

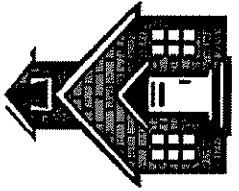
8. Measures to include teachers in decisions regarding the use of academic assessments to provide information on, and to improve, the achievement of individual students and the overall instructional program. *The Sylvan Union School District Curriculum Council, consisting of classroom teachers, Instructional Facilitators, Assistant Principals and the Assistant Superintendent of Curriculum and Instruction worked together to determine the assessments to be used in the district. In addition, teachers who pilot new curriculum work with assessments from the piloted curriculum to determine if the assessments are beneficial. In addition, at C.F. Brown, the teachers meet by grade level and review assessment data. They also review this data with the principal and instructional facilitator. Based on findings, instruction is tailored to meet the needs of the students.*

9. Effective, timely assistance for students who experience difficulty in attaining the proficient or advanced level of the academic content standards. *Each year C.F. Brown teachers meet with the principal, instructional facilitator, special education resource teacher, school psychologist, speech and language pathologist and the ELD teacher. Each child's needs are discussed at these bi-annual meetings and at regular ILP meetings. Students are assigned to interventions if they are experiencing difficulty attaining the proficient or advanced levels of the academic content standards. The teacher and instructional facilitator monitor the students' progress and report back to the principal.*

10. Coordination and integration of federal, state, and local services and programs. *C.F. Brown receives federal, state and local funds to provide quality instruction for our students. These funds are integrated to provide extra support to students who are not meeting grade level standards. Students are provided services during the school day as well as after and before school. In addition, C.F. Brown hosts the Parent Institute for Quality Education. The objective of PIQE is to encourage and support low-income ethnically-diverse parents of elementary, middle and high school children to take a participatory role in assisting their children to: 1) Create a home learning environment, 2) Navigate the school system 3) Collaborate with teachers, counselors and principals, 4) Encourage college attendance, and 5) Support a child's emotional and social development. C.F. Brown also has an ASES (After school Education and Safety Program) at our school for all student days from 2:30-6:00 PM. Academic Support is provided as well other learning and recreation activities.*

If you have any questions, please feel free to call the school office at the number listed below or visit our Website also listed below.

C.F. Brown Elementary School  
2024 Vera Cruz Drive  
Modesto, CA 95355  
Phone: 209-574-5100  
Fax: 209-524-6278

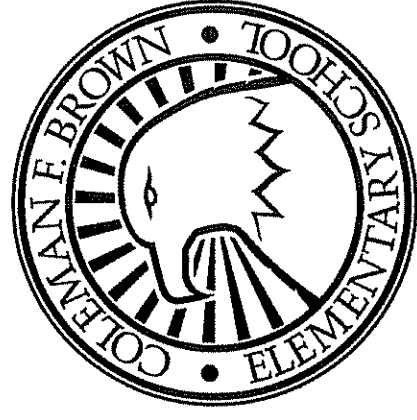


<http://www.sylvan.k12.ca.us/brown>

**Soaring on the  
Wings of Learning**

# SYLVAN UNION SCHOOL DISTRICT

## C.F. Brown Elementary School 10 ESSENTIAL COMPONENTS OF A COMPREHENSIVE SCHOOLWIDE TITLE I PROGRAM 2012-2013



The No Child Left Behind Act requires a Title I schoolwide program plan to contain each of the following components.

- i. A comprehensive needs assessments of the entire school. *At C.F. Brown student academic performance is analyzed on an ongoing basis. The Principal and Instructional Facilitator work with the grade level teams to assure that the students are working towards the grade level academic standards.*
2. Schoolwide reform strategies that:
  - a. Provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement. *At C.F. Brown we look at each student's state and district assessment results. Based on these results students are placed in intervention programs as well as accelerated programs.*
  - b. Use effective methods and instructional strategies based on scientific research that:
    - i. Strengthen the core academic program in the school. *Teachers work collaboratively in planning lessons to assure the state standards are being taught with fidelity.*
    - ii. Increase the amount and quality of learning time. *The recess schedule was changed to meet the recommended Language Arts time block for instruction and Universal Access instruction is adjusted on a regular basis. After school programs are also provided for students as well as programs during track off time. An ASES (After School Education and Safety) program is at our site. See # 10.*
    - iii. Include strategies for meeting the educational needs of historically underserved populations. *Students who are struggling academically are provided additional instruction in a variety of programs including, Tiered Levels of Academic Support, Special Education, Speech and English Language Development.*
- c. Address the needs of all children in the school, especially those of low achieving children and those at risk of not meeting the state academic content standards. *Students are identified for their emotional and academic needs. Those students who are not meeting grade level standards are identified and have an Instructional Action Plan that is monitored by the Instructional Facilitator. The IAP lists the interventions that will be used to address the student's needs. The IAP also is a record that reflects the success of those interventions. English Learner students are assessed each year through the CELDT testing process. Teachers document the success of these students and the success of interventions provided for these students in EL folders. All students including Advanced or GATE students receive targeted instruction during regular instruction and Universal Access time.*
- d. Address how the school will determine if such needs have been met. *Student data is analyzed throughout the year to determine academic growth.*
- e. Are consistent with the state plan and local improvement plan. *The state requires that schools look at student data and address the needs of all children in the school. The C.F. Brown School Site Plan for Student Achievement is developed around the students' needs. Teachers, the School Site Council, PTA, and English Learner Advisory Committee all have input on the Single Site plan.*
3. Instruction by highly qualified teachers. *All teachers at C.F. Brown have met the requirements presented by the No Child Left Behind Act to be highly qualified teachers. Teachers new to the profession had to pass a competency test. Teachers not new to the profession met other requirements to satisfy this provision.*
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals. *All teachers at C.F. Brown are expected to attend training for any district-adopted curriculum. New teachers who have not been trained will be within the year. Currently, there are no new teachers at this site needing BTSA (Beginning Teacher) support. Each month grade level meetings are held to discuss curriculum. In addition Professional Development Meetings are held that address instruction and student achievement.*
5. Strategies to attract highly qualified teachers to high-needs schools. *The Sylvan Union School District is competitive in providing teachers with excellent working conditions and competitive pay.*
6. Strategies to increase parental involvement are a crucial part of the school plan. *These outreach strategies are discussed with parents through the School Site Council, the PTA and other parent meetings to develop and approve a formal outreach plan. An English Class for Parents is held at C.F. Brown. In addition, Family Nights are held at C.F. Brown, parents are invited to participate in class with their children, and interpreters are provided for our non-English speaking parents for conferences, IEP's, and in other situations. Parents are invited to volunteer in classrooms. Teachers provide parents with information about working with students at home.*
7. Plans for assisting preschool children in the transition from early childhood programs. *Students from C.F. Brown participate weekly with the Head Start students who attend that program on our campus site. Our students read with these students and get to know and work with them in the Head Start classroom. In addition the principal and kindergarten teachers attend Early Transition meetings for identified special education students who will be entering C.F. Brown.*

