

Performance Goal 3: *By 2005-06, all students will be taught by highly qualified teachers.*

SCHOOL GOAL Every year teachers will be supported to ensure that they maintain all NCLB requirements. All new teachers will be required to meet NCLB requirement before they are hired.

(Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages)

<p>Student groups and grade levels to participate in this goal:</p> <p>6-8</p>	<p>Anticipated annual performance growth for each group:</p> <p>All core academic general education and special education teachers will be highly qualified every year.</p>
<p>Means of evaluating progress toward this goal:</p> <p>Recruitment of Highly Qualified Teachers.</p>	<p>Data to be collected to measure academic gains:</p> <p>Resumes and Credential Certification</p>

Planned Improvements for Professional Development (Title II)

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <p>Teachers will be provided significant time and opportunity – including 4 pupil-free days plus at least three hours each week – a total of almost 200 hours annually -- to engage in collaborative planning time and professional development to continuously improve their teaching</p>	<p>Principal and Teachers</p>	<p>Portion of the Principal's salary, 3rd Party Trainer, materials (teacher</p>	<p>\$75,000</p>	<p>LCFF Base Fund</p>

<p>Principal for one month in the summer prior to the school opening to: plan curriculum and assessments, learn and do curriculum mapping to the Common Core Standards, plan backwards, engage in collaborative planning, assess and refine educational strategies for data driven teaching and coaching, set student outcome goals, ensure that all teachers' professional growth needs are addressed and budgeted for the upcoming year. 2) A two-week, mandatory Summer Institute for all teachers prior to the start of each school year (three weeks prior to the start of the first year) to review the school's philosophy, goals, and teaching methodology; to discuss professional readings and research; to analyze and discuss instructional practices and student outcomes; to engage in collaborative planning for the year ahead; to train the teachers on how to use the student information system to analyze data and generate reports; and to train the teachers on how to make decision in the classrooms based on this data. 3) Once-weekly grade level planning meetings; monthly planning time across grade levels. 4) Wednesday "Early Out" sessions will provide a dedicated two hour block of time each week for faculty to engage in professional development with a rotating schedule of full-faculty meetings, professional development workshops, and every other week, collaborative planning time for curriculum and assessment development. 5) Pupil-free days 4 times a year to intensely analyze student achievement data and engage in collaborative planning. 6) Opportunities to attend professional development workshops or conferences on topics approved by the Principal.</p>		<p>manuals, food, etc.)</p>		
<p>2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:</p> <p>The principal will review research on professional development activities that assist teachers to ensure all students will meet or exceed State content and academic achievement standards. She will focus on topics and methods that have the greatest positive impact on teachers' ability</p>	<p>Principal</p>	<p>Portion of the Principal's Salary</p>	<p>\$23,750</p>	<p>LCFF Base Fund</p>

<p>to accelerate the learning of students in the lowest-performing groups. Then, she will develop a system of professional development activities that is both coherent and differentiated based on teacher effectiveness and assignment. This system will focus on improving student achievement. The Principal and successful teachers will serve as mentors for those who need more support in applying methods and strategies in instruction.</p>				
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<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p> <p>As the majority of our students are low-income, minority or second language learners, any professional development will be designed to meet their needs.</p>	Principal	Portion of the Principal's Salary	\$23,750	LCFF Base Fund
<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <p>The Principal shall attend local conferences, trainings and meetings to ensure that GALS is up to date with current practices and compliance with all State and Federal categorical programs.</p> <p>The principal will ensure that professional development activities address staff needs in assisting all students to meet or exceed State academic achievement standards. Activities will be designed to help teachers integrate standards-based curriculum, instructional practice, assessment and understanding of the strengths and needs of the student populations in their classes. Classroom management, intervention, school-wide reading program, and working with students' families, and other topics required by funding sources will be addressed within the context of ensuring that all students meet or exceed State content and academic achievement standards.</p>	Principal	Conferences and trainings fee	\$1,000	LCFF Base Fund
<p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that</p>	Principal and	Portion of	\$75,000	LCFF Base

<p>professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p> <p>Teachers will be provided significant time and opportunity – including 4 pupil-free days plus at least three hours each week – a total of almost 200 hours annually -- to engage in collaborative planning time and professional development to continuously improve their teaching practice including: 1) Grade level Lead Teachers will work with the Principal for one month in the summer prior to the school opening to: plan curriculum and assessments, learn and do curriculum mapping to the Common Core Standards, plan backwards, engage in collaborative planning, assess and refine educational strategies for data driven teaching and coaching, set student outcome goals, ensure that all teachers' professional growth needs are addressed and budgeted for the upcoming year. 2) A two-week, mandatory Summer Institute for all teachers prior to the start of each school year (three weeks prior to the start of the first year) to review the school's philosophy, goals, and teaching methodology; to discuss professional readings and research; to analyze and discuss instructional practices and student outcomes; to engage in collaborative planning for the year ahead; to train the teachers on how to use the student information system to analyze data and generate reports; and to train the teachers on how to make decision in the classrooms based on this data. 3) Once-weekly grade level planning meetings; monthly planning time across grade levels. 4) Wednesday "Early Out" sessions will provide a dedicated two hour block of time each week for faculty to engage in professional development with a rotating schedule of full-faculty meetings, professional development workshops, and every other week, collaborative planning time for curriculum and assessment development. 5) Pupil-free days 4 times a year to intensely analyze student achievement data and engage in collaborative planning. 6) Opportunities to attend professional development workshops or conferences on topics approved by the Principal.</p>	<p>Teachers</p>	<p>the Principal's salary, 3rd Party Trainer, materials (teacher books, manuals, food, etc.)</p>		<p>Fund</p>
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<p>6. How the SSD will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p> <p>GALS will leverage internal expertise and contract with professional development experts in the education technology field to provide staff development and one-on-one teacher training to successfully integrate technology in the classroom.</p>	Principal and Teachers	N/A	N/A	N/A
<p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p> <p>GALS staff must be proficient in the use of technology. The school will provide training in basic computer and program usage, including web-based student information system, email and word programs. Every classroom has access to computers, projectors and is connected to the internet.</p> <p>The use of technology as an instructional tool shall be integrated into professional development trainings.</p>	Principal and Teachers and Tech Consultant	Computers and Software and Tech Support	\$50,000	LCFF Base Fund
<p>8. How the SSD, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the SSD Plan:</p> <p>Teachers and other staff have significant input on the topics of professional development activities. School-wide topics are often selected through a process of collective prioritization and content team topics are selected by group consensus. Parents provide their input and share their concerns at monthly coffee with the Principal.</p>	Principal Teachers Parents	General Supplies	\$5,000	LCFF Base Funding

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. How the SSD will provide training to enable teachers to:</p> <ol style="list-style-type: none"> Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn Involve parents in their child's education and Understand and use data and assessments to improve classroom practice and student learning <p>Teaching will be differentiated based upon assessment data, a comprehensive system of regular observation and the feedback loop, team meetings, and school-wide professional development.</p> <p>Our on-going professional development provides multiple opportunities for teachers to master effective classroom management and instructional techniques.</p> <p>Teachers are also provided the necessary training and support to build strong relationships with the students' families. There are multiple structures in place to ensure frequent communication.</p>	Principal and Teachers	Portion of the Principal's portion and Teacher's salary	\$100,000	LCFF Base Grant
<p>10. How the SSD will use funds under this subpart to meet the requirements of Section 1119:</p> <p>The principal will provide coaching to teachers enrolled in their multiple or single subject credentialing programs. GALS will provide this support to ensure that teachers maintain the "highly qualified" definition.</p> <p>GALS will provide credential counseling support to teachers in need of subject matter competency exams.</p>	Principal	Portion of the Principal's portion	\$9,500	LCFF Base Grant