

Alianza Charter School

Action Plan Goals & Objectives

Please review for the SBC Days in January 2006

Goal 1 - Goal #1: *All staff at Alianza will continue to increase academic achievement and learning by making use of all available data to inform instruction, assess students regularly, and apply the most effective research based instructional strategies in the classroom as per state requirements.*

- *Student groups participating in this goal: All*
- *Performance gains expected for these students & Means of evaluating progress toward this goal*
 - *Alianza students will meet the Academic Performance Index target set by the State of California.*
 - *Alianza students will meet the Adequate Yearly Progress targets set by the requirements of the NCLB for the school and significant subgroups.*
 - *On the SABE test / Reading, the number of students scoring 50% NCE or greater will increase by 10%*
 - *On the SABE test / Language, the number of students scoring 50% NCE or greater will increase by 10%*
 - *On the SABE test / Math, the number of students scoring 50% NCE or greater will increase by 10%*
- *Group data needed to measure academic gains: All students, English Learners & Economically Disadvantaged.*

I. Description of Specific Actions to Improve Educational Practice

A. Alignment of instruction with content standards:

1. The Alianza Cadres will use the Accelerated Schools Project Inquiry Model which focuses on student achievement of reading/lang.arts, ELD, and math standards through a discrepancy analysis of achievement data, review of grade level practices, and student work.
2. The standards-based Alianza Benchmark Assessment System (Spanish/English) includes:
 - a) Reading assessment,
 - b) Writing Rubric
 - c) Math assessment
 - d) These formative assessments will be used to assess student progress. These assessments are administered three times annually to inform instruction and make appropriate adjustments.
3. The district's ADEPT assessment and CELDT results are used to monitor the acquisition of English for EL students and guide instruction.
4. Staff will adapt/develop assessments that are both vertically and horizontally coordinated to ensure they are linked to State content and performance standards.
5. Each grade level will articulate test wiseness and test taking strategies to their students on a regular basis which focus on areas identified through the cluster item analysis.
6. All efforts will be made to have only straight grades so that teachers may

focus more closely on grade level standards. This will include an extra teacher to reduce class size in grades 7 and 8.

7. In the Spring of 2005 Alianza participated in a review of the Quality Standards for Charter Schools that have been established by the California Charter Schools Association. Alianza commits itself to addressing the areas that are identified as a result of this review. We will implement the development of a new Strategic Plan during the 2005/06 school year. This effort may involve: off-site planning meetings, duplication of materials, hiring of consultants and other related expenses.

B. Improvement of instructional strategies and materials:

1. Every student has access to a district adopted textbook aligned with the state standards for every subject area or have other standards-based materials. Students in the biliteracy Two Way program are provided with a Spanish language text and an English language text appropriate to the language acquisition stages.
2. Teachers will have the opportunity to participate in workshops, conferences and institutes:
 - a) if funds are available in the school budget
 - b) if relevance and clear connection to this school plan can be demonstrated
3. All staff will participate in four Mega Meetings during the school year, one to be scheduled each quarter, from 1:45 to 4:00. Mega-meetings will focus on the ongoing development of action plans that will contribute to increased student performance and the successful attainment of the school's performance objectives.
4. During the 2004/05 School Year Alianza returned to Program Improvement Year 1 status. Test results indicated we had not met the AYP criteria. We reviewed our School Plan and decided to adjust our instruction to add special focus on those students as being at the higher end of the Basic category. It was felt that with additional support these students could achieve Proficient status on the CST. Each grade level developed their specific Cusper Plan:
 - a) **Kinder:** 1) ELD Math lesson plans will include lessons which develop math vocabulary for the number sense strand, geometry and mathematical reasoning. 2) Spanish math lesson plans will emphasize specific standards. 3) ADEPT results will be analyzed and ELD lessons adjusted to cover Level 4) A request that the Math Cadre develop assessments that yield more specific data than "at, above, below."
 - b) **First:** Based on ADEPT results, we have grouped each ELD class into homogenous groups for the teacher and listening centers. At these centers, students will work on vocabulary, grammar structures or English phonics and reading as appropriate.
 - c) **Second:** We have adjusted our ELD heterogeneous independent centers, the homogeneous teacher center, and Daily Practice to cover all of the standards. We have also included in Daily Practice and the teacher center the Math Standards that require specific English vocabulary; i.e. money, time, shapes, and word problems. Doing an error assessment on the ADEPT for second graders, we identified the vocabulary and grammatical holes to be addressed in Daily Practice and the teacher center.
 - d) **Third:** We have implemented a 20 minute block of skill time in our

ELD program. We are basing this on essential standards that are not being covered in other aspects of our ELD program. We will also be using the results from ADEPT testing to develop our skill time foci. Begin heterogeneous and homogenous math centers during Spanish time so that students individual needs will be met. This is ideal in that teachers are able to meet with CUSPER's in small groups and move them forward in math. Engaging in math centers during Spanish time also helps bridge the math that is covered three times a week for 30 minutes in ELD. Finally we have decided to use our ELD center time to have a homogenous teacher center in which specific key concepts can be covered. Again this will have kids working in small groups according to their particular level while learning and practicing key concepts. Concepts includes reading comprehension, grammar usage, writing strategies, etc.

- e) **Fourth:** Targeted teaching in pull out groups and teacher centers.
- f) **Fifth:** Spanish teachers will focus on reading comprehension, an identified weak area as per test analysis, and utilize grade level test prep materials. Social studies centers will incorporate a variety of standards based reading and writing activities. In writing, students will develop an awareness of grade level expectations, and teachers will present mini lessons addressing areas of weakness (example: introductory paragraphs). More math will be taught in English than was the case previously. The 5th grade math standards have been broken down and assigned to be taught in English and Spanish as appropriate; concepts that can translate easily will be taught in Spanish (notably number concepts and operational applications), while those that do not will be addressed in English (example: measurement, word problems, and geometry). Students are receiving English reading and writing instruction at their instructional level, and practice spelling at their ZPD level. Based on the results of the CELDT and ADEPT tests, specific grammatical structures will be taught as identified. Test prep materials will be used, and students will maintain their own standards log to keep track of their progress in achieving the grade level standards for 5th grade. They will also participate in the Accelerated Reader program and the 25 book campaign.
- g) **Sixth:** As a result of testing from both CST and individual reading, writing, listening and speaking our upper grade instructors have identified areas of focus. In math, students who are in CST level 2 or 3 have been asked to stay in a supplemental math class three days a week in the afterschool to meet the CST Target of 4. Also the instructor has had individual conferences with the students. In sixth grade students are journaling with their language arts instructor. In language arts the students are reciprocal reading, literature studies and Step Up To Writing.
- h) **Seventh:** In math, students who are in CST level 2 or 3 have been asked to stay in a supplemental math class three days a week in the afterschool to meet the CST Target of 4. Also the instructor has had individual conferences with the students. In seventh grade students are journaling with our Migrant Resource Specialist and the Language Arts instructor. In language arts the students are reciprocal reading, literature studies and Step Up To Writing.

C. Extended learning time/ Increased educational opportunity:

1. Second thru eighth grade students identified as “at-risk” may participate in any of the following intervention programs organized by the school or in collaboration with the Extended Learning Program and/or the Migrant Program:
 - a) Alianza After School Program,
 - b) Alianza Summer School;
 - c) Si Puedo Literacy Program (Teachers and Instructional Aides)
 - d) Intervention Teachers (Hourly Teachers) will:
 - (1) work with small groups or 1:1
 - (2) work with staff in the areas of literacy, math, ELD
 - (3) coordination of assessment.
 - (4) identification of students to participate in interventions
 - (5) coordinate schedules of intervention personnel
 - (6) schedule, collect and enter assessment data in the Alianza Data Base
2. Fund Resource Teacher(s) to work with staff in literacy development, ELD either through increasing their FTE percentage or by hiring to work on an hourly basis.
3. The school will continue to reduce class size at the 4th-8th grade level to a ratio of 25:1 utilizing site charter school block grant funds.

D. Staff development and professional collaboration:

1. The Alianza Professional Development program uses a team of Special Teachers to release a grade level team for half a day twice each month to examine assessment data, integrate effective instructional practices, and develop curriculum to improve student achievement.
 - a) These meetings will be collaboratively planned between administration and grade level team leadership.
 - b) Each grade level team will define it’s own leadership structure. Possible models include the identification of a team leader or perhaps a rotation of leadership responsibilities.
 - c) As the budget permits, funds will be made available to stipends, provide release time or both to support grade level team leadership in the planning of the APD program.
 - d) Establish a Professional Development Collaboration Calendar with expected outcomes aligned with performance goals.
2. Monthly Staff Meetings will be focused on progress toward meeting student achievement goals.
3. Grade Level Teams meet every other Restructured Tuesday to focus on curriculum development and instructional issues related to student progress and grade level performance goals.
4. If state funding allows, Plan three SBC days that focus on issues related to the implementation of the school plan, review of STAR test data and attainment of performance goals.
5. Provide release time for classroom teachers to conduct individual student assessment and analysis of student work to guide instruction.
6. Train and supervise paraprofessional intervention staff in the use of intervention strategies to use with at risk students in the area of literacy development and ELD.
7. Staff will attend conferences, workshops and trainings to develop strategies or gain knowledge that support the achievement of student performance goals. Travel and conference costs will be paid if funds are available.

E. Involvement of staff, parents and community:

1. Staff will share assessment results with students, parents, and community through Report Cards, Alianza Council Meetings, newsletter, home visits and/or any of the following practices: multiple phone contacts, parent conferences individual parent nights, targeted parent training, weekly progress reports with parent feedback, interactive homework, parent/teacher interactive journals, kinder homework bags.
2. Implement the Alianza School-Parent Compact.
3. As issues surface, schedule Parent Forums or Parent Orientation Meetings to provide opportunities to gather parent input and share important/relevant information with parents.
4. Continue to employ a Parent Education Specialist (PES).
5. Childcare will be provided at all school functions as funds permit to facilitate and encourage parent participation.
6. Recommendations for hiring practices at Alianza. These recommendations are a continuation of work the school is already committed to as shown in the creation of anti-racist curriculum across grade levels and in the Alianza Charter School vision statement.
 - a) • **TARGET %:** We recommend moving toward an equitable representation of classroom teachers and certificated staff in leadership positions that is proportionate to the racial, cultural, and linguistic demographics of the student population. This would reflect the vision of the Alianza School Mission Statement.
 - b) • **HIRING COMMITTEE:** We recommend that the committee, comprised of staff and parents, equitably reflect the demographics of the school population. The majority (at least half) of the interview should be conducted in Spanish.
 - c) • **QUALIFICATIONS:** Although we acknowledge the importance of teacher certification programs, we must emphasize the importance of other qualifications that will help us achieve our goal of creating an equitable society. Therefore we recommend that we broaden the definition of qualified candidate to include the following criteria:
 - (1) reflects student's experiences (migrant experiences,...)
 - (2) be a native Spanish speaker
 - (3) be an active and involved community member
7. Formation of classes for the following school year
 - a) Staff will communicate to parents that our first priority is balanced classrooms and that parent requests for a specific teacher will not be accepted.
 - b) Grade Level Teams meet and classes will be formed taking into account: behavior, gender, ability, group dynamics, first language and other criteria.
 - c) The class will be placed into envelopes, signed by the teachers. They will be sealed and delivered to the Office.
 - d) Teachers' names will be drawn out of a hat and attached randomly to an envelope containing a class.
 - e) The Office will then enter the classes into the computer.
 - f) No students will be moved unilaterally by the principal
 - g) A student will only be moved as a result of a decision made by the Sending Grade Level Team, receiving Grade Level Team & the Principal.
 - h) During the 2005/06 School Year, a cadre will be assembled to

establish enrollment criteria for every grade level to accomplish two goals: a) insure that students will be successful in the Alianza Program and b) promote a 60% Spanish model and 40% English model mixture of students that will better adhere to the criteria necessary to have a Two Way Bilingual Immersion Program.

F. Auxiliary services for students and parents: (including transition from pre-school, elementary and middle school)

1. The Rural Technology Information Project will continue. . This group will work with Alianza to provide families with home. computers, a computer lab at the 2nd Street Community Center, and training for parents.
2. The Parent Education Specialist will organize:
 - a) Inform/educate the parents of potential students of the nature and structure of the Alianza 2 Way Program and the ways it can and cannot meet the learning needs of their children.
 - b) Advertise the Alianza program in the newspaper.
 - c) Distribute the Alianza Brochure and Alianza video.
 - d) Facilitate observations by parents of the Alianza program. Recruit students at pre-schools and similar organizations for enrollment at Alianza.
3. Teachers will continue to host parents for observation of the Alianza program.
4. Continue implementing programs that teach conflict resolution and peace keeping skills.
5. Student Council representatives and other student leaders will serve as conflict managers. Hire a consultant to train monitors, if funds are available.
6. Continue to provide a safe learning environment by providing gang prevention, conflict resolution and decision-making training Kinder - 8th grade (eg: Pajaritos.)
7. Convene a Learning Environment Task Force to revise the School Discipline Policy. This effort will take place in the fall and will include, but will not be limited to, the following:
 - a) Hire staff like a Campus Supervisor or Assistant Principal or other appropriate position to implement and enforce the school Discipline Policy.
 - b) Establish a clear and consistent policy of rules and appropriate consequences.
 - c) Establish a program to integrate and involve parents into daily school activities.
 - d) Continue efforts to improve the school food program so that students are eating food that does not contribute to undesirable behavior.
 - e) Enforce the school uniform policy.
8. Continue the Alianza Book of the Month program in order that all classrooms focus on school-wide equity issues through literature each month.
9. Employ 4 yard supervisors for the playground and 2 Cafeteria supervisors in the cafeteria before school and at lunch.
10. Provide resources and support for the Alianza Children's Day event
11. Provide funds for overtime for office staff as needed to help prepare for the opening and closing of school and for special needs that may develop during the course of the school year.
12. Align the GATE program with requirements from state and district.

13. Maintain membership with CCSA and CSDC/Charter Voice, and other professional charter school organizations.
14. The following Action Plans were developed in our 2003 Coordinated Compliance Self Review:
 - a) 1st Grade teachers will include 200 minutes of PE every 10 days in their instructional schedules. This will be reflected in their lesson plans. Since the previous CCR-Self Review, Grades Kinder, 3rd, 4th, 5th, and 6th have become compliant.
 - b) Non-discrimination and harassment policies will be: 1) translated into Spanish so that they are accessible to a majority of school parents; 2) distributed to teachers annually 3) posted conspicuously in the office where they can be accessed by parents, students and community members and in the staff room where they can be accessed by teachers
 - c) Sexual harassment policies will be: 1) translated into Spanish so that they are accessible to a majority of school parents; 2) distributed to teachers annually 3) posted conspicuously in the office where they can be accessed by parents, students and community members and in the staff room where they can be accessed by teachers
 - d) The procedures for filing a complaint about all issues of discrimination, harassment and sexual harassment will be made available annually to all staff. The handbook "Complaint Policies and Forms" will be available to all staff in the office and the staff room. Information about these policies will be distributed at the beginning of each school year to all students and their families and to all staff.
 - e) Alianza Charter School will address the needs of our GATE students by: 1) contracting with the District GATE program to provide a workshop on differentiation of instruction strategies 2) Develop appropriate and compliant procedures to identify Alianza students each fall.

G. Monitoring program implementation and results:

1. 1. Program evaluation will be an ongoing activity and will include the following activities:
 - a) 8 staff meetings held monthly will focus on implementation of the school plan and progress toward meeting our achievement goals.
 - b) 4 Mega-Meetings held each quarter will focus on implementation of the school plan and progress toward meeting our achievement goals.

Goal 2 – Goal #2: *All students who are continuously enrolled in the school since kindergarten will read at grade level in Spanish by the end of 3rd grade and English and Spanish by the end of 5th grade.*

- *Student groups participating in this goal: All*
- *Performance gains expected for these students & Means of evaluating progress toward this goal*
 - *On the English Language Arts California Standards Test, a 10% decrease in the percent of students scoring at:*
 - *the “Far Below” (Level 1)*
 - *the “Below” (Level 2)*
 - *the “Basic” (Level 3)*
 - *On the English Language Arts California Standards Test, a 10% increase in the percent of students scoring at:*
 - *the “Proficient” (Level 4)*
 - *the “Advanced” (Level 5)*
 - *On the California English Language Development Test (CELDT) a 50% increase in the number of students scoring at the Proficient level (4),*
 - *On the Alianza Reading Benchmark assessment, a 10% increase in the percent of students reading at grade level or above, in both English and Spanish,*
 - *On the Writing Rubric, a 10% increase in the percent of students meeting writing bench-marks at each grade level.*
 - *A 50% increase in the number of students redesignating to R-FEP.*
- *Group data needed to measure academic gains: All students, English Learners & Economically Disadvantaged.*

A. Alignment of instruction with content standards:

1. The staff will identify and give priority to the most recent state reading/language arts key content standards, align them with curriculum and ensure these standards are taught.
2. Each Grade Level Team will identify three cluster objectives from the Reading Content Standards and three cluster objectives from the Math Content Standards that are assessed on the STAR test for grade level instructional priority.
3. The framework for Early Literacy will be used which incorporates the four elements of writing. A variety of strategies are used to increase writing performance to meet standards.
4. The staff will continue to implement Step Up to Writing which will include a coaching program for both vertical and horizontal program articulation in order to increase student performance.
5. The Accelerated Reader (Spanish/English) will be used to motivate students to read as a strategy for improving CAT-6 performance. Leveled books will be available. Efforts will be made to include all classes.
6. The ELD Cadre will continue to develop a vertical ELD scope and sequence for patterns, structures and language functions for increased English acquisition aligned to the ELD standards. Grade level teams, will set agendas for Collaboration Time to increase the number of students that reclassify.
7. Each grade level will explicitly articulate test wiseness and test taking strategies to their students which focus on areas identified through the cluster item analysis.
8. Staff will administer CAT-6/SABE practice tests on a regular basis through

- April, prior to the start of testing.
9. Hire Literacy/Math Intervention, credentialed teachers interested in working on an hourly basis, to work with students who have been identified as Cusper, Newcomer or at risk.
 10. Employ X% FTE Resource Teacher to oversee Intervention Teachers in the area of Literacy Development.
 11. Employ two 6 hour Instructional Aides (1.5 FTE) to work with 1st-3rd grade students in the Si Puedo Program and to assist in the Kinder program.

B. Improvement of instructional strategies and materials:

1. Alianza will purchase/develop standards-based reading and language arts materials, math, social studies and science texts.
2. The staff will continue to utilize the Grant Wiggins Backwards Design™ to develop thematic units and to identify essential skills, align instructional strategies targeted at those skills, and assess for mastery across all grade levels.
3. Grade Level Teams will identify zone of proximal development (ZPD) strategies and plan instruction to include the maximum number of teacher/student ZPD interactions possible.
4. Staff will use strategies identified through the collaboration process to improve reading comprehension and fluency and incorporate the Alianza Powerful Learning Strategies:
 - a) Direct Instruction: Phonemic Awareness, Phonics, Fluency, Comprehension & Vocabulary.
 - b) Oral Language activities that develop background knowledge, vocabulary and comprehension.
 - c) Guided Reading
 - d) Partner Reading
 - e) Shared Reading
 - f) Independent Reading
 - g) Reciprocal Teaching
 - h) Reading Volume
 - i) Step Up To Writing as part of integrated literacy program.
 - j) Formative assessments each trimester.
5. Staff will utilize effective ELD instruction to accelerate English acquisition and progress towards mastery of the 5th grade achievement goal towards reclassification.
6. Technology will be integrated into the school-wide curriculum and instruction. Software and hardware will be purchased as funds permit to support technology integration.
7. Hire Technology Support Personnel to support teachers and maintain the network infrastructure through an articulated process.
8. The school will fund a 0.6 FTE resource teacher to oversee the Si Puedo Spanish literacy program with support from 2 instructional aides.
9. Alianza administration will observe in classrooms regularly to observe implementation of standards.

C. Extended learning time/ increased educational opportunity

1. Second-sixth grade students identified as “at-risk” may participate in any of the following inter-vention programs organized by the school or in collaboration with the Extended Learning Program and/or the Migrant Program:
 - a) Alianza Extended Learning Academy,
 - b) Alianza Summer School;

- c) Si Puedo Literacy Program (Teachers and Instructional Aides)
- d) Intervention Teachers (Hourly Teachers) will:
 - (1) work with small groups or 1:1
 - (2) work with staff in the areas of literacy, math, ELD
 - (3) coordination of assessment.
 - (4) identification of students to participate in interventions
 - (5) coordinate schedules of intervention personnel
 - (6) schedule, collect and enter assessment data in the Alianza Data Base

- 2. The school will continue to reduce class size at the 4th-8th grade level to a ratio of 25:1 utilizing site charter school block grant funds.
- 3. Fund X% FTE Resource Teacher to work with staff in literacy development, ELD .

D. Staff development and professional collaboration:

- 1. The Alianza Professional Development program uses a team of Special Teachers to release a grade level team for half a day twice each month to examine assessment data, integrate effective instructional practices, and develop curriculum to improve student achievement.
 - a) These meetings will be collaboratively planned between administration and grade level team leadership.
 - b) Each grade level team will define it's own leadership structure. Possible models include the identification of a team leader or perhaps a rotation of leadership responsibilities.
 - c) As the budget permits, funds will be made available to stipends, provide release time or both to support grade level team leadership in the planning of the APD program.
 - d) Establish a Professional Development Collaboration Calendar with expected outcomes aligned with performance goals.
- 2. Monthly Staff Meetings will be focused on progress toward meeting student achievement goals.
- 3. Grade Level Teams meet every other Restructured Tuesday to focus on curriculum development and instructional issues related to student progress and grade level performance goals.
- 4. If state funding allows, Plan three SBC days that focus on issues related to the implementation of the school plan, review of STAR test data and identification of performance goals.
- 5. A cadre of Special Teachers will be available to release teachers to work together with administration or consultants like Enid Lee, Step Up to Writing, etc. on Collaborative Fridays twice a month.
- 6. Staff will participate in four Mega Meetings (1 each trimester) which focus on action plans that will contribute to increased student performance by evaluating data, developing curriculum, and adjusting instructional strategies.
- 7. Grade level Team colleagues, administrators, consultants (eg: Enid Lee), Intervention Teachers will engage in coaching activities focusing on improving instructional strategies targeted at the Zone of Proximal Development using tools such as videos, case studies, observations, analyzing student work, reflective dialog and inquiry.
- 8. Staff will continue to work with Enid Lee on equity strategies that address barriers that block or inhibit a student's access to an appropriate education at Alianza.
- 9. Establish a Professional Development Collaboration Calendar in August with

Grade Level Teams that sets goals and objectives related to standards and performance targets that will guide the use of Collaboration Fridays, Grade Level Team meetings and Staff Meetings.

E. Involvement of staff, parents and community: (including interpretation of student assessment results to parents)

1. Hire a classified Parent Education Specialist to: a) collaborate with Migrant Education staff to organize a comprehensive parent support/education/involvement program, b) facilitate home/school communication, and c) work with teachers to develop training programs.
2. Hold monthly Alianza Council Meetings. Hold parent training in the residential community of the parents to increase parent participation in the training.
3. Grade Level Teams will develop specific grade level training for parents
4. Staff will make videos of parent training and Grade Level Back to School Night Presentations to be checked out by parents who are unable to attend training.
5. The school will increase teacher/parent contact by making regular home visits or any of the following practices: multiple phone contacts, individual parent nights, targeted parent training, weekly progress reports with parent feedback, interactive homework, parent interactive journals, kinder homework bags. Provide funds for long distance phone cards to call parents and provide transportation to school functions.
6. The school will hold student performance and awards recognition ceremonies with family get-togethers to strengthen school/community partnerships at the end of each trimester.
7. Hire a counselor to deal with the social/health/attendance needs of students that have a negative impact on student learning as funds permit, collaborate with Catholic Charities
8. Staff will use parent conferences as a means to provide information regarding student achievement towards meeting standards. Standards-based report cards provide parents with student progress.

F. Auxiliary services for students and parents: (including transition from pre-school, elementary and middle school)

1. The Rural Technology Information Project will work with Alianza to provide families with home computers, computer labs at the Marinovich Center and Alianza, and training for parents.
2. The Parent Education Specialist will organize:
 - a) Recruitment of students at pre-schools for enrollment at Alianza.
 - b) Advertise the Alianza program in the newspaper.
 - c) Distribute the Alianza Brochure and Alianza video.
 - d) Facilitate observations by parents of the Alianza program.
3. Continue implementing programs that teach conflict resolution and peace keeping skills.
4. Upper elementary students will serve as hall monitors and conflict managers.
5. Continue to provide a safe learning environment by providing gang prevention, conflict resolution and decision-making training Kinder -8th grade.
6. Alianza will establish a Book of the Month program in order that all classrooms focus on school-wide equity issues through literature each month.
7. Employ 6 yard supervisors before school and at lunch, as funds permit.
8. Employ a lunch time activity coordinator as funds permit.
9. Provide resources and support for the annual Children's Day event.
10. Provide funds for overtime for office staff as needed to help prepare for the opening and closing of school and for special needs that may develop during

the course of the school year.

11. Align the GATE program with requirements from state and district, establish GATE identification procedures and provide GATE training for teachers. (CCR)
12. Maintain membership with CCSA & CSDC professional charter school organizations.

G. Monitoring program implementation and results:

1. Program evaluation will be an ongoing activity and will include the following activities:
 - a) 8 staff meetings held monthly will focus on implementation of the school plan and progress toward meeting our achievement goals.
 - b) 4 mega-meetings held quarterly will focus on implementation of the school plan and progress toward meeting our achievement goals.
2. Reading Assessment - The Staff agrees to adjust the Alianza Benchmark Assessment to align better with the District plan:
 - a) Alianza K-6 Reading Assessment Plan 2004-05
 - b) Kinder:
 - (1) Spanish
 - (a) EDL
 - (b) 25 PAF
 - (c) Evaluación de Kinder de Alianza
 - (2) English
 - (a) Pending district decision
 - c) First:
 - (1) Spanish
 - (a) EDL
 - (b) 100 PAF
 - (2) English
 - (a) pending district decision
 - (b) 50 HFW
 - d) Second:
 - (1) Spanish
 - (a) EDL (for students at or below level 24)
 - (b) Flynt/Cooter/Johns (for students above level 24)
 - (c) 200 PAF
 - (2) English
 - (a) DRA
 - (b) 200 HFW
 - e) Third:
 - (1) Spanish
 - (a) EDL (for students at or below level 28)
 - (b) Flynt/Cooter/Johns (for students at grade level)
 - (2) English
 - (a) DRA (for students at or below level 28)
 - (b) Houghton Mifflin (for students at grade level)
 - f) Fourth:
 - (1) Spanish
 - (a) Flynt/Cooter/Johns
 - (2) English
 - (a) DRA (for students at or below level 28)
 - (b) Houghton Mifflin (for students at level 30 and above)

- g) Fifth:
 - (1) Spanish
 - (a) Flynt/Cooter/Johns
 - (2) English
 - (a) DRA (for students at or below level 28)
 - (b) Houghton Mifflin (for students at level 30 and above)
 - h) Sixth:
 - (1) Spanish
 - (a) Flynt/Cooter/Johns
 - (2) English
 - (a) Houghton Mifflin
 - i) Seventh:
 - (1) Spanish
 - (a) Flynt/Cooter/Johns
 - (2) English
 - (a) Houghton Mifflin
 - j) Legend:
 - (1) PAF=Palabras de Alta Frecuencia
 - (2) HFW=High Frequency Words
 - (3) EDL=Evaluación del Desarrollo de Lectura
 - (4) DRA=Developmental Reading Assessment
 - (5) BPST=Basic Phonics Skills Test
3. ADEPT / Assessment of ELD progress - The Alianza Staff agrees to use ADEPT to better align the Alianza Benchmark Assessment with that of the District.
- a) Alianza Charter School students be assessed using the ADEPT Test in order to inform teachers as to their students Listening/Speaking ELD Levels.
 - b) Testers will be hired to assess all students in the Fall, 2004 to establish each students' baseline level.
 - c) Teachers will be given release time to assess 3-6 of their own students in order to familiarize themselves with the test.
 - d) New enrollees will be assessed by Cathy Thomas or her designee upon enrollment.
 - e) Release time will be given to teachers to test their students for Trimester 2 and Trimester 3 reporting periods.
 - f) Continue to urge the district to work with the developers of the Adept Test to modify the pictures.
4. Step Up to Writing at Alianza: Alianza Staff agree that these are the Writing skills outgoing students need by end of year at each grade level:
- a) First
 - (1) Basic writing conventions: start sentence with a capital and end with a period
 - (2) Fragment vs. complete sentence awareness
 - (3) Penmanship
 - b) Second:
 - (1) Modeling of effective topic sentences
 - (2) Modeling of SUTW strategies in ELD
 - (3) Introduction to note-taking with expository text
 - c) Third
 - (1) Correct punctuation (capitals, periods, commas)
 - (2) Knowledge of abbreviations (Mr., Mrs.)

- (3) Good topic sentences and conclusions
- (4) 5-sentence paragraphs
- (5) Introduce dialogue/quotation marks (Spanish & English)
- (6) Introduce, practice cursive writing
- d) Fourth
 - (1) Complete sentences with correct capitalization and punctuation
 - (2) Correct spelling of sight words, days of the week, months
 - (3) Knowledge of common abbreviations (Mr., Miss, Mrs., Ms., Jan., Feb., etc.)
 - (4) Paragraph indentation and no writing outside right margin
- e) Fifth
 - (1) Familiarity with a variety of topic sentences
 - (2) Knowledge of how to write a Thesis Statement (Occasion/Position topic sentence & Projected Plan)
- f) Please refer to Step Up to Writing Strategies and Activities document.

Goal 3 – Goal #3: *All students will acquire the grade level math skills to perform grade level math, the number of students meeting state performance standards will increase annually,*

- *Student groups participating in this goal: All*
- *Performance gains expected for these students & Means of evaluating progress toward this goal*
 - *On the Math California Standards Test, a 10% decrease in the number of students scoring at:*
 - *the “Far Below” (Level 1)*
 - *the “Below” (Level 2)*
 - *the “Basic” (Level 3)*
 - *On the Math California Standards Test, a 10% increase in the number of students scoring at:*
 - *the “Proficient” (Level 4)*
 - *the “Advanced” (Level 5)*
 - *75% of Alianza students will meet school benchmarks set for each grade level using the Alianza Math Assessment.*
- *Group data needed to measure academic gains: All students, English Learners & Economically Disadvantaged.*

A. Alignment of instruction with content standards:

1. Each Grade Level Team will identify three cluster objectives from Math Content Standards assessed on the STAR test for cross grade level instructional priority.
2. The Math Cadre has established a set of formative assessments at each grade level. The results will be recorded according to a 5 level rating system aligned with the CST system. Teachers will use these tests each trimester and will record their data in the Alianza Data Base.

B. Improvement of instructional strategies and materials:

1. The Math Cadre selected state adopted Harcourt math program. Manipulatives or other math activities will be used to enhance instruction and address specific concepts to achieve a more thorough understanding of required math concepts.
2. The staff will use scheduled collaboration time to define/refine the schoolwide newly adopted math program. Staff will identify effective strategies for improving math instruction.
3. Staff will use strategies identified through the collaboration process to improve math instruction.
4. Grade Level Teams will identify zone of proximal development (ZPD) strategies and plan instruction to include the maximum number of teacher/student ZPD interactions possible.
5. Each grade level will explicitly articulate test wiseness and test taking strategies to their students which focus on areas identified through the cluster item analysis. Staff will administer practice tests three times annually.
6. Math instruction will be provided in Spanish and English during designated times.
7. Employ a full time Math Intervention Specialist to support students at risk and to serve as a resource for classroom teachers as funds permit.
8. Technology will be integrated into the school-wide curriculum and instruction. Technical support and instructional assistance will be provided to staff.
9. Alianza administration will observe in all classrooms at least once monthly and keep a log of visits.

C. Extended learning time/ Increased educational opportunity:

1. Second-sixth grade students identified as “at-risk” may participate in any of the following intervention programs organized by the school or in collaboration with the Extended Learning Program and/or the Migrant Program:
 - a) Alianza Extended Learning Academy,
 - b) Alianza Summer School;
 - c) Si Puedo Literacy Program (Teachers and Instructional Aides)
 - d) Intervention Teachers (Teachers on Special Assignment) will:
 - (1) work with small groups or 1:1
 - (2) work with staff in the areas of literacy, math, ELD
 - (3) coordination of assessment.
 - (4) identification of students to participate in interventions
 - (5) coordinate schedules of intervention personnel
 - (6) schedule, collect and enter assessment data in the Alianza Data Base
 - (7) Literacy/Math Coaches (Teachers working on an hourly basis with small groups or 1:1)
2. The school will continue to reduce class size at the 4th-8th grade level to a ratio of 25:1 utilizing site charter school block grant funds.

D. Staff development and professional collaboration:

1. One staff meeting annually will be used for vertical and horizontal grade level articulation in math.
2. Staff will continue to work with Enid Lee on equity strategies that address barriers that block or inhibit students’ access to an appropriate education at Alianza.
3. Staff will participate in three Mega-meetings (1 each trimester) which focus on action plans that will contribute to increased student performance by evaluating data, developing curriculum, and adjusting instructional strategies.
4. The Alianza Professional Development program uses a team of Special Teachers to release a grade level team for half a day twice each month to examine assessment data, integrate effective instructional practices, and develop curriculum to improve student achievement.
 - a) These meetings will be collaboratively planned between administration and grade level team leadership.
 - b) Each grade level team will define its own leadership structure. Possible models include the identification of a team leader or perhaps a rotation of leadership responsibilities.
 - c) As the budget permits, funds will be made available for stipends, provision of release time or both to support grade level team leadership in the planning of the APD program.
5. Monthly staff meetings will include discussion on progress toward meeting achievement goals.
6. Grade Level Teams meet on restructured days to focus on curriculum and instructional issues related to student progress toward mastery of grade level standards or school-wide governance issues.
7. Plan three SBC days that focus on issues related to the implementation of the school plan, review of STAR test data and identification of performance goals.
8. Special Teachers will be available to release teachers to work together with administration or consultants like Enid Lee, Step Up to Writing, etc. on Collaborative Fridays twice a month.
9. Grade level Team colleagues, administrators, consultants (eg: Enid Lee) and Intervention Teachers will engage in coaching activities focusing on improving instructional strategies targeted at the Zone of Proximal Development using tools such as videos, case studies, observations, analyzing student work, reflective dialog

and inquiry.

10. Establish a Professional Development Collaboration Calendar in August with Grade Level Teams that sets goals and objectives related to standards and performance targets that will guide the use of Collaboration Fridays, Grade Level Team meetings and Staff Meetings.

E. Involvement of staff, parents and community: (including interpretation of student assessment results to parents)

1. Hire a classified Parent Education Specialist to: a) organize a comprehensive parent support/ education/involvement program, b) facilitate home/school communication, and c) work with teachers to develop training programs.
2. Hold monthly Alianza Council Meetings. Hold parent training in the residential community of the parents to increase parent participation in the training.
3. Grade Level Teams will develop specific grade level training for parents.
4. Staff will make videos of parent training and Grade Level Back to School Night Presentations to be checked out by parents who are unable to attend training.
5. The school will increase teacher/parent contact by making regular home visits or any of the following practices: multiple phone contacts, individual parent nights, targeted parent training, weekly progress reports with parent feedback, interactive homework, parent interactive journals, kinder homework bags. Provide funds for long distance phone cards to call parents and provide transportation to school functions.
6. The school will hold student performance and awards recognition ceremonies with family get-togethers to strengthen school/community partnerships at the end of each trimester.
7. Hire a counselor to attend to the social/health/attendance needs of students that have a negative impact on student learning as funds permit.
8. Staff will use parent conferences as a means to provide information regarding student achievement towards meeting standards. Standards-based report cards provide parents with student progress.

F. Auxiliary services for students and parents: (including transition from pre-school, elementary and middle school)

1. The Rural Technology Information Project will work with Alianza to provide families with home computers, computer labs at the Marinovich Center and Alianza, and training for parents.
2. The Parent Education Specialist will organize:
 - a) Recruitment of students at pre-schools for enrollment at Alianza.
 - b) Advertise the Alianza program in the newspaper.
 - c) Distribute the Alianza Brochure and Alianza video.
 - d) Facilitate observations by parents of the Alianza program.
3. Upper grade teachers will organize transition activities for parents and 5th & 8th grade students moving on to middle school.
4. Alianza staff will communicate with middle school administration regarding student placement.
5. Continue implementing programs that teach conflict resolution and peace keeping skills.
6. Upper elementary students will serve as hall monitors and conflict managers.
7. Continue to provide a safe learning environment by providing gang prevention, conflict resolution and decision-making training Kinder -8th grade.
8. Alianza will establish a Book of the Month program in order that all classrooms focus on school-wide equity issues through literature each month.

9. Employ 6 yard supervisors before school and at lunch, as funds permit.
10. Employ a lunch time activity coordinator as funds permit.
11. Provide resources and support for the annual Children's Day event.
12. Provide funds for overtime for office staff as needed to help prepare for the opening and closing of school and for special needs that may develop during the course of the school year.
13. Align the GATE program with new requirements from state and district, establish GATE identification procedures and provide GATE training for teachers in differentiated instruction. (CCR)
14. Maintain membership with CCSA and CSDC/Charter Voice, the professional charter school organizations.
15. Collaborate with the 1st Five/Santa Cruz organization in the Steps to Success Grant.

G. Monitoring program implementation and results:

1. Program evaluation will be an ongoing activity and will include the following activities:
 - a) 8 staff meetings held monthly will focus on implementation of the school plan and progress toward meeting our achievement goals.
 - b) 3 mega-meetings held each trimester will focus on implementation of the school plan and progress toward meeting our achievement goals.