

# The Combined SPSA & LCAP Template

**School:** Top of the World Elementary School

**District:** Laguna Beach Unified School District

**County-District School (CDS) Code:** 30-66555-6028922

**Principal:** Michael Conlon

**Date of this revision:** December 19, 2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA. In addition, the Laguna Beach Unified School District has addressed the LCAP 8 State Priority Goals.

For additional information on school programs and how you may become involved locally, please contact the following person:

**Contact Person:** Michael Conlon

**Position:** Principal

**Phone Number:** (949) 497-7790

**Address:** 21601 Tree Top Lane  
Laguna Beach, CA 92651

**E-mail Address:** mconlon@lbusd.org

The District Governing Board approved this revision of the SPSA on .

**Table of Contents**

School and Student Performance Data .....3

    CAASPP Results (All Students).....3

    Title III Accountability (District Data) .....7

    California English Language Development (CELDT) Data .....8

Form A: Planned Improvements in Student Performance .....9

LEA GOAL 1 .....9

LEA GOAL 2 .....19

LEA GOAL 3 .....22

LEA GOAL 4 .....24

LEA GOAL 5 .....26

Form D - School Site Council Membership: Top of the World Elementary School .....28

Form E - Recommendations and Assurances (Top of the World Elementary School) .....29

## School and Student Performance Data

### CAASPP Results (All Students) English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	126	113	122	107	122	107	96.8	93
Grade 4	135	124	132	116	132	116	97.8	93.5
Grade 5	126	141	124	137	124	137	98.4	97.2
All Grades	387	378	378	360	378	360	97.7	94.7

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2494.9	2511.1	56	65	25	20	13	12	6	3
Grade 4	2529.8	2549.4	48	60	36	24	9	8	7	8
Grade 5	2582.8	2599.8	56	64	31	28	10	7	2	1
All Grades	N/A	N/A	53	63	31	24	11	9	5	4

Reading Demonstrating understanding of literary and non-fictional texts							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 3	52	54	35	36	13	9	
Grade 4	49	55	45	36	6	9	
Grade 5	52	56	43	37	5	7	
All Grades	51	55	41	37	8	8	

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	57	53	36	44	7	3
Grade 4	42	57	55	38	4	5
Grade 5	65	70	31	28	4	1
All Grades	54	61	41	36	5	3

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	43	46	52	50	5	5
Grade 4	39	39	58	58	4	3
Grade 5	35	49	60	46	4	5
All Grades	39	45	57	51	4	4

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	50	63	42	34	8	4
Grade 4	43	54	52	41	5	4
Grade 5	65	77	33	23	2	1
All Grades	53	65	43	32	5	3

**Conclusions based on this data:**

1. We saw a slight dip (88-86%) in ELA between 15-16 to 16-17 so this is why we set our goal at 89%. With the adoption of the Wonders program, we anticipate an increase in these scores. Each grade level also selected an area of focus and created a SMART goal in this area. For example, fifth grade is focusing on listening/speaking this year. We also selected a goal related to the research/inquiry claim and problem solving and modeling data for LEA Goal 2. We are doing a lot of work this year in the area of inquiry and problem solving and these areas are critical skills related to having students college and career ready.

## School and Student Performance Data

### CAASPP Results (All Students) Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	126	113	122	107	122	107	96.8	93
Grade 4	135	124	132	117	132	117	97.8	94.4
Grade 5	126	141	124	137	124	137	98.4	97.2
All Grades	387	378	378	361	378	361	97.7	95

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2500.1	2510.9	47	57	36	28	14	9	3	6
Grade 4	2521.1	2544.8	31	50	44	31	23	15	2	4
Grade 5	2569.6	2582.8	47	58	25	26	21	12	7	4
All Grades	N/A	N/A	41	55	35	28	20	12	4	5

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	61	71	34	22	6	7
Grade 4	48	61	47	31	5	9
Grade 5	58	68	29	23	13	9
All Grades	55	66	37	25	8	8

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	58	64	37	26	5	10
Grade 4	39	51	58	42	4	7
Grade 5	41	58	46	32	13	10
All Grades	46	57	47	34	7	9

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	58	74	34	23	8	3
Grade 4	45	57	50	36	5	7
Grade 5	40	49	52	47	7	4
All Grades	48	59	46	37	7	4

**Conclusions based on this data:**

1. We saw a dip from 83% to 82% (15/16 to 16/17) in math so this is why we set the goal at 85%. We continue to focus on math instruction with our staff and will be delivering math practices PD for all teachers this year. Each grade level analyzed their data and selected a target area to create a SMART goal. For example, third grade is focusing on problem solving & modeling/analyzing data with their students.



## School and Student Performance Data

### Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	86		100
Percent with Prior Year Data	90.7		100
Number in Cohort	78		100
Number Met	64		79
Percent Met	82.1		79
NCLB Target	59.0	60.5%	62.0%
Met Target	Yes		N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	66	35			67	49
Number Met	31	26			34	39
Percent Met	47.0	74.3			50.7	79.6
NCLB Target	22.8	49.0	24.2%	50.9%	25.4%	52.8%
Met Target	Yes	Yes			N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	--		
Met Percent Proficient or Above	--		
Mathematics			
Met Participation Rate	--		
Met Percent Proficient or Above	--		
Met Target for AMAO 3	Yes		N/A

## School and Student Performance Data

### California English Language Development (CELDT) Data

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
1						***						***			
2	***														
3	33	***		50			17		***			***			
4	***	75	***	***	25		***								
5		80	50			50	***							20	
Total	33	80	33	33	10	33	33		11			22		10	



## Form A: Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>LEA GOAL 1:</b> <b>Increase student academic achievement and social/emotional strength through collaboration, critical thinking, creativity, and communication.</b>		
<b>SCHOOL GOAL:</b> <b>(Goals should be prioritized, measurable, and focused on identified student learning needs.)</b> By June 2018, students will increase their social/emotional strength and have a more favorable response (most of the time/all of the time) to the question, "How close do you feel to people at school", from 58% to 68% as measured by the District's School Climate Survey.		
By June 2018, students performing at the proficient or advanced level on the ELA portion of the CAASPP will increase from 86% to 89%, as measured by the spring 2018 assessment results.		
By June 2018, students performing in the proficient or advanced level on the math portion of the CAASPP will increase from 82% to 85%, as measured by the spring 2018 assessment results.		
By June 2018, we will decrease the percentage of students deemed "chronically absent" (more than 18 days absent) from 7.9% in 16-17 to no more than 5% in 17-18.		
<b>LCAP Priorities Areas 1, 2, 4, 5: Basic-</b> Access to core services as measured by the extent to which students are taught by fully credentialed teachers, have standards-aligned textbooks and materials, and attend classes in safe and clean facilities; <b>Implementation of CCSS</b> – Implementation of the Common Core State Standards for all students; <b>Student Achievement</b> - Student achievement as measured by performance on standardized tests, the Academic Performance Index, the proportion of students who are "college and career ready," the percentage of English learners who are reclassified as fluent in English, the share of high school students who pass Advanced Placement course exams with a score of at least a 3 out of 5, and other measures; <b>Other Student Outcomes</b> – Other student outcomes as measured by performance in other required areas of study such as physical education and the arts. Other forms of assessments, such as SAT or ACT college entrance examination scores of high school students could also be included.		
<b>What data did you use to form this goal?</b> MTSS, Illuminate, Aeries, and RTI data District School Climate Survey Reading--DIBELS and SRI reading intervention assessments, teacher created common assessments, benchmark achievement assessments, and CAASPP data Math--Expressions benchmark formative and summative assessments, FactsWise assessments, teacher created assessments, CAASPP data Student Risk Screening Scale (SRSS) - Grades K-3 Co-Vitality - Grades 4-5	<b>What were the findings from the analysis of this data?</b> Based on the most recent District School Climate Survey, students responded to the statement, "I feel close to people at school", with the following responses: 6% no, never, 36% yes, sometimes, 27% yes, most of the time, and 31% yes, all of the time. This question was considerably lower than any other questions in the school connectedness section. Based on the 2017 CAASPP scores, students performing at the proficient or advanced level on the ELA portion was 86%. Based on the 2017 CAASPP scores, students performing at the proficient or advanced level on the math portion was 82%. Based on our 2016-2017 attendance data, 7.9% of students were chronically absent.	<b>How will the school evaluate the progress of this goal?</b> Site Generated Social/Emotional Survey Discussing formative data assessment results during PLCs CAASPP Data District School Climate Survey MTSS Aeries data RTI data Site Leadership team Staff Survey Attendance data

Chronically Absent Student Data		
---------------------------------	--	--

**STRATEGY:**  
Increase student academic achievement and social/emotional strength through collaboration, communication, creativity, and critical thinking.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)		
			Description	Type	Funding Source
The teaching staff has implemented a school wide, Lexile based incentive program (SRC) for grades K-5. Every student is assessed four times per year.	SRI, Reading Teacher, and Classroom Teachers	September 2016 - ongoing	SRC Site License	5000-5999: Services And Other Operating Expenditures	District Funded
The teaching staff has implemented DIBELS Next for the entire student body. Every student is assessed three times per year. The DAZE assessment has been implemented for grades 3-5. This assessment tracks student reading. It is also used for progress monitoring on a monthly basis for at risk readers and data is collected over the course of the students time at TOW for comparison.	Reading Intervention Teacher and Classroom Teachers	January 2016-ongoing	Materials Additional hours for testing team, 3 instructional aides NTE 60 hours \$1 per student for maintenance of DIBELS Data System access.	4000-4999: Books And Supplies 2000-2999: Classified Personnel Salaries 5000-5999: Services And Other Operating Expenditures	District Funded District Funded District Funded
4 times a week, a 45 minute (K-3) and 30 minute (4-5), academic reading intervention session will continue to be offered during the school day for students not meeting reading benchmark scores and performing at the intensive and strategic levels.	K-5 general education staff, reading intervention teachers, technicians, and instructional aides.	January 2016-ongoing	A full-time reading intervention teacher A full-time reading technician is used at the site. Two 3 hour aides support the program	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries	District Funded District Funded
Students performing at the strategic and benchmark levels will be offered reteach or extension instruction during the same block of intervention time during the school day.	K-5 general ed staff, Reading intervention teachers, technician, and instructional aides	January 2016-ongoing			
Students will be assessed four times per year using the SRI assessment comprehension in grades 1-5, as well as, the Wonders Benchmark assessment. Grades K-2 will be assessed four times a year using the BPS1.	K-5 general ed staff, Reading intervention teachers, technician, and instructional aides	January 2016-ongoing			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)		
			Description	Type	Funding Source
The MTSS team will continue to meet after school for one hour on a monthly basis to review the Aeries student behavior data to address areas of concern. Also to work on our school climate and to identify students' social and emotional needs and supports.	Grade level representative, classroom teachers, and support staff	September 2016-ongoing	Cost of hourly pay after contracted hours: 5 teachers NTE 11 hours at \$35,	1000-1999: Certificated Personnel Salaries	District Funded
The MTSS team will share outcomes to staff on a regular basis via provisions of meeting minutes and via reports at staff meetings. To provide collaboration opportunities between colleagues to determine possible intervention and to assess post interventions.	Grade level representative, classroom teachers, and support staff	September 2016-ongoing	Cost of hourly pay after contracted hours: 5 teachers NTE 11 hours at \$35,	1000-1999: Certificated Personnel Salaries	District Funded
K-3 classroom teachers will complete a social and emotional survey for each of their students. 4th - 5th grade students will complete the Co-Vitality Survey to self assess their own social and emotional understanding. Data from both surveys will be analyzed by the support team to determine unique areas of need and to determine appropriate interventions for at-risk students.	Classroom Teachers	September 2017-ongoing	Cost of hourly pay after contracted hours	1000-1999: Certificated Personnel Salaries	District Funded
The KC Club (Kindness and Compassion) and PALS continues to be offered to 4th and 5th grade students. Students plan activities that take place during the school day to increase student involvement in carrying out acts of kindness and compassion. This program supports the wellbeing of students K-5.	KC Club and PALS Advisors	September 2016-ongoing	Cost of hourly pay after contracted hours: 1 teacher NTE 24 hours at \$40	1000-1999: Certificated Personnel Salaries	District Funded
			Materials for art supplies/poster paper	4000-4999: Books And Supplies	Site Formula Funds
			RC Banner for students to sign each year	4000-4999: Books And Supplies	Site Formula Funds

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)		
			Description	Type	Funding Source
Teachers continue to implement Thinking Maps to help students have a common visual language, meaningful learning, and for continuously assessing progress through the use of pre and post writing assessments for each writing genre (ex: informative, opinion, and narrative) each trimester.	All Teaching Staff	2016-ongoing	All Staff	1000-1999: Certificated Personnel Salaries	Common Core
Principal provides written and ongoing feedback to teachers through weekly walkthroughs of classrooms.	Mike Conlon	2016-ongoing			
Top of the World continues to recognize the "Read Across America- Dr. Seuss Day." Individual classrooms/grade levels have special activities that emphasize the value of developing a lifelong love of reading. Some classrooms will host guest readers that will read a special book and will share with the students the importance of allocating time each day to read for pleasure.	Librarian	Ongoing	Salary  prizes and certificates	2000-2999: Classified Personnel Salaries  4000-4999: Books And Supplies	District Funded  Parent-Teacher Association (PTA)
		September 2016 - ongoing			



Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)		
			Description	Type	Funding Source
Each grade level will administer a pre and post assessment for each of the three writing genres: Narrative, Opinion, and Expository. During PLC time, grade levels will create SMART goals generated from the pre-assessment data for each writing unit and identify mini-lesson topics.	District personnel and K-5 teachers	Sept 2016-ongoing	Salary	1000-1999: Certificated Personnel Salaries	District Funded
			Salary	1000-1999: Certificated Personnel Salaries	District Funded
			Salary plus sub costs	1000-1999: Certificated Personnel Salaries	District Funded
During PLC time, K-2 grade levels will create SMART goals generated from the BPST data and 3-5 grade levels will create SMART goals generated from the CAASPP assessment data.	District personnel and K-5 teachers	September 2017 - ongoing			
The staff will participate in a vertical articulation meeting to determine how best to prepare 5th grade students for the transition into middle school. The presentation will be put on by the middle school staff and all 5th grade teachers and academic specialist will attend to discuss what students need to know before beginning middle school and ways 5th grade teachers can support parents, students, and middle school staff.	District personnel, 5th grade teachers, and academic specialist	September 2017 - ongoing			
Each grade level continues to provide multiple opportunities for students to write across the curriculum throughout the day. Additional focus is on writing in math (CGJ), science, and within STEAM activities. Ideas and strategies are shared at weekly PLC meetings and other staff articulation meetings. Fourth and fifth grade teachers are introducing the concept of CER to their students across all subject areas. Principal monitors and staff shares best practices at staff meetings,	District personnel, K-5 teachers and principal	Sept 2016-ongoing			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)		
			Description	Type	Funding Source
The fourth and fifth grade teams will be utilizing a leveled grouping model for differentiated, daily math instruction allowing for remediation and enrichment. Effectiveness of the leveled grouping will be assessed through chapter quizzes and unit tests scores.	Teachers and instructional aides	Sept 2016-ongoing	Expressions  Dreambox, Manga High, Typing Agent, SRC	1000-1999: Certificated Personnel Salaries  5000-5999: Services And Other Operating Expenditures	District Funded  District Funded
Teachers at all grade levels are implementing programs for online differentiated instruction in Math and Language Arts. These computer adaptive programs provide intervention and enrichment opportunities for students.	Teachers	Sept 2016-ongoing			
Teachers and staff are implementing CA CCS Math Standards that pertain to their grade through the use of Houghton Mifflin Harcourt Expressions curriculum as well as Cognitively Guided Instruction (CGI) practices in the classroom. Most teachers have been trained in CGI and are using the methodology during instruction throughout the week. The principal will reinforce these implementations during informal and formal observations.	Teachers/Staff	September 2015-ongoing	Expressions	1000-1999: Certificated Personnel Salaries	
Teachers utilize the pre-built unit formative and summative math assessments provided through the Think Central website. Students that do not yet score in the proficient or above range will receive intervention on their unique area of need(s).	Teachers/Staff	March 2017-ongoing			
Teachers and staff are implementing Factswise math training to improve instructional practices and strategies for student's mastery of grade level math facts, number sense, and computational skills. Teachers and staff will collaborate in planning, teaching, reflecting, and applying math instructional strategies in the classroom. Teachers will also evaluate each student's progress annually to determine the program's effectiveness.	Teachers	September 2016-ongoing	Factswise registration  New teachers to attend two days of training	1000-1999: Certificated Personnel Salaries  5000-5999: Services And Other Operating Expenditures  1000-1999: Certificated Personnel Salaries	Common Core  Common Core  Common Core



Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)		
			Description	Type	Funding Source
Numerous After School Programs will be offered as instruction and enrichment across the curriculum. Activities include foreign language acquisition, math and problem solving skills, science, STEM, technology (coding), culinary arts, fine arts, drama, music, physical education.	Teacher, Staff, and Outside Contractors	September 2016-ongoing	After school clubs	5000-5999: Services And Other Operating Expenditures	Parent-Teacher Association (PTA)
Teachers, staff, and parent volunteers will be actively engaging in academic lessons in the outdoor garden classroom. Lessons will include a cross curricular focus with emphasis on math, science, STEAM, and language arts. All students will be participating in gardening activities that meet the Next Generation Science Standards (NGSS).	Teachers, Parent Coordinator, Ecology Center Staff, and Parent Volunteers	September 2016-ongoing	PTA paid, co-teachers w/ classroom teacher	5000-5999: Services And Other Operating Expenditures	Parent-Teacher Association (PTA)
After school buses will be used to transport students home that are enrolled in tutorial and enrichment classes such as the Homework Club, Kindness Club, and Math and Reading Assistance Classes.	PTA and Durham	September 2016-ongoing	Transportation Cost	5000-5999: Services And Other Operating Expenditures	District Funded
Two technology lead teachers to support staff needs and provide training on an ongoing basis. They provide PD to improve the blended learning instruction in the classrooms and share best practices with staff.	Katie Dwight and Brian Kull	September 2016-ongoing	MERS (NTE 40 hours)	1000-1999: Certificated Personnel Salaries	District Funded
Instructional aides are assigned to each grade level to work with small groups of students for remediation and enrichment at the direction of the classroom teacher. IA's will be evaluated once a year by a Special Education Specialist's observations and feedback from the general education teachers' that they support.	Instructional Aides	January 2016 - ongoing	One instructional aide, per grade level, in grades K-5	2000-2999: Classified Personnel Salaries	District Funded
Site GATE Coordinator to develop best practices for GATE Program to ensure identified students have a rigorous enrichment program that meets their needs. All 3rd grade students take the GATE identifying assessment. Students have one more opportunity to take the assessment prior to entering Middle School based on teacher recommendation and/or parent request.	Marie Bammer	August 2016-ongoing	Stipend	1000-1999: Certificated Personnel Salaries	District Funded

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)		
			Description	Type	Funding Source
Optional after school GATE classes for interested students. The focus of the class is creating sustainable goals for the United Nations.	Mayrann Thomas and Marie Bammer	September 2017-ongoing	Certificated teacher NTE 20 hours	1000-1999: Certificated Personnel Salaries	District Funded
After School Homework Club offered once per week. One class for grades 4-5	Rosie Haynes	September 2016-ongoing	Certificated teacher hours NTE 40 hours	1000-1999: Certificated Personnel Salaries	District Funded
Various after school Math intervention classes are offered to support at risk students in the areas of addition and subtraction facts, number sense, and multiplication and division with the expectation of seeing improved scores on CAASPP.	Nadia Hart, Marie Bammer, Kai Damato, and Jennifer Sweet	January 2016-ongoing	Certificated teacher hours	1000-1999: Certificated Personnel Salaries	District Funded
Julie Nyberg will hold a 2.5 day training for 4-5 grade teachers on how to use depth and complexity icons to differentiate instruction.	Julie Nyberg, 4th and 5th grade teachers	September 2017 - June 2018	Contract sub costs	1000-1999: Certificated Personnel Salaries	District Funded
Staff and students will be implementing the ideas of Growth Mindset. There will be a monthly focus that combines both Growth Mindset with the 2nd Step Curriculum. The school-wide focus on these concepts will enhance student's social/emotional skills and improve their connections at school.	All Staff	September 2016 - ongoing			
All students will be eligible to receive the Student of the Month Award that aligns to our social and emotional focus of the month.	All Staff	September 2016-ongoing	Treasure Tower Prizes	4000-4999: Books And Supplies	Site Formula Funds
Students will receive Dolphin cards for following school rules. Students will collect ten Dolphin cards and receive a token to be used at the TOW Treasure Tower.	All Staff	September 2016 - ongoing	Treasure Tower Prizes	4000-4999: Books And Supplies	Site Formula Funds
K-5 Social and Emotional instruction using 2nd Step Curriculum will be modeled by both Grace Jones and Jolene Hamilton for the 2017 - 2018 school year. The grade level teachers will begin implementing the curriculum for their own classroom beginning in the 2018 - 2019 school year.	Grace Jones, Jolene Hamilton and K-5 classroom teachers	September 2016-ongoing	Books and Materials	4000-4999: Books And Supplies	District Funded

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)		
			Description	Type	Funding Source
The MTSS committee is working towards our school wide focus of creating a No Place for Hate school environment. Our hopes are to enhance positive behavior on campus by promoting and monitoring a number of positive acts of kindness in the elementary school setting. Throughout the year, the staff will plan 3-5 school activities to promote the ideas and creating a safer and kinder school for all.	All Staff	September 2017 - ongoing			
In September, students participate in a school wide positive assembly/simulation led by staff and associated with our Kindness and Compassion program.					
Follow-up assemblies will be help mid-year to reinforce positive behavior and connect student to school and adults.					
A before school class called Fitness Club is being offered for those students needing a morning movement activity to promote in class focus and motivation. This program is by invitation only based on students who exhibit executive functioning needs.	Trina Biltch	September 2016 - ongoing	Classified Hours	2000-2999: Classified Personnel Salaries	District Funded
Friendship Club/Social Skills classes are being offered after school for students throughout the year.	Jennifer Toney and Tracey Slater	September 2016 - ongoing	Certificated Hours	1000-1999: Certificated Personnel Salaries	District Funded

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)		
			Description	Type	Funding Source
Implement the attendance plan by sending letters to parents of children with excessive tardies, excused, and unexcused absences.	Suzy Capano and Mike Conlon	September 2017-ongoing			
Include reminders in weekly principal blasts about the importance of attending school regularly.	Mike Conlon				
Hold conferences with parents of students with excessive absences.	Jolene Hamilton and Mike Conlon				
Utilize the Independent Study process for students missing 6 or more consecutive days.	Teachers and Suzy Capano				

## Form A: Planned Improvements in Student Performance (continued)

<b>LEA GOAL 2:</b> <b>All students will gain the knowledge and skills to be college and career ready through a wide variety of academic and enrichment opportunities.</b>		
<b>SCHOOL GOAL:</b> <b>(Goals should be prioritized, measurable, and focused on identified student learning needs.)</b> By June 2018, students scoring in the above standard range for the Research/Inquiry Claim section of the CAASPP will increase from 61.6% to 65%, as measured by the spring 2018 assessment. By June 2018, students scoring in the above standard range for the Problem Solving and Modeling Data section of the CAASPP will increase from 59.1% to 62%, as measured by the spring 2018 assessment.		
<b>LCAP Priorities 1, 2, 3, 4, 5, 6, 8: Basic-:</b> Basic- Access to core services as measured by the extent to which students are taught by fully credentialed teachers, have standards-aligned textbooks and materials, and attend classes in safe and clean facilities; <b>Implementation of CCSS</b> – Implementation of the Common Core State Standards for all students; <b>Course Access</b> – Access to a broad course of study and programs for high-needs and exceptional students; One measure will be levels of enrollment in all required courses for admittance to a 4-year state university; <b>Student Achievement</b> - Student achievement as measured by performance on standardized tests, the Academic Performance Index, the proportion of students who are "college and career ready," the percentage of English learners who are reclassified as fluent in English, the share of high school students who pass Advanced Placement course exams with a score of at least a 3 out of 5, and other measures; <b>Other Student Outcomes</b> – Other student outcomes as measured by performance in other required areas of study such as physical education and the arts. Other forms of assessments, such as SAT or ACT college entrance examination scores of high school students, could also be included; <b>Student Engagement</b> - Student engagement as measured by graduation and middle and high school dropout rates, chronic absenteeism and attendance; <b>School Climate</b> – School climate as measured by suspension and expulsion rates, and other measures as defined by local school districts		
<b>What data did you use to form this goal?</b> CAASPP data, Middle School staff informal feedback	<b>What were the findings from the analysis of this data?</b> Based on Spring 2016-2017 CAASPP AYP report, the percentage of proficient students for the Research/Inquiry Claim section of the ELA portion was 61/6%. For the Problem Solving and Modeling Data section of the Math portion, the percent of proficient students as 59.1%.	<b>How will the school evaluate the progress of this goal?</b> Skills and knowledge gained toward being college and career ready will be measured by using CAASPP data.
<b>STRATEGY:</b> We will focus on the anchor standards of college and career readiness with an emphasis on Research/Inquiry Claims throughout all subject areas and Problem Solving and Modeling Data in math to provide multiple opportunities to prepare students for success in the secondary levels and beyond. Additionally, we will help students develop teamwork, leadership, and project management skills. Increased articulation with TOW 5th grade teachers and the Thurston Middle School staff and 6th grade teachers.		



Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)		
			Description	Type	Funding Source
All grade levels are implementing the Wonders ELA curriculum to increase students' success across all standards and with an emphasis in Research and Inquiry.	All K-5 Staff	September 2017 - ongoing	Wonders Curriculum	4000-4999: Books And Supplies	District Funded
Teachers are continuing the application of Math Expressions curriculum to meet grade level standards with a focus on Problem Solving and Modeling Data in math.	All K-5 Staff	September 2016 - ongoing			
In grades 3-5, the Interim Assessments will be used throughout the year leading up to The CAASPP in May.	3-5 Grade Staff	September 2016- ongoing	Statewide Achievement Testing		
The use of technology is increasing across all grade levels. Basic operation skills, word processing, and technology integration strategies are being implemented to prepare our students for the technological rigors of the 21st century and college/career readiness.	K-5 teachers	Ongoing	Technology Plan	4000-4999: Books And Supplies 4000-4999: Books And Supplies	District Funded Donations
There is a 1:1 ChromeBook program in grade 2-5 and a 1:1 iPad program in grades K-1.			VPP account for apps	4000-4999: Books And Supplies	District Funded
All K-5 students have scheduled push in time to develop technology skills related to research and inquiry.	Allison Hubert	ongoing	Full time technology para educator	2000-2999: Classified Personnel Salaries	District Funded
Teachers provide time daily for collaborative group work to strengthen listening and speaking skills using Kagan Structures and active engagement strategies. Additional examples include content based plays and oral presentations, Reader's Theater, poetry readings, student government office positions and activities, class leadership opportunities, and oral discussions and presentations in math, science, and social studies. Teachers monitor the student interactions and provide feedback to students to increase their effective participation.	Classroom teachers	ongoing	Professional development	4000-4999: Books And Supplies	District Funded



Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)		
			Description	Type	Funding Source
Jacquie Cohn will be providing a 2.5 day training called Inquiry Through Science with a focus around concepts of phenomena in the NGSS Standards.	Jacquie Cohn and K-5 grade teachers	September 2017 - June 2018	Certificate salary NTE 40 hours for prep, sub costs	1000-1999: Certificated Personnel Salaries	District Funded

## Form A: Planned Improvements in Student Performance (continued)

**LEA GOAL 3:**  
Professional Development focused on 21st Century teaching and learning.

**SCHOOL GOAL:**

(Goals should be prioritized, measurable, and focused on identified student learning needs.)

By June 2018, 100% of TOW's teachers will be trained in the best ways to implement new and old curriculum. Examples included, but are not limited to, how to effectively implement the Wonders curriculum, trained in the mathematical practices, 2nd Step and the continued implementation of the growth mindset. Participation will be measured by attendance logs at each training.

**LCAP Priorities 1, 2: Basic-:** Basic- Access to core services as measured by the extent to which students are taught by fully credentialed teachers, have standards-aligned textbooks and materials, and attend classes in safe and clean facilities; **Implementation of CCSS** – Implementation of the Common Core State Standards for all students

What data did you use to form this goal? Attendance data from trainings.	What were the findings from the analysis of this data? We found that all teachers needed to develop instructional skills and strategies geared toward CCSS, utilizing technology, communication, collaboration, critical thinking, and creativity, as well as project based learning.	How will the school evaluate the progress of this goal? Data collection of teachers who participated in professional development opportunities to enhance 21st Century Instruction.
---	--	--

**STRATEGY:**

Provide effective professional development to give teachers the skills needed to implement the new common core state standards.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	
Thinking Maps Training: After school voluntary staff development for increased mastery of implementing Thinking Maps into instruction.	Contracted service	ongoing	Thinking Maps and P2P training	1000-1999: Certificated Personnel Salaries	District Funded	
A new program called Path to Proficiency for English Language Learners will be piloted for classroom teachers who will be working with English Language Learners. This training gives a deeper understanding of how to utilize Thinking Maps with ELD students and enhances learning for all students grades K-5.	Contracted service	ongoing	Thinking maps and P2P training	1000-1999: Certificated Personnel Salaries	District Funded	

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)		
			Description	Type	Funding Source
Rocket Ready: A voluntary group of teachers (Grades 1-5) are attending the Rocket Ready teacher training. This program requires teachers and students to research a real world problem and apply strategies related to the curriculum to solve the problem.	All K-5 Staff	August 2016-ongoing		1000-1999: Certificated Personnel Salaries	District Funded
Jacquie Cohn will be providing a 2.5 day training called Inquiry Through Science with a focus around concepts of phenomena in the NGSS Standards.	Jacquie Cohn and K-5 grade teachers	September 2017 - June 2018	Certificated, NTE 40 hours for prep time, sub costs	1000-1999: Certificated Personnel Salaries	District Funded
Brian Kull will provide a 1/2 day training for K-5 grade teachers. The topic is on primary sources and inquiry within the History and Social Sciences curriculum.	Brian Kull and K-5 teachers	September 2017 - June 2018	Certificated salary and sub costs	1000-1999: Certificated Personnel Salaries	District Funded
Julie Nyberg will hold a 2.5 day training training for 4-5 grade teachers on how to use depth and complexity icons to differentiate instruction.	Julie Nyberg and 4-5 grade teachers	September 2017 - June 2018	Contract and subcosts	1000-1999: Certificated Personnel Salaries	District Funded
Factwise K-5 math facts training: Every K-5 teacher will have the opportunity to attend the FactWise training through the OCDE. The focus of the training is to improve instructional capacity and strategies for student's mastery of grade level math facts and computational skills.	New certificated staff (Lorraine Winokur and Trisha Hamilton)	September 2016 - ongoing	cost of registration and sub costs	1000-1999: Certificated Personnel Salaries	Site Formula Funds
Ongoing staff trainings offered for support with student safety, health, social and emotional growth, and well-being will be offered throughout the year. Teachers have the opportunity to consult with the on-site OT, PT, and Adaptive PE consultants when needed.	K-5 staff, consultants	September 2016-ongoing	counseling plan	4000-4999: Books And Supplies	District Funded



## Form A: Planned Improvements in Student Performance (continued)

### LEA GOAL 4:

Safe, attractive, clean, well equipped learning environments for all students that promote critical thinking, collaboration, creativity, and communication.

### SCHOOL GOAL:

(Goals should be prioritized, measurable, and focused on identified student learning needs.)

By June 2018, the TOW modular project and the 4CIE projects in the fourth grade classrooms will be 100% complete.

LCAP Priorities 3, 6, 8: Course Access – Access to a broad course of study and programs for high-needs and exceptional students; One measure will be levels of enrollment in all required courses for admittance to a 4-year state university; Student Engagement - Student engagement as measured by graduation and middle and high school dropout rates, chronic absenteeism and attendance; School Climate – School climate as measured by suspension and expulsion rates, and other measures as defined by local school districts.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
FTT Williams Facilities Report, FRRP assessment, district survey	A 10-year plan of projects was formulated with areas of need prioritized based on gaps in the data collected.	The progress of this goal will be monitored by data collected by the School District Facilities department, FTT Williams Facilities Report.

### STRATEGY:

Continually determine facility needs and use data collected to effectively and efficiently maintain our facilities.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)		
			Description	Type	Funding Source
Improvements include furniture replacements, HVAC upgrades, repair/replace plumbing throughout site, lighting updates, artificial turf for playgrounds, roofing for the office and kindergarten buildings, carpet in the kindergarten, office, and 6000 buildings.	Ryan Zajda	June 2016-Ongoing	Facilities Plan	6000-6999: Capital Outlay	District Funded
Beginning May 2017, portables will be replaced with permanent buildings. These new buildings will also house the Music Department, including choir and strings.	Ryan Zajda	June 2016-Ongoing	Facilities Plan	6000-6999: Capital Outlay	District Funded
There is also a plan within the next calendar year to repair and replace the field.	Ryan Zajda	June 2016 -ongoing			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)		
			Description	Type	Funding Source
4CIE Classroom Initiative will continue. 4th grade was completed this year and 3rd grade is scheduled for the 2018-2019 school year.	Mike Morrison	August 2016--ongoing	Cost in previous goal	6000-6999: Capital Outlay	District Funded
There will be continued upgrades to the outdoor classrooms.	Parent Volunteers and Facilities Director	August 2016-Ongoing	Volunteers and Grants	6000-6999: Capital Outlay	District Funded
The STEAM Classroom and materials will continue to be updated.	Science teacher and K-5 Teachers	September 2016-Ongoing	Facilities Plan Conference and Travel	6000-6999: Capital Outlay	District Funded
We will begin placing snake fencing around our campus in phases to protect students from Laguna's Rattlesnake population.	Ryan Zaida and private contractor	December 2017	Facilities Plan	6000-6999: Capital Outlay	District Funded
Phase 1 will be to provide fencing around the kindergarten playground to the primary garden.		Summer 2018			
Phase 2 will be to provide fencing around the 3-5 grade garden.					



## Form A: Planned Improvements in Student Performance (continued)

**LEA GOAL 5:**  
By promoting a variety of opportunities for parents, students, staff, and the community that strengthen communication and meaningful participation, all stakeholders will be engaged in the learning process.

**SCHOOL GOAL:**

(Goals should be prioritized, measurable, and focused on identified student learning needs.)

By June 2018, we will increase parent communication and involvement by from 93% to 95% as measured by the LCAP survey through joint weekly updates from PTA and principal and numerous parent involvement opportunities.

**LCAP Priorities 6, 7, 8: Student Engagement** - Student engagement as measured by graduation and middle and high school dropout rates, chronic absenteeism and attendance; Parent involvement as measured by the extent to which parents participate in key school decisions; **School Climate** - School climate as measured by suspension and expulsion rates, and other measures as defined by local school districts.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Data was gathered from the District Climate Survey, parental attendance at meetings, and parent involvement opportunities.	Our stakeholders feel we have strong communication and provide meaningful participation opportunities for everyone.	Number of parents who participate in BTSN, Open House, GATE Advisory, DELAC and ELAC meetings and Report Card conferences, PTA volunteer hours, Number of students who participate in PALS and Student Council.

**STRATEGY:**

Provide opportunities for students, parents, and community members to be actively involved on campus and in their student's learning.

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
California Healthy Kids Survey will be conducted every other year with 5th grade students and all staff will take an online survey as well.	Michael Keller	Ongoing	Every other year (2017-18)	5000-5999: Services And Other Operating Expenditures	District Funded	3,000,000
District Climate Survey will be conducted annually with all stakeholders. Data will be gathered and analyzed to determine and guide changes to be made.	Amy Kernan	Ongoing	Every other year (2017-18)	5000-5999: Services And Other Operating Expenditures	District Funded	



Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
PTA volunteer opportunities: Volunteer options include After School Programs, Bonanza, PTA Family Art Night, Reflections, Reflections Art Day, Imagination Celebration, Book Swap, Fall Fundraiser, Jog-A-Thon, Kids Run the OC, Spelling Bee, Art Masters, and Talent Show.	PTA	Ongoing	Volunteer	None Specified	None Specified	
School Site Council members elected every two years for stakeholder representation and input to the Single Plan for Student Achievement.	Elected teachers, parents, support staff and principal	Ongoing	Stipend for teacher	1000-1999: Certificated Personnel Salaries	None Specified	
Classroom volunteer sign up opportunities: room parents, library, SRC, field trip chaperones, Art Masters lessons, garden time, center time rotations, classroom materials preparation, small group instruction, and assisting with various events.	Teachers will coordinate with parent representatives.	Ongoing	Volunteer	None Specified	None Specified	
Community involvement opportunities include: food drives, KC Club kindness initiative, Kenya Coin Drive, warm clothing drive, blankets for marine animals, Friendship Shelter gift baskets, LOCA Color, Read Across America, and Plain Aire painters.	Various	Ongoing	Volunteer	None Specified	None Specified	
Home/School Communication includes: Weekly School Update, teacher/TOW/LBUSD websites, Back to School Night, Open House, parenting classes, and Coffee Break, School Board meetings, School Board minutes available for review.	Various	Ongoing	Communication	None Specified	None Specified	

**Form D - School Site Council Membership: Top of the World Elementary School**

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the School Site Council. The current make-up of the council is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Mike Conlon	X				
Amanda Charmley		X			
Kris Hammerquist			X		
Barbara Evans				X	
Jennifer Seybold				X	
Phyllis Fang				X	
Marie Bammer		X			
Mark Nelson				X	
<b>Numbers of members of each category</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>4</b>	

At elementary schools, the School Site Council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

**Form E - Recommendations and Assurances (Top of the World Elementary School)**

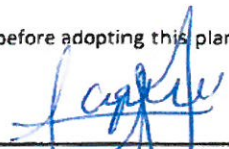

The school Advisory council (SAC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SAC is composed of school site and parent representatives.
2. The SAC reviewed its responsibilities and belongs under district governing board policies.
3. The SAC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

English Learner Advisory Committee

Special Education Advisory Committee

Other committees established by the school or district (list):


  
\_\_\_\_\_  
Signature  
  
\_\_\_\_\_  
Signature  
12/17/17  
\_\_\_\_\_  
Signature

4. The SAC reviewed relevant school and district data when creating the goals and actions.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was presented to the district LCAP committee on: March 14, 2016

Attested:

Michael Conlon

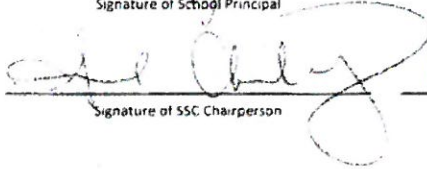
Typed Name of School Principal

  
\_\_\_\_\_  
Signature of School Principal

12/17/17  
\_\_\_\_\_  
Date

Mrs. Amanda Charmley

Typed Name of SSC Chairperson

  
\_\_\_\_\_  
Signature of SSC Chairperson

12/17/17  
\_\_\_\_\_  
Date

