

# SINGLE PLAN FOR STUDENT ACHIEVEMENT

## AT C.T. ENGLISH MIDDLE SCHOOL

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CDS Code

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This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

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Loma Prieta Joint Union School District

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## SCHOOL PROFILE

C.T. English Middle School, part of the Loma Prieta School District, opened in 1974. The school is located in the Santa Cruz Mountains, and is part of the Santa Clara County. We have a 180 degree panoramic view of the surrounding mountains and the Pacific Ocean. We have a small student enrollment, with approximately 150 students attending. We have 11 teachers, a library technician, a resource aide, a secretary and a shared custodian. With our unique location, small student enrollment, and dedicated staff, our students enjoy the best of both worlds. The caring, concerned faculty and staff produce a creative environment for learning. The school has high test scores on both the STAR system and the API 923. There is very little ethnic diversity, with the majority of the students coming from Caucasian, middle to upper class homes. The school has strong parent support, with many parent volunteers serving on Home and School Club, School Site Council and various committees. The parent and community-at-large has also supported the school through an education foundation and a parcel tax.

Construction on a new school building began in September, 2005 and was completed in October 2006.

As a result of declining enrollment, the district has one principal for grades K through 8; currently a K-5 elementary school and a 6-8 middle school. The merger of the two schools continues to be an on going discussion between community and school staff.

## ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

The following statements characterize educational practice at this school:

1. Alignment of curriculum, instruction and materials to content and performance standards:

Curriculum and instruction at C.T. English Middle School is quite well aligned to standards in Language Arts, Mathematics, Social Science, and Science. Teachers are instructing within their areas of professional expertise and are very familiar with the standards and feel proficient in their abilities to provide a standards-based curriculum. There is a need for support for new teachers. Time for planning between departments is also an area of need in order to further align the curriculum and instruction to the standards. A final area identified is the need for students to better understand the standards and take ownership for their mastery of those standards.

2. Availability of standards-based instructional materials appropriate to all student groups:

Standards-based instructional materials are available and adequate in most cases, although there is a need for additional support for new teachers and teachers teaching in new content areas. The need for someone to coordinate, update, and maintain technology identified as major areas for improvement in the 2005-06 plan was addressed by the addition of a technology teacher and fully refurbished CTE computer lab. All new equipment at the Loma lab is also being used by CTE students on a regular basis.

3. Alignment of staff development to standards, assessed student performance and professional needs:

The focused, long-term plan for staff development at C.T. English Middle School for 2007-08 has centered on Marzano's "Classroom Instruction that Works" and professional staff development for teachers focusing on the Intel "Teach to the Future" program. Teachers are meeting in 6-8 teams to review best practices and discuss application for their specific grade levels and departments.

4. Services provided by the regular program to enable underperforming students to meet standards:

The staff at C.T. English Middle School provides a number of services to enable underperforming students to meet standards. Most teachers work individually with students, provide additional help after school, modify instruction, and include parents as partners. The administration also provides support to teachers in meeting the needs of underperforming students by providing individual counseling, intervention, monitoring grades and developing behavior action plans.

5. Services provided by categorical funds to enable underperforming students to meet standards:

A Special Education Resource Teacher and aide provide support for those identified special education students who are not meeting standards. Special Education students are scheduled to maximize appropriate services. A number of teachers also utilize the Special Education staff as a resource. An after school Homework Club provides support to help students meet standards.

Student Agendas are provided to each student. These serve as planners that students use to copy down homework from every class. Teachers provide students time in each class to fill in their Agendas.

6. Use of state and local assessments to modify instruction and improve student achievement:

Teachers utilize multiple measures to assess students, such as daily assignments, portfolios, group projects, and tests. There is limited use of state assessments, with instruction being modified primarily based on classroom assessments. There are no district-wide assessments, except for a writing rubric which is administered two times per year in grades 6-8.

7. Number and percentage of teachers in academic areas experiencing low student performance:

All classroom teachers have a small percentage of students performing below grade level.

8. Family, school, district and community resources available to assist low performing students:

Homework Club serves as resources to assist underperforming students. Both administration and parents provide a valuable resource in assisting underachieving students. Power School provides an online report card parents can log on to in order to monitor current grades. The CTE Library is open 3 days per week for student use. It is

open at other times by appointment.

9. School, district and community barriers to improvements in student achievement:

Lack of funding, size, geographic location and facilities were all identified as barriers to student achievement. Due to lack of funding and small size, teachers are overloaded with too many duties and lack of time. Due to the school's remote geographic location, transportation is an issue for many students. This results in first period tardiness and prevents the Homework Club from being used effectively by some isolated students. The majority of students live in remote, mountainous areas that are not in close proximity to resources such as public libraries and tutoring centers. This also limits outside academic collaboration for group projects because meeting with other students outside of school hours is difficult

10. Limitations of the current program to enable underperforming students to meet standards:

Most of the aforementioned school, district and community barriers lead to limitations in the current program. The size of the school results in limitations within the Master Schedule and prevents scheduling some students according to need.

## Academic Performance Index (API) School Report

The API is a system for ranking schools statewide according to results of student performance based on the Student Testing and Reporting System (STAR). The ranking includes ten deciles, decile one being the lowest.

API Base Data						API Growth Data				
	2002	2003	2004	2005	2006		2002 to 2003	2003 to 2004	2004 to 2005	2005 to 2006
<b>Percent Tested</b>	N/R	98	100	100	99	<b>Percent Tested</b>	98	98	100	99
<b>API Base Score</b>	846	854	875	898	907	<b>API Growth Score</b>	873	884	898	911
<b>Growth Target</b>	A	A	A	A	A	<b>Actual Growth</b>	23	16	23	13
<b>Statewide Rank</b>	10	10	10	10	10					
<b>Similar Schools Rank</b>	8	8	8	8	10					

### School Goals for Improving Student Achievement:

**Goal #1:** Increase the percentage of students meeting standards in writing strategies, as measured by an increase in the percentage of students at the Proficient and Advanced levels on the 2006 California Standards Test (CST) and/or STAR Test.

**Goal #2:** Increase the percentage of students meeting standards in Mathematics, as measured by an increase in the percentage of students at the Proficient and Advanced levels on the 2006 California Standards Test (CST) and/or STAR Test. Test scores will be analyzed by comparing grade level cohorts from 2006 to-2007.

**Goal #3:** Increase the percentage of students who perceive our school as a safe, caring, respectful environment for learning and, decrease the percentage of students involved in risk taking behaviors as measured by the California Healthy Kids Survey.

**Goal #4:** Increase the percentage of students meeting standards in reading comprehension, as measured by an increase in the percentage of students at the Proficient and Advanced levels on the 2006 California Standards Test (CST) and/or STAR Test.