfolios are used to monitor progress and include: student and teacher selected work samples, other assessments, Benchmark Progress Reports, mastery of standards checklists, and teacher observation notes.	Teachers
4	Data Driven Instruction Teachers use Assessment data to inform instruction.	Teachers
4A	Use of Data: Assessment data is used to develop small groups and drive instruction.	Principal/Vice Principals, Teachers, Paraprofessionals
4B	Interactivity Activities: Assessment data is used to create interactive activities to re-teach content standards. Mastery of skills is determined by teacher observation and teacher created assessments.	Principal/Vice Principals, Teachers, Paraprofessionals
4C	Reassess: Teachers reassess students using observation and other methods to determine mastery of skills.	Principal/Vice Principals, Teachers
4D	After School Tutoring: Students performing Below Basic and Far Below Basic on STAR receive after school tutoring in English Language Arts and Mathematics.	Principal/Vice Principals, Teachers
4E	Individualized Instruction: Data is used to create individual intervention and challenge materials with the Edusoft program based on student needs as reported by weekly assessment scores.	Principal/Vice Principals, Teachers
5	Parent and Community Support/Involvement Parent participation and encouragement can make a pivotal difference in a student's success in school. Located in a vibrant cultural setting, Today's Fresh Start Charter School is committed to expanding and enhancing its collaborative community partnerships.	Principal/Vice Principals, Teachers
5A	Parent/Guardian Curriculum: Curriculum meetings for all parents/guardians are conducted regularly.	Principal/Vice Principals, Teachers, Staff
5B	Parent Workshops: Parent workshops in Literacy and Numeracy strategies are conducted.	Principal/Vice Principals, Teachers, Parents

Number	Actions to Be Taken Objectives	Individual(s) Accountable for Implementation
5C	Parent Conferences: Teachers meet individually with parents/guardians to discuss student progress.	Teachers, Parents
5D	Progress Reports: Written progress reports are provided to parents six time per year.	Teachers
5E	Family and Community Events: Activities and events are held throughout the school year which promote family literacy and numeracy. These events include, but are not limited to: book fairs, Family Math Night, Family Literacy Night, Reading is Fundamental, etc.	Principal/Vice Principals
6	<u>Evaluation and Accountability</u> The progress of the Strategic Plan is monitored through weekly Administrative Meetings.	Principal/Vice Principals
6A	Review of Assessment Data: Administrative meetings are held weekly where data is reviewed and current progress toward goals is monitored.	Principal/Vice Principals
6B	Strategic Plan Meetings: Meetings are held with teachers to discuss progress toward individual and student goals.	Principal/Vice Principals, Teachers
6C	Monitoring of Student Progress: Weekly meetings address student improvement and areas where additional intervention needs to occur. Edusoft Assessment Management System readily provides access to students' knowledge of standards.	Principal/Vice Principals, Teachers
6D	Classroom Observations: Administrators observe classrooms and work with teachers to provide feedback on successful use of strategies and areas where additional growth can be made.	Principal/Vice Principals