

# El Dorado Middle School

Home of the Toros



**Restructuring Plan**

**2010 - 2011**

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## Introduction

El Dorado Middle School Middle School (EDMS) is a site that serves 6<sup>th</sup> through 8<sup>th</sup> grade students that is located in Concord California and a part of the Mount Diablo Unified School District. El Dorado Middle is the second largest middle school in the district with approximately 900 students, 35 classroom teachers, and a full staff of over 90 employees.

For the past 5 years, EDMS's API score has "hovered" around 700. Despite our changing demographics (51% free and reduced lunch and 15% English learner population) and significant changes in staffing and an administrative team (there has been a 75% turnover rate in the past two years) our API scores have not fluctuated. EDMS's goal is to be significantly above 700 and eventually have the honor of applying for Distinguished School.

Over the past few years, El Dorado has implemented a variety of interventions for our students. EDMS offered Language! for students that were struggling in language arts. A Math Lab was developed for 6<sup>th</sup> grade students to needing extra support in math. English Language Learners are also supported with supplemental ELD classes. These programs were already in place at El Dorado prior to the new principal joining this school and this community.

During the time the new principal has worked at EDMS, there have been many opportunities for open, honest, and real conversations with many staff members regarding the interventions we were currently offering. After looking at student performance, evaluating a variety of assessments (grades, tests, class work, etc.), and having many discussions, it became apparent that while the interventions were good, they weren't great. At that point, staff decided to make several significant changes. Those changes are evident in our 2010 – 2011 Master Schedule and are laid out in detail in the following plan.

Listed below, are some of the programs and supports in place at El Dorado Middle School.

- School Psychologist support three (3) days a week
- JFK Counseling Support
- New Connections Counseling Support
- Foster Youth Counseling Support
- Continued implementation of the Building Effective Schools Together (BEST) program

- New Teacher Support Program
- Monthly time dedicated to Grade Level collaboration
- Monthly time dedicated to Department collaboration
- Monthly Staff meetings
- Weekly Coordinated Care Team (CCT) meetings
- Administrative Team meetings
- Collaboration with the After School Program (ASP) for additional student support
- Student support through the Positive Behavior Team (PBT)
- Collaboration with the Parent Faculty Club (PFC) for teacher and student support
- Creation and Implementation of an active English Learner Advisory Committee (ELAC)
- Collaboration with 5<sup>th</sup> grade teachers from our feeder schools (El Monte, Monte Gardens, Mt. View, Westwood, and Wren Avenue with a focus on Math.
- Collaboration with Concord High School in the areas of English, Math, and Special Education
- Release time for teachers to observe their colleagues on and off campus, specifically related to Math and Reading Intervention

El Dorado is an amazing school. Our families work hard and support the school in all of our endeavors. The staff members are truly dedicated to ensuring student success not only academically, but socially and emotionally as well. However, the staff at El Dorado is not seeing the academic growth that they know our students are capable of. El Dorado is excited about implementing a rigorous and fully comprehensive intervention program in the areas of English / Language Arts, Math, and for English Learners (ELL). The attached plan shows our dedication to ensuring student success on all levels.

# Needs Analysis

For the past 7 years, El Dorado has been “hovering” around a 700 API score. In the following paragraphs, a detailed history and analysis our test scores and academic performance as reported by the State of California is provided. Specifically, the data presented is a detailed analysis of the API (Academic Performance Index) and AYP (Adequate Yearly Progress) scores for the past five (5) years.

## Academic Performance Index (API):

In looking at the API scores for El Dorado over the past five (5) years (2005 – 2009), the scores are as follows:

School Year	API
2004 – 2005	695
2005 – 2006	704
2006 – 2007	691
2007 – 2008	680
2008 – 2009	685

In looking at the scores, there is a definite “up and down” trend. After careful review of the school, there were no “dramatic” changes that took place. The English Language Learner population is growing, but it is consistent with the growth that is seen district-wide. Additionally, the percent of Free and Reduced lunch students has increased over the past several years. Currently, 51% of the students enrolled in El Dorado receive Free and Reduced lunch.

## Overall Scores:

### Growth Target:

Overall, EDMS has met it’s API growth target for the past five (5) years. However, when reviewing specific subgroups, the results prove that we have not been as successful. The **Latino (Hispanic)** students and the **Socially Economically Disadvantaged (SED)** students have only met their growth target once in the past five (5) years (2005 – 2006 school year). The **White** students at EDMS have met their growth target in 2005 – 2006 and in 2008 – 2009. They did not meet their target for the other three (3) years. **English Language Learners (ELL)** met their growth target in 2006 – 2007. They have not met their growth target for the past two (2) years. In 2009,

the **Students with Disabilities (SWD)** met their growth target for the first time in over three (3) years.

## **Adequate Yearly Progress (AYP):**

### **Proficient Rate:**

In terms of increasing the percentage of students at proficiency, the information presented below is specific to English Language Arts (ELA) and Mathematics in an effort to provide detail, laser-like focus for each area.

### **English Language Arts (ELA):**

Overall, EDMS has met its target goals since the 2002 – 2003 school year. The overall ELA Proficiency Rate was the highest rate ever at 45.2%. When looking at our specific subgroups, however, there are areas of growth and areas of concern.

In looking over the ELA scores for **Latino (Hispanic)** students, EDMS did not meet the proficiency rate in 2007 and 2008. However, we did meet the proficiency rate for the other three (3) years, including a growth of over 8 percentage points from 2008 (23.3%) to 2009 (31.9%). Despite that growth, this is still an area of focus for El Dorado.

When looking at the proficiency rates for our **Socio Economically Disadvantaged Students (SED)**, EDMS has not met the proficiency rate for the past five (5) years. However, we did achieve growth last year, from 26.7% in 2008 to 31.4% in 2009. As stated with our ELL students, this is also an area of focus for EDMS..

In terms of our **English Language Learners (ELL)**, over the past five (5) years, EDMS did not meet the proficiency rate in 2007 and 2008. We did meet our proficiency rate in 2006 and in 2009. Scores went up from 18.1% in 2008 to 26.5% in 2009. Again, EDMS staff members are excited about the growth, but understand they still need work in this area.

Finally, the **Students with Disabilities (SWD)** did not meet their proficiency rate for four (4) of the past five (5) years. Last year, their proficiency rate went up from 10% to 16.8%, meeting their target. This is also an area of focus for El Dorado.

Overall, EDMS has seen growth in each of the subgroups mentioned above (Latino, SED, ELL, and SWD). However, we still need to focus on all four (4) of these areas. In looking at the Restructuring Plan and our Single Plan for Student Achievement, readers will clearly see a school wide focus on all four (4) of these subgroups.

### **Mathematics:**

Overall, EDMS's math scores have been up and down. The site met proficiency rates for three (3) years, but has failed to do so for the past two (2) years. Over the past five (5) years, EDMS's overall Math scores are between 23% and 30.9%.

The **Latino (Hispanic)** students have not met their proficiency rate for the past five (5) years. The highest proficiency rate was 19.1% in 2006. Last year, EDMS's proficiency rate increased from 14.3% to 16.4%. While growth is always good, staff still feel strongly that they have work to do in this area.

Additionally, the **Socio Economically Disadvantaged** students have not met their proficiency rate for the past five (5) years. The highest proficiency rate was 17.4% in 2006. Last year, the proficiency rate for these students dropped from 16.1% in 2008 to 14.5% in 2009.

**English Language Learners** have also struggled in the area of Mathematics. They have not met their proficiency rate for the past three (3) years. The highest proficiency rate was 19.9 in 2007. Last year, their proficiency rate went up from 11.3% in 008 to 12.8% in 2009. Again, the growth is good to see, but EDMS clearly sees there is still n work to do in his area.

Finally, **Students with Disabilities (SWD)** have struggled for four (4) of the past years. They did not meet their proficiency rate for four (4) consecutive years until last year. In 2008 7.8% met their proficiency rate. In 2009, 14.3% met their proficiency rate. This is considerable growth. EDMS staff members are in the process of examining the factors involved in this growth so that they can continue to use those practices to positively impact students.

Math has been a struggle at El Dorado for the specific subgroups mentioned above. Staff are in the process of implementing changes to the Master Schedule and are working with the After School Program (ASP) to implement program changes for next year.

\*\* API and AYP data are provided in the Attachments section.\*\*

<b>Strategy # 1: Math</b>				
<b>Program Design (Services &amp; Activities)</b>	<b>Timeline</b>	<b>Projected Costs</b>	<b>Resources (human and financial resources)</b>	<b>Oversight (person responsible for monitoring/ accountability)</b>
<i>Student Achievement Goal/Target</i>	<i>By August 2012</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>How will it be measured?</i>	<i>CST, API, AYP, EduSoft, Curriculum and Associates</i>	<i>N/A</i>	<i>Professional Development, District Level support</i>	<i>Administration, teachers</i>
<b>Student Achievement Goal/Target</b>	By August 2012, the API for El Dorado Middle School will be at or above 730 with all subgroups meeting their growth targets.	<i>N/A</i>	<i>Professional Development, District Level support</i>	<i>Administration, teachers</i>
<b>List activities / actions linking the EPCs to support transformational initiative</b>				
<b>Instructional Program: EPC #1</b>	All materials used are the current SBE-adopted basic core instructional materials and are in daily use in every classroom with materials for every student. Additionally, for students that need additional support, two intervention programs will be offered. The first is a support class using the intervention materials from the current SBE-adopted curriculum. The second is a research proven computer based class for those with intensive needs.	Purchase and installment of I Can Learn program (\$12,900)	Financial support to purchase the program. District support (C & I) to provide training and support of the new program throughout the year.	<i>Administration, teachers</i>

<b>Instructional Time: EPC #2</b>	<p>Seven (7) sections of Computer-based Math support will be added to the Master Schedule. Additionally, EDMS is working with the After School Program (ASP) to develop and implement Math Support classes.</p>	<p>Possible additional sections</p>	<p>FTE increase, sections, Personnel, Fiscal</p>	<p><i>Administration, teachers</i></p>
<b>Student Achievement Monitoring Systems: EPC #3</b>	<p>With the assistance and support of the Curriculum and Instruction department, all teachers will develop and / or implement common Curriculum Maps / Pacing guides and adhere to them. Teachers will use common assessments from Curriculum and Associates to evaluate student performance. Teachers will re-evaluate and adjust their curriculum as needed depending on the data. Administrators will meet with grade levels and departments on a regular basis to review and monitor student achievement.</p>	<ul style="list-style-type: none"> <li>• C &amp; A Student booklets \$7,750</li> <li>• C &amp; A Teacher Guides - \$196</li> <li>• C &amp; A Scanner - \$1,018</li> </ul>	<p>Support / collaboration</p>	<p><i>Administration, teachers</i></p>
<b>Administrative Training: EPC #4</b>	<p>The administrative team will be provided training and professional development regarding the materials and programs used in the math support classes. Additionally, the administrative team will receive support from the district regarding evaluation of the adopted programs and their effectiveness.</p>	<p>N/A</p>	<p>Release time</p>	<p><i>Administration, teachers</i></p>

<b>Highly Qualified Teachers and Professional Development: EPC #5</b>	<p>The administration will work closely with Personnel to recruit and retain highly qualified teachers. All teachers will hold the appropriate credentials and be highly qualified. All Math teachers will receive training and support regarding the implementation and effective delivery of the I Can Learn Curriculum. Additionally, all Math teachers will receive training from the current textbook publisher on effective use of the strategic materials. All administrators will use the Teacher Evaluation process to ensure that rigorous classroom instruction is taking place and to provide support. Finally, EDMS will develop and implement a "New Teacher Support" program that will include mentoring, BTSA support and monthly meetings.</p>	N/A	Support / collaboration with Personnel	<i>Administration, teachers</i>
<b>Ongoing Instructional Assistance and Support: EPC #6</b>	<p>Teachers will be provided the opportunity to observe and collaborate with teachers within the school and from other schools in our district.</p>	\$4,500 for subs	Release time, Personnel and Fiscal support	<i>Administration, teachers</i>
<b>Lesson Planning Guide: EPC #7</b>	<p>All teachers will develop and implement common Curriculum Maps / Pacing guides and adhere to them. Teachers will review and revise these documents depending on student assessments.</p>	Collaboration Time	N/A	<i>Administration, teachers</i>

<b>Regular Teacher Collaboration: EPC #8</b>	The Master Schedule will include common preps by grade level to guarantee collaboration time. Monthly meetings will include time to collaborate by grade level and department. Additionally, EDMS will explore the option of Early Release days (1 per quarter) to provide time for teacher collaboration.	N/A	N/A	<i>Administration, teachers</i>
<b>Fiscal Support: EPC #9</b>	Monies will be allocated in the Single Plan for Student Achievement (SPSA) to support the teachers. Monies will specifically be allocated for materials, supplies, professional development and release time to collaborate with their colleagues on and off campus.	\$150 per teacher	<i>SPSA funding</i>	<i>Administration, teachers</i>
<b>Others Areas</b>				
<b>School Learning Environment</b>	EDMS will continue to support our students through a variety of ways including, but not limited too, CARE Team, SST process, Parent meetings, and improving on our continued implementation of BEST (Building Effective Schools Together) strategies. Additionally, through the support and guidance of Jostens, we are exploring the option of implementing the Renaissance Program at El Dorado. Renaissance recognizes students for their academic success and attendance.	<ul style="list-style-type: none"> <li>• .40 SSC - \$31,536 to provide support and coordinate counseling services,</li> <li>• \$1,170 for subs,</li> <li>• \$1500 for materials</li> </ul>	Financial support for Renaissance Program, release time to observe other programs, conferences	<i>Administration, teachers</i>

<b>Parent Involvement</b>	EDMS recently re-established our ELAC and will continue to build this committee, inviting more parents to attend the meetings. Additionally, there is a very active Parent Faculty Club (PFC) and EDMS will continue to partner with them to inform the community and elicit more involvement.	\$2,500 for presenters, (See strategy 4, ELL)	Guest Speakers	<i>Administration, teachers</i>
<b>How will you evaluate the strategies effectiveness (evaluation plan)?</b>	In terms of academic success, EDMS will use Curriculum and Associates to evaluate and monitor students' success. With regards to parent / community involvement, this will be measured by the number of parents attending and participating in school sponsored events and meetings.	See EPC # 1	Curriculum & Instruction	<i>Administration, teachers</i>
<b>How much will it cost to implement the strategy and what resources (human and fiscal) will be used?</b>	EDMS will use ~\$19,000 to purchase and implement the I Can Learn program. Additionally, EDMS plans on funding 3 release days for all 40 teachers. , Also, EDMS plans on having professional development on site by respected educators (i.e.: Phil Gonsalves.) EDMS will also be exploring ways to financially support the Renaissance Program.	\$3,000 for Professional Development  Accounted for in other areas (EPC # 1 & 6)	Curriculum & Instruction	<i>Administration, teachers</i>

<b>What support will be needed from the District?</b>	Professional Development opportunities (I Can Learn, Phil Gonsalves), consistent monitoring and support regarding the implementation of new programs and opportunities for the administrative team to receive training on program evaluation.	Accounted for in other areas	Personnel, Fiscal, Release Time / collaboration, Professional Development	<i>Administration, teachers</i>
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<b>Strategy # 2: Language Arts</b>				
<b>Program Design (Services &amp; Activities)</b>	<b>Timeline</b>	<b>Projected Costs</b>	<b>Resources</b> <i>(human and financial resources)</i>	<b>Oversight</b> <i>(person responsible for monitoring/ accountability)</i>
<i>Student Achievement Goal/Target</i>	<i>By August 2012</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>How will it be measured?</i>	<i>CST, API, AYP, EduSoft, Curriculum and Associates</i>	<i>N/A</i>	<i>Professional Development, District Level support</i>	<i>Administration, teachers</i>
<b>Student Achievement Goal/Target</b>	By August 2012, the API for El Dorado Middle School will be at or above 730 with all subgroups meeting their growth targets.	<i>N/A</i>	<i>Professional Development, District Level support</i>	<i>Administration, teachers</i>
<b><i>List activities/actions linking the EPCs to support transformational initiative</i></b>				
<b>Instructional Program: EPC #1</b>	All materials used are the current SBE- adopted basic core instructional materials and are in daily use in every classroom with materials for every student. Students that need additional support will be offered and intervention class (Literacy) in 6th grade. In 7th and 8th grade, the Language Arts teachers will use supplemental intervention materials to assist their struggling students.	\$16,000 - INSIDE National Geographic Program	Financial support to purchase materials, Training and Professional Development, Substitute costs	<i>Administration, teachers</i>

<b>Instructional Time: EPC #2</b>	EDMS will reorganize our Master Schedule to include Literacy classes in 6th grade. In 7th and 8th grade, the current schedule will be maintained with an adjustment in the materials used as needed.	N/A	FTE increase, sections, Personnel, Fiscal	<i>Administration, teachers</i>
<b>Student Achievement Monitoring Systems: EPC #3</b>	All teachers will develop and implement common Curriculum Maps / Pacing guides and adhere to them. Teachers will use common assessments from Curriculum and Associates to evaluate student performance. Teachers will re-evaluate and adjust their curriculum as needed depending on the data. Administrators will meet with grade levels and departments on a regular basis to review and monitor student achievement.	<ul style="list-style-type: none"> <li>• C &amp; A Student booklets</li> <li>• C &amp; A Teacher Guides</li> <li>• C &amp; A Scanner</li> </ul>	Support / collaboration	<i>Administration, teachers</i>
<b>Administrative Training: EPC #4</b>	The administrative team will be provided training and professional development regarding the materials and programs used in the English / Language Arts support classes. Additionally, the administrative team will receive support from the district regarding evaluation of the adopted programs and their effectiveness.	N/A	Money for release time	<i>Administration, teachers</i>

<b>Highly Qualified Teachers and Professional Development: EPC #5</b>	<p>The administration will work closely with Personnel to recruit and retain highly qualified teachers. All teachers will hold the appropriate credentials and be highly qualified. Teachers will receive training and support regarding the implementation and effective delivery of the content. Additionally, all ELA teachers will receive training from the current textbook publisher on effective use of the strategic materials. All administrators will use the Teacher Evaluation process to ensure that rigorous classroom instruction is taking place and to provide support. Finally, EDMS will develop and implement a "New Teacher Support" program that will include mentoring, BTSA support and monthly meetings.</p>	N/A	Support / collaboration with Personnel	<i>Administration, teachers</i>
<b>Ongoing Instructional Assistance and Support: EPC #6</b>	<p>Teachers will be provided the opportunity to observe and collaborate with teachers within the school and from other schools in our district.</p>	\$3,900 for release time	Release time	<i>Administration, teachers</i>
<b>Lesson Planning Guide: EPC #7</b>	<p>All teachers will develop and implement common Curriculum Maps / Pacing guides and adhere to them. Teachers will review and revise these documents depending on student assessments.</p>	Release Time / collaboration	N/A	<i>Administration, teachers</i>

<b>Regular Teacher Collaboration: EPC #8</b>	The Master Schedule will include common preps by grade level to guarantee collaboration time. Monthly meetings will include time to collaborate by grade level and department. Additionally, EDMS will explore the option of Early Release days (1 per quarter) to provide time for teacher collaboration.	N/A	N/A	<i>Administration, teachers</i>
<b>Fiscal Support: EPC #9</b>	Monies will be allocated in the Single Plan for Student Achievement (SPSA) to support the teachers. Monies will specifically be allocated for materials, supplies, professional development and release time to collaborate with their colleagues on and off campus.	Unknown	N/A	<i>Administration, teachers</i>
<b>Others Areas</b>				
<b>School Learning Environment</b>	EDMS will continue to support our students through a variety of ways including, but not limited too, CARE Team, SST process, Parent meetings, and improving on our continued implementation of BEST (Building Effective Schools Together) strategies. Additionally, through the support and guidance of Jostens, EDMS is exploring the option of implementing the Renaissance Program at El Dorado. Renaissance recognizes students for their academic success and attendance.	Financial support for Renaissance Program, release time to observe other programs, conferences	Financial support for Renaissance Program, release time to observe other programs, conferences	<i>Administration, teachers</i>

<b>Parent Involvement</b>	EDMS recently re-established an ELAC and will continue to build this committee, inviting more parents to attend the meetings. Additionally, EDMS has a very active Parent Faculty Club (PFC) and we will continue to partner with them to inform the community and elicit more involvement.	Guest Speakers	N/A	<i>Administration, teachers</i>
<b>How will you evaluate the strategies effectiveness (evaluation plan)?</b>	In terms of academic success, EDMS will use Curriculum and Associates to evaluate and monitor our students' success. With regards to parent / community involvement, this will be measured by the number of parents attending and participating in school sponsored events and meetings.	Financial support for installation of programs, professional development, training	Curriculum & Instruction	<i>Administration, teachers</i>
<b>How much will it costs to implement the strategy and what resources (human and fiscal) will be used?</b> <i>Be as detailed as possible with actual projected costs.</i>	We will need monies to purchase the supplemental support materials. Additionally, we will need financial support to provide release time for teachers to collaborate and receive Professional Development. We have ~40 teachers and if they all took 3 release days, that would be ~\$6,000. We would also need financial support to get the Renaissance Program up and running.	~\$6,000 + materials cost	Curriculum & Instruction	<i>Administration, teachers</i>
<b>What support will be needed from the District?</b>	Professional Development opportunities, consistent monitoring and support regarding the implementation of our new programs and opportunities for the administrative team to receive training on program evaluation.	Release Time / collaboration, Professional Development	Personnel, Fiscal	<i>Administration, teachers</i>

<b>Strategy # 3: Interventions</b>				
<b>Program Design (Services &amp; Activities)</b>	<b>Timeline</b>	<b>Projected Costs</b>	<b>Resources</b> <i>(human and financial resources)</i>	<b>Oversight</b> <i>(person responsible for monitoring/ accountability)</i>
<i>Student Achievement Goal/Target</i>	<i>By August 2012</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>How will it be measured?</i>	<i>CST, API, AYP, EduSoft, Curriculum and Associates</i>	<i>N/A</i>	<i>Professional Development, District Level support</i>	<i>Administration, teachers</i>
<b>Student Achievement Goal/Target</b>	By August 2012, the API for El Dorado Middle School will be at or above 730 with all subgroups meeting their growth targets.	<i>N/A</i>	<i>Professional Development, District Level support</i>	<i>Administration, teachers</i>
<b>List activities/actions linking the EPCs to support transformational initiative</b>				
<b>Instructional Program: EPC #1</b>	All materials used are the current SBE- adopted basic core instructional materials and are in daily use in every classroom with materials for every student	<i>N/A</i>	Financial support to purchase materials, Training and Professional Development, Substitute costs	<i>Administration, teachers</i>

<b>Instructional Time: EPC #2</b>	We will add seven (7) sections of Computer-based Math support to our Master Schedule. We are also working with the After School Program (ASP) to develop and implement Math Support classes. Additionally, the Master Schedule will include the option of implementing a Literacy class in 6th grade and providing supplemental support materials in 7th & 8th grade.	Possible additional sections	FTE increase, sections, Personnel, Fiscal	<i>Administration, teachers</i>
<b>Student Achievement Monitoring Systems: EPC #3</b>	All teachers will develop and implement common Curriculum Maps / Pacing guides and adhere to them. Teachers will use common assessments from Curriculum and Associates to evaluate student performance. Teachers will re-evaluate and adjust their curriculum as needed depending on the data. Administrators will meet with grade levels and departments on a regular basis to review and monitor student achievement.	<ul style="list-style-type: none"> <li>• C &amp; A Student booklets - \$1,386 (Science)</li> <li>• C &amp; A Teacher Guides</li> <li>• C &amp; A Scanner</li> </ul>	Support / collaboration	<i>Administration, teachers</i>
<b>Administrative Training: EPC #4</b>	The administrative team will be provided training and professional development regarding the materials and programs used in the intervention support classes. Additionally, the administrative team will receive support from the district regarding evaluation of the adopted programs and their effectiveness.	N/A	Money for release time	<i>Administration, teachers</i>

<b>Highly Qualified Teachers and Professional Development: EPC #5</b>	<p>The administration will work closely with Personnel to recruit and retain highly qualified teachers. All teachers will hold the appropriate credentials and be highly qualified. Teachers will receive training and support regarding the implementation and effective delivery of the content. Additionally, all Intervention teachers will receive training from the current textbook publisher on effective use of the strategic materials. All administrators will use the Teacher Evaluation process to ensure that rigorous classroom instruction is taking place and to provide support. Finally, we will develop and implement a "New Teacher Support" program that will include mentoring, BTSA support and monthly meetings.</p>	<i>N/A</i>	Support / collaboration with Personnel	<i>Administration, teachers</i>
<b>Ongoing Instructional Assistance and Support: EPC #6</b>	<p>Teachers will be provided the opportunity to observe and collaborate with teachers within the school and from other schools in our district.</p>	Unknown	Release time	<i>Administration, teachers</i>
<b>Lesson Planning Guide: EPC #7</b>	<p>All teachers will develop and implement common Curriculum Maps / Pacing guides and adhere to them. Teachers will review and revise these documents depending on student assessments. Additionally, their curriculum will be based on the ability level of their students.</p>	Release Time / collaboration	<i>N/A</i>	<i>Administration, teachers</i>

<b>Regular Teacher Collaboration: EPC #8</b>	The Master Schedule will include common preps by grade level to guarantee collaboration time. Monthly meetings will include time to collaborate by grade level and department. Additionally, EDMS will explore the option of Early Release days (1 per quarter) to provide time for teacher collaboration.	N/A	N/A	<i>Administration, teachers</i>
<b>Fiscal Support: EPC #9</b>	Monies will be allocated in the Single Plan for Student Achievement (SPSA) to support the teachers. Monies will specifically be allocated for materials, supplies, professional development and release time to collaborate with their colleagues on and off campus.	Unknown	N/A	<i>Administration, teachers</i>
<b>Others Areas</b>				
<b>School Learning Environment</b>	EDMS will continue to support our students through a variety of ways including, but not limited too, CARE Team, SST process, Parent meetings, and improving on our continued implementation of BEST (Building Effective Schools Together) strategies. Additionally, through the support and guidance of Jostens, EDMS are exploring the option of implementing the Renaissance Program at El Dorado. Renaissance recognizes students for their academic success and attendance.	Financial support for Renaissance Program, release time to observe other programs, conferences	Financial support for Renaissance Program, release time to observe other programs, conferences	<i>Administration, teachers</i>

<b>Parent Involvement</b>	EDMS recently re-established an ELAC and will continue to build this committee, inviting more parents to attend the meetings. Additionally, EDMS has a very active Parent Faculty Club (PFC) and will continue to partner with them to inform our community and elicit more involvement.	Guest Speakers	N/A	<i>Administration, teachers</i>
<b>How will you evaluate the strategies effectiveness (evaluation plan)?</b>	In terms of academic success, EDMS will use Curriculum and Associates to evaluate and monitor students' success. With regards to parent / community involvement, this will be measured by the number of parents attending and participating in school sponsored events and meetings.	Financial support for installation of programs, professional development, training	Curriculum & Instruction	<i>Administration, teachers</i>
<b>How much will it costs to implement the strategy and what resources (human and fiscal) will be used?</b>	EDMS will need monies to purchase the supplemental support materials. EDMS plans on funding 3 release days for all 40 teachers. , Also, EDMS plans on having professional development on site by respected educators. EDMS will also be exploring ways to financially support the Renaissance Program	~\$6,000 + materials cost.	Curriculum & Instruction	<i>Administration, teachers</i>

<b>What support will be needed from the District?</b>	Professional Development opportunities, consistent monitoring and support regarding the implementation of new programs and opportunities for the administrative team to receive training on program evaluation.	Release Time / collaboration, Professional Development	Personnel, Fiscal	<i>Administration, teachers</i>
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<b>Strategy # 4: ELD</b>				
<b>Program Design (Services &amp; Activities)</b>	<b>Timeline</b>	<b>Projected Costs</b>	<b>Resources</b> <i>(human and financial resources)</i>	<b>Oversight</b> <i>(person responsible for monitoring/ accountability)</i>
<i>Student Achievement Goal/Target</i>	<i>By August 2012</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>How will it be measured?</i>	<i>CST, API, AYP, EduSoft, Curriculum and Associates</i>	<i>N/A</i>	<i>Professional Development, District Level support</i>	<i>Administration, teachers</i>
<b>Student Achievement Goal/Target</b>	By August 2012, the API for El Dorado Middle School will be at or above 730 with all subgroups meeting their growth targets.	<i>N/A</i>	<i>Professional Development, District Level support</i>	<i>Administration, teachers</i>
<b>List activities/actions linking the EPCs to support transformational initiative</b>				
<b>Instructional Program: EPC #1</b>	All materials used are the current SBE-adopted basic core instructional materials and are in daily use in every classroom with materials for every student	INSIDE National Geographic Program	Financial support to purchase materials, Training and Professional Development, Substitute costs	<i>Administration, teachers</i>

<b>Instructional Time: EPC #2</b>	EDMS will have sections on the Master Schedule specifically dedicated to serving our English Language Learners, as specified by State Law. Because of our numbers, EDMS will have one section of ELD, one section of Reading Intervention in 7th grade and one section of Reading Intervention in 8th grade.	4 additional sections - \$48,000	FTE increase, sections, Personnel, Fiscal (Total amount is from ARRA and EIA funds)	<i>Administration, teachers</i>
<b>Student Achievement Monitoring Systems: EPC #3</b>	All teachers will develop and implement common Curriculum Maps / Pacing guides and adhere to them. Teachers will use common assessments from Curriculum and Associates to evaluate student performance. Teachers will re-evaluate and adjust their curriculum as needed depending on the data. Administrators will meet with grade levels and departments on a regular basis to review and monitor student achievement.	<ul style="list-style-type: none"> <li>• C &amp; A Student booklets</li> <li>• C &amp; A Teacher Guides</li> <li>• C &amp; A Scanner</li> </ul>	Support / collaboration	<i>Administration, teachers</i>
<b>Administrative Training: EPC #4</b>	The administrative team will be provided training and professional development regarding the materials and programs used in the ELD support classes. Additionally, the administrative team will receive support from the district regarding evaluation of the adopted programs and their effectiveness.	N/A	Money for release time	<i>Administration, teachers</i>

<b>Highly Qualified Teachers and Professional Development: EPC #5</b>	<p>The administration will work closely with Personnel to recruit and retain highly qualified teachers. All teachers will hold the appropriate credentials and be highly qualified. Teachers will receive training and support regarding the implementation and effective delivery of the content. Additionally, all ELD teachers will receive training from the current textbook publisher on effective use of the strategic materials. All administrators will use the Teacher Evaluation process to ensure that rigorous classroom instruction is taking place and to provide support. Finally, we will develop and implement a "New Teacher Support" program that will include mentoring, BTSA support and monthly meetings.</p>	<i>N/A</i>	Support / collaboration with Personnel	<i>Administration, teachers</i>
<b>Ongoing Instructional Assistance and Support: EPC #6</b>	<p>Teachers will be provided the opportunity to observe and collaborate with teachers within the school and from other schools in our district.</p>	\$1,950 for release time	Release time	<i>Administration, teachers</i>
<b>Lesson Planning Guide: EPC #7</b>	<p>All teachers will develop and implement common Curriculum Maps / Pacing guides and adhere to them. Teachers will review and revise these documents depending on student assessments.</p>	<i>N/A</i>	Release Time / collaboration	<i>Administration, teachers</i>

<b>Regular Teacher Collaboration: EPC #8</b>	The Master Schedule will include common preps by grade level to guarantee collaboration time. Monthly meetings will include time to collaborate by grade level and department. Additionally, EDMS will explore the option of Early Release days (1 per quarter) to provide time for teacher collaboration.	N/A	N/A	<i>Administration, teachers</i>
<b>Fiscal Support: EPC #9</b>	Monies will be allocated in the Single Plan for Student Achievement (SPSA) to support the teachers. Monies will specifically be allocated for materials, supplies, professional development and release time to collaborate with their colleagues on and off campus.	Already accounted for	N/A	<i>Administration, teachers</i>
<b>Others Areas</b>				
<b>School Learning Environment</b>	EDMS will continue to support our students through a variety of ways including, but not limited too, CARE Team, SST process, Parent meetings, and improving on our continued implementation of BEST (Building Effective Schools Together) strategies. Additionally, through the support and guidance of Jostens, EDMS is exploring the option of implementing the Renaissance Program at El Dorado. Renaissance recognizes students for their academic success and attendance.	Financial support for Renaissance Program, release time to observe other programs, conferences	Financial support for Renaissance Program, release time to observe other programs, conferences	<i>Administration, teachers</i>

<b>Parent Involvement</b>	EDMS recently re-established an ELAC and will continue to build this committee, inviting more parents to attend the meetings. Additionally, we have a very active Parent Faculty Club (PFC) and will continue to partner with them to inform the community and elicit more involvement.	Educational Interpreter - \$589, presenters	Guest Speakers	<i>Administration, teachers</i>
<b>How will you evaluate the strategies effectiveness (evaluation plan)?</b>	In terms of academic success, EDMS will use Curriculum and Associates to evaluate and monitor students' success. With regards to parent / community involvement, this will be measured by the number of parents attending and participating in school sponsored events and meetings.	Financial support for installation of programs, professional development, training	Curriculum & Instruction	<i>Administration, teachers</i>
<b>How much will it costs to implement the strategy and what resources (human and fiscal) will be used?</b>	We will need monies to purchase the supplemental support materials. EDMS plans on funding 3 release days for all 40 teachers. , Also, EDMS plans on having professional development on site by respected educators. EDMS will also be exploring ways to financially support the Renaissance Program	Already accounted for	Curriculum & Instruction	<i>Administration, teachers</i>

<b>What support will be needed from the District?</b>	Professional Development opportunities, consistent monitoring and support regarding the implementation of our new programs and opportunities for the administrative team to receive training on program evaluation.	Release Time / collaboration, Professional Development	Personnel, Fiscal	<i>Administration, teachers</i>
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## **Documentation of Stakeholder Support**

This is a new process for El Dorado Middle School. That being the case, the principal made sure that he was well informed before presenting any information to the staff and community. It was anticipated that a barrage of questions and concerns may be expressed at these meeting. Therefore, it was critical that the administrative team was properly informed and educated on the restructuring process (See attached agendas).

### **April 14, 2010: Staff Meeting**

Principal presented the information regarding the restructuring process. He responded to staff concerns and questions as needed. Background information was provided so the staff would become informed of the process the site would go through in an effort to improve our test scores.

### **April 20, 2010: School Site Council (SSC) Meeting**

Site Council was informed about the process EDMS was going through. Principal shared where EDMS was in the process and elicited communities' support and comments regarding this process.

### **April 20, 2010: Parent Faculty Club (PFC) Meeting**

Principal informed parents and students about the process EDMS was going through. Principal shared where EDMS was in the process and elicited their support and comments regarding this process.

### **April 28, 2010: 5<sup>th</sup> Grade Parent Night**

Principal informed incoming parents and students about the process EDMS was going through. He shared where the site was in the process and elicited support and comments regarding this process.

### **April 28, 2010: Open House**

Principal informed current parents and students about the process EDMS was going through. He shared where the site was in the process and elicited support and comments regarding this process.

### **May 5, 2010: Staff Meeting**

Staff continued the conversation about the process and EDMS's goals and focus. Copies of the draft of the plan at that time were shared. Principal

received comments, suggestions, questions, and feedback regarding the plan.

**May 11, 2010: Leadership Team Meeting**

Staff continued the conversation about the process and our goals and focus. Principal shared copies of the draft of the plan at that time. Principal received comments, suggestions, questions, and feedback regarding the plan.

**May 18, 2010: School Site Council (SSC) Meeting**

Principal provided an update on the process and provided SSC members with a copy of the plan. SSC members discussed the plans and staff addressed the questions and concerns.

**May 18, 2010: Parent Faculty Club (PFC) Meeting**

Principal provided an update on the process and provided PFC members with a copy of the plan. Group discussed the plans and principal addressed all questions and concerns.

**May 20, 2010: English Learner Advisory Council (ELAC):**

Principal provided an update on the process and provided ELAC members with a copy of the plan. Group discussed the plans and principal addressed all questions and concerns.

# Budget Narrative

**Budget Narrative**  
**SCHOOL: El Dorado Middle**

Object Code	Description	Title I ARRA	EIA	SLIBG	Total	Budget Narrative
CBED	<i>these numbers help to calculate cost</i>					
# of teachers		35				
<b>1000</b>	<b>Certificated Salaries</b>					
	.40 FTE Student Services Coordinator	\$ 31,536			\$ 31,536	<p>1 FTE SSC is \$78,841. For the 2010-11 school year El Dorado was assigned a .60 FTE SSC due to budget reductions. Staff will maintain a 1.0 FTE by paying for .40 FTE SSC out of Title I funds. SSC will support, provide and coordinate counseling services on campus.</p> <p>One section equals \$12,000 or .20 FTE for a total of 10 sections or 2.0 FTE. EIA will pay for 3 sections and Title I ARRA will pay for 1 (.20 x 4) 2 Academic Literacy classes and 1 ELD class 6-8th grade students.</p> <p>Substitutes for Math teachers for collaboration time and observation time (5 days x 7 teachers x \$130/day)=\$4550</p> <p>Substitutes for ELA teachers for collaboration time and observation time (3 days x 10 teachers x \$130/day)=\$3900</p>
	Add additional sections to off EL classes	\$ 12,000	\$ 36,000		\$ 48,000	
1160	Substitutes for Math Teachers	\$ 4,550			\$ 4,550	
1160	Substitutes for ELA Teachers	\$ 3,900			\$ 3,900	

1160	Substitutes for ELL Teachers	\$ 1,950			\$ 1,950	Substitutes for ELL teachers for collaboration time and observation time (3 days x 5 teachers x \$130/day)=\$1950
1160	Substitutes for Renaissance Teachers	\$ 1,170			\$ 1,170	Substitutes for Renaissance teachers for collaboration time and observation time (3 days x 3 teachers x \$130/day)=\$1170
	Extended Day (as part of the After School Program) Intervention Classes for students not at grade level and elective and enrichment classes.	\$ 2,250				Provide Extended Day Intervention/enrichment classes to students. 3 teachers (American Sign Language, Spanish, Math Intervention) x 1 days/wk x 20 wks x 1.5 hrs x \$25/hr)
	<b>Total Certificated Salaries</b>	<b>\$ 55,106</b>	<b>\$ 36,000</b>	<b>\$ -</b>	<b>\$ 91,106</b>	
<b>2000</b>	<b>Classified Salaries</b>				\$ -	
2200	Educational Interpreter	\$ 589			\$ 589	Provide translation services to ensure documents are accessible to school population and community. (\$19.62/hr x 30 hours)=\$589
	<b>Total Classified Salaries</b>	<b>\$ 589</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 589</b>	
<b>3000</b>	<b>Employee Benefits</b>				\$ -	
3101	STRS-Certificated (8.25%)	\$ 4,546	\$ 2,970	\$ -	\$ 7,516	STRS
3202	PERS-Classified (10.200%)	\$ 60	-	\$ -	\$ 60	
3321	Medicare-Certificated (1.45%)	\$ 799	\$ 522	\$ -	\$ 1,321	Medicare
3322	Medicare-Classified	\$ 9	-	\$ -	\$ 9	
3502	SUI-Certificated (.720%)	\$ 3,968	\$ 2,592	\$ -	\$ 6,560	SUI
3502	SUI-Classified	\$ 424	-	\$ -	\$ 424	

3302	Social Security-Classified (6.2%)	\$ 36	\$ -	\$ -	\$ 36	Social Security
3601	WCI-Certificated (2.96%)	\$ 1,631	\$ 1,066	\$ -	\$ 2,697	Workers Compensation Insurance
3602	WCI-Classified (2.96%)	\$ 17	\$ -	\$ -	\$ 17	
3331	Certificated Hourly-PARS (3.750%)	\$ 2,066	\$ 1,350	\$ -	\$ 3,416	
3332	Classified Hourly-PARS (3.750%)	\$ 22	\$ -	\$ -	\$ 22	
	Post retirement Health Benefit surcharge				\$ -	Post retirement benefit surcharge
3421	Dental	\$ 1,406			\$ 1,406	Delta Dental (\$1,406 per person) (3 staff)
3431	Vision	\$ 196			\$ 196	Vision (\$196 per person) (3 staff)
<b>Object Code</b>	<b>Description</b>	<b>Title I</b>	<b>Title I</b>	<b>Title I</b>	<b>\$ -</b>	<b>Budget Narrative</b>
3411	Health-certificated	\$ 1,282			\$ 1,282	Health insurance \$1282 + Union negotiated \$3300 (3 staff)
3412	Health-classified				\$ -	Health insurance (1 party plan)
	<b>Total Benefits</b>	<b>\$ 16,463</b>	<b>\$ 8,500</b>	<b>\$ -</b>	<b>24,963</b>	
<b>4000</b>	<b>Books and Supplies</b>				\$ -	
4300	Curriculum Associates Assessments (Math & ELA)	\$ 7,744			\$ 7,744	Data/Assessment. Purchase Curriculum Associates benchmark assessments for every student. Each student 6-8 will need 2 booklets (ELA and Math) at \$4/each. 880 students x \$4/book x 2 books (ELA/Math) = \$7,040 x 10% tax
4300	Curriculum Associates Assessments (Science for 5th and 8th graders)	\$ 1,386			\$ 1,386	Data/Assessment. Purchase Curriculum Associates benchmark assessments for every student. 8th grade students will need 1 additional book (Science). 315 8th graders x \$4 = \$1,260 x 10% tax

4300	Curriculum Associates Teacher Guides	\$	196			\$	196	Curriculum Associates Teacher Guides (30 teachers x \$5.95/guide) x 10% tax
4400	Curriculum & Associates Scanner	\$	1,018			\$	1,018	Data/Assessment. Purchase 1 Curriculum Associates scanners to support assessment tools implementation and analysis (1 scanners x \$925/each = \$925) + 10% tax
4300	Purchase I Can Learn: Math curriculum and Installation Professional Development	\$	12,900			\$	12,900	Purchase the I Can Learn Math Curriculum and professional development support (professional development \$7,500 + \$5,400 student subscription)
4300	Renaissance Program materials	\$	1,500			\$	1,500	Renaissance Program school learning environment program (\$1,500 curriculum costs, bumper stickers, gold cards, certificates and prizes).
4300	INSIDE National Geographic Program materials	\$	16,000			\$	16,000	Additional support for 6-8th grade ELL and struggling readers \$100 per book x 160 students
	<b>Total Books and Supplies</b>	\$	<b>40,744</b>	\$	-	\$	-	40,744
<b>5000</b>	<b>Conferences, Contracts and Travel</b>					\$	-	
						\$	-	
5800	Contract with Parent Presenters	\$	2,500			\$	2,500	Contract with presenters to support parent communication and education. PD/Technical Assistance. Math Coach (Phil Gonsalves) will visit and coach the El Dorado math department and meet with teachers during release days to support math instruction. 3 days x \$1,000/day
5210	Contract with Phil Gonsalves for Math coaching and support	\$	3,000			\$	3,000	

	<b>Total Conferences, Contracts and Travel</b>	\$ 5,500	\$ -	\$ -	\$ 5,500	
6000	<b>Facilities</b>				\$ -	
	<b>Total Facilities</b>				\$ -	
	<b>Subtotal</b>	<b>\$ 118,401</b>	<b>\$ 44,500</b>	<b>\$ -</b>	162,901	
7310	<b>Total Contracts over \$25,000</b>				\$ -	
5800	indirect costs (5.73%)				\$ -	
	<b>Total</b>	<b>\$ 118,401</b>	<b>\$ 44,500</b>	<b>\$ -</b>	162,901	
	Budget or Grant Amount	\$ 133,800	\$ 50,971	\$ 48,671	\$ 233,442	\$ -
	<i>remaining</i>	\$ 15,399	6,471	48,671	70,541	
	TITLE I ARRA		EIA	SLIBG		

## Summary

- Purchase, install, and providing professional development for the ***I Can Learn*** math intervention program. This computer-based program will be used to assist our student's that are struggling in math.
- Purchase **Curriculum and Associates** teacher guides, scanner, and benchmark assessments for all students in the areas of Math and English / Language Arts and for 8<sup>th</sup> grade students in the area of Science. Provide professional development for teachers.
- Purchase **INSIDE** from National Geographic to support our English Language Learners and struggling readers. Provide professional development for teachers.
- Allocate funds for the **Renaissance Program**, designed to honor, recognize and honor students for academic growth / success.
- Allocate funds for **additional sections** on the master schedule to support our English Language Learners and struggling readers.
- Allocate funds for **sub days** for collaboration and professional development.
- Allocate funds to maintain 1.0 **student services coordinator** position.
- Add three classes to the **After School program**; American Sign Language (ASL), Math Intervention, and Spanish for Spanish Speakers.
- Allocate funds for increased **parental involvement**.

# Attachments

