

# **Alianza Guiding Documents**

## **Alianza Charter**

### **Strategic Plan • Plan Estrategico**

### **Program Elements • Elementos del Programa**

#### **1) Alianza Performance Goals & Annual Action Plan**

##### **2) Performance Goals:**

3) 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.

4) Student groups participating in this goal: All

5) Group data needed to measure academic gains: All students, English Learners & Economically Disadvantaged.

6) Performance gains expected for these students & Means of evaluating progress toward this goal:

7) Alianza students will meet the Academic Performance Index target set by the State of California.

8) Alianza students will meet the Adequate Yearly Progress targets set by the requirements of the NCLB for the school and significant subgroups.

9) On the Aprenda test / Reading, the number of students scoring 50% NCE or greater will increase by 10%

10) On the Aprenda test / Language, the number of students scoring 50% NCE or greater will increase by 10%

11) On the Aprenda test / Math, the number of students scoring 50% NCE or greater will increase by 10%

12) 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.

13) Student groups participating in this goal: All

14) Performance gains expected for these students & Means of evaluating progress toward this goal:

15) On the English Language Arts California Standards Test, a 10% decrease in the percent of students scoring at:

16) the “Far Below” (Level 1)

17) the “Below” (Level 2)

- 18) the “Basic” (Level 3)
- 19) On the English Language Arts California Standards Test, a 10% increase in the percent of students scoring at:
  - 20) the “Proficient” (Level 4)
  - 21) the “Advanced” (Level 5)
- 22) On the California English Language Development Test (CELDT) a 50% increase in the number of students scoring at the Proficient level (4),
- 23) 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,
- 24) On the Writing Rubric, a 10% increase in the percent of students meeting writing benchmarks at each grade level.
- 25) A 50% increase in the number of students redesignating to R-FEP.
- 26) Group data needed to measure academic gains: All students, English Learners & Economically Disadvantaged.
- 27) 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,
  - 28) Student groups participating in this goal: All
  - 29) Performance gains expected for these students & Means of evaluating progress toward this goal
  - 30) On the Math California Standards Test, a 10% decrease in the number of students scoring at:
    - 31) the “Far Below” (Level 1)
    - 32) the “Below” (Level 2)
    - 33) the “Basic” (Level 3)
  - 34) On the Math California Standards Test, a 10% increase in the number of students scoring at:
    - 35) the “Proficient” (Level 4)
    - 36) the “Advanced” (Level 5)
  - 37) On the Aprenda test / Math, the number of students scoring 50% NCE or greater will increase by 10%
  - 38) 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

### **39) Action Plan**

40) **Alignment of instruction with content standards:**

*41) The Professional Development focus for the 2006/2007 School Year will be Math.*

*42) The staff will identify consultants that will work with them at SBC Days, Collaboration Days, Restructured Tuesdays and/or in their classrooms on strategies that will address specific areas. These areas will be identified through a Grade Level Team analysis of the CST and Aprenda test results.*

43) Subscribe to the Study Island Program to assess students mastery of California Standards and provide practice activities.

44) 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 CST test for grade level instructional priority.

45) Grade Level Teams will use Collaboration Time to review assessment data from ADEPT and the CELDT test. This information will be used to identify instructional priorities. These priority areas will be addressed by classroom instruction and instruction with the objective of preparing students to redesignate by the end of 6<sup>th</sup> grade or after 7 years in the Alianza Program.

46) The Accelerated Reader (Spanish/English) will be used to motivate all 1<sup>st</sup> through 8<sup>th</sup> grade students to read as a strategy for improving CST performance. Leveled books and AR quizzes will be acquired as necessary.

47) Step Up to Writing is a primary element of the Alianza Writing program at every grade level and is used by every teacher. Training and materials will be acquired for teachers new to the school and for new classrooms.

48) The Math Cadre has developed 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. In the 2006/2007 school year the Math Cadre will expand the criteria measured at each grade level and will add fields to the Alianza Database to collect and analyze this data in order to develop a more accurate record of student math progress.

49) Test taking skills and test wiseness is a basic skill in this era of high stakes testing. We will undertake the following activities so that students will be prepared to be successful test takers:

50) Teachers at each grade level will systematically present and practice test taking skills at regular intervals throughout the year (eg: sitting in rows, bubbling circles, timed activities, assignments that are formatted in ways that students will encounter on tests such as text passages followed by multiple choice questions, etc.)

51) Staff will administer practice tests on a regular basis through April, prior to the start of testing.

52) All efforts will be made to have only straight grades so that teachers may focus more closely on grade level standards. This may result in certain grade levels being overstaffed, requiring increased budget expenditure. Combination classrooms will be established only if it is determined that the school is unable to afford the increased expenditure.

53) Employ Intervention Teachers of the following types to provide supplemental assistance to students who are reading below Grade Level or who scored at Level 1,2,or 3 on the CST.

54) Contract: Credentialed Teachers who are employed for some percentage of a FTE.

55) A person in this position might supervise either the Hourly or Classified Intervention teachers.

56) Hourly: Credentialed Teachers willing to work by the hour without contract.

57) Classified: Instructional Aides

58) 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.

59) The Intermediate Program will be staffed so that there is one teacher to teach each of these areas:

60) Language Arts/Spanish & Social Studies

61) Language Arts/English & Social Studies

62) Math & ELD

63) Science

64) We developed a new Strategic Plan during the 2005/06 school year. In the 2006/2007 school year we will implement this Strategic Plan. This effort may

involve: off-site planning meetings, duplication of materials, hiring of consultants, transportation, translation, translation services, translation equipment, child care, food and other related expenses.

**65) Improvement of instructional strategies and materials:**

66) 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 reimbursed:

67) if funds are available in the school budget

68) if relevance and clear connection to this School Plan and/or Program Elements (goals and action plan) can be demonstrated

69) All staff will participate in three Mega Meetings during the school year, one to be scheduled each trimester, from 1:45 to 5:00. Mega-meetings will focus on:

70) Review and analysis of assessment data from both annual summative tests and trimester formative evaluation.

71) Monitoring of progress implementing the Annual School Plan.

72) The annual review and update of the School Plan.

73) Contract with the New Teacher Project to support new teachers in their 1<sup>st</sup> and 2<sup>nd</sup> year of teaching. Charter Schools do not receive separate BTSA funding and must pay for this service out of our Charter Block Grant.

74) Hire Technology Support Personnel to support teachers in their use of technology, maintain and provide basic computer and network repairs and maintain the network infrastructure.

75) Employ Intervention Teachers (see previous section) to address need areas identified through an analysis of both Summative Annual tests and Trimester formative evaluation in the following areas as funds permit in order to improve student achievement as measured by the CST and Aprenda tests:

76) English Language Arts

77) Spanish Language Arts

78) English Language Development

79) Mathematics

80) Such Intervention teachers may also be responsible for supervising and scheduling

Classified Instructional aides working in the Si Puedo program.

81) Alianza administration will observe in classrooms regularly to observe implementation of standards.

82) Grade Level Teams will implement class schedules that reflect the allocation of minutes for Math as developed by the Math Cadre. (See addendum)

83) During the 2005/06 School Year Alianza moved to Program Improvement Year 2 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:

84) **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."

85) **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.

86) **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.

87) **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.

88) **Fourth**: Targeted teaching in pull out groups and teacher centers.

89) **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.

90) **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.

91) **Intermediate Program (Grades 7 & 8)**: 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.

**92) Extended learning time / Increased educational opportunity:**

*93) Alianza will work to reduce disruption to the instructional program by students being pulled to work with Intervention Teachers.*

*94) 1<sup>st</sup> and 2<sup>nd</sup> Grade teachers will develop a plan to minimize interruptions caused by students leaving to and returning from Si Puedo. The solution they develop may involve the development of a new schedule or push-in by the Si Puedo Teachers.*

*95) 3<sup>rd</sup> – 8<sup>th</sup> Grade teachers will review their intervention program and determine how to best minimize interruption by students working with Intervention Teachers. The solutions may involve scheduling intervention during the*

*After School Program, push-in or pull-out if necessary.*

*96) All teachers will assure that every student is receiving the classroom base program and that those students who qualify for extra assistance receive it as supplemental or in addition to the base program. Intervention programs may not take the place of base program instruction by the teacher.*

*97) Special Education services, including but not limited to the Resource Specialist and Speech-Language Programs, provide qualifying students access to the base programs with standards-based goals; the delivery model of these services will be based on the individual student's needs.*

98) Students who score at Levels 1, 2, or 3 on the California Standards Test will be encouraged to 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:

99) Alianza After School Program,

100) Alianza Summer School;

101) Si Puedo Literacy Program  
(Teachers and Instructional Aides)

102) Intervention Teachers will:

103) work with small groups or  
1:1

104) work with staff in the areas of  
literacy, math, ELD

105) coordination of assessment.

106) identification of students to  
participate in interventions

107) coordinate schedules of  
intervention personnel

108) schedule, collect and enter  
assessment data in the Alianza Data  
Base

109) 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 or categorical funds as available.

**110) Staff development and professional collaboration:**

111) The Alianza Professional Development (APD) program uses a team of Special Teachers (Super Subs) 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.

112) These meetings will be collaboratively planned between administration and grade level team leadership.

113) 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.

114) 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.

115) Establish a Professional Development Collaboration Calendar with expected outcomes aligned with performance goals.

116) Provide release time for classroom teachers to conduct individual student assessment and analysis of student work to guide instruction.

117) Special Teachers (aka SuperSubs) 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.

118) 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.

119) One staff meeting annually will be used for vertical and horizontal grade level articulation in math.

120) Staff will continue to work with Enid Lee or other consultants on equity strategies that address barriers that block or inhibit a student's access to an appropriate education at Alianza.

121) 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.

122) 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.

123) The three SBC days will focus on issues related to the implementation of the school plan, review of STAR test data and attainment of performance goals.

124) 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.

**125) Involvement of staff, parents and community:**

126) Provide appropriate materials and or services to support effective meetings, eg: pens, chart paper, folders, binders, translators, translation machines, food, drink, etc.

127) Childcare will be provided at all school functions as funds permit to facilitate and encourage parent participation.

128) 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 support a Two Way Bilingual Immersion Program.

129) Hold monthly Alianza Governing Council Meetings. Acquire materials, food and/or supplies to support successful meetings.

130) Hold parent training in the residential community of the parents to increase parent participation in the training when appropriate.

131) Arrange bus transportation to school for meetings, workshops or events as needed.

132) Grade Level Teams will develop specific grade level training for parents. **Each Grade Level Team agrees to arrange at least one workshop for their parents about a need that has been identified related to student achievement.**

133) 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

***134) Parent input will be solicited at various times during the year through online surveys, questionnaires, and other means to determine parent opinions on issues that affect the Alianza Community.***

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

136) Alianza and the Association of Mexican American Educators will collaborate to continue the Rural Technology Information Project. 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.

137) Continue to employ a Parent Education Specialist (PES/CL) or Community Liaison (CL) to:

138) collaborate with Migrant Education staff to organize a comprehensive parent support/ education/involvement program,  
a) facilitate home/school communication,  
b) work with teachers to develop training programs.

139) 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.

140) Advertise the Alianza program in the newspaper.

141) Distribute the Alianza Brochure and Alianza video.

142) Facilitate observations by parents of the Alianza program.

143) Recruit students at pre-schools and similar organizations for enrollment at Alianza.

144) Intermediate Program teachers will organize transition and articulation activities for parents and 8th grade students moving on to high school.

145) Alianza staff will communicate with high school administration regarding student placement.

146) Alianza staff will articulate with high school to align and integrate the two programs.

147) Continue to provide a safe learning environment by providing gang prevention, conflict resolution and decision-making training Kinder - 8th grade (eg: Pajaritos.)

148) Organize programs that teach conflict resolution and peace keeping skills.

149) Student Council representatives and other student leaders will serve as conflict managers.

150) Hire a consultant to train monitors, if funds are available.

151) Continue efforts to improve the school food program so that students are eating food that does not contribute to undesirable behavior.

152) Continue the Alianza Book of the Month program "Que Harias Tu" in order that all classrooms focus on school-wide equity issues through literature each month.

153) Establish a program to integrate and involve parents into daily school activities.

154) Employ the following positions to provide a safe and secure learning environment:

155) Campus Supervisor to enforce the school Discipline and Uniform Policy.

156) Employ 4 yard supervisors for the playground and 1 Cafeteria supervisors in the cafeteria before school and at lunch.

157) Lunch Time Activity Coordinator.

158) Provide resources and support for the Alianza Children's Day event

159) 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.

160) Collaborate with the 1st Five/Santa Cruz organization in the Steps to Success Grant.

161) Maintain membership with CCSA and CSDC/Charter Voice, and other professional charter school organizations.

162) Alianza Charter School will address the needs of our GATE students by:

163) contracting with the District GATE program to provide a workshop on differentiation of instruction strategies

164) Develop appropriate and compliant procedures to identify Alianza students each fall.

165) Align the GATE program with requirements from state and district.

**166) Monitoring program implementation and results:**

- 167) Program evaluation will be an ongoing activity and will include the following activities:
- 168) staff meetings will be held over the course of the year.
    - 169) will focus on implementation of the school plan and progress toward meeting our achievement goals.
    - 170) will focus on the work of the Cadres
    - 171) Cadre focii will be set at the August SBC Days.
  - 172) 3 Mega-Meetings held each trimester will focus on implementation of the school plan and progress toward meeting our achievement goals. (*refer to "Improvement of instructional strategies and materials"*)
  - 173) Employ a Test Specialist to manage language assessment, annual and formative testing activities. The Test Specialist will also maintain the Alianza Database.
  - 174) Reading Assessment - The Staff agrees to measure student progress in reading using the Alianza Benchmarks. See [addendum](#).
  - 175) ADEPT / Assessment of ELD progress - The Alianza Staff uses ADEPT to better align the Alianza Benchmark Assessment with that of the District. Students are assessed using the ADEPT Test in order to inform teachers as to their students Listening/Speaking ELD Levels.
    - 176) LARC Testers will be hired to assess all students in the Fall, 2004 to establish each students' baseline level.
    - 177) Teachers will be given release time to assess 3-6 of their own students in order to familiarize themselves with the test.
    - 178) New enrollees will be assessed by Cathy Thomas or her designee upon enrollment.