The Single Plan for Student Achievement

School: Norwood Creek Elementary School

CDS Code: 43-69435-6102081

District: Evergreen Elementary School District

Principal: Nanette Donohue

Revision Date: October 13, 2015

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.

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

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The District Governing Board approved this revision of the SPSA on 11/14/13.

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School Vision and Mission

Norwood Creek Elementary School's Vision and Mission Statements
Principal's Message
The Norwood Creek Staff and we take great pride in the education that we offer our students. We set high expectations for every child and provide the support and enrichment each child needs to reach those expectations. We present a rich curriculum that educates the whole child.

Norwood Creek's school motto is, 'Leaders for Life.' As such, we believe that all children must be given access to a comprehensive core of knowledge, skills, and attitudes that will foster a love for learning, develop respect for self and other, and provide the basis for a lifetime of learning and leadership. Our focus ensures that all our students receive the best education possible. We want to also commend the on-going teamwork and dedication of our teachers, students, parents, and community.

It is my hope that our school's ever-evolving web page will provide you with the information you are seeking. If, after your visit however, you have additional questions or would like to speak with me in person, you may reach me at (408) 270-6727.

School Mission Statement
Norwood Creek cultivates an innovative community of learners who engage creatively with passion and purpose to achieve academic and person success.

The Norwood Creek School community is committed to academic excellence. We believe that all children can learn in a supportive environment and that the teacher's role is to facilitate learning. We believe that learning should be joyful and that questions are as important as answers. We believe in preparing students to learn in the ever-changing 21st century. We believe in the necessity of involving students in decision-making and shared responsibility for making the classroom a good place to be and to learn. We believe that the school must be a safe haven where the dignity of every person is respected. We believe that students need to learn to give to others and to their community, and that parents and the larger community must be involved in educating our children. These beliefs form from the basis of the school's goals, of which we have three:

- To engage all students in powerful, meaningful 21st century learning experiences and a rich thinking curriculum.
- To develop every child's social, ethical, emotional, physical, and intellectual potential.
- To involve parents in their children's education.

School Profile

Community & School Profile
Evergreen School District, located in the city of San Jose, is comprised of fifteen elementary schools and three middle schools. Once a small farming city, San Jose became a magnet for suburban newcomers between the 1960s and the 1990s, and is now the third largest city in California. The city is located in Silicon Valley, at the southern end of the San Francisco Bay Area, and is home to more than 973,000 residents.

Norwood Creek Elementary School is located in the northeastern quadrant of the district's borders. In the 2015-16 school year, the school served 665 students in grades K-6 on a traditional calendar schedule.

The school provides a family-oriented, nurturing, and safe place for students to learn, grow, and develop intellectually. Teachers, staff, and administrators continue to act on the principle that students come first.

Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

During the 2014/2015 school year, the School Site Council discussed different ideas to improve the Comprehensive School Safety Plan at Norwood Creek School. The goals of the safety plan the group generated searched for information about the effectiveness of the Project Cornerstone Program at our school. Based on the group's conversation, two surveys were to be created. The first survey was a parent survey which asked questions about the parent's general knowledge of the Project Cornerstone ABC program as well as some of the finer details of the program. The second survey was a student survey which focused on Developmental Assets in which the students scored themselves weaker on the Project Cornerstone Me and My World Survey. Both of the surveys will be administered for the first time in Fall of 2016 through the use of an online survey program.   A follow up survey that will measure growth of the school year is expected to be given in the Spring of 2016.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Formal Observation and Evaluation and assessment of the performance of each certificated employee are made on a continuing basis as follows:
* At least once a year for temporary personnel
* At least once a year for probationary personnel
* At least once every other year for personnel with permanent status

Informal classroom observations are conducted routinely throughout the school year by the school administrator.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

* Not meeting performance goals
* Meeting performance goals
* Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

    The use of state and local assessments at Norwood Creek are used to modify and improve student achievement that is directly aligned with the state standards and provides information that, when integrated and examined as a whole, creates a full picture of student achievement and school improvement. All teachers administer reading tests on a regular basis for accurate placement of students in flexible guided reading groups and to drive reading instruction. Teachers continuously administer Accelerated Reader tests, which provide an independent reading level for each child. All teachers that teach kindergarten through sixth grade administer reading fluency tests. In addition, each grade level has their own assessment pieces they complete at their grade level. For example, kindergarten teachers use the "Evergreen School District Kindergarten Assessment" which evaluates a student's ability to identify upper and lower case letters, the letter sounds, high frequency words, blending, geometric shapes, number recognition and sorting three times in a year. Teachers in grades one, two and three use the BPST and spelling inventories to evaluate the children.   They give the math diagnostic tests that are part of the adopted math series. The thoughtful use of assessment data to improve instruction has had a positive effect for students at Norwood Creek School.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Evergreen School District has a monitoring system which includes curriculum embedded assessments available as part of the math and language arts adopted programs. Teachers use the language arts pacing guide and unit assessments to inform their instruction and differentiate based on student needs. The language arts unit assessments are conducted once at the beginning of a unit and once at the end of the unit as a means of progress monitoring. The weekly assessments are given between the unit assessments.   These assessments inform teachers on student progress and effectiveness of instruction in all reading/language arts. Norwood Creek students are also given beginning and end of the year assessment to mark their growth in mathematics over the year.   These curriculum-embedded assessments are based on the adopted reading/language arts and mathematics programs. The purpose of these assessments is to provide timely data to teachers and principals to make decisions that will improve instruction and student achievement.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

To maintain Evergreen School District's position as a high performing district, we must continue to develop and support a worldclass educational system. Doing so includes ensuring that there is an adequate supply of highly qualified and effective teachers, paraprofessionals, and administrators who are prepared to meet the challenges of teaching California's growing and diverse student population.

These efforts, in accordance with No Child Left Behind (NCLB), have resulted in significant improvements in the preparation, authorization, and assignment of teachers throughout the district. NCLB Teacher Quality requires that teachers:
1. Have at least a bachelor's degree from an accredited institution of higher education.
2. Hold full state certification.
3. Demonstrate subject-matter competence for each NCLB core academic subject they teach.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials, training on SBE-adopted instructional materials) (EPC)

Evergreen Elementary School District certifies that all classrooms have highly qualified teachers credentialed for their assignment, as documented on the annual CBEDS report. Some examples of the staff developmental teachers go through on a yearly basis are:
a. the use of data to analyze and to inform classroom and school wide practices.
b. participate in grade level team meetings to discuss and use student achievement results to determine student progress, the effective use of research-based practices, and to plan deliver and adjust
instruction.
c. participate in ELL professional development to highlight instructional practices to support ELL in the learning of the academic content standards.
d. use of technology tools provided with adopted curriculum to enhance curriculum knowledge and implementation.
e. training for teachers to use common, ongoing, formative assessments to collaborate about the progress of students and to adjust instruction to support struggling learners.
f. classroom coaching tied directly to the skillful implementation of all components of the adopted program.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Norwood Creek's staff understands the Importance of professional development and collegial support as the primary means to expand and improve their skills as educators. As a result of their commitment to be knowledgeable and well trained, all Norwood Creek teachers participate in professional development, both on site and through various workshops. Our staff development is focused on the implementation of a standards-based, assessment-driven instructional program in the designated content areas.

Staff development practices at Norwood Creek are developed and implemented based on the results of standardized tests. Each year staff members review assessment information that help them analyze and interpret student data to develop individualized professional development plans. Teachers receive both district and state assessment results. This data allows teachers to monitor their teaching practice and discover areas of strength and challenge. The staff engages in conversations about trends school-wide and discusses how each grade level contributes to the overall data picture. During the 2016-16 school year, staff development will focus building 21st century curriculum into classroom teaching as we prepare for the transition to the common core standards.

New teachers receive additional training prior to the first day of class to acquaint them with the "Evergreen Way". The training is standards-based and focuses on sound teaching practices aligned with district goals and areas of focus. New teachers then meet their Support Provider who is a more experienced teacher on the school staff. The Support Provider and new teacher meet a minimum of one hour weekly for discussions, lesson planning, model lessons, and peer observations and feedback. This new teacher program is based on The Standards for Quality and Effectiveness of Beginning Teacher Support and Assessment (BTSA).

Although several staff development opportunities discuss standards and student performance in broad terms, there is a need to continue to focus on and address topics in Social Studies and Science. Curriculum support and staff development frequently focus on enhancing and supporting Language Arts and Math.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

During the course of the year, planning conferences are held with each teacher. During this meeting, the teacher and the principal sit down to discuss professional goals as well as the student performance data. It is our belief that data drives our instruction, therefore, in addition to established professional development goals; the establishment of goals and objectives to meet the needs of the underachieving students are also created. These goals are evaluated formally three times per year and informally throughout the year. In order to meet the learning needs of each child, a variety of grouping structures are put in place to attain the highest academic achievement possible for all students. Teachers participate in school and district wide staff development programs. Step Up to Writing strategies are being integrated with the core adoption and Writer's Workshop to increase our students ability to write and express their thoughts. During the school year, teachers and specialists participate in training to assist struggling students using a variety of interventions supported by the School Improvement Plan or District Support such as Twilight professional development, and EPF/ ELL lead teacher meetings. Teacher facilitators bring their training back to the staff. Teachers implement the strategies to ensure that all students achieve State standards and benchmarks. In the area of mathematics a group of teacher leaders received specialized training in the Mathematics series and common core state standards. These teachers meet regularly with teachers by grade level to coach and provide support for the implementation of the mathematics program. This year the same process has been established to support the implementation of the Language Arts program.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teacher collaboration is and has been embraced by the district and at Norwood Creek using the research based strategies found in the works of DuFour, Marzano, and Tomlinson to name a few. It is our firm belief that in order for students to succeed, we must work together as a team and not in isolation.

At Norwood Creek, grade level and cross grade level collaboration occurs regularly. During the first few weeks of the school year, teachers work together to identify grade level goals using information from state and local assessments as well as other formative and summative data. At subsequent collaboration meetings, staff members meet together to review and analyze progress towards established student achievement goals using information from a variety of formative and summative sources including a deep analysis of student work, observation, and local benchmark data. During their work together teachers use this data to refine and adjust goals and/or instruction to ensure growth in student achievement.

Teachers also participate in five professional development district days working in grade level teams to gain a better understanding of core subject matter and to discuss best practices. Teachers at Norwood Creek are committed and dedicated to the continuous improvement process for student learning and achievement.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All curriculum, instruction, and materials that is delivered by teachers at Norwood Creek School are aligned to content and performance standards. All teachers at Norwood are fully implementing their respective district adopted standards-based textbooks and supplementary materials in all curricular areas, including language arts, mathematics, English language development, social studies, and science.
All teachers meet monthly to discuss successes as well as the implementation of school-wide instructional strategies to be used consistently across content areas and grade levels. All staff members are included in the process of identifying and developing strategies for addressing critical areas of improvement.
Academic intervention groups, focusing on English Learners, in Language Arts and Math will begin in October. Renaissance (Accelerated Reader) is being promoted in ALL classrooms. AR books are available in the library and classrooms.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The recommended instructional minutes are defined by the Evergreen School District and addressed as the average weekly instructional minutes for reading/language arts and mathematics.

The guidelines for reading language arts are 450 minutes for kindergarten, 750 minutes for grades 1 through 3, and 650 minutes for grades 4 through 6.

The recommended daily instructional minutes for areas of focus include:
- Oral language 10 minutes
- Word study 10 to 20 minutes
- Reading 10 to 20 minutes
- Writing 15 to 20 minutes
- Small group instruction 45 to 60 minutes.

The guidelines for mathematics are 100 minutes for kindergarten, 250 minutes for grades 1 through 3, and 350 minutes for grades 4 through 6.

Adherence to the recommended guidelines are:
- The alignment of daily classroom instruction to content standards
- Complete implementation of the state adopted texts
- Weekly lesson plans
- Grade level planning and collaboration
- Curriculum mapping
- On-going professional development
- Pacing Guides
- Classroom assessments
- School wide assessments

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Pacing schedules have been developed in math and reading/language arts and unit assessments allow us to monitor student progress toward proficiency. For students who are not making appropriate progress, intervention is prescribed. Teachers use a variety of in-classroom intervention strategies including small group instruction, front-loading, differentiated instruction, along with specifically designed intervention resources that align with the adopted materials.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

California Education Code 35186 addresses Evergreen School District's responsibilities regarding textbooks and curricular materials. To comply, there must be sufficient textbooks and instructional materials for each pupil, including English learners. Textbooks and/or instructional materials must be available to students to use in class and to take home. As such, all students receive grade-level textbooks for Language Arts, Social Studies, Science, and Math. These materials directly align with the State Standards and are approved by the State Board of Education. Teachers certify that each child has an approved textbook and reports are prepared and approved by the School Board to ensure that our school and the Evergreen School District are compliant.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Evergreen Elementary School District provides Common Core aligned or California State standards-based instructional materials in core subject areas to all students, as described in California Education Code 35186. All students in grades TK-6 are provided with grade level appropriate instructional materials in core curricular areas: English Language Arts (K-6: Macmillan/McGraw-Hill 2010), Mathematics (K-3: Engage New York 2014; 4-5: Bridges in Mathematics 2nd edition 2014; 6: College Preparatory Math 2014), Science (K: Scott Foresman 2008; 1-5: Macmillan/McGraw-Hill 2008; 6: Holt, Rhinehart, Winston 2008), Social Studies (K: Scott Foresman 2007; K-6: Houghton Mifflin 2007), and TK Units of Study. All instructional materials are approved by the Evergreen School District Board of Trustees and include intervention, extension, and EL support materials, which teachers utilize based on student need. Teachers provide quality instructional programs, and collaborate on and apply research-based strategies and ideas to integrate themes across the curriculum.
All instructional materials go through a rigorous selection process. Instructional materials selection in core curriculum areas is a three-tier process. The first tier involves the review and study of research, frameworks, and approved materials by the state of California. During the second tier, teachers and administrators identify two to three programs to pilot. Materials must reflect current research, the culture of our community, and the needs of our students. The third tier begins the piloting process and training. Teachers in primary and upper grades volunteer to pilot the various materials. Feedback is strongly encouraged from all stakeholders (students, parents, teachers, support staff, and community). For every curriculum selection, all piloted instructional materials are available for review in the Teacher Center. Parent input is strongly encouraged.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Classroom teachers and eight certificated specialists provide Integrated Support services to our students. Specialists include a Resource Specialist and nine part time specialists including a Nurse, Psychologist, Marriage and Family Therapist Interns, Speech/Language Pathologist, English Language Development teacher, Media Clerk, Occupational Therapist, and Adaptive Physical Education teacher. Norwood is prepared to respond to the needs of individual or groups of students, by providing assistance and facilitating the delivery of an array of services in a coordinated and timely fashion. Support services include but are not limited to counseling, occupational therapy, physical therapy, speech therapy, adaptive physical education, Resource Program, Special Day Class, tutoring, health screening, and psychological services.
Norwood classroom teachers use a variety of research based pedagogical approaches in the classroom. These approaches include: guided reading, centers, differentiated math and reading groups, Words Their Way spelling, shared reading, Step Up to Writing, 6 Traits, Writer's and Reader's Workshop, STEM/STEAM strategies, Project Base Learning and SEAL Program (Sobroto Early Academic Language) and modified lessons to help under performing students achieve. Likewise audiobooks, visual aides, manipulatives, collaborative learning, parent volunteers, and computer software including Accelerated Reader and Online Math Intervention help support under performing students to meet state standards. The Norwood staff believes that it is our job as educators to help bring out the academic potential of every student.

14. Research-based educational practices to raise student achievement

The mission of Norwood Creek School is to strive to provide greater student success and to ensure this success for all of our diverse student population in the 21st Century using Marzano's book, What Works in Classrooms as a guide. Norwood Creek School is dedicated to having high expectations for every student. We provide after school enrichment classes such as Chess Club, Math Olympiad, and Extended Day Support. Using the research of Carol Ann Tomlinson, we implement differentiated instructional strategies and techniques such as, adjusting questions, compacting curriculum, tiered assignments peer teaching, reading buddies and learning centers in our classrooms. Marzano's third School Factor is "parent and community involvement." Our PTA sponsors Family Literacy Night, Family Math Night, and Science Night. They volunteer in classrooms and at school events. As members of our School Site Council, our parents are full partners in the decisions that affect student academic success, as well as the school climate. Finally, through school-wide rules and procedures and spirit days we provide a positive school climate. We offer our students a safe and nurturing environment in which they can excel.

Professional Learning Communities(PLCs) have been implemented and are guided by a clear and compelling vision of what the school must become to help all students learn. Sites utilize results-oriented goals to mark their progress and members work together to clarify exactly what each student must learn, monitor each student's learning on a timely basis, provide systematic interventions and extend and enrich learning when students have already mastered the intended outcomes. Teams in a PLC engage in collective inquiry into best practices in both teaching and learning. Instruction Coaches are available at each site to help transform learning. The coach supports the teachers in developing his or her expertise then develops meaningful attainable action plans. The action plans should enhance the structure of organizations and their attainment of the specified school goals.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

High quality academic assessments assist in diagnosis, teaching, and learning in the classroom in ways that best enable under achieving students to meet State student achievement academic standards and do well in focal curriculum. Standards-aligned instructional materials and strategies include the district purchasing of materials on the State-adopted list for grades K-8 to support all students including those under-achieving. Teachers regularly examine student work samples to ensure that students are mastering grade level standards. The school and district offer extended day learning academics within the school year with set standards based curriculum and designed number of hours of attendance. Evergreen School District and Norwood Creek School has designed staff development and professional collaboration aligned with standards-based instructional materials to assist under-achieving students. The district and the schools have active parent leadership groups including the District Advisory Council, Parent Advisory Council, School Site Council, English Language Learner Parent Advisory Council, Title 1 Parent Advisory Council where the involvement of parents focuses on ways to assist students and monitor program effectiveness. Additional services listed below assist student academic needs.

- Student Study teams provide coaching to classroom teachers and monitoring of individual student success.
- Norwood Creek's School psychologist works directly with students and families most at risk of not achieving academic proficiency.
- Norwood Creek posts weekly newsletters on the school's website to inform parents of current events.

Parent University
SEAL
Counselors
MFT Interns

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The School Site Council (SSC), under the leadership of the principal, serves as a team through which the school improvement process moves forward. Our team is represented by 5 parents or community members (elected by parents of students who attend our school), 3 teachers, and one classified member. The team works to develop a school plan that has measurable objectives. These objectives are based on the school budget and seek to improve the needs of the total school population. The SSC oversees, monitors, and reviews the site plan. The team also approves any revisions to the plan when necessary. Ultimately, the SSC will recommend our plan to the Evergreen School Board of Trustees for approval.

The English Learner Advisory Committee (ELAC) is comprised of school staff including the principal and members of the parent community. The percent of parents on the committee is reflective of the percent of English Learners at the school. The ELAC committee helps develop and implement the plan for English Learners. They also must understand the needs of those children in our school and ensure the plan addresses those needs. The principal along with other staff members clarifies the issues confronting our English Learners, explains testing, and assists our EL community in understanding the laws and regulations surrounding our EL population. The school also has at least one representative who participates at the district level in DELAC, the District English Learners Advisory committee. There, the representative has the opportunity to have his/her voice heard regarding effectiveness of the program, questions about implementation across the district, testing requirements, or any concerns or questions parents may have. It is important to note that all participants be provided materials in their primary language whenever possible.

<u>Funding</u>

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Supplemental funds are used to provide services and support to assist under performing students in meeting the standards during the regular instructional day, before and after school. The State Board of Education approved supplemental materials are purchased to support regular education students as well as English Language Learners (ELL), Socio-economically disadvantaged students, and foster youth. Additional instructional time is provided in the areas of Language Arts and Math through extended day classes, which are held either prior to or following the regular school day.

18. Fiscal support (EPC)

The school's general and supplemental funds are coordinated, prioritized, and allocated to align with the full implementation of the Essential Program Components in Reading Language Arts, English Language Development, Mathematics, and the Single Plan for Student Achievement (SPSA). Norwood Creek School uses the monies that are allocated by the state to assure that the educational needs of all students are being met through a balanced academic program. The School Site Council helps in development of the SPSA to ensure that the money is being used for all academic programs at the school.

Description of Barriers and Related School Goals

1. Funding--As demands for increased technology tools increase our school must work to leverage our funds strategically to purchase and replace tech tools and applications. Additionally, we remain focused on embedding the 4Cs with our use of technology. Use of technology must not just be an add-on to instruction it should be drive deeper work.

2. Assessment-In an effort to align with the LCAP priorities and the strategic plan, survey and student assessment will play an important roll. Currently, we have limited school wide, district, or state assessment data to help form goals.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement								
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	109	109	100.0	109	**2420.4**	23	25	23	29
Grade 4	96	95	99.0	95	**2482.1**	31	25	19	25
Grade 5	102	100	98.0	100	**2549.8**	38	38	8	16
Grade 6	115	114	99.1	114	**2535.8**	25	28	25	23
All Grades	422	418	99.1	418		29	29	19	23

Grade Level	READING Demonstrating understanding of literary & non-fictional texts			WRITING Producing clear and purposeful writing			LISTENING Demonstrating effective communication skills			RESEARCH/INQUIRY Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	21	49	30	22	49	29	11	76	13	23	52	25
Grade 4	24	51	25	33	49	18	31	52	18	27	55	18
Grade 5	49	34	17	48	35	17	31	56	13	50	39	11
Grade 6	28	48	24	31	43	26	21	62	17	31	53	17
All Grades	30	45	24	33	44	23	23	62	15	33	50	18

Conclusions based on this data:

1. This baseline CAASPP data shows that 75% of our students were near, at, and above standard in the subtest of reading.

2. This baseline CAASPP data shows that 77% of our students were near, at, and above standard in writing and 83% of students were near, at, and above standard in research& inquiry.

3. This baseline CAASPP data shows that 85% of our students were near, at, and above standard in the subtest of listening.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

<table>
<tr><td colspan="10" align="center">Overall Achievement</td></tr>
<tr>
<th>Grade Level</th>
<th># of Students Enrolled</th>
<th># of Students Tested</th>
<th>% of Enrolled Students Tested</th>
<th># of Students With Scores</th>
<th>Mean Scale Score</th>
<th>Standard Exceeded</th>
<th>Standard Met</th>
<th>Standard Nearly Met</th>
<th>Standard Not Met</th>
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<tr><td>Grade 3</td><td>109</td><td>109</td><td>100.0</td><td>109</td><td>2432.5</td><td>21</td><td>34</td><td>20</td><td>25</td></tr>
<tr><td>Grade 4</td><td>96</td><td>95</td><td>99.0</td><td>95</td><td>2494.4</td><td>31</td><td>27</td><td>26</td><td>16</td></tr>
<tr><td>Grade 5</td><td>102</td><td>100</td><td>98.0</td><td>100</td><td>2528.2</td><td>33</td><td>23</td><td>26</td><td>18</td></tr>
<tr><td>Grade 6</td><td>115</td><td>114</td><td>99.1</td><td>114</td><td>2552.0</td><td>33</td><td>25</td><td>22</td><td>20</td></tr>
<tr><td>All Grades</td><td>422</td><td>418</td><td>99.1</td><td>418</td><td></td><td>29</td><td>27</td><td>23</td><td>20</td></tr>
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<tr>
<th rowspan="3">Grade Level</th>
<th colspan="3">CONCEPTS & PROCEDURES</th>
<th colspan="3">PROBLEM SOLVING & MODELING/DATA ANALYSIS</th>
<th colspan="3">COMMUNICATING REASONING</th>
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<tr>
<th colspan="3">Applying mathematical concepts and procedures</th>
<th colspan="3">Using appropriate tools and strategies to solve real world and mathematical problems</th>
<th colspan="3">Demonstrating ability to support mathematical conclusions</th>
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<tr>
<th>Above Standard</th>
<th>At or Near Standard</th>
<th>Below Standard</th>
<th>Above Standard</th>
<th>At or Near Standard</th>
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<tr><td>Grade 4</td><td>42</td><td>32</td><td>26</td><td>37</td><td>42</td><td>21</td><td>36</td><td>44</td><td>20</td></tr>
<tr><td>Grade 5</td><td>34</td><td>35</td><td>31</td><td>31</td><td>46</td><td>23</td><td>30</td><td>47</td><td>23</td></tr>
<tr><td>Grade 6</td><td>46</td><td>30</td><td>24</td><td>29</td><td>43</td><td>28</td><td>34</td><td>47</td><td>18</td></tr>
<tr><td>All Grades</td><td>39</td><td>34</td><td>28</td><td>32</td><td>44</td><td>24</td><td>33</td><td>45</td><td>22</td></tr>
</table>

Conclusions based on this data:

1. This baseline CAASPP data shows that 73% of our students were near, at, and above standard in the subtest of concepts and procedure.

2. This baseline CAASPP data shows that 76% of our students were near, at, and above standard in the subtest of problem solving & modeling/data analysis.

3. This baseline CAASPP data shows that 78% of our students were near, at, and above standard in the subtest of communicating reasoning.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K			2	33	2	33	2	33			6
1	3	11	11	39	12	43	2	7			28
2			11	33	16	48	4	12	2	6	33
3	9	21	9	21	15	36	4	10	5	12	42
4	4	24	4	24	7	41			2	12	17
5	2	15	3	23	3	23	3	23	2	15	13
6			3	20	6	40	3	20	3	20	15
Total	18	12	43	28	61	40	18	12	14	9	154

2014-15 CELDT (Annual Assessment) Results

Conclusions based on this data:

1. It is important to ensure that our EL students who are intermediate and early advanced continue to receive support in the general education classroom.
2. It is important to ensure that our EL students who are intermediate and early advanced in our upper grades continue to receive targeted support.
3. There is a significant drop in EL students once they hit 4th grade. That shows us that effective targeted, in class instruction happens and students are reclassified accordingly.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2014-15 CELDT (All Assessment) Results										Number Tested
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		
	#	%	#	%	#	%	#	%	#	%	#
K	2	4	12	26	13	28	10	22	9	20	46
1	3	10	12	39	12	39	3	10	1	3	31
2	2	5	12	31	19	49	4	10	2	5	39
3	9	21	9	21	15	35	4	9	6	14	43
4	5	24	4	19	8	38	2	10	2	10	21
5	3	19	4	25	3	19	3	19	3	19	16
6			3	19	6	38	4	25	3	19	16
Total	24	11	56	26	76	36	30	14	26	12	212

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	**2013-14**	**2014-15**
Number of Annual Testers	153	142	154
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	153	142	154
Number Met	105	88	91
Percent Met	68.6%	62.0%	59.1%
NCLB Target	57.5	59.0	60.5%
Met Target	**Yes**	**Yes**	**No**

AMAO 2	Attaining English Proficiency					
	2012-13		**2013-14**		**2014-15**	
	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	173	26	155	22	166	24
Number Met	65	--	48	--	48	--
Percent Met	37.6%	--	31.0%	--	28.9%	--
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	**Yes**	*****	**Yes**	**--**	**Yes**	**--**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	**2013-14**	**2014-15**
English-Language Arts			
Met Participation Rate	Yes		Yes
Met Percent Proficient or Above	Yes		--
Mathematics			
Met Participation Rate	Yes		Yes
Met Percent Proficient or Above	No		--

Conclusions based on this data:

1. In the 2014-2015 school year 59.1% of our students met the AMAO1 target.

2. We did not meet the AMAO target by 1.4%

3. Targeted support needs to be given to ELs who are intermediate on CELDT.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	**2013-14**	**2014-15**
Number of Annual Testers	2,593	2508	2,468
Percent with Prior Year Data	100.0	100.0	100.0
Number in Cohort	2,592	2508	2,468
Number Met	1,597	1597	1,488
Percent Met	61.6	63.7	60.3
NCLB Target	57.5	59.0	60.5%
Met Target	**Yes**	**Yes**	**No**

AMAO 2	Attaining English Proficiency					
	2012-13		**2013-14**		**2014-15**	
	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	2,626	652	2446	638	2,389	731
Number Met	825	286	791	293	656	362
Percent Met	31.4	43.9	32.3	45.9	27.5	49.5
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	**2013-14**	**2014-15**
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Met Target for AMAO 3	**No**	**No**	

Conclusions based on this data:

1. The 2014-15 school year is the first year that our students did not meet AMAO 1.

2. As a district, our ELLs met AMAO #2 target for 2011-12, 2012-13, and 2013-14 for those students who had less than 5 years of EL instruction.

3. Our district continually struggles with meeting the AMAO 3 target.

School and Student Performance Data

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at
 http://www.cde.ca.gov/ta/tg/pf/.

Grade Level	2011-12 Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
---5---	19.8	28.3	29.2

Grade Level	2012-13 Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
---5---	15.9	30.8	38.3

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
---5---	11.9	23.9	39.4

Planned Improvements in Student Performance

English/ Language Arts, School Goal 1, District LCAP Goal 1

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 (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: English Language Arts
LCAP GOAL:
LCAP Goal 1: Promote achievement for all students in a rigorous, 21st century learning environments of collaboration, communication, critical thinking and creativity.
LCAP SCHOOL GOAL:
Use 21st Century learning tools to share information and communicate ideas to others through writing, presentations, and collaborative groups.
Data Used to Form this Goal:
A review of the common core anchor standards, EESD strategic plan, and site assessments and report cards was used to create this goal.
Findings from the Analysis of this Data:
This instructional goal needs to support teachers and students in building instruction that deepens learning in the content area of English Language Arts.
How the School will Evaluate the Progress of this Goal:
State assessment, Local Benchmark assessment, teacher input, and surveys.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Supplemental instructional materials, computer technology, and supplies needed to support the Language Arts program will be purchased.	7/1/15-6/30/16	Principal, Classroom Teachers		4000-4999: Books And Supplies	General Fund	1000
				4000-4999: Books And Supplies	Supplemental Fund	1000
Teachers will meet throughout the year with our instructional coach to plan and look at student work. Substitutes will be provided as needed.	7/1/15-6/30/16	Principal, Classroom Teachers, specialists		1000-1999: Certificated Personnel Salaries	General Fund	1000
				1000-1999: Certificated Personnel Salaries	Supplemental Fund	3000
Subtext--Program to support written discussion around text in grades 5 and 6.	7/1/15-6/30/16	Principal, Classroom teacher		4000-4999: Books And Supplies	General Fund	700

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Language Arts Intervention Program	7/1/15-6/30/16	Principal, Classroom teacher		1000-1999: Certificated Personnel Salaries	Supplemental Fund	5000
Subscription to iXL	7/1/15-6/30/16	Principal, Classroom teacher		4000-4999: Books And Supplies	Supplemental Fund	2000

Planned Improvements in Student Performance

Mathematics, School Goal 2, District LCAP goal 1

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 (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: Mathematics
LCAP GOAL:
LCAP Goal 1: Promote achievement for all students in a rigorous, 21st century learning environments of collaboration, communication, critical thinking and creativity.
LCAP SCHOOL GOAL:
Build students' understanding of the math practices to deepen their knowledge of grade level math content through the implementation of the math adoptions.
Data Used to Form this Goal:
A Review of the common core anchor standards, EESD strategic plan, and site assessments and report cards was used to create this goal.
Findings from the Analysis of this Data:
This instructional goal needs to support teachers and students in building instruction that deepens learning in the content area of Mathematics.
How the School will Evaluate the Progress of this Goal:
State performance reports, local benchmark assessment, teacher input, and surveys.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Subscription to iXL	7/1/15-6/30/16	Principal, teachers		4000-4999: Books And Supplies	Supplemental Fund	3600
Supplemental instructional materials, computer technology, and supplies needed to support the Math program will be purchased.	7/1/15-6/30/16	Principal, teacher		4000-4999: Books And Supplies	General Fund	1000
				4000-4999: Books And Supplies	Supplemental Fund	1000
Intervention program for Mathematics	7/1/15-6/30/16	Principal, teacher		1000-1999: Certificated Personnel Salaries	Supplemental Fund	5400

Planned Improvements in Student Performance

English Language Development, School Goal 3, District LCAP Goal 1

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 (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: English Language Development
LCAP GOAL:
LCAP Goal 1: Promote achievement for all students in a rigorous, 21st century learning environments of collaboration, communication, critical thinking and creativity.
LCAP SCHOOL GOAL:
Norwood Creek EL students will increase CELDT scores by 3% to at or advanced levels by Fall of 2016.
Data Used to Form this Goal:
2013-2014 CELDT reports.
Findings from the Analysis of this Data:
Targeted support for our EL level 1 and 2 students is needed. Our students who score a level 3 and students who have been classified EL for more that 4 years need support with classroom content instruction.
How the School will Evaluate the Progress of this Goal:
CELDT Exam Reports, state performance reports, local assessments, and teacher input.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Supplemental resources are provided by the Evergreen School District in the form of direct services to students. EL support and oversight will be provided to all EL students by a credentialed EL Specialist. Instructional support will be provided to EL students by a highly qualified instructional aide working under the supervision of the EL Specialist.	7/1/15-6/30/16	ELD Specialist		4000-4999: Books And Supplies	Supplemental Fund	450
Intervention will be provided to targeted students for developing language proficiency.	7/1/15-6/30/16	Teacher		4000-4999: Books And Supplies	Title III	7500

Planned Improvements in Student Performance

Physical Education, School Goal 3, District LCAP goal 5

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 (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: Physical Education
LCAP GOAL:
LCAP Goal 5: Enhance the climate of safety and wellness throughout the district.
LCAP SCHOOL GOAL:
All students will participate in physical education to build fundamental skills(i.e. throwing, catching, kicking, jumping etc) and improve overall student fitness.
Data Used to Form this Goal:
5th grade physical fitness data from the 2013-2014 school year.
Findings from the Analysis of this Data:
109 5th grader students were assessed. Below are the percent of students who met the standard. (Percent of student in the Healthy Zone 2014) Aerobic Capacity: 81.7 Body Composition: 70.6 Abdominal Strength: 71.6 Trunk Strength: 85.3 Upper Body Strength: 71.6 Flexibility: 84.4 Met 6 of 6 Fitness Standards: 39.4 Met 5 of 6 Fitness Standards: 23.9
How the School will Evaluate the Progress of this Goal:
Teacher feedback and 5th grade physical fitness data from the 2014-2015 school year.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
PE supplies to support sports and fitness programs	7/1/15-6/30/16	Principal, Classroom teachers		4000-4999: Books And Supplies	General Fund	800

Planned Improvements in Student Performance

21st Century Learning, School Goal 5, District LCAP Goal 1

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 (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: 21st Century Learning
LCAP GOAL:
LCAP Goal 1: Promote achievement for all students in a rigorous, 21st century learning environments of collaboration, communication, critical thinking and creativity.
LCAP SCHOOL GOAL:
Use 21st Century learning tools to share information and communicate ideas to others. (This goal is to support the purchase of the tech tools, programs, and management.)
Data Used to Form this Goal:
2013 CBEDS technology survey and local technology survey.
Findings from the Analysis of this Data:
At Norwood Creek we are increasing the the tech tool to student enrollment ratio.   Currently, Norwood Creek has 272 student iPads, 6 smartboards, 12 chromebooks, and 11 computers that are less than 4 years old.
How the School will Evaluate the Progress of this Goal:
2014 CBEDS survey and local technology survey.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Supplemental instructional materials, computer technology, professional development, manipulatives and supplies needed to support the instructional program will be purchased.	7/1/15-6/30/16	Principal, Classroom teachers		4000-4999: Books And Supplies	General Fund	4700
				4000-4999: Books And Supplies	Supplemental Fund	13914
				1000-1999: Certificated Personnel Salaries	General Fund	2000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Technology hardware, computers and ancillary devices will be purchased for grade K-6 classrooms. Repairs will be made, as needed, to existing equipment.	7/1/15-6/30/16	Principal, classroom teacher		5000-5999: Services And Other Operating Expenditures	General Fund	1500
A stipend will be provided to a teacher leader to assist in facilitating technology related staff development, assist with trouble shooting as problems arise, and maintain and update the Norwood Creek website, equipment will be purchased as needed.	7/1/15-6/30/16	Principal, classroom teacher		1000-1999: Certificated Personnel Salaries	General Fund	1000

Planned Improvements in Student Performance

<u>Health and Wellness, School Goal 6, District LCAP Goal 6</u>

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 (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: Health and Wellness
LCAP GOAL:
LCAP Goal 5: Enhance the climate of safety and wellness throughout the district.
LCAP SCHOOL GOAL:
Develop and sustain practices to build conflict resolution skills in our students.
Data Used to Form this Goal:
Norwood Creek Safety survey, student behavior data, and teacher, parent, and student feedback.
Findings from the Analysis of this Data:
The survey suggests that communication about behavior expectations and safety procedures needs to be wider and more clear. Through the work of the safety committee work still needs to be done to reduce student conflicts at recess and increase positive problem solving. During the 2013-2014 school year there were 178 level 3 or 4 citations.
How the School will Evaluate the Progress of this Goal:
School survey, teacher observation, citations data, and anecdotal record.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Materials to support Project Cornerstone, Safe and Caring Schools program, and Project Cornerstone and Expect Respect student programs.	7/1/15-6/30/16	Teachers, Principal		4000-4999: Books And Supplies	General Fund	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Norwood Creek parents and community will be invited to participate in our Asset Building Community (ABC Parents). ABC parents are responsible for sharing a story with each classroom once a month. Training will be provided to all participating parents and teachers. Books for parents to share with classrooms will be purchased.	7/1/15-6/30/16	Principal, teachers, ABC parents		4000-4999: Books And Supplies	General Fund	1000
Research, professional development, and implementation of a school wide conflict resolution program.	7/1/15-6/30/16	Principal, teacher		1000-1999: Certificated Personnel Salaries	General Fund	6000
				4000-4999: Books And Supplies	General Fund	2000
Students will participate in Red Ribbon Week activities that encourage students to "say no" to drugs, alcohol, and tobacco. Red Ribbon activities will correlate with the character skills of respect, caring, trustworthiness, and citizenship. Students will be given incentives to increase their participation.	7/1/15-6/30/16	Principal, teacher		4000-4999: Books And Supplies	General Fund	700

Planned Improvements in Student Performance

VAPA, School Goal 7, District LCAP Goal 7

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 (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: Visual and Performing Arts
LCAP GOAL:
LCAP Goal 5: Enhance the climate of safety and wellness throughout the district.
LCAP SCHOOL GOAL:
100% of Norwood Creek students will have an increased opportunity to participate in or be a part of the visual and performing arts.
Data Used to Form this Goal:
Teacher, parent, and student input.
Findings from the Analysis of this Data:
The analysis of the data revealed that a balanced curriculum allows for teachers to meet the varied learning modalities of all students through the use of the arts. The project cornerstone research connects arts to student achievement. Students who participate in arts perform better of content based achievement assessments.
How the School will Evaluate the Progress of this Goal:
Teacher, parent, and student input.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Activities and materials to enhance visual and performing arts activities and programming.	7/1/15-6/30/16	Principal, Classroom Teachers		4000-4999: Books And Supplies	General Fund	1000
				None Specified	None Specified	

Planned Improvements in Student Performance

Parent Involvement, School Goal 8, District LCAP 3

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 (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: Parent Invovlement
LCAP GOAL:
LCAP Goal 3: Promote collaboration, transparency and communication with students, parents, staff and the broader community.
LCAP SCHOOL GOAL:
During the 2015-2016 School year, 100% of parents will have the opportunity to participate in one or more learning/ enrichment activities with their child.
Data Used to Form this Goal:
Sign in logs from parent events. 100% of parents have created the parent portal accounts.
Findings from the Analysis of this Data:
Based on the sign in data (Information from the 2013-2014 School year): Back to School Night and Open House: 75% participation Principal Lead Parent Information Events: 2 to 40 parents PTA events such as Science Night and Math Night: 250 parents.
How the School will Evaluate the Progress of this Goal:
Review of sign in logs.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
In September, all parents will be provided with information to access the Common Core Standards for the upcoming year.	7/1/15-6/30/16	Principal, classroom teachers		None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent Education Nights such as Step Up To Writing, Curriculum Night, Family Math Night, Family Science Night, Assessment Night, Young Author's Fair, Art Fair, and other family activities will be provided.	7/1/15-6/30/16	Principal, classroom teachers, PTA		1000-1999: Certificated Personnel Salaries	General Fund	100
Powerschool tools, school website, and newsletter will communicate information regularly to parents.	7/1/15-6/30/16	Principal, classroom teachers		None Specified	None Specified	
100% of parents registered on the PowerSchool Parent Portal.	7/1/15-6/30/16	Principal, classroom teachers		None Specified		

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in English /Language Arts
SCHOOL GOAL #1:
For English/Language Arts, establish a baseline data after analysis of results of California Assessment of Student Performance and Progress (CAASPP) that will increase incrementally 3% until the year 2017.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
• Continue to provide high quality professional development on the Common Core Standards. All teachers will receive professional development at a minimum of 5 times each year on research-based instructional practices. The focus areas will be continuing to implement CCSS and how the CCSS are aligned with the new ELD standards with particular focus on how ELs can access academic content and how the ELD standards are addressed within the context of CCSS.	• 8/14-6/17	Williams Deguara Stephens-Radle	Coaches	1000-1999: Certificated Personnel Salaries	Supplemental Fund	150,000
			Administrators	3000-3999: Employee Benefits	General Fund	3,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
• Support teachers with needed instructional materials to enhance instructional practices.	9/14-6/17	Williams Deguara	Instructional Materials	4000-4999: Books And Supplies	Supplemental Fund	300,000
• Provide PBL Professional Development to support students and also address the needs of ELs.	• 9/14- 6/17	Williams Deguara	Project Based Learning training for sustaining these practices	None Specified	Supplemental Fund	185,000
				3000-3999: Employee Benefits		
• Provide intervention for targeted students. • Provide intervention for English learners and specifically for LTELs based on the need of the school.	10/14-6/17	Williams Deguara	Student Intervention	1000-1999: Certificated Personnel Salaries	Title I	143,000
				3000-3999: Employee Benefits	Title III	135,000
					None Specified	
* Provide professional development for teachers to support student learning in the area of technology and digital citizenship.	10/14-6/17	Williams Deguara	Support for Technology	1000-1999: Certificated Personnel Salaries	Supplemental Fund	50,000
				5800: Professional/Consulting Services And Operating Expenditures		
Parents will have opportunities to participate in classes that will enable them to learn the new standards and how they can support their child's learning.	9/14-6/17	Williams	Parent Engagement		Supplemental Fund	
					Title I	42,000

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Mathematics
SCHOOL GOAL #2:
For Mathematics, establish a baseline data after analysis of results of California Assessment of Student Performance and Progress (CAASPP) that will increase incrementally 3% until the year 2017.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to provide high quality professional development on the Common Core Standards. All teachers will receive professional development at a minimum of 5 times each year on research-based instructional practices. The focus areas will be continuing to implement CCSS and how the CCSS are aligned with the new ELD standards with particular focus on how ELs can access academic content and how the ELD standards are addressed within the context of CCSS.	8/14-8/17	Williams Deguara	Coaching	1000-1999: Certificated Personnel Salaries	Supplemental Fund	150,000
				3000-3999: Employee Benefits	Title II Teacher Quality and Lottery	3,500
Support teachers with needed instructional materials in order to enhance instructional practices.	11/14-6/17	Williams Deguara Principals	Instructional Materials	4000-4999: Books And Supplies	Supplemental Fund	300,000
Provide PBL Professional Development to support students and also address the needs of ELs.	1/14-6/17	Williams Deguara	Project Based Learning	1000-1999: Certificated Personnel Salaries		185,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide intervention for targeted students. • Targeted ELs and LTELS	10/14-6/17	Williams Deguara Principals	Intervention	1000-1999: Certificated Personnel Salaries	Title I	143,000
				2000-2999: Classified Personnel Salaries	Title III	135,000
					General Fund	
* Provide professional development for teachers to support student learning in the area of technology and digital citizenship.	11/13-6/17	Williams Deguara Stephens-Radle Principals Abed	Enhancing Instruction With Technology		Title II Teacher Quality	63,500
					Supplemental Fund	50,000
					Title II Teacher Quality	
Parents will have opportunities to participate in classes that will enable them to learn the new standards and show them how they can support their child's learning.	9/14-6/17	Williams	Parent Support and Enagagement		Supplemental Fund	42,000
					None Specified	

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Language Proficiency
SCHOOL GOAL #3:
By June, 2017, the percentage of ELs attaining proficiency in Reading/Language Arts will increase as indicated by a CELDT, AR Star, and CAASPP.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Instructional Assistants will work collaboratively with their site teachers to support language learners in learning English and accessing content and academic vocabulary by pushing into the classroom to assist targeted students.	11/14- 6/17	Williams Deguara Principals	Instructional Assistants collaborate with teachers to support targeted students.	2000-2999: Classified Personnel Salaries	Supplemental Fund	312,539
			Instructional assistants are pushing into the classroom	1000-1999: Certificated Personnel Salaries	General Fund	
• Targeted students will be involved in specific intervention strategies and/or programs. (PI schools) • Targeted Intervention for ELs and LTELs(all schools)	10-14- 6/17	Williams Deguara Principals	Intervention/SES Specified Tutorial Programs	1000-1999: Certificated Personnel Salaries	Title I	286,000
					Title III	135,000
All teachers will have opportunities to receive professional development during the year to help support their implementation of common core standards aligned with EL standards. Coaches will be trained on the ELA/ELD Framework as a support for teachers, instructional assistants and administrators.	10/14-6/17	Williams Deguara EL TOSA/Rodriguez Principals	Professional Development		Supplemental Fund	150,000
					General Fund	
Teachers will continue to provide quality differentiated EL instruction for students within the school day. This will include dedicated ELD and Integrated ELD.	8/13-6/17	Williams Deguara Principals Teachers	Differentiated Instruction	1000-1999: Certificated Personnel Salaries	Supplemental Fund	1,118,955
			Within the school day		None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parents will have opportunities to participate in classes that will enable them to learn the new standards and how they can support their child's learning.	10/14- 6/17	Williams Choy Principals	Parent University Site parent Activities/Nights			42,000

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
General Fund	25,000	0.00
Supplemental Fund	35,364	0.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
General Fund	25,000.00
Supplemental Fund	35,364.00
Title III	7,500.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	23,500.00
4000-4999: Books And Supplies	42,864.00
5000-5999: Services And Other Operating Expenditures	1,500.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	General Fund	10,100.00
4000-4999: Books And Supplies	General Fund	13,400.00
5000-5999: Services And Other Operating	General Fund	1,500.00
1000-1999: Certificated Personnel Salaries	Supplemental Fund	13,400.00
4000-4999: Books And Supplies	Supplemental Fund	21,964.00
4000-4999: Books And Supplies	Title III	7,500.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	13,700.00
Goal 2	11,000.00
Goal 3	7,950.00
Goal 4	800.00
Goal 5	23,114.00
Goal 6	10,200.00
Goal 7	1,000.00
Goal 8	100.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Allisa Nozaki		X			
Bruce Brand				X	
Nanette Donohue	X				
Samantha Lozano		X			
Cheryl Baker		X			
Beth Villa				X	
Danh Bui				X	
Conrad Taylor				X	
Pat Colatriano			X		
Carrie Campbell				X	
Numbers of members of each category:	**1**	**3**	**1**	**5**	

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.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)s to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

State Compensatory Education Advisory Committee

_____
Signature

X English Learner Advisory Committee

_____
Signature

Special Education Advisory Committee

_____
Signature

Gifted and Talented Education Program Advisory Committee

_____
Signature

District/School Liaison Team for schools in Program Improvement

_____
Signature

Compensatory Education Advisory Committee

_____
Signature

Departmental Advisory Committee (secondary)

_____
Signature

X Other committees established by the school or district (list):
School Site Council

_____
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

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 adopted by the SSC at a public meeting on 11/10/2014.

Attested:

Nanette Donohue
_____   _____   _____
Typed Name of School Principal   Signature of School Principal   Date

Bruce Brand
_____   _____   _____
Typed Name of SSC Chairperson   Signature of SSC Chairperson   Date

2015-2016 Norwood Creek Categorical Compliance Calendar

	Parent Involvement	Activity Timeline	Evidence of Implementation
❐	Recruit and elect parents for advisory committees including School Site Council, District Advisory Council, English Language Advisory Committee, District English Language Advisory Council	September-October	Newsletters
❐	Update Parent Involvement Policy	September-October	
❐	Kindergarten parents will be invited to attend a "Welcome To Kindergarten" orientation. Teachers will discuss with parents standards of achievement, rubrics and assessments. Parents will receive materials for preparing their child for learning	August	Sign in sheets
❐	Schedule Parent Education Events such as Parent Meetings, Science Night, Back to School Night	September-October-December-January-February-April	Event agendas and sign in sheets
❐	Newsletters will be sent home to parents informing them of school activities and ways to assist their children.	Weekly, August-June	Newsletters
❐	Parents will be provided information about grade level state standards and expectations by classroom teachers	September	Back To School Night Presentations
❐	Parents will be invited to attend a parent/teacher conference to discuss the student's progress in achieving grade level standards. Teachers will utilize rubrics and work samples as example.	November	Report Cards, Rubrics, Work Samples
❐	Parents will be invited to attend an Open House to celebrate student accomplishments	Spring	Newsletters
❐	Significant communication between home and school will occur via Friday Folders. Folders will include school and class newsletters, election notices, announcements of parent meeting and opportunities for involvement, progress reports, homework and other important information.	Weekly, August-June	Friday Folders

At Risk Students	Activity Timeline	Evidence of Implementation
❐ Analyze assessment data and determine appropriate interventions for target students	September-October-November	Presentations to Staff, School Site Council, Data Appendix of Single School Plan
❐ Develop an At-Risk Watch List of students in danger of not meeting grade level standards	September-October	At-Rick List for Staff Members
❐ Review and analyze data to track AMAO progress for English language learners	September-October-November	Presentations to Staff, School Site Council, Data Appendix of Single School Plan
❐ Conferences will be scheduled with students at risk of retention to discuss access to core curriculum and additional intervention and support	Fall	Retention Intervention Plan
❐ Coaching and Student Study Team Meetings will be conducted to review and support student achievement.	Bi-Month	Coaching Logs, SST Minutes

Instruction/Curriculum	Activity Timeline	Evidence of Implementation
❐ Monitor student learning and achievement	September - June	Lesson plans, observation, walk through
❐ Systematic and explicit English Language learner instruction implementation and revision	September - June	Lesson plans, observation, walk through
❐ Assemblies will be planned to supplement student learning in various curricular areas.	September	Assembly Schedule

Single School Plan for Student Achievement	Activity Timeline	Evidence of Implementation
❐ Review needs assessment	September-October	School Site Council Agendas
❐ School staff analyzes assessment data for developing goals and objectives	September-October	Data Appendix of Single School Plan
❐ Develop appropriate goals, objectives, and activities	September-October	Single School Plan
❐ Adjust budget to match school plan needs	Ongoing	Budget Details / Transfers

Assessments	Activity Timeline	Evidence of Implementation
❐ Administer ongoing formative and summative assessments by grade level.	Ongoing	
❐ Administer CELDT test to those students who qualify	September-October	
❐ Administer district assessments in Kinder, 1st, 2nd and 6th grade	Spring	
Administer the CAASPP assessment to students in grades 3-6.	Spring	

Specialist Collaboration	Activity Timeline	Evidence of Implementation

❐	Teachers and specialists review student progress in ELD, RSP, Speech and other special programs	3 times annually	Specialist Collaboration Form
❐	Coaching and Student Study Team Meetings will be conducted to review and support student achievement.	Ongoing	Coaching Logs, SST Minutes

	Safe and Drug Free / TUPE	**Activity Timeline**	**Evidence of Implementation**
❐	Review Character Education and Conflict Resolution Programs	September-October	ABC Parent Trainings, Lesson Plans, Parent Input
❐	Review Crisis management Team goals and procedures	September-October	Updated Emergency Plan
❐	Administer CELDT test to those students who qualify	September-October	Staff Meeting Agendas
❐	Celebrate Red Ribbon Week. Staff will discuss with students the importance of healthy choices and a substance free lifestyle.	October	Red Ribbon Week Activities
❐	Ensure that signs are posted to notify the public that Norwood Creek is a Tobacco Free campus	September	Signs at entrances to campus

	Professional Development	**Activity Timeline**	**Evidence of Implementation**
❐	Discuss and plan training and/or workshops for the year	September-October	Staff Development Agendas
❐	Site Staff Development Day	September 27, 2012	Staff Development Agenda
❐	Facilitate District Staff Development	September-June	OMS Log of Staff Development and teacher participants

	Safety	**Activity Timeline**	**Evidence of Implementation**
❐	Review of site emergency plan	September-October	Updated Emergency Plan
❐	Development and training of Emergency Response Team	August-September	District Disaster Preparation Drill Results
❐	Fire drills in accordance with safety codes.	monthly, September-June	Fire Drill Log
❐	Students will participate in a practice Run, Hide, Defend drill every year.	annually	Code Red Evaluation Log
❐	Review staff responsibilities for yard supervision	September	Staff Handbook
❐	Review staff responsibilities for child abuse reporting.	September	Staff Handbook

Policy Notification	**Activity Timeline**	**Evidence of Implementation**

❒	Notify students of Evergreen School District's Non-Discrimination Policy	August/September	Written notification provided in Parent Student Handbook distributed to all students. Principal hosts an "Expectations" meeting with all classrooms to review policy and school rules.
❒	Notify students of Evergreen School District's Uniform Complaint Policy	August/September	
❒	Notify students of Evergreen School District's Sexual Harassment Policy	August/September	
❒	Notify students of Evergreen School District's Tobacco Free Campus Policy	August/September	
❒	Notify students of Evergreen School District's Acceptable Use of Technology Policy	August/September	
❒	Notify parents of Evergreen School District's Non-Discrimination Policy	August/September	Written notification provided in Parent Student Handbook distributed to all students. District Policies were sent home with all students the second week of school. Parent notification sent home in school newsletter.
❒	Notify parents of Evergreen School District's Uniform Complaint Policy	August/September	
❒	Notify parents of Evergreen School District's Sexual Harassment Policy	August/September	
❒	Notify parents of Evergreen School District's Tobacco Free Campus Policy	August/September	
❒	Notify parents of Evergreen School District's Acceptable Use of Technology Policy	August/September	
❒	Staff notification and training on Evergreen School District's Non-Discrimination Policy	August/September	Written notification provided in Staff Handbook distributed to all staff members. Ongoing discussion at faculty meetings.
❒	Staff notification and training on Evergreen School District's Uniform Complaint Policy	August/September	
❒	Staff notification and training on Evergreen School District's Sexual Harassment Policy	August/September	
❒	Staff notification and training on Evergreen School District's Tobacco Free Campus Policy	August/September	
❒	Staff notification and training on Evergreen School District's Acceptable Use of Technology Policy	August/September	
❒	New enrollees are notified of district policies in the new enrollee folder	Ongoing	Folders available in front office

Advisory Committee Membership Selection	Activity Timeline	Evidence of Implementation
❒ English Language Advisory Committee (School & District)	August/September	Newsletter notification, parent ballots
❒ School Site Council	August/September	Newsletter notification, parent ballots
❒ District Advisory Committee		Newsletter notification, parent ballots

Resiliency- Project Cornerstone	Activity Timeline	Evidence of Implementation
❒ Plan activities to increase student resiliency and leadership	September-June	Project Cornerstone/ Student Council Meetings and trainings
❒ Develop Asset Building Parent Community group to read and discuss positive attributes with students	October-June	ABC Parent Activities.

General Site Budget
2015-16

School: Norwood

Principal: Nanette Donohue

CLASSROOM	FND-RESC-Y-	OBJECT	SO-GOAL-FUNC	AMOUNT
Hourly Teacher	010-0000-0	1120	00-1170-1000	$5,882.00
Substitute Teachers	010-0000-0	1150	00-1170-1000	$2,000.00
Consultant/District Employees (Non-Instruc.)	010-0000-0	1910	00-1170-2110	
Project Specialist	010-0000-0	1940	00-1170-2110	
Instructional Aides	010-0000-0	2110	00-1170-1000	
Reg. Maintenance Operations	010-0000-0	2210	00-1170-8110	
Regular Clerical	010-0000-0	2410	00-1170-2110	
Office Aides	010-0000-0	2430	00-1170-2110	
Benefits	010-0000-0	3000	00-1170-1000	$481.00
Instructional Supplies	010-0000-0	4310	00-1170-1000	$12,687.00
Computer Software	010-0000-0	4312	00-1170-1000	$2,000.00
General Supplies	010-0000-0	4351	00-1170-1000	
Periodicals & Publications	010-0000-0	4360	00-1170-1000	
Parts/Supplies M.O.T.	010-0000-0	4365	00-1170-1000	
Equipment Non-Depreciated (Valued at $500 -$4,999)	010-0000-0	4400	00-1170-1000	$15,000.00
Computer Equipment (Valued at $500-$4,999)	010-0000-0	4401	00-1170-1000	
Travel/Conference	010-0000-0	5210	00-1170-1000	$2,000.00
Conference Registration Fees	010-0000-0	5220	00-1170-1000	
Mileage Reimbursement	010-0000-0	5299	00-1170-1000	
Contracted Maintenance Repair	010-0000-0	5610	00-1170-1000	
Contracted Computer Repairs	010-0000-0	5611	00-1170-1000	$2,000.00
Copier Maintenance	010-0000-0	5615	00-1170-1000	
Field Trips (District Buses)	010-0000-0	5720	00-1170-1000	
Consultant/Contractors	010-0000-0	5815	00-1170-1000	
Other Services (Field Trips/Entrance Fees)	010-0000-0	5840	00-1170-1000	
Field Trips (Outside Buses)	010-0000-0	5841	00-1170-1000	
CLASSROOM TOTAL				$42,050.00

AUDIO VISUAL (9451)	FND-RESC-Y-	OBJECT	SO-GOAL-FUNC	AMOUNT
General Supplies	010-0000-0	4351	00-9451-2420	$1,000.00
Contracted Maintenance Repair	010-0000-0	5610	00-9451-2420	$2,000.00
AUDIO VISUAL TOTAL				$3,000.00

NON CLASSROOM EXPENSES (9485)	(OFFICE SUPPLIES)	OBJECT	SO-GOAL-FUNC	AMOUNT
General Supplies	010-0000-0	4351	00-9485-2700	
Equipment Non-Depreciated (Valued at $500 -$4,999)	010-0000-0	4400	00-9485-2700	$1,000.00
Computer Equipment (Valued at $500-$4,999)	010-0000-0	4401	00-9485-2700	$500.00
Telephone Lines	010-0000-0	5930	00-9485-2700	
NON CLASSROOM TOTAL				$1,500.00

CUSTODIAL (9855)	FND-RESC-Y-	OBJECT	SO-GOAL-FUNC	AMOUNT
Parts and Supplies M.O.T.	010-0000-0	4365	00-9855-8200	$8,000.00
Contracted Maintenance Repair	010-0000-0	5610	00-9855-8200	
CUSTODIAL TOTAL				$8,000.00

COPIER MAINTENANCE (1175)	FND-RESC-Y-	OBJECT	SO-GOAL-FUNC	AMOUNT
Copier Maintenance	010-0000-0	5615	00-1175-1000	$5,714.00
COPIER MAINTENANCE TOTAL				$5,714.00

TOTAL GENERAL SITE BUDGET — $60,264.00

Norwood Creek Safe School Plan
2015-2016

Component 1: People and Programs

As a committee we discussed the goals and believe that our goals for Component 1 are essential each year. We must maintain the work around goals 1 and 2 each year.

Goal 1: To have a school where our students feel physically and emotional safe.

- ✓ The Norwood Creek staff is committed to helping students build a foundation of assets that are the building blocks for young people's successful growth and development. The eight categories of developmental assets include: support, empowerment, boundaries and expectations, constructive use of time, commitment to learning, positive values, social competencies, and positive identity.
- ✓ Students will not engage in using alcohol, tobacco, or marijuana.

Measurable Objective:

Goal 1:

- ✓ Norwood Creek will see a 20% reduction in level 2 citations.
- ✓ Norwood Creek will see a 25% reduction in level 3 citations.
- ✓ 95% of students will report feeling very safe or safe at school.
- ✓ Positive growth on California Healthy Kids Survey and Project Cornerstone Youth Survey Results when available.

Goal 2:

- ✓ On the student safety survey 75% of students will report that they understand the district Cyber Bullying Policy.

Action Step:

- ✓ Students will understand the rules and expectations for Norwood Creek.
    - o Each student will attend expectations assemblies that are held two times a year.
    - o Teachers and principal will continue to reinforce behavior expectations through Norwood Creek Pride: Promoting Positive Responsibility, taking Initiative, respecting Differences, and put forth Effort. Positive recognition strategies include: Honor roll, super citizen, personal best awards, kindness slips, stickers, and coins.
    - o Students will understand the citation system and levels of discipline.
    - o Students will participate in the establishing of class rules, consequences, and rewards. Class rules will be clearly communicated to parents and students and enforced in a manner that emphasizes accountability to others and themselves in accordance with Norwood Creek Pride.
    - o Students will have more decision making by allowing them to participate in the assessment of some work, selecting work for their portfolios, giving input into solving class concerns, morning meetings etc.
    - o Noon duty supervisors will be trained in creating a caring environment, active listening, talking to students about their lives, and an environment that calls for students to make decisions and be accountable for behavior.
    - o Classroom teachers will hold class meetings to allow students to have opportunities to discuss and share questions and concerns about school rules and climate.

- o Parent volunteers will read once a month in 80% of our classrooms through the ABC reading program.
- o Buddy Bench program will serve as a safe place for students to find a friend at recess.

- ✓ Students will participate in a comprehensive alcohol education program to be implemented in grades 2 and 4. Coordinators will train teachers in multiple aspects of alcohol use such as peer influence, the impact of home and school culture, high expectations for achievement, etc.
  - o Students will participate in a school wide "Red Ribbon" week to encourage making wise choices about tobacco and alcohol.

Goal 2:
- ✓ Students will understand the importance of positive cyber citizenship.
  - o Students will understand the district Cyber Bullying Policy.

Action Items:
- ✓ Each classroom teacher will teach grade level appropriate lessons about technology safety and usage. The topics may include creating secure passwords, understanding acceptable use policies, and how to prevent and handle cyber bullying.
- ✓ School wide management procedures to handle tech tools. (ie water, 1, 2, 3 sleep, returning to cart, responding to inappropriate content, and check out system)
- ✓ Create classroom posters with common procedures.

Component 2: Place

Goal:
All students and staff will be demonstrating their preparedness for disaster situations as reported in an assessment of practice drills.
   ✓ Measurable Objective: By March 2016, 100% of students and staff will indicate they understand how to proceed during the student reunification process after a major disaster.
 	
Action Items:
   ✓ We will strengthen staff training for student reunification procedures by providing additional training on how to safety reunite students with family and how to remain calm during a stressful situation.
   ✓ We will complete a mock student reunification drill with 1 to 2 classrooms and include parents/ families.
        o We will continue to do the following to remain prepared for an emergency:
        o Train all staff and students to understand the campus emergency procedures.
        o Conduct a "Lockdown" simulation using the guidelines provided by the district office.
        o ERT radios will be distributed and maintained to facilitate communication during an emergency.
        o Prepare and practice for fire, Earthquake, Run/Hide/Defend, Shelter in Place, and School wide Evacuation.
        o Teachers will understand and be prepared to implement the Campus Emergency Assignment procedure in the event of a system wide emergency.
        o Purchase and distribution of water and snacks to support the emergency supplies in each classroom.

**Norwood Creek School
Parent Involvement Policy**

2015-2016

It is our collective belief that education is a community affair and as the old African expression says, "It takes a village to teach a child." Our community members work collaboratively with the staff as partners supporting and expanding student learning and strengthening the curriculum. To this extent, parents have a variety of means to become more educated regarding Norwood Creek School and the programs involving its students.

1. Parent Evenings – Parents are invited and encouraged to attend Family Math, Family Literacy Night, Curriculum Night, Back to School Night, Project Cornerstone, Kindergarten orientation, PTA Back to School Social, Movie Nights, PTA meetings.

2. Committee Opportunities – Parents are encouraged to become members and attend School Site Council, English Language Advisory Committee, District Advisory Committee, and Parent Advisory Committee.

3. Ongoing Communication – Parent and teacher communication is supported through Weekly newsletters, Student/Parent Handbook, Parent /Teacher conferences, Progress Reports, Report Cards, Rubrics, District & State Assessment Results, weekly grade print out for some grade levels, notes, Parent Portal, e-mails, and phone calls.

4. District and school information is available in Spanish and Vietnamese and is translated into other languages upon request. Translators are also available for parent-teacher conferences as needed.

Supplemental Site Budget (1590)
2015-16

School: Norwood Creek

Principal: Nanette Donohue

SUPPLEMENTAL (1590)

	FND-RESC-Y-	OBJECT	SO-GOAL-FUNC
Summer/Hourly Teacher	010-0000-0	1120	00-1590-1000
Substitute Teachers	010-0000-0	1150	00-1590-1000
Consultant/District Employee	010-0000-0	1910	00-1590-2110
Project Specialist	010-0000-0	1940	00-1590-2110
Other Consult/Resource Teacher/Not in Classrm.	010-0000-0	1950	00-1590-2110
Instructional Aides	010-0000-0	2110	00-1590-1000
Non-Reg. Main./Oper.Staff	010-0000-0	2224	00-1590-8200
Regular Clerical	010-0000-0	2410	00-1590-2110
Clerical Assistant	010-0000-0	2430	00-1590-2110
Sub Clerical	010-0000-0	2460	00-1590-2110
Noon Duty & Health Aide	010-0000-0	2910	00-1590-1000
Consultant Employee	010-0000-0	2920	00-1590-1000
Benefits	010-0000-0	3000	00-1590-XXXX
Instructional Supplies	010-0000-0	4310	00-1590-1000
Computer Software	010-0000-0	4312	00-1590-1000
General Supplies	010-0000-0	4351	00-1590-1000
Periodicals & Publications	010-0000-0	4360	00-1590-1000
Equipment Non-Depreciated (Valued at $500 -$4,999)	010-0000-0	4400	00-1590-1000
Computer Equipment (Valued at $500-$4,999)	010-0000-0	4401	00-1590-1000
Travel/Conference	010-0000-0	5210	00-1590-1000
Conference Registration Fees	010-0000-0	5220	00-1590-1000
Mileage Reimbursement	010-0000-0	5299	00-1590-1000
Dues and Membership	010-0000-0	5310	00-1590-1000
Contracted Maintenance Repair	010-0000-0	5610	00-1590-1000
Contracted Computer Repair	010-0000-0	5611	00-1590-1000
Field Trips (District Buses)	010-0000-0	5720	00-1590-1000
Consultant/Contractors	010-0000-0	5815	00-1590-1000
Other Services (Field Trips/Entrance Fees)	010-0000-0	5840	00-1590-1000
Field Trip (Outside Buses)	010-0000-0	5841	00-1590-1000

TOTAL SUPPLEMENTAL BUDGET (1590)

AMOUNT
$5,000.00
$5,000.00
$1,400.00
$364.00
$5,000.00
$18,600.00
$35,364.00