

**Connecting Waters Charter School - Waterford, CA**  
**“Revised”**  
**SCHOOLWIDE ACTION PLAN 2011-2017: CHAPTER V**

**Goal 1: Increase Student Achievement in Math for grades 2-8, and for students taking algebra 1**

**Rationale: Critical Need:** Self-Study findings indicate a need to improve student achievement in math for students grade 2-8 and algebra 1. State assessment data (CSTs), local data (Scantron), and recommendations from all focus groups and math department, and review of student work samples support this need.

**Supporting Data:** (based on most recent data)

Grades 2-8: 20% less of our students scored proficient than the students in the state

An average of 64% of students scored below proficient on the math CST

87% of the Hispanic and Economically Disadvantaged students scored below proficient and

70% of the White and Economically Disadvantaged students scored below proficient on the math CST

8th grade: Only 30% of our 8th graders are ready to take algebra 1 and 44% scored below proficient on the algebra 1 CST

9<sup>th</sup> grade: 89% of students score below proficient on the algebra 1 CST

38% of students who took the algebra 1 CST were Economically Disadvantaged and 96% scored below proficient

10<sup>th</sup> grade: 93% of students score below proficient on the algebra 1 CST

61% of students who took the algebra 1 CST were Economically Disadvantaged and 99% scored below proficient

11<sup>th</sup> grade: 96% of students score below proficient on the algebra 1 CST

44% of students who took the algebra 1 CST were Economically Disadvantaged and 100% scored below proficient

**Growth Targets:**

- Increase percentage of 2nd - 7th grade students and General Math 8th grade students scoring Advanced or Proficient on the CST by 20%.
  - Number of students scoring Advanced or Proficient will increase an average of 3% per year from 2011-2017
- Increase percentage of 8th grade students scoring Advanced or Proficient in Algebra 1 on CST by 10%.
  - Number of students scoring Advanced or Proficient will increase an average of 1.5% per year from 2011-2017
- Increase percentage of 9th – 11th grade students scoring Advanced or Proficient in Algebra 1 on CST by 10%.
  - Number of students scoring Advanced or Proficient will increase an average of 1.5% per year from 2011-2017

**ESLR Addressed: Mathematical Thinkers (Math).** “Student applies mathematical principles and operations to solve problems.”  
 Student demonstrates knowledge of basic skills, conceptual understanding, and problem solving

**Impact on student learning of academic standards & ESLRs:** There will be a direct positive impact on student learning of the academic standards and ESLRs, as math fundamentals will be the focus.

Task	Responsible Person(s) Involved	Resources/Professional Development	Means to Assess Improvement	Timeline	Methods to Report	Cost
<b>Communication</b> 1a) Pre / Post Survey parents and ES as to what is working well -Use of technology -Frequency of math instruction -Use of resources	1a) Curriculum Director, Executive Director, Math Specialist / Department Chair, Education Specialists	1a) Electronic surveys, Learning Record Meetings	1a) Survey results	1a) Fall 2011/ Spring 2012 ongoing	1a) Listserves, Newsletters, Parent Council Board	1a) No additional costs
1b) Train ES and parents on curriculum options, and daily uses	1b) Curriculum Director, Executive Director, Math Specialist / Department Chair, Education Specialists, Parent Support	1b) Parent Training, Learning Record Meetings, ES meetings, Elluminate Training, Vendor Representatives, Professional Development Provide monthly professional development on teaching techniques for ESs and parents	1b) ES Agendas ES attendance logs Parent sign in logs	1b) Fall 2011-ongoing	1b) Education Specialist (ES) Agendas, Newsletter, Parent Council Board, Listserves	1b) \$1,000/year
<b>Assessment</b> 2a) Research for additional Math Placement & readiness test options	2a) Math Specialist	2a) MDTP, Vendors, Other Districts Training of staff and parents on placement use	2a) Progress Monitoring / Feedback from ESs and Parents regarding correct student placement CST results Scantron results	2a) Summer 2011	2a) ES Agendas, Newsletters, Parent Council Board, Listserve	2a) \$2,000

Task	Responsible Person(s) Involved	Resources/Professional Development	Means to Assess Improvement	Timeline	Methods to Report	Cost
2b) Develop or administer benchmarks for students in grade 2-8 + algebra	2b) Assessment Department, Math Specialist, Parents	2b) Use (parent access) Scantron Train ESs and parents on using a quarterly benchmark assessment ES and school will review effectiveness of benchmarks and readjust based on data collected	2b) Benchmark results	2b) Summer 2011-ongoing  Begin Fall 2011	2b) ES Agendas, Newsletters, Parent Council Board, Listserve	2b) \$1,000
<b>Increase CST proficiency</b> 3a) Add more course offerings for grades 4-8 at the learning centers and online	3a) Math Department, Learning Center Personnel, HQTs, EMT Coordinator	3a) Learning Centers, Curriculum Moodle, Elluminate, Instructors, Curriculum, Technology (computers, Internet and pen pads) Evaluate student performance and effectiveness of classes	3a) Class Offering List (FRED)	3a) Spring 2011-ongoing	3a) Master Class Schedule	3a) \$7,000/class/year
3b) Research and Implement Response to Intervention Curriculum for B/BB/FBB students	3b) Math Specialist, Literacy Director, Executive Director	3b) Workshops / conferences, vendors, CDE Recommendations Train ESs and parents on program and use Implement intervention effectiveness and adjust as needed	3b) Program selected, progress monitoring  Assess progress quarterly or by semester Adjust intervention as needed	3b) Research Spring 2011; Implement in phases targeting 2011-2012	3b) Newsletter, ES Agenda, Parent Council, Listserve	3b) \$5,000 (includes professional development and curriculum)

## **Goal 2: Increase Student Achievement in English/Language Arts grades 9-11**

**Rationale: Critical Need:** Self-Study findings indicate a need to improve student achievement in English Language Arts for students grade 9-11. State assessment data (CSTs), local data (Scantron), and recommendations from all focus groups and English department, and review of student work samples support this need.

### **Supporting Data:** (based on most recent data)

An average of 51% of the students in grades 9-11 scored below proficient on the ELA CST

10th grade CAHSEE: only 67% of our Economically Disadvantaged students passed the CASHEE ELA

From 2007-2010 only 11% of the ELs passed the CAHSEE ELA

9th grade: 61% of the Economically Disadvantaged students scored below proficient on the ELA CST

10th grade: 71% of the Economically Disadvantaged students scored below proficient on the ELA CST

11th grade: 81% of the Economically Disadvantaged students scored below proficient on the ELA CST

9th- 11th CST: More than a 37% of the students tested in grades 9-11 were Economically Disadvantaged

### **Growth Targets:**

- Increase the percentage 9th – 11th grade students scoring proficient or advanced in their CST Scores by 15%.
  - Number of students scoring Advanced or Proficient will increase an average of 2.5% per year from 2011-2017

**ESLR Addressed: Effective Communicators (Reading/Writing).** “Student will read and write effectively.”

**Impact on student learning of academic standards & ESLRs:** There will be a direct positive impact on student learning of the academic standards and ESLRs, as English basics will be the focus for success in all disciplines.

Task	Responsible Person(s) Involved	Resources/Professional Development	Means to Assess Improvement	Timeline	Methods to Report	Cost
<b>Curriculum Implementation</b> 1a) Develop workshops for curriculum of various academic levels (a-g, general, and remedial)	1a) Curriculum Director, English Department, Literacy Director, Executive Director, Parent Support Coordinator	1a) Moodle and Elluminate, Learning Centers, Public Libraries, Newsletter, Listserves, YouTube  ESs show Holt samples to parents, department websites, ES meetings, Surpass Library, Internet  Train ESs and parents on use of Holt curriculum and corresponding school developed study guides as an option when choosing their student's ELA curriculum  Develop and train ESs and parents to use pacing guides  Develop trainings for various language groups  Train EL instructors	1a) Learning Records, Scantron, CSTs, Report Cards, Portfolio Reviews, HQT Reviews, ES agendas, Attendance sign in sheets, training logs	1a) Spring 2012	1a) STAR Results, ES Listserve and agendas, Parent Listserve and Newsletters, Parent Council, Leadership Team, High School Committee, English Department meetings	1a) \$1,000 per year
1b) Do a "Spotlight in the Arts Careers" in the newsletter once per semester	1b) Guidance and English Departments	1b) Listserve, Newsletter, CWCS Website	1b) Student and Parent Feedback	1b) Fall 2012-ongoing	1b) Newsletters, Listserves, Yearly reports to Parent Council and Newsletter	1b) No additional costs

Task	Responsible Person(s) Involved	Resources/Professional Development	Means to Assess Improvement	Timeline	Methods to Report	Cost
<b>2) Assessment</b> 2a) Research and choose an Initial Placement Exam	2a) Assessment Department, Literacy Director, English Department, Executive Director	2a) Internet, Vendors, PLIPs, Centralized Intake, PLTs  Explore ways to administer exam: at learning centers, in home by ES, online and hardcopy  Implement use of exam result	2a) Learning Records, Yearly Placement exam, CSTs, Report Cards, Portfolio & HQT Reviews  Assess and evaluate success of placement yearly	2a) Research Fall 2011 Implement Spring 2012	2a) Star Results, Initial Placement exam results, ES listserve and agendas, ES meetings, Parent Council, Leadership Team, High School Committee, English Department meetings	2a) \$2,000
<b>3) Increase the percentage of students scoring proficient or advanced in their CST Scores by 15% in 6 years.</b> 3a) <b>Disaggregate</b> CST scores for students using Holt curriculum vs. other curriculum	3a) Data Team, Executive Director, Leadership Team	3a) Placement Test, Holt Curriculum survey, CST results, FRED, Scantron Train staff on use of Holt and other rigorous options assess effectiveness of Holt and other curriculum Share results of findings in raising scores; if ineffective, explore other options  Develop CST test prep course in Moodle	3a) Learning Records, Yearly Placement exam, CSTs, Report Cards, Portfolio Reviews, HQT Reviews	3a) Initiate study Fall 2013, and follow up annually	3a) STAR Scores, ES listserve and agendas, Parent Listserves and Newsletter, Learning Record meetings, Parent Council, All ES Meetings, English Department, Leadership Team, Guidance Counselor	3a) No additional costs

Task	Responsible Person(s) Involved	Resources/Professional Development	Means to Assess Improvement	Timeline	Methods to Report	Cost
3b) Expand Developmental Reading and Writing courses for students in targeted subgroups by offering classes in distant locations	3b) English Department, HQT ESs, Literacy Director, Executive Director	3b) Moodle and Elluminate, Public Libraries, Internet	3b) Learning Records, Yearly Placement exam, CSTs, WRAT, Report Cards, Portfolio Reviews, HQT Reviews  Assess, document and report quarterly results of assessments	3b) Fall 2011, increase online offerings; Fall 2012, offer at distant locations; Fall 2012, offer online and distant location courses with bilingual teacher	3b) STAR Scores, ES listserves and agendas, Parent Listserves and Newsletter, Learning Record meetings, Parent Council, All ES Meetings	3b) \$5,000

### **Goal 3: Improve Student Achievement in Science grades 5, 8-11**

**Rationale: Critical Need:** Although the stakeholders were encouraged by the steady increase in proficiency by approximately 20 percent from 2007 to 2010 as shown by the data, we observe that our students lag behind the district and the state rates by 3-15 percent in science. Through interventions, CWCS will focus on enhancing the scientific skills of all students. This is supported by state data (CSTs), review of student work samples, and the science department.

#### **Supporting Data:** (based on most recent data)

Grade 5: nearly 50% of our 5th graders scored below proficient  
Grade 8: nearly 60% of our 8th graders scored below proficient  
Grade 9: 66% of our 9th graders scored below proficient on the Earth Science EOC  
Grade 10: 4% of our 10th graders scored below proficient for Life Science  
Grade 11: 80% of our students taking chemistry scored below proficient  
Only 11% of our high school students are taking higher level science courses and only 2% are Economically Disadvantaged

#### **Growth Targets:**

- Increase the percentage of 5th and 8th grade students scoring proficient or advanced in their CST Scores by 10%.
  - Number of students scoring Advanced or Proficient will increase an average of 1.5% per year from 2012-2018
- Increase the percentage of 10th grade students scoring proficient or advanced in their 10th Grade Life Science CST Scores by 15%.
  - Number of students scoring Advanced or Proficient will increase an average of 2.5% per year from 2012-2018
- Increase the percentage of 9th - 11th grade students scoring proficient or advanced in their EOC CST Scores by 10%.
  - Number of students scoring Advanced or Proficient will increase an average of 1.5% per year from 2012-2018

**ESLR Addressed: Scientific Thinkers (Science).** “Student applies scientific concepts and skills to explain his/her world and find solutions to its problems.”

**Impact on student learning of academic standards & ESLRs:** A positive impact on student learning is expected and will be shown by an increase in CST science scores and attaining the ESLRs.

Task	Responsible Person(s) Involved	Resources/Professional Development	Means to Assess Improvement	Timeline	Methods to Report	Cost
<p><b>1. Improving Communication:</b></p> <p>1a) Develop strategies to increase ES and parent's understanding of prerequisite necessary for high school science</p> <p>* Include course descriptions including prerequisites in the High School Catalog</p> <p>** Include prerequisites in the syllabi</p> <p>*** Link syllabi to CP course in FRED</p>	<p>1a) Science Department, HQTs, ESs, Guidance Department, Parents, Students, IT</p>	<p>1a) Parent/Student Handbook, High School Catalog, Syllabi, ES Training, ES/Parent Workshops, Moodle recordings, ES CWCS Website science page, Listserve, Newsletter</p> <p>Parent and staff trainings on prerequisites, and lab requirements and offerings in general and for college admission</p>	<p>1a) Parent Survey Questions, enrollment in K-12 science classes</p> <p>Assessment dept. reports, workshop sign in sheets, HS Catalog, FRED updates, Syllabi posted to website</p>	<p>1a) ES Training August 2011</p> <p>* Fall 2011</p> <p>** Syllabi updated Fall 2012</p> <p>*** Syllabi linked to FRED by Fall 2013</p>	<p>1a) Report to Leadership Team, Communication with ES/parents when enrolling in classes, Parent Council</p>	<p>1a) No additional costs</p> <p>* No additional costs</p> <p>** FRED link \$3,000</p> <p>*** \$1000 and ongoing</p>
<p><b>Use Technology more effectively by:</b></p> <p>2a) Create online courses for 4th and 5th grades and online virtual labs for grades 4, 5, 8 and Earth Science</p>	<p>2a) Administration, Moodle and Elluminate Coordinator, Science Department, HQTs, ESs, Parents, Students</p>	<p>2a) Moodle, Computers, Internet Access, Lab Supplies</p> <p>Train ESs and Parents on options</p>	<p>2a) Enrollment Number of classes offered</p> <p>Evaluate course offerings yearly in the spring and adjust offerings as needed for the fall</p>	<p>2a) Fall 2012 for classes</p> <p>Fall 2013 for labs</p>	<p>2a) Yearly reports to Parent Council, Newsletter, Leadership Team, Science Department</p>	<p>No additional costs</p>

Task	Responsible Person(s) Involved	Resources/Professional Development	Means to Assess Improvement	Timeline	Methods to Report	Cost
<p><b>Increase Accessibility to Curriculum, Labs, and Activities:</b></p> <p>3a) Develop school provided science laboratory activities and experiences to all grades in various geographic locations  - Activities for science field trips targeting grades 5th, 8th and 9th-11th. Included planned activity dates in the course syllabi  - Offer a Science Fair for all grades</p>	<p>3a) Science Department, ES, School employee, parent, HQTs, Curriculum Director</p>	<p>3a) Vendors, CP Instructors, Science Department, HQTs, ESs, Parent Support, Parents, Ess, Newsletter, Listserve, Vendors, Elluminate</p> <p>Trainings for parents and ESs</p>	<p>3a) Enrollment, Report Card, Grades</p> <p>Course syllabi, field trips offered ES information</p>	<p>3a) Labs K - 5 Fall 2011, ongoing  Earth Science: Fall 2012, ongoing  6th and 7th: Fall 2014, ongoing  8th: Fall 2011</p> <p>Field trips- begin spring 2012, ongoing  Science fairs- begin spring 2013</p>	<p>3a) Number of participants,</p> <p>Parent Council, Newsletters, Leadership Team, High School Committee, Science Department</p>	<p>3a) Instructional Funds: \$200 - \$400 per event</p>

Task	Responsible Person(s) Involved	Resources/Professional Development	Means to Assess Improvement	Timeline	Methods to Report	Cost
3b) Explore the possibility of offering UC approved Lab Science courses that are being developed by the University of California Curriculum Integration Institute	3b) Science Department, Curriculum Department, Guidance Counselor	3b) University of California Curriculum Integration Institute Website <a href="http://www.ucop.edu/uccj">www.ucop.edu/uccj</a> , UCCI, UC course list  ES and HQTs	3b) Learning Records, Student Feedback, Parent Feedback, Master Schedule-increased course offerings	3b) Spring 2012 and ongoing as course offerings become developed and available through UCCI	3b) Reports to Leadership Team, ES Agendas, Newsletters, Listserves, Reports to Parent Council, High School Committee	
<b>Increase CST Scores</b>						
4a) Develop strategies to increase ES and parent's understanding of -what subjects have EOC's exams in high school and which exams are embedded - content included in the CST's - Develop test prep classes for students in 5th and 8th grades - Offer <i>Math for Science Success</i> class for students taking high school level science courses	4a) Curriculum Director, Assessment Department, Math Department Chair, Test Site Coordinators, Data Team, Science Department HQT, ESs, Parents and Students	4a) EOC Guidelines, Parent/Student Handbook, High School Catalog, Syllabus, ES Training, CST Training, ES/Parent Workshops, Moodle recordings, ES, CWCS Website science page, Listserve, Newsletter, CST Blueprints, and Released Test Questions  ES and parent meetings and trainings	4a) Parent Survey Questions, increase in test scores, Data Team disaggregation of data  Analyze CST, Scantron, and Study Island data Adjust trainings as needed  Check, analyze and update strategies yearly	4a) EOCs and content begin Fall 2011 grades 9-11 to ongoing  EOCs and content begin Fall 2012 grades 5, 8  Test Prep Classes begin spring 2013 to ongoing  Offer math class in fall 2013	4a) Yearly report to Parent Council, Newsletter, Leadership Team	5a) No additional costs

#### **Goal 4: Increase API and CASHEE Pass rates and attain AYP**

**Rationale: Critical Need:** Self-Study findings indicate a need to continue to increase API and CAHSEE pass rates. The Visiting Committee believes CWCS should attain AYP.

**Supporting Data:** (based on most recent data)

Although API rates have met the state targets each year, the most recent score show little gains

Although CWCS exceeds the county and the state in CAHSEE ELA passing rates, the math scores lag behind the state, county and the district.

The 11th and 12th grade CAHSEE pass rates are increasing but at a slow rate

More than 50% of our 11th and 12th graders are not passing the CASHEE

Overall AYP has been obtained only through Safe Harbor

#### **Growth Targets:**

Increase API score by 3% each year

Increase the 10th grade CASHEE ELA pass rate to 90%

Number of students passing CAHSEE will increase an average of 1% per year from 2011-2017

Increase the 10th grade CAHSEE math passrate to 85%

Number of students passing the CASHEE will increase an average of 1% per year from 2011-2017

Increase the 11th and 12th grade CASHEE pass rate to 70%

Number of students passing the CASHEE will increase an average of 5% each year each subject

**ESLR Addressed:** Lifelong Learners (Special Interests). "Student realizes his/her own unique educational interests, talents, and abilities.

**Impact on student learning of academic standards & ESLRs:** A positive impact on student learning is expected and will be shown by an increase in CST scores, CAHSEE scores, AYP and attaining the ESLRs.

<b>Task</b>	<b>Responsible Person(s) Involved</b>	<b>Resources/Professional Development</b>	<b>Means to Assess Improvement</b>	<b>Timeline</b>	<b>Methods to Report</b>	<b>Cost</b>
1a) Analyze and disaggregate data to identify student needs	1a) Data Team, ESes	1a) Learning Record Meetings, CST results, Scantron Results, WRAT results, CASHEE results  Train ESs to evaluate and monitor PLIPs for effectiveness  Train ESs and parents on interpreting data results	1a) WRAT, PLTs, Scantron, Study Island, CSTs as noted in the Learning record and Data team reports	1a) Fall 2011/ ongoing	1a) Listserves, Newsletters, Parent Council Board, ES meetings, Learning record meeting, Leadership meeting, ES Meetings	1a) No additional costs
2a) Develop and monitor personalized learning improvement plan (PLIP) for students who are not at grade level	2a) Curriculum Director, Literacy Director, ESs, Parent teachers	2a) Train ES and parent on how to Analyze and adjust PLIP effectiveness of plan quarterly using assessments  Train ESs and parents on best practices	2a) WRAT, PLTs, Scantron, Study Island, CSTs, curriculum imbedded assessments as noted in the learning record	2a) Fall 2011/ ongoing	2a) Listserves, Newsletters, Parent Council Board, ES meetings, Learning record meeting, Leadership meeting	2a) No additional costs
3a) Develop and monitor CAHSEE Intensive for all high school students as needed	3a) Curriculum Director, ESs, ES advisors, Assessment Coordinator	3a) -CAHSEE tutors and instructors, eKnowledge  - Measuring Up student texts  - Staff and parent training on intensive program and eknowledge  Train Ess and instructors to evaluate and adjust instruction based on identified weaknesses from the pre and post test scores	3a) Pre and post eknowledge, Study Island, CAHSEE results	3a) Fall 2011/ ongoing	3a) Listserves, Newsletters, Parent Council Board, ES meetings, Learning record meeting, Leadership meeting, High school committee	3a) No additional costs

Task	Responsible Person(s) Involved	Resources/Professional Development	Means to Assess Improvement	Timeline	Methods to Report	Cost
4a) Increase academic rigor and application of state standards	4a) Curriculum Director, ESs, ES advisors, Guidance Counselor	<p>4a) Staff and parent trainings on academic rigor and state standards</p> <p>Parents will access and document standards being addressed</p> <p>ES will provide quarterly progress of standards to parents</p> <p>Create an Honors program for Middle School Students</p> <p>Guidance and Curriculum will collaborate with HQT's in writing innovative a-g course outline proposals to be submitted to UC for approval-</p> <p>Guidance will train Ess and parents on the importance of encouraging students to take rigorous a-g and AP courses</p>	<p>4a) WRAT, PLTs, Scantron, Study Island, CSTs, Edusoft, curriculum imbedded assessments</p> <p>Honors courses for grades 7,8</p> <p>Increase in a-g course offerings by at least one per year-</p> <p>AP Course offerings available to students</p> <p>Increase in the number of a-g and AP courses taken by students</p>	<p>4a) Fall 2011/ongoing</p> <p>Fall 2012/ongoing</p> <p>Fall 2013/ongoing</p>	<p>4a) Listserves, Newsletters, Parent Council Board, ES meetings, Learning record meeting, Leadership meeting, High school Committee</p> <p>Share new Honors a-g and AP course outlines with colleagues and Parent Council members, advertise in newsletters and listserves</p>	<p>4a) No additional costs</p> <p>AP Teacher Training sessions offered by College Board (\$695 for new teacher summer institute)</p>