

## SEPARATE COVER ITEM

Board Meeting: December 11, 2012

Item No: 15.2.2

Document: School Plans & Budgets

# ***Louis Bohn Elementary School***

***Tracy Unified School District***

***CDS: 39-75499-6110530***

***Principal: Tammy Christensen***



## **Single Plan for Student Achievement 2012/13**

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. 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 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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SSC approval date: 09/27/2012

# SECTION I: SCHOOL PROFILE

## A. Description of any Significant Changes

### 1. Description of School Demographic composition

	Source	2010/11	2011/12	2012/13
Enrollment (#)	Oct CBEDS	478	473	491
AFDC/Free & Reduced (%)	Oct CBEDS	47%	45%	48.6%
English Learners R-30 (%)	Mar R-30	124/26%	95/20%	
Fluent English (FEP/R-FEP) (%)	Mar R-30	12/3%	33/7%	
Students redesignated to FEP (#)	Mar R-30	10/2%	19/4%	
Ethnicity: White (%)	Oct CBEDS	29%	31%	30%
Hispanic(%)	Oct CBEDS	46%	44%	47%
African American(%)	Oct CBEDS	9%	9%	9%
Asian(%)	Oct CBEDS	15%	12%	12%

### 2. Description of Staff Characteristics/Changes in Staffing

	2011/12	2012/13
number of classroom teachers	16	19
number and type of support certificated staff (including special education staff)	3	3
number of classified staff	18	19
Number/percent of NCLB highly qualified teachers	16 – 100%	19 - 100%
Number/percent of teachers with EL Certification	16 – 100%	19 – 100%

- For the 2012/2013 school year, the number of combo classes at Bohn was reduced from three general ed. combo classes to one. Two additional certificated staff members were added to the site.
- In March of 2012, a second Special Day Class was added to the Bohn Elementary campus. This class serves students in grades 2 and 3.

### 3. Addition or Removal of categorical programs or feeder programs (check one)

☒ No significant changes  
☐ Significant changes

### 4.Changes in District Core Programs (check one)

☒ No significant changes  
☐ Significant changes

### 5.Changes in Facilities (check one)

☒ No significant changes  
☐ Significant changes

B. Programs included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the school plan budget must include the proposed expenditures.)

State Programs	Allocation
<input checked="" type="checkbox"/> <b>EIA: Economic Impact Aid/ English Learner Program</b> <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners.	\$49,361
<input type="checkbox"/> <b>Gifted and Talented Education</b> <u>Purpose:</u> To support instructional programs for identified gifted and talented students.	
<input checked="" type="checkbox"/> Other State or Local funds (site allocation and MAA)	\$ 7,403
Total amount of state categorical funds allocated to this school	\$56,764

Federal Programs under No Child Left Behind (NCLB)	Allocation
<input type="checkbox"/> <b>Title I, Part A: Schoolwide Program</b> <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	
<input checked="" type="checkbox"/> <b>Title II, Part A: Teacher and Principal Training and Recruiting</b> <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$ 6,000
<input type="checkbox"/> Other Federal Funds (list and describe <sup>1</sup> )	
Total amount of federal categorical funds allocated to this school	\$ 6,000
Total amount of state and federal categorical funds allocated to this school	\$62,764



## SECTION II: Presentation and Analysis of Data

### A. Analysis of Current Instructional Program - Academic Program Survey

The following evaluation is based on the Academic Program Survey and provides a rubric rating on a four point scale (1-4) for each area as well as a brief narrative assessment for each area. The rubric is as follows:

- (1) = Minimally – rarely used/found
- (2) = Partially – sometimes used/found
- (3) = Substantially – in regular use
- (4) = Fully - in regular use in all classrooms and followed completely

ELEMENT	2012 Rating	Comments
<b>EPC #1 Instructional Program</b>		
1.1	3.8	We are using other texts to supplement OC comprehension and language workbooks. (one grade level team)
1.2	3.7	
1.3	3	
1.4	3.8	
1.5	3.3	
1.6 ES/MS	3	
<b>EPC #2 Instructional Time</b>		
2.1	3.3	This time used to be protected, but isn't now. Combination classes have no chance of teaching 2.5 hours of RLA/ELD per grade level. (one grade level team)
2.2	3.8	
2.3	3.5	
2.4	3.2	
2.5	3.5	
2.6	2.7	
2.7	3.75	
<b>EPC #3 Lesson Pacing Schedule</b>		
3.1	3.8	
3.2	3.8	
3.3 HS		
<b>EPC #4 Professional Development for School Administrators</b>		
4.1	4	
4.2	4	
4.3 ES	4	
<b>EPC #5 Credentialed Teachers and Teacher Prof. Development Opportunity</b>		
5.1	4	
5.2	4	
5.3	4	
<b>EPC #6 On-Going Instructional Assistance and Support for Teachers</b>		
6.1	3.2	
6.2	2.8	
<b>EPC #7 Student Achievement Monitoring System</b>		
7.1	3.8	
7.2	4	
<b>EPC #8 Teacher Collaboration by Gr. Level/Subject Matter</b>		
8.1	4	
8.2	4	
<b>EPC #9 Fiscal Support</b>		
9.1	4	We are unsure of how district funds are allocated. (one grade level team)
9.2	4	We are unsure of how district fund are allocated. (one grade level team)

### Analysis of Data – Current Instructional Program (APS):

Of the areas listed above, EPC components 1.3, 1.6, 2.1, 2.4, 2.6, 6.1, and 6.2 all reflected a lower response rate. These areas, as addressed in the hardcopy survey provided to staff, pertain to intervention programs for RLA/ELD, instructional time for RLA/ELD core program, instructional time for strategic intervention in math and intensive intervention in RLA, as well as instructional assistance and support for teachers in both RLA/ELD and Math. This broadens the concerns with interventions materials for RLA/ELD and Math expressed in the 2011-2012 program survey.

Overall, the data supports that teachers are provided with the basic SBE adopted curriculum materials. The most significant areas of concern are centered on curriculum and support for intensive intervention in core curriculum areas.

### Academic Performance:

**1a. AYP - Adequate Yearly Progress:** Schools will meet or exceed their AYP goal OR demonstrate an increase of 5% in percent of students scoring proficient for schools meeting their AYP Targets

Group (NCLB target) ES/MS HS	2010 % Prof. ELA (≥ 56.8%) (≥ 55.6%)	2011 % Prof. ELA (≥ 67.6%) (≥ 66.7%)	2012 % Prof. ELA (≥ 78.4%) (≥ 77.8%)	AYP Goal Met?	5% growth Goal Met?	2010 % Prof. Math (≥ 58%) (≥ 54.8%)	2011 % Prof. Math (≥ 68.5%) (≥ 66.1%)	2012 % Prof. Math (≥ 79.0%) (≥ 77.4%)	AYP Goal Met?	5% growth Goal Met?
<b>School Total</b>	58.0	49	47.3	N	N	65.7	70.6	59.3	N	N
<b>Sub-group #1</b> Hispanic or Latino	47.3	33.3	36.2	N	N	58.8	59.4	49.6	N	N
<b>Sub-Group #2</b> White not Hispanic	72.1	68.9	61.5	N	N	72.1	81.8	74.7	N	N
<b>Sub-Group #3</b> Socioecon. Disad.	48.3	41.1	40.3	N	N	58.5	66.9	55.3	N	N
<b>Sub-group #4</b> ELL students	51.2	38.2	36.2	N	N	64.0	64.0	53.6	N	N
<b>Sub-group #5</b> Stu. w/ Disabilities	45.3	36.2	34.7	N	N	43.4	74.5	46.9	N	N

### Achievement Gap Data

#### Longitudinal AYP 2008 – 2012 • ELA

ELA	target	School	White	Afr.Amer.		Hispanic		Low SES		EL		Stu w/Dis	
	ES/HS	AYP	AYP	AYP	Gap	AYP	Gap	AYP	Gap	AYP	Gap	AYP	Gap
2008	35.2/33.4	43.4	53.2	29.4	-23.8	33.9	-19.3	25.7	-27.5	32.6	-20.6	43.8	-9.4
2009	46.0/44.5	54.1	66.7	35.0		42.4		39.9		43.2		23.1	
2010	56.8/55.6	58	72.1	46.9		47.3		48.3		51.2		45.3	
2011	67.6/66.7	49	68.9	50		33.3		41.1		38.2		36.2	
2012	78.4/77.8	47.3	61.5	45.2	-16.3	36.2	-25.3	40.3	-21.2	36.2	-25.3	34.7	-26.8
Change					-7.5		-6.0		-6.3		+4.7		+17.4

The Achievement Gap is calculated by subtracting the subgroup AYP from the White subgroup AYP.

### Longitudinal AYP 2008 – 2012 • Math

Math	target	School	White	Afr.Amer.		Hispanic		Low SES		EL		Stu w/Dis	
	ES/HS	AYP	AYP	AYP	Gap	AYP	Gap	AYP	Gap	AYP	Gap	AYP	Gap
2008	35.2/33.4	61.5	67.9	42.4	-25.5	54.5	-13.4	45.0	-22.9	50.6	-17.3	56.3	-11.6
2009	46.0/44.5	61.2	70.4	35.0		53.7		49.7		53.5		44.2	
2010	56.8/55.6	65.7	72.1	59.4		58.8		58.5		64		43.4	
2011	67.6/66.7	70.6	81.1	69.2		59.4		66.9		64		74.5	
2012	78.4/77.8	59.3	74.7	40.6	-34.1	49.6	-25.1	55.3	-19.4	53.6	-21.1	46.9	-27.8
Change					+8.6		+11.7		-3.5		+3.8		+16.2

The Achievement Gap is calculated by subtracting the subgroup AYP from the White subgroup AYP.

#### 1b. AYP - Adequate Yearly Progress Schools will have a 95% participation rate in state testing

Group	% Tested ELA 2012	Target Met Yes or No	% Tested Math 2012	Target Met Yes or No
<b>School Total</b>	100%	<b>Y</b>	99%	<b>Y</b>
<b>Subgroup #1</b> Hispanic	100%	<b>Y</b>	100%	<b>Y</b>
<b>Subgroup #2</b> White Not Hispanic	99%	<b>Y</b>	99%	<b>Y</b>
<b>Subgroup #3</b> Socio-economically Disadvantaged	100%	<b>Y</b>	99%	<b>Y</b>
<b>Subgroup #4</b> English Learners	100%	<b>Y</b>	100%	<b>Y</b>
<b>Sub-group #5</b> Stu. w/ Disabilities	99%	<b>Y</b>	97%	<b>Y</b>

**Program Improvement Status for 2012/13:**   X   Not in PI        in PI year       

#### Analysis of Data – Student Achievement - AYP (Adequate Yearly Progress):

ELA: There was a slight decrease in the achievement gap for all subgroups, with the largest decrease noted in the Hispanic subgroup (change of 10.3 points from 2011). This subgroup was also the only group to note a positive increase in percentage of students proficient (2.9%) when compared to 2011 results. All other subgroups, including white, had a decrease in percentage of students proficient in ELA from the prior year with the white subgroup showing the largest decrease with a change of -7.4%. African American and Low SES groups had the lowest gaps recorded during the 5 year reporting window. AYP participation rate was met by all subgroups.

Math: In terms of math achievement, all subgroups showed decreased performance in percentage of students proficient when compared to 2011 data. The most significant drops occurred within the African American (-28.6%) and Students with Disabilities (-27.6%). The groups also had the largest increase the achievement gap (-22.2% and -21.2%, respectively). No subgroup had a reduction in the achievement gap. The Hispanic, EL, and Students with Disabilities gaps were the largest recorded during the 5 year reporting window, while the African American gap was the second largest recorded during the 5 year window. The participation rate was met by all subgroups.

**1c. API – Academic Performance Index :** Schools will meet or exceed school’s API growth target OR maintain a score of 800 or higher

Group	2011 Base API	2012 API Target	2012 API	Actual Growth	Target Met Yes or No
<b>School Total</b>	801	800+	774	-27	N
<b>Subgroup #1</b> Hispanic	742	747	729	-13	N
<b>Subgroup #2</b> White Not Hispanic	864	800+	836	-28	Y
<b>Subgroup #3</b> Socio-economically Disadvantaged	763	768	741	-22	N
<b>Subgroup #4</b> English Learners	746	751	739	-7	N
<b>Sub-group #5</b> Stu. w/ Disabilities	735	740	664	-71	N

**Longitudinal (Growth) API 2008 – 2012  
(Achievement Gap Data)**

	School	White	Afr.Amer.	Hispanic	Low SES	EL	Stu w/Dis
	API	API	API Gap	API Gap	API Gap	API Gap	API Gap
2008	767	821	724 -97	676 -145	706 -115	N/A N/A	767 -54
2009	790	846	735	734	728	729 -117	605
2010	820	862	787	782	777	807	697
2011	800	864	788	742	763	746	735
2012	774	836	734 -102	729 -107	741 -95	739 -97	664 -172
Change			+5	-38	20	-20	+118

**Analysis of Data – Student Achievement - API (Academic Performance Index):**

All subgroups showed a decrease in overall API score, with African Americans and Students with Disabilities showing the most significant decrease when compared to 2011 (-54; -71, respectively). However, when analyzing the achievement gap in comparison to White subgroup performance, Hispanic, EL, and Low SES subgroups reported positive gains in reducing the achievement gap, with the largest gain reflected by the EL subgroup (decrease in the achievement gap of 21). The White subgroup, however, also posted a decrease this year of -28 from 2011.

**2. AMAO – Annual Measurable Achievement Objectives (Title III - EL Progress in English):**

- a. AMAO 1 – Percent of Students making annual progress in English (based on CELDT)**
- b. AMAO 2 – Percent of Students Attaining English Proficiency (based on CELDT)**

	# students tested	% meeting AMAO 1	Target	Met? Y/N	% meeting AMAO 2	Target <5yr/≥5yr	Met Y/N
<b>2009/2010</b>	85	49.4%	53.1	N	19%/N/A	17.4/41.3	Y/N/A
<b>2010/2011</b>	91	59.3%	54.6	Y	26.7%/N/A	18.7/43.2	Y/N/A
<b>2011/2012</b>	86	57.0%	56.0	Y	25.5%/N/A	20.1/45.1	Y/N/A

**Analysis of Data – Student Achievement – Title III AMAOs**

Data analysis indicates that despite a slight performance decrease in both AMAO areas, both AMAO targets were met for a second year in a row.

**3. Increase in students meeting district standards:** Students will demonstrate proficiency on 80% percent of district standards based on end of year assessments-

Percent of students meeting standards on district assessments

ELA	2011	2012	Target Met? Y/N	MATH	2011	2012	Target Met? Y/N
Kinder	<b>87%</b>	87.6%	<b>Y</b>	Kinder	<b>94%</b>	93.1%	<b>Y</b>
Grade 1	<b>86%</b>	90.6 %	<b>Y</b>	Grade 1	<b>92%</b>	94.5%	<b>Y</b>
Grade 2	<b>65%</b>	72.6%	<b>N</b>	Grade 2	<b>75%</b>	86.6%	<b>Y</b>
Grade 3	<b>51%</b>	46.5%	<b>N</b>	Grade 3	<b>77%</b>	70.5%	<b>N</b>
Grade 4	<b>50%</b>	49.5%	<b>N</b>	Grade 4	<b>79%</b>	79.1%	<b>N</b>
Grade 5	<b>45%</b>	53.6%	<b>N</b>	Grade 5	<b>74%</b>	80.4%	<b>Y</b>

#### **Analysis of Data – Student Achievement – District Assessments**

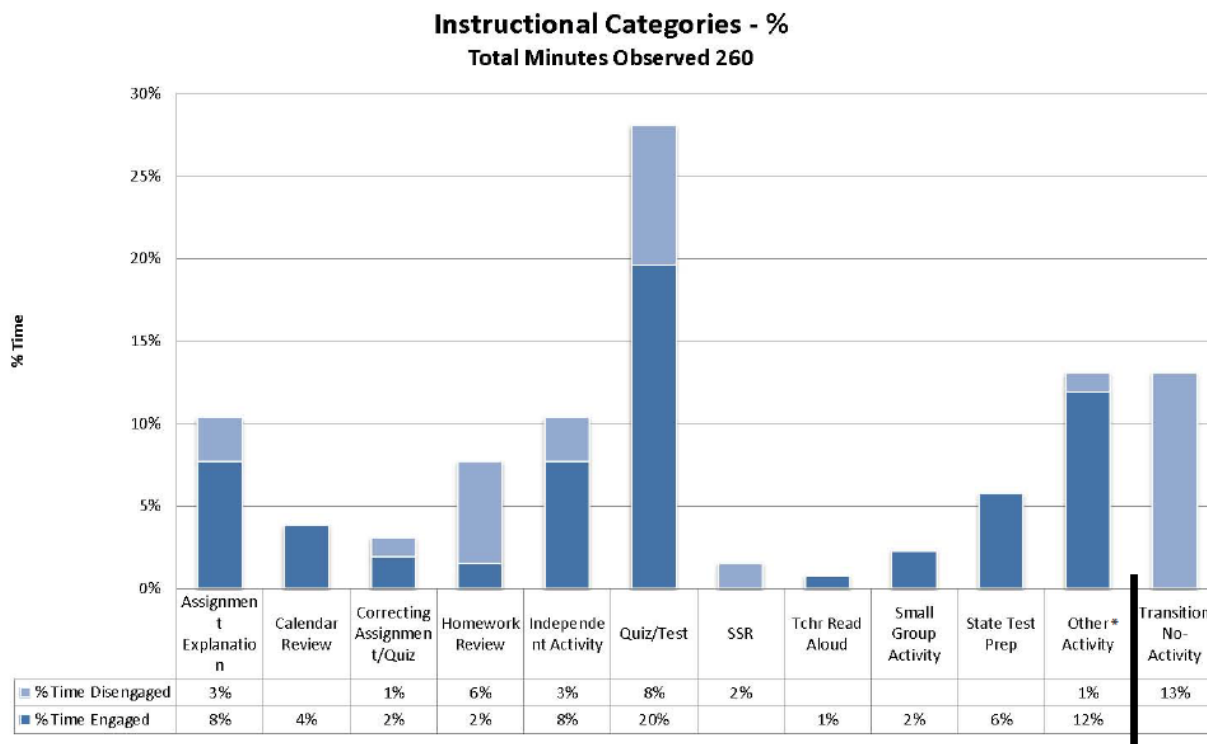
In the area of ELA achievement, kinder and first grade met their targets. First grade has had its second year of increase in ELA achievement (+7 since 2010), while grade four has had its second consecutive year of decrease (-15 over two years). Second grade posted its highest level of achievement during that same time period. Grade 3 and Grade 5 achievement fluctuated over the same time period, with both grades posting scores which were lower than two years ago (-2.5 and -8.4, respectively).

In the area of Math achievement, Grades Kinder, 1, 2, and 5 met their target. Grades 1, 2, and 5 also showed a second consecutive year of score increases (+4.5%, +14.6%, and +12.4% since 2010 respectively). Grade 4 and Kinder remained relatively flat in their achievement, while Grade 3 posted its second consecutive year of decrease (-8.5% since 2010).

Students with disabilities had greater achievement in Math than in ELA (74% vs. 43%).

When conducting subgroup achievement comparisons, analysis of 2012 ELA data shows that school-wide EL achievement was 16.2% lower than white subgroup performance. Hispanic achievement was 13.4% lower than white subgroup performance. Math data reveals gaps in both subgroups (EL – 7.9%, Hispanic – 7.8%). In both ELA and Math achievement, the gaps between EL and Hispanic students compared to white students was smaller than the gaps the prior year.

The chart below reflects data from the Spring 2012 time survey conducted by RSDSS.



A total of 13 classrooms were observed, with the above tasks being documented in observed classrooms at various times throughout the survey period.

The following comment, from Sally Glusing, RSDSS staff, accompanied the report which was sent to BES at the conclusion of the time survey, and relates to instructional strategy assessment:

*“The findings from our ITS/IMS data collection (April 5<sup>th</sup>) are attached. That observational day was unique, and the data reflects that. It was the Thursday before Spring Break, so teachers used the day like a typical Friday with quizzes/tests. Also, since it was before a long break, there were a lot of review and otherwise student-independent activities. Across 13 different classrooms—from 8:30 – 12:10—there was no instruction. Because of this, there was no IMS data for us to collect (except for Classroom Environment). Therefore, the attached report shows only one IMS-related graph—much of it with zeros on it, which indicates not a lack of skill/strategies, just no instruction.”*

It is worth noting that this time survey period, in addition to being the day before spring break, was also immediately prior to the CST testing period at BES. Several of the quizzes/tests being observed at that time were Curriculum Associates tests, which are used by staff as a CST performance indicator and/or practice test for students.

## C. School Safety

### 1. Reduction in the number and percentages of suspensions or expulsions

	2010/11		2011/12		% Decrease or Increase	Target Met
	#	%	#	%		
Suspensions	34	7.1%	26 (15)	5.5%	-1.6%	Y
Expulsions	1	0.2%	0%	0%	-.2%	Y

*# Number of incidents of suspension (# of individual students suspended during the year).  
Some students were suspended more than one time during the year.*

### Reduction in the number of referrals

	2010/11		2011/12		% Decrease or Increase	Target Met
	#	%	#	%		
Referrals	58	12.1%	78	16.4%	+4.3%	N

### 2. There will be a 75% or higher percentage of parents, staff, and students responding positively to survey questions regarding school safety.

#### School Safety

Group	% Agree 2011	% Agree 2012
Parents	95.36%	93.51%
Staff - Cert.	85.72%	100.00%
Staff – Class.	97.66%	90.91%
Students	76.64%	80.36%
Total	88.85%	91.20%
Met Goal (Y/N)	Y	Y

## D. School Climate and Leadership

### 1. There will be a 75% or higher percentage of parents, staff and students responding positively to survey questions regarding school climate, instructional issues, and parent relations:

#### School Climate

Group	% Agree 2011	% Agree 2012
Parents	95.76%	93.69%
Staff – Cert.	89.29%	90.63%
Staff – Class.	81.54%	80.00%
Students	77.20%	84.86%
Total	85.95%	87.30%
Met Goal (Y/N)	Y	Y

**The school will maintain 98% actual attendance, or an improvement of .5%**

<b>School Year</b>	<b>Actual Attendance %</b>	<b>Target %</b>	<b>Difference (+ or -)</b>	<b>Target Met Yes or No</b>
<b>2008/2009</b>	<b>95.91%</b>	<b>98%</b>	<b>-2.09%</b>	<b>No</b>
<b>2009/2010</b>	<b>95.96%</b>	<b>98%</b>	<b>-2.04%</b>	<b>No</b>
<b>2010/2011</b>	<b>95.92%</b>	<b>98%</b>	<b>-2.08%</b>	<b>No</b>
<b>2011/2012</b>	<b>95.69%</b>	<b>98%</b>	<b>-2.31</b>	<b>No</b>

### **Analysis of Data – School Safety and Climate**

School climate data indicates an overall positive response from all stakeholder groups. Climate data reveals slight decreases in parents and classified staff responses (-2.07% and -1.54%); however, staff responses increased by 1.34% and student responses increased by 7.66%.

Safety data again revealed increases in the areas of students and certificated responses (+3.72 and +14.28, respectively), with a slight decrease in parent responses (-1.85) and the largest decline by classified staff (-6.75). More research must be done to determine the specific areas of safety concerns for these stakeholders.

Both climate and school safety showed overall increases in positive responses from the prior year's data.

Attendance continues to remain in the 95% attendance range, with a slight decrease from 2010/2011 attendance figures.



## SECTION III: EVALUATION OF PRIOR YEAR'S PLAN

### A. Evidence of school's progress towards meeting **student achievement** targets

#### **Goal #1 – Ensure students are prepared for college and careers and that all students meet or exceed grade level standards and the achievement gap is closed**

- a. Programs to meet the needs of English Learners
- b. Programs to meet the needs of at-risk students
- c. Prepare students for STAR/CAHSEE testing
- d. Plan for increasing deployment of Best Instructional Practices
- e. (schools with gr. 6-12) Improve student achievement in Mathematics

#### Evaluation of Plan for Goal 1:

- a. English Learners
  - 1) Teachers continued to emphasize non-linguistic representation and to utilize structures and strategies trainings. Bilingual staff continued to work with EL students, and paraprofessional time was utilized as part of EL instructional time to facilitate small groups.
  - 2) A review of district assessment data indicates that the gap between EL student performance and white student subgroup performance decreased from the prior year.
  - 3) Paraprofessional time is again being utilized to facilitate small group instruction. Additionally, an increased focus on non-linguistic representation is occurring through the use of Nancy Fetzer writing and reading comprehension strategies.
- b. At Risk Students
  - 1) Staff used professional learning community/data team collaboration time to analyze student performance on teacher-created, district, and curriculum associates assessments. Results were used to identify students in need of additional intervention. Students participated in before and after school programs, as well as in lunchtime tutoring sessions.
  - 2) Larger numbers of students were referred to Math Lab and lunch time tutoring sessions. Teachers reported gains in classroom performance for those students who attended these sessions.
  - 3) Staff will continue to use Curriculum Associates as one tool for identification of at-risk students. Intervention outside of the school day will continue to be offered to students.
- c. STAR/CAHSEE prep
  - 1) Teaching staff continued to utilize Curriculum Associates and CST release questions as test prep materials. Referrals to lunchtime tutoring were made for those students needing additional support in Math or ELA.
  - 2) Intervention was conducted before school through Math Lab, Book Club (a reading comprehension group), and through individual teacher after-school support. Despite these interventions, all subgroups reported a decrease in API achievement. Data will be analyzed by the site leadership team and grade level PLC's (data teams) to determine which areas of instruction are the most critical to API improvement.
  - 3) Additional interventions will continue to be offered to students needing additional preparation for the CST, including targeted intervention in Math Lab. Teachers will continue to use multiple measures of assessment, including Curriculum Associates, as a tool for referring students to intervention.
- d. Increasing Deployment of Best Instructional Practices
  - 1) Staff received training on the BIP rubric and were afforded the opportunity to participate in instructional tours. Staff shared best practices during faculty meetings. A chart depicting monthly use data was posted in the staff workroom.

- 2) A review of instructional tour data reveals that average use of the BIP (full or partial use) increased in all four areas. The largest gain was in the use of nonlinguistic representation (99% full or partial use vs. 77% in 2010/2011)
- 3) The rubric will again be reviewed with staff. Staff also are being provided release time to observe other classes for use of BIP and Fetzer strategies. A data chart will again be posted in the teachers' work area.

e. Student Achievement in Mathematics (gr 6-12)

N/A

## **Goal #2 – Provide a Safe and Equitable Learning Environment for all Students and Staff**

### **Evaluation of Plan for Goal 2:**

#### **a. Increase Students' Average Daily Attendance**

- 1) Monthly attendance reports were run to identify students/parents who needed to conference with the principal regarding attendance. Letters were sent to these families. The reports were also used to recognize students with good attendance at student of the month assemblies and in the school newsletter.
- 2) Attendance remained relatively flat, still centered in the 95% attendance range.
- 3) The principal will continue to meet with families for whom student attendance presents a concern. Recognition will continue to be given to students with good attendance.

#### **b. Increase Cultural Proficiency**

- 1) Leadership team members worked with site administration to present diversity and equity information to staff. Multicultural holidays were recognized within classrooms, and fifth grade students presented multicultural dances at a school assembly.
- 2) Staff participated in open discussions about race issues. While a direct correlation can't be made, the student responses regarding a safe climate did increase.
- 3) Diversity and equity issues will continue to be presented to staff to increase cultural awareness. Additional performances are being planned to encourage student participation in multicultural events.

## **Goal #3 – Professional Development**

### **Evaluation of Plan for Goal 3:**

#### **a. Articulated, sustained plan of professional development activities**

- 1) BES partnered with Freiler School to offer professional development on professional learning communities. Due to a change in RSDSS policy, Bohn was no longer eligible for on-site support, but was able to continue academic literacy training by partnering with Jacobson.
- 2) Teachers and site administration did not feel that RSDSS academic language training was beneficial in comparison to trainings offered by the district. PLC training was used to continue efforts toward effective data team collaboration.
- 3) In light of the modified requirements for RSDSS support, alternative training was sought. The 2012/2013 academic year will focus on Nancy Fetzer training and strategy implementation. This training is being used to support our EL learners and to provide additional strategies for increasing ELA achievement for all students.

#### **b. Increasing participation/attendance at ERM's**

- 1) Staff shared positive encouragement, as well as sought each other's opinions on areas of frustration, during the beginning of each staff meeting. Accurate attendance was maintained regarding attendance at ERM activities, and absentee reports prepared to reflect the attendance.
- 2) When approached about incentives, the response from the staff was that incentives for

attendance such as gift cards, etc. would not change attendance patterns. Staff felt attendance at ERM is a professional duty, and rather than providing incentives for attendance, site/district administration should dock sick time and/or pay those who do not attend.

- 3) We are continuing to share kudos and best practices at our staff meetings as a way of encouraging staff participation.

#### **Goal #4 – Parent Involvement: Strategies to encourage parent involvement and provide parent education**

Evaluation of Plan for Goal 4:

- 1) Family nights for writing, science, and movie nights were offered throughout the year. ELAC officers and administration flexed meeting times to encourage participation by parents. Bilingual newsletters and synvoice messages were used to inform parents of events and to encourage parent participation in school events. A PIQE program was held with sessions for English-only and Spanish-speaking parents.
- 2) The PIQE program was extremely successfully, with over 25 parents receiving certificates of completion. It was noted by PIQE staff that Bohn was unique in that English only attendance surpassed that of Spanish-speaking parents, which is in contrast to most other sites PIQE serves.
- 3) Monthly SSC, PTO and ELAC meetings will continue to be held. A Principal's forum will take place each month with topics similar to those offered by PIQE will be held. Family events will continue to be planned on campus, and bilingual information will continue to be shared with parents.

#### **Goal #5 – Technology: Use technology as a tool for improvement in instruction; management of departments, sites and classrooms, and to increase efficiency in operations across the district.**

Evaluation of Plan for Goal 5:

- 1) MAA funds were used to purchase new computers for each teacher. Computer lab access for reports, Rosetta Stone, support programs and research was afforded to each classroom on a weekly basis. Measure S funds allowed for each classroom to receive an LCD projector.
- 2) Participation in Accelerated Reader declined from prior years, in part due to a rollover to an on-line only format. The system had issues with installation and implementation through November, which impacted student and teacher use of the system.
- 3) Technology will continue to be a focus. Student response systems and cameras are being ordered for site staff, thanks to a generous donation by the Bohn PTO. An increased emphasis will be placed on Accelerated Reader use.

#### **Goal #6 – Improve the school libraries. (if included in prior year plan)**

Evaluation of Plan for Goal 7:

- 1) The Book Fair and Read Across America programs were promoted with stakeholders. ELAC committee members and staff offered input on bilingual books to meet the needs of students. The Birthday Books program was reinstated as another means of improving library holdings, particularly non-fiction.
- 2) As noted in Goal 5, a change in platform for Accelerated Reader resulted in decreased usage. This will be an area of focus for 2012-2013.
- 3) The goals will continue as written.

## **Overall Evaluation of Prior Year School Plan**

Please address the following two questions regarding the overall school plan:

*To what extent do the school leadership and staff use student achievement data to make decisions and initiate activities that focus on all students achieving the academic standards?*

Student achievement data is reviewed by teachers through professional collaboration time, afforded on Monday site ERMs, collaborative ERMS, and Data Team ERMS. Data is also reviewed at faculty meetings as a whole-school effort to identify areas which need modification/improvement in order to assist our students in being successful. Student achievement data is shared with parents and students through progress reports, IEP meetings, SST meetings, and through parent/teacher conferences. Schoolwide data is shared with parents through the school newsletter and through meetings such as School Site Council, PTO, ELAC, and Principal's Forum. Data is obtained through Aeries and DataWise, and includes CST, CELDT, and district assessment data in addition to teacher created assessments and classroom observations.

*To what extent do the school leadership, staff, students and parents annually monitor and refine the single school plan based on analysis of data to ensure alignment with student needs?*

The single plan for school achievement is created, reviewed, and monitored through input from staff at faculty meetings and through input afforded through leadership and school site council meetings. The single plan is shared with PTO, ELAC, and School Site Council, again for purposes of soliciting input and monitoring the plan to ensure student needs are being met. The school plan is available for parent review at any time through a posting on the Bohn school website, and the principal addresses comments and input from parents throughout the year. The plan is presented to the site leadership team for approval as these team members represent the staff on site. The plan is also presented to School Site Council for approval, and changes suggested by these groups are incorporated to the extent possible before final approval is sought.

## **SECTION IV: SCHOOL PLAN FOR 2012/2013**

### **A. School Governance and Planning Process**

The 2012/2013 School Plan that follows was developed through the joint efforts of Louis Bohn leadership team (grade level and classified representatives), the School Site Council, and with input from the Louis Bohn English Learner Advisory Committee and Parent Teacher Organization. The School Plan and budget were approved by the School Site Council at the September 27, 2012 meeting.

#### **School Site Council Membership for 2012/2013**

Names of Members  *Parent of EL	School Personnel 50% of SSC			Parents/Students 50% of SSC	
	Principal	Classroom Teacher	Other Staff School	Parent or Community Member	Secondary Student
Tammy Christensen	X				
Marilyn Smith				X	
Carmen Serrato				X	
Sonia Tavares				X	
Amanda Granzow				X	
Tina Smith				X	
Miranda Mehlhaff		X			
Rebecca Jones		X			
Jose Vega		X			
Marbella Pulido			X		
Numbers of members of each category	1	3	1	5	
Total in each group	5			5	

The interests of English learners are represented by:

- ☒ An ELAC with adopted bylaws (*Parents of English learners constitute at least the same percentage of the committee as their children represent of the student body. OPSET I-EL-2*)

ELAC Chairperson: Marbella Pulido

- ☐ School Site Council (*Parents of English learners constitute at least the same percentage of the committee as their children represent of the student body. OPSET I-EL-2*)

\*Indicate parents of EL Students on SSC list above

## **B. School goals for 2010/2011 - A Summary**

### **Goal #1 – Ensure students are prepared for college and careers and that all students meet or exceed grade level standards and the achievement gap is closed (PDSA)**

- a. Programs to meet the needs of English Learners
- b. Programs to meet the needs of at-risk students (including CAHSEE remediation at HS)
- c. Activities to prepare students for STAR/CAHSEE testing
- d. Plan for increasing deployment of Best Instructional Practices
- e. (schools with gr. 6-12) Activities to improve student achievement in Mathematics

Rationale: (district) The district goals are that student will be prepared for college and careers; and that all subgroups meet AYP targets and that the achievement gap be closed by raising the achievement of lower performing subgroups. The district goal also includes that EL students meet Title III AMAO targets annually. The EL subgroup and other at-risk groups do not meet AYP. Additionally the percent of students scoring proficient in Math at grades 6-11 is significantly below AYP targets

Site Rationale: Louis Bohn strives to be a school which prepares its students for future education and career endeavors. Meeting the needs of all subgroups to ensure academic achievement continues to be an area of focus, particularly for EL and Hispanic students as indicated by API scores for these subgroups. We will continue efforts to prepare our student subgroups for success while working to close the achievement gap.

### **Goal #2 – Provide a safe and equitable learning environment**

- a. Increase students' average daily attendance
- b. Increase cultural proficiency

Rationale: (district) The district has set an overall target of 98% attendance. Research shows that when students are in school they achieve at higher academic levels. The district goal is to increase cultural proficiency throughout the district to ensure that student and staff are afforded a safe and equitable learning environment.

Site Rationale: As the demographics of our school continue to shift, fostering an environment which celebrates and promotes acceptance of diversity will become increasingly more important. Students who feel safe and welcome at school will have better attendance, and will achieve greater academic success.

### **Goal #3 – Goal #3 – Professional Development: Provide an articulated, sustained plan of professional development activities designed to build the school's capacity to support programs and achieve goals.**

(Note: Title 1 schools must allocate at least 10% of Title I funds to staff development)

Rationale: (district) The district strategic goals and LEA Plan include goals which focus on providing ongoing professional development and support to teachers and site administrators that result in increased achievement for all students in order to close the achievement gap.

Site Rationale: With the shift to common core standards, an increased emphasis on writing will necessitate a change in the way instruction is provided to students. Professional development in the area of writing strategies, utilizing Nancy Fetzer training, will help meet these increased demands. Additional professional development will focus on promoting a positive school climate through anti-bullying training for staff.

**Goal #4 – Parent Involvement: Parent Involvement: Strategies to encourage parent involvement and provide parent education.**

Rationale:(district) Sustained parent involvement is linked to student achievement and staying in school. Federal and state regulations mandate meaningful opportunities at all grade levels for parents/guardians to be involved in school activities, advisory, decision-making, and activities to support learning at home.

Site Rationale: Fostering a positive relationship with parents is an important part of student achievement. Providing education opportunities for parents stresses the importance of lifelong learning for their children.

**Goal #5 – Technology: Technology: Use technology as a tool for improvement in instruction; management of departments, sites and classrooms; and to increase efficiency in operations across the district.**

Rationale: (district) The district is committed to providing students and staff with the technology tools and skills to support academic content standards and improve learning so that they can compete in a digital world.

Site Rationale: To prepare our students for their future endeavors, we must provide access to current technology.

**Goal #6 – Improve the school libraries.**

(Sites are not required to allocate funds to libraries this year.)

Rationale: This is a requirement under the School and Library Improvement Block Grant.

Site Rationale: A continued focus on non-fiction and culturally diverse media will provide our students with materials that foster an interest in reading and improved literacy.

## **C. Activities for 2012/2013 School Plan**

### **Site Goal #1 – Ensure students are prepared for college and careers and that all students meet or exceed grade level standards and the achievement gap is closed.**

*District Goal #1: Prepare all students for college and careers*

*District Goal #2: Ensure that all students meet or exceed grade level standard and that the achievement gap is closed.*

#### **Outcomes (Data that will be collected and analyzed to measure progress towards the goal)**

- All significant subgroup will meet AYP targets
- EL students will meet or exceed Title III AMAO1 and AMAO2 targets
- Decrease the achievement gap of the subgroups
- 80% of students will meet standards on district assessments
- Reduction in number of students failing classes (optional)
- Increase percent of teachers using BIPs
- Increase percent of students scoring proficient on Math CST (gr. 6-12)
- Increase percent of 10<sup>th</sup> graders passing/scoring proficient on CAHSEE (HS only)
- Alignment of curriculum maps/pacing guides to Blueprint standards (optional)

**Rationale:** Louis Bohn strives to be a school which prepares its students for future education and career endeavors. Meeting the needs of all subgroups to ensure academic achievement continues to be an area of focus, particularly for EL and Hispanic subgroups. We will continue efforts to prepare our student subgroups for success while working to close the achievement gap.

<b>1a.English Learner Instruction and Support</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
1a.1 Teachers will use structures and strategies to enhance delivery of instructions	Staff	N/A	Ongoing			
1a.2 Staff will continue to focus on ELD teaching techniques & strategies	Staff	EIA	Ongoing			
1a.3 Before school and after school small group intervention	Staff/support staff	EIA	Ongoing			
1a.4 CELDT Coordinator and Bilingual Para will work with ELL students	CELDT\Coordinator	EIA	August/Sept			
1a.5 Students grouped according to CELDT scores provided ongoing ELD instruction	Staff	EIA/MAA	September			
1a.6 Staff will use non-linguistic representation to enhance learning	Staff/Principal	N/A	Ongoing			



<b>1b.Intervention and Remediation for at-risk students (including CAHSEE remediation at HS)</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
1b.1 Students will be frequently assessed using multiple assessments.	Staff	District Assessment	September			
1b.2 Students will be identified after assessment and placed in intervention programs	Staff	MAA	October			
1b.3 Students will be recommended to attend before or after school tutoring	Principal	EIA	November			
1b.4 Staff will use Curriculum Associates as an assessment tool	Principal/ Classroom teachers	MAA	November			
<b>1c.CST/CAHSEE Preparation</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
1c.1 Staff will utilize CST Released Questions	Staff	N/A	Ongoing			
1c.2 Staff will use the Curriculum Associates Test 2 times before the April CST's	Staff/Principal	MAA	Oct - March			
1c.3 Before school and after school support for targeted students, ELL and subgroups	Staff	EIA	November			
<b>1d. Plan for Increasing Deployment of Best Instructional practices</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
1d.1 Staff will receive training on the district rubric for instructional tours	Principal	District Rubric	Aug/Sept			
1d.2 Staff will be afforded the opportunity to participate in instructional tours on site and to debrief what they observed	Principal	Subs – MAA funds	Ongoing			
1d.3 Staff will share best instructional practices during staff meetings and Monday PLC collaboration	Principal/Staff	N/A	Ongoing			
<b>1e. Mathematics Achievement (required for gr. 6-12)</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
1e.1 Math Club before school for math intervention (targeted)	Staff	MAA	Ongoing			
1e.2 Staff will continue using Rowley Math, Triangle Math, and Mountain Math for spiral review	Staff	MAA	Ongoing			
1e.3 Staff will use Curriculum Associate Materials to assess students	Staff	MAA	Oct - March			

**Plan for providing ELD to English Learners in 2012/13:**

<b>Grade</b>	<b>Organization of Students</b>	<b>Frequency of ELD</b>	<b>Duration of ELD</b>	<b>Provided by</b>	<b>Materials used</b>
<b>K</b>	Students are divided into small groups according to CELDT level and groups rotate through 20 minute stations with one station designated ELD.	<b>Daily</b>	<b>20 minutes</b>	<b>Teachers/Paraprofessionals</b>	<b>Santillana &amp; Rosetta Stone</b>
<b>1<sup>st</sup></b>	Beginners, Early Intermediate, and Intermediate students are grouped and provided ELD instruction in class	<b>Daily</b>	<b>30 minutes</b>	<b>Teachers/Paraprofessionals</b>	<b>Santillana &amp; Rosetta Stone</b>
<b>2<sup>nd</sup></b>	Beginners, Early Intermediate, and Intermediate students are grouped and provided ELD instruction in class.	<b>Daily</b>	<b>30 minutes</b>	<b>Teachers/Paraprofessionals</b>	<b>Santillana &amp; Rosetta Stone</b>
<b>3<sup>rd</sup></b>	Beginners and Early Intermediate students are grouped and provided ELD instruction in class. Teachers use differentiated instruction which include TPR, Structures and Strategies and ELD strategies.	<b>Tuesday – Friday</b>	<b>40 minutes</b>	<b>Teachers/Paraprofessionals</b>	<b>Santillana &amp; Rosetta Stone</b>
<b>4<sup>th</sup></b>	Beginners and Early Intermediate students are grouped and provided ELD instruction in class. They also receive support during Science rotation and Social Studies curriculum.	<b>Tuesday – Friday</b>	<b>40 minutes</b>	<b>Teachers/Paraprofessionals</b>	<b>Santillana &amp; Rosetta Stone</b>
<b>5<sup>th</sup></b>	Beginners and Early Intermediate students are grouped; Intermediate, Early Advanced, and Advanced students receive support during Science and Social Studies rotation station.	<b>Tuesday – Friday</b>	<b>40 minutes</b>	<b>Teachers/Paraprofessionals</b>	<b>Santillana &amp; Rosetta Stone</b>

## **Goal 1 – Data Collection:**

(to be completed as part of the “study” component throughout the year and used as documentation for the Principal’s evaluation)

### **Part A: District Assessments**

#### **District Assessments**

- Elementary Schools: ELA are the trimester benchmark assessments.
- Middle Schools: ELA the Quarter 1 and Quarter 2/3 assessments are Curriculum Associates Practice 1 and 2; Quarter 4 is the End of Course Holt)
- High Schools: ELA the required assessments are Holt Entry (report for Quarter 1) and Holt End of Year (Quarter 4). These are only required for grades 9 and 10.)

<b>Schoolwide</b> % Proficient/Advanced		<b>Quarter Trimester 1</b>	<b>Quarter 2/3 Trimester 2</b>	<b>Quarter 4 Trimester 3</b>	<b>Met Goal</b>
ELA	2011/12	53.4%	57.0%	64.2%	N
	2012/13				
MATHEMATICS	2011/12		81.3%	83.8%	N
	2012/13				

<b>English Learners</b> % Proficient/Advanced		<b>Quarter Trimester 1</b>	<b>Quarter 2/3 Trimester 2</b>	<b>Quarter 4 Trimester 3</b>	<b>Met Goal</b>
ELA	2011/12	36.6%	46.4%	56.1%	N
	2012/13				
MATHEMATICS	2011/12		79.1%	80.8%	Y
	2012/13				

<b>Students w/ Disabilities</b> % Proficient/Advanced		<b>Quarter Trimester 1</b>	<b>Quarter 2/3 Trimester 2</b>	<b>Quarter 4 Trimester 3</b>	<b>Met Goal</b>
ELA	2011/12	32.0%	42.0%	43.1%	N
	2012/13				
MATHEMATICS	2011/12			74%	Y
	2012/13				

<b>Hispanic</b> % Proficient/Advanced		<b>Quarter Trimester 1</b>	<b>Quarter 2/3 Trimester 2</b>	<b>Quarter 4 Trimester 3</b>	<b>Met Goal</b>
ELA	2011/12	43.6%	50.6%	58.8%	N
	2012/13				
MATHEMATICS	2011/12		79.0%	80.7%	N
	2012/13				

<b>African American</b> % Proficient/Advanced		<b>Quarter Trimester 1</b>	<b>Quarter 2/3 Trimester 2</b>	<b>Quarter 4 Trimester 3</b>	<b>Met Goal</b>
ELA	2011/12	57.4%	57.6%	61.6%	N
	2012/13				
MATHEMATICS	2011/12		76%	78.8%	N
	2012/13				

## **Part B: Instructional Tour Data**

### **2011/12 Results**

#### **Percent of “partial” and “full” implementation for each identified strategy**

		Sep	Oct	Nov/Dec	Jan	Feb	Mar	April	May
Student Engagement	full	50%	60%	73%	91%	<b>64%</b>	80%	80%	73%
	part	50%	40%	27%	0%	<b>36%</b>	20%	20%	27%
Checking for Understanding	full	60%	60%	45%	55%	<b>73%</b>	50%	70%	27%
	part	30%	10%	18%	27%	<b>27%</b>	50%	20%	55%
Learning Objective	full	90%	70%	100%	91%	<b>64%</b>	90%	80%	73%
	part	10%	10%	0%	0%	<b>18%</b>	10%	20%	27%
Non-Linguistic Representation	full	70%	40%	73%	73%	<b>82%</b>	80%	70%	82%
	part	30%	50%	27%	27%	<b>18%</b>	20%	30%	18%

**Management Team Tours are Bold-faced font; Interim tours are regular font**

### **2012/13 Results**

#### **Percent of “partial” and “full” implementation for each identified strategy**

		Sep	Oct	Nov/Dec	Jan	Feb	Mar	April	May
Student Engagement	full	82%	50%						
	part	18%	50%						
Checking for Understanding	full	55%	58%						
	part	45%	33%						
Learning Objective	full	100%	75%						
	part	0%	17%						
Non-Linguistic Representation	full	64%	58%						
	part	0%	33%						

**Management Team Tours are Bold-faced font; Interim tours are regular font**

## **Goal #2 – Provide a safe and equitable learning environment**

*District Goal #3: Provide a safe and equitable learning environment for all students and staff*

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal)

- 98% student attendance (ADA)
- Reduction in suspensions
- Reduction in referrals/citations (optional)
- Reduction in tardies (optional)
- 80% of stakeholders will respond positively to annual survey questions related to school safety and climate.

**Rationale:** As the demographics of our school continue to shift, fostering an environment which celebrates and promotes acceptance of diversity will become increasingly more important. Students who feel safe and welcome at school will have better attendance, and will achieve greater academic success.

<b>2a Increase Students' Average Daily Attendance</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
2a.1 Run attendance reports monthly	Attendance Clerk	N/A	Ongoing			
2a.2 Call in families of frequently absent students	Attendance Clerk	N/A	Ongoing			
2a.3 Publish students names with perfect attendance in school newsletter	Attendance Clerk	N/A	Trimesters			
2a.4 Recognize students at SOM assembly.	Principal	N/A	Ongoing			
2a.5 Send home SARB letters	Attendance Clerk	N/A	Ongoing			
2a.6 Have drawings for bicycles as a reward each year	Principal	Business Partner	Year End			

<b>2b. Increase Cultural Proficiency to support a safe and equitable learning environment</b>						
Action Steps (Plan)	Person Responsible	Resources	Timeline	Do	Study	Act
2b. 1 Work through the Leadership committee to work on school wide diversity and equity issues	Principal	N/A	August			
2b. 2 Monthly meetings of Leadership with D and E issues	Principal/Staff	N/A	Sept.-May			
2b.3 Recognize and acknowledge holidays	Staff	N/A	Sept.-May			
2b.4 Multicultural Events, including assemblies with a multicultural emphasis	Staff	N/A	May			
2b.5 Acknowledge students at SOM	Staff/Principal	N/A	Monthly			
2b.6 Provide character and anti-bullying related performances for students; as well as training for staff.	Staff	N/A	Dec & March			
2b.7 Increase the number of parents participating in ELAC meetings	Principal	N/A	Ongoing			
2b.8 Train staff to be receptive to all parents coming on to campus	Principal	N/A	Ongoing			
2b.9 Bilingual para to do all translations, office communications, and encourage parent participation in ELAC	Staff	EIA	Ongoing			

**Percent attendance by month (to be completed as part of the “study” component throughout the year):**

	Month 1 AUG	Month 2 SEP	Month 3 OCT	Month 4 NOV	Month 5 DEC	Month 6 JAN	Month 7 FEB	Month 8 MAR	Month 9 APR	Month 10 MAY	YTD Total
2011-2012	97.20%	96.56%	95.91%	95.49%	94.89%	95.64%	95.08%	95.09%	94.67%	95.99%	95.69%
2012-2013	97.43%	97.31%									
Difference +/-	+.23%	+.75									

**Site Goal #3 – Professional Development: Provide an articulated, sustained plan of professional development activities designed to build the school’s capacity to support programs and achieve goals.**

*District Goal #6: Develop and support a high performing workforce.*

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal)

- Improved student achievement (API, AYP, AMAO’s, district assessments)
- Increased use of Best Instructional Practices
- 100% Participation in ERM’s

**Rationale:** With the shift to common core standards, an increased emphasis on writing will necessitate a change in the way instruction is provided to students. Professional development in the area of writing strategies, utilizing Nancy Fetzter training, will help meet these increased demands. Additional professional development will focus on promoting a positive school climate through anti-bullying training for staff.

<b>3a. Staff Development</b>						
Action Steps (Plan)	Person Responsible	Resources	Timeline	Do	Study	Act
3a.1 Partner with Freiler school to offer Nancy Fetzter training, including: Summer institute for 10 teachers; on-site support with N. Fetzter, and release time for “train the trainers” model to facilitate site implementation of strategies.	Principal	Fetzter; Title II & EIA Funds	June 2012; fall and spring 2013			
3a.2 Contract with Valley Community Counseling Services to provide anti-bullying training and support for staff.	Principal/ VCCS Leadership Team	VCCS; MAA funds	August pre-service; possible buy-back date scheduling			
3a.3 Utilize sub days to promote on-going grade level collaboration	Principal/ Classroom teachers	Substitutes	On-going, various dates throughout the year as described in 3a.1			
<b>3b. Staff Participation in Professional Development on Early Release Mondays</b>						
Action Steps (Plan)	Person Responsible	Resources	Timeline	Do	Study	Act
3b.1 Maintain accurate documentation on ERM attendance	Principal/Site secretary	N/A	On-going			
3b.2 Foster positive attitude at ERM through sharing of kudos and acknowledgement	Principal/Staff	N/A	On-going			
3b.3 Encourage staff participation through staff being key presenters at ERM meetings	Principal/Staff	N/A	On-going			

**Site Goal #4 – Parent Involvement: Strategies to encourage parent involvement and provide parent education.**

*District Goal #7: Develop and utilize partnerships to achieve District Goals*

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal)

- 75% of parents responding positively on annual stakeholder survey
- Number of parents attending Parent Education workshops (optional)
- Increase in number of parents attending parent meetings (optional)
- Increase in number of members of Booster clubs (optional)
- Increase in number of parents attending school functions (optional)

**Rationale:** Fostering a positive relationship with parents is an important part of student achievement. Providing education opportunities for parents stresses the importance of lifelong learning for their children.

Parent Involvement & Communication						
Action Steps	Person Responsible	Resources	Timeline	Do	Study	Act
4.1 Conduct monthly SSC meetings	Principal	N/A	Monthly			
4.2 Attend monthly ELAC meetings	Principal	N/A	Monthly			
4.3 Attend monthly PTO meetings	Principal	N/A	Monthly			
4.4 Distribute monthly bilingual newsletters	Principal	N/A	Monthly			
4.5 Produce Synre Phone calls as needed	Principal	N/A	As Needed			
4.6 Hold parent information session on topics such as STAR testing, transitioning to Middle School, and other topics requested by parents through Principal's forum and other venues	Principal, Site staff	N/A	Jan - March			
4.7 Offer family activity nights, such as Science Night and Family Writing Night, through community partnerships	Principal, Site Staff	N/A	On-going			
4.8 Investigate use of Rosetta Stone or other program for EL parents as a resource for providing English language instruction	Principal; ISET; bilingual para	ISET	On-going			



**Site Goal #5 – Technology: Use Technology as a tool to improve instruction, management of classrooms and efficiency in operations.**

*District Goal #4: Use technology as a tool to improve instruction, management of classrooms and efficiency in operations.*

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal)

- Increase in use of technology in classrooms (optional)
- Increased access to Accelerated Reader and Rosetta Stone programs
- Increase in availability of technology in classrooms (optional)

**Rationale:** To prepare our students for their future endeavors, we must provide access to current technology.

Technology						
Action Steps (Plan)	Person Responsible	Resources	Timeline	Do	Study	Act
5.1 Use computer lab for reports	Staff	N/A	Aug - May			
5.2 Encourage students to write reports using computer	Staff	N/A	Aug - May			
5.3 Increase number of students in Accelerated Reader Program	Librarian/Staff	EIA/BG	Sept.-May			
5.4 Add new software in computer lab	Librarian/ Principal	EIA/BG	Aug - May			
5.5 Maintain computer lab in the Library	ISSET	N/A	August			
5.6 Teacher and student access to Rosetta Stone in Lab/Classroom	Principal/Staff	N/A	Ongoing			
5.7 Report Cards done online with District Template	Staff	N/A	Ongoing			
5.8 Staff using email/web site to post homework and messages	Staff/Principal	N/A	Monthly			
5.9 Purchase additional support technology for classrooms (document cameras, student response systems)	Principal	MAA/PTO funds	Aug-Sept.			
5.10 Purchase additional desktop computers to provide each teacher with access to attendance and grading programs	Principal	MAA	August			

### **Site Goal #6 – Improve School Libraries**

*District Goal #1: Prepare all students for college and careers.*

*District Goal #2 Ensure that all students meet or exceed grade level standards and that the achievement gap is closed.*

*District Goal #3: Provide a safe and equitable learning environment for all students and staff.*

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal)

- Use of Accelerated Reader programs
- Increase in library holdings for bilingual and culturally responsive literature

**Rationale:** A continued focus on non-fiction and culturally diverse media will provide our students with materials that foster an interest in reading and improved literacy.

<b>Improve School Libraries</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
6.1 Continue to promote Accelerated Reader Program	Librarian	EIA/Site	September			
6.2 Students will participate in Read Across America	Staff	N/A	February			
6.3 Promote the purchasing of books from the school book fair.	Staff/ Librarian	N/A	Ongoing			
6.4 Continue to solicit input from ELAC and PTO concerning books which will support our ELD students.	Staff/Principal/ Librarian	N/A	Ongoing			
6.5 Continue “Birthday Books” program at all grade levels as a means for building library holdings.	Librarian/Staff	N/A	Ongoing			

### **Centralized Services**

*District Goal #1: Prepare all students for college and careers*

*District Goal #2: Ensure that all students meet or exceed grade level standard and that the achievement gap is closed.*

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal)

- Consolidated Program documents submitted by deadlines
- Consolidated Program documents approved with no errors
- Federal Program Monitoring completed with no non-compliant areas
- Supplemental Services provided as per Title I regulations

### **Rationale:**

<b>Centralized Services</b>			
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>
1. Completion and filing of required documents pertaining to consolidated program.	L. Dopp K. Noah	Title I Title III EIA	August 2012 – May 2013
2. Assistance in preparing and monitoring budgets and expenditures pertaining to consolidated programs.	L.Dopp J.Carter K.Noah	Title I Title III EIA	October 2012 June 2013
3. Assistance in monitoring program activities to ensure that they are in compliance with state and federal requirements.	L.Dopp C.Woo	Title I Title III EIA	October 2012 June 2013
4. Assistance in planning, implementing, and evaluating staff development activities funded by consolidated funded programs.	ES Directors	Title I Title II Title III EIA	August 2012 – May 2013
5. Assistance in meeting state requirements for Federal Program Monitoring - FPM (previously Categorical Program Monitoring – CPM).	C.Woo	Title I Title III EIA	Fall 2012
6. Assistance in planning, implementing, and evaluating of effective parent participation programs.	L.Dopp	Title I Title III	August 2012 – May 2013
7. Assistance in planning, implementing, and evaluating of supplementary programs to assist targeted populations.	L.Dopp K.Noah	Title I Title II Title III EIA	August 2012 – May 2013

		<b><u>Total</u></b>	<b><u>Site</u></b>	<b><u>MAA</u></b>	<b><u>EIA</u></b>	<b><u>Title II</u></b>
	12/13 Estimated Allocations	\$ 55,361	\$ 7,403		\$ 49,361	\$ 6,000
	11/12 Carryover	\$ -		\$ 37,419		
	Sub-Total	\$ 55,361	\$ 7,403	\$ 37,419.00	\$ 49,361	\$ 6,000
	Centralized Services	\$ 5,740			\$ 5,740	
	<b>TOTAL</b>	<b>\$ 61,101</b>	<b>\$ 7,403</b>	<b>\$ 37,419</b>	<b>\$ 55,101</b>	<b>\$ 6,000</b>
	Payroll (Reference only)	\$ 53,283		\$ 21,421	\$ 31,862	
	<b>ALLOCATED GOAL TOTAL</b>	<b>#REF!</b>	<b>#REF!</b>	<b>#REF!</b>	<b>#REF!</b>	<b>#REF!</b>
Plan Ref	<b>Action Steps (requiring funding)</b>					
	<b>Goal #1 – Ensure students are prepared for college and careers and that all students meet or exceed grade level standards and the achievement gap is closed (PDSA)</b>					
			<b><u>Site</u></b>	<b><u>MAA</u></b>	<b><u>EIA</u></b>	<b><u>Title II</u></b>
	Provide direct support to students through centralized services.				\$ 5,740	
1a.4; 1a.5	Bilingual para to administer CELDT and work with EL students (S. Pahulu, 20 hrs./wk; 90% of time dedicated to this task)				\$ 13,649	
1a.3; 1b.3; 1c.3; 1e.1	Hire 4 paras to assist with before and after school intervention, as well as Excel groupings (Y. Clark = 12 hrs/wk.; N. Roberts 12 hrs./wk; A. Bailey, 12 hrs./wk.; TBD = 12 hrs./wk.)			\$ 21,421	\$ 17,212	
1b.4; 1c.2; 1e.3	Purchase curriculum associates to use as an assessment tool for identifying students in need of intervention services				\$ 2,000	
1a.3; 1b.3; 1c.3; 1e.1	Provide before and after school tutoring through Math Club and Reading Group as well as small group instruction in preparation for CST				\$ 4,000	
1a.1, 1a.3, 1a.4, 1a.6	Purchase materials and equipment in support of instruction.		\$ 5,403			
	<b>GOAL TOTALS</b>		<b>\$ 5,403</b>	<b>\$ 21,421</b>	<b>\$ 42,601</b>	<b>\$ -</b>
	<b>Goal #2 – Provide a safe and equitable learning environment</b>					
			<b><u>Site</u></b>	<b><u>MAA</u></b>	<b><u>EIA</u></b>	<b><u>Title II</u></b>
2a.4; 2b.5	Purchase incentives for students with good attendance			\$ 1,000		

2b.6	Bring anti-bullying and character assemblies to the school to promote positive student interactions			\$ 1,500		
2b.7; 2b.9	Bilingual para to do all translations, office communications, and encourage parent participation in ELAC (S. Pahulu, 20 hrs. week, 10% of time devoted to this task)				\$ 1,516	
	<b>GOAL TOTALS</b>		\$ -	\$ 2,500	\$ 1,516	\$ -
	<b>Goal #3 – Professional Development: Provide an articulated, sustained plan of professional development activities designed to build the school's capacity to support programs and achieve goals.</b>					
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title II</u>
3a.1	Partner with Freiler School to offer Nancy Fetzer training for K-5 staff as detailed below:				\$ 3,315	\$ 6,000
	Registration at summer workshop = 10 teachers x \$99 (grade level workshops, 1 day each) = \$990					
	On-site support, 4 days: \$3,525 (cost per day =\$ 1,750, split between two sites)					
	4 days x 6 subs x \$200/day = \$4,800					
	<b>Total cost of Fetzer:</b>					
	\$ 9,315.00					
3a.1; 3a.3	6 follow up subs days (September/October and January/February) to allow for train the trainers model to implement Fetzer with all staff (1/2 day each semester per grade level); 4 subs per day. 6 days x 4 subs x \$200/day =				\$ 4,800	
3a.1	Purchase Nancy Fetzer writing workshop reference books for teachers who were unable to attend summer training.				\$ 259	
3a.2	Provide anti-bullying training through VCCS			\$ 1,000		
	<b>GOAL TOTALS</b>		\$ -	\$ 1,000	\$ 8,374	\$ 6,000
	<b>Goal #5 – Technology</b>					
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title II</u>
5.10	Purchase 2 desktop computers (\$1,270.86) and monitors (319.10) for additional teacher classrooms			\$ 1,590		
	<b>GOAL TOTALS</b>		\$ -	\$ 1,590	\$ -	\$ -
	<b>Goal #6 – Improve the school libraries</b>					
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title II</u>
6.1	Purchase site license for Accelerated Reader		\$ 2,000			

# *Central School*

*Tracy Unified School District*

*CDS: 39-75499- 6041832*

*Principal: Nancy Morgan Link*



## **Single Plan for Student Achievement 2012/13**

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. 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 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:

Contact Person: Nancy Morgan Link  
Position: Principal  
Telephone Number: (209) 830-3303  
E-mail Address: [nlink@tusd.net](mailto:nlink@tusd.net)

SSC approval date: Nov. 1, 2012

# SECTION I: SCHOOL PROFILE

## A. Description of any Significant Changes

### 1. Description of School Demographic composition

	Source	2010/11	2011/12	2012/13
Enrollment (#)	Oct CBEDS	494	494	500
AFDC/Free & Reduced (%)	Oct CBEDS	76.3%	78%	78%
English Learners R-30 (%)	Mar R-30	235/48%	246/50%	
Fluent English (FEP/R-FEP) (%)	Mar R-30	9/2%	35/7%	
Students redesignated to FEP (#)	Mar R-30	0	30	
Ethnicity: White (%)	Oct CBEDS	18%	14.9%	11.4%
Hispanic(%)	Oct CBEDS	64%	75.5%	74.8%
African American(%)	Oct CBEDS	7.5%	4.7%	5.8%
Asian(%)	Oct CBEDS	1.6%	3.6%	5.4%

### 2. Description of Staff Characteristics/Changes in Staffing

	2011/12	2012/13
number of classroom teachers	17 – Regular Ed 3- SDC	19-Regular Ed 3- SDC
number and type of support certificated staff (including special education staff)	4- RSP, LSH, and Part time PE and music	4- RSP, LSH, and Part time PE and music
number of classified staff	24	26
Number/percent of NCLB highly qualified teachers	100%	100%
Number/percent of teachers with EL Certification	100%	100%

We added a new 5<sup>th</sup> grade and Kindergarten class this year.

### 3. Addition or Removal of categorical programs or feeder programs (check one)

☒ No significant changes  
☐ Significant changes

### 4.Changes in District Core Programs (check one)

☒ No significant changes  
☐ Significant changes

### 5.Changes in Facilities (check one)

☒ No significant changes  
☐ Significant changes

B. Programs included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the school plan budget must include the proposed expenditures.)

State Programs	Allocation
<input checked="" type="checkbox"/> <b>EIA: Economic Impact Aid/ English Learner Program</b> <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners.	\$127,818
<input type="checkbox"/> <b>Gifted and Talented Education</b> <u>Purpose:</u> To support instructional programs for identified gifted and talented students.	
<input checked="" type="checkbox"/> Other State or Local funds (site allocation and MAA)	\$7,340
Total amount of state categorical funds allocated to this school	\$135,158

Federal Programs under No Child Left Behind (NCLB)	Allocation
<input checked="" type="checkbox"/> <b>Title I, Part A: Schoolwide Program</b> <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$86,136
<input checked="" type="checkbox"/> <b>Title II, Part A: Teacher and Principal Training and Recruiting</b> <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$6,000
<input checked="" type="checkbox"/> Other Federal Funds (list and describe <sup>1</sup> ) Additional Title I funding	\$44,414
Total amount of federal categorical funds allocated to this school	\$136,550
Total amount of state and federal categorical funds allocated to this school	\$271,708



## SECTION II: Presentation and Analysis of Data

### Analysis of Current Instructional Program - Academic Program Survey

The following evaluation is based on the Academic Program Survey and provides a rubric rating on a four point scale (1-4) for each area as well as a brief narrative assessment for each area. The rubric is as follows:

- (1) = Minimally – rarely used/found
- (2) = Partially – sometimes used/found
- (3) = Substantially – in regular use
- (4) = Fully - in regular use in all classrooms and followed completely

ELEMENT		2012 Rating	Comments
<b>EPC #1 Instructional Program</b>			
1.1		4.0	All classes have Open Court Reading Programs in place and are using all components daily as well as the ancillary materials as appropriate.
1.2		4.0	EL students are appropriately placed in ELD using CELDT.
1.3		2.5	Some classes use Open Court Intensive Intervention Programs.
1.4		4.0	All classes have Scot Foresman Math Programs in place and are using all components daily as well as the ancillary materials as appropriate
1.5		2.5	Some classes use Scot Foresman Intensive Intervention Programs.
<b>EPC #2 Instructional Time</b>			
2.1		4.0	All classes have the appropriate time allocations for Reading/Language Arts.
2.2		4.0	All classes have the appropriate time allocations for strategic interventions in Reading/Language Arts.
2.3		4.0	All classes have the appropriate time allocations for ELD.
2.4		2.5	Some classes have the appropriate time allocations for Intensive Interventions in Reading/Language Arts.
2.5		4.0	All classes have the appropriate time allocations for Math.
2.6		3.7	Most teachers are able to provide time for Math Strategic Intervention.
2.7		2.5	Some classes have the appropriate time allocations for Intensive Interventions in Math (grades 4,5).
<b>EPC #3 Lesson Pacing Schedule</b>			
3.1		4.0	The District provides pacing guides for Reading/Language Arts.
3.2		4.0	The District provides pacing guides for Math.
<b>EPC #4 Professional Development for School Administrators</b>			
4.1		4.0	The Principal has had AB430 Reading/ Language Arts training
4.2		3.5	The Principal has some Professional Development for Math.
4.3 ES		4.0	The Principal has had Professional Development on Leadership Skills to support implementation of EPCs
<b>EPC #5 Credentialed Teachers and Teacher Prof. Development Opportunity</b>			
5.1		4.0	All teachers are Highly Qualified
5.2		4.0	Teachers receive Professional Development for Reading/Language Arts.
5.3		4.0	Teachers receive Professional Development for Math.
<b>EPC #6 On-Going Instructional Assistance and Support for Teachers</b>			
6.1		3.3	There is Instructional Assistance to support teachers in providing Reading/Language Arts instruction.
6.2		3.3	There is Instructional Assistance to support teachers in providing Math instruction.

<b>EPC #7 Student Achievement Monitoring System</b>		
<b>7.1</b>	<b>4.0</b>	Reading/Language Arts assessments are in regular use & are used to monitor student progress and instruction.
<b>7.2</b>	<b>4.0</b>	Math assessments are in regular use & are used to monitor student progress and instruction.
<b>EPC #8 Teacher Collaboration by Gr. Level/Subject Matter</b>		
<b>8.1</b>	<b>4.0</b>	Frequent opportunities are provided for teachers to collaborate on a regular basis for Reading/Language Arts.
<b>8.2</b>	<b>4.0</b>	Frequent opportunities are provided for teachers to collaborate on a regular basis for Math.
<b>EPC #9 Fiscal Support</b>		
<b>9.1</b>	<b>4.0</b>	The school provides materials for the Reading/Language Arts and ELD programs through categorical and general funds.
<b>9.2</b>	<b>4.0</b>	The school provides materials for the Math program through categorical and general funds.

### **Analysis of Data – Current Instructional Program (APS):**

We feel we are well on the way of students participating in rigorous, relevant, and coherent standards-based curriculum that supports the achievement of academic standards. We realize there is still much to do but are confident our materials, collaboration time and training are improving annually.

### **Academic Performance:**

**1a. AYP - Adequate Yearly Progress:** Schools will meet or exceed their AYP goal OR demonstrate an increase of 5% in percent of students scoring proficient for schools meeting their AYP Targets

<b>Group</b> <b>(NCLB target)</b> ES/MS HS	2010 % Prof. ELA (≥ 56.8%) (≥ 55.6%)	2011 % Prof. ELA (≥ 67.6%) (≥ 66.7%)	2012 % Prof. ELA (≥ 78.4%) (≥ 77.8%)	<b>AYP Goal Met?</b>	<b>5% growth Goal Met?</b>	2010 % Prof. Math (≥ 58%) (≥ 54.8%)	2011 % Prof. Math (≥ 68.5%) (≥ 66.1%)	2012 % Prof. Math (≥ 79.0%) (≥ 77.4%)	<b>AYP Goal Met?</b>	<b>5% growth Goal Met?</b>
<b>School Total</b>	41.4	43.8	<b>42.2</b>	No	No	44.6	57.3	<b>54.3</b>	No	No
<b>Sub-group #1</b> Hispanic or Latino	41.8	42.8	<b>41.7</b>	No	No	45.0	58.2	<b>53.9</b>	No	No
<b>Sub-Group #2</b> White not Hispanic	54.8	58.3	<b>41.7</b>	No	No	54.8	63.9	<b>58.3</b>	No	No
<b>Sub-Group #3</b> Socioecon. Disad.	40.3	42.1	<b>40.8</b>	No	No	43.8	57.9	<b>54.9</b>	No	No
<b>Sub-group #4</b> ELL students	40.5	43.2	<b>41.8</b>	No	No	45.9	60.8	<b>53.3</b>	No	No
<b>Sub-group #5</b> Stu. w/ Disabilities	41.4	43.8	<b>26.1</b>	No	No	44.6	57.3	<b>34.8</b>	No	No

## Achievement Gap Data

### Longitudinal AYP 2008 – 2012 • English Language Arts

ELA	target	School	White	Hispanic		Low SES		EL	
	ES/HS	AYP	AYP	AYP	Gap	AYP	Gap	AYP	Gap
2008	35.2/33.4	33.0	46.0	28.2	17.8	28.8	17.2	24.0	22.0
2009	46.0/44.5	30.3	41.7	27.0		28.8		20.9	
2010	56.8/55.6	41.4	54.8	41.8		40.3		40.5	
2011	67.6/66.7	43.8	58.3	42.8		42.1		43.2	
2012	78.4/77.8	42.2	41.7	41.7	0	40.8	0.9	41.8	+0.1
Change in Gap 2008 - 2012		+9.2	-4.3		-17.8		-15.4		-22.1

The Achievement Gap is calculated by subtracting the subgroup AYP from the White subgroup AYP.

### Longitudinal AYP 2008 – 2012 • Math

The Achievement Gap is calculated by subtracting the subgroup AYP from the White subgroup AYP.

Math	target	School	White	Hispanic		Low SES		EL	
	ES/HS	AYP	AYP	AYP	Gap	AYP	Gap	AYP	Gap
2008	37.0/32.2	37.0	46.2	34.0	12.2	33.1	13.1	27.9	18.3
2009	47.5/43.5	44.3	50.0	40.5		33.1		27.9	
2010	58.0/54.8	44.6	54.8	45.0		43.8		45.9	
2011	68.5/66.1	57.3	63.9	58.2		57.9		60.8	
2012	79.0/77.4	54.3	58.3	53.9	4.4	54.9	3.4	53.3	5.0
Change in Gap 2008 - 2012		+17.3	+12.1		-7.8		-9.7		-13.3

**1b. AYP - Adequate Yearly Progress** Schools will have a 95% participation rate in state testing

Group	% Tested ELA 2012	Target Met Yes or No	% Tested Math 2012	Target Met Yes or No
<b>School Total</b>	<b>99</b>	Yes	<b>99</b>	Yes
<b>Subgroup #1</b> Hispanic	<b>99</b>	Yes	<b>100</b>	Yes
<b>Subgroup #2</b> White Not Hispanic	<b>98</b>	Yes	<b>98</b>	Yes
<b>Subgroup #3</b> Socio-economically Disadvantaged	<b>100</b>	Yes	<b>100</b>	Yes
<b>Subgroup #4</b> English Learners	<b>99</b>	Yes	<b>99</b>	Yes
<b>Sub-group #5</b> Stu. w/ Disabilities	<b>100</b>	Yes	<b>100</b>	Yes

**Program Improvement Status for 2012/13:**      Not in PI   X   in PI year   7  

#### Analysis of Data – Student Achievement - AYP (Adequate Yearly Progress):

The data shows a slight slide this year however the achievement gap is closed or closing dramatically. Math dropped a bit more than ELA. This shows we need to keep a focus there also. The white subgroup dropped more than most of the others. This may be due to the subgroup size being so small that fluctuations show quickly. The Students with Disabilities also dropped quite a bit. We will be investigating and finding out why that happened. We did have a wonderful 99% of the students tested! Overall, however the trend is one of very good gains in both ELA and math over the last 5 years. We plan to get back to higher gains for our students.

**1c. API – Academic Performance Index :** Schools will meet or exceed school’s API growth target OR maintain a score of 800 or higher

Group	2011 Base API	2012 API Target	2012 API	Actual Growth	Target Met Yes or No
<b>School Total</b>	754	759	738	-16	No
<b>Subgroup #1</b> Hispanic	754	759	734	-20	No
<b>Subgroup #2</b> Socio-economically Disadvantaged	750	755	736	-14	No
<b>Subgroup #3</b> English Learners	756	761	733	-23	No

**Longitudinal (Growth) API 2008 – 2012  
(Achievement Gap Data)**

	School	White	Hispanic	Low SES	EL
	API	API	API Gap	API Gap	API Gap
2008	667	717	650 67	644 73	627 90
2009	683	NA	664	679	648
2010	732	NA	728	719	733
2011	754	816	754	750	756
2012	738	766	734 32	736 30	733 33
Change 2008 - 2012	+71	+49	+84	+92	+106

**Analysis of Data – Student Achievement - API (Academic Performance Index):**

The trends indicated by the data show Central’s three sub groups are making positive gains even though there was a drop this year. We have gained from 667 to 738 in the past 5 years. The achievement gap is closing for Central students. It was cut in half this year in the API. We do, however, feel an urgency to work until it is all the way closed.

**2. AMAO – Annual Measurable Achievement Objectives (Title III - EL Progress in English):**

**a. AMAO 1** – Percent of Students making annual progress in English (based on CELDT)

**b. AMAO 2** – Percent of Students Attaining English Proficiency (based on CELDT)

	# students tested	% meeting AMAO 1	Target	Met? Y/N	% meeting AMAO 2	Target <5yr/≥5yr	Met Y/N
<b>2009/2010</b>	181	52.5	53.1	N	14.9/NA	17.4/41.3	N
<b>2010/2011</b>	193	57.5	54.6	Y	22.8/21.9	18.7/43.2	Y/N
<b>2011/2012</b>	192	39.1	56.0	N	13.2/26.7	20.1/45.1	N

**Analysis of Data – Student Achievement – Title III AMAOs**

Even though we had a high of 22 students re-classified this year, the data shows that Central took a dip this year in AMAO 1 and AMAO 2. English Learners are not meeting the language acquisition targets of Title III . That is an area we will be focusing in on with instructional strategies and with our new Vocabulary Development Program.

**3. Increase in students meeting district standards:** Students will demonstrate proficiency on 80% percent of district standards based on end of year assessments-

Percent of students meeting standards on district assessments

ELA	2011	2012	Target Met? Y/N	MATH	2011	2012	Target Met? Y/N
Kinder	94%	88.4%	Y	Kinder	94%	95.3%	Y
Grade 1	61%	48.0%	N	Grade 1	92%	58.4%	N
Grade 2	60%	64.0%	N	Grade 2	75%	76.3%	N
Grade 3	42%	40.5%	N	Grade 3	77%	68.7%	N
Grade 4	41%	47.5%	N	Grade 4	65%	69.9%	N
Grade 5	49%	8.9%	N	Grade 5	88%	70.0%	N

### Analysis of Data – Student Achievement – District Assessments

Trends show the data for students achieving academic standards were in general similar to last year. There was a substantial decrease in meeting district standards in first grade. In second and fourth there were gains. For fifth grade we are trying to determine what happened in ELA as it shows an incredible decrease and we will ensure it doesn't happen this year.

## C. School Safety

### 1. Reduction in the number and percentages of suspensions or expulsions

	2010/11		2011/12		% Decrease or Increase	Target Met
	#	%	#	%		
Suspensions	90 (23 students)	18% (5%)	90 (46 students)	18% (9%)	0	N
Expulsions	0	0	2	0.004	0.004	N

*# Number of incidents of suspension (# of individual students suspended during the year).  
Some students were suspended more than one time during the year.*

### 2. There will be a 75% or higher percentage of parents, staff, and students responding positively to survey questions regarding school safety.

#### School Safety

Group	% Agree 2011	% Agree 2012
Parents	87.95%	91.60%
Staff - Cert.	92.11%	80.77%
Staff – Class.	100%	100.00%
Students	82.61%	81.18%
<b>Total</b>	<b>90.67%</b>	<b>88.39%</b>
<b>Met Goal (Y/N)</b>	<b>Y</b>	<b>Y</b>

## **D. School Climate and Leadership**

1. There will be a 75% or higher percentage of parents, staff and students responding positively to survey questions regarding school climate, instructional issues, and parent relations:

**School Climate**

<b>Group</b>	<b>% Agree 2011</b>	<b>% Agree 2012</b>
<b>Parents</b>	<b>88.98%</b>	<b>91.43%</b>
<b>Staff – Cert.</b>	<b>81.81%</b>	<b>82.69%</b>
<b>Staff – Class.</b>	<b>100%</b>	<b>80.00%</b>
<b>Students</b>	<b>92.11%</b>	<b>81.36%</b>
<b>Total</b>	<b>90.73%</b>	<b>83.87%</b>
<b>Met Goal (Y/N)</b>	<b>Y</b>	<b>Y</b>

**The school will maintain 98% actual attendance, or an improvement of .5%**

<b>School Year</b>	<b>Actual Attendance %</b>	<b>Target %</b>	<b>Difference (+ or -)</b>	<b>Target Met Yes or No</b>
<b>2008/2009</b>	<b>94.71</b>	<b>98%</b>	<b>-3.29</b>	<b>N</b>
<b>2009/2010</b>	<b>93.74</b>	<b>98%</b>	<b>-4.26</b>	<b>N</b>
<b>2010/2011</b>	<b>94.54</b>	<b>98%</b>	<b>-3.46</b>	<b>Y</b>
<b>2011/2012</b>	<b>95.10</b>	<b>98%</b>	<b>-2.90</b>	<b>Y</b>

### **Analysis of Data – School Safety and Climate**

Trends indicated by the data shows Central met all targets for school safety and climate. Suspension numbers are exactly the same as last year, but with more students. There was a 0.8% improvement in attendance. We feel our many incentive programs and the extra communication about the importance of good attendance to parents and students helped us with this gain. On student surveys one common complaint was written on the back of over 20 surveys (of about 35 with comments). This complaint was about the state of our students restrooms. They are 75 years old and though they are scrubbed so very often (custodians clean them every night and have extra restroom cleaning time every Friday), they just needed help! We were very fortunate to have had the restrooms revamped this summer. The floors were sanded down through to the concrete, fixed and painted. The restrooms all also got new stalls! We are very grateful for this.

## SECTION III: EVALUATION OF PRIOR YEAR'S PLAN

### A. Evidence of school's progress towards meeting **student achievement** targets

#### **Goal #1 – Ensure students are prepared for college and careers and that all students meet or exceed grade level standards and the achievement gap is closed**

- a. Programs to meet the needs of English Learners
- b. Programs to meet the needs of at-risk students
- c. Prepare students for STAR/CAHSEE testing
- d. Plan for increasing deployment of Best Instructional Practices

#### Evaluation of Plan for Goal 1:

##### a. English Learners

- 1) Morning EL classes, Rosetta Stone, Santillana, EL strategies, ELD instruction ½ hour every day, Reclassification awards, Interdisciplinary Vocabulary Program started.
- 2) This year scores went down for the first time in 5 years. We came closer to closing the achievement gap but felt we needed more for our EL students. Ideally we wanted something to also help our students of poverty that would not exclude our EL students from language rich science and social studies times. EL classes and 30 minutes EL instruction every day were helpful for the students. Rosetta Stone continued in the classrooms and library. Teachers did not feel Santillana was always appropriate. We made a big celebration of re-classifications with students and parents. Teachers also were trained in more EL strategies. We started our new Interdisciplinary Vocabulary Program at the end of the year.
- 3) Morning EL classes will occur more often and we'll make even more attempts to get all appropriate students to attend. We are very excited about our new Interdisciplinary Vocabulary Program. Teachers all see how well it helps the students and have attended many hours of training on it. This year we will continue the training with a coaching piece included. Our library computer lab was extended and this will help students work on Rosetta Stone. Teachers have been given time to find non-linguistic representations to go along with our new program. We also will hire an EL aide 3 hours a day to help our EL Beginners more individually.

##### b. At Risk Students

- 1) After school interventions, Dibels testing with early interventions, early identification and actions plans for sliders and at risk students by teachers with special forms and individual meetings with principal, intense integration with the Club on student work.
- 2) Many students attended after school interventions. We worked to make interventions more directly tied to classroom assessments and more immediate. Dibels testing resulted in identifying low performing primary students who then received Tier II interventions. From August to January teachers were able to focus on At Risk students. We feel identifying these students and getting extra assistance (SST's, interventions, etc.) early helped them perform better.
- 3) We will make after school interventions even more directly matched to immediate classroom assessments and standards taught. Teacher will use People's Education materials to assist in interventions. We will also continue with the early identification and action plans for at risk students. We will also try an extended day

(morning) for low performing/At Risk students. Teachers will work to ensure that as they teach they will CFU enough for early identification of students who need extra help. Teachers will do this extra assistance immediately (before independent practice).

c. STAR prep

- 1) Create positive school climate and attitude, assembly on “Do Your Best”, stress importance to staff and students, individual test talks with bubble students including certificates with goals, identify safe harbor students and keep data on them, work on HTS’s, Curriculum Associates, individual teacher meetings with principal on Curriculum Associates data results to guide instruction.
- 2) By doing the HTS (Highly Tested Standards) quizzes and re-teaching until students mastered the concepts we feel students were prepared for testing. Doing Curriculum Associates twice prepared students for the format and gave teachers assessment data that they used.
- 3) We will continue with Curriculum Associates and HTS’s. HTS’s are being spread throughout the year but are used intensely January to March with data turned in. Data walls will be used as will individual student data stickers for teachers, and test chats with students receiving certificates. We will have a motivational assembly and also will publicly present awards to those who did well last year. Teachers will use (as supplemental materials) the release items and People’s Education to review standards.

d. Increasing Deployment of Best Instructional Practices

- 1) ExCEL, Full day Kindergarten, CSR teachers, Instructional Tours.
- 2) We feel ExCEL time and all-day Kindergarten made a difference for our students. Having teachers to break combos and make CSR in some grades was an incredible help. When students are not in combo classes they truly can be taught their grade level standards all day.
- 3) We will continue with Full Day Kindergarten and ExCEL. Instructional Tours will identify which BIPs we need to focus on. The Leadership Team, Principal and Data WORKS will present justifications for BIPs and needed Professional Development.

**Goal #2 – Provide a Safe and Equitable Learning Environment for all Students and Staff**

Evaluation of Plan for Goal 2:

a. Increase Students’ Average Daily Attendance

- 1) Data walls, individual and classroom incentives, reports to parents, staff and students on attendance, frequent running and follow through on SARB, Boys and Girls Club Liaison
- 2) The data walls were very visible in the cafeteria and sparked healthy competitions and discussion. The Water Play Day for students with over 98% attendance rate was earned by even more students this year (160!) and was a wonderful incentive. The attendance rate went up!
- 3) We will continue our data walls and competitions with incentives. We will be diligent on SARB and extra Principal phone calls home or meetings with parents of students with excessive tardies and attendance issues. Our Club liaison will be even more valuable as she continues in an administrative role working to truly integrate the Club into the school. We will increase communication to parents about the



importance of good attendance.

a. Increase Cultural Proficiency

- 1) Conflict Managers, Words of Wisdom, student recognition of Honor Roll and Students of Character, Fred Jones, Diversity and Equity committee met and presented in-services to staff.
- 2) We had several Diversity and Equity activities at ERM staff meetings. The conversations opened up staff quite a bit. Parents, staff and students say they felt safe on their surveys.
- 3) Words of Wisdom will be read by Student Council members. Staff is making a Diversity and Equity bulletin board to increase student awareness. Honor Roll certificates will be presented at assemblies with parents in attendance. We have converted our Conflict Managers to PeaceMakers with all new training for students, staff and parents. Soul Shoppe has been contracted to help us with anti-bullying and character training. Students, staff and parents feel it is very valuable.

### **Goal #3 – Professional Development**

#### **Evaluation of Plan for Goal 3:**

a. Articulated, sustained plan of professional development activities

- 1) EDI lesson observations, in-service presentations on BIPS and the Big Four, Leadership Team PD, Nancy Fetzer, County DI training.
- 2) Central started the year with the County helping us with DI. In October the staff had several discussions and we decided this wasn't enough. We called in Data WORKS to help us get more on track with EDI. This training was important to get all Central staff going on EDI lessons. Nancy Fetzer worked with all staff and gave extra time with those new to Central. Her writing strategies were then being used much more. The graphic organizers are up and used in most rooms. Many staff attended Nancy Fetzer during the summer (on their own time).
- 3) We will be working with Data WORKS to continue training staff in using EDI lessons and Best Instructional Practices. Data WORKS will also do video demonstrations and work with teachers in the rooms doing EDI. The Leadership Team will assist with onsite EDI workshops.

b. Increasing participation/attendance at ERMs

- 1) Staff meetings were on topics relevant to all staff as much as possible. Topics that did not really need to be discussed but were important were put on the agenda as "notes". Meetings were kept on topic, included treats and raffles, and showed appreciation to staff often.
- 2) Attendance at ERMs increased. We had 57 absences of staff meetings in 2010-2011 down to 27 absences in 2011-2012.
- 3) Staff meetings this year will often be Professional Development on the Interdisciplinary Vocabulary Development Program. Staff input will help with topics to some extent. The Leadership Team will assist in some Professional Development for some meetings. Awards, appreciations, treats and raffles will continue.

**Goal #4 – Parent Involvement: Strategies to encourage parent involvement and provide parent education**

Evaluation of Plan for Goal 4:

- 1) PIQE, PTA, translations, Wildcat Website, Parent Appreciation Tea
- 2) PIQE graduated many parents from the Central classes. Parents felt this was very valuable and many are now in the office asking questions and being more involved in their children's education. The Wildcat Website was new, fresh and updated frequently. Our Open House, Back to School, and Talent Show had record numbers of parents attending. Fred Jones classes were well received.
- 3) We will present No Parent Left Behind this year. We will continue our Fred Jones Parent classes to parents as they had asked. We will also continue to update our website frequently. With (always translated) professionally printed parent notices we will remind parents of events like Read Across America, Movie Night, and Parent Teacher Conferences. We will also have a family Reading Night this fall.

**Goal #5 – Technology: Use technology as a tool for improvement in instruction; management of departments, sites and classrooms, and to increase efficiency in operations across the district.**

Evaluation of Plan for Goal 5:

- 1) Teacher training on LCD projectors, SMART Boards and Mobis, SMART Boards purchased, technology days, new laptops, Mobis and document cameras purchased.
- 2) The SMART Boards and document cameras were instrumental in presenting information in non-linguistic ways. The teachers feel both of these were wonderful ways to engage students in lessons. Many staff attended in-services on technology here on site. Document cameras were used by almost all teachers.
- 3) We have been having trainings on the new technology (which teachers appreciate). Teachers are checking out the Mobi's and Student Response clickers. By replacing teacher laptops we are able to build the library/computer lab to a decent size. We are also able to replace classroom computers that have died. We hope to start our students in using technology more in the classrooms with increased student use technology.

**Goal #6 – Improve the school libraries. (if included in prior year plan)**

Evaluation of Plan for Goal 7:

- 1) Pawsome Readers, Summer Reading program, Accelerated Reader, Million Minute Challenge, non-fiction books purchased, Read Across America.
- 2) Our new librarian has worked to make the library inviting by decorating, reading to children and doing activities with the classes. Every child received a book for summer. Most classes used AR. We had many reading incentive programs for the students to encourage reading.
- 3) We will persist in make reading a priority by continuing the many programs we have and expanding on some. We will also increase our library with new non-fiction books and hope to hook more boys into reading with some appropriate graphic novels. We want to make Central School have a culture of reading and will provide students with books on their birthdays and to start the summer. Teachers all received \$100 to build their classroom libraries. Our book study is "The Book Whisperer". We discuss reading and ways to instill a love of reading into our children.

## Overall Evaluation of Prior Year School Plan

Please address the following two questions regarding the overall school plan:

*To what extent do the school leadership and staff use student achievement data to make decisions and initiate activities that focus on all students achieving the academic standards?*

Teachers start the year by looking over the CST scores and CELDT levels for their students. Students are placed into ELL groups and ExCEL groups based on these scores. At the very beginning of the first trimester teachers have identified their At Risk students and are working together to make Tier 1 and Tier II accommodations for them. Data from the CST gives us information to focus our interventions and lessons to specific standards or areas. We identify sliders, FBB and BB students and try to determine what they specifically need to succeed. We also Dibels test all kindergarten and first grade students and work in interventions for them. Once the students take the Curriculum Associates test in the beginning of November teachers meet with the Principal to go over the data. Instruction may be changed depending on information from that data. Every trimester teachers turn in their District Assessments. This is a time to reflect on the data and make changes to focus on specific standards if need be. Datateams work together collaboratively weekly to plan standards based instruction based on assessments. From January to March the focus switches from At Risk students to our Sailors. In every second through fifth grade classroom several Highly Tested Standards quizzes are given each week. The data from those directly drive which standards teachers will be focusing on in instruction. These Highly Tested Standards quizzes drive several grade levels throughout the entire school year. Many after school interventions are based on the data from them and they also initiate which standards are taught. The Leadership Team also uses data to determine Professional Development.

*To what extent do the school leadership, staff, students and parents annually monitor and refine the single school plan based on analysis of data to ensure alignment with student needs?*

Every fall and again in the spring the staff goes over the School Plan to assess and refine it based on data. The Leadership Team and the Principal monitor the plan continually throughout the year to ensure alignment to student needs. Parents who attend the SSC, ELAC, PTA or any of our Parent Programs are also informed about the School Plan and help assess and refine it. The Principal uses the school plan continually as a monitor and record of what the site should be doing. At the end of the year the Principal's copy of the School Plan is marked up with comments on what we have done, what worked, what needs to be changed and ideas for the following year.

## **SECTION IV: SCHOOL PLAN FOR 2012/2013**

### **A. School Governance and Planning Process**

The 2012/2013 School Plan that follows was developed through the joint efforts of the Central School teaching staff, the Leadership Team (one teacher of every other grade level, Principal and a special education teacher), the School Site Council (SSC) and the English Learned Advisory Committee (ELAC). The staff reviewed data and evaluated the prior year's Single School Plan. The SSC, Leadership Team and ELAC reviewed additional data, developed goals, and established the budget priorities. The School Plan and budget were approved by the School Site Council at the November 1, 2012 meeting.

#### **School Site Council Membership for 2012/13**

Names of Members  *Parent of EL	School Personnel 50% of SSC			Parents/Students 50% of SSC	
	Principal	Classroom Teacher	Other Staff School	Parent or Community Member	Secondary Student
Nancy Morgan Link	X				
Jo-Ann Golfo		X			
Kaylee Clayton			X		
Dana Dutcher		X			
West Walker		X			
*Luis Floriano				X	
Sunny Day Adams				X	
*Gabriel Valenzuela				X	
Leslie Cabral				X	
Sarika Bhopal				X	
Numbers of members of each category	1	3	1	5	
Total in each group	5			5	

The interests of English learners are represented by:

- ☒ An ELAC with adopted bylaws (*Parents of English learners constitute at least the same percentage of the committee as their children represent of the student body. OPSET I-EL-2*)

ELAC Chairperson: Mr. Floriano

- ☐ School Site Council (*Parents of English learners constitute at least the same percentage of the committee as their children represent of the student body. OPSET I-EL-2*)

\*Indicate parents of EL Students on SSC list above

## **B. School goals for 2010/2011 - A Summary**

### **Goal #1 – Ensure students are prepared for college and careers and that all students meet or exceed grade level standards and the achievement gap is be closed (PDSA)**

- a. Programs to meet the needs of English Learners
- b. Programs to meet the needs of at-risk students
- c. Activities to prepare students for STAR/CAHSEE testing
- d. Plan for increasing deployment of Best Instructional Practices

Rationale: (district) The district goals are that student will be prepared for college and careers; and that all subgroups meet AYP targets and that the achievement gap be closed by raising the achievement of lower performing subgroups. The district goal also includes that EL students meet Title III AMAO targets annually. The EL subgroup and other at-risk groups do not meet AYP. Additionally the percent of students scoring proficient in Math at grades 6-11 is significantly below AYP targets

(site) In studying the data from the last year we see overall improvement over the past 5 years but some drops in scores this past year. To the Central staff this means that we are starting along the correct path but we see an urgent need to push forward and accelerate learning. It also means we need to focus on both English Language Arts and Mathematics.

### **Goal #2 – Provide a safe and equitable learning environment**

- a. Increase students' average daily attendance
- b. Increase cultural proficiency

Rationale: (district) The district has set an overall target of 98% attendance. Research shows that when students are in school they achieve at higher academic levels. The district goal is to increase cultural proficiency throughout the district to ensure that students and staff are afforded a safe and equitable learning environment.

(site) When children feel safe and accepted at school their learning increases, as does their attendance. When the staff feels accepted and safe their efficiency in teaching can improve.

### **Goal #3 – Professional Development: Provide an articulated, sustained plan of professional development activities designed to build the school's capacity to support programs and achieve goals.**

(Note: Title I schools must allocate at least 10% of Title I funds to staff development)

Rationale: (district) The district strategic goals and LEA Plan include goals which focus on providing ongoing professional development and support to teachers and site administrators that result in increased achievement for all students in order to close the achievement gap.

(site) The staff at Central is one of the most valuable resources of the school. To train the teachers increases our capacity to improve student learning.

### **Goal #4 – Parent Involvement: Strategies to encourage parent involvement and provide parent education.**

Rationale: (district) Sustained parent involvement is linked to student achievement and staying in school. Federal and state regulations mandate meaningful opportunities at all grade levels for parents/guardians to be involved in school activities, advisory, decision-making, and activities to support learning at home.

(site) When parents are involved the students' attitudes towards learning becomes more positive. It is a relatively small group of parents who are very involved and we feel a need to increase this number.

**Goal #5 – Technology:** Technology: Use technology as a tool for improvement in instruction; management of departments, sites and classrooms; and to increase efficiency in operations across the district.

Rationale: (district) The district is committed to providing students and staff with the technology tools and skills to support academic content standards and improve learning so that they can compete in a digital world.

(site) Knowing how to use technology is becoming more and more important all the time. To keep our staff and students up to date they must have access to and know how to use modern technology.

**Goal #6 – Improve the school libraries.**

Rationale: This is a requirement under the School and Library Improvement Block Grant.

(site) Many of the Central students have limited access to books. This makes the school library even more important to encourage a love of reading, improve vocabulary and provide a thirst for knowledge.

## **C. Activities for 2012/2013 School Plan**

### **Site Goal #1 – Ensure students are prepared for college and careers and that all students meet or exceed grade level standards and the achievement gap is closed. .**

*District Goal #1: Prepare all students for college and careers*

*District Goal #2: Ensure that all students meet or exceed grade level standard and that the achievement gap is closed.*

#### **Outcomes (Data that will be collected and analyzed to measure progress towards the goal)**

- All significant subgroup will meet AYP targets
- EL students will meet or exceed Title III AMAO1 and AMAO2 targets
- Decrease the achievement gap of the subgroups
- 80% of students will meet standards on district assessments
- Increase percent of teachers using BIPs
- Alignment of curriculum maps/pacing guides to blueprint standards
- Increase in number of Explicit Direct Instruction lessons taught

**Rationale:** In studying the data from the last year we see overall improvement over the past 5 years but some drops in scores this past year. To the Central staff this means that we are starting along the correct path but we see an urgent need to push forward and accelerate learning. It also means we need to focus on both English Language Arts and Mathematics.

<b>1a.English Learner Instruction and Support</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
1a.1 Before school class for low level EL students to learn English	Principal/Teachers	EIA	Oct-Mar			
1a.2 ELD Paraprofessional	Principal	EIA	Oct-May			
1a.3 CELDT testing and scoring, sub time and teacher time	CELDT coordinator	EIA	Aug -May			
1a.4 Consumables for Santillana and Open Court Vocabulary & Spelling	Librarian	EIA	Sept			
1a.5 Rosetta Stone Program implementation	Librarian	EIA	Oct			
1a.6 Reclassification of students and awards for them	CELDT coordinator/ Principal	Site	Feb			
1a.7 Extra clerical time for inputting student information	Attendance Clerk	EIA	Jan			
1a.8 Implementation of Interdisciplinary Vocabulary Development for 30 minutes leveled ELL instruction daily	Teachers		Aug-May			
1a.9 Teacher time to develop Non-Linguistics to go with new Interdisciplinary Vocabulary Program	Teachers	EIA	Aug-May			
1a.10 Professional Development on Interdisciplinary Vocabulary Program	Teachers/ Principal	EIA	Aug-May			

<b>1b.Intervention and Remediation for at-risk students</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
1b.1 After school interventions for students below grade level (collaborate with Boys and Girls Club on this)	Teachers/ BG Liaison	Title1/EIA	Sep-May			
1b.2 Additional classroom support to enrich instruction for At Risk students	Principal	Title1/Site	Aug-May			
1b.3 Dibels test all Kinder and First graders. Extra assistance/interventions for the lowest of Kinder and First grade as RTI	RSP Teacher	Title 1	Aug-Jan			
1b.4 Teacher identification of At Risk students using district assessments, CELDT scores and CST scores to focus instruction and interventions (blue forms) (yellow forms).	Teachers		Oct /Jan			
1b.5 Retention, IEP and SST meetings	RSP Teacher	Title 1	Sept- May			
1b.6 Identify sliders, meet with Principal and provide intervention for them	RSP Teacher/ Principal/Teachers	Title 1	Sept			
1b.7 Leveled instruction every day for ELA (ExCEL)	Teachers		Aug-May			
1b.8 Collaboration time/ weekly team planning	Teachers		Aug-May			
1b.9 Implementation of all-day kindergarten continued	Teachers		Aug-May			
1b.10 Additional interventions by RSP teacher	RSP Teacher	Title 1	Aug-May			
1b.11 Additional support (People's Education books) for Math and ELA Intervention.	Principal	EIA	Oct			
1b.12 Additional assessment time/ subs	Teachers	EIA	Oct, Feb, May			
1b.13 Extended day (morning) for primary students needing intervention	Teachers/Principal	Title II	Oct-Apr			
1b.14 Extended Day breakfast for students	Principal	Title 1	Oct-May			
1b.15 AVID supplies	Principal	EIA	Mar			
<b>1c.CST Preparation</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
1c.1 Create Positive Test Environment (turn off bells, cover visuals, practice testing stamina, etc.)	Principal		Mar			
1c.2 Create Positive Test Attitude (show importance of testing on announcements, marquee, newsletter , and to PTA and parents, etc.)	Principal		Mar			
1c.3 Promote Test Importance (Principal to rooms to discuss importance of testing, posters made, etc.)	Principal		Mar			
1c.4 Incentives program	Principal	MAA/site	April			
1c.5 Work on release items with students	Teachers		Sept -Apr			
1c.6 Identify Safe Harbor students (Advanced, Proficient, and enough Basic students to reach SH )	Teachers		Jan			
1c.7 Assess progress with Curriculum Associates. Use disaggregated data to change instruction focus as needed	Teachers	EIA	Nov Mar			



1c.8 Curriculum Associates reports discussed with Principal and teams to direct instruction	Principal/Teachers	Title 1	Nov Mar			
1c.9 Standards posters in each classroom	Principal		Sept			
1c.10 Monitor student progress with student information stickers	Principal/Teachers		Oct-Mar			
1c.11 Assess student progress with HTS quizzes, implement intervention and instruction changes as needed, monitor with charts	Teachers		Dec-Apr			
1c.12 Principal Test Chats with Sailors filling in individual goal charts	Principal		Mar			
1c.13 Grading of Curriculum Associates	Principal	Title 1	Nov. Feb.			
1c.14 Testing assembly	Principal		Mar			
<b>1d. Plan for Increasing Deployment of Best Instructional practices</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
1d.1 Principal meets with teachers on goal setting for BIPs and plans	Principal	Title 1	Aug			
1d.2 Presentations to staff on data from Instructional Tours, use results to drive Professional Development	Principal		Oct-May			
1d.3 Instructional Tours	Principal/LT		Sept-May			
1d.4 Monitor teachers inputting District assessment data as assessments are administered and use data to drive instruction	Principal		Oct -May			
1d.5 School wide focuses on specific BIPs and the Big Four with flyers, posters, and discussions with staff, students and parent groups	LT/Principal		Oct-Mar			
1d.6 Staff time to analyze and organize Highly Tested Standards, Blueprint Standards, Curriculum, interventions and assessments on calendar form	Teachers/ Principal	Title 1	Sept-Nov			
1d.7 Purchase EDI lessons	Principal	EIA	Oct			
1d.8 Time for teachers to work on EDI lessons	Teachers	EIA	Oct-June			

**Plan for providing ELD to English Learners in 2012/13.**

<b>Grade</b>	<b>Organization of Students</b>	<b>Frequency of ELD</b>	<b>Duration of ELD</b>	<b>Provided by</b>	<b>Materials used</b>
<b>Kinder</b>	CELDT level 1,2 CELDT level 3-5 & EO	Monday through Friday	30 minutes	Classroom teacher	Santillana Rosetta Stone Interdisciplinary Vocabulary
<b>First</b>	CELDT level 1,2 CELDT level 3-5, EO	Monday through Friday	30 minutes	Classroom teacher	Santillana Rosetta Stone Interdisciplinary Vocabulary
<b>Second</b>	CELDT level 1,2 CELDT level 3 – 5 & EO	Monday through Friday	30 minutes	Classroom teacher	Santillana Rosetta Stone Interdisciplinary Vocabulary
<b>Third</b>	CELDT level 1,2 CELDT level 3-5, EO & potential long term	Monday through Friday	30 minutes	Classroom teacher Classroom teacher Classroom teacher	Santillana Rosetta Stone Interdisciplinary Vocabulary
<b>Fourth</b>	CELDT level 1,2 CELDT level 3 -5, EO & potential long term	Monday through Friday	30 minutes	Classroom teacher Classroom teacher Classroom teacher	Santillana Rosetta Stone OC EL supplemental materials Interdisciplinary Vocabulary
<b>Fifth</b>	CELDT level 1,2 CELDT level 3-5, EO & potential long term	Monday through Friday	30 minutes	Classroom teacher Classroom teacher	Santillana Rosetta Stone Interdisciplinary Vocabulary

## **Goal 1 – Data Collection:**

(to be completed as part of the “study” component throughout the year and used as documentation for the Principal’s evaluation)

### **Part A: District Assessments**

#### **District Assessments**

- Elementary Schools: ELA are the trimester benchmark assessments.
- Middle Schools: ELA the Quarter 1 and Quarter 2/3 assessments are Curriculum Associates Practice 1 and 2; Quarter 4 is the End of Course Holt)
- High Schools: ELA the required assessments are Holt Entry (report for Quarter 1) and Holt End of Year (Quarter 4). These are only required for grades 9 and 10.)

<b>Schoolwide</b>					
% Proficient/Advanced		<b>Trimester 1</b>	<b>Trimester 2</b>	<b>Trimester 3</b>	<b>Met Goal</b>
ELA	2011/12	46.0	52.2	62.8	
	2012/13				
MATHEMATICS	2011/12	60.1	67.1	75.6	
	2012/13				

<b>English Learners</b>					
% Proficient/Advanced		<b>Trimester 1</b>	<b>Trimester 2</b>	<b>Trimester 3</b>	<b>Met Goal</b>
ELA	2011/12	38.7	63.4	59.0	
	2012/13				
MATHEMATICS	2011/12	54.7	64.0	71.4	
	2012/13				

<b>SES</b>					
% Proficient/Advanced		<b>Trimester 1</b>	<b>Trimester 2</b>	<b>Trimester 3</b>	<b>Met Goal</b>
ELA	2011/12	38.3	66.6	54.0	
	2012/13				
MATHEMATICS	2011/12	NA	NA	72.0	
	2012/13				

<b>Hispanic</b>					
% Proficient/Advanced		<b>Trimester 1</b>	<b>Trimester 2</b>	<b>Trimester 3</b>	<b>Met Goal</b>
ELA	2011/12	42.9	65.7	61.4	
	2012/13				
MATHEMATICS	2011/12	61.2	66.7	74.2	
	2012/13				

## **Part B: Instructional Tour Data**

### **2011/12 Results**

#### **Percent of “partial” and “full” implementation for each identified strategy**

		Sep	Oct	Nov/Dec	Jan	Feb	Mar	April	May
Student Engagement	full	<b>94</b>	61	80	85		83	76	
	part	<b>6</b>	23	0	15		0	0	
Checking for Understanding	full	<b>29</b>	23	40	30		75	47	
	part	<b>43</b>	31	20	30		17	35	
Learning Objective	full	<b>50</b>	76	60	71		67	71	
	part	<b>38</b>	30	20	15		17	5	
Non-Linguistic Representation	full	<b>56</b>	31	20	85		75	66	
	part	<b>38</b>	46	60	0		8	5	

Data from **Management Team Tours** are **Bold-faced font**; Interim tours are regular font

### **2012/13 Results**

#### **Percent of “partial” and “full” implementation for each identified strategy**

		Sep	Oct	Nov/Dec	Jan	Feb	Mar	April	May
Student Engagement	full	45							
	part	27							
Checking for Understanding	full	55							
	part	18							
Learning Objective	full	82							
	part	0							
Non-Linguistic Representation	full	91							
	part	9							

**Management Team Tours** are **Bold-faced font**; Interim tours are regular font

## **Site Goal #2 – Provide a safe and equitable learning environment**

*District Goal #3: Provide a safe and equitable learning environment for all students and staff*

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal)

- 98% student attendance (ADA)
- Reduction in suspensions
- 75% of stakeholders will respond positively to annual survey questions related to school safety and climate.

**Rationale:** When children feel safe and accepted at school their learning increases, as does their attendance. When the staff feels accepted and safe their efficiency in teaching can improve.

<b>2a Increase Students' Average Daily Attendance</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
2a.1 Run and keep reports on attendance, suspensions and tardies monthly	Att. Clerk		Sep-May			
2a.2 Share attendance reports with staff bimonthly	Principal		Sept Nov Jan Mar			
2a.3 SARB – run letters every 3 weeks	Att. Clerk		Sept-May			
2a.4 Report on attendance in newsletter, at SSC, ELAC and PTA	Principal		Sept Nov Jan Mar			
2a.5 Phone calls home at leveled increments of absences and tardies, discuss with parents causes of absences and possible solutions	Principal		Aug-May			
2a.6 Attendance Task Force to meet and discuss attendance concerns, issues and solutions	Principal/ Teachers		Sept Dec Feb			
2a.7 Post attendance on a data wall	Att.Clerk/ Teachers		Feb			
2a.8 Implement classroom, grade level and individual incentives for attendance	Principal/ATF	MAA/site	Sept-May			
2a.9 Announce importance of attendance in daily student announcements at least every other week	Principal		Aug-May			
2a.10 Random perfect attendance awards for staff with perfect attendance	Principal	MAA	Oct-May			
2a.11 Boys and Girls Club Liaison and support of the program (coordinate extension of the school day)	Principal	Title1 /EIA	Aug-May			
2a.12 Coats for Kids and Sutter Health Grant	Principal	Hospital Grant	Oct			
2a.13 CATCH Program (Wellness Wed., Health education, etc.) to promote healthy lifestyles	Principal/ CATCH coord.	Hospital CATCH grant	Sept.			
2a.14 Implement Attendance Program	Principal	Title 1	Nov			
2a.15 Parent Notices and information on attendance sent home	Principal	Title 1	Sept-May			

<b>2b. Increase Cultural Proficiency to support a safe and equitable learning environment</b>						
Action Steps (Plan)	Person Responsible	Resources	Timeline	Do	Study	Act
2b.1 Student recognition programs (Honor Roll, Student of the Trimester, Teamwork tickets, Spirit bands, etc.)	Principal	Title 1	Oct Feb May			
2b.2 DARE, Too Good for Drugs and Red Ribbon Week	Teachers	Site	Oct			
2b.3 Train, use and reward Peacemakers, supervision staff trained on Peacemaker Program	Compton	Site	Sept-May			
2b.4 Words of Wisdom Program	Principal/ Student Council	Title 1	Aug			
2b.5 Update Safety Plan and share with staff	Principal		March			
2b.6 Multicultural week activities	Teachers		Jan			
2b.7 Anti-bullying assembly /student workshops from Soul Shoppe	Principal	Title 1	Sep Oct Jan Mar			
2b.8 Meet with Diversity and Equity Committee	Principal/ Teachers		Oct Dec Feb			
2b.9 Anti-bullying/Character Counts training for staff from Soul Shoppe	Principal/ Teachers	Title 1	Oct			

**Percent attendance by month (to be completed as part of the “study” component throughout the year):**

	Month 1 AUG	Month 2 SEP	Month 3 OCT	Month 4 NOV	Month 5 DEC	Month 6 JAN	Month 7 FEB	Month 8 MAR	Month 9 APR	Month 10 MAY	YTD Total
2011-2012	96.66	96.4	95.2	95.78	93.99	96.16	94.78	94.21	95.44	95.36	95.40
2012-2013											
Difference +/-											

**Site Goal #3 – Professional Development: Provide an articulated, sustained plan of professional development activities designed to build the school's capacity to support programs and achieve goals.**

*District Goal #6: Develop and support a high performing workforce.*

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal)

- Improved student achievement (API, AYP, AMAO's, district assessments)
- Increased use of Best Instructional Practices
- 100% Participation in ERMs

**Rationale:** The staff at Central is one of the most valuable resources of the school. To train the teachers increases our capacity to improve student learning.

<b>3a. Staff Development</b>						
Action Steps (Plan)	Person Responsible	Resources	Timeline	Do	Study	Act
3a.1 Data WORKS in-service on Explicit Direct Instruction	Principal/DW	Title II	Aug 9			
3a.2 Data WORKS EDI Video training and demonstrations	Principal/DW	Title 1	Sep-Oct			
3a.3 Data WORKS EDI Lesson Demonstrations	Principal/DW	Title II/Title 1	Sept-Feb			
3a.4 Sub time for Data WORKS	Principal	EIA	Sept-Oct			
3a.5 Coach to work on BIPs, EDI and Classroom Management	Principal	EIA	Sept-Oct			
3a.6 Summer Workshops on Instructional Strategies of EDI	LT	EIA	June			
3a.7 Continue and expand Data teams into PLC's	Principal/CISCs		Aug-May			
3a.8 Nancy Fetzer to continue coaching and training for writing and Reading	Principal	EIA	Sept			
3a.9 Sub time for Nancy Fetzer	Principal	EIA	Sept			
3a.10 Leadership Team planning and presenting professional development	Principal/LT	Title 1	Oct-May			
3a.11 Book study – The Book Whisperer	Principal/LT	EIA/Site	Aug-May			
3a.12 Work with staff on the Central Way and our Mission	Principal		Aug-May			
3a.13 Teaching Boys in Poverty online course by Ruby Payne – 10 teachers	Teachers/Principal	Title 1	Oct - Nov			
3a.14 Teams presenting and observing EDI lessons	Teachers/Principal	EIA	Nov-Feb			
3a.15 Fred Jones Professional Development	LT	EIA	Oct-May			
<b>3b. Staff Participation in Professional Development on Early Release Mondays and Buy Back Days</b>						
Action Steps (Plan)	Person Responsible	Resources	Timeline	Do	Study	Act
3b.1 Send agenda to staff Friday prior to show importance of meeting	Principal		Aug-May			
3b.2 Keep meetings on topic and pertinent	Principal		Aug-May			
3b.3 Follow meeting norms	Principal		Aug-May			
3b.4 Have snacks and raffle prizes for added interest	Principal	MAA	Aug-May			
3b.5 Allow staff to have input on topics for meetings	Principal		Aug-May			
3b.6 Remind staff of contractual obligations for ERMs	Principal		Aug-May			
3b.7 Have discussions with any staff missing over 3 meetings	Principal		Aug-May			
3b.8 Appreciation program for meetings	Principal	Title 1	Aug-May			

#### **Site Goal #4 – Parent Involvement: Strategies to encourage parent involvement and provide parent education.**

*District Goal #7: Develop and utilize partnerships to achieve District Goals*

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal)

- 75% of parents responding positively on annual stakeholder survey
- Increase in number of parents attending Parent Education workshops
- Increase in number of parents attending parent meetings
- Increase in number of members of PTA
- Increase in number of parents attending school functions

**Rationale:** When parents are involved the students' attitudes towards learning becomes more positive. It is a relatively small group of parents who are very involved and we feel a need to increase this number.

<b>Parent Involvement &amp; Communication</b>						
<b>Action Steps</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
4.1 Promote parent attendance to SSC, ELAC, and PTA with notices, phone calls and flyers	Principal		Sept-May			
4.2 Communicate with parents in the newsletter and advertise school activities and information on school marquee, calendar and professionally printed, colorful flyers	Principal		Aug-May			
4.3 School website updated regularly	Yeoman	Title 1	Sept-May			
4.4 Increase use of synre voice messaging	Principal		Dec-Mar			
4.5 Parent Appreciation Tea	Teachers		May			
4.6 Teacher communication to parents through newsletters, phone calls, Back to School Night and Open House (translations will be available)	Teachers	EIA	Aug-May			
4.7 Translations for Teacher-Parent meetings and conferences	Principal	EIA	Oct			
4.8 Clerical time to call parents for meetings, interventions, ELL classes etc.	AttendanceClerk	EIA	Aug-May			
4.9 Read and Rise Parent Reading Program	Teacher	Title 1	Nov			
4.10 Parent Program on Fred Jones (6 weeks morning and evening in Spanish and English)	Principal/ Teachers	Title 1	Oct Feb			
4.11 Make relationships a priority , encourage positive calls and frequent parent contact by teachers	Teachers/ Principal		Aug-May			
4.12 No Parent Left Behind Program	Principal	EIA	Jan-May			
4.13 Parent Connect information to parents	Principal	Title 1	Aug-May			
4.14 We Both Read Parent Program	Principal/ Librarian	Title 1	Nov			
4.15 Soule Shoppe parent night on anti-bullying	Principal	Title 1	Sept.			



**Site Goal #5 – Technology: Use Technology as a tool to improve instruction, management of classrooms and efficiency in operations.**

*District Goal #4: Use technology as a tool to improve instruction, management of classrooms and efficiency in operations.*

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal)

- Increase in use of technology in classrooms
- Increase in availability of technology in classrooms

**Rationale:** Knowing how to use technology is becoming more and more important all the time. To keep our staff and students up to date they must have access to and know how to use modern technology.

Technology						
Action Steps (Plan)	Person Responsible	Resources	Timeline	Do	Study	Act
5.1 Technology carts	Principal	EIA	Nov			
5.2 Teachers trained in technology (powerpoints, Mobi and SMART Board use, etc.)	Yeoman	EIA	Sept-Jan			
5.3 All classes scheduled into the library and computer lab weekly	Librarian		Aug-May			
5.4 Students trained in technology literacy, appropriate and ethical use of technology, cyber safety	Librarian		Aug-May			
5.5 Tech Days for staff technology support	Yeoman	EIA	Sep Feb May			
5.6 SMART Board programs purchased	Principal	EIA	Oct			
5.7 Laptops – Teachers	Principal	EIA/Title 1	Oct			
5.8 Student use technology (ipads, Kindle fire, etc.)	Principal	EIA	Nov			
5.9 LCD remotes for teacher mobility	Principal	EIA	Oct			

### **Site Goal #6 – Improve School Libraries**

*District Goal #1: Prepare all students for college and careers.*

*District Goal #2 Ensure that all students meet or exceed grade level standards and that the achievement gap is closed.*

*District Goal #3: Provide a safe and equitable learning environment for all students and staff.*

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal)

- Increase in books checked out of library
- Increase in students using AR
- Increase in students involved in reading programs
- Increase in STAR Reading levels

**Rationale:** Many of the Central students have limited access to books. This makes the school library even more important to encourage a love of reading, improve vocabulary and provide a thirst for knowledge.

<b>Improve School Libraries</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
6.1 Continue outside reading programs – Stockton Ports, Sacramento Kings, LEAP, City Read In, Book It, etc.	Principal		Oct-May			
6.2 Improve library environment to encourage a love of reading	Librarian	MAA/Title 1	Aug-May			
6.3 Principal to encourage reading with Birthday Book giveaways and discussions	Principal	Title 1	Aug-May			
6.4 Read Across America Day and evening event	Teachers	Title 1/EIA	Mar			
6.5 Librarian will read to the students during library time and do activities to encourage reading	Librarian		Aug-May			
6.6 Summer Reading Program	Principal	EIA	May			
6.7 Nancy Fetzner Reading	Principal	Title 1	Aug-May			
6.8 AR license	Principal	EIA	Aug			
6.9 Boys Clubhouse Reading Program	Principal	Title 1	Sep-Dec			
6.10 Increase library with fiction, non-fiction and graphic novels	Librarian	EIA	Nov			
6.11 Promote Culture of Reading school wide	Principal		Aug-May			
6.12 Improve Classroom libraries	Principal	Title 1	Aug			
6.13 Afterschool Reading Programs	Principal	EIA	Oct-May			

### **Centralized Services**

*District Goal #1: Prepare all students for college and careers*

*District Goal #2: Ensure that all students meet or exceed grade level standard and that the achievement gap is closed.*

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal)

- Consolidated Program documents submitted by deadlines
- Consolidated Program documents approved with no errors
- Federal Program Monitoring completed with no non-compliant areas
- Supplemental Services provided as per Title I regulations

### **Rationale:**

<b>Centralized Services</b>			
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>
1. Completion and filing of required documents pertaining to consolidated program.	L. Dopp K.Noah	Title I Title III EIA	August 2012 – May 2013
2. Assistance in preparing and monitoring budgets and expenditures pertaining to consolidated programs.	L.Dopp J.Carter K.Noah	Title I Title III EIA	October 2012 June 2013
3. Assistance in monitoring program activities to ensure that they are in compliance with state and federal requirements.	L.Dopp C.Woo	Title I Title III EIA	October 2012 June 2013
4. Assistance in planning, implementing, and evaluating staff development activities funded by consolidated funded programs.	ES Directors	Title I Title II Title III EIA	August 2012 – May 2013
5. Assistance in meeting state requirements for Federal Program Monitoring - FPM (previously Categorical Program Monitoring – CPM).	C.Woo	Title I Title III EIA	Fall 2012
6. Assistance in planning, implementing, and evaluating of effective parent participation programs.	L.Dopp	Title I Title III	August 2012 – May 2013
7. Assistance in planning, implementing, and evaluating of supplementary programs to assist targeted populations.	L.Dopp K.Noah	Title I Title II Title III EIA	August 2012 – May 2013

		<u>Total</u>	<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Additional Title I Funds</u>	<u>Title II</u>
	12/13 Estimated Allocations	\$ 271,708	\$ 7,340		\$ 127,818	\$ 86,136	\$ 44,414	\$ 6,000
	11/12 Carryover	\$ -				\$ -	\$ -	
	Sub-Total	\$ 271,708	\$ 7,340	\$ -	\$ 127,818	\$ 86,136	\$ 44,414	\$ 6,000
	Centralized Services	\$ 14,863			\$ 14,863	\$ -		
	<b>TOTAL</b>	<b>\$ 286,571</b>	<b>\$ 7,340</b>	<b>\$ -</b>	<b>\$ 142,681</b>	<b>\$ 86,136</b>	<b>\$ 44,414</b>	<b>\$ 6,000</b>
	Payroll (Reference only)	\$ 20,763					\$ 20,763	
	<b>ALLOCATED GOAL TOTAL</b>	<b>\$ 286,726</b>	<b>\$ 5,200</b>	<b>\$ 2,500</b>	<b>\$ 142,663</b>	<b>\$ 86,100</b>	<b>\$ 44,263</b>	<b>\$ 6,000</b>
	<b>Action Steps (requiring funding)</b>							
	<b>Goal #1 – Ensure students are prepared for college and careers and that all students meet or exceed grade level standards and the achievement gap is closed (PDSA)</b>							
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Title I</u>	<u>Title II</u>
	Provide direct support to students through centralized services.				\$ 14,863	\$ -		
1a.1	EL morning classes (extending the school day)				\$ 7,000			
1a.2	ELD Paraprofessional				\$ 10,000			
1a.3	Sub time/ teacher time - CELDT testing & scoring				\$ 2,500			
1a.4	Consumables				\$ 4,000			
1a.5	Rosetta Stone				\$ 1,500			
1a.6	Reclassification awards		\$ 100					
1a.7	Clerical time				\$ 2,000			
1a.9	Interdisciplinary Vocabulary Program supplies and teacher time				\$ 5,000			
1a.10	Interdisciplinary Vocabulary Program professional development				\$ 2,000			
1b.1	Interventions - after school				\$ 6,000	\$ 2,000		
1b.2	Classroom support/supplies		\$ 2,000			\$ 12,000		
1b.3	Dibels testing/ scoring					\$ 300		
1b.5	Subs - retention meetings / SSTs					\$ 600		
1b.6	Sub time - principal meets with teachers on sliders					\$ 300		
1b.10	RSP Teacher							
1b.11	People's Education				\$ 11,000			
1b.12	Assessment subs/time				\$ 300			
1b.13	Extended Day						\$ 17,000	
1b.14	Extended Day breakfast					\$ 1,500		
1b.15	AVID supplies (see last line of budget)				\$ 3,000			
1c.4	Incentives CST		\$ 500	\$ 500				
1c.7	Curriculum Associates				\$ 3,000			
1c.8	Sub time- principal meets with teachers on CA results					\$ 150		
1c.13	Grading Curriculum Associates					\$ 2,000		

1d.1	Sub time - teacher goal setting with principal					\$ 300		
1d.6	Staff time - align HTS with curriculum, assesments and interventions					\$ 3,000		
1d.7	Purchase EDI lessons				\$ 3,000			
1d.8	Teacher time on EDI lessons				\$ 5,000			
	<b>GOAL TOTALS</b>		\$ 2,600	\$ 500	\$ 72,163	\$ 19,150	\$ 17,000	\$ -
	<b>Goal #2 – Provide a safe and equitable learning environment</b>							
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Title I</u>	<u>Title II</u>
2a.8	Student incentives		\$ 500	\$ 1,500				
2a.10	Staff incentives - attendance			\$ 200				
2a.11	Club Liaison (extending the school day with Boys and Girls Club) and support				\$ 5,000	\$ 6,000		
2a.14	Implement attendance program					\$ 500		
2a.15	Parent notices and info sent home					\$ 500		
2b.1	Student recognition					\$ 2,000		
2b.2	Red Ribbon Week		\$ 1,000					
2b.3	Peace Makers training and rewards		\$ 100			\$ 2,350		
2b.4	Words of Wisdom					\$ 700		
2b.7	Anti-bullying assemblies and workshops Soul Shoppe					\$ 4,000		
2b.9	Staff training on anti-bullying/character by Soul Shoppe					\$ 350		
	<b>GOAL TOTALS</b>		\$ 1,600	\$ 1,700	\$ 5,000	\$ 16,400	\$ -	\$ -
	<b>Goal #3 – Professional Development: Provide an articulated, sustained plan of professional development activities designed to build the school's capacity to support programs and achieve goals. (Must spend \$ 19,583 from Title I)</b>							
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Title I</u>	<u>Title II</u>
3a.1	DataWORKS EDI training August 9							\$ 4,500
3a.2	DataWORKS EDI video training					\$ 3,500		
3a.3	DataWORKS EDI lesson demonstrations					\$ 9,000		\$ 1,500
3a.4	Sub time for DataWORKS					\$ 1,500		
3a.5	Coaching				\$ 6,000			
3a.6	EDI summer workshops				\$ 2,000			
3a.8	Nancy Fetzer				\$ 8,750			
3a.9	Sub time for Fetzer				\$ 3,000			
3a.10	Leadership Team professional development					\$ 3,000		
3a.11	Book study		\$ 1,000		\$ 500			
3a.13	Teaching Boys in Poverty online course Ruby Payne)- 8 teachers					\$ 4,000		
3a.14	Teams presenting and observing EDI lessons				\$ 1,000			
3a.15	Fred Jones professional development				\$ 2,000			
3b.4	Staff meeting snacks and raffles			\$ 300				
3b.8	Staff appreciation program					\$ 500		

	<b>GOAL TOTALS</b>		\$ 1,000	\$ -	\$ 23,250	\$ 21,000	\$ -	\$ 6,000
	<b>Goal #4 – Parent Involvement: Parent Involvement: Strategies to encourage parent involvement and provide parent education. (Must spend \$ 13,055 from Title I)</b>							
		<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Title I</u>	<u>Title II</u>	
4.3	Website update				\$ 500			
4.6	Teacher communication translations			\$ 500				
4.7	Conference translations			\$ 1,500				
4.8	Clerical time for translations			\$ 1,500				
4.9	Read and Rise parent program				\$ 500			
4.1	Fred Jones parent program				\$ 1,500			
4.12	No Parent Left Behind				\$ 9,400			
4.13	Parent Connect				\$ 1,000			
4.14	We Can Read Parent Program			\$ 4,000	\$ 3,000			
2.15	Parent night on anti-bullying by Soul Shoppe				\$ 350			
	<b>GOAL TOTALS</b>		\$ -	\$ -	\$ 3,500	\$ 15,900	\$ -	\$ -
	<b>Goal #5 – Technology</b>							
		<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Title I</u>	<u>Title II</u>	
5.1	Technology carts			\$ 1,000				
5.2	Teacher technology training			\$ 1,000				
5.5	Technology days			\$ 300				
5.6	SMART programs			\$ 1,000				
5.7	Laptops			\$ 5,000	\$ 7,000			
5.8	Student use technology			\$ 4,000				
5.9	LCD remotes			\$ 500				
	<b>GOAL TOTALS</b>		\$ -	\$ -	\$ 12,800	\$ 7,000	\$ -	\$ -
	<b>Goal #6 – Improve the school libraries.</b>							
		<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Title I</u>	<u>Title II</u>	
6.2	Library environment		\$ 300		\$ 500			
6.3	Birthday books				\$ 2,000			
6.4	Read Across America books			\$ 1,000	\$ 1,000			
6.6	Summer reading program			\$ 14,950		\$ 6,500		
6.7	Fetzer reading program				\$ 150			
6.8	AR license			\$ 3,000				
6.9	Boys Clubhouse				\$ 500			
6.1	Books for the library			\$ 7,000				
6.12	Classroom libraries				\$ 2,500			
6.13	Afterschool reading programs (integrated with Club)			\$ 6,000				
	<b>GOAL TOTALS</b>		\$ -	\$ 300	\$ 25,950	\$ 6,650	\$ 6,500	\$ -

# ***Duncan-Russell/ Willow***

***Tracy Unified School District  
Duncan-Russell CDS: 39-75499-3937976  
Willow CDS: 39-75499-3930393  
Principal: Dave Pickering***



## **Single Plan for Student Achievement 2012/13**

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. 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 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:

Contact Person: Dave Pickering  
Position: Director  
Telephone Number: 830-3357  
E-mail Address: [dpickering@tusd.net](mailto:dpickering@tusd.net)

# SECTION I: SCHOOL PROFILE

## A. Description of any Significant Changes

### 1. Description of School Demographic Composition

<b>Duncan-Russell</b>	<b>Source</b>	<b>2010/11</b>	<b>2011/12</b>	<b>2012/13</b>
Enrollment (#)	Oct CBEDS	37	36	37
AFDC/Free & Reduced (%)	Oct CBEDS	35%	N/A	54%
English Learners R-30 (%)	Mar R-30	15%	37%	
Fluent English (FEP/R-FEP) (%)	Mar R-30	18%	51%	
Students redesignated to FEP (#)	Mar R-30	0	0	
Ethnicity: White (%)	Oct CBEDS	14%	16.7%	11%
Hispanic(%)	Oct CBEDS	57%	75%	64%
African American(%)	Oct CBEDS	19%	5.5%	10%
Asian(%)	Oct CBEDS	10%	2.8%	12%

<b>Willow</b>	<b>Source</b>	<b>2010/11</b>	<b>2011/12</b>	<b>2012/13</b>
Enrollment (#)	Oct CBEDS	36	37	33
AFDC/Free & Reduced (%)	Oct CBEDS	60%	62%	58%
English Learners R-30 (%)	Mar R-30	15%	15%	
Fluent English (FEP/R-FEP) (%)	Mar R-30	13%	36%	
Students redesignated to FEP (#)	Mar R-30	0	0	
Ethnicity: White (%)	Oct CBEDS	19.4%	24.4%	12%
Hispanic(%)	Oct CBEDS	53%	59.5%	64%
African American(%)	Oct CBEDS	13.8%	5.4%	15%
Asian(%)	Oct CBEDS	13.8%	10.8%	9%

### 2. Description of Staff Characteristics/Changes in Staffing

	<b>2011/12</b>	<b>2012/13</b>
number of classroom teachers	3	3
number and type of support certificated staff (including special education staff)	1	1
number of classified staff	2	2
Number/percent of NCLB highly qualified teachers	3	3
Number/percent of teachers with EL Certification	2	2

### 3. Addition or Removal of categorical programs or feeder programs (check one)

☒ No significant changes  
☐ Significant changes

### 4.Changes in District Core Programs (check one)

☒ No significant changes  
☐ Significant changes

### 5.Changes in Facilities (check one)

☒ No significant changes  
☐ Significant changes



B. Programs included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the school plan budget must include the proposed expenditures.)

State Programs	Allocation
<input checked="" type="checkbox"/> <b>EIA: Economic Impact Aid/ English Learner Program</b> <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners.	DR \$7,505 Willow \$3,637
<input type="checkbox"/> <b>Gifted and Talented Education</b> <u>Purpose:</u> To support instructional programs for identified gifted and talented students.	
<input type="checkbox"/> Other State or Local funds (site allocation and MAA)	\$
Total amount of state categorical funds allocated to this school	DR \$7,505 Willow \$3,637

Federal Programs under No Child Left Behind (NCLB)	Allocation
<input type="checkbox"/> <b>Title I, Part A: Schoolwide Program</b> <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$
<input checked="" type="checkbox"/> <b>Title II, Part A: Teacher and Principal Training and Recruiting</b> <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	DR \$2,000 Willow \$2,000
<input type="checkbox"/> Other Federal Funds (list and describe <sup>1</sup> )	\$
Total amount of federal categorical funds allocated to this school	\$
Total amount of state and federal categorical funds allocated to this school	DR \$2,000 Willow \$2,000

## SECTION II: Presentation and Analysis of Data

The following evaluation is based on the Academic Program Survey and provides a rubric rating on a four point scale (1-4) for each area as well as a brief narrative assessment for each area. The rubric is as follows:

- (1) = Minimally – rarely used/found
- (2) = Partially – sometimes used/found
- (3) = Substantially – in regular use
- (4) = Fully - in regular use in all classrooms and followed completely

ELEMENT	2011 Rating	2012 Rating	Comments
<b>EPC #1 Instructional Program</b>			
1.1	2	2	All classes have SBE adopted reading programs in place and are using all components daily as well as the ancillary materials as appropriate
1.2	3	3	All grades have adopted intervention materials.
1.3	3	3	All Algebra1 classes have McDougal-Littell, 2008 math programs in place and are using them daily
1.4	3	3	All identified intervention students have and are appropriately using Algebra Readiness instructional program in mathematics.
<b>EPC #2 ES/MS: Instructional Time HS: Student access to standards aligned core courses</b>			
2.1	3	3	The school's schedule and courses reflect an effective use of instructional time and appropriate access to the core English instruction.
2.2	3	3	The school's master schedule and mathematics course pacing guides reflect an effective use of instructional time and provide all students appropriate access to the necessary mathematics.
<b>EPC #3 School Principal's Instructional Leadership Training</b>			
3.1	2	2	The district provides the school's principal with the AB 430, Administrator Training Program, Module 1 on Leadership and Support of Student Instructional Programs, through a State Board of Education (SBE)-approved provider.
<b>EPC #4 Credentialed Teachers and Teacher Prof. Development Opportunity</b>			
4.1a/b	3	3	The school/district staffs all high school English/reading language arts and mathematics classrooms with appropriately credentialed teachers for the assignment.
4.2	2	2	The district provides grade English/reading language arts teachers with SB 472 materials-based professional development provided through a State Board of Education approved provider in core and/or SBE-adopted English/reading language arts intervention instructional materials.
4.3	2	2	The school/district provides Algebra I and mathematics teachers with materials-based professional development provided through a State Board of Education approved provider focused on adopted instructional materials for Algebra I.
<b>EPC #5 Student Achievement Monitoring System</b>			
5.1	2	2	The district has an assessment and ongoing monitoring system to inform teachers and principals on student placement, progress, and effectiveness of instruction in 9 <sup>th</sup> and 10 <sup>th</sup> grade English/reading language arts classes.
5.2	2	2	All Algebra1 and Algebra Readiness teachers are uniformly using entry-level assessments, ongoing curriculum embedded assessments are used to determine student readiness.
<b>EPC #6 On-Going Instructional Assistance and Support for Teachers</b>			
6.1	3	3	All English/reading language arts teachers, including intervention teachers, receive ongoing instructional support in the appropriate use of the adopted materials offered by the school/district.
6.2	3	3	All Algebra 1 and intervention mathematics teachers receive ongoing instructional support in the appropriate use of the adopted materials offered by the school/district.
<b>EPC #7 Teacher Collaboration by Gr. Level/Subject Matter</b>			
7.1	2	2	The district facilitates and supports teacher department/subject matter collaboration in order to plan and discuss lesson delivery, based on assessment

				data for the adopted programs in English/reading language arts.
	7.2	2	2	The school/district facilitates and supports teacher department/subject matter collaboration in order to plan and discuss lesson delivery, based on assessment data, for the adopted programs in Algebra 1 and mathematics.
<b>EPC #8 ES/MS: Lesson Pacing Schedule; HS: Intervention Programs</b>				
	8.1	2	2	District provides State Board of Education adopted intervention programs, offered as a separate, extended-period class, for all students who are identified as requiring intensive intervention in English/reading language arts.
	8.2	2	2	The district provides intervention programs offered as a separate, extended-period class, for all students requiring intensive intervention in mathematics.
<b>EPC #9 Fiscal Support</b>				
	9.1	3	3	The district general and categorical funds are used appropriately to support the English/reading language arts and intervention program goals in the school plan.
	9.2	3	3	The district general and categorical funds are used appropriately to support the Algebra 1, mathematics, and intervention program goals in the school plan.

### **Analysis of Data – Current Instructional Program (APS):**

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of academic standards.

### **Academic Performance:**

**1a. AYP - Adequate Yearly Progress:** Schools will meet or exceed their AYP goal OR demonstrate an increase of 5% in percent of students scoring proficient for schools meeting their AYP Targets

**1b. AYP - Adequate Yearly Progress** Schools will have a 95% participation rate in state testing

*\*Duncan Russell and Willow do not receive AYP scores*

**Program Improvement Status for 2012/13:**   x   Not in PI            in PI year           

**1c. API – Academic Performance Index :** Schools will meet or exceed school's API growth target OR maintain a score of 800 or higher

*\*Duncan Russell and Willow do not receive an API score.*

**2. AMAO – Annual Measurable Achievement Objectives (Title III - EL Progress in English):**

**a. AMAO 1 –** Percent of Students making annual progress in English (based on CELDT)

**b. AMAO 2 –** Percent of Students Attaining English Proficiency (based on CELDT)

*\*Duncan Russell and Willow do not have enough students to calculate.*

**3. Increase in students meeting district standards:** Students will demonstrate proficiency on 80% percent of district standards based on end of year assessments:

*Duncan Russell and Willow do not use district assessments.*

## **C. School Safety**

**1. Reduction in the number and percentages of suspensions or expulsions**

*\*The enrollment at Willow and DR is capped, however, Willow and DR are attended by over 100 students per year. It is not possible to have an accurate percentage by dividing the students suspended by the capped enrollment.*

2. There will be a 75% or higher percentage of parents, staff, and students responding positively to survey questions regarding school safety.

**School Safety – Duncan-Russell**

<b>Group</b>	<b>% Agree 2011</b>	<b>% Agree 2012</b>
<b>Parents</b>	79.39%	87.14%
<b>Staff - Cert.</b>	50%	50%
<b>Staff – Class.</b>	50%	50%
<b>Students</b>	84%	90%
<b>Total</b>	65.85%	69.28%
<b>Met Goal (Y/N)</b>	<b>N</b>	<b>N</b>

**School Safety – Willow**

<b>Group</b>	<b>% Agree 2011</b>	<b>% Agree 2012</b>
<b>Parents</b>	79.39%	56.67%
<b>Staff - Cert.</b>	50%	50%
<b>Staff – Class.</b>	50%	50%
<b>Students</b>	84%	75.17%
<b>Total</b>	65.85%	57.96%
<b>Met Goal (Y/N)</b>	<b>N</b>	<b>N</b>

#### **D. School Climate and Leadership**

1. There will be a 75% or higher percentage of parents, staff and students responding positively to survey questions regarding school climate, instructional issues, and parent relations:

**School Climate – Duncan-Russell**

<b>Group</b>	<b>% Agree 2011</b>	<b>% Agree 2012</b>
<b>Parents</b>	80.08%	82.65%
<b>Staff – Cert.</b>	87.50%	100%
<b>Staff – Class.</b>	90%	75%
<b>Students</b>	83.11%	89.35%
<b>Total</b>	85.17%	86.75%
<b>Met Goal (Y/N)</b>	<b>Y</b>	<b>Y</b>

### School Climate – Willow

Group	% Agree 2011	% Agree 2012
Parents	80.08%	59.53%
Staff – Cert.	87.50%	100.00%
Staff – Class.	90%	75.00%
Students	83.11%	62.64%
<b>Total</b>	<b>85.17%</b>	<b>74.29%</b>
<b>Met Goal (Y/N)</b>	<b>Y</b>	<b>N</b>

The school will maintain 98% actual attendance, or an improvement of .5%

### Duncan Russell

School Year	Actual Attendance %	Target %	Difference (+ or -)	Target Met Yes or No
2008/2009	90%	98%	-8%	Yes
2009/2010	99.99%	98%	+1.99%	Yes
2010/2011	96%	98%	+2%	No
2011/2012	95%	98%	-3	No

### Willow

School Year	Actual Attendance %	Target %	Difference (+ or -)	Target Met Yes or No
2008/2009	94%	98%	-4%	No
2009/2010	100%	98%	+2%	Yes
2010/2011	96%	98%	-1.85%	No
2011/2012	94%	98%	-4	No

### Analysis of Data – School Safety and Climate

#### School Safety

##### Suspensions/Expulsions

DR: Suspensions were down as an aggregate, but due to the nature of the student body it isn't possible to compare one year to another and come up with a percentage. There were no expulsions.

Willow CDS: Suspensions were down as well at Willow CDS possibly due to instituting a new discipline policy that involved using a 3 step process that included calling a parent or guardian prior to suspension.

##### School Safety/Climate/Leadership

DR: An overall increase in parent and student attitude regarding DR.

Willow CDS: An overall decrease in parent and student attitude regarding Willow CDS.

There were no major incidents at either site during the year. I believe the perception of school is reflected in parent and student attitude regarding the schools in general. DR is a credit recovery program and Willow CDS is an alternative school for mostly expelled and SARB students.

## SECTION III: EVALUATION OF PRIOR YEAR'S PLAN

### A. Evidence of school's progress towards meeting **student achievement** targets

#### **Goal #1 – Ensure students are prepared for college and careers and that all students meet or exceed grade level standards and the achievement gap is closed**

- a. Programs to meet the needs of English Learners
- b. Programs to meet the needs of at-risk students
- c. Prepare students for STAR/CAHSEE testing
- d. Plan for increasing deployment of Best Instructional Practices
- e. (schools with gr. 6-12) Improve student achievement in Mathematics

##### Evaluation of Plan for Goal 1:

- a. English Learners
  - 1) At Willow EL students are given additional time with our paraprofessional Mrs. Mota. At Cyber High D.R. EL students are given the same curriculum as non-EL students with individualized support provided by the teacher.
  - 2) EL students at Willow that were assisted last year are no longer at Willow due to the nature of the school.
  - 3) EL students will continue to receive additional time with the site paraprofessional.
- b. At Risk Students
  - 1) All students at Willow and DR are At Risk. Students at Willow are placed in the appropriate academic courses and where possible allowed to make up credits. Students in DR are all in credit recovery.
  - 2) Students at Willow typically have their first academic success in years due to the small school setting. Students at DR either return to their high school of origin, transfer to Stein or the adult school.
- c. STAR prep
  - 1) Willow and DR students do not constitute a large enough group to be statistically viable. Students at Willow are given test prep, however, students at DR are not.
  - 2) Students who test at Willow return to their home schools within one year and therefore no tracking occurs.
  - 3) Test prep will be conducted in the usual manner.
- d. Student Achievement in Mathematics (gr 6-12)
  - 1) Students at Willow are placed in the appropriate math course, and if necessary, receive pull out help from the paraprofessional. Students at DR are not assessed for student achievement.
  - 2) Students were not assessed as to their math achievement
  - 3) STAR Math will be used to obtain an initial assessment and placement.
- e. CAHSEE Remediation
  - 1) Willow uses CAHSEE prep questions supplied by the state. No CAHSEE prep is conducted in DR.
  - 2) Willow and DR students represent too small a number to be statistically viable.
  - 3) Willow has begun to use an online learning program. It is still too early to know if this software will assist with CAHSEE remediation.

#### **Goal #2 – Provide a Safe and Equitable Learning Environment for all Students and Staff**

##### Evaluation of Plan for Goal 2:

- a. Increase Students' Average Daily Attendance
  - 1) Student attendance at both Willow and DR is high due to the fact that these are both programs with very restrictive absence policies.
  - 2) High attendance percentages were achieved in both programs in spite of the fact that many of the students at Willow and DR have either been part of the SARB process or have prior

- poor school attendance.
- 3) Continue to monitor attendance.

### **Goal #3 – Professional Development**

Evaluation of Plan for Goal 3:

- a. Articulated, sustained plan of professional development activities
  - 1) Due to the inability to participate in the district's ERM Staff development, professional development was conducted during staff meetings.
  - 2) Staff is kept apprised of district goals and policies.
  - 3) For the current school year staff will receive training in the use of online learning and digital curriculum.

### **Goal #4 – Parent Involvement: Strategies to encourage parent involvement and provide parent education**

Evaluation of Plan for Goal 4:

- 1) Parents at DR and Willow are encouraged to be a part of their student's experience while attending. Parents are sent progress reports every two weeks and are contacted by the teacher or counselor if a disciplinary issue arises to attempt to keep the student in school.
- 2) Parents are supportive and appreciate the contact they receive from Willow and DR staff.
- 3) This year at the parent teacher conferences Willow and DR had over a 60% participation rate by parents.

### **Goal #5 – Technology: Use technology as a tool for improvement in instruction; management of departments, sites and classrooms, and to increase efficiency in operations across the district.**

Evaluation of Plan for Goal 5:

- 1) Willow has several computers that are used in the learning lab to assist students with assignments.
- 2) Students learn to use the computers and internet to complete or help complete assignments.
- 3) In the coming year Willow and DR will be rewired and upgraded to meet the district minimum standards for classrooms. This will give students greater access to technology for learning, communicating and working.

### **Overall Evaluation of Prior Year School Plan**

Please address the following two questions regarding the overall school plan:

*To what extent do the school leadership and staff use student achievement data to make decisions and initiate activities that focus on all students achieving the academic standards?*

Willow and DR do not have achievement data due to their small size and constantly changing enrollment.

*To what extent do the school leadership, staff, students and parents annually monitor and refine the single school plan based on analysis of data to ensure alignment with student needs?*

## **SECTION IV: SCHOOL PLAN FOR 2012/2013**

### **A. School goals for 2012/2013 - A Summary**

**Goal #1 – Ensure students are prepared for college and careers and that all students meet or exceed grade level standards and the achievement gap is be closed (PDSA)**

- a. Programs to meet the needs of English Learners
- b. Programs to meet the needs of at-risk students (including CAHSEE remediation at HS)
- c. Activities to prepare students for STAR/CAHSEE testing
- d. Plan for increasing deployment of Best Instructional Practices
- e. (schools with gr. 6-12) Activities to improve student achievement in Mathematics

Rationale: (district) The district goals are that student will be prepared for college and careers; and that all subgroups meet AYP targets and that the achievement gap be closed by raising the achievement of lower performing subgroups. The district goal also includes that EL students meet Title III AMAO targets annually. The EL subgroup and other at-risk groups do not meet AYP. Additionally the percent of students scoring proficient in Math at grades 6-11 is significantly below AYP targets

(site) Student academic records show that there are many students far below grade level.

**Goal #2 – Provide a safe and equitable learning environment**

- a. Increase students' average daily attendance
- b. Increase cultural proficiency

Rationale: (district) The district has set an overall target of 98% attendance. Research shows that when students are in school they achieve at higher academic levels. The district goal is to increase cultural proficiency throughout the district to ensure that student and staff are afforded a safe and equitable learning environment.

(site) This goal was attained by increasing attendance requirements at both schools. When students feel safe at school their academic achievement increases.

**Goal #3 – Professional Development: Provide an articulated, sustained plan of professional development activities designed to build the school's capacity to support programs and achieve goals.**

(Note: Title 1 schools must allocate at least 10% of Title I funds to staff development)

Rationale: (district) The district strategic goals and LEA Plan include goals which focus on providing ongoing professional development and support to teachers and site administrators that result in increased achievement for all students in order to close the achievement gap.

(site) Research shows that a sustained plan of professional development activities raises student achievement.

**Goal #4 – Parent Involvement: Strategies to encourage parent involvement and provide parent education.**

Rationale:(district) Sustained parent involvement is linked to student achievement and staying in school. Federal and state regulations mandate meaningful opportunities at all grade levels for parents/guardians to be involved in school activities, advisory, decision-making, and activities to support learning at home.

(site) It is important to provide opportunities for parents/guardians to be involved in their students learning experience while at school.

**Goal #5 – Technology: Technology: Use technology as a tool for improvement in instruction; management of departments, sites and classrooms; and to increase efficiency in operations across the district.**



Rationale: (district) The district is committed to providing students and staff with the technology tools and skills to support academic content standards and improve learning so that they can compete in a digital world.

(site) Willow will continue piloting Apex Learning digital software which includes content standards in the curriculum. DR will continue to use Cyber High (PASS system) software to complete credit recovery.

**Goal #6 – Improve the school libraries.**

(Sites are not required to allocate funds to libraries this year.)

Rationale: This is a requirement under the School and Library Improvement Block Grant.

(site) N/A

## **C. Activities for 2012/2013 School Plan**

### **Site Goal #1 – Ensure students are prepared for college and careers and that all students meet or exceed grade level standards and the achievement gap is closed. .**

*District Goal #1: Prepare all students for college and careers*

*District Goal #2: Ensure that all students meet or exceed grade level standard and that the achievement gap is closed.*

#### **Outcomes (Data that will be collected and analyzed to measure progress towards the goal)**

- All significant subgroup will meet AYP targets
- EL students will meet or exceed Title III AMAO1 and AMAO2 targets
- Decrease the achievement gap of the subgroups
- 80% of students will meet standards on district assessments
- Reduction in number of students failing classes (optional)
- Increase percent of teachers using BIPs
- Increase percent of students scoring proficient on Math CST (gr. 6-12)
- Increase percent of 10<sup>th</sup> graders passing/scoring proficient on CAHSEE (HS only)
- All students will pass CAHSEE by end of grade 12 (or meet IEP goals) (HS only)
- Alignment of curriculum maps/pacing guides to Blueprint standards (optional)

**Rationale:** Student academic records show that there are many students far below grade level.

<b>1a.English Learner Instruction and Support</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
1a.1 Provide small group structure and paraprofessional support to provide leveled instruction to students.	Teachers/Paras		Daily			
1a.2 Provide a copy budget for all teachers to support the instructional program.	Principal		Aug-May			
1a.3 Provide materials and supplies to support the instructional program.	Principal		Aug-May			
1a.4 Provide small group instruction for ELD using Rosetta Stone	Teachers/Paras		Nov-May			
1a.5 Recognize student achievement and teachers efforts	Principal	EIA	Nov-May			
<b>1b.Intervention and Remediation for at-risk students (including CAHSEE remediation at HS)</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
1b.1 Provide in-school and after-school intervention materials	Principal		Jan-May			
1b.2 Provide study skills class for all students	Principal		daily			
<b>1c.CST/CAHSEE Preparation</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
1c.1 Provide copies for problem of the day in L.A. and math using the CST released items.	Principal	EIA	Oct- April			
1c.2 Provide Blue Print Standards for all teachers	Principal		Oct			

1c.3 Provide practice test booklets for CST language Arts and Mathematic released items assessments	Principal	EIA	Oct			
<b>1d. Plan for Increasing Deployment of Best Instructional practices</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
1d.1 Provide teachers with information on BIP	Principal		Aug - May			
1d.2 Classroom Visitations	Principal		Aug - May			
1d.3 Staff Meeting Discussions	Principal		Bi Monthly			
<b>1e. Mathematics Achievement (required for gr. 6-12)</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
1d.1 Mathematic support during study skills class	Teachers	EIA	daily			
1d.2 Provide small group structure and paraprofessional support to support the instructional program	Para	EIA	daily			

### Plan for providing ELD to English Learners in 2012/13

Grade	Organization of Students	Frequency of ELD	Duration of ELD	Provided by	Materials used
7	By CELDT level	Daily	30 – 60 min.	Para Professional Educator: Mrs. Mota	
8	By CELDT level	Daily	30 – 60 min.	Para Professional Educator: Mrs. Mota	
9	By CELDT level	Daily	30 – 60 min.	Para Professional Educator: Mrs. Mota	
10	By CELDT level	Daily	30 – 60 min.	Para Professional Educator: Mrs. Mota	
11	By CELDT level	Daily	30 min.	Para Professional Educator: Mrs. Mota	
12	By CELDT level	Daily	30 min.	Para Professional Educator: Mrs. Mota	

## **Site Goal #2 – Provide a safe and equitable learning environment**

*District Goal #3: Provide a safe and equitable learning environment for all students and staff*

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal)

- 98% student attendance (ADA)
- Reduction in suspensions
- Reduction in referrals/citations (optional)
- Reduction in tardies (optional)
- 75% of stakeholders will respond positively to annual survey questions related to school safety and climate.
- Increase in enrollment of underrepresented groups in advanced courses (optional)

**Rationale:** This goal was attained by increasing attendance requirements at both schools. When students feel safe at school their academic achievement increases.

<b>2a Increase Students' Average Daily Attendance</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
2.1 Reward students monthly for 98% attendance (certificates, Willow bucks, etc.)	Principal		10/09-5/10			
2.2 Reward classrooms with 98% weekly attendance with points/tickets	Principal		Weekly			
2.3 Provide students with a pizza party during CST testing	Principal		April			
2.4 Meet with parents to discuss attendance	Sec/Admin		9/09-5/10			
2.5 Disaggregate data by days of the week	Sec/Admin		Monthly			
2.6 Monitor daily and call every student that is absent	Secretary		Daily			
<b>2b. Increase Cultural Proficiency to support a safe and equitable learning environment</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
2b.1 Provide gang and drug presentations	Principal	Tracy Police	October			
2b.2 Train staff to recognize bullying behaviors	Principal		November			
2b.3 Provide staff development in best instructional practices	Principal		Sept, Oct, Nov			
2b.4 Provide field trips & assemblies for students	Admin/staff		May			
2b.5 Train staff on cultural proficiency	Principal		Sept-May			
2b.6 Recognize student achievements in behavior and attendance	Staff		Monthly			
2b.7 Provide motivational speakers	Principal	EIA	Jan & March			

**Percent attendance by month (to be completed as part of the “study” component throughout the year):**

DR/Willow	Month 1 AUG	Month 2 SEP	Month 3 OCT	Month 4 NOV	Month 5 DEC	Month 6 JAN	Month 7 FEB	Month 8 MAR	Month 9 APR	Month 10 MAY	YTD Total
2011-2012	95/97	95/95	94/96	92/93	98/94	93/94	97/94	96/95	94/94	97/90	95/94
2012-2013	96/90	95/92	97/88								
Difference +/-	+1/-7	0/-3	+3/-8								

**Site Goal #3 – Professional Development: Provide an articulated, sustained plan of professional development activities designed to build the school's capacity to support programs and achieve goals.**

*District Goal #6: Develop and support a high performing workforce.*

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal)

- Improved student achievement (API, AYP, AMAO's, district assessments)
- Increased use of Best Instructional Practices
- 100% Participation in ERMs

**Rationale:** Research shows that a sustained plan of professional development activities raises student achievement.

3a. Staff Development						
Action Steps (Plan)	Person Responsible	Resources	Timeline	Do	Study	Act
3.1 Provide staff meetings 2:15-2:45 three to four times per Month	Principal		October Dec			
3.2 Train teachers to implement best instructional practices	Principal		October-Dec			
3.3 Focus walks and data analysis	Admin/District		Nov-May			
3.4 Train teachers to use Spanish in everyday and practical situations	Principal	Rosetta Stone	Nov-May			
3.5 Staff development training on cultural proficiency	Principal		Sept-May			
3.6 Provide APEX professional development for staff	Principal	Title II	Sept-May			

**Site Goal #4 – Parent Involvement: Strategies to encourage parent involvement and provide parent education.**

*District Goal #7: Develop and utilize partnerships to achieve District Goals*

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal)

- 75% of parents responding positively on annual stakeholder survey
- Number of parents attending Parent Education workshops (optional)
- Increase in number of parents attending parent meetings (optional)
- Increase in number of members of Booster clubs (optional)
- Increase in number of parents attending school functions (optional)

**Rationale:** It is important to provide opportunities for parents/guardians to be involved in their students learning experience while at school.

Parent Involvement & Communication						
Action Steps	Person Responsible	Resources	Timeline	Do	Study	Act
4.1 Communicate with parents through the news letter and flyers (Copier maintenance & paper supplies)	Principal		Aug-May			
4.2 Provide Translators for Spanish speaking parents	Principal	EIA	Sept-May			
4.3 Provide English classes for our Spanish speaking parents using Rosetta Stone	Principal		January-May			
4.4 Recognize parents for volunteering and sending their children to school	Principal	EIA	January-May			

**Site Goal #5 – Technology: Use Technology as a tool to improve instruction, management of classrooms and efficiency in operations.**

*District Goal #4: Use technology as a tool to improve instruction, management of classrooms and efficiency in operations.*

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal)

- Increase in use of technology in classrooms (optional)
- Increase in availability of technology in classrooms (optional)

**Rationale:** Willow will continue piloting Apex Learning digital software which includes content standards in the curriculum. DR will continue to use Cyber High (PASS system) software to complete credit recovery.

Technology						
Action Steps (Plan)	Person Responsible	Resources	Timeline	Do	Study	Act
5.1 Initiate 2 <sup>nd</sup> year of Pilot Study of Apex Learning Online Digital Software for student improvement, initial credit and credit recovery.	Principal		Jan-May			
5.2 Install STAR Math and Reading on classroom computers.	Principal		October			
5.3 Students will be encouraged to type research papers	Teachers		Sept-May			
5.4 Students will research topics on the internet	Teachers		Sept-May			
5.5 Students will utilize Apex Learning to improve classroom learning, receive initial credit and credit recovery.						

### **Centralized Services**

*District Goal #1: Prepare all students for college and careers*

*District Goal #2: Ensure that all students meet or exceed grade level standard and that the achievement gap is closed.*

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal)

- Consolidated Program documents submitted by deadlines
- Consolidated Program documents approved with no errors
- Federal Program Monitoring completed with no non-compliant areas
- Supplemental Services provided as per Title I regulations

### **Rationale:**

<b>Centralized Services</b>			
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>
1. Completion and filing of required documents pertaining to consolidated program.	L. Dopp K.Noah	Title I Title III EIA	August 2012 – May 2013
2. Assistance in preparing and monitoring budgets and expenditures pertaining to consolidated programs.	L.Dopp J.Carter K.Noah	Title I Title III EIA	October 2012 June 2013
3. Assistance in monitoring program activities to ensure that they are in compliance with state and federal requirements.	L.Dopp C.Woo	Title I Title III EIA	October 2012 June 2013
4. Assistance in planning, implementing, and evaluating staff development activities funded by consolidated funded programs.	ES Directors	Title I Title II Title III EIA	August 2012 – May 2013
5. Assistance in meeting state requirements for Federal Program Monitoring - FPM (previously Categorical Program Monitoring – CPM).	C.Woo	Title I Title III EIA	Fall 2012
6. Assistance in planning, implementing, and evaluating of effective parent participation programs.	L.Dopp	Title I Title III	August 2012 – May 2013
7. Assistance in planning, implementing, and evaluating of supplementary programs to assist targeted populations.	L.Dopp K.Noah	Title I Title II Title III EIA	August 2012 – May 2013



		<u>Total</u>	<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title II</u>
	12/13 Estimated Allocations	\$ 13,315	\$ 3,810		\$ 7,505	\$ 2,000
	11/12 Carryover	\$ -		\$ -		
	Sub-Total	\$ 13,315	\$ 3,810	\$ -	\$ 7,505	\$ 2,000
	Centralized Services	\$ 906			\$ 906	
	<b>TOTAL</b>	<b>\$ 14,221</b>	<b>\$ 3,810</b>	<b>\$ -</b>	<b>\$ 8,411</b>	<b>\$ 2,000</b>
	Payroll (Reference only)	\$ -				
	<b>ALLOCATED GOAL TOTAL</b>				<b>\$ 7,505</b>	<b>\$ 2,000</b>
Plan Ref	<b>Action Steps (requiring funding)</b>					
	<i>Goal #1 – Ensure students are prepared for college and careers and that all students meet or exceed grade level standards and the achievement gap is closed (PDSA)</i>					
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title II</u>
	Provide direct support to students through centralized services.				\$ 906	
1a.3	Provide Career Counseling and Career Search activities including online and college site visitation partnered with AVID				\$ 6,599	
	<b>GOAL TOTALS</b>		\$ -	\$ -	\$ 7,505	\$ -
	<i>Goal #2 – Provide a safe and equitable learning environment</i>					
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title II</u>
	<b>GOAL TOTALS</b>		\$ -	\$ -	\$ -	\$ -
	<i>Goal #3 –Professional Development: Provide an articulated, sustained plan of professional development activities designed to build the school's capacity to support programs and achieve goals</i>					
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title II</u>
3.6	Provide professional development training regarding teaching students academic curriculum in a computer lab setting. Cyber High teacher will attend conferences and seminars to learn the latest trends and techniques.					\$ 2,000
	<b>GOAL TOTALS</b>		\$ -	\$ -	\$ -	\$ 2,000
	<i>Goal #4 – Parent Involvement: Strategies to encourage parent involvement and provide parent education</i>					
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title II</u>

	<i>GOAL TOTALS</i>		\$ -	\$ -	\$ -	\$ -
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		<u>Total</u>	<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title II</u>
12/13 Estimated Allocations		\$ 19,171	\$ 13,534		\$ 3,637	\$ 2,000
11/12 Carryover		\$ -		\$ -		
Sub-Total		\$ 19,171	\$ 13,534	\$ -	\$ 3,637	\$ 2,000
Centralized Services		\$ 423			\$ 423	
<b>TOTAL</b>		<b>\$ 19,594</b>	<b>\$ 13,534</b>	<b>\$ -</b>	<b>\$ 4,060</b>	<b>\$ 2,000</b>
Payroll (Reference only)		\$ -				
<b>ALLOCATED GOAL TOTAL</b>		<b>\$ 13,758</b>	<b>\$ 10,335</b>	<b>\$ -</b>	<b>\$ 1,423</b>	<b>\$ 2,000</b>
<b>Goal #1 – Ensure students are prepared for college and careers and that all students meet or exceed grade level standards and the achievement gap is closed (PDSA)</b>						
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title II</u>
Provide direct support to students through centralized services.					\$ 423	
Provide online curriculum designed to help students who are at or below grade level in academic reading: Apex Learning Software Licenses 20@\$200 = \$4,000			\$ 3,000		\$ 1,000	
<b>GOAL TOTALS</b>			<b>\$ 3,000</b>	<b>\$ -</b>	<b>\$ 1,423</b>	<b>\$ -</b>
<b>Goal #2 – Increase students' average daily attendance and provide a safe and equitable learning environment</b>						
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title II</u>
Attendance and Student Achievement Recognition Awards & Plaques. Includes items for Willow Bucks Auction at the end of each semester. Willow Bucks are earned by students for good citizenship, behavior, attitude, and effort.			\$ 500			
<b>GOAL TOTALS</b>			<b>\$ 500</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Goal #3 –Professional Development: Provide an articulated, sustained plan of professional development activities designed to build the school's capacity to support programs and achieve goals</b>						
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title II</u>
Continue (Year 2) Apex Learning Professional Development for certificated staff members.						\$ 2,000
<b>GOAL TOTALS</b>			<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 2,000</b>
<b>Goal #4 – Parent Involvement: Strategies to encourage parent involvement and provide parent education</b>						
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title II</u>

	<b><i>GOAL TOTALS</i></b>		\$ -	\$ -	\$ -	\$ -
	<b><i>Goal #5 – Technology</i></b>					
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title II</u>
	8 Computers & Monitors		\$ 6,835			
	<b><i>GOAL TOTALS</i></b>		\$ 6,835	\$ -	\$ -	\$ -
	<b><i>Goal #6 – Improve the school libraries</i></b>					
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title II</u>
	N/A					
	<b><i>GOAL TOTALS</i></b>		\$ -	\$ -	\$ -	\$ -

# *Art Freiler School*

*Tracy Unified School District*

*CDS: 39-75499-6118699*

*Principal: Karen Alcorn*



## Single Plan for Student Achievement 2012/13

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. 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 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:

Contact Person: Karen Alcorn  
Position: Principal  
Telephone Number: 209-830-3309  
E-mail Address: kalcorn@tusd.net

SSC approval date: 10-17-12

# SECTION I: SCHOOL PROFILE

## A. Description of any Significant Changes

### 1. Description of School Demographic composition

	Source	2010/11	2011/12	2012/13
Enrollment (#)	Oct CBEDS	975	955	976
AFDC/Free & Reduced (%)	Oct CBEDS	306/31.2%	338/35%	39%
English Learners R-30 (%)	Mar R-30	279/27%	252/26%	
Fluent English (FEP/R-FEP) (%)	Mar R-30	64/7%	91/9%	
Students redesignated to FEP (#)	Mar R-30	13	37	
Ethnicity: White (%)	Oct CBEDS	315/32%	241/26%	238/24%
Hispanic(%)	Oct CBEDS	348/36%	374/40%	380/39%
African American(%)	Oct CBEDS	57/6%	49/5%	53/5%
Asian(%)	Oct CBEDS	80/8%	195/26%	227/23%

### 2. Description of Staff Characteristics/Changes in Staffing

	2011/12	2012/13
number of classroom teachers	36	38
number and type of support certificated staff (including special education staff)	1 RSP 1 Psychologist ( 2 days) 1 LSH	1 RSP 1 Psychologist ( 3 days) 1 LSH
number of classified staff	1 Secretary 1 Attendance Clerk 6 Noon Duty Supervisors 1 Day Custodial 1 Night Custodian 1 Bustodian 4 Spec. Ed Para Educators 1 1:1 Spec. Ed. Para educator 1 Library Technician 2 PE Paraprofessionals = 19	1 Secretary 1 Attendance Clerk 6 Noon Duty Supervisors 1 Day Custodial 1 Night Custodian 2 Bustodians 5 Spec. Ed Para Educators 1 1:1 Spec. Ed. Para educator 1 Library Technician 2 PE Paraprofessionals 2 Ell Paraprofessionals = 23
Number/percent of NCLB highly qualified teachers	100%	100%
Number/percent of teachers with EL Certification	100%	100%

### 3. Addition or Removal of categorical programs or feeder programs (check one)

☒ No significant changes  
☐ Significant changes

### 4.Changes in District Core Programs (check one)

☒ No significant changes  
☐ Significant changes

Addition of a full time music teacher who teaches music grades 1-8.

### 5.Changes in Facilities (check one)

☒ No significant changes  
☐ Significant changes

## B. Programs included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the school plan budget must include the proposed expenditures.)

State Programs	Allocation
<input checked="" type="checkbox"/> <b>EIA: Economic Impact Aid/ English Learner Program</b> <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners.	\$139,892
<input type="checkbox"/> <b>Gifted and Talented Education</b> <u>Purpose:</u> To support instructional programs for identified gifted and talented students.	
<input checked="" type="checkbox"/> Other State or Local funds (site allocation and MAA)	\$14,870 <u>\$5,600</u> \$20,470
Total amount of state categorical funds allocated to this school	\$

Federal Programs under No Child Left Behind (NCLB)	Allocation
<input type="checkbox"/> <b>Title I, Part A: Schoolwide Program</b> <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$
<input checked="" type="checkbox"/> <b>Title II, Part A: Teacher and Principal Training and Recruiting</b> <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$12,000
<input type="checkbox"/> Other Federal Funds (list and describe <sup>1</sup> )	\$
Total amount of federal categorical funds allocated to this school	\$
Total amount of state and federal categorical funds allocated to this school	\$172,362

## SECTION II: Presentation and Analysis of Data

### Analysis of Current Instructional Program - Academic Program Survey

The following evaluation is based on the Academic Program Survey and provides a rubric rating on a four point scale (1-4) for each area as well as a brief narrative assessment for each area. The rubric is as follows:

- (1) = Minimally – rarely used/found
- (2) = Partially – sometimes used/found
- (3) = Substantially – in regular use
- (4) = Fully - in regular use in all classrooms and followed completely

ELEMENT	2012 Rating	Comments
<b>EPC #1 Instructional Program</b>		
1.1	3	All grades use SBE-adopted textbooks and materials
1.2	3.1	Teacher use ELD materials, but in full implementation
1.3	2.5	No intensive intervention classes offered , but addressed in the classroom in small groups
1.4	3.9	All math teachers use the SBE- adopted textbooks
1.5	2	Not all grades 4-7 have an intensive intervention class
1.6 ES/MS	4	The program is run according to full implementation
<b>EPC #2 Instructional Time</b>		
2.1	3.3	Time is interrupted occasionally
2.2	2.3	Strategic support is not offered in all grades
2.3	2.7	Not all grades get required minutes for ELD instruction daily
2.4	1.8	Not all grades 5-6 have an intensive intervention time on a daily basis
2.5	3.2	Time is given but not always protected
2.6	2.5	A need for more intervention support time
2.7	2.7	Need for grade 6 SBE-adopted textbook/materials
<b>EPC #3 Lesson Pacing Schedule</b>		
3.1	3.6	Not enough time to follow pacing guide within the year
3.2	3.3	7 <sup>th</sup> grade needs additional materials for more support
3.3 HS		
<b>EPC #4 Professional Development for School Administrators</b>		
4.1	1	Principal needs trained in Open Court
4.2	1	Training needs to be offered to address new staff
4.3 ES	3.2	Time is provided but lack of training in RTI
<b>EPC #5 Credentialed Teachers and Teacher Prof. Development Opportunity</b>		
5.1	4	100% highly qualified teachers
5.2	2.1	Need more instructional materials at grades 4-6
5.3	2.5	Need more instructional materials at grades 2-6
<b>EPC #6 On-Going Instructional Assistance and Support for Teachers</b>		
6.1	2.2	Need more coaching opportunities and time to offer support
6.2	2.1	Need more assistance at lower grade levels
<b>EPC #7 Student Achievement Monitoring System</b>		
7.1	3.7	Teachers would like more time to review data
7.2	3.5	DataWise issues with scores disappearing
<b>EPC #8 Teacher Collaboration by Gr. Level/Subject Matter</b>		
8.1	4	Data Team time is reserved on a regular basis
8.2	4	Support is given according to full implementation
<b>EPC #9 Fiscal Support</b>		
9.1	3.5	Need for fiscal support for full implementation
9.2	3	Need for district financial support to reach full implementation



## Analysis of Data – Current Instructional Program (APS):

*To what extent do ALL students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of academic standards?*

The data from the APS survey continues to indicate overall that teachers feel limited on time and their students lack intervention support programs that address the use of the SBE adopted intensive intervention materials in RLA, ELD, and in the mathematics curriculum. Areas of concern identified by the staff are 1) no intensive intervention program which is offered and consistently implemented at the site level for all grade levels, 2) not enough materials are provided to meet the needs of ELD students in the classroom, and 3) the lack of time during the instructional day to meet the needs of students who need intensive or strategic support.

Overall, the data supports that most teachers are provided with the basic SBE adopted curriculum materials and are provided the support to implement the materials. The most significant areas of concern are centered on curriculum, support for strategic and intensive intervention in core curriculum areas for all grade levels, and updated staff training on the curriculum materials available.

## Academic Performance:

**1a. AYP - Adequate Yearly Progress:** Schools will meet or exceed their AYP goal OR demonstrate an increase of 5% in percent of students scoring proficient for schools meeting their AYP Targets

Group (NCLB target) ES/MS HS	2010 % Prof. ELA (≥ 56.8%) (≥ 55.6%)	2011 % Prof. ELA (≥ 67.6%) (≥ 66.7%)	2012 % Prof. ELA (≥ 78.4%) (≥ 77.8%)	AYP Goal Met?	5% growth Goal Met?	2010 % Prof. Math (≥ 58%) (≥ 54.8%)	2011 % Prof. Math (≥ 68.5%) (≥ 66.1%)	2012 % Prof. Math (≥ 79.0%) (≥ 77.4%)	AYP Goal Met?	5% growth Goal Met?
<b>School Total</b>	60.9	62.7	<b>61.7</b>	N	N	59.5	59.7	<b>61.5</b>	N	N
<b>Sub-group #1</b> Hispanic or Latino	53.5	55.0	<b>54.5</b>	N	N	53.8	52.7	<b>51.7</b>	N	N
<b>Sub-Group #2</b> White not Hispanic	68.7	71.2	<b>70.5</b>	N	N	62.6	62.8	<b>67.5</b>	Y	Y
<b>Sub-Group #3</b> Socioecon. Disad.	52.5	49.6	<b>48.3</b>	N	N	57.9	54.7	<b>52.8</b>	N	N
<b>Sub-group #4</b> ELL students	54.3	50.0	<b>48.5</b>	N	N	57.3	57.3	<b>55.8</b>	N	N
<b>Sub-group #5</b> Stu. w/ Disabilities *	N/A	39.3	<b>42.4</b>	N	N	N/A	41.1	<b>49.2</b>	N	N

\*Indicates a not numerically significant sub-group in both years

## Achievement Gap Data

### Longitudinal AYP 2008 – 2012 • English Language Arts

ELA	target	School	White	Afr.Amer.*		Hispanic		Low SES		EL		Stu w/Dis*	
	ES/HS	AYP	AYP	AYP	Gap	AYP	Gap	AYP	Gap	AYP	Gap	AYP	Gap
2008	35.2/33.4	56.3	61.3	45.7	-15.6	46.3	-15.0	49.7	-11.6	44.2	-17.1	23.5	-37.8
2009	46.0/44.5	59.6	62.9	46.0		51.1		44.1		50.4		42.3	
2010	56.8/55.6	60.9	68.7	N/A		55.0		52.5		54.3		N/A	
2011	67.6/66.7	62.7	71.2	51.9		55.0		49.6		50.0		39.3	
2012	78.4/77.8	61.7	70.5	51.4	-19.1	54.5	-16	48.3	-22.2	48.5	-22	42.2	-28.3
Change		+5.4	+9.2	+5.7	+3.5	+8.2	+1	-1.4	+10.6	+4.3	+4.9	+18.7	-9.5

The Achievement Gap is calculated by subtracting the subgroup AYP from the White subgroup AYP.

## Longitudinal AYP 2008 – 2012 • Math

The Achievement Gap is calculated by subtracting the subgroup AYP from the White subgroup AYP.

Math	target	School	White	Afr.Amer.*		Hispanic		Low SES		EL		Stu w/Dis*	
	ES/HS	AYP	AYP	AYP	Gap	AYP	Gap	AYP	Gap	AYP	Gap	AYP	Gap
2008	37.0/32.2	54.7	61.0	37.0	-24.0	42.6	-18.4	45.5	-15.5	49.7	-11.3	41.2	-19.8
2009	47.5/43.5	59.2	64.0	48.0		48.7		55.6		51.8		43.4	
2010	58.0/54.8	50.3	52.6	28.3		45.5		44.7		50.0		32.7	
2011	68.5/66.1	59.7	62.8	40.7		52.7		54.7		57.3		41.1	
2012	79.0/77.4	61.5	67.5	45.7	-21.8	51.7	-15.8	52.8	-14.7	55.8	-11.7	49.2	-18.3
Change		+6.8	+6.5	+8.7	-2.2	+9.1	-2.6	+7.3	-0.8	+6.1	+0.2	+8	-1.5

### 1b. AYP - Adequate Yearly Progress Schools will have a 95% participation rate in state testing

Group	% Tested ELA 2011	Target Met Yes or No	% Tested Math 2011	Target Met Yes or No
<b>School Total</b>	<b>100</b>	<b>Yes</b>	<b>100</b>	<b>Yes</b>
<b>Subgroup #1</b> Hispanic	<b>100</b>	<b>Yes</b>	<b>100</b>	<b>Yes</b>
<b>Subgroup #2</b> White Not Hispanic	<b>100</b>	<b>Yes</b>	<b>100</b>	<b>Yes</b>
<b>Subgroup #3</b> Socio-economically Disadvantaged	<b>100</b>	<b>Yes</b>	<b>100</b>	<b>Yes</b>
<b>Subgroup #4</b> English Learners	<b>100</b>	<b>Yes</b>	<b>100</b>	<b>Yes</b>

**Program Improvement Status for 2010/11:**  X  **Not in PI**   **in PI year**

### Analysis of Data – Student Achievement - AYP (Adequate Yearly Progress):

*What trends are indicated by the data? To what extent are all students achieving academic standards? Particularly comment subgroups who have not met targets. To what extent is the achievement gap closing?*

**ELA:** The target goal was not met in any subgroup in ELA.

The only subgroup that did not make a positive closing of AYP achievement was the Low SES. The Low SES sub-group achievement gap reflects an increasing gap of 0.4 points compared to 2011. There was a slight decrease in the achievement gap for all other subgroups, with the largest decrease noted in the Student with Disabilities subgroup which is a non-significant subgroup for AFS.

Over the five year reporting window the achievement gap has made a steady increase with this year remaining almost constant with very little change amongst the subgroups. Progress of the subgroups and the continued growing achievement gap amongst them continues to be an area of concern in ELA achievement as the targets increase.

**Math:** The only target met was for the White subgroup in math.

While the AYP has increased in the white subgroup, the achievement gap progress continues to show a downward trend. The gap for African American students continues to decrease from a highest gap of -24.3 to the current -21.8 gap. All other subgroups except Student with Disabilities, show a trend of decreasing the achievement gap. The AYP achievement gap of Student with disabilities has continued to increase the past, but this year there was a decrease of 3.4 points from 21.7 in 2011 to 18.3 in 2012.

The AYP achievement gap continues to grow between subgroups along with the annually increasing AYP target goals. Continued review of the data outlines areas of concern that should be addressed for the subgroups with increasing achievement gaps specifically the subgroups Hispanic, Low SES, and EL.

The participation rate was met by all subgroups.

**1c. API – Academic Performance Index :** Schools will meet or exceed school’s API growth target OR maintain a score of 800 or higher

Group	2011 Base API	2012 API Target	2012 API	Actual Growth	Target Met Yes or No
<b>School Total</b>	831	800+	837	+6	Y
<b>Subgroup #1</b> Hispanic	798	800	800	+2	Y
<b>Subgroup #2</b> White Not Hispanic	852	800+	873	+21	Y
<b>Subgroup #3</b> Socio-economically Disadvantaged	796	800	791	-5	N
<b>Subgroup #4</b> English Learners	799	800	801	+2	Y

### Longitudinal (Growth) API 2008 – 2012 (Achievement Gap Data)

	School	White	Afr.Amer.		Hispanic		Low SES		EL		Stu w/Dis	
	API	API	API	Gap	API	Gap	API	Gap	API	Gap	API	Gap
2008	809	824	770		777		770		843		809	
2009	816	835	777		772		780		N/A		816	
2010	826	842	761		798		811		809		674	
2011	831	852	780	-72*	798	-54	796	-56	799	-53	663	-189*
2012	837	873	764	-109*	800	-73	791	-82	801	-72	718	-155*

\*Indicates a not numerically significant sub-group in both years

### Analysis of Data – Student Achievement - API (Academic Performance Index):

*What trends are indicated by the data? To what extent are all students achieving academic standards? Particularly comment subgroups who have not met targets. To what extent is the achievement gap closing?*

The White not Hispanic students showed the greatest gains from the previous year with a 36 point gain improving the overall school total of 837, therefore increasing the achievement gap in every other sub-group. All subgroups improved their API score with the exception of the Low SES sub-group (-5) along with the African –American (-16) \*not a numerically significant sub-group as indicated in the chart; whereas the Students with Disabilities sub-group improved (+55) \*not a numerically significant sub-group as indicated in the chart. As a result, the Low SES sub-group posted the greatest declines in API, making progress of these subgroups a continuing concern and a focus for improvement.

**2. AMAO – Annual Measurable Achievement Objectives (Title III - EL Progress in English):****a. AMAO 1** – Percent of Students making annual progress in English (based on CELDT)**b. AMAO 2** – Percent of Students Attaining English Proficiency (based on CELDT)

	# students tested	% meeting AMAO 1	Target	Met? Y/N	% meeting AMAO 2	Target <5yr/≥5yr	Met Y/N
<b>2009/2010</b>	220	62.3	53.1	Y	23.7/72.1	17.4/41.3	Y/Y
<b>2010/2011</b>	226	67.3	54.6	Y	33.1/73.6	18.7/43.2	Y/Y
<b>2011/2012</b>	200	67.5	56.0	Y	38.9/65.7	20.1/45.1	Y/Y

**Analysis of Data – Student Achievement – Title III AMAOs**

*What trends are indicated by the data? To what extent are all English Learners meeting the language acquisition targets of Title III?*

Data from CELDT indicates that students are making annual progress in English, with AMAO 1 & AMAO 2 and continue to do so as the trend over the last 3 years indicates. ELD materials are used in the classroom, but not on a daily basis. The newly re-designed ELD program has been implemented to best address the students and their needs within the school day where all materials used support building their language skills.

**3. Increase in students meeting district standards:** Students will demonstrate proficiency on 80% percent of district standards based on end of year assessments:-

Percent of students meeting standards on district assessments

ELA	2011	2012	Target Met? Y/N	MATH	2011	2012	Target Met? Y/N
Kinder	87%	88.8%	Y	Kinder	88%	86.7%	Y
Grade 1	68%	71.2%	N	Grade 1	81%	83.5%	Y
Grade 2	80%	77.9%	N	Grade 2	88%	88.7%	Y
Grade 3	51%	46.9%	N	Grade 3	83%	82.9%	Y
Grade 4	53%	59%	N	Grade 4	77%	82.5%	Y
Grade 5	60%	57.2%	N	Grade 5	77%	63.5%	N
Grade 6	52%	72.3%	N	Grade 6	64%	58.8%	N
Grade 7	66%	74.3%	N	Grade 7	31%	46.3%	N
Grade 8	58%	83.1%	Y	Alg. Read.	33%	38.0%	N
				Algebra	82%	78.3%	N

**Analysis of Data – Student Achievement – District Assessments**

*What trends are indicated by the data? To what extent are all students achieving academic standards based on district assessments? (Particularly comment on students who are historically lower performing at your school).*

In the area of ELA achievement, kinder and eighth grade met their targets. Kinder and grade 8 met the district goal of 80% proficiency in ELA. 1<sup>st</sup> and 4<sup>th</sup> grades improved slightly and grades 6<sup>th</sup>-8<sup>th</sup> showed significant improvement in meeting the ELA district standards while 6<sup>th</sup> grade showed the greatest increase of +20.3% from last year and 8<sup>th</sup> grade increased +25.1%.

Math results show Kinder -4<sup>th</sup> grades demonstrating proficiency on the district standards, while grades 5<sup>th</sup>-8<sup>th</sup> all reflect a decrease in students meeting the 80% mark on district assessments.

Compared to last year 4<sup>th</sup> grade showed the greatest increase at 5.5%. Grade 5 showed the most significant decrease of 13.5% from 2011. 6<sup>th</sup> grade also decreased 5.2% and Algebra also decreased 3.7%. Even though grades 7<sup>th</sup> and 8<sup>th</sup> did not meet the 80% target, they both increased from 2011. 7<sup>th</sup> grade showed the most gains at 15.3% while 8<sup>th</sup> grade Algebra Readiness improved by 5%.

This data supports the need for additional support in math for grades 5<sup>th</sup>-8<sup>th</sup>, which have been implemented with a structured intervention period built within the school day.

## C. School Safety

### 1. Reduction in the number and percentages of suspensions or expulsions

	2010/11		2011/12		% Decrease or Increase	Target Met
	#	%	#	%		
Suspensions	157	16	68	14%	Y	Y
Expulsions	4	.4	1	.001%	Y	Y

# Number of incidents of suspension (# of individual students suspended during the year).  
Some students were suspended more than one time during the year.

### 2. There will be a 75% or higher percentage of parents, staff, and students responding positively to survey questions regarding school safety.

#### School Safety

Group	% Agree 2011	% Agree 2012
Parents	93	94
Staff - Cert.	68	79
Staff – Class.	72	78
Students	79	81
<b>Total</b>	<b>78</b>	<b>83</b>
<b>Met Goal (Y/N)</b>	<b>Y</b>	<b>Y</b>

## D. School Climate and Leadership

### 1. There will be a 75% or higher percentage of parents, staff and students responding positively to survey questions regarding school climate, instructional issues, and parent relations:

#### School Climate

Group	% Agree 2011	% Agree 2012
Parents	93	90
Staff – Cert.	66	71
Staff – Class.	84	78
Students	69	72
<b>Total</b>	<b>78</b>	<b>78</b>
<b>Met Goal (Y/N)</b>	<b>Y</b>	<b>Y</b>

**The school will maintain 98% actual attendance, or an improvement of .5%**

<b>School Year</b>	<b>Actual Attendance %</b>	<b>Target %</b>	<b>Difference (+ or -)</b>	<b>Target Met Yes or No</b>
<b>2008/2009</b>	<b>96.38%</b>	<b>98%</b>	<b>-1.62</b>	<b>N</b>
<b>2009/2010</b>	<b>95.94%</b>	<b>98%</b>	<b>-2.05</b>	<b>N</b>
<b>2010/2011</b>	<b>96.18%</b>	<b>98%</b>	<b>-1.82</b>	<b>N</b>
<b>2011/2012</b>	<b>96.8%</b>	<b>98%</b>	<b>-1.2</b>	<b>N</b>

### **Analysis of Data – School Safety and Climate**

*What trends are indicated by the data? To what extent is the school a safe, clean and orderly place that nurtures learning?*

Both safety and school climate goals were met exceeding the goal of 75%.

Safety data reflects an increase amongst all stakeholders with a final total of 83%, far exceeding the goal where all stakeholders responded positively on the survey. Compared to last year's results at 78% there was an increase of +5 overall. The implementation of lanyards and IDs support a safer campus.

School climate data indicates an overall positive response from all stakeholder groups and meeting the goal at 78%, which is the same as in 2011. The Certified staff responses showed the greatest increase at +5 from last year's data.

Attendance percentage is increasing, with the past four years reporting attendance at over 95.9%. We had an increase in attendance by almost a whole point climbing from 96.18% to 96.8%.

This data indicates that safety at school ranks high among all stakeholders at AFS and school climate areas that need to be addressed are the Parent and Classified staff. On the Parent survey there were a total of 107 parents who completed the survey and there were 3 questions that need further addressing: Teachers treat all students fairly, I know who to talk to if my child is having a problem at school, and Teacher's recognize my child's accomplishments. These 3 areas will be addressed throughout the year to improve in those areas. There were a total of only 11 staff responses for the Classified survey and the 2 questions that were ranked low were: My accomplishments are recognized and Our district ensures effective communication across the organization. These 2 areas will be the focus of improvement for this school year.

Data reflects a huge decrease in both suspensions and expulsions from 157 suspensions in 2011 to only 68 in 2012 and expulsions are down from 4 to only 1 in 2012.

Additional efforts are in place toward improved student attendance such as Attendance Banners and recognition for improved attendance per class and grade level such as certificates of recognition, newsletter attendance percentage updates, and assemblies to honor their achievements.

## SECTION III: EVALUATION OF PRIOR YEAR'S PLAN

### A. Evidence of school's progress towards meeting **student achievement** targets

#### **Goal #1 – Ensure students are prepared for college and careers and that all students meet or exceed grade level standards and the achievement gap is closed**

- a. Programs to meet the needs of English Learners
- b. Programs to meet the needs of at-risk students
- c. Prepare students for STAR/CAHSEE testing
- d. Plan for increasing deployment of Best Instructional Practices
- e. (schools with gr. 6-12) Improve student achievement in Mathematics

Evaluation of Plan for Goal 1: The district goal is that all subgroups meet AYP targets and that the achievement gap be closed by raising the achievement of lower performing subgroups. The district goal also includes that EL students meet Title III AMAO targets annually. The EL subgroup and other at-risk groups do not meet AYP. Additionally the percent of students scoring proficient in Math at grades 6-11 is significantly below AYP targets

#### **a. English Learners**

- 1) As our community of English Language Learners, now at 26% and Low Socio-Economically Disadvantaged Learners increasing from 31.2% to 35%, the demands of meeting their needs continue to increase annually. Based on data, a continued focus to provide for our EL and Hispanic subgroup populations is essential. The use of Rosetta Stone, Santillana materials, Headsprout/Mimio and other district approved materials are being used more consistently and on a daily basis.
- 2) Teachers continued to emphasize non-linguistic representation and to utilize structures and strategies trainings.
- 3) A review of API data indicates the EL student performance increased from the prior year and the trend indicates the ELL API score is now over 800.
- 4) Paraprofessional time is again being utilized to facilitate small group instruction for students with CELDT scores of intermediate and below for grades Kinder-5<sup>th</sup>.
- 5) Increased focus on non-linguistic representation is occurring through the use of Nancy Fetzer writing and reading comprehension strategies. Instructional Tour data shows that teachers use non-linguistic representation in daily lessons.
- 6) ELL intervention classes are in place for middle school ELL students using Rosetta Stone on a daily basis.
- 7) Teachers used CELDT score data to plan for support for level 1 interventions within the classroom.
- 8) Parent involvement through SSC and parent communication in Spanish has increased for all communication between school and home.

#### **b. At Risk Students**

- 1) Staff used professional learning community/data team collaboration time to analyze student performance on teacher-created, district, and curriculum associates assessments. Results were used to identify students in need of additional intervention. Students participated in before and after school programs, as well as in lunchtime tutoring sessions.
- 2) Students in middle school were placed in intervention classes built into their schedule based on CST scores in both ELA and math using Brain X and into an ELA intervention class for Bubble students to offer further support for those students.

- 3) Students were placed in leveled math classes to be able to offer the support needed to improve their math skills.
- 4) Curriculum Associates testing and other frequent assessments were used to determine students for intervention and support. The results were used to place students into small intervention groups within the class and to recommend students for before and after school tutoring such as Headsprout and IXL for both ELA and math.

**c. STAR prep**

- 1) Curriculum Associates tests were used, although the goal of three assessments prior to STAR was not attained by all grade levels. Release questions and intervention groups were also utilized.
- 2) Teachers monitored and reviewed district assessment data to support their target students through the use of data teams.
- 3) Despite intervention for targeted students, including EL and other subgroups, API performance did not increase for our Low SES subgroup. Inconsistency of attendance to before and after school tutoring is one factor which may have impacted the effectiveness of the additional programs. Teachers did use small group interventions in the classroom.
- 4) We will continue to evaluate alternatives for offering targeted interventions to our students to see if other formats may be more successful. Curriculum Associates, along with district assessments and data team analysis, will continue to be used to identify students for whom intervention is necessary.
- 5) Continue recognizing students who do improve with our Star Card Rewards Program and to offer incentives to encourage our students to be their best.
- 6) Use Accelerated Reader and Star Reading tests to improve and encourage students to read, which assists with better performance on the Star tests.

**d. Increasing Deployment of Best Instructional Practices**

- 1) Staff received training on the BIP rubric and were afforded the opportunity to participate in instructional tours.
- 2) Staff shared best practices during faculty meetings where teachers could then implement them directly into their classroom.
- 3) A review of instructional tour data reveals that average use of the BIP (full or partial use) increased in all four areas. The largest gain was in the use of nonlinguistic representation.
- 4) The rubric will again be reviewed with staff. Staff also are being provided release time to observe other classes for use of BIP and Fetzer strategies.

**e. Student Achievement in Mathematics (gr 6-12)**

- 1) Continued use of intervention support such as IXL and after school intervention.
- 2) Continue the use Brain X as an intervention class offered within the school day to support intensive learners.
- 3) Continue providing leveled math classes for all 7<sup>th</sup> and 8<sup>th</sup> grade students: Algebra Readiness, Algebra with Support (2 periods) , and Algebra to enable them to work at their academic level and receive instruction at their level and continue to support 8<sup>th</sup> graders taking Geometry at the HS.



## **Goal #2 – Provide a Safe and Equitable Learning Environment for all Students and Staff**

### **Evaluation of Plan for Goal 2:**

#### **a. Increase Students' Average Daily Attendance**

- 1) Attendance reports and letters to parents were done on a monthly basis. Pre-SARB meetings were held for students with attendance concerns.
- 2) Students were also recognized at the end of the year ice cream recognition with guest speaker Mr. Freiler.
- 3) Individual classroom teachers participate in the ATTENDANCE Banner where each letter is filled in when the class had all students present. The completed banner is then hung in the multi-purpose room.
- 4) End of year assembly was held and students were given certificates to honor their dedication to attendance.
- 5) Continue to publish the monthly attendance percentage in the school newsletter and to inform staff of monthly trends.

#### **b. Increase Cultural Proficiency**

- 1) Leadership team members worked with site administration to present diversity and equity information to staff.
- 2) Staff participated in open discussions about race issues during ERM time. While a direct correlation can't be made, the student responses regarding a safe climate did increase.
- 3) Diversity and equity issues will continue to be presented to staff to increase cultural awareness.
- 4) Meet more frequently with the Diversity & Equity Committee to further the focus of race within the classroom and how it impacts student learning.
- 5) Incorporate more multi-cultural events into the school calendar.
- 6) Continue to try and have more diversity within our parent groups.
- 7) Through administration participation in LEADS training, the school leadership team will continue to address issues of diversity and equity among staff and students.

## **Goal #3 – Professional Development**

### **Evaluation of Plan for Goal 3:**

#### **a. Articulated, sustained plan of professional development activities**

- 1) Freiler partnered with Bohn school to offer professional development on professional learning communities to further support the use of PLCs and support of data teams. Teachers support the use of data teams and used the time to effectively address student needs.
- 2) As a result of grade level meetings it was determined a high area of focus for students according to teachers was a need for a sustained writing program for all grades. The 2012/2013 academic year will then focus on Nancy Fetzer training and strategy implementation. This training is being used to support our EL learners and to provide additional strategies for increasing ELA achievement for all students.
- 3) Continue to offer professional development opportunities to assist with closing the achievement gap including meeting the needs of our EL, at-risk, and low performing students with input from the Leadership team.

#### **b. Increasing participation/attendance at ERMs**

- 1) Accurate attendance was maintained regarding attendance at ERM activities, and absentee reports prepared to reflect the attendance.
- 2) Continue to focus on kudos during staff meetings to foster a positive work environment that supports student achievements.
- 3) Invite more staff presenters to share their BIP at each meeting.

**Goal #4 – Parent Involvement: Strategies to encourage parent involvement and provide parent education**

Evaluation of Plan for Goal 4:

- 1) Monthly goals of meetings with stakeholders such as SSC, FSPA, and communication from the principal (newsletters, synrevoice messages) were met.
- 2) 90% of parents responded positively to the school culture and climate survey. Informal data gathered from parents also indicates that the synrevoice messages were beneficial in communicating school events to families, and most families appreciated receiving this information.
- 3) The goals will continue as written. Additionally, the school site will explore the addition of a PIQE program or other parent group to our campus as an additional measure of parent support.
- 4) Continue to offer Science Parent Night and other opportunities for parent involvement.
- 5) Continue to use translations for Spanish speakers whenever possible when communicating between home and school.
- 6) The support of the parent group (FSPA) has increased with the support of monthly newsletters and fundraising opportunities, school wide events, and parent club meetings that have brought the parents and staff together.

**Goal #5 – Technology: Use technology as a tool for improvement in instruction; management of departments, sites and classrooms, and to increase efficiency in operations across the district.**

Evaluation of Plan for Goal 5:

- 1) The computer lab was utilized for Rosetta Stone, Headsprout/Mimio, Brain X, and IXL intervention programs, student reports, and regularly scheduled class time.
- 2) Students in grades 1<sup>st</sup>-8<sup>th</sup> participated in the Accelerated Reader on-line reading program.
- 3) Report cards were completed using an on-line template.
- 4) Teachers will be encouraged to use the website more frequently to add class and homework information to keep parents updated.
- 5) Continue using the on-line support programs Video Streaming and other classroom assisted programs.
- 6) Not all technology that is needed was purchased, but the needed technology will be addressed in the plan. (0% of staff received document cameras to support their curriculum.
- 7) Computer technology is a concern due to the age and capabilities of the equipment at Freiler. Additional goals addressing the need to replace equipment will continue to be added to the 2012-2013 plan to address this need.

**Goal #6 – Improve the school libraries. (if included in prior year plan)**

Evaluation of Plan for Goal 7:

- 1) The Book Fair and Read Across America programs were promoted with stakeholders.
- 2) Continue the support of the AR program.
- 3) Continue to use input from SSC/ELAC and Leadership Team concerning books for ELL students.

## **Overall Evaluation of Prior Year School Plan**

Please address the following two questions regarding the overall school plan:

*To what extent do the school leadership and staff use student achievement data to make decisions and initiate activities that focus on all students achieving the academic standards?*

Achievement data is reviewed on an on-going basis through grade level, professional learning community/data teams, and faculty meetings. Teachers are supported through trainings offered by CISCs and DataWise trainers to better interpret and access achievement data. The data is used to drive instruction as well as to recommend students who may need additional supports. Cross grade-level collaboration also occurs to ensure that our combo classes are addressing the needs of both grade levels and articulation occurs between grade levels to support student success. Student achievement data is shared with parents and students through progress reports, IEP meetings, SST meetings, and through parent/teacher conferences. Schoolwide data is shared with parents through the school newsletter and through meetings such as School Site Council, FSPA, and ELAC. Data is obtained through Aeries and DataWise, and includes CST, CELDT, and district assessment data in addition to teacher created assessments and classroom observations.

*To what extent do the school leadership, staff, students and parents annually monitor and refine the single school plan based on analysis of data to ensure alignment with student needs?*

The single plan for school achievement is created, reviewed, and monitored through input from staff at faculty meetings and through input afforded through leadership and school site council meetings. The single plan is shared with FSPA, ELAC, and School Site Council, again for purposes of soliciting input and monitoring the plan to ensure student needs are being met. The school plan is available for parent review at any time through a posting on the Freiler school website, and the principal addresses comments and input from parents throughout the year. The plan is presented to the site leadership team for approval as these team members represent the staff on site. The plan is also presented to School Site Council for approval, and changes suggested by these groups are incorporated to the extent possible before final approval is sought.

## SECTION IV: SCHOOL PLAN FOR 2012/2013

### A. School Governance and Planning Process

The 2012/2013 School Plan that follows was developed through the joint efforts of the Freiler staff, School Site Council and Leadership members. The teachers reviewed data multiple times through staff meetings, data teams, grade level meetings, and staff development days to address closing of the achievement gap and increasing student achievement for our underperforming sub-groups. The process for development of the plan included a review of last year's plan, review of student performance data, and establishing budgetary priorities to best utilize categorical and MAA funding. The School Plan and budget were approved by the School Site Council at the October 18, 2012 meeting.

#### School Site Council Membership for 2011/12

Names of Members  *Parent of EL  <b>Name and email/contact</b>	School Personnel 50% of SSC			Parents/Students 50% of SSC	
	Principal	Classroom Teacher	Other Staff School	Parent or Community Member	Secondary Student
Sue Brzostowski				X	
Lynnet Burke				X	
Marti Rhaodes				X	
Ana Arroyo* Parent of EL				X	
Asha Birdi* Parent of EL					X
Christina Graber					X
Kathy Vestri		X			
Kathey DeSantis		X			
Mary Lynn Mehlhaff		X			
Jacqui Nott		X			
Miriam Navarro			X		
Karen Alcorn	X				
Numbers of members of each category	1	4	1	4	2
Total in each group	6			6	

The interests of English learners are represented by:

- ☐ An ELAC with adopted bylaws (Parents of English learners constitute at least the same percentage of the committee as their children represent of the student body. OPSET I-EL-2)

ELAC Chairperson: \_\_\_\_\_

- ☒ School Site Council (Parents of English learners constitute at least the same percentage of the committee as their children represent of the student body. OPSET I-EL-2)

\*Indicate parents of EL Students on SSC list above

## **B. School goals for 2012/2013 - A Summary**

### **Goal #1 – Ensure students are prepared for college and careers and that all students meet or exceed grade level standards and the achievement gap is be closed (PDSA)**

- a. Programs to meet the needs of English Learners
- b. Programs to meet the needs of at-risk students (including CAHSEE remediation at HS)
- c. Activities to prepare students for STAR/CAHSEE testing
- d. Plan for increasing deployment of Best Instructional Practices
- e. (schools with gr. 6-12) Activities to improve student achievement in Mathematics

Rationale: (district) The district goals are that student will be prepared for college and careers; and that all subgroups meet AYP targets and that the achievement gap be closed by raising the achievement of lower performing subgroups. The district goal also includes that EL students meet Title III AMAO targets annually. The EL subgroup and other at-risk groups do not meet AYP. Additionally the percent of students scoring proficient in Math at grades 6-11 is significantly below AYP targets

Rationale: (site)

- a. As our community of English Language Learners and Low Socio-Economically Disadvantaged Learners increase, the demands of meeting their needs increase. Based on data, a continued focus to provide for our EL and Hispanic subgroup populations are essential. With our new information from recent data, a focus on our Low SES students has become an additional area to address. Some improvements made by low SES students and English learners over time have not kept pace with white students' improvements; therefore the gap is increasing and the need for additional materials and support become essential to their success.
- b. At- Risk students continue to be a focus for the campus as the rigor of increased proficiency among all students continues. Early identification and ongoing monitoring of these students is critical to ensure progress towards meeting district and state targets.
- c. STAR testing and preparation is essential to achieve ongoing success, as Art Freiler School has demonstrated over time. However, the demands of students meeting proficiency in State Standards are aggressively increasing. Without the continued efforts to teach and monitor the blueprint standards, using effective instruction each day in the classrooms, and using teaching strategies that meet the increasing demands of our diverse population, Art Freiler will not achieve state and district goals.
- d. Student math scores in TUSD have historically slid back starting in the middle school grades and continue the downward trend into High school as compared to K-5 students. With the ongoing district interventions and resources provided to intervene with this challenge, the school site additionally needs to provide an intensive level of support to those struggling in Algebra and Algebra Readiness. It is necessary to continue to monitor middle school students and provide interventions and support to students and their parents.

### **Goal #2 – Provide a safe and equitable learning environment**

- b. Increase students' average daily attendance
- c. Increase cultural proficiency

Rationale: (district) The district has set an overall target of 98% attendance. Research shows that when students are in school they achieve at higher academic levels. The district

goal is to increase cultural proficiency throughout the district to ensure that student and staff are afforded a safe and equitable learning environment.

Rationale: (site) Student attendance from week to week and month to month varies greatly at Freiler. Over the past three years attendance has had a steady incline. As it is important for students to be in attendance to receive consistent instruction, we must continue to address attendance as part of overall school improvement.

As our student population at Freiler becomes increasingly diverse, it is necessary to continue the efforts of a multi- year plan to address the needs of the campus. A Diversity and Equity PDSA will continue to address several aspects to bring about Cultural Proficiency to the Art Freiler campus.

**Goal #3 – Professional Development: Provide an articulated, sustained plan of professional development activities designed to build the school’s capacity to support programs and achieve goals.**

(Note: Title I schools must allocate at least 10% of Title I funds to staff development)

Rationale: (district) The district strategic goals and LEA Plan include goals which focus on providing ongoing professional development and support to teachers and site administrators that result in increased achievement for all students in order to close the achievement gap.

Rationale: (site) Data tells us that the Freiler student population has changed over the past several years. Our need to understand our changing population and use strategies that are appropriate for their learning is critical. Additionally, our annual survey reported a need to meet our changing needs with appropriate Professional Development for our Certificated staff. Ongoing Professional Development is necessary to ensure the rapidly changing demands of our diverse student population are being met. We are continuing our work with data teams to further our efforts as a professional learning community and to address the needs of our at-risk learner populations. One area of need that was defined by the teachers was a need for a writing program. This year we have implemented the Nancy Fetzter writing program into our curriculum across grade levels and will offer professional development opportunities, including sub days and in depth training when Nancy Fetzter comes to our site in April, as part of our continuing efforts to improve student achievement in writing.

**Goal #4 – Parent Involvement: Strategies to encourage parent involvement and provide parent education.**

Rationale:(district) Sustained parent involvement is linked to student achievement and staying in school. Federal and state regulations mandate meaningful opportunities at all grade levels for parents/guardians to be involved in school activities, advisory, decision-making, and activities to support learning at home.

Rationale: (site) Though Freiler has an active parent club, the involved parents are a small percentage of the overall population of parents. Although there is a large and growing subgroup of Hispanic students, very few Spanish speaking parents are involved on our campus. Their support and assistance with student learning on the campus , and in the home, are important to student success. Additionally, we want to continue to provide Freiler students and parents many opportunities to feel positive about attending school from the community building activities to the incentives and recognition for achievement. We want to continue activities that support a positive community and address the students’ and parents’ concerns because we know that parents are active participants in their student’s education. By fostering a positive relationship with parents and other community members, we will increase the level of support available to all students.

**Goal #5 – Technology:** Technology: Use technology as a tool for improvement in instruction; management of departments, sites and classrooms; and to increase efficiency in operations across the district.

Rationale: (district) The district is committed to providing students and staff with the technology tools and skills to support academic content standards and improve learning so that they can compete in a digital world.

Rationale: (site) In the past Freiler was considered a Science/Technology magnet school and is still committed to integrating technology into all areas of the curriculum, while working within budget restraints. Technology is an ever changing and ever increasing influence in our student's education. To prepare our students for future success, we must continually provide opportunities for students to use technology as an educational tool for success and educate our students on proper use of technology. See District Technology plan 2011-2013.

**Goal #6 – Improve the school libraries.**

(Sites are not required to allocate funds to libraries this year.)

Rationale: This is a requirement under the School and Library Improvement Block Grant.

Rationale: (site) Reading comprehension and vocabulary skills are key areas needed for student success. Having a wide variety of books, including bilingual and culturally responsive literary works, will encourage students to improve their literacy skills.

## C. Activities for 2012/2013 School Plan

### Site Goal #1 – Ensure students are prepared for college and careers and that all students meet or exceed grade level standards and the achievement gap is closed. .

*District Goal #1: Prepare all students for college and careers*

*District Goal #2: Ensure that all students meet or exceed grade level standard and that the achievement gap is closed.*

#### Outcomes (Data that will be collected and analyzed to measure progress towards the goal)

- All significant subgroup will meet AYP targets
- EL students will meet or exceed Title III AMAO1 and AMAO2 targets
- Decrease the achievement gap of the subgroups
- 80% of students will meet standards on district assessments
- Reduction in number of students failing classes (optional)
- Increase percent of teachers using BIPs
- Increase percent of students scoring proficient on Math CST (gr. 6-12)
- Increase percent of 10<sup>th</sup> graders passing/scoring proficient on CAHSEE (HS only)
- All students will pass CAHSEE by end of grade 12 (or meet IEP goals) (HS only)
- Alignment of curriculum maps/pacing guides to Blueprint standards (optional)

**Rationale:** 1a. As our community of English Language Learners and Low Socio-Economically Disadvantaged Learners increase, the demands of meeting their needs increase. Based on data, a continued focus to provide for our EL and Hispanic subgroup populations are essential. With our new information from recent data, a focus on our Low SES students has become an additional area to address. Some improvements made by low SES students and English learners over time have not kept pace with white students' improvements; therefore the gap is increasing and the need for additional materials and support become essential to their success.

1b. At-Risk students continue to be a focus for the campus as the rigor of increased proficiency among all students continues. Early identification and ongoing monitoring of these students is critical to ensure progress towards meeting district and state targets.

1c. STAR testing and preparation is essential to achieve ongoing success, as Art Freiler School has demonstrated over time. However, the demands of students meeting proficiency in State Standards are aggressively increasing. Without the continued efforts to teach and monitor the blueprint standards, using effective instruction each day in the classrooms, and using teaching strategies that meet the increasing demands of our diverse population, Art Freiler will not achieve state and district goals.

1d. Student math scores in TUSD have historically slid back starting in the middle school grades and continue the downward trend into High school as compared to K-5 students. With the ongoing district interventions and resources provided to intervene with this challenge, the school site additionally needs to provide an intensive level of support to those struggling in Algebra and Algebra Readiness. It is necessary to continue to monitor middle school students and provide interventions and support to students and their parents

#### **1a.English Learner Instruction and Support**

Action Steps (Plan)	Person Responsible	Resources	Timeline	Do	Study	Act
1a. 1 Early identification of all EL students and their proficiency levels on CST ELA / Math , and CELDT testing for intervention needs. IPT test kits needed for testing supplies.	EL Para Team Teachers CELDT Coordinator	CELDT test, CST scores IPT Test kits, EIA Funds	By Oct. 30			
1a.2 CELDT Site Coordinator Services= Linda Herrick	Principal Teacher	EIA Funds on a time sheet	As needed			
1a. 3 EL instructional strategies used in all classrooms such as Structures & Strategies and non-linguistic representations.	Teachers	Open Court Holt Santillana	On-going			



1a. 4	Santillana, Headsprout, and Rosetta Stone materials/programs and copy costs used as supplements to the ELA core curriculum for ELL support 30 minutes daily.	Teachers	Santillana Rosetta Stone EIA Funds	Start Aug./Sept. 2012			
1a. 5	Monitor EL learners on district assessments , CELDT, and weekly assessments. Staff will use Curriculum Associates as an assessment tool.	Principal Teachers	Aeries, Data Wise, Formative tools Curriculum Associates Tests, EIA Funds	On-going Every 4 -6 Weeks			
1a. 6	Increase Parent educational involvement and communication through SSC and ELAC parent members.	Principal	CELDT Coordinator Site Secr.	Monthly meetings			
1a. 7	Staff Development related to addressing English Learners in the classroom to assist with closing the achievement gap using BIPs and focusing on level 1 interventions used in the classroom.	Principal Leadership Team	Directors, Current Research Instructional Tours Title II Funds	2 ERM days			
1a. 8	Provide daily ELD instruction using Santillana and Rosetta Stone with 30 minutes small group instruction and in the computer lab for on-line ELL program support.	Teachers ELL para's	Santillana, computers, Rosetta Stone EIA funds	On-going			
1a. 9	Communicate with parents about programs for EL students and ways parents can support their children at each Trimester in school and at home and Resources for Education: Home Connections Newsletter in Spanish and in Synre-Voices in Spanish.	Principal Teachers	CELDT Coord. and newsletters EIA funds for Home Connection Newsletters in Spanish	Bi- Monthly Newsletters, Synre-Voices in Spanish, and parent communication letters			
1a. 10	Extra Service to Administer and purchase CELDT and IPT tests as well as monitor ELD program ( Louise Tobeck / 16hrs/mo.) and 2 ELD 4 hour paraprofessionals (Michelle Nisbet and Martha Segura) as needed on timesheet.	Principal CELDT Coordinator	EIA funds ELL staff	As needed			
1a.11	Purchase headphones to use with Rosetta Stone program for both computer and library labs.	Principal ELL staff	EIA Funds	65 total			
1a.12	Purchase Headsprout/Mimio Early Reading/Comprehension intervention program annual subscription with incentives for K-3 Early Reading and 3-8 Reading Comprehension for ELL and at-risk student support.	Principal Teachers	Site Funds EIA Funds	On-going Before, during, and after school			
1a.13	Purchase Star Fall computer web-based program to assist with Phonics and math Grades K-3 <sup>rd</sup> .	Principal Teachers	Site Funds	On-going Before, during, and after school			
1a.14	Purchase new computers, printers, and copy costs for teachers to implement ELL strategies/instruction while in the classroom for ELL students including copy costs and printer lease fees for Ricoh printer.	Teachers	EIA Funds	On-going as needed			

1a.15 Provide support for English Language Development using para-professionals to assist with translation and access to the core curriculum. 2 ELD 4 hour paraprofessionals (Michelle Nisbet and Martha Segura)	Principal Two 4 hour para-professionals	EIA Funds	On-going as needed			
1a.16 Continue to use data teams to look at data and target student's results to determine areas of need and teaching strategies that could be used to close the achievement gap for ELL sub-group.	Data Team members	Data collected in Data Team cycles, CST results, grades, and teacher feedback	On-going			
1a.17 Freiler teachers will continue to attend the district ELL and CELDT coordinators meetings to address ELL student needs.	Linda Herrick Louise Tobeck	ELL county and district guidelines ELD master plan	On-going			
<b>1b.Intervention and Remediation for at-risk students</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>			
1b. 1 Provide leveled math classes for middle school students to meet the needs of those not proficient in grade level standards .	Math Teachers	Core math material Master Schedule	Start of year			
1b. 2 Allocate funds to purchase materials to supplement the Core curriculum to improve student achievement in ELA and Math.	Teachers	EIA Funds as needed	Start of year			
1b. 3 Provide 2 elective classes in ELA for middle school students not meeting proficiency levels within the school day.	Teachers	Brain X program Supplemental materials Master Schedule CST Performance Site and EIA Funds	On-going			
1b. 4 Provide intervention classes for students not proficient in ELA/Math standards beyond the school day.	Teachers	Brain X program Supplemental materials Student Grades/report cards CST Performance Site and EIA Funds	Start in October			
1b. 5 Access / monitor student progress reports using district assessments.	Principal Teachers	Aeries DataWise	Every 4-6 weeks			
1b. 6 Provide IXL to ensure students in 4 <sup>th</sup> -6 <sup>th</sup> master math skills based on CST standards before and after school use as an intervention program.	Teachers	Parent Donations Computers Site and EIA Funds	Start by Sept.			
<b>1c.CST Preparation</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>			
1c. 1 Identify target and focus students from CST and monitor their progress during 2 <sup>nd</sup> and 3 <sup>rd</sup> Trimester.	Principal Teachers	CST results DataWise	By Nov. 1			

1c. 2 Provide opportunities for students to expand their expertise in science within the curriculum and on the CST test including lab experiments and Science Night guest speaker.	Science Teachers	Science Olympiad Equipment and materials/chemicals for lab Site and EIA Funds	On-going			
1c. 3 Allocate funds to grade level teams and departments to support classroom instruction and the implementation of all District adopted curriculum and support materials including supplies (Office Depot) and copies (Fed Ex and Kinko's) .	Principal Teachers	Site and EIA Funds Donations	As needed during the year			
1c.4 Funds to support administrative office needs- including supplies (Office Depot), copies (Fed Ex and Kinko's), and Riso Printer (\$2,000) . Nextel \$250 and Postage \$350.	Principal Office staff	Site and donation funds	As needed during the year			
1c. 5 Implement Accelerated Reader and Star assessments for K – 8 <sup>th</sup> grades with incentives. Identify resources to supplement adopted curriculum to include web based programs and activities to support all classrooms.	Principal Teachers	ASB funds EIA funds FSPA	Weekly			
1c. 6 Monitor and celebrate successes of students on STAR testing with recognition (such as buttons), rewards, and incentives for individual improvement.	Principal Teachers	Site funds, ASB, and EIA funds Star cards, button maker, and rewards	Annually			
1c. 7 Provide and monitor progress on Blueprint Standards and Release Test items.	Principal, Assist. Principal Teachers	N/A	On-going			
1c.8 Staff will use Curriculum Associates as an assessment tool 3 times a year to help prepare the students for CST testing.	Teachers	General Fund- classroom budget Scan-trons	November			
1c.9 Utilize staff with organization of Star testing and distribution.	Chris White	Site funds as needed	March/ April			
1c. 10 On-site Contractual Duty Stipends- K-8 Drama, Science Coordinator, ASB Advisors, Yearbook Advisor	Teachers	Site and MAA Funds	Annually			
<b>1d. Plan for Increasing Deployment of Best Instructional Practices</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>			
1d.1 Staff will receive training on the district rubric for instructional tours	Principal	District Rubric ERM Days	October			
1d.2 Staff will be afforded the opportunity to participate in instructional tours on site and to debrief what they observed	Principal	Subs – Site	On-going			
1d.3 Staff will share best instructional practices during staff meetings and on Monday ERM collaboration days	Principal/Staff	N/A	On-going			
<b>1e. Mathematics Achievement (required for gr. 6-12)</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>			

1e. 1 Provide an after school Algebra enrichment program for qualified 7th grade students to enable them to take Geometry at the HS in 8th grade	Principal Teacher at WHS	Core Algebra material Site funds	Nov.-May			
1e. 2 Provide IXL and Brain X to 6th - 8th grade students who have been targeted in need of math support.	6-8 Teachers	Elective period EIA funds	On-going			
1e. 3 Provide leveled math classes for all 7th and 8th grade students to enable them to work at their academic level and receive instruction at their level.	Math Teacher	Core Algebra material and supplemental resources	On-going			

**Plan for providing ELD to English Learners in 2012/13:**

<b>Grade</b>	<b><i>Organization of Students</i></b>	<b><i>Frequency of ELD</i></b>	<b><i>Duration of ELD</i></b>	<b><i>Provided by</i></b>	<b><i>Materials used</i></b>
K-5	Small group instruction based on grade level & CELDT score. Overall Intermediate or below students receive pullout intervention.	Daily	30 minutes daily	ELD Paraprofessionals and embedded classroom strategies	Santillana Core Content materials - Opening Doors Workbook & Rosetta Stone Headsprout/Mimio
<b>6</b>	Small group within ELA Core block Intervention Period in the classroom. Teachers use differentiated instruction which include TPR, Structures and Strategies and ELD strategies.	Daily Intervention period	30 minutes	Classroom Teacher	Rosetta Stone, Core Content Materials, Realia, Headsprout/Mimio
<b>7-8</b>	ELA Intervention Class by grade level	Daily intervention elective class	50 minutes	Intervention Teacher	Rosetta Stone, Core Content Materials, Realia, Headsprout/Mimio

**Goal 1 – Data Collection:**

(to be completed as part of the “study” component throughout the year and used as documentation for the Principal’s evaluation)

**Part A: District Assessments****District Assessments**

- Elementary Schools: ELA are the trimester benchmark assessments.
- Middle Schools: ELA the Quarter 1 and Quarter 2/3 assessments are Curriculum Associates Practice 1 and 2; Quarter 4 is the End of Course Holt)
- High Schools: ELA the required assessments are Holt Entry (report for Quarter 1) and Holt End of Year (Quarter 4). These are only required for grades 9 and 10.)

<b>Schoolwide</b> % Proficient/Advanced		<b>Quarter Trimester 1</b>	<b>Quarter 2/3 Trimester 2</b>	<b>Quarter 4 Trimester 3</b>	<b>Met Goal</b>
ELA	2011/12				
	2012/13				
MATHEMATICS	2011/12				
	2012/13				

<b>English Learners</b> % Proficient/Advanced		<b>Quarter Trimester 1</b>	<b>Quarter 2/3 Trimester 2</b>	<b>Quarter 4 Trimester 3</b>	<b>Met Goal</b>
ELA	2011/12				
	2012/13				
MATHEMATICS	2011/12				
	2012/13				

<b>Students w/ Disabilities</b> % Proficient/Advanced		<b>Quarter Trimester 1</b>	<b>Quarter 2/3 Trimester 2</b>	<b>Quarter 4 Trimester 3</b>	<b>Met Goal</b>
ELA	2011/12				
	2012/13				
MATHEMATICS	2011/12				
	2012/13				

<b>Hispanic</b> % Proficient/Advanced		<b>Quarter Trimester 1</b>	<b>Quarter 2/3 Trimester 2</b>	<b>Quarter 4 Trimester 3</b>	<b>Met Goal</b>
ELA	2011/12				
	2012/13				
MATHEMATICS	2011/12				
	2012/13				

<b>African American</b> % Proficient/Advanced		<b>Quarter Trimester 1</b>	<b>Quarter 2/3 Trimester 2</b>	<b>Quarter 4 Trimester 3</b>	<b>Met Goal</b>
ELA	2011/12				
	2012/13				
MATHEMATICS	2011/12				
	2012/13				

## **Part B: Instructional Tour Data**

### **2011/12 Results**

**Percent of “partial” and “full” implementation for each identified strategy**

		Sep	<b>Oct 12/35 rooms</b>	Nov/Dec 6/35 rooms	Jan 8/35 rooms	Feb 12/35 rooms	Mar 10/35 rooms	April 10/35 rooms	May 8/35 rooms
Student Engagement	full			100%	75%	100%	75%	75%	100%
	part			0	25%	0	0	25%	0
Checking for Understanding	full			67%	75%	75%	80%	70%	50%
	part			0	25%	8%	0	5%	25%
Learning Objective	full			100%	25%	83%	80%	100%	35%
	part			0	0	8%	6%	0	20%
Non-Linguistic Representation	full			67%	100	92%	100	80%	100%
	part			0	0	0	0	0	0

### **2012/13 Results**

**Percent of “partial” and “full” implementation for each identified strategy**

		Sep	Oct	Nov/Dec	Jan	Feb	Mar	April	May
Student Engagement	full								
	part								
Checking for Understanding	full								
	part								
Learning Objective	full								
	part								
Non-Linguistic Representation	full								
	part								

**Management Team Tours are Bold-faced font; Interim tours are regular font**

## **Site Goal #2 – Provide a safe and equitable learning environment**

*District Goal #3: Provide a safe and equitable learning environment for all students and staff*

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal) :

- 98% student attendance (ADA)
- Reduction in suspensions
- Reduction in referrals/citations (optional)
- Reduction in tardies (optional)
- 75% of stakeholders will respond positively to annual survey questions related to school safety and climate.
- Increase in enrollment of underrepresented groups in advanced courses (optional)

**Rationale:** (site) Student attendance from week to week and month to month varies greatly at Freiler. Over the past two years we have remained at an average of 96.2% daily attendance. As it is important for students to be in attendance to receive consistent instruction, we must continue to address attendance as part of overall school improvement. As our student population at Freiler becomes increasingly diverse, it is necessary to continue the efforts of a multi- year plan to address the needs of the campus. A Diversity and Equity PDSA will continue to address several aspects to bring about Cultural Proficiency to the Art Freiler campus.

<b>2a Increase Students' Average Daily Attendance</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
2a.1 Collect monthly data on attendance to reach the 98% goal.	Administrator	PDSA	Monthly			
2a.2 Monitor attendance daily, weekly and monthly.	Principal, Office staff	Aeries, Clerical Admin	Daily			
2a.3 Communicate attendance data with staff, students, and parents.	Principal	Synrevoice, newsletters, Clerical, Admin.	Monthly			
2a.4 Communicate with parents of students chronically absent or tardy.	Principal, Office staff	Aeries, Clerical Staff, Admin.	Monthly			
2a.5 Provide incentives for good attendance including a Perfect Attendance such as end of year ice cream celebration and use classroom incentives such as BANNER displays.	Principal, Teachers	ASB, Donations, FSPA, Partners in Education	Once a trimester			
2a.6 Utilize the district's SARB process with monthly Letters.	Principal	Aeries, Clerical Staff	Monthly			
2a.7 Apply the school tardy process with monthly letters.	Principal	Aeries, Clerical Staff	Monthly			
2a.8 Publish students names/percent count with perfect attendance in the school newsletter.	Attendance Clerk	N/A	Trimesters			

<b>2b. Increase Cultural Proficiency to support a safe and equitable learning environment</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>			
2b. 1 Work through the Leadership committee to work on school wide diversity and equity.	Principal	N/A	November			
2b. 2 Monthly meetings of Leadership with D & E issues.	Principal/Staff	N/A	Nov.-May			
2b.3 Recognize and acknowledge holidays of all cultures.	Staff	N/A	Sept.-May			
2b.4 Multicultural Events, including assemblies with a multicultural emphasis.	Staff	Site/ASB Funds FSPA funds	May			
2b.5 Individual Student spring performances showcasing talented students.	Staff/Students	N/A	Annually			
2b.6 Increase the number of diverse parents participating in SSC/ELAC meetings.	Principal	Principal's newsletter	On-going			
2b.7 Implement daily planner use for middle school students and the wearing of lanyards for school safety.	Principal Teachers Yard duty staff	Site Funds Parent Donations	On-going			
2b.8 Bilingual para to do all translations- office communications and parent-teacher meetings.	Bilingual para	EIA Funds	On-going			
2b. 9 Provide opportunities to develop positive life habits and skills, i.e. Character Counts, Honor Roll, Leadership roles, recycling, gardening, CATCH program alongside Health and nutrition as part of K-5 curriculum, Service Learning, and Drama experiences for all students including MAA informational flyers.	Principal/Staff	Site Funds Parent donations	Annually			
2b.10 Provide students the opportunity to participate in extra-curricular activities, i.e. chess, talent show, plays, Science Olympiad, and Student Council that attract all students.	Staff	ASB FSPA funds	On-going			
2b.11 Implement Red Ribbon Week activities, DATE education, Anti-Bullying activities and DARE program that includes all students.	Teachers	ASB, FSPA, Staff, Volunteers	Monthly/ On-going			
2b.12 Recognize student achievement through Honor Roll/Principal's Honor Roll, and EOY Fieldtrip.	Principal Teacher	Site funds ASB/Donations	At each Trimester			
2b.13 Recognize Accelerated Reader achievements.	Principal Teachers	ASB, Staff, Admin.	1/ Trimester			
2b.14 Make safety a priority by reviewing the safety plan annually with staff and parents and schedule drills to ensure students' familiarity with safety procedures.	Administration	Safety Plan	By end of September			
2b.15 Purchase communication walkie-talkies for admin staff, PE staff, and yard duties to ensure communication during the school day.	Staff	Safety Plan Site Funds as needed to replace	As needed			
2b.16 Celebrate accomplishments with 8 <sup>th</sup> Grade Promotion Ceremony.	Principal	ASB, FSPA, Community	Spring			



**Percent attendance by month (to be completed as part of the “study” component throughout the year):**

	Month 1 AUG	Month 2 SEP	Month 3 OCT	Month 4 NOV	Month 5 DEC	Month 6 JAN	Month 7 FEB	Month 8 MAR	Month 9 APR	Month 10 MAY	YTD Total
2011-2012	97.90	97.57	97.34	96.99	95.78	96.31	96.47	95.95	96.75	96.73	96.80
<b>2012-2013</b>											
Difference +/-											

**Site Goal #3 – Professional Development: Provide an articulated, sustained plan of professional development activities designed to build the school’s capacity to support programs and achieve goals.**

*District Goal #6: Develop and support a high performing workforce.*

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal)

- Improved student achievement (API, AYP, AMAO’s, district assessments)
- Increased use of Best Instructional Practices
- 100% Participation in ERM’s

**Rationale:** (site) Data tells us that the Freiler student population has changed over the past several years. Our need to understand our changing population and use strategies that are appropriate for their learning is critical. Additionally, our annual survey reported a need to meet our changing needs with appropriate Professional Development for our Certificated staff. Ongoing Professional Development is necessary to ensure the rapidly changing demands of our diverse student population are being met. We are continuing our work with data teams to further our efforts as a professional learning community and to address the needs of our at-risk learner populations.

<b>3a. Staff Development</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
3a.1 Partner with Bohn school to offer Nancy Fetzer training, including: Summer institute for 10 teachers; on-site support with N. Fetzer, and release time for “train the trainers” model to facilitate site implementation of strategies.	Principal	Fetzer; Title II & EIA Funds	June 2012; fall and spring 2013			
3a.2 Contract with Valley Community Counseling Services to provide anti-bullying training and support for staff.	Principal VCCS rep- David Love Leadership Team	VCCS; MAA and EIA funds	August pre-service; possible buy-back date scheduling			
3a.3 Utilize grade-level teams to promote Best Instructional Practices by having them share out at staff meetings.	Principal/ Classroom teachers	N/A	On-going			
3a.4 Offer school-wide district training if available during faculty meetings or District ERM’s on academic language as a component of collaboration and instruction.	Principal District Directors	N/A	On-going			
3a.5 Offer staff training to support all students in closing the achievement gap including ELD, at-risk, and far below basic.	Principal District Directors	EIA Funds Title II	On-going			
3a.6 Utilize Leadership Team to collect feedback/ideas for staff development training needs/wants.	Principal Leadership Team	N/A	Monthly			

<b>3b. Staff Participation in Professional Development on Early Release Mondays</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
3b.1 Maintain accurate documentation on ERM attendance	Principal/Site secretary	N/A	On-going			
3b.2 Foster positive attitude on ERM's through sharing of kudos and acknowledgement of student achievement	Principal/Staff	N/A	On-going			
3b.3 Encourage staff participation through staff being key presenters at ERM meetings	Principal/Staff	N/A	On-going			
3b.4 Encourage positive attendance through incentives for staff	Principal	Site funds	On-going			
3b.5 Analyze data collected through data teams cycles to improve instruction	Principal/Staff	N/A	On-going			
3b.6 Provide staff development based on the feedback from leadership team that address the Big 4 implementation in the classroom	Principal District Directors	EIA Title II	On-going			

#### **Site Goal #4 – Parent Involvement: Strategies to encourage parent involvement and provide parent education.**

*District Goal #7: Develop and utilize partnerships to achieve District Goals*

##### **Outcomes** (Data that will be collected and analyzed to measure progress towards the goal)

- 75% of parents responding positively on annual stakeholder survey
- Number of parents attending Parent Education workshops (optional)
- Increase in number of parents attending parent meetings (optional)
- Increase in number of members of Booster clubs (optional)
- Increase in number of parents attending school functions (optional)

**Rationale:** (site) Though Freiler has an active parent club, the involved parents are a small percentage of the overall population of parents. Although there is a large and growing subgroup of Hispanic students, very few Spanish speaking parents are involved on our campus. Their support and assistance with student learning on the campus, and in the home, are important to student success. Additionally, we want to continue to provide Freiler students and parents many opportunities to feel positive about attending school from the community building activities to the incentives and recognition for achievement. We want to continue activities that support a positive community and address the students' and parents' concerns because we know that parents are active participants in their student's education. By fostering a positive relationship with parents and other community members, we will increase the level of support available to all students.

<b>Parent Involvement &amp; Communication</b>						
<b>Action Steps</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
4.1 Support Parent Club (FSPA) through participation in fundraisers school-wide events and attendance at parent club meetings.	Teachers Parents	FSPA/ ASB Receipt booklets	Ongoing			
4.2 Provide translation as necessary for conferences and activities.	Principal Bilingual para	EIA Funds	As needed			
4.3 Principal/designee will contact and involve families, community, and businesses to discuss school partnerships.	Principal	Synrevoice Newsletters	Monthly			
4.4 Encourage parent and community participation in SSC, FSPA and ELAC.	Principal	Synrevoice Newsletters	Monthly			
4.5 Involve parents including Spanish speaking parents in a school-wide system to promote communication monthly using newsletters/ e-mails/synrevoice.	Principal Teachers	Newsletters Synrevoice Class letters	Weekly/ Ongoing			
4.6 Offer family activity nights, such as Science Night and Family Writing Night, through community partnerships.	Principal, Site Staff	Site Funds FSPA/ASB	On-going			
4.7 Provide substitutes for teacher release time to attend IEP/SST meetings.	Principal Teachers Resource Specialist	Site Funds EIA Funds	As scheduled			

**Site Goal #5 – Technology: Use Technology as a tool to improve instruction, management of classrooms and efficiency in operations.**

*District Goal #4: Use technology as a tool to improve instruction, management of classrooms and efficiency in operations.*

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal)

- Increase in use of technology in classrooms (optional)
- Increased access to Accelerated Reader and Rosetta Stone programs
- Increase in availability of technology in classrooms (optional)

**Rationale:** (site) In the past Freiler was considered a Science/Technology magnet school and is still committed to integrating technology into all areas of the curriculum, while working within budget restraints. Technology is an ever changing and ever increasing influence in our student's education. To prepare our students for future success, we must continually provide opportunities for students to use technology as an educational tool for success. See District Technology plan 2011-2013.

Technology						
Action Steps (Plan)	Person Responsible	Resources	Timeline	Do	Study	Act
5.1 Provide access to current technology tools and on-line web-based subscriptions as resources for student use.	Principal Teachers	EIA funds United Streaming	On-going			
5.2 Continue to increase site owned inventory of laptop/desktop computers in each classroom for classroom instruction.	Principal	EIA Funds FSPA	On-going			
5.3 Purchase of teacher computers to support closing the achievement gap and to assist with ELL strategies.	Principal	EIA funds	September			
5.4 Continue implementation of computer based intervention programs (Starfall, IXL , Headsprout/Mimio, AR, and Brain X).	Teachers	EIA Funds	On-going			
5.5 Provide school wide technical assistance and updating of school website.	Ferne Martin	EIA Funds Site Funds	All Year			
5.6 Continue to utilize computer lab in a Library with all K-8 students using guidelines from District, and Site Technology Plan. ( including appropriate and ethical use of technology, and cyber safety).	Teachers Library Tech	Tech Plan	On-going			
5.7 Use and analyze data to determine academic needs and specific interventions for all students.	Principal Teachers	Aeries, DataWise	On-going			
5.8 Continue to support printer maintenance for the EIA lab.	Principal	EIA Funds Site Funds	As needed			

5.9	Continue to purchase and/or replace technology (Monitors, Computers, Infocus Projectors, DVD players, Overheads, Teacher laptop computers, Network printers, Document cameras) to meet the needs of the teacher in the classroom.	Principal	EIA Funds FSPA	Fall, as needed			
5.10	Review and revise site technology plan. Ensure grade level guidelines follow a scope and sequence of abilities.	Principal TSA Teachers	N/A	July - November			
5.11	Purchase site license for Rosetta Stone.	Principal	EIA Funds	Fall			
5.12	Encourage students to write reports using the computer.	Teachers	N/A	As needed			
5.13	Increase number of students in Accelerated Reader Program and other supplemental computer based programs that support student learning in the classroom.	Librarian/Staff	EIA Funds	On-going			
5.14	Staff using email/web site to post homework and messages.	Principal Teachers	N/A	As needed			
5.15	Purchase annual AR subscription to support web-based program.	Principal	EIA Funds	Fall			
5.16	Purchase Video Streaming Site License (Discovery Ed) and movie licenses.	Principal	EIA Funds	Fall			
5.17	Equip each active classroom with a teacher profiled computer and with an additional computer to run a multi-media station which includes a projector or document camera, a DVD player, speakers, and other presentation-enhancing equipment.	Principal	Site Funds EIA	On-going			
5.18	Implement use of the District's Guest network to provide opportunities for students to use personally owned technology tools for teacher-directed research, desktop publishing, curriculum support, intervention, enrichment, and presentation creation.	Principal Teachers	Site Funds EIA	1/13			

### **Site Goal #6 – Improve School Libraries**

*District Goal #1: Prepare all students for college and careers.*

*District Goal #2 Ensure that all students meet or exceed grade level standards and that the achievement gap is closed.*

*District Goal #3: Provide a safe and equitable learning environment for all students and staff.*

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal)

- Use of Accelerated Reader and Headsprout programs
- Increase in library holdings for bilingual and culturally responsive literature
- Utilize the library as a resource for learning

**Rationale:** (site) Reading comprehension and vocabulary skills are key areas needed for student success. Having a wide variety of books, including bilingual and culturally responsive literary works, will encourage students to improve their literacy skills.

<b>Improve School Libraries</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
6.1 Continue to promote Accelerated Reader Program.	Librarian Teachers	EIA/Site funds	Ongoing			
6.2 Students will participate in Read Across America.	Teachers	N/A	February			
6.3 Promote the purchasing of books from the school book fair.	Staff/ Librarian	N/A	Ongoing			
6.4 Continue to solicit input from SSC/ELAC and Leadership Team concerning books which will support our ELD students.	Staff/Principal/ Librarian	EIA/Site funds	Ongoing			

### **Centralized Services**

*District Goal #1: Prepare all students for college and careers*

*District Goal #2: Ensure that all students meet or exceed grade level standard and that the achievement gap is closed.*

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal)

- Consolidated Program documents submitted by deadlines
- Consolidated Program documents approved with no errors
- Federal Program Monitoring completed with no non-compliant areas
- Supplemental Services provided as per Title I regulations

### **Rationale:**

<b>Centralized Services</b>			
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>
1. Completion and filing of required documents pertaining to consolidated program.	L. Dopp K. Noah	Title I Title III EIA	August 2012 – May 2013
2. Assistance in preparing and monitoring budgets and expenditures pertaining to consolidated programs.	L.Dopp J.Carter K.Noah	Title I Title III EIA	October 2012 June 2013
3. Assistance in monitoring program activities to ensure that they are in compliance with state and federal requirements.	L.Dopp C.Woo	Title I Title III EIA	October 2012 June 2013
4. Assistance in planning, implementing, and evaluating staff development activities funded by consolidated funded programs.	ES Directors	Title I Title II Title III EIA	August 2012 – May 2013
5. Assistance in meeting state requirements for Federal Program Monitoring - FPM (previously Categorical Program Monitoring – CPM).	C.Woo	Title I Title III EIA	Fall 2012
6. Assistance in planning, implementing, and evaluating of effective parent participation programs.	L.Dopp	Title I Title III	August 2012 – May 2013
7. Assistance in planning, implementing, and evaluating of supplementary programs to assist targeted populations.	L.Dopp K.Noah	Title I Title II Title III EIA	August 2012 – May 2013



		<u>Total</u>	<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title II</u>
	12/13 Estimated Allocations	\$ 147,809	\$ 15,719		\$ 126,090	\$ 6,000
	11/12 Carryover			\$ 5,600		
	Sub-Total	\$ 147,809	\$ 15,719	\$ 5,600	\$ 126,090	\$ 6,000
	Centralized Services	\$ 15,226			\$ 15,226	
	<b>TOTAL</b>	<b>\$ 163,035</b>	<b>\$ 15,719</b>	<b>\$ 5,600</b>	<b>\$ 141,316</b>	<b>\$ 6,000</b>
	Payroll (Reference only)	\$ 29,467			\$ 29,467	
	<b>ALLOCATED GOAL TOTAL</b>	<b>\$ 172,762</b>	<b>\$ 14,870</b>	<b>\$ 5,600</b>	<b>\$ 140,292</b>	<b>\$ 12,000</b>
Plan Ref	<b>Action Steps (requiring funding)</b>					
	<b>Goal #1— Ensure students are prepared for college &amp; careers &amp; that all students meet or exceed grade level standards and the achievement gap is closed (PDSA)</b>					
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title II</u>
	Provide direct support to students through centralized services.				\$ 15,226	
1a.1	ELL testing materials- IPT testing kits.				\$ 100	
1a.2	CELDT Site Coordinator Services= Linda Herrick				\$ 400	
1a.4	Santillana and Rosetta Stone Supplemental ELL Instructional Supplies/ Materials and copy costs.	See Goal 5			\$ 2,600	
1a.5	Use Curriculum Associates as an assessment tool to prepare for CST testing and support ELL students				\$ 1,200	
1a.7	Staff Development Training on BIPs to address ELL learners	See Goal 2				
1a.8	Computers to use Rosetta Stone for ELL students - continue to add to the ELD/EIA computer lab annually= 2-4 a year	See Goal 5			\$ 2,000	
1a.9	Resources for Home Communications- Monthly Spanish Newsletter				\$ 955	
1a.10	Extra Services to Administer CELDT/Monitor ELD program- Louise Tobeck 16hrs/mo.= timesheet				\$ 15,000	
1a.11	Purchase replacement headphones for use in computer labs and Rosetta Stone for ELL students.				\$ 500	
1a.12	Purchase Headsprout Early Reading/Comprehension annual subscription with incentives ( K-3 is Early Reading and 3-8 is Comprehension) for remediation support for students				\$ 12,350	
1a. 13	Purchase Star Fall computer web-based program to assist with Phonics and math		\$ 270			
1a.14	Purchase new computers, printers, and copy costs for classroom teachers to assist with ELL learners in the classroom including printing lease fees for Richo printer (\$3,341)	See Goal 5	\$ 500		\$ 5,500	
1a.15	Provide ELL support through para professionals: 1 bilingual para, 1 ELL para- 4 hours each (M. Nisbet & M. Segura)				\$ 30,000	
1b.2	Instructional ELL supplemental core materials for ELA and math				\$ 2,000	
1b.3	Elective materials/programs for ELA and math students- supplemental materials for remediation				\$ 4,000	
1b.4	Provide during and after school intervention for ELA and math for students not meeting proficiency- Brain X					
1b.6 & 1e.2	Purchase annual IXL subscription for grades 2-8 as intervention				\$ 3,200	

1c.2	Opportunities to expand science within the curriculum including lab experiments and Science Night guest speaker. Purchase enrollment/registration fees for events ( Science Bowl & Science Olympiad)		\$ 500		\$ 500	
1c.3	Funds to support grade level teams- including supplies, copies, and classroom instruction preparing for the CST tests including office supplies (Office Depot) and copies (Fed Ex and Kinkos) for 40 teachers (\$3,000).		\$ 2,000		\$ 2,000	
1c.4	Funds to support administrative office needs including supplies, (Office Depot) copies (Fed Ex and Kinkos), and Riso Printer (\$2,000) costs. Nextel \$250 and Postage \$350.		\$ 2,500		\$ 2,500	
1c.5	Purchase Accelerated Reader subscription including Star Reading Tests and incentives for grades K-8		\$ 2,300		\$ 2,300	
1c.6	Purchase items/support STAR CARD Reward Program with incentives for grades 2-8		\$ 2,000		\$ 500	
1c.9	CST Testing site Coordinator services- Chris White		\$ 200	\$ 200		
1c.10 & 2b.10	On-site Contractual Duty Stipends- K-8 Drama, Science Coordinator, ASB Advisors, Yearbook Advisor			\$ 2,500		
1e.1	After school Algebra enrichment program		\$ 1,200			
	<b>GOAL TOTALS</b>		<b>\$ 11,470</b>	<b>\$ 2,700</b>	<b>\$ 102,831</b>	<b>\$ -</b>
	<b>Goal #2 – Provide a safe and equitable learning environment</b>					
			<b>Site</b>	<b>MAA</b>	<b>EIA</b>	<b>Title II</b>
2a.5	Purchase Attendance incentives for grades K- 8			\$ 200		
2b.4	Multi-cultural assemblies to enhance awareness				\$ 2,000	
2b.7	Daily Planners and lanyards		\$ 600			
2b.8	Bilingual translation services as needed				\$ 200	
2b.9	Student recognition for Healthy life habits, Leadership, Character Counts, Service learning, and Drama performances including MAA informational flyers			\$ 500		
2b.10 & 1c.10	Opportunities for students to participate in extra- curricular activities such as school clubs, plays, SSC.				\$ 500	
2b.11	Implementation of DARE, Red Ribbon Week, and Anti-Bullying activities			\$ 200		
2b.12	Recognize student achievement through Honor Roll, Principal's Honor Roll, and end of year fieldtrip			\$ 1,000	\$ 1,000	
2b.13	AR Incentives		\$ 200		\$ 200	
2b.15	Replace walkie-talkies as needed for staff		\$ 400			
2b.16	8th Grade Promotion fees		\$ 100			
	<b>GOAL TOTALS</b>		<b>\$ 1,300</b>	<b>\$ 1,900</b>	<b>\$ 3,900</b>	<b>\$ -</b>
	<b>Goal #3– Professional Development: Provide an articulated, sustained plan of professional development activities designed to build the school's capacity to</b>					
	<b>Fetzer staff development partnered with Bohn:</b>					
3a.1	Fetzer Registration at summer workshop = 14 teachers x \$99 (grade level workshops, 1 day each) = \$1,386 for Trainer of Trainers Model Training				\$ 1,386	
	Fetzer On-site support April 2013, 5 days- 4 days cost per day =\$ 1,750, split between two sites = \$3,525 + 1 day 6th -8th = \$5,275				\$ 5,275	

	FES Trainer of Trainers Sub time (estimated number of days x \$200/day): Fetzer: 5 days x 6 subs x \$200/day = \$6,000.					\$ 6,000
	Follow up trainer of trainers model throughout the school year 6 sub days x 4 subs x \$200/day = \$4,800 1/2 day per grade level 2 times a year:					\$ 4,800
3a.2	Provide antibullying training through Valley Community Counseling Services					\$ 1,000
3a.5 & 3b.6	Staff Development training to support closing of the achievement gap		\$ 200	\$ 200		\$ 200
3b.4	Staff Attendance Incentives		\$ 200			
	<b>GOAL TOTALS</b>		<b>\$ 400</b>	<b>\$ 200</b>	<b>\$ 6,661</b>	<b>\$ 12,000</b>
	<b>Goal #4 – Parent Involvement: Strategies to encourage parent involvement and provide parent education</b>					
			<b>Site</b>	<b>MAA</b>	<b>EIA</b>	<b>Title II</b>
4.2	ELL Translation services for communication purposes				\$ 400	
4.6	Offer Parent Nights for ELL parent education services				\$ 3,000	
4.7	Substitutes for teacher release time to attend IEP/SST meetings			\$ 800		
					\$ 1,200	
	<b>GOAL TOTALS</b>		<b>\$ -</b>	<b>\$ 800</b>	<b>\$ 4,600</b>	<b>\$ -</b>
	<b>Goal #5 – Technology</b>					
			<b>Site</b>	<b>MAA</b>	<b>EIA</b>	<b>Title II</b>
5.1	Purchase Web Based subscriptions to support academic content standards	see Goal 1 above				
5.2 & 5.9	Purchase classroom equipment to replace technology to support equitable access to technology				\$ 4,000	
5.3	Purchase teacher computers to replace outdated technology and assist with closing the achievement gap of ELL learners				\$ 8,000	
5.4	Purchase on-line programs to assist students with closing the achievement gap (Starr Fall, IXL, Headsprout/Mimio, and AR)	see Goal 1 above				
5.5	Teacher paid by timesheet for Site TSA to support appropriate and ethical use of technology and update school web-site = 1 sub day		\$ 200			
5.8	Pay for ELL lab printer maintenance fee				\$ 800	
5.11	Site license for Rosetta Stone	see Goal 1 above				
5.16	Video Streaming Site License- Discovery Education \$1,046 and movie licenses \$361		\$ 1,500		\$ 1,500	
5.17	Computer Instructional multi-media station LCD for each classroom				\$ 3,000	
	<b>GOAL TOTALS</b>		<b>\$ 1,700</b>	<b>\$ -</b>	<b>\$ 17,300</b>	<b>\$ -</b>
	<b>Goal #6 – Improve the school libraries</b>					
			<b>Site</b>	<b>MAA</b>	<b>EIA</b>	<b>Title II</b>
6.4	Purchase books that support ELD students and all levels of readers				\$ 5,000	
	<b>GOAL TOTALS</b>		<b>\$ -</b>	<b>\$ -</b>	<b>\$ 5,000</b>	<b>\$ -</b>

# ***Wanda Hirsch Elementary School***

***Tracy Unified School District***

***CDS: 39-75499-6114490***

***Principal: Andrea Silva***



## **Single Plan for Student Achievement 2012/13**

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. 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 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:

Contact Person: Andrea Silva  
Position: Principal  
Telephone Number: 209-830-3312  
E-mail Address: [asilva@tusd.net](mailto:asilva@tusd.net)

SSC approval date: October 31, 2012

# SECTION I: SCHOOL PROFILE

## A. Description of any Significant Changes

### 1. Description of School Demographic composition

	Source	2010/11	2011/12	2012/13
Enrollment (#)	Oct CBEDS	627	611	603
AFDC/Free & Reduced (%)	Oct CBEDS	28%	28%	29%
English Learners R-30 (%)	Mar R-30	143/23%	133/22%	
Fluent English (FEP/R-FEP) (%)	Mar R-30	39/6%	36/6%	
Students redesignated to FEP (#)	Mar R-30	9	19	
Ethnicity: White (%)	Oct CBEDS	243	277/45%	297/49%
Hispanic(%)	Oct CBEDS	174	127/20%	98/16%
African American(%)	Oct CBEDS	42	33/5%	31/.5%
Asian(%)	Oct CBEDS	112	109/17%	97/16%

### 2. Description of Staff Characteristics/Changes in Staffing

	2011/12	2012/13
number of classroom teachers	20 + 3 Pre-school Total=23	21 + 4 Pre-School Total=25
number and type of support certificated staff (including special education staff)	2=SHL 3=Psych 1=RSP	3= SHL 3=Psych 1=RSP
number of classified staff	22	23
Number/percent of NCLB highly qualified teachers	100%	100%
Number/percent of teachers with EL Certification	100%	100%

### 3. Addition or Removal of categorical programs or feeder programs (check one)

☒ No significant changes  
☐ Significant changes

### 4.Changes in District Core Programs (check one)

☒ No significant changes  
☐ Significant changes

### 5.Changes in Facilities (check one)

☒ No significant changes  
☐ Significant changes

B. Programs included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the school plan budget must include the proposed expenditures.)

State Programs	Allocation
<input checked="" type="checkbox"/> <b>EIA: Economic Impact Aid/ English Learner Program</b> <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners.	\$77,141
<input type="checkbox"/> <b>Gifted and Talented Education</b> <u>Purpose:</u> To support instructional programs for identified gifted and talented students.	
<input type="checkbox"/> Other State or Local funds (site allocation and MAA)	\$9749
Total amount of state categorical funds allocated to this school	\$86,890

Federal Programs under No Child Left Behind (NCLB)	Allocation
<input type="checkbox"/> <b>Title I, Part A: Schoolwide Program</b> <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$
<input checked="" type="checkbox"/> <b>Title II, Part A: Teacher and Principal Training and Recruiting</b> <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$10,400
<input type="checkbox"/> Other Federal Funds (list and describe <sup>1</sup> )	\$
Total amount of federal categorical funds allocated to this school	\$10,400
Total amount of state and federal categorical funds allocated to this school	\$97,290

C. Expected Schoolwide Learning Results (ESLRs)

School wide the expectation is for all students to achieve. All subgroups will remain in the API of 800+ and the achievement gap between all subgroups will be closed.

## SECTION II: Presentation and Analysis of Data

### Analysis of Current Instructional Program - Academic Program Survey

The following evaluation is based on the Academic Program Survey and provides a rubric rating on a four point scale (1-4) for each area as well as a brief narrative assessment for each area. The rubric is as follows:

- (1) = Minimally – rarely used/found
- (2) = Partially – sometimes used/found
- (3) = Substantially – in regular use
- (4) = Fully - in regular use in all classrooms and followed completely

ELEMENT	2012 Rating	Comments
<b>EPC #1 Instructional Program</b>		
1.1	3.5	All teachers use district adopted core curriculum for Language Arts.
1.2	3.0	All teachers use open court and supplemental materials to support ELD instruction.
1.3	2.5	Teachers are inconsistent in stand alone ELD instruction during the instructional day.
1.4	3.5	All teachers use district adopted Math material.
1.5	3.0	Teachers use intervention materials when needed as observed.
1.6 ES/MS	N/A	
<b>EPC #2 Instructional Time</b>		
2.1	4.0	All classrooms go above and beyond the allotted instructional times whenever possible.
2.2	3.5	Teachers scaffold and differentiate instruction to meet the needs of students as observed in lesson.
2.3	2.1	Teachers are inconsistent in providing stand-alone ELD time during the instructional day.
2.4	3.2	Most classes provide recommended RLA intervention time.
2.5	3.2	Priority is given to protect instructional time from interruptions.
2.6	3.5	Teacher scaffold and provide intervention when possible, constraints on time exist.
2.7	3.5	Students needing intensive Math intervention receive almost every day.
<b>EPC #3 Lesson Pacing Schedule</b>		
3.1	3.8	Teachers consistently use the RLA pacing guide.
3.2	3.5	Teachers consistently use the Math pacing guide.
3.3 HS		
<b>EPC #4 Professional Development for School Administrators</b>		
4.1	4	Principal has received on-going training.
4.2	4	
4.3 ES	4	
<b>EPC #5 Credentialed Teachers and Teacher Prof. Development Opportunity</b>		
5.1	4	All teachers are highly-qualified.
5.2	4	All teachers have training and have support.
5.3	4	All teachers have training and have support.
<b>EPC #6 On-Going Instructional Assistance and Support for Teachers</b>		
6.1	3.5	Two Hirsch teachers participate in Literacy Leaders to assist in the ongoing implementation of Open Court.
6.2	3.5	Two Hirsch teachers participate in the District Math Cadre to assist with mathematics instruction and assessment
<b>EPC #7 Student Achievement Monitoring System</b>		
7.1	3.8	Hirsch Data Teams meet regularly to complete assessment cycles in ELA and Math with on-going District support
7.2	3.8	
<b>EPC #8 Teacher Collaboration by Gr. Level/Subject Matter</b>		
8.1	4.0	In progress in conjunction with Data Teams and is protected by administration.
8.2	4.0	In progress in conjunction with Data Teams and is protected by administration.
<b>EPC #9 Fiscal Support</b>		
9.1	3.4	Materials are provided as needed.
9.2	3.4	Materials are provided as needed.

## Analysis of Data – Current Instructional Program (APS):

*To what extent do ALL students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of academic standards?*

Every student at Hirsch is taught grade-level concepts and standards every day. The teachers strive to ensure that the lessons they teach are rigorous and meaningful to students. Best practices ensure that students are 100% on task and engaged in the learning. Implementation of the district's 'Big Four', objectives clearly stated and referred to, checking for understanding, student engagement, and non-linguistic representation, as well as the use of 'higher-order' questioning and expectations ensure student success.

## Academic Performance:

**1a. AYP - Adequate Yearly Progress:** Schools will meet or exceed their AYP goal OR demonstrate an increase of 5% in percent of students scoring proficient for schools meeting their AYP Targets

Group (NCLB target) ES/MS HS	2010 % Prof. ELA (≥ 56.8%) (≥ 55.6%)	2011 % Prof. ELA (≥ 67.6%) (≥ 66.7%)	2012 % Prof. ELA (≥ 78.4%) (≥ 77.8%)	AYP Goal Met?	5% growth Goal Met?	2010 % Prof. Math (≥ 58%) (≥ 54.8%)	2011 % Prof. Math (≥ 68.5%) (≥ 66.1%)	2012 % Prof. Math (≥ 79.0%) (≥ 77.4%)	AYP Goal Met?	5% growth Goal Met?
<b>School Total</b>	<b>58.7</b>	<b>63.4</b>	<b>73.7</b>	<b>Y</b>	<b>Y</b>	<b>63.4</b>	<b>69.9</b>	<b>74.9</b>	<b>Y</b>	<b>Y</b>
<b>Sub-group #1</b> Hispanic or Latino	<b>51.5</b>	<b>56.6</b>	<b>64.2</b>	<b>Y</b>	<b>Y</b>	<b>53.4</b>	<b>63.5</b>	<b>63.6</b>	<b>Y</b>	<b>N</b>
<b>Sub-Group #2</b> White not Hispanic	<b>65.8</b>	<b>67.9</b>	<b>77.7</b>	<b>Y</b>	<b>Y</b>	<b>71.5</b>	<b>77.4</b>	<b>81.1</b>	<b>Y</b>	<b>Y</b>
<b>Sub-Group #3</b> Socioecon. Disad.	<b>46.2</b>	<b>52.8</b>	<b>57.0</b>	<b>Y</b>	<b>Y</b>	<b>49.7</b>	<b>61.4</b>	<b>59.6</b>	<b>N</b>	<b>N</b>
<b>Sub-group #4</b> ELL students	<b>38.6</b>	<b>52.3</b>	<b>57.7</b>	<b>Y</b>	<b>Y</b>	<b>50.6</b>	<b>57.4</b>	<b>63.1</b>	<b>Y</b>	<b>Y</b>
<b>Sub-group #5</b> Stu. w/ Disabilities	<b>43.6</b>	<b>50</b>	<b>53.8</b>	<b>—</b>	<b>—</b>	<b>64.1</b>	<b>53.3</b>	<b>61.5</b>	<b>—</b>	<b>—</b>

## Achievement Gap Data

### Longitudinal AYP 2008 – 2012 • English Language Arts

ELA	target	School	White	Afr.Amer.		Hispanic		Low SES		EL		Stu w/Dis	
	ES/HS	AYP	AYP	AYP	Gap	AYP	Gap	AYP	Gap	AYP	Gap	AYP	Gap
2008	35.2/33.4	54.1	67.9	43.9	-24.0	39.9	-28	25.9	-42	33.6	-34.3	58.6	-9.3
2009	46.0/44.5	59.1	64.2	50.0		48.6		42.0		47.6	-16.6	54.8	
2010	56.8/55.6	58.7	65.8	45.7		51.5		46.2		38.6	-27.2	43.6	
2011	67.6/66.7	63.4	67.9	58.6		56.6		52.8		52.3	-15.6	50	
2012	78.4/77.8	73.7	77.7	94.7	+17.0	64.2	-13.5	57.0	-20.7	57.7	-20.0	53.8	-23.9
Change					-41		-15.5		-21.3		-14.3		+14.6

The Achievement Gap is calculated by subtracting the subgroup AYP from the White subgroup AYP.

### Longitudinal AYP 2008 – 2012 • Math

The Achievement Gap is calculated by subtracting the subgroup AYP from the White subgroup AYP.

Math	target	School	White	Afr.Amer.		Hispanic		Low SES		EL		Stu w/Dis	
	ES/HS	AYP	AYP	AYP	Gap	AYP	Gap	AYP	Gap	AYP	Gap	AYP	Gap
2008	37.0/32.2	63.3	73.2	61.0	-11.2	48.4	-24.8	48.3	-24.9	52.7	-20.5	69.0	-4.2
2009	47.5/43.5	66.7	76.9	59.4		53.4		52.9		55.2		71	
2010	58.0/54.8	63.4	71.5	48.6		53.4		49.7		50.6		64.1	
2011	68.5/66.1	69.6	77.4	69		63.5		61.4		57.4		53.3	
2012	79.0/77.4	74.9	81.1	84.2	+3.1	63.6	-17.5	59.6	-21.5	63.1	-18.0	61.5	-19.6
Change					-14.3		-7.3		-3.4		-1.5		+15.4



**1b. AYP - Adequate Yearly Progress** Schools will have a 95% participation rate in state testing

Group	% Tested ELA 2012	Target Met Yes or No	% Tested Math 2012	Target Met Yes or No
<b>School Total</b>	<b>100%</b>	<b>Y</b>	100%	Y
<b>Subgroup #1</b> Hispanic	<b>100%</b>	<b>Y</b>	100%	Y
<b>Subgroup #2</b> White Not Hispanic	<b>100%</b>	<b>Y</b>	100%	Y
<b>Subgroup #3</b> Socio-economically Disadvantaged	<b>100%</b>	<b>Y</b>	100%	Y
<b>Subgroup #4</b> English Learners	<b>100%</b>	<b>Y</b>	100%	Y
<b>Sub-group #5</b> Stu. w/ Disabilities	<b>100%</b>	<b>Y</b>	100%	Y

**Program Improvement Status for 2012/13:**   X   Not in PI        in PI year       

**Analysis of Data – Student Achievement - AYP (Adequate Yearly Progress):**

*What trends are indicated by the data? To what extent are all students achieving academic standards? Particularly comment subgroups who have not met targets. To what extent is the achievement gap closing?*

**In ELA:** Hirsch students in all subgroups met the AYP target. The achievement gap is closing for every subgroup that is numerically significant, even for ‘Students with Disabilities’ from the previous year. However; with the exception of African American, which numbers are too few to count as a significant subgroup the achievement gap continues. Even though all groups have gone up there is still a gap of anywhere from 13 to 23 percent. The gap remains static.

**In Math:** Hirsch subgroup students also met all AYP targets except for Socio-economically disadvantaged. Interestingly, Hispanic remained virtually the same; and SES and Students with Disabilities went up. However the gap has increased compared to last years’ data.

**1c. API – Academic Performance Index :** Schools will meet or exceed school’s API growth target OR maintain a score of 800 or higher

Group	2011 Base API	2012 API Target	2012 API	Actual Growth	Target Met Yes or No
<b>School Total</b>	837	800+	870	+33	Y
<b>Subgroup #1</b> Hispanic	799	800	837	+38	Y
<b>Subgroup #2</b> White Not Hispanic	869	800+	889	+18	Y
<b>Subgroup #3</b> Socio-economically Disadvantaged	778	783	807	+29	Y
<b>Subgroup #4</b> English Learners	780	785	816	+36	Y

**Longitudinal (Growth) API 2008 – 2012  
(Achievement Gap Data)**

	School	White	Afr.Amer.		Hispanic		Low SES		EL		Stu w/Dis	
	API	API	API	Gap	API	Gap	API	Gap	API	Gap	API	Gap
2008	814	862	747	-115	735	-127	753	-109	814	-48	747	-115
2009	829	862	777		765		782		829		777	
2010	812	842	n/a		782		749		746		n/a	
2011	836	869	n/a		798		777		780		n/a	
2012	870	889	908	+19	837	-52	807	-82	816	-73	770	-119
Change				-134		-75		-27		+25		+4

**Analysis of Data – Student Achievement - API (Academic Performance Index):**

*What trends are indicated by the data? To what extent are all students achieving academic standards? Particularly comment subgroups who have not met targets. To what extent is the achievement gap closing?*

All Hirsch student subgroups have met the API target this year. Overall Hirsch went from a school-wide score of 836 to 870 an improvement of 33 points. All subgroups had a significant jump in API. The achievement gap continues to persist.

**2. AMAO – Annual Measurable Achievement Objectives (Title III - EL Progress in English):**

**a. AMAO 1** – Percent of Students making annual progress in English (based on CELDT)

**b. AMAO 2** – Percent of Students Attaining English Proficiency (based on CELDT)

	# students tested	% meeting AMAO 1	Target	Met? Y/N	% meeting AMAO 2	Target <5yr/≥5yr	Met Y/N
<b>2009/2010</b>	112	68.6	53.1	Y	36.8/NA	17.4/41.3	Y/n/a
<b>2010/2011</b>	120	55.8	54.6	Y	31.6%/n/a	18.7/43.2	Y/n/a
<b>2011/2012</b>	115	67.8	56.0	Y	34.4%/n/a	20.1/45.1	Y/n/a

**Analysis of Data – Student Achievement – Title III AMAOs**

*What trends are indicated by the data? To what extent are all English Learners meeting the language acquisition targets of Title III?*

Test results show that our EL students are meeting the language acquisition targets of Title III. In AMAO 1, 67.8% of our students went up one level in CELDT.

In AMAO 2, 34.4 % of our students scored proficient in the CELDT, which measures their oral language abilities. The students that have been at Hirsch less than 5 years are meeting this goal. We do not have enough students that have been with us for more than 5 years to have applicable data.

**3. Increase in students meeting district standards:** Students will demonstrate proficiency on 80% percent of district standards based on end of year assessments-

Percent of students meeting standards on district assessments

ELA	2011	2012	Target Met? Y/N	MATH	2011	2012	Target Met? Y/N
Kinder	88%	89.7%	Y	Kinder	92%	94.2%	Y
Grade 1	74%	81.5%	Y	Grade 1	94%	91.0%	Y
Grade 2	77%	76.9%	N	Grade 2	78%	79.0%	N
Grade 3	59%	60.6%	N	Grade 3	78%	85.3%	Y
Grade 4	79%	75.6%	N	Grade 4	92%	85.4%	Y
Grade 5	53%	76.5%	N	Grade 5	84%	78.9%	N

### Analysis of Data – Student Achievement – District Assessments

*What trends are indicated by the data? To what extent are all students achieving academic standards based on district assessments? (Particularly comment on students who are historically lower performing at your school).*

Even though every subgroup had significant gains in the State Testing, we are still not reaching the 80% goal on the district's benchmarks. In Math we perform better; it is hoped that working with Nancy Fetzer will have a positive impact on our language Arts scores this year.

## C. School Safety

### 1. Reduction in the number and percentages of suspensions or expulsions

	2010/11		2011/12		% Decrease or Increase	Target Met
	#	%	#	%		
Suspensions	4	.007	6	.10	+.093	N
Expulsions	0	0	0	0	0	N/A

*# Number of incidents of suspension (# of individual students suspended during the year).  
Some students were suspended more than one time during the year.*

### 2. There will be a 75% or higher percentage of parents, staff, and students responding positively to survey questions regarding school safety.

#### School Safety

Group	% Agree 2011	% Agree 2012
Parents	94.76	95.30
Staff - Cert.	87.50	100.00
Staff – Class.	100	90.00
Students	84.79	87.83
<b>Total</b>	<b>91.76</b>	<b>93.28</b>
<b>Met Goal (Y/N)</b>	<b>Y</b>	<b>Y</b>

## D. School Climate and Leadership

1. There will be a 75% or higher percentage of parents, staff and students responding positively to survey questions regarding school climate, instructional issues, and parent relations:

School Climate		
Group	% Agree 2011	% Agree 2012
Parents	93.20	94.57
Staff – Cert.	87.50	89.06
Staff – Class.	100	100.00
Students	72.51	78.22
Total	88.30	90.47
Met Goal (Y/N)	Y	Y

The school will maintain 98% actual attendance, or an improvement of .5%

School Year	Actual Attendance %	Target %	Difference (+ or -)	Target Met Yes or No
2008/2009	96.82	98%	-1.18	Y
2009/2010	96.54	98%	-1.46	N
2010/2011	96.76	98%	-1.24	Y
2011/2012	96.67	98%	-1.33	N

### Analysis of Data – School Safety and Climate

*What trends are indicated by the data? To what extent is the school a safe, clean and orderly place that nurtures learning?*

These statistics reflect an extremely safe campus in relation to the enrollment which has averaged over 600 students during this time. We have several continuing programs and activities aimed at ensuring a safe and caring environment. At Hirsch, we firmly believe that a positive learning environment along with effective teaching and academic interventions lead to a high degree of success in school. We also have a consistent and fair progressive approach to discipline and consequences when poor choices are made. We emphasize awards and praise which lends to a positive environment. It is encouraging to see that in both areas of Climate and Safety there has been an increase with all groups in last year's statistics.

## **SECTION III: EVALUATION OF PRIOR YEAR'S PLAN**

### **A. Evidence of school's progress towards meeting **student achievement** targets**

#### **Goal #1 – Ensure students are prepared for college and careers and that all students meet or exceed grade level standards and the achievement gap is closed**

- a. Programs to meet the needs of English Learners
- b. Programs to meet the needs of at-risk students
- c. Prepare students for STAR/CAHSEE testing
- d. Plan for increasing deployment of Best Instructional Practices
- e. (schools with gr. 6-12) Improve student achievement in Mathematics

##### **Evaluation of Plan for Goal 1:**

###### **a. English Learners**

EL Students did meet the Title III AMAO 1 & 2 targets and all significant groups met the AYP goals; except SES in Math. The achievement gap proves to still present challenges, even though all subgroups are now above 800.

###### **b. At Risk Students**

At risk students were selected and provided tutoring in many areas. Students took part in after school intervention in targeted focus areas.

###### **c. STAR/CAHSEE prep**

Students received instruction and review based on the CST Blueprints and key standards tested. Teachers meet at least 3 times a month to analyze District Benchmarks, Released CST Items, and classroom assessments. Teachers then devise grade level plans to address gaps & accelerate achievement. Teachers utilize Curriculum Associates Preparation Materials.

###### **d. Increasing Deployment of Best Instructional Practices**

Instructional Tours and discussion of results with staff. Faculty meetings provide platform for teachers to share 'what's working' in their classrooms. One-on-one feedback provided by principal after informal walk-throughs.

#### **Goal #2 – Provide a Safe and Equitable Learning Environment for all Students and Staff**

##### **Evaluation of Plan for Goal 2:**

###### **a. Increase Students' Average Daily Attendance**

We will continue to emphasize the importance of good attendance with our school community through on-going communication and positive recognitions.

###### **b. Increase Cultural Proficiency**

Hirsch parent involvement continues to be one of the school's strengths. Hirsch has well over 400, fingerprinted, documented parent volunteers. Our parents help in the classrooms providing instructional aid and practice to students. Hirsch has an active PTO which hosts a variety of community events. The Multi-Cultural Fair, which is led by our school secretary and both teachers and parents working together, is one of our main events of the year. It has been and continues to be a tremendous success and celebration of the rich diversity here at Hirsch.

### **Goal #3 – Professional Development**

#### **Evaluation of Plan for Goal 3:**

- a. Articulated, sustained plan of professional development activities  
Nancy Fetzer will be coming to Hirsch in November. Teachers attended a Nancy Fetzer workshop in June, 2012 and Hirsch spent the first Staff Development day in August, (Buy-Back day) focused on devising strategies to implement Nancy Fetzer writing strategies.
- b. Increasing participation/attendance at ERM's  
Hirsch has consistently had 100% participation from teachers in all ERM scheduled events, meetings and activities.

### **Goal #4 – Parent Involvement: Strategies to encourage parent involvement and provide parent education**

#### **Evaluation of Plan for Goal 4:**

Hirsch has a variety of ways that invite parents into the learning community. Hirsch has a committed PTO that also works closely with staff to provide activities where families can come to the school and get to know their child's teacher. Many other opportunities for involvement come in the annual Multi-Cultural Fair, Back to School Night/Open House, School Site Council, Parent/Teacher Conferences, Family Nights, (as in Family Science Night) etc.

### **Goal #5 – Technology: Use technology as a tool for improvement in instruction; management of departments, sites and classrooms, and to increase efficiency in operations across the district.**

#### **Evaluation of Plan for Goal 5:**

Hirsch plans are to purchase 16 more teacher laptops that existing laptops will be cycled out to students and a 'Smart Response' system for every classroom. Accelerated Reader continues to be closely integrated in the weekly lesson plans of all teachers.

### **Goal #6 – Improve the school libraries. (if included in prior year plan) N/A**

### **Overall Evaluation of Prior Year School Plan**

Please address the following two questions regarding the overall school plan:

*To what extent do the school leadership and staff use student achievement data to make decisions and initiate activities that focus on all students achieving the academic standards?*

Hirsch Teachers meet a minimum of 3 times a month to analyze current student data. The third grade team has currently partnered up with the third grade team at Poet Christian. The data that is collected informs the teachers of Hirsch in a number of ways. Is the pacing guide being followed, which standards are students meeting, not meeting? Which standards are the curriculums addressing, how, to what depth, and is supplemental material and instruction needed required for standard mastery. Identifying teaching strategies that have an impact on student learning. Examining the data enables us as a staff, at grade level and individually to determine the concept and skills gaps in student learning.

*To what extent do the school leadership, staff, students and parents annually monitor and refine the single school plan based on analysis of data to ensure alignment with student needs?*

The School Site Council meets every month to monitor what action steps are needed to ensure that the School Plan is being implemented and that student achievement remains the constant focus of teaching practices and student activities. Staff and parents met at the end of last school year, (May 7<sup>th</sup>), to do a round table by giving feedback on our goals.

## **SECTION IV: SCHOOL PLAN FOR 2012/2013**

### **A. School Governance and Planning Process**

The 2012/13 School Plan was developed through the joint efforts of Wanda Hirsch's staff and parents. The School Site Council (which also represents Hirsch's English Learner Advisory Committee) met monthly throughout the 2011-12 school year to review the programs and activities in the School Plan as part of the formative assessment process. Teachers and parents then met on May 9<sup>th</sup>, to critically look at our plan and what should be implemented or continue through to this school, (2012-13), school year.

The 2012/13 School Plan that follows was developed through the joint efforts of The School Plan and budget were approved by the School Site Council at the October 31, 2012 meeting.

#### **School Site Council Membership for 2012/13**

Names of Members  *Parent of EL	School Personnel 50% of SSC			Parents/Students 50% of SSC	
	Principal	Classroom Teacher	Other Staff School	Parent or Community Member	Secondary Student
Andrea Silva	X				
Laura Frings		X			
Cheryl Pooler		X			
Patti Correia		X			
Mary Torres			X		
Mirian Loeber				X	
*Adriana DeLa Torre				X	
Traci Le Mire				X	
Gail Shrive				X	
Algerine Carr-Bartlett				X	
Numbers of members of each category	1	3	1	5	
Total in each group	5			5	

The interests of English learners are represented by:

- ☐ An ELAC with adopted bylaws (*Parents of English learners constitute at least the same percentage of the committee as their children represent of the student body. OPSET I-EL-2*)

ELAC Chairperson: \_\_\_\_\_

- ☒ School Site Council (*Parents of English learners constitute at least the same percentage of the committee as their children represent of the student body. OPSET I-EL-2*)

\*Indicate parents of EL Students on SSC list above

## **B. School goals for 2012/2013 - A Summary**

### **Goal #1 – Ensure students are prepared for college and careers and that all students meet or exceed grade level standards and the achievement gap is be closed (PDSA)**

- a. Programs to meet the needs of English Learners
- b. Programs to meet the needs of at-risk students (including CAHSEE remediation at HS)
- c. Activities to prepare students for STAR/CAHSEE testing
- d. Plan for increasing deployment of Best Instructional Practices
- e. (schools with gr. 6-12) Activities to improve student achievement in Mathematics

Rationale: (district) The district goals are that student will be prepared for college and careers; and that all subgroups meet AYP targets and that the achievement gap be closed by raising the achievement of lower performing subgroups. The district goal also includes that EL students meet Title III AMAO targets annually. The EL subgroup and other at-risk groups do not meet AYP. Additionally the percent of students scoring proficient in Math at grades 6-11 is significantly below AYP targets.

(site): Rationale: All students can learn when individual student needs are recognized and quality, grade-level instruction, curriculum and assessment are delivered on a consistent basis. Academic programs, activities and materials should address the needs of English Learners and at-risk students

### **Goal #2 – Provide a safe and equitable learning environment**

- a. Increase students' average daily attendance
- b. Increase cultural proficiency

Rationale: (district) The district has set an overall target of 98% attendance. Research shows that when students are in school they achieve at higher academic levels. The district goal is to increase cultural proficiency throughout the district to ensure that student and staff are afforded a safe and equitable learning environment.

(site): Rationale: Students and staff must feel safe and secure in school for learning to take place. A positive school climate that honors diversity is a key factor in students' social development and academic achievement

### **Goal #3 – Professional Development: Provide an articulated, sustained plan of professional development activities designed to build the school's capacity to support programs and achieve goals.**

(Note: Title 1 schools must allocate at least 10% of Title I funds to staff development)

Rationale: (district) The district strategic goals and LEA Plan include goals which focus on providing ongoing professional development and support to teachers and site administrators that result in increased achievement for all students in order to close the achievement gap.

(site): Teachers that are provided the support and training to increase their professional knowledge base on effective teaching strategies and research-based best practices will have a direct positive impact on student learning and achievement.



**Goal #4 – Parent Involvement: Strategies to encourage parent involvement and provide parent education.**

Rationale:(district) Sustained parent involvement is linked to student achievement and staying in school. Federal and state regulations mandate meaningful opportunities at all grade levels for parents/guardians to be involved in school activities, advisory, decision-making, and activities to support learning at home.

(site): Rationale: Creating a mutually supportive relationship among students, parents and staff will enhance the academic and social development of students.

**Goal #5 – Technology: Technology: Use technology as a tool for improvement in instruction; management of departments, sites and classrooms; and to increase efficiency in operations across the district.**

Rationale: (district) The district is committed to providing students and staff with the technology tools and skills to support academic content standards and improve learning so that they can compete in a digital world.

(site): Rationale: The use of technology in school can support learning grade-level content, help develop thinking processes, stimulate motivation and self esteem, and help to prepare students for the future.

**Goal #6 – Improve the school libraries.**

(Sites are not required to allocate funds to libraries this year.)

Rationale: This is a requirement under the School and Library Improvement Block Grant.

(site) N/A

**Hirsch Goal #6:**

**Site Goal #6 – Extra-curricular activities and learning experiences will be available to all students.**

Rationale: Extra-curricular activities reinforce the attributes of good citizenship, increase student motivation and self-esteem, and extend learning beyond the classroom.

## **C. Activities for 2012/2013 School Plan**

### **Site Goal #1 – Ensure students are prepared for college and careers and that all students meet or exceed grade level standards and the achievement gap is closed. .**

*District Goal #1: Prepare all students for college and careers*

*District Goal #2: Ensure that all student meet or exceed grade level standard and that the achievement gap is closed.*

#### **Outcomes** (Data that will be collected and analyzed to measure progress towards the goal)

- All significant subgroup will meet AYP targets
- EL students will meet or exceed Title III AMAO1 and AMAO2 targets
- Decrease the achievement gap of the subgroups
- 80% of students will meet standards on district assessments
- Reduction in number of students failing classes (optional)
- Increase percent of teachers using BIPs
- Increase percent of students scoring proficient on Math CST (gr. 6-12)
- Increase percent of 10<sup>th</sup> graders passing/scoring proficient on CAHSEE (HS only)
- All students will pass CAHSEE by end of grade 12 (or meet IEP goals) (HS only)
- Alignment of curriculum maps/pacing guides to Blueprint standards (optional)

**Rationale:** All students can learn when individual student needs are recognized and quality, grade-level instruction, curriculum and assessment are delivered on a consistent basis. Academic programs, activities and materials should address the needs of English Learners and at-risk students.

<b>1a.English Learner Instruction and Support</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>ct</b>
1a.1 English Language Development daily in the classroom	Teachers	Teachers	Aug-May			
1a.2 CELDT testing and reporting	CELDT Coord	EIA	Aug-May			
1a.4 Allocation for teacher copies	Teachers	Site	Aug-May			
1a.5 ELD Aide Time in the Classroom	Para/Teacher	EIA	Aug-May			
1a.6 Primary/Intermediate Allocation for student materials	Principal	EIA	Aug-May			
<b>1 b. At Risk Students</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
.1 Summer Learning Camps (July-August 2012)	Teachers	EIA	July-Aug13			
1b.2 Reading & Math Intervention after school	Teachers	EIA	Aug-May			
1b.4 Data Teams	CISC & Prin Teachers		Aug-May			
1b.7 Intervention –direct support to EL students during the instructional day and after school.	Teachers		Aug-May			
<b>1c.CST/CAHSEE Preparation</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
1c.1 Review CST Blueprints and all standards tested	Teachers		Aug-April			

1c.2 Analyze District, Released Items, and classroom assessments	Teachers		January '13 Use Curriculum Associates	Data Teams		
1c.3 Grade level plans to address gaps & accelerate achievement	Teachers		Aug-April	Data Teams		
1c.4 Utilize Curriculum Associates Preparation Materials (copies provided)	Office	Site-generated funds	January '13			

**Plan for providing ELD to English Learners in 2012/13:**

<b>Grade</b>	<b><i>Organization of Students</i></b>	<b><i>Frequency of ELD</i></b>	<b><i>Duration of ELD</i></b>	<b><i>Provided by</i></b>	<b><i>Materials used</i></b>
<i>Kdg.</i>	Classroom Groups/Stations Differentiated Instruction	Daily	15-20 minutes	Teacher	<u>Open Court</u> Direct Instruction & Centers Thematic Planning, Realia, Visual Reinforcement, High Frequency Vocabulary, etc.
<i>1, 2, 3</i>	Classroom Groups/Stations Differentiated Instruction	Daily	30 minutes	Teacher	<u>Open Court</u> Direct Instruction, Centers, and Cooperative Learning Realia, Thematic Planning, Graphic Organizers, Reference Materials, Academic Vocabulary, Sentence Frames, etc.
<i>4, 5</i>	Classroom Groups/Stations Differentiated Instruction	Daily	30 minutes	Teacher	<u>Open Court</u> Direct Instruction, Centers, and Cooperative Learning Realia, Thematic Planning, Graphic Organizers, Reference Materials, Academic Vocabulary, Sentence Frames, etc.,

## **Goal 1 – Data Collection:**

(to be completed as part of the “study” component throughout the year and used as documentation for the Principal’s evaluation)

### **Part A: District Assessments**

#### **District Assessments**

- Elementary Schools: ELA are the trimester benchmark assessments.
- Middle Schools: ELA the Quarter 1 and Quarter 2/3 assessments are Curriculum Associates Practice 1 and 2; Quarter 4 is the End of Course Holt
- High Schools: ELA the required assessments are Holt Entry (report for Quarter 1) and Holt End of Year (Quarter 4). These are only required for grades 9 and 10.)

<b>Schoolwide</b> % Proficient/Advanced		<b>Quarter Trimester 1</b>	<b>Quarter 2/3 Trimester 2</b>	<b>Quarter 4 Trimester 3</b>	<b>Met Goal</b>
ELA	2011/12	60.8	67.0	<b>74.6%</b>	
	2012/13				
MATHEMATICS	2011/12	73.8	75.7	<b>85.0</b>	
	2012/13				

<b>English Learners</b> % Proficient/Advanced		<b>Quarter Trimester 1</b>	<b>Quarter 2/3 Trimester 2</b>	<b>Quarter 4 Trimester 3</b>	<b>Met Goal</b>
ELA	2011/12	47.6%	49.5%	<b>60.4</b>	
	2012/13				
MATHEMATICS	2011/12		66.3%	<b>77.2%</b>	
	2012/13				

<b>Students w/ Disabilities</b> % Proficient/Advanced		<b>Quarter Trimester 1</b>	<b>Quarter 2/3 Trimester 2</b>	<b>Quarter 4 Trimester 3</b>	<b>Met Goal</b>
ELA	2011/12	67.9%	64.6%	<b>59.4%</b>	
	2012/13				
MATHEMATICS	2011/12		68.6%	<b>72.7%</b>	
	2012/13				

<b>Hispanic</b> % Proficient/Advanced		<b>Quarter Trimester 1</b>	<b>Quarter 2/3 Trimester 2</b>	<b>Quarter 4 Trimester 3</b>	<b>Met Goal</b>
ELA	2011/12	57.1%	61.1	<b>72.7%</b>	
	2012/13				
MATHEMATICS	2011/12				
	2012/13		71.7%	<b>81.9%</b>	

<b>African American</b> % Proficient/Advanced		<b>Quarter Trimester 1</b>	<b>Quarter 2/3 Trimester 2</b>	<b>Quarter 4 Trimester 3</b>	<b>Met Goal</b>
ELA	2011/12	73.2	76.4	<b>77.5%</b>	
	2012/13				
MATHEMATICS	2011/12		77.7%	<b>84.0%</b>	
	2012/13				

## **Part B: Instructional Tour Data**

### **2011/12 Results**

**Percent of “partial” and “full” implementation for each identified strategy**

		Sep	Oct	Nov/Dec	Jan	Feb	Mar	April	May
Student Engagement	full		100%	100%	100%	<b>100%</b>	100%	100%	100%
	part								
Checking for Understanding	full		100%	83%	100%	<b>50%</b>	100%	100%	100%
	part			17%		<b>50%</b>			
Learning Objective	full		83%	100%	80%	<b>92%</b>	83%	71%	50%
	part		17%		20%	<b>8%</b>	17%	29%	50%
Non-Linguistic Representation	full		100%	100%	100%	<b>92%</b>	100%	100%	83%
	part					<b>8%</b>			17%

Data from **Management Team Tours** are **Bold-faced font**; Interim tours are regular font

### **2012/13 Results**

**Percent of “partial” and “full” implementation for each identified strategy**

		Sep	Oct	Nov/Dec	Jan	Feb	Mar	April	May
Student Engagement	full								
	part								
Checking for Understanding	full								
	part								
Learning Objective	full								
	part								
Non-Linguistic Representation	full								
	part								

**Management Team Tours** are **Bold-faced font**; Interim tours are regular font

## **Site Goal #2 – Provide a safe and equitable learning environment**

*District Goal #3: Provide a safe and equitable learning environment for all students and staff*

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal)

- 98% student attendance (ADA)
- Reduction in suspensions
- Reduction in referrals/citations (optional)
- Reduction in tardies (optional)
- 75% of stakeholders will respond positively to annual survey questions related to school safety and climate.
- Increase in enrollment of underrepresented groups in advanced courses (optional)

**Rationale:** Students and staff must feel safe and secure in school for learning to take place. A positive school climate that honors diversity is a key factor in students' social development and academic achievement

<b>2a Increase Students' Average Daily Attendance</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
2a.1 Monitor daily attendance	Attendance Ck		Aug-May			
2a.2 Call parents of students consistently absent or tardy	Attendance Ck		Aug-May			
2a.3 Tardy letters to parents and follow-up conferences	Principal/AC		Aug-May			
2a.4 Conference with students and parents	Principal		Aug-May			
2a.5 Report attendance in the newsletter	Principal		Aug-May			
2a.6 School wide and classroom incentives for positive attendance	Tchrs & Prin		Aug-May			
<b>2b. Increase Cultural Proficiency to support a safe and equitable environment</b>				Principal Aug-May		
<b>Action steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
2b.2 Character Counts	Teachers		Aug-May			
2b.4 Staff Development: Diversity & Equity Bullying, Cyber-bullying, Gender Harassment	Tchrs & Prin		Aug-May Facuty Meetings			
2b.5 Service Learning / Community Service Thanksgiving Dinner 'baskets' to Hirsch needy families Adopt a family at Christmas. Blanket Drive Make A Difference Day – Animal Shelter	Teachers		Aug-May			

2b.6 Bully-Proof strategies and activities (i.e., Choices Frame) <ul style="list-style-type: none"> <li>Bully Reporting Binder/Faculty training</li> <li>Student Council put on our 2<sup>nd</sup> ‘Annual Bully Slam’</li> <li>‘Sparkles’ came and did two Assemblies</li> <li>Teachers did weekly lesson plans as per Pall Hall’s directive.</li> </ul>	Tchrs & Prin		Aug-May			
2b.7 Drug Education (D.A.R.E.)	Teachers		Aug-May			
2b.8 Red Ribbon / Character Counts Week All Hirsch students signed a pledge mural in cafeteria.	Tchrs & Prin		October			
2b.9 Safety/Security Committee (update emergency plans)	Teachers		Aug-May			
2b.10 Student Recognition Programs (Proud Patriot Assemblies, Accelerated Reader, Accelerated Math, Character Counts Tickets, Appreciation Lunches, Patriot Store, Honor Roll Picnics, Noon Sports Medals & Ribbons)	Tchrs & Prin		Aug-May			
2b.11 Multi-Cultural Fair	Office/Staff/ Parents		November			

**Percent attendance by month (to be completed as part of the “study” component throughout the year):**

	Month 1 AUG	Month 2 SEP	Month 3 OCT	Month 4 NOV	Month 5 DEC	Month 6 JAN	Month 7 FEB	Month 8 MAR	Month 9 APR	Month 10 MAY	YTD Total
2011-2012	97.61%	96.95%	96.85%	96.54%	95.36%	96.38%	95.82%	96.53%	97.03%	96.90%	96.67%
2012-2013											
Difference +/-											

**Site Goal #3 – Professional Development: Provide an articulated, sustained plan of professional development activities designed to build the school’s capacity to support programs and achieve goals.**

*District Goal #6: Develop and support a high performing workforce.*

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal)

- Improved student achievement (API, AYP, AMAO’s, district assessments)
- Increased use of Best Instructional Practices
- 100% Participation in ERM’s

**Rationale:** Teachers that are provided the support and training to increase their professional knowledge base on effective teaching strategies and research-based best practices will have a direct positive impact on student learning and achievement.

<b>3a. Staff Development</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
3a.1 Hirsch is partnering with Kelly school. Nancy Fetzer will be here in November.	Principal and teachers	Site (Title II)	November			
3a.2 Teachers will receive additional training on: maximizing the efficacy of their writing instruction.	Principal and teachers	Site (Title II)	November			
3a.3 Provide release time to observe other teachers in action focused on writing instruction.	Principal and teachers	Site (Title II) If available.	Aug-May			
<b>3b. Staff Participation in Professional Development on Early Release Mondays</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
3b.1 Data Teams	Principal & District	Site/District	Aug-May			
3b.2 Professional Development in ELD teaching strategies.	Principal & District	Site/ District	Aug-May			
3b.3 Focus on the District’s ‘Big 4’ - Student Engagement, Checking for Understanding, Learning Goal, Non-Linguistic representation	Principal & District	Site/ District	Aug-May			



**Site Goal #4 – Parent Involvement: Strategies to encourage parent involvement and provide parent education.**

*District Goal #7: Develop and utilize partnerships to achieve District Goals*

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal)

- 75% of parents responding positively on annual stakeholder survey
- Number of parents attending Parent Education workshops (optional)
- Increase in number of parents attending parent meetings (optional)
- Increase in number of members of Booster clubs (optional)
- Increase in number of parents attending school functions (optional)

**Rationale:** Creating a mutually supportive relationship among students, parents and staff will enhance the academic and social development of students.

Parent Involvement & Communication						
Action Steps	Person Responsible	Resources	Timeline	Do	Study	Act
4.1 SST / Retention Meetings	Prin, RSP, Psych		Aug-May			
4.2 Parent/Student Handbook	Office/Prin		August			
4.3 Newsletters – School and Classroom	Office/Prin		Aug-May			
4.4 Hirsch Web Site & Teachers' websites	Tchrs & Prin		Aug-May			
4.5 Synre-Voice messages	Principal		Aug-May			
4.6 Formal Parent Conferences	Teachers		October			
4.7 Kindergarten Orientation/Information Night	Teachers		August			
4.8 Back to School Night / Open House	Tchrs & Prin		Aug & May			
4.9 Parent Letters (Proud Patriot, Accelerated Reader, Character Counts, etc.)	Office/Prin		Aug-May			
4.10 Principal and teachers' visibility on campus through-out the day, especially at arrival and dismissal.	Prin/Tchrs		Aug-May			
4.11 Parent/Teacher Organization (PTO) events coordinated closely with teachers' and principal's involvement.	Parents, teachers, principal					

**Site Goal #5 – Technology: Use Technology as a tool to improve instruction, management of classrooms and efficiency in operations.**

*District Goal #4: Use technology as a tool to improve instruction, management of classrooms and efficiency in operations.*

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal)

- Increase in use of technology in classrooms (optional)
- Increase in availability of technology in classrooms (optional)

**ESLRs (Expected Schoolwide Learning Results):**

**Rationale:** The use of technology in school can support learning grade-level content, help develop thinking processes, stimulate motivation and self esteem, and help to prepare students for the future.

Technology						
Action Steps (Plan)	Person Responsible	Resources	Timeline	Do	Study	Act
5.1 Desktop Computers for Classrooms recycled from teachers'	Principal		Aug-May			
5.2 Laptop Computers for Teachers	Principal	EIA	Aug-May			
5.3 Classroom VHS/DVD Players	Teachers		Aug-May			
5.4 Accelerated Reader Quizzes	Teachers		Aug-May			
5.5 Copier on the HES Network	Principal		August			
5.6 Network Server for Student Folders and Network Software	Principal		Aug-May			
5.7 Staff Development: Classroom web pages, Staff Portal, E-Mail, PowerPoint, Aeries Grade Book & Report Card	Tchrs & Prin		Aug-May			
5.8 Accelerated Reader & Math Facts in a Flash on the library server	Librarian		Aug-May			
5.9 Wireless Laptop Expansion	Principal		Aug-Nov			
5.10 LCD Projectors	Principal		Aug-May			
5.11 Student Power Point Projects	Teachers		Aug-May			
5.12 Smart Response, 'clickers' for checking for undersatnding, every classroom .	Principla/Teac hers	EIA	By Decemeber			
5.13 Upgrade 30 student computers	ISSET	EIA	This school year			

**Site Goal #6 – Extra-curricular activities and learning experiences will be available to all students.**

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal)

- Maintain or increase student participation in extra-curricular activities.
- Extend learning beyond the classroom

**Rationale:** Extra-curricular activities reinforce the attributes of good citizenship, increase student motivation and self-esteem, and extend learning beyond the classroom.

<b>Provide Extra-curricular activities and learning experiences to all students</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
6.1 Accelerated Reader	Tchrs, Prin & Librarian		Aug-May			
6.2 Battle of the Books	Teachers		Jan-Apr			
6.3 Spelling Bee	Teachers		October			
6.4 Student Writing Contests	Teachers		Nov-May			
6.5 Noon Sports	Tchrs & Prin		Aug-May			
6.6 After School Sports	Teachers		Nov-Mar			
6.7 Turkey Trot & Valentines Run	Tchrs & Prin		Nov & Feb			
6.8 Art Show(s)	Teachers		January			
6.9 Chess Club	Teachers		Aug-May			
6.10 Multi-cultural Fair	Teachers		Aug-May			
6.11 Talent Show	Teachers		May			
6.12 Career Day	Teachers		May			
6.13 Science Challenges	Teachers		Aug-May			
6.14 Science Fair	Teachers		Jan-Feb			
6.15 Student Leadership	Teachers		Aug-May			
6.16 Project HOWDEE	Teachers		Aug-Dec			
6.17 Drama Club	Teachers		Oct.-March			
6.18 Cheer Club for 5 <sup>th</sup> grade students	Principal/ Parents		Sept-Feb.			
6.19 Student Council 4 <sup>th</sup> & 5 <sup>th</sup> Grade students	Teachers		Sept-June			

### **Centralized Services**

*District Goal #1: Prepare all students for college and careers*

*District Goal #2: Ensure that all students meet or exceed grade level standard and that the achievement gap is closed.*

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal)

- Consolidated Program documents submitted by deadlines
- Consolidated Program documents approved with no errors
- Federal Program Monitoring completed with no non-compliant areas
- Supplemental Services provided as per Title I regulations

### **Rationale:**

<b>Centralized Services</b>			
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>
1. Completion and filing of required documents pertaining to consolidated program.	L. Dopp K.Noah	Title I Title III EIA	August 2011 – May 2012
2. Assistance in preparing and monitoring budgets and expenditures pertaining to consolidated programs.	L.Dopp J.Carter K.Noah	Title I Title III EIA	October 2011 June 2012
3. Assistance in monitoring program activities to ensure that they are in compliance with state and federal requirements.	L.Dopp C.Woo	Title I Title III EIA	October 2011 June 2012
4. Assistance in planning, implementing, and evaluating staff development activities funded by consolidated funded programs.	ES Directors	Title I Title II Title III EIA	August 2011 – May 2012
5. Assistance in meeting state requirements for Federal Program Monitoring - FPM (previously Categorical Program Monitoring – CPM).	C.Woo	Title I Title III EIA	Fall 2011
6. Assistance in planning, implementing, and evaluating of effective parent participation programs.	L.Dopp	Title I Title III	August 2011 – May 2012
7. Assistance in planning, implementing, and evaluating of supplementary programs to assist targeted populations.	L.Dopp K.Noah	Title I Title II Title III EIA	August 2011 – May 2012

		<u>Total</u>	<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title II</u>
	12/13 Estimated Allocations	\$ 84,854	\$ 9,749		\$ 69,105	\$ 6,000
	11/12 Carryover	\$ -		\$ -		
	Sub-Total	\$ 84,854	\$ 9,749	\$ -	\$ 69,105	\$ 6,000
	Centralized Services	\$ 8,036			\$ 8,036	
	<b>TOTAL</b>	<b>\$ 92,890</b>	<b>\$ 9,749</b>	<b>\$ -</b>	<b>\$ 77,141</b>	<b>\$ 6,000</b>
	Payroll (Reference only)	\$ 9,122			\$ 9,122	
	<b>ALLOCATED GOAL TOTAL</b>	<b>\$ 93,641</b>	<b>\$ 6,100</b>	<b>\$ -</b>	<b>\$ 77,141</b>	<b>\$ 10,400</b>
	<b>Action Steps (requiring funding)</b>					
	<b>Goal #1 – Ensure students are prepared for college and careers and that all students meet or exceed grade level standards and the achievement gap is closed (PDSA)</b>					
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title II</u>
	Provide direct support to students through centralized services.				\$ 8,036	
<b>1b.1</b>	Summer Learning Camp, (targeted intervention). Teachers		\$ 2,000		\$ 9,000	
<b>1b.2</b>	Reading & Math Intervention (after school) Teachers		\$ 2,000		\$ 9,000	
<b>1a.2</b>	Certificated/Classified staff to administer CELDT				\$ 3,000	
<b>1a.5</b>	ELD Aide Time in the Classroom for EL Students 3 hr position (P Kargal)				\$ 9,122	
<b>1a.5</b>	ELD Aide Time in the Classroom for EL Students 2 hr position				\$ 6,500	
<b>1a.4</b>	Teacher copies 21 X \$100		\$ 2,100			
<b>1a.6</b>	Primary/Intermediate Student Materials				\$ 5,395	
	<b>GOAL TOTALS</b>		<b>\$ 6,100</b>	<b>\$ -</b>	<b>\$ 50,053</b>	<b>\$ -</b>
	<b>Goal #2 – Provide a safe and equitable learning environment</b>					
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title II</u>
	<b>GOAL TOTALS</b>		<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Goal #3 – Professional Development: Provide an articulated, sustained plan of professional development activities designed to build the school's capacity to support programs and achieve goals.</b>					
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title III</u>
<b>3a.1</b>	Staff Development - Nancy Fetzer (Title II)					\$ 3,400
<b>3a.1</b>	Consultant fee:\$1700 per day; 4 days=\$6800 shared w/Kelly=					
<b>3a.1</b>	Substitutes: Kinder 3 subs for one day = \$600					
<b>3a.1</b>	First 3 subs for one day = \$600					
<b>3a.1</b>	Second/Third 7 subs one day = \$ 1400					
<b>3a.1</b>	Fourth/Fifth 7 subs one day = \$ 1400					\$ 4,000

<b>3a.1</b>	Materials: Not known- estimate only					\$ 3,000
	<b>GOAL TOTALS</b>		\$ -	\$ -	\$ -	\$ 10,400
	<b>Goal #4 – Parent Involvement: Parent Involvement: Strategies to encourage parent involvement and provide parent education.</b>					
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title II</u>
	<b>GOAL TOTALS</b>		\$ -	\$ -	\$ -	\$ -
	<b>Goal #5 – Technology</b>					
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title II</u>
<b>5.13</b>	Upgrade 30 student desktops @ \$18.00 each				\$ 540	
<b>5.2</b>	Laptop Computers for Teachers X 16 @ \$1068.62 each				\$ 17,098	
5.12	SMART Response System with Receiver and 32 Remotes X 21 class sets @\$450.00 each				\$ 9,450	
	<b>GOAL TOTALS</b>		\$ -	\$ -	\$ 27,088	\$ -
	<b>Goal #6 – Extra-Curricular Activities</b>					
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title II</u>
	<b>GOAL TOTALS</b>		\$ -	\$ -	\$ -	\$ -

# ***Jacobson Elementary School***

***Tracy Unified School District  
CDS: 39-75499- 6107973  
Principal: Cindy Sasser***



## **Single Plan for Student Achievement 2012/13**

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. 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 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:

Contact Person: Cindy Sasser  
Position: Principal  
Telephone Number: (209) 830-3315  
E-mail Address: csasser@tusd.net

SSC approval date: November 6, 2012

# SECTION I: SCHOOL PROFILE

## A. Description of any Significant Changes

### 1. Description of School Demographic composition

	Source	2010/11	2011/12	2012/13
Enrollment (#)	Oct CBEDS	630	642	625
AFDC/Free & Reduced (%)	Oct CBEDS	56.8%	59.2%	356/56.7%
English Learners R-30 (%)	Mar R-30	245/38%	261/41%	
Fluent English (FEP/R-FEP) (%)	Mar R-30	37/6%	43/7%	
Students redesignated to FEP (#)	Mar R-30	22/3.5%	10/1.56%	
Ethnicity: White (%)	Oct CBEDS	21.1%	17.9%	111/17.8%
Hispanic(%)	Oct CBEDS	42.2%	48.4%	314/50.2%
African American(%)	Oct CBEDS	8.7%	6.5%	41/6.6%
Asian(%)	Oct CBEDS	22.2%	22.0%	116/18.6%

### 2. Description of Staff Characteristics/Changes in Staffing

	2011/12	2012/13
number of classroom teachers	21 Gen. Ed. FTE 3 SDC FTE 1 RSP FTE	21 Gen. Ed. FTE 2 Gen. Ed. (Job-Share) 3 SDC FTE 1 RSP FTE
number and type of support certificated staff (including special education staff)	3 SDC 1 RSP 1 LSH .5 Psych .6 PE/Music	3 SDC 1 RSP 1 LSH .5 Psych .6 PE/Music
number of classified staff	20	26
Number/percent of NCLB highly qualified teachers	100%	100%
Number/percent of teachers with EL Certification	100%	100%

The addition of a Transitional Kindergarten class was added to accommodate kindergarten students turning five years old during November.

### 3. Addition or Removal of categorical programs or feeder programs (check one)

☒ No significant changes  
☐ Significant changes

### 4.Changes in District Core Programs (check one)

☒ No significant changes  
☐ Significant changes

### 5.Changes in Facilities (check one)

☒ No significant changes  
☐ Significant changes



B. Programs included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the school plan budget must include the proposed expenditures.)

State Programs		Allocation
X	<b>EIA: Economic Impact Aid/ English Learner Program</b> <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners.	\$ 135,612
<input type="checkbox"/>	<b>Gifted and Talented Education</b> <u>Purpose:</u> To support instructional programs for identified gifted and talented students.	
X	Other State or Local funds (site allocation and MAA)	\$ 9,198
Total amount of state categorical funds allocated to this school		\$ 144,810

Federal Programs under No Child Left Behind (NCLB)		Allocation
X	<b>Title I, Part A: Schoolwide Program</b> <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$ 169,636
X	<b>Title II, Part A: Teacher and Principal Training and Recruiting</b> <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$ 6,000
<input type="checkbox"/>	Other Federal Funds (list and describe <sup>1</sup> )	\$
Total amount of federal categorical funds allocated to this school		\$ 175,636
Total amount of state and federal categorical funds allocated to this school		\$ 320,446

## SECTION II: Presentation and Analysis of Data

### A. Analysis of Current Instructional Program - Academic Program Survey

The following evaluation is based on the Academic Program Survey and provides a rubric rating on a four point scale (1-4) for each area as well as a brief narrative assessment for each area. The rubric is as follows:

- (1) = Minimally – rarely used/found
- (2) = Partially – sometimes used/found
- (3) = Substantially – in regular use
- (4) = Fully - in regular use in all classrooms and followed completely

<b>ELEMENT</b>	<b>2012 Rating</b>	<b>Comments</b>
<b>EPC #1 Instructional Program</b>		
<b>1.1</b>	<b>3.7</b>	It is impossible to use every page of every component of every curricular area. We choose the best/most appropriate of these for the students. First grade cannot do ExCEL as they have in the past due to class sizes of 30 or more, and only 3 teachers. Need new adoption, Open Court is outdated.
<b>1.2</b>	<b>3.5</b>	
<b>1.3</b>	<b>3.67</b>	Does not apply to lower grades.
<b>1.4</b>	<b>3.57</b>	
<b>1.5</b>	<b>4.0</b>	Not applicable for lower grades. Intervention para for upper grades helping to raise test scores.
<b>1.6 ES/MS</b>	<b>n/a</b>	
<b>EPC #2 Instructional Time</b>		
<b>2.1</b>	<b>3.0</b>	Assemblies, library, computer, DARE, breakfast all interrupt core ELA time block
<b>2.2</b>	<b>3.0</b>	Some grade levels state there is not enough time to adequately support these students. Other grade levels state: daily, we have an hour of leveled instruction in RLA.
<b>2.3</b>	<b>2.88</b>	EL para and in class
<b>2.4</b>	<b>3.0</b>	Does not apply to lower grades.
<b>2.5</b>	<b>3.29</b>	Some interruptions due to lunch helpers.
<b>2.6</b>	<b>3.14</b>	Difficult because of time.
<b>2.7</b>	<b>3.5</b>	Does not apply to lower grades.
<b>EPC #3 Lesson Pacing Schedule</b>		
<b>3.1</b>	<b>3.7</b>	
<b>3.2</b>	<b>3.57</b>	
<b>3.3 HS</b>	<b>n/a</b>	
<b>EPC #4 Professional Development for School Administrators</b>		
<b>4.1</b>	<b>3.5</b>	
<b>4.2</b>	<b>2.6</b>	
<b>4.3 ES</b>	<b>3.3</b>	
<b>EPC #5 Credentialed Teachers and Teacher Prof. Development Opportunity</b>		
<b>5.1</b>	<b>4.0</b>	
<b>5.2</b>	<b>3.3</b>	
<b>5.3</b>	<b>3.57</b>	
<b>EPC #6 On-Going Instructional Assistance and Support for Teachers</b>		
<b>6.1</b>	<b>3.0</b>	TTIP, BTSA, Nancy Fetzer, and 40 hours of training when Open Court was first adopted, but no in-class training.
<b>6.2</b>	<b>2.8</b>	School leaders: Math Cadre. Additionally, we always have at least one meeting a year at our grade level to work on activities at an Early Release Monday.
<b>EPC #7 Student Achievement Monitoring System</b>		
<b>7.1</b>	<b>3.86</b>	
<b>7.2</b>	<b>3.86</b>	

EPC #8 Teacher Collaboration by Gr. Level/Subject Matter		
8.1	3.86	
8.2	4.0	
EPC #9 Fiscal Support		
9.1	3.75	
9.2	3.2	

### Analysis of Data – Current Instructional Program (APS):

*To what extent do ALL students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of academic standards?*

All students are receiving district adopted core curriculum based upon California Content Standards. The difficulty lies in delivering all of the necessary instruction and intervention within the instructional minutes of the school day. Further difficulty lies with uninterrupted blocks of time (because of recess and other schedules: library, computers, P.E., music, etc.) Staff does a good job of trying to fit everything in while keeping ELA and math times sacred. The office staff leaves most messages in e-mail form rather than calling classrooms. Grade level collaboration has been very valuable in giving teachers time to discuss strategies, analyze student work, plan, and support each other which helps to ensure that all students' progress are examined and addressed.

### Academic Performance:

**1a. AYP - Adequate Yearly Progress:** Schools will meet or exceed their AYP goal OR demonstrate an increase of 5% in percent of students scoring proficient for schools meeting their AYP Targets

Group (NCLB target) ES/MS HS	2010 % Prof. ELA (≥ 56.8%) (≥ 55.6%)	2011 % Prof. ELA (≥ 67.6%) (≥ 66.7%)	2012 % Prof. ELA (≥ 78.4%) (≥ 77.8%)	AYP Goal Met?	5% growth Goal Met?	2010 % Prof. Math (≥ 58%) (≥ 54.8%)	2011 % Prof. Math (≥ 68.5%) (≥ 66.1%)	2012 % Prof. Math (≥ 79.0%) (≥ 77.4%)	AYP Goal Met?	5% growth Goal Met?
<b>School Total</b>	46.4	<b>47.8</b>	<b>51.7</b>	SH	No	54.4	<b>59</b>	<b>59.8</b>	No	No
<b>Sub-group #1</b> Hispanic or Latino	38.6	<b>40.9</b>	<b>48.1</b>	SH	Yes	48.1	<b>53.8</b>	<b>57.8</b>	SH	No
<b>Sub-Group #2</b> White not Hispanic	54.2	<b>56.2</b>	<b>51.4</b>	No	No	59.7	<b>63</b>	<b>52.7</b>	No	No
<b>Sub-Group #3</b> Socioecon. Disad.	38.4	<b>39.9</b>	<b>45.9</b>	SH	Yes	50.2	<b>54.9</b>	<b>57.6</b>	SH	No
<b>Sub-group #4</b> ELL students	40.1	<b>46.1</b>	<b>51.6</b>	SH	Yes	56.7	<b>62.4</b>	<b>63.2</b>	SH	No
<b>Sub-group #5</b> Stu. w/ Disabilities	40.0	<b>43.8</b>	<b>41.2</b>	No	No	41.2	<b>38.4</b>	<b>50</b>	SH	Yes

### Achievement Gap Data

#### Longitudinal AYP 2008 – 2012 • English Language Arts

ELA	target	School	White	Afr.Amer.		Hispanic		Low SES		EL		Stu w/Dis	
	ES/HS	AYP	AYP	AYP	Gap	AYP	Gap	AYP	Gap	AYP	Gap	AYP	Gap
2008	35.2/33.4	36.8%	39.4%	34.5%	4.9	31.8%	7.6	27.7%	11.7	21.8%	17.6	50.0%	10.6
2009	46.0/44.5	44.4%	49.3%	29.3%	20	40.9%	8.4	39.4%	9.9	36.4%	12.9	28.3%	21
2010	56.8/55.6	46.4%	54.2%	44.1%	10.1	38.6%	15.6	38.4%	15.8	40.1%	14.1	40.0%	14.2
2011	67.6/66.7	47.8%	56.2%	40%	16.2	40.9%	15.3	39.9%	16.3	46.1%	10.1	43.8%	12.4
2012	78.4/77.8	51.7%	51.4%	33.3%	18.1	48.1%	3.3	45.9%	5.5	51.6%	-.2	41.2%	10.2
Change		+3.9	-4.8%	-6.7%	+1.9	+7.2%	-12	+6	-10.8	+5.5	No Gap	-2.6	-2.2

The Achievement Gap is calculated by subtracting the subgroup AYP from the White subgroup AYP.

## Longitudinal AYP 2008 – 2012 • Math

Math	target	School	White	Afr.Amer.		Hispanic		Low SES		EL		Stu w/Dis	
	ES/HS	AYP	AYP	AYP	Gap	AYP	Gap	AYP	Gap	AYP	Gap	AYP	Gap
2008	37.0/32.2	52.7%	59.7%	37.9%	21.8	47.1%	12.6	42.5%	17.2	40.1%	19.6	60.0%	0.3
2009	47.5/43.5	52.7%	60.9%	31.7%	29.2	48.6%	12.3	49.5%	11.4	51.5%	9.4	28%	32.9
2010	58.0/54.8	54.4%	59.7%	47.1%	12.6	48.1%	11.6	50.2%	9.5	56.7%	3	41.2%	18.5
2011	68.5/66.1	59.0%	63.0%	42.9%	20.1	53.8%	9.2	54.9%	8.1	62.4%	.6	38.4%	24.6
2012	79.0/77.4	59.8	52.7%	46.7%	6	57.8%	-5.1	57.6%	-4.9	63.2%	-10.5	50.0%	2.7
Change		+8%	-10.3%	+3.8%	-14.1	+4%	No Gap	+2.7%	No Gap	+8%	No Gap	+11.6%	-21.9

The Achievement Gap is calculated by subtracting the subgroup AYP from the White subgroup AYP.

### 1b. AYP - Adequate Yearly Progress Schools will have a 95% participation rate in state testing

Group	% Tested ELA 2012	Target Met Yes or No	% Tested Math 2012	Target Met Yes or No
<b>School Total</b>	<b>100%</b>	<b>Yes</b>	<b>100%</b>	<b>Yes</b>
<b>Subgroup #1</b> Hispanic	100%	Yes	100%	Yes
<b>Subgroup #2</b> White Not Hispanic	100%	Yes	100%	Yes
<b>Subgroup #3</b> Socio-economically Disadvantaged	100%	Yes	100%	Yes
<b>Subgroup #4</b> English Learners	100%	Yes	100%	Yes
<b>Sub-group #5</b> Stu. w/ Disabilities	100%	Yes	100%	Yes

**Program Improvement Status for 2012/13:**      Not in PI   X   in PI year   2  

### Analysis of Data – Student Achievement - AYP (Adequate Yearly Progress):

*What trends are indicated by the data? To what extent are all students achieving academic standards? Particularly comment subgroups who have not met targets. To what extent is the achievement gap closing?*

ELA: In most subgroups, the AYP continued to increased this year. The white, African American (not a significant subgroup), and students with disabilities subgroups decreased. The other subgroups, all numerically significant, met the AYP goal (through Safe Harbor) as well as the 5% growth goal. The achievement gap in all subgroups with the exception of the African American, decreased significantly. We will continue to focus on all subgroups. All groups exceeded the AYP in Participation.

Math: The achievement gap decreased (or ceased to exist) in all subgroups. This was due mostly to the fact that the white subgroup's AYP performance decreased. The white subgroup consists of 74 of the 391 students taking the CST. All subgroups' AYP improved over last years' with the exception of the white and African American subgroups.

**1c. API – Academic Performance Index :** Schools will meet or exceed school’s API growth target OR maintain a score of 800 or higher

Group	2011 Base API	2012 API Target	2012 API	Actual Growth	Target Met Yes or No
<b>School Total</b>	764	769	775	11	Yes
<b>Subgroup #1</b> Hispanic	731	736	761	30	Yes
<b>Subgroup #2</b> White Not Hispanic	808	800	770	-38	No
<b>Subgroup #3</b> Socio-economically Disadvantaged	734	739	756	22	Yes
<b>Subgroup #4</b> English Learners	763	768	787	24	Yes
<b>Sub-group #5</b> Stu. w/ Disabilities	678	684	710	32	Yes

**Longitudinal (Growth) API 2008 – 2012  
(Achievement Gap Data)**

	School	White	Afr.Amer.	Hispanic	Low SES	EL	Stu w/Dis
	API	API	API Gap	API Gap	API Gap	API Gap	API Gap
2008	736	753	705 48	689 64	670 83	736 17	705 48
2009	749	774	728 46	711 63	730 44	749 25	728 46
2010	771	797	n/a n/a	742 55	739 58	748 49	n/a n/a
2011	764	808	719 89	731 77	734 74	763 45	678 130
2012	775	770	652 118	761 9	756 14	787 -17	710 60
Change	+11	-38	-67 +29	+30 -68	+22 -60	+24 No Gap	+32 -70

**Analysis of Data – Student Achievement - API (Academic Performance Index):**

*What trends are indicated by the data? To what extent are all students achieving academic standards? Particularly comment subgroups who have not met targets. To what extent is the achievement gap closing?*

With just two exceptions, all subgroups increased their API scores. The white and the African American subgroups API scores went down. The achievement gap decrease or ceased to exist for the Hispanic, Low SES, EL and Students with Disabilities subgroups.

**2. AMAO – Annual Measurable Achievement Objectives (Title III - EL Progress in English):**

**a. AMAO 1 – Percent of Students making annual progress in English (based on CELDT)**

**b. AMAO 2 – Percent of Students Attaining English Proficiency (based on CELDT)**

	# students tested	% meeting AMAO 1	Target	Met? Y/N	% meeting AMAO 2	Target <5yr/≥5yr	Met Y/N
<b>2009/2010</b>	206	51.5%	53.1	N	20%/45.2%	17.4/41.3	Y
<b>2010/2011</b>	215	45.6%	54.6	N	19.2%/21.2%	18.7/43.2	Y/N
<b>2011/2012</b>	207	59.4%	56.0	Y	27.2%/47.1%	20.1/45.1	Y

### Analysis of Data – Student Achievement – Title III AMAOs

*What trends are indicated by the data? To what extent are all English Learners meeting the language acquisition targets of Title III?*

The percentage of EL students meeting AMAO 1 increased this year, meeting the target. EL students in the program met the AMAO II target. Based upon the CELDT, students are making annual progress in English. With our high number of EL students, this will continue as a focus subgroup.

**3. Increase in students meeting district standards:** Students will demonstrate proficiency on 80% percent of district standards based on end of year assessments-

Percent of students meeting standards on district assessments

ELA	2011	2012	Target Met? Y/N	MATH	2011	2012	Target Met? Y/N
Kinder	87%	86.6%	Y	Kinder	84%	87.9%	Y
Grade 1	60%	62.7%	N	Grade 1	79%	80.6%	Y
Grade 2	63%	67.1%	N	Grade 2	76%	81.7%	Y
Grade 3	63%	53.6%	N	Grade 3	84%	74.1%	N
Grade 4	50%	57.05%	N	Grade 4	74%	77.5%	N
Grade 5	43%	41.3%	N	Grade 5	74%	70.3%	N

### Analysis of Data – Student Achievement – District Assessments

*What trends are indicated by the data? To what extent are all students achieving academic standards based on district assessments? (Particularly comment on students who are historically lower performing at your school).*

Historically, Jacobson students have been stronger in Math than in English Language Arts. Kindergartners typically perform well on District assessments.

### RSDSS 6: Instructional Methodology Survey Jacobson Elementary School

	Mean 2010	Mean 2011	Mean 2012
Intended Rigor	2.9	3.24	3.4
Content Objective	3.00	3.29	3.1
Activate Prior Knowledge	2.55	2.57	1.5
Concept Development	2.33	2.38	1.0
Skill Development	2.54	2.21	1.3
Guided Practice	2.21	2.40	2.2
Independent Practice	3.06	3.09	1.8
CFU	2.58	2.88	2.5
Student Engagement	3.05	3.06	2.4
Pacing	3.05	2.88	2.6
Classroom Environment	3.45	3.53	3.2
Language Objective	not available	1.24	1.1
Contextualization	not available	2.59	2.1
Academic Vocabulary	not available	1.71	2.0
Interaction	not available	2.41	2.0

Jacobson Leadership team will work with RSDSS staff to discuss and analyze the Instructional Methodology Survey and examine best practices to improve in low areas.

## C. School Safety

### 1. Reduction in the number and percentages of suspensions or expulsions

	2010/11		2011/12		% Decrease or Increase	Target Met
	#	%	#	%		
Suspensions	9 incidents (4 students)	.63%	18 incidents (10 students)	1.6%	+.97%	N
Expulsions	0	0	0	0	n/a	n/a

*# Number of incidents of suspension (# of individual students suspended during the year).  
Some students were suspended more than one time during the year.*

### 2. There will be a 75% or higher percentage of parents, staff, and students responding positively to survey questions regarding school safety.

#### School Safety

Group	% Agree 2011	% Agree 2012
Parents	95.38	97.00
Staff - Cert.	84.38	100.00
Staff – Class.	80.00	93.34
Students	76.47	80.86
Total	84.06	92.8
Met Goal (Y/N)	Y	Y

## D. School Climate and Leadership

### 1. There will be a 75% or higher percentage of parents, staff and students responding positively to survey questions regarding school climate, instructional issues, and parent relations:

#### School Climate

Group	% Agree 2011	% Agree 2012
Parents	96.55	94.29
Staff – Cert.	82.69	90.00
Staff – Class.	77.78	84.44
Students	69.50	74.91
Total	81.63	85.91
Met Goal (Y/N)	Y	Y

**The school will maintain 98% actual attendance, or an improvement of .5%**

<b>School Year</b>	<b>Actual Attendance %</b>	<b>Target %</b>	<b>Difference (+ or -)</b>	<b>Target Met Yes or No</b>
<b>2008/2009</b>	<b>94.88</b>	<b>98%</b>	<b>-.31</b>	<b>N</b>
<b>2009/2010</b>	<b>94.63</b>	<b>98%</b>	<b>-.25</b>	<b>N</b>
<b>2010/2011</b>	<b>95.68</b>	<b>98%</b>	<b>+1.05</b>	<b>Y</b>
<b>2011/2012</b>	<b>95.87</b>	<b>98%</b>	<b>+.19</b>	<b>N</b>

#### **Analysis of Data – School Safety and Climate**

*What trends are indicated by the data? To what extent is the school a safe, clean and orderly place that nurtures learning?*

There have been no expulsions the past several years; school suspensions increased this year after decreasing each year for several years. School climate and safety are of upmost importance. We follow the education code and the District School Safety and Violence Prevention Handbook.

Inappropriate student conduct will not be tolerated. Results from the school surveys indicated that staff, students, and parents agree Jacobson is safe and has a positive climate. Students demonstrating good character are acknowledged on a regular basis. Attendance this year increased by .19%



## SECTION III: EVALUATION OF PRIOR YEAR'S PLAN

### A. Evidence of school's progress towards meeting **student achievement** targets

#### **Goal #1 – Ensure students are prepared for college and careers and that all students meet or exceed grade level standards and the achievement gap is closed**

- a. Programs to meet the needs of English Learners
- b. Programs to meet the needs of at-risk students
- c. Prepare students for STAR/CAHSEE testing
- d. Plan for increasing deployment of Best Instructional Practices

#### Evaluation of Plan for Goal 1:

##### **a. English Learners**

- 1) An EL para-educator worked with beginning and early intermediate English Learners. Non-linguistic representation was incorporated into lessons when possible throughout the school day in all subjects. Third grade teachers went through training with RSDSS in the area of Academic Vocabulary for EL students.
- 2) The English Learner subgroup met AYP target through Safe Harbor in both ELA and Math. The English Learner subgroup did not have an achievement gap in either ELA or Math. The API for English Learners increased by 24 points, exceeding the target.
- 3) All action steps will be continued this year. The third grade and fourth grade teams will work with the District's EL coach this year. This year, we are implementing a schedule ensuring that all EL students are receiving at least 30 minutes daily ELD instruction by CELDT level.

##### **b. At Risk Students**

- 1) Through data analysis, Data Teams, and frequent assessments, teachers identified target students. Para-educators helped to provide intervention for identified students. Give Every Child A Chance and Jacobson teachers provided after school tutoring for struggling students.
- 2) The Low SES subgroup met the AYP target in ELA and Math through Safe Harbor. The Low SES subgroup narrowed the gap in ELA by 10.8, and did not have a gap in Math. The API for the Low SES subgroup increased 22 points.
- 3) Most action steps will be continued, but with increased rigor and additional staff development. The two intervention para-educators have proven effective in giving at-risk students additional support.

##### **c. STAR prep**

- 1) All teachers in grades second through fifth used Curriculum Associates test prep materials to help students understand the testing format and rigor. Results were entered into Datawise. Blueprint Standards were used to ensure the Standards most heavily tested at each grade level were taught. Target and bubble students were identified and grouped and additional strategies and intervention provided.
- 2) Although there was a deliberate drive to support target and bubble students and narrow/close the achievement gap, not all subgroups met the target. Almost all subgroups did improve their percentage AYP and API.
- 3) Action steps will be continued with increased vigilance and more frequent monitoring. A focus on the Instructional Tours 4 Areas will also be continued to help close the gap and meet our goals.

##### **d. Increasing Deployment of Best Instructional Practices**

- 1) Instructional Tours were conducted monthly with results presented to staff. Staff development was provided in the area of Academic Vocabulary (third grade team and full staff). Training was provided by Nancy Fetzer.
- 2) The impact was successful, with staff earning 100% in three of the four areas by May.
- 3) Action steps will be continued, with additional staff development provided.

## **Goal #2 – Provide a Safe and Equitable Learning Environment for all Students and Staff**

### **Evaluation of Plan for Goal 2:**

#### **a. Increase Students' Average Daily Attendance**

- 1) SARB letters and meetings were accomplished as required, with improved attendance by parents as opposed to previous years. The Data Wall in the office was previewed by students and parents frequently. Each month in the Paw Prints newsletter, the monthly attendance was reported along with the District goal of 98%. Incentives were awarded to individual students and classes with good attendance.
- 2) Jacobson's average attendance was 95.87%, an increase of .19% for the year.
- 3) All action steps will be continued.

#### **b. Increase Cultural Proficiency**

- 1) Staff awareness was heightened with the Diversity and Equity staff development. Inclusion activities discussed. A world map in the cafeteria with the title "We Come From Everywhere" prompted positive discussions about where their families are from. Students discussed while waiting in the cafeteria line. Students are recognized for good character with Purr Bucks and at Student of the Month assemblies based upon the pillars of character. Soul Shoppe provided assemblies and grade level meetings in the area of character, peace building, and anti-bullying. Jacobson participated in Anti-Bullying Month activities.
- 2) All surveys, school safety, school climate and leadership had positive results from stakeholders, exceeding the goal.
- 3) All action steps will be continued.

## **Goal #3 – Professional Development**

### **Evaluation of Plan for Goal 3:**

#### **a. Articulated, sustained plan of professional development activities**

- 1) Third grade teachers worked with the county RSDSS coach in the area of EL learners and Academic Vocabulary. Nancy Fetzer worked with teachers K-5 in the area of writing (4 days). Staff development was provided on early release Mondays on important and timely information: Data Teams, Instructional Tours, EL information, Diversity and Equity, and Academic Vocabulary. MAA training was provided.
- 2) Third grade teachers thought the training with the RSDSS coach in Academic Vocabulary for EL students was valuable. The staff was not as impressed with the full staff Academic Vocabulary full staff training. Certificated staff enthusiastically desired additional staff development with Nancy Fetzer. All comments recorded from the staff development in Diversity and Equity were positive. There was an increase in the number of teachers participating in MAA.
- 3) This year, the third and fourth grade teams will work with the District EL coach. Staff development will continue with Nancy Fetzer, 5 days, October 29-November 2. All teachers, including special education will benefit from the training. Additionally, Soul Shoppe (character, peace building, anti-bullying) assemblies and training will be provided for staff, parents, and students.

#### **b. Increasing participation/attendance at ERMs**

- 1) Teachers with perfect attendance during ERMs were recognized each trimester, staff grade level teams were encouraged to present what was discussed during collaborative time, and staff was presented with certificates acknowledging their school participation during the year.
- 2) Feedback was mixed so suggestions were requested, but none brought forth.
- 3) Will continue action items and add to them as the leadership team brainstorms additional ideas.

**Goal #4 – Parent Involvement: Strategies to encourage parent involvement and provide parent education**

Evaluation of Plan for Goal 4:

- 1) Jacobson had parent representatives on the Superintendent's Parent Committee, Title 1 Parent Committee, and the DELAC Committee. Jacobson staff as well as JSPA had many events throughout the year. Parents were encouraged to volunteer in the classrooms. Parenting for Academic Success was held.
- 2) Family events at Jacobson were very well attended: Back to School Night, Science Night, Family Fun Nights, Book Fairs, Student Author Fair, Winter Sing-A-Long, and Open House. Rosetta-Stone for families was so successful double sessions needed to be held. Jacobson has many parents who volunteer in classrooms and also help teachers by taking prep work home.
- 3) Action steps will be continued. Parent Institute for Quality Education (PIQE) will be offered.

**Goal #5 – Technology: Use technology as a tool for improvement in instruction; management of departments, sites and classrooms, and to increase efficiency in operations across the district.**

Evaluation of Plan for Goal 5:

- 1) Students in all classes went to Jacobson's computer lab for lessons on a weekly basis. The District Technology plan is followed, with students creating projects and researching the internet according to the grade level benchmarks. Classrooms were updated, with all rooms equipped with LCD projectors, second through fifth with document cameras, and third through fifth grade classrooms equipped with SMART Boards. A fourth and a fifth grade teacher attended training on the SMART Board to help understand the board. Teachers have explored interactive lessons.
- 2) The use of technology was definitely increased by teachers at Jacobson. Positive feedback and observation of teachers and students using the Smart Boards and teachers using projectors and document cameras was obvious. The computer lab was used more with Rosetta Stone, Accelerated Reader, and student research.
- 3) All action steps will be continued. An additional grade level will be added next year for SMART Boards. All classrooms will have document cameras. Fifth grade teachers will pilot student response systems (clickers) in the classrooms. Computers will be replaced as needed.

**Goal #6 – Improve the school libraries. (if included in prior year plan)**

Evaluation of Plan for Goal 7:

- 1) The Library Technician met weekly or every two weeks with classes and taught library lessons. Textbooks were updated as needed. Accelerated Reader was used and students rewarded when a specific number of points were accumulated.
- 2) Jacobson's library was in use four days of the week for students. Two successful Book Fairs generated funds for additional books and supplies. There was an increase in students taking Accelerated Reader quizzes, thus monitoring comprehension
- 3) Action steps will be continued.

## **Overall Evaluation of Prior Year School Plan**

Please address the following two questions regarding the overall school plan:

*To what extent do the school leadership and staff use student achievement data to make decisions and initiate activities that focus on all students achieving the academic standards?*

This past year, much more than in previous years, student achievement data was used to drive instruction. In addition to Data Teams, Curriculum Associates test prep booklets were used earlier, more frequently, and with Datawise to disaggregate the data. The data teams process is also used to analyze pre-tests and student work and to discuss strategies to see success in past tests. Blueprint Standards and teacher created tests in those areas are also used.

*To what extent do the school leadership, staff, students and parents annually monitor and refine the single school plan based on analysis of data to ensure alignment with student needs?*

During School Site Council, each month a different school goal is discussed and the activities monitored. SSC minutes are sent to staff and placed on the portal. The goals and activities are reviewed each year by staff and feedback encouraged. Updates are presented during parent club and ELAC meetings.

## **SECTION IV: SCHOOL PLAN FOR 2012/2013**

### **A. School Governance and Planning Process**

The 2011/2012 School Plan that follows was developed through the joint efforts of staff, the ELAC and the School Site Council. Throughout the year, the goals, activities, and budget are reviewed by staff, ELAC, SSC, and the Jacobson Parent Staff Association to monitor progress. The School Plan and budget were approved by the School Site Council at the November 28, 2012 meeting.

#### **School Site Council Membership for 2012/13**

Names of Members  *Parent of EL	School Personnel 50% of SSC			Parents/Students 50% of SSC	
	Principal	Classroom Teacher	Other Staff School	Parent	Community Member
Cindy Sasser	X				
Sharon Shiroma-Lee		X			
Andi Easley		X			
Sheila Goodman-Holloway		X			
Sharon Walsh			X		
Jodi Delfino					X
Antoinette Essary				X	
Susan Rhead				X	
James Winters				X	
TBD				X	
Numbers of members of each category	1	3	1	4	1
Total in each group	5			5	

The interests of English learners are represented by:

- ☒ An ELAC with adopted bylaws (*Parents of English learners constitute at least the same percentage of the committee as their children represent of the student body. OPSET I-EL-2*)

ELAC Chairperson: Ranjeet Sra

- ☐ School Site Council (*Parents of English learners constitute at least the same percentage of the committee as their children represent of the student body. OPSET I-EL-2*)

\*Indicate parents of EL Students on SSC list above

## **B. School goals for 2012/2013 - A Summary**

### **Goal #1 – Ensure students are prepared for college and careers and that all students meet or exceed grade level standards and the achievement gap is be closed (PDSA)**

- a. Programs to meet the needs of English Learners
- b. Programs to meet the needs of at-risk students (including CAHSEE remediation at HS)
- c. Activities to prepare students for STAR/CAHSEE testing
- d. Plan for increasing deployment of Best Instructional Practices

Rationale: (district) The district goals are that student will be prepared for college and careers; and that all subgroups meet AYP targets and that the achievement gap be closed by raising the achievement of lower performing subgroups. The district goal also includes that EL students meet Title III AMAO targets annually. The EL subgroup and other at-risk groups do not meet AYP. Additionally the percent of students scoring proficient in Math at grades 6-11 is significantly below AYP targets

Rationale: (site) It is the goal of Jacobson School that all subgroups meet all AYP targets. Jacobson's EL and Socioeconomically Disadvantaged subgroup numbers have increased each year and need to remain a focus. This year, we will take a closer look at the white subgroup, as this group decreased significantly.

### **Goal #2 – Provide a safe and equitable learning environment**

- a. Increase students' average daily attendance
- b. Increase cultural proficiency

Rationale: (district) The district has set an overall target of 98% attendance. Research shows that when students are in school they achieve at higher academic levels. The district goal is to increase cultural proficiency throughout the district to ensure that student and staff are afforded a safe and equitable learning environment.

Rationale: (site) Student attendance is linked to student achievement. Students will not learn if they are not in school. Incentives for good attendance will continue at Jacobson both in the classroom and school-wide. The site goal is to increase cultural proficiency throughout Jacobson School. By increasing cultural proficiency, staff will know where we are as individuals and as a site. Staff and students will build awareness and acceptance of others.

### **Goal #3 – Professional Development: Provide an articulated, sustained plan of professional development activities designed to build the school's capacity to support programs and achieve goals.**

(Note: Title I schools must allocate at least 10% of Title I funds to staff development)

Rationale: (district) The district strategic goals and LEA Plan include goals which focus on providing ongoing professional development and support to teachers and site administrators that result in increased achievement for all students in order to close the achievement gap.

Rationale: (site) In addition to the District's staff development opportunities, Jacobson is in the fourth year of training in the area of writing with Nancy Fetzer. In addition, third and fourth grade teachers will work with the District's EL coach. The Jacobson community, staff, parents, and students will receive training in character building and peace through Soul Shoppe.

### **Goal #4 – Parent Involvement: Strategies to encourage parent involvement and provide parent education.**

Rationale: (district) Sustained parent involvement is linked to student achievement and staying in school. Federal and state regulations mandate meaningful opportunities at all grade levels for parents/guardians to be involved in school activities, advisory, decision-making, and activities to support learning at home.

Rationale: (site) We promote a sense of community within the school by encouraging parent involvement in all areas of the school: School Site Council, Jacobson Staff Parent Association, Family Nights, and volunteering in classrooms. This year, we are also providing Parent Institute for Quality Education (PIQE) and Soul Shoppe.

**Goal #5 – Technology:** Technology: Use technology as a tool for improvement in instruction; management of departments, sites and classrooms; and to increase efficiency in operations across the district.

Rationale: (district) The district is committed to providing students and staff with the technology tools and skills to support academic content standards and improve learning so that they can compete in a digital world.

Rationale: (site) Jacobson will remain committed to keeping skills and equipment updated for staff and students so that technology-based instruction will occur. All Jacobson staff and students sign a Technology Use Agreement. The site has a computer lab with a classified para-educator to teach students based upon the District Technology Plan. Additional computers and other technology are in each classroom.

**Goal #6 – Improve the school libraries.**

(Sites are not required to allocate funds to libraries this year.)

Rationale: This is a requirement under the School and Library Improvement Block Grant.

Rationale: (site) Jacobson will remain committed to keeping the library books and equipment updated so it can provide a resource for staff and student development. Library resources will support District adopted curriculum.

## C. Activities for 2012/2013 School Plan

### **Site Goal #1 – Ensure students are prepared for college and careers and that all students meet or exceed grade level standards and the achievement gap is closed. .**

*District Goal #1: Prepare all students for college and careers*

*District Goal #2: Ensure that all students meet or exceed grade level standard and that the achievement gap is closed.*

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal):

- All significant subgroup will meet AYP targets
- EL students will meet or exceed Title III AMAO1 and AMAO2 targets
- Decrease the achievement gap of the subgroups
- 80% of students will meet standards on district assessments
- Reduction in number of students failing classes (optional)
- Increase percent of teachers using BIPs
- Increase percent of students scoring proficient on Math CST (gr. 6-12)
- Increase percent of 10<sup>th</sup> graders passing/scoring proficient on CAHSEE (HS only)
- All students will pass CAHSEE by end of grade 12 (or meet IEP goals) (HS only)
- Alignment of curriculum maps/pacing guides to Blueprint standards (optional)

#### **Rationale:**

(district) The district goals are that student will be prepared for college and careers; and that all subgroups meet AYP targets and that the achievement gap be closed by raising the achievement of lower performing subgroups. The district goal also includes that EL students meet Title III AMAO targets annually. The EL subgroup and other at-risk groups do not meet AYP. Additionally the percent of students scoring proficient in Math at grades 6-11 is significantly below AYP targets

(site) It is the goal of Jacobson School that all subgroups meet all AYP targets. Jacobson's EL and Socioeconomically Disadvantaged subgroup numbers have increased each year and need to remain a focus. This year, we will take a closer look at the white subgroup, as this group decreased significantly.

<b>1a.English Learner Instruction and Support</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
1a.1 All grade levels will provide EL students with ELD instruction as stated in the following chart.	Principal Teachers		Sept. - May			
1a.2 Teachers will discuss structures and strategies they have incorporated into their instruction at Data Team meetings.	Teachers		Sept. - May			
1a.3 Allocated monies will pay the salary of a para-educator to work with EL students, along with administering CELDT. (J.Bailey, 6 hours)	Principal	EIA	August - May			
1a.4 A copy/supply budget will be provided for the EL Para-Educator	Principal	EIA	Sept.			
1a.5 Kindergarten para-educators will be provided on a daily basis ensuring that EL and at-risk students are consistently provided with small group intervention. (C.Watkins, K.Glover, R.Cueves Diaz)	Staff Principal	EIA/ Title 1	August - May			
1a.6 Provide para-educator to assist with transitional kindergarten (D.Boucsein-Lee, 3 hrs.)	Staff Principal	EIA/ Title 1	August-May			



1a.7 Additional support will be provided to EL students and parents with priority given to Beginning-Intermediate students (Rosetta-Stone)	Staff Principal	District Provided	October - May			
1a.8 An ELAC meeting will be held to determine the need for a committee or representation in School Site Council.	Principal		October			
1a.9 Teachers will use Direct Instruction, nonlinguistic representation and other strategies known to be effective for EL learners. Funds for copies and realia will be provided	Principal Site Secretary	EIA	Sept. - May			
1a.10 Third and Fourth Grade Teachers will work with the District's EL Coach to further help support EL students.	Principal, Teachers	District Provided	Oct.- May			
<b>1b.Intervention and Remediation for at-risk students</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
1b.1 All classroom teachers will continue to implement the District-adopted Open Court language arts program, including supplemental materials in spelling and writing.	Principal Teachers	EIA/ Title 1	August - May			
1b.2 Teachers in grades kindergarten through fifth will differentiate instruction in reading. A copy/supply budget will be provided to support differentiated instruction.	Principal Teachers Para-educators	Title 1 EIA	August - May			
1b.3 Provide substitute teachers for SST, and retention meetings.	Principal	Title 1	Aug. - May			
1b.4 Employ Kindergarten Para-educators to work with at-risk students.	Principal	EIA/ Title 1	Aug. - May			
1b.5 Jacobson teachers will provide before/after school intervention in Language Arts and Math for identified at-risk students. (Voluntary)	Staff	Title 1	Sept. - May			
1b.6 A breakfast program will be offered to students.	Food Services		Aug.-May			
1b.7 Employ two para-educators to work with low ExCEL groups. (L.Pekari, D. Tarnowski)	Principal	Title 1	Oct.-May			
1b.8 Staff will use District adopted math curriculum along with other supplemental materials for daily math instruction in all classrooms.	Principal Teachers		August - May			
1b.9 Provide release time for teachers to plan interventions for at-risk students.	Principal	Title 1/EIA	Aug.-May			
1b.10 Partnership with Give Every Child A Chance (GECAC) will provide one-to-one tutoring with at-risk students after school.	Principal		Sept.-May			
1b.11 Intervention committee will research an intervention plan to implement this year a) Overtime will be provided for committee to research focused, effective intervention b) Purchase pilot materials c) Purchase selected materials d) Intervention Camp	Principal Teachers	Title 1	Nov. - May			
<b>1c.CST Preparation</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
1c.1 Allocate money to purchase consumable testing materials for second through fifth grades. (Curriculum Associates)	Principal	EIA, Title 1	Sept. - May			
1c.2 Teachers will review released CST questions and Blueprint Standards and will give practice tests throughout the year.	Principal Teachers		October - May			

1c.3 Incentives/reward program given to students who improve CST scores		Principal	Title 1	Through-out year			
<b>1d. Plan for Increasing Deployment of Best Instructional practices</b>							
<b>Action Steps (Plan)</b>		<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
1d.1	Formal and Informal Teacher Evaluations will reflect Use of Best Instructional practices.	Principal		Aug.-May			
1d.2	District and site administrators will conduct Instructional Tours	Administrators		Monthly			
1d.3	Staff development during Early Release Mondays for training and to discuss results of tours and observations	Principal/ DistrictAdmin.		Sept.-May			
1d.4	RSDSS observations	RSDSS Team		May			
1d.5	Copier maintenance/replacement, Nextel	Site Secretary	Site, Title 1	Aug.-May			
1d.6	Postage	Site Secretary	EIA, Title 1	Aug.-June			

**Plan for providing ELD to English Learners in 2012/13:**

<b>Grade</b>	<b>Organization of Students</b>	<b>Frequency of ELD</b>	<b>Duration of ELD</b>	<b>Provided by</b>	<b>Materials used</b>
<i>TK</i>	<i>7 English Learners are all grouped together. They meet with classroom teacher for ELD during center time.</i>	<i>Daily</i>	<i>20 minutes</i>	<i>Classroom Teacher and EL Para</i>	<i>Scott Foresman's OWL program ELD instruction component</i>
<i>K</i>	<i>By academic and CELDT level</i>	<i>Daily</i>	<i>30 Minutes</i>	<i>Classroom Teacher</i>	<i>Open Court Santillana</i>
<i>1</i>	<i>Grouped by CELDT level</i>	<i>Daily</i>	<i>30 minutes</i>	<i>Classroom Teacher and EL Para</i>	<i>Santillana and District Curriculum EL Lessons (OC, Math, etc.)</i>
<i>2</i>	<i>By CELDT level</i> <ul style="list-style-type: none"><li><i>Beg. students with EL para</i></li><li><i>EI and Int. students with a credentialed teacher</i></li><li><i>A and EA students intermingled with EO</i></li></ul>	<i>4 days a week (T, W, Th, F)</i>	<i>40 minutes</i>	<i>Classroom Teachers</i>	<i>Santillana</i>
<i>3</i>	<i>By CELDT level</i>	<i>Tues. – Fri.</i>	<i>40 minutes</i>	<i>Classroom Teachers</i>	<i>Open Court EL materials Santillana HM Interactive Science Text Math ELD</i>
<i>4</i>	<i>By CELDT level</i>	<i>Tues.-Fri.</i>	<i>40 minutes</i>	<i>Classroom Teachers</i>	<i>Santillana and District Curriculum (EL Resources)</i>
<i>5</i>	<i>By CELDT level</i>	<i>Daily</i>	<i>30 minutes</i>	<i>Classroom Teachers</i>	<i>Santillana and District Curriculum (EL Resources)</i>
<i>K-5 LSH Sp. Ed.</i>	<i>Grouped by Disability and Service Time</i>	<i>*Dependent upon specified service time/IEP-goals aligned with EL Level</i>	<i>*(Consult only or 1-2 times per week @ 30 mins.)</i>	<i>SLP or SLP-Assistant</i>	<i>Ongoing proactive communications with EL Coordinator on site re: shared students, Expanding Expression Tool, extra support pages from curriculum/O. Court, vocabulary and spelling lists from classroom, Visual supports (pictures, sequences, graphic organizers, etc.), Social Stories and thinking programs, Direct and Indirect instruction, etc.</i>

**Goal 1 – Data Collection:**

(to be completed as part of the “study” component throughout the year and used as documentation for the Principal’s evaluation)

**Part A: District Assessments****District Assessments**

- Elementary Schools: ELA are the trimester benchmark assessments.

<b>Schoolwide</b> % Proficient/Advanced		<b>Quarter Trimester 1</b>	<b>Quarter 2/3 Trimester 2</b>	<b>Quarter 4 Trimester 3</b>	<b>Met Goal</b>
ELA	2011/12	45.8%	56.5%	58.9%	No
	2012/13	54.4%			
MATHEMATICS	2011/12	69.5%	76.7%	78.3%	No
	2012/13	71.3%			

<b>English Learners</b> % Proficient/Advanced		<b>Quarter Trimester 1</b>	<b>Quarter 2/3 Trimester 2</b>	<b>Quarter 4 Trimester 3</b>	<b>Met Goal</b>
ELA	2011/12	42.4%	53.3%	56.7%	No
	2012/13	46.8%			
MATHEMATICS	2011/12	66.2%	75.1%	76.5%	No
	2012/13	68.3%			

<b>Students w/ Disabilities</b> % Proficient/Advanced		<b>Quarter Trimester 1</b>	<b>Quarter 2/3 Trimester 2</b>	<b>Quarter 4 Trimester 3</b>	<b>Met Goal</b>
ELA	2011/12	42.3%	49.1%	44.1%	No
	2012/13	44.2%			
MATHEMATICS	2011/12	n/a	n/a	64.3%	No
	2012/13	71.8%			

<b>Hispanic</b> % Proficient/Advanced		<b>Quarter Trimester 1</b>	<b>Quarter 2/3 Trimester 2</b>	<b>Quarter 4 Trimester 3</b>	<b>Met Goal</b>
ELA	2011/12	43.3%	52.4%	55.6%	No
	2012/13	47.0%			
MATHEMATICS	2011/12	67.5%	74.6%	75.7%	No
	2012/13	69.5%			

<b>African American</b> % Proficient/Advanced		<b>Quarter Trimester 1</b>	<b>Quarter 2/3 Trimester 2</b>	<b>Quarter 4 Trimester 3</b>	<b>Met Goal</b>
ELA	2011/12	33.3%	44.8%	52.5%	No
	2012/13	58.8%			
MATHEMATICS	2011/12	57.6%	62.7%	73.1%	No
	2012/13	70.3%			

## **Part B: Instructional Tour Data**

### **2011/12 Results**

**Percent of “partial” and “full” implementation for each identified strategy**

Data from **Management Team Tours** are **Bold-faced font**; Interim tours are regular font

		Sep	Oct	Nov/Dec	Jan	Feb	Mar	April	May
Student Engagement	full	<b>89%</b> <b>17/19</b>	100% 7/7	88% 7/8	86% 6/7	100% 8/8	88% 7/8	100% 7/7	100% 8/8
	part	<b>11%</b> <b>2/19</b>	0 0/7	13% 1/8	14% 1/7	0 0/8	13% 1/8	0 0/7	0 0/8
Checking for Understanding	full	<b>84%</b> <b>16/19</b>	100% 7/7	67% 4/6	100% 7/7	86% 6/7	67% 4/6	86% 6/7	83% 5/6
	part	<b>11%</b> <b>2/19</b>	0 0/7	17% 1/6 2 NA	0 0/7	14% 1/7 1 NA	33% 2/6 2 NA	14% 1/7	17% 1/6 2 NA
Learning Objective	full	<b>95%</b> <b>18/19</b>	100% 7/7	100% 8/8	100% 7/7	100% 8/8	88% 7/8	100% 6/6	100% 8/8
	part	<b>0</b> <b>0/19</b>	0 0/7	0 0/8	0 0/7	0 0/8	13% 1/8	0 0/6 1 NA	0 0/8
Non-Linguistic Representation	full	<b>74%</b> <b>14/19</b>	100% 7/7	88% 7/8	86% 6/7	100% 8/8	75% 6/8	100% 7/7	100% 8/8
	part	<b>5%</b> <b>1/19</b>	0 0/7	13% 1/8	14% 1/7	0 0/8	25% 2/8	0 0/7	0 0/8

### **2012/13 Results**

**Percent of “partial” and “full” implementation for each identified strategy**

		Sep	Oct	Nov/Dec	Jan	Feb	Mar	April	May
Student Engagement	full	75% 6/8	<b>90%</b> <b>18/20</b>	71% 5/7					
	part	25% 2/8	<b>10%</b> <b>2/20</b>	29% 2/7					
Checking for Understanding	full	88% 7/8	<b>75%</b> <b>9/12</b>	100% 7/7					
	part	13% 1/8	<b>25%</b> <b>3/12</b> 8 NA	0 0/7					
Learning Objective	full	88% 7/8	<b>94%</b> <b>17/18</b>	100% 7/7					
	part	0% 0/8	<b>0%</b> <b>0/18</b> 2 NA	0 0/7					
Non-Linguistic Representation	full	88% 7/8	<b>90%</b> <b>18/20</b>	100% 7/7					
	part	13% 1/8	<b>5%</b> <b>1/20</b>	0 0/7					

**Management Team Tours** are **Bold-faced font**; Interim tours are regular font

## **Site Goal #2 – Provide a safe and equitable learning environment**

*District Goal #3: Provide a safe and equitable learning environment for all students and staff*

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal):

- 98% student attendance (ADA)
- Reductions in suspensions
- 75% of stakeholders will respond positively to annual survey questions related to school safety and climate

### **Rationale:**

(district) The district has set an overall target of 98% attendance. Research shows that when students are in school they achieve at higher academic levels. The district goal is to increase cultural proficiency throughout the district to ensure that student and staff are afforded a safe and equitable learning environment.

(site) Student attendance is linked to student achievement. Students will not learn if they are not in school. Incentives for good attendance will continue at Jacobson both in the classroom and school-wide. The site goal is to increase cultural proficiency throughout Jacobson School. By increasing cultural proficiency, staff will know where we are as individuals and as a site. Staff and students will build awareness and acceptance of others.

<b>2a Increase Students' Average Daily Attendance</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
2a.1 Attendance will be monitored daily. Parents of students consistently absent or tardy will be called. Log kept, data analyzed.	Principal Att. Secretary		Aug.-May			
2a.2 District SARB process followed. Meetings between parents and principal scheduled. Involve Truancy Officer when needed.	Principal Att. Secretary Truancy Officer		Aug.-May			
2a.3 Attendance reported in newsletter, JSPA meetings, SSC meetings	Principal		Aug. -May			
2a.4 Conference with students	Teachers/ Students/ Principal		Sept. -May			
2a.5 Recognition and incentives provided: pizza parties, ice cream, dog tags, gift cards, Purr Bucks, bicycles	Teachers Principal	JSPA, ,MAA	Sept. - May			
2a.6 Communication: discussions at staff meetings, announcements regarding incentives, Data Wall in office showing monthly attendance	Staff/ Students/ Parents		Ongoing			
<b>2b. Increase Cultural Proficiency to support a safe and equitable learning environment</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
2b.1 Meet and plan with grass roots teacher group to plan possible staff team building for the year	Principal, team		Oct.			
2b.2 Meet and plan with grass roots teacher group to plan ERM	Principal, team		Nov.			

2b.3 Each teacher will develop classroom rules and teach students procedures to ensure a safe and orderly campus.	Teachers		August - May			
2b.4 Earthquake and fire drills will be conducted on a regular basis, as required	Principal Teachers		August-May			
2b.5 All staff members will wear identification badges at all times, and wear orange vests while on duty.	Staff		Ongoing			
2b.6 All school visitors and volunteers will sign in at the office and wear an identification sticker before proceeding onto campus.	Staff		August-May			
2b.7 All staff members are responsible for enforcing school rules and may issue citations or Purr Bucks accordingly.	Staff		August-May			
2b.8 All teachers will notify office personnel when scheduling activities outside the classroom.	Staff		August - May			
2b.9 Character Counts and student recognition will be promoted through monthly assemblies	Principal Teachers	MAA	Sept. - May			
2b.10 Continue Student Council and Spirit Days	Teachers		Sept.-May			
2b.11 Continue Conflict Manager program	Teachers		Ongoing			
2b.12 DARE program will continue for fifth grade students	Teachers		Oct.			
2b.13 Continue with Red Ribbon Week activities	Staff	JSPA	Oct. and Nov.			
2b.14 Cones and barricade rope used for drop off and dismissal	Custodian		August - May			
2b.15 New gates to remain closed during school hours. Gates on Camellia Avenue to remain locked during school hours	Staff		August - May			
2b.16 Recycling and trash pick-up activities	Staff		October-May			
2b.17 Therapy program for students struggling with home or school issues.	Valley Community Counseling		Sept.-May			
2b.18 Soul Shoppe to build character and peace (Student Assemblies, staff and parent training)	Principal, staff, Soul Shoppe	Title 1/EIA	Aug.-May			
2b.19 Provide assemblies that address a safe environment and diversity	Principal	EIA	Oct.-May			

**Percent attendance by month (to be completed as part of the “study” component throughout the year):**

	Month 1 AUG	Month 2 SEP	Month 3 OCT	Month 4 NOV	Month 5 DEC	Month 6 JAN	Month 7 FEB	Month 8 MAR	Month 9 APR	Month 10 MAY	YTD Total
2011-2012	97.3	97.08	96.3	95.98	95.22	94.76	95.01	95.55	96.15	95.59	95.87%
2012-2013	96.6%	96.1%	95.1%								
Difference +/-	-.7	-.98	-1.2								

**Site Goal #3 – Professional Development: Provide an articulated, sustained plan of professional development activities designed to build the school's capacity to support programs and achieve goals.**

*District Goal #6: Develop and support a high performing workforce.*

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal):

- Improved student achievement (API, AYP, AMAO's, district assessments)
- Increased use of Best Instructional Practices
- 100% Participation in ERM's

**Rationale:**

(district) The district strategic goals and LEA Plan include goals which focus on providing ongoing professional development and support to teachers and site administrators that result in increased achievement for all students in order to close the achievement gap.

(site) In addition to the District's staff development opportunities, Jacobson is in the fourth year of training in the area of writing with Nancy Fetzer. In addition, third and fourth grade teachers will work with the District's EL coach. The Jacobson community, staff, parents, and students will receive training in character building and peace through Soul Shoppe.

<b>3a. Staff Development</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
3a.1 District EL Coach will work with the third and fourth grade teams in the area of EL Strategies.	Teachers, EL Coach	District Grant	Oct. - May			
3a.2 The principal will attend the Instructional Leadership Network and Leadership as a Practice at no additional fee.	Principal, RSDSS		Oct. - May			
3a.3 Nancy Fetzer staff development in the area of writing	Principal	Title II	Oct/Nov(5days)			
3a.4 Substitute Teachers for Nancy Fetzer Training	Principal	Title I	October			
3a.5 Continue to support Data Teams by providing collaborative time for teachers	Principal		Aug. - May			
3a.6 Continue to provide staff development on early release Mondays on important and timely information: Data Teams, Instructional Tours, EL information, Strategic Teacher Series (Direct Instruction)	District Office Principal CISCs		Aug. – May			
3a.7 Soul Shoppe training with Joseph Savage in the area of Peace Making and Positive Character	Principal	Title 1, EIA	Aug – May			
3a.8 Provide teachers with training materials to support staff development	Principal	Title 1	Oct.-May			
3a.9 Provide training with SJCOE RSDSS	Principal	Title 1	Oct.-May			
3a.10 Provide release time for teachers to participate in Instructional Learning Walks	Principal	Title 1	Oct.-May			
<b>3b. Staff Participation in Professional Development on Early Release Mondays and Buy Back Days</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
3b.1 Staff recognition of Perfect Attendance each trimester	Principal		Oct.-May			
3b.2 During each staff meeting, a different grade level will report on what was discussed during collaboration time: Data Teams, Curriculum Associates, etc.	Principal		Ongoing			
3b.3 Teacher Paw Pride Awards will be given based upon teacher participation	Principal		Ongoing			



#### **Site Goal #4 – Parent Involvement: Strategies to encourage parent involvement and provide parent education.**

*District Goal #7: Develop and utilize partnerships to achieve District Goals*

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal):

- 75% of parents responding positively on annual stakeholder survey
- Increase in number of parents attending parent meetings (optional)
- Number of parents attending Parent Education workshops (optional)
- Increase in number of parents attending school functions (optional)

#### **Rationale:**

(district) Sustained parent involvement is linked to student achievement and staying in school. Federal and state regulations mandate meaningful opportunities at all grade levels for parents/guardians to be involved in school activities, advisory, decision-making, and activities to support learning at home.

(site) We promote a sense of community within the school by encouraging parent involvement in all areas of the school: School Site Council, Jacobson Staff Parent Association, Family Nights, and volunteering in classrooms. This year, we are also providing Parent Institute for Quality Education (PIQE) and Soul Shoppe.

<b>Parent Involvement &amp; Communication</b>						
<b>Action Steps</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
4.1 Continue to distribute the <i>Paw Prints</i> parent newsletter monthly and all flyers (in English and Spanish) to keep parents informed of events at school. Translators employed for conferences when needed.	Principal Secretary	EIA	August - May			
4.2 Teachers will continue to recruit parent representatives for JSPA and encourage parent attendance at JSPA meetings.	Teachers		August/ Sept.			
4.3 All parents receive information and sign-up opportunities to volunteer within classrooms or school wide.	Teachers JSPA		August/ Sept.			
4.4 All parents are encouraged to participate in School Site Council.	Principal Teachers		Ongoing			
4.5 Back to School Night to inform parents of teacher and grade level expectations. Open House to showcase student work.	Teachers		August and May			
4.6 Voice Synre messages will be sent, in English and Spanish, as needed, for important events.	Principal		Throughout the year			
4.7 EL parents are invited to participate in ELAC and SSC meetings to assist in the decision making and EL learners.	Principal		October			
4.8 School marquee will be updated weekly to keep parents and community informed of school activities. Jacobson's website will be updated on a regular basis.	Principal Computer Lab Tech.		Ongoing			
4.9 A Student Author Fair will showcase student writing	Staff		Spring			
4.10 Family Nights Committee will provide Family Nights, including Family Science, Family Math or Family Literacy.	Staff	Title 1 EIA				
4.12 Jaguar folders contain student handbook with school information	Secretary		August			
4.13 Invite EL parents to Rosetta-Stone tutoring after school.	Staff	District	Nov.-May			

4.14 Jacobson parents will participate in the Title 1 Advisory Committee, DELAC, and the Superintendent's Parent Committee	Parents		Sept.-May			
4.15 Parent Institute for Quality Education (PIQE) will be offered	Principal	Title 1	Sept., Oct.			
4.16 Childcare for PIQE	Principal	Title 1				
4.17 Parent Liaison to support parent communication and involvement	Principal	EIA/Title 1	Oct.-May			

**Site Goal #5 – Technology: Use Technology as a tool to improve instruction, management of classrooms and efficiency in operations.**

*District Goal #4: Use technology as a tool to improve instruction, management of classrooms and efficiency in operations.*

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal):

- Increase in use of technology in classrooms (optional)
- Increase in availability of technology in classrooms (optional)

**Rationale:**

(district) The district is committed to providing students and staff with the technology tools and skills to support academic content standards and improve learning so that they can compete in a digital world.

(site) Jacobson will remain committed to keeping skills and equipment updated for staff and students so that technology-based instruction will occur. All Jacobson staff and students sign a Technology Use Agreement. The site has a computer lab with a classified para-educator to teach students based upon the District Technology Plan. Additional computers and other technology are in each classroom.

Technology						
Action Steps (Plan)	Person Responsible	Resources	Timeline	Do	Study	Act
5.1 Students will have access to computers for taking Accelerated Reader quizzes.	Computer Lab Technician					
5.2 AV equipment will be purchased as needed, including computers, SMART Boards, and student response systems. a) SMART Boards, rooms 23, 24, 26, 14 b) Beyond Question Student Response Systems, 1 <sup>st</sup> – 4 <sup>th</sup> grade classrooms c) Document Camera, room 13 d) Mobile cart with wireless laptops/tablets for classroom checkout use e) Leap Pad Learning Tablets for kindergarten family check out, 6 per classroom	Principal	EIA, Title 1				
5.3 Computer Lab Technician's salary/benefits will be funded. Technician will weekly work with students and routinely keep equipment functioning and updated. Tech. will provide staff development and support as needed.	Principal Computer Lab Tech.	EIA, Title 1				
5.4 Rosetta-Stone program will be utilized by EL learners and parents	Staff	EIA, Title 1				
5.5 All kindergarten through fifth grade students will complete a minimum of one benchmark-aligned class project.	Computer Tech.		September - May			
5.6 All students in grades three through five will be taught how to use the internet as a research tool. Every child in grades four and five will be required to complete a minimum of one research project utilizing internet research.	Computer Tech.		September - May			
5.7 Teachers will continue to receive training in Datawise	Staff		When needed			

### **Site Goal #6 – Improve School Libraries**

*District Goal #1: Prepare all students for college and careers.*

*District Goal #2 Ensure that all students meet or exceed grade level standards and that the achievement gap is closed.*

*District Goal #3: Provide a safe and equitable learning environment for all students and staff.*

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal):

- Increase in students utilizing Accelerated Reader
- Increase in students checking out books for research and reading
- Teachers and students will have adequate curriculum in each classroom

### **Rationale:**

This is a requirement under the School and Library Improvement Block Grant.

**Rationale:** (site) Jacobson will remain committed to keeping the library books and equipment updated so it can provide a resource for staff and student development. Library resources will support District adopted curriculum.

<b>Improve School Libraries</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Time line</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
6.1 Accelerated Reader program will be implemented by support staff. Students will have access to AR books and incentives will be given for passing comprehension quizzes.	Library Tech./Computer Lab Tech. /Teachers/ Principal	Title 1 EIA	October - May			
6.2 Collection will be updated by replacing old books.	Library Tech.	EIA, Title 1	October - May			
6.3 Library Technician will meet with classes.	Library Tech.		October - May			
6.4 Library equipment and resources will be updated as needed.	Principal/ Library Tech.	Title 1	As Needed			

### **Centralized Services**

*District Goal #1: Prepare all students for college and careers*

*District Goal #2: Ensure that all students meet or exceed grade level standard and that the achievement gap is closed.*

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal)

- Consolidated Program documents submitted by deadlines
- Consolidated Program documents approved with no errors
- Federal Program Monitoring completed with no non-compliant areas
- Supplemental Services provided as per Title I regulations

### **Rationale:**

<b>Centralized Services</b>			
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>
1. Completion and filing of required documents pertaining to consolidated program.	L. Dopp K.Noah	Title I Title III EIA	August 2012 – May 2013
2. Assistance in preparing and monitoring budgets and expenditures pertaining to consolidated programs.	L.Dopp J.Carter K.Noah	Title I Title III EIA	October 2012 June 2013
3. Assistance in monitoring program activities to ensure that they are in compliance with state and federal requirements.	L.Dopp C.Woo	Title I Title III EIA	October 2013 June 2013
4. Assistance in planning, implementing, and evaluating staff development activities funded by consolidated funded programs.	ES Directors	Title I Title II Title III EIA	August 2012 – May 2013
5. Assistance in meeting state requirements for Federal Program Monitoring - FPM (previously Categorical Program Monitoring – CPM).	C.Woo	Title I Title III EIA	Fall 2012
6. Assistance in planning, implementing, and evaluating of effective parent participation programs.	L.Dopp	Title I Title III	August 2012 – May 2013
7. Assistance in planning, implementing, and evaluating of supplementary programs to assist targeted populations.	L.Dopp K.Noah	Title I Title II Title III EIA	August 2012 – May 2013

		<u>Total</u>	<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Title I- Additional Funds</u>	<u>Title II</u>
	12/13 Estimated Allocations	\$ 320,446	\$ 9,198		\$ 135,612	\$ 111,925	\$ 57,711	\$ 6,000
	11/12 Carryover	\$ -						
	Sub-Total	\$ 320,446	\$ 9,198	\$ -	\$ 135,612	\$ 111,925	\$ 57,711	\$ 6,000
	Centralized Services	\$ 15,770			\$ 15,770			
	<b>TOTAL</b>	<b>\$ 336,216</b>	<b>\$ 9,198</b>	<b>\$ -</b>	<b>\$ 151,382</b>	<b>\$ 111,925</b>	<b>\$ 57,711</b>	<b>\$ 6,000</b>
	Payroll (Reference only)	\$ 121,147			\$ 61,911	\$ 59,236		
	<b>ALLOCATED GOAL TOTAL</b>	<b>\$ 336,187</b>	<b>\$ 9,198</b>	<b>#VALUE!</b>	<b>\$ 151,382</b>	<b>\$ 111,896</b>	<b>\$ 57,711</b>	<b>\$ 6,000</b>
Plan Ref	<b>Action Steps (requiring funding)</b>							
	<i>Goal #1: All Students will meet or exceed grade level standards and the achievement gap will be closed:</i>							
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Title I</u>	<u>Title II</u>
	Provide direct support to students through centralized services.				\$ 9,167			
1a.3	Provide an EL Para-Educator (J. Bailey, 6 hrs.)	\$28,987			\$ 28,987			
1a.4	Materials and supplies for EL Para	\$350			\$ 350			
1a.5	Para-Educators to work with EL and At-Risk students - Kindergarten (C.Watkins, R.Cueves Diaz, K.Glover - all 3 hours)	\$ 31,507			\$ 27,266	\$ 5,084		
1a.6	Employ a para-educator to work with EL and At-Risk Jumpstart Kindergarten students (D. Boucsein-Lee, 3 hours)	\$ 10,000			\$ 7,000	\$ 3,000		
1a.7	Rosetta-Stone for students & families (supervision afterhours)	\$5,000			\$ 5,000			
1a.9	Funds for copies and realia	\$14,985	\$ 2,985.00		\$ 7,000	\$ 5,000		
1b.1	Consumable Spelling materials (3rd-5th grade)	\$2,600			\$ 1,600	\$ 1,000		
1b.2	Copy/supply funds for at-risk students - differentiating instruction	\$ 3,500			\$ 1,500	\$ 2,000		
1b.3	Substitute teachers provided for SST and retention meetings	\$ 2,000			\$ 615	\$ 1,385		
1b.5	Before/After School Intervention in Language Arts and Math	\$ 9,000			\$ 1,000	\$ 1,000	\$ 7,000	
1b.7	Para-Educators to work with low differentiated groups (L.Pekari & D. Tarnowski, 4 hrs. each)	\$ 32,461			\$ 14,230	18,231		
1b.8	Materials and supplies for Title 1 Para.s	\$ 700				\$ 700		
1b.9	Provide release time for teachers to plan interventions for at-risk students	\$ 5,000			\$ 2,500	\$ 2,500		
1c.1	Testing materials - Curriculum Associates test prep, pencils, etc.	\$5,000			\$ 2,500	\$ 2,500		
1d.5	Copier maintenance/replacement, Nextel	\$8,198	\$ 2,000.00		\$ 3,198	\$ 3,000		
1d.6	Postage	\$1,000	\$ 500.00		\$ 500			
1b.11	Intervention committee will research an intervention plan to implement this year	\$25,711						
	a) Teacher Overtime for Research						\$ 2,000	
	b) Pilot Materials						\$ 6,000	

	c) Purchase Materials						\$ 10,000	
	d) Intervention Camp						\$ 7,711	
	<b>GOAL TOTALS</b>		\$ 5,485		\$ 112,413	\$ 45,400	\$ 32,711	\$ -
	<b>Goal #2: Provide a safe and equitable learning environment</b>							
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Title I</u>	<u>Title II</u>
2a.5	Recognition and incentives for attendance	\$2,000			1,000	\$1,000		
2b.18	Soul Shoppe: Staff, Student, Parent training in Building Peace and Character	\$4,473			\$ 4,473			
2b.19	Provide assemblies that address a safe environment and diversity	\$1,000			\$ 1,000			
2b.20	Ensure safety on the playground. Provide safety vests, band aids, and proper playground equipment	\$1,000	\$ 500			\$ 500		
	<b>GOAL TOTALS</b>		\$ 500	\$ -	\$ 6,473	\$ 1,500	\$ -	\$ -
	<b>Goal #3: Professional Development: Provide an articulated, sustained plan of professional development activities designed to build the school's capacity to support programs and achieve goals. (Must spend \$25,445 from Title I)</b>							
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Title I</u>	<u>Title II</u>
3a.3	Nancy Fetzter Training (Writing - all staff), 5days	\$8,500				\$ 2,500		\$ 6,000
3a.4	Substitute Teachers for Nancy Fetzter Training (5 days x 8 subs)	\$5,000	\$ 1,500			\$ 3,500		
3a.7	Soul Shoppe (see goal #2 above) for staff	\$1,816				\$ 1,816		
3a.8	Provide teachers with training materials to support staff development	\$4,000				\$ 4,000		
3a.9	Training with SJCOE RSDSS	8750				8750		
3a.10	Provide release time for teachers to participate in Instructional Learning Walks	4879				4879		
	<b>GOAL TOTALS</b>		\$ 1,500	\$ -	\$ -	\$ 25,445	\$ -	\$ 6,000
	<b>Goal #4: Parent Involvement: Strategies to encourage parent involvement and provide parent education. (Must spend \$ 16,964 from Title I)</b>							
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Title I</u>	<u>Title II</u>
4.1	Translation: newsletters, flyers, conferences	5000			\$ 5,000			
4.10	Family Night Supplies	500				\$ 500		
4.15	PIQE (1 English/1 Spanish)	6000			\$ 3,000	\$ 3,000		
4.16	Child Care for PIQE	1500			\$ 750	\$ 750		
	Soul Shoppe (see goal #2 above) for parents	1711				\$ 1,711		
4.17	Parent liaison position to support parent communication and involvement (PAO)	\$ 15,406			\$ 4,403	\$ 11,003		
	<b>GOAL TOTALS</b>		\$ -	\$ -	\$ 13,153	\$ 16,964	\$ -	\$ -
	<b>Goal #5: Technology and Improving the school libraries: Use technology as a tool for improvement in instruction; management of departments, sites and classrooms; and to increase efficiency in operations across the district.</b>							
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Title I</u>	<u>Title II</u>
5.2	AV equipment will be purchased as needed including computers,							
	Document Cameras, SmartBoards, student response systems (for classroom)	12,250						
	a) SMART Boards, rooms 23, 24, 26, 14		\$ 1,713		\$ 3,500	\$ 1,787		
	b) Beyond Question Student Response Systems, 1st-4th grade classrooms						\$ 8,000	
	c) Document Camera, room 13				\$ 288	\$ 262		
	d) Mobile Cart with Wireless laptop/tablets for classroom checkout				\$ 3,700		\$ 15,600	
	e) Leap Pad Learning Tablets for kindergarten family checkout, 6 per classroom				\$ 1,400		\$ 1,400	
5.3	Computer Lab Technician's Salary (S. Walsh, 5 hrs.)	25493			\$ 7,705	\$ 17,788		

5.4	Accelerated Reader Program (subscription)	3500			\$ 1,750	\$ 1,750		
6.4	Library equipment and resources updated as needed	1000			\$ 500	\$ 500		
6.1	Accelerated Reader program will be implemented by support staff. Students will have access to AR books and incentives will be given for passing comprehension quizzes.	500			\$ 250	\$ 250		
6.2	Collection will be updated by replacing old books	500			\$ 250	\$ 250		
	<b>GOAL TOTALS</b>		\$ 1,713	\$ -	\$ 19,343	\$ 22,587	\$ 25,000	\$ -



# George Kelly Elementary

*Tracy Unified School District*

*CDS: 39-75499- 108357*

*Interim Principal: Jeanine Wilson*



## Single Plan for Student Achievement 2012/13

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. 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 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:

Contact Person: Jeanine Wilson

Position: Interim Principal

Telephone Number: 209-830-3390

E-mail Address: Jeanine.wilson@tUSD.net

SSC approval date: 10/17/2012

# SECTION I: SCHOOL PROFILE

## A. Description of any Significant Changes

### 1. Description of School Demographic composition

	Source	2010/11	2011/12	2012/13
Enrollment (#)	Oct CBEDS	1146	1170	1163
AFDC/Free & Reduced (%)	Oct CBEDS	26%	22.2%	28.3%
English Learners R-30 (%)	Mar R-30	236/21%	224/19%	
Fluent English (FEP/R-FEP) (%)	Mar R-30	39/6%	156/13%	
Students redesignated to FEP (#)	Mar R-30	12	20	
Ethnicity: White (%)	Oct CBEDS	25.1%	26.93%	28.17%
Hispanic(%)	Oct CBEDS	33%	31.73%	30.92%
African American(%)	Oct CBEDS	7.7%	7.72%	6.46%
Asian(%)	Oct CBEDS	25.8%	25.56%	27.05%

### 2. Description of Staff Characteristics/Changes in Staffing

	2011/12	2012/13
number of classroom teachers	38 full time general ed. positions (two job share) 1 music teacher	38 full time general ed. positions (three job shares) 1 music teacher
number and type of support certificated staff (including special education staff)	1 RSP Teacher 3 SDC Teachers 1 Psychologist- 60% 1 Speech Therapist 80%	1 RSP Teacher 3 SDC Teachers 1 Psychologist- 60% 1 Speech Therapist 80%
number of classified staff	24	24
Number/percent of NCLB highly qualified teachers	45 of 45	45 of 45
Number/percent of teachers with EL Certification	45 of 45	45 of 45

### 3. Addition or Removal of categorical programs or feeder programs (check one)

☒ No significant changes  
☐ Significant changes

### 4.Changes in District Core Programs (check one)

☒ No significant changes  
☐ Significant changes

### 5.Changes in Facilities (check one)

☒ No significant changes  
☐ Significant changes

## B. Programs included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the school plan budget must include the proposed expenditures.)

State Programs	Allocation
<input checked="" type="checkbox"/> <b>EIA: Economic Impact Aid/ English Learner Program</b> <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners.	\$ 129,921
<input type="checkbox"/> <b>Gifted and Talented Education</b> <u>Purpose:</u> To support instructional programs for identified gifted and talented students.	
<input checked="" type="checkbox"/> Other State or Local funds (site allocation and MAA)	19,431
Total amount of state categorical funds allocated to this school	\$149,352

Federal Programs under No Child Left Behind (NCLB)	Allocation
<input type="checkbox"/> <b>Title I, Part A: Schoolwide Program</b> <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$
<input checked="" type="checkbox"/> <b>Title II, Part A: Teacher and Principal Training and Recruiting</b> <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$ 6,000
<input type="checkbox"/> Other Federal Funds (list and describe <sup>1</sup> )	\$
Total amount of federal categorical funds allocated to this school	\$
Total amount of state and federal categorical funds allocated to this school	\$155,352

## SECTION II: Presentation and Analysis of Data

### A. Analysis of Current Instructional Program - Academic Program Survey

The following evaluation is based on the Academic Program Survey and provides a rubric rating on a four point scale (1-4) for each area as well as a brief narrative assessment for each area. The rubric is as follows:

- (1) = Minimally – rarely used/found
- (2) = Partially – sometimes used/found
- (3) = Substantially – in regular use
- (4) = Fully - in regular use in all classrooms and followed completely

ELEMENT	2012 Rating	Comments
<b>EPC #1 Instructional Program</b>		
1.1	3.5	
1.2	2.6	
1.3	2.5	
1.4	3.8	
1.5	2.8	
1.6 ES/MS	4	
<b>EPC #2 Instructional Time</b>		
2.1	3.6	
2.2	3.4	
2.3	3.0	
2.4	3.8	
2.5	3.7	
2.6	3.1	
2.7	3.2	
<b>EPC #3 Lesson Pacing Schedule</b>		
3.1	3.6	
3.2	3.9	
<b>EPC #4 Professional Development for School Administrators</b>		
4.1	4	
4.2	4	
4.3 ES	4	
<b>EPC #5 Credentialed Teachers and Teacher Prof. Development Opportunity</b>		
5.1	4	
5.2	3.9	
5.3	3.4	
<b>EPC #6 On-Going Instructional Assistance and Support for Teachers</b>		
6.1	2.5	
6.2	2.4	
<b>EPC #7 Student Achievement Monitoring System</b>		
7.1	3.8	
7.2	3.9	
<b>EPC #8 Teacher Collaboration by Gr. Level/Subject Matter</b>		
8.1	3.7	
8.2	3.8	
<b>EPC #9 Fiscal Support</b>		
9.1	3.3	
9.2	3.1	

### **Analysis of Data – Current Instructional Program (APS):**

*To what extent do ALL students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of academic standards?*

In most of the EPCs, the performance is 3.0 and above. In EPC #4 the performance is four and in EPC 6, the performance is below three.

## Academic Performance:

**1a. AYP - Adequate Yearly Progress:** Schools will meet or exceed their AYP goal OR demonstrate an increase of 5% in percent of students scoring proficient for schools meeting their AYP Targets

Group (NCLB target) ES/MS HS	2010 % Prof. ELA (≥ 56.8%) (≥ 55.6%)	2011 % Prof. ELA (≥ 67.6%) (≥ 66.7%)	2012 % Prof. ELA (≥ 78.4%) (≥ 77.8%)	AYP Goal Met?	5% growth Goal Met?	2010 % Prof. Math (≥ 58%) (≥ 54.8%)	2011 % Prof. Math (≥ 68.5%) (≥ 66.1%)	2012 % Prof. Math (≥ 79.0%) (≥ 77.4%)	AYP Goal Met?	5% growth Goal Met?
<b>School Total</b>	<b>60.4</b>	<b>63.3</b>	<b>68.5</b>	Yes	Yes	<b>52.9</b>	<b>58.0</b>	<b>67.0</b>	Yes	Yes
<b>Sub-group #1</b> Asian	<b>71.0</b>	<b>67.5</b>	<b>74.4</b>	Yes	Yes	<b>69.2</b>	<b>73.3</b>	<b>72.0</b>	No	No
<b>Sub-group #2</b> Filipino	<b>69.3</b>	<b>74.5</b>	<b>82.9</b>	Yes	Yes	<b>68.3</b>	<b>70.6</b>	<b>82.9</b>	Yes	Yes
<b>Sub-group #3</b> Hispanic or Latino	<b>50.5</b>	<b>54.4</b>	<b>57.7</b>	Yes	No	<b>41.8</b>	<b>49.5</b>	<b>57.3</b>	Yes	Yes
<b>Sub-group #4</b> White not Hispanic	<b>67.2</b>	<b>70.5</b>	<b>72.7</b>	Yes	No	<b>54.3</b>	<b>61.3</b>	<b>71.8</b>	Yes	Yes
<b>Sub-group #5</b> Socioecon. Disad.	<b>45.8</b>	<b>45.5</b>	<b>56.3</b>	Yes	Yes	<b>42.6</b>	<b>42.4</b>	<b>51.9</b>	Yes	Yes
<b>Sub-group #6</b> ELL students	<b>52.3</b>	<b>48.1</b>	<b>57.0</b>	Yes	Yes	<b>46.6</b>	<b>51.3</b>	<b>62.2</b>	Yes	Yes
<b>Sub-group #7</b> Stu. w/ Disabilities	<b>N/A</b>	<b>47.1</b>	<b>53.6</b>	Yes	Yes	<b>N/A</b>	<b>38.8</b>	<b>50.6</b>	Yes	Yes

## Achievement Gap Data

### Longitudinal AYP 2008 – 2012 • English Language Arts

ELA	target	School	White	Afr.Amer.		Hispanic		Low SES		EL		Stu w/Dis	
	ES/HS	AYP	AYP	AYP	Gap	AYP	Gap	AYP	Gap	AYP	Gap	AYP	Gap
2008	35.2/33.4	51.9	56.8	40.4	16.4	39.3	17.5	37.5	19.3	43.1	13.7	N/A	N/A
2009	46.0/44.5	61.4	65.8	48.4		50.5		46.8		45.8		47.2	
2010	56.8/55.6	60.4	67.2	48.3		50.5		45.8		52.3		38.1	
2011	67.6/66.7	63.3	70.5	54.5		54.4		45.5		48.1		47.1	
2012	78.4/77.8	68.5	72.7	67.7	5.0	57.7	15.0	56.3	16.4	57.0	15.7	53.6	19.1
Change					-11.4		-2.5		-2.9		+20		+0.5

The Achievement Gap is calculated by subtracting the subgroup AYP from the White subgroup AYP.

### Longitudinal AYP 2008 – 2012 • Math

The Achievement Gap is calculated by subtracting the subgroup AYP from the White subgroup AYP.

Math	target	School	White	Afr.Amer.		Hispanic		Low SES		EL		Stu w/Dis	
	ES/HS	AYP	AYP	AYP	Gap	AYP	Gap	AYP	Gap	AYP	Gap	AYP	Gap
2008	37.0/32.2	40.5	37.6	16.7	20.9	32.4	5.2	30.7	6.9	38.5	+9	N/A	N/A
2009	47.5/43.5	48.6	51.6	29.4		36.8		36.3		39.1		54.2	
2010	58.0/54.8	52.9	54.3	39.7		41.8		42.6		46.6		34.9	
2011	68.5/66.1	58	61.3	39.4		49.5		42.4		51.3		38.8	
2012	79.0/77.4	67.0	71.8	54.5	17.3	57.3	14.5	51.9	19.9	62.2	9.6	50.6	21.2
Change		9.0	10.5		-3.6		+7.3		+13.0		+10.5		+23.8

**1b. AYP - Adequate Yearly Progress** Schools will have a 95% participation rate in state testing

Group	% Tested ELA 2012	Target Met Yes or No	% Tested Math 2012	Target Met Yes or No
<b>School Total</b>	<b>100%</b>	<b>Yes</b>	100%	Yes
<b>Subgroup #1</b> Hispanic	100%	Yes	100%	Yes
<b>Subgroup #2</b> White Not Hispanic	100%	Yes	100%	Yes
<b>Subgroup #3</b> Socio-economically Disadvantaged	99%	Yes	99%	Yes
<b>Subgroup #4</b> English Learners	99%	Yes	99%	Yes
<b>Sub-group #5</b> Stu. w/ Disabilities	98%	No	99%	No

**Program Improvement Status for 2012/13:**  X  Not in PI \_\_\_\_\_ in PI year \_\_\_\_\_

**Analysis of Data – Student Achievement - AYP (Adequate Yearly Progress):**

*What trends are indicated by the data? To what extent are all students achieving academic standards? Particularly comment subgroups who have not met targets. To what extent is the achievement gap closing?*

ELA: KES maintained meeting the target in all groups for ELA, but students with disabilities which dropped 2% and will remain a focus for improvement.

Math: KES maintained meeting the target in all groups for Math, but students with disabilities which dropped 2% and will remain a focus for improvement

**1c. API – Academic Performance Index :** Schools will meet or exceed school's API growth target OR maintain a score of 800 or higher

Group	2011 Base API	2012 API Target	2012 API	Actual Growth	Target Met Yes or No
<b>School Total</b>	827	800	858	31	Yes
<b>Subgroup #1</b> Hispanic	784	789	811	22	Yes
<b>Subgroup #2</b> White Not Hispanic	854	800	879	79	Yes
<b>Subgroup #3</b> Socio-economically Disadvantaged	743	748	797	49	Yes
<b>Subgroup #4</b> English Learners	769	774	814	40	Yes

**Longitudinal (Growth) API 2008 – 2012  
(Achievement Gap Data)**

	School	White	Afr.Amer.		Hispanic		Low SES		EL		Stu w/Dis	
	API	API	API	Gap	API	Gap	API	Gap	API	Gap	API	Gap
2008	767	790	719	-70	712	-78	722	-67	767	-23	719	-70
2009	807	824	756	-68	746	-78	739	-85	807	824	756	-68
2010	806	823	N/A	N/A	756	-67	747	-86	759	-64	N/A	N/A
2011	825	854	N/A	N/A	783	-71	740	-114	767	-87	N/A	N/A
2012	858	879	812	-67	811	-68	797	-100	814	-65	711	-168
				-3		-10		+33		+42		+98

**Analysis of Data – Student Achievement - API (Academic Performance Index):**

*What trends are indicated by the data? To what extent are all students achieving academic standards? Particularly comment subgroups who have not met targets. To what extent is the achievement gap closing?*

All groups met the API targets. The achievement gap for Hispanic, Low SES and EL students increased.

**2. AMAO – Annual Measurable Achievement Objectives (Title III - EL Progress in English):**

**a. AMAO 1** – Percent of Students making annual progress in English (based on CELDT)

**b. AMAO 2** – Percent of Students Attaining English Proficiency (based on CELDT)

	# students tested	% meeting AMAO 1	Target	Met? Y/N	% meeting AMAO 2	Target <5yr/≥5yr	Met Y/N
<b>2009/2010</b>	130	63.8%	53.1	Y	32.5/52	17.4/41.3	Y/Y
<b>2010/2011</b>	169	54.4%	54.6	N	21.7/53.8	18.7/43.2	Y/Y
<b>2011/2012</b>	187	69.0%	56.0	Y	34.2/56.3	20.1/45.1	Y/Y

**Analysis of Data – Student Achievement – Title III AMAOs**

*What trends are indicated by the data? To what extent are all English Learners meeting the language acquisition targets of Title III?*

Kelly School met the target for AMAO 1 and AMAO 2.

**3. Increase in students meeting district standards:** Students will demonstrate proficiency on 80% percent of district standards based on end of year assessments:

Percent of students meeting standards on district assessments

ELA	2011	2012	Target Met? Y/N	MATH	2011	2012	Target Met? Y/N
Kinder	89	88.3	Y	Kinder	91	86.9	Y
Grade 1	75	80.0	Y	Grade 1	86	88.4	Y
Grade 2	71	78.4	N	Grade 2	87	91.4	Y
Grade 3	66	64.2	N	Grade 3	85	81.9	Y
Grade 4	67	72.9	N	Grade 4	89	86.8	Y
Grade 5	63	70.7	N	Grade 5	83	87.9	Y
Grade 6	52	70.8	N	Grade 6	51	49.0	N
Grade 7	54	60.1	N	Grade 7	62	75.7	N
Grade 8	64	75.1	N	Alg. Read.	66	79.8	N
				Algebra	82	82.9	Y

### Analysis of Data – Student Achievement – District Assessments

*What trends are indicated by the data? To what extent are all students achieving academic standards based on district assessments? (Particularly comment on students who are historically lower performing at your school).*

In ELA, two classes scored at or above 80%, however, in math, all grade levels except three scored more than 80%. Partially the reason for this big discrepancy between math and ELA is that students have three tries for the math test and take it only once for ELA. In math, all grades that were below 80% were brought up. Those that did decrease only went down slightly.

## C. School Safety

### 1. Reduction in the number and percentages of suspensions or expulsions

	2010/11		2011/12		% Decrease or Increase	Target Met
	#	%	#	%		
Suspensions	58	5%	46/29	3.9%	-1.1%	Y
Expulsions	6	Less than 1/2 %	0	0%	-Less than 1/2%	Y

*# Number of incidents of suspension (# of individual students suspended during the year). Some students were suspended more than one time during the year.*

### 2. There will be a 75% or higher percentage of parents, staff, and students responding positively to survey questions regarding school safety.

#### School Safety

Group	% Agree 2011	% Agree 2012
Parents	82.4	90.49
Staff - Cert.	80.00	90.74
Staff – Class.	77.78	90.00
Students	72.41	77.51
Total	78.14	87.19
Met Goal (Y/N)	Y	Y



## D. School Climate and Leadership

1. There will be a 75% or higher percentage of parents, staff and students responding positively to survey questions regarding school climate, instructional issues, and parent relations:

### School Climate

Group	% Agree 2011	% Agree 2012
Parents	80.49	88.67
Staff – Cert.	76.00	82.41
Staff – Class.	62.22	88.00
Students	66.21	76.33
Total	71.48	83.88
Met Goal (Y/N)	N	Y

The school will maintain 98% actual attendance, or an improvement of .5%

School Year	Actual Attendance %	Target %	Difference (+ or -)	Target Met Yes or No
2008/2009	96.20	98%	-1.8%	N
2009/2010	96.28	98%	-1.72%	N
2010/2011	96.71	98%	-1.29%	N
2011/2012	96.98	98%	-1.02%	N

### Analysis of Data – School Safety and Climate

*What trends are indicated by the data? To what extent is the school a safe, clean and orderly place that nurtures learning?*

The number of suspension incidents decreased from 58 to 49. Some students were suspended more than one time during the year. The number of expulsions also decreased from 6 to 0. The number of referrals increased because we used referrals as part of documentation in order to streamline documentation and communication with parents.

Total percentages for school safety and climate went up and the school met the goal. As a school, we need to continue to work on bringing up the students' percentages.

Attendance increased 5<sup>th</sup> year in a row. In 2012, attendance increased by .16%

## SECTION III: EVALUATION OF PRIOR YEAR'S PLAN

### A. Evidence of school's progress towards meeting **student achievement** targets

#### **Goal #1 – Ensure students are prepared for college and careers and that all students meet or exceed grade level standards and the achievement gap is closed**

- a. Programs to meet the needs of English Learners
- b. Programs to meet the needs of at-risk students
- c. Prepare students for STAR/CAHSEE testing
- d. Plan for increasing deployment of Best Instructional Practices
- e. (schools with gr. 6-12) Improve student achievement in Mathematics

#### Evaluation of Plan for Goal 1:

##### **a. English Learners**

- 1) K-6<sup>th</sup> English Learners (ELs) received 30 minutes or more ELD services during class on a daily basis from the four ELD paraprofessionals (three paraeducators and one bilingual paraeducator). 7<sup>th</sup> and 8<sup>th</sup> grade ELs received services specifically from the English 3D Program and Rosetta Stone Program during tower class. They will also receive extra academic support before or after school from January-March from the teacher.
- 2) ELs met safe harbor in math, not ELA. They met the both AMAO 1 and AMAO 2.
- 3) Our goal is have ELs meet safe harbor during 2012-13 school year. K-8<sup>th</sup> grade ELs will continue to receive at least 30 minutes of ELD during class daily. 6<sup>th</sup>-8<sup>th</sup> grade long term ELs are receiving focused academic vocabulary and writing instruction in Academic Language and Support (ALAS) class. They also receive extra academic support before or after school from September-March from the teachers.

##### **b. At Risk Students**

- 1) Teachers and the principal met in September 2010 and looked at longitudinal (three years) data for each student (sliders, stickers and gainers). 3-8 grade students will take Curriculum Associates in October and 1<sup>st</sup> and 2<sup>nd</sup> grade will take it in December. During staff meetings, teams collaboratively analyzed the data and selected focus students (EL and Hispanic). At that time teachers could not identify students from low SES. Focus students will receive extra academic support before or after school from October-March from the teacher. 7<sup>th</sup> and 8<sup>th</sup> grade students who need the extra support, will take two periods of math or ELA including students with disabilities and at risk students from all different ethnicities. Students who receive two periods of math or ELA daily are the students whose scores approximately 300 or less on CSTs in 2010 and did poorly on the district assessments.
- 2) ELs met safe harbor in math and ELA. They met the AMAO 1 and AMAO 2. Hispanic students met safe harbor in ELA and math. Students from low SES did meet safe harbor in both of the content areas. We did meet Safe harbor for our students with disabilities.
- 3) This year our goal to provide focused services to the students so that we can improve in each of the areas and at least maintain Safe Harbor specifically for our at risk students. K-8<sup>th</sup> grade ELs will continue to receive daily at least 30 minutes of ELD during class. 6<sup>th</sup>-8<sup>th</sup> grade long term ELs are receiving focused academic vocabulary and writing instruction in Academic Language and Support (ALAS) class. They will also receive extra academic support before or after school from the teachers. Another difference this year is specifically for 7<sup>th</sup> and 8<sup>th</sup> grade students, any students who received less than 3s on the district assessments last year and/or less than 360 on CST are receiving two periods of math or ELA on a daily basis. This year teachers are collaborating even more than they have previously during to the implementation of Professional Learning Communities (PLCs) at Kelly School.
- 4) Teachers identify students who are displaying difficulties and complete the necessary paperwork and meetings for the Student Study Team (SST) process.

**c. STAR prep**

- 1) At Kelly School, when each of the teams develop their standards maps in April for the next school year, they identify how they will prepare the students for CSTs and when will they give curriculum associates and CST released items. Students from grades 3-8 will take curriculum associates three times during the school year October, December and February. Each time Staff (teachers and admin) will analyze students' performance on content standards and provide academic support to the students based on their needs. We only have one set of 2008 Curriculum Associates for four classes to share; we bought a second set of 2008 Curriculum Associates for 1<sup>st</sup>-6<sup>th</sup> math and 1<sup>st</sup>-5<sup>th</sup> grade ELA.
- 2) Kelly students API and AYP percentages increased both in ELA and math, but we did not meet the AYP. In ELA, we met the AYP goal, but in math we decreased 1.3% in the Asian category. Our scores increased, we feel successful, but we did not meet our goals of meeting the AYP. The reasons we feel we did not achieve our goal is that the AYP goals are moving at a much faster pace (10% every year) than we are able to move our students' academic performance.
- 3) Our overall emphasis is to increase our math scores this year, specifically in 7<sup>th</sup> and 8<sup>th</sup> grade. For 1<sup>st</sup>-6<sup>th</sup> grade teachers are working with target students after school and starting in December they will work with the focus students. Last year we bought a schoolwide (K-8) IXL computer based program for students to practice math in a fun way at home and school. In 7<sup>th</sup> and 8<sup>th</sup> grade, all students who scored less than 360 on math or ELA, receive two periods of math or ELA daily. For 7<sup>th</sup> and 8<sup>th</sup> grad long term ELs, we took out Rosetta Stone during tower and replaced it with ALAS program using the Santillana program.

**d. Increasing Deployment of Best Instructional Practices**

- 1) Every teacher has had training on how to write effective and focused objectives which they write on the board daily. Teachers also refer to the objective repeatedly throughout the lessons.
- 2) The principal when doing Instructional tours invites teachers to join the tour to provide the opportunity to observe other classrooms.
- 3) Kelly is continuing staff development on the big four with the use of Teaching Like a Champion materials and sharing best practices.
- 4) K-8 teachers are provided release time to observe other classrooms and participate in PLCs.

**e. Student Achievement in Mathematics (gr 6-12)**

- 1) At Kelly School, students receive additional math support during and after school. Our overall emphasis is to increase our math scores this year, specifically in 7<sup>th</sup> and 8<sup>th</sup> grade. For 1<sup>st</sup>-6<sup>th</sup> grade teachers are working with target students after school and starting in December they will work with the focus students. Last year we bought a schoolwide (K-8) IXL computer based program for students to practice math in a fun way at home and school. In 7<sup>th</sup> and 8<sup>th</sup> grade, all students who scored less than 360 on math or ELA, receive two periods of math or ELA daily. For 7<sup>th</sup> and 8<sup>th</sup> grad long term ELs, we took out Rosetta Stone during tower and replaced it with ALAS program using the Santillana program.
- 2) Our overall emphasis is to increase our math scores this year specifically in 7<sup>th</sup> and 8<sup>th</sup> grade. For 1<sup>st</sup>-6<sup>th</sup> grade teachers will work with target students after school and starting in December they will start working with the focus students. We bought a schoolwide (K-8) IXL computer based program last year for students to practice math in a fun way at home and school.

**Goal #2 – Provide a Safe and Equitable Learning Environment for all Students and Staff****Evaluation of Plan for Goal 2:****a. Increase Students' Average Daily Attendance**

- 1) At Kelly School each classroom receives an attendance banner and color a letter on the days when all of the students come to school on time. Once they completed the banner, their class is given kudos by the administrator during the morning announcements, the banner is hung in the cafeteria, and their class receives a treat. Overall monthly attendance and the class with the

highest percentage was reported during the morning announcements, in the newsletter and on the school website. Students with the perfect (100%) attendance will receive an award (medal with a certificate) during the end of the year awards assembly along with bowling party with the principal.

- 2) Kelly students' attendance increased from 96.81% to 96.98% within one year. Overall attendance has increased and tardies have decreased partially because of the implementation of a very structured tardy policy and increased communication with the parents regarding tardies and attendance.
- 3) The pattern from the past five years shows that Kelly School's attendance has increased every year. We will continue with the same incentives and increase the communication with the parents.

**b. Increase Cultural Proficiency**

- 1) Informal ongoing conversations among the staff members regarding diversity, equity, values and norms of different cultures. During the staff meetings and district diversity day, we do specific activities related to diversity and equity. We train students to become conflict managers.
- 2) With conscious efforts towards closing the achievement gap, Hispanic sub groups API increased from 784 to 811. In spite of the growth in API scores of the Hispanic subgroup achievement gap continues because other subgroups' scores also increased.
- 3) We will continue courageous conversations regarding diversity and equity during staff meetings and during informal conversations. We will also continue implementation of conflict management, character counts and antibullying programs to provide a positive and safe environment to the students. We will explore the idea of multicultural fair or night to celebrate different cultures represented at our school.

**Goal #3 – Professional Development**

Evaluation of Plan for Goal 3:

**a. Articulated, sustained plan of professional development activities**

- 1) Provide professional development to the teachers through RSDSS in implementing the big 4 instructional practices- Student engagement, checking for understanding, learning objectives and non-linguistic representation. Leadership team, administration and some other teachers participate in instructional tours in the classes whose teachers volunteer. Leadership team helps to plan the Early Release Monday meetings, professional development on Diversity, use of technology, DataWise, Think Central, teacher Websites, Curriculum Associates Data Analysis, teacher collaboration in vertical teams and standards maps. This year we are adding Nancy Fetzer and the WRITE institute training for 1-8<sup>th</sup> grade teachers.
- 2) End of the year survey on School Climate and Leadership from the certificated staff show improvement from 76% to 83%. Teams work together more cohesively in planning lessons, standards maps, working on Data teams Cycles and providing academic support to the students, which are evidenced by increase in students' scores.
- 3) This year we need to continue building trust among the staff by building positive relations and close the achievement gap. The focus for professional development is on three areas which was decided by the teachers based on a survey in April, 2012.

The first is Academic Language and Support (ALAS) to help long term ELs become proficient in English.

The second area is Professional Learning Communities (PLCs) to expand upon the work that being conducted through site trainings as well as the data team/ continuous improvement model being implemented by the district. Our goal is to move the staff toward collaborative efforts regarding instructional strategies specifically for English Language Learners (EL) and best instructional practices, which are more in line with a true PLC model. K-6 teachers will participate in grade level team and 7-8 teachers will participate in subject level team collaborative teaching by planning and observing lessons within their teams.

The third area is writing which the K-4 teachers will be training with the Nancy Fetzer program through four trainings throughout the year. 5-8<sup>th</sup> teachers will participate in four trainings

throughout the year with the WRITE institute.

**b. Increasing participation/attendance at ERMs**

- 1) At the beginning of the year teachers are reminded not to make appointments on ERMs. A sign in sheet is completed at every ERM with a follow up conversation with the principal for any teachers who were absent.
- 2) Teachers who do not attend are required to submit their absence into Subfinder.
- 3) Using teacher feedback, creating meaningful staff development in which the teachers are active participants will help increase the attendance at the ERMs.

**Goal #4 – Parent Involvement: Strategies to encourage parent involvement and provide parent education**

**Evaluation of Plan for Goal 4:**

- 1) At Kelly School parents are integral part of our daily activities. They participate in academic based and extracurricular activities. They volunteer in the classrooms, office, after school programs, fundraisers, evening family activities and represent our school at the district level committees. We recruit parents by being visible, talking to them, listening to their ideas and concerns, inviting them to different events at school and by developing positive relationships with them.
- 2) Focus on increasing parent involvement at school wide events such as back to school night, family science night, movie night, reading night, annual carnival, etc., as well as increase in cleared parent volunteers to help in the classrooms and other areas.
- 3) In order to maintain and increase parent involvement, we will continue to build positive relationships with them by making them feel welcome and part of the Kelly family. We will continue to communicate with them talking to them personally, by providing information through the school website, email, newsletters, Synre voice phone calls, and our electronic marquee, etc. We will continue to involve them in ELAC, School Site Council, PTO, fundraiser, donations, and committees. All of the other committees have been represented well except ELAC. This year, we are making personal phone calls to the parents of ELs to invite them to the ELAC meetings, we are providing translators, baby-sitting and food at the ELAC meetings.

**Goal #5 – Technology: Use technology as a tool for improvement in instruction; management of departments, sites and classrooms, and to increase efficiency in operations across the district.**

**Evaluation of Plan for Goal 5:**

- 1) We have continuous use of the student response system- clickers. We have clickers and document cameras in each of the classrooms. We also provide ongoing training on the use of document cameras, clickers, DataWise and Think Central. Students in 1<sup>st</sup> and 2<sup>nd</sup> grade are not mature enough to fill in bubbles for the Curriculum Associates test. We started using clickers to assess the students, which made it much easier for the students, and teachers were able to find out students' progress on the content instantly. We also subscribe to BrainPop online video and assessment program for 3<sup>rd</sup> through 8<sup>th</sup> grade students.
- 2) As students have access to the computer lab in the library and in the classrooms, they are able to do research, take AR test, IXL math practice, and use Think Central to practice problems. ELs have access to use Rosetta Stone program to learn English Language. Teachers are able to check for understanding and analyze data right away by using clickers. Teachers use nonlinguistic representation to meet the needs of ELs by using LCD projectors, Smart Boards and document cameras.
- 3) In order to use cutting edge technology, we will need to continue buying computers for the students. We would also need to buy new computers to use the Rosetta Stone program in the classrooms because some of the computers are seven years old. Many of the overhead projectors and LCD projectors are not working anymore, we would need to buy more LCD projectors and replace the overhead projectors with document cameras.

**Goal #6 – Improve the school libraries. (if included in prior year plan)**

### Evaluation of Plan for Goal 7:

- 1) In order to keep the library up to date and resources available to the students, Kelly School bought Accelerated Reader (AR) books licensing, computers and videos last year.
- 2) Students have access to the library before-after school and during lunch to do research in the computer lab and they use the computers on a daily basis. They are able to check out books on a daily basis and 1<sup>st</sup>-8<sup>th</sup> grade students actively participate in the AR and IXL programs.
- 3) Last year the Library Technician's work was reduced to 20 hours and she only works four days per week. On Mondays when the librarian is not available the teachers still have access to the computer lab. With PTO's assistance, we were able to buy the AR and IXL license and students take AR tests in their classrooms.

### Overall Evaluation of Prior Year School Plan

Please address the following two questions regarding the overall school plan:

- 1) In 2012-2013, API scores for Hispanic subgroup had 811 and EL student's scores did meet safe harbor or AYP. To meet these subgroups' needs, administrators and teachers will analyze the data together by looking at sliders, stickers and gainers for the past three years. Then identify focus students based on the CST scores and Curriculum Associates. Teachers and administration will provide academic support to the students before and after school from October to April.
- 2) Results from 2011-12 CST scores, show an increase in Hispanic and EL students scores. They met safe harbor both in ELA and math. Our students with disabilities meet safe harbor in ELA and Math.
- 3) In order to close the achievement gap and help students perform higher, we started the extra academic support in October. Kindergarten- 6<sup>th</sup> grade EL students receive the ELD services from the teacher and EL para. 1<sup>st</sup>-8<sup>th</sup> grade students receive academic support after school, currently for target students. Starting in December, focus students will receive academic support after school from the teachers. Administration also provides the extra academic support through IXL and Rosetta Stone. For 7<sup>th</sup> and 8<sup>th</sup> grade students including EL and Students with Disabilities- All students who did not score proficient or above, attend an academic support class during tower (elective) time on a daily basis. Some of the examples of the academic support classes are- ELA support for English Only and short term EL students, Academic Language and Support (ALAS) for long-term ELs, Prealgebra with support for middle level math students, Math for Life for low level 7<sup>th</sup> grade students, Algebra 1 with Support and Algebra Readiness for 8<sup>th</sup> grade students. We also purchased licensing for IXL program for math for all of the students which provides additional math practice at school and home.

*To what extent do the school leadership and staff use student achievement data to make decisions and initiate activities that focus on all students achieving the academic standards?*

School leadership and staff uses the student achievement data to make decisions for the development of new programs and change the existing ones. For example, at the end of last year, tower classes were changed based on the number of failing grades students had received in the core classes. Before and after school support classes are provided to the students based on their academic needs. Students are only allowed to participate in after school sports and other activities, if their grades are C average or above.

*To what extent do the school leadership, staff, students and parents annually monitor and refine the single school plan based on analysis of data to ensure alignment with student needs?*

During a staff meeting, teachers and school leadership reflect on the school plan (each goal) in the spring and provide feedback on the charts that is incorporated in the section 4. The leadership team, student council, school site council and PTO provides feedback. The leadership team and school site council help edit the school plan. In the fall, school leadership adds to the plan based on the scores, teachers, leadership team, students, PTO and school site council's feedback. After revising the school plan, school site council review it again before the final submission to the district office.

## **SECTION IV: SCHOOL PLAN FOR 2012/2013**

### **A. School Governance and Planning Process**

The 2012/2013 School Plan that follows was developed through the joint efforts of teachers, classified staff, leadership team, student council, school site council and PTO. Staff members provided reviewed last year's action plan, developed goals on October 17, 2012 and will provide feedback on this year's plan. School site council reviewed 2012-13 school year plans on October 17, 2012. The principal will meet with the student council to receive their feedback. The principal will share the school plan with PTO on the school plan on November 1, 2012. The plan was revised by the principal in October 2012 and will share it with all of the stakeholders again in November, 2012. After receiving feedback from the students, staff and parents, the School Plan and budget will be approved by the School Site Council. The School Plan and budget were approved by the School Site Council at the October 17, 2012 meeting.

#### **School Site Council Membership for 2012/13**

Names of Members  *Parent of EL	School Personnel 50% of SSC			Parents/Students 50% of SSC	
	Principal	Classroom Teacher	Other Staff School	Parent or Community Member	Secondary Student
Jeanine Wilson	X				
Megan Jimenez		X			
Bev Pieretti		X			
Shari Bunton		X			
Eria Espersen			X		
Lynn Vu				X	
Rhonda Mattson				X	
Gina Page				X	
Bridget Houde				X	
Taylor Vu (non voters)					X
Numbers of members of each category	1	3	1	4	1
Total in each group	5			5	

The interests of English learners are represented by:

- ☒ An ELAC with adopted bylaws (*Parents of English learners constitute at least the same percentage of the committee as their children represent of the student body. OPSET I-EL-2*)

ELAC Chairperson: Sandeep Garewal

- ☐ School Site Council (*Parents of English learners constitute at least the same percentage of the committee as their children represent of the student body. OPSET I-EL-2*)

\*Indicate parents of EL Students on SSC list above

## **B. School goals for 2012/2013 - A Summary**

### **Goal #1 – Ensure students are prepared for college and careers and that all students meet or exceed grade level standards and the achievement gap is closed (PDSA)**

- a. Programs to meet the needs of English Learners
- b. Programs to meet the needs of at-risk students
- c. Activities to prepare students for STAR testing
- d. Plan for increasing deployment of Best Instructional Practices
- e. (schools with gr. 6-12) Activities to improve student achievement in Mathematics

Rationale: (district) The district goals are that student will be prepared for college and careers; and that all subgroups meet AYP targets and that the achievement gap be closed by raising the achievement of lower performing subgroups. The district goal also includes that EL students meet Title III AMAO targets annually. The EL subgroup and other at-risk groups do not meet AYP. Additionally the percent of students scoring proficient in Math at grades 6-11 is significantly below AYP targets

Site Rationale: In order to be successful, all students must learn the content standards. Kelly School's focus is to continue work on math because we did not meet the AYP target for the Asian sub culture in math in 2012. Though all other sub cultures achieved Safe Harbor, continue focus will increase achievement for all and close the achievement gap further.

Kelly School's goal is to help all students especially English Language Learners (EL) and Low SES students succeed and meet AYP targets in math, reading and writing. Hispanic students met the safe harbor in ELA and math but we need continue working with them to close the achievement gap. The ExCEL program has been in effect for five years at some of the grade levels. Continued staff development is needed for math and ELA, especially to meet EL, low SES, students with disabilities and African American students' needs

### **Goal #2 – Provide a safe and equitable learning environment**

- a. Increase students' average daily attendance
- b. Increase cultural proficiency

Rationale: (district) The district has set an overall target of 98% attendance. Research shows that when students are in school they achieve at higher academic levels. The district goal is to increase cultural proficiency throughout the district to ensure that student and staff are afforded a safe and equitable learning environment.

Site Rationale: In order to be successful in school, students must be in attendance. Increased daily attendance also increases ADA enabling the school to continue and improve programs. In 2008-09, Kelly School's daily attendance was 96.20%, in 2009-10, it was 96.28% , in 2010-11, it was 96.71, in 2011-2012 it increased again to 96.89%. Our goal for 2012-13 is at least 98%. School will continue to provide safe environment and equity to everyone at school by increasing cultural proficiency and decreasing bullying throughout the school.

### **Goal #3 – Professional Development: Provide an articulated, sustained plan of professional development activities designed to build the school's capacity to support programs and achieve goals.**

(Note: Title 1 schools must allocate at least 10% of Title I funds to staff development)



Rationale: (district) The district strategic goals and LEA Plan include goals which focus on providing ongoing professional development and support to teachers and site administrators that result in increased achievement for all students in order to close the achievement gap.

Site Rationale: The rationale for Academic Language and Support (ALAS) and PLC (Professional Learning Communities) professional development is to expand upon the work being conducted through multilingual department site trainings as well as the data team/continuous improvement model being implemented by the district. Our goal is to move staff toward collaborative efforts regarding instructional strategies specifically for English Language Learners (EL) and best instructional practices, which are more in line with a true PLC model. This staff development is to help meet the AYP moving target and close the achievement gap, especially students from EL, Hispanic and Low SES subgroups. Additional staff development in writing with the training of Nancy Fetzner and the WRITE Institute will enhance teachers' skills in teaching writing for all students.

**Goal #4 – Parent Involvement: Strategies to encourage parent involvement and provide parent education.**

Rationale:(district) Sustained parent involvement is linked to student achievement and staying in school. Federal and state regulations mandate meaningful opportunities at all grade levels for parents/guardians to be involved in school activities, advisory, decision-making, and activities to support learning at home.

Site Rationale: Education of our students is a shared responsibility of the parents and the school. Continued parent involvement and on-going communication in different aspects of school is very important.

**Goal #5 – Technology: Technology: Use technology as a tool for improvement in instruction; management of departments, sites and classrooms; and to increase efficiency in operations across the district.**

Rationale: (district) The district is committed to providing students and staff with the technology tools and skills to support academic content standards and improve learning so that they can compete in a digital world.

Site Rationale: Technology will be used to support instruction, assessments as well as provide students with skills needed in the world beyond school. Through the use of Anti-Bullying lessons provided on the district portal, teachers are making student aware and providing strategies on cyberbullying.

**Goal #6 – Improve the school libraries.**

(Sites are not required to allocate funds to libraries this year.)

Rationale: This is a requirement under the School and Library Improvement Block Grant.

Site Rationale: By improving school libraries, all students will have access to all forms of media allowing for a more comprehensive knowledge base to ensure success in their education.

## **C. Activities for 2012/2013 School Plan**

### **Site Goal #1 – Ensure students are prepared for college and careers and that all students meet or exceed grade level standards and the achievement gap is closed. .**

*District Goal #1: Prepare all students for college and careers*

*District Goal #2: Ensure that all students meet or exceed grade level standard and that the achievement gap is closed.*

#### **Outcomes (Data that will be collected and analyzed to measure progress towards the goal)**

- All significant subgroup will meet AYP targets
- EL students will meet or exceed Title III AMAO1 and AMAO2 targets
- Decrease the achievement gap of the subgroups
- 80% of students will meet standards on district assessments
- Reduction in number of students failing classes (optional)
- Increase percent of teachers using BIPs
- Increase percent of students scoring proficient on Math CST (gr. 6-12)
- Increase percent of 10<sup>th</sup> graders passing/scoring proficient on CAHSEE (HS only)
- All students will pass CAHSEE by end of grade 12 (or meet IEP goals) (HS only)
- Alignment of curriculum maps/pacing guides to Blueprint standards (optional)

**Rationale:** In order to be successful, all students must learn the content standards. Kelly School's focus is to continue work on math because we did not meet the AYP target for the Asian sub culture in math in 2012. Kelly School's goal is to help all students especially English Language Learners (EL) and Low SES students succeed and meet AYP targets in math, reading and writing. Hispanic students met the safe harbor in ELA and math but we need continue working with them to close the achievement gap. The ExCEL program has been in effect for five years at some of the grade levels. Continued staff development is needed for math and ELA, especially to meet EL, low SES, students with disabilities and African American students' needs.

<b>1a.English Learner Instruction and Support</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
1a.1 Provide training and practice through for K-8 teachers in Academic Vocabulary and Professional Learning Communities (PLC) to meet students' needs.	Teacher and Admin	EIA/Title II	Ongoing			
1a.2 Provide CELDT testing for EL students	CELDT Coordinator, EL paras and admin	EIA	Ongoing			
1a.3 Provide 4 ELD paraprofessionals to provide pullout services for K <sup>st</sup> -6 <sup>th</sup> grade EL students	Principal	EIA	09/2012-05/2013			
1a.4 Provide a before/after school language arts/math support	Teachers and Admin	EIA	10/2012-5/2013			
1a.5 Provide support by hiring a bilingual para to translate, parent communication translations, to update and input EL data, CELDT scores in AERIES	Principal	EIA	09/2012-5/2013			
1a.6 Provide resources to communicate with EL students' parents- translations, newsletters, ELD program letters, CELDT scores, ELAC meetings, etc.	Principal, Paras, CELDT Coordinator	EIA	Ongoing			
1a.7 Provide classroom training, support and resources for students.	Principal/Teachers	EIA/Title II	Ongoing			

<b>1b.Intervention and Remediation for at-risk students</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
1b.1 Algebra readiness and Algebra I with Support	Principal and Teachers	EIA	Ongoing			
1b.2 After-school Academic Support program	Principal and Teachers	EIA	Ongoing			
1b.3 ExCEL scheduling/leveling for Language Arts at some grade levels	Principal and Teachers		Ongoing			
1b.4 Accelerated Reading and IXL Programs	Principal and Teachers	EIA/Site	Ongoing			
1b.5 AVID Program	Assistant Principal and Teacher	Site/AVID	Ongoing			
1b.6 Paraprofessionals working in small groups assisting students	Principal and Paraprofessionals	EIA	Ongoing			
1b.7 Provide subs for teachers to attend SST meetings	Principal		Ongoing			
<b>1c.CST Preparation</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
1c.1 Test Prep Materials and resources	Principal and Teachers	EIA/Site	Ongoing			
1c.2 Analyzing data, teach and monitor Blue Print Standards to meet AYP of EL subgroup in ELA and Math	Admin and Teachers	EIA	Ongoing			
1c.3 Target specific students for our before/after school intervention	Admin and Teachers	EIA/Site	Ongoing			
1c.4 Use of CST released test questions, curriculum associates, district and formative assessments	Admin and Teachers	Site	Ongoing			
1c.5 Identify focus students using CST scores in ELA and math	Admin and Teachers	Site	Ongoing			
<b>1d. Plan for Increasing Deployment of Best Instructional practices</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
1d.1 Professional development the use of BIPs and PLCs.	Admin, leadership team	Title II/EIA	Ongoing			
1d.2 Ongoing classrooms visitations in the classroom to monitor the implementation of BIPs	Admin		Ongoing			
1d.3 Grade level and subject teams collaborating to reinforce the implementation of BIPs	Admin and teachers	Title II/EIA	Ongoing			
<b>1e. Mathematics Achievement (required for gr. 6-12)</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
1e.1 Algebra readiness and Algebra I with Support class	Administrators and Teacher		Ongoing			
1e.2 Pre-algebra I with support and Math for Life class for students who did not score proficient or above in 6 <sup>th</sup> grade math	Administrators and Teacher		Ongoing			
1e.3 Before and after school math academic support for 1 <sup>st</sup> -8 <sup>th</sup> grade students	Administrators and Teachers	EIA	10/12-04/13			

**Plan for providing ELD to English Learners in 2012/13:**

<b>Grade</b>	<b><i>Organization of Students</i></b>	<b><i>Frequency of ELD</i></b>	<b><i>Duration of ELD</i></b>	<b><i>Provided by</i></b>	<b><i>Materials used</i></b>
K	Centers on a daily basis	Daily	20 -40 minutes	Classroom teachers and paraprofessional	Open Court Supplements
1-6	Grade level- based on CELDT level	Daily	30 minutes	Certificated teacher and paraprofessional	Open Court, Santillana, Rosetta Stone, Holt
7-8	Grades 7-8 students grouped according to CELDT and performance in ELA	Daily	45 minutes	Certificated teacher	Rosetta Stone, Holt, ALAS

**Goal 1 – Data Collection:**

(to be completed as part of the “study” component throughout the year and used as documentation for the Principal’s evaluation)

**Part A: District Assessments****District Assessments**

- Elementary Schools: ELA are the trimester benchmark assessments.
- Middle Schools: ELA the Quarter 1 and Quarter 2/3 assessments are Curriculum Associates Practice 1 and 2; Quarter 4 is the End of Course Holt)

<b>Schoolwide</b> % Proficient/Advanced		<b>Quarter Trimester 1</b>	<b>Quarter 2/3 Trimester 2</b>	<b>Quarter 4 Trimester 3</b>	<b>Met Goal</b>
ELA	2011/12	65.3%			
	2012/13	67.8%			
MATHEMATICS	2011/12	83%			
	2012/13	84.4%			

<b>English Learners</b> % Proficient/Advanced		<b>Quarter Trimester 1</b>	<b>Quarter 2/3 Trimester 2</b>	<b>Quarter 4 Trimester 3</b>	<b>Met Goal</b>
ELA	2011/12	57%			
	2012/13	66.8%			
MATHEMATICS	2011/12	76%			
	2012/13	80.9%			

<b>Students w/ Disabilities</b> % Proficient/Advanced		<b>Quarter Trimester 1</b>	<b>Quarter 2/3 Trimester 2</b>	<b>Quarter 4 Trimester 3</b>	<b>Met Goal</b>
ELA	2011/12	60%			
	2012/13	66.8%			
MATHEMATICS	2011/12	76%			
	2012/13	85%			

<b>Hispanic</b> % Proficient/Advanced		<b>Quarter Trimester 1</b>	<b>Quarter 2/3 Trimester 2</b>	<b>Quarter 4 Trimester 3</b>	<b>Met Goal</b>
ELA	2011/12	59%			
	2012/13	53.9%			
MATHEMATICS	2011/12	80%			
	2012/13	78.9%			

<b>African American</b> % Proficient/Advanced		<b>Quarter Trimester 1</b>	<b>Quarter 2/3 Trimester 2</b>	<b>Quarter 4 Trimester 3</b>	<b>Met Goal</b>
ELA	2011/12	49%			
	2012/13	65.6%			
MATHEMATICS	2011/12	73%			
	2012/13	80.3%			

## **Part B: Instructional Tour Data**

### **2011/12 Results**

#### **Percent of “partial” and “full” implementation for each identified strategy**

		Sep	Oct	Nov/Dec	Jan	Feb	Mar	April	May
Student Engagement	full	73%	76%	74%	79%	76%	81%	86%	79%
	part	27%	24%	26%	21%	24%	19%	14%	21%
Checking for Understanding	full	67%	57%	64%	69%	65%	69%	73%	68%
	part	24%	38%	25%	31%	35%	21%	27%	32%
Learning Objective	full	82%	87%	84%	86%	83%	83%	88%	83%
	part	18%	13%	16%	14%	17%	17%	12%	17%
Non-Linguistic Representation	full	62%	76%	76%	82%	78%	74%	78%	72%
	part	29%	24%	24%	18%	22%	14%	22%	28%

Data from **Management Team Tours** are **Bold-faced font**; Interim tours are regular font

### **2012/13 Results**

#### **Percent of “partial” and “full” implementation for each identified strategy**

		Sep	Oct	Nov/Dec	Jan	Feb	Mar	April	May
Student Engagement	full	79%	80%						
	part	21%	20%						
Checking for Understanding	full	68%	74%						
	part	32%	36%						
Learning Objective	full	88%	88%						
	part	12%	12%						
Non-Linguistic Representation	full	70%	73%						
	part	30%	27%						

**Management Team Tours** are **Bold-faced font**; Interim tours are regular font

## **Site Goal #2 – Provide a safe and equitable learning environment**

*District Goal #3: Provide a safe and equitable learning environment for all students and staff*

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal) :

- 98% student attendance (ADA)
- Reduction in suspensions
- Reduction in referrals/citations (optional)
- Reduction in tardies (optional)
- 75% of stakeholders will respond positively to annual survey questions related to school safety and climate.
- Increase in enrollment of underrepresented groups in advanced courses (optional)

**Rationale:** In order to be successful in school, students must be in attendance. Increased daily attendance also increases ADA enabling the school to continue and improve programs. In 2008-09, Kelly School's daily attendance was 96.20%, in 2009-10, it was 96.28% , in 2010-11, it was 96.71, in 2011-2012 it increased again to 96.89%. Our goal for 2012-13 is at least 98%. School will continue to provide safe environment and equity to everyone at school by increasing cultural proficiency and decreasing bullying throughout the school.

<b>2a Increase Students' Average Daily Attendance</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
2a.1 Report Monthly Attendance Statistics in Newsletter, during morning announcements, SSC and PTO meetings	Administrator, Office staff	PTO/Site	Ongoing			
2a.2 .Incentives and awards presented to students for 100% attendance <b>at the end of the year</b>	Administrator, Office staff	EIA/Site	Ongoing			
2a.3 Follow-up absences with SARB letters and parent meetings	Administrator Att. Clerk	Site	Ongoing			
2a.4 Monitor daily absence log to ID/target late students and contact home	Administrator Att. Clerk	Site	Ongoing			
2a.5 Perfect attendance classroom banners and attendance incentives	Teachers, Admin	EIA/Site	Ongoing			
<b>2b. Increase Cultural Proficiency to support a safe and equitable learning environment</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
2a.1 Conflict Management Program-training and materials for 5-8grade students	Admin, Teachers	Site	Ongoing			
2b.2 D.A.R.E. Program – 5 <sup>th</sup> grade	Admin, Teachers		Ongoing			
2b.3 Red Ribbon Week – All grades	Admin, Teachers	Site	Oct. 2012			

2b.4 Teach and reinforce Pillars of character	Admin, Teachers	Site	Oct. 2011			
2b.5 Anti-bullying assemblies and lessons for all students and Point Break Assemblies for 5-8 grade students	Admin, Teachers		Ongoing			
2b.6 Multi-cultural Week and Lunch time activities	Administrator/Leadership/supervision staff	Site	Ongoing			
2b.7 Leadership Class (7-8)	Admin, Teachers	Site	Ongoing			
2b.8 Diversity Training and professional development	Admin, Leadership Team	Site/EIA	Ongoing			
2b.9 Implement the new District safety procedures for school drills	All Staff	Site	Ongoing			

**Percent attendance by month (to be completed as part of the “study” component throughout the year):**

	Month 1 AUG	Month 2 SEP	Month 3 OCT	Month 4 NOV	Month 5 DEC	Month 6 JAN	Month 7 FEB	Month 8 MAR	Month 9 APR	Month 10 MAY	YTD Total
2011-2012	97.97	97.86	97.36	96.53	96.66	96.09	96.44	96.76	97.03	96.79	96.98
2012-2013	98.49	97.20									
Difference +/-	+ 0.52	-0.66									



**Site Goal #3 – Professional Development: Provide an articulated, sustained plan of professional development activities designed to build the school's capacity to support programs and achieve goals.**

*District Goal #6: Develop and support a high performing workforce.*

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal)

- Improved student achievement (API, AYP, AMAO's, district assessments)
- Increased use of Best Instructional Practices
- 100% Participation in ERM's

**Rationale:** The rationale for Academic Language and Support (ALAS) and PLC (Professional Learning Communities) professional development is to expand upon the work being conducted through multilingual department site trainings as well as the data team/continuous improvement model being implemented by the district. Our goal is to move staff toward collaborative efforts regarding instructional strategies specifically for English Language Learners (EL) and best instructional practices, which are more in line with a true PLC model. This staff development is to help meet the AYP moving target and close the achievement gap, especially students from EL, Hispanic and Low SES subgroups. Additional staff development in writing with the training of Nancy Fetzer and the WRITE Institute will enhance teachers' skills in teaching writing for all students.

<b>3a. Staff Development</b>						
Action Steps (Plan)	Person Responsible	Resources	Timeline	Do	Study	Act
3a.1 Professional Development for teachers by New Teacher Center on Professional Learning Communities.	Admin/teachers	Staff Dev	2012-13 school year			
3a.2 ALAS Professional Development for teachers through the San Joaquin County Office of Education Multilingual Department	Admin/ teachers	EIA/Staff Dev.	2012-13 school year			
3a.3 100% of the teachers will enter district assessment data in Data Wise	Admin/teacher		2012-13 school year			
<b>3b. Staff Participation in Professional Development on Early Release Mondays</b>						
Action Steps (Plan)	Person Responsible	Resources	Timeline	Do	Study	Act
3b.1 Data Teams and reflection on students' progress	Admin/Teachers		Ongoing			
3b.2 Continue training in DataWise, ixl, AR, Think Central, teacher website, technology for CFU, safety and anti-bullying	Admin/Teachers	EIA/Staff Dev.	Ongoing			
3b.3 Teacher trainers provide workshops EL strategies for other teachers throughout the school year during Monday staff meetings, grade level teams will plan lessons together by using the strategy they learned from the training.	Admin/ Teachers	EIA/Staff Dev.	Ongoing			
3b.4 Administration and teachers will observe and debrief lessons together at least 3-4 times at each grade level.	Admin/Teachers	EIA/Staff Dev.	Ongoing			
3b.5 Diversity and equity activities and conversations	Admin/leadership team	EIA/Staff Dev	Ongoing			

3b.6	Provide refresher professional development for four district initiatives training (Student Engagement, Checking for Understanding, Learning Objectives and Nonlinguistic Representation	Carol/Admin		Aug/Nov. 2012, Feb/March 2013			
3b.7	Professional Development for teachers by New Teacher Center on Professional Learning Communities.	Admn/.teachers	EIA/Staff Dev	Oct 2012 and Jan 2013			
<b>3a. Staff Development</b>							
<b>Action Steps (Plan)</b>		<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
3a.1	Professional Development for teachers by New Teacher Center on Professional Learning Communities.	Admin/teachers	Staff Dev	2012-13 school year			
3a.2	ALAS Professional Development for teachers through the San Joaquin County Office of Education Multilingual Department	Admin/ teachers	EIA/Staff Dev.	2012-13 school year			
3a.3	100% of the teachers will enter district assessment data in Data Wise	Admin/teacher		2012-13 school year			
<b>3b. Staff Participation in Professional Development on Early Release Mondays and Buy Back Days</b>							
Action Steps (Plan)		Person Responsible	Resources	Timeline	Do	Study	Act
3b.1	Data Teams and reflection on students' progress	Admin/Teachers		Ongoing			
3b.2	Continue training in DataWise, ixl, AR,Think Central, teacher website, technology for CFU, safety and anti-bullying	Admin/Teachers	EIA/Staff Dev.	Ongoing			
3b.3	Teacher trainers provide workshops EL strategies for other teachers throughout the school year during Monday staff meetings, grade level teams will plan lessons together by using the strategy they learned from the training.	Admin/ Teachers	EIA/Staff Dev.	Ongoing			
3b.4	Administration and teachers will observe and debrief lessons together at least 3-4 times at each grade level.	Admin/Teachers	EIA/Staff Dev.	Ongoing			
3b.5	Diversity and equity activities and conversations	Admin/leadership team	EIA/Staff Dev	Ongoing			
3b.6	Provide refresher professional development for four district initiatives training (Student Engagement, Checking for Understanding, Learning Objectives and Nonlinguistic Representation	Carol/Admin		Aug/Nov. 2012, Feb/March 2013			
3b.7	Professional Development for teachers by New Teacher Center on Professional Learning Communities.	Admn/.teachers	EIA/Staff Dev	Oct 2012 and Jan 2013			

**Site Goal #4 – Parent Involvement: Strategies to encourage parent involvement and provide parent education.***District Goal #7: Develop and utilize partnerships to achieve District Goals***Outcomes** (Data that will be collected and analyzed to measure progress towards the goal) :

- 75% of parents responding positively on annual stakeholder survey
- Number of parents attending Parent Education workshops (optional)
- Increase in number of parents attending parent meetings (optional)
- Increase in number of members of Booster clubs (optional)
- Increase in number of parents attending school functions (optional)

**Rationale:** Education of our students is a shared responsibility of the parents and the school. Continued parent involvement and on-going communication in different aspects of school is very important.

<b>Parent Involvement &amp; Communication</b>						
<b>Action Steps</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
4.1 Continue to recruit more parents for PTO and PTO hosts evening family events	Admin	Site	Ongoing			
4.2 Continue to send monthly Newsletter home in English and Spanish to the families who need it.	Admin	EIA	Ongoing			
4.3 Continue teacher communications with parents	Teachers	Site	Ongoing			
4.4 Continue to encourage parents to participate in school activities, such as awards assemblies, special assemblies, classroom presentations, classroom helpers, family nights, back to school night, open house, etc.	Admin/Teachers	Site	Ongoing			
4.5 Parent Lead Art Docent Program						
<b>Parent Involvement &amp; Communication</b>						
<b>Action Steps</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
4.1 Continue to recruit more parents for PTO and PTO hosts evening family events	Admin	Site	Ongoing			
4.2 Continue to send monthly Newsletter home in English and Spanish to the families who need it.	Admin	EIA	Ongoing			
4.3 Continue teacher communications with parents	Teachers	Site	Ongoing			
4.4 Continue to encourage parents to participate in school activities, such as awards assemblies, special assemblies, classroom presentations, classroom helpers, family nights, back to school night, open house, etc.	Admin/Teachers	Site	Ongoing			
4.5 Parent Lead Art Docent Program						

**Site Goal #5 – Technology: Use Technology as a tool to improve instruction, management of classrooms and efficiency in operations.**

*District Goal #4: Use technology as a tool to improve instruction, management of classrooms and efficiency in operations.*

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal) :

- Increase in use of technology in classrooms (optional)
- Increase in availability of technology in classrooms (optional)

**Rationale:** Technology will be used to support instruction, assessments as well as provide students with skills needed in the world beyond school. Through the use of Anti-Bullying lessons provided on the district portal, teachers are making student aware and providing strategies on cyberbullying

Technology						
Action Steps (Plan)	Person Responsible	Resources	Timeline	Do	Study	Act
5.1 Allocate money to fund AR books and tests. Students will have access to the computers and incentives will be given for passing reading comprehension levels. Need MORE AR time in the library to take tests	Administrator s/Librarian	EIA/Site	Ongoing			
5.2 EL students use computers for Rosetta Stone Program	Administrator s/Librarian	EIA/Site	Ongoing			
5.3 Technology Maintenance	Administrator s/Librarian	Site/EIA/PT O	Ongoing			
5.4 Updated technology for students and staff	Administrator s	Site/EIA/PT O	Ongoing			

### **Site Goal #6 – Improve School Libraries**

*District Goal #1: Prepare all students for college and careers.*

*District Goal #2 Ensure that all students meet or exceed grade level standards and that the achievement gap is closed.*

*District Goal #3: Provide a safe and equitable learning environment for all students and staff.*

#### **Outcomes (Data that will be collected and analyzed to measure progress towards the goal)**

- Records of student use of Accelerated Reader
- Number of students who use Rosetta Stone before school
- Records of students/classes using the computer lab
- 

**Rationale:** By improving school libraries, all students will have access to all forms of media allowing for a more comprehensive knowledge base to ensure success in their education.

<b>Improve School Libraries</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
6.1 Accelerated Reading Program/License	Admin/ Librarian	Site/EIA	On-Going			
6.2 Movie Licensing	Admin/ Librarian	Site	08/2012			
6.3 Maintenance, hardware and software of library technology	Admin/ Librarian	Site/EIA	Ongoing			
6.4 Use of computer lab for Rosetta Stone and research	Admin/teac hers	Site/EIA	Ongoing			

### **Centralized Services**

*District Goal #1: Prepare all students for college and careers*

*District Goal #2: Ensure that all students meet or exceed grade level standard and that the achievement gap is closed.*

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal) :

- Consolidated Program documents submitted by deadlines
- Consolidated Program documents approved with no errors
- Federal Program Monitoring completed with no non-compliant areas
- Supplemental Services provided as per Title I regulations

### **Rationale:**

<b>Centralized Services</b>			
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>
1. Completion and filing of required documents pertaining to consolidated program.	L. Dopp K.Noah	Title I Title III EIA	August 2012 – May 2013
2. Assistance in preparing and monitoring budgets and expenditures pertaining to consolidated programs.	L.Dopp J.Carter K.Noah	Title I Title III EIA	October 2012 June 2013
3. Assistance in monitoring program activities to ensure that they are in compliance with state and federal requirements.	L.Dopp C.Woo	Title I Title III EIA	October 2012 June 2013
4. Assistance in planning, implementing, and evaluating staff development activities funded by consolidated funded programs.	ES Directors	Title I Title II Title III EIA	August 2012 – May 2013
5. Assistance in meeting state requirements for Federal Program Monitoring - FPM (previously Categorical Program Monitoring – CPM).	C.Woo	Title I Title III EIA	Fall 2012
6. Assistance in planning, implementing, and evaluating of effective parent participation programs.	L.Dopp	Title I Title III	August 2012 – May 2013
7. Assistance in planning, implementing, and evaluating of supplementary programs to assist targeted populations.	L.Dopp K.Noah	Title I Title II Title III EIA	August 2012 – May 2013

			<b>Total</b>	<b>Site</b>	<b>MAA</b>	<b>EIA</b>	<b>Title II</b>
	12/13 Estimated Allocations		\$ 141,818	\$ 19,431		\$ 116,387	\$ 6,000
	11/12 Carryover		\$ -				
	Sub-Total		\$ 141,818	\$ 19,431	\$ -	\$ 116,387	\$ 6,000
	Centralized Services		\$ 13,534			\$ 13,534	
	<b>TOTAL</b>		<b>\$ 155,352</b>	<b>\$ 19,431</b>	<b>\$ -</b>	<b>\$ 129,921</b>	<b>\$ 6,000</b>
	Payroll (Reference only)		\$ 50,495			\$ 50,495	
	<b>ALLOCATED GOAL TOTAL</b>		<b>\$ 153,321</b>	<b>\$ 17,400</b>	<b>\$ -</b>	<b>\$ 129,921</b>	<b>\$ 6,000</b>
Plan Ref	<b>Action Steps (requiring funding)</b>						
	<b>Goal #1 – Ensure students are prepared for college and careers and that all students meet or exceed grade level standards and the achievement gap is closed (PDSA)</b>						
				<b>Site</b>	<b>ion</b>	<b>EIA</b>	<b>Title II</b>
	Provide direct support to students through centralized services.					\$ 13,534	
1a.3	One Bilingual Para (Spanish) to administer CELDT, do translations and office communication (three) to update and input ELL data, CELDT scores in AERIES, resources to communicate with EL students' parents and work with the students in the classroom (J Gallegos)					\$ 10,210	
1a.3	Four ELD Paraprofessionals to provide ELD services to English Language Learners (three existing paras) and one bilingual para ( R Henson, L Ledezma, P Vaughn, & C Lopez)					\$ 37,890	
1b.1	Provide before/after school language arts/math Academic Support					\$ 12,000	
1c.1,3	Test Prep Materials and resources			\$ 1,000		\$ 1,000	
1a.1,3	CELDT testing, documenting and monitoring for English Language Learners					\$ 1,400	
1a.1,3	Provide EL classroom support materials					\$ 4,000	
1a.3 1b.3	Analyze data, teach and monitor to meet AYP in ELA and math (sub time)			\$ 500		\$ 500	
1a.1 4.1,2,3	Resources for students and parents (copies, supplies, paper, ink, etc.) communications in English and Spanish and other office resources			\$ 2,000		\$ 2,000	

1c.1,3 1d.2,3,4	Provide resources and materials to support classroom instruction for all students			\$ 5,000			
1b.4	Provide a substitute teacher so classroom teachers can attend SST meetings			\$ 2,000			
1d.2,3,4 1e.1.2 4.1,2,3	Office support budget, ongoing school expenses, resources for students and parents			\$ 2,500		\$ 987	
	<b>GOAL TOTALS</b>			<b>\$ 13,000</b>		<b>\$ 83,521</b>	<b>\$ -</b>
	<b>Goal #2: Increase students' average daily attendance:</b>						
		\$0		<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title II</u>
2a.4	Provide training and resources for students as Conflict Managers and safety leaders			\$ 200			
2a.5	Provide resources to ensure safety			\$ 500			
2a.1,3	Attendance Incentives			\$ 500			
2a.2	Follow up attendance and tardies			\$ 200			
	<b>GOAL TOTALS</b>			<b>\$ 1,400</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Goal #3: Professional Development: Provide an articulated, sustained plan of professional development activities designed to build the school's capacity to support programs and achieve goals:</b>						
				<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title II</u>
3a.1	Provide Writing Nancy Fetzer and Academic Vocabulary Training to the teachers (TOT) and administrators including time sheets for extra services, substitutes for lessons (planning and observations) and other resources						\$ 3,400
3a.1	Provide the WRITE Institute writing training for seventeen teachers (5th-8th) and administrators for four sessions					\$ 8,100	\$ 2,600
3a.3	Professional Development for Administration and Teachers (e.g. technology, PLCs, AVID, etc.)			\$ 2,000		\$ 1,000	
	<b>GOAL TOTALS</b>			<b>\$ 2,000</b>	<b>\$ -</b>	<b>\$ 9,100</b>	<b>\$ 6,000</b>
	<b>Goal #4: Parent Involvement: Encourage parents to participate in school activities and provide programs to develop a positive, supportive relationship with the school, home, and community and to facilitate a partnership to support student achievement:</b>						
				<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title II</u>
4.3	Provide resources, food, baby sitting for parents and students to attend evening meetings, such as ELAC and other meetings for ELL parents			\$ 250		\$ 250	
	<b>GOAL TOTALS</b>			<b>\$ 250</b>		<b>\$ 250</b>	<b>\$ -</b>



	<b><i>Goal #5: Technology: To provide staff and students the opportunity to use technology for learning, communicating, and working in an information-centered society:</i></b>						
				<b><u>Site</u></b>	<b><u>MAA</u></b>	<b><u>EIA</u></b>	<b><u>Title II</u></b>
5.3	Buy 2 Lady bugs (\$703.63 per unit) for room 40 (EL) and 41 (ALAS) class, eight laptops (\$1,080 per unit) for 7 <sup>th</sup> grade and Kindergarten teachers in order to display nonlinguistic representation through the use of LCD projectors two LCD projectors (\$1,664.89 per unit) for kindergarten classrooms, 6 desktop computers (\$950/per unit) and eighteen Now! Systems (\$500/per unit) for K-8th classes for writing, academic vocabulary, and nonlinguistic representation.					\$ 28,100	
5.1,2,3	Maintenance, hardware and software of technology including Rosetta Stone					\$ 2,500	
	<b><i>GOAL TOTALS</i></b>			\$ -	\$ -	\$ 30,600	\$ -
	<b><i>Goal #6 – Improve the school libraries</i></b>			<b><u>Site</u></b>	<b><u>ion</u></b>	<b><u>EIA</u></b>	<b><u>Title II</u></b>
6.1	Accelerated Reading Program Licensing, books and Incentives					\$ 5,700	
6.1	Maintenance, hardware and software of library technology			\$ 500		\$ 500	
6.1	Movie Licensing			\$ 250		\$ 250	
	<b><i>GOAL TOTALS</i></b>			\$ 750		\$ 6,450	\$ -

# ***John C. Kimball High School***

*Tracy Unified School District*

*CDS: 39-75499- 0119040*

*Principal: Cheryl Domenichelli*



## **Single Plan for Student Achievement 2012/13**

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. 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 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:

Contact Person: Cheryl Domenichelli, Ed.D.

Position: Principal

Telephone Number: 209 632-3200

E-mail Address: cdomenichelli@tusd.net

SSC approval date: 11-28-12

# SECTION I: SCHOOL PROFILE

## A. Description of any Significant Changes

### 1. Description of School Demographic composition

	Source	2010/11	2011/12	2012/13
Enrollment (#)	Oct CBEDS	1489	1961	2120
AFDC/Free & Reduced (%)	Oct CBEDS	25.3%	29.10%	28.34%
English Learners R-30 (%)	Mar R-30	130/9%		
Fluent English (FEP/R-FEP) (%)	Mar R-30	338/23%		
Students redesignated to FEP (#)	Mar R-30	31		
Ethnicity: White (%)	Oct CBEDS	35.3%	37.27%	28.30%
Hispanic(%)	Oct CBEDS	20.4%	18.51%	30.14%
African American(%)	Oct CBEDS	11.3%	10.45%	8.35%
Asian(%)	Oct CBEDS	13.5%	13.92%	15.3%
Filipino		12.0%	11.62%	12.4%
Pacific Islander		1.8%	1.9%	1.27%
Native American		1.1%	1.2%	.61%
Multiple		4.5%	5.15%	5.47%

John C. Kimball High School graduated its first class of seniors in June of 2012. The 2012/2013 school year is our fourth year. The student population continues to change as this year we increased the number of students by rough 150. There is a noted increase in our Hispanic population and a continued decrease in our African American student population. Our students receiving AFDC/Free and Reduced benefits has remained constant. As we move through the next couple of years, the student population will continue to flux as a result of the Mountain House High School coming on line. We are expected to reduce in size to ~1700 students over the next 3 to 4 years.

### 2. Description of Staff Characteristics/Changes in Staffing

	2011/12	2012/13
number of classroom teachers	74	78
number and type of support certificated staff (including special education staff)	6	7
number of classified staff	31	34
Number/percent of NCLB highly qualified teachers	99%	99%
Number/percent of teachers with EL Certification	100%	100%

### 3. Addition or Removal of categorical programs or feeder programs (check one)

☒ No significant changes  
☐ Significant changes

### 4. Changes in District Core Programs (check one)

☒ No significant changes  
☐ Significant changes

### 5. Changes in Facilities (check one)

X   No significant changes  
       Significant changes

**B. Programs included in this Plan**

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the school plan budget must include the proposed expenditures.)

State Programs	Allocation
<input checked="" type="checkbox"/> <b>EIA: Economic Impact Aid/ English Learner Program</b> <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners.	\$73,462.00
<input checked="" type="checkbox"/> <b>Gifted and Talented Education</b> <u>Purpose:</u> To support instructional programs for identified gifted and talented students.	\$26,000.00
<input checked="" type="checkbox"/> Other State or Local funds (site allocation and MAA)	\$91,015.00
Total amount of state categorical funds allocated to this school	\$190,477.00

Federal Programs under No Child Left Behind (NCLB)	Allocation
<input type="checkbox"/> <b>Title I, Part A: Schoolwide Program</b> <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$
<input checked="" type="checkbox"/> <b>Title II, Part A: Teacher and Principal Training and Recruiting</b> <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$6,000.00
<input type="checkbox"/> Other Federal Funds (list and describe <sup>1</sup> )	\$
Total amount of federal categorical funds allocated to this school	\$6000.00
Total amount of state and federal categorical funds allocated to this school	\$196,477.00

**C. Expected School wide Learning Results (ESLRs)**

### **Our Jaguar Code**

<b>J</b> <b>Jaguar Judiciousness</b>	<b>Kimball Students Will</b> <ul style="list-style-type: none"><li>* <b>Respect Themselves</b></li><li>* <b>Respect Adults and Peers</b></li><li>* <b>Respect Their School</b></li><li>* <b>Respect Their Environment</b></li></ul>
<b>A</b> <b>Academic Achievement</b>	<b>Kimball Students Will</b> <ul style="list-style-type: none"><li>* <b>Set High Academic Standards</b></li><li>* <b>Continue to Enhance Their Study Skills</b></li><li>* <b>Be Critical and Analytical Thinkers</b></li><li>* <b>Establish Life Goals</b></li></ul>
<b>G</b> <b>Goodwill and Growth</b>	<b>Kimball Students Will</b> <ul style="list-style-type: none"><li>* <b>Create a School Atmosphere that Values Cultural Differences</b></li><li>* <b>Find Their Passion</b></li><li>* <b>Be Involved in Our School and Our Community</b></li></ul>
<b>S</b> <b>Social Skills</b>	<b>Kimball Students Will</b> <ul style="list-style-type: none"><li>* <b>Develop Interpersonal and Mass Communication Skills</b></li><li>* <b>Develop Code Switching Skills</b></li><li>* <b>Communicate Digitally</b></li><li>* <b>Communicate Responsibly</b></li></ul>

**JAGS HAVE PRIDE!**

## SECTION II: Presentation and Analysis of Data

### A. Analysis of Current Instructional Program - Academic Program Survey

The following evaluation is based on the Academic Program Survey and provides a rubric rating on a four point scale (1-4) for each area as well as a brief narrative assessment for each area. The rubric is as follows:

#### **Analysis of Data – Current Instructional Program (APS):**

*To what extent do ALL students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of academic standards?*

APS data is not available at this time

### **Academic Performance:**

**1a. AYP - Adequate Yearly Progress:** Schools will meet or exceed their AYP goal OR demonstrate an increase of 5% in percent of students scoring proficient for schools meeting their AYP Targets

Group (NCLB target) ES/MS HS	2010 % Prof. ELA (≥ 56.8%) (≥ 55.6%)	2011 % Prof. ELA (≥ 67.6%) (≥ 66.7%)	2012 % Prof. ELA (≥ 78.4%) (≥ 77.8%)	AYP Goal Met?	5% growth Goal Met?	2010 % Prof. Math (≥ 58%) (≥ 54.8%)	2011 % Prof. Math (≥ 68.5%) (≥ 66.1%)	2012 % Prof. Math (≥ 79.0%) (≥ 77.4%)	AYP Goal Met?	5% growth Goal Met?
<b>School Total</b>	<b>60.9</b>	<b>77.8</b>	<b>66.4</b>	N		<b>53.2</b>	<b>66.9</b>	<b>64.1</b>	N	
<b>Sub-group #1</b> Asian		<b>90.8</b>	<b>78.7</b>				<b>76.6</b>	<b>77.0</b>		
<b>Sub-group #2</b> Hispanic or Latino	<b>65.4</b>	<b>65.3</b>	<b>52.7</b>	N		<b>65.4</b>	<b>58.2</b>	<b>53.0</b>	N	
<b>Sub-Group #3</b> White not Hispanic	<b>52.3</b>	<b>83.5</b>	<b>78.3</b>	Y		<b>46.5</b>	<b>69.8</b>	<b>73.0</b>	Y	
<b>Sub-Group #4</b> Socioeconomic. Disad.	<b>67.6</b>	N/A	<b>52.3</b>	N		<b>53.4</b>	<b>57.5</b>	<b>53.9</b>	N	
<b>Sub-group #5</b> ELL students	<b>63.9</b>	<b>65.4</b>	<b>50.9</b>	N		<b>51.2</b>	<b>61.5</b>	<b>53.6</b>	N	
<b>Sub-group #6</b> Stu. w/ Disabilities	<b>50.0</b>	N/A	<b>20.8</b>			<b>48.4</b>	N/A	<b>20.8</b>		
<b>Sub-group #7</b> African American			<b>52.2</b>					<b>58.7</b>		

### **Achievement Gap Data**

#### **Longitudinal AYP 2008 – 2012 • English Language Arts**

ELA	target	School	White	Afr.Amer.		Hispanic		Low SES		EL		Stu w/Dis	
	ES/HS	AYP	AYP	AYP	Gap	AYP	Gap	AYP	Gap	AYP	Gap	AYP	Gap
2010	56.8/55.6	60.9	67.6	37.5	-30.1	52.3	-15.3	63.9	-3.7	50.0	-17.6	22.7	-44.9
2011	67.6/66.7	77.8	83.5	58.5	-25.0	65.3	-18.2	67.6	-15.9	65.4	-18.1	NA	
2012	78.4/77.8	66.4	78.3	58.7	-19.6	52.7	-25.6	52.3	-26.0	50.9	-27.4	20.8	-57.5
Change		-11.4	-5.2	+2	-5.4	-12.6	+7.4	-15.3	+10.1	-14.5	+9.3		

The Achievement Gap is calculated by subtracting the subgroup AYP from the White subgroup AYP.

## Longitudinal AYP 2008 – 2012 • Math

The Achievement Gap is calculated by subtracting the subgroup AYP from the White subgroup AYP.

Math	target	School	White	Afr.Amer.		Hispanic		Low SES		EL		Stu w/Dis	
	ES/HS	AYP	AYP	AYP	Gap	AYP	Gap	AYP	Gap	AYP	Gap	AYP	Gap
2010	58.0/54.8	53.2	53.4	37.5	-15.9	46.5	-6.9	51.2	-2.2	48.4	-5.0	20.0	-33.4
2011	68.5/66.1	66.9	69.8	52.8	-17.0	58.2	-11.6	57.5	-12.6	61.5	-8.3	NA	
2012	79.0/77.4	64.1	73.00	58.7	-14.3	53.0	-20.0	53.6	-19.4	53.9	-19.1	20.8	
Change		-2.8	+3.2	+5.9	-2.7	-5.2	+8.4	-3.9	+6.8	-7.9	+10.8		

### 1b. AYP - Adequate Yearly Progress Schools will have a 95% participation rate in state testing

Group	% Tested ELA 2012	Target Met Yes or No	% Tested Math 2012	Target Met Yes or No
<b>School Total</b>	<b>99</b>	<b>Y</b>	99	Y
<b>Subgroup #1</b> Hispanic	98	Y	99	Y
<b>Subgroup #2</b> White Not Hispanic	100	Y	100	Y
<b>Subgroup #3</b> Socio-economically Disadvantaged	99	Y	100	Y
<b>Subgroup #4</b> English Learners	99	Y	99	Y
<b>Sub-group #5</b> Stu. w/ Disabilities	97		97	
<b>Sub-group #7</b> African American	100		100	

Program Improvement Status for 2012/13:   X   Not in PI        in PI year       

### Analysis of Data – Student Achievement - AYP (Adequate Yearly Progress):

*What trends are indicated by the data? To what extent are all students achieving academic standards? Particularly comment subgroups who have not met targets. To what extent is the achievement gap closing?*

ELA:

All sub groups excluding White and Asian failed to meet AYP and scored lower than the previous year. For all sub-groups excluding African American, the achievement gap widened.

Math:

All sub groups excluding White and Asian failed to meet AYP and scored lower than the previous year. For all sub-groups excluding African American, the achievement gap widened.

**1c. API – Academic Performance Index :** Schools will meet or exceed school’s API growth target OR maintain a score of 800 or higher

Group	2011 Base API	2012 API Target	2012 API	Actual Growth	Target Met Yes or No
<b>School Total</b>	803	800	<b>801</b>	-2	Y
<b>Subgroup #1</b> African American	741	746	<b>750</b>	+9	Y
<b>Subgroup #2</b> Asian	841	800	<b>831</b>	-10	Y
<b>Subgroup #3</b> Filipino	841	800	<b>842</b>	+1	Y
<b>Subgroup #4</b> Hispanic	758	763	<b>752</b>	-6	N
<b>Subgroup #5</b> White Not Hispanic	829	800	<b>831</b>	+2	Y
<b>Subgroup #6</b> Socio-economically Disadvantaged	758	763	<b>749</b>	-9	N
<b>Subgroup #7</b> English Learners	758	763	<b>737</b>	-21	N
<b>Subgroup #8</b> Students w/Disabilities	565	577	<b>595</b>	+30	Y

**Longitudinal (Growth) API 2008 – 2012  
(Achievement Gap Data)**

	School	White	Afr.Amer.	Hispanic	Low SES	EL	Stu w/Dis
	API	API	API Gap	API Gap	API Gap	API Gap	API Gap
2010	796	811	687 -124	783 -28	748 -63	756 -55	527 -284
2011	803	829	741 -86	758 -70	758 -70	758 -70	565 -276
2012	801	831	745 -86	752 -79	749 -82	737 -94	595 -236

**Analysis of Data – Student Achievement - API (Academic Performance Index):**

The school has remained constant overall in its performance on the State exams. Within the overall performance ranking the subgroups have varied in their individual performance. White and African American students have improved over the course of 3 years while the Hispanic, Lower SES and EL subgroups have declined. The achievement gap between White students and the other 5 subgroups has not improved; excepted from this statement is the African American sub group which has shown improvement.

**2. AMAO – Annual Measurable Achievement Objectives (Title III - EL Progress in English):**

**a. AMAO 1 – Percent of Students making annual progress in English (based on CELDT)**

**b. AMAO 2 – Percent of Students Attaining English Proficiency (based on CELDT)**

	# students tested	% meeting AMAO 1	Target	Met? Y/N	% meeting AMAO 2	Target <5yr/≥5yr	Met Y/N
<b>2009/2010</b>	57	70.2%	53.1	Y	N/A/ <b>55.2%</b>	17.4/41.3	Y
<b>2010/2011</b>	112	59.8%	54.6	Y	N/A/ <b>48.1%</b>	18.7/43.2	Y
<b>2011/2012</b>	141	66.9%	56.0	Y	N/A/ <b>60.2%</b>	20.1/45.1	Y



### Analysis of Data – Student Achievement – Title III AMAOs

Students are currently meeting the AMAO1 and AMAO 2 targets. Each year there has been fluctuation in the percent of students meeting the AMAO Targets.

**3. Increase in students meeting district standards:** Students will demonstrate proficiency on 80% percent of district standards based on end of year assessments:

Percent of students meeting standards on district assessments

ELA	2011	2012	Target Met? Y/N	MATH	2011	2012	Target Met? Y/N
Grade 9	44%	48.1%	N	Alg. Read.	16%	42.0%	N
Grade 10	71%	67.9%	N	Algebra	58%	58.7%	N
Grade 11	52%	81.1%	Y	Geometry	68%	66.4%	N
				Algebra 2	88%	74.1%	N

### Analysis of Data – Student Achievement – District Assessments

**ELA** Examining the data in terms of grade level, scores reveal that students are not meeting the 80% proficiency levels. Examining Grade 9 data in 2011 and comparing to Grade 10 data in 2012 reveals the proficiencies exhibited by the cohort of students. Examination in this manner indicates a trend of improvement for each of the two cohorts from one grade level to the next.

**Math** Students are not meeting district proficiency goals in each of the content areas. Geometry and Algebra 2 have not shown proficiency improvement from year to year; Examining data in terms of cohorts however, the students are showing improvement as they progress.

### 4. Preparation for School/Career

#### a. CAHSEE results

	ELA			Math		
	Gr. 10 % pass	Gr. 10 % proficient	Gr. 12 % pass	Gr. 10 % pass	Gr. 10 % proficient	Gr. 12 % pass
2009/10	89%	60%	N/A	86%	50%	N/A
2010/11	94%	75%	N/A	91%	65%	N/A
2011/12	90%	68%	51%	89%	66.5%	35%

#### b. 100% of students will receive a high school diploma or equivalent certificate

	# graduates 2011	% receiving diploma or equivalent	# graduates 2012	% receiving diploma or equivalent
Enrollment (Seniors)		N/A		332
H.S Diploma	N/A		320	
Certif. of Compl (IEP)	N/A		4	
GED	N/A		0	
Adult School Diploma	N/A		0	
Total	N/A		324	324
Percent		N/A		97%
Goal Met?		N/A		N

**Note: It is important to note that this method of calculation is based on enrollment on the last day of school.**

**c. AYP Graduation Rate**

	NCLB Grad Rate (2008/09 School Year) 2010	NCLB Grad Rate (2008/09 School Year) 2011	NCLB Grad Rate (2009/10 School Year) 2012
AYP Target	N/A	N/A	N/A
Site %	N/A	N/A	N/A
Goal Met?	N/A	N/A	N/A

**d. Students completing A-G Requirements.**

	# met a-g	Percent (of gr. 12 students)	Goal Met? Y/N
2009/10	N/A	N/A	N/A
2010/11	N/A	N/A	N/A
2011/12	83	25%	N

**Analysis of Data – Student Achievement – Preparation for School/Career**

*What trends are indicated by the data? To what extent are all students able to meet all of the requirements for graduation?*

**C. School Safety**

**1. Reduction in the number and percentages of suspensions or expulsions**

	2010/11		2011/12		% Decrease or Increase	Target Met
	#	%	#	%		
Suspensions	197	13.83%	260	13.1%	-.73%	Y
Expulsions	17	1.1%	10	.5%	-.6%	Y

**Reduction in the number of referrals**

	2010/11		2011/12		% Decrease or Increase	Target Met
	#	%	#	%		
Referrals	493	34.6%	774	39%	+4.4%	N

2. There will be a 75% or higher percentage of parents, staff, and students responding positively to survey questions regarding school safety.

#### School Safety

Group	% Agree 2011	% Agree 2012
Parents	63.33	82.05
Staff - Cert.	90.63	93.27
Staff – Class.	70	100.00
Students	62.51	64.45
Total	71.62%	84.94
Met Goal (Y/N)	N	Y

#### D. School Climate and Leadership

1. There will be a 75% or higher percentage of parents, staff and students responding positively to survey questions regarding school climate, instructional issues, and parent relations:

#### School Climate

Group	% Agree 2011	% Agree 2012
Parents	64.63	71.06
Staff – Cert.	82.82	80.77
Staff – Class.	80.00	71.43
Students	57.29	58.22
Total	71.19%	70.37
Met Goal (Y/N)	N	N

The school will maintain 98% actual attendance, or an improvement of .5%

School Year	Actual Attendance %	Target %	Difference (+ or -)	Target Met Yes or No
2008/2009		98%		
2009/2010	96.35%	98%	-1.65%	N
2010/2011	96.25%	98%	-1.75%	N
2011/2012	96.14%	98%	-.11%	N

#### Analysis of Data – School Safety and Climate

As the population of the school has increased we have experienced slippage in our attendance rates. Indications are the school needs to promote attendance and to be aware of any chronic attendance concerns with students. Kimball experienced Senior Cut Day for the first time this year. The school will implement strategies to offset senior cut day in the future.

## SECTION III: EVALUATION OF PRIOR YEAR'S PLAN

### A. Evidence of school's progress towards meeting **student achievement** targets

#### **Goal #1 – Ensure students are prepared for college and careers and that all students meet or exceed grade level standards and the achievement gap is closed**

- a. Programs to meet the needs of English Learners
- b. Programs to meet the needs of at-risk students
- c. Prepare students for STAR/CAHSEE testing
- d. Plan for increasing deployment of Best Instructional Practices
- e. (schools with gr. 6-12) Improve student achievement in Mathematics

#### Evaluation of Plan for Goal 1:

##### **a. English Learners**

- 1) To improve support for EL students in academic classes, the work hours of the support staff were adjusted to better match the bell schedule at Kimball. This has improved student access to the additional support required for their success in mainstreamed classes.
- 2) Kimball piloted the ALAS course last year. We determined the course to be of value although the curriculum and delivery are still in developmental stages. AVID and ALD strategies were infused into the curriculum and we note the skills acquired from these strategies are essential to the successful acquisition of academic language.
- 3) We currently have a parent who understands the needs of second language families. He is helping to form an ELAC committee and has joined the School Site Council.
- 4) The PIQE program continues in both Spanish and English. 60+ parents graduated from the program this year.
- 5) EL Para(s) have been trained to administer the CELDT exam and budget has been allocated for them to work prior to the start of the school year so that KHS students are tested and properly placed prior to the beginning of the school year.

##### **b. At Risk Students**

- 1) The Seminar class continues to be developed so that it is situated within the needs of the school. Global skills necessary for student academic success and their transition to post secondary learning are the focus of the seminar courses.
- 2) Cyber High classes were offered in the 0 period. This allows students to make-up classes required for graduation and also situates the class in a credit recovery position. Students enrolled in this should complete at least 35 credits each semester as opposed to the 30 available in a regular 6 period day. Situating the course in the 0 period of the day also allows for student to exit the course once they have completed their programs; additional students may then enter.
- 3) Teachers were trained earlier in the year to use BrainX for the support portion of Algebra with Support. This was effect in bringing the program on line for student much earlier in the year. With the full use of Barin X this year teachers have determined that the program does not meet the full needs of the students enrolled in Algebra with Support.
- 4) This year there was a focus on the Algebra with Support class and its effectiveness. The team of teachers for this class were recruited to teach the class and provided release time to work on the curriculum for this class. It was discovered that in addition to support with Algebraic concepts, students enrolled in this class required study skill and motivation support as well. These needs were addressed in the class and by the end of the year the students slightly out performed students in the Algebra only classes.
- 5) The Cyber High program was successful in its 0 period position however the school still

needs to track students through the program to determine how many students are being served and their success rates. The data exists but must be organized into a format that informs our practice in a useful manner.

**c. STAR/CAHSEE prep**

- 1) In the effort to identify students who are at-risk of not attaining proficient levels on the STAR exams, we targeted the use of our data teams to improve student performance in course work and therefore on State assessments. This effort has yielded stronger data teams. We continue to build the strength of our professional learning community.
- 2) In support of item one teachers have been provided release time by content area to align curriculum to standards and to each other. Vertical articulation within each department is also beginning to occur. This is moving KHS toward a having an academic program where teachers understand their entire program and not just their content areas.
- 3) The development of course work for the Seminar class centered on test taking strategies is yet to be completed. The lessons developed did not produce the desired outcomes. Work in this arena will continue.
- 4) Teachers on ERM days are beginning to expand their understanding of data teams and how this time can be used in more areas than District Assessments. The use of this time for evaluating the preparation of our students for CAHSEE is still emerging. This work continues and is strengthening with the support of CISCs and the PLC training of a team of teachers at KHS.
- 5) As noted through items 1-4 we continue to provide release time for teachers to work together to improve instructional strategies in each of our content areas. More release time is allocated those who teach classes where students are at-risk of non- success and non- persistence in high school.

**d. Increasing Deployment of Best Instructional Practices**

- 1) To increase our Deployment of Best Instructional Practices we worked again this year with RSDSS and the District to provide staff development on the components of best instructional Practices. This year we focused on checking for understanding. Our pre-service days were devoted to this effort as were ERM days during the course of the year.
- 2) As we continued to include teachers in the participation of instructional tours, we saw increase in use of the 4 strategies associated with best practice.
- 3) At teachers request we created a form to use for teacher feed back during our instructional tours. It was intended to increase feedback to teachers during casual classroom visits. The implementation of the form has not been successful. We are contemplating other means to give the feedback.
- 4) To assist in strengthening our curricular programs and strengthening the efforts in items 1a – 1d we have assigned oversight of each department to particular administrators. This has given department chairs someone to work with and helped with the weekly reporting by data teams. It has also helped with curriculum development and gives each department a liaison to meeting needs requiring administrative support.

**e. Student Achievement in Mathematics (gr 6-12)**

- 1) To improve student success in mathematics we saw the need and focused on strengthening our Algebra with Support program as mentioned above.
- 2) We have continued to provide release time for teachers to work on curriculum, best practices and strengthening of cohesion in the math program by content area.
- 3) One area of focus was cohesion in the grading policies within content areas. While they are not lock stepped, the syllabi reflect a more closely aligned grading practice.

- 4) To improve student achievement in math we are working on our placement strategies. We are not completely successful in adjusting placements within the first two weeks of school. The lack of success emanates from scheduling early and not having time prior to the end of the year to make adjustments. We will continue our efforts in the next year to improve placement of KHS students as well as incoming 9<sup>th</sup> grade students. For the 9<sup>th</sup> grade, part of our challenge emanates from having multiple non- TUSD feeder schools.

## **Goal #2 – Provide a Safe and Equitable Learning Environment for all Students and Staff**

### **Evaluation of Plan for Goal 2:**

- a. Increase Students' Average Daily Attendance
  - 1) We continued the perfect attendance program and are seeking ways to expand “rewards” for students who achieve this goal. The program is successful.
  - 2) KHS continues to use the incentive program of perfect attendance for 10 days will remove a certain number of Saturday School hours. The tracking of the success of this program has not yet been implemented. The resource of time is at the center of not meeting this effort.
  - 3) KHS is working to identify students before they require a SART meeting. This program is emerging and again effectiveness is associated with the resource of time.
  - 4) Adding the most improved category to our attendance program has not yet occurred. Time and money resources are the mitigating factors in this instance.
- b. Increase Cultural Proficiency
  - 1) In an effort to increase our cultural proficiency we first needed to understand who our students were. This effort has occurred through examination of disaggregated data in all areas of our school. All data is examined disaggregated by race/ethnicity. This effort has made looking at data disaggregated by race part of our culture.
  - 2) With the disaggregation of all data, we are now examining our programs, Advanced Placement, pathway enrollment, discipline, academic performance by content area, even clubs with this lens. We are also examining parent participation through this lens and seeking to ensure access to parents as well.
  - 3) KHS is working to close the achievement gap. We examine disaggregated data and are discussing how to effectively improve the performance of all students. With the annual growth of our staff this effort is emerging. Solidification should become apparent in the next year.
  - 4) Improving our cultural proficiency is a work in progress. Again the flux of our staff is influential in our efforts. ERM time is also a constraint to these efforts.

## **Goal #3 – Professional Development**

### **Evaluation of Plan for Goal 3:**

- a. Articulated, sustained plan of professional development activities
  - 1) Kimball High School is focused on strengthening our professional learning community. We continue to participate in RSDSS to train teacher leaders. We have met with some discontinuity in these efforts due to change in staff.
  - 2) To increase our proficiency with technology, a staff survey was generated to identify areas of focus. With the survey we have put into place staff development center on needs identified by teachers and classified staff.
  - 3) As indicated earlier we are working to increase our proficiency with the 4 best instructional practices. This effort is supported through our work with RSDSS.
- b. Increasing participation/attendance at ERMs
  - 1) We have focused efforts on increasing participation in ERMs particularly in departments such as PE, CTE, VAPA. Our efforts centered on improving teacher desire to participate by making the ERM relevant to each department. This effort was collaborative with input from

department chairs, teachers and classified staff to meet their needs. The results were a greater understanding by all of PLCs. Attendance has improved but the efforts need to continue to bring our culture of a professional learning community to full fruition.

**Goal #4 – Parent Involvement: Strategies to encourage parent involvement and provide parent education**

Evaluation of Plan for Goal 4:

- 1) We have continued the PIQE program, graduating 60+ parents in the last year. The program is successful in terms of increasing parent understanding of what is required for students to enter college. The program also helps parents to understand how to work with the school to ensure their students success. KHS desires to continue the program and possible to expand.
- 2) Our PTSA continues to grow. Their mission is to support the school in academic pursuits. To this end the PTSA serves as a major communications hub for the school. They also serve to provide parent in-service regarding school programming and they manage our volunteer data base which provides support to many efforts on our campus.
- 3) The School Site Council has focused on understanding the curricular program of the school and working to ensure matters of safety. The School Site Council is also beginning discussions regarding our achievement gap and what role race and cultural proficiency may play in student achievement.
- 4) The Athletic Booster Club continues to support our programs.
- 5) As stated earlier the PTSA, Athletic Boosters, Drama Boosters, Leadership Parents, Band parents and other clubs are all active in the school. They work to support school programs and academic achievement.
- 6) We have improved staff and community input into the School Site Plan by sharing the plan at meetings and discussing. The Site Council has discussed and made decisions regarding the spending of categorical EIA funds. The Site Council has also had presentations made by various academic and support groups on campus to inform its decision making practice.

**Goal #5 – Technology: Use technology as a tool for improvement in instruction; management of departments, sites and classrooms, and to increase efficiency in operations across the district.**

Evaluation of Plan for Goal 5:

- 1) To improve lab resources for teacher use we purchased addition computers to bring 4 of our labs to totals of 36 computers. This allows for teachers in core content areas to bring their classes to the computer labs. We have seen an increase in the use of labs since this change was made.
- 2) Items 1 support the increase of student proficiency with technology. The increase of student proficiency is also supported by the use of teaching websites such as Edmoto.

**Goal #6 – Improve the school libraries. (if included in prior year plan)**

Evaluation of Plan for Goal 7:

- 1) Staff development of the library resources occurred during one of the pre-service days.
- 2) The Library space is beginning to be used as an extension of our curricular programs. The students are very comfortable using the library before and after school or during lunch. We would like to increase the use of the library in support of programs on campus. To this end, the art department uses the library to exhibit art work. We see this practice expanding to other arenas of the school.

## **Overall Evaluation of Prior Year School Plan**

Please address the following two questions regarding the overall school plan:

***To what extent do the school leadership and staff use student achievement data to make decisions and initiate activities that focus on all students achieving the academic standards?***

Through Data teams on early release Mondays, staff is beginning to strengthen the use of student achievement data to drive our curricular programs. This is especially true in math and English. Other departments are using district assessment and other data such as common assessments within the school to evaluate program. Departments that do not have district assessment are beginning to examine other data such as quarter and semester grades to help drive decisions regarding their programs. KHS staff has articulated a desire to strength the use of Data Team time. They are now focusing on items to assess that have emerged from their observations and discussions among peers and colleagues. Data examined during the 11/12 school year included quarter grade reports, STAR data, common assessment data and course enrollment data.

***To what extent do the school leadership, staff, students and parents annually monitor and refine the single school plan based on analysis of data to ensure alignment with student needs?***

Currently the school site plan is shared with the staff but there is not direct input from the staff. Input come via the department chairs, the pathway coordinators, the site council, PTSA and other less formal groups. Input from the mentioned organizations are present in the site plan there has been a formal review and direct input from these groups. Through a restructuring of how the Site Plan is shared, used during the year and written for each subsequent year. Kimball High School will increase the involvement of our school community in the creation and monitoring of our site plan.



## SECTION IV: SCHOOL PLAN FOR 2012/2013

### A. School Governance and Planning Process

John C. Kimball High School is now beginning its fourth year. The school site currently has 6 parents who have volunteered to be participants and 6 staff members who have been elected. This document has been created with their input and input from various leadership groups with-in the school. Data from the 2011/2012 school year including test results, demographic data, survey data and presentation data have been reviewed and utilized to determine the needs of the school for the 2012/2013 school year.

The 2011/2012 School Plan that follows was developed through the joint efforts of School Site Council, the English Language Development Coordinator, Department Chairs, the Counseling Department, Assistant Principals, various school committees and Pathway Leaders. The School Plan and budget were approved by the School Site Council at the November 28, 2012 meeting.

#### School Site Council Membership for 2012/13

Names of Members  *Parent of EL	School Personnel 50% of SSC			Parents/Students 50% of SSC	
	Principal	Classroom Teacher	Other Staff School	Parent or Community Member	Secondary Student
Cheryl A. Domenichelli	X				
Scott Lycan			X		
Geri Alvarado			X		
Lula Abusalih		X			
Alison Howard		X			
Kenneth Utt		X			
TBD					
Paul Andrews				X	
Ronnie de Supenski				X	
Robyn Scheurelein				X	
Luis Orendain				X	
Sandra Perez				X	
Irene Lee				X	
Student (TBD)					X
Numbers of members of each category	1	3	3	6	1
Total in each group	14			14	

The interests of English learners are represented by:

- ☒ An ELAC with adopted bylaws (*Parents of English learners constitute at least the same percentage of the committee as their children represent of the student body. OPSET I-EL-2*)

ELAC Chairperson: Luis Orendain

- ☐ School Site Council (*Parents of English learners constitute at least the same percentage of the committee as their children represent of the student body. OPSET I-EL-2*)

\*Indicate parents of EL Students on SSC list above

## **B. School goals for 2012/2013 - A Summary**

**Goal #1 – Ensure students are prepared for college and careers and that all students meet or exceed grade level standards and the achievement gap is be closed (PDSA)**

- a. Programs to meet the needs of English Learners
- b. Programs to meet the needs of at-risk students (including CAHSEE remediation at HS)
- c. Activities to prepare students for STAR/CAHSEE testing
- d. Plan for increasing deployment of Best Instructional Practices
- e. (schools with gr. 6-12) Activities to improve student achievement in Mathematics

Rationale: (district) the district goals are that student will be prepared for college and careers; and that all subgroups meet AYP targets and that the achievement gap be closed by raising the achievement of lower performing subgroups. The district goal also includes that EL students meet Title III AMAO targets annually. The EL subgroup and other at-risk groups do not meet AYP. Additionally the percent of students scoring proficient in Math at grades 6-11 is significantly below AYP targets

Kimball High School staff has met with Universities, Industry Leaders and Community members. There is one resonating theme occurring through all groups; students must meet the minimum college entrance requirements to be fully prepared for their post secondary options whether college or career. This sentiment is echoed by the new common core standards that emphasize higher literacy levels for all students and critical thinking as an ability all students must possess to be successful in their post secondary pursuits. To prepare our students for post secondary options we are aware that we must meet the educational needs of a diverse population of students including second language learners, students who are performing at basic or below levels on STAR exams and those students who have not passed the California High School Exit Exam.

To ensure that all students have equity in access to programs and support to meet or exceed grade level standards, we realize it is important for all staff to focus on best instructional practices, to receive professional development to enhance teaching practices, and for all staff, classified and certificated, to have a focus on understanding the diverse population we serve. To achieve this, we must improve our levels of cultural proficiency, strengthen our school within a school programming and work to build a professional learning community that thinks about what is necessary to improve our programs for student success and then acts to implement.

To ensure we are meeting the needs of all of our students, we believe parent involvement is essential. Kimball will continue to encourage and provide access for parents to become involved in their students education. We will utilize technology as one mean to facilitate improved parent communication. Additionally, we seek new and innovative ways to used technology to improve efficiency within our school.

**Goal #2 – Provide a safe and equitable learning environment**

- a. Increase students' average daily attendance
- b. Increase cultural proficiency

Rationale: (district) The district has set an overall target of 98% attendance. Research shows that when students are in school they achieve at higher academic levels. The district goal is to increase cultural proficiency throughout the district to ensure that student and staffs are afforded a safe and equitable learning environment.

Kimball High School staff realizes that student must be present to succeed in school. KHS continues to implement processes to monitor and address student attendance, this includes

monitoring Kimball High School daily attendance procedures to ensure accuracy. In addition the school continues the implementation of reward programs for perfect attendance to emphasize the value placed on attendance by the school and plans an expansion to reward student who maintain 98% attendance, which is the district target.

**Goal #3 – Professional Development: Provide an articulated, sustained plan of professional development activities designed to build the school’s capacity to support programs and achieve goals.**

(Note: Title I schools must allocate at least 10% of Title I funds to staff development)

Rationale: (district) The district strategic goals and LEA Plan include goals which focus on providing ongoing professional development and support to teachers and site administrators that result in increased achievement for all students in order to close the achievement gap.  
(site)

Kimball High School realizes the importance of institutionalizing equitable practices in our school system that meets the needs of our diverse population and supports all students in the attainment of curricular goals. Kimball High School has focused on diversity and equity to guide the school as it creates curricular program and policy. We are also focused on analysis of staff needs with regard to cultural proficiency and providing staff development as needed.

Kimball High School is committed to building a school culture that facilitates the academic achievement of all students. The multiple pathway program and organizational structure of the school is designed to support the academic achievement of all students and to increase the number of students meeting the a – g requirements. This program will continue to be developed. To ensure we build the system we have envisioned, KHS staff will seek training in the area of interdisciplinary units, visit other sites with successful programs similar to what we are building, and continue to improve our instructional practice by learning the tenants of project based, problem based and inquiry based instruction. We realize to achieve the above we must be able to work with each other in an effective manner; to that end we will also engage in training to assist us with building our professional learning community.

Kimball High School realizes the importance of institutionalizing equitable practices in our school system that meets the needs of our diverse population and supports all students in the attainment of curricular goals. We are focused on analysis of staff needs with regard to cultural proficiency and providing staff development as needed. To facilitate understanding of the needs of students, we will begin with analysis of student performance; this analysis will involve the overall understanding of the student populations in attendance at Kimball High School and subsequent evaluation of student performance by subgroup with-in the school.

Kimball High School is ready to move forward with actions that will increase equity and access for all of our students. This will include examining all aspects of our school and identifying components of our program that require altering to effect maximum achievement for all students.

Kimball High School is committed to building a school culture that facilitates the academic achievement of all students. The multiple pathway program and organizational structure of the school is designed to support the academic achievement of all students and to increase the number of students meeting the a – g requirements. This program will continue to be developed as Kimball further implements the pathway program.

Kimball High School is prepared to work with the Pacific Educational Group to continue to improve the cultural proficiency of staff and students. This work will facilitate a climate of respect for all members of our academic community and will facilitate the closing of the achievement gap.

**Goal #4 – Parent Involvement: Strategies to encourage parent involvement and provide parent education.**

Rationale:(district) Sustained parent involvement is linked to student achievement and staying in school. Federal and state regulations mandate meaningful opportunities at all grade levels for parents/guardians to be involved in school activities, advisory, decision-making, and activities to support learning at home.  
(site)

Kimball High School realizes that parent involvement in the school program will strengthen student achievement. Organizations are forming to support the Kimball Programs and we will foster the inclusion of parent in our daily activities. Examples of programs supporting parent participation at KHS are the School Site Council, the Parent, Teacher, Student Association (PTSA) as well as several Booster Clubs that support the music program, athletics program and drama program.

Kimball High School is committed to involving parents the curricular aspects of the school and will again provide training to parents through programs such as Parent Institute for Quality Education (PIQE). Kimball will also provide parent training through evening seminars held by the counseling department for the 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade. Each of these evening seminars will address the needs particular to that grade level. The School Site Council and the ELAC Committee will also serve to involve parents and community in the decision-making and advisory aspects of the school.

In conjunction with the multiple pathway structure of KHS, each pathway will continue advisory boards to aid in the design of the school, the design of the curricular pathways, and to act as and advisory and liaison to post secondary organizations both academic and career related.

Kimball High School will again participate in the Student Discovery Program at the 10<sup>th</sup> grade level. Through this program, professional member of our community present to students each month in their classrooms. Presentations cover topics related to skills required to be successful in their post secondary pursuits and topics related to careers associated with the pathways in which students are enrolled.

KHS will restructure how the Site Plan is shared, used during the year and written for each subsequent year. Kimball High School will increase the involvement of our school community in the creation and monitoring of our site plan.

**Goal #5 – Technology: Technology: Use technology as a tool for improvement in instruction; management of departments, sites and classrooms; and to increase efficiency in operations across the district.**

Rationale: (district) The district is committed to providing students and staff with the technology tools and skills to support academic content standards and improve learning so that they can compete in a digital world.  
(site)

As Kimball continues to build its' programs it is understood that students must be proficient in their use of technology and must be able to use technology in ways consistent with the careers and professions they will enter upon graduation. They must understand appropriate use of technology. To achieve this, student must have access to technology. Kimball High School will allocate resources to incorporate technology in to curricular programs. This includes in particular the areas of Career Technical Education, Sciences, Fine Arts, Business, and other core curricular

areas. Through seminar and other school wide vehicles we will teach students about the ethical use of technology from academic integrity to responsible use of social media.

Kimball High School also recognizes the importance of access to the use of technology for staff and students and will allocate resources for the provision of technological resources as well as training to maximize the use of those technological resources. We will seek to utilize technology to improve communications with our community, to streamline processes within our school system and to move KHS towards a more environmental friendly use of natural resources.

To ensure equity in the access of technology, Kimball will make available to students and parents computers in our library and career center. These computers are for the use of our students and we will promote the availability of this resource to our student body.

**Goal #6 – Improve the school libraries.**

(Sites are not required to allocate funds to libraries this year.)

Rationale: This is a requirement under the School and Library Improvement Block Grant.

(site)

Kimball High School will continue to build the library resources. The library is an essential component in the school academic program and should serve as a resource to all students and staff. Kimball High School will focus on improving library usage by students.

## **C. Activities for 2012/2013 School Plan**

### **Site Goal #1 – Ensure students are prepared for college and careers and that all students meet or exceed grade level standards and the achievement gap is closed. .**

*District Goal #1: Prepare all students for college and careers*

*District Goal #2: Ensure that all students meet or exceed grade level standard and that the achievement gap is closed.*

**Kimball WASC Goal 1: Strengthen our EL program to ensure equity and access for EL students.**

**Kimball WASC Goal 2: Improve the academic achievement of all students with a focus on closing the achievement gap.**

#### **Outcomes (Data that will be collected and analyzed to measure progress towards the goal)**

- All significant subgroup will meet AYP targets
- EL students will meet or exceed Title III AMAO1 and AMAO2 targets
- Decrease the achievement gap of the subgroups
- 80% of students will meet standards on district assessments
- Reduction in number of students failing classes (optional)
- Increase percent of teachers using BIPs
- Increase percent of students scoring proficient on Math CST (gr. 6-12)
- Increase percent of 10<sup>th</sup> graders passing/scoring proficient on CAHSEE (HS only)
- All students will pass CAHSEE by end of grade 12 (or meet IEP goals) (HS only)
- Alignment of curriculum maps/pacing guides to Blueprint standards (optional)

#### **Kimball ESLRs (Expected Schoolwide Learning Results): Academic Achievement, Goodwill and Growth**

##### **Rationale:**

Kimball High School staff has met with Universities, Industry Leaders and Community members. There is one resonating theme occurring through all groups; students must meet the minimum college entrance requirements to be fully prepared for their post secondary options whether college or career. This sentiment is echoed by the new common core standards that emphasize higher literacy levels for all students and critical thinking as an ability all students must possess to be successful in their post secondary pursuits. To prepare our students for post secondary options we are aware that we must meet the educational needs of a diverse population of students including second language learners, students who are performing at basic or below levels on STAR exams and those students who have not passed the California High School Exit Exam.

To ensure that all students have equity in access to programs and support to meet or exceed grade level standards, we realize it is important for all staff to focus on best instructional practices, to receive professional development to enhance teaching practices, and for all staff, classified and certificated, to have a focus on understanding the diverse population we serve. To achieve this, we must improve our levels of cultural proficiency, strengthen our school within a school programming and work to build a professional learning community that thinks about what is necessary to improve our programs for student success and then acts to implement.

To ensure we are meeting the needs of all of our students, we believe parent involvement is essential. Kimball will continue to encourage and provide access for parents to become involved in their students education. We will utilize technology as one mean to facilitate improved parent communication. Additionally, we seek new and innovative ways to use technology to improve efficiency within our school.

<b>1a.English Learner Instruction and Support</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
1a.1 Continue and expand ALAS Program	Principal	EIA funding	August 2012			
1a.2 .Recruit members for a site ELAC Committee	Principal/AP		August 2012			
1a.3 Provide training to EL Parents through PIQE	AP	Title 3	August 2012			
1a.4 Expand PIQE to second year of programming	AP	Title 3	Jan. 2013			
1a.5 Provide Para Support for EL students in Core Academic Classes and ELD classes	Coordinator	EIA Funding				
1a.6 Administer CELDT Testing prior to start of school year	Coordinator	EIA Funding				
1a.7 Provide Consult Period for ELD Coordinator	Principal	EIA Funding				
1a.8 Provide resources to support students in closing the achievement gap	Principal	EIA Funding				
<b>1b.Intervention and Remediation for at-risk students (including CAHSEE remediation at HS)</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
1b.1 Implement CAHSEE remediation class for 11 <sup>th</sup> -12 <sup>th</sup> grade students	Head Counselor	Site FTE BrainX Program	September/October			
1b.2 Strengthen Seminar Program by creating lessons that meet the differentiated needs of our grade levels.	Admin/Teacher Leaders	Site/ Academic resources				
1b.3 Provide teachers with data regarding their students who are at risk in all curricular areas.	Admin		October-November			
1b.4 Implement structure in the master schedule that allows for cohorting of students with teachers who have agreed to work in as a cross curricular team.			Spring 2013			
<b>1c.CST/CAHSEE Preparation</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
1c.1 Identify students who are at-risk of not passing exams at level of proficient and provide additional support through BrainX or Algebra w/Support	Principal/Teacher/	Aeries				
1c.2 Provide addition resources to Algebra w/ support classes to improve student learning.		Grant /Donation Funding	2012/2013			
<b>1d. Plan for Increasing Deployment of Best Instructional practices</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
1d.1 Continue RSDSS PLC training for KHS Team	Admin/Teachers	Title 3 Funding	2012/2013			
1d.2 Continue Focus walks with staff	Admin/Teachers		2012/2013			

1d.3	Provide feedback to teachers from casual visits	Admin		2012/2013			
1d.4	Provide staff development regarding Student Engagement	Principal	Title 2 Funding				
<b>1e. Mathematics Achievement (required for gr. 6-12)</b>							
<b>Action Steps (Plan)</b>		<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
1e.1	Monitor Progress of students in Alg w/ support class	Principal/ Teachers/ Counseling		2012/2013			
1e.2	Monitor Progress of students in Alg. Readiness class	Principal/ Teachers/ Counseling		2012/2013			
1e.3	Implement program to properly place students for their next level of math during the master schedule process.	Principal/ Teachers/ Counseling		February- May			

### Plan for providing ELD to English Learners in 2012/13

<b>Grade</b>	<b>Organization of Students</b>	<b>Frequency of ELD</b>	<b>Duration of ELD</b>	<b>Provided by</b>	<b>Materials used</b>
<b>9-12</b>	<b>By CELDT level</b> - <b>Beginner</b> - <b>Early Intermediate</b>	<b>Daily</b>	<b>58 minutes</b>	<b>teacher</b>	<b>Visions</b>
<b>9-12</b>	- <b>Intermediate</b> -	<b>Daily</b>	<b>58 minutes</b>	<b>teacher</b>	<b>Visions/Holt</b>
<b>9-10</b>	<b>CELDT EA/A</b> <b>ALD Academic Language</b> <b>Development Class</b>	<b>Daily</b>	<b>58 minutes</b>	<b>teacher</b>	<b>District Created Program</b>
<b>9-12</b>	<b>Cluster EL student in core academic</b> <b>classes so that students will have EL</b> <b>Para support.</b>	<b>N/A</b>	<b>N/A</b>	<b>EL Para and Teacher</b>	<b>N/A</b>



**Goal 1 – Data Collection:**

(to be completed as part of the “study” component throughout the year and used as documentation for the Principal’s evaluation)

**Part A: District Assessments****District Assessments**

- High Schools: ELA the required assessments are Holt Entry (report for Quarter 1) and Holt End of Year (Quarter 4). These are only required for grades 9 and 10.)

<b>Schoolwide</b> % Proficient/Advanced		<b>Quarter Trimester 1</b>	<b>Quarter 2/3 Trimester 2</b>	<b>Quarter 4 Trimester 3</b>	<b>Met Goal</b>
ELA	2011/12				
	2012/13				
MATHEMATICS	2011/12				
	2012/13				

<b>English Learners</b> % Proficient/Advanced		<b>Quarter Trimester 1</b>	<b>Quarter 2/3 Trimester 2</b>	<b>Quarter 4 Trimester 3</b>	<b>Met Goal</b>
ELA	2011/12				
	2012/13				
MATHEMATICS	2011/12				
	2012/13				

<b>Students w/ Disabilities</b> % Proficient/Advanced		<b>Quarter Trimester 1</b>	<b>Quarter 2/3 Trimester 2</b>	<b>Quarter 4 Trimester 3</b>	<b>Met Goal</b>
ELA	2011/12				
	2012/13				
MATHEMATICS	2011/12				
	2012/13				

<b>Hispanic</b> % Proficient/Advanced		<b>Quarter Trimester 1</b>	<b>Quarter 2/3 Trimester 2</b>	<b>Quarter 4 Trimester 3</b>	<b>Met Goal</b>
ELA	2011/12				
	2012/13				
MATHEMATICS	2011/12				
	2012/13				

<b>African American</b> % Proficient/Advanced		<b>Quarter Trimester 1</b>	<b>Quarter 2/3 Trimester 2</b>	<b>Quarter 4 Trimester 3</b>	<b>Met Goal</b>
ELA	2011/12				
	2012/13				
MATHEMATICS	2011/12				
	2012/13				

## **Part B: Instructional Tour Data**

### **2011/12 Results**

#### **Percent of “partial” and “full” implementation for each identified strategy**

		Sep	Oct	Nov/Dec	Jan	Feb	Mar	April	May
Student Engagement	full	<b>52%</b>	63%	<a href="#">See Note</a>	88%	80%		58%	44%
	part	<b>38%</b>	18%		0%	20%			
Checking for Understanding	full	<b>47%</b>	9%		40%	30%		29%	25%
	part	<b>13%</b>	27%		20%	0%			47%
Learning Objective	full	<b>53%</b>	45%		50%	50%		35%	53%
	part	<b>26%</b>	9%		33%	10%			
Non-Linguistic Representation	full	<b>71%</b>	45%		44%	80%		N/A	N/A
	part	<b>5%</b>	18%		11%	10%		58%	44%

Data from **Management Team Tours** are **Bold-faced font**; Interim tours are regular font

### **2012/13 Results**

#### **Percent of “partial” and “full” implementation for each identified strategy**

		Sep	Oct	Nov/Dec	Jan	Feb	Mar	April	May
Student Engagement	full								
	part								
Checking for Understanding	full								
	part								
Learning Objective	full								
	part								
Non-Linguistic Representation	full								
	part								

**Management Team Tours** are **Bold-faced font**; Interim tours are regular font

**Site Goal #2 – Provide a safe and equitable learning environment***District Goal #3: Provide a safe and equitable learning environment for all students and staff***Kimball WASC Goal 2: Improve the academic achievement of all students with a focus on closing the achievement gap.****Outcomes** (Data that will be collected and analyzed to measure progress towards the goal)

- 98% student attendance (ADA)
- Reduction in suspensions
- Reduction in referrals/citations (optional)
- Reduction in tardies (optional)
- 75% of stakeholders will respond positively to annual survey questions related to school safety and climate.
- Increase in enrollment of underrepresented groups in advanced courses (optional)

**Kimball ESLRs (Expected Schoolwide Learning Results): Jaguar Judiciousness, Goodwill and Growth****Rationale:**

Kimball High School staff realizes that student must be present to succeed in school. KHS continues to implement processes to monitor and address student attendance, this includes monitoring Kimball High School daily attendance procedures to ensure accuracy. In addition the school continues the implementation of reward programs for perfect attendance to emphasize the value placed on attendance by the school and plans an expansion to reward student who maintain 98% attendance, which is the district target.

<b>2a Increase Students' Average Daily Attendance</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
2a.1 Continue reward program to acknowledge perfect attendance			2012/2013			
2a.2 Tie reduction of Saturday School hours to attendance and grades. Strengthen this program and create measurable indicators regarding the success of the program. Example: How many students with S. School hours entered program and earned reduction. Target students who have high absenteeism.	Assistant Principals	N/A	2012/2013			
2a.3 Pull Aeries student attendance reports on bi-weekly basis to look for student who are exhibiting excessive absences. Intervene through parent contact and SARB as appropriate	Assistant Principals	N/A	2012/2013			
2a.4 Improve reward structure for attendance. Add a most improved category.	Assistant Principals	Donations	2012/2013			
<b>2b. Increase Cultural Proficiency to support a safe and equitable learning environment</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
2b.1 Through Staff meetings and DATA teams, staff will determine the demographics of KHS	Principal, Assistant Principals, registrar, teachers	Aeries				

2b.2 Staff will use demographic data to evaluate KHS program in terms of equity in education: curricular programs , discipline, etc.	Principal, Assistant Principals, registrar, teachers	Aeries DataWise STAR Data				
2b.3 KHS staff will actively seek to close the academic achievement disparity by accelerating the achievement of students who are underperforming while increasing the achievement of all students. <ul style="list-style-type: none"> <li>Staff will create and implement strategies to close the achievement disparity.</li> <li>Pre and post data will be used to evaluate effectiveness of strategies</li> </ul>						
2b.4 KHS staff will actively seek to improve understanding of the students and families we serve by improving our cultural proficiency.	All Staff					
2b.5 Administration team will participate in PEG trainings	Principal					

**Percent attendance by month (to be completed as part of the “study” component throughout the year):**

	Month 1 AUG	Month 2 SEP	Month 3 OCT	Month 4 NOV	Month 5 DEC	Month 6 JAN	Month 7 FEB	Month 8 MAR	Month 9 APR	Month 10 MAY	YTD Total
2011-2012	97.80%	96.99%	96.59%	96.22%	97.34%	95.83%	95.18%	95.52%	94.54%	95.24%	96.14%
2012-2013	97.87%	96.98%	96.97%								
Difference +/-	<b>+.07%</b>	<b>-.01%</b>	<b>+38%</b>								

**Site Goal #3 – Professional Development: Provide an articulated, sustained plan of professional development activities designed to build the school's capacity to support programs and achieve goals.**

*District Goal #6: Develop and support a high performing workforce.*

**Kimball WASC Goal 2: Improve the academic achievement of all students with a focus on closing the achievement gap.**

**Kimball WASC Goal 3: Strengthen curricular programs.**

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal)

- Improved student achievement (API, AYP, AMAO's, district assessments)
- Increased use of Best Instructional Practices
- 100% Participation in ERMs

**Kimball ESLRs (Expected Schoolwide Learning Results): Academic Achievement, Goodwill and Growth**

**Rationale:**

Kimball High School realizes the importance of institutionalizing equitable practices in our school system that meets the needs of our diverse population and supports all students in the attainment of curricular goals. Kimball High School has focused on diversity and equity to guide the school as it creates curricular program and policy. We are also focused on analysis of staff needs with regard to cultural proficiency and providing staff development as needed.

Kimball High School is committed to building a school culture that facilitates the academic achievement of all students. The multiple pathway program and organizational structure of the school is designed to support the academic achievement of all students and to increase the number of students meeting the a – g requirements. This program will continue to be developed. To ensure we build the system we have envisioned, KHS staff will seek training in the area of interdisciplinary units, visit other sites with successful programs similar to what we are building, and continue to improve our instructional practice by learning the tenants of project based, problem based and inquiry based instruction. We realize to achieve the above we must be able to work with each other in an effective manner; to that end we will also engage in training to assist us with building our professional learning community.

Kimball High School realizes the importance of institutionalizing equitable practices in our school system that meets the needs of our diverse population and supports all students in the attainment of curricular goals. We are focused on analysis of staff needs with regard to cultural proficiency and providing staff development as needed. To facilitate understanding of the needs of students, we will begin with analysis of student performance; this analysis will involve the overall understanding of the student populations in attendance at Kimball High School and subsequent evaluation of student performance by subgroup with-in the school.

Kimball High School is ready to move forward with actions that will increase equity and access for all of our students. This will include examining all aspects of our school and identifying components of our program that require altering to effect maximum achievement for all students.

Kimball High School is committed to building a school culture that facilitates the academic achievement of all students. The multiple pathway program and organizational structure of the school is designed to support the academic achievement of all students and to increase the

number of students meeting the a – g requirements. This program will continue to be developed as Kimball further implements the pathway program.

Kimball High School is prepared to work with the Pacific Educational Group to continue to improve the cultural proficiency of staff and students. This work will facilitate a climate of respect for all members of our academic community and will facilitate the closing of the achievement gap.

<b>3a. Staff Development</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
3a.1 Strengthen our Professional Learning Community	Principal, Staff	Title II funds	2012/2013			
3a.2 Increase our proficiency with technology	Principal, Staff	2011/2012	2012/2013			
3a.3 Increase our proficiency with the 4 focus areas of best instructional practices	Principal, Staff	Title II funds	2012/2013			
3a.4 Continued professional development in the building of a multiple pathway school	Principal/ Pathway Coordinators		2012/2013			
<b>3b. Staff Participation in Professional Development on Early Release Mondays and Buy Back Days</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
3b.1 Collect data team reports from each team each week.	Admin		Aug '12 – May '13			
3b.2 Survey staff and provide staff development requested by staff	Admin		Aug '12 – May '13			
3b.3 Increase teacher voice in staff development	Admin		Aug '12 – May '13			

**Site Goal #4 – Parent Involvement: Strategies to encourage parent involvement and provide parent education..**

*District Goal #7: Develop and utilize partnerships to achieve District Goals*

**Kimball WASC Goal 2: Improve the academic achievement of all students with a focus on closing the achievement gap.**

**Outcomes (Data that will be collected and analyzed to measure progress towards the goal) Goodwill and Growth**

- 75% of parents responding positively on annual stakeholder survey
- Number of parents attending Parent Education workshops (optional)
- Increase in number of parents attending parent meetings (optional)
- Increase in number of members of Booster clubs (optional)
- Increase in number of parents attending school functions (optional)

**Kimball ESLRs (Expected Schoolwide Learning Results): Academic Achievement**

**Rationale:**

Kimball High School realizes that parent involvement in the school program will strengthen student achievement. Organizations are forming to support the Kimball Programs and we will foster the inclusion of parent in our daily activities. Examples of programs supporting parent participation at KHS are the School Site Council, the Parent, Teacher, Student Association (PTSA) as well as several Booster Clubs that support the music program, athletics program and drama program.

Kimball High School is committed to involving parents the curricular aspects of the school and will again provide training to parents through programs such as Parent Institute for Quality Education (PIQE). Kimball will also provide parent training through evening seminars held by the counseling department for the 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade. Each of these evening seminars will address the needs particular to that grade level. The School Site Council and the ELAC Committee will also serve to involve parents and community in the decision-making and advisory aspects of the school.

In conjunction with the multiple pathway structure of KHS, each pathway will continue advisory boards to aid in the design of the school, the design of the curricular pathways, and to act as and advisory and liaison to post secondary organizations both academic and career related.

Kimball High School will again participate in the Student Discovery Program at the 10<sup>th</sup> grade level. Through this program, professional member of our community present to students each month in their classrooms. Presentations cover topics related to skills required to be successful in their post secondary pursuits and topics related to careers associated with the pathways in which students are enrolled.

KHS will restructure how the Site Plan is shared, used during the year and written for each subsequent year. Kimball High School will increase the involvement of our school community in the creation and monitoring of our site plan.

<b>Parent Involvement &amp; Communication</b>						
<b>Action Steps</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
4.1 Continue to offer PIQE for incoming 9 <sup>th</sup> grade parents	Asst Principal		Fall 2012			
4.2 Strengthen presence of PTSA in Kimball High School	Principal Tcher Reps		2012/2013			
4.3 Increase voice of Site Council in school affairs	Principal		2012/2013			
4.4 Continue to support the efforts of the Athletic Booster Club	Principal Athletic Dir.		2012/2013			
4.5 Increase participation of KHS parents as volunteers in KHS programs	Principal		2012/2013			
4.6 Improve KHS staff and community input into the School Site Plan			2012/2013			



**Site Goal #5 – Technology: Use Technology as a tool to improve instruction, management of classrooms and efficiency in operations.**

*District Goal #4: Use technology as a tool to improve instruction, management of classrooms and efficiency in operations.*

**Kimball WASC Goal 2: Improve the academic achievement of all students with a focus on closing the achievement gap.**

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal)

- Increase in use of technology in classrooms (optional)
- Increase in availability of technology in classrooms (optional)

**Kimball ESLRs (Expected Schoolwide Learning Results):Social Skills.**

**Rationale:**

As Kimball continues to build its' programs it is understood that students must be proficient in their use of technology and must be able to use technology in ways consistent with the careers and professions they will enter upon graduation. They must understand appropriate use of technology. To achieve this, student must have access to technology. Kimball High School will allocate resources to incorporate technology in to curricular programs. This includes in particular the areas of Career Technical Education, Sciences, Fine Arts, Business, and other core curricular areas. Through seminar and other school wide vehicles we will teach students about the ethical use of technology from academic integrity to responsible use of social media.

Kimball High School also recognizes the importance of access to the use of technology for staff and students and will allocate resources for the provision of technological resources as well as training to maximize the use of those technological resources. We will seek to utilize technology to improve communications with our community, to streamline processes within our school system and to move KHS towards a more environmental friendly use of natural resources.

To ensure equity in the access of technology, Kimball will make available to students and parents computers in our library and career center. These computers are for the use of our students and we will promote the availability of this resource to our student body.

<b>Technology</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
5.1 Continue to build lab resources for teacher / class use	Admin	Site Funds	2012/2013			
5.2 Increase student proficiency in the use of technology		N/A	2012/2013			

### **Site Goal #6 – Improve School Libraries**

*District Goal #1: Prepare all students for college and careers.*

*District Goal #2 Ensure that all students meet or exceed grade level standards and that the achievement gap is closed.*

*District Goal #3: Provide a safe and equitable learning environment for all students and staff.*

### **Kimball WASC Goal 2: Improve the academic achievement of all students with a focus on closing the achievement gap.**

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal)

- 
- 
- 
- 

**ESLRs** (Expected Schoolwide Learning Results):

#### **Rationale:**

Kimball High School will continue to build the library resources. The library is an essential component in the school academic program and should serve as a resource to all students and staff. Kimball High School will focus on improving library usage by students.

<b>Improve School Libraries</b>						
<b>Action Steps (Plan)</b>		<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>
6.1 Explore options for extending library hours for students		Principal	2012/2013			
6.2						
6.3						
6.4						
6.5						

### **Centralized Services**

*District Goal #1: Prepare all students for college and careers*

*District Goal #2: Ensure that all students meet or exceed grade level standard and that the achievement gap is closed.*

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal)

- Consolidated Program documents submitted by deadlines
- Consolidated Program documents approved with no errors
- Federal Program Monitoring completed with no non-compliant areas
- Supplemental Services provided as per Title I regulations

### **Rationale:**

<b>Centralized Services</b>			
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>
1. Completion and filing of required documents pertaining to consolidated program.	L. Dopp K.Noah	Title I Title III EIA	August 2012 – May 2013
2. Assistance in preparing and monitoring budgets and expenditures pertaining to consolidated programs.	L.Dopp J.Carter K.Noah	Title I Title III EIA	October 2012 June 2013
3. Assistance in monitoring program activities to ensure that they are in compliance with state and federal requirements.	L.Dopp C.Woo	Title I Title III EIA	October 2012 June 2013
4. Assistance in planning, implementing, and evaluating staff development activities funded by consolidated funded programs.	ES Directors	Title I Title II Title III EIA	August 2012 – May 2013
5. Assistance in meeting state requirements for Federal Program Monitoring - FPM (previously Categorical Program Monitoring – CPM).	C.Woo	Title I Title III EIA	Fall 2012
6. Assistance in planning, implementing, and evaluating of effective parent participation programs.	L.Dopp	Title I Title III	August 2012 – May 2013
7. Assistance in planning, implementing, and evaluating of supplementary programs to assist targeted populations.	L.Dopp K.Noah	Title I Title II Title III EIA	August 2012 – May 2013

		<u>Total</u>	<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title II</u>
	12/13 Estimated Allocations	\$ 165,081	\$ 91,015		\$ 68,066	\$ 6,000
	11/12 Carryover	\$ -				
	Sub-Total	\$ 165,081	\$ 91,015	\$ -	\$ 68,066	\$ 6,000
	Centralized Services	\$ 7,915			\$ 7,915	
	<b>TOTAL</b>	<b>\$ 172,996</b>	<b>\$ 91,015</b>	<b>\$ -</b>	<b>\$ 75,981</b>	<b>\$ 6,000</b>
	Payroll (Reference only)	\$ 40,273			\$ 40,273	
					Payroll updated - See comment	
	<b>ALLOCATED GOAL TOTAL</b>	<b>\$ 165,373</b>	<b>\$ 90,930</b>	<b>\$ -</b>	<b>\$ 68,438</b>	<b>\$ 6,005</b>
Plan Ref	<b>Action Steps (requiring funding)</b>					
	<b>Goal #1 – Ensure students are prepared for college and careers and that all students meet or exceed grade level standards and the achievement gap is closed (PDSA)</b>					
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title II</u>
	Provide direct support to students through centralized services.				\$ 7,915	
	Site Photo copies		20350			
	Site Department Allocations		19800			
	Site Licensing		3380			
	School Site Operations		12700			
	Technology Service Agreements		2000			
	Graduation Expenses		7500			
1a.1	Rosources to support student in Academic Language acquisition				\$ 6,400	
1c.2	Release time for Algebra1 w/ support and Alg. Readiness course development		\$ 1,200			\$ 5
1a.1	Support for ALD				\$ 2,000	
1a.5	Provide Para Support for EL students in Core Academic Classes and ELD classes				\$ 30,309	
1a.6	Administer CELDT Testing prior to start of school year				\$ 2,000	
1a.7	Provide Consult Period for ELD Coordinator				\$ 19,814	
1a.8	Resources to support students in closing the achievement gap				\$ 5,000	
	<b>GOAL TOTALS</b>		<b>\$ 66,930</b>	<b>\$ -</b>	<b>\$ 68,438</b>	<b>\$ 5</b>
	<b>Goal #2: Provide a Safe and Equitable Learning Environment:</b>					
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title II</u>
2a.1	Perfect Attendance Incentives		\$ 500			
	<b>GOAL TOTALS</b>		<b>\$ 500</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

	<b><i>Goal #3: Professional Development:</i></b>					
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title II</u>
3a.1	Professional Development Release Time by Content Area		\$ 15,000			
3a.2	Office Staff/ Security Training		\$ 2,000			
3a.4	Interdisciplinary Project Development		\$ 3,000			
3a.4	Staff training for AP and Pre-AP courses		\$ 3,500			
	<b><i>GOAL TOTALS</i></b>		<b>\$ 23,500</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
3a.3	Staff Development on the implementation of the "Big 4". This year a focus on the implements best practices to enhance student engagement. We will begin with the SJCOE delivering during the inservice day details strategies for increasing student engagement.					\$ 6,000
3a.3	A subsequent session will follow on the District ERM to revisit and reinforce what was learned durign the August in-service.					
	<b><i>GOAL TOTALS</i></b>		<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 6,000</b>
	<b><i>Goal #4 – Parent Involvement: Strategies to encourage parent involvement and provide parent education.</i></b>					
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title II</u>
	<b><i>GOAL TOTALS</i></b>		<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
	<b><i>Goal #5 – Technology</i></b>					
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title II</u>
	<b><i>GOAL TOTALS</i></b>		<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
	<b><i>Goal #6 – Improve the school libraries</i></b>					
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title II</u>
	<b><i>GOAL TOTALS</i></b>		<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

# ***McKinley Elementary***

*Tracy Unified School District*

*CDS: 39-75499-6042857*

*Principal: Carla Washington*



## **Single Plan for Student Achievement 2012/13**

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. 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 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:

Contact Person: Carla Washington

Position: Principal

Telephone Number: (209) 830-3319

E-mail Address: cwashington@tusd.net

SSC approval date: October 16, 2012

# SECTION I: SCHOOL PROFILE

## A. Description of any Significant Changes

### 1. Description of School Demographic composition

	Source	2010/11	2011/12	2012/13
Enrollment (#)	Oct CBEDS	427	416	431
AFDC/Free & Reduced (%)	Oct CBEDS	60%	60%	65%
English Learners R-30 (%)	Mar R-30	197/44%	47%	
Fluent English (FEP/R-FEP) (%)	Mar R-30	2/0%	1%	
Students redesignated to FEP (#)	Mar R-30	0	0	
Ethnicity: White (%)	Oct CBEDS	84	21%	22%
Hispanic(%)	Oct CBEDS	238	56%	54%
African American(%)	Oct CBEDS	27	6%	7%
Asian(%)	Oct CBEDS	50	12%	10%

In the 2011/12 school year there were not significant changes in our demographic composition.

### 2. Description of Staff Characteristics/Changes in Staffing

	2011/12	2012/13
number of classroom teachers	17	18
number and type of support certificated staff (including special education staff)	8	8
number of classified staff	15	15
Number/percent of NCLB highly qualified teachers	100%	100%
Number/percent of teachers with EL Certification	100%	100%

### 3. Addition or Removal of categorical programs or feeder programs (check one)

☒ No significant changes  
☐ Significant changes

### 4.Changes in District Core Programs (check one)

☒ No significant changes  
☐ Significant changes

### 5.Changes in Facilities (check one)

☐ No significant changes  
☒ Significant changes

We are under major modernization. We have added a music room, computer lab and one additional set of student restrooms. According to the plan, construction should be completed by December 2012.

**B. Programs included in this Plan**

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the school plan budget must include the proposed expenditures.)

State Programs	Allocation
<input checked="" type="checkbox"/> <b>EIA: Economic Impact Aid/ English Learner Program</b> <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners.	\$ 117,203
<input type="checkbox"/> <b>Gifted and Talented Education</b> <u>Purpose:</u> To support instructional programs for identified gifted and talented students.	
<input checked="" type="checkbox"/> Other State or Local funds (site allocation and MAA)	\$ 6,757
Total amount of state categorical funds allocated to this school	\$ 123,960

Federal Programs under No Child Left Behind (NCLB)	Allocation
<input checked="" type="checkbox"/> <b>Title I, Part A: Schoolwide Program</b> <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$ 114,464
<input checked="" type="checkbox"/> <b>Title II, Part A: Teacher and Principal Training and Recruiting</b> <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$ 6,000
<input type="checkbox"/> Other Federal Funds (list and describe <sup>1</sup> )	\$
Total amount of federal categorical funds allocated to this school	\$ 120,464
Total amount of state and federal categorical funds allocated to this school	\$ 244,424



## SECTION II: Presentation and Analysis of Data

### A. Analysis of Current Instructional Program - Academic Program Survey

The following evaluation is based on the Academic Program Survey and provides a rubric rating on a four point scale (1-4) for each area as well as a brief narrative assessment for each area. The rubric is as follows:

- (1) = Minimally – rarely used/found
- (2) = Partially – sometimes used/found
- (3) = Substantially – in regular use
- (4) = Fully - in regular use in all classrooms and followed completely

<b>ELEMENT</b>	<b>2012 Rating</b>	<b>Comments</b>
<b>EPC #1 Instructional Program</b>		
1.1	4	All classes have Open Court reading programs in place
1.2	3	Not all grades have an adopted intervention materials
1.3	4	All classes have Scott Foresman math program
1.4	4	Teachers also use Mathland manipulatives when necessary
1.5	2	No additional time has been allotted
1.6 ES/MS	n/a	
<b>EPC #2 Instructional Time</b>		
2.1	4	Full time allocated and monitored
2.2	4	ExCel Reading groups
2.3	4	Teachers instruct 60 minutes uninterrupted
2.4	4	Full time allocated and monitored
2.5	4	60 minutes of uninterrupted
2.6	3	Time is allocated and monitored
2.7	3	Time is substantially allocated
<b>EPC #3 Lesson Pacing Schedule</b>		
3.1	3	Pacing guides given to all teachers
3.2	3	Pacing guides given to all teachers
3.3 HS	n/a	
<b>EPC #4 Professional Development for School Administrators</b>		
4.1	4	Principal has attended R/LA training
4.2	2	Principal has attended math training
4.3 ES	4	Principal attends on-going targeted P.D. leadership trainings
<b>EPC #5 Credentialed Teachers and Teacher Prof. Development Opportunity</b>		
5.1	4	100% of teachers are Highly Qualified
5.2	4	Teachers attend Professional development on RLA/ELD
5.3	4	Teachers attend Professional development for math
<b>EPC #6 On-Going Instructional Assistance and Support for Teachers</b>		
6.1	4	Teachers are given instructional assistance & support in ELA
6.2	3	Teachers are given support in math
<b>EPC #7 Student Achievement Monitoring System</b>		
7.1	4	Site has assessment and monitoring systems for RLA/ELD
7.2	4	Site has assessment and monitoring systems for math
<b>EPC #8 Teacher Collaboration by Gr. Level/Subject Matter</b>		
8.1	4	Structured opportunities for RLA/ELD collaboration is provided
8.2	4	Structured opportunities for math collaboration is provided
<b>EPC #9 Fiscal Support</b>		
9.1	4	Funds used to support reading
9.2	4	Funds used to support math.

### Analysis of Data – Current Instructional Program (APS):

The analysis of data indicates that we are providing all of our students including ELs, students with learning difficulties and advanced learner in all grade levels with the basic core instructional program materials in ELA/Mathematics. Our adopted materials are implemented daily as designed to support the needs of all students. We are using the approved supplementary materials for our EL students daily. Our EL students are appropriately placed into ELD groups thirty minutes per day using their CELDT levels. All of our teachers are highly qualified teachers with the appropriate credentials for their assignments.

### Academic Performance:

**1a. AYP - Adequate Yearly Progress:** Schools will meet or exceed their AYP goal OR demonstrate an increase of 5% in percent of students scoring proficient for schools meeting their AYP Targets

Group (NCLB target) ES/MS HS	2010 % Prof. ELA (≥ 56.8%) (≥ 55.6%)	2011 % Prof. ELA (≥ 67.6%) (≥ 66.7%)	2012 % Prof. ELA (≥ 78.4%) (≥ 77.8%)	AYP Goal Met?	5% growth Goal Met?	2010 % Prof. Math (≥ 58%) (≥ 54.8%)	2011 % Prof. Math (≥ 68.5%) (≥ 66.1%)	2012 % Prof. Math (≥ 79.0%) (≥ 77.4%)	AYP Goal Met?	5% growth Goal Met?
<b>School Total</b>	49.8	51.0	49.1	No		42.8	56.6	59.7	Yes	
<b>Sub-group #1</b> Hispanic or Latino	41.9	46.0	45.5	No		35.8	51.5	56.9	Yes	
<b>Sub-Group #2</b> White not Hispanic	N/A	62.7	57.4	No		N/A	71.2	59.3	No	
<b>Sub-Group #3</b> Socioecon. Disad.	47.1	45.1	46.8	No		40.1	50.3	58.4	Yes	
<b>Sub-group #4</b> ELL students	39.3	44.3	48.1	Yes		39.3	47.3	56.1	Yes	

### Achievement Gap Data

#### Longitudinal AYP 2008 – 2012 • English Language Arts

ELA	target	School	White	Afr.Amer.		Hispanic		Low SES		EL	
	ES/HS	AYP	AYP	AYP	Gap	AYP	Gap	AYP	Gap	AYP	Gap
2008	35.2/33.4	35.3	53.2	26.7	26.5	27.0	26.2	25.5	27.7	23.7	29.5
2009	46.0/44.5	45	56.3	29.2		40.4		38.6		36.7	
2010	56.8/55.6	49.8	64.5	n/a		41.9		47.1		39.3	
2011	67.6/66.7	51.0	62.7	N/A		46		45.1		44.3	
2012	78.4/77.8	49.1	57.4	38.9	18.5	45.5	11.9	46.8	10.6	48.1	-9.3
Change from 2008 - 2012					-8.0		-14.3		-17.1		-20.2

The Achievement Gap is calculated by subtracting the subgroup AYP from the White subgroup AYP.

#### Longitudinal AYP 2008 – 2012 • Math

The Achievement Gap is calculated by subtracting the subgroup AYP from the White subgroup AYP.

Math	target	School	White	Afr.Amer.		Hispanic		Low SES		EL	
	ES/HS	AYP	AYP	AYP	Gap	AYP	Gap	AYP	Gap	AYP	Gap
2008	37.0/32.2	41.9	59.7	26.7	33.0	35.2	24.5	37.3	22.4	35.3	24.4
2009	47.5/43.5	39.6	52.4	33.3		29.7		34.3		35.9	
2010	58.0/54.8	42.8	58.2	n/a		35.8		40.1		39.3	
2011	68.5/66.1	56.6	71.2	n/a		51.5		50.3		47.3	
2012	79.0/77.4	59.7	59.3	61.1	-1.8	56.9	2.4	58.4	0.9	56.1	3.6
Change from 2008 - 2012					+34.8		-20.1		-21.5		-20.8

**1b. AYP - Adequate Yearly Progress** Schools will have a 95% participation rate in state testing

Group	% Tested ELA 2012	Target Met Yes or No	% Tested Math 2012	Target Met Yes or No
<b>School Total</b>	100	Yes	99	Yes
<b>Subgroup #1</b> Hispanic	99	Yes	98	Yes
<b>Subgroup #2</b> White Not Hispanic	100	Yes	100	Yes
<b>Subgroup #3</b> Socio-economically Disadvantaged	100	Yes	Yes	Yes
<b>Subgroup #4</b> English Learners	100	Yes	Yes	Yes
<b>Sub-group #5</b> Stu. w/ Disabilities	100			

**Program Improvement Status for 2012/13:**      Not in PI      in PI year   5  

**Analysis of Data – Student Achievement - AYP (Adequate Yearly Progress):**

An analysis of our AYP data indicates that we did not make the 5% increase in the amount of students scoring proficient in ELA. The English Learners were on only exception.

ELA: All of our significant subgroups failed to meet their targets with the exception of the Ell subgroup

Math: All of our significant subgroups made their targets except for the white subgroup.

**1c. API – Academic Performance Index :** Schools will meet or exceed school's API growth target OR maintain a score of 800 or higher

Group	2011 Base API	2012 API Target	2012 API	Actual Growth	Target Met Yes or No
<b>School Total</b>	797	800	791	-6	No
<b>Subgroup #1</b> Hispanic	770	775	782	12	Yes
<b>Subgroup #2</b> White Not Hispanic	857	800	804	-53	Yes
<b>Subgroup #3</b> Socio-economically Disadvantaged	775	780	788	13	Yes
<b>Subgroup #4</b> English Learners	767	772	785	18	Yes

**Longitudinal (Growth) API 2008 – 2012  
(Achievement Gap Data)**

	School	White	Hispanic		Low SES		EL	
	API	API	API	Gap	API	Gap	API	Gap
2008	717	801	678		678		717	
2009	742	817	713		697		742	
2010	761	798	736	-62	753	-45	728	-70
2011	797	857	770	-87	775	-82	767	-90
2012	791	804	782	-22	788	-16	785	-19

**Analysis of Data – Student Achievement - API (Academic Performance Index):**

The data indicates that we are closing the achievement between all of our significant sub-groups. In the 2011 school year our gap decreased tremendously. All of our significant subgroups showed gains and met their API targets. With this being said our white group dropped several points which resulted in a decrease in the achievement gap. Although we had gains we still fell a few points short of meeting the school wide goal of 800. We are proud of our students' accomplishments and will continue to move forward.

**2. AMAO – Annual Measurable Achievement Objectives (Title III - EL Progress in English):**

- a. AMAO 1** – Percent of Students making annual progress in English (based on CELDT)
- b. AMAO 2** – Percent of Students Attaining English Proficiency (based on CELDT)

	# students tested	% meeting AMAO 1	Target	Met? Y/N	% meeting AMAO 2	Target <5yr/≥5yr	Met Y/N
<b>2009/2010</b>	144	54.9	53.1	Y	21.6/n/a	17.4/41.3	Y
<b>2010/2011</b>	149	46.3	54.6	N	22.3/n/a	18.7/43.2	N
<b>2011/2012</b>	153	71.2	56.0	Y	29.7/54.8	20.1/45.1	Y/na

**Analysis of Data – Student Achievement – Title III AMAOs**

We were disappointed for not making the AMAO 1 and AMAO 2 in 2010/2011. We turned that disappointment into motivation. Through our efforts we were able to meet our goals for the 2011-2012 school year. We examined our schedules, teaching practices and materials to insure that English learner students receive a consistent program of English language development. We understand that continuing to meet the AMAO targets will help our students continue to improve on state tests and meet AYP in the future.

**3. Increase in students meeting district standards:** Students will demonstrate proficiency on 80% percent of district standards based on end of year assessments-

Percent of students meeting standards on district assessments

ELA	2011	2012	Target Met? Y/N	MATH	2011	2012	Target Met? Y/N
Kinder	90%	89.5%	N	Kinder	96%	94.1%	N
Grade 1	70%	58.6%	N	Grade 1	74%	76.1%	N
Grade 2	74%	68.7%	N	Grade 2	84%	77.1%	N
Grade 3	45%	52.6%	N	Grade 3	70%	79.6%	N
Grade 4	53%	52.3%	N	Grade 4	71%	75.5%	N
Grade 5	54%	56.8%	N	Grade 5	78%	73.0%	N

## Analysis of Data – Student Achievement – District Assessments

Overall we do not see an increase in meeting district standards. Our kindergarteners met the target in 2011 and 2012 in both English language arts and math. All of the other grade levels missed the target by several percentage points. When comparing last year and this year there is a drop in percentage points within several grade levels in math and language arts. This data does not reflect our performance on the CST's. All of our subgroups met their API targets.

## C. School Safety

### 1. Reduction in the number and percentages of suspensions or expulsions

	2010/11		2011/12		% Decrease or Increase	Target Met
	#	%	#	%		
Suspensions	9	2.1%	10	2.4%	0	No
Expulsions	0	0	0	0	0	Yes

*Some students were suspended more than one time during the year.*

### 2. There will be a 75% or higher percentage of parents, staff, and students responding positively to survey questions regarding school safety.

#### School Safety

Group	% Agree 2011	% Agree 2012
Parents	79.20	86.43
Staff - Cert.	100	100.00
Staff – Class.	100	100.00
Students	77.94	87.05
<b>Total</b>	<b>89.28</b>	<b>93.37</b>
<b>Met Goal (Y/N)</b>	<b>Y</b>	<b>Y</b>

## D. School Climate and Leadership

### 1. There will be a 75% or higher percentage of parents, staff and students responding positively to survey questions regarding school climate, instructional issues, and parent relations:

#### School Climate

Group	% Agree 2011	% Agree 2012
Parents	81.43	90.33
Staff – Cert.	81.82	86.54
Staff – Class.	75.00	88.00
Students	74.30	80.52
<b>Total</b>	<b>78.13</b>	<b>86.35</b>
<b>Met Goal (Y/N)</b>	<b>Y</b>	<b>Y</b>

**The school will maintain 98% actual attendance, or an improvement of .5%**

<b>School Year</b>	<b>Actual Attendance %</b>	<b>Target %</b>	<b>Difference (+ or -)</b>	<b>Target Met Yes or No</b>
<b>2008/2009</b>	<b>95.08</b>	<b>98%</b>	<b>-2.92</b>	<b>N</b>
<b>2009/2010</b>	<b>95.03</b>	<b>98%</b>	<b>-2.97</b>	<b>N</b>
<b>2010/2011</b>	<b>95.40</b>	<b>98%</b>	<b>-2.60</b>	<b>N</b>
<b>2011/2012</b>	<b>95.67</b>	<b>98%</b>	<b>-2.33</b>	<b>N</b>

#### **Analysis of Data – School Safety and Climate**

According to the surveys the overall goal of 75% was reached. The numbers increased from the prior year among all groups. In the prior year the overall total was 89.2 percent and this year 93.4 percent of people surveyed responded positively. This may indicate that the students and staff that are more directly involved in the school on a day to day basis feel that the school environment is safe and nurturing.

## SECTION III: EVALUATION OF PRIOR YEAR'S PLAN

### A. Evidence of school's progress towards meeting **student achievement** targets

#### **Goal #1 – Ensure students are prepared for college and careers and that all students meet or exceed grade level standards and the achievement gap is closed**

- a. Programs to meet the needs of English Learners
- b. Programs to meet the needs of at-risk students
- c. Prepare students for STAR/CAHSEE testing
- d. Plan for increasing deployment of Best Instructional Practices
- e. (schools with gr. 6-12) Improve student achievement in Mathematics

#### Evaluation of Plan for Goal 1:

##### **a. English Learners**

- 1) *Our English learners made safe harbor in English language arts and math on the CST's. Our achievement outcomes in the area of language arts and math validated that we are on the right track with our focus on ELD instruction. We spent several hours identifying and planning instruction for our ELL students.*
- 2) *The implications for this years' school plan is that we will be examining our schedules, teaching practices and materials to insure that English learner students receive a consistent program of English language development. As a start we have decided to implement a new program for our ELL and At-risk students. The program is called Interdisciplinary Vocabulary Development (The Rule of 3) written by Linda D. Ventriglia PHD.*

##### **b. At Risk Students**

- 1) *Our low socioeconomically disadvantaged students met their safe harbor target in English language arts and math on the CST's.*
- 2) *Our goal was for all of our subgroups to make their API target and they did. We were disappointed to miss the school wide target by a few percentage points. Our ultimate goal is to close the achievement goal. In analyzing our API data we are decreasing the gap.*
- 3) *The implications for this years' school plan is that these results have motivated us to re-examine our instructional program, teaching practices and materials to insure that students receive a consistent academic program.*

##### **c. STAR prep**

- 1) *The 2011/12 school year we used Curriculum Associates and the blue print standards. Our goal was to assess all of our second through fifth grade students. We assessed all of our students twice.*
- 2) *Our efforts had a significant impact on our CST results. In comparing this year's results to the prior year there is an increase in academic achievement in all grade levels and subgroups. There was a reduction in our white group scores. They were able to maintain a score in the 800's. This is a group we will be looking more closely at this year.*
- 3) *We are going to continue using Curriculum Associates. We have developed a system within in our grade level teams of analyzing the results and using them to inform instruction.*

##### **d. Increasing Deployment of Best Instructional Practices**

- 1) *Monthly teacher lead walk-throughs and data analysis the same day whenever possible.*
- 2) *Teachers will be receiving professional development that focuses on best instructional Strategies such as student engagement and non-linguistic representations.*

## **Goal #2 – Provide a Safe and Equitable Learning Environment for all Students and Staff**

Evaluation of Plan for Goal 2:

- 1) Our goal was to establish a positive climate and increase cultural proficiency. We did accomplish our goal. This can be seen in our positive climate surveys and our low number of suspensions and no expulsions.*
- 2) We provided ongoing professional development related to cultural proficiency. We recognized student of the month and character counts. We also provided intramural sports activities at recess and lunch. Administration, teachers and parent volunteers were very visible on campus during recess, before and after school.*
- 3) The implications are that we are heading the right direction and we will continue our action steps and looking for new ways to improve cultural proficiency and a safe healthy school climate.*

## **Goal #3 – Professional Development**

Evaluation of Plan for Goal 3:

### **a. Articulated, sustained plan of professional development activities**

- 1) Our staff participated in RSDSS Seminars that focused on creating a climate of trust. We also participated in several Nancy Fetzter trainings that focused on writing across the subject areas. At the end of last year we started piloting a new vocabulary development program.*

### **b. Increasing participation/attendance at ERM's**

- 1) We participated in staff development trainings that were interesting and practical for the teachers to take back to class and implement. An example would be Nancy Fetzter's strategies.*
- 2) We continued to have warm-up activities that are fun and teachers could also use them in class.*
- 3) We are going to continue to analyze data and conduct monthly walk-throughs that involve all of our teachers.*

## **Goal #4 – Parent Involvement: Strategies to encourage parent involvement and provide parent education**

Evaluation of Plan for Goal 4:

- 1) We had 25 parents involved in our Parent Project group. We had two groups one for the Spanish speakers and one for English speaking parents. Our parent club and ELAC had several members that participated in many activities through out the school year.*
- 2) We achieved our outcomes of getting more parents involved in their children's education.*
- 3) This year we have several new parents that filled out volunteer forms. We will continue to recruit and educate parents in ways to help their children to navigate the school system.*



**Goal #5 – Technology: Use technology as a tool for improvement in instruction; management of departments, sites and classrooms, and to increase efficiency in operations across the district.**

**Evaluation of Plan for Goal 5:**

- 1) We ordered projectors and document cameras for most of our classrooms. The teachers are creating new lessons and activities using their technology. All student computers are in the classrooms.*
- 2) We were successful in getting more technology in the hands of students and staff. Students are able to use computers for research, math central, A.R. and Rosetta-Stone in their classrooms.*
- 3) We will continue to use technology in our classrooms for students and staff.*

**Overall Evaluation of Prior Year School Plan**

Please address the following two questions regarding the overall school plan:

*All of our teachers use student achievement data to make decisions and initiate activities that focus on all students achieving the academic standards. As a site we participate in Data Teams and grade level data analysis using Curriculum Associates.*

*Several times a year our school leadership, staff, and parent groups go over different sections of single school plan based on analysis of data to ensure alignment with student needs. We also monitor the school plan budget.*

## **SECTION IV: SCHOOL PLAN FOR 2012/2013**

### **A. School Governance and Planning Process**

The 2012/2013 School Plan that follows was developed through the joint efforts of the certificated staff, the leadership team made up of grade level representatives, school site council and ELAC. In the spring these groups evaluated progress on last year's plan and made recommendations for this year's plan. These groups also made further recommendations in the fall. The School Plan and budget were approved by the School Site Council at the October 16, 2012 meeting.

#### **School Site Council Membership for 2012/13**

Names of Members  *Parent of EL	School Personnel 50% of SSC			Parents/Students 50% of SSC	
	Principal	Classroom Teacher	Other Staff School	Parent or Community Member	Secondary Student
Carla Washington	X				
Danielle Faasisila		X			
Emily DiGiulio		X			
May Sue Lee		X			
Barbara Moser			X		
Sharon Cardinal				X	
Aileen Moun				X	
Allison Kidd				X	
Kristen Boyer				X	
Lourdes Chapman				X	
Cassie Schmitt (Alternate)					
Numbers of members of each category	1	3	1	5	
Total in each group	5			5	

The interests of English learners are represented by:

- ☒ An ELAC with adopted bylaws (*Parents of English learners constitute at least the same percentage of the committee as their children represent of the student body. OPSET I-EL-2*)  
 ELAC Chairperson: Guadalupe Rosales

- ☐ School Site Council (*Parents of English learners constitute at least the same percentage of the committee as their children represent of the student body. OPSET I-EL-2*)

\*Indicate parents of EL Students on SSC list above

## B. School goals for 2012/2013 - A Summary

### **Goal #1 – Ensure students are prepared for college and careers and that all students meet or exceed grade level standards and the achievement gap is be closed (PDSA)**

- a. Programs to meet the needs of English Learners
- b. Programs to meet the needs of at-risk students (including CAHSEE remediation at HS)
- c. Activities to prepare students for STAR/CAHSEE testing
- d. Plan for increasing deployment of Best Instructional Practices
- e. (schools with gr. 6-12) Activities to improve student achievement in Mathematics

Rationale: (district) The district goals are that student will be prepared for college and careers; and that all subgroups meet AYP targets and that the achievement gap be closed by raising the achievement of lower performing subgroups. The district goal also includes that EL students meet Title III AMAO targets annually. The EL subgroup and other at-risk groups do not meet AYP. Additionally the percent of students scoring proficient in Math at grades 6-11 is significantly below AYP targets

(site) Our EL subgroup made progress last year in percentage of proficient students in ELA and in closing the achievement gap in ELA and math. Our EL subgroup also met their AYP goal of obtaining safe harbor. We want to continue to target and support students in all subgroups who are underperforming on district and state assessments.

### **Goal #2 – Provide a safe and equitable learning environment**

- a. Increase students' average daily attendance
- b. Increase cultural proficiency

Rationale: (district) The district has set an overall target of 98% attendance. Research shows that when students are in school they achieve at higher academic levels. The district goal is to increase cultural proficiency throughout the district to ensure that student and staffs are afforded a safe and equitable learning environment.

(site) ) Student attendance varies greatly from week to week and month to month at McKinley and continues to fall short of the goal of 98%. Our overall attendance for the past three years has been a little more than 95%. We continue to encourage our parents and students to attend school on the daily basis. We also want students to choose to attend school and feel safe when they are on campus.

### **Goal #3 – Professional Development: Provide an articulated, sustained plan of professional development activities designed to build the school's capacity to support programs and achieve goals.**

(Note: Title I schools must allocate at least 10% of Title I funds to staff development)

Rationale: (district) The district strategic goals and LEA Plan include goals which focus on providing ongoing professional development and support to teachers and site administrators that result in increased achievement for all students in order to close the achievement gap.

(site) We are a Title I school and in our fifth year of Program Improvement. Our goal is to continue to search for and use instructional strategies that are appropriate for all students. Also it is important that teachers are equipped with strategies and resources to address our growing EL population.

**Goal #4 – Parent Involvement: Strategies to encourage parent involvement and provide parent education.**

Rationale:(district) Sustained parent involvement is linked to student achievement and staying in school. Federal and state regulations mandate meaningful opportunities at all grade levels for parents/guardians to be involved in school activities, advisory, decision-making, and activities to support learning at home.

(site) We have many parents attend school for special events such as back to school night, science night and holiday show; few come to school during the day to volunteer. With our large and growing subgroup of Hispanic students we are seeing more and more Spanish speaking parents getting involved. Their support and assistance with student learning on the campus and in the home are important to student success.

**Goal #5 – Technology: Technology: Use technology as a tool for improvement in instruction; management of departments, sites and classrooms; and to increase efficiency in operations across the district.**

Rationale: (district) The district is committed to providing students and staff with the technology tools and skills to support academic content standards and improve learning so that they can compete in a digital world.

(site) McKinley students have limited access to technology away from school. It is important that they learn how to access and use information for research, classroom projects, intervention, extensions of learning and communication, and learn to do so safely and ethically. With the increase of computers in the classrooms teachers will have greater opportunities to address technology and technology literacy. By the end of the 2012-13 school year students will have access to a computer lab and library. We have also placed extra computers in the classrooms for students to access. Students will have opportunities to use the Rosetta Stone Program, Math central, Accelerated Reader and other educational programs.

**Goal #6 – Improve the school libraries.**

(Sites are not required to allocate funds to libraries this year.)

Rationale: This is a requirement under the School and Library Improvement Block Grant.

(site) This year we opened our new library so that students can access books that will enhance their love of reading. We plan to stock our library with fiction, non-fiction and Accelerated Reader books. We believe that the library is the corner stone of our school.

## **C. Activities for 2012/2013 School Plan**

### **Site Goal #1 – Ensure students are prepared for college and careers and that all students meet or exceed grade level standards and the achievement gap is closed. .**

*District Goal #1: Prepare all students for college and careers*

*District Goal #2: Ensure that all students meet or exceed grade level standard and that the achievement gap is closed.*

#### **Outcomes (Data that will be collected and analyzed to measure progress towards the goal)**

- All significant subgroup will meet AYP targets
- EL students will meet or exceed Title III AMAO1 and AMAO2 targets
- Decrease the achievement gap of the subgroups
- 80% of students will meet standards on district assessments
- Increase percent of teachers using BIPs
- Increase percent of 10<sup>th</sup> graders passing/scoring proficient on CAHSEE (HS only)
- All students will pass CAHSEE by end of grade 12 (or meet IEP goals) (HS only)
- Alignment of curriculum maps/pacing guides to Blueprint standards (optional)

**Rationale:** Our EL subgroup made progress last year in percentage of proficient students in ELA and in closing the achievement gap in ELA and math. We want to continue to target and support students in all subgroups who are underperforming on district and state assessments.

<b>1a.English Learner Instruction and Support</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
1a.1 Provide direct support to students through centralized services	District Office	EIA	Sept-June			
1a.2 Provide 2 bilingual Para's for Excel, ELD groups & CELDT testing	Principal	EIA	Aug-June			
1a.3 Provide a Title 1 Para to facilitate small groups, coordinate CELDT testing and administering the CELDT to all ELL students	Principal	EIA/Title 1	Aug -June			
1a.4 Provide CELDT and IPT testing materials	Principal	EIA	Sept-June			
1a.5 Classroom budget \$10 per student & copy budget	Principal/Sec	Title 1/EIA	Sept-June			
1a.6 Provide 2 classroom Para's for ExCel and ELD groups	Principal	Title 1/EIA	Aug-June			
1a.7 Provide resources for teacher materials and supplies for the instructional program such as writing journals and dictionaries. Include Nancy Fetzer's books and materials/copies/laminating.	Principal/Sec	Title1	Sept-June			
1a.8 Provide copies of Open Court weekly assessments, comprehension books, English learners support and spelling materials. (Kinko's)	Principal/Sec	Title 1	Sept-June			
1a.9 Provide A.R. books for classroom libraries	Principal	Title 1 EIA	November			
<b>1b.Intervention and Remediation for at-risk students (including CAHSEE remediation at HS)</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
1b.1 Share the cost of a RSP/Intervention teacher	Principal	Title 1	Sept-June			

1b.2 Provide level II after school tutoring for at-risk students including Boys and Girls Club students.	Principal	Title 1/EIA	Oct-April			
1b.3 Provide copies for intervention programs. Includes the cost of repairs, rental agreements and maintenance agreements	Principal/Sec	Title 1/EIA	Aug-May			
1b.4 Provide subs so that teachers can attend SST's and IEP's	Principal/Sec	Title 1	Oct-May			
<b>1c.CST/CAHSEE Preparation</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
1c.1 Assess students using Curriculum Associates/ subs for scoring, data analysis and provide copies of data and Blue Print Standards	Principal	Title 1/EIA	Nov-March			
1c.2 Afterschool CST test prep is provided for at-risk students which includes ELL's and Boys & Girls Club	Teachers	Title 1	Feb-April			
<b>1d. Plan for Increasing Deployment of Best Instructional practices</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
1d.1 Continue to visit classrooms and compliment teachers when they are using best practices	Principal		Aug-June			
1d.2 Teachers will conduct walk-throughs under my supervision. Feedback will be given to staff the same day when ever possible.	Principal	Title 1	Sept-May			
1d.3 Peer coaching will be available to teachers when requested	Principal	Title 1	Oct-May			
1d.4 Principal teaming with another principal to conduct classroom visitations	Principal		Sept-May			

### Plan for providing ELD to English Learners in 2012/13:

Grade	Organization of Students	Frequency of ELD	Duration of ELD	Provided by	Materials used
K	Whole Group	Daily	30 minutes	Classroom Teacher	Santillana/Interdisciplinary Academic Vocabulary Development
1st	By CELDT Levels	Daily	30 minutes	Classroom Teacher/ Paraprofessional	Santillana/Interdisciplinary Academic Vocabulary Development
2nd	By CELDT Levels	Daily	30 minutes	Classroom Teacher/ Paraprofessional	Interdisciplinary Academic Vocabulary Development
3rd	By CELDT Levels	Daily	30 minutes	Classroom Teacher/ Paraprofessional	Interdisciplinary Academic Vocabulary Development
4th	By CELDT Levels	Daily	30 minutes	Classroom Teacher/ Paraprofessional	Interdisciplinary Academic Vocabulary Development
5th	By CELDT Levels	Daily	30 minutes	Classroom Teacher/ Paraprofessional	Interdisciplinary Academic Vocabulary Development

**Goal 1 – Data Collection:**

(to be completed as part of the “study” component throughout the year and used as documentation for the Principal’s evaluation)

**Part A: District Assessments****District Assessments**

- Elementary Schools: ELA are the trimester benchmark assessments.
- Middle Schools: ELA the Quarter 1 and Quarter 2/3 assessments are Curriculum Associates Practice 1 and 2; Quarter 4 is the End of Course Holt)
- High Schools: ELA the required assessments are Holt Entry (report for Quarter 1) and Holt End of Year (Quarter 4). These are only required for grades 9 and 10.)

<b>Schoolwide</b> % Proficient/Advanced		<b>Quarter Trimester 1</b>	<b>Quarter 2/3 Trimester 2</b>	<b>Quarter 4 Trimester 3</b>	<b>Met Goal</b>
ELA	2011/12	43.3%	61.3%	60.6%	N
	2012/13				
MATHEMATICS	2011/12	68.7%	76.9%	78.7%	N
	2012/13				

<b>English Learners</b> % Proficient/Advanced		<b>Quarter Trimester 1</b>	<b>Quarter 2/3 Trimester 2</b>	<b>Quarter 4 Trimester 3</b>	<b>Met Goal</b>
ELA	2011/12	44.3%	55.8%	58.4%	N
	2012/13				
MATHEMATICS	2011/12	72.3%	76.3%	76.8%	N
	2012/13				

<b>Hispanic</b> % Proficient/Advanced		<b>Quarter Trimester 1</b>	<b>Quarter 2/3 Trimester 2</b>	<b>Quarter 4 Trimester 3</b>	<b>Met Goal</b>
ELA	2011/12	36.3%	57.6%	57.4%	N
	2012/13				
MATHEMATICS	2011/12	71.6%	72.5%	77.5%	N
	2012/13				

<b>African American</b> % Proficient/Advanced		<b>Quarter Trimester 1</b>	<b>Quarter 2/3 Trimester 2</b>	<b>Quarter 4 Trimester 3</b>	<b>Met Goal</b>
ELA	2011/12	38.5%	51.5%	57.9%	N
	2012/13				
MATHEMATICS	2011/12	70.3%	71.4%	71.7%	N
	2012/13				

## **Part B: Instructional Tour Data**

### **2011/12 Results**

#### **Percent of “partial” and “full” implementation for each identified strategy**

		Sep	Oct	Nov/Dec	Jan	Feb	Mar	April	May
Student Engagement	full	<b>100%</b>	100%	62%/83%	90%	100%	83%	60%	
	part	<b>0</b>	0	15%/17%	0	0	8%	20%	
Checking for Understanding	full	<b>58%</b>	86%	62%/50%	70%	33%	42%	50%	
	part	<b>17%</b>	0	23%/8%	30%	42%	17%	10%	
Learning Objective	full	<b>75%</b>	93%	85%/25%	80%	67%	67%	40%	
	part	<b>8%</b>	0	0/67%	0	17%	25%	20%	
Non-Linguistic Representation	full	<b>42%</b>	71%	54%/42%	70%	42%	92%	40%	
	part	<b>50%</b>	21%	23%/50%	20%	42%	8%	30%	

Data from **Management Team Tours** are **Bold-faced font**; Interim tours are regular font

### **2012/13 Results**

#### **Percent of “partial” and “full” implementation for each identified strategy**

		Sep	Oct	Nov/Dec	Jan	Feb	Mar	April	May
Student Engagement	full	100%	100%						
	part	0	0						
Checking for Understanding	full	75%	80%						
	part	25%	20%						
Learning Objective	full	85%	75%						
	part	0	25%						
Non-Linguistic Representation	full	93%	90%						
	part	7%	10%						

**Management Team Tours** are **Bold-faced font**; Interim tours are regular font



## **Site Goal #2 – Provide a safe and equitable learning environment**

*District Goal #3: Provide a safe and equitable learning environment for all students and staff.*

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal)

- 98% student attendance (ADA)
- Reduction in suspensions
- Reduction in referrals/citations (optional)
- Reduction in tardies (optional)
- 75% of stakeholders will respond positively to annual survey questions related to school safety and climate.
- Increase in enrollment of underrepresented groups in advanced courses (optional)

**Rationale:** McKinley and continues to fall short of the goal of 98%. Our overall attendance for the past three years has been a little more than 95%. We continue to encourage our parents and students to attend school on the daily basis. We also want students to choose to attend school and feel safe when they are on campus.

<b>2a Increase Students' Average Daily Attendance</b>						
Action Steps (Plan)	Person Responsible	Resources	Timeline	Do	Study	Act
2a.1 Update attendance in Tiger Tracks/Rewards and certificates	Secretary	Title/Site	Sept-June			
2a.2 Chart in class best attendance/ incentive for students	Teachers		Sept -June			
2a.3 Monitor attendance daily, weekly and monthly/ Make phone calls	Principal/Clerk		Aug-June			
2a.4 Communicate with parents of students chronically absent or tardy	Principal		Sept-June			
<b>2b. Increase Cultural Proficiency to support a safe and equitable learning environment</b>						
Action Steps (Plan)	Person Responsible	Resources	Timeline	Do	Study	Act
2b.1 Provide assemblies with a focus in bullying & character counts	Principal	Title 1	Nov-May			
2b.2 Principal and other staff members visible during recess, before and after school.	All staff		Aug-June			
2b.3 Have a zero tolerance for bullying.	All staff		Aug-June			
2b.4 Provide Conflict Managers during lunch time and recess	Principal		Oct-June			
2b.5 Provide noon supervision inside the cafeteria and playground	Prin/supervision		Aug-June			

	Month 1 AUG	Month 2 SEP	Month 3 OCT	Month 4 NOV	Month 5 DEC	Month 6 JAN	Month 7 FEB	Month 8 MAR	Month 9 APR	Month 10 MAY	YTD Total
2011-2012	97.52	97.02	96.22	95.09	94.69	94.53	95.82	95.25	94.83	95.24	95.75
2012-2013	97.68	96.90									
Difference +/-											

**Site Goal #3 – Professional Development: Provide an articulated, sustained plan of professional development activities designed to build the school’s capacity to support programs and achieve goals.**

*District Goal #6: Develop and support a high performing workforce*

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal)

- Improved student achievement (API, AYP, AMAO’s, district assessments)
- Increased use of Best Instructional Practices
- 100% Participation in ERM’s

**Rationale:** We are a Title I school and in our fifth year of Program Improvement. Our goal is to continue to search for and use instructional strategies that are appropriate for all students.

Also it is important that teachers are equipped with strategies and resources to address our growing EL population.

<b>3a. Staff Development</b>						
Action Steps (Plan)	Person Responsible	Resources	Timeline	Do	Study	Act
3a.1 Participate in Nancy Fetzter’s academic language and writing trainings. Also provide subs.	Principal	Title I & II	4 days in Sept and 4 days in February			
3a.2 Provide teacher release time and subs for analysis of student data, team coaching and classroom observations. Observations will focus on BIP’s and interdisciplinary vocabulary development.	Principal	EIA & Title I	Oct-May Once a month			
3a.3 Provide instructional materials to support staff trainings	Principal	Title 1 & EIA	When needed			
3a.4 Provide professional development books for staff book clubs	Principal	Title 1 & EIA	Oct-May			
3a.5 Provide Data Team Time on all site days						
<b>3b. Staff Participation in Professional Development on Early Release Mondays and Buy Back Days</b>						
Action Steps (Plan)	Person Responsible	Resources	Timeline	Do	Study	Act
3b.1 Having on-going discussions with staff about the importance of professional development and how it relates to student achievement.	Principal		On-going			
3b.2 Create an environment where teachers want to participate. Incorporate good warm-ups designed by me and the teachers.	Principal		Every site day			
3b.3 Facilitate professional developments that are fun and practical. Such as Nancy Fetzter and Interdisciplinary Vocabulary trainings	Principal	Title 1	Sept-April			
3b.4 Whenever possible allow teachers to pick their topic of interest.	Principal		Sept-May			

**Site Goal #4 – Parent Involvement: Strategies to encourage parent involvement and provide parent education.**

*District Goal #7: Develop and utilize partnerships to achieve District Goals*

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal)

- 75% of parents responding positively on annual stakeholder survey
- Number of parents attending Parent Education workshops (optional)
- Increase in number of parents attending parent meetings (optional)
- Increase in number of members of Booster clubs (optional)
- Increase in number of parents attending school functions (optional)

**Rationale:** With our large and growing subgroup of Hispanic students we are seeing more and more Spanish speaking parents getting involved. Their support and assistance with student learning on the campus and in the home are important to student success.

Parent Involvement & Communication						
Action Steps	Person Responsible	Resources	Timeline	Do	Study	Act
4.1 Provide parent education classes or workshops in Spanish and English. Topics may include reading and math strategies when working with your children. Childcare will be included	Principal	Title 1	Jan-May			
4.2 Translate home communication into Spanish. Postage, copies & supplies	Principal	Title I/EIA	Aug-June			
4.3 Provide translators for evening activities, SST's and conferences	Secretary	Title I/EIA	Aug-June			
4.4 Implement Family Learning Night activities such as science and literacy	Principal	Title I/EIA	Sept-June			
4.5 Promote communication in English and Spanish weekly using Tiger Folders, Tiger Tracks, newsletter and marquee	Secretary		Aug-June			

**Site Goal #5 – Technology: Use Technology as a tool to improve instruction, management of classrooms and efficiency in operations.**

*District Goal #4: Use technology as a tool to improve instruction, management of classrooms and efficiency in operations.*

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal)

- Increase in use of technology in classrooms (optional)
- Increase in availability of technology in classrooms (optional)

**Rationale:** McKinley students have limited access to technology away from school. It is important that they learn how to access and use information for research, classroom projects, intervention, extensions of learning and communication, and learn to do so safely and ethically.

Technology						
Action Steps (Plan)	Person Responsible	Resources	Timeline	Do	Study	Act
5.1 Replace light bulbs for projectors & computer software	Principal	Title 1	Sept-June			
5.2 Purchase Accelerate Reader License	Principal	Title 1	Sept-June			
5.3 Purchase computers for the Computer Lab/Library	Principal	Title 1	October 2012			
5.4 Purchase and replace laptops in rooms 23 & 24. Classroom laptops will be repaired or replaced as need.	Principal	Title 1	Oct- June			
5.5 Purchase replacement technology in classrooms for students & teachers. When needed replace or repair document cameras computers and clickers.	Principal	Title 1 & EIA	Oct-June			
5.6 Students will use classroom computers with all k-5 students using guideline from both District and site technology plans	Principal		Aug-June			

### **Site Goal #6 – Improve School Libraries**

*District Goal #1: Prepare all students for college and careers.*

*District Goal #2 Ensure that all students meet or exceed grade level standards and that the achievement gap is closed.*

*District Goal #3: Provide a safe and equitable learning environment for all students and staff.*

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal)

- 
- 

**Rationale:** This year we opened our new library so that students can access books that will enhance their love of reading. We plan to stock our library with fiction, non-fiction and Accelerated Reader books. We believe that the library is the corner stone of our school.

<b>Improve School Libraries</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
6.1 Purchase library tables to replace the broken ones	Principal	Title 1	November			
6.2 Purchase A.R. books	Principal/ library tech	Title 1	January 2013			

### **Centralized Services**

*District Goal #1: Prepare all students for college and careers*

*District Goal #2: Ensure that all students meet or exceed grade level standard and that the achievement gap is closed.*

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal)

- Consolidated Program documents submitted by deadlines
- Consolidated Program documents approved with no errors
- Federal Program Monitoring completed with no non-compliant areas
- Supplemental Services provided as per Title I regulations

### **Rationale:**

<b>Centralized Services</b>			
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>
1. Completion and filing of required documents pertaining to consolidated program.	L. Dopp K.Noah	Title I Title III EIA	August 2012 – May 2013
2. Assistance in preparing and monitoring budgets and expenditures pertaining to consolidated programs.	L.Dopp J.Carter K.Noah	Title I Title III EIA	October 2012 June 2013
3. Assistance in monitoring program activities to ensure that they are in compliance with state and federal requirements.	L.Dopp C.Woo	Title I Title III EIA	October 2012 June 2013
4. Assistance in planning, implementing, and evaluating staff development activities funded by consolidated funded programs.	ES Directors	Title I Title II Title III EIA	August 2012 – May 2013
5. Assistance in meeting state requirements for Federal Program Monitoring - FPM (previously Categorical Program Monitoring – CPM).	C.Woo	Title I Title III EIA	Fall 2012
6. Assistance in planning, implementing, and evaluating of effective parent participation programs.	L.Dopp	Title I Title III	August 2012 – May 2013
7. Assistance in planning, implementing, and evaluating of supplementary programs to assist targeted populations.	L.Dopp K.Noah	Title I Title II Title III EIA	August 2012 – May 2013

		<u>Total</u>	<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Title I- Additional Funds</u>	<u>Title II</u>
	12/13 Estimated Allocations	\$ 231,796	\$ 6,757		\$ 104,575	\$ 74,392	\$ 40,072	\$ 6,000
	11/12 Carryover	\$ -						
	<b>Sub-Total</b>	<b>\$ 231,796</b>	<b>\$ 6,757</b>	<b>\$ -</b>	<b>\$ 104,575</b>	<b>\$ 74,392</b>	<b>\$ 40,072</b>	<b>\$ 6,000</b>
	Centralized Services	\$ 12,628			\$ 12,628			
	<b>TOTAL</b>	<b>\$ 244,424</b>	<b>\$ 6,757</b>	<b>\$ -</b>	<b>\$ 117,203</b>	<b>\$ 74,392</b>	<b>\$ 40,072</b>	<b>\$ 6,000</b>
	Payroll (Reference only)	\$ 71,834			\$ 58,441	\$ 13,393		
	<b>ALLOCATED GOAL TOTAL</b>	<b>\$ 219,312</b>	<b>\$ 1,500</b>	<b>\$ -</b>	<b>\$ 98,919</b>	<b>\$ 72,893</b>	<b>\$ 40,000</b>	<b>\$ 6,000</b>
Plan Ref	<b>Action Steps (requiring funding)</b>							
	<b>Goal #1 – Ensure students are prepared for college and careers and that all students meet or exceed grade level standards and the achievement gap is closed (PDSA)</b>							
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Title I</u>	<u>Title II</u>
1a.1	Provide direct support to students through centralized services.				\$ 12,628			
1a.2	Provide 2 bilingual Para's for ExCel, ELD groups & CELDT testing (Margarita & Marlene/3.5 Hours)				\$ 24,281			
1a.3	Provide a Title 1 Para to facilitate small groups, coordinate CELDT testing and administer the CELDT to all ELL students (Barbara Moser)				\$ 13,567	\$ 13,393		
1a.4	Provide CELDT and IPT testing materials				\$ 1,000			
1a.5	Classroom budget \$10 per student & copy budget		\$ 1,000		\$ 4,500	\$ 2,000		
1a.6	Provide 2 classroom Para's for ExCel and ELD groups (Gina & Molly/ 3 hours)				\$ 20,593			
1a.7	Provide resources for teacher materials and supplies for the instructional program such as writing journals and dictionaries. Include Nancy Fetzer's books and materials/copies/laminating				\$ 2,000	\$ 1,000		
1a.8	Provide copies of Open Court weekly assessments, comprehension books, English learners support and spelling materials. (Kinko's)					\$ 1,500		
1a.9	Provide A. R. books for classroom libraries					\$ 1,600		
1b.1	Share the cost of a RSP/Intervention teacher						\$ 30,000	
1b.2	Provide level II after school tutoring for at-risk students including Boys and Girls Club students.				\$ 3,000	\$ 2,000		

1b.3	Provide copies for level I & II interventions. Include the cost of repairs, rental agreements and maintenance agreements.				\$ 2,000	\$ 3,000		
1b.4	Provide subs so that teachers can attend SST's and IEP's				\$ 1,000	\$ 1,000		
1c.1	Assess students using Curriculum Associates/Subs for scoring, data analysis and provide copies of data and Blue Print Standards				\$ 500	\$ 500		
1c.2	Afterschool CST test prep is provided for at-risk students which includes ELL's and Boys & Girls Club				\$ 2,000	\$ 1,000		
	<b>GOAL TOTALS</b>		\$ 1,000	\$ -	\$ 87,069	\$ 26,993	\$ 30,000	\$ -
	<b>Goal #2 – Provide a safe and equitable learning environment</b>							
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Title I</u>	<u>Title II</u>
2a.1	Update attendance in Tiger Tracks/ Rewards and certificates		\$ 500			\$ 300		
2b.1	Provide Assemblies with a focusing on bullying & character counts.					\$ 3,000		
2b.4	Provide Conflict Manager T-shirts, visors, clipboards & copies				\$ 100	\$ 200		
	<b>GOAL TOTALS</b>		\$ 500	\$ -	\$ 100	\$ 3,500	\$ -	\$ -
	<b>Goal #3 – Professional Development: Provide an articulated, sustained plan of professional development activities designed to build the school's capacity to support programs and achieve goals.</b>							
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>		<u>Title II</u>
3a.1	Participate in Nancy Fetzter's academic language and writing trainings. Also provide subs.				\$ 4,000	\$ 4,000		\$ 6,000
3a.2	Provide teacher release time and subs for analysis of student data, team coaching and classroom observations. Observations will focus on BIP's and interdisciplinary vocab development.				\$ 5,000	\$ 3,000		
3a.3	Provide instructional materials to support the trainings.					\$ 1,000		
3a.4	Provide professional development books for staff book clubs				\$ 500	\$ 500		
	<b>GOAL TOTALS</b>		\$ -	\$ -	\$ 9,000	\$ 8,500	\$ -	\$ 6,000
	<b>Goal #4 – Parent Involvement: Strategies to encourage parent involvement and provide parent education</b>							
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Title I</u>	<u>Title II</u>
4.1	Provide a parent education classes or workshops in Spanish and English. Topics may include Math/ELA Childcare is included					\$ 7,000		
4.2	Translate home communications into Spanish. Postage, copies & Supplies				\$ 750	\$ 200		
4.3	Provide translators for evening activities, SST's and conferences				\$ 1,500			
4.4	Implement Family Learning Night activities such as science and literacy. Provide translators				\$ 500	\$ 200		
	<b>GOAL TOTALS</b>		\$ -	\$ -	\$ 2,750	\$ 7,400	\$ -	\$ -



	<b>Goal #5 – Technology</b>							
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Title I</u>	<u>Title II</u>
5.1	Replace light bulbs for projectors & computer software					\$ 2,000		
5.2	Purchase Accelerated Reader License					\$ 2,000		
5.3	Purchase 19 Computers for the Computer Lab/Library					\$ 17,000		
5.4	Purchase and replace laptops in rooms 23 & 24.						\$ 6,000	
5.5	Purchase replacement technology in the classrooms for students & teachers. Such as laptops, desktops, document cameras and clickers to maintain existing equipment.					\$ 3,000	\$ 4,000	
	<b>GOAL TOTALS</b>		\$ -	\$ -	\$ -	\$ 24,000	\$ 10,000	\$ -
	<b>Goal #6 – Improve the school libraries</b>							
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Title I</u>	<u>Title II</u>
6.1	Replace broken library tables					\$ 2,500		
6.2	Purchase A.R. books for the library				\$ 1,000	\$ 500		
	<b>GOAL TOTALS</b>		\$ -	\$ -	\$ -	\$ 2,500	\$ -	\$ -

**Cell: F10**

**Comment:** B Moser \$ 13,567  
M Vik \$ 11,969  
G Garcia \$ 11,187  
M Sanchez \$ 12,313  
M Pine \$ 9,405

**Cell: G10**

**Comment:** B Moser \$ 13,393

# *Monte Vista Middle School*

*Tracy Unified School District*

*CDS: 39-75499-6042840*

*Principal: Susan O'Hara-Jones*



## Single Plan for Student Achievement 2012/13

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. 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 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:

Contact Person: Susan O'Hara-Jones  
Position: Principal  
Telephone Number: 209-830-3340  
E-mail Address: sohara@tusd.net

SSC approval date: October 10, 2012

# SECTION I: SCHOOL PROFILE

## A. Description of any Significant Changes

### 1. Description of School Demographic composition

	Source	2010/11	2011/12	2012/13
Enrollment (#)	Oct CBEDS	840	871	841
AFDC/Free & Reduced (%)	Oct CBEDS	65%	77%	65%
English Learners R-30 (%)	Mar R-30	27%	247/28%	
Fluent English (FEP/R-FEP) (%)	Mar R-30	22%	188/21%	
Students redesignated to FEP (#)	Mar R-30	32	27	
Ethnicity: White (%)	Oct CBEDS	8%	13%	19%
Hispanic(%)	Oct CBEDS	53%	60%	50%
African American(%)	Oct CBEDS	10%	10%	9%
Asian(%)	Oct CBEDS	7%	13%	9%

### 2. Description of Staff Characteristics/Changes in Staffing

	2011/12	2012/13
number of classroom teachers	34	35
number and type of support certificated staff (including special education staff)	RSP = 1 SDC = 4	RSP=2 SDC=3
number of classified staff	23	23
Number/percent of NCLB highly qualified teachers	90%	90%
Number/percent of teachers with EL Certification	100%	100%

### 3. Addition or Removal of categorical programs or feeder programs (check one)

☒ No significant changes  
☐ Significant changes

### 4.Changes in District Core Programs (check one)

☒ No significant changes  
☐ Significant changes

### 5.Changes in Facilities (check one)

☐ No significant changes  
☒ Significant changes

During the school year 2011-2012, we had on-going construction throughout the school, which impacted both how effective teachers believed they could be and how much they felt that students could learn. The consensus was that the distrctions may have had a negative effect on learning for MVMS.

B. Programs included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the school plan budget must include the proposed expenditures.)

State Programs	Allocation
<input checked="" type="checkbox"/> <b>EIA: Economic Impact Aid/ English Learner Program</b> <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners.	\$138,513
<b>Gifted and Talented Education</b> <u>Purpose:</u> To support instructional programs for identified gifted and talented students.	
<input checked="" type="checkbox"/> Other State or Local funds (site allocation and MAA)	\$37,455
Total amount of state categorical funds allocated to this school	\$175,968

Federal Programs under No Child Left Behind (NCLB)	Allocation
<input checked="" type="checkbox"/> <b>Title I, Part A: Schoolwide Program</b> <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$232,119
<input checked="" type="checkbox"/> <b>Title II, Part A: Teacher and Principal Training and Recruiting</b> <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$6,000
<input type="checkbox"/> Other Federal Funds (list and describe <sup>1</sup> )	\$
Total amount of federal categorical funds allocated to this school	\$238,119
Total amount of state and federal categorical funds allocated to this school	\$414,087

## SECTION II: Presentation and Analysis of Data

### Analysis of Current Instructional Program - Academic Program Survey

The following evaluation is based on the Academic Program Survey and provides a rubric rating on a four point scale (1-4) for each area as well as a brief narrative assessment for each area. The rubric is as follows:

- (1) = Minimally – rarely used/found
- (2) = Partially – sometimes used/found
- (3) = Substantially – in regular use
- (4) = Fully - in regular use in all classrooms and followed completely

ELEMENT	2011 Rating	2012 Rating	Comments
<b>EPC #1 Instructional Program</b>			
1.1	4	4	All students have textbooks which are State-approved for English Language Arts.
1.2	4	4	MVMS uses State-approved intervention textbooks for any student receiving English Language Development services.
1.3	4	4	MVMS uses State-approved intervention textbooks for any student receiving Reading intervention services.
1.4	4	4	All students have textbooks which are State-approved for Math instruction.
1.5	4	4	MVMS uses State-approved intervention textbooks for any student receiving Math intervention services.
1.6	4	4	MVMS uses State-approved Algebra Readiness textbooks for any student receiving these services.
<b>EPC #2 ES/MS: Instructional Time HS: Student access to standards aligned core courses</b>			
2.1	4	4	Reading/Language Arts classrooms have the appropriate time allocations for students.
2.2	3	3	8 <sup>th</sup> grade Reading/Language Arts intervention classes have the appropriate time allocations for students.
2.3	3	4	All English Language Development classrooms have the appropriate time allocations for students.
2.4	3	4	8 <sup>th</sup> grade Reading/Language Arts intervention classes have the appropriate time allocations for ELD students
2.5	4	4	Math classes have the appropriate time allocations for students.
2.6	1	1	Math intervention classes are provided to 8 <sup>th</sup> graders only at this time.
2.7	3	3	8 <sup>th</sup> grade Math intervention classes have the appropriate time allocations for students
<b>EPC #3 Lesson Pacing Guide</b>			
3.1	4	4	All teachers use a common sequence of grade-level instruction and common assessments for ELA and ELD classes.
3.2	4	4	All teachers use a common sequence of grade-level instruction and common assessments for Math classes.
<b>EPC #4 Professional Development for School Administrators</b>			
4.1	3	4	The district provides the principal and vice-principal(s) with professional development focused on leadership, support and monitoring needed for the full implementation of ELA and ELD classes
4.2	3	4	The district provides the principal and vice-principal(s) with professional development focused on leadership, support and monitoring needed for the full implementation of Math classes
<b>EPC #5 Credentialed Teachers and Professional Development Opportunity</b>			
5.1	3	3	Most classrooms have highly qualified teachers.
5.2	3	4	All teachers of RLA/ELD and intensive intervention are engaged in instructional materials-based professional development.
5.3	3	4	All teachers of mathematics, Algebra I, and Algebra Readiness

				are engaged in instructional materials-based professional development.
<b>EPC #6 On-Going Instructional Assistance and Support for Teachers</b>				
6.1	4	4		TUSD and MVMS provide on-going assistance to support teachers in effective classroom instruction for ELA.
6.2	4	4		TUSD and MVMS provide on-going assistance to support teachers in effective classroom instruction for math.
<b>EPC #7 Student Achievement Monitoring System</b>				
7.1	4	4		The district provides and supports an easily accessible electronic data management system, and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry-level and/or diagnostic assessments, progress monitoring assessments (including frequent formative and curriculum-embedded assessments), and summative assessments, on a timely basis for ELA and ELD.
7.2	4	4		The district provides and supports an easily accessible electronic data management system, and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry-level and/or diagnostic assessments, progress monitoring assessments (including frequent formative and curriculum-embedded assessments), and summative assessments, on a timely basis for Math.
<b>EPC #8 Monthly Collaboration by Grade Level or Program for Teachers Facilitated by the Principal</b>				
8.1	4	4		Under the principal's direction, teachers collaborate weekly around assessment results in order to use data to direct effective instruction in ELA.
8.2	4	4		Under the principal's direction, teachers collaborate weekly around assessment results in order to use data to direct effective instruction in Math.
<b>EPC #9 Fiscal Support</b>				
9.1	4	4		All ELA goals in the school plan are fully funded with general and categorical monies.
9.2	4	4		All Math goals in the school plan are fully funded with general and categorical monies.

#### **Analysis of Data – Current Instructional Program (APS):**

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of academic standards. However, only 8<sup>th</sup> grade students have an intervention program for Math during the school day.

## Academic Performance:

**1a. AYP - Adequate Yearly Progress:** Schools will meet or exceed their AYP goal OR demonstrate an increase of 5% in percent of students scoring proficient for schools meeting their AYP Targets

Group (NCLB target) ES/MS HS	2010 % Prof. ELA (≥ 56.8%) (≥ 55.6%)	2011 % Prof. ELA (≥ 67.6%) (≥ 66.7%)	2012 % Prof. ELA (≥ 78.4%) (≥ 77.8%)	AYP Goal Met?	5% growth Goal Met?	2010 % Prof. Math (≥ 58%) (≥ 54.8%)	2011 % Prof. Math (≥ 68.5%) (≥ 66.1%)	2012 % Prof. Math (≥ 79.0%) (≥ 77.4%)	AYP Goal Met?	5% growth Goal Met?
<b>School Total</b>	<b>52.1</b>	<b>47.5</b>	<b>48.6</b>	<b>N</b>		<b>36.7</b>	<b>36.2</b>	<b>33.2</b>	<b>N</b>	
<b>Sub-group #1</b> Hispanic or Latino	<b>48.1</b>	<b>42.0</b>	<b>41.5</b>	<b>N</b>		<b>33.4</b>	<b>28.7</b>	<b>27.9</b>	<b>N</b>	
<b>Sub-Group #2</b> White not Hispanic	<b>60.0</b>	<b>53.3</b>	<b>59.6</b>	<b>Y</b>		<b>38.6</b>	<b>31.4</b>	<b>37.5</b>	<b>Y</b>	
<b>Sub-Group #3</b> Socioecon. Disad.	<b>46.2</b>	<b>40.9</b>	<b>43.1</b>	<b>N</b>		<b>33.4</b>	<b>29.1</b>	<b>29.0</b>	<b>N</b>	
<b>Sub-group #4</b> ELL students	<b>42.7</b>	<b>33.3</b>	<b>34.0</b>	<b>N</b>		<b>29.9</b>	<b>24.5</b>	<b>27.3</b>	<b>N</b>	
<b>Sub-group #5</b> Stu. w/ Disabilities	<b>N/A</b>	<b>36.4</b>	<b>32.7</b>	<b>N</b>		<b>N/A</b>	<b>30.2</b>	<b>21.8</b>	<b>N</b>	

## Achievement Gap Data

### Longitudinal AYP 2008 – 2012 • English Language Arts

ELA	target	School	White	Afr.Amer.		Hispanic		Low SES		EL		Stu w/Dis	
	ES/HS	AYP	AYP	AYP	Gap	AYP	Gap	AYP	Gap	AYP	Gap	AYP	Gap
2008	35.2/33.4	36.9	51.4	29.9	21.5	29.9	21.5	31.0	20.4	27.0	24.4	27.7	5.2
2009	46.0/44.5	42.7	54.5	47.7		34.7		38.2		32.9		32.5	
2010	56.8/55.6	52.1	60	44.4		48.1		46.2		42.7		38	
2011	67.6/66.7	47.5	53.3	44.4		42.0		40.9		33.3		36.4	
2012	78.4/77.8	48.6	59.6	na		41.5	11.5	43.1	16.5	34.0	25.6	32.7	26.9
Change		+11.7	+8.2			-	-10	+	-4.1		+12		+21.7

The Achievement Gap is calculated by subtracting the subgroup AYP from the White subgroup AYP.

### Longitudinal AYP 2008 – 2012 • Math

The Achievement Gap is calculated by subtracting the subgroup AYP from the White subgroup AYP.

Math	target	School	White	Afr.Amer.		Hispanic		Low SES		EL		Stu w/Dis	
	ES/HS	AYP	AYP	AYP	Gap	AYP	Gap	AYP	Gap	AYP	Gap	AYP	Gap
2008	37.0/32.2	20.1	25.7	13.4	12.3	15.5	10.2	16.7	9.0	17.7	8.0	20.5	5.2
2009	47.5/43.5	30.2	34.3	26.2		26.2		27.3		27.8		32.5	
2010	58.0/54.8	36.7	38.6	29.2		33.4		33.4		29.9		35.2	
2011	68.5/66.1	32.6	31.4	24.7		28.7		29.1		24.5		30.2	
2012	79.0/77.4	33.2	37.5	na		27.9	9.6	29.1	8.4	27.3	10.2	21.8	15.7
Change		+13.1	+11.8				-0.6		-0.6		+2.2		+0.5



**1b. AYP - Adequate Yearly Progress** Schools will have a 95% participation rate in state testing

Group	% Tested ELA 2012	Target Met Yes or No	% Tested Math 2012	Target Met Yes or No
<b>School Total</b>	<b>100</b>	<b>YES</b>	<b>100</b>	<b>YES</b>
<b>Subgroup #1</b> Hispanic	<b>100</b>	<b>YES</b>	<b>100</b>	<b>YES</b>
<b>Subgroup #2</b> White Not Hispanic	<b>100</b>	<b>YES</b>	<b>100</b>	<b>YES</b>
<b>Subgroup #3</b> Socio-economically Disadvantaged	<b>100</b>	<b>YES</b>	<b>100</b>	<b>YES</b>
<b>Subgroup #4</b> English Learners	<b>100</b>	<b>YES</b>	<b>100</b>	<b>YES</b>
<b>Sub-group #5</b> Stu. w/ Disabilities	<b>100</b>	<b>YES</b>	<b>100</b>	<b>YES</b>

**Program Improvement Status for 2012/13:**      Not in PI   X   in PI year   7  

**Analysis of Data – Student Achievement - AYP (Adequate Yearly Progress):**

*What trends are indicated by the data? To what extent are all students achieving academic standards? Particularly comment subgroups who have not met targets. To what extent is the achievement gap closing?*

ELA: At testing time, 100% of our students participated in the ELA STAR testing. The data indicates that the gap between the achievement of our white students and our other sub-groups is decreasing with Hispanic and Low SES between 2008 and 2012, but the gap is growing among our students with disabilities.

Math: At testing time, 100% of our students participated in the Math STAR testing. The data indicates that the gap between the achievement of our white students and our other sub-groups is somewhat stagnant rather than diminishing for our Hispanic, Low SES students and EL, but the gap is growing among our students with disabilities.

All of our groups continue to need to improve their achievement levels significantly.

**1c. API – Academic Performance Index :** Schools will meet or exceed school's API growth target OR maintain a score of 800 or higher

Group	2011 Base API	2012 API Target	2012 API	Actual Growth	Target Met Yes or No
<b>School Total</b>	727	732	728	+1	NO
<b>Subgroup #1</b> Hispanic	701	706	705	+4	NO
<b>Subgroup #2</b> White Not Hispanic	743	748	747	+4	NO
<b>Subgroup #3</b> Socio-economically Disadvantaged	698	703	699	+1	NO
<b>Subgroup #4</b> English Learners	671	677	679	+8	YES

**Longitudinal (Growth) API 2008 – 2012  
(Achievement Gap Data)**

	School	White	Hispanic	Low SES	EL	Stu w/Dis
	API	API	API Gap	API Gap	API Gap	API Gap
2008	668	724	629 95	638 86	636 88	668 56
2009	733	777	704	710	697	N/A
2010	748	796	726	723	706	N/A
2011	727	743	701	698	671	603
2012	728	747	705 42	699 48	679 68	567 180
	+60	+23	-53	-38	-20	+124

**Analysis of Data – Student Achievement - API (Academic Performance Index):**

*What trends are indicated by the data? To what extent are all students achieving academic standards? Particularly comment subgroups who have not met targets. To what extent is the achievement gap closing?*

The data indicates that most of our sub-group achievement levels did not improve significantly last year and that the gap between the achievement of our white students and our other sub-groups is diminishing for Hispanic, Low SES and English learner students, but is increasing for our students with disabilities, who are significantly below our other groups. However, all of our groups need to improve their achievement levels significantly.

**2. AMAO – Annual Measurable Achievement Objectives (Title III - EL Progress in English):**

**a. AMAO 1** – Percent of Students making annual progress in English (based on CELDT)

**b. AMAO 2** – Percent of Students Attaining English Proficiency (based on CELDT)

	# students tested	% meeting AMAO 1	Target	Met? Y/N	% meeting AMAO 2	Target <5yr/≥5yr	Met Y/N
<b>2009/2010</b>	262	65.6	53.1	Y	31.3/53.1	17.4/41.3	Y
<b>2010/2011</b>	209	52.6	54.6	N	N/A/43.5	18.7/43.2	N/A/Y
<b>2011/2012</b>	222	57.5	56.0	Y	N/A/42.9	20.1/45.1	N/A/N

**Analysis of Data – Student Achievement – Title III AMAOs**

The students tested for the AMAO 1 showed that the target was met. The AMAO 2 scores are showing growth, but we did not meet the target. Long-term English Learners are still lagging behind in growth.

**3. Increase in students meeting district standards:** Students will demonstrate proficiency on 80% percent of district standards based on end of year assessments:

Percent of students meeting standards on district assessments

ELA	2011	2012	Target Met? Y/N	MATH	2011	2012	Target Met? Y/N
Grade 6	35	36.5	N	Grade 6	55	56.3	N
Grade 7	58	24.7	NA	Grade 7	46	44.0	N
Grade 8	54	55.4	N	Alg. Read.	32	33.0	N
				Algebra	54	79.6	Y

### Analysis of Data – Student Achievement – District Assessments

Overall, students are improving, but too slowly, despite the efforts of staff development opportunities to improve delivery and the focus on best practices.

In particular, in 7<sup>th</sup> grade at least three groups of student scores did not get recorded into the grade-level group, so the results are not accurate. The results of the CST are probably more correct.

This data is consistent with the previous information: our students did not meet achievement expectations. All of our groups need to improve their achievement levels significantly.

### RSDSS Data Collections Regarding Instructional Practices

On May 15, 2012 consultants from the Regional System of District and School Support, Region 6 (RSDSS) at San Joaquin County Office of Education visited Monte Vista Middle School in Tracy Unified School District to collect data for the *RSDSS Instructional Time Survey*. With 45% of the classes visited, the survey indicates that there needs to be more effort towards ensuring that students are engaged with meaningful curriculum-based activities, even though the STAR testing time may be over.

<b>Number of Classrooms Observed</b>	18 out of 40 = 45% of classes
Time on Task (Student Engagement)	54%
Checking for Understanding	22%
Observable Classroom Procedures	89%
Clear Learning Objectives	33%
Appropriate Pacing	44%

### C. School Safety

#### 1. Reduction in the number and percentages of suspensions or expulsions

*The data for this section can be retrieved from Aeries IF the information on suspensions and expulsions was put into Aeries at the school site. Please report the total number of suspensions and the number of students suspended. To calculate the percent take the number of student suspended divided by enrollment.*

	2010/11		2011/12		% Decrease or Increase	Target Met
	#	%	#	%		
Suspensions	293/98	11.6%	297/94	10.9%	-0.7	
Expulsions	14/840	1.6%	10/861	1.2%	-0.4	

*# Number of incidents of suspension (# of individual students suspended during the year). Some students were suspended more than one time during the year.*

2. There will be a 75% or higher percentage of parents, staff, and students responding positively to survey questions regarding school safety.

#### School Safety

Group	% Agree 2011	% Agree 2012
Parents	87.92	88.06
Staff - Cert.	63.64	43.75
Staff – Class.	100	85.72
Students	71.63	65.85
<b>Total</b>	<b>80.80%</b>	<b>70.85%</b>
<b>Met Goal (Y/N)</b>	<b>Y</b>	<b>N</b>

#### D. School Climate and Leadership

1. There will be a 75% or higher percentage of parents, staff and students responding positively to survey questions regarding school climate, instructional issues, and parent relations:

#### School Climate

Group	% Agree 2011	% Agree 2012
Parents	88.69	84.56
Staff – Cert.	47.72	43.75
Staff – Class.	73.33	77.15
Students	58.13	53.52
<b>Total</b>	<b>66.97%</b>	<b>64.75%</b>
<b>Met Goal(Y/N)</b>	<b>N</b>	<b>N</b>

The school will maintain 98% actual attendance, or an improvement of .5%

School Year	Actual Attendance %	Target %	Difference (+ or -)	Target Met Yes or No
2008/2009	96.74%	98%	-1.26%	No
2009/2010	95.31%	98%	-2.69%	No
2010/2011	95.21%	98%	-2.79%	No
2011/2012	95.47%	98%	-2.53%	No

#### Analysis of Data – School Safety and Climate

The on-going construction has had a negative impact on the climate of the school because staff and students alike feel uncomfortable around the disorder that construction brings. In particular, the staff is concerned about how students can learn in the environment. Also, the sense of confidence and trust was affected by the chaotic atmosphere. In addition, we continue to struggle in our goal to reach out and develop positive relationships among the different groups in our school community. Our attendance has continued to hover around 95% for the last two years, but the gap is slowly closing.

## SECTION III: EVALUATION OF PRIOR YEAR'S PLAN

### A. Evidence of school's progress towards meeting **student achievement** targets

#### **Goal #1 – Ensure students are prepared for college and careers and that all students meet or exceed grade level standards and the achievement gap is closed**

- a. Programs to meet the needs of English Learners
- b. Programs to meet the needs of at-risk students
- c. Prepare students for STAR/CAHSEE testing
- d. Plan for increasing deployment of Best Instructional Practices
- e. (schools with gr. 6-12) Improve student achievement in Mathematics

#### Evaluation of Plan for Goal 1:

##### **A. English Learners**

- Last year we implemented our plan to increase the achievement of our EL students by creating several academic language intervention classes (ALAS) for our students to address their specific needs.
- In addition, EL teachers were given time to attend topic-specific workshops and conferences.
- Our EL students improved by a small margin, and the gap was closed by 5 points.
- Our EL students did meet the AMAO 1 target but missed the AMAO 2 target by 2 points.
- This year students will continue to be placed in the ALAS classes if they are identified as long-term English Learners with 6 or more years without significant improvement in their English language skills.

##### **B. At Risk Students**

- Students determined to be “At-Risk” are not a separate category

##### **C. STAR/CST prep**

- Teachers continued to focus on the Blueprint standards in the classrooms as they did last year, although RSDSS observations and walk-throughs in the classrooms indicate that not all teachers were teaching grade-level standards at all times. Teachers are using the results of the Curriculum Associates Practice test results and CST Released Questions to guide instruction for students to ensure achievement. All teachers are expected to use their Data Team meetings to monitor closely how they are doing to provide the necessary instruction.
- Research indicates that using the teacher of record to give the STAR test results has the most productive outcomes, so we will continue to do that.

##### **D. Increasing Deployment of Best Instructional Practices**

- Last year the focus continued to be on “the Big Four”: student engagement, clear daily objectives, checking for understanding and non-linguistic representation. In addition, ELD students were given special attention to help in the quest for English language acquisition. Also, the San Joaquin County Office of Education assisted several teachers for the entire school year by coaching them in best teaching practice techniques.
- The overall test results indicated that the efforts to improve quality teaching strategies were not as successful as we expected.
- This year, teachers will be participating in both DataWORKS and in the CAPP math grant training and coaching in order to improve our achievement.

##### **E. Student Achievement in Mathematics (gr 6-12)**

- We have had an on-going struggle with math achievement. Last year's STAR results show that our efforts were not as successful as we had expected.
- Therefore, in the quest to improve achievement, both TUSD middle schools, as well as West High School, submitted and were awarded a three-year grant to focus on math achievement. Our goal is to ensure that teachers are competent in their math knowledge as well as math teaching strategies, and to confirm that all students receive the best math instruction possible.

## **Goal #2 – Provide a Safe and Equitable Learning Environment for all Students and Staff**

### Evaluation of Plan for Goal 2:

- A. Increase Students' Average Daily Attendance
  - We achieved an average of 95.47 % attendance for the year. The primary activity that was done by the administrative staff was to call homes as soon as we saw a pattern of tardies or absences and to have intervention meetings with families before the problems worsened. Teachers also became more pro-active by calling home as soon as they noticed a pattern as well. In addition to our Honor Roll assemblies, we included Certificates of Honor for students who had been in school 100% of the days during the Quarter. Our attendance rate improved by a bit, but we are still working on reaching the goal of 98%.
  - We will continue to use the strategies from the last few years, since we were able to increase attendance, slowly but surely.
- B. Increase Cultural Proficiency
  - As we have done for the last several years, we will continue to imbed Diversity & Equity training into the staff meetings because it is an on-going need. Most of our teaching staff is white, and most of our students are not.
  - This year we are focusing even more specifically on the data from our diverse groups and aim explicitly to improve achievement within every group.
  - For the last several years, there has been a vigorous effort to decrease bullying, both through awareness and through a change in the environment, and we have been successful. The underlying belief is that, if we expect and practice respect, our community will thrive.

## **Goal #3 – Professional Development**

### Evaluation of Plan for Goal 3:

- A. Articulated, sustained plan of professional development activities
  - During the 2011-2012 school year, the staff focused on improving their skills in student engagement, clear learning objectives, checking for understanding, and non-linguistic representation.
  - The results were mixed, with measurable improvement in many classrooms, but not much in others.
  - After discussing last year's results with the Leadership Team, we contracted with DataWORKS to continue the focus of effective lesson planning and delivery in order to continue to improve achievement for the next three years. Teachers who struggled last year have been encouraged to participate, but the training and coaching are open to any interested teacher as well.
- B. Increasing participation/attendance at ERMs
  - Participation in ERMs were acceptable last year. If a teacher showed a pattern of absences, a brief discussion seemed to be all that was necessary to improve attendance.
  - Attendance will continue to be monitored, but negative changes are not expected.

## **Goal #4 – Parent Involvement: Strategies to encourage parent involvement and provide parent education**

### Evaluation of Plan for Goal 4:

- Our PIQE meetings for parents were very successful last year because the focus was on student achievement.
- This year we are hosting Parent Project, which focuses on middle school student behavior, a challenge for parents! In addition, we are looking at a Parent Literacy program which will help families improve the achievement of students at the home level.
- This year, our Parent Teacher Group is working on developing plans to engage teachers and families in student-centered activities in our effort to increase the family presence at MVMS. One of the ideas we are working on is a multi-culture potluck for all of the MVMS community.
- Our automated phone system has been very successful at getting information to our parents

quickly and succinctly. We are continuing to use it frequently,

- Last year, our website did not function well, because we did not have anyone available or willing to work on it. This year, the job of website manager has been taken by one of our more capable teachers, and the results have been very successful.

**Goal #5 – Technology: Use technology as a tool for improvement in instruction; management of departments, sites and classrooms, and to increase efficiency in operations across the district.**

Evaluation of Plan for Goal 5:

- For the last several years, funds have been spent to ensure that there are at least two computers in each classroom: one for the teacher's use and one for students. Also, we have been using Smartboards in most classrooms, which use interactive technology to present curriculum to students.
- This year, the goal is to replace any computers that will not handle Windows 7 and after that, to continue to provide more students computers in every classroom.
- In addition, many teachers have begun to use mobile responders as part of their lessons. The responders give immediate feedback to both teachers and students about what they have learned as well as what they still need to learn.
- We have two technology experts on site to help teachers with any problems, and one of them is also our web manager.
- The renovation of the school has provided us with mounted projectors in every classroom so that teachers can project lesson onto large screens.

**Goal #6 – Improve the school libraries. (if included in prior year plan)**

Evaluation of Plan for Goal 6:

- Last year, no funds were earmarked to improve the library.
- This year, to prepare our library for the new core standards, we will invest funds for non-fiction books.
- In addition, funds will be earmarked for books that will increase the reading ability of our EL students.

**Overall Evaluation of Prior Year School Plan**

Please address the following two questions regarding the overall school plan:

School leadership and staff continue to use achievement data to make decisions about assessment and achievement goals for all students by meeting almost weekly in Data Team to study that data and to determine curriculum directions from the information. Our school counselor goes into every classroom to meet with all students to inform that about the standards, the data and their part in it. However, the results of the focus on standards-based education and information have not been as fruitful as the teaching community would like.

The administration staff meets with the school teaching team together to look at and to analyze data every year. In addition, the School Site Council and the Leadership Team also look at the information to help inform instruction for all students. Nevertheless, although our sub-groups might show improvement, we still struggle to meet the NCLB goals.

## **SECTION IV: SCHOOL PLAN FOR 2012/2013**

### **A. School Governance and Planning Process**

The 2012/2013 School Plan that follows was developed through the joint efforts of the staff, the School Site Council and the Leadership Team. The School Plan and budget were approved by the School Site Council at the October 10, 2012 meeting.

#### **School Site Council Membership for 2012/13**

Names of Members  *Parent of EL	School Personnel 50% of SSC			Parents/Students 50% of SSC	
	Principal	Classroom Teacher	Other Staff School	Parent or Community Member	Secondary Student
Susan O'Hara-Jones	X				
Arghya Chakraverty		X			
Ruperto Ruiz		X			
Kimberly Smith		X			
Karen Taylor		X			
Jennie Masquelier			X		
Andrea Stegmeier				X	
Alexandra Mix				X	
Lisa Fugger				X	
Tia Williams				X	
Jenna Nguyen					X
Tytianna Page					X
Numbers of members of each category	1	4	1	5	1
Total in each group	6			6	

The interests of English learners are represented by:

- ☒ An ELAC with adopted bylaws (*Parents of English learners constitute at least the same percentage of the committee as their children represent of the student body. OPSET I-EL-2*)

ELAC Chairperson: \_\_\_\_\_

- ☐ School Site Council (*Parents of English learners constitute at least the same percentage of the committee as their children represent of the student body. OPSET I-EL-2*)

\*Indicate parents of EL Students on SSC list above



## **B. School goals for 2010/2011 - A Summary**

### **Goal #1 – Ensure students are prepared for college and careers and that all students meet or exceed grade level standards and the achievement gap is be closed (PDSA)**

- a. Programs to meet the needs of English Learners
- b. Programs to meet the needs of at-risk students
- c. Activities to prepare students for STAR testing
- d. Plan for increasing deployment of Best Instructional Practices
- e. (schools with gr. 6-12) Activities to improve student achievement in Mathematics

Rationale: (district) The district goals are that student will be prepared for college and careers; and that all subgroups meet AYP targets and that the achievement gap be closed by raising the achievement of lower performing subgroups. The district goal also includes that EL students meet Title III AMAO targets annually. The EL subgroup and other at-risk groups do not meet AYP. Additionally the percent of students scoring proficient in Math at grades 6-11 is significantly below AYP targets

Site Rationale: A primary focus group at MVMS continues to be the English Learner group, because this group has not able to make their AYP goal in ELA or math, and because there are so many English Learners who do not progress from a Level 3 (Intermediate) on the CELDT test every year and therefore do not make the Title III AMAO goals. This group is being targeted for the most intense intervention on a daily basis, particularly in the area of Academic Language Development. In addition, many of our students continue to struggle to be successful in the rigorous academic environment expected at MVMS.

We are continuing to receive professional coaching to help us improve our Language Arts and Math strategies, both in class and in intervention, to do what must be done to improve achievement among all groups.

### **Goal #2 – Provide a safe and equitable learning environment**

- a. Increase students' average daily attendance
- b. Increase cultural proficiency

Rationale: (district) The district has set an overall target of 98% attendance. Research shows that when students are in school they achieve at higher academic levels. The district goal is to increase cultural proficiency throughout the district to ensure that student and staff are afforded a safe and equitable learning environment.

Site Rationale: Several strategies were used last year to improve attendance. Our average has grown some every year. Our Parent Project program for parents stresses the essential importance of attendance on achievement.

We continue to focus on cultural awareness and proficiency by implementing activities and exercises to create self awareness and to appreciate diversity in our classrooms and our lives. We address safety by being pro active with students with positive award assemblies, WEB activities, AVID, support for the PE, Art, Science, student clubs, and music. We are working with the Boys and Girls Club to provide after school homework assistance.

**Goal #3 – Professional Development: Provide an articulated, sustained plan of professional development activities designed to build the school’s capacity to support programs and achieve goals.**

(Note: Title I schools must allocate at least 10% of Title I funds to staff development)

Rationale: (district) The district strategic goals and LEA Plan include goals which focus on providing ongoing professional development and support to teachers and site administrators that result in increased achievement for all students in order to close the achievement gap.

Site Rationale: Because our goal is improved achievement, and because we still struggle, we are using the services of DataWORKS to help us target teachers who can benefit from professional development in Language Arts so that teachers can help students improve achievement in their classrooms. We also received a grant from the California Academic Partnership Program (CAPP) to help math teachers improve their understanding of math as well as their delivery to students.

**Goal #4 – Parent Involvement: Strategies to encourage parent involvement and provide parent education.**

Rationale:(district) Sustained parent involvement is linked to student achievement and staying in school. Federal and state regulations mandate meaningful opportunities at all grade levels for parents/guardians to be involved in school activities, advisory, decision-making, and activities to support learning at home.

Site Rationale: Because we realize that traditional monthly meetings are not an effective way of involving parents in MVMS, we are offering Parent Project classes this year. Also, we are continuing to offer family-centered activities that will bring in the whole family to enjoy the MVMS experience. Finally, we continue to join with the Boys and Girls Club to offer services and program that involve both parents and families.

We have found substantial success in using our marquee to advertise up-coming events and important news, and we are also using our automated phone caller/email dialer system to alert families of important information. We received a positive response from that last year and will continue this year. In addition, our website is being enhanced and improved so that parents know more about what is happening that might interest them.

**Goal #5 – Technology: Technology: Use technology as a tool for improvement in instruction; management of departments, sites and classrooms; and to increase efficiency in operations across the district.**

Rationale: (district) The district is committed to providing students and staff with the technology tools and skills to support academic content standards and improve learning so that they can compete in a digital world.

Site Rationale: Every teacher has a computer so that he/she can access academic information and/or strategies quickly. We also have two technologically capable teachers available for help whenever needed.

We will soon have one of our two computer labs back (as soon as construction is over) open to every teacher daily on a sign up basis. In the past, one of our electives for students has been a computer keyboarding class, which helped students become proficient before high school. We are converting that computer lab to house our Video Production class.

Many teacher are using Smart Boards on a daily basis. Also, several teachers are now using mobile smart boards or interactive responders to help them both teach and assess quickly and effectively.

In the past, one of our electives for students has been a computer keyboarding class, which helped studet ns become proficient before high school.

Last year, our Assistant Principal and our SRO addressed issues of cybersafety to staff, parents and students.

**Goal #6 – Improve the school libraries.**

(Sites are not required to allocate funds to libraries this year.)

Rationale: This is a requirement under the School and Library Improvement Block Grant.

- Site Rationale: Our librarian continues to work part-time and is staggering her hours to try to serve to most students possible. This year, the School Site Council is setting aside money to purchase non-fiction books in order to prepare for the upcoming Common Core Standards and for books that will increase the reading ability of our EL students.

## C. Activities for 2012/2013 School Plan

### Site Goal #1 – Ensure students are prepared for college and careers and that all students meet or exceed grade level standards and the achievement gap is closed. .

*District Goal #1: Prepare all students for college and careers*

*District Goal #2: Ensure that all student meet or exceed grade level standard and that the achievement gap is closed.*

#### Outcomes (Data that will be collected and analyzed to measure progress towards the goal)

- All significant subgroup will meet AYP targets
- EL students will meet or exceed Title III AMAO1 and AMAO2 targets
- Decrease the achievement gap of the subgroups
- 80% of students will meet standards on district assessments
- Reduction in number of students failing classes (optional)
- Increase percent of teachers using BIPs
- Increase percent of students scoring proficient on Math CST (gr. 6-12)
- Increase percent of 10<sup>th</sup> graders passing/scoring proficient on CAHSEE (HS only)
- All students will pass CAHSEE by end of grade 12 (or meet IEP goals) (HS only)
- Alignment of curriculum maps/pacing guides to Blueprint standards (optional)

**Rationale:** : A primary focus group at MVMS continues to be the English Learner group, because this group has not able to make their AYP goal in ELA or math, and because there are so many English Learners who do not progress from a Level 3 (Intermediate) on the CELDT test every year and therefore do not make the Title III AMAO goals. This group is being targeted for the most intense intervention on a daily basis, particularly in the area of Academic Language Development. In addition, many of our students continue to struggle to be successful in the rigorous academic environment expected at MVMS.

We are continuing to receive professional coaching to help us improve our Language Arts and Math strategies, both in class and in intervention, to do what must be done to improve achievement among all groups.

<b>1a.English Learner Instruction and Support</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
1a.1 Continue to use an ELD paraprofessional to support students and teachers.	Principal	EIA	ASAP			
1a.2 Continue to provide salary for bilingual clerk in office.	Principal	EIA	All Year			
1a.3 Provide substitute time and finances for CELDT testing.	Principal	EIA	monthly			
1a.4 Provide funds for conferences to increase teachers' EL skill levels and strategies						
1a.5 Provide translator (as needed for SSTs, IEPs, after-school functions, bulletins)						
<b>1b.Intervention and Remediation for at-risk students</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
1b.1 Provide ELD, ALAS, Reading and Math Intervention Materials	Principal	EIA/Title 1	All Year			
1b.2 Provide Accelerated Reader Intervention Supplies & Materials	Principal	EIA/Title 1	All Year			
1b.3 Provide funding for SST Coordinator	Principal	EIA/Title 1	All Year			
1b.4 Provide After-School Level Two intervention classes	Principal	EIA/Title 1	All Year			
1b.5 Provide substitute teachers for SST and IEP meetings	Principal	EIA/Title 1	All Year			

<b>1c.CST Preparation</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
1c.1 Provide CST testing and support materials	Principal	EIA/Title 1	All Year			
1c.2 Provide math intervention materials	Principal	EIA/Title 1	All Year			
1c.3 Data Teams will continue to focus on using Blueprint standards (grade level) in all curriculum areas.	Principal/Teachers	EIA/Title 1	All Year			
1c.4 Teachers will continue to use Curriculum Associates preparation materials and assessments to get ready for STAR testing in ELA and Math.	Principal/Teachers	EIA/Title 1	All Year			
1c.5 Teachers will continue to use released questions from they CST tests to help prepare studwnts for the test and to enhance achievement.	Principal/Teachers	EIA/Title 1	All Year			
<b>1d. Plan for Increasing Deployment of Best Instructional practices</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
1d.1 Continued focus will be made to ensure that all classroom and teachers are using the Best Instructional Practices (Big 4) in all classrooms by maintaining the amount of instructional tours by both Principal and peers during the school year, and by providing coaching as necessary.	Principal/coaches/Teachers	Walk-throughs/ staff meetings/ data	All year			
1d.2 Teachers will be informed contiunously of the results of the Instructional tours as a way to encourage improvement.	Principal	data	All Year			
1d.3 Attention will be paid during Data Team meetings to the necessity of the Big 4 in improving instruction, and training will be provided as necessary.	Principal/CISC/Teachers	Data Wise	All Year			
<b>1e. Mathematics Achievement (required for gr. 6-12)</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
1e.2 Continue to promote and use online resources for homework support.	Teachers	Title 1	On-going			
1e.3 Data Teams will continue to focus on using Blue Print Standards for math and use data gathered to direct teaching, especially for our EL's and lowest performing students.	Teachers	Teacher collab.	On-going			
1e.4 Continue to have Algebra with Support classes for those who need more help in math.	Teachers	Teacher collab.	June, 2011			
1e.5 Use Curriculum Associates test practice support to help teachers focus on most needed areas of improvement.	Teachers	Teacher collab.	On-going			
1e.6 Place students in Algebra with Support by assessmenst from 7 <sup>th</sup> grade math teachers.	Principal/Counselors/Teachers	Collaboration w/ teachers	August, 2012			
1e.7 Place students in Algebra Readiness Class placement by assessments from 7 <sup>th</sup> grade math teachers.	Prin/Counselors/Teachers	Collaboration w/ teachers	August, 2012			

**Plan for providing ELD to English Learners in 2012/13**

<b>Grade</b>	<b><i>Organization of Students</i></b>	<b><i>Frequency of ELD</i></b>	<b><i>Duration of ELD</i></b>	<b><i>Provided by</i></b>	<b><i>Materials used</i></b>
<b>6-8</b>	“Newcomers” – students enrolled less than 6 years	Daily: 1 period of ELD plus 1 period of Reading/ELA;	55 minutes/day	Mr. Chakraverty	Shining Star
<b>6</b>	“Long Term ELs” – students enrolled 6 or more years	1 period of ALAS in addition to Core Reading/ELA	55 minutes/day	Mr. Zinnel	English 3D; WRITE, Holt
<b>7</b>	“Long Term ELs” – students enrolled 6 or more years	1 period of ALAS in addition to Core Reading/ELA	55 minutes/day	Mr. Carlfeldt Mr. Ruiz	English 3D; WRITE, Holt
<b>8</b>	“Long Term ELs” – students enrolled 6 or more years	1 period of ALAS in addition to Core Reading/ELA	55 minutes/day	Mr. Lynch	English 3D; WRITE, Holt

## **Goal 1 – Data Collection:**

(to be completed as part of the “study” component throughout the year and used as documentation for the Principal’s evaluation)

### **Part A: District Assessments**

#### **District Assessments**

- Elementary Schools: ELA are the trimester benchmark assessments.
- Middle Schools: ELA the Quarter 1 and Quarter 2/3 assessments are Curriculum Associates Practice 1 and 2; Quarter 4 is the End of Course Holt)
- High Schools: ELA the required assessments are Holt Entry (report for Quarter 1) and Holt End of Year (Quarter 4). These are only required for grades 9 and 10.)

<b>Schoolwide</b> % Proficient/Advanced		<b>Quarter Trimester 1</b>	<b>Quarter 2/3 Trimester 2</b>	<b>Quarter 4 Trimester 3</b>	<b>Met Goal</b>
ELA	2011/12			53.8	N
	2012/13			53.7	N
MATHEMATICS	2011/12			53.3	N
	2012/13			53.1	N

<b>English Learners</b> % Proficient/Advanced		<b>Quarter Trimester 1</b>	<b>Quarter 2/3 Trimester 2</b>	<b>Quarter 4 Trimester 3</b>	<b>Met Goal</b>
ELA	2011/12			26.8	N
	2012/13			31.8	N
MATHEMATICS	2011/12			33.2	N
	2012/13			38.6	N

<b>Students w/ Disabilities</b> % Proficient/Advanced		<b>Quarter Trimester 1</b>	<b>Quarter 2/3 Trimester 2</b>	<b>Quarter 4 Trimester 3</b>	<b>Met Goal</b>
ELA	2011/12			36.0	N
	2012/13			35.6	N
MATHEMATICS	2011/12			42.9	N
	2012/13			42.3	N

<b>Hispanic</b> % Proficient/Advanced		<b>Quarter Trimester 1</b>	<b>Quarter 2/3 Trimester 2</b>	<b>Quarter 4 Trimester 3</b>	<b>Met Goal</b>
ELA	2011/12			47.3	N
	2012/13			47.3	N
MATHEMATICS	2011/12			49.2	N
	2012/13			49.1	N

<b>African American</b> % Proficient/Advanced		<b>Quarter Trimester 1</b>	<b>Quarter 2/3 Trimester 2</b>	<b>Quarter 4 Trimester 3</b>	<b>Met Goal</b>
ELA	2011/12			50.0	N
	2012/13			49.5	N
MATHEMATICS	2011/12			57.1	N
	2012/13			55.9	N

## **Part B: Instructional Tour Data**

### **2011/12 Results**

#### **Percent of “partial” and “full” implementation for each identified strategy**

		Sep	Oct	Nov/Dec	Jan	Feb	Mar	April	May
Student Engagement	full	<b>79</b>	79	64		80	85	68	57
	part	<b>16</b>	15	17		9	10	9	11
Checking for Understanding	full	<b>56</b>	55	53		56	60	42	41
	part	<b>22</b>	31	30		33	22	31	23
Learning Objective	full	<b>78</b>	79	79		77	78	64	58
	part	<b>13</b>	15	15		19	19	22	26
Non-Linguistic Representation	full	<b>46</b>	42	45		44	56	38	16
	part	<b>17</b>	20	22		20	18	16	9

**Management Team Tours are Bold-faced font; Interim tours are regular font**

### **2012/13 Results**

#### **Percent of “partial” and “full” implementation for each identified strategy**

		Sep	Oct	Nov/Dec	Jan	Feb	Mar	April	May
Student Engagement	full								
	part								
Checking for Understanding	full								
	part								
Learning Objective	full								
	part								
Non-Linguistic Representation	full								
	part								

**Management Team Tours are Bold-faced font; Interim tours are regular fon**





## **Site Goal #2 – Provide a safe and equitable learning environment**

*District Goal #3: Provide a safe and equitable learning environment for all students and staff*

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal)

- 98% student attendance (ADA)
- Reduction in suspensions
- Reduction in referrals/citations (optional)
- Reduction in tardies (optional)
- 75% of stakeholders will respond positively to annual survey questions related to school safety and climate.
- Increase in enrollment of underrepresented groups in advanced courses (optional)

**Rationale:** Several strategies were used last year to improve attendance. Our average has grown some every year. Our Parent Project program for parents stresses the essential importance of attendance on achievement.

We continue to focus on cultural awareness and proficiency by implementing activities and exercises to create self awareness and to appreciate diversity in our classrooms and our lives. We address safety by being pro active with students with positive award assemblies, WEB activities, AVID, support for the PE, Art, Science, student clubs, and music. We are working with the Boys and Girls Club to provide after school homework assistance.

<b>2a Increase Students' Average Daily Attendance</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
2a.1 Continue to implement school tardy policy introduced in second semester of 09-10 school year.	Office Teachers	AERIES	All year			
2a.2 Teachers will call home whenever a student comes to class tardy and will assign detentions.	Teachers	AERIES	Daily			
2a.3 Students will be honored at an assembly and receive awards for perfect attendance at the end of each quarter.	Principal Teachers	Title 1	Quarterly			
2a.4 Daily log of why students are absent	Attendance	AERIES	Daily			
2a.5 Principal/Asst Principal will call home to talk to family about importance of being in school whenever there are frequent or extended absences.	Principal/Asst. Principal	AERIES	All Year			
2a.6 Suspension packets/Lunch Detention in lieu of suspension	Office	Paul Hall	All year			
2a.7 School will utilize Truancy Officer and SRO to perform welfare checks.	Principal	RG Fagin & SRO	All year			
2a.8 Reward teachers for their own 100% attendance	Principal	Office	Quarterly			
<b>2b. Increase Cultural Proficiency to support a safe and equitable learning environment</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
2b.1 On-going Theme of Mutual Respect and Appreciation of Diversity throughout the year	Admin/Teachers	Presentation at start of year	All Year			

2b.2	Discipline Committee will meet quarterly to evaluate how discipline system is working and to make adjustments, if need. Those will be presented to staff at next site meeting.	Assistant Principal/ Principal	Teachers	Review quarterly			
2b.3	Liaison and Leadership Committees will meet monthly to evaluate curriculum and scores, to discuss and plan staff meeting activities, and to receive and solve and staff concerns.	Principal	Teachers	Monthly			
2b.4	Consistent discipline consequences will be enforced.	VP/Principal	Liaison Cmte	On-going			
2b.5	AVID	3 Teachers	Title 1/EIA	All Year			
2b.6	Positive Award Assemblies (Honor Roll Assemblies)	Leadership Class & Teachers	Title 1	3 times a year			
2b.7	Ongoing staff development in Cultural Diversity awareness and appreciation	Principal/Leadership Cmte	Title 1/EIA	All year			
2b.8	Support WEB Program	Teachers	Title 1/Site	All year			
2b.9	Nextels for PE teachers	Principal	Title 1/Site	All year			
2b.10	Provide supplies for Art	Principal	Title 1/Site	All year			
2b.11	Provide supplies for Science	Principal	Title 1/Site	All year			
2b.12	Provide support for student clubs	ASB	Sdnt Council	All year			
2b.13	Provide license for movies as fundraisers/rewards/curriculum	Principal	Title 1/Site	All year			
2b.14	Support for the Music Program	Principal	Title 1/Site	All year			
2b.15	Partnership with Boys & Girls Club for after school student support safety & enjoyment	Principal	Title 1/Site	All year			
2b.16	Provide support with office supplies & materials	Principal	Title 1/Site	All year			
2b.17	Provide alternative activities to provide curricuoum to under-represented students	Principal/ Teachers	Title 1/Site	All year			

**Percent attendance by month (to be completed as part of the “study” component throughout the year):**

	Month 1 AUG	Month 2 SEP	Month 3 OCT	Month 4 NOV	Month 5 DEC	Month 6 JAN	Month 7 FEB	Month 8 MAR	Month 9 APR	Month 10 MAY	YTD Total
2011-2012	97.61	96.14	96.2	95.74	94.86	94.77	94.72	95.13	95.21	95.09	95.55
2012-2013	97.52	96.86									
Difference +/-	-0.09	+0.72									

**Site Goal #3 – Professional Development: Provide an articulated, sustained plan of professional development activities designed to build the school's capacity to support programs and achieve goals.**

*District Goal #6: Develop and support a high performing workforce.*

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal)

- Improved student achievement (API, AYP, AMAO's, district assessments)
- Increased use of Best Instructional Practices
- 100% Participation in ERMs

**Rationale:** Because our goal is improved achievement, and because we still struggle, we are using the services of DataWORKS to help us target teachers who can benefit from professional development in Language Arts so that teachers can help students improve achievement in their classrooms. We also received a grant from the California Academic Partnership Program (CAPP) to help math teachers improve their understanding of math as well as their delivery to students.

<b>3a. Staff Development</b>						
Action Steps (Plan)	Person Responsible	Resources	Timeline	Do	Study	Act
3a.1 Continue to choose Target students for each semester and to track racial sub-groups for data regarding academic improvement.	Teachers	Data Wise	All year			
3a.2 Explicit Direct Instruction Professional Development by through DataWORKS	Coaches/Principal	Title 1	All year			
3a.3 Math content and delivery Professional Development through CAPP coaches.	Coaches/Principal	Title 1	All year			
3a.4 Focus on more rigor and attention to achievement, including a more direct focus on time on task, objective, check for understanding, linguistic & non linguistic representations, including providing professional development opportunities.	Teachers/ Principal/AP	Title 1	All year			
3a.5 Improvement in statistics gathered from Instructional Walk-through/data collection	DO/Principal/AP	Asst Sup	All year			
3a.6 Celebration of those students who made progress on CST's	Counselors	Data	April			
<b>3b. Staff Participation in Professional Development on Early Release Mondays and Buy Back Days</b>						
Action Steps (Plan)	Person Responsible	Resources	Timeline	Do	Study	Act
3b.1 Monitor attendance sheets for each ERM	Principal	Sign-in sheets	All Year			
3b.2 Speak personally to anyone showing a pattern of absences.	Principal	Attendance Summaries	All Year			

**Site Goal #4 – Parent Involvement: Strategies to encourage parent involvement and provide parent education.**

*District Goal #7: Develop and utilize partnerships to achieve District Goals*

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal)

- 75% of parents responding positively on annual stakeholder survey
- Number of parents attending Parent Education workshops (optional)
- Increase in number of parents attending parent meetings (optional)
- Increase in number of members of Booster clubs (optional)
- Increase in number of parents attending school functions (optional)

**Rationale:** Because we realize that traditional monthly meetings are not an effective way of involving parents in MVMS, we are offering Parent Project classes this year. Also, we are continuing to offer family-centered activities that will bring in the whole family to enjoy the MVMS experience. Finally, we continue to join with the Boys and Girls Club to offer services and program that involve both parents and families.

We have found substantial success in using our marquee to advertise up-coming events and important news, and we are also using our automated phone caller/email dialer system to alert families of important information. We received a positive response from that last year and will continue this year. In addition, our website is being enhanced and improved so that parents know more about what is happening that might interest them.

Parent Involvement & Communication						
Action Steps	Person Responsible	Resources	Timeline	Do	Study	Act
4.1 Continue to provide automated phone messages sent out in Spanish as well as English to provide information to families and staff.	Principal/office	Susana Deol	All year			
4.2 Continue to provide automated emails sent out in Spanish as well as English.	Principal/office	Susana Deol	All year			
4.3 Provide agendas for each student	Office	Title 1	Start of year/as they arrive			
4.4 Continue to provide parents and families with activities that bring them to school and keep them involved in their childrens' education, such as the Parent Project and Family Literacy Project.	Principal	Marquee/ Newsletter/phone calls/ emails	On-going			
4.5 Continue to improve the attendance of families at Report Card Parent Conferences	Principal/VP/counselors/ teachers	Marquee/ Newsletters Phone calls	October			
4.6 Maintain attendance at Boys & Girls Club activities in collaboration w/ MVMS	Principal/ Office	Angela Davis	All year			
4.7 Continue to use the marquee to inform parents regarding important items.	Principal	Marquee	All year			
4.7 Continue to improve website so that parents can use it for information about the school.	Principal/ TSA	web site	All year			

**Site Goal #5 – Technology: Use Technology as a tool to improve instruction, management of classrooms and efficiency in operations.**

*District Goal #4: Use technology as a tool to improve instruction, management of classrooms and efficiency in operations.*

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal)

- Increase in use of technology in classrooms (optional)
- Increase in availability of technology in classrooms (optional)

**Rationale:** Every teacher has a computer so that he/she can access academic information and/or strategies quickly. We also have two technologically capable teachers available for help whenever needed.

We will soon have one of our two computer labs back (as soon as construction is over) open to every teacher daily on a sign up basis. In the past, one of our electives for students has been a computer keyboarding class, which helped students become proficient before high school. We are converting that computer lab to house our Video Production class.

Many teacher are using Smart Boards on a daily basis. Also, several teachers are now using mobile smart boards or interactive responders to help them both teach and assess quickly and effectively.

In the past, one of our electives for students has been a computer keyboarding class, which helped students become proficient before high school.

Last year, our Assistant Principal and our SRO addressed issues of cybersafety to staff, parents and students.

Technology						
Action Steps (Plan)	Person Responsible	Resources	Timeline	Do	Study	Act
5.1 Technology TSA for school	Principal/TSA	Title 1	All year			
5.2 Repair and/or replace equipment as necessary.	Principal/TSA	Title 1	All year			
5.3 Purchase new computers for staff & student use.	Principal	Title 1/EIA/Site	All year			
5.4 Provide supplies and materials to support technology.	Principal/TSA	Title 1	All year			
5.5 Provide training for staff in use technology	Principal/TSA	Title 1	November			
5.6 Provide training in cybersafety.	Principal	Greg Crandall	by June, 2013			

### **Site Goal #6 – Improve School Libraries**

*District Goal #1: Prepare all students for college and careers.*

*District Goal #2 Ensure that all students meet or exceed grade level standards and that the achievement gap is closed.*

*District Goal #3: Provide a safe and equitable learning environment for all students and staff.*

#### **Outcomes (Data that will be collected and analyzed to measure progress towards the goal)**

- Provide non-fiction books for the library
- Provide more books for EL students

**Rationale:** Our librarian continues to work part-time and is staggering her hours to try to serve to most students possible. This year, the School Site Council is setting aside money to purchase non-fiction books in order to prepare for the upcoming Common Core Standards and for books that will increase the reading ability of our EL students.

<b>Improve School Libraries</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
6.1 The library will be open from Tuesdays through Fridays using a staggered opening-closing schedule so that all classes will have an opportunity to use it.	Principal/librarian	Library Schedule	On-going			
6.2 Purchase non-fiction and technical books for student use.	Principal/librarian	Staff Recommendations	On-going			
6.3 Purchase reading materials focused on improving EL students reading skills and enjoyment.	Principal/librarian	Staff Recommendations	On-going			

### **Centralized Services**

*District Goal #1: Prepare all students for college and careers*

*District Goal #2: Ensure that all students meet or exceed grade level standard and that the achievement gap is closed.*

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal)

- Consolidated Program documents submitted by deadlines
- Consolidated Program documents approved with no errors
- Federal Program Monitoring completed with no non-compliant areas
- Supplemental Services provided as per Title I regulations

### **Rationale:**

<b>Centralized Services</b>			
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>
1. Completion and filing of required documents pertaining to consolidated program.	L. Dopp K.Noah	Title I Title III EIA	August 2011 – May 2012
2. Assistance in preparing and monitoring budgets and expenditures pertaining to consolidated programs.	L.Dopp J.Carter K.Noah	Title I Title III EIA	October 2011 June 2012
3. Assistance in monitoring program activities to ensure that they are in compliance with state and federal requirements.	L.Dopp C.Woo	Title I Title III EIA	October 2011 June 2012
4. Assistance in planning, implementing, and evaluating staff development activities funded by consolidated funded programs.	ES Directors	Title I Title II Title III EIA	August 2011 – May 2012
5. Assistance in meeting state requirements for Federal Program Monitoring - FPM (previously Categorical Program Monitoring – CPM).	C.Woo	Title I Title III EIA	Fall 2011
6. Assistance in planning, implementing, and evaluating of effective parent participation programs.	L.Dopp	Title I Title III	August 2011 – May 2012
7. Assistance in planning, implementing, and evaluating of supplementary programs to assist targeted populations.	L.Dopp K.Noah	Title I Title II Title III EIA	August 2011 – May 2012



		<u>Total</u>	<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Additional Title I Funds</u>	<u>Title II</u>
	12/13 Estimated Allocations	\$ 379,002	\$ 17,294		\$ 123,589	\$ 153,151	\$ 78,968	\$ 6,000
	11/12 Carryover	\$ 37,455		\$ 37,455				
	Sub-Total	\$ 416,457	\$ 17,294	\$ 37,455	\$ 123,589	\$ 153,151	\$ 78,968	\$ 6,000
	Centralized Services	\$ 14,924			\$ 14,924	\$ -		
	<b>TOTAL</b>	<b>\$ 431,381</b>	<b>\$ 17,294</b>	<b>\$ 37,455</b>	<b>\$ 138,513</b>	<b>\$ 153,151</b>	<b>\$ 78,968</b>	<b>\$ 6,000</b>
	Payroll (Reference only)	\$ 44,465			\$ 44,465			
	<b>ALLOCATED GOAL TOTAL</b>	<b>\$ 475,846</b>	<b>\$ 8,800</b>	<b>\$ 6,000</b>	<b>\$ 133,389</b>	<b>\$ 104,100</b>	<b>\$ 75,400</b>	<b>\$ 4,000</b>
Plan Ref	<b>Action Steps (requiring funding)</b>							
	<b>Goal #1 – Ensure students are prepared for college and careers and that all students meet or exceed grade level standards and the achievement gap is closed (PDSA)</b>							
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Title I</u>	<u>Title II</u>
	Provide direct support to students through centralized services.				\$ 14,924	\$ -		
1a.1	1 ELD Paraprofessionals to work in classrooms(Sandra Munoz; 4 hr/day)				\$ 16,570			
1a.2	Clerk typist (bilingual) (Nellie Guerrero; 7 hr/day)				\$ 27,895	\$ -		
1a.3	Clerical/Sub Time for CELDT testing & support (Chakraverty)				\$ 7,000	\$ 2,000	\$ 2,000	
1a.4	Conferences to increase teachers' EL skill levels and strategies				\$ 5,000	\$ 4,000		
1a.5	Translator ( needed for SSTs, IEPs, after-school functions)				\$ 3,000			
1b.1	Supplemental ELD Support and Intervention Materials, such as consumables and supplies and extra resources				\$ 4,000	\$ 3,000	\$ 3,000	
1b.1	Supplemental Reading Support and Intervention Materials, such as consumables and supplies and extra resources				\$ 4,000	\$ 1,500	\$ 2,000	
1b.1	Supplemental ELA Support and Intervention Materials, such as consumables and supplies and extra resources				\$ 2,000	\$ 1,500	\$ 2,000	
1b.2	Accelerated Reader Intervention Materials & Fees					\$ 3,500		
1b.3	Provide Funds for SST Coordinator (Carlfeldt)		\$ 800					
1b.1	Provide Funds for supplemental curriculum materials for Academic Language Development classes.				\$ 1,000			
1b.4	Provide Funds for Level 2 After-School Tutoring				\$ 12,000	\$ 5,000		
1b.5	Provide Funds for SST & IEP substitutes for teachers				\$ 1,000	\$ 1,000		
1c.1	CST Testing & Support Resources				\$ 2,000	\$ 2,000	\$ 4,000	
1c.2	Math manipulative materials and supplies for classroom use					\$ 2,000		

1c.2	Math Test Prep & Supplemental Support and Intervention Materials, such as consumables and supplies and extra resources				\$ 3,500	\$ 3,500	\$ 3,000	
	<b>GOAL TOTALS</b>		\$ 800	\$ -	\$ 103,889	\$ 29,000	\$ 16,000	\$ -
	<b>Goal #2 – Provide a safe and equitable learning environment</b>							
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Title I</u>	<u>Title II</u>
2b.6	Student Rewards & Awards for Attendance and Achievement			\$ 5,000				
2a.8	Teacher Incentives at ERM staff meetings			\$ 1,000				
2b.5	AVID Program Summer Institute training				\$ 4,000			
2b.5	AVID Program Coordinator Training Sub costs				\$ 1,000			
2b.5	AVID Program supplies and equipment				\$ 2,000	\$ 5,000	\$ 4,000	
2b.8	WEB Program support including teacher training and services					\$ 6,000		
2b.9	Nextels for PE staff				\$ 1,000			
2b.10	Provide support funds for Art classes.		\$ 1,000					
2b.11	Provide support funds for Science classes.					5000		
2b.14	Provide support funds for Music classes.		\$ 2,000					
2b.15	Partnership with Boys & Girls Club to provide after school students support, safety and enjoyment.		\$ 5,000			2000		
2b.16	Provide support with office equipment, supplies & materials					2000	\$3,000	
2b.17	Provide Alternative Activities to provide curriculum to under-represented students, such as Science Olympiad, Math Olympiad				\$2,000	2000	\$2,000	
	<b>GOAL TOTALS</b>		\$ 8,000	\$ 6,000	\$ 2,000	\$ 22,000	\$ 9,000	\$ -
	<b>Goal #3 – Professional Development: Provide an articulated, sustained plan of professional development activities designed to build the school's capacity to support programs and achieve goals. (Must spend \$ 34,818 from Title I &amp; \$6,000 from Title II)</b>							
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Title I</u>	<u>Title II</u>
3a.2	DataWORKS Explicit Direct Instruction Training throughout the 2012-2013 school year					\$ 41,000	\$ 4,000	\$ 6,000
3a.4	Additional Direct Instruction Training support services such as intervention coaching				\$ 3,000	\$ 3,000		
	<b>GOAL TOTALS</b>		\$ -	\$ -	\$ 3,000	\$ 44,000	\$ 4,000	\$ 6,000
	<b>Goal #4 – Parent Involvement: Parent Involvement: Strategies to encourage parent involvement and provide parent education. (Must spend \$ 23,212 from Title I)</b>							
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Title I</u>	<u>Title II</u>
4.3	Communication Support (e.g.: Agendas)				\$ 2,000	\$ 6,000		
4.4	Parent Project and Literacy classes				\$ 7,000	\$ 8,000		\$ 4,000
4.4	School-sponsored Family focused Activities				\$ 5,000	\$ 10,000		
	<b>GOAL TOTALS</b>		\$ -	\$ -	\$ 9,000	\$ 24,000	\$ -	\$ 4,000
	<b>Goal #5 – Technology</b>							

			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Title I</u>	<u>Title II</u>
5.1	Technology TSAs (2) as needed					\$ 1,600		
5.2	Equipment repair , upgrade & maintenance				\$ 2,500	\$ 2,500	\$ 1,400	
5.3	Purchase 10 new computers and software for teacher and student use to replace and outdated or obsolete computers currently in use in classrooms.				\$ 5,000	\$ 7,000	\$ 10,000	
5.3	Purchase a portable computer lab (cart/compters)						\$ 30,000	
5.3	Purchase additional technology as needed, such as 10 document cameras for curriculum, 10 additional mobysto be used in classrooms for current access to assessment and information.				\$ 5,000	\$ 7,000	\$ 4,000	
5.4	Provide supplies & materials to support technology (e.g. site licenses)				\$ 3,000	\$ 1,000	\$ 1,000	
5.5	Provide Technology training for staff as we purchase new technology						\$ 4,000	
	<b>GOAL TOTALS</b>		\$ -	\$ -	\$ 15,500	\$ 19,100	\$ 50,400	\$ -
	<b>Goal #6 – Improve the school libraries</b>							
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Title I</u>	<u>Title II</u>
6.2&3	Upgrade library books, especially with non-fiction and technical books as well as books for EL students.				\$ 3,000	\$ 10,000		
	<b>GOAL TOTALS</b>		\$ -	\$ -	\$ 3,000	\$ 10,000	\$ -	\$ -

# ***North Elementary***

*Tracy Unified School District*

*CDS: 39-75499-6042865*

*Principal: Frederick A. Medina*



*North School Roars!*

## **Single Plan for Student Achievement 2012/13**

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. 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 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:

Contact Person: Frederick A Medina  
Position: Principal  
Telephone Number: 209-830-3350  
E-mail Address: fmedina@tusd.net

SSC approval date: 10/29/2012

# SECTION I: SCHOOL PROFILE

## A. Description of any Significant Changes

### 1. Description of School Demographic composition

	Source	2010/11	2011/12	2012/13
Enrollment (#)	Oct CBEDS	820	787	781
AFDC/Free & Reduced (%)	Oct CBEDS	72%	79%	78%
English Learners R-30 (%)	Mar R-30	46%	39%	
Fluent English (FEP/R-FEP) (%)	Mar R-30	8%	16%	
Students redesignated to FEP (#)	Mar R-30	0	92	
Ethnicity: White (%)	Oct CBEDS	16%	13%	10%
Hispanic(%)	Oct CBEDS	67%	74%	76%
African American(%)	Oct CBEDS	7%	6%	7%
Asian(%)	Oct CBEDS	6%	5%	4%

North School's white population continues to decline steadily. Given that North School is a neighborhood school, the data is indicating that families are moving away from the area and moving to neighborhoods described to me by a parent where there are "American families." North School is primarily populated by Hispanic students and the neighborhood continues to struggle economically.

### 2. Description of Staff Characteristics/Changes in Staffing

	2011/12	2012/13
number of classroom teachers	33	33
number and type of support certificated staff (including special education staff)	2 RSP Teachers 1 Teacher Coach	2 RSP 1 Teacher Coach 1 Speech Teacher
number of classified staff	19.5	16
Number/percent of NCLB highly qualified teachers	33/100%	33/100%
Number/percent of teachers with EL Certification	33/100%	33/100%

This school year we had the fewest number of changes since the beginning of the economic crisis. This should assist in building continuity, trust, and collaboration. We still have a significant number of teachers in PAR and teachers with yearly evaluations. In addition, absenteeism continues to impact North School. We had only one day last year when all staff were present. The principal is the only administrator with authority to evaluate, approve, sign documents, and reprimand on site. The need for an AP is critical to "nudge" the staff forward to increase student academic performance.

### 3. Addition or Removal of categorical programs or feeder programs (check one)

☒ No significant changes  
☐ Significant changes

### 4.Changes in District Core Programs (check one)

☒ No significant changes  
☐ Significant changes

### 5.Changes in Facilities (check one)

☒ No significant changes  
☐ Significant changes

North School for the last three years has been rated as needing maintenance by the Williams Act Review Teams. Inadequate carpeting, poor plumbing and classroom lighting have been documented yet nothing has been done. These exercises in paper documentation are increasingly imposing on the little time site staff has to their job.

B. Programs included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the school plan budget must include the proposed expenditures.)

State Programs	Allocation
<input checked="" type="checkbox"/> <b>EIA: Economic Impact Aid/ English Learner Program</b> <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners.	\$197,394
<input type="checkbox"/> <b>Gifted and Talented Education</b> <u>Purpose:</u> To support instructional programs for identified gifted and talented students.	
<input checked="" type="checkbox"/> Other State or Local funds (site allocation and MAA)	\$35,000
Total amount of state categorical funds allocated to this school	\$232,394

Federal Programs under No Child Left Behind (NCLB)	Allocation
<input checked="" type="checkbox"/> <b>Title I, Part A: Schoolwide Program</b> <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$256,536
<input checked="" type="checkbox"/> <b>Title II, Part A: Teacher and Principal Training and Recruiting</b> <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$26,000
<input type="checkbox"/> Other Federal Funds (list and describe <sup>1</sup> )	\$
Total amount of federal categorical funds allocated to this school	\$282,536
Total amount of state and federal categorical funds allocated to this school	\$514,930

## SECTION II: Presentation and Analysis of Data

### Analysis of Current Instructional Program - Academic Program Survey

The following evaluation is based on the Academic Program Survey and provides a rubric rating on a four point scale (1-4) for each area as well as a brief narrative assessment for each area. The rubric is as follows:

- (1) = Minimally – rarely used/found
- (2) = Partially – sometimes used/found
- (3) = Substantially – in regular use
- (4) = Fully - in regular use in all classrooms and followed completely

ELEMENT	2012 Rating	Comments
<b>EPC #1 Instructional Program</b>		
1.1	3.5	
1.2	3.2	Vocabulary Development materials are used daily
1.3	1.5	Time and materials are lacking
1.4	3.5	
1.5	2	Schedule provides for 1-8 math intervention / materials ?
1.6 ES/MS	4	
<b>EPC #2 Instructional Time</b>		
2.1	3.3	
2.2	2.9	
2.3	4	
2.4	3	
2.5	3.5	
2.6	2.9	Schedule allows for only .5 year for grades 1-3
2.7	3	
<b>EPC #3 Lesson Pacing Schedule</b>		
3.1	2.9	District Pacing guide is an “option”
3.2	3	Trimester Assessments are in place but benchmark use varies
3.3 HS		
<b>EPC #4 Professional Development for School Administrators</b>		
4.1	3	
4.2	1	Minimal training
4.3 ES	4	BIPs training and other has been invaluable
<b>EPC #5 Credentialed Teachers and Teacher Prof. Development Opportunity</b>		
5.1	4	
5.2	4	
5.3	2.1	Need more training as teachers have changed grade assignments
<b>EPC #6 On-Going Instructional Assistance and Support for Teachers</b>		
6.1	3.1	
6.2	2.6	
<b>EPC #7 Student Achievement Monitoring System</b>		
7.1	3.2	
7.2	3.6	Math teams being district wide provide a varied perspective
<b>EPC #8 Teacher Collaboration by Gr. Level/Subject Matter</b>		
8.1	3.5	
8.2	3.5	
<b>EPC #9 Fiscal Support</b>		
9.1	3.3	
9.2	3.1	

### **Analysis of Data – Current Instructional Program (APS):**

Most staff are in their 2nd-3<sup>rd</sup> year in the same assignment. Other than their grade level team they have had no formal training on the components associated with the curriculum, resulting in about 65% of the day students are participating in a rigorous, relevant, and coherent standards-based

curriculum that supports the achievement of academic standards. Staff training is on-going to increase the percentage and although the intentions of the site principal are well-meaning, the demands of 800 students and the social, economic and political challenges associated with families and staff, create a challenge for time management given all the duties expected.

### **Academic Performance:**

**1a. AYP - Adequate Yearly Progress:** Schools will meet or exceed their AYP goal OR demonstrate an increase of 5% in percent of students scoring proficient for schools meeting their AYP Targets

<b>Group</b> <b>(NCLB target)</b> ES/MS HS	2010 % Prof. ELA (≥ 56.8%) (≥ 55.6%)	2011 % Prof. ELA (≥ 67.6%) (≥ 66.7%)	2012 % Prof. ELA (≥ 78.4%) (≥ 77.8%)	AYP Goal Met?	5% growth Goal Met?	2010 % Prof. Math (≥ 58%) (≥ 54.8%)	2011 % Prof. Math (≥ 68.5%) (≥ 66.1%)	2012 % Prof. Math (≥ 79.0%) (≥ 77.4%)	AYP Goal Met?	5% growth Goal Met?
<b>School Total</b>	<b>37.2</b>	<b>39.8</b>	<b>37.9</b>	N		<b>34.3</b>	<b>39.3</b>	<b>34.1</b>	<b>N</b>	
<b>Sub-group #1</b> Hispanic or Latino	<b>33.8</b>	<b>38.9</b>	<b>38.1</b>	N		<b>33.4</b>	<b>39</b>	<b>32.2</b>	N	
<b>Sub-Group #2</b> White not Hispanic	<b>N/A</b>	<b>50</b>	<b>46.4</b>	N		<b>N/A</b>	<b>41.8</b>	<b>44.3</b>	SH	
<b>Sub-Group #3</b> Socioecon. Disad.	<b>32.3</b>	<b>37.0</b>	<b>37</b>	N		<b>32.1</b>	<b>37.5</b>	<b>33</b>	N	
<b>Sub-group #4</b> ELL students	<b>33.0</b>	<b>35.6</b>	<b>37.2</b>	N		<b>33.8</b>	<b>39.5</b>	<b>33.5</b>	N	

### **Achievement Gap Data**

#### **Longitudinal AYP 2008 – 2012 • English Language Arts**

ELA	target	School	White	Afr.Amer.		Hispanic		Low SES		EL	
	ES/HS	AYP	AYP	AYP	Gap	AYP	Gap	AYP	Gap	AYP	Gap
2008	35.2/33.4	29.3	29.6	41.3	-11.7	-5.1	24.5	-17.7	11.9	-18.8	10.8
2009	46.0/44.5	39.8	39.7	44.8		-8.4		-5.8		-8.4	
2010	56.8/55.6	37.2	<b>37.2</b>	<b>54.2</b>		<b>-24.2</b>		<b>-20.4</b>		<b>-21.9</b>	
2011	67.6/66.7	39.8	39.8	50		-28.9		-11.1		-13	
2012	78.4/77.8	37.9	46.4	16.3	30.1	38.1	8.3	37	9.4	37.2	9.2
Change from 2008 - 2012					+18.4		-16.2		-2.5		-2.6

The Achievement Gap is calculated by subtracting the subgroup AYP from the White subgroup AYP.

#### **Longitudinal AYP 2008 – 2012 • Math**

The Achievement Gap is calculated by subtracting the subgroup AYP from the White subgroup AYP.

Math	target	School	White	Afr.Amer.		Hispanic		Low SES		EL	
	ES/HS	AYP	AYP	AYP	Gap	AYP	Gap	AYP	Gap	AYP	Gap
2008	37.0/32.2	32.9	34.6	38.3	-3.7	30.2	-4.4	28.5	-6.1	29.7	-4.9
2009	47.5/43.5	41.3	48.3	34.1		39.8		39.3		40	
2010	58.0/54.8	34.3	33.7	35		33.4		32.1		33.8	
2011	68.5/66.1	39.3	41.8	34.2		39		37.5		39.5	
2012	79.0/77.4	34.1	44.3	16.3	+28	32.2	-12.1	33	-11.3	33.5	-10.8
Change from 2008 - 2012					+31.7		+7.8		+5.2		+5.9



**1b. AYP - Adequate Yearly Progress** Schools will have a 95% participation rate in state testing

Group	% Tested ELA 2012	Target Met Yes or No	% Tested Math 2012	Target Met Yes or No
<b>School Total</b>	<b>100</b>	<b>Y</b>	100	Y
<b>Subgroup #1</b> Hispanic	100	Y	100	Y
<b>Subgroup #2</b> White Not Hispanic	100	Y	100	Y
<b>Subgroup #3</b> Socio-economically Disadvantaged	100	Y	100	Y
<b>Subgroup #4</b> English Learners	100	Y	100	Y
<b>Sub-group #5</b> Stu. w/ Disabilities	100	Y	100	Y

**Program Improvement Status for 2012/13:**      Not in PI    X in PI year 5

**Analysis of Data – Student Achievement - AYP (Adequate Yearly Progress):**

*What trends are indicated by the data? To what extent are all students achieving academic standards? Particularly comment subgroups who have not met targets. To what extent is the achievement gap closing?*

**ELA:** Data indicates that Hispanic students we are making progress in closing the achievement gap as compared to the white students, but all students at North are scoring significantly lower than comparative schools across the state or in the District.

**Math:** The same issues are apparent in the math scores. Interestingly, ELA is slightly higher than the math scores, but enough to question whether the strategies used in teaching math are adequately preparing students.

**1c. API – Academic Performance Index :** Schools will meet or exceed school's API growth target OR maintain a score of 800 or higher

Group	2011 Base API	2012 API Target	2012 API	Actual Growth	Target Met Yes or No
<b>School Total</b>	698	703	690	-8	N
<b>Subgroup #1</b> Hispanic	700	705	690	-10	N
<b>Subgroup #2</b> White Not Hispanic	705	710	721	16	Y
<b>Subgroup #3</b> Socio-economically Disadvantaged	682	688	685	3	N
<b>Subgroup #4</b> English Learners	690	696	685	-5	N

Longitudinal (Growth) API 2008 – 2012  
(Achievement Gap Data)

	School	White	Afr.Amer.	Hispanic	Low SES	EL	Stu w/Dis
	API	API	API Gap	API Gap	API Gap	API Gap	API Gap
2008	680	721	659 -64	650 -71	645 -76	680 -41	659 -64
2009	703	725	697	689	685	703	697
2010	670	796	NA	659	651	658	NA
2011	698	705	630	700	683	690	597
2012	690	721	604 117	690 31	685 36	685 36	569 152
Change 2008-2012			+53	-40	-40	-5	+88

**Analysis of Data – Student Achievement - API (Academic Performance Index):**

*What trends are indicated by the data? To what extent are all students achieving academic standards? Particularly comment subgroups who have not met targets. To what extent is the achievement gap closing?*

Data indicates that students are not achieving academic standards. Subgroup data is deceiving due to the small sampling of students in some groups. Given that, as a whole North School must reinvent itself to meet the needs of its students.

**2. AMAO – Annual Measurable Achievement Objectives (Title III - EL Progress in English):**

**a. AMAO 1 – Percent of Students making annual progress in English (based on CELDT)**

**b. AMAO 2 – Percent of Students Attaining English Proficiency (based on CELDT)**

	# students tested	% meeting AMAO 1	Target	Met? Y/N	% meeting AMAO 2	Target <5yr/≥5yr	Met Y/N
<b>2009/2010</b>	268	54.9%	53.1	Y	15.9%/45.5%	17.4/41.3	N
<b>2010/2011</b>	304	57.9%	54.6	Y	17.3%/51.4%	18.7/43.2	N
<b>2011/2012</b>	338	61.8%	56.0	Y	24.7%/48.9%	20.1/45.1	Y

**Analysis of Data – Student Achievement – Title III AMAOs**

*What trends are indicated by the data? To what extent are all English Learners meeting the language acquisition targets of Title III?*

**English Learners are making progress as indicated by the results of AMAO1 and 2.**

**3. Increase in students meeting district standards:** Students will demonstrate proficiency on 80% percent of district standards based on end of year assessments-

Percent of students meeting standards on district assessments

ELA	2011	2012	Target Met? Y/N	MATH	2011	2012	Target Met? Y/N
Kinder	63%	59.1%	N	Kinder	73%	71.8%	N
Grade 1	70%	70.9%	N	Grade 1	82%	83.6%	Y
Grade 2	57%	44.5%	N	Grade 2	62%	48.5%	N
Grade 3	44%	45.5%	N	Grade 3	78%	84.2%	Y
Grade 4	54%	51.0%	N	Grade 4	88%	84.5%	Y
Grade 5	41%	49.5%	N	Grade 5	63%	73.1%	N
Grade 6	34%	48.9%	N	Grade 6	89%	57.2%	N
Grade 7	33%	49.4%	N	Grade 7	58%	63.0%	N
Grade 8	28%	39.6%	N	Algebra	65%	56.6%	N
				Algebra Read	33%	55.6%	N

### Analysis of Data – Student Achievement – District Assessments

Data indicates grades 6-7-8 made significant gains in LA while grades K-5 scores continue within the same score range neither improving nor declining significantly. Math is strong in grades 1-3-4 and scores are consistent. 5<sup>th</sup> and 7<sup>th</sup> grade math continues to make steady gains toward 80% proficiency.

## C. School Safety

### 1. Reduction in the number and percentages of suspensions or expulsions

	2010/11		2011/12		% Decrease or Increase	Target Met
	#	%	#	%		
Suspensions	389/162	20	214/105	13%	.07	Y
Expulsions	6	.007	8	1%	.003	N

*# Number of incidents of suspension (# of individual students suspended during the year).  
Some students were suspended more than one time during the year.*

### 2. There will be a 75% or higher percentage of parents, staff, and students responding positively to survey questions regarding school safety.

#### School Safety

Group	% Agree 2011	% Agree 2012
Parents	86.46	91.15
Staff - Cert.	86.21	97.50
Staff – Class.	71.43	71.44
Students	74.77	83.16
Total	79.72%	85.81
Met Goal (Y/N)	Y	Y

## D. School Climate and Leadership

### 1. There will be a 75% or higher percentage of parents, staff and students responding positively to survey questions regarding school climate, instructional issues, and parent relations:

#### School Climate

Group	% Agree 2011	% Agree 2012
Parents	91.02	88.40
Staff – Cert.	82.76	90.00
Staff – Class.	80.00	68.57
Students	70.68	75.52
Total	81.38	80.62
Met Goal (Y/N)	Y	Y

**The school will maintain 98% actual attendance, or an improvement of .5%**

<b>School Year</b>	<b>Actual Attendance %</b>	<b>Target %</b>	<b>Difference (+ or -)</b>	<b>Target Met Yes or No</b>
<b>2008/2009</b>	<b>94.79</b>	<b>98%</b>	<b>-3.21</b>	<b>N</b>
<b>2009/2010</b>	<b>94.79</b>	<b>98%</b>	<b>-3.21</b>	<b>N</b>
<b>2010/2011</b>	<b>95.17</b>	<b>98%</b>	<b>-2.83</b>	<b>N</b>
<b>2011/2012</b>	<b>95.45</b>	<b>98%</b>	<b>-2.55</b>	<b>N</b>

#### **Analysis of Data – School Safety and Climate**

*What trends are indicated by the data? To what extent is the school a safe, clean and orderly place that nurtures learning?*

Parents rate North School high in safety and climate. The results from teachers are positive even with the budget crisis. Student results have improved but classified staff results are a concern. Written comments by students and parents focus on one poor experience with a teacher or principal to taint their perspective of the overall educational experience. Staff interaction with students and families as well as staff / administration interaction is key to creating a climate of trust, safety, and professionalism.

## SECTION III: EVALUATION OF PRIOR YEAR'S PLAN

### A. Evidence of school's progress towards meeting **student achievement** targets

#### **Goal #1 – Ensure students are prepared for college and careers and that all students meet or exceed grade level standards and the achievement gap is closed**

- a. Programs to meet the needs of English Learners
- b. Programs to meet the needs of at-risk students
- c. Prepare students for STAR/CAHSEE testing
- d. Plan for increasing deployment of Best Instructional Practices
- e. (schools with gr. 6-12) Improve student achievement in Mathematics

#### Evaluation of Plan for Goal 1:

- a. English Learners
  - 1) Students were identified early in the year and teachers were aware of the EL students needing extra attention. Throughout the year ERM's were used as training to provide and share strategies to address the learning needs of ELs.
  - 2) The strategies provided grades K-3 provided by SJCOE Multilingual Dept. appear to have had an impact on students and teachers. The strategies emphasized oral language activities.
  - 3) To continue the growth pattern we are expanding our classroom skills for grades 4-6 and working on Academic Oral Language strategies with the SJCOE. We have added a consistent EL time using "Vocabulary" and "Santillana" materials. To address Long Term EL needs teachers in grades 6-8 have implemented and are participating in ALAS training.
- b. At Risk Students
  - 1) Suspensions dropped, especially in the area of acts of violence. Students with poor attendance were identified and interventions were pursued. Peacemakers and Point Break counseling was provided to provide social skills, intervene with students and family concerns.
  - 2) There were individual student successes, overall though the impact of these interventions were key to lowering suspensions and improved safety climate among students.
  - 3) Several changes are being made for this year. Point Break Counseling will be 2 days a week rather than 3 days and Peacemakers will expand hours from 4 hours to 8 hours and expand their role to as parent liaison to provide family intervention.
- c. STAR prep
  - 1) A variety of strategies were shared and used by teachers. Most noteworthy the Blue Print Map and Curriculum and Associates to measure progress.
  - 2) These efforts show some promise for grades 6-8 as indicated by the API scores, but it cannot be verified that maps and assessments are being used to drive instruction and planning by all teachers. Use of BIPS is sporadic and rigor is in question.
  - 3) We will continue to share strategies and review assessments which are part of the Professional Learning Community teams.
- d. Increasing Deployment of Best Instructional Practices
  - 1) The use of instructional tours involving staff as well as the PLC strategy of team lesson planning, observation, and analysis have increased best instructional strategies as well as developed trust, responsibility, and professionalism. More importantly the discussion among staff is rich and productive.
  - 2) Staff survey results regarding climate demonstrates the openness needed to change the educational process to focus on academic success for all students.
  - 3) We will continue our PLC strategies, review BIPs and identify teachers for staff demonstrations. We have included more planning, observation, analysis dates and will continue to create a climate of trust and cooperation. For all this to be successful the

principal must visit classrooms and provide feedback on what is observed in the classroom. A twice a year evaluation is not sufficient to move staff toward mastery or compliance.

e. Student Achievement in Mathematics (gr 6-12)

- 1) Math results in grade 6-7 improved. Curriculum Maps are used but the Math book still drives the instruction and not necessarily driven by State Blue Print Expectations or District Formative Assessments.
- 2) We need to revisit Math strategies in all grades and share out best practices as individual teachers are having success. This will come about as we develop our PLCs.
- 3) We will review the data and provide opportunities for teachers to observe math teachers who are improving student achievement.

## **Goal #2 – Provide a Safe and Equitable Learning Environment for all Students and Staff**

### **Evaluation of Plan for Goal 2:**

a. Increase Students' Average Daily Attendance

- 1) Students were recognized for good attendance and the SARB processed utilized to enforce attendance.
- 2) Our efforts were not successful in increasing attendance rates nor did they drop. At times the process seems futile as the mechanisms we have in place do little to enforce attendance.
- 3) We will continue our efforts and focus on kindergarten and 1<sup>st</sup> grade students who are showing signs of poor attendance. Our counselor, whom we have 3 days a week, will meet with identified students and parent contact will be initiated.

b. Increase Cultural Proficiency

- 1) Our Staff Diversity and Equity Team provided activities during ERM's for staff offering different perspectives regarding race.
- 2) Staff is more aware of the challenges our students face and continue to struggle with understanding the impact on academic success. I feel that we have made tremendous strides as the team took the initiative and our discussions were productive.
- 3) We will continue with our efforts and the diversity team will be the catalyst for this continued journey.

## **Goal #3 – Professional Development**

### **Evaluation of Plan for Goal 3:**

a. Articulated, sustained plan of professional development activities

- 1) ERM's were used to articulate the BIPs as well as Oral Academic strategies training for grades K-3 and ALAS for grades 6-8 designed to assist English Learners.
- 2) Instructional tour data indicates we are making progress and staff is making progress. A climate of trust is being established, not one of blame, and this takes time. The discussions at staff meetings, the number of teachers sharing during ERM's is increasing.
- 3) We will continue working with the SJCOE Multilingual Office to train teachers 4-6 on developing Academic Oral Language. We are continuing our mastery of BIPs as well as more team planning, observation, and analysis. Staff meetings will need frank, honest discussions which will create tension, but provide an avenue for reflective on our practices.

b. Increasing participation/attendance at ERM's

- 1) ERM attendance continues to be a challenge. A sign-in roster was used each meeting and lunch provided for staff who had excellent attendance.
- 2) Vital training is being provided for staff and their poor attendance affects not only their team but the entire school.
- 3) Rosters will continue, lunch provided, and fabulous raffle prizes will be used each meeting to try and stimulate staff to attend meetings.

#### **Goal #4 – Parent Involvement: Strategies to encourage parent involvement and provide parent education**

##### **Evaluation of Plan for Goal 4:**

- 1) I had trimester meetings with parents as well as grade specific meetings to address parent concerns and open dialogue of school goals. School Site Council Meetings are held in the morning, 8:15-9:00 to encourage parent participation and Family Science Night, the Latino Literacy Project and Academic Success classes designed to assist parents with their child's education were provided.
- 2) General parent meetings were well attended as well as morning SSC meetings had a full quorum. Family Science Night was a hit and the programs designed to assist parents were well attended.
- 3) This year we will continue current programs as well as utilize the bilingual Peacemaker as parent liaison to assist parents.

#### **Goal #5 – Technology: Use technology as a tool for improvement in instruction; management of departments, sites and classrooms, and to increase efficiency in operations across the district.**

##### **Evaluation of Plan for Goal 5:**

- 1) We continue to purchase licenses for BrainPop and Accelerated Reader. Specific ERM's were used to learn strategies for using the technology in the classroom.
- 2) The success can be measured in the fact staff wants to continue licenses. The internet, PC, LCD are becoming basic components for the classroom and can be seen being used in every classroom on a regular basis.
- 3) We will attempt to expand our tech skills as well as acquire more tech such as document cams and update our PC lab. We have also have put together a technology elective for grades 6-8 providing opportunities for student tech use with an emphasis on student products.

#### **Goal #6 – Improve the school libraries. (if included in prior year plan)**

##### **Evaluation of Plan for Goal 7:**

- 1) The budget did not permit the opportunity to expand our library selection with our school budget. Fortunately we have a "Family Literacy Grant" that we used to purchase books for the library with the caveat of allowing parents to have a library card to check out books.
- 2) Parent use of the library was positive encouraging home reading for adults and children.
- 3) We plan to continue the process and reach out to more families to encourage home reading.

#### **Overall Evaluation of Prior Year School Plan**

Please address the following two questions regarding the overall school plan:

We have plenty of data on student progress but knowing where students are erring we struggle with delivery of level II interventions. Challenges present themselves from language and family issues (socioeconomics, immigration, lack of involvement) to District (staffing with RIF teachers, technology restrictions such as computer screen log off every 5 minutes) to teacher contracts that hinder instruction and meeting the needs of students. Lack of a systematic Academic Vocabulary program has made it difficult for teachers to grasp the connection of direct instruction strategies and language development particularly for English learners. Again the presence and review by the principal is essential to seeing that best instructional practices are being used. This effort has been dismissal as the principal has become an office manager rather than a leader. Efforts have to be directed toward classroom visits and feedback provided to staff.

School and student progress is done through Data Team meetings scheduled on a regularly basis by the District and Parents are updated each trimester at general evening meetings, SSC monthly revisits a portion of the plan and staff during ERMs. Data Teams has presented a challenge, it has reduced our review, training, and school collaboration time on ERMs. Two days a month (maybe) for 90 minutes is not enough time to adequately have a book read, review school data, witness model strategies from colleagues, or discuss site issues.



## **SECTION IV: SCHOOL PLAN FOR 2011/2012**

### **A. School Governance and Planning Process**

The 2012/2013 School Plan that follows was developed through the joint efforts of the staff, Site Council, parents, students, and Leadership Team composed of teachers wishing to take an active role at North School. Prior to the May 2012 Site Council meeting, beginning in February 2012, Leadership Team met to review the current data on student progress, including data related to discipline, parent participation, and the after school program. This information was presented to staff in March and April meetings as well as Site Council. Goals were identified and plans developed for 2012-13 school year. The School Plan and budget were approved by the School Site Council at the October 29, 2012 meeting.

#### **School Site Council Membership for 2012/13**

Names of Members  *Parent of EL	School Personnel 50% of SSC			Parents/Students 50% of SSC	
	Principal	Classroom Teacher	Other Staff School	Parent or Community Member	Secondary Student
Frederick A Medina	X				
Maria Godínez*				X	
Sandra Mena*				X	
Marlene Vásquez*				X	
Ana Garcia*				X	
Teodolo Mena*				X	
Chris Harvey		X			
Javette Stallworth			X		
Nathan Allen			X		
Lupita Morales			X		
Numbers of members of each category					
Total in each group	1	1	3	5	
	5			5	

The interests of English learners are represented by:

- ☐ An ELAC with adopted bylaws (*Parents of English learners constitute at least the same percentage of the committee as their children represent of the student body. OPSET I-EL-2*)

ELAC Chairperson: \_\_\_\_\_

- ☒ School Site Council (*Parents of English learners constitute at least the same percentage of the committee as their children represent of the student body. OPSET I-EL-2*)

\*Indicate parents of EL Students on SSC list above

## **B. School goals for 2012/2013 - A Summary**

### **Goal #1 – Ensure students are prepared for college and careers and that all students meet or exceed grade level standards and the achievement gap is be closed (PDSA)**

- a. Programs to meet the needs of English Learners
- b. Programs to meet the needs of at-risk students (including CAHSEE remediation at HS)
- c. Activities to prepare students for STAR/CAHSEE testing
- d. Plan for increasing deployment of Best Instructional Practices
- e. (schools with gr. 6-12) Activities to improve student achievement in Mathematics

Rationale: (district) The district goals are that student will be prepared for college and careers; and that all subgroups meet AYP targets and that the achievement gap be closed by raising the achievement of lower performing subgroups. The district goal also includes that EL students meet Title III AMAO targets annually. The EL subgroup and other at-risk groups do not meet AYP. Additionally the percent of students scoring proficient in Math at grades 6-11 is significantly below AYP targets

(site) North School must meet the needs of a diverse student population. We have a high percentage of Hispanic and English Learners who are significantly below AYP targets and not prepared to meet the challenges of middle school and high school. Math for all students falls short of expectations and is a vital skill in a consumer and technological society.

### **Goal #2 – Provide a safe and equitable learning environment**

- a. Increase students' average daily attendance
- b. Increase cultural proficiency

Rationale: (district) The district has set an overall target of 98% attendance. Research shows that when students are in school they achieve at higher academic levels. The district goal is to increase cultural proficiency throughout the district to ensure that student and staff are afforded a safe and equitable learning environment.

(site) Our attendance has held steady at about 95%. Staff will continue their personal journeys regarding diversity and student leadership will develop activities that address culture, bullying, and other school challenges for the student body at North School.

### **Goal #3 – Professional Development: Provide an articulated, sustained plan of professional development activities designed to build the school's capacity to support programs and achieve goals.**

(Note: Title 1 schools must allocate at least 10% of Title I funds to staff development)

Rationale: (district) The district strategic goals and LEA Plan include goals which focus on providing ongoing professional development and support to teachers and site administrators that result in increased achievement for all students in order to close the achievement gap.

(Site) North School will continue with Academic Vocabulary strategies training and train a leadership team to build capacity within the school.

**Goal #4 – Parent Involvement: Strategies to encourage parent involvement and provide parent education.**

Rationale:(district) Sustained parent involvement is linked to student achievement and staying in school. Federal and state regulations mandate meaningful opportunities at all grade levels for parents/guardians to be involved in school activities, advisory, decision-making, and activities to support learning at home.

(site): Working with a variety of community partners such as, Peacemakers, Point Break and Boys and Girls Club we will continue to reach out and educate parents through ESL classes, the Parent Project, Parenting for Academic Success, and the Latino Literacy Project to build a partnership with the families of North School.

**Goal #5 – Technology: Technology: Use technology as a tool for improvement in instruction; management of departments, sites and classrooms; and to increase efficiency in operations across the district.**

Rationale: (district) The district is committed to providing students and staff with the technology tools and skills to support academic content standards and improve learning so that they can compete in a digital world.

(site) For our students the digital divide is real. Access to technology is limited to televisions and maybe a cell phone. The internet is becoming the new collaborative model where students from around the world can work together. We must invest in training and equipment to level the playing field.

**Goal #6 – Improve the school libraries.**

(Sites are not required to allocate funds to libraries this year.)

Rationale: This is a requirement under the School and Library Improvement Block Grant.

(site): We plan to continue working on improving the technology in the library, supporting AR and increase the number of Expository AR books at a wider range of interest and grade span. All of these goals are contingent on the budget.

## **C. Activities for 2012/2013 School Plan**

### **Site Goal #1 – Ensure students are prepared for college and careers and that all students meet or exceed grade level standards and the achievement gap is closed. .**

*District Goal #1: Prepare all students for college and careers*

*District Goal #2: Ensure that all students meet or exceed grade level standard and that the achievement gap is closed.*

#### **Outcomes (Data that will be collected and analyzed to measure progress towards the goal)**

- All significant subgroup will meet AYP targets
- EL students will meet or exceed Title III AMAO1 and AMAO2 targets
- Decrease the achievement gap of the subgroups
- 80% of students will meet standards on district assessment
- Increase percent of teachers using BIPs
- Increase percent of students scoring proficient on Math CST (gr. 6-12)
- Alignment of curriculum maps/pacing guides to Blueprint standards (optional)

**Rationale:** (site) North School must meet the needs of a diverse student population. We have a high percentage of Hispanic and English Learners who are significantly below AYP targets and not prepared to meet the challenges of middle school and high school. Math for all students falls short of expectations and is a vital skill in a consumer and technological society.

<b>1a.English Learner Instruction and Support</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
1a.1 Personnel to support EL, Title 1Students, All Day Kindergarten (4 paras @ 3 hours each day & 50% RSP Teacher)	Medina / Teachers	EIA/Title I	2012-13			
1a.2 Personnel for Student Testing and Data Support (para daily @ 3 hours)	Medina	EIA	2012-13			
1a.3 Resources to Support Student Achievement (eg Supplemental materials, Tech licenses, Additional Staff Hours)	Medina, Staff, Site Council	Title 1 / EIA	8/2012			
1a.4 Resources for Testing Support – Hours, Materials, Personnel	Medina	EIA	2012-13			
1a.5 Technology to Support Students – e.g. Licenses, Equipment	Medina /Staff	EIA /Title I	2012-13			
1a.6 Scheduled Daily ELD and Writing Time	Medina /Staff	EIA	2012-13			
1a.7 Support for Science Instruction: Materials, resources and community partners: e.g. TOPS, Livermore Lab, NASA	Medina /Science Staff	EIA/Title I	2012-13			
<b>1b.Intervention and Remediation for at-risk students (including CAHSEE remediation at HS)</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
1b.1 After School Intervention for Student Success –Grade Recovery Class	Medina /8 <sup>th</sup> Grade Staff	EIA /Title I	09-2012-05/2013			
1b.2 After School Program Liaison	Medina / Harvey	EIA/Title I	08/2012-05/2013			
1b.3 Technology to Support Access for Students – e.g. PCs, Software license	Medina / Staff	EIA /Title I	08/2012-05/2013			
1b.4 RSP Teacher Provides 3 <sup>rd</sup> Grade Reading Intervention for Title 1 students	Medina / Waymire	Title I	09/2012-05/2013			
1b.5 Summer Program Liaison - Identify Students and provide academic intervention in coordination with Boys and Girls Club Program	Medina / Harvey	Title 1 /EIA	2/2013-8/2012			
1b.6 Identify Students by CST and CELDT Results and Monitor Progress	Medina /Staff		11/2012-4/2013			

<b>1c.CST/CAHSEE Preparation</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
1c.1 Administration of Curriculum and Associates	Allen / Medina	EIA /Title I	08/2012-05/2013			
1c.2 Staff Collaboration	Allen /Staff		2012/13			
1c.3 Identify Bubble Students and Target Assistance	Medina /Staff	EIA/Title I	12/2012-4/2013			
<b>1d. Plan for Increasing Deployment of Best Instructional practices</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
1d.1 Increase Classroom Visits	Medina		08/2012-05/2013			
1d.2 Staff Development –Partner with SJCOE Multilingual Dept. and Linda Ventriglia for Language Strategies	Medina / Allen	EIA /Title I	2012-13			
<b>1e. Mathematics Achievement (required for gr. 6-12)</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
1e.1 Modify the schedule to provide math intervention	Medina / Staff	EIA /Title I	2012-13			
1e.2 Resources to Support Student Achievement (e.g. calculators, graphing paper, realia, technology)	Medina / Staff	EIA /Title I	2012-13			
1e.3 Resources for Testing Support – Hours and Materials	Medina / Staff	EIA /Title I	2012-13			
1e.4 Provide for an Accelerated Summer Math Program for identified 6 <sup>th</sup> Grade Students	Medina / Harvey	EIA /Title I	01/2013-7/2013			

**Plan for providing ELD to English Learners in 2012/13:**

<b>Grade</b>	<b>Organization of Students</b>	<b>Frequency of ELD</b>	<b>Duration of ELD</b>	<b>Provided by</b>	<b>Materials used</b>
<b>K-6</b>	<i>Students identified as emerging and intermediate are grouped</i>	<i>Daily Monday-Friday</i>	<i>30 minutes</i>	<i>Identified teacher from grade team</i>	<i>Vocabulary and Santillana English 3-D, ALAS Strategies</i>
<b>K-3</b>	<i>Newcomers</i>	<i>Daily</i>	<i>40 minutes</i>	<i>Paraprofessional</i>	<i>Provided by teacher</i>
<b>4-8</b>	<i>Newcomers</i>	<i>Daily</i>	<i>2 hours</i>	<i>Para</i>	<i>Avenues (in place of Open Court/Holt</i>
<b>7-8</b>	<i>Long Term English Learners</i>	<i>Tuesday-Friday</i>	<i>50 minutes</i>	<i>Teacher</i>	<i>English 3-D, Write, (ALAS) strategies</i>

**Goal 1 – Data Collection:**

(to be completed as part of the “study” component throughout the year and used as documentation for the Principal’s evaluation)

**Part A: District Assessments****District Assessments**

- Elementary Schools: ELA are the trimester benchmark assessments.
- Middle Schools: ELA the Quarter 1 and Quarter 2/3 assessments are Curriculum Associates Practice 1 and 2; Quarter 4 is the End of Course Holt)
- High Schools: ELA the required assessments are Holt Entry (report for Quarter 1) and Holt End of Year (Quarter 4). These are only required for grades 9 and 10.)

<b>Schoolwide</b> % Proficient/Advanced		<b>Quarter Trimester 1</b>	<b>Quarter 2/3 Trimester 2</b>	<b>Quarter 4 Trimester 3</b>	<b>Met Goal</b>
ELA	2011/12	37.1 / 10	49 / 12	49 / 43	N
	2012/13	37			
MATHEMATICS	2011/12			68	N
	2012/13	70			

<b>English Learners</b> % Proficient/Advanced		<b>Quarter Trimester 1</b>	<b>Quarter 2/3 Trimester 2</b>	<b>Quarter 4 Trimester 3</b>	<b>Met Goal</b>
ELA	2011/12	31	43	43	N
	2012/13	32			
MATHEMATICS	2011/12			65	
	2012/13	60			

<b>Students w/ Disabilities</b> % Proficient/Advanced		<b>Quarter Trimester 1</b>	<b>Quarter 2/3 Trimester 2</b>	<b>Quarter 4 Trimester 3</b>	<b>Met Goal</b>
ELA	2011/12	31	43	43	N
	2012/13	20			
MATHEMATICS	2011/12			55	
	2012/13	63			

<b>Hispanic</b> % Proficient/Advanced		<b>Quarter Trimester 1</b>	<b>Quarter 2/3 Trimester 2</b>	<b>Quarter 4 Trimester 3</b>	<b>Met Goal</b>
ELA	2011/12	37	49	48	N
	2012/13	37			
MATHEMATICS	2011/12			68	
	2012/13	70			

<b>African American</b> % Proficient/Advanced		<b>Quarter Trimester 1</b>	<b>Quarter 2/3 Trimester 2</b>	<b>Quarter 4 Trimester 3</b>	<b>Met Goal</b>
ELA	2011/12	35	42	45	N
	2012/13	48			
MATHEMATICS	2011/12			60	
	2012/13	62			

## **Part B: Instructional Tour Data**

### **2011/12 Results**

#### **Percent of “partial” and “full” implementation for each identified strategy**

		Sep	Oct	Nov/Dec	Jan	Feb	Mar	April	May
Student Engagement	full	81	47	67					
	part	14	27	20					
Checking for Understanding	full	25	40	53					
	part	38	14	33					
Learning Objective	full	43	47	60					
	part	43	33	27					
Non-Linguistic Representation	full	55	67	67					
	part	15	26	20					

Data from **Management Team Tours** are **Bold-faced font**; Interim tours are regular font

### **2012/13 Results**

#### **Percent of “partial” and “full” implementation for each identified strategy**

		Sep	Oct	Nov/Dec	Jan	Feb	Mar	April	May
Student Engagement	full	53	<b>64</b>						
	part	20	<b>20</b>						
Checking for Understanding	full	33	<b>39</b>						
	part	7	<b>30</b>						
Learning Objective	full	60	<b>36</b>						
	part	0	<b>36</b>						
Non-Linguistic Representation	full	60	<b>36</b>						
	part	7	<b>28</b>						

**Management Team Tours** are **Bold-faced font**; Interim tours are regular font

**Site Goal #2 – Provide a safe and equitable learning environment***District Goal #3: Provide a safe and equitable learning environment for all students and staff***Outcomes** (Data that will be collected and analyzed to measure progress towards the goal)

- 98% student attendance (ADA)
- Reduction in suspensions
- Reduction in referrals/citations (optional)
- Reduction in tardies (optional)
- 75% of stakeholders will respond positively to annual survey questions related to school safety and climate.
- Increase in enrollment of underrepresented groups in advanced courses (optional)

**Rationale:** Our attendance has held steady at about 95%. Staff will continue their personal journeys regarding diversity and student leadership will develop activities that address culture, bullying, and other school challenges for the student body at North School.

**2a Increase Students' Average Daily Attendance**

Action Steps (Plan)	Person Responsible	Resources	Timeline	Do	Study	Act
2a.1 Resources to Monitor and Identify At-Risk Students	Ruiz / Medina	Title I	2012-13			
2a.2 Parent and Student Contact regarding attendance	Ruiz /Medina	Title I	2012-13			
2a.3 Reward and acknowledge students for 98% Attendance	Ruiz/Medina	Parent Club	2012-13			

**2b. Increase Cultural Proficiency to support a safe and equitable learning environment**

Action Steps (Plan)	Person Responsible	Resources	Timeline	Do	Study	Act
2b.1 Resources for the After School Program (Boys and Girls Club)	Medina/Liaison	EIA /Title I	2012-2013			
2b.2 Staff Diversity and Equity Training	Admin / D & E North Team	EIA /Title I	2012-2013			
2b.3 Point Break Services	Medina/Agent	EIA/ Title I	2012-2013			
2b.4 Peacemakers	Medina/Agent	EIA/ Title I	2012-2013			
2b.5 Additional Supervision Hours for Safety	Medina/Supervision Staff	MAA	2012-13			
2b.6 Maintain a Safe, Clean Campus	Medina/Custodial Staff	MAA	2012-13			
2b.7 Additional Office Time to maintain accurate student records	Medina /Office Staff	MAA	2012-13			

**Percent attendance by month (to be completed as part of the “study” component throughout the year):**

	Month 1 AUG	Month 2 SEP	Month 3 OCT	Month 4 NOV	Month 5 DEC	Month 6 JAN	Month 7 FEB	Month 8 MAR	Month 9 APR	Month 10 MAY	YTD Total
2011-2012	97.55	96.91	96.17	95.72	94.17	94.21	94.59	94.86	95.55	94.96	95.45
2012-2013											
Difference +/-											



**Site Goal #3 – Professional Development: Provide an articulated, sustained plan of professional development activities designed to build the school’s capacity to support programs and achieve goals.**

*District Goal #6: Develop and support a high performing workforce.*

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal)

- Improved student achievement (API, AYP, AMAO’s, district assessments)
- Increased use of Best Instructional Practices
- 100% Participation in ERM’s

**Rationale:** North School will continue with Academic Vocabulary strategies training as well as parent involvement strategies to train a leadership team, which includes all staff, to build capacity within the school.

<b>3a. Staff Development</b>						
Action Steps (Plan)	Person Responsible	Resources	Timeline	Do	Study	Act
3a.1 MOU with SJCOE Multilingual Dept	Medina	Title II	2012-13			
3a.2 Substitute Expenses for: PLC, trainings, observations	Allen /Medina	Title II /EIA/ Title I	2012-13			
3a.3 Instructional Coach and materials for trainings	Allen	EIA / Title I	2012-13			
3a.4 Tech Teacher: Our tech teacher reviews technology advances and works with staff on how to effectively use the technology in the classroom as well as necessary business components: Outlook, Aeries, Think Central, etc.	Mr. Johnson	EIA /Title I	2012-13			
3a.5 PLC Development-Grade level teachers will lesson plan, present, observe, and provide feedback on lessons two times this year. In addition teams will spend half the day reviewing and planning using their curriculum map.	Teachers / Allen	EIA/Title I/ Title II	2012-13			
3a.6 Conferences and Trainings for all staff on campus to improve leadership, lesson delivery and increase parent involvement	Medina / Staff	EIA/Title I	2012-13			
3a.7 Instructional Coach for Kindergarten Team	Medina/K-Staff/Pepper	EIA/Title I	2012-13			
<b>3b. Staff Participation in Professional Development on Early Release Mondays and Buy Back Days</b>						
Action Steps (Plan)	Person Responsible	Resources	Timeline	Do	Study	Act
3b.1 Staff will sign in each meeting	Medina		2012-13			
3b.2 Fabulous Prizes will be provided for those in attendance	Medina	Medina	2012-13			
3b.3 Data Team Meetings leading to discussion on student progress and plans for addressing needs.	Teachers /Allen /Medina		2012-13			
3b.4 Principal will follow up with staff when absent	Medina		2012-13			

**Site Goal #4 – Parent Involvement: Strategies to encourage parent involvement and provide parent education.**

*District Goal #7: Develop and utilize partnerships to achieve District Goals*

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal)

- 75% of parents responding positively on annual stakeholder survey
- Number of parents attending Parent Education workshops (optional)
- Increase in number of parents attending parent meetings (optional)
- Increase in number of members of Booster clubs (optional)
- Increase in number of parents attending school functions (optional)

**Rationale:** Working with a variety of community partners such as, Peacemakers, Point Break and Boys and Girls Club we will continue to reach out and educate parents through ESL classes, the Parent Project, Parenting for Academic Success, and the Latino Literacy Project to build a partnership with the families of North School.

Parent Involvement & Communication						
Action Steps	Person Responsible	Resources	Timeline	Do	Study	Act
4.1 Resources to support parent bilingual communication	Office staff	Title I / EIA	2012-13			
4.2 Resources for Family Academic Nights	Medina /Staff	Title I / EIA	2012-13			
4.3 Bilingual Clerk TypistII – Parent, Student, Staff Communication	Medina	EIA	2012-13			
4.4 Parent Liaison through Point Break	Medina / PBRrep	EIA /Title I	2012-13			
4.5 Parent Education Programs and Support through Community Partners	Medina	EIA /Title I	2012-13			

**Site Goal #5 – Technology: Use Technology as a tool to improve instruction, management of classrooms and efficiency in operations.**

*District Goal #4: Use technology as a tool to improve instruction, management of classrooms and efficiency in operations.*

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal):

- Increase in use of technology in classrooms (optional)
- Increase in availability of technology in classrooms (optional)

**Rationale:** For North students the digital divide is real. Access to technology is limited to televisions and maybe a cell phone (parent only). The internet is becoming the new collaborative model where students from around the world can work together. We must invest in training and equipment to level the playing field.

Technology						
Action Steps (Plan)	Person Responsible	Resources	Timeline	Do	Study	Act
5.1 Replace Outdated Technology	Medina/SET	Title I/EIA	2012-13			
5.2 Classroom Support Technology-e.g. document cams / carts	Medina/SET	Title I/EIA	2012-13			
5.3 Maintain performance of Technology	Medina/SET	Title I /EIA	2012-13			
5.4 Purchase Necessary Tech Licenses	Medina/SET	Title I/EIA	2012-13			
5.5 Train Staff on BIPs using Technology	Medina/ Johnson/Allen	Title I/EIA	2012-13			
5.6 Provide Tech Access at All areas of the school-classroom and PC lab	Medina/ Johnson/Allen	Title I/EIA	2012-13			

### **Site Goal #6 – Improve School Libraries**

*District Goal #1: Prepare all students for college and careers.*

*District Goal #2 Ensure that all students meet or exceed grade level standards and that the achievement gap is closed.*

*District Goal #3: Provide a safe and equitable learning environment for all students and staff.*

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal)

- Purchase Books for Parent / Student Reading
- The number of parents checking out books
- Expository Books Purchased for Grades 3-8
- AR Data indicating increased reading in the content areas

**Rationale:** We plan to continue working on improving the technology in the library, supporting AR and increase the number of Expository AR books at a wider range of interest and grade span. All of these goals are contingent on the budget.

<b>Improve School Libraries</b>						
<b>Action Steps (Plan)</b>		<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>
6.1	Purchase Books for Grades K-2	Medina/ Riddle	Family Lit Grant	2012-13		
6.2	Purchase Expository Books Grades 3-8	Medina/ Riddle	Title I / EIA	2012-13		

### **Centralized Services**

*District Goal #1: Prepare all students for college and careers*

*District Goal #2: Ensure that all students meet or exceed grade level standard and that the achievement gap is closed.*

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal)

- Consolidated Program documents submitted by deadlines
- Consolidated Program documents approved with no errors
- Federal Program Monitoring completed with no non-compliant areas
- Supplemental Services provided as per Title I regulations

### **Rationale:**

<b>Centralized Services</b>			
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>
1. Completion and filing of required documents pertaining to consolidated program.	L. Dopp K.Noah	Title I Title III EIA	August 2012 – May 2013
2. Assistance in preparing and monitoring budgets and expenditures pertaining to consolidated programs.	L.Dopp J.Carter K.Noah	Title I Title III EIA	October 2012 June 2013
3. Assistance in monitoring program activities to ensure that they are in compliance with state and federal requirements.	L.Dopp C.Woo	Title I Title III EIA	October 2012 June 2013
4. Assistance in planning, implementing, and evaluating staff development activities funded by consolidated funded programs.	ES Directors	Title I Title II Title III EIA	August 2012 – May 2013
5. Assistance in meeting state requirements for Federal Program Monitoring - FPM (previously Categorical Program Monitoring – CPM).	C.Woo	Title I Title III EIA	Fall 2012
6. Assistance in planning, implementing, and evaluating of effective parent participation programs.	L.Dopp	Title I Title III	August 2012 – May 2013
7. Assistance in planning, implementing, and evaluating of supplementary programs to assist targeted populations.	L.Dopp K.Noah	Title I Title II Title III EIA	August 2012 – May 2013

		<u>Total</u>	<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Title I- Additional Funds</u>	<u>Title II</u>
	12/13 Estimated Allocations	\$ 430,819	\$ 15,388		\$ 182,895	\$ 149,467	\$ 77,069	\$ 6,000
	11/12 Carryover	\$ -				\$ -	\$ -	
	Sub-Total	\$ 430,819	\$ 15,388	\$ -	\$ 182,895	\$ 149,467	\$ 77,069	\$ 6,000
	Centralized Services	\$ 21,268			\$ 21,268	\$ -		
	<b>TOTAL</b>	<b>\$ 452,087</b>	<b>\$ 15,388</b>	<b>\$ -</b>	<b>\$ 204,163</b>	<b>\$ 149,467</b>	<b>\$ 77,069</b>	<b>\$ 6,000</b>
	Payroll (Reference only)	\$ 192,860			\$ 68,666	\$ 85,096	\$ 39,098	
	<b>ALLOCATED GOAL TOTAL</b>	<b>\$ 471,899</b>	<b>\$ 10,200</b>	<b>\$ 25,000</b>	<b>\$ 204,163</b>	<b>\$ 149,467</b>	<b>\$ 77,069</b>	<b>\$ 6,000</b>
Plan Ref	<b>Action Steps (requiring funding)</b>							
	<i>Goal #1: Ensure students are prepared for college and careers and that all students meet or exceed grade level standards and the achievement gap is closed.</i>							
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Title I</u>	<u>Title II</u>
	Provide direct support to students through centralized services.				\$ 21,268	\$ -		
1a.1	Bilingual Para to administer CELDT, provide support services for EL students - Lupita Morales / 3 hours				\$ 8,710			
1a.2	Para to support technology and student testing. - Nancy Hobson / 3 hours				\$ 11,611			
1a.1	Para to administer CELDT, support students in class. - Elicia Reyes / 3 hours				\$ 11,555			
1a.1	Para to administer CELDT, support students in class. - Linda Lamberston / 3 hours				\$ 12,622			
1a.1	Para to administer CELDT, support students in class. - Tanya Zuniga / 3 hours				\$ 10,554			
1a.4	Resources for Testing Support - Hours & Materials (e.g. Curriculum and Associates, extra hours for CELDT /IPT testing / District Assessments)				\$ 2,000		\$ 3,632	
1a.3 / 1e.2	Resources to Support Student Achievement (e.g. realia, supplemental math and language material / Site License, additional personnel hours)				\$ 3,000		\$ 4,000	
1a.5 / 1b.3	Technology to Support Academic Achievement in Math & Reading (e.g. Site Licenses (AR, IXL), PCs, document cams)		\$ 1,000		\$ 5,000		\$ 2,000	
1a.1	Additional Hours to Support All Day Kindergarten					\$ 3,805	\$ 3,195	
1b.2	After School Intervention for Student Success (e.g. Liaison for after school program & Grade Recovery)				\$ 6,534	\$ 6,000		

1e.4	Summer Accelerated Math Program						\$ 3,000	
1b.5	Summer Program Liaison / Coordinator				\$ 8,000			
1a.3	Teacher Classroom Supplies		\$ 5,000		\$ 9,300			
1a.7	Science Education - hands on projects, materials, realia, & Community Partners: e.g. TOPS, Lawrence Hall of Science				\$ 1,000		\$ 5,000	
1b.4	RSP Teacher providing regular intervention services to Title I students.						\$ 39,098	
	<b>GOAL TOTALS</b>		<b>\$ 6,000</b>	<b>\$ -</b>	<b>\$ 111,154</b>	<b>\$ 9,805</b>	<b>\$ 59,925</b>	
	<b>Goal #2: Provide a safe and equitable learning environment</b>							
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Title I</u>	<u>Title II</u>
2b.3	Point Break Services: Debby Polstra / 2 days / \$30 Hr				\$ 7,980	\$ 7,980		
2b.4	Peacemakers - Student Intervention Services				\$ 8,700			
2b.1	Resources and Support for the After School Program - Boys and Girls Club of North School				\$ 20,000	\$ 20,000		
2b.5	Additional Supervision Hours for Safety			\$ 15,000				
2b.6	Additional Hours for Maintenance / Office			\$ 5,000				
2b.7	Additional Office hours to maintain accurate records			\$ 3,000				
	<b>GOAL TOTALS</b>		<b>\$ -</b>	<b>\$ 23,000</b>	<b>\$ 36,680</b>	<b>\$ 27,980</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Goal #3: Professional Development: Provide an articulated, sustained plan of professional development activities designed to build the school's capacity to support programs and achieve goals. (Must spend \$ 33,980 from Title I)</b>							
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Title I</u>	<u>Title II</u>
3a.3	Teacher Curriculum Leader: Nathan Allen					\$ 80,616		
3a.1	SJCOE Multilingual Department							\$ 5,000
3a.2	Substitutes: Collaborative Teaching Days				\$ 5,000		\$ 1,000	
3a.3	Materials for Training: e.g. binders / copies							\$ 1,000
3a.6	Workshops: e.g. EL Vocabulary/ CUE / Writing / Admin		\$ 1,500		\$ 2,500		\$ 1,000	
3a.7	Kindergarten Instructional Coach - Sherry Pepper				\$ 10,000	\$ 10,000		
	<b>GOAL TOTALS</b>		<b>\$ 1,500</b>	<b>\$ -</b>	<b>\$ 17,500</b>	<b>\$ 90,616</b>	<b>\$ 2,000</b>	<b>\$ 6,000</b>
	<b>Goal #4: Parent Involvement: Strategies to encourage parent involvement and provide parent education. (Must spend \$22,654 from Title I)</b>							
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Title I</u>	<u>Title II</u>
4.3	Bilingual clerk typist to provide bilingual newsletter, phone calls, all school and teacher communications as well as parent/teacher conferences. (Yolanda Villasenor-4 Hrs)				\$ 13,614	\$ 4,480		
4.5	Peacemakers - Parent Out Reach Liaison					\$ 8,000	\$ 1,000	
4.5	Parent Project - CAM					\$ 6,935	\$ 6,935	
4.1	Office Machine leases / Materials for Parent Communications		\$ 2,000	\$ 500	\$ 4,000			
4.2	Family Nights: Science, Math, Literature		\$ 200	\$ 1,000				
4.1	Translation for Parent Meetings				\$ 500			
4.5	Child Supervision for Parent Events					\$ 1,651		
	<b>GOAL TOTALS</b>		<b>\$ 2,200</b>	<b>\$ 1,500</b>	<b>\$ 18,114</b>	<b>\$ 21,066</b>	<b>\$ 7,935</b>	<b>\$ -</b>

	<b>Goal #5: Technology</b>							
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Title I</u>	<u>Title II</u>
5.1	Replace 12 Classroom Computers / Technology: Middle School Grades 6-8 - Rms61-91			\$ -	\$ 10,215		\$ 3,000	
5.2	Purchase Classroom Support Technology Document Cams / Tech Carts Printers / license				\$ 10,000		\$ 2,000	
5.3	Technology Repairs		\$ 500	\$ 500			\$ 1,500	
	<b>GOAL TOTALS</b>		<b>\$ 500</b>	<b>\$ 500</b>	<b>\$ 20,215</b>	<b>\$ -</b>	<b>\$ 6,500</b>	<b>\$ -</b>
	<b>Goal #6: Improve the school libraries.</b>							
6.1			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Title I</u>	<u>Title II</u>
	Library Books Grades K-8				\$ 500		\$ 709	
	<b>GOAL TOTALS</b>		<b>\$ -</b>	<b>\$ -</b>	<b>\$ 500</b>	<b>\$ -</b>	<b>\$ 709</b>	<b>\$ -</b>



# ***Poet-Christian***

***Tracy Unified School District***

***CDS: 39-75499- 6108997***

***Principal: William Maslyar***



## **Single Plan for Student Achievement 2012/13**

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. 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 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:

Contact Person: William Maslyar

Position: Principal

Telephone Number: (209) 830-3325

E-mail Address: [wmaslyar@tusd.net](mailto:wmaslyar@tusd.net)

SSC approval date: Nov. 14, 2012

# SECTION I: SCHOOL PROFILE

## A. Description of any Significant Changes

### 1. Description of School Demographic composition

	Source	2010/11	2011/12	2012/13
Enrollment (#)	Oct CBEDS	652	627	599
AFDC/Free & Reduced (%)	Oct CBEDS	32.3%	34%	37.4%
English Learners R-30 (%)	Mar R-30	94/14%	78/12%	
Fluent English (FEP/R-FEP) (%)	Mar R-30	74/7%	23/4%	
Students redesignated to FEP (#)	Mar R-30	8	6	
Ethnicity: White (%)	Oct CBEDS	42.6%	41.3%	38.4%
Hispanic(%)	Oct CBEDS	27.6%	40.0%	41.7%
African American(%)	Oct CBEDS	5.1%	3.4%	4.2%
Asian(%)	Oct CBEDS	6.0%	7.2%	8.9%
		14.4%	7.3%	7.0%

*The 2012-13 school year marks the first time in Poet's history where the largest population of students was not the White student sub group.*

### 2. Description of Staff Characteristics/Changes in Staffing

	2011/12	2012/13
number of classroom teachers	23 FTE	24 FTE
number and type of support certificated staff (including special education staff)	1 FTE	1 FTE
number of classified staff	11.5 FTE	11.5 FTE
Number/percent of NCLB highly qualified teachers	100%	100%
Number/percent of teachers with EL Certification	100%	100%

*A full-time Art teacher was added for the 2012-13 school year. The addition was made to equalize staffing at the 4 K-8 schools. The other K-8 schools have had a full-time music teacher and Poet's staffing was adjusted to match the other K-8 schools.*

### 3. Addition or Removal of categorical programs or feeder programs (check one)

☒ No significant changes  
☐ Significant changes

### 4.Changes in District Core Programs (check one)

☒ No significant changes  
☐ Significant changes

### 5.Changes in Facilities (check one)

☒ No significant changes  
☐ Significant changes

B. Programs included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the school plan budget must include the proposed expenditures.)

State Programs	Allocation
<input checked="" type="checkbox"/> <b>EIA: Economic Impact Aid/ English Learner Program</b> <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners.	\$54,037
<input type="checkbox"/> <b>Gifted and Talented Education</b> <u>Purpose:</u> To support instructional programs for identified gifted and talented students.	
<input checked="" type="checkbox"/> Other State or Local funds (site allocation and MAA)	\$10,618
Total amount of state categorical funds allocated to this school	\$

Federal Programs under No Child Left Behind (NCLB)	Allocation
<input type="checkbox"/> <b>Title I, Part A: Schoolwide Program</b> <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$
<input checked="" type="checkbox"/> <b>Title II, Part A: Teacher and Principal Training and Recruiting</b> <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$9,000
<input type="checkbox"/> Other Federal Funds (list and describe <sup>1</sup> )	\$
Total amount of federal categorical funds allocated to this school	\$
Total amount of state and federal categorical funds allocated to this school	\$73,655

## SECTION II: Presentation and Analysis of Data

### A. Analysis of Current Instructional Program - Academic Program Survey

The following evaluation is based on the Academic Program Survey and provides a rubric rating on a four point scale (1-4) for each area as well as a brief narrative assessment for each area. The rubric is as follows:

- (1) = Minimally – rarely used/found
- (2) = Partially – sometimes used/found
- (3) = Substantially – in regular use
- (4) = Fully - in regular use in all classrooms and followed completely

ELEMENT	2011 Rating	2012 Rating	Comments
<b>EPC #1 Instructional Program</b>			
1.1	3.4	3.0	State Board Adopted materials are used for core instruction in all classes.
1.2	2.0	1.0	ELD materials are minimally used by some teachers.
1.3	2.0	1.0	No Intensive Intervention L/A materials are used.
1.4	3.6	4.0	State Board Adopted materials are used for core instruction in all classes.
1.5	2.0	1.5	Some intensive intervention time is provided during the school day.
1.6	4.0	4.0	Algebra Readiness Intensive intervention materials are used.
<b>EPC #2 ES/MS: Instructional Time</b>			
2.1	3.3	2.5	Nearly all grade levels provide required core instructional minutes in L/A.
2.2	2.4	1.5	Some strategic intervention time is provided at some grade levels during the school day.
2.3	2.2	2.0	ELD instruction is being provided in many classrooms on a consistent basis, but it is inconsistent or non-existent in some classrooms.
2.4	1.7	1.5	Some intensive intervention time is provided during the school day beyond core instruction.
2.5	3.6	3.5	Nearly all grade levels provide the required instructional time in math. There is not enough time in the M.S. schedule. Some adjustment was made, but there is still not enough time.
2.6	2.4	1.5	Some additional intervention instructional time for strategic students is provided in Math.
2.7	3.2	1.5	Some additional intervention instructional time for intensive students is provided in Math.
<b>EPC #3 Lesson Pacing Schedule</b>			
3.1	3.0	2.5	Teachers are using the L/A pacing guides with some using ELD components of the adopted materials for providing ELD instruction.
3.2	3.7	3.5	Math pacing guides are used by teachers in all classrooms to varying degrees. A few teachers are modifying the plans and doing the standards out of sequence of the guides.
<b>EPC #4 Professional Development for School Administrators</b>			
4.1	1.0	1.0	Administrator has not received 40 hours of L/A training
4.2	4.0	4.0	Administrator received 3 of 5 days of Math training
4.3	3.0	3.0	The district provides a substantial amount of administrative staff development.
<b>EPC #5 Credentialed Teachers and Teacher Prof. Development Opportunity</b>			
5.1	4.0	2.5	All teachers are highly qualified and teaching in their credentialed areas.
5.2	3.0	2.5	Most teachers have completed the 40 hour training for ELA with a small number completing the additional 80 practicum.
5.3	2.2	2.0	A few teachers have completed the 40 hour training for Math.

<b>EPC #6 On-Going Instructional Assistance and Support for Teachers</b>			
<b>6.1</b>	<b>1.5</b>	<b>2.5</b>	Very few teachers have had ongoing support in L/A. Two teachers are DI certified on staff. Some teachers have been provided coaches and additional support from teachers in the district.
<b>6.2</b>	<b>1.7</b>	<b>1.5</b>	Very few teachers have had ongoing support in Math. Some teachers have been provided coaches and additional support from teachers in the district.
<b>EPC #7 Student Achievement Monitoring System</b>			
<b>7.1</b>	<b>3.5</b>	<b>3.5</b>	Nearly all teaches are using the Focus Standards effectively.
<b>7.2</b>	<b>3.8</b>	<b>3.5</b>	All teachers use the District Assessments – Most more consistently and effectively than others.
<b>EPC #8 Teacher Collaboration by Gr. Level/Subject Matter</b>			
<b>8.1</b>	<b>3.7</b>	<b>4.0</b>	Teachers meet regularly at Site and some District ERM's. Not all teachers have the same prep period. More time is being provided at Site ERM's for collaboration in L/A.
<b>8.2</b>	<b>3.2</b>	<b>4.0</b>	Teachers meet regularly at Site and some District ERM's. Not all teachers have the same prep period. More time is being provided at Site ERM's for collaboration in Math.
<b>EPC #9 Fiscal Support</b>			
<b>9.1</b>	<b>3.0</b>	<b>3.0</b>	There is not enough or any fiscal support for Level II intervention and materials. Level II mostly for EL students.
<b>9.2</b>	<b>3.1</b>	<b>3.0</b>	There is not enough or any fiscal support for Level II intervention and materials. Level II mostly for EL students.

#### **Analysis of Data – Current Instructional Program (APS):**

*To what extent do ALL students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of academic standards?* All teachers are using the state adopted curriculum in all subject areas. They use district pacing guides in Math and Language Arts and review the CA blueprint standards regularly throughout the year to ensure that the standards are being taught. Teachers are focused on teaching the standards and maintaining the pace necessary to teach all of the standards by the end of the school year. The highly tested blueprint standards are taught prior to CST testing in the spring. All students have access to the core curriculum and several targeted students receive additional support in Language Arts and Math through level II intervention before and after school.

## Academic Performance:

**1a. AYP - Adequate Yearly Progress:** Schools will meet or exceed their AYP goal OR demonstrate an increase of 5% in percent of students scoring proficient for schools meeting their AYP Targets

Group (NCLB target) ES/MS HS	2010 % Prof. ELA (≥ 56.8%) (≥ 55.6%)	2011 % Prof. ELA (≥ 67.6%) (≥ 66.7%)	2012 % Prof. ELA (≥ 78.4%) (≥ 77.8%)	AYP Goal Met?	5% growth Goal Met?	2010 % Prof. Math (≥ 58%) (≥ 54.8%)	2011 % Prof. Math (≥ 68.5%) (≥ 66.1%)	2012 % Prof. Math (≥ 79.0%) (≥ 77.4%)	AYP Goal Met?	5% growth Goal Met?
<b>School Total</b>	<b>47.8</b>	<b>51.2</b>	<b>58.7%</b>	<b>SH</b>	<b>Y</b>	<b>48.7</b>	<b>50.8</b>	<b>57.3%</b>	<b>SH</b>	<b>Y</b>
<b>Sub-group #1</b> Hispanic or Latino	<b>41.1</b>	<b>43.9</b>	<b>49.5%</b>	<b>SH</b>	<b>Y</b>	<b>40.5</b>	<b>48</b>	<b>51.4%</b>	<b>SH</b>	<b>Y</b>
<b>Sub-Group #2</b> White not Hispanic	<b>55.1</b>	<b>59.3</b>	<b>66.0%</b>	<b>SH</b>	<b>Y</b>	<b>59.7</b>	<b>58.8</b>	<b>63.3%</b>	<b>SH</b>	<b>Y</b>
<b>Sub-Group #3</b> Socioecon. Disad.	<b>33.1</b>	<b>42.0</b>	<b>44.2%</b>	<b>N</b>	<b>N</b>	<b>33.1</b>	<b>45.3</b>	<b>48.8%</b>	<b>SH</b>	<b>N</b>
<b>Sub-group #4</b> ELL students	<b>(22.7%)</b>	<b>34.5</b>	<b>32.1%</b>	<b>N</b>	<b>N</b>	<b>(24.0%)</b>	<b>40.2</b>	<b>38.3%</b>	<b>N</b>	<b>N</b>
<b>Sub-group #5</b> Stu. w/ Disabilities	<b>(29.8%)</b>	<b>(23.7%)</b>	<b>(44.1%)</b>	<b>SH</b>	<b>Y</b>	<b>(38.3%)</b>	<b>(34.2%)</b>	<b>(44.1%)</b>	<b>SH</b>	<b>Y</b>

## Achievement Gap Data

### Longitudinal AYP 2008 – 2012 • English Language Arts

ELA	target	School	Asian	White	Afr.Amer.		Hispanic		Low SES		EL		Stu w/Dis	
	ES/HS	AYP	AYP	AYP	AYP	Gap	AYP	Gap	AYP	Gap	AYP	Gap	AYP	Gap
2008	35.2/33.4	47.6		57.2	37.7	19.5	29.1	28.1	26.2	31.0	21.8	35.4	N/A	N/A
2009	46.0/44.5	46.3	44.0	52.7	34.0		33.3		31.0		21.3		18.2	34.5
2010	56.8/55.6	47.8	36.4	55.1	45.2		41.1		33.1		22.7		29.8	
2011	67.6/66.7	51.2	38.1	59.3	43.5		43.9		42		34.5		23.7	
2012	78.4/77.8	58.7	66.7	66.0	46.7	19.3	49.5	16.5	44.2	21.8	32.1	33.9	44.1	21.9
Change						-0.2		-11.6		-9.2		-1.5		-12.6

The Achievement Gap is calculated by subtracting the subgroup AYP from the White subgroup AYP.

### Longitudinal AYP 2008 – 2012 • Math

The Achievement Gap is calculated by subtracting the subgroup AYP from the White subgroup AYP.

Math	target	School	Asian	White	Afr.Amer.		Hispanic		Low SES		EL		Stu w/Dis	
	ES/HS	AYP	AYP	AYP	AYP	Gap	AYP	Gap	AYP	Gap	AYP	Gap	AYP	Gap
2008	37.0/32.2	37.4		42.8	24.5	18.3	24.4	18.4	20.9	21.9	25.6	17.2	N/A	N/A
2009	47.5/43.5	48.6	48.0	55.8	37.7		35.6		31.0		26.3		25.0	
2010	58.0/54.8	48.7	45.5	59.7	22.6		40.5		33.1		24.0		38.3	
2011	68.5/66.1	50.8	42.9	58.8	30.4		48		45.3		40.2		34.2	
2012	79.0/77.4	57.3	70.8	63.3	33.3	30.0	51.4	11.9	48.8	14.5	38.3	25	44.1	19.2
Change						+11.7		+6.5		+7.4		-7.8		+11.6

**1b. AYP - Adequate Yearly Progress** Schools will have a 95% participation rate in state testing

Group	% Tested ELA 2012	Target Met Yes or No	% Tested Math 2012	Target Met Yes or No
<b>School Total</b>	100%	<b>Y</b>	<b>100%</b>	<b>Y</b>
<b>Subgroup #1</b> Hispanic	100%	<b>Y</b>	<b>100%</b>	<b>Y</b>
<b>Subgroup #2</b> White Not Hispanic	100%	<b>Y</b>	<b>100%</b>	<b>Y</b>
<b>Subgroup #3</b> Socio-economically Disadvantaged	100%	<b>Y</b>	<b>99%</b>	<b>Y</b>
<b>Subgroup #4</b> English Learners	100%	<b>Y</b>	<b>100%</b>	<b>Y</b>
<b>Sub-group #5</b> Stu. w/ Disabilities	98%	<b>Y</b>	<b>98%</b>	<b>Y</b>

**Program Improvement Status for 2012/13:**   X   Not in PI            in PI year           

**Analysis of Data – Student Achievement - AYP (Adequate Yearly Progress):**

*What trends are indicated by the data? To what extent are all students achieving academic standards? Particularly comment subgroups who have not met targets. To what extent is the achievement gap closing?*

**ELA:** The AYP data shows that overall scores went up considerably with a school-wide increase from 51.2% to 58.7%. The school met most targets for ELA: school-wide and in the White and Hispanic subgroups. The Low SES (up 2.2%) and EL (down 2.4%) subgroups did not meet targets. There is still a significant gap in achievement when comparing the Hispanic, EL, African American, and Low SES students to the White subgroup. Gains, however, continue to be made in each of the subgroups with a fairly significant gain in the Hispanic subgroup. Our Low SES group remains the lowest of all subgroups. They have had sporadic increases and decreases over the last several years with a slight dip in 2012. The Asian subgroup (although small) made very significant gains from the previous year and is performing slightly better than the white subgroup for the first time in the past few years.

**Math:** The AYP data for Math shows similar trends as the ELA data with a considerable increase from 50.8% to 57.3%. All subgroups with the exception of the EL subgroup made significant gains and met targets. The EL subgroup dropped slightly from 40.2% to 38.3% and is significantly lower than the White subgroup. There has only been a modest reduction in the achievement gap for the subgroups as compared to the White subgroup. The African American subgroup still continues to lag severely behind the other subgroups in Math as compared to language Arts. Whereas in Language Arts the African America subgroup has shown growth over the past several years, there has been minimal growth in Math over that same period.

**1c. API – Academic Performance Index :** Schools will meet or exceed school’s API growth target OR maintain a score of 800 or higher

Group	2011 Base API	2012 API Target	2012 API	Actual Growth	Target Met Yes or No
<b>School Total</b>	765	770	808	+43	<b>Y</b>
<b>Subgroup #1</b> Hispanic	730	735	783	+53	<b>Y</b>
<b>Subgroup #2</b> White Not Hispanic	802	800	827	+25	<b>Y</b>
<b>Subgroup #3</b> Socio-economically Disadvantaged	714	719	763	+49	<b>Y</b>
<b>Subgroup #4</b> English Learners	688	694	719	+31	<b>Y</b>

**Longitudinal (Growth) API 2008 – 2012  
(Achievement Gap Data)**

	School	White	Asian		Afr. Amer.		Hispanic		Low SES	
	API	API	API	Gap	API	Gap	API	Gap	API	Gap
2008	744	772					682	-90	654	-118
2009	751	778					704	-74	673	-105
2010	768	810					725	-85	693	-117
2011	765	802	728	-74	731	-71	730	-72	714	-88
2012	808	827	831	+4	777	-50	783	-44	763	-64

**Analysis of Data – Student Achievement - API (Academic Performance Index):**

*What trends are indicated by the data? To what extent are all students achieving academic standards? Particularly comment subgroups who have not met targets. To what extent is the achievement gap closing?*

The school-wide API score has steadily increased over time and we surpassed the 800 level for the first time. There was a tremendous gain (43 points) in the API score from the previous year. Every subgroup increased considerably with the Hispanic subgroup (+53) and the Low SES subgroup (+49) making the biggest gains. The EL subgroup (+31) and White subgroup (+25) also had very solid gains. The change in the achievement gap for this last round of testing was encouraging as the Hispanic and Low SES groups nearly doubled the gains made by the White subgroup.



## 2. AMAO – Annual Measurable Achievement Objectives (Title III - EL Progress in English):

a. AMAO 1 – Percent of Students making annual progress in English (based on CELDT)

b. AMAO 2 – Percent of Students Attaining English Proficiency (based on CELDT)

	# students tested	% meeting AMAO 1	Target	Met? Y/N	% meeting AMAO 2	Target <5yr/≥5yr	Met Y/N
2009/2010	76	48.7%	53.1	N	12.7/ 43.3	17.4/41.3	N/Y
2010/2011	89	53.9%	54.6	N	17.5/60.6	18.7/43.2	N/Y
2011/2012	82	69.5%	56.0	Y	19.4%/NA	20.1/45.1	N

### Analysis of Data – Student Achievement – Title III AMAOs

*What trends are indicated by the data? To what extent are all English Learners meeting the language acquisition targets of Title III?*

There was a very positive increase in the percentage of EL's making progress as measured by the AMAO1 objective. Nearly 70% of students showed growth as measured by the AMAO1. The overall trend over the last few years has been upward and the target was met for the first time in the last three years.

The percentage of students achieving English proficiency (<5 years) is a bit lower (19.4%) than the target of 20.1%. The percentages, however, still suggest that much work needs to be done to help our EL students achieve English Proficiency as measured by the CELDT. Many of our EL students who have been identified and have received services for more than 5 years as an EL have achieved English Proficiency as measured by the CELDT, but several students still have not achieved proficiency. These students need a more focused approach and an increase in intervention and ELD instruction.

## 3. Increase in students meeting district standards: Students will demonstrate proficiency on 80% percent of district standards based on end of year assessments-

Percent of students meeting standards on district assessments

ELA	2011	2012	Target Met? Y/N	MATH	2011	2012	Target Met? Y/N
Kinder	90%	54.5%	N	Kinder	95%	58.3%	N
Grade 1	83%	91.6%	Y	Grade 1	91%	95.0%	Y
Grade 2	63%	73.5%	N	Grade 2	73%	88.3%	Y
Grade 3	69%	69.5%	N	Grade 3	92%	72.8%	N
Grade 4	61%	61.3%	N	Grade 4	74%	85.2%	Y
Grade 5	43%	66.2%	N	Grade 5	60%	77.7%	N
Grade 6	47%	62.6%	N	Grade 6	89%	69.1%	N
Grade 7	37%	72.0%	N	Grade 7	53%	85.5%	Y
Grade 8	49%	65.6%	N	Alg. Read.	59%	35.2%	N
Grade 9				Algebra	74%	85.4%	Y
Grade 10				Geometry		99.2%	Y

### Analysis of Data – Student Achievement – District Assessments

*What trends are indicated by the data? To what extent are all students achieving academic standards based on district assessments? (Particularly comment on students who are historically*

*lower performing at your school).*

The District Assessment Data is mixed with poorer results in L/A. While some grade levels show students achieving at relatively high rates as compared to CST results, other grades show much lower achievement rates. In Language Arts there is a steady downward trend in the rate of proficiency from Kindergarten through 8th grade as measured by District Assessments. In Math the scores are all over the place. There is still considerable contemplation at the site about the accuracy of district standards as a predictor for success on the CST due to the fact that District Math Assessments can be given up to three times for students to reach proficiency. In addition, scores are not uniformly and consistently input into DataWise for analytical use in a timely manner despite the fact that time is provided during the year for data input.

Our African American students generally show equivalent scores as compared to the other subgroups, but still slightly lower than the school-wide norm. Overall the subgroups show much better performance on the District Assessments as compared to the CST. Approximately 75% (Math) and 65% (L/A) of the students in the subgroups are scoring at proficient levels. On the CST's, between 35-50% of our students in the non-White subgroups are scoring at or above the proficiency level. The school-wide data shows the same trend with students performing better on the District Assessments versus the CST's. Again, this raises questions about the accuracy of the DA's as a predictor.

## C. School Safety

### 1. Reduction in the number and percentages of suspensions or expulsions

	2010/11		2011/12		% Decrease or Increase	Target Met
	#	%	#	%		
Suspensions	51 (39)	6.1%	44 (26)	4.1%	-2%	Y
Expulsions	1	.002%	0	0%	-.002%	Y

*# Number of incidents of suspension (# of individual students suspended during the year).  
Some students were suspended more than one time during the year.*

### 2. There will be a 75% or higher percentage of parents, staff, and students responding positively to survey questions regarding school safety.

#### School Safety

Group	% Agree 2011	% Agree 2012
Parents	88.27	92.60
Staff - Cert.	95.45	92.31
Staff – Class.	75	100.00
Students	69.76	78.50
<b>Total</b>	<b>82.12</b>	<b>90.85</b>
<b>Met Goal (Y/N)</b>	<b>Y</b>	<b>Y</b>

## D. School Climate and Leadership

1. There will be a 75% or higher percentage of parents, staff and students responding positively to survey questions regarding school climate, instructional issues, and parent relations:

**School Climate**

Group	% Agree 2011	% Agree 2012
Parents	91.81	92.84
Staff – Cert.	86.37	86.54
Staff – Class.	50	60.00
Students	58.14	61.90
Total	71.58	75.32
Met Goal (Y/N)	N	Y

**The school will maintain 98% actual attendance, or an improvement of .5%.**

School Year	Actual Attendance %	Target %	Difference (+ or -)	Target Met Yes or No
2008/2009	96.24%	98%	-1.76%	N
2009/2010	95.84%	98%	-2.16%	N
2010/2011	95.99%	98%	-2.01%	N
2011/2012	96.60%	98%	-1.40%	N

### Analysis of Data – School Safety and Climate

*What trends are indicated by the data? To what extent is the school a safe, clean and orderly place that nurtures learning?*

According to the parent, student, and staff surveys, the school climate increased from the previous year from 71% to 75%. Although parents and staff rated school climate high (93% of parents and 87% of staff), student results were far lower at 62%. In looking at the surveys, a small number of questions stood out as indicators for the low rating. Two questions about respect were particularly significant: Students treat other students with respect (45% agreed) and Students treat teachers with respect (60% agreed). In addition, only 47% of students rated school grounds as well kept. Many students wrote comments on the back of the survey forms. These were read and studied by the Leadership Team. The biggest concerns coming out of the comments were centered on bullying and teasing. A few comments centered on racial name calling. Some other comments stated teachers are not treating all students fairly. This is being addressed by the Leadership Team and teachers.

There was a decrease in the number of suspensions from the previous year. This was one of the lowest totals in many years. There were also no expulsions during the year. The number of suspensions and expulsions remains relatively low compared with other schools in the district.

Both parents and staff feel the school is safe (93% of parents and 95% of staff) and a positive learning environment for students and that they are happy to be a part of the Poet Community.

It should also be noted that there was an overwhelming response again by parents and students to bring the Arts back to Poet and that they miss the Arts classes. Nearly 100% of all written responses on the back of the surveys indicated this desire with the question, "What programs or activities would you like to see at Poet?"

## SECTION III: EVALUATION OF PRIOR YEAR'S PLAN

### A. Evidence of school's progress towards meeting **student achievement** targets

#### **Goal #1 – Ensure students are prepared for college and careers and that all students meet or exceed grade level standards and the achievement gap is closed**

- a. Programs to meet the needs of English Learners
- b. Programs to meet the needs of at-risk students
- c. Prepare students for STAR/CAHSEE testing
- d. Plan for increasing deployment of Best Instructional Practices
- e. (schools with gr. 6-12) Improve student achievement in Mathematics

#### Evaluation of Plan for Goal 1:

##### **a. English Learners**

- 1) Work with our EL learners was focused mostly on providing at least 30 minutes of instruction with assistance on a pull-out or push-in basis with an EL para-educator. Small group instruction was provided in some classrooms. The EL para-educator assisted teachers with groups and with individualized help for some students but this was mostly on a pull-out basis. Providing 30 consecutive minutes of ELD with small numbers of students in each class remains a big challenge for teachers.
- 2) There was effort made to meet the 30 minute requirement and to work with our EL's as much as possible; however, this did not happen in all classrooms. Work with our upper grade students (5th-8th) was almost entirely pull-out. Many teachers did, however, work with students after school to deliver Level II intervention throughout the year. Teachers reported improvement from these students as a result of these efforts.
- 3) We will continue to look for ways to meet the needs of our EL students. The 1<sup>st</sup> and 2<sup>nd</sup> grades have teamed up to provide 30-40 mins. of ELD to their students in an ExCEL type rotation. Small group instruction in class will be the major focus of delivering ELD instruction with assistance from the EL para with at least one team piloting delivering ELD through Science curriculum with support from an ELD coach. The Middle School team is working on a plan to provide 30 mins. of ELD during their last period rotation on Tuesday – Friday.

##### **b. At Risk Students**

- 1) Level II intervention was provided to at risk students at most grade levels. Teachers provided some level of assistance to at-risk students while also supporting EL students. In some instances, Level II intervention was targeted for both EL and at-risk students with some students falling into both categories. The 8th grade at-risk students were monitored closely and there was significant improvement with many students during the year. This was the first year in a few years where all 8<sup>th</sup> grade students met promotion standards and promoted.
- 2) Larger class sizes have made it difficult for teachers to concentrate on at-risk students, EL students, and the general population during the day. Most of the lower grade teachers worked with students after school in small groups. This seemed to help significantly. Two Middle school teachers worked with students during lunch 4 to 5 days a week to help them with homework and studying for tests. This helped especially well with the 8<sup>th</sup> grade students in making sure they were on target to promote.
- 3) There will be considerable effort to provide Level II instruction for our at-risk students along with EL students as much as possible. Monitoring 7th and 8th grade students will continue on a regular basis to ensure that students are meeting promotion standards and adapting to the middle school setting. Typically 7th graders have a much hard time adapting to their new grade than other students in the school. They need support and timely intervention more than other grade levels. The lunchtime homework class will continue – some students attend by

choice and others attend regularly by agreement with teachers and parents.

**c. STAR prep**

- 1) Pacing guides and blueprint standards were matched at the beginning of the school year. Blueprint standards were monitored and evaluated from time to time at ERM's to ensure that standards were being taught before the beginning of STAR testing. Curriculum Associates was given two times during the year to assess how students were progressing. Teachers used the results to focus on weak areas and to re-teach as necessary. The MS team did a weekly rotation during the start of the 3<sup>rd</sup> trimester to focus on the CST and test taking strategies.
- 2) Overall the efforts to improve scores went well. Curriculum Associates proved to be a valuable tool in helping to prepare students for the CST's. We debriefed at two ERM's and talked about strategies. This was helpful to staff. The MS rotation during the 3<sup>rd</sup> trimester went fairly well but teachers felt that it was too much. However, there were gains across the board in MS L/A, Math, Science, History.
- 3) Blueprint standards will be revisited again during the year. Two Curriculum Associates tests are scheduled for 2012-13. A modified rotation will be implemented during the 3<sup>rd</sup> trimesters of the 2012-13 school year in MS for CST preparation. Pacing Guides were revisited and guides for 2012-13 were required to be turned in at the end of the 2011-12 school year.

**d. Increasing Deployment of Best Instructional Practices**

- 1) Staff development at ERM's was focused on the Big 4 and related EDI strategies discussed at DataWORKS training. Regular site instructional tours took place on a weekly basis with results reported in the Monday bulletin. The results were discussed at ERM's as well.
- 2) There was an overall increase in the implementation of the Big 4 strategies through the course of the year as seen in the data. The DataWORKS training was well received and strategies were used more often by teachers.
- 3) There are still a few staff members who have not embraced the use of the Big 4 strategies. These staff members were given additional RSDSS training in Dec. & Jan. and this made an impact on 4 out of 5 of them. DataWORKS training is scheduled again for 2012-13 with two team training days for the 5<sup>th</sup> & 6<sup>th</sup> team and 7<sup>th</sup> & 8<sup>th</sup> grade team to help with deployment of the Big 4. These teams are most in need of this individualized training. Site instructional tours will continue and results will be reported in Monday bulletins and discussed at ERM's.

**e. Student Achievement in Mathematics (gr 6-12)**

- 1) Math standards continue to be a major focus for teachers. Blueprint Standards, Curriculum Associates, and Released Questions were used regularly to prepare students for the STAR. Basic Facts at the K-4 level remain a priority in preparing students.
- 2) Math scores were slightly lower than L/A. There is a greater focus on teaching Blueprint standards prior to the STAR. Many teams use math standards for their data team planning and this seems to be going well. We did make significant gains in our AYP and met our school-wide AYP target with Safe Harbor.
- 3) Math (and L/A) pacing guides were evaluated and reviewed at the end of the year and pacing guides for 2012-13 were developed and turned in at the end of 2011-12. They will be reviewed regularly to ensure that standards are taught in time for the STAR. Emphasis on knowing basic facts will continue at the lower grade levels.

## **Goal #2 – Provide a Safe and Equitable Learning Environment for all Students and Staff**

### **Evaluation of Plan for Goal 2:**

#### **a. Increase Students' Average Daily Attendance**

- 1) Attendance was monitored and reported regularly. Attendance was posted on the website and in the newsletter after each reporting period to keep parents up to date on attendance and to keep attendance at the forefront of our efforts. A large chart was posted in the office and updated regularly. The SARB process was used with several students.
- 2) Attendance went up pretty significantly from the previous year overall and during almost all reporting periods. Although we did not achieve 98%, the attendance rate was one of the highest rates at Poet in a number of years. Attendance went from 95.99% to 96.60%. Rewarding perfect attendance at the end of each trimester proved impossible, but certificates were handed out at the end of the year. The SARB process was used more effectively and many more parent meetings were held. These efforts improved attendance for most of the targeted students. There are still a small number of students with critical attendance problems.
- 3) Attendance will continue to be monitored closely and reported regularly to parents because of the obvious ties to increasing student achievement. Perfect attendance will be awarded at the end of the year. Charts and information will be posted in the office as well as the website and newsletter.

#### **b. Increase Cultural Proficiency**

- 1) We held staff development activities based on Diversity & Equity at the December District ERM. Related staff development activities took place at the beginning of the year. The activities in December were a continuation of previous work at ERM's in 2010-11. The PTSA held a Multicultural Night in Jan. 2012. At the beginning of the year, staff development activities revolved around building inclusion in the classroom and school and addressing the needs and uniqueness of all of our students.
- 2) The discussion at the D&E ERM was productive and the staff continues to be open minded and focused on reaching out to all of our students. We still have a way to go and the staff is still looking for hands-on and specific strategies to reach out to our diverse student body. We are closer to the goal of improving student learning and lowering the achievement gap. We still have a long way to go, but the staff is ready and willing to keep moving forward. The Multicultural Night was a huge success with hundreds of people in attendance. It was the single most attended event in recent history. The inclusion activities with staff went well and more teachers refined their classroom management strategies to build a more positive and supportive learning environment for all students.
- 3) We will continue where we left off in 2011-12 and move forward in our discussion with D&E. The first Buy-Back day will include activities and work toward developing a learning environment that focuses on reaching out to all students and building inclusion. Getting to know all of your students and working with all of them to achieve success.

## **Goal #3 – Professional Development**

### **Evaluation of Plan for Goal 3:**

#### **a. Articulated, sustained plan of professional development activities**

- 1) Almost all of the professional development revolved around data teams, pacing guides, blueprint standards, the Big 4, Curriculum Associates, D&E, and School Culture. We partnered with Central School to provide training with the SJCOE and DataWORKS on the Direct Instruction Model. This training started with the pre-service day and continued throughout the year at ERM's. Data Teams were a mainstay at each and every ERM. Time was also spent revising our school vision and mission statements.

- 2) We spent a great deal of time evaluating pacing guides and blueprint standards. Most teachers had clear plans and were evaluating them regularly in preparation for the STAR. Some had plans but clearly did not follow them well. The staff developed and were required to turn in Pacing Guides and plans for 2012-13 at the end of the 2011-12 school year. We spent a lot of time on the Big 4, but there remains pockets of resistance to consistent implementation. We achieved our goal for Curriculum Associates and used the information to drive our preparation for the CST's.
- 3) We are again focusing on pacing guides, blueprint standards, Direct Instruction Training with DataWORKS, Curriculum Associates, the Big 4, and D&E. We will continue our efforts to improve student achievement as measured by the STAR and work on consistent implementation of the Big 4.

**b. Increasing participation/attendance at ERM's**

- 1) Attendance at ERM's remains inconsistent with at least one or two teachers going home "sick" after the end of the school day.
- 2) Overall attendance is decent and participation in staff development activities remains very positive. The staff as a whole is positive and supportive of efforts to improve student achievement. They remain open and honest in their assessment of our goals and activities and continually look for ways to improve what we are doing to meet the needs of our students.
- 3) Keeping the staff focused on student achievement and keeping the activities relevant and meaningful is a key for maintaining a high attendance rate and keeping participation positive and productive. Involving the Leadership Team in driving some of the activities at ERM's will also be important in keeping the staff focused on our school goals.

**Goal #4 – Parent Involvement: Strategies to encourage parent involvement and provide parent education**

**Evaluation of Plan for Goal**

- 1) The PTSA continued to offer many activities and events to get parents involved at school. There are several community building activities throughout the year: Dads & Donuts, Sports Night, Family Movie Night, School Beautification Day and several others. The electronic Family Envelope has steadily grown over the past year with over 150 families receiving school information via email by the end of the school year.
- 2) Poet has good support from families and they enjoy participating in school-wide events. There is overwhelmingly positive feedback and huge numbers of participating families at school events. Our first Multicultural Night drew an incredible number of families; the gym was packed with participants from start to finish and we received very positive responses from families. The Parent Conference attendance rate was 96% for K-6 classes. The attendance rate for M.S. was much lower at approximately 50%. Open House and Back to School Night were very well attended. Overall we met the goal of involving parents and getting them to participate in school-wide activities. Participation accounting needs to be done at more events.
- 3) The PTSA will continue to provide a variety of opportunities for families to enjoy time at the school with their children. Multicultural Night will be done every other year with a school carnival on the off years. A parent morning group will be added in 2012-13 to give parents an opportunity to meet and discuss topics with the principal. Electronic Family Envelope participation will continue to be encouraged to help reduce costs and to communicate more effectively with parents.

**Goal #5 – Technology: Use technology as a tool for improvement in instruction; management of departments, sites and classrooms, and to increase efficiency in operations across the district.**

Evaluation of Plan for Goal 5:

- 1) The PTSA made technology one of their priorities and we were able to provide funding for the purchase of 6 document cameras and one computer. In addition, EIA funding was used to purchase 9 more document cameras for teachers to use in their classrooms to provide better visual instruction for our EL students. The computer lab was used by several classrooms to do projects, research, and writing.
- 2) We did meet the goal of purchasing a document camera so that 100% of our teachers have access to use one in their classroom. Every teacher began using the document cameras on a daily basis. They are extremely happy with this technology. Funding from the Measure S bond provided us with 16 LCD projectors to use with the document cameras. This was incredibly fortunate for us. We did not meet our goal of replacing aging computers. The computer lab will be completely dismantled at the end of the 2012-13 because of their age.
- 3) There is some EIA funding budgeted to purchase replacement computers and to purchase classroom sets of “clickers” for teachers to use. The PTSA is hoping to be able to budget money to replace aging computers.

**Goal #6 – Improve the school libraries. (if included in prior year plan)**

Evaluation of Plan for Goal 7:

- 1) Some books and quizzes were purchased for the library to enhance our Accelerated Reader selection. More students in the upper grades were introduced to the AR program.
- 2) We did not meet our goal of purchasing books and quizzes for our upper grades. The selection for our upper grades is still pretty weak and needs to be enhanced in order to get the program used more in grades 5-8. We did meet our goal of purchasing some class sets of books.
- 3) The main focus of the library will be to enhance our upper grade library and quizzes to support AR.

**Overall Evaluation of Prior Year School Plan**

Please address the following two questions regarding the overall school plan:

*To what extent do the school leadership and staff use student achievement data to make decisions and initiate activities that focus on all students achieving the academic standards?*

The ERM activities and staff development are primarily driven by the CST data. CST data is disaggregated by both grade level and by subgroups. Teachers and teams analyze the data to determine areas of weakness and strengths. The work with pacing guides and blueprint standards is driven by the need to improve AYP/API scores. These scores are used for the big picture and for an overall assessment of needs.

Throughout the year, other academic assessment tools are used to guide instruction on a more immediate level. The focus assessments are used by teachers and teams to determine progress on skills as they are preparing students for the STAR. District Math Assessments are also used for monitoring progress and driving lesson planning. District Assessments and Focus Standards are used a great deal with Data Teams.

Nearly all programs and activities are focused on improving student achievement as measured by the STAR and by 8th grade promotion standards in the district.



*To what extent do the school leadership, staff, students and parents annually monitor and refine the single school plan based on analysis of data to ensure alignment with student needs?*

The school plan and goals were reviewed by the Site Council and by the staff at the end of the school year. The Leadership Team also spent time evaluating goals, activities, and programs throughout the year. All suggestions and changes to the plan were brought to the Site Council for final editing and approval. The School Plan was reviewed and discussed at Site Council meetings. Program and activities are discussed and evaluated periodically at ERM's.

The School Plan will be evaluated at the beginning of the 2012-13 school year, monitored during ERM's throughout the year, and re-evaluated at the spring 2013 Buy-Back Day. Input from teams is a critical part of the evaluation process. Ongoing review of the goals and activities will take place as much as possible at Site ERM's and Buy Back Days. The Site Council will continue to review the plan, activities, and goals at Site Council Meetings.

## **SECTION IV: SCHOOL PLAN FOR 2012/2013**

### **A. School Governance and Planning Process**

The 2012/2013 School Plan that follows was developed through the joint efforts of Poet-Christian Staff, the Poet Leadership Team, and Site Council. The staff evaluated the school plan on the Aug. 8<sup>th</sup> Buy Back day. Further evaluation took place with the staff at the Sept. 10<sup>th</sup> ERM. Poet's Leadership Team also evaluated school plan goals and activities and recommendation for changes were made. The Site Council evaluated the plan's goals and activities throughout the 2011-12 school year with recommendations being made at the May 9, 2012 Site Council Meeting. The School Plan budget was approved by the School Site Council at the May 9<sup>th</sup>, 2012 meeting. The Site Council will review the plan for approval at the Nov. 14<sup>th</sup>, 2012 Site Council Meeting.

### **School Site Council Membership for 2012/13**

Names of Members  *Parent of EL	School Personnel 50% of SSC			Parents/Students 50% of SSC	
	Principal	Classroom Teacher	Other Staff School	Parent or Community Member	Secondary Student
William Maslyar	X				
Megan Wright		X			
Denise Schreiber		X			
TBA			X		
TBA		X			
Tim Heinrich				X	
Roxane Bernhard				X	
TBA				X	
*TBA				X	
TBA				X	
Numbers of members of each category	1	3	1	5	
Total in each group	5			5	

The interests of English learners are represented by:

- ☐ An ELAC with adopted bylaws (*Parents of English learners constitute at least the same percentage of the committee as their children represent of the student body. OPSET I-EL-2*)

ELAC Chairperson: \_\_\_\_\_

- ☒ School Site Council (*Parents of English learners constitute at least the same percentage of the committee as their children represent of the student body. OPSET I-EL-2*)

\*Indicate parents of EL Students on SSC list above

## **B. School goals for 2012/2013 - A Summary**

### **Goal #1 – Ensure students are prepared for college and careers and that all students meet or exceed grade level standards and the achievement gap is be closed (PDSA)**

- a. Programs to meet the needs of English Learners
- b. Programs to meet the needs of at-risk students (including CAHSEE remediation at HS)
- c. Activities to prepare students for STAR/CAHSEE testing
- d. Plan for increasing deployment of Best Instructional Practices
- e. (schools with gr. 6-12) Activities to improve student achievement in Mathematics

Rationale: (district) The district goals are that student will be prepared for college and careers; and that all subgroups meet AYP targets and that the achievement gap be closed by raising the achievement of lower performing subgroups. The district goal also includes that EL students meet Title III AMAO targets annually. The EL subgroup and other at-risk groups do not meet AYP. Additionally the percent of students scoring proficient in Math at grades 6-11 is significantly below AYP targets

Rationale: (site) *Although Poet performed better on CSTs in Math and ELA in 2011-12, the school currently has just slightly more than 57% of students performing at the Advanced or Proficient Level. Instructional strategies and learning experiences need to be developed and refined to meet the needs of our growing EL and Socio-Economically Disadvantaged students. A large achievement gap for minority groups is shrinking but continues to be a major concern.*

### **Goal #2 – Provide a safe and equitable learning environment**

- a. Increase students' average daily attendance
- b. Increase cultural proficiency

Rationale: (district) The district has set an overall target of 98% attendance. Research shows that when students are in school they achieve at higher academic levels. The district goal is to increase cultural proficiency throughout the district to ensure that student and staff are afforded a safe and equitable learning environment.

Rationale: (site) *A safe and positive school climate contributes greatly to student learning. When students feel safe, they are able to take academic and artistic risks that enhance and strengthen learning. They are also more likely to maintain good attendance when they feel safe and good about coming to school. When students attend more often, they are more likely to be successful in school and perform better on the State tests. The school's environment can be maintained through consistent school-wide programs that focus on developing academic skills, social skills, cultural awareness and tolerance.*

### **Goal #3 – Professional Development: Provide an articulated, sustained plan of professional development activities designed to build the school's capacity to support programs and achieve goals.**

(Note: Title I schools must allocate at least 10% of Title I funds to staff development)

Rationale: (district) The district strategic goals and LEA Plan include goals which focus on providing ongoing professional development and support to teachers and site administrators that result in increased achievement for all students in order to close the achievement gap.

Rationale: (site) *Teachers face many demands and challenges with a changing population. Teachers model lifelong learning by continually participating in staff development activities and professional development opportunities designed to meet the needs of the school, students, and teachers.*

**Goal #4 – Parent Involvement: Strategies to encourage parent involvement and provide parent education.**

Rationale:(district) Sustained parent involvement is linked to student achievement and staying in school. Federal and state regulations mandate meaningful opportunities at all grade levels for parents/guardians to be involved in school activities, advisory, decision-making, and activities to support learning at home.

Rationale: (site) *Parental Involvement is a key to the success of the school. Informed, involved parents are the foundation for developing lifelong learners. Maintaining open lines of communication with parents and involving them in school activities and programs will ensure that our students are getting all of the support and help they need to be successful in school.*

**Goal #5 – Technology: Technology: Use technology as a tool for improvement in instruction; management of departments, sites and classrooms; and to increase efficiency in operations across the district.**

Rationale: (district) The district is committed to providing students and staff with the technology tools and skills to support academic content standards and improve learning so that they can compete in a digital world.

Rationale: (site) *Schools and teachers need to keep pace with rapidly changing technology. Schools require new and updated computers, software, and training to function at the most basic levels of a technological society. It is through technology that teachers are better able to prepare themselves for the daily aspects of lesson planning and activity design, communication with parents, and to develop foundational technology skills of the students.*

**Goal #6 – Improve the school libraries.**

(Sites are not required to allocate funds to libraries this year.)

Rationale: This is a requirement under the School and Library Improvement Block Grant.

Rationale: (site) *The library provides materials and supplies for classrooms, teachers, and students: Textbooks, reading materials, media materials, and library time for students to research and check out books. These materials and services are crucial to the success of the school.*

## **C. Activities for 2012/2013 School Plan**

### **Site Goal #1 – Ensure students are prepared for college and careers and that all students meet or exceed grade level standards and the achievement gap is closed. .**

*District Goal #1: Prepare all students for college and careers*

*District Goal #2: Ensure that all student meet or exceed grade level standard and that the achievement gap is closed.*

#### **Outcomes** (Data that will be collected and analyzed to measure progress towards the goal)

- All significant subgroup will meet AYP targets
- EL students will meet or exceed Title III AMAO1 and AMAO2 targets
- Decrease the achievement gap of the subgroups
- 80% of students will meet standards on district assessments
- Reduction in number of students failing classes
- Increase percent of teachers using BIPs
- Increase percent of students scoring proficient on Math CST (gr. 6-12)
- Alignment of curriculum maps/pacing guides to Blueprint standards

**Rationale:** (site) *Although Poet performed better on CSTs in Math and ELA in 2011-12, the school currently has just slightly more than 57% of students performing at the Advanced or Proficient Level. Instructional strategies and learning experiences need to be developed and refined to meet the needs of our growing EL and Socio-Economically Disadvantaged students. A large achievement gap for minority groups is shrinking but continues to be a major concern.*

<b>1a.English Learner Instruction and Support</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
1a.1 Scheduling and Grouping for EL students to provide classroom ELD and for pull-out/push-in support	Principal Teachers		Oct. 2012			
1a.2 EL para-professional ELD pull-out/push-in support	Principal	EIA	Ongoing			
1a.3 Implement EL grouping during Middle School intervention/rotation period at the end of the day	Principal / MS Team		Oct. 2012			
1a.4 Hold ELAC meetings with parents	Principal		Nov. 2012 ongoing			
1a.5 Purchase more ELD materials for the primary grades & MS	Principal	EIA	Nov. 2012			
1a.6 Level II Intervention for EL students before and after school	Teachers	EIA	Ongoing			
1a.7 Provide sub coverage for CELDT Testing	CELDT Coord	EIA	Sept. 2012			
1a.8 Purchase paper, supplies, and materials to support EL instruction	Office	EIA	Ongoing as needed			
<b>1b.Intervention and Remediation for at-risk students (including CAHSEE remediation at HS)</b>						

<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
1b.1 Provide Level II intervention in L/A and Math before and after school	Teachers		Sept. 2012 Ongoing			
1b.2 Middle School Intervention classes for Science, Math, and L/A during the afternoon rotation during the 3rd Trimester 3 weeks prior to testing.	Teachers		3rd Trimester			
<b>1c.CST/CAHSEE Preparation</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
1c.1 Examine & Evaluate Blueprint Standards at Site ERM's throughout the year, review short-term plans, and revise lessons as needed	Principal / Teachers		Aug. 2012- May 2013			
1c.2 Evaluate, Review, and Revise Pacing Guides and match with Blueprint Standards	Principal / Teachers		Sept. 2012 Ongoing			
1c.3 Identify & Monitor Bubble Students & Intervention Students	Principal / Teachers		Nov. 2012 Ongoing			
1c.4 Use Curriculum Associates to do two school-wide tests and analyze data at subsequent ERM's	Principal / Teachers		Nov. 2012 & Feb. 2013			
1c.5 Use CST Released Questions as periodic assessments to gauge progress and guide planning	Principal / Teachers		Aug. 2012- Mar. 2013			
<b>1d. Plan for Increasing Deployment of Best Instructional practices</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
1d.1 Review and model Big 4 at site ERM's on a regular basis	Principal/ Team Leaders		Ongoing			
1d.2 Conduct weekly site instructional tours to monitor use of Big 4	Principal		Weekly			
1d.3 Report progress to staff on deployment of Big 4 on a weekly basis	Principal		Weekly			
<b>1e. Mathematics Achievement (required for gr. 6-12)</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
1e.1 Continue work with Algebra Task Force	MS Math teacher		Ongoing			
1e.2 Monitor Student Progress on District Assessments	MS Math teacher & Principal		Mar to May 2013			
1e.3 Provide time at ERM's to input DA data and to analyze DA data	Teachers Principal		Nov. 2012 Feb. 2013			

<b>1f. Academic Achievement and Programs (for all students)</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
1f.1 M.S. Leadership students to work in class as study buddies with younger students	MS teachers Principal		Sept. 2012 - May 2013			
1f.2 Kindergarten teachers will conduct one on one orientations with incoming kindergarten students before the start of the school year	Kindergarten Teachers		Aug. 2012			
1f.3 Students and Staff will participate in the NEA's Read Across America day to promote reading	Principal Teachers	PTSA	Mar. 2013			
1f.4 Students in grades K-4 will be expected to master basic math facts. Build a Sundae reward parties will be held for students who master the basic facts	Principal Teachers (K-4)	PTSA	Ongoing			
1f.5 Grades 3-8 will use agendas for daily homework. Agendas will be monitored daily and weekly by parents and teachers	Principal Teachers (3-8)	S.B.A.	Aug. 2012 Ongoing			
1f.6 Students in 3 <sup>rd</sup> -8 <sup>th</sup> grade will participate in the school-wide and district Spelling Bees	Spelling Bee Coordinator		Oct. & Nov. 2012			
1f.7 Provide After School Homework Club for struggling students	Teachers		Oct. 2012, Ongoing			
1f.8 Provide school supplies and equipment: paper, toner, Riso & copier supplies, mailings, projector bulbs, cafeteria tables, etc.	Office	Site	Aug. 2012 Ongoing			
1f. 9 Provide sub coverage for meetings and other school functions	Principal, Office	Site	Aug. 2012 – May 2013			
1f.10 Provide direct support to students through centralized support	District Office	D.O.				

**Plan for providing ELD to English Learners in 2012/13:** The Kindergarten teachers will be supporting each other to provide ELD instruction to EL's Tues-Fri. with additional support from the EL para. The Primary Team has established an ELD rotation to work with EL's in 1<sup>st</sup> and 2<sup>nd</sup> grade. The 3<sup>rd</sup> Grade team is providing 30 mins. of ELD in individual classrooms. The 4<sup>th</sup> grade team is working on developing a rotation similar to the Primary Team to deliver ELD instruction using Science with the support of an ELD coach. The 5<sup>th</sup> and 6<sup>th</sup> grade team will be providing ELD instruction in individual classrooms with their students. The 7<sup>th</sup> & 8<sup>th</sup> grade teachers have developed a rotation to work with EL's during the 35 min. afternoon rotation period on Tuesdays-Fridays. The EL support para will work with individual teachers to help facilitate ELD instruction.

<b>Grade</b>	<b>Organization of Students</b>	<b>Frequency of ELD</b>	<b>Duration of ELD</b>	<b>Provided by</b>	<b>Materials used</b>
<b><i>K</i></b>	EL Groups	Daily	20-30 minutes	Classroom Teachers with para support	Open Court ELD Supplemental Materials
<b><i>1<sup>st</sup>/2<sup>nd</sup></i></b>	EL Groups	Daily	20-30 minutes	Classroom Teachers ELD rotation	Open Court ELD Supplemental Materials
<b><i>3<sup>rd</sup>/4<sup>th</sup></i></b>	EL Groups	Daily	30 minutes	Classroom Teachers EL Para-Educator	Open Court ELD Supplemental Materials
<b><i>5<sup>th</sup>/6<sup>th</sup></i></b>	EL Groups	Daily	30 minutes	Classroom Teachers EL Para-Educator	Holt & Open Court ELD Supplemental Materials
<b><i>7<sup>th</sup>/8<sup>th</sup></i></b>	EL Groups	4 days/wk	30 minutes	Classroom Teachers ELD rotation	Holt ELD Supplemental Materials



**Goal 1 – Data Collection:**

(to be completed as part of the “study” component throughout the year and used as documentation for the Principal’s evaluation)

**Part A: District Assessments****District Assessments**

- Elementary Schools: ELA are the trimester benchmark assessments.
- Middle Schools: ELA the Quarter 1 and Quarter 2/3 assessments are Curriculum Associates Practice 1 and 2; Quarter 4 is the End of Course Holt)
- High Schools: ELA the required assessments are Holt Entry (report for Quarter 1) and Holt End of Year (Quarter 4). These are only required for grades 9 and 10.)

<b>Schoolwide</b> % Proficient/Advanced		<b>Quarter Trimester 1</b>	<b>Quarter 2/3 Trimester 2</b>	<b>Quarter 4 Trimester 3</b>	<b>Met Goal</b>
ELA	2011/12	59.5% / 30.8%	69.4% / 27.1%	69.3%	N
	2012/13				
MATHEMATICS	2011/12	N/A	N/A	79.0%	Y
	2012/13				

<b>English Learners</b> % Proficient/Advanced		<b>Quarter Trimester 1</b>	<b>Quarter 2/3 Trimester 2</b>	<b>Quarter 4 Trimester 3</b>	<b>Met Goal</b>
ELA	2011/12	42.0% / 9.5%	55.5% / 0%	54.6%	N
	2012/13				
MATHEMATICS	2011/12	N/A	N/A	69.0%	N
	2012/13				

<b>Students w/ Disabilities</b> % Proficient/Advanced		<b>Quarter Trimester 1</b>	<b>Quarter 2/3 Trimester 2</b>	<b>Quarter 4 Trimester 3</b>	<b>Met Goal</b>
ELA	2011/12	57.1% / 10.0%	65% / 18.2%	57.5%	N
	2012/13				
MATHEMATICS	2011/12	N/A	N/A	60.7%	N
	2012/13				

<b>Hispanic</b> % Proficient/Advanced		<b>Quarter Trimester 1</b>	<b>Quarter 2/3 Trimester 2</b>	<b>Quarter 4 Trimester 3</b>	<b>Met Goal</b>
ELA	2011/12	55.2% / 23.3%	64.5% / 15.3%	66.3%	N
	2012/13				
MATHEMATICS	2011/12	N/A	N/A	76.6%	N
	2012/13				

<b>African American</b> % Proficient/Advanced		<b>Quarter Trimester 1</b>	<b>Quarter 2/3 Trimester 2</b>	<b>Quarter 4 Trimester 3</b>	<b>Met Goal</b>
ELA	2011/12	62.3% / 35.3%	64.9% / 25.0%	68.5%	N
	2012/13				
MATHEMATICS	2011/12	N/A	N/A	77.0%	N
	2012/13				

## **Part B: Instructional Tour Data**

### **2011/12 Results**

#### **Percent of “partial” and “full” implementation for each identified strategy**

		Sep	Oct	Nov/Dec	Jan	Feb	Mar	April	May
Student Engagement	full		76%	95%	88%	<b>93%</b>	100%	n/a	n/a
	part		22%	0%	0%	<b>7%</b>	0%	n/a	n/a
Checking for Understanding	full		59%	68%	75%	<b>40%</b>	70%	n/a	n/a
	part		10%	5%	0%	<b>20%</b>	0%	n/a	n/a
Learning Objective	full	37%	64%	63%	69%	<b>80%</b>	60%	n/a	n/a
	part	0%	0%	0%	0%	<b>0%</b>	0%	n/a	n/a
Non-Linguistic Representation	full		76%	79%	81%	<b>80%</b>	90%	n/a	n/a
	part		0%	0%	0%	<b>20%</b>	10%	n/a	n/a

Data from **Management Team Tours** are **Bold-faced font**; Interim tours are regular font

### **2012/13 Results**

#### **Percent of “partial” and “full” implementation for each identified strategy**

		Sep	Oct	Nov/Dec	Jan	Feb	Mar	April	May
Student Engagement	full	79%							
	part	16%							
Checking for Understanding	full	53%							
	part	18%							
Learning Objective	full	76%							
	part	0%							
Non-Linguistic Representation	full	53%							
	part	24%							

**Management Team Tours** are **Bold-faced font**; Interim tours are regular font

## **Site Goal #2 – Provide a safe and equitable learning environment**

*District Goal #3: Provide a safe and equitable learning environment for all students and staff*

### **Outcomes** (Data that will be collected and analyzed to measure progress towards the goal)

- 98% student attendance (ADA)
- Reduction in suspensions
- Reduction in referrals/citations
- 75% of stakeholders will respond positively to annual survey questions related to school safety and climate.
- Reduction in tardies

**Rationale:** (site) A safe and positive school climate contributes greatly to student learning. When students feel safe, they are able to take academic and artistic risks that enhance and strengthen learning. They are also more likely to maintain good attendance when they feel safe and good about coming to school. When students attend more often, they are more likely to be successful in school and perform better on the State tests. The school's environment can be maintained through consistent school-wide programs that focus on developing academic skills, social skills, cultural awareness and tolerance.

<b>2a Increase Students' Average Daily Attendance</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
2a.1 Report and discuss attendance regularly in Eagle View Newsletter.	Principal		Monthly			
2a.2 Attendance will be discussed and reviewed in classroom newsletters.	Teachers		Monthly			
2a.3 Student Awards & Recognition for perfect attendance at the end of the year	Office, Principal		Oct. 2012, Feb. 2013, May 2013			
2a.4 Use the SARB process for students with poor attendance.	Office		Sept. 2012 Ongoing			
2a.5 Use PC Bucks and rewards for students with good attendance.	Teachers	PTSA	Daily			
2a.6 Clean/disinfect classroom desks and tables weekly and when needed.	Custodians		Weekly			
2a.7 Post attendance information on the school website.	Principal		Monthly			
<b>2b. Increase Cultural Proficiency to support a safe and equitable learning environment</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
2b.1 Character Counts / Six Pillars will be integrated into classrooms and school-wide activities.	Principal, Teachers		Ongoing			
2b.2 Each month the school will focus on one of the six pillars of character	Teachers		Oct 2012 – May 2013			
2b.3 PTSA sponsored activities will take place throughout the year for students, parents, and staff to build a sense of community and to encourage a healthy school culture.	PTSA, Principal	PTSA	Ongoing			

2b.4 A Carnival or Multicultural Night will be held during the second half of the year every other year. Jan 2012 = Multicultural Night, May 2013 = Carnival	PTSA, Principal, Teachers	PTSA	May 2013			
2b.5 Student rewards will be provided for students exemplifying the pillars Names will be posted in the Eagle View	Teachers	PTSA	Monthly			
2b.6 Discuss Diversity & Equity with Staff at District ERM's and implement strategies for meeting the needs of all students and families.	Principal		Dist. ERM Site ERM's			
2b.7 Discuss Diversity & Equity as it pertains to closing the achievement gap for our minority groups.	Principal		Fall 2012, Site ERM's			
2b.8 A raffle drawing will be held at the Excellent Eagle Assemblies to reward students for hard work and good character.	Principal	PTSA	Oct. 2012, Feb. 2013, May 2013			
2b.9 Yard Supervisors will meet periodically with the principal to review/refine procedures and to monitor trends.	Principal Yard Supervisors		Aug. 2012 Ongoing			
2b.10 A School-wide anti-bullying assembly/program will be researched.	Principal, PTSA	PTSA	Jan. 2013			
2b.11 Noon sports will be provided during lunch when possible	Principal	PTSA	Weekly			
2b.12 After school clubs will be offered for various activities (i.e. drama, sports, etc.)	Teachers	PTSA, Donations	Sept. Ongoing			
2b.13 Playground rules will be reviewed and posters will be developed to provide consistency.	Principal & Committee		Fall 2012			

**Percent attendance by month (to be completed as part of the “study” component throughout the year):**

	Month 1 AUG	Month 2 SEP	Month 3 OCT	Month 4 NOV	Month 5 DEC	Month 6 JAN	Month 7 FEB	Month 8 MAR	Month 9 APR	Month 10 MAY	YTD Total
2011-2012	97.69	97.00	97.21	96.73	95.62	95.41	95.17	95.36	96.27	96.63/97.01	96.60%
<b>2012-2013</b>	<b>97.47</b>	<b>96.96</b>									
Difference +/-	<b>-.22</b>	<b>-.04</b>									

**Site Goal #3 – Professional Development: Provide an articulated, sustained plan of professional development activities designed to build the school’s capacity to support programs and achieve goals.**

*District Goal #6: Develop and support a high performing workforce.*

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal)

- Improved student achievement (API, AYP, AMAO’s, district assessments)
- Increased use of Best Instructional Practices
- 100% Participation in ERM’s

**Rationale:** *(site) Teachers face many demands and challenges with a changing population. Teachers model lifelong learning by continually participating in staff development activities and professional development opportunities designed to meet the needs of the school, students, and teachers.*

<b>3a. Staff Development</b>						
Action Steps (Plan)	Person Responsible	Resources	Timeline	Do	Study	Act
3a.1 Provide two grade level teams (5 <sup>th</sup> & 6 <sup>th</sup> / 7 <sup>th</sup> & 8 <sup>th</sup> ) with more intensive EDI training with a DataWORKS coach	Principal/DEC		Sept. 2012			
3a.2 Provide Sub Coverage for DataWORKS training days on Sept. 25 <sup>th</sup> & 26 <sup>th</sup> , 2012	Principal/DEC		Sept. 2012			
3a.3 Partner with Central School and DataWORKS to provide the entire staff EDI Training at the beginning of the school year and at ERM’s throughout the year.	Principal		Site & Dist. ERM’s			
3a.4 All teachers will present a formal EDI lesson during the first half of the year to be observed by the principal. Written feedback will be provided.	Principal, Teachers		Oct. – Dec. 2012			
<b>3b. Staff Participation in Professional Development on Early Release Mondays and Buy Back Days</b>						
Action Steps (Plan)	Person Responsible	Resources	Timeline	Do	Study	Act
3b.1 ERM Staff Development – Checking for Understanding, Student Engagement/Time on Task, Learning Objectives, Non-Linguistic Rep.	Principal, Team Leaders		Monthly Site ERM’s			
3b.2 ERM staff Development – Reviewing Blueprint Standards and pacing guides. Regular monitoring and checks on progress.	Principal, Teachers		Monthly Site ERM’s			
3b.3 Review CST data and District assessment data to identify strengths and weaknesses.	Principal, Teachers		Oct. & Nov. 2012			
3b.4 ERM Data Teams – provided at every Site ERM for the first 30-45 mins.	Principal		Monthly Site ERM’s			
3b.5 ERM time will be dedicated to reviewing EDI strategies and lesson planning.	Principal		Monthly Site ERM’s			

**Site Goal #4 – Parent Involvement: Strategies to encourage parent involvement and provide parent education.**

*District Goal #7: Develop and utilize partnerships to achieve District Goals*

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal)

- 75% of parents responding positively on annual stakeholder survey
- Increase in number of parents attending parent meetings
- Increase in number of parents attending school activities and events

**Rationale:** *(site) Parental Involvement is a key to the success of the school. Informed, involved parents are the foundation for developing lifelong learners. Maintaining open lines of communication with parents and involving them in school activities and programs will ensure that our students are getting all of the support and help they need to be successful in school.*

Parent Involvement & Communication						
Action Steps	Person Responsible	Resources	Timeline	Do	Study	Act
4.1 The Family Envelope and Eagle View Newsletter will be sent electronically to parents on a bi-weekly basis.	Principal		Bi-Weekly			
4.2 More teachers will distribute classroom newsletters and notices through email.	Teachers	PTSA	Weekly - Monthly			
4.3 PTSA will meet monthly to plan and discuss school activities/events	PTSA		Monthly			
4.4 Parent Appreciation Celebration in May	Principal, Teachers		May 2013			
4.5 Provide parents with mini-workshops (i.e. gang awareness, homework help, high school info, etc.)	Principal, PTSA		Winter & Spring 2013			
4.6 Encourage parents to continue to volunteer at school and events.	Principal, Teachers, PTSA		Aug. 2012 Ongoing			
4.7 Parent Conferences will be held at the end of the 1 <sup>st</sup> Trimester	District		Oct. 2012			
4.8 Parents will be encouraged to attend BTSN and Open House	Principal		Aug. 2012, Mar. 2013			
4.8 School related and community building activities will be offered to students and parents throughout the school year. (i.e. Dads & Donuts, Family Movie Nights, Walk-A-Thon, Moms & Muffins, etc.)	Principal, PTSA		Monthly			
4.10 Office supplies, paper, and copier supplies will be purchased/supplied for maintaining communication with families through the Family Envelope, classroom newsletters, handbooks, report cards, etc.	Principal	Site / PTSA	Aug. 2012 Monthly			
4.11 Classroom websites will be explored and implemented if possible	Principal	PTSA	Dec. 2012, Feb. 2013			

**Site Goal #5 – Technology: Use Technology as a tool to improve instruction, management of classrooms and efficiency in operations.**

*District Goal #4: Use technology as a tool to improve instruction, management of classrooms and efficiency in operations.*

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal)

- Increase in availability of technology in classrooms
- Increase in availability of technology in classrooms for teacher use

**Rationale:** *(site) Schools and teachers need to keep pace with rapidly changing technology. Schools require new and updated computers, software, and training to function at the most basic levels of a technological society. It is through technology that teachers are better able to prepare themselves for the daily aspects of lesson planning and activity design, communication with parents, and to develop foundational technology skills of the students.*

Technology						
Action Steps (Plan)	Person Responsible	Resources	Timeline	Do	Study	Act
5.1 Purchase Document Cameras and Projectors for classroom instruction.	Principal, Office	EIA	Oct. 2012			
5.2 Purchase Sets of Clickers for classroom use	Principal, Office	EIA	May 2012			
5.3 Purchase laptops for use in lesson demonstrations and presentations	Principal, Office	EIA	Oct. 2012			
5.4 Purchase a computer for the EL Site Coordinator	Principal, Office	EIA	Oct. 2012			
5.5 Purchase computers to replace aging computers	Principal, PTSA, Office	PTSA	Jan. 2013			
5.6 Students in grades 1-8 will be given the opportunity to participate in the Accelerated Reader program	Principal, PTSA	PTSA	Ongoing			
5.7 Maintenance Agreements on Riso & copier machines	Office	Site	July 2012			
5.8 Classrooms will use the computer lab for research, writing, presentations, and enrichment activities.	Teachers		Ongoing			

### **Site Goal #6 – Improve School Libraries**

*District Goal #1: Prepare all students for college and careers.*

*District Goal #2 Ensure that all students meet or exceed grade level standards and that the achievement gap is closed.*

*District Goal #3: Provide a safe and equitable learning environment for all students and staff.*

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal)

- Increase the number of students participating in Accelerated Reader
- Increase the number of class sets of books for classroom use
- Increase the number of Accelerated Reader books for the upper grade classes
- Increase the number of books available for students to check-out and read

**Rationale:** *Rationale: (site) The library provides materials and supplies for classrooms, teachers, and students: Textbooks, reading materials, media materials, and library time for students to research and check out books. These materials and services are crucial to the success of the school.*

<b>Improve School Libraries</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
6.1 Purchase Library Books for student use	Media Specialist	Book Fair	Fall 2012			
6.2 Purchase Accelerated Reader quizzes	Media Specialist	Book Fair, PTSA	Fall 2012 Ongoing			
6.3 Purchase more AR books for upper grades	Media Specialist	Book Fair, PTSA	Nov. 2012 Ongoing			
6.4 Purchase class sets of novels for classroom use	Media Specialist	Book Fair, PTSA	Nov. 2012			
6.5 Hold a Scholastic Book Fair as a fundraiser for the library and provide families an opportunity to purchase books for themselves and classrooms. Coordinate with PTSA as a fund sharing revenue source.	Media Specialist		Oct. 2012 April 2013			



### **Centralized Services**

*District Goal #1: Prepare all students for college and careers*

*District Goal #2: Ensure that all students meet or exceed grade level standard and that the achievement gap is closed.*

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal)

- Consolidated Program documents submitted by deadlines
- Consolidated Program documents approved with no errors
- Federal Program Monitoring completed with no non-compliant areas
- Supplemental Services provided as per Title I regulations

### **Rationale:**

<b>Centralized Services</b>			
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>
1. Completion and filing of required documents pertaining to consolidated program.	L. Dopp K.Noah	Title I Title III EIA	August 2012 – May 2013
2. Assistance in preparing and monitoring budgets and expenditures pertaining to consolidated programs.	L.Dopp J.Carter K.Noah	Title I Title III EIA	October 2012 June 2013
3. Assistance in monitoring program activities to ensure that they are in compliance with state and federal requirements.	L.Dopp C.Woo	Title I Title III EIA	October 2012 June 2013
4. Assistance in planning, implementing, and evaluating staff development activities funded by consolidated funded programs.	ES Directors	Title I Title II Title III EIA	August 2012 – May 2013
5. Assistance in meeting state requirements for Federal Program Monitoring - FPM (previously Categorical Program Monitoring – CPM).	C.Woo	Title I Title III EIA	Fall 2012
6. Assistance in planning, implementing, and evaluating of effective parent participation programs.	L.Dopp	Title I Title III	August 2012 – May 2013
7. Assistance in planning, implementing, and evaluating of supplementary programs to assist targeted populations.	L.Dopp K.Noah	Title I Title II Title III EIA	August 2012– May 2013

		<u>Total</u>	<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title II</u>
	12/13 Estimated Allocations	\$ 73,655	\$ 10,618		\$ 54,037	\$ 9,000
	11/12 Carryover	\$ -				
	Sub-Total	\$ 73,655	\$ 10,618	\$ -	\$ 54,037	\$ 9,000
	Centralized Services	\$ 6,284			\$ 6,284	
	<b>TOTAL</b>	<b>\$ 79,939</b>	<b>\$ 10,618</b>	<b>\$ -</b>	<b>\$ 60,321</b>	<b>\$ 9,000</b>
	Payroll (Reference only)	\$ 25,151			\$ 25,151	
	<b>ALLOCATED GOAL TOTAL</b>	<b>#REF!</b>	<b>#REF!</b>	<b>#REF!</b>	<b>#REF!</b>	<b>#REF!</b>
Plan Ref	<b>Action Steps (requiring funding)</b>					
	<b>Goal #1: Ensure students are prepared for college and careers and that all student meet or exceed grade level standards &amp; close the achievement gap</b>					
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title II</u>
	Provide direct support to students through centralized services.				\$ 6,284	
1a.2	EL Para to work with teachers to support EL instruction. Martha Bravo (5.5hrs/day)				\$ 25,151	
1a.5	Purchase EL support materials				\$ 1,000	
1a.6	Provide Level II intervention for EL students				\$ 8,000	
1a.7	Sub coverage for CELDT testing, EL monitoring, and redesignation of EL students				\$ 1,500	
1a.8	Purchase paper, supplies, and materials to support classroom instruction for EL students				\$ 2,000	
1f.8	Purchase paper, supplies, and materials to support classroom instruction for all students		\$ 5,000			
1f.9	Provide Sub Coverage for meetings with parents and school functions.		\$ 600			
	<b>GOAL TOTALS</b>		<b>\$ 5,600</b>	<b>\$ -</b>	<b>\$ 43,935</b>	<b>\$ -</b>
	<b>Goal #2: Provide a safe and equitable learning environment</b>					
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title II</u>
	<b>GOAL TOTALS</b>		<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Goal #3: Professional development: Provide an articulated, sustained plan for professional development activities...</b>					
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title II</u>
3.a.1	DataWORKS Staff Development					\$ 7,000

	Provide 2 staff development days to work with teacher teams					
	on EDI lesson development and deployment					
3a.2	Sub coverage for DataWORKS Staff Development					\$ 2,000
	<b>GOAL TOTALS</b>		\$ -	\$ -	\$ -	\$ 9,000
	<b>Goal #4: Parent Involvement: Strategies to encourage parent involvement and provide parent education</b>					
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title II</u>
	<b>GOAL TOTALS</b>		\$ -	\$ -	\$ -	\$ -
	<b>Goal #5: Technology</b>					
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title II</u>
5a.1	Purchase Document Cameras & projectors for use as visual aids for classroom instruction				\$ 2,500	
5a.2	Purchase classroom sets of clickers to provide visual/physical support for instruction				\$ 800	
5a.3	Purchase computers for use with EL instruction - providing visuals and models for students. Rooms: 16, 17, 20, 30, 31				\$ 6,000	
5a.4	Purchase a computer for the Site EL Coordinator; Room 6				\$ 700	
5a.7	Maintenance Agreements on Riso & copier machines		\$ 5,000			
	<b>GOAL TOTALS</b>		\$ 5,000	\$ -	\$ 10,000	\$ -

# *South/West Park Elementary School*

*Tracy Unified School District  
CDS: 39-75499- 6042881*



*Principal: Ramona Soto*

## **Single Plan for Student Achievement 2012/13**

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. 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 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:

Contact Person: Ramona Soto-Barajas  
Position: Principal  
Telephone Number: (209) 830-3335  
E-mail Address: rasotod@tusd.net

SSC approval date: 10/18/12

# SECTION I: SCHOOL PROFILE

## A. Description of any Significant Changes

### 1. Description of School Demographic composition

	Source	2010/11	2011/12	2012/13
Enrollment (#)	Oct CBEDS	950	905	945
AFDC/Free & Reduced (%)	Oct CBEDS	73%	?	?
English Learners R-30 (%)	Mar R-30	568/60%	511/57%	
Fluent English (FEP/R-FEP) (%)	Mar R-30	141/15%	63/7%	
Students redesignated to FEP (#)	Mar R-30	46	40	
Ethnicity: White (%)	Oct CBEDS	9.3%	10.2%	9.23%
Hispanic(%)	Oct CBEDS	73.5%	70.6%	74.23%
African American(%)	Oct CBEDS	4%	5.0%	4.56%
Asian(%)	Oct CBEDS	12%	8.5%	9.97%

### 2. Description of Staff Characteristics/Changes in Staffing

	2011/12	2012/13
number of classroom teachers	40 full time positions (1 job share) (22 bilingual, 8 GATE, 8 conventional 2 preschool teachers)	40 full time positions (1 job share) (23 bilingual, 8 GATE, 7 conventional, 2 preschool teachers)
Number and type of support certificated staff (including special education staff)	1 Project Assistant 1 Music Teacher (prep) 1 PE teacher (prep)	1 Project Assistant 1 Music Teacher (prep) 1 PE Teacher (prep) 1 SDC County
number of classified staff	9	9
Number/percent of NCLB highly qualified teachers	All teachers are highly qualified	All teachers are highly qualified
Number/percent of teachers with EL Certification	100% (40/40)	100% (40/40)

We have a new program at our site. We have two Transitional Kindergarten classes (Jumpstart). One is Bilingual and one conventional. We also reduced our conventional program by two teachers, one in 4<sup>th</sup> grade and one in 5<sup>th</sup> grade. We only have one class per grade for our conventional program.

### 3. Addition or Removal of categorical programs or feeder programs (check one)

☒ No significant changes  
☐ Significant changes

### 4.Changes in District Core Programs (check one)

☒ No significant changes  
☐ Significant changes

### 5.Changes in Facilities (check one)

☒ No significant changes  
☐ Significant changes

B. Programs included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the school plan budget must include the proposed expenditures.)

State Programs	Allocation
<input checked="" type="checkbox"/> <b>EIA: Economic Impact Aid/ English Learner Program</b> <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners.	\$ 274,861.00
<input type="checkbox"/> <b>Gifted and Talented Education</b> <u>Purpose:</u> To support instructional programs for identified gifted and talented students.	
<input checked="" type="checkbox"/> Other State or Local funds (site allocation and MAA)	\$ 14,742.00
Total amount of state categorical funds allocated to this school	\$ 289,603.00

Federal Programs under No Child Left Behind (NCLB)	Allocation
<input checked="" type="checkbox"/> <b>Title I, Part A: Schoolwide Program</b> <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$232,917.00
<input type="checkbox"/> <b>Title II, Part A: Teacher and Principal Training and Recruiting</b> <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$6,000.00
<input type="checkbox"/> Other Federal Funds (list and describe <sup>1</sup> )	\$
Total amount of federal categorical funds allocated to this school	\$ 238,917.00
Total amount of state and federal categorical funds allocated to this school	\$ 528,520.00

## SECTION II: Presentation and Analysis of Data

### A. Analysis of Current Instructional Program - Academic Program Survey

The following evaluation is based on the Academic Program Survey and provides a rubric rating on a four point scale (1-4) for each area as well as a brief narrative assessment for each area. The rubric is as follows:

- (1) = Minimally – rarely used/found
- (2) = Partially – sometimes used/found
- (3) = Substantially – in regular use
- (4) = Fully - in regular use in all classrooms and followed completely

<b>ELEMENT</b>	<b>2012 Rating</b>	<b>Comments</b>
<b>EPC #1 Instructional Program</b>		
1.1	3.09	All Classes use Open Court or Lectura for Language Arts
1.2	3.49	
1.3	1.3	Need an intensive intervention program/support for students
1.4	3.4	
1.5	2.1	
1.6 ES/MS	NA	
<b>EPC #2 Instructional Time</b>		
2.1	3.4	
2.2	2.0	Intervention in Conv. provided through ExCEL
2.3	3.4	
2.4	2.5	
2.5	3.6	
2.6	2.1	
2.7	2.0	Need an intensive intervention program to support students in math
<b>EPC #3 Lesson Pacing Schedule</b>		
3.1	3.1	
3.2	3.5	
3.3 HS	NA	
<b>EPC #4 Professional Development for School Administrators</b>		
4.1	2.9	
4.2	2.9	
4.3 ES	3.3	
<b>EPC #5 Credentialed Teachers and Teacher Prof. Development Opportunity</b>		
5.1	3.9	
5.2	3.4	
5.3	3.2	
<b>EPC #6 On-Going Instructional Assistance and Support for Teachers</b>		
6.1	2.5	DI certified coaches (3) on staff
6.2	2.5	DI certified coaches (3) on staff
<b>EPC #7 Student Achievement Monitoring System</b>		
7.1	3.3	
7.2	3.6	
<b>EPC #8 Teacher Collaboration by Gr. Level/Subject Matter</b>		
8.1	4.0	
8.2	3.9	
<b>EPC #9 Fiscal Support</b>		
9.1	3.6	
9.2	3.3	

### Analysis of Data – Current Instructional Program (APS):

*To what extent do ALL students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of academic standards?*

All teachers have focused on teaching standards based lessons, especially for the highly tested items. Teachers would like more of an on-going instructional assistance, therefore we have four instructional coaches that are working with our site. There is also a need for intervention in both the areas of Language Arts & Math. We will be looking at what we can provide for intensive intervention in reading to help our students struggling with reading.

### Academic Performance:

**1a. AYP - Adequate Yearly Progress:** Schools will meet or exceed their AYP goal OR demonstrate an increase of 5% in percent of students scoring proficient for schools meeting their AYP Targets

Group (NCLB target) ES/MS HS	2010 % Prof. ELA (≥ 56.8%) (≥ 55.6%)	2011 % Prof. ELA (≥ 67.6%) (≥ 66.7%)	2012 % Prof. ELA (≥ 78.4%) (≥ 77.8%)	AYP Goal Met?	5% growth Goal Met?	2010 % Prof. Math (≥ 58%) (≥ 54.8%)	2011 % Prof. Math (≥ 68.5%) (≥ 66.1%)	2012 % Prof. Math (≥ 79.0%) (≥ 77.4%)	AYP Goal Met?	5% growth Goal Met?
<b>School Total</b>	<b>49.1</b>	<b>51.9</b>	<b>51.0</b>	N	N	<b>55.3</b>	<b>61.7</b>	<b>59.3</b>	N	N
<b>Sub-group #1</b> Hispanic or Latino	<b>35.6</b>	<b>37.5</b>	<b>37.1</b>	N	N	<b>44.4</b>	<b>51.5</b>	<b>48.8</b>	N	N
<b>Sub-Group #3</b> Socioecon. Disad.	<b>35.3</b>	<b>38.3</b>	<b>37.5</b>	N	N	<b>44.00</b>	<b>50.6</b>	<b>48.1</b>	N	N
<b>Sub-group #4</b> ELL students	<b>35.7</b>	<b>38.3</b>	<b>31.4</b>	N	N	<b>46.2</b>	<b>51.5</b>	<b>47.1</b>	N	N
<b>Bilingual Prog</b> <b>(CST – Engl)</b>	<b>33%</b>	<b>26.2%</b>				<b>47%</b>	<b>42.4</b>			
<b>Bilingual Prog.</b> <b>(STS-Span.)</b>	<b>47%</b>	<b>52%</b>				<b>61%</b>	<b>61%</b>			
<b>Conventional</b> <b>Program</b>	<b>33%</b>	<b>52.4%</b>				<b>26%</b>	<b>57.5</b>			
<b>GATE</b> <b>Program</b>	<b>99%</b>	<b>97.4%</b>				<b>99%</b>	<b>99.5</b>			

### Achievement Gap Data

Longitudinal AYP 2008 – 2012 • English Language Arts

ELA	target	School	White	Hispanic		Low SES		EL	
	ES/HS	AYP	AYP	AYP	Gap	AYP	Gap	AYP	Gap
2008	35.2/33.4	40.8	83.3	24.8	NA	25.7	NA	20.5	NA
2009	46.0/44.5	41.8	80.6	26.8	53.8	24.6	56	23.8	56.8
2010	56.8/55.6	49.1	75	35.6	39.4	35.3	39.7	35.7	39.3
2011	67.6/66.7	51.9	87.5	37.5	-50	38.3	49.2	38.3	49.2
2012	78.4/77.8	51.0	83.1	37.1	-46	37.5	-	31.4	-
							45.6		51.7
Change		-9	-4.4	-4	-4	-8	-3.6	-6.9	+2.5

The Achievement Gap is calculated by subtracting the subgroup AYP from the White subgroup AYP.



## Longitudinal AYP 2008 – 2012 • Math

The Achievement Gap is calculated by subtracting the subgroup AYP from the White subgroup AYP.

Math	target	School	White	Hispanic		Low SES		EL	
	ES/HS	AYP	AYP	AYP	Gap	AYP	Gap	AYP	Gap
2008	37.0/32.2	53.8	85.9	44.9	NA	42.6	NA	41.5	NA
2009	47.5/43.5	48.9	79	36.4	42.6	33.9	45.1	35.7	43.3
2010	58.0/54.8	55.3	79.7	44.4	35.3	44.0	35.7	46.2	33.5
2011	68.5/66.1	61.7	82.8	51.5	-31.3	50.6	-32.2	51.5	-31.3
2012	79.0/77.4	59.3	81.5	48.8	-32.7	48.1	-33.4	47.1	-34.4
Change		-2.4	-1.3	-2.7	-1.4	+2.5	-1.2	+4.4	-3.1

**1b. AYP - Adequate Yearly Progress** Schools will have a 95% participation rate in state testing

Group	% Tested ELA 2012	Target Met Yes or No	% Tested Math 2012	Target Met Yes or No
<b>School Total</b>				
<b>Subgroup #1</b> Hispanic	100	YES	100	Yes
<b>Subgroup #2</b> White Not Hispanic	100	Yes	100	Yes
<b>Subgroup #3</b> Socio-economically Disadvantaged	100	Yes	100	Yes
<b>Subgroup #4</b> English Learners	100	Yes	100	Yes
<b>Sub-group #5</b> Stu. w/ Disabilities	100	Yes	100	Yes

**Program Improvement Status for 2012/13:**      Not in PI    **X**      in PI year   5+  

### Analysis of Data – Student Achievement - AYP (Adequate Yearly Progress):

*What trends are indicated by the data? To what extent are all students achieving academic standards? Particularly comment subgroups who have not met targets. To what extent is the achievement gap closing?*

ELA: Our school has struggled with making the state goal, but has continuously improved, with the exception of this year. Unfortunately, our results show that we have declined in all of our areas by 1 to 7%. The ELL students are the group that declined the most. They went down 7%. We will need to re-visit our plan and focus on intensive reading intervention. Our staff has asked for support in reading intervention and therefore we will need to revisit this topic. We will continue to focus on standard instruction, especially the highly tested items to improve our AYP scores. We will be using our instructional coaches to meet and plan an action plan on how to support our teachers in their instruction.

Math: Our school declined also in our math scores. The decline is 3% or lower, but it is a decline. We will continue to revisit our math pacing calendars and ensure our students are being exposed to all the critical standards and that they master the highly tested items. We will also be planning how we can provide intervention in math for those students that need it. Our instructional coaches will be discussing an action plan for math and how to provide all of our teachers support in teaching effective math strategies that will help our students.

**1c. API – Academic Performance Index :** Schools will meet or exceed school’s API growth target OR maintain a score of 800 or higher

Group	2011 Base API	2012 API Target	2012 API	Actual Growth	Target Met Yes or No
<b>School Total</b>	787	792	774	-13	No
<b>Subgroup #1</b> Hispanic	725	730	708	-17	No
<b>Subgroup #3</b> Socio-economically Disadvantaged	726	731	708	-18	No
<b>Subgroup #4</b> English Learners	727	732	720	-7	No

**Longitudinal (Growth) API 2008 – 2012  
Achievement Gap Data)**

	School	White	Hispanic	Low SES	EL
	API	API	API Gap	API Gap	API Gap
2007	730	NA	746 NA	640 NA	628 NA
2008	748	NA	675 NA	679 NA	665 NA
2009	746	NA	678 NA	669 NA	669 NA
2010	761	NA	701 NA	695 NA	702 NA
2011	787	NA	701 NA	726 NA	727 NA
2012	774	NA	708 NA	708 NA	720 NA

**Analysis of Data – Student Achievement - API (Academic Performance Index):**

*What trends are indicated by the data? To what extent are all students achieving academic standards? Particularly comment subgroups who have not met targets. To what extent is the achievement gap closing?*

South/West Park school has been in PI status for over five years, but has shown improvement over the years, but unfortunately this year we have seen a decline. We declined in all areas, including our school wide total. We declined from seven to eighteen points. We will be using our instructional coaches to analyze and reflect on how we can continue to work closely with our teachers to master our standards and perform better in our state tests. We will be putting extra effort and attention in our reading intervention before and after school to provide more support to our students. We will also be revisiting our ELD and ExCEL groups to focus on our reading intervention.

**2. AMAO – Annual Measurable Achievement Objectives (Title III - EL Progress in English):**

**a. AMAO 1 – Percent of Students making annual progress in English (based on CELDT)**

**b. AMAO 2 – Percent of Students Attaining English Proficiency (based on CELDT)**

	# students tested	% meeting AMAO 1	Target	Met? Y/N	% meeting AMAO 2	Target <5yr/≥5yr	Met Y/N
<b>2009/2010</b>	466	53.4%	53.1	Y	14.9/34.8	17.4/41.3	N
<b>2010/2011</b>	482	54.8%	54.6	Y	17.8%/24.3%	18.7/43.2	N
<b>2011/2012</b>	454	51.5%	56.0	N	15.0%/39.7%	20.1/45.1	N

### Analysis of Data – Student Achievement – Title III AMAOs

Our students are not making the annual progress. We will continue to work with meeting our AYP, which will help our AMAO 2's. Our focus will be with EL's in vocabulary and using the depth and complexity icons to provide thought providing and in-depth conversations.

**3. Increase in students meeting district standards:** Students will demonstrate proficiency on 80% percent of district standards based on end of year assessments:  
Percent of students meeting standards on district assessments

ELA	2011	2012	Target Met? Y/N	MATH	2011	2012	Target Met? Y/N
Kinder	89%	95.9%	Y	Kinder	92%	92.7%	Y
Grade 1	64%	74.5%	N	Grade 1	86%	83.9%	Y
Grade 2	79%	58.0%	N	Grade 2	83%	80.0%	Y
Grade 3	64%	72.7%	N	Grade 3	88%	81.0%	Y
Grade 4	68%	68.9%	N	Grade 4	80%	89.7%	Y
Grade 5	62%	71.7%	N	Grade 5	77%	79.0%	N

In the ELA percentages, it also includes our Early Advanced and Advanced level students.

	Spanish Language Arts		Target Met? Y/N
	2011	2012	
Kindergarten	87%	85.0%	Y
Grade 1	85%	90.1%	N
Grade 2	65%	58.6%	N
Grade 3	67%	70.6%	N
Grade 4	63%	71.1%	N
Grade 5	68%	70.3%	N

The Spanish language Arts District assessments are taken by all of our k-5 Bilingual classes.

### Analysis of Data – Student Achievement – District Assessments

*What trends are indicated by the data? To what extent are all students achieving academic standards based on district assessments? (Particularly comment on students who are historically lower performing at your school).*

The trends show that we have improved in five out of the six grades. Kinder is our highest score with over 95% of the students demonstrating proficiency. All students are taught at grade level standards and this will help with district assessments. This also shows a correlation between both assessments (District and State), based on the results our students are getting. We will be focusing on our reading intervention to help students struggling with reading so they can be more successful in our ELA results.

## C. School Safety

### 1. Reduction in the number and percentages of suspensions or expulsions

	2010/11		2011/12		% Decrease or Increase	Target Met
	#	%	#	%		
Suspensions	142	15.2%	123	14%	-1.2	Yes
Expulsions	0	0	0	0	0	Yes

# Number of incidents of suspension (# of individual students suspended during the year).  
Some students were suspended more than one time during the year.

### Reduction in the number of referrals

	2010/11		2011/12		% Decrease or Increase	Target Met
	#	%	#	%		
Referrals	206	22%	337	38%	+16%	No

### 2. There will be a 75% or higher percentage of parents, staff, and students responding positively to survey questions regarding school safety.

#### School Safety

Group	% Agree 2011 Conv.	% Agree 2011 Biling.	% Agree 2011 Gate	% Agree 2012 Conv.	% Agree 2012 Biling.	% Agree 2012 Gate
Parents	92.40%	91.87%	89.17%	91.71%	92.77%	90.00%
Staff - Cert.	67.74%	67.74%	86.11%	71.43%	71.43%	71.43%
Staff – Class.	86.11%	86.11%	67.74%	67.74%	67.74%	67.74%
Students	64.94%	79.17%	86.39%	79.53%	84.26%	87.22%
Total	77.80%	81.22%	82.35%	77.60%	79.05%	79.10%
Met Goal (Y/N)	Y	Y	Y	Y	Y	Y

## D. School Climate and Leadership

### 1. There will be a 75% or higher percentage of parents, staff and students responding positively to survey questions regarding school climate, instructional issues, and parent relations:

#### School Climate

Group	% Agree 2011 Conv.	% Agree 2011 Biling.	% Agree 2011 Gate	% Agree 2012 Conv.	% Agree 2012 Biling.	% Agree 2012 Gate
Parents	92.86%	92.63%	89.58%	90.24%	93.18%	90.34%
Staff – Cert.	59.59%	79.11%	79.11%	81.43%	81.43%	81.43%
Staff – Class.	84.44%	84.44%	84.44%	75.29%	75.29%	75.29%
Students	79.11%	69.45%	70.62%	70.54%	78.24%	68.39%
Total	79%	81.41%	80.94%	79.38%	82.04%	78.86
Met Goal (Y/N)	Y	Y	Y	Y	Y	Y

**The school will maintain 98% actual attendance, or an improvement of .5%**

<b>School Year</b>	<b>Actual Attendance %</b>	<b>Target %</b>	<b>Difference (+ or -)</b>	<b>Target Met Yes or No</b>
<b>2008/2009</b>	<b>95.97%</b>	<b>98%</b>	<b>-2.03</b>	<b>N</b>
<b>2009/2010</b>	<b>95.23%</b>	<b>98%</b>	<b>-2.77</b>	<b>N</b>
<b>2010/2011</b>	<b>96.03%</b>	<b>98%</b>	<b>-1.97</b>	<b>N</b>
<b>2011/2012</b>	<b>96.51%</b>	<b>98%</b>	<b>01.49</b>	<b>N</b>

#### **Analysis of Data – School Safety and Climate**

*What trends are indicated by the data? To what extent is the school a safe, clean and orderly place that nurtures learning?*

We continue to meet the minimum requirement of 75% of positive feedback on all the areas, but our trends show that our classified and conventional students declined in the percentage being positive about our school climate and safe environment. That's the reason we have focused our attention and funding to getting support for our students in training and strategies to help in the playground with conflict management and continuing a positive and safe environment at our school. We have hired SoulShoppe to focus on Character Counts pillars and effective communication to solve student conflicts on the playground.

## **SECTION III: EVALUATION OF PRIOR YEAR'S PLAN**

### **A. Evidence of school's progress towards meeting **student achievement** targets**

#### **Goal #1 – Ensure students are prepared for college and careers and that all students meet or exceed grade level standards and the achievement gap is closed**

- a. Programs to meet the needs of English Learners
- b. Programs to meet the needs of at-risk students
- c. Prepare students for STAR/CAHSEE testing
- d. Plan for increasing deployment of Best Instructional Practices
- e. (schools with gr. 6-12) Improve student achievement in Mathematics

##### **Evaluation of Plan for Goal 1:**

- a. English Learners
  - 1) Provide instruction at their proficiency level (i.e. Beginners, Intermediate, EA, A) for our Bilingual classes and a minimum of 30 minutes for conventional classes.
  - 2) Continue to show student improvement for EL in our state results.
  - 3) Continue to implement
- b. At Risk Students
  - 1) Intervention during the day for students. We did not have the funds to provide after school intervention.
  - 2) There was less time for intervention provided for students.
  - 3) Allocate the funds to provide level two interventions for primary grades.
- c. STAR/CAHSEE prep
  - 1) Curriculum & Associates, Focused and Intensive standards lesson throughout the school year. Identified, and supported focus students from day one of school.
  - 2) All students improving in STAR results.
- d. Increasing Deployment of Best Instructional Practices
  - 1) Implement the "Big 4"
  - 2) Provide instructional support with coaches

#### **Goal #2 – Provide a Safe and Equitable Learning Environment for all Students and Staff**

##### **Evaluation of Plan for Goal 2:**

- a. Increase Students' Average Daily Attendance
  - 1) Continue to improve based on daily contacts, reward systems and communication with parents.
  - 2) Steady improvement. Does not go lower than high 95's.
  - 3) Continue. Review attendance at every parent meeting.
- b. Increase Cultural Proficiency
  - 1) Continue to discuss topic with staff and implementation in classrooms.
  - 2) Awareness level and how it affects classrooms.
  - 3) More specific implementation of topic in classrooms will be discussed and planned for by our roots group to work with our teachers.

### **Goal #3 – Professional Development**

#### **Evaluation of Plan for Goal 3:**

- a. Articulated, sustained plan of professional development activities
  - 1) Modeling of DI faces and the Big 4 by our coaches to our staff.
  - 2) Continue to focus and improve on the Big 4.
  - 3) Have more teachers' join our walkthrough's and provide more frequent feedback to teachers.
- b. Increasing participation/attendance at ERM's
  - 1) Discuss importance of attendance to all employees.
  - 2) Individual conversations with teachers that miss meeting to discuss the importance of attending.
  - 3) Providing the agenda and items covered in meetings to people that missed the meeting.

### **Goal #4 – Parent Involvement: Strategies to encourage parent involvement and provide parent education**

#### **Evaluation of Plan for Goal 4:**

- 1) Provided a variety of activities for our parents to attend (i.e. Fall Festival, Movie Nights, Literacy Nights, Spruce Up Days, Parent communication workshops, etc.)
- 2) Excellent participation. The Joseph Savage workshops were not as highly attended as expected, but a great success for those that attended.
- 3) Continue to provide a variety of activities and change the hours of Joseph Savage to the morning and only one in the evening.

### **Goal #5 – Technology: Use technology as a tool for improvement in instruction; management of departments, sites and classrooms, and to increase efficiency in operations across the district.**

#### **Evaluation of Plan for Goal 5:**

- 1) Implement Rosetta Stone & Accelerated Reader
- 2) Not all classes participated.
- 3) Provide training for both programs and expect all classes to use. We also purchased new technology for all classrooms (i.e. Mobi's, document cameras, LCD projectors and some clickers).

### **Overall Evaluation of Prior Year School Plan**

Please address the following two questions regarding the overall school plan:

*To what extent do the school leadership and staff use student achievement data to make decisions and initiate activities that focus on all students achieving the academic standards?*

Student achievement data is used for every decision we make for our instruction. We use the prior District Assessments and STAR results at the beginning of the school year to determine where students are achieving and need support. We also use CELDT scores for our Bilingual classes. We ensure that teachers are using at grade level standards and focus on the highly tested items before December. This will ensure enough time to review all standards before testing. All teachers identify their focus students and monitor their progress all year long. They are expected to address all students, but dedicate extra time (before school, recess, after school) to ensure the focus students mastered the standard. Data teams are used every Monday to collaborate and discuss student progress on selected standards and provide support for students not progressing. They use a pre and posttest to show student progress and collaborate on strategies to help all students be successful.

*To what extent do the school leadership, staff, students and parents annually monitor and refine the single school plan based on analysis of data to ensure alignment with student needs?*

The school plan is evaluated and planned with the help of all certificated staff, administration and SSC. Our ELAC group also provides feedback and ideas for implementation for developing the plan, but they don't necessarily create the plan. We monitor the plan by evaluating the action items as we do them. At the end of the school year (April) we evaluate all items with our certificated staff.



## **SECTION IV: SCHOOL PLAN FOR 2012/2013**

### **A. School Governance and Planning Process**

The South/West Park School Site Council is a fourteen member council that meets monthly. It has seven parent representatives and seven staff representatives. The Staff Representatives include four classroom teachers, two classified staff and a principal. In addition to the program representatives to the School Site Council, South/West Park has a Bilingual Parent Advisory Committee which meets quarterly, and a Preschool Parent Advisory Committee that meets once a trimester.

The 2012/2013 School Plan that follows was developed through the joint efforts of South/West Park administration, all certificated staff and School Site Council. The School Plan and budget were approved by the School Site Council at the 10/18/2012 meeting.

#### **School Site Council Membership for 2012/13**

Names of Members  *Parent of EL	School Personnel 50% of SSC			Parents/Students 50% of SSC	
	Principal	Classroom Teacher	Other Staff School	Parent or Community Member	Secondary Student
Ramona Soto	X				
Dorothy Murray			X		
Maria Bañales			X		
Sherry Martinho		X			
Lorena Sanchez		X			
Dee Lynch		X			
Sandra Perez		X			
*Maria Covarrubias				X	
*Cecilia Mendez				X	
Jimena Almos				X	
*Rocio Casas				X	
*Ronald Moody				X	
*Jacklyn Flores				X	
Kehia Akamien				X	
Numbers of members of each category	1	4	2	7	
Total in each group	7			7	

The interests of English learners are represented by:

☒ An ELAC with adopted bylaws (*Parents of English learners constitute at least the same percentage of the committee as their children represent of the student body. OPSET I-EL-2*)

ELAC Chairperson: Mirna Gil

☐ School Site Council (*Parents of English learners constitute at least the same percentage of the committee as their children represent of the student body. OPSET I-EL-2*)

\*Indicate parents of EL Students on SSC list above

## **B. School goals for 2012/2013 - A Summary**

### **Goal #1 – Ensure students are prepared for college and careers and that all students meet or exceed grade level standards and the achievement gap is be closed (PDSA)**

- a. Programs to meet the needs of English Learners
- b. Programs to meet the needs of at-risk students (including CAHSEE remediation at HS)
- c. Activities to prepare students for STAR/CAHSEE testing
- d. Plan for increasing deployment of Best Instructional Practices
- e. (schools with gr. 6-12) Activities to improve student achievement in Mathematics

Rationale: (district) The district goals are that student will be prepared for college and careers; and that all subgroups meet AYP targets and that the achievement gap be closed by raising the achievement of lower performing subgroups. The district goal also includes that EL students meet Title III AMAO targets annually. The EL subgroup and other at-risk groups do not meet AYP. Additionally the percent of students scoring proficient in Math at grades 6-11 is significantly below AYP targets

(site) Over the years South/West Park has made growth on API both school wide and for all subgroups, but not this year. We have seen a decline in all areas, so we continue not to meet AYP.

### **Goal #2 – Provide a safe and equitable learning environment**

- a. Increase students' average daily attendance
- b. Increase cultural proficiency

Rationale: (district) The district has set an overall target of 98% attendance. Research shows that when students are in school they achieve at higher academic levels. The district goal is to increase cultural proficiency throughout the district to ensure that student and staff are afforded a safe and equitable learning environment.

(site) South/West park school continues to improve on school attendance, but has not yet met the 98% goal

### **Goal #3 – Professional Development: Provide an articulated, sustained plan of professional development activities designed to build the school's capacity to support programs and achieve goals.**

(Note: Title I schools must allocate at least 10% of Title I funds to staff development)

Rationale: (district) The district strategic goals and LEA Plan include goals which focus on providing ongoing professional development and support to teachers and site administrators that result in increased achievement for all students in order to close the achievement gap.

(site) Over the years South/West Park has made growth on AYP/API both school wide and for all subgroups, but not this school year. We have failed to meet the state target.

### **Goal #4 – Parent Involvement: Strategies to encourage parent involvement and provide parent education.**

Rationale: (district) Sustained parent involvement is linked to student achievement and staying in school. Federal and state regulations mandate meaningful opportunities at all grade levels for parents/guardians to be involved in school activities, advisory, decision-making, and activities to support learning at home.

(site) At South/West Park we believe a partnership with our community is crucial for our student success, so we invite and keep everyone informed.

**Goal #5 – Technology:** Technology: Use technology as a tool for improvement in instruction; management of departments, sites and classrooms; and to increase efficiency in operations across the district.

Rationale: (district) The district is committed to providing students and staff with the technology tools and skills to support academic content standards and improve learning so that they can compete in a digital world.

(site) 2 Students and staff need access to technology that allows them to access and use information which supports the curriculum.

## **C. Activities for 2012/2013 School Plan**

### **Site Goal #1 – Ensure students are prepared for college and careers and that all students meet or exceed grade level standards and the achievement gap is closed. .**

*District Goal #1: Prepare all students for college and careers*

*District Goal #2: Ensure that all students meet or exceed grade level standard and that the achievement gap is closed.*

#### **Outcomes (Data that will be collected and analyzed to measure progress towards the goal):**

- All significant subgroup will meet AYP targets
- EL students will meet or exceed Title III AMAO1 and AMAO2 targets
- Decrease the achievement gap of the subgroups
- 80% of students will meet standards on district assessments
- Reduction in number of students failing classes (optional)
- Increase percent of teachers using BIPs
- Increase percent of students scoring proficient on Math CST (gr. 6-12)
- Increase percent of 10<sup>th</sup> graders passing/scoring proficient on CAHSEE (HS only)
- All students will pass CAHSEE by end of grade 12 (or meet IEP goals) (HS only)
- Alignment of curriculum maps/pacing guides to Blueprint standards (optional)

**Rationale:** Over the years South/West Park made gains in our API, but this year there was a decline and we still do not meet AYP, and having a large ELL population, we continue to focus on our ELL's.

<b>1a.English Learner Instruction and Support</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
1a.2 Continue with standards based curriculum maps/pacing assessment in ELD & Primary Language Instruction	Teachers	Standards, pacing guides	Aug-April			
1a.3 Implement Avenues program to support English literacy gr. K-5	Teachers	Avenues	Aug-May			
1a.4 Provide leveled ELD by proficiency levels	Teachers	Avenues/OC (EA/A)	Aug-May			
1a.5 Centralized services (i.e. Supplemental Services, etc.)	District	District Employees	Aug-May			
<b>1b.Intervention and Remediation for at-risk students</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
1b.1 Intervention for students struggling with reading	Teachers	Open Court, Standards	Oct-Feb			
1b1 Purchase reading intervention supplies	Principal	EIA/Title I	November			
1b.2 Implement ExCEL/Reading Intervention in our conventional classes	Conv. Teachers	Open Court, standards	Sept.-May			
1b.3 Implement Direct Instruction for all students, focusing on at-risk students	Teachers	DI coaches, staff devel.	Sept.-May			
1b.4 Provide funding from programs to support classroom curriculum	SSC	All categorical	Aug.-May			
b.5 Continue to support study skills program in grades 4, 5 with purchase of agendas for each student.	SSC, Principal, AP	ELAPS	August			
b.6 Provide paraprofessionals to support instruction	Principal/AP	EAI/Title I	Aug-May			
1b.7 Provide project coordinator to oversee programs and support instruction	Welch	Title I & EIA	Aug-May			

1b.8 Provide three times a year planning time with release days and Early Release Mondays for Rotation planning (Grade Level Collaboration)	Principal/AP/ Teachers	Release time for planning	Aug.-May			
1b.9 Provide a budget clerk to assist administration and staff in maintaining a balanced budget	Principal/AP	Clerk	Aug-May			
1b.10 Provide funds to support Rotation activities at all grades	Principal/AP	Consumables and supplies EIA & ELAPS	Aug.-May			
1b.11 Monitor progress of at-risk students (Retention meetings)	Principal/AP	Subs for Retention meetings (EIA)	May			
1b.12 Provide supplies for library	Librarian	EIA	Aug.-April			
1b.14 Allocate funding for consumable math/science supplies	Principal/AP	EIA/ELAPS	Nov			
1b15 Implement Read Naturally Live in 1 <sup>st</sup> -5 <sup>th</sup> grade	Teachers/paraprofessionals	Computer lab/classroom	December-May			
1b16 Implement Imagine Learning in kindergarten-5 <sup>th</sup> grade	Teachers/Paraprofessionals	Computer lab/classroom	December-May			
1b17 Purchase Books for classroom libraries	Principal/AP	Books	November			
1b18 Purchase books to go home on a check-out-basis	Principal/AP	Books	November			
1b19 Purchase level reading books for the collection for teacher check-out	Principal/AP	Books	November			
1b20 Open computer lab after school/Saturdays for students to do reading intervention programs.	Classified staff	Computer Lab/Computer program	November-March			
1c11 Implement Renaissance Learning A/R and Star Reading	Teachers	EIA	August-May			
1c12 Create a path to college roadmap-Discuss the importance of higher education. Have speakers come to school to speak about the importance of going to school	Principal	EIA	August-May			
1c13 Provide Boys and Girls Club teacher liaison to support Power Hour (ASES Match)	Jennifer Kassel	EIA	October-May			
1c14 Discuss and Promote the importance of College and higher education	Principal/AP	EIA	Aug-May			
1c15 Open computer lab during the summer for students to do reading intervention programs	Classified Staff	Computer Lab/computer programs	June-July			
<b>1e. Mathematics Achievement (required for gr. 6-12)</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
1d.1 Implement curriculum maps (pacing guides) provided by new math curriculum	Teachers	Pacing guides, math curriculum	Aug.-May			
1d2. Focus-Instructional practices	Teachers	Data Teams	Aug-May			

**Plan for providing ELD to English Learners in 2012/13:**

<b>Grade</b>	<b>Organization of Students</b>	<b>Frequency of ELD</b>	<b>Duration of ELD</b>	<b>Provided by</b>	<b>Materials Used</b>
<i>K-Conventional</i>	<i>Small groups in homeroom</i>	<i>4 days a week</i>	<i>40 minutes</i>	<i>Teachers</i>	<i>-Open Court-EL Resource</i>
<i>K-Bilingual</i>	<i>The students are placed by level of ELD proficiency with all classes mixed.</i>				<i>-Avenues</i>
<i>1<sup>st</sup>-Conventional</i>	<i>All ELL students receive ELD in small groups</i>	<i>4 days a week</i>	<i>40 minutes</i>	<i>Teachers</i>	<i>-Open Court-EL Resource</i>
<i>1<sup>st</sup>-Bilingual</i>	<i>The students are placed by level of ELD proficiency with all classes mixed.</i>				<i>-Avenues</i>
<i>2<sup>nd</sup>-Conventional</i>	<i>All ELL students receive ELD in small groups</i>	<i>4 days a week</i>	<i>40 minutes</i>	<i>Teachers</i>	<i>-Open Court-EL Resource</i>
<i>2<sup>nd</sup>-Bilingual</i>	<i>The students are placed by level of ELD proficiency with all classes mixed.</i>	<i>4 days a week</i>	<i>50 minutes</i>	<i>Teacher</i>	<i>-Avenues</i>
<i>3<sup>rd</sup>-Conventional</i>	<i>All ELL students receive ELD in small groups</i>	<i>4 days a week</i>	<i>30 minutes</i>	<i>Teachers</i>	<i>-Open Court-EL Resource</i>
<i>3<sup>rd</sup>-Bilingual</i>	<i>The students are placed by level of ELD proficiency with all classes mixed.</i>	<i>5 days a week</i>	<i>60 minutes</i>	<i>Teachers</i>	<i>-Avenues</i>
<i>4<sup>th</sup>-Conventional</i>	<i>All ELL students receive ELD in small groups</i>	<i>5 days a week</i>	<i>30 minutes</i>	<i>Teachers</i>	<i>-Open Court-EL Resource</i>
<i>4<sup>th</sup>-Bilingual</i>	<i>The students are placed by level of ELD proficiency with all classes mixed.</i>	<i>5 days a week</i>	<i>60 minutes</i>	<i>Teachers</i>	<i>-Avenues</i>
<i>5<sup>th</sup>-Conventional</i>	<i>All ELL students receive ELD in small groups</i>	<i>5 days a week</i>	<i>30 minutes</i>	<i>Teachers</i>	<i>-Open Court-EL Resource</i>
<i>5<sup>th</sup>-Bilingual</i>	<i>The students are placed by level of ELD proficiency with all classes mixed.</i>	<i>5 days a week</i>	<i>60 minutes</i>	<i>Teachers</i>	<i>-Avenues</i>

**Goal 1 – Data Collection:**

(to be completed as part of the “study” component throughout the year and used as documentation for the Principal’s evaluation)

**Part A: District Assessments****District Assessments**

- **Elementary Schools:** ELA are the trimester benchmark assessments.
- **Middle Schools:** ELA the Quarter 1 and Quarter 2/3 assessments are Curriculum Associates Practice 1 and 2; Quarter 4 is the End of Course Holt)
- **High Schools:** ELA the required assessments are Holt Entry (report for Quarter 1) and Holt End of Year (Quarter 4). These are only required for grades 9 and 10.)

<b>Schoolwide</b> % Proficient/Advanced		<b>Quarter Trimester 1</b>	<b>Quarter 2/3 Trimester 2</b>	<b>Quarter 4 Trimester 3</b>	<b>Met Goal</b>
ELA	2011/12	61.0	75.2	70.2	No
	2012/13				
MATHEMATICS	2011/12	62.3	78.9	84.1	Yes
	2012/13				

<b>English Learners</b> % Proficient/Advanced		<b>Quarter Trimester 1</b>	<b>Quarter 2/3 Trimester 2</b>	<b>Quarter 4 Trimester 3</b>	<b>Met Goal</b>
ELA	2011/12	30.0	59.4	57.5	No
	2012/13				
MATHEMATICS	2011/12	78.9	80.2	86.1	Yes
	2012/13				

<b>Hispanic</b> % Proficient/Advanced		<b>Quarter Trimester 1</b>	<b>Quarter 2/3 Trimester 2</b>	<b>Quarter 4 Trimester 3</b>	<b>Met Goal</b>
ELA	2011/12	43.2	63.1	58.9	No
	2012/13				
MATHEMATICS	2011/12	72.3	79.5	81.6	Yes
	2012/13				

<b>African American</b> % Proficient/Advanced		<b>Quarter Trimester 1</b>	<b>Quarter 2/3 Trimester 2</b>	<b>Quarter 4 Trimester 3</b>	<b>Met Goal</b>
ELA	2011/12	53.7	75.8	66.1	No
	2012/13				
MATHEMATICS	2011/12	67.8	79.3	82.9	Yes
	2012/13				

<b>% Proficient/Advanced Spanish</b>		<b>Trimester 1</b>	<b>Trimester 2</b>	<b>Trimester 3</b>	<b>Met Goal</b>
ELA	2011/12	80.5	81	81.1	Yes
	2012/13				

<b>Conventional</b> % Proficient/Advanced		<b>Quarter Trimester 1</b>	<b>Quarter 2/3 Trimester 2</b>	<b>Quarter 4 Trimester 3</b>	<b>Met Goal</b>
ELA	2011/12	75	78.5	82.95	Yes
MATHEMATICS	2012/13				

<b>Bilingual</b> % Proficient/Advanced		<b>Quarter Trimester 1</b>	<b>Quarter 2/3 Trimester 2</b>	<b>Quarter 4 Trimester 3</b>	<b>Met Goal</b>
ELA	2011/12	69.3	78.5	81.1	Yes
MATHEMATICS	2012/13				

<b>GATE</b> % Proficient/Advanced		<b>Quarter Trimester 1</b>	<b>Quarter 2/3 Trimester 2</b>	<b>Quarter 4 Trimester 3</b>	<b>Met Goal</b>
ELA	2011/12	95.2	95.8	96.1	Yes
MATHEMATICS	2012/13				

## **Part B: Instructional Tour Data**

### **2011/12 Results**

**Percent of “partial” and “full” implementation for each identified strategy**

Data from **Management Team Tours** are **Bold-faced font**; Interim tours are regular font

		Sep	Oct	Nov/Dec	Jan	Feb	Mar	April	May
Student Engagement	full	X	<b>73%</b>	X	75%	73%	75%	X	X
	part	X	<b>20%</b>	X	22%	20%	18%	X	X
Checking for Understanding	full	X	<b>56%</b>	X	65%	66%	62%	X	X
	part	X	<b>19%</b>	X	15%	10%	12%	X	X
Learning Objective	full	X	<b>50%</b>	X	72%	73%	70%	X	X
	part	X	<b>14%</b>	X	15%	10%	12%	X	X
Non-Linguistic Representation	full	X	<b>48%</b>	X	55%	62%	71%	X	X
	part	X	<b>21%</b>	X	25%	18%	10%	X	X

### **2012/13 Results**

**Percent of “partial” and “full” implementation for each identified strategy**

		Sep	Oct	Nov/Dec	Jan	Feb	Mar	April	May
Student Engagement	full								
	part								
Checking for Understanding	full								
	part								
Learning Objective	full								
	part								
Non-Linguistic Representation	full								
	part								

**Management Team Tours** are **Bold-faced font**; Interim tours are regular font



**Site Goal #2 – Provide a safe and equitable learning environment***District Goal #3: Provide a safe and equitable learning environment for all students and staff***Outcomes** (Data that will be collected and analyzed to measure progress towards the goal):

- 98% student attendance (ADA)
- Reduction in suspensions
- Reduction in referrals/citations (optional)
- Reduction in tardies (optional)
- 75% of stakeholders will respond positively to annual survey questions related to school safety and climate.
- Increase in enrollment of underrepresented groups in advanced courses (optional)

**Rationale:** South/West park school continues to improve on school attendance, but has not yet met the 98% goal

<b>2a Increase Students' Average Daily Attendance</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
2.1 Monitor Daily	Melinda	Aeries	Aug-May			
2.2 SARB	Melinda/Principal/AP	Aeries	Aug.-May			
2.3 Report attendance in newsletter, parents teacher committees and SSC	Principal/AP	Newsletters, meetings	Aug.-May			
2.4 Tardy Students	Melinda/Principal/AP	Aeries	Aug.-May			
2.5 Incentives	Principal/AP	Certificates, raffle prizes	Aug.-May			
2.6 Bicycle Raffles (Each Trimester)	Principal/AP	Bicycles donated by Horace Mann Insurance	Oct, Feb & May			
2.7 Recognize student's attendance during end of each trimester- Certificates	Principal/AP	Certificates	Oct, Feb & May			
2.8 Recognize classes with 98% Attendance	Principal/AP	Certificates	Oct, Feb. & May			
2.9 Support Parent Communication including home/school folders and duplication of Beep Beep, Home School Connection, handbook, report cards, fundraiser flyers, event notices, attendance certificates, and raffle prizes	Principal/Office	SITE/MAA	Aug-May			
2.10 Provide assemblies on diversity	Principal	Site	Aug.-May			

2.13 Office support for supplies and expenses including Nextel, postage, movie license, and laminating	Principal	Site/MAA/EIA	Aug.-May			
2.15 Implement incredible years in K-5 conventional program	Valley Community	EIA	Aug-Dec.			
2.17 Provide Joseph Savage Assemblies	Soul Shoppe	EIA/Title I	Aug-May			
2.18 Provide counseling services	Valley Community	Title I	Sept-May			

**Percent attendance by month (to be completed as part of the “study” component throughout the year):**

	Month 1 AUG	Month 2 SEP	Month 3 OCT	Month 4 NOV	Month 5 DEC	Month 6 JAN	Month 7 FEB	Month 8 MAR	Month 9 APR	Month 10 MAY	YTD Total
2011-2012	98	96.4	96.05	96.53	95.39	95.63	96.03	96.05	96.36	96.51	96.50
2012-2013	97.45	97.31									
Difference +/-	-.55	+.91									

**Site Goal #3 – Professional Development: Provide an articulated, sustained plan of professional development activities designed to build the school’s capacity to support programs and achieve goals.**

*District Goal #6: Develop and support a high performing workforce.*

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal):

- Improved student achievement (API, AYP, AMAO’s, district assessments)
- Increased use of Best Instructional Practices
- 100% Participation in ERM’s

**Rationale:** Over the years South/West Park has made growth on AYP/API both school wide and for all subgroups, but this year we declined, therefore we will continue to provide staff development to support our staff with their instructional strategies.

3a. Staff Development						
Action Steps (Plan)	Person Responsible	Resources	Timeline	Do	Study	Act
3.1 Modeling/Presentation of effective instructional strategies (i.e. Direct Instructional Phases-Focus: Rdg. Comprehension & Math, Depth & Complexity Icons for differentiation and technology as a teaching tool)	Instructional coaches	Coaches, Collab, & Planning Days	Monthly planning/collab on ERM’s (Oct-May)			
3.2 Data Analysis Regarding Implementation “Big 4” and walkthrough’s once a month with administrator and teachers.	Principal/coaches/Principal colleague from Bohn School	Coaches and teachers	Aug.-May			
3.3 Data Teams-Focus on District Goals: (Time On Task, Learning Objective, CFU, Non-Linguistic Representation)	Teachers	CISC Team	Monthly Planning/Collab on ERM’s (Oct.-May)			
3.6 Support from coaches on implementing staff development on effective instructional strategies (1 to 1 support with a coach)—After school trainings/reinforcement, substitutes for release time, and supplies.	Coaches	EIA/Title I Funding	Oct.-May			
3.5 Provide staff development for EL strategies	Welch/District ERM	District, Data Teams, Expertise from teachers (General)	Oct-May			
3.6 Data Teams-Staff Development Support/Focus on District goals	Principal/AP	CISC Team (Morano, Coker & Womack)	Aug-March			
3.6 Provide staff development on Complexity Icons	J Taylor Ed./coaches	Title II	August/October/April			

3.6 Provide Webinars for Accelerated Reader & STAR Reading/Math Program	On-line webinars	No cost	August-April			
3.6 Provide MOBI training for all teachers	Digital Edge Learning/Technology Coaches	Title I	August-February			
3.13 Provide staff appreciation/student incentives	Principal	General				
3.14 Additional staff time for supervision meetings	Principal	General				
3.15 Project coordinator provides training to oversee programs and support instruction	Principal/Welch	Title I	Aug.-May			
3.16 Provide Incredible Years training for conventional teachers	Valley Community	EIA	August			

<b>3b. Staff Participation in Professional Development on Early Release Mondays and Buy Back Days</b>						
Action Steps (Plan)	Person Responsible	Resources	Timeline	Do	Study	Act
3b.1 Speak to individual teachers about the reason they missed a meeting, the importance of their attendance and to encourage not missing future meetings.	Principal	NA	August-May			
3b.2 Meet with them after the meeting to give the agenda and the items that were covered and what is expectations.	Principal/Team Leader	NA	August-May			

**Site Goal #4 – Parent Involvement: Strategies to encourage parent involvement and provide parent education.**

*District Goal #7: Develop and utilize partnerships to achieve District Goals*

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal)

- 75% of parents responding positively on annual stakeholder survey
- Number of parents attending Parent Education workshops (optional)
- Increase in number of parents attending parent meetings (optional)
- Increase in number of members of Booster clubs (optional)
- Increase in number of parents attending school functions (optional)

**Rationale:** At South/West Park we believe a partnership with our community is crucial for our student success, so we invite and keep everyone informed.

Parent Involvement & Communication						
Action Steps	Person Responsible	Resources	Timeline	Do	Study	Act
4.1 Student of the Trimester assemblies	Office	Assemblies	Aug.-May			
4.2 Posadas	Office		December			
4.3 Provide Parent Education in the area of literacy through workshops provided by teachers addressing specific grade level standards	Teachers	Teacher made materials, EIA	2-3 times a school year			
4.4 Committees	Principal/AP	SSC, Parent Club, ELAC, PBAC, Grounds, Testing proctoring, etc.	Aug-May			
4.5 Campus Spruce Up Days	Grounds Committee	Campus and grounds committee	2 x's during school year			
4.6 Support Parent Communication (School Web-Page)	Office/Deb Coker	Web-Page, Newsletters, home/school folders, home school connection, handbooks, notes, etc.	Bi-weekly			
4.7 Parent Events	Teachers	Open House, Back To School Night, Night With the Stars, Fall Festival, Spring Festival, Father's Day, Mother's Day, etc.	Aug-May			
4.8 Conduct school wide annual parent survey to evaluate our school	Principal/AP	District provides surveys	April-May			
4.9 Provide ELD Report cards and ELD workbooks	Welch	Report cards (EIA & ELAPS)	August			
4.10 Make Rosetta Stone, AR, Reading Live, & Imagine Learning available for parents and students in library and computer lab	Principal/AP	EIA	Nov-May			
4.11 Boys & Girls Club programs on site	B & G Club/ Admin.	B & G Programs (i.e. Smart girls, etc.)	Aug-May			
4.12 Project Coordinator provides parenting classes/meetings for Bilingual Parents	Principal/Welch	Title I	Oct-May			
4.13 Provide Book Fair Twice a year	Librarian	MAA	Oct/April			

**Site Goal #5 – Technology: Use Technology as a tool to improve instruction, management of classrooms and efficiency in operations.**

*District Goal #4: Use technology as a tool to improve instruction, management of classrooms and efficiency in operations.*

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal):

- Increase in use of technology in classrooms (optional)
- Increase in availability of technology in classrooms (optional)

**Rationale:** Students and staff need access to technology that allows them to access and use information which supports the curriculum.

<b>Technology</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
5.1 Continue Computer technician (focus: updated technology resources available for students)	Ercilia	Title I & EIA	Aug.-May			
5.2 Continue to update technology (i.e. speakers for all classrooms, upgrading all computers in the computer lab)	Principal/AP	EIA/Title I				
5.3 Provide access to computer lab for families twice a week to use Rosetta Stone, Accelerated Reader, Imagine Learning & Read Alive	Principal/Coker	Site	Nov.-March			
5.4 Keep School Web Page Updated	Coker	EIA	Aug-May			

### **Centralized Services**

*District Goal #1: Prepare all students for college and careers*

*District Goal #2: Ensure that all students meet or exceed grade level standard and that the achievement gap is closed.*

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal):

- Consolidated Program documents submitted by deadlines
- Consolidated Program documents approved with no errors
- Federal Program Monitoring completed with no non-compliant areas
- Supplemental Services provided as per Title I regulations

### **Rationale:**

<b>Centralized Services</b>			
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>
1. Completion and filing of required documents pertaining to consolidated program.	L. Dopp K.Noah	Title I Title III EIA	August 2012 – May 2013
2. Assistance in preparing and monitoring budgets and expenditures pertaining to consolidated programs.	L.Dopp J.Carter K.Noah	Title I Title III EIA	October 2012 June 2013
3. Assistance in monitoring program activities to ensure that they are in compliance with state and federal requirements.	L.Dopp C.Woo	Title I Title III EIA	October 2012 June 2013
4. Assistance in planning, implementing, and evaluating staff development activities funded by consolidated funded programs.	ES Directors	Title I Title II Title III EIA	August 2012 – May 2013
5. Assistance in meeting state requirements for Federal Program Monitoring - FPM (previously Categorical Program Monitoring – CPM).	C.Woo	Title I Title III EIA	Fall 2012
6. Assistance in planning, implementing, and evaluating of effective parent participation programs.	L.Dopp	Title I Title III	August 2012 – May 2013
7. Assistance in planning, implementing, and evaluating of supplementary programs to assist targeted populations.	L.Dopp K.Noah	Title I Title II Title III EIA	August 2012 – May 2013

		<u>Total</u>	<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Additional Title I Funds</u>	<u>Title II</u>
	12/13 Estimated Allocations	\$ 528,520	\$ 14,742		\$ 274,861	\$ 153,677	\$ 79,240	\$ 6,000
	11/12 Carryover	\$ 2,680		\$ 2,680				
	Sub-Total	\$ 531,200		\$ 2,680	\$ 274,861	\$ 153,677	\$ 79,240	\$ 6,000
	Centralized Services	\$ 109,714			\$ 109,714	\$ -	\$ -	\$ -
	<b>TOTAL</b>	<b>\$ 640,914</b>	<b>\$ -</b>	<b>\$ 2,680</b>	<b>\$ 384,575</b>	<b>\$ 153,677</b>	<b>\$ 79,240</b>	<b>\$ 6,000</b>
	Payroll (Reference only)	\$ 240,418			\$ 105,534	\$ 134,884		
	<b>ALLOCATED GOAL TOTAL</b>	<b>\$ 640,914</b>	<b>\$ 14,742</b>	<b>\$ 2,680</b>	<b>\$ 384,575</b>	<b>\$ 153,677</b>	<b>\$ 79,240</b>	<b>\$ 6,000</b>
Plan Ref	<b>Action Steps (requiring funding)</b>							
	<b>Goal #1 – Ensure students are prepared for college and careers and that all students meet or exceed grade level standards and the achievement gap is closed (PDSA)</b>							
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Title I</u>	<u>Title II</u>
	Provide direct support to students through centralized services.				\$ 109,714	\$ -		
1b1	Intervention for students struggling with reading	\$ 12,500			\$ 5,000		\$ 7,500	
1b1	Purchase reading intervention supplies	\$ 2,000					\$ 2,000	
1b4	Provide funding from programs to support classroom instruction	\$ 14,050			\$ 11,230	\$ 2,820		
1b5	Purchase agendas for study skills program for 4th & 5th grade	\$ 2,058			\$ 2,058			
1b6	Provide Paraprofessional to support instruction (R. Bugarin/4Hrs.)	\$ 16,697			\$ 8,403	\$ 8,294		
1b6	Provide Paraprofessional to support instruction (M. Vargas/5.5 Hrs)	\$ 23,354			\$ 11,752	\$ 11,602		
1b6	Provide Paraprofessional to support instruction (C. Vasquez/4 Hrs)	\$ 16,076			\$ 8,090	\$ 7,986		
1b6	Provide Paraprofessional to support instruction (E. Martinez/3 Hrs.)	\$ 10,711			\$ 5,355	\$ 5,356		
1b6	Provide Paraprofessional to support instruction (S. Rosales/3Hrs.)	\$ 9,986			\$ 5,025	\$ 4,961		
1b7	Provide Project Coordinator to oversee programs and support instruction (A. Welch/7.5 Hrs.)	\$ 75,804			\$ 75,804			
1b7	Provide additional funding for Project Coordinator to support instruction at beginning and end of school year	\$ 2,880			\$ 2,880			
1b7	Provide funding for supplies for Project Coordinator	\$ 250			\$ 250			
1b8	Provide three times a year rotation planning time with release days and early release Mondays (grade level collaboration)	\$ 12,000			\$ 12,000			
1b9	Provide Budget Clerk to assist administration and staff in maintaining a balanced budget (T. Marian/3 Hrs.)	\$ 13,208			\$ 6,647	\$ 6,561		
1b9	Provide additional funding for Budget Clerk to assist administration at beginning and end of school year	\$ 800			\$ 800			
1b10	Provide funds to support Rotation activities in all grades	\$ 4,876			\$ 1,600	\$ 3,276		
1b11	Monitor progress of at-risk students (subs for retention conferences and IEP reviews)	\$ 400				\$ 400		



1b12	Provide supplies for Library	\$ 200			\$ 200			
1b14	Allocate funding for consumable math/science supplies	\$ 1,800			\$ 1,800			
1b15	Implement Read Naturally Live in 1st - 5th grade.	\$ 2,500				\$ 2,500		
1b16	Implement Imagine Learning in K - 5th grade	\$ 20,000				\$ 20,000		
1b17	Purchase books for classroom libraries	\$ 18,500				\$ 18,500		
1b18	Purchase books to go home on a check out basis	\$ 18,500				\$ 18,500		
1b19	Purchase level reading books for the collection for teacher check-out	\$ 5,000				\$ 5,000		
1b20	Open computer lab after school/Saturdays for students to do reading intervention programs	\$ 2,740				\$ 2,740		
1c7	Additional time for teachers to score CELDT, Kinder IPT materials and scoring curriculum and associates	\$ 5,000			\$ 5,000			
1c8	Provide Project Clerk to assist Project Coordinator with compliance procedures (H. Luna/6 Hrs.)	\$ 24,744			\$ 12,452	\$ 12,292		
1c11	Renaissance Learning A/R and Star Reading Licenses/Incentives	\$ 6,400		\$ 400	\$ 6,000			
1c12	Jumpstart TK materials	\$ 3,000			\$ 3,000			
1c13	Provide Boys & Girls Club teacher liaison to support Power Hour - (ASES Match)	\$ 3,795			\$ 3,795			
1c14	Create a Path to College Roadmap	\$ 2,000			\$ 2,000			
1c15	Open computer lab during the summer for students to do reading intervention programs	\$ 2,500					\$ 2,500	
	<b>GOAL TOTALS</b>	<b>\$ 319,829</b>	<b>\$ -</b>	<b>\$ 400</b>	<b>\$ 300,855</b>	<b>\$ 63,548</b>	<b>\$ 79,240</b>	<b>\$ -</b>
	<b>Goal #2 – Provide a safe and equitable learning environment</b>							
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Title I</u>	<u>Title II</u>
2.9	Support Parent Communication including home/school folders and duplication of Beep Beep, Home School Connection, handbook, report cards, fundraiser flyers and event notices	\$ 6,000	\$ 2,000		\$ 4,000			
2.10	Provide assemblies on diversity	\$ 4,000			\$ 4,000			
2.11	Provide lease and maintenance agreements for new copiers	\$ 9,000	\$ 4,500			\$ 4,500		
2.12	Maintenance cost for new copiers	\$ 9,000	\$ 4,500			\$ 4,500		
2.13	Office support for supplies and expenses including Nextel, postage, movie license, and laminating	\$ 5,260	\$ 1,760	\$ 1,580	\$ 1,920			
2.14	Provide safety supplies	\$ 956	\$ 200			\$ 756		
2.15	Implement Incredible years in K-5 Conventional Program (1 hr a week for 14 weeks)	\$ 15,120			\$ 9,120	\$ 6,000		
2.16	Provide science assemblies	\$ 4,600	\$ 1,000			\$ 3,600		
2.17	Provide Joseph Savage assemblies	\$ 8,000			\$ 7,000	\$ 1,000		
2.18	Provide Counseling services for students ( 10 hrs a week x 44 weeks) (ASES Match)	\$ 20,400			\$ -	\$ 20,400		
	<b>GOAL TOTALS</b>	<b>\$ 82,336</b>	<b>\$ 13,960</b>	<b>\$ 1,580</b>	<b>\$ 26,040</b>	<b>\$ 40,756</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Goal #3 – Professional Development: Provide an articulated, sustained plan of professional development activities designed to build the school's capacity to support programs and achieve goals.</b>							

[illegible]

# George and Evelyn Stein High School

*Tracy Unified School District*

*CDS: 39-75499- 3937976*

*Principal: Cynthia Johannes*

## Single Plan for Student Achievement 2012/13

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. 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 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:

Contact Person: Cynthia Johannes  
Position: Principal  
Telephone Number: 830-3395  
E-mail Address: [cjohannes@tUSD.net](mailto:cjohannes@tUSD.net)

SSC approval date: October 17, 2012

# SECTION I: SCHOOL PROFILE

## A. Description of any Significant Changes

1. Description of School Demographic composition: Note-Stein High had 262 students enrolled during the 2011-12 school year.

	Source	2010/11	2011/12	2012/13
Enrollment (#)	Oct CBEDS	160	152	148
AFDC/Free & Reduced (%)	Oct CBEDS	45%	50%	41%
English Learners R-30 (%)	Mar R-30	41/25%	45/25%	
Fluent English (FEP/R-FEP) (%)	Mar R-30	20/11%	25/14%	
Students redesignated to FEP (#)	Mar R-30	0	0	
Ethnicity: White (%)	Oct CBEDS	19%	23%	20%
Hispanic(%)	Oct CBEDS	51%	61%	63%
African American(%)	Oct CBEDS	14%	10%	8%
Asian(%)	Oct CBEDS	4%	5%	7%

## 2. Description of Staff Characteristics/Changes in Staffing

	2011/12	2012/13
number of classroom teachers	9	9
number and type of support certificated staff (including special education staff)	1	1
number of classified staff	3	3
Number/percent of NCLB highly qualified teachers	10	10
Number/percent of teachers with EL Certification	100%	100%

## 3. Addition or Removal of categorical programs or feeder programs (check one)

☐ No significant changes  
☒ Significant changes

This year, Stein High is included in a onetime Title 1 infusion of an additional \$16, 373. Manteca Goals, a SJCOE Special Education Program for behavior modification has become an additional feeder school.

## 4.Changes in District Core Programs (check one)

☒ No significant changes  
☐ Significant changes

## 5.Changes in Facilities (check one)

☒ No significant changes  
☐ Significant changes

## B. Programs included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the school plan budget must include the proposed expenditures.)

State Programs	Allocation
<input checked="" type="checkbox"/> <b>EIA: Economic Impact Aid/ English Learner Program</b> <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners.	\$23,381
<input type="checkbox"/> <b>Gifted and Talented Education</b> <u>Purpose:</u> To support instructional programs for identified gifted and talented students.	-0-
<input type="checkbox"/> Other State or Local funds (site allocation and MAA)	-0-
Total amount of state categorical funds allocated to this school	\$23,381

Federal Programs under No Child Left Behind (NCLB)	Allocation
<input checked="" type="checkbox"/> <b>Title I, Part A: Schoolwide Program</b> <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$31,752
<input checked="" type="checkbox"/> <b>Title II, Part A: Teacher and Principal Training and Recruiting</b> <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$6,000
<input checked="" type="checkbox"/> Other Federal Funds (list and describe <sup>1</sup> ) Additional Title 1, 2012-13.	\$16,373
Total amount of federal categorical funds allocated to this school	\$54,125
Total amount of state and federal categorical funds allocated to this school	\$77,506

C. Expected Schoolwide Learning Results (ESLRs):

**Stein High School's goal is that each Student will be a/an:**

1. Self-directed learner who will:
  - a. engage in on-going assessment of their own status and set goals to meet graduation requirements.
  - b. set realistic and challenging goals.
  - c. effectively use the syllabus and independently access assignments.
  - d. demonstrate an awareness of career, educational and vocational paths leading to future employment.
2. Responsible citizen who:
  - a. shows respect for personal property and the property of others.
  - b. demonstrates respect for individual rights and the diversity of others, including listening respectfully while others speak.
  - c. is consistently present, on time, and prepared to learn.

- d. accepts responsibility for their actions.
- e. works effectively as an individual or in groups.
- f. demonstrates ethical behavior.

3. Effective communicator who:

- a. uses positive communication skills.
- b. is respectful of differing points of view.
- c. uses a variety of methods for presentations.
- d. demonstrates technological literacy.
- e. is aware of the ethical issues and demonstrates responsibility while using technology

**WASC 2012-13 Focus Goals:**

#1 Focus on English Language Arts (ELA) system to support student achievement in grade level standards.

Additional focus in monitoring ELA achievement and development for:

- English Learners (EL)
- Economically Disadvantaged (ED) students

#2 Focus on a math and algebra system to support student achievement in grade level standards.

Additional focus on monitoring math and algebra achievement and development:

- English Learners (EL)
- Economically Disadvantaged (ED) students

#3 Develop post-high school transition plans for students.

- Pre Assess student career and education goals
- Organize Post-Secondary Committee (need parents and community members)
- Offer mini field trips to students
- Develop student built professional portfolios

## SECTION II: Presentation and Analysis of Data

### Analysis of Current Instructional Program - Academic Program Survey

The following evaluation is based on the Academic Program Survey and provides a rubric rating on a four point scale (1-4) for each area as well as a brief narrative assessment for each area. The rubric is as follows:

- (1) = Minimally – rarely used/found
- (2) = Partially – sometimes used/found
- (3) = Substantially – in regular use
- (4) = Fully - in regular use in all classrooms and followed completely

ELEMENT	2012 Rating	Comments
<b>EPC #1 Instructional Program</b>		
1.1	3	ELA courses utilize the core and ancillary materials provided
1.2	2	EL students do not use ELD materials/components daily
1.3	0	Intensive intervention program is not offered at this site
1.4	3	Teacher uses core Algebra 1 program. SWDs use modified
1.5	0	No Algebra Readiness program at this site
1.6 ES/MS	0	No grades nine and ten at this school
<b>EPC #2 Instructional Time</b>		
2.1	0	No grades nine and ten at this school
2.2	0	No grades nine and ten at this school
2.3	0	No additional ELD instructional program at this school
2.4	0	No grades nine and ten at this school
2.5	3	Algebra 1 class is given priority and protected from interruptions
2.6	2	SWDs have additional support periods within the master schedule
2.7	0	No Algebra Readiness class at this school
<b>EPC #3 Lesson Pacing Schedule</b>		
3.1	3	ELA grade 9 and 10 courses implement the minimum course of study
3.2	0	No Intensive Reading Intervention program at this school
3.3 HS	3	Algebra 1 utilizes District pacing guide and assessments
<b>EPC #4 Professional Development for School Administrators</b>		
4.1	3	Professional Development for the principal on RLA and Algebra takes place in SCAM
4.2	3	District provides on going professional development in all areas
4.3 ES		
<b>EPC #5 Credentialed Teachers and Teacher Prof. Development Opportunity</b>		
5.1	4	All teachers are fully credentialed and highly qualified
5.2	4	Professional Development includes Data Teams, District Department meetings and Instructional Coaching and training on assessments, interventions and techniques for the common students and to support struggling learners
5.3	2	Some PD during the year in Algebra
<b>EPC #6 On-Going Instructional Assistance and Support for Teachers</b>		
6.1	2	Some teacher support with strategies
6.2	2	Some teacher support Algebra
<b>EPC #7 Student Achievement Monitoring System</b>		
7.1	3	Teachers have training with DataWise, also utilize Aeries
7.2	3	Teacher has training with DataWise and utilizes Aeries
<b>EPC #8 Teacher Collaboration by Gr. Level/Subject Matter</b>		
8.1	4	Collaboration time is supported twice a month or more in all areas by the principal
8.2	4	Collaboration time is supported twice a month or more in all areas by the principal
<b>EPC #9 Fiscal Support</b>		
9.1	3	Funding supports ELA and aligns activities to the SPSA goals
9.2	3	Funding supports mathematics and aligns activities to the SPSA goals

### **Analysis of Data – Current Instructional Program (APS):**

*To what extent do ALL students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of academic standards?*

*Stein High's required course credits are parallel with TUSD Comprehensive High Schools, except for Physical Education which is not required, but is offered at Stein High. The elective credit requirement is different with 55 elective credits at Stein High and 70 elective credits at the Comprehensive High school. Stein High doesn't have an ELD program for ELL students. Students enter the continuation monthly, thus students are at different places in their courses. Much of what students take is credit recovery. The struggle is to also maintain current classes, when permissible. Curriculum is standards-based and is often relevant, in order to increase interest. Stein High is in the process of increasing rigor through teacher collaboration and through professional development.*

### **Academic Performance:**

**1a. and 1b. AYP - Adequate Yearly Progress:** Schools will meet or exceed their AYP goal OR demonstrate an increase of 5% in percent of students scoring proficient for schools meeting their AYP Targets

The AYP score for George and Evelyn Stein High is calculated based on alternative formulas due to the small number of students tested on the CST and no CAHSEE test scores for tenth grade. In past years the District AYP has been assigned to Stein. This year the AYP for Stein was generated based on the grade 11 CST results. Since these results are inconsistent and cannot be compared, the data is not included in the school plan.

**1c. API – Academic Performance Index :** Schools will meet or exceed school's API growth target OR maintain a score of 800 or higher

Group	2011 Base API	2012 API Target	2012 API	Actual Growth	Target Met Yes or No
School Total	615	624	551	-64	No
Hispanic or Latino (21 students)	549		521	-28	No
SED (26 students)	595		501	-94	No
English Learners (12 students)	577		529	-48	No

This year's CDE School Report tagged Stein High as being in Year 2 of Program Improvement. Although previously for 2010-2011, we were not notified that we were in Year 1 of Program Improvement. This could be because the State hasn't gathered ASAM information for a couple of years and now, for 2011-12, we are being included in the "traditional API". Under ASAM, the Growth API target was not applicable to schools in the Alternative Schools Accountability Model, (ASAM). It is also important to note that 10<sup>th</sup> grade CAHSEE scores do not exist for Stein High, so are not part of the API formula.

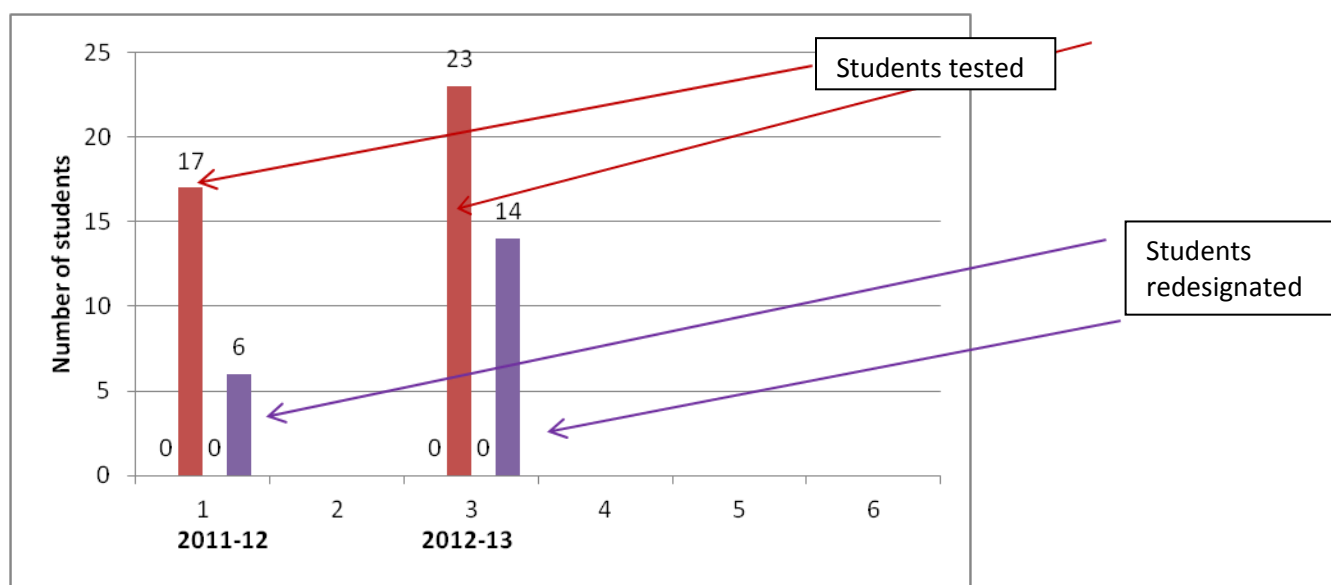


## 2. AMAO – Annual Measurable Achievement Objectives (Title III - EL Progress in English):

- a. AMAO 1 – Percent of Students making annual progress in English (based on CELDT)
- b. AMAO 2 – Percent of Students Attaining English Proficiency (based on CELDT)

### George & Evelyn Stein High School (Redesignated Students based on CELDT Scores)

Students tested in (2011-12)	Students tested in (2012-13)
<b>17</b>	<b>23</b>
Students Redesignated	Students Redesignated
<b>6</b>	<b>14</b>



Analysis of Data – Student 35% of the CELDT tested students were redesignated in 2011-12. 61% of CELDT student tested in 2012-13 were redesignated.

**3. Increase in students meeting district standards:** Students will demonstrate proficiency on 80% percent of district standards based on end of year assessments-

Percent of students meeting standards on district assessments

ELA	2011	2012	Target Met? Y/N	MATH	2011	2012	Target Met? Y/N
Grade 11	24%	80.9%	Y	Algebra	50%	13.6%	N
Grade 12	4%	90.0%	Y	Geometry	11%	50%	N

### **Analysis of Data – Student Achievement – District Assessments**

*What trends are indicated by the data? To what extent are all students achieving academic standards based on district assessments? (Particularly comment on students who are historically lower performing at your school).*

*It is apparent that in ELA, students performed at a higher standard in English Language Arts. ELA teachers at Stein High have increased the number of writing assignments and projects, but have also made changes in the way students are being prepared in writing and in the requirements of the projects. The Algebra/Geometry teacher was absent due to illness frequently during the 2011-12 school year. This was likely detrimental to incoming 11<sup>th</sup> graders to a larger extent, than to incoming 12 graders, who potentially had an additional year of mathematics at the comprehensive high school. Student acquisition of Algebra standards is an area of concern.*

#### 4. Preparation for School/Career

##### a. CAHSEE results: Total percents passing are averaged. Each testing is a group of new and previously tested students

	2008-09		2009-10		2010-11		2011-12	
	# Tested	% Passing	# Tested	% Passing	# Tested	% Passing	# Tested	% Passing
<b>Grade 11 ELA</b>								
November	14	57	16	31	13	38	20	55
February	---	---	---	---	---	---	---	---
May	12	42	20	30	17	35	29	34
Total	26	50	36	31	30	37	49	45
<b>Grade 11 Math</b>								
November	15	20	18	33	18	39	21	24
February	---	---	---	---	---	---	---	---
May	22	23	20	30	20	25	31	29
Total	37	22	38	32	38	32	52	27
<b>Grade 12 ELA</b>								
November	14	50	26	23	21	57	20	30
February	13	31	12	25	14	50	13	31
May	5	N/A	6	N/A	6	17	10	30
Total	32	**	44	**	41	41	43	30
<b>Grade 12 Math</b>								
November	19	37	21	38	28	25	21	19
February	19	11	22	23	24	29	21	38
May	15	24	13	23	20	5	16	38
Total	53	24	56	29	72	20	58	32

##### b. 100% of students will receive a high school diploma or equivalent certificate

	# graduates 2011	% receiving diploma or equivalent	# graduates 2012	% receiving diploma or equivalent
Enrollment (Seniors)		87.3		89.2
H.S Diploma	150		124	
Certif of Compl (IEP)	19		15	
GED				
Adult School Diploma				
Total	169		139	
Percent		87.3		89.2
Goal Met?		N		N

**c. AYP Graduation Rate**

	NCLB Grad Rate (2008/09 School Year) 2010	NCLB Grad Rate (2009/10 School Year) 2011	NCLB Grad Rate (2010/11 School Year) 2012
AYP Target	81.12%	82.5%	81.67%
Site %	81.56	82.9	82.9
Hispanic Target	-	-	77.22
Hispanic Site %			77.41
SED	-	-	74.04
SED Site %	-	-	74.54
Goal Met?	Y	Y	Y

**C. School Safety**

**1. Reduction in the number and percentages of suspensions or expulsions**

	2010/11		2011/12		% Decrease or Increase	Target Met
	#	%	#	%		
Suspensions	46	17	46	17.5%	+.5%	N
Expulsions	1	.4%	3	1.1%	+.7%	N

*# Number of incidents of suspension (# of individual students suspended during the year).  
Some students were suspended more than one time during the year.*

**Reduction in the number of referrals**

	2010/11		2011/12		% Decrease or Increase	Target Met
	#	%	#	%		
Referrals	65	25	60	23%	-2%	Y

**2. There will be a 75% or higher percentage of parents, staff, and students responding positively to survey questions regarding school safety.**

**School Safety**

Group	% Agree 2011	% Agree 2012
Parents	86.67	100
Staff - Cert.	94.45	94.45
Staff – Class.	90	66.67
Students	80.17	85.27
<b>Total</b>	<b>87.82%</b>	<b>88.61</b>
<b>Met Goal (Y/N)</b>	<b>Y</b>	<b>Y</b>

## D. School Climate and Leadership

1. There will be a 75% or higher percentage of parents, staff and students responding positively to survey questions regarding school climate, instructional issues, and parent relations:

### School Climate

Group	% Agree 2011	% Agree 2012
Parents	74.60	95.24
Staff – Cert.	97.22	97.22
Staff – Class.	84	73.33
Students	79.20	81.93
<b>Total</b>	<b>83.76%</b>	<b>87.48</b>
<b>Met Goal (Y/N)</b>	<b>Y</b>	<b>Y</b>

The school will maintain 98% actual attendance, or an improvement of .5%

School Year	Actual Attendance %	Target %	Difference (+ or -)	Target Met Yes or No
2008/2009	88.54	98%	-9.46	N
2009/2010	89.38	98%	-8.62	N
2010/2011	93.61	98%	-4.39	N
2011/2012	94.14	98%	-3.86	N

### Analysis of Data – School Safety and Climate

*What trends are indicated by the data? To what extent is the school a safe, clean and orderly place that nurtures learning?*

*The number of referrals decreased slightly, however this may be due to a new intervention that began in the 2011-12 school year. In some cases, before a referral was generated, a behavior tracking form, ( BTF), would go to the principal and to the student's advisor. This way, the advisor could chat with the student about the behavior, before it got to referral status. Occasionally, the principal did meet with a BTF student regarding an issue.*

*School Survey Safety questions continued to be rated as "high" by stakeholders. In both cases, classified staff responded with a lower percentage of agreement. It could be because the TYAP classified, who are the same number as Stein High, are included and feel less safe, as they are frequently off campus with students, without teacher presence. Two of the Stein High classified staff, were new and could have felt somewhat uneasy. However, this is speculation.*

*Stein High continued to increase attendance over a four year period. Any attendance in the 90% and above would be considered, "Commendable", under the previous ASAM criteria.*

## SECTION III: EVALUATION OF PRIOR YEAR'S PLAN

### A. Evidence of school's progress towards meeting **student achievement** targets

#### **Goal #1 – Ensure students are prepared for college and careers and that all students meet or exceed grade level standards and the achievement gap is closed**

- a. Programs to meet the needs of English Learners
- b. Programs to meet the needs of at-risk students
- c. Prepare students for STAR/CAHSEE testing
- d. Plan for increasing deployment of Best Instructional Practices
- e. (schools with gr. 6-12) Improve student achievement in Mathematics

#### Evaluation of Plan for Goal 1:

##### **a. English Learners**

- 1) Current ELL student list was provided to staff, after each monthly student intake. Teachers analyzed data from formative assessments to direct re-teaching. Teachers employed BIPs and SDAIE strategies. Teachers made proposals to School Site Council for supplementary materials, supplies and equipment. EL students accessed Cyber High credit recovery classes. APEX was piloted with EL students participating. Two teachers attended a workshop in methodology and teaching EL students.
- 2) Teachers feel successful at utilizing formative assessments to direct instruction and intervention. However, this can become burdensome with new student enrollment monthly, (There will always be students who haven't got a clue). Teachers are mindful of employing strategies and using adopted curricular support materials for EL students success. EL students participated in two on-site credit recovery options and were able to access the curriculum. Before signing up for the credit recovery courses, advisors and coordinators screened the students for potential success. We were unable to schedule collaboration into the weekly schedule. We didn't sponsor a field trip to Delta College, but did have EL students participate in a field trip to the State Capitol and to the play, Animal Farm, which was a collaboration between English and Social Studies.
- 3) Most of the action steps will continue for next year. We will modify teacher collaboration, by having departments set collaboration time twice a month with an agenda they provide to the principal.

##### **b. At Risk Students**

- 1) Formative assessments were used to redirect teaching. The resource teacher began the implementation of the special education AGS curriculum. Instructional tours went well, still room for improvement in CFU and NLR. Career lab did offer monthly speakers from Delta College, the military and trade schools. Awards assemblies and Stein Design and Key Club continued to have high visibility. Students continued to access Cyber High, Adult School and piloted APEX for credit recovery supplementation. The yearbook produced by Stein Design was fantastic!
- 2) Students were successful at gathering recovery credit. A late enrollment in May from D-R contributed to several students accessing summer school and some returning as 5<sup>th</sup> year.
- 3) We will continue the action steps next year, with an addition to credit recovery before graduation date.

##### **c. STAR/CAHSEE prep**

- 1) Ell students were targeted for testing prep. Essential standards in core classes were a focus. Release questions were used in core classes and were broken down into words and steps to clarify student understanding. Formative assessments were utilized and assessed for

reteaching. Intervention classes were imbedded in the Master Schedule last period, which can be scheduled for 1 to 5 periods a week, (spot scheduled). Brain X was used in both English and Math prep for CAHSEE. This included Valenzuela students in the afternoon session and any SHS completers who had not passed CAHSEE. Economics, Art and Science classes supported ELA and Math within their curriculum. The site counselor continues to meet with every student and parent, upon entry that hasn't passed the CAHSEE.

- 2) The percent of diploma vs. Certificate of Completion students did increase on the diploma side last year. STAR testing scores on the whole decreased. We weren't able to focus on 11<sup>th</sup> grade CAHSEE prep to the degree that we had hoped. Seniors took priority.
- 3) In 2012-13 students will take CAHSEE Intervention class during 4<sup>th</sup> period, were they commit to 5 periods a week. Math CAHSEE intervention will be taught by a different teacher, thus creating a Math Department at SHS. A paraeducator will be available for CAHSEE intervention classes assistance.

#### **d. Increasing Deployment of Best Instructional Practices**

- 1) The WASC visiting committee included the Big 4 Instructional Practices in their report, stating that they were infused everywhere. Stein High staff participated in RSDSS training through the County Office of Education.
- 2) As a team we continue to work with implementing BIPs habitually. We study how implementation can look different at the continuation school.
- 3) We will continue with Instructional Tours and to ask teachers to consider if they are operating with all 4 practices when teaching a lesson.

#### **e. Student Achievement in Mathematics (gr 6-12)**

- 1) The math teacher analyzed CAHSEE sub scores and CST sub scores to drive instruction. The math teacher also analyzed formative assessments, such as worksheets turned in at the end of the period, following guided practice. The math teacher used Standards Plus Warm Ups in CAHSEE Intervention class.
- 2) Algebra district assessment proficiency went down by 36%. Geometry district assessment proficiency increased by 39%. The math teacher was out ill for a large proportion of the year.
- 3) For the 2012-13 school year, another teacher will teach the CAHSEE intervention class. In this class, Algebra will be a focus. Data Team Cycles will include mathematics.

### **Goal #2 – Provide a Safe and Equitable Learning Environment for all Students and Staff**

Evaluation of Plan for Goal 2:

#### **a. Increase Students' Average Daily Attendance**

- 1) Attendance is stressed at every possible meeting, by SHS staff. Truancy letters are sent at 2 week intervals. SARB, SART, and DART are all utilized. Daily attendance phone calls are encouraged to be made by teacher/advisors and are made by office clerk on Monday ERM's. A single teacher/advisor monitors transfer back student progress and works with the SHS site counselor. The principal meets with students who do not attend SARB meetings and presents attendance awards at the quarter. Students who are 18 with poor attendance are transferred to the Adult School, after other interventions have been attempted.
- 2) The attendance rate increased for the 4<sup>th</sup> year in a row. The increase over the previous year was .8%.
- 3) In 2012-13, a meeting will be held with the comprehensive high school head counselors and the SHS transfer back advisor, counselor and principal to develop a streamlined transfer back process.

**b. Increase Cultural Proficiency**

- 1) Staff attended District workshop on D and E. Principal attends LEADS training. Two-thirds of the staff and student body participated in Point Break training. Site ERM on D and E was on lesson development and was well received.
- 2) LEADS training was difficult.
- 3) In 2012-13, we will continue to explore how to take D and E into the classroom. Teachers will develop assignments/projects aimed at D and E. The principal will endeavor to offer interventions rather than suspensions whenever possible.

**Goal #3 – Professional Development**

Evaluation of Plan for Goal 3:

**a. Articulated, sustained plan of professional development activities**

- 1) Teaching staff and principal participated in RSDSS through the County Office of Education. ELL workshop was attended by 2 teachers.
- 2) Staff did not get out and attend workshops, etc. as hoped.
- 3) In 2012-13 many more opportunities to attend workshops, etc and to visit other continuation high schools will exist through the additional Title 1 money. All staff will be encouraged to attend the Continuation Conference in Northern California.

**b. Increasing participation/attendance at ERMs**

- 1) Stein High teacher's attendance and participation in ERMS, whether site or District is always good.
- 3) SHS teacher attendance and participation will continue to be good.

**Goal #4 – Parent Involvement: Strategies to encourage parent involvement and provide parent education**

**Goal #5 – Technology: Use technology as a tool for improvement in instruction; management of departments, sites and classrooms, and to increase efficiency in operations across the district.**

Evaluation of Plan for Goal 5:

- 1) A new technology plan was developed and a site movie license was purchased. E-wasted computers were replaced along with ink cartridges. The DataWise teacher held mini-workshops with the staff in the library. Certificated and Classified staff did Sexual Harassment and Blood born Pathogen training online at Keenan website. The use of technology was required for many projects and assignments.
- 2) Teachers will continue to be encouraged to enter scores into DataWise for analysis.
- 3) Keenan training site will continue to be used for training. The technology plan will continue to be updated. However with the potential number of computers to be-wasted in 2012-13, the site will not be able to replace all of them. New technologies will be introduced to Stein High, such as Smart Boards.

### **Overall Evaluation of Prior Year School Plan**

Please address the following two questions regarding the overall school plan:

*To what extent do the school leadership and staff use student achievement data to make decisions and initiate activities that focus on all students achieving the academic standards?*

*The school leadership and staff have become committed to using student achievement data. We will be collecting and analyzing data to report to the WASC 3-year review team to study in 2014-15. Currently, data is being collected to drive the mini-field trips for post secondary transition. Data in the CAHSEE Intervention classes has been collected and analyzed to determine what is to be taught to prepare students for the November CAHSEE. The English classes have participated in the first Holt assessment.*

*To what extent do the school leadership, staff, students and parents annually monitor and refine the single school plan based on analysis of data to ensure alignment with student needs?*

*The single school plan is based on the analysis of multiple forms of data, including CAHSEE, CST STAR reading assessment, the Safe School Survey and the student graduate serves each year by the leadership, staff, students and parents.*



## **SECTION IV: SCHOOL PLAN FOR 2012/2013**

### **A. School Governance and Planning Process**

The 2012/2013 School Plan that follows was developed through the joint efforts of *the Stein High Staff and the School Site Council*. The School Plan and budget were approved by the School Site Council at the *October 17, 2012* meeting. The prior year plan was evaluated and date was reviewed by the staff. Goal identification and improvement strategies were evaluated based upon the WASC recommendations of which Stein High is in year 1 of a 6 year accreditation with a three year review. Budget Priorities were established based upon the Visiting Committees recommendations, the School ESLRs, and the District Strategic Plan.

#### **School Site Council Membership for 2011/12**

Names of Members  *Parent of EL	School Personnel 50% of SSC			Parents/Students 50% of SSC	
	Principal	Classroom Teacher	Other Staff School	Parent or Community Member	Secondary Student
Cynthia Johannes	X				
Chad Irvin		X			
Jeff Arnett		X			
Ann Herrington			X		
Brandy Chavarria		X			
Mrs. Debbie Martins				X	
Dominique Valle					X
Martin Olivera					X
*Mrs. Marcee Valencia				X	
Madeline Carr					X
Numbers of members of each category	1	3	1	2	3
Total in each group	5			5	

The interests of English learners are represented by:

- ☐ An ELAC with adopted bylaws (*Parents of English learners constitute at least the same percentage of the committee as their children represent of the student body. OPSET I-EL-2*)

ELAC Chairperson: \_\_\_\_\_

- ☒ School Site Council (*Parents of English learners constitute at least the same percentage of the committee as their children represent of the student body. OPSET I-EL-2*)

\*Indicate parents of EL Students on SSC list above

## **B. School goals for 2011/2012 - A Summary**

### **Goal #1 – Ensure students are prepared for college and careers and that all students meet or exceed grade level standards and the achievement gap is closed (PDSA)**

- a. Programs to meet the needs of English Learners
- b. Programs to meet the needs of at-risk students (including CAHSEE remediation at HS)
- c. Activities to prepare students for STAR/CAHSEE testing
- d. Plan for increasing deployment of Best Instructional Practices
- e. (schools with gr. 6-12) Activities to improve student achievement in Mathematics

Rationale: (district) The district goals are that student will be prepared for college and careers; and that all subgroups meet AYP targets and that the achievement gap be closed by raising the achievement of lower performing subgroups. The district goal also includes that EL students meet Title III AMAO targets annually. The EL subgroup and other at-risk groups do not meet AYP. Additionally the percent of students scoring proficient in Math at grades 6-11 is significantly below AYP targets

(site) The number of ELL students enrolled at Stein has increased, since the school opened. The number of students on Free and Reduced lunch has increased greatly since the opening. Teachers will use instructional strategies and experiences that will increase the level of achievement for ELL students and economically disadvantaged students, including the Big Four, Best Instructional Practices. Supplementary materials, supplies, equipment and other support activities will be in place to increase the achievement of all Stein High students, endeavoring to close the achievement gap and to promote the passing of the CAHSEE. The Master Schedule will be changed to further support CAHSEE Intervention Classes. The Math Department will be increased to two teachers. CAHSEE prep Saturdays will be provided before each testing at Stein High. It will include an invitation to Stein High Valenzuela Act students. WASC Recommendation: #2. Provide professional development opportunities for English Language Learner methodology, instructional support, standards and assessment. Seek ways to foster collaboration and implementation. #3. Support the consistent use of blueprint standards and California Standards Test release questions. Assess and re-teach standards to increase CST scores.

### **Goal #2 – Provide a safe and equitable learning environment**

- a. Increase students' average daily attendance
- b. Increase cultural proficiency

Rationale: (district) The district has set an overall target of 98% attendance. Research shows that when students are in school they achieve at higher academic levels. The district goal is to increase cultural proficiency throughout the district to ensure that student and staff are afforded a safe and equitable learning environment.

(site) The site's goal is to continue to increase student attendance so that students will achieve at higher academic levels. The site goal is to increase cultural proficiency throughout the school by promoting student awareness and acceptance of the many different cultures, values, beliefs, and human frailties, on our campus, thus affording a safe and equitable learning environment.

WASC Recommendation #1,2,3

**Goal #3 – Professional Development: Provide an articulated, sustained plan of professional development activities designed to build the school’s capacity to support programs and achieve goals.**

(Note: Title I schools must allocate at least 10% of Title I funds to staff development)

Rationale: (district) The district strategic goals and LEA Plan include goals which focus on providing ongoing professional development and support to teachers and site administrators that result in increased achievement for all students in order to close the achievement gap.

(site) The site’s goal is to encourage ongoing professional development and support to teachers, counselor, classified staff and the site administrator to support student academic achievement and to promote positive physical and emotional strategies to work with at risk youth, ELL students and economically disadvantaged students. WASC #1,2

**Goal #4 – Parent Involvement: Strategies to encourage parent involvement and provide parent education.**

Rationale:(district) Sustained parent involvement is linked to student achievement and staying in school. Federal and state regulations mandate meaningful opportunities at all grade levels for parents/guardians to be involved in school activities, advisory, decision-making, and activities to support learning at home.

(site) Stein High School will facilitate parent-school collaboration and will provide meaningful opportunities for parents/guardians to participate in various school activities: Back to school night, School Site Council, Parent Conference Day, Awards/Recognition Assemblies, Financial Aid Workshops for College and Key Club activities. Communication will be open and frequent between advisors and parent/guardians.

**Goal #5 – Technology: Technology: Use technology as a tool for improvement in instruction; management of departments, sites and classrooms; and to increase efficiency in operations across the district.**

Rationale: (district) The district is committed to providing students and staff with the technology tools and skills to support academic content standards and improve learning so that they can compete in a digital world.

(site) The site will purchase and implement new technology that support academic content standards, technology literacy, appropriate and ethical use of technology, cyber safety and equitable access to technology. In addition, Cyber High and Apex online classes will be available for credit recovery on campus.

## **C. Activities for 2012/2013 School Plan**

### **Site Goal #1 – Ensure students are prepared for college and careers and that all students meet or exceed grade level standards and the achievement gap is closed. .**

*District Goal #1: Prepare all students for college and careers*

*District Goal #2: Ensure that all student meet or exceed grade level standard and that the achievement gap is closed.*

#### **Outcomes (Data that will be collected and analyzed to measure progress towards the goal)**

- All significant subgroup will meet AYP targets
- EL students will meet or exceed Title III AMAO1 and AMAO2 targets
- Decrease the achievement gap of the subgroups
- 80% of students will meet standards on district assessments
- Reduction in number of students failing classes (optional)
- Increase percent of teachers using BIPs
- Increase percent of students scoring proficient on Math CST (gr. 6-12)
- Increase percent of 10<sup>th</sup> graders passing/scoring proficient on CAHSEE (HS only)
- All students will pass CAHSEE by end of grade 12 (or meet IEP goals) (HS only)
- Alignment of curriculum maps/pacing guides to Blueprint standards (optional)

#### **ESLRs (Expected Schoolwide Learning Results):.**

**Rationale:** Site Rationale: (site) The number of ELL students and the number of students on Free and Reduced lunch enrolled at Stein High has increased nearly every year, since the school opened in 2007-08. The site goal is to prepare ELL students to pass the CAHSEE and to increase CST scores and to use Best Instructional Practices and researched based activities to improve student achievement in all curricular areas. Supplementary materials, supplies, equipment and other support activities will be in place to increase the achievement of all Stein students, endeavoring to close the achievement gap and to promoting the passing of the CAHSEE. WASC Areas for Focus #1, 2

<b>1a.English Learner Instruction and Support</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
1a.1 A current ELL list will be provided to all staff, after each student intake.	Gill/Rose	Aeries/ DataWise	September –May			
1a.2 Teachers will enter assessment data into DataWise.	Teachers	Aeries/ DataWise	September –May			
1a.3 Teachers will develop, deploy and analyze data from formative assessments to direct teaching.	Teachers	DataWise	September-May			
1a.4 Teachers will use BIPs, and SDAIE strategies.	Teachers	District, County, private staff development, CISCs	August-May			
1a.5 EL Master Plan will be in effect.	Principal CELDT coordinator	Aeries/Data Wise CUMs, Teachers	September-May			
1a.6 Curriculum related field trips and college visits.	Teachers	Funding, Materials	September-May			
1a.7 Teachers will have access to supplementary materials, supplies and equipment.	Teachers	Stockless, Catalogs Funding	September-May			

1a.8 ELL students will access credit recovery classes through Cyber High and the Pass Program.	Advisors Counselor Migrant Ed. coordinator	Cyber High courses, Pass Program	September-May			
1a.9 Teachers use EL support materials within adopted curriculum to support EL student.	Teachers	Teacher Editions with all supplemental materials	August-May			
1a.10 Professional Development in methodology and teaching ELL students will be accessed.	Teachers	District, County, private	August - May			
1a.11 Teacher collaboration will be built into monthly schedule.	Principal, teachers	Afternoon session Schedule	August-May			
<b>1b.Intervention and Remediation for at-risk students</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
1b.1 Results of formative assessments will be evaluated by teachers and re-teaching will occur, differently	Teachers	Workshops Books, Materials	September-May			
1b.2 Teachers will differentiate curriculum when necessary for special needs students. Resource teacher will provide supplemental AGS curriculum when necessary to support students on IEPs	Teachers	Resource Teacher, Books, Materials	August-May			
1a.3 Instructional Tours will be implemented by the principal. Teachers and DEC staff.	Principal	Management Team, Directors	September-May			
1b.4 Data Team will hold meaningful cycles focusing on Math and English.	CISCs Principal Teachers	Staff Development, Materials	September-May			
1b.5 Career Lab will offer speakers from community based organizations	Work Exp. Coordinator Kiwanis Club members	Community, Student sign up, Technology	September-May			
1b.6 Recognition assemblies, certificates, and teacher sponsored clubs	Principal, Teachers	Community, Equipment, Software Programs, Materials.	September-May			
1b.7 Mini post secondary and curricular related field trips and college visits will be held	Teachers	Funding, Materials	November-May			
1b.8 Students will take Cyber High courses, Apex courses, Adult School concurrent classes and Summer School courses for credit recovery	Teachers, Counselor, Principal	Staffing, Supplemental Materials	September-May			
1b.10 Yearbook and Stein design electives will produce a yearbook	Yearbook teacher, class	Funding, technology	September-April			
1b.11 Purchase school furniture	Principal	Funding	November –January			
1b.12 Copier, maintenance agreements and copies	Principal	funding	August-May			

1b.13 Office: diplomas, IDs, school supplies	Clerk, secretary, principal	Time, Materials, Funding	August-May			
1b.14 Supplement Clerk, Para, and Security to open school, to enroll students on a monthly basis, to hold Saturday CAHSEE Prep and evening classes in May.	Principal	Staff, Funding	August-June			
1b.15 Supplemental pay for CST, CAHSEE testing/CELDT coordinator and substitute pay for testing days	Principal	Testing coordinator, substitutes, funding	September-May			
1b.16 After school club supplies	Principal	Para-educator, community volunteer, funding	November-May			
1b.17 Provide funding for 4 hour clerk to support student needs	Principal, teachers	Funding	September-February			
1b.18 Sub pay for designated principal to sub for principal	Principal	Funding	September-May			
1b.19 Move English 2 course to other English teacher	Principal	Materials	August			
1b.20 Teacher collaboration will take place weekly	Principal, teachers	Afternoon Schedule	August -May			
1b.21 Materials and supplies for required courses and electives	Principal, teachers	Funding, School Site Council	August - May			
<b>1c.CST/CAHSEE Preparation</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
1c.1 Personnel and material support for CAHSEE Intervention	Teachers, CELDT Coordinator, Principal, Para educator	CELDT scores, DataWise, Materials, Supplies, Funding	September-April			
1c.2 Concentrate on teaching essential standards in core classes based on the blueprint standards	Teachers	Standards, Technology, Materials	September-April			
1c.3 Use release questions consistently in teaching	Teachers	Materials, Collaboration	September-April			
1c.4 Teach test taking skills	Teachers	Materials	September-April			
1c.5 Use formative assessments and analyze results for re-teaching	Teachers	Materials, Funding	September-April			
1c.6 Begin reviewing essential standards at the beginning of the school year	Teachers	Materials	August-April			
1c.7 Have a conversation with students about previous CST scores	Teachers, Principal, Counselor	DataWise, Class time	March-April			
1c.8 Students attend CAHSEE Intervention classes 5 periods a week	Principal, Teachers	Supplemental Materials	September-May			
1c.9 Brain X program will be utilized in ELA and Math	Teachers	Brain X, Computers,	October-May			

1c.10 Cyber High and APEX math courses availability for CAHSEE preparation.	Teachers	Courses, Computers,	September-May			
1c.11 Core, elective courses and Data Teams support ELA and mathematics	Teachers	Materials, Professional Development, Funding	September-May			
1c.12 Counselor meets with parents and students who need to pass CAHSEE	Counselor, Students, Parents	Test scores, Appointments	August-May			
1c.13 Stein students who graduate prior to the end of the school year, may study for the mathematics section, during the after school program.	Teacher	Brain X, Materials	November-May			
1c.14 English teacher to assist District Valenzuela students after school with Brain X.	Teacher	Brain X	October-May			
<b>1d. Plan for Increasing Deployment of Best Instructional practices</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
1d.1 Data Teams will infuse interventions with the Big Four	CISCS	Funds, Staff Development	August-May			
1d.2 Staff will actively participate in sharing methods to utilize the Big Four	Teachers, Principal	Staff Development	August-April			
1d.3 Continue with Instructional Tours	Principal, Teachers	District training	August-May			
<b>1e. Mathematics Achievement (required for gr. 6-12)</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
1d.1 District formative assessments scores for Algebra will be entered into DataWise, analyzed by the math teacher and utilized to plan intervention s	Teacher	Materials, Technology DataWise	September-May			
1d.2 Cross Curricular collaboration in mathematics with other disciplines	Teachers, data teams	Materials, supplies, funding	October-May			
1d.3 Another credentialed math teacher will teach math CAHSEE, thereby creating a math department	Teachers	Materials, supplies, funding	August-May			
1d.4 Math will join Writing as a Data Team focus cycle.	Teachers	Principal, CISCS, staff development director	“August-May			

**Plan for providing ELD to English Learners in 2012/13:**

<b>Grade</b>	<b>Organization of Students</b>	<b>Frequency of ELD</b>	<b>Duration of ELD</b>	<b>Provided by</b>	<b>Materials used</b>
<i>11</i>	<i>English Class Mathematics Class</i>	<i>Monday-Thursday</i>	<i>30 minutes</i>	<i>Carrie Davenport, Chad Irvin, Mark Duncan, Eustacia Lowman</i>	<ul style="list-style-type: none"> <li>• <i>Holt supplementary materials English 1-4</i></li> <li>• <i>Teacher selected Supplementary materials in Algebra, Math A &amp; B and in CAHSEE Math Intervention</i></li> </ul>
<i>12</i>	<i>English Class Mathematics Class</i>	<i>Monday-Thursday</i>	<i>30minutes</i>	<i>Carrie Davenport, Chad Irvin, Mark Duncan, Eustacia Lowman Carrie Davenport, Chad Irvin, Mark Duncan, Eustacia Lowman</i>	<ul style="list-style-type: none"> <li>• <i>Holt supplementary materials English 1-4</i></li> <li>• <i>Teacher selected Supplementary materials in Algebra, Math A &amp; B and in CAHSEE Math Intervention</i></li> </ul>



## **Goal 1 – Data Collection:**

(to be completed as part of the “study” component throughout the year and used as documentation for the Principal’s evaluation)

### **Part A: District Assessments: There are no grades 9 and 10 at SHS.**

#### **District Assessments**

- Elementary Schools: ELA are the trimester benchmark assessments.
- Middle Schools: ELA the Quarter 1 and Quarter 2/3 assessments are Curriculum Associates Practice 1 and 2; Quarter 4 is the End of Course Holt)
- High Schools: ELA the required assessments are Holt Entry (report for Quarter 1) and Holt End of Year (Quarter 4). These are only required for grades 9 and 10.)

### **Part B: Instructional Tour Data**

#### **2011/12 Results**

##### **Percent of “partial” and “full” implementation for each identified strategy**

		Sep	Oct	Nov/Dec	Jan	Feb	Mar	April	May
Student Engagement	full	100	83	<b>71</b>		60	<b>57</b>	100	*NA
	part		16	<b>14</b>		40	<b>29</b>		
Checking for Understanding	full			<b>57</b>		20	<b>29</b>	80	NA
	part	100	16	<b>14</b>		80	<b>14</b>		
Learning Objective	full	83	83	<b>71</b>		80	<b>57</b>	100	NA
	part		16				<b>14</b>		
Non-Linguistic Representation	full	83	67	<b>71</b>		60	<b>57</b>	100	NA
	part		16	<b>29</b>		20	<b>43</b>		

**Management Team Tours are Bold-faced font;** Interim tours are regular font

\*NA The last month of school is focused on senior students completing all work necessary to graduate. For juniors the focus is to earn senior credit status. Most of the month of May is Independent Course Work, with teacher assistance at the ready.

#### **2012/13 Results**

##### **Percent of “partial” and “full” implementation for each identified strategy**

		Sep	Oct	Nov/Dec	Jan	Feb	Mar	April	May
Student Engagement	full	75	100						
	part	25							
Checking for Understanding	full	63	100						
	part	25							
Learning Objective	full	100	83						
	part		17						
Non-Linguistic Representation	full	63	83						
	part	13	17						

**Management Team Tours are Bold-faced font;** Interim tours are regular font

## **Site Goal #2 – Provide a safe and equitable learning environment**

*District Goal #3: Provide a safe and equitable learning environment for all students and staff*

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal)

- 98% student attendance (ADA)
- Reduction in suspensions
- Reduction in referrals/citations (optional)
- Reduction in tardies (optional)
- 75% of stakeholders will respond positively to annual survey questions related to school safety and climate.
- Increase in enrollment of underrepresented groups in advanced courses (optional)

**Rationale:** (site) The site's goal is to continue to increase student attendance so that students will achieve at higher academic levels. The site goal is to increase cultural proficiency throughout the school by promoting student awareness and acceptance of the many different cultures, values, beliefs, and human frailties, on our campus, thus affording a safe and equitable learning environment.

WASC Recommendation #1,2,3

<b>2a Increase Students' Average Daily Attendance</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
2a.1 Stress the importance of attendance at student/parent orientations and conferences, include translator, when necessary	Counselor, Teachers	Funding, Handbook	August-May			
2a.2 Mail truancy letters every two weeks	Clerk	Aeries, postal fees	September-May			
2a.3 Schedule and hold SARB/SART/DART meetings	Clerk, teachers, Principal	Handbook, truancy officer, SART/DART forms	September-May			
2a.4 Daily attendance phone calls to parent/guardians	Teachers, counselor, Principal	Aeries	August-May			
2a.5 One Teacher/advisor will monitor transfer back students	Teacher	Comprehensive Counselors, Ann	August-May			
2a.6 Transfer 18 year old students with poor attendance to TAS	Principal	Aeries, TAS	September-May			
2a.7 Quarterly attendance awards	Principal	Teachers, Aeries, paraeducator funds	October-May			
2a.8 Principal meets with students who don't attend SARB meetings	Principal	Clerk, time	September-May			

2a.9 Clerk makes daily calls for student absences on ERMs	Clerk	Aeries	August-May			
2a.10 Provide open PO at Van's Hardware for facility repair and safety	Clerk	Funds	August-June			
<b>2b. Increase Cultural Proficiency to support a safe and equitable learning environment</b>						
Action Steps (Plan)	Person Responsible	Resources	Timeline	Do	Study	Act
2b.1 Teachers and administrators attend District workshops on D & E	Stein Staff	District	August-May			
2b.2 Point Break workshop for students and staff	Principal,, Resource Teacher	Prevention Services, Point Break, funds	December			
2b.3 Staff training for lesson development	Principal	District, staff, funding	August-May			
2b.4 Plan and Implement District D & E on ERMs	Principal, Committee	District workshops	December			

**Percent attendance by month (to be completed as part of the “study” component throughout the year):**

	Month 1 AUG	Month 2 SEP	Month 3 OCT	Month 4 NOV	Month 5 DEC	Month 6 JAN	Month 7 FEB	Month 8 MAR	Month 9 APR	Month 10 MAY	YTD Total
2011-2012	94.58	93.02	92.45	92.02	95.10	94.85	93.9	95.51	94.38	94.45	95.88
2012-2013	93.73	93.11									
Difference +/-	-.85	+.09									

**Goal #3 – Goal #3 – Professional Development: Provide an articulated, sustained plan of professional development activities designed to build the school’s capacity to support programs and achieve goals. District Goal #6: Develop and support a high performing workforce.**

(Note: Title 1 schools must allocate at least 10% of Title I funds to staff development)

Rationale: (district) The district strategic goals and LEA Plan include goals which focus on providing ongoing professional development and support to teachers and site administrators that result in increased achievement for all students in order to close the achievement gap.

Site Rationale: (site) The site’s goal is to encourage ongoing professional development and support to teachers, counselor, classified staff and the site administrator to support student academic achievement and to promote positive physical and emotional strategies to work with at risk youth, ELL students and economically disadvantaged students. WASC Recommendation #2: Provide professional development opportunities for English Language Learner methodology, instructional support, standards and assessment. Seek ways to foster collaboration and implementation. WASC #1,2,3 ESLRs #1,2,3

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal)

- Improved student achievement (API, AYP, AMAO’s, district assessments)
- Increased use of Best Instructional Practices
- 100% Participation in ERMs

3a. Staff Development						
Action Steps (Plan)	Person Responsible	Resources	Timeline	Do	Study	Act
3a.1 Provide 3 days of curriculum development for new math CAHSEE teacher for 2012-13	Principal	Eustacia, funding materials	June			
3a.2 Teachers will visit another Continuation High School to observe, investigate and determine models and methods to incorporate at Stein High in order to increase CST and CAHSEE scores	Principal, teachers	Model schools, funding	September-May			
3a.3 Teacher cubs for 3a.2	Teachers	Funding	September - May			
3a.4 Purchase California Continuation Education Association (CCEA) Membership for the school staff	Principal,	Funding	September			
3a.5 Staff will attend the CCEA Conference in Northern California to learn the latest developments in teaching and supporting continuation students.	Principal, Teachers, counselor, para-educators	Funding	April			
3a.6 Staff will attend seminars and workshops focusing on support for ELL and ED students and on post secondary transition for students.	Principal, teachers, counselor	Funding	September-May			

**Site Goal #4 – Parent Involvement: Strategies to encourage parent involvement and provide parent education.**

*District Goal #7: Develop and utilize partnerships to achieve District Goals*

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal)

- 75% of parents responding positively on annual stakeholder survey
- Number of parents attending Parent Education workshops (optional)
- Increase in number of parents attending parent meetings (optional)
- Increase in number of members of Booster clubs (optional)
- Increase in number of parents attending school functions (optional)

**Rationale:** (site) Stein High School will facilitate parent-school collaboration and will provide meaningful opportunities for parents/guardians to participate in various school activities: Back to school night, School Site Council, Parent Conference Day, Awards/Recognition Assemblies, Financial Aid Workshops for College, Technology for Title 1 Parents and Key Club activities. Communication will be open and frequent between advisors and parent/guardians. WASC #1, 2, 3 ESLRs #1, 2, 3

<b>Parent Involvement &amp; Communication</b>						
<b>Action Steps</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
4.1 Stein will sponsor a back to school night picnic.	Principal, Counselor Security	Facility	January-February			
4.2 Principal will use Synre Voice system to invite parents to conference day and all other events, in English and in Spanish	Principal, teacher	Computer, Telephone, translator	October-May			
4.3 Flyer will be sent home for District College Fair.	Secretary, Counselor	Paper, copying costs	October			
4.4 Parents/community will participate in Key Club activities.	Key Club supervisor, Kiwanis Club Advisor	Members, Parents Materials, Kiwanis Club Fund raisers	September-May			
4.4 School Site Council will have required parent membership	Principal CELDT Coordinator	Facility, Members, Funding	October-May			
4.5 Flyers in report card mailings will address issues chosen by SSC, i.e.: teen alcoholism, domestic violence, drug abuse	Principal, Secretary	Paper, copier, postage	October-May			
4.6 Newsletters and flyers will be translated in to Spanish.	Principal, secretary, clerk,	Translator, funds	Oct.-May			
4.7 Migrant Education coordinator will participate in some school activities and translate	Principal, advisors, ME coordinator	Issues and events	August-May			
4.8 Hold 2 FAFSA Nights, one in English, one in Spanish	Principal, Designated Assistant Principal, translator	Jr. college counselor, funds, computer lab	November-January			
4.9 Hold a technology night for Title 1 parents.	Principal, technology teacher	Refreshments Computer lab	January-March			

**Site Goal #5 – Technology: Use Technology as a tool to improve instruction, management of classrooms and efficiency in operations.**

*District Goal #4: Use technology as a tool to improve instruction, management of classrooms and efficiency in operations.*

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal)

- Increase in use of technology in classrooms
- Increase in availability of technology in classrooms
- Discerning use of technology for student projects

**Rationale:** (site) The site will purchase and implement new technology that support academic content standards, technology literacy, appropriate and ethical use of technology, cyber safety and equitable access to technology. In addition, Cyber High and Apex online classes will be available for credit recovery on campus. WASC #1, 2, 3 ESLRs #1, 2, 3

Equipment to be Purchased	Purpose	Location	Cost Per Item	Total
5 CPUs	Student use for assignments	Rooms 2, 3, 7, 13, library	6000	3000.00
5 monitors	Student use for assignments	Rooms 2, 3, 7, 13, library	190.00	950.00
6 Office Plus Pro 2010 licenses	Use of software product	Rooms 2, 3, 7, 13, library	51.00	306.00
1 teacher laptop	Curriculum development	Room 2	1300.00	1300.00
1 laser jet printer (color)	Certificates, invitation, ID photos	Staff work room	433.00	433.00
2 color ink pack	Certificates, invitations, ID photos	Staff work room and Art room	392.00	392.00
2 LCD projectors	Replace 2 old projectors that no longer work	Room 3 and 13	650	1300
1 LCD bulb	Replace LCD projector bulb	Room 3	258.00	258.00
15 headphones	Acoustics for Brain X	Room 4 and 12	14.00	210.00
10 cartridges	10 BW	Room: 1, 2, 3, 4, 7, 9, 11, 12, 13, library	89.00	890.00
2 multi-plugs	Blue cable	Room 11, 12	50.00	100.00

Technology						
Action Steps (Plan)	Person Responsible	Resources	Timeline	Do	Study	Act
5.1 Develop a new 3 year technology plan	Principal, Teachers	Time, Funding	September-November			
5.2 Six computers will replace e-waste computers and licenses and accessories will be purchased	Principal Teacher	ISSET, Funding	August-December			
5.3 Replace ink cartridges and packs	Principal	Funding	September -May			
5.4 Certificated staff and principal will utilize DataWise	Principal, Teachers	Teacher, ISET Funding	September-May			

5.5 DataWise Teacher will hold mini-workshops for teaching staff.	Teachers, Principal	Computers, Time	October-May			
5.6 Course requirements will include research, preparation and presentations of projects utilizing technology	Teachers	Computer lab, Funding	September-May			
5.7 Purchase movie license for site	Principal	Funding	September			
5.8 Replace 2 old projectors	Principal	Funding	November			
5.9 Purchase color laser jet printer for clerk use for certificates, student, IDs, flyers	Principal	Funding	September			
5.10 Purchase an LCD light bulb	Principal	Funding	September			
5.11 Purchase 3sets of Beyond Question Student Response Systems and additional tech accessories	Principal.	Funding	November			

### **Centralized Services**

*District Goal #1: Prepare all students for college and careers*

*District Goal #2: Ensure that all students meet or exceed grade level standard and that the achievement gap is closed.*

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal)

- Consolidated Program documents submitted by deadlines
- Consolidated Program documents approved with no errors
- Federal Program Monitoring completed with no non-compliant areas
- Supplemental Services provided as per Title I regulations

### **Rationale:**

<b>Centralized Services</b>			
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>
1. Completion and filing of required documents pertaining to consolidated program.	L. Dopp K.Noah	Title I Title III EIA	August 2012 – May 2013
2. Assistance in preparing and monitoring budgets and expenditures pertaining to consolidated programs.	L.Dopp J.Carter K.Noah	Title I Title III EIA	October 2012 June 2013
3. Assistance in monitoring program activities to ensure that they are in compliance with state and federal requirements.	L.Dopp C.Woo	Title I Title III EIA	October 2012 June 2013
4. Assistance in planning, implementing, and evaluating staff development activities funded by consolidated funded programs.	ES Directors	Title I Title II Title III EIA	August 2012 – May 2013
5. Assistance in meeting state requirements for Federal Program Monitoring - FPM (previously Categorical Program Monitoring – CPM).	C.Woo	Title I Title III EIA	Fall 2012
6. Assistance in planning, implementing, and evaluating of effective parent participation programs.	L.Dopp	Title I Title III	August 2012 – May 2013
7. Assistance in planning, implementing, and evaluating of supplementary programs to assist targeted populations.	L.Dopp K.Noah	Title I Title II Title III EIA	August 2012 – May 2013



		<u>Total</u>	<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Additional Title I Funds</u>	<u>Title II</u>
	12/13 Estimated Allocations	\$ 90,669	\$ 13,163		\$ 23,381	\$ 31,752	\$ 16,373	\$ 6,000
	11/12 Carryover	\$ -						
	Sub-Total	\$ 90,669	\$ 13,163	\$ -	\$ 23,381	\$ 31,752	\$ 16,373	\$ 6,000
	Centralized Services	\$ 2,719			\$ 2,719	\$ -		
	<b>TOTAL</b>	<b>\$ 93,388</b>	<b>\$ 13,163</b>	<b>\$ -</b>	<b>\$ 26,100</b>	<b>\$ 31,752</b>	<b>\$ 16,373</b>	<b>\$ 6,000</b>
	Payroll (Reference only)	\$ 18,707			\$ 13,332	\$ 5,375		
	<b>ALLOCATED GOAL TOTAL</b>	<b>\$ 87,613</b>	<b>\$ 13,163</b>	<b>\$ -</b>	<b>\$ 25,700</b>	<b>\$ 26,377</b>	<b>\$ 16,373</b>	<b>\$ 6,000</b>
Plan Ref	<b>Action Steps (requiring funding)</b>							
	<b>Goal #1 – Ensure students are prepared for college and careers and that all students meet or exceed grade level standards and the achievement gap is closed (PDSA)</b>							
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Title I</u>	<u>Title II</u>
	Provide direct support to students through centralized services.				\$ 2,719	\$ -		
1a.6	Curriculum related field trips and college visits				\$ 1,500			
1a.7	supplementary materials, supplies and equipment				\$ 1,000			
1b.7	Curriculum related field trips and college visits					\$ 1,000	\$ 1,500	
1b.11	Purchase school furniture		\$ 2,000					
1b.12	Copier maintenance agreement and copies		\$ 3,000		\$ 1,500	\$ 1,110		
1b.13	Diplomas, IDs, Office Supplies		\$ 3,500					
1b.14	Teacher, clerk, para, security pay for summer orientation, back to school night, orientations, CAHSEE Saturday, May evening classes.		\$ 245				\$ 7,000	
1b.15	Supplemental pay for CST, CAHSEE, CELDT testing coordinator and teacher subs				\$ 531	\$ 1,000		
1b.16	After school homework club and supplies					\$ 150		
1b.17	4 hour clerk to support student needs				\$ 14,000	\$ 5,375		
1b.18	Sub for site principal		\$ 1,000					
1b.21	Materials and supplies for required courses and electives		\$ 2,818		\$ 2,000	\$ 5,000		
1c.1	CAHSEE intervention materials					\$ 400		
	<b>GOAL TOTALS</b>		<b>\$ 12,563</b>	<b>\$ -</b>	<b>\$ 23,250</b>	<b>\$14,035</b>	<b>\$ 8,500</b>	<b>\$ -</b>
	<b>Goal #2 – Provide a safe and equitable learning environment</b>							

			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Title I</u>	<u>Title II</u>
2a.1	Translator expenses at orientation and conferences				\$ 250			
2a.2	mail truancy letters every two weeks, postage required		\$ 200					
2a.10	Open PO at Vans Hardware for facility repair and safety		\$ 400					
	<b>GOAL TOTALS</b>		<b>\$ 600</b>	<b>\$ -</b>	<b>\$ 250</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Goal #3 – Professional Development: Provide an articulated, sustained plan of professional development activities designed to</b>							
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Title I</u>	<u>Title II</u>
3a.1	Provide 4 days of curriculum development to new CAHSEE math intervention teacher						\$ 100	\$ 900
3a.2	Teachers visit Model Continuation High Schools to observe practices and processes to incorporate at Stein High-luch, mileage							\$ 1,200
3a.3	subs for 3a.2						\$ 1,500	
3a.4	Purchase CA Continuation Education Association Membership							\$ 425
3a.5	Teachers attend Continuation Conference							\$ 3,000
3a.6	Subs for 3.5							\$ 475
3.6	Teachers, counsleor and administrator attend workshops, seminars, conferences and Webinars with focus on ELL and ED support, CCSS, SWD, and behavior modification				\$ 2,000	\$ 2,500		
3.7	Subs for 3.6					\$ 1,000		
	<b>GOAL TOTALS</b>		<b>\$ -</b>	<b>\$ -</b>	<b>\$ 2,000</b>	<b>\$ 3,500</b>	<b>\$ 1,600</b>	<b>\$ 6,000</b>
	<b>Goal #4 – Parent Involvement: Strategies to encourage parent involvement and provide parent education.</b>							
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Title I</u>	<u>Title II</u>
4.3	College and Career Flyers				\$ 100	\$ 200		
4.5	Flyers addressing issues chosen by SSC					\$ 300		
4.6	Newsletters and flyers translated into Spanish				\$ 300			
4.8	2 FAFSA nights one in English one in Spanish, materials,translator				\$ 100	\$ 200		
4.9	Technology night for Title 1 parents				\$ 100			
	<b>GOAL TOTALS</b>			<b>\$ -</b>	<b>\$ 200</b>	<b>\$ 700</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Goal #5-Technology:</b>							
5.2	Purchase 5 CPUs, monitors, 1 laptop, licenses, and accessories		<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Title I</u>	<u>Title II</u>
	Purchase ink cartridges					\$ 5,500		
5.3	Purchase ink cartridges and pakcs					\$ 1,282		
5.7	Movie site license					\$ 300		
5.8	replace 2 old projectors						\$ 2,543	
5.9	Purchase in jet laser printer					\$ 800		

[illegible]

# ***Tracy High School***

***Tracy Unified School District***

***CDS: 39-75499- 3938008***

***Principal: Jason Noll***



## **Single Plan for Student Achievement 2012/13**

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. 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 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:

Contact Person: Mr. Jason Noll

Position: Principal

Telephone Number: 1-209-830-3360 ext 2010

E-mail Address: jnoll@tusd.net

SSC approval date: November 13, 2012

# SECTION I: SCHOOL PROFILE

## A. Description of any Significant Changes

### 1. Description of School Demographic composition

	Source	2010/11	2011/12	2012/13
Enrollment (#)	Oct CBEDS	2111	1880	1969
AFDC/Free & Reduced (%)	Oct CBEDS	544/26%	567/27%	642/33%
English Learners R-30 (%)	Mar R-30	283/14%	229/12%	
Fluent English (FEP/R-FEP) (%)	Mar R-30	325/16%	328/18%	
Students redesignated to FEP (#)	Mar R-30	24	36	
Ethnicity: White (%)	Oct CBEDS	958	809-43%	878-44%
Hispanic(%)	Oct CBEDS	651	669-36%	586-29%
African American(%)	Oct CBEDS	141	117-6%	154-7%
Asian(%)	Oct CBEDS	184	227-12%	190-9%

### 2. Description of Staff Characteristics/Changes in Staffing

	2011/12	2012/13
number of classroom teachers	83	93
number and type of support certificated staff (including special education staff)	4(Counselors) 1(Psychologist) 1(Speech Therapist)	4(Counselors) 1(Psychologist) 1(Speech Therapist)
number of classified staff		56
Number/percent of NCLB highly qualified teachers	83 NCLB Compliant 100%	93 NCLB Compliant 100%
Number/percent of teachers with EL Certification	82 CLAD Certified 98.7 %	92 CLAD Certified 98.9 %

### 3. Addition or Removal of categorical programs or feeder programs (check one)

☒ No significant changes  
☐ Significant changes

### 4.Changes in District Core Programs (check one)

☒ No significant changes  
☐ Significant changes

### 5.Changes in Facilities (check one)

☐ No significant changes  
☒ Significant changes

There were no real significant changes during the 2011-2012 school year. The summer of 2012 brought construction back to the Northwest corner of the campus for a major transformation. In July, the main gym received a new roof. All of the relocatable classrooms were lifted and moved from their locations to be placed in a new permanent location. There will be eight classrooms on the west side of the boy's locker room. Four of the classrooms will be placed on the back field by the agriculture field. The old stadium has been demolished and the underground work is ongoing. The new stadium has a completion date of June 2013. The district is also in the planning stages of modernizing the Agriculture classrooms. This is being funded through a grant. The plans are currently being drawn up by the architects.

### B. Programs included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the school plan budget must include the proposed expenditures.)

State Programs	Allocation
<input checked="" type="checkbox"/> <b>EIA: Economic Impact Aid/ English Learner Program</b> <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners.	\$125,220
<input type="checkbox"/> <b>Gifted and Talented Education</b> <u>Purpose:</u> To support instructional programs for identified gifted and talented students.	
<input checked="" type="checkbox"/> Other State or Local funds (site allocation and MAA)	\$ 95,999
Total amount of state categorical funds allocated to this school	\$221,219

Federal Programs under No Child Left Behind (NCLB)	Allocation
<input type="checkbox"/> <b>Title I, Part A: Schoolwide Program</b> <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$
<input checked="" type="checkbox"/> <b>Title II, Part A: Teacher and Principal Training and Recruiting</b> <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$ 6,000
<input type="checkbox"/> Other Federal Funds (list and describe <sup>1</sup> )	\$
Total amount of federal categorical funds allocated to this school	\$ 6,000
Total amount of state and federal categorical funds allocated to this school	\$227,219

### C. Expected Schoolwide Learning Results (ESLRs)

#### **Tracy High ESLRS**

#### **(Expected School-wide Learning Results/Graduation Goals)**

#### **Tracy High graduates will be:**

##### **1.) Creative Critical Thinkers Who**

- Locate, organize, interpret, apply and synthesize information
- Use various content-specific, problem-solving strategies
- Create products that reflect different learning styles and points of view

##### **2.) Effective Communicators Who**

- Meet the content standards for reading, writing, speaking, listening, and performing

- b) Use a variety of methods of presentation
- c) Use multiple information sources appropriately
- d) Use positive interpersonal communication skills
- e) Are able to formulate and discuss different points of view

**3.) Responsible Citizens Who**

- a) Respect the immediate environment
- b) Demonstrate ethical behavior through: trustworthiness, respect, responsibility, fairness, caring, and citizenship
- c) Work effectively as individuals or in groups
- d) Have an awareness of, and respect for, cultural diversity, languages, and differing belief systems

**4.) Skilled Users of Technology Who**

- a) Demonstrate technological literacy
- b) Utilize technology ethically and responsibly
- c) Appropriately employ technology in research and product creation

**5.) Independent Learners Who**

- a) Exhibit organizational and time-management skills
- b) Set realistic and challenging goals
- c) Establish and practice appropriate hygiene, proper nutrition, and physical fitness
- d) Show an awareness of pathways leading to future education or continuing employment
- e) Recognize the importance of reading and writing

## SECTION II: Presentation and Analysis of Data

### Analysis of Current Instructional Program - Academic Program Survey

The following evaluation is based on the Academic Program Survey and provides a rubric rating on a four point scale (1-4) for each area as well as a brief narrative assessment for each area. The rubric is as follows:

- (1) = Minimally – rarely used/found
- (2) = Partially – sometimes used/found
- (3) = Substantially – in regular use
- (4) = Fully - in regular use in all classrooms and followed completely

#### **Analysis of Data – Current Instructional Program (APS):**

Tracy High School students have access to different academic pathways. The school uses standard-based curriculum in all areas.

#### **Academic Program Survey**

ELEMENT	2012 Rating	Comments
<b>EPC #1 Instructional Program</b>		
1.1	4	History needs supplemental ELD materials for other languages besides Spanish.
1.2	2	Yes for Science. No – for Social Studies
1.3	2	Not all.
1.4	4	
1.5	3	
1.6 ES/MS		
<b>EPC #2 Instructional Time</b>		
2.1	4	All students are required to take 4 years of English
2.2	3	
2.3	4	
2.4	4	EL Biology and Human Phys EL English and Math
2.5	4	
2.6	3	
2.7	4	
<b>EPC #3 Lesson Pacing Schedule</b>		
3.1	3	We don't have a "Strategic" support class (aside from ALAS) We have curriculum maps which are loose pacing guides.
3.2	3	
3.3 HS	4	
<b>EPC #4 Professional Development for School Administrators</b>		
4.1	4	
4.2	3	2day District Meeting at the beginning & end of the year Monthly AP meetings Monthly SCAM & Management
4.3 ES		
<b>EPC #5 Credentialed Teachers and Teacher Prof. Development Opportunity</b>		
5.1	4	
5.2	3	Could use more training in this area. We were trained in Holt when it was adopted, but nothing since.
5.3	4	
<b>EPC #6 On-Going Instructional Assistance and Support for Teachers</b>		
6.1	2	Not applicable to Special Ed. No coaches, experts, or specialist. Minimally in PE & CTE.
6.2	2	Not applicable to PE, CTE, Special Ed.
<b>EPC #7 Student Achievement Monitoring System</b>		



7.1	4	We no longer have the CORE Reading Classes
7.2	4	
<b>EPC #8 Teacher Collaboration by Gr. Level/Subject Matter</b>		
8.1	3	We do not use this for student placement! Especially in math. We do collaboration really well. Program implementation – in terms of school wide – could use some support. Teacher Inquiry groups add collaboration in a slightly different way. Data Teams.
8.2		
<b>EPC #9 Fiscal Support</b>		
9.1	3	The staff outside this area does not know how the money is spent.
9.2	2	All funds are focused on Algebra I only. Some do not know what the acronyms stand for in the criteria explanation.

## **C Performance:**

**1a. AYP - Adequate Yearly Progress:** Schools will meet or exceed their AYP goal OR demonstrate an increase of 5% in percent of students scoring proficient for schools meeting their AYP Targets

<b>Group</b> <b>(NCLB target)</b> ES/MS HS	2010 % Prof. ELA (≥ 56.8%) (≥ 55.6%)	2011 % Prof. ELA (≥ 67.6%) (≥ 66.7%)	2012 % Prof. ELA (≥ 78.4%) (≥ 77.8%)	AYP Goal Met?	5% growth Goal Met?	2010 % Prof. Math (≥ 58%) (≥ 54.8%)	2011 % Prof. Math (≥ 68.5%) (≥ 66.1%)	2012 % Prof. Math (≥ 79.0%) (≥ 77.4%)	AYP Goal Met?	5% growth Goal Met?
<b>School Total</b>	<b>69.5</b>	<b>65.4</b>	<b>66.2</b>	No	No	<b>63.7</b>	<b>60.1</b>	<b>66.2</b>	Yes	Yes
<b>Sub-group #1</b> Hispanic or Latino	<b>47.3</b>	<b>48.9</b>	<b>46.9</b>	No	No	<b>46.1</b>	<b>41.2</b>	<b>45.9</b>	Yes	No
<b>Sub-Group #2</b> White not Hispanic	<b>83.7</b>	<b>75.3</b>	<b>75.5</b>	Yes	No	<b>74.2</b>	<b>71.7</b>	<b>75.5</b>	Yes	No
<b>Sub-Group #3</b> Socioecon. Disad.	<b>48.6</b>	<b>48.0</b>	<b>44.1</b>	No	No	<b>41.2</b>	<b>42.4</b>	<b>48.6</b>	Yes	Yes
<b>Sub-group #4</b> ELL students	<b>40.0</b>	<b>33.3</b>	<b>41.1</b>	Yes	Yes	<b>38.6</b>	<b>31.4</b>	<b>42.6</b>	Yes	Yes
<b>Sub-group #5</b> Stu. w/ Disabilities	<b>NA</b>	<b>NA</b>	<b>27.0</b>	NA	NA	<b>NA</b>	<b>NA</b>	<b>29.7</b>	NA	NA

## **Achievement Gap Data**

### **Longitudinal AYP 2008 – 2012 • English Language Arts**

ELA	target	School	White	Afr.Amer.		Hispanic		Low SES		EL		Stu w/Dis	
	ES/HS	AYP	AYP	AYP	Gap	AYP	Gap	AYP	Gap	AYP	Gap	AYP	Gap
2008	35.2/33.4	61.1	73.8	35.0	38.8	45.7	28.1	37.7	36.1	27.3	46.5	na	
2009	46.0/44.5	61.9	75.1	25.9		42.0		42.0		27.3		22.4	52.7
2010	56.8/55.6	69.5	83.7	65.6		47.3		48.6		40.0		30.8	
2011	67.6/66.7	65.4	75.3	42.1		48.9		48.0		33.3		22.7	
2012	78.4/77.8	66.2	75.5	76.2	0.70	46.9	28.6	44.1	31.4	41.1	34.4	27.0	48.5
Change		0.8	0.2		-38.1		+05		-4.7		-12.1		-4.2

The Achievement Gap is calculated by subtracting the subgroup AYP from the White subgroup AYP.

## Longitudinal AYP 2008 – 2012 • Math

The Achievement Gap is calculated by subtracting the subgroup AYP from the White subgroup AYP.

Math	target	School	White	Afr.Amer.		Hispanic		Low SES		EL		Stu w/Dis	
	ES/HS	AYP	AYP	AYP	Gap	AYP	Gap	AYP	Gap	AYP	Gap	AYP	Gap
2008	37.0/32.2	55.0	64.5	20.0	44.5	40.8	23.7	31.9	32.6	27.6	36.9	-	-
2009	47.5/43.5	58.3	69.6	25.9		42.3		37.2		34.8		24.0	45.6
2010	58.0/54.8	63.7	74.2	46.9		46.1		41.2		38.6		38.5	
2011	68.5/66.1	60.1	71.1	31.6		41.2		42.2		31.4		22.7	
2012	79.0/77.4	66.2	75.5	72.7	2.8	45.9	29.6	48.6	26.9	42.6	32.9	29.7	45.8
Change					-41.7		+5.9		-5.7		-4.0		+0.2

### 1b. AYP - Adequate Yearly Progress Schools will have a 95% participation rate in state testing

Group	% Tested ELA 2012	Target Met Yes or No	% Tested Math 2012	Target Met Yes or No
<b>School Total</b>	<b>100</b>	<b>Yes</b>	100	Yes
<b>Subgroup #1</b> Hispanic	99	Yes	99	Yes
<b>Subgroup #2</b> White Not Hispanic	100	Yes	100	Yes
<b>Subgroup #3</b> Socio-economically Disadvantaged	99	Yes	100	Yes
<b>Subgroup #4</b> English Learners	99	Yes	99	Yes
<b>Sub-group #5</b> Stu. w/ Disabilities	100	Yes	100	Yes

**Program Improvement Status for 2012/13:**  X  Not in PI   in PI year

### Analysis of Data – Student Achievement - AYP (Adequate Yearly Progress):

School wide THS met 18 of the 22 AYP criteria, thus the school did not meet the AYP criteria.

The school's largest sub-group white met the 2012 criteria in both ELA and Math.

*Not meeting the criteria was the Hispanic and Socio Economic groups did not meet the criteria in both math and ELA. All sub-groups met the percent proficient in math.*

### 1c. API – Academic Performance Index:

Group	2011 Base API	2012 API Target	2012 API	Actual Growth	Target Met Yes or No
<b>School Total</b>	768	773	773	5	Yes
<b>Subgroup #1</b> Hispanic	694	699	712	18	Yes
<b>Subgroup #2</b> Asian	889	800+	878	-11	Yes
<b>Subgroup #3</b> White Not Hispanic	812	800+	799	-13	No
<b>Subgroup #4</b> Socio-economically Disadvantaged	684	690	700	16	Yes
<b>Subgroup #5</b> English Learners	664	671	667	3	No
<b>Sub-group #6</b> Stu. w/ Disabilities	544	557	547	3	No

**Longitudinal (Growth) API 2008 – 2012  
(Achievement Gap Data)**

	School	White	Afr.Amer.		Hispanic		Low SES		EL		Stu w/Dis	
	API	API	API	Gap	API	Gap	API	Gap	API	Gap	API	Gap
2008	734	766	651	115	670	96	633	133	607	159	na	
2009	740	783	674		663		637		616		484	190
2010	754	792	677		682		675		652		515	
2011	769	812	687		694		684		664		546	
2012	773	799	745	54	712	87	700	99	667	132	547	252
				-61		-9		-34		-27		+62

**Analysis of Data – Student Achievement - API (Academic Performance Index):**

*What trends are indicated by the data? To what extent are all students achieving academic standards? Particularly comment subgroups who have not met targets. To what extent is the achievement gap closing?*

There have been improvements in some sub groups. Hispanic, Socio Econ Disadvantaged, and EL showed some growth. Black or African American showed significant progress. Asian and White scores declined, but both groups continued to score around or above 800. There is still a significant achievement gap at Tracy High. Some progress toward closing the achievement gap is being made.

**2. AMAO – Annual Measurable Achievement Objectives (Title III - EL Progress in English):**

**a. AMAO 1** – Percent of Students making annual progress in English (based on CELDT)

**b. AMAO 2** – Percent of Students Attaining English Proficiency (based on CELDT)

	# students tested	% meeting AMAO 1	Target	Met? Y/N	% meeting AMAO 2	Target <5yr/≥5yr	Met Y/N
<b>2009/2010</b>	312	70.5%	53.1	Y	23.7%/60.5%	17.4/41.3	Y/Y
<b>2010/2011</b>	258	61.2%	54.6	Y	N/A/55.3%	18.7/43.2	Y
<b>2011/2012</b>	213	67.1%	56.0	Y	N/A/52.3%	20.1/45.1	Y

**Analysis of Data – Student Achievement – Title III AMAOs**

*What trends are indicated by the data? To what extent are all English Learners meeting the language acquisition targets of Title III?*

AMAO 1: An EL student is considered to be making progress if he/she moves up one CELDT level. THS has consistently exceeded the target. There was a 5.9% increase in meeting this objective.

AMAO 2: An EL student attains “English proficiency” by scoring advanced or early advanced overall on the CELDT with no sub-scores lower than intermediate. The students are separated into two categories: students in US schools less than 5 years and students in US schools for at least 5 years. THS exceeded target in second category. There were not enough students in the first group to calculate a percent.

Overall, THS has seen a drop in the # of students tested over the past 3 years. A portion of the drop may be due to an increased # of students being re-classified as Fluent English Proficient. Also, even though we are meeting the language acquisition targets of Title III, there is room for improvement.

**3. Increase in students meeting district standards:** Students will demonstrate proficiency on 80% percent of district standards based on end of year assessments-

Percent of students meeting standards on district assessments

ELA	2011	2012	Target Met? Y/N	MATH	2011	2012	Target Met? Y/N
Grade 9				Alg. Read.	43	<b>41</b>	No
Grade 9	40	<b>51</b>	No	Algebra	43	<b>42</b>	No
Grade 10	51	<b>56</b>	No	Geometry	50	<b>62</b>	No
Grade 11	84	<b>82</b>	Yes	Algebra 2	40	<b>55</b>	No
Grade 12	74	<b>68</b>	No				

#### Analysis of Data – Student Achievement – District Assessments

*What trends are indicated by the data? To what extent are all students achieving academic standards based on district assessments? (Particularly comment on students who are historically lower performing at your school).*

*With the exception of grade 11 the district standards proficiency were not met in ELA. Some growths were made in grades 9 & 10. The 12<sup>th</sup> graders showed a decline. In math, the proficiency rate was not met in any of the four areas. Growth however was made in Geometry and Algebra II. Algebra Readiness and Algebra I stayed relatively stable, but relatively low.*

#### 4. Preparation for School/Career

##### a. CAHSEE results

	ELA			Math		
	Gr. 10 % pass	Gr. 10 % proficient	Gr. 12 % pass	Gr. 10 % pass	Gr. 10 % proficient	Gr. 12 % pass
<b>2009/10</b>	<b>87%</b>	<b>67%</b>	<b>93%</b>	<b>88%</b>	<b>61%</b>	<b>93%</b>
<b>2010/11</b>	<b>85%</b>	<b>63%</b>	<b>94%</b>	<b>86%</b>	<b>56%</b>	<b>94%</b>
<b>2011/12</b>	<b>83%</b>	<b>62.47%</b>	<b>95%</b>	<b>84%</b>	<b>61.4</b>	<b>94%</b>

##### b. 100% of students will receive a high school diploma or equivalent certificate

	# graduates 2011	% receiving diploma or equivalent	# graduates 2012	% receiving diploma or equivalent
Enrollment (Seniors)	592		449	
H.S Diploma	554		422	
Certif of Compl (IEP)	14		9	
GED	0		0	
Adult School Diploma	3			
Total	571		431	
Percent		93.5%		95.99%
Goal Met?		No		No

**c. AYP Graduation Rate**

	NCLB Grad Rate (2008/09 School Year) 2010	NCLB Grad Rate (2008/09 School Year) 2011	NCLB Grad Rate (2009/10 School Year) 2012
AYP Target	83.2%	86.44%	84.66%
Site %	<b>86.0%</b>	86.02%	88.31%
Goal Met?	<b>Yes</b>	No	Yes

**d. Students completing A-G Requirements**

	# met a-g	Percent (of gr. 12 students)	Goal Met? Y/N
2009/10	147	29.05%	
2010/11	198	35.5%	Yes
2011/12	224	39%	Yes

**Analysis of Data – Student Achievement – Preparation for School/Career**

*What trends are indicated by the data? To what extent are all students able to meet all of the requirements for graduation?*

The percent of graduates completing the A-G requirements over the last 3 school years has grown from nearly 30 % in 2009-2010 to almost 40% during the 2011-2012 school year.

**C. School Safety****1. Reduction in the number and percentages of suspensions or expulsions**

	2010/11		2011/12		% Decrease or Increase	Target Met
	#	%	#	%		
Suspensions	475	22.5%	459			
Expulsions	11	0.55%	23	1.22%	+.67%	No

*# Number of incidents of suspension (# of individual students suspended during the year).  
Some students were suspended more than one time during the year.*

**Reduction in the number of referrals**

	2010/11		2011/12		% Decrease or Increase	Target Met
	#	%	#	%		
Referrals	4468	23.29	7810	17.8	-5.49	Yes/No

2. There will be a 75% or higher percentage of parents, staff, and students responding positively to survey questions regarding school safety.

**School Safety**

<b>Group</b>	<b>% Agree 2011</b>	<b>% Agree 2012</b>
<b>Parents</b>	<b>71.98%</b>	<b>71.21%</b>
<b>Staff - Cert.</b>	<b>77.26%</b>	<b>92.31%</b>
<b>Staff – Class.</b>	<b>57.69%</b>	<b>71.88%</b>
<b>Students</b>	<b>93.94%</b>	<b>65.35%</b>
<b>Total</b>	<b>75.22%</b>	<b>75.19%</b>
<b>Met Goal (Y/N)</b>	<b>Yes</b>	<b>Yes</b>

**D. School Climate and Leadership**

1. There will be a 75% or higher percentage of parents, staff and students responding positively to survey questions regarding school climate, instructional issues, and parent relations:

**School Climate**

<b>Group</b>	<b>% Agree 2011</b>	<b>% Agree 2012</b>
<b>Parents</b>	<b>69.51%</b>	<b>63.83%</b>
<b>Staff – Cert.</b>	<b>60.01%</b>	<b>76.44%</b>
<b>Staff – Class.</b>	<b>58.46%</b>	<b>62.50%</b>
<b>Students</b>	<b>78.79%</b>	<b>61.92%</b>
<b>Total</b>	<b>66.69%</b>	<b>66.17</b>
<b>Met Goal (Y/N)</b>	<b>No</b>	<b>No</b>

The school will maintain 98% actual attendance, or an improvement of .5%

<b>School Year</b>	<b>Actual Attendance %</b>	<b>Target %</b>	<b>Difference (+ or -)</b>	<b>Target Met Yes or No</b>
<b>2008/2009</b>	<b>94.84%</b>	<b>98%</b>	<b>-3.16</b>	<b>No</b>
<b>2009/2010</b>	<b>95.08%</b>	<b>98%</b>	<b>-2.92</b>	<b>No</b>
<b>2010/2011</b>	<b>95.50%</b>	<b>98%</b>	<b>-2.50</b>	<b>No</b>
<b>2011/2012</b>	<b>95.89%</b>	<b>98%</b>	<b>-2.11</b>	<b>No</b>

**Analysis of Data – School Safety and Climate**

*What trends are indicated by the data? To what extent is the school a safe, clean and orderly place that nurtures learning?*

Once again, for attendance, the percentage is going up. It may only be a small percent, but it is still increasing. This may be due to strict enforcement of District Policies. There has also been an increase in teacher to parent and AP to parent communication regarding attendance.

## SECTION III: EVALUATION OF PRIOR YEAR'S PLAN

### A. Evidence of school's progress towards meeting **student achievement** targets

#### **Goal #1 – Ensure students are prepared for college and careers and that all students meet or exceed grade level standards and the achievement gap is closed**

- a. Programs to meet the needs of English Learners
- b. Programs to meet the needs of at-risk students
- c. Prepare students for STAR/CAHSEE testing
- d. Plan for increasing deployment of Best Instructional Practices
- e. (schools with gr. 6-12) Improve student achievement in Mathematics

##### Evaluation of Plan for Goal 1:

- a. English Learners
  - 1) Plus – Motivated and effect EL Department
  - 2) Delta – \* Staff training on a required two week intensive pre CAHSEE prep just prior to the test (in EL and Math) \* An orientation needed for just ELD students. \* No embedded EL motivators for student buy-in.
  - 3) Keep moving in a positive direction. \* Continue efforts to close the achievement gap while emphasizing efforts for all groups
- b. At Risk Students
  - 1) Plus – \* EXCEL Class is offered to the freshman and sophomores who fall behind in their credits. \* There needs to be more of an emphasis on Vocational Education
  - 2) Delta – \*Letting students make up too many courses in a short time, does not make education meaningful!
  - 3) Stay on the same path for this school year
- c. STAR/CAHSEE prep
  - 1) Plus - \*CAHSEE remediation class when done right
  - 2) Delta - Make sure our Special Ed Students are taking the correct test
  - 3) We are staying the course. Promote testing strategies.
- d. Increasing Deployment of Best Instructional Practices
  - 1) Plus – Teachers are using instructional strategies
  - 2) Delta - \* Students and parents do not buy into educational environment \*Insure that 100% of the teachers are using the best instructional strategies.
  - 3) We will do more classroom visits. Have instructional strategies focused for teacher evals. Continue to promote these strategies at ERM's.
- e. Student Achievement in Mathematics (gr 6-12)
  - 1) Plus – Teachers are working in Data Teams to problem solve concerns regarding scores.
  - 2) Delta – Student Scores in Algebra I remain low.
  - 3) Continue to promote best practices in math instruction through observation, evaluation, and training.

#### **Goal #2 – Provide a Safe and Equitable Learning Environment for all Students and Staff**

##### Evaluation of Plan for Goal 2:

- a. Increase Students' Average Daily Attendance
  - 1) Plus - \* Admin handles tardies in a timely manner \* Calls to absent students \* Senior activity/Sports requirements
  - 2) Delta - \*Reduce tardies to less than 29 minutes \* Design an attendance policy that supports academics not excuses. \*No support room is a major problem.
  - 3) Continue the focus on improved student attendance
- b. Increase Cultural Proficiency

- 1) Pluses - \*Videos at staff development \*Activities that made school aware of all cultural backgrounds
- 2) Deltas – \*Define Cultural Proficiency
- 3) Continue to educate the staff and students on Cultural Proficiency

### **Goal #3 – Professional Development**

#### **Evaluation of Plan for Goal 3:**

- a. Articulated, sustained plan of professional development activities
  - 1) Positives - \*Staff development when they have a say \*Social Studied TIG Piloted local source of power generating/implementing Professional Development \* Bio/Science Task Force (9<sup>th</sup> grade Bio/middle school teachers articulation) \* Structured collaboration w/o Data Teams
  - 2) Deltas - \*No money to attend any in services-Conferences \*When in services are offered, have more availability. \*Need statistical analysis of data submitted in written form delivered to teachers \* Data teams have run their course \* Buy back days \* More staff development options
  - 3) We have started teacher inquiry groups. These are a cross curricular group of teachers.
- b. Increasing participation/attendance at ERM's
  - 1) Plus – Participating teachers take it seriously
  - 2) Delta – Continually have a certain percentage of teachers missing.
  - 3) Continue our push to have more involvement and meaningful topics

### **Goal #4 – Parent Involvement: Strategies to encourage parent involvement and provide parent education**

#### **Evaluation of Plan for Goal 4:**

- 1) Plusses \*Band Boosters \*School Websites \* Senior Parent Club \*Activities/Athletic Website \*Increase use of Parent Link \* Parents sending more emails \*AERIES – Keeps parents informed \* Translators available at parent conferences \* EL Parent Meetings (several times a year)
- 2) Deltas - \* Improve School Website \* Hire a Web Master \*Phone home connection \* more on marquis \* Staff time to contact parents \* Automatic call to parents of students on D's or F's \* Counselors to contact D/F students \* Find a way to update parent email and phone numbers. \* Automated dialing system (multilingual) \* Classes for parents to learn about student requirements
- 3) The site has started to update the web site more frequently.

### **Goal #5 – Technology: Use technology as a tool for improvement in instruction; management of departments, sites and classrooms, and to increase efficiency in operations across the district.**

#### **Evaluation of Plan for Goal 5:**

- 1) Plus - \* Math Department got “Hue” which serves as a document camera. \*Technology in the classroom workshop given by staff. \* 2-3 computer labs available for classes. \* Teachers using web pages \* AERIES available for students \* Blood Borne pathogen and Sexual Harassment on the web for teachers to review on their time frame.
- 2) Delta - Some classes still do not have LCD's \* Could use classroom discussion boards (some students still do not have the technology at home to use this) \* Have wireless in the classroom, but cannot use it. \* Budget for “Hue” cameras for all teaching staff. \* Department budget should not be used to purchase LCD bulbs. \* Keep Data Wise consistent



and user friendly. \* Student passwords need to be more user friendly. \* Computers NEED to be upgraded. \* Do not take computers out of classrooms that are still perfectly good, but just aged out. \* On site technology people \* Make ISET goal to be student oriented. \* Allow students to BYOD (Bring Your Own Device) when needed.

3) We will wait and see what happens on November 6, 2012 election.

### **Goal #6 – Improve the school libraries. (if included in prior year plan)**

Evaluation of Plan for Goal 7:

- 1) Plus - \* Computer Lab \* Our Librarian (Super accommodating & efficient bouncing between two schools) \* United Streaming
- 2) Delta –\* More hours for students to come in before/after school. \*More Librarian Hours \*Parent volunteers cannot be utilized anymore \* Core classes (Jr & Sr) class sets of textbooks \* More copies of novels \*Keep Tracy High book/computer money at the site.
- 3) Continue to support the library in any way possible.

### **Overall Evaluation of Prior Year School Plan**

Please address the following two questions regarding the overall school plan:

*To what extent do the school leadership and staff use student achievement data to make decisions and initiate activities that focus on all students achieving the academic standards?*

Decisions regarding staffing, curriculum, and instruction are based on achievement data at Tracy High. The staff reviews the achievement results at the beginning of the year, midway through the year, and at the end of the year. Departments and Data Teams discuss achievement data and appropriate instruction as well.

*To what extent do the school leadership, staff, students and parents annually monitor and refine the single school plan based on analysis of data to ensure alignment with student needs?*

The plan is available upon requests. This year is will be posted on the school's web site.

## **SECTION IV: SCHOOL PLAN FOR 2012/2013**

### **A. School Governance and Planning Process**

The 2012/2013 School Plan that follows was developed through the joint efforts of THS staff, parents, and students on the council. The School Plan and budget were approved by the School Site Council at the November 13, 2012 meeting.

#### **School Site Council Membership for 2011/12**

Names of Members  *Parent of EL	School Personnel 50% of SSC			Parents/Students 50% of SSC	
	Principal	Classroom Teacher	Other Staff School	Parent or Community Member	Secondary Student
Jason Noll	X				
Melissa McCullough		X			
Steven Drouin		X			
Jay Fishburn				X	
Mauricio Martin				X	
Debbie Corona				X	
Numbers of members of each category	1	2	0	3	
Total in each group	3			3	

The interests of English learners are represented by:

- ☒ An ELAC with adopted bylaws (*Parents of English learners constitute at least the same percentage of the committee as their children represent of the student body. OPSET I-EL-2*)

ELAC Chairperson: Janette Tober

- ☐ School Site Council (*Parents of English learners constitute at least the same percentage of the committee as their children represent of the student body. OPSET I-EL-2*)

\*Indicate parents of EL Students on SSC list above

## **B. School goals for 2012/2013 - A Summary**

### **Goal #1 – Ensure students are prepared for college and careers and that all students meet or exceed grade level standards and the achievement gap is be closed (PDSA)**

- a. Programs to meet the needs of English Learners
- b. Programs to meet the needs of at-risk students (including CAHSEE remediation at HS)
- c. Activities to prepare students for STAR/CAHSEE testing
- d. Plan for increasing deployment of Best Instructional Practices
- e. (schools with gr. 6-12) Activities to improve student achievement in Mathematics

Rationale: (TUSD) The district goals are that student will be prepared for college and careers; and that all subgroups meet AYP targets and that the achievement gap be closed by raising the achievement of lower performing subgroups. The district goal also includes that EL students meet Title III AMAO targets annually. The EL subgroup and other at-risk groups do not meet AYP. Additionally the percent of students scoring proficient in Math at grades 6-11 is significantly below AYP targets

(THS) WASC Goal #1 is to improve ELA and Math Skills for all students.

### **Goal #2 – Provide a safe and equitable learning environment**

- a. Increase students' average daily attendance
- b. Increase cultural proficiency

Rationale: (TUSD) The district has set an overall target of 98% attendance. Research shows that when students are in school they achieve at higher academic levels. The district goal is to increase cultural proficiency throughout the district to ensure that student and staff are afforded a safe and equitable learning environment.

(THS) WASC Goal #2 Increase access to small learning communities to all students. WASC Goal #5 Foster greater communication between stakeholders.

### **Goal #3 – Professional Development: Provide an articulated, sustained plan of professional development activities designed to build the school's capacity to support programs and achieve goals.**

(Note: Title I schools must allocate at least 10% of Title I funds to staff development)

Rationale: (TUSD) The district strategic goals and LEA Plan include goals which focus on providing ongoing professional development and support to teachers and site administrators that result in increased achievement for all students in order to close the achievement gap.

(THS) Continue participation and development in the Data Team process. Articulate and implement "Best Practices" in instruction and curriculum development.

### **Goal #4 – Parent Involvement: Strategies to encourage parent involvement and provide parent education.**

Rationale : (TUSD) Sustained parent involvement is linked to student achievement and staying in school. Federal and state regulations mandate meaningful opportunities at all grade levels for parents/guardians to be involved in school activities, advisory, decision-making, and activities to support learning at home.

(THS) WASC Goal #5 Foster greater communication between stakeholders

**Goal #5 – Technology:** Technology: Use technology as a tool for improvement in instruction; management of departments, sites and classrooms; and to increase efficiency in operations across the district.

Rationale: (TUSD) The district is committed to providing students and staff with the technology tools and skills to support academic content standards and improve learning so that they can compete in a digital world.

(THS) WASC Goal #3 Create a workable comprehensive technology plan. To prepare students to work and live successfully and ethically in a global community and familiarize students with the uses and ramifications of technology.

**Goal #6 – Improve the school libraries.**

(Sites are not required to allocate funds to libraries this year.)

Rationale: This is a requirement under the School and Library Improvement Block Grant.

(THS) To continue to keep our site's library within the state laws and requirements. The support for the library provides students a location for academic research and curriculum support.

## **C. Activities for 2012/2013 School Plan**

### **Site Goal #1 – Ensure students are prepared for college and careers and that all students meet or exceed grade level standards and the achievement gap is closed. .**

*District Goal #1: Prepare all students for college and careers*

*District Goal #2: Ensure that all students meet or exceed grade level standard and that the achievement gap is closed.*

*THS WASC Goal #1: Improve ELA and Mathematics CST scores and CAHSEE pass rates for all students (with particular emphasis on Hispanic students, English learners and students with disabilities)*

#### **Outcomes (Data that will be collected and analyzed to measure progress towards the goal)**

- All significant subgroup will meet AYP targets
- EL students will meet or exceed Title III AMAO1 and AMAO2 targets
- Decrease the achievement gap of the subgroups
- 80% of students will meet standards on district assessments
- Reduction in number of students failing classes (optional)
- Increase percent of teachers using BIPs
- Increase percent of students scoring proficient on Math CST (gr. 6-12)
- Increase percent of 10<sup>th</sup> graders passing/scoring proficient on CAHSEE (HS only)
- All students will pass CAHSEE by end of grade 12 (or meet IEP goals) (HS only)
- Alignment of curriculum maps/pacing guides to Blueprint standards (optional)

**ESLRs (Expected School wide Learning Results):** #1 Create Critical Thinkers #2 Effective Communicators #2 Create Independent Learners

#### **Rationale:**

- To close the achievement gap between the highest and lowest achieving sub-groups
- To increase school wide ELA and Mathematics performance on CSTs and school wide CAHSEE pass rates
- To increase academic success for all students
- To increase academic success for EL students
- To increase academic success for Special Education students
- To increase academic success for Hispanic students

### **1a.English Learner Instruction and Support**

<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
1a.1 Continue with use of the Visions Textbook	ELD Coordinator & Teachers	Publisher generated materials	School Year			
1a.2 Provide students with outside workshops/training and support relating to college awareness and improving student achievement	ELD Coordinator	EIA Funds	School Year			
1a.3 Review identification and re-designated procedures to ensure all students are receiving eligible services as needed.	ELD Coordinator	ELD Steering Committee	Aug-Oct			
1a.4 Initiate Peer to Peer tutoring as part of homework assistance program	ELD Coordinator	EIA	School Year			
1a.5 Staff training and conferences relate to English Learners	ELD Coordinator	EIA	Aug-May			
1a.6 Instructional support materials	ELD Coordinator	EIA	School Year			

1a.7 Student recognition for student achievement	ELD Coordinator	EIA	May			
1a.8 Clerical/Para support for EL office	ELD Coordinator	EIA	School Year			
1a.9 Equipment/technology to support EL student in class (e.g. science equipment, computers, etc)	ELD Coordinator	EIA	School Year			
1a.10 ELD Coordinator	ELD Coordinator	EIA	School Year			
<b>1b.Intervention and Remediation for at-risk students (including CAHSEE remediation at HS)</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
1b.1 Data Team Target Students, Regular meetings & Data team Cycles	All Staff	Level 1 interventions, use of ERM time and Structures & Strategies	Ongoing			
1b.2 Cyber High Data Collection on Credit recovery	Ahuja/Dopp	On-line Courses	Oct-May			
1b.3 EXCEL, Data Collection, CST, GPA, and CAHSEE	Fishburn/McGinnis	Teacher Referral	Ongoing, as space permits			
1b.4 Point Break	Hawkins	Facilitators	Oct-Feb			
<b>1c.CST/CAHSEE Preparation</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
1c.1 District CST prep blueprints, Analyze CST results	District	CA State Standards	Ongoing			
1c.2 Data Teams, analyze target students	Departments	Blueprints	Ongoing			
1c.3 Staff presentation on CST procedures – Analyze results	AP/Teachers	General training conducted during staff meeting	Aug., Jan., & May staff meetings			
1c.4 Staff Power Point Presentation – Evaluate usefulness of information and modify/update STAR action plan.	AP/Heefner	Information about procedures and rationale for the test	March			
1c.5 Continue with remediation classes during school hours	Principal/Counselors	CAHSEE	August/May			
1c.6 Continue using Brain X	Admin	CAHSEE	Nov/Early May			
<b>1d. Plan for Increasing Deployment of Best Instructional practices</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
1d.1 Continue the dialog, the implementation, and training for staff	Principal	Data/ERM	Ongoing			
<b>1e. Mathematics Achievement (required for gr. 6-12)</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>

1e.1	Continue to provide instruction that covers all of the Content Standards in Mathematics. Give examples to student that more closely align with released test questions providing problems of a higher level of difficulty.	All math department teachers		Ongoing			
1e.2	Continue participation on the Algebra Task Force committee to explore possible solutions to low CST scores on a district level	Algebra Teachers		Ongoing			
1e.3	Provide after school tutorials by our Math Para Professional supervised by a teacher	Department Chair		Ongoing			
1e.4	Work within our Data Teams to improve students' achievement on our District Mathematics Assessments and re-teach /reassess the content standards assed in which less than 80% of our students do not score proficient or advanced.	All Math Department Members		Ongoing			
1e.5	Incorporate the use of technology within our day to day curriculum and use a common locations (department portal team site currently in use) to share activities	All Math Department Members		Ongoing			
1e.6	Provide professional development for Math teachers	Math Dept. Chair	Janice Bussey				

### Plan for providing ELD to English Learners in 2012/13:

<b>Grade</b>	<b>Organization of Students</b>	<b>Frequency of ELD</b>	<b>Duration of ELD</b>	<b>Provided by</b>	<b>Materials used</b>
<b>9-12</b>	<b><i>Beginning and Early Intermediate ELD students with CELDT score: 251-527</i></b>	<b><i>Daily</i></b>	<b><i>2 hours</i></b>	<b><i>ELD teacher with Para-educator support</i></b>	<b><i>Visions Curriculum: Introduction and Book A</i></b>
<b>9-12</b>	<b><i>Intermediate ELD students with CELDT score: 518-590</i></b>	<b><i>Daily</i></b>	<b><i>2 hours</i></b>	<b><i>ELD teacher with Para-educator support</i></b>	<b><i>Visions Curriculum: Book A and Book B</i></b>
<b>9-12</b>	<b><i>Early Advanced ELD students with CELDT score: 579-651</i></b>	<b><i>Daily</i></b>	<b><i>1 hour</i></b>	<b><i>Classroom English Teacher</i></b>	<b><i>Holt Curriculum (9th grade level)</i></b>

## **Goal 1 – Data Collection:**

(to be completed as part of the “study” component throughout the year and used as documentation for the Principal’s evaluation)

### **Part A: District Assessments**

#### **District Assessments**

- Elementary Schools: ELA are the trimester benchmark assessments.
- Middle Schools: ELA the Quarter 1 and Quarter 2/3 assessments are Curriculum Associates Practice 1 and 2; Quarter 4 is the End of Course Holt)
- High Schools: ELA the required assessments are Holt Entry (report for Quarter 1) and Holt End of Year (Quarter 4). These are only required for grades 9 and 10.)

<b>Schoolwide</b> % Proficient/Advanced		<b>Quarter Trimester 1</b>	<b>Quarter 2/3 Trimester 2</b>	<b>Quarter 4 Trimester 3</b>	<b>Met Goal</b>
ELA	2011/12	38.9		56.7	
	2012/13	51.7		66.7	
MATHEMATICS	2011/12			58.7	
	2012/13			54.5	

<b>English Learners</b> % Proficient/Advanced		<b>Quarter Trimester 1</b>	<b>Quarter 2/3 Trimester 2</b>	<b>Quarter 4 Trimester 3</b>	<b>Met Goal</b>
ELA	2011/12	2.4		15.1	
	2012/13	6.1		34.6	
MATHEMATICS	2011/12			36.1	
	2012/13			35.8	

<b>Students w/ Disabilities</b> % Proficient/Advanced		<b>Quarter Trimester 1</b>	<b>Quarter 2/3 Trimester 2</b>	<b>Quarter 4 Trimester 3</b>	<b>Met Goal</b>
ELA	2011/12				
	2012/13	42.9		57.5	
MATHEMATICS	2011/12				
	2012/13			50.4	

<b>Hispanic</b> % Proficient/Advanced		<b>Quarter Trimester 1</b>	<b>Quarter 2/3 Trimester 2</b>	<b>Quarter 4 Trimester 3</b>	<b>Met Goal</b>
ELA	2011/12	21		40.6	
	2012/13	39.5		54.7	
MATHEMATICS	2011/12			45.9	
	2012/13			47.7	

<b>African American</b> % Proficient/Advanced		<b>Quarter Trimester 1</b>	<b>Quarter 2/3 Trimester 2</b>	<b>Quarter 4 Trimester 3</b>	<b>Met Goal</b>
ELA	2011/12	37.1		66.7	
	2012/13			41.6	
MATHEMATICS	2011/12			55.7	
	2012/13				



## **Part B: Instructional Tour Data**

### **2011/12 Results**

#### **Percent of “partial” and “full” implementation for each identified strategy**

		Sep	Oct	Nov/Dec	Jan	Feb	Mar	April	May
Student Engagement	full	56	48	X	55	62	78	68	X
	part	22	23	X	25	20	20	25	X
Checking for Understanding	full	28	35	X	40	39	44	42	X
	part	29	22	X	25	21	23	25	X
Learning Objective	full	68	70	X	68	72	71	69	X
	part	10	15	X	12	13	18	22	X
Non-Linguistic Representation	full	12	10	X	20	19	22	18	X
	part	50	65	X	45	46	35	55	X

Data from **Management Team Tours** are **Bold-faced font**; Interim tours are regular font

### **2012/13 Results**

#### **Percent of “partial” and “full” implementation for each identified strategy**

		Sep	Oct	Nov/Dec	Jan	Feb	Mar	April	May
Student Engagement	full	88	90						
	part	9	10						
Checking for Understanding	full	40	25						
	part	15	25						
Learning Objective	full	37	34						
	part	21	26						
Non-Linguistic Representation	full	31	33						
	part	25	23						

**Management Team Tours** are **Bold-faced font**; Interim tours are regular font

## **Site Goal #2 – Provide a safe and equitable learning environment**

*District Goal #3: Provide a safe and equitable learning environment for all students and staff*

*WASC ACTION PLAN GOAL # 2– Increase access to small learning communities for all students*

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal):

- 98% student attendance (ADA)
- Reduction in suspensions
- Reduction in referrals/citations (optional)
- Reduction in tardies (optional)
- 75% of stakeholders will respond positively to annual survey questions related to school safety and climate.
- Increase in enrollment of underrepresented groups in advanced courses (optional)

**ESLRs** (Expected School wide Learning Results):

*Related ESLRS: 2. Effective Communicators, 3. Responsible Citizens, 5. Independent Learners*

**Rationale:** (TUSD) The district has set an overall target of 98% attendance. Research shows that when students are in school they achieve at higher academic levels. The district goal is to increase cultural proficiency throughout the district to ensure that student and staff is afforded a safe and equitable learning environment. (THS) WASC Goal #2 Increase access to small learning communities to all students. WASC Goal #5 Foster greater communication between stakeholders.

<b>2a Increase Students' Average Daily Attendance</b>						
Action Steps (Plan)	Person Responsible	Resources	Timeline	Do	Study	Act
2a.1 Examine the attendance patterns to identify students with excessive tardies and absences and use the SARB process to encourage student attendance.	Admin Team & Attendance Staff	Aeries, daily attendance	August-May			
2a.2 Promote parent contact by teacher on attendance issues.	Staff	Teacher & Auto Dialer	Ongoing			
2a.3 Involve District's Truant Officer in attendance improvements.	District's Truancy Officer	District	Ongoing			
2a.4 Create a standard process for identifying truant students.	Attendance Staff		Ongoing			
<b>2b. Increase Cultural Proficiency to support a safe and equitable learning environment</b>						
Action Steps (Plan)	Person Responsible	Resources	Timeline	Do	Study	Act
2b.1 Provide multicultural / Sensitivity staff development	Principal					
2b.2 Improve classroom management with the goal of decreasing the number of suspensions and expulsions.	Administration					
2b.3 Provide multicultural/Sensitivity for students	Staff					
2b.4 Maintain a safe physical environment	Staff		Ongoing			

**Percent attendance by month (to be completed as part of the "study" component throughout the year):**

	Month 1 AUG	Month 2 SEP	Month 3 OCT	Month 4 NOV	Month 5 DEC	Month 6 JAN	Month 7 FEB	Month 8 MAR	Month 9 APR	Month 10 MAY	YTD Total
2011-2012	97.93	97.09	96.29	95.398	97.1	94.46	95.84	96.4	95.03	95.08	96.13
2012-2013	97.96	96.91									
Difference +/-	+ 0.03	-. 18									

**Site Goal #3 – Professional Development: Provide an articulated, sustained plan of professional development activities designed to build the school's capacity to support programs and achieve goals.**

*District Goal #6: Develop and support a high performing workforce.*

*WASC ACTION PLAN GOAL #3- (Site Single School Plan #6/ District Goal #3) Create a workable, comprehensive technology plan*

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal):

- Improved student achievement (API, AYP, AMAO's, district assessments)
- Increased use of Best Instructional Practices
- 100% Participation in ERMs

**ESLRs** (Expected School wide Learning Results): # 4 Skilled users of Technology

**Rationale:** (TUSD) The district strategic goals and LEA Plan include goals which focus on providing ongoing professional development and support to teachers and site administrators that result in increased achievement for all students in order to close the achievement gap. (THS) Continue participation and development in the Data Team process. Articulate and implement “Best Practices” in instruction and curriculum development.

<b>3a. Staff Development</b>						
Action Steps (Plan)	Person Responsible	Resources	Timeline	Do	Study	Act
3a.1 Continue ERM's for staff development	District		Ongoing			
3a.2 Continue Data Teams & Implement Teacher Inquire Groups	District/Staff		Ongoing			
3a.3 Provide training and coaching to math teachers	Math Chair/Janice Bussey		Ongoing			
3a.4 Focus Professional Development on Biology Department	Principal/Dept. Chair	Title II	Ongoing			
<b>3b. Staff Participation in Professional Development on Early Release Mondays</b>						
Action Steps (Plan)	Person Responsible	Resources	Timeline	Do	Study	Act
3b.1 Continue to use ERM's for staff development and collaborative time	Staff		Ongoing			
3b.2 Report out attendance of staff members for ERM's	AP		Ongoing			

**Site Goal #4 – Parent Involvement: Strategies to encourage parent involvement and provide parent education.**

*District Goal #7: Develop and utilize partnerships to achieve District Goals*

*WASC ACTION PLAN GOAL #5-(Site Single School Plan Goal #5/District Goal #7) Foster greater communication among all stakeholders*

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal)

- 75% of parents responding positively on annual stakeholder survey
- Number of parents attending Parent Education workshops (optional)
- Increase in number of parents attending parent meetings (optional)
- Increase in number of members of Booster clubs (optional)
- Increase in number of parents attending school functions (optional)

ESLRs (Expected School wide Learning Results): #2. Effective Communicators, #3. Responsible Citizens, & #5. Independent Learners

**Rationale:** (TUSD) Sustained parent involvement is linked to student achievement and staying in school. Federal and state regulations mandate meaningful opportunities at all grade levels for parents/guardians to be involved in school activities, advisory, decision-making, and activities to support learning at home. (THS) WASC Goal #5 To involve all stakeholders in preparing all students for post-high school success. The staff needs to have access to critical information regarding individual students' needs which requires communication among middle school and high school and across the high school curriculum.

Parent Involvement & Communication						
Action Steps	Person Responsible	Resources	Timeline	Do	Study	Act
4.1 Science Department Parent Interaction Forums	D. Reese	Train All	ERM			
4.2 Science on Saturday – Partnership w/LLNL	E. McKay	LLNL	Ongoing			
4.3 Parent Connect Kiosk at registration	Attendance		Registration			
4.4 Community Friendly Back to School Night	All Staff		August			
4.5 Parent Night for College Information	Counseling					
4.6 Parent run clubs(Ag Science, Band Boosters, Athletic Boosters)	Principal		Ongoing			
4.7 Parent Teacher Conferences	Staff		October			
4.8 Mock Interviews	ROP	ROP	Spring			
4.9 Parent & Community Members attending events hosted by FEAST	Dixon	ROP	Ongoing			
4.10 Involve parents in the educational process for their students (ELAC & PIQE)	Tober	ELAC/ PIQE Meetings	Ongoing			
4.11 Bilingual Parent meeting at Parent Conference Night for ELD	Tober		October			
4.12 Communication between THS, Parents, and the community through post cards for back to school night, school newsletters, etc.	Principal		Ongoing			

**Site Goal #5 – Technology: Use Technology as a tool to improve instruction, management of classrooms and efficiency in operations.**

*District Goal #4: Use technology as a tool to improve instruction, management of classrooms and efficiency in operations.*

*WASC ACTION PLAN GOAL #3- (Site Single School Plan #6/ District Goal #3) Create a workable, comprehensive technology plan*

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal):

- Increase in use of technology in classrooms (optional)
- Increase in availability of technology in classrooms (optional)

**ESLRs** (Expected School wide Learning Results): #4 Skilled Users of Technology

**Rationale:** (TUSD) The district is committed to providing students and staff with the technology tools and skills to support academic content standards and improve learning so that they can compete in a digital world. (THS) WASC Goal #3 Create a workable comprehensive technology plan. To prepare students to work and live successfully and ethically in a global community and familiarize students with the uses and ramifications of technology. Use technology to support academic content standards, technology literacy, appropriate and ethical use of technology, cyber safety and equitable access to technology.

Technology						
Action Steps (Plan)	Person Responsible	Resources	Timeline	Do	Study	Act
5.1 Library freshman orientation to use portal, email, & online subscriptions	Librarian		August			
5.2 Workshop for new teachers on using ARIES, portal, online databases.	Librarian		August-May			
5.3 Integrate technology into the curriculum	Staff & ISET		Ongoing			
5.4 Use designated ERM dates for Technology	Admin		Ongoing			
5.5 Continue replacement of obsolete technology in compliance with the technology rotation plan	Principal		As budget permits			
5.6 Digital projects are being used in the modernized rooms	Principal		Ongoing			
5.7 Many teachers have web sites for classroom organization	Teachers		Ongoing			
5.8 Lease and repair of technology	Staff		Ongoing			
5.9 Establish new computer lab in room D209	Principal/EL Coordinator		March 2013			

### **Site Goal #6 – Improve School Libraries**

*District Goal #1: Prepare all students for college and careers.*

*District Goal #2 Ensure that all students meet or exceed grade level standards and that the achievement gap is closed.*

*District Goal #3: Provide a safe and equitable learning environment for all students and staff.*

*WASC ACTION PLAN GOAL # 1 (District Single School Plan Goal #1) – Improve ELA and Mathematics CST scores and CAHSEE pass rates for all students (with particular emphasis on Hispanic students, English learners and students with disabilities)*

*WASC ACTION PLAN GOAL #3- (Site Single School Plan #6/ District Goal #3) Create a workable, comprehensive technology plan*

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal):

- Sign-in sheets from students using the library
- Disposal of outdated materials and inventory

**ESLRs (Expected School wide Learning Results):** #1 Creative Critical Thinkers, #2 Effective Communicators, #4 Skilled Users of Technology, and #5 Independent Learners

#1 Creative Critical Thinkers, #2 Effective Communicators, #4 Skilled Users of Technology, and #5 Independent Learners

Improve School Libraries						
Action Steps (Plan)	Person Responsible	Resources	Timeline	Do	Study	Act
6.1 Discard outdated and obsolete materials	Librarian		Ongoing			
6.2 Replace outdated software and hardware	Librarian		Ongoing			
6.3 Renew subscriptions to electronic resources	Librarian		Ongoing			
6.4 Maintain technology in library (including toner)	Librarian		Ongoing			
6.5 Provide for lease and repair of library technology	Librarian		Ongoing			

### **Centralized Services**

*District Goal #1: Prepare all students for college and careers*

*District Goal #2: Ensure that all students meet or exceed grade level standard and that the achievement gap is closed.*

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal)

- Consolidated Program documents submitted by deadlines
- Consolidated Program documents approved with no errors
- Federal Program Monitoring completed with no non-compliant areas
- Supplemental Services provided as per Title I regulations

### **Rationale:**

<b>Centralized Services</b>			
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>
1. Completion and filing of required documents pertaining to consolidated program.	L. Dopp K.Noah	Title I Title III EIA	August 2012 – May 2013
2. Assistance in preparing and monitoring budgets and expenditures pertaining to consolidated programs.	L.Dopp J.Carter K.Noah	Title I Title III EIA	October 2012 June 2013
3. Assistance in monitoring program activities to ensure that they are in compliance with state and federal requirements.	L.Dopp C.Woo	Title I Title III EIA	October 2012 June 2013
4. Assistance in planning, implementing, and evaluating staff development activities funded by consolidated funded programs.	ES Directors	Title I Title II Title III EIA	August 2012 – May 2013
5. Assistance in meeting state requirements for Federal Program Monitoring - FPM (previously Categorical Program Monitoring – CPM).	C.Woo	Title I Title III EIA	Fall 2012
6. Assistance in planning, implementing, and evaluating of effective parent participation programs.	L.Dopp	Title I Title III	August 2012 – May 2013
7. Assistance in planning, implementing, and evaluating of supplementary programs to assist targeted populations.	L.Dopp K.Noah	Title I Title II Title III EIA	August 2012 – May 2013

## Tracy High School Plan Budget 2012-13

		<u>Total</u>	<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title II</u>
	12/13 Estimated Allocations	\$ 210,393	\$ 79,173		\$ 125,220	\$ 6,000
	11/12 Carryover	\$ 16,826		\$ 16,826		
	Sub-Total	\$ 227,219	\$ 79,173	\$ 16,826	\$ 125,220	\$ 6,000
	Centralized Services	\$ 14,561			\$ 14,561	
	<b>TOTAL</b>	<b>\$ 241,780</b>	<b>\$ 79,173</b>	<b>\$ 16,826</b>	<b>\$ 139,781</b>	<b>\$ 6,000</b>
	Payroll (Reference only)	\$ 75,188			\$ 75,188	
	<b>ALLOCATED GOAL TOTAL</b>	<b>\$ 220,759</b>	<b>\$ 79,010</b>	<b>\$ 6,000</b>	<b>\$ 129,749</b>	<b>\$ 6,000</b>
Plan Ref	<b>Action Steps (requiring funding)</b>					
	<b>Goal #1 – Ensure students are prepared for college and careers and that all students meet or exceed grade level standards and the achievement gap is closed (PDSA)</b>					
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title II</u>
	Provide direct support to students through centralized services.				\$ 14,561	
	Site Allocated for general operations and Departments		\$ 65,000			
1a.2	Provide students with outside workshops/training and support relating to improving student achievement (LULAC, National Hispanic College Fair, College visits, etc.)				\$ 5,000	
1a.3	Review identification and re-designation procedures to ensure all students are receiving eligible services as needed.				\$ 1,000	
1a.4	Peer to peer tutoring program				\$ 2,000	
1a.5	Staff training and conferences related to English Learners				\$ 5,000	
1a.6	Instructional support materials				\$ 5,000	
1a.7	Student Recognition for student achievement				\$ 1,500	
1a.8	Clerical/Para support for EL office				\$ 36,361	
1a.9	Equipment/technology to support EL students in class (e.g. science equipment, computers, etc.)				\$ 5,000	
1a.6	ELD Coordinator				\$ 38,827	
	<b>GOAL TOTALS</b>		<b>\$ 65,000</b>	<b>\$ -</b>	<b>\$ 114,249</b>	<b>\$ -</b>
	<b>Goal #2 – Provide a safe and equitable learning environment</b>					
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title II</u>
2a.2						
	<b>GOAL TOTALS</b>		<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>



## Tracy High School Plan Budget 2012-13

	<b>Goal #3 – Professional Development: Provide an articulated, sustained plan of professional development activities designed to build the school's capacity to support programs and achieve goals.</b>					
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title II</u>
	Provide detail plan					\$ -
3a.4	Send Bilology Teachers to Natioal Sciecn Teacher Conference					\$ 1,000
3a.4	Send Biology teachers to seminars on new Core Standards					\$ 1,000
3a.4	Provide release time for science teachers to go observe schools in					
	the county with high Biology scores and meet with teachers to gain					
	ideas about what they are doing.					\$ 4,000
	<b>GOAL TOTALS</b>		\$ -	\$ -	\$ -	\$ 6,000
	<b>Goal #4 – Parent Involvement: Parent Involvement: Strategies to encourage parent involvement and provide parent education.</b>					
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title II</u>
4.12	Communication between THS, Parents and the community through post cards for back to school night, school newsletter, etc.		\$ 3,000			
4.1	Involve parents in the educational process for their students/ELAC/PIQUE				\$ 5,000	
	<b>GOAL TOTALS</b>		\$ 3,000	\$ -	\$ 5,000	\$ -
	<b>Goal #5 – Technology</b>					
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title II</u>
	Plan for integrate technology into the curriculum through purchase of document cameras					
5.5	Continue replacement of obsolete technology in compliance with the technology rotation plan			\$ 5,000		
5.8	Lease and repair of technology			\$ 1,000		
5.9	Establish new computer lab 15 computers @ \$700 each				\$ 10,500	
	<b>GOAL TOTALS</b>		\$ -	\$ 6,000	\$ 10,500	\$ -
	<b>Goal #6 – Improve the school libraries</b>					
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title II</u>
6.3	Renew subscriptions to electronic resources; movie license		\$ 6,000			
6.4	Maintain technology including toner for printers		\$ 4,010			
6.5	Lease and repair		\$ 1,000			
	<b>GOAL TOTALS</b>		\$ 11,010	\$ -	\$ -	\$ -

# ***Villalovoz Elementary***

***Tracy Unified School District***

***CDS: 39-75499-6106488***

***Principal: Lisa Beeso***



## **Single Plan for Student Achievement 2012/13**

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. 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 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:

Contact Person: Lisa Beeso  
Position: Principal  
Telephone Number: 209 830-3331  
E-mail Address: lbeeso@tusd.net

SSC approval date: 10/17/12

# SECTION I: SCHOOL PROFILE

For the 2012-2013 school year we added one first grade classroom. In mid October the District also added an additional full-day Kindergarten class with District Title 1 funds. Due to state budget cuts we are no longer able to offer Second Step or the Primary Intervention Program (PIP). Three years ago we had significant demographic and program changes and we are adjusting to the academic challenges to meet the needs of our largely Hispanic, Spanish speaking population.

This year Villalovoz Elementary has a total of 20 regular education classroom teachers and 3 special education teachers on staff. In addition, one Resource Specialist Program (RSP) teacher serves students with learning disabilities. We have a part time psychologist and a Language, Speech & Hearing (LSH) teacher. Additionally, we have a part time library media assistant that is in charge of the school's library. The support staff includes a principal, 22 classified positions and the Principal's secretary.

Special programs include ExCEL, ELL rotations, Rosetta Stone, Accelerated Reader, IXL math, Artist-in-residence, and a computer lab. Other services include a physical education and music specialist on an alternate day schedule. This year we are continuing to have 20 hours a week of migrant services for our migrant students and we have a school-based therapist who serves 8-10 students one time per week. Programs to promote a positive school climate include Soul Shoppe, CATCH, Character Counts, Student Service Learning (Panda Paws Club), Student Valet, and the Panda Store. We also have an active Parent Faculty Club (PFC). The Boys and Girls Club is located on our campus to serve the needs of families after school. The enrollment figures for the past two years follows.

## A. Description of any Significant Changes

### 1. Description of School Demographic composition

	Source	2010/11	2011/12	2012/13
Enrollment (#)	Oct CBEDS	581	553	608
AFDC/Free & Reduced (%)	Oct CBEDS	58%	60%	58%
English Learners R-30 (%)	Mar R-30	235/40%	255/42%	
Fluent English (FEP/R-FEP) (%)	Mar R-30	10/2%	7/1%	
Students redesignated to FEP (#)	Mar R-30	10	8	
Ethnicity: White (%)	Oct CBEDS	27%	26%	23%
Hispanic(%)	Oct CBEDS	60%	60%	64%
African American(%)	Oct CBEDS	5%	4%	4%
Asian(%)	Oct CBEDS	8%	7%	7%

We have seen an increase of our EL learners each year. Each year our free and reduced lunch population has grown as well.

### 2. Description of Staff Characteristics/Changes in Staffing

	2011/12	2012/13
number of classroom teachers	19 Regular Ed 3 SDC	20 Regular Ed 3 SDC
number and type of support certificated staff (including special education staff)	1 LSH, 1 RSP 1 Psych 1PE 1 Music	1 LSH, 1 RSP 1 Psych 1PE 1 Music
number of classified staff	22	22
Number/percent of NCLB highly qualified teachers	100%	100%
Number/percent of teachers with EL Certification	100%	100%

3. Addition or Removal of categorical programs or feeder programs (check one)

  X   No significant changes  
       Significant changes

4.Changes in District Core Programs (check one)

  X   No significant changes  
       Significant changes

5.Changes in Facilities (check one)

  X   No significant changes  
       Significant changes

B. Programs included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the school plan budget must include the proposed expenditures.)

State Programs	Allocation
<input checked="" type="checkbox"/> <b>EIA: Economic Impact Aid/ English Learner Program</b> <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners.	\$147,902
<input type="checkbox"/> <b>Gifted and Talented Education</b> <u>Purpose:</u> To support instructional programs for identified gifted and talented students.	
<input type="checkbox"/> Other State or Local funds (site allocation and MAA)	\$ 8,962
Total amount of state categorical funds allocated to this school	\$

Federal Programs under No Child Left Behind (NCLB)	Allocation
<input checked="" type="checkbox"/> <b>Title I, Part A: Schoolwide Program</b> <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$133,814 54,997 addl
<input checked="" type="checkbox"/> <b>Title II, Part A: Teacher and Principal Training and Recruiting</b> <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$ 6,000
<input type="checkbox"/> Other Federal Funds (list and describe <sup>1</sup> )	\$
Total amount of federal categorical funds allocated to this school	\$
Total amount of state and federal categorical funds allocated to this school	\$ 351,675

## SECTION II: Presentation and Analysis of Data

### Analysis of Current Instructional Program - Academic Program Survey

The following evaluation is based on the Academic Program Survey and provides a rubric rating on a four point scale (1-4) for each area as well as a brief narrative assessment for each area. The rubric is as follows:

- (1) = Minimally – rarely used/found
- (2) = Partially – sometimes used/found
- (3) = Substantially – in regular use
- (4) = Fully - in regular use in all classrooms and followed completely

ELEMENT	2012 Rating	Comments
<b>EPC #1 Instructional Program</b>		
1.1	3.5	All classes have Open Court reading programs in place and are using all components daily as well as the ancillary materials as appropriate. SDC uses core curriculum and supplemental materials.
1.2	2.5	EL students are utilizing the ancillary materials from the Open Court curriculum.
1.3	3.5	ExCEL program for intensive intervention
1.4	3.5	All classes have Scott Foresman math programs in place and are using them daily
1.5	2.5	After school math help for students from classroom teacher
<b>EPC #2 Instructional Time</b>		
2.1	3.5	School wide allocation for Language Arts block/ELD. However, upper grade time blocks are interrupted by PE/Music
2.2	3.5	ExCEL and Corrective Reading
2.3	3.3	We have 40 min of ELD time 4x week
2.4	3.5	ExCEL time is in place for RLA intervention
2.5	3.5	Teachers are providing their appropriately daily instructional minutes in math
2.6	3.5	After school math help for students
2.7	3.5	Small math groups in class with teacher help
<b>EPC #3 Lesson Pacing Schedule</b>		
3.1	3.0	Pacing guides given to all teachers but they need modification based on student's needs
3.2	3.0	Pacing guides given to all teachers
<b>EPC #4 Professional Development for School Administrators</b>		
4.1	3.4	Principal has attended prof development for the RLA program
4.2	3	Will consult with District for training opportunities
4.3 ES	3.5	Big 4 training, Data team
<b>EPC #5 Credentialed Teachers and Teacher Prof. Development Opportunity</b>		
5.1	4	Teachers are fully credentialed
5.2	3.5	Training for ELA has been provided
5.3	3.5	Training for math has been provided
<b>EPC #6 On-Going Instructional Assistance and Support for Teachers</b>		
6.1	3.5	Teacher support and Nancy Fetzner Training
6.2	3.0	District math expert and math cadre
<b>EPC #7 Student Achievement Monitoring System</b>		
7.1	3.5	District has an assessment and monitoring system in place/Data Teams
7.2	3.5	District has math assessments
<b>EPC #8 Teacher Collaboration by Gr. Level/Subject Matter</b>		
8.1	3.5	Teachers are given time to collaborate with their grade level in Data teams
8.2	3.5	Monthly collaboration given on early release Mondays
<b>EPC #9 Fiscal Support</b>		
9.1	3.5	Funds used appropriately to support reading
9.2	3.5	Funds used to support math

## Analysis of Data – Current Instructional Program (APS):

All students have access to core curriculum and teachers are teaching the District approved curriculum in each class. We are using the approved supplementary materials for our EL students daily. Our EL students are appropriately placed and receive ELD instruction daily. In ELA we provide ExCEL to group students according to their ability level and give them intensive instruction. We have a highly qualified staff and they utilize District assessments to assess student understanding of concepts and then identify students who are struggling in either math or language arts and those students are receiving extra help from teachers.

## Academic Performance:

**1a. AYP - Adequate Yearly Progress:** Schools will meet or exceed their AYP goal OR demonstrate an increase of 5% in percent of students scoring proficient for schools meeting their AYP Targets

Group (NCLB target) ES/MS HS	2010 % Prof. ELA (≥ 46.0%) (≥ 44.5%)	2011 % Prof. ELA (≥ 67.6%) (≥ 66.7%)	2012 % Prof. ELA (≥ 67.6%) (≥ 78.4%)	AYP Goal Met?	5% growth Goal Met?	2010 % Prof. Math (≥ 47.5%) (≥ 43.5%)	2011 % Prof. Math (≥ 68.5%) (≥ 66.1%)	2012 % Prof. Math (≥ 68.5%) (≥ 79.0%)	AYP Goal Met?	5% growth Goal Met?
<b>School Total</b>	49.6	53.1	<b>51.8</b>	N	N	61.4	71.5	<b>66.2</b>	N	N
<b>Sub-group #1</b> Hispanic or Latino	41.5	47.2	<b>46.1</b>	N	N	54.9	65.5	<b>59.0</b>	N	N
<b>Sub-Group #2</b> White not Hispanic	59.6	58.9	<b>64.1</b>	SH	Y	71.7	80.6	<b>79.3</b>	Y	N
<b>Sub-Group #3</b> Socioecon. Disad.	36.9	44.3	<b>43.1</b>	N	N	49.3	63.3	<b>59.2</b>	N	N
<b>Sub-group #4</b> ELL students	35.4	38.9	<b>41.1</b>	SH	Y	51.5	59.3	<b>52.7</b>	N	N
<b>Sub-group #5</b> Stu. w/ Disabilities	N/A	38.6	<b>38.9</b>	N	N	N/A	49.1	<b>37.0</b>	N	N

## Achievement Gap Data

### Longitudinal AYP 2008 – 2012 • English Language Arts

ELA	target	School	White	Afr.Amer.		Hispanic		Low SES		EL		Stu w/Dis	
	ES/HS	AYP	AYP	AYP	Gap	AYP	Gap	AYP	Gap	AYP	Gap	AYP	Gap
2008	35.2/33.4	51.4%	60.6%	35.3%	25.3	46.1%	14.5	39.5%	21.1	43.6%	17	48.3%	12.3
2009	46.0/44.5	62.6%	68.3%	53.1%		58.1%		51.7%		55.0%	13.3	36.2%	
2010	56.8/55.6	49.6%	59.6%	n/a		41.5%		36.9%		35.4%	24.2	n/a	
2011	67.6/66.7	53.1%	58.9%	42.1%		47.2%		44.3%		38.9%	20	38.6%	
2012	78.4/77.8	51.8%	64.1%	41.2%	22.9	46.1%	18	43.1%	21	41.1%	23	38.9%	25.2
Change					-2.4		+3.5		-0.1		+6.0		+12.9

The Achievement Gap is calculated by subtracting the subgroup AYP from the White subgroup AYP.

### Longitudinal AYP 2008 – 2012 • Math

The Achievement Gap is calculated by subtracting the subgroup AYP from the White subgroup AYP.

Math	target	School	White	Afr.Amer.		Hispanic		Low SES		EL		Stu w/Dis	
	ES/HS	AYP	AYP	AYP	Gap	AYP	Gap	AYP	Gap	AYP	Gap	AYP	Gap
2008	37.0/32.2	64.1%	71.4%	52.9%	18.5	61.3%	10.1	59.5%	11.9	59.5%	11.9	56.7%	14.7
2009	47.5/43.5	65.8%	70.0%	56.3%		62.9%		57.3%		57.7%		41.4%	
2010	58.0/54.8	61.4%	71.7%	n/a		54.9%		49.3%		51.5%		n/a	
2011	68.5/66.1	71.5%	80.6%	73.7%		65.6%		63.3%		59.3%		49.1%	
2012	79.0/77.4	66.2	79.3	70.6	9.3	59.0	20.3	59.2	20.1	52.7	26.6	37.0	42.3
Change					-9.2		+10.2		+8.2		+15.3		+27.6

**1b. AYP - Adequate Yearly Progress** Schools will have a 95% participation rate in state testing

Group	% Tested ELA 2012	Target Met Yes or No	% Tested Math 2012	Target Met Yes or No
<b>School Total</b>	<b>100%</b>	<b>Yes</b>	<b>100%</b>	<b>Yes</b>
<b>Subgroup #1</b> Hispanic	<b>100%</b>	<b>Yes</b>	<b>100%</b>	<b>Yes</b>
<b>Subgroup #2</b> White Not Hispanic	<b>100%</b>	<b>Yes</b>	<b>100%</b>	<b>Yes</b>
<b>Subgroup #3</b> Socio-economically Disadvantaged	<b>100%</b>	<b>Yes</b>	<b>100%</b>	<b>Yes</b>
<b>Subgroup #4</b> English Learners	<b>99%</b>	<b>Yes</b>	<b>99%</b>	<b>Yes</b>

**Program Improvement Status for 2012/13:**  X  Not in PI   in PI year

**Analysis of Data – Student Achievement - AYP (Adequate Yearly Progress):**

*What trends are indicated by the data? To what extent are all students achieving academic standards? Particularly comment subgroups who have not met targets. To what extent is the achievement gap closing?*

We met 14 out of 21 AYP criteria:

ELA: For ELA our white and EL populations made safe harbor. Over the past 3 years our ELL and white not Hispanic students have continued to make progress. However, we failed to meet the criteria for schoolwide, Hispanic and the socioeconomically disadvantaged.

Math: For mathematics we met the 79% state target rate for our white students. However, all other groups did not meet the targets. Math continues to be stronger academic area and our percent of students proficient and above are higher than the District and State levels.

**1c. API – Academic Performance Index :** Schools will meet or exceed school's API growth target OR maintain a score of 800 or higher

Group	2011 Base API	2012 API Target	2012 API	Actual Growth	Target Met Yes or No
<b>School Total</b>	813	800	792	-21	No
<b>Subgroup #1</b> Hispanic	783	788	769	-14	No
<b>Subgroup #2</b> White Not Hispanic	853	800	835	-18	No
<b>Subgroup #3</b> Socio-economically Disadvantaged	771	776	751	-20	No
<b>Subgroup #4</b> English Learners	750	755	741	-9	No

**Longitudinal (Growth) API 2008 – 2012  
(Achievement Gap Data)**

	School	White	Afr.Amer.	Hispanic	Low SES	EL
	API	API	API	Gap	API	Gap
2008	795	820	773	47	745	75
2009	818	839	802		759	
2010	785*	827	753		725	
2011	813	853	783		771	
2012	792	835	na		769	66
					-9	+29

\*significant demographic changes

### Analysis of Data – Student Achievement - API (Academic Performance Index):

*What trends are indicated by the data? To what extent are all students achieving academic standards? Particularly comment subgroups who have not met targets. To what extent is the achievement gap closing?*

There is still a gap between the white subgroup and all other subgroups. We had an overall decline in achievement across the board in all groups but our gap is getting closer to closing for the Hispanic, EL and low SES subgroups when compared to prior years.

### 2. AMAO – Annual Measurable Achievement Objectives (Title III - EL Progress in English):

a. AMAO 1 – Percent of Students making annual progress in English (based on CELDT)

b. AMAO 2 – Percent of Students Attaining English Proficiency (based on CELDT)

	# students tested	% meeting AMAO 1	Target	Met? Y/N	% meeting AMAO 2	Target <5yr/≥5yr	Met Y/N
2009/2010	176	41.7	53.1	N	12.3/47.2	17.4/41.3	N/Y
2010/2011	185	53.0	54.6	N	17.3/35	18.7/43.2	Y/Y
2011/2012	177	56.5%	56.0	Y	15.1%/35.5%	20.1/45.1	N/N

### Analysis of Data – Student Achievement – Title III AMAOs

*What trends are indicated by the data? To what extent are all English Learners meeting the language acquisition targets of Title III?*

As a staff we were encouraged that we met our AMAO 1 targets but we only made it marginally. To assist our EL's in making annual progress in learning English we focused on our EL population during ExCEL by having leveled reading groups and we provided ELD time. However, we were disappointed that we did not meet our AMAO 2 percentage targets for EL's attaining English proficiency. We plan on providing EL time for 40 minutes a day 4 days a week instead of 30 minutes per day. Teachers are also implementing techniques learned at our professional development trainings to increase student English proficiency.

**3. Increase in students meeting district standards:** Students will demonstrate proficiency on 80% percent of district standards based on end of year assessments-  
Percent of students meeting standards on district assessments

ELA	2011	2012	Target Met? Y/N	MATH	2011	2012	Target Met? Y/N
Kinder	85%	85.3%	Y	Kinder	90%	94.1%	Y
Grade 1	68%	61.3%	N	Grade 1	83%	71.9%	N
Grade 2	65%	60.5%	N	Grade 2	78%	83.9%	Y
Grade 3	56%	50.5%	N	Grade 3	78%	74.3%	N
Grade 4	51%	51.5%	N	Grade 4	85%	85.3%	Y
Grade 5	38%	50.9%	N	Grade 5	72%	72.1%	N

### Analysis of Data – Student Achievement – District Assessments

*What trends are indicated by the data? To what extent are all students achieving academic standards based on district assessments? (Particularly comment on students who are historically lower performing at your school).*

ELA- First grade is the only grade level that made the target for ELA proficiency. As a school we continue to struggle the most in Language Arts on the District assessments. We continue to target our EL students during ExCEL and our ELL breakout time. Our fifth grade teams saw increases in their scores in ELA and attribute that to the Nancy Fetzter strategies they began to implement. We are going to be working this year with Nancy Fetzter to implement strategies that assist EL students



with ELA.

Math- As a school site we are stronger in math. However, we still have several grade levels whose math scores fell below the 80% goal for 1<sup>st</sup>, 3<sup>rd</sup> and 5<sup>th</sup> grade. Our teachers continue to seek out math training to support our students. Several teachers will be attending Assilomar with their MAA money and Our 4<sup>th</sup> grade team is going to be working with the SJCOE math department on lesson studies utilizing the common core standards. We have dedicated teachers on the math cadre and we are hoping that we develop site/district trainers with these teachers.

## C. School Safety

### 1. Reduction in the number and percentages of suspensions or expulsions

	2010/11		2011/12		% Decrease or Increase	Target Met
	#	%	#	%		
Suspensions	40 (21)	3.5%	44 ( 22 )	3.9%	+0.4	N
Expulsions	2	0.3	1	.18	-0.12	Y

*# Number of incidents of suspension (# of individual students suspended during the year).  
Some students were suspended more than one time during the year.*

### 2. There will be a 75% or higher percentage of parents, staff, and students responding positively to survey questions regarding school safety.

#### School Safety

Group	% Agree 2011	% Agree 2012
Parents	91.46	85.01
Staff - Cert.	86.36	87.50
Staff – Class.	83.34	85.72
Students	77.82	84.19
<b>Total</b>	<b>84.75</b>	<b>85.61</b>
<b>Met Goal (Y/N)</b>	<b>Y</b>	<b>Y</b>

## D. School Climate and Leadership

### 1. There will be a 75% or higher percentage of parents, staff and students responding positively to survey questions regarding school climate, instructional issues, and parent relations:

#### School Climate

Group	% Agree 2011	% Agree 2012
Parents	91.97	91.47
Staff – Cert.	93.18	96.88
Staff – Class.	90	91.43
Students	74.90	80.24
<b>Total</b>	<b>87.51</b>	<b>90.01</b>
<b>Met Goal (Y/N)</b>	<b>Y</b>	<b>Y</b>

**The school will maintain 98% actual attendance, or an improvement of .5%**

<b>School Year</b>	<b>Actual Attendance %</b>	<b>Target %</b>	<b>Difference (+ or -)</b>	<b>Target Met Yes or No</b>
<b>2008/2009</b>	<b>96.38%</b>	<b>98%</b>	<b>-1.62%</b>	<b>No</b>
<b>2009/2010</b>	<b>95.47</b>	<b>98%</b>	<b>-2.53%</b>	<b>No</b>
<b>2010/2011</b>	<b>96.35</b>	<b>98%</b>	<b>-1.65%</b>	<b>No</b>
<b>2011/2012</b>	<b>95.64</b>	<b>98%</b>	<b>-2.36%</b>	<b>No</b>

### **Analysis of Data – School Safety and Climate**

*What trends are indicated by the data? To what extent is the school a safe, clean and orderly place that nurtures learning?*

We had a slight increase in the amount of suspensions and a decrease in our expulsions. This year we will continue to contract with Soul Shoppe which teaches students how to solve their problems with words. Soul Shoppe will have a new format where they will go into classrooms and have small group meetings with students to explore feelings and give students an action plan for solving problems without violence. When looking at our school climate and safety survey's we attained all our goals and saw a positive increase in percentages in these areas.

## SECTION III: EVALUATION OF PRIOR YEAR'S PLAN

### A. Evidence of school's progress towards meeting **student achievement** targets

#### **Goal #1 – Ensure students are prepared for college and careers and that all students meet or exceed grade level standards and the achievement gap is closed**

- a. Programs to meet the needs of English Learners
- b. Programs to meet the needs of at-risk students
- c. Prepare students for STAR/CAHSEE testing
- d. Plan for increasing deployment of Best Instructional Practices
- e. (schools with gr. 6-12) Improve student achievement in Mathematics

##### Evaluation of Plan for Goal 1:

- a. English Learners
  - 1) EL students grouped based on CELDT level for ELD rotation time and ExCEL.
  - 2) Our EL's still have the largest achievement gap in ELA and Math
  - 3) We plan on hiring someone to assist EL's who take the bus in the morning with Rosetta Stone and AR in the lab
- b. At Risk Students
  - 1) At risk students were identified by each teacher from CST/CELDT/teacher assessments.
  - 2) Early interventions assisted students with concepts where they had gaps. Teachers were able to help students immediately.
  - 3) Interventions are beginning by mid September. These students receive extra in class -sm. group, before/ after school assistance. The Boys and Girls club is also partnering with Villalovoz this year in having an after school program that is committed to one hour of homework help each day.
- c. STAR/CAHSEE prep
  - 1) We had teachers focus on the highly tested content on the blueprint standards.
  - 2) One month before the test teachers went to double sessions of teaching language arts and math.
  - 3) Teachers will complete 2-3 rounds of Curriculum Associates to prep students and we will look at student data and re-teach on concepts where students score were lower than 80%. We are going to be looking at each subgroup and target specific students.
- d. Increasing Deployment of Best Instructional Practices
  - 1) Instructional tours focused on BIP's and results were focused on at staff meetings
  - 2) We saw an increase in non-linguistic usage from teachers and increase in student engagement
  - 3) We will continue with utilizing BIP's and we are contracting with Nancy Fetzner this year to assist teachers with student engagement, writing and non-linguistic strategies.

#### **Goal #2 – Provide a Safe and Equitable Learning Environment for all Students and Staff**

##### Evaluation of Plan for Goal 2:

- a. Increase Students' Average Daily Attendance
  - 1) Attendance decrease slightly.
  - 2) Incentives were given to the students at Student of the trimester assemblies and raffles were held each trimester. Donuts with the principal and bicycles continue to be a motivator.
  - 3) We will continue with incentives for students but we will announce each month the class with the best attendance to try and make it a competition. The principal phoned parents and held conferences with parents regarding student attendance. Students were given SARB letters as necessary. The PFC will continue to support the Donuts with the principal and will look at purchasing items for individual rewards to students for attendance of the trimester.
- b. Increase Cultural Proficiency

- 1) We will continue to focus on Diversity and Equity for all students. We are worked with Soul Shoppe last year and focused on providing a positive school atmosphere where students walk a “peace path” to solve problems. We also continued with the DARE program, October activities for No Bullying, Red Ribbon week and mainstreaming of our students.
- 2) We held several staff meetings/ trainings on Diversity and Equity and we provided mainstreaming opportunities for our SDC students.
- 3) This year we are inviting Soul Shoppe back to provide assemblies for our students on Diversity and Equity. Soul Shoppe will focus on group chats with students in the afternoons to get students to discuss their issues in a positive manner without resorting to bullying.

### **Goal #3 – Professional Development**

#### **Evaluation of Plan for Goal 3:**

- a. Articulated, sustained plan of professional development activities
  - 1) Our third grade team participated in academic vocabulary through the SJCOE. The entire staff also participated in Nancy Fetzer training/strategies to assist with non-linguistic representations and writing strategies.
  - 2) Time was allocated at staff meetings for Nancy Fetzer training. Staff members said they would like more training with Nancy Fetzer the following year. Fourth grade had an interest in working with the county for math as we were already getting ELA assistance.
  - 3) This year we will be partnering with McKinley Elementary School to bring Nancy Fetzer training to our staff. The fourth grade team will be working with the SJCOE Math department developing lesson studies around the content standards. We are offering high interest ERM’s to increase teacher participation/attendance
- b. Increasing participation/attendance at ERM’s
  - 1) Provided high interest staff meeting with outside speakers/trainers
  - 2) Nancy Fetzer and Soul Shoppe spoke at staff meetings. We also highlighted a staff member of the month for personal sharing/poster display
  - 3) This year we will continue with Nancy Fetzer and Soul Shoppe. We will also have teachers share their expertise with Nancy Fetzer, GLAD and technology.

### **Goal #4 – Parent Involvement: Strategies to encourage parent involvement and provide parent education**

#### **Evaluation of Plan for Goal 4:**

- 1) We provided information to parents in English and Spanish and provided translators as necessary. We also provided PIQE classes for all parents and ran Spanish session with over 43 attendees.
- 2) Parents were appreciative of having translating services and a group of Spanish speaking parents requested parent training courses to continue at Villalovoz.
- 3) We will continue to provide information to parents in both English and Spanish. We will be contracting with Parent Project this year for training classes for parents. We will continue to utilize our SYNRE voice message system to notify parents of important school events. We are also keeping our web page updated with important information.

### **Goal #5 – Technology/Library: Use technology as a tool for improvement in instruction; management of departments, sites and classrooms, and to increase efficiency in operations across the district.**

#### **Evaluation of Plan for Goal 5:**

- 1) Web page was updated and we provided funds for technology replacement
- 2) We replaced technology as needed and we purchased an additional ten computers for our computer lab so we have 32 working computers. We also allocated funds for Smart boards

and clickers.

- 3) We will continue to work on our web page and I have allocated technology time for a teacher to assist colleagues with new technology. Our 1<sup>st</sup> and 2<sup>nd</sup> grade classes all have Smart boards and all of 5<sup>th</sup> grade will have clickers. We will continue to focus on technology to assist teachers and students .

### **Overall Evaluation of Prior Year School Plan**

Please address the following two questions regarding the overall school plan:

*To what extent do the school leadership and staff use student achievement data to make decisions and initiate activities that focus on all students achieving the academic standards?*

We used achievement data to a greater extent last year than in any year prior. At the beginning of the year we looked at CST, CELDT, and District assessments to identify students in need of extra intervention. We then began interventions by the middle of September. In January we established safe harbor targets for all subgroups and identified students by subgroup who needed to make safe harbor. Teachers then worked intensively with these students. We also did double sessions of math and language arts.

*To what extent do the school leadership, staff, students and parents annually monitor and refine the single school plan based on analysis of data to ensure alignment with student needs?*

Each month the SSC meets and we review the goals and budget of the School Site Plan and discuss data. Staff reviews data for students utilizing Data Teams each month. Staff further assess each trimester through use of District assessments. Additionally, grades 2-5 utilize Curriculum Associates two/three times a year and meet to discuss curriculum and strategies. Goals are also set with students. Staff recommends professional development programs that will assist them with their teaching.

## **SECTION IV: SCHOOL PLAN FOR 2011/2012**

### **A. School Governance and Planning Process**

The 2012-2013 School Plan that follows was developed through the joint efforts of the school staff, SSC, ELAC, Teacher Liaison group and the Parent /Faculty Club. The teacher Liaison group is made up of 2 representatives from the K-2 and 3-5 spans. The Villalovoz School Site Council is comprised of 10 members: 4 parents, 1 community member, 3 teachers, 1 classified staff and the principal of the school. Three parent members are representative of the school's diversity.

As an ongoing process through staff meetings and teacher Liaison meetings, the goals for the school year are reviewed to maintain focus during the year. Progress is continually reported to the school staff, School Site Council and the Parent Faculty Club members. Review of the plan included evaluation of the goals, the development of action plans and establishing budget priorities at the March 26, 2012 staff meeting. The parent faculty club /ELAC representative gave input to these goals on April 18, 2012. The School Liaison team reviewed new goals and the budget on April 4, 2012. The Preliminary School Plan and budget were reviewed and approved by the School Site Council at the April 18, 2012 meeting. The new ELAC committee reviewed the school goals on October 15, 2012 and made suggestions. The finalized School Plan and Budget were approved by the School Site Council at the October 17, 2012 meeting.

### **School Site Council Membership for 2012/13**

Names of Members  *Parent of EL	School Personnel 50% of SSC			Parents/Students 50% of SSC	
	Principal	Classroom Teacher	Other Staff School	Parent or Community Member	Secondary Student
Lisa Beeso	X				
Jackie Manley			X		
Michele Yano		X			
Amanda Hula		X			
Tina Demarest		X			
Maria Zuniga*				X	
Lisa Rodriguez				X	
Sherry Garcia (ELAC)*				X	
Pam Mears				X	
Jordan Durrance				X	
Numbers of members of each category	1	3	1	5	
Total in each group	5			5	

The interests of English learners are represented by:

- ☒ An ELAC with adopted bylaws (*Parents of English learners constitute at least the same percentage of the committee as their children represent of the student body. OPSET I-EL-2*)

ELAC Chairperson: Sherry Garcia

- ☐ School Site Council (*Parents of English learners constitute at least the same percentage of the committee as their children represent of the student body. OPSET I-EL-2*)

\*Indicate parents of EL Students on SSC list above

## **B. School goals for 2011/2012 - A Summary**

### **Goal #1 – Ensure students are prepared for college and careers and that all students meet or exceed grade level standards and the achievement gap is closed (PDSA)**

- a. Programs to meet the needs of English Learners
- b. Programs to meet the needs of at-risk students (including CAHSEE remediation at HS)
- c. Activities to prepare students for STAR/CAHSEE testing
- d. Plan for increasing deployment of Best Instructional Practices
- e. (schools with gr. 6-12) Activities to improve student achievement in Mathematics

Rationale: (district) The district goals are that student will be prepared for college and careers; and that all subgroups meet AYP targets and that the achievement gap be closed by raising the achievement of lower performing subgroups. The district goal also includes that EL students meet Title III AMAO targets annually. The EL subgroup and other at-risk groups do not meet AYP. Additionally the percent of students scoring proficient in Math at grades 6-11 is significantly below AYP targets

(site) Villalovoz did not obtain their AYP targets. We only met 14 out of the 21 AYP target goals. We made Safe Harbor in ELA for White not Hispanic and ELL students. For Math we Made the white not Hispanic target of 79.3. There is still a learning gap between our white not Hispanic and all other subgroups.

### **Goal #2 – Provide a safe and equitable learning environment**

- a. Increase students' average daily attendance
- b. Increase cultural proficiency

Rationale: (district) The district has set an overall target of 98% attendance. Research shows that when students are in school they achieve at higher academic levels. The district goal is to increase cultural proficiency throughout the district to ensure that student and staff are afforded a safe and equitable learning environment.

(site) Villalovoz did not meet the 98% average daily attendance rate. Additionally, we have a diverse student population and our desire is to celebrate and make all students feel valued and accepted through cultural awareness and a positive learning environment that honors diversity.

### **Goal #3 – Professional Development: Provide an articulated, sustained plan of professional development activities designed to build the school's capacity to support programs and achieve goals.**

(Note: Title I schools must allocate at least 10% of Title I funds to staff development)

Rationale: (district) The district strategic goals and LEA Plan include goals which focus on providing ongoing professional development and support to teachers and site administrators that result in increased achievement for all students in order to close the achievement gap.

(site) Villalovoz continues to struggle with closing the achievement gap between white and other sub groups. We will continue to work with Nancy Fetzer to assist our teachers in developing non-linguistic strategies to meet the needs of all learners. Our 4<sup>th</sup> grade team will work with the SJCOE developing math lessons that focus on the content standards.

### **Goal #4 – Parent Involvement: Strategies to encourage parent involvement and provide parent education.**

Rationale:(district) Sustained parent involvement is linked to student achievement and staying in school. Federal and state regulations mandate meaningful opportunities at all

grade levels for parents/guardians to be involved in school activities, advisory, decision-making, and activities to support learning at home.

(site) Villalovoz will promote effective parent involvement through open communication between the school and home. All office communication will be translated into Spanish and parents will be encouraged to attend all school functions. We will provide parent education classes in Spanish utilizing Parent Project and we will continue to seek SSC and ELAC members.

**Goal #5 – Technology/Library:** Technology: Use technology as a tool for improvement in instruction; management of departments, sites and classrooms; and to increase efficiency in operations across the district.

Rationale: (district) The district is committed to providing students and staff with the technology tools and skills to support academic content standards and improve learning so that they can compete in a digital world.

(site) Teachers have expressed the need for continued technology upgrades so we can keep current in skills and equipment for technology-based instruction. Students will utilize the computer lab on a weekly basis with Accelerated Reader, IXL math, Rosetta Stone, and academic software programs. All students will have supervised access to computers for research and reports in the library or classroom.



## Activities for 2012/2013 School Plan

### Site Goal #1 – Ensure students are prepared for college and careers and that all students meet or exceed grade level standards and the achievement gap is closed. .

*District Goal #1: Prepare all students for college and careers*

*District Goal #2: Ensure that all student meet or exceed grade level standard and that the achievement gap is closed.*

#### Outcomes (Data that will be collected and analyzed to measure progress towards the goal)

- All significant subgroup will meet AYP targets
- EL students will meet or exceed Title III AMAO1 and AMAO2 targets
- Decrease the achievement gap of the subgroups
- 80% of students will meet standards on district assessments
- Increase percent of teachers using BIPs
- Alignment of curriculum maps/pacing guides to Blueprint standards (optional)

**Rationale:** Villalovoz did not obtain their AYP targets. We only met 14 out of the 21 AYP target goals. We made Safe Harbor in ELA for White not Hispanic and ELL students. For Math we made the white not Hispanic target of 79.3. There is still a learning gap between our white not Hispanic and all other subgroups.

<b>1a.English Learner Instruction and Support</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
1a.1 Provide district support to students through centralized services	Principal	Title 1 & EIA	Aug 2012-May 2013			
1a.2 Provide 4 ELD paraprofessionals to assist K –full day classes	Principal	Title 1 EIA	Aug 2012-May 2013			
1a.3 Provide a substitute for ELL coordinator to administer CELDT testing	Principal	EIA	Aug 2012-Oct 2013			
1a.4 Provide a budget for copies- CELDT letters to be sent home to EL parents	Principal	EIA	Oct 2012-Nov 2012			
1a.5 Provide funds for 4 paraprofessionals to assist ELL students with ExCEL/ELL	Principal	Title 1/ EIA	Aug 2012-May 2013			
1a.6 Provide sub for data analysis/teacher planning	Principal	EIA	Nov 2012-Mar 2013			
1a.7 Provide 1- (3) hour teacher to assist with ExCEL/ELD	Principal	EIA/ Title 1	Oct 2012-May 2013			
1a.8 Teachers will provide 30 min of leveled ELD instruction four times a week utilizing Santillana curriculum	Teachers		Sept 2012-May 2013			
1a.9 Provide a para 30 min a day to run a morning computer lab utilizing Rosetta Stone for our ELL students before school	Principal Teachers	Title 1	Sept 2012-May 2013			

1a.10	ELL students will take the CELDT test according to district and state guidelines	Principal Celdt coord		Aug 2012-May 2013			
1a.11	Encourage parent involvement in site ELAC and District DELAC committees	Principal Teachers		Aug 2012-May 2013			
1a.12	Implement instructional tours – 1x monthly with feedback to staff on effective instructional practices for students. Focus on: objective, time on task, non-linguistic representation and check for understanding.	Principal		Sept 2012-May 2013			
<b>1b.Intervention and Remediation for at-risk students (including CAHSEE remediation at HS)</b>							
<b>Action Steps (Plan)</b>		<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
1b.1	Provide intervention funds for the before/after school intervention program (Studying math and reading together)	Principal Teachers	Title 1	Sept 2012-May 2013			
1b.2	Provide a substitute so classroom teachers can attend SST/IEP meetings	Principal Teachers	Site	Sept 2012-May 2013			
1b.3	Resource/intervention	Teachers	Title 1 Additional funds	Aug 2012-May 2013			
1b.4	ExCEL scheduling/leveling for Language Arts 1 <sup>st</sup> -3rd	Teachers		Sept 2012-May 2013			
1b.5	Paraprofessionals working in small groups assisting students	Principal Teachers		Sept 2012-May 2013			
1b.6	ELL rotations/leveling utilizing Santillana	Teachers		Sept 2012-May 2013			
<b>1c.CST/CAHSEE Preparation</b>							
<b>Action Steps (Plan)</b>		<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
1c.1	Purchase consumable test preparation booklets for grades 2-5	Principal	EIA	Oct 2012			
1c.2	Purchase scantrons for test taking practice for grades 3-5	Principal	EIA	Oct 2012			
1c.3	Target specific students for our before/after school SMART program	Teachers		Sept 2012-May 2013			
1c.4	Use of District Reading Lions assessments and math assessments	Principal Teachers		Sept 2012-May 2013			
1c.5	Use Blueprint standards and CST released test questions	Teachers		Aug 2012-May 2013			
1c.6	Utilize ExCEL and ELD groupings to assist students at their varying academic levels	Principal Teachers		Sept 2012-May 2013			
<b>1d. Plan for Increasing Deployment of Best Instructional practices</b>							
<b>Action Steps (Plan)</b>		<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
1d.1	Provide an uninterrupted LA block of time/ ExCEL scheduling	Principal		Aug 2012-May 2013			
1d.2	Provide collaboration time for teachers to discuss ExCEL/BIPS	Principal		Aug 2012-May 2013			
1d.3	Teachers will focus on teaching explicit academic language	Teachers		Sept 2012-May 2013			

1d.4	Provide resources for teacher materials and supplies for the instructional program	Principal	Site EIA/Title 1	Aug 2012-May 2013			
1d.5	Copier maintenance/replacement, Nextel	Principal	Site/Title 1	Aug 2012-May 2013			
1d.6	Postage	Principal	Title 1 /EIA	Aug 2012-May 2013			
<b>1e. Mathematics Achievement (required for gr. 6-12)</b>							
<b>Action Steps (Plan)</b>		<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
e.1	Continue to use the Harcourt math curriculum and District assessments	Principal Teachers		Aug 2012-May 2013			
e.2	Continue using Rowley Math practice tests in the classrooms	Teachers		Aug 2012-May 2013			
e.3	Target specific students for our after school SMART math program	Teachers		Sept 2012-May 2013			
e.4	Award math certificates to qualifying students	Principal Teachers	Lifetouch	Oct 2012-May 2013			

**Plan for providing ELD to English Learners in 2012/13:**

<b>Grade</b>	<b>Organization of Students</b>	<b>Frequency of ELD</b>	<b>Duration of ELD</b>	<b>Provided by</b>	<b>Materials used</b>
K	In homeroom class	4 days	40 min	Julie Rodriguez Michele Yano Tina Demarest	Santillana
1st	Beg/EI I/Adv	4 days	40 min	Grace Gualco Tish Luperine Duane Voller	Santillana
2nd	Beg/EI I	4 days	40 min	Sharon Williams Dana Roberson	Santillana
3rd	Beg/EI I/ low EA	4 days	40 min	Cindy Carlfeldt Deb Patterson	Santillana
4th	Beg/ EI I/ EA	4 days	40 min	Debbie Amorello Kelly Russell Melissa Hughes	Santillana
5th	EI/ I EA	4 days	40 min	Deb Borba Christa Cauble Pat Tucker	Santillana

**Goal 1 – Data Collection:**

(to be completed as part of the “study” component throughout the year and used as documentation for the Principal’s evaluation)

**Part A: District Assessments****District Assessments**

- Elementary Schools: ELA are the trimester benchmark assessments.

<b>Schoolwide</b> % Proficient/Advanced		<b>Quarter Trimester 1</b>	<b>Quarter 2/3 Trimester 2</b>	<b>Quarter 4 Trimester 3</b>	<b>Met Goal</b>
ELA	2011/12	48.8%	50.9%	59.2%	
	2012/13	51.8%			
MATHEMATICS	2011/12	72.6%	77.4%	80.5%	
	2012/13	70.2%			

<b>English Learners</b> % Proficient/Advanced		<b>Quarter Trimester 1</b>	<b>Quarter 2/3 Trimester 2</b>	<b>Quarter 4 Trimester 3</b>	<b>Met Goal</b>
ELA	2011/12	37.0%	38.9%	50.2%	
	2012/13	42.2%			
MATHEMATICS	2011/12	63.7%	69.7%	73.6%	
	2012/13	63.1%			

<b>Students w/ Disabilities</b> % Proficient/Advanced		<b>Quarter Trimester 1</b>	<b>Quarter 2/3 Trimester 2</b>	<b>Quarter 4 Trimester 3</b>	<b>Met Goal</b>
ELA	2011/12				
	2012/13				
MATHEMATICS	2011/12				
	2012/13				

<b>Hispanic</b> % Proficient/Advanced		<b>Quarter Trimester 1</b>	<b>Quarter 2/3 Trimester 2</b>	<b>Quarter 4 Trimester 3</b>	<b>Met Goal</b>
ELA	2011/12	42.8%	45.1%	54.5%	
	2012/13	47.7%			
MATHEMATICS	2011/12	67.9%	72.4%	76.1%	
	2012/13	66.2%			

<b>African American</b> % Proficient/Advanced		<b>Quarter Trimester 1</b>	<b>Quarter 2/3 Trimester 2</b>	<b>Quarter 4 Trimester 3</b>	<b>Met Goal</b>
ELA	2011/12	52.0%	49.8%	59.2%	
	2012/13	50.0%			
MATHEMATICS	2011/12	52.0%	49.8%	59.2%	
	2012/13	78.6%			

## **Part B: Instructional Tour Data**

### **2011/12 Results**

**Percent of “partial” and “full” implementation for each identified strategy**

		Sep	Oct	Nov/Dec	Jan	Feb	Mar	April	May
Student Engagement	full	71%	100%	100%	100%	<b>100%</b>	71%	100%	71%
	part	29%					29%		14%
Checking for Understanding	full	71%	100%	86%	71%	<b>89%</b>	71%	86%	86%
	part	29%		14%		<b>11%</b>	29%	14%	14%
Learning Objective	full	100%	100%	100%	100%	<b>94%</b>	100%	100%	86%
	part								
Non-Linguistic Representation	full	100%	100%	100%	100%	<b>89%</b>	86%	100%	86%
	part					<b>6%</b>	14%		

Data from **Management Team Tours** are **Bold-faced font**; Interim tours are regular font

### **2012/13 Results**

**Percent of “partial” and “full” implementation for each identified strategy**

		Sep	Oct	Nov/Dec	Jan	Feb	Mar	April	May
Student Engagement	full	100%	<b>75%</b>	71%					
	part		<b>25%</b>	29%					
Checking for Understanding	full	86%	<b>69%</b>	86%					
	part	14%	<b>19%</b>	14%					
Learning Objective	full	100%	<b>88%</b>	100%					
	part		<b>13%</b>						
Non-Linguistic Representation	full	100%	<b>94%</b>	100%					
	part		<b>6%</b>						

**Management Team Tours** are **Bold-faced font**; Interim tours are regular font

## **Site Goal #2 – Provide a safe and equitable learning environment**

*District Goal #3: Provide a safe and equitable learning environment for all students and staff*

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal)

- 98% student attendance (ADA)
- Reduction in suspensions
- Reduction in referrals/citations (optional)
- Reduction in tardies (optional)
- 75% of stakeholders will respond positively to annual survey questions related to school safety and climate.
- Increase in enrollment of underrepresented groups in advanced courses (optional)

**Rationale:** Villalovoz did not meet the 98% average daily attendance rate. Additionally, we have a diverse student population and our desire is to celebrate and make all students feel valued and accepted through cultural awareness and a positive learning environment that honors diversity.

<b>2a Increase Students' Average Daily Attendance</b>						
Action Steps (Plan)	Person Responsible	Resources	Timeline	Do	Study	Act
2a.1 Incentives for attendance	Attendance	Title 1/ EIA	Sept 2012-May 2013			
2a.2 Provide assemblies that address a safe environment and diversity	Principal	EIA	Sept 2012-May 2013			
2a.3 Monitor daily absence log to ID/target late students	Attendance clerk		Aug 2012-May 2013			
2a.4 Absences cleared daily	Attendance clerk		Aug 2012-May 2013			
2a.5 Conference with parents whose students are consistently tardy or absent	Principal		Sept 2012-May 2013			
2a.6 SARB letters sent home	Principal/ clerk		Sept 2012-May 2013			
2a.7 Report attendance in newsletter, SSC, and Parent Faculty meetings	Principal/clerk		Oct 2012-May 2013			
2a.8 Monthly drawing for perfect attendance	Principal	Parent club	Sept 2012-May 2013			
2a.9 Perfect attendance classroom banners	Clerk	Parent club	Aug 2012-May 2013			
2a.10 Perfect attendance individual recognition/donuts with the principal	Principal	Parent club	Oct 2012-May 2013			
<b>2b. Increase Cultural Proficiency to support a safe and equitable learning environment</b>						
Action Steps (Plan)	Person Responsible	Resources	Timeline	Do	Study	Act
2b.1 Provide student workshops that address bullying and student safety (Soul Shoppe)	Principal	EIA	Sept 2012-May 2013			
2b.2 Teachers will develop classroom rules and teach students school rules/procedures	Principal Teachers		Aug 2012-May 2013			
2b.3 The principal will read daily cultural/health facts to students during morning announcements	Principal		Aug 2012-May 2013			
2b.4 We will promote Red Ribbon Week	Principal Teachers		Oct 2012			
2b.5 DARE for all 5 <sup>th</sup> grade classes	Principal		Sept 2012-Oct 2012			

2b.6 We will designate and promote October as anti-bullying month	Principal/ Teachers		Oct 2012			
2b.7 Staff development on Diversity and Equity once per trimester	Principal/D&E Team		Oct 2012-May 2013			
2b.8 We will provide mainstreaming for our SDC population	Principal		Aug 2012-May 2013			
2b.9 Provide Artist in residence program for all students K-5	Principal	Title 1	Sept 2012-May 2013			
2b.10 Art supplies for all classes for the artist program	Principal	Title 1	Sept 2012-May 2013			
2b.11 Allocate In-Kind money to support the Boys and Girls club by providing jerseys for an after school sport/fitness program	Principal	Title 1	Oct 2012			
2b.12 Provide a safe and updated playground for our upper grade students to assist them with large motor skills	Principal	Title 1	Oct 2012-May2013			

**Percent attendance by month (to be completed as part of the “study” component throughout the year):**

	Month 1 AUG	Month 2 SEP	Month 3 OCT	Month 4 NOV	Month 5 DEC	Month 6 JAN	Month 7 FEB	Month 8 MAR	Month 9 APR	Month 10 MAY	YTD Total
2011-2012	97.73	96.63	95.51	94.75	95.47	94.33	94.95	95.19	96.13	95.82	95.64
2012-2013	97.58	97.02	95.55								
Difference +/-	-.15	+.39	+. 04								

**Site Goal #3 – Professional Development: Provide an articulated, sustained plan of professional development activities designed to build the school’s capacity to support programs and achieve goals.**

*District Goal #6: Develop and support a high performing workforce.*

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal)

- Improved student achievement (API, AYP, AMAO’s, district assessments)
- Increased use of Best Instructional Practices
- 100% Participation in ERM’s

**Rationale:** Villalovoz continues to struggle with closing the achievement gap between white and other sub groups. We will continue to work with Nancy Fetzter to assist our teachers in developing non-linguistic strategies to meet the needs of all learners. Our 4<sup>th</sup> grade team will work with the SJCOE developing math lessons that focus on the content standards.

<b>3a. Staff Development</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
3a.1 Math lesson study/ training for fourth grade through SJCOE	Principal/Teachers	Title 1 Title 2	Aug 2012-Jan 2013			
3a.2 Provide substitute teachers for coaching/training/ observation/ academic design for math lesson study	Principal/District	Title 1/EIA	Aug 2012-May 2013			
3a.3 Nancy Fetzter training for the entire staff	Principal	Title 1/EIA	Aug 2012-May 2013			
3a.4 Substitutes teachers for Nancy Fetzter Training	Principal	Title 1/EIA	Aug 2012-May 2013			
3a.5 Anti-bullying training for certificated/classified staff (Soul Shoppe)	Principal	EIA	Aug 2012-May 2013			
3a.6 100% Teachers will participate in completing a minimum of 3 data team cycles during the school year	Principal/Teachers		Aug 2012-May 2013			
3a.7 Time will be allocated at Teachers’ meeting to provide technology/Data Wise training	Principal		Aug 2012-May 2013			
3a.8 100% of teachers will enter district assessment data in Data Wise	Principal Tech Support		Aug 2012-May 2013			
3a.9 We will allocate ERM time for ExCEL/ELL /Data wise planning	Principal/Teachers		Aug 2012-May 2013			
3a.10 Provide teachers with training materials to support their staff development.	Principal	Title 1	Aug 2012-May 2013			
<b>3b. Staff Participation in Professional Development on Early Release Mondays and Buy Back Days</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
3b.1 High interest staff development/training. (Academic vocab/Nancy Fetzter/Soul Shoppe)	Principal		Aug 2012-May 2013			
3b.2 Technology Training using Smartboard/document cameras	Deb Borba		Aug 2012-May 2013			
3b.3 Allocate time for entering data in datawise	Principal		Aug 2012-May 2013			
3b.4 Provide collaboration time for articulation between grade levels	Principal		Aug 2012-May 2013			
3b.5 Highlight staff members at staff meetings	Principal		Aug 2012-May 2013			



#### **Site Goal #4 – Parent Involvement: Strategies to encourage parent involvement and provide parent education**

*District Goal #7: Develop and utilize partnerships to achieve District Goals*

##### **Outcomes** (Data that will be collected and analyzed to measure progress towards the goal)

- 75% of parents responding positively on annual stakeholder survey
- Number of parents attending Parent Education workshops (optional)
- Increase in number of parents attending parent meetings (optional)
- Increase in number of members of Booster clubs (optional)
- Increase in number of parents attending school functions (optional)

**Rationale:** Villalovoz will promote effective parent involvement through open communication between the school and home. All office communication will be translated into Spanish and parents will be encouraged to attend all school functions. We will provide parent education classes in Spanish utilizing Parent Project and we will continue to seek SSC and ELAC members.

<b>Parent Involvement &amp; Communication</b>						
<b>Action Steps</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
4.1 Parent Communication (flyers, newsletters, conferences, translation services/ELAC meetings) will be translated into Spanish	Principal	Title 1/EIA	Aug 2012-May 2013			
4.2 Parent education classes- Parent Project	Principal	Title 1/EIA	Aug 2012-May 2013			
4.3 Childcare/Outreach for parents	Principal	Title 1	Aug 2012-May 2013			
4.4 Parent training on anti-bullying (Soul Shoppe)	Principal	EIA	Sept 2012			
4.5 We will hold Back-to-School Night for all families. Teachers will ask for parent volunteers	Principal		Aug 2012-May 2013			
4.6 We will hold an Open House Night for all families	Principal		Aug 2012-May 2013			
4.7 Parents will be invited to attend our Student of the Trimester/Character Counts award program	Principal Teachers		Oct 2012-May 2012			
4.8 Parents will be invited to attend our Honor Roll and Perfect Attendance Assemblies at the end of each trimester	Principal Teachers		Oct 2012-May 2013			
4.8 Correspondence home will be translated into Spanish	Secretary		Aug 2012-May 2013			
4.9 The PFC will work with the principal and host several family night activities	Principal PFC		Aug 2012-May 2013			
4.10 The principal will hold ELAC meetings for our EL parents	Principal		Sept 2012-May 2013			
4.11 The school marquee will have current information posted monthly	Secretary		Aug 2012-May 2013			

**Site Goal #5 – Technology/Libraries: Use Technology as a tool to improve instruction, management of classrooms and efficiency in operations.**

*District Goal #4: Use technology as a tool to improve instruction, management of classrooms and efficiency in operations*

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal)

- Increase in use of technology in classrooms (optional)
- Increase in availability of technology in classrooms (optional)

**Rationale:** Teachers have expressed the need for continued technology upgrades so we can keep current in skills and equipment for technology-based instruction. Students will utilize the computer lab on a weekly basis with Accelerated Reader, IXL math, Rosetta Stone, and academic software programs. All students will have supervised access to computers for research and reports in the library or classroom.

Technology						
Action Steps (Plan)	Person Responsible	Resources	Timeline	Do	Study	Act
5.1 Provide release time for a teacher for Technology support (smartboards/clickers) and teacher training/class demos	Principal	EIA	Sept 2012-May 2013			
5.2 Allocate In-Kind money to support the Boys and Girls Club by providing a person to assist with homework club.	Principal	EIA/Title 1	Sept 2012-May 2013			
5.3 Provide funds for technology purchase and replacement	Principal	Title1/ EIA	Sept 2012-May 2013			
5.4 Fund Accelerated Reader to increase student comprehension levels	Principal	Title 1	Aug 2012-May 2013			
5.5 Fund an on-line math program to increase student math skills	Principal/tech	Title1	Aug 2012-May 2013			
5.6 Purchase books and materials for book repair for the library	Principal	EIA/Title 1	Aug 2012-May 2013			
5.7 Replace outdated classroom desktops by purchasing new desk top computers for 20 classrooms or laptops for teachers	Teachers	Title 1	Oct 2012-May 2013			
5.8 100% of teachers will enter district assessment data in Data Wise.	Principal		Oct 2012-May 2013			
5.9 Teachers will utilize email and staff portal	Teachers		Aug 2012-May 2013			
5.10 Students will utilize classroom computers for AR testing, IXL math, and research projects.	Principal		Oct 2012-May 2013			

### **Centralized Services**

*District Goal #1: Prepare all students for college and careers*

*District Goal #2: Ensure that all students meet or exceed grade level standard and that the achievement gap is closed.*

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal)

- Consolidated Program documents submitted by deadlines
- Consolidated Program documents approved with no errors
- Federal Program Monitoring completed with no non-compliant areas
- Supplemental Services provided as per Title I regulations

### **Rationale:**

<b>Centralized Services</b>			
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>
1. Completion and filing of required documents pertaining to consolidated program.	L. Dopp K.Noah	Title I Title III EIA	August 2012 – May 2013
2. Assistance in preparing and monitoring budgets and expenditures pertaining to consolidated programs.	L.Dopp J.Carter K.Noah	Title I Title III EIA	October 2012 June 2013
3. Assistance in monitoring program activities to ensure that they are in compliance with state and federal requirements.	L.Dopp C.Woo	Title I Title III EIA	October 2012 June 2013
4. Assistance in planning, implementing, and evaluating staff development activities funded by consolidated funded programs.	ES Directors	Title I Title II Title III EIA	August 2012 – May 2013
5. Assistance in meeting state requirements for Federal Program Monitoring - FPM (previously Categorical Program Monitoring – CPM).	C.Woo	Title I Title III EIA	Fall 2012
6. Assistance in planning, implementing, and evaluating of effective parent participation programs.	L.Dopp	Title I Title III	August 2012 – May 2013
7. Assistance in planning, implementing, and evaluating of supplementary programs to assist targeted populations.	L.Dopp K.Noah	Title I Title II Title III EIA	August 2012 – May 2013

		<u>Total</u>	<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Additional Title I Funds</u>	<u>Title II</u>
	12/13 Estimated Allocations	\$ 309,116	\$ 8,962		\$ 132,495	\$ 106,662	\$ 54,997	\$ 6,000
	11/12 Carryover	\$ 27,152				\$ 27,152	\$ -	
	Sub-Total	\$ 336,268	\$ 8,962	\$ -	\$ 132,495	\$ 133,814	\$ 54,997	\$ 6,000
	Centralized Services	\$ 15,407			\$ 15,407	\$ -		
	<b>TOTAL</b>	<b>\$ 351,675</b>	<b>\$ 8,962</b>	<b>\$ -</b>	<b>\$ 147,902</b>	<b>\$ 133,814</b>	<b>\$ 54,997</b>	<b>\$ 6,000</b>
	Payroll (Reference only)	\$ 106,091			\$ 38,810	\$ 39,340	\$ 27,941	
	<b>ALLOCATED GOAL TOTAL</b>	<b>\$ 346,898</b>	<b>\$ 8,250</b>	<b>\$ -</b>	<b>\$ 147,413</b>	<b>\$ 130,238</b>	<b>\$ 54,997</b>	<b>\$ 6,000</b>
	<b>Action Steps (requiring funding)</b>							
	<b>Goal #1 – Ensure students are prepared for college and careers and that all students meet or exceed grade level standards and the achievement gap is closed (PDSA)</b>							
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Title I</u>	<u>Title II</u>
1a.1	Provide direct support to students through centralized services.	\$ 15,407			\$ 15,407			
1a.2	Provide 4 ELD paras to assist with K full day classes-(Pratt- 3hrs, Hurtt-3hrs, Silva-3hrs, PAO)	\$ 51,619			\$ 39,619	\$ 12,000		
1a.3	Provide a substitute for EL coordinator to administer CELDT	\$ 3,000			\$ 3,000			
1a.4	Provide copies for CELDT to be sent home to EL Parents	\$ 500			\$ 500			
1a.5	4 paraprofessionals to assist in Excel-(Arguello-3hrs, Collins 3.95hrs, Gozun-3hr sand MacKay)	\$ 48,309			\$ 30,100	\$ 18,209		
1a.6	Provide substitutes for data analysis/teacher planning	\$ 6,000			\$ 6,000			
1a.7	Provide 1- (3 hour) teacher to assist with Excel/ELL	\$ 36,526			\$ 25,662	\$ 10,864		
1a.9	Provide a para 30 min a day to run a morning computer lab utilizing Rosetta Stone for our ELL students before school	\$ 5,000				\$ 5,000		
1b.1	Provide intervention funds for before/after school intervention program/materials (SMART)	\$ 10,000				\$ 10,000		
1b.2	Provide a substitute so classroom teachers can attend sst/iep meetings	\$ 1,000	\$ 1,000					
1b.3	Resource/Intervention/RSP teacher providing regular intervention services to Title 1 students	\$ 27,941					\$ 27,941	
1c.1	Purchase consumable Curriculum Associates for 2nd & 3rd grade	\$ 2,000			\$ 2,000			
1c.2	Purchase test taking materials (scantrons, pencils etc...)	\$ 500			\$ 500			
1d.4	Provide resources for teacher materials and supplies for the instructional program	\$ 12,000			\$ 7,750	\$ 4,250		

1d.5	Copier maintenance/replacement, Nextel	\$ 5,000	\$ 2,750		\$ 1,125	\$ 1,125		
1d.6	postage	\$ 1,000			\$ 500	\$ 500		
	<b>GOAL TOTALS</b>	<b>\$ 225,802</b>	<b>\$ 3,750</b>	<b>\$ -</b>	<b>\$ 132,163</b>	<b>\$ 61,948</b>	<b>\$ 27,941</b>	<b>\$ -</b>
	<b>Goal #2 Provide a safe and equitable learning environment</b>							
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Title I</u>	<u>Title II</u>
2a.1	Incentives for attendance	\$ 2,000			\$ 1,000	\$ 1,000		
2a.2	Provide assemblies that address a safe environment and diversity	\$ 1,000			\$ 1,000			
2b.1	Provide student workshops that address bullying and student safety (Soul Shoppe)	\$ 6,000			\$ 6,000			
2b.9	Provide Artist in residence program for all students K-5	\$ 7,875				\$ 7,875		
2b.10	Art supplies for all classes for the artist program	\$ 1,000				\$ 1,000		
2b.11	Allocate In-Kind money to support the Boys and Girls club by providing jerseys for an after school sport/fitness program					\$ 1,000		
	<b>GOAL TOTALS</b>	<b>\$ 17,875</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 8,000</b>	<b>\$ 10,875</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Goal # 3: Professional Development: Provide an articulated, sustained plan of professional development activities designed to build the school's capacity to support programs and achieve goals. (Must spend \$ 24,249 from Title I &amp; \$6,000 from Title II)</b>							
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Title I</u>	<u>Title II</u>
3a.1	lesson study for grade 4 through the SJCOE	\$ 8,750				\$ 2,750		\$ 6,000
3a.2	Provide substitute teachers for coaching/training/observation/academic design for math	\$ 6,000				\$ 6,000		
3a.3	Nancy Fetzer training for entire staff	\$ 7,650				\$ 7,650		
3a.4	Provide substitute teachers for Nancy Fetzer training	\$ 5,000				\$ 5,000		
3a.5	Anti-Bullying training for certificated / classified (soul shoppe)	\$ 1,000				\$ 1,000		
3a.10	Provide teachers with training materials to support staff dev	\$ 2,499				\$ 2,499		
	<b>GOAL TOTALS</b>	<b>\$ 30,899</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 24,899</b>	<b>\$ -</b>	<b>\$ 6,000</b>
	<b>Goal #4 – Parent Involvement: Strategies to encourage parent involvement and provide parent education. (Must spend \$ 16,166 from Title I)</b>							
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Title I</u>	<u>Title II</u>
4.1	Parent Communication (flyers, newsletters, paper and translation services/ELAC meetings)	\$ 6,000	\$ 2,000		\$ 2,000	\$ 2,000		
4.2	Parent Education Classes-Parent Project	\$ 7,000				\$ 7,000		
4.3	Childcare/outreach for parents	\$ 2,166				\$ 2,166		
4.4	Parent training on anti-bullying (soul shoppe)	\$ 1,000				\$ 1,000		
	<b>GOAL TOTALS</b>	<b>\$ 16,166</b>	<b>\$ 2,000</b>	<b>\$ -</b>	<b>\$ 2,000</b>	<b>\$ 12,166</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Goal #5 – Technology/Libraries</b>							
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Title I</u>	<u>Title II</u>
5.1	Provide release time for a teacher for Technology support ( smartboards/clickers) and teacher training/class demos	\$ 2,500			\$ 2,500			
5.2	Allocate In-Kind money to support the Boys and Girls by providing a person to assist with homework club	\$ 5,000			\$ 2,500	\$ 2,500		

5.3	Provide funds for teacher computer replacement (7 laptops)/1-smartboard rm. 3 /	\$ 12,000				\$ 12,000		
5.4	Fund Accelerated Reader license to increase student comprehension levels	\$ 2,800				\$ 2,800		
5.5	Fund an on-line Math program to increase student math skills	\$ 2,800				\$ 2,800		
5.6	Purchase books and materials for book repair for the library	\$ 500			\$ 250	\$ 250		
	<b>GOAL TOTALS</b>	<b>\$ 25,600</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 5,250</b>	<b>\$ 20,350</b>	<b>\$ -</b>	<b>\$ -</b>
5.7	Replace outdated classroom desktops by purchasing new desk top computers for 20 classrooms or laptops for teachers						27056	
2b.12	Provide a safe and updated playground for our upper grade students to assist them with large motor skills		2500					
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Title I</u>	<u>Title II</u>
	<b>GOAL TOTALS</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

# ***Merrill F. West High***

*Tracy Unified School District*

*CDS: 39-75499- 3930302*

*Principal: Jeff Frase*



## **Single Plan for Student Achievement 2012/13**

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. 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 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:

Contact Person: Jeff Frase  
Position: Principal  
Telephone Number: 209-830-3370  
E-mail Address: jfrase@tusd.net

SSC approval date: 10/31/12

## SECTION I: SCHOOL PROFILE

West High School continues to be the largest high school in the Tracy community. The District has maintained an open enrollment policy that encourages students and parents to examine the different educational opportunities offered by the three traditional comprehensive high schools in the community. Many students choose to attend a school outside their attendance area in order to take advantage of the various specialized programs and West High offers a variety of programs that address diverse student needs of those who choose to attend. West High School attracts a sizable student population interested in the Space and Engineering Academy (SEA), Academy of Business and Law (ABL), the Freshman Academic Learning Academy (FALC), Fine Arts, Advanced Placement program, Regional Occupational Program (ROP) offerings, Agriculture, and other high interest educational opportunities. West High is WASC accredited and continues to strive to meet the educational goals for every student while continually improving student achievement.

The curricular and co-curricular programs at West High reflect the needs of the diverse population of Tracy and are academically based to prepare students for post-secondary educational opportunities. West High continues to be innovative in technology usage and variety of course offerings. Some curricular programs offered to students include: Space and Engineering Academy (SEA) Academy of Business & Law (ABL), the Freshman Academic Learning Academy (FALC), multiple Business (CTE) Pathway Articulated Programs and various Regional Occupational Programs (ROP) partnering with the Chamber of Commerce and Worknet to provide internships and job placement services supporting the “Hire Me First” Program, award winning Fine Arts Program, Child Development and Education Program, an extensive Advanced Placement (AP) Program, a comprehensive English Language Development (ELD) Program, extended Special Education program, and a certified AVID – Advancement via Individual Determination program. West High also offers credit recovery opportunities for students using Cyber High which is offered during the school day as well as after school allowing students to meet their graduation requirements. In addition, we offer both CAHSEE preparation and remediation via the Brain-X C.A.I. program.

West High has continued to decrease in student population and staff this year due to the opening of a third high school in the community 4 years ago, as well as due to budget cuts. One hundred percent of our staff has their own classroom, and 4 student computer labs are available for student use. New this year is a beautiful theatre that will expand opportunities for our students in the fine arts.

West High continues with the Renaissance academic incentive program. The program is designed to encourage students to succeed academically by rewarding and recognizing achievement. Renaissance offers rewards for students who perform academically beginning after the 1<sup>st</sup> quarter grading period, and each successive quarter.

To further increase parent communication between school and home regarding college requirements and preparation, we offer AVID parent nights (4 this year) along with our district college fair, four site college information nights, and multiple career day presentations. The school also offers monthly Parent Support meetings. These morning meetings complement the many evening offerings, and topics are chosen with parent input. To assist with student awareness of college requirements West High has A-G signs posted in the academic classrooms which they represent. Other college preparedness opportunities include counselor visits to classrooms to



discuss educational plans, and AVID student visits to a variety of colleges. Our small learning communities also support parent communication and college awareness through program events such as Space and Engineering Four Year Plan Forum for incoming students and parents, the TUSD College Fair, and various career day speakers and presentations done throughout the year. The ABL program also holds its own parent night and has increased its student enrollment and continues to offer Criminal Justice as the most popular course among its courses. Camp CSI is a weeklong event that showcases program learning goals and invites the community to learn more about ABL.

To improve student academic achievement West High staff members continue to view data and use it to drive their instruction. Early Release Mondays (ERM) provide time for various staff development opportunities and time for teachers to join a data team where they discuss best instructional practices and review data so they can improve student achievement and identify their target students who may need further interventions. Examples of Data Teams include Writing Across the Curriculum: 11<sup>th</sup> Grade English and US History; AVID Data Team; and ELD Data Team. Teachers can use DataWise, our data storage program, to view multiple years of student data to address individual student needs. West High has also received a CAPP Grant in conjunction with the two feeder schools. The grant/program will provide mathematics teachers with training in the use of formative assessments to give immediate feedback and to take action in the classroom. Teachers will learn to be more responsive to student needs, making interventions more timely and effective. There are also connections to Common Core and Best Instructional Practices.

With the reduction of educational budgets in every district, West High School still continues to be a leader in all areas of the school community from academic to sports achievements meeting the diverse needs of our students and supporting their educational goals.

#### A. Description of any Significant Changes

##### 1. Description of School Demographic composition

	Source	2010/11	2011/12	2012/13
Enrollment (#)	Oct CBEDS	2522	2222	2151
AFDC/Free & Reduced (%)	Oct CBEDS	1063/42%	1203 /54%	1029/48%
English Learners R-30 (%)	Mar R-30	428/18%	308/13.8%	
Fluent English (FEP/R-FEP) (%)	Mar R-30	621/25%	698/31.4%	
Students redesignated to FEP (#)	Mar R-30	9	203	
Ethnicity: White (%)	Oct CBEDS	641/25%	541 / 24%	452/21%
Hispanic(%)	Oct CBEDS	1038/41%	968 / 44%	1082/50.3%
African American(%)	Oct CBEDS	241/9%	188 / 8%	186/8.65%
Asian(%)	Oct CBEDS	525/21%	251 / 11%	350/16.27%

The West High demographic composition continues to change from year to year. The percentage of student population that is White or Asian has decreased since the 2010-11 school year. In the same period, the percentage of student population that is Hispanic has increased, although the percentage of students designated English Learners has decreased. There has been very little change in the percentage of student population that is African American.

## 2. Description of Staff Characteristics/Changes in Staffing

	2011/12	2012/13
number of classroom teachers	96	96
number and type of support certificated staff (including special education staff)	9	9
number of classified staff	42	42
Number/percent of NCLB highly qualified teachers	100%	100%
Number/percent of teachers with EL Certification	96 / 100%	96 / 100%

## 3. Addition or Removal of categorical programs or feeder programs (check one)

☐ No significant changes  
☒ Significant changes

As stated in the school profile, West High School has received a CAPP Grant in conjunction with the two feeder schools. The grant/program will provide teachers with training in the use of formative assessments to give immediate feedback and to take action in the classroom. Teachers will learn to be more responsive to student needs, making interventions more timely and effective. There are also connections to Common Core and Best Instructional Practices.

## 4.Changes in District Core Programs (check one)

☒ No significant changes  
☐ Significant changes

## 5.Changes in Facilities (check one)

☐ No significant changes  
☒ Significant changes

West High has opened its new Black Box theatre for classes, performances, and an occasional staff meeting or parent informational meeting. The site is also sharing the sports facilities with Tracy High School. Tracy's home football games are played here, including Homecoming as well as the THS Night Rally.

## B. Programs included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the school plan budget must include the proposed expenditures.)

State Programs	Allocation
<input checked="" type="checkbox"/> <b>EIA: Economic Impact Aid/ English Learner Program</b> <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners.	\$160,033
<input type="checkbox"/> <b>Gifted and Talented Education</b> <u>Purpose:</u> To support instructional programs for identified gifted and talented students.	
<input checked="" type="checkbox"/> Other State or Local funds (site allocation)	\$80,498
Total amount of state categorical funds allocated to this school	\$160,033

Federal Programs under No Child Left Behind (NCLB)	Allocation
<input type="checkbox"/> <b>Title I, Part A: Schoolwide Program</b> <b>Purpose:</b> Upgrade the entire educational program of eligible schools in high poverty areas	\$
<input checked="" type="checkbox"/> <b>Title II, Part A: Teacher and Principal Training and Recruiting</b> <b>Purpose:</b> Improve and increase the number of highly qualified teachers and principals	\$6,000
<input type="checkbox"/> Other Federal Funds (list and describe <sup>1</sup> ) ASK LINDA DOPP	\$
Total amount of federal categorical funds allocated to this school	\$6,000
Total amount of state and federal categorical funds allocated to this school	\$166,033

### C. Expected Schoolwide Learning Results (ESLRs)

## ESLRS

### Expected School-Wide Learning Results (ESLRs)

A West High School graduate will be:

#### **A CRITICAL THINKER, PROBLEM SOLVER, AND USER OF INFORMATION, TECHNOLOGY, AND RESEARCHER who will:**

- Define and analyze problems.
- Gather, organize, and analyze data to solve problems.
- Summarize information and support conclusions with relevant data.
- Evaluate the validity of conclusions in light of the data presented.
- Utilize appropriate technology as a tool to complete tasks.

#### **AN EFFECTIVE COMMUNICATOR who will:**

- Write and speak using grammatically correct language that is appropriate to the audience.
- Read, listen, comprehend and translate (or decode) reflectively and critically.
- Be respectful of differing points of view.
- Be able to ask relevant, higher-level questions.
- Be able to understand and follow directions.
- Research sources and cite them correctly.

#### **A RESPONSIBLE CITIZEN AND TEAM MEMBER who will:**

- Show respect for personal property and the property of others.
- Respect individual rights and the diversity of others, including listening respectfully while others speak.
- Demonstrate consistent attendance and preparedness.
- Accept responsibility for his/her actions.
- Be involved in a group, event, or organization that contributes positively to his/her community.

## SECTION II: Presentation and Analysis of Data

### A. Analysis of Current Instructional Program - Academic Program Survey

The following evaluation is based on the Academic Program Survey and provides a rubric rating on a four point scale (1-4) for each area as well as a brief narrative assessment for each area. The rubric is as follows:

- (1) = Minimally – rarely used/found
- (2) = Partially – sometimes used/found
- (3) = Substantially – in regular use
- (4) = Fully - in regular use in all classrooms and followed completely

ELEMENT	2012 Rating	Comments
<b>EPC #1 Instructional Program</b>		
1.1	4	All 9 <sup>th</sup> & 10 <sup>th</sup> grade ELA students have universal access to the adopted materials – Holt.
1.2	4	All ELD teachers are using district adopted materials-Visions.
1.3	4	Textbooks used are SBE-adopted and curriculum is supplemented with a multitude of materials to assist with intensive students within the classroom.
1.4	4	SBE-adopted materials are used along with supplemental materials on a daily basis.
1.5	3	Texts used are SBE adopted, and in their third year of adoption. Use of all supplemental materials is on-going with training.
1.6 ES/MS		
<b>EPC #2 Instructional Time</b>		
2.1	4	Instructional time is given.
2.2	3	Access is provided but limited by master schedule. CELDT testing every year for all LEP, FEP students. ALLAS class for students in grades 9 & 10. Extra academic support.
2.3	4	Limited sections due to master schedule and budget. Time is given priority and protected from interruptions. ELD instruction is additional time in schedule.
2.4	3	Time is given priority and protected from interruptions.
2.5	4	All students have access to core curriculum using SBE adopted materials and offers teaching strategies that assist students.
2.6	1	Two year Algebra program (Algebra 1A & Algebra 1B) for strategic students and the intensive learners. Also Algebra Readiness. Math Lab before and after school for free tutoring is open to all students. No Algebra Support class offered this year in the master schedule for regular students. Special Ed. Offers extra study hall support courses.
2.7	4	Limited sections due to master schedule and budget.
<b>EPC #3 Lesson Pacing Schedule</b>		
3.1	4	67% of administrative staff have completed the required training
3.2	3	100% distribution to each grade level. 75% used daily.
3.3 HS	3	No Algebra Support in master schedule. Special Ed. Offers study hall support courses.
<b>EPC #4 Professional Development for School Administrators</b>		
4.1	3	Training in Direct Instruction
4.2	3	Diversity and Equity training. Also AB 425.
4.3 ES		
<b>EPC #5 Credentialed Teachers and Teacher Prof. Development Opportunity</b>		
5.1	4	
5.2	4	School uses DataWise to store and monitor on-going assessments but not fully effective use by teachers.
5.3	3	
<b>EPC #6 On-Going Instructional Assistance and Support for Teachers</b>		
6.1	4	ELA teachers have 3 RSDSS trained teacher/coaches for support. Completed SBE-adopted materials-based training. Completed English learner

		professional development.
6.2	3	CAPP Grant to provide training for math teachers to more effectively use formative assessments.
<b>EPC #7 Student Achievement Monitoring System</b>		
7.1	4	Provided by ERM days – Collaborative and data team meetings. Common curriculum embedded/formative assessments administered frequently. School-wide assessment calendar developed and used. Professional development provided for administrators and teachers on data analysis and data-informed instruction.
7.2	4	Provided by ERM days – Collaborative and data team meetings. District supported electronic data management system. District-wide reporting and analysis of assessment results. School-wide reporting and analysis of assessment results. Timely data from assessments available to and easily accessible by administrators and teachers. Common curriculum embedded/formative assessments in use school-wide.
<b>EPC #8 Teacher Collaboration by Gr. Level/Subject Matter</b>		
8.1	3	Development and implementation of pacing guides continues to be a work in process. 1-2 collaborative meetings per month. All teachers participate. Professional development provided for administrators and teachers in data analysis and use.
8.2	4	1-2 collaborative meetings per month. All teachers participate. Professional development provided for administrators and teachers in data analysis and use.
<b>EPC #9 Fiscal Support</b>		
9.1	4	ELA
9.2	4	Math CAPP Grant to provide training for math teachers to more effectively use formative assessments.

### **Analysis of Data – Current Instructional Program (APS):**

*To what extent do ALL students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of academic standards?* Standards form the core of all instruction at WHS, and all students access this curriculum. Rigor, however, is not as consistent as grade level difficulty varies to a degree across some classes. Relevancy is one of the factors that research shows impacts student performance. Of particular concern is the number of freshman students who are failing classes at West. This is made even more critical by the lack of a summer school program for students to remediate their grade and recover credits. Currently, students who fail one or more class are at risk of not graduating with their class, but also losing the chance to access more rigorous upper level courses. WHS is piloting a freshman strategy to improve student engagement and reduce freshman F's. The approach we are pursuing is a Freshman Academy that targets at-risk incoming freshmen students. They receive a combination of classes that address academic deficits and promote positive engagement in West High curriculum and activities. This academy is located at the northwest annex site.

## Academic Performance:

**1a. AYP - Adequate Yearly Progress:** Schools will meet or exceed their AYP goal OR demonstrate an increase of 5% in percent of students scoring proficient for schools meeting their AYP Targets

Group (NCLB target) ES/MS HS	2010 % Prof. ELA (≥ 56.8%) (≥ 55.6%)	2011 % Prof. ELA (≥ 67.6%) (≥ 66.7%)	2012 % Prof. ELA (≥ 78.4%) (≥ 77.8%)	AYP Goal Met?	5% growth Goal Met?	2010 % Prof. Math (≥ 58%) (≥ 54.8%)	2011 % Prof. Math (≥ 68.5%) (≥ 66.1%)	2012 % Prof. Math (≥ 79.0%) (≥ 77.4%)	AYP Goal Met?	5% growth Goal Met?
<b>School Total</b>	<b>50.7</b>	<b>55.4</b>	<b>46.3</b>	No	No	<b>48.8</b>	<b>51.8</b>	<b>49.3</b>	No	No
<b>Sub-group #1</b> Hispanic or Latino	<b>39.0</b>	<b>46.3</b>	<b>36.7</b>	No	No	<b>37.7</b>	<b>39.8</b>	<b>41.6</b>	No	No
<b>Sub-Group #2</b> White not Hispanic	<b>58</b>	<b>67.1</b>	<b>62.6</b>	No	No	<b>55.4</b>	<b>61.6</b>	<b>60.0</b>	No	No
<b>Sub-Group #3</b> Socioecon. Disad.	<b>35.8</b>	<b>47.0</b>	<b>36.6</b>	No	No	<b>37.5</b>	<b>42.9</b>	<b>39.8</b>	No	No
<b>Sub-group #4</b> ELL students	<b>24.7</b>	<b>32.7</b>	<b>26.9</b>	No	No	<b>28.4</b>	<b>28.1</b>	<b>33.5</b>	Yes	Yes
<b>Sub-group #5</b> Stu. w/ Disabilities	<b>*31.7</b>	<b>NA</b>	<b>18.5</b>	–	–	<b>*31.7</b>	<b>NA</b>	<b>18.2</b>	–	–

## Achievement Gap Data

### Longitudinal AYP 2008 – 2012 • English Language Arts

ELA	target	School	White	Afr.Amer.		Hispanic		Low SES		EL		Stu w/Dis	
	ES/HS	AYP	AYP	AYP	Gap	AYP	Gap	AYP	Gap	AYP	Gap	AYP	Gap
2008	35.2/33.4	52.2	64.6	42.7	-21.9	40.4	-24.2	40.1	-24.5	20.4	-44.2	17.5	-47.1
2009	46.0/44.5	49.5	63.3	42.0		33.2		33.6		23.3		7.7	
2010	56.8/55.6	50.7	58.0	49.0		39.0		35.8		24.7		31.7	
2011	67.6/66.7	55.4	67.1	45.7		46.3		47.0		32.7		N/A	
2012	78.4/77.8	46.3	62.6	32.6	-30.0	36.7	-25.9	36.6	-26.0	26.9	-35.7	18.5	-44.1
Change		-5.9	-2.0		+8.1		+1.7		+1.5		-8.5		-3.0

The Achievement Gap is calculated by subtracting the subgroup AYP from the White subgroup AYP.

### Longitudinal AYP 2008 – 2012 • Math

The Achievement Gap is calculated by subtracting the subgroup AYP from the White subgroup AYP.

Math	target	School	White	Afr.Amer.		Hispanic		Low SES		EL		Stu w/Dis	
	ES/HS	AYP	AYP	AYP	Gap	AYP	Gap	AYP	Gap	AYP	Gap	AYP	Gap
2008	37.0/32.2	50.6	61.8	40.0	-21.8	34.9	-26.9	37.4	-24.9	21.4	-40.4	10.3	-51.5
2009	47.5/43.5	47.7	51.4	37.0		34.0		38.6		30.7		14.1	
2010	58.0/54.8	48.8	55.4	40.8		37.7		37.5		28.4		31.7	
2011	68.5/66.1	51.8	61.6	44.4		39.8		42.9		28.1		N/A	
2012	79.0/77.4	49.3	60.0	23.8	-36.2	41.6	-18.4	39.8	-20.2	33.5	-26.5	18.2	-41.8
Change		-1.3	-1.8		+15.6		-8.5		-4.7		-13.9		-9.7

**1b. AYP - Adequate Yearly Progress** Schools will have a 95% participation rate in state testing

Group	% Tested ELA 2012	Target Met Yes or No	% Tested Math 2012	Target Met Yes or No
<b>School Total</b>	<b>99%</b>	<b>Yes</b>	<b>99%</b>	<b>Yes</b>
<b>Subgroup #1</b> Hispanic	<b>99%</b>	<b>Yes</b>	<b>99%</b>	<b>Yes</b>
<b>Subgroup #2</b> White Not Hispanic	<b>100%</b>	<b>Yes</b>	<b>100</b>	<b>Yes</b>
<b>Subgroup #3</b> Socio-economically Disadvantaged	<b>99%</b>	<b>Yes</b>	<b>99%</b>	<b>Yes</b>
<b>Subgroup #4</b> English Learners	<b>99%</b>	<b>Yes</b>	<b>99%</b>	<b>Yes</b>
<b>Sub-group #5</b> Stu. w/ Disabilities	<b>95%</b>	<b>Yes</b>	<b>97%</b>	<b>Yes</b>

**Program Improvement Status for 2012/13:**   X   Not in PI    in PI year   2012-13  

**Analysis of Data – Student Achievement - AYP (Adequate Yearly Progress):**

*What trends are indicated by the data? To what extent are all students achieving academic standards? Particularly comment subgroups who have not met targets. To what extent is the achievement gap closing?*

ELA: All subgroups dropped in ELA proficiency, so goals were not met. The achievement gap increased in all subgroups.

Math: There was an increase in math proficiency in the Hispanic/Latino and ELL subgroups, but drops in the African American and White subgroups. Achievement Gap decreased in Hispanic, Low SES, and EL subgroups, and increased in African American and Students with Disabilities subgroups. Overall, math achievement has remained static from 2008 to 2012. The most troublesome change has been the drop in math achievement in the African American subgroup and the subsequent increase in the achievement gap.

**1c. API – Academic Performance Index :** Schools will meet or exceed school's API growth target OR maintain a score of 800 or higher

Group	2011 Base API	2012 API Target	2012 API	Actual Growth	Target Met Yes or No
<b>School Total</b>	725	730	722	-3	NO
<b>Subgroup #1</b> Black/African-Am	658	665	645	-13	NO
<b>Subgroup #2</b> Asian	774	779	796	22	YES
<b>Subgroup #3</b> Filipino	813	800+	785	-28	NO
<b>Subgroup #4</b> Hispanic	683	689	681	-2	NO
<b>Subgroup #5</b> White Not Hispanic	776	781	780	4	NO
<b>Subgroup #6</b> Socio-economically Disadvantaged	679	685	682	3	NO
<b>Subgroup #7</b> English Learners	617	626	647	30	YES
<b>Subgroup #8</b> Stu. w/ Disabilities	551	563	519	-32	NO

**Longitudinal (Growth) API 2008 – 2012  
(Achievement Gap Data)**

	School	White	Afr.Amer.		Hispanic		Low SES		EL		Stu w/Dis	
	API	API	API	Gap	API	Gap	API	Gap	API	Gap	API	Gap
2008	677	712	623	-89	611	-101	611	-101	527	-185	449	-263
2009	713	760	650		648		641		607		463	
2010	719	760	684		668		664		609		517	
2011	727	778	662		684		681		617		555	
2012	722	780	645	-135	681	-99	682	-98	647	-133	519	-261
				+46		-2		-3		-52		-2

**Analysis of Data – Student Achievement - API (Academic Performance Index):**

*What trends are indicated by the data? To what extent are all students achieving academic standards? Particularly comment subgroups who have not met targets. To what extent is the achievement gap closing?*

As a school, West High shows a slow, but steady growth pattern in API. Individual subgroups that have a better than average growth rate include Asian, White, and Filipino. Hispanic, Low SES, EL, and Students with Disabilities have all shown growth as well, but not at the pace of the White subgroup. This has resulted in essentially static achievement gaps in the Hispanic, Low SES, and Students with Disability groups, a lower achievement gap in the EL subgroup, and an unfortunate and significant larger achievement gap in the African American subgroup.

**2. AMAO – Annual Measurable Achievement Objectives (Title III - EL Progress in English):**

**a. AMAO 1** – Percent of Students making annual progress in English (based on CELDT)

**b. AMAO 2** – Percent of Students Attaining English Proficiency (based on CELDT)

	# students tested	% meeting AMAO 1	Target	Met? Y/N	% meeting AMAO 2	Target <5yr/≥5yr	Met Y/N
<b>2009/2010</b>	228	62.3%	53.1	Yes	19.7%/55.2%	17.4/41.3	Yes/Yes
<b>2010/2011</b>	391	57.5%	54.6	Yes	32.9/55.2	18.7/43.2	Yes/Yes
<b>2011/2012</b>	323	59.9%	56.0	Yes	21.3/50.3	20.1/45.1	Yes/Yes

**Analysis of Data – Student Achievement – Title III AMAOs**

*What trends are indicated by the data? To what extent are all English Learners meeting the language acquisition targets of Title III?*

The three year trend in achievement of AMAO goals has been consistent with West High meeting both goals each year. There is a significant correlation between the amount of funding committed by West High to achieving these targets and results. The Funds have enabled West to provide significant instructional aide support, timely CELDT and progress evaluation, and accurate and timely level designations.



**3. Increase in students meeting district standards:** Students will demonstrate proficiency on 80% percent of district standards based on end of year assessments-

Percent of students meeting standards on district assessments.

ELA	2011	2012	Target Met? Y/N	MATH	2011	2012	Target Met? Y/N
Grade 9	39%	35.3%	N	Alg. Read.	64%	36.2%	N
Grade 10	44%	49.3%	N	Algebra	44%	48.9%	N
Grade 11	74%	81.3%	Y	Geometry	52%	49.3%	N
Grade 12	76%	74.3%	N	Algebra 2	68%	45.7%	N

#### Analysis of Data – Student Achievement – District Assessments

*What trends are indicated by the data? To what extent are all students achieving academic standards based on district assessments? (Particularly comment on students who are historically lower performing at your school).*

ELA: Grade 11 ELA students met the district target with an 81.3% achievement. Seniors remain close with 74.3%. Grade 9 and 10 students continue to lag behind the district target of 80% with 35.3% and 49.3% respectively.

Math: No courses met the 80% proficiency goal. All courses were in the mid-to-upper 40% level, with the exception of Algebra Readiness, which showed a 30% drop to 36.2%. Historically, math achievement at all levels at West High has remained essentially static, with occasional growth points that come back down within a year or two.

#### 4. Preparation for School/Career

##### a. CAHSEE results:

	ELA			Math		
	Gr. 10 % pass	Gr. 10 % proficient	Gr. 12 % pass	Gr. 10 % pass	Gr. 10 % proficient	Gr. 12 % pass
2009/10	81%	49%	87%	82%	48%	87%
2010/11	81%	54%	89%	81%	50%	90%
2011/12	79%	45%	90%	80%	48%	92%

##### b. 100% of students will receive a high school diploma or equivalent certificate

	# graduates 2011	% receiving diploma or equivalent	# graduates 2012	% receiving diploma or equivalent
Enrollment (Seniors)				
H.S Diploma	739		467	
Certif of Compl (IEP)	14		15	
GED	1		10	
Adult School Diploma	0		6	
Total	754		489	
Percent		96.8%		96.4%
Goal Met?		N		N

### c. AYP Graduation Rate

	NCLB Grad Rate (2008/09 School Year) 2010	NCLB Grad Rate (2009/10 School Year) 2011	NCLB Grad Rate (2010/11 School Year) 2012
AYP Target	83.2%	83.3%	82.5%
Site %	82.3	83.1%	81.4%
Goal Met?	N	N	N

### d. Students completing A-G Requirements

	# met a-g	Percent (of gr. 12 students)	Goal Met? Y/N
2009/10	199	31.9	Yes
2010/11	217	29.3	Yes
2011/12	229	35.7	Yes

### Analysis of Data – Student Achievement – Preparation for School/Career

*What trends are indicated by the data? To what extent are all students able to meet all of the requirements for graduation?*

The data indicates that most students at West High are able to meet the requirements to graduate. However, graduation does not directly equate to adequate preparation for college or career. Last year 36 percent of seniors were qualified to enroll in a UC or CSU four year campus based on completion of A-G requirements. In the remaining 64 percent, options were Junior College, Trade and Career colleges, the military, or private employment. Data is inconclusive regarding how many students entered these options.

CASHEE: Pass rate remains about the same for both 10<sup>th</sup> and 12<sup>th</sup> graders. Percentage proficient continues to hover near 50%.

### Instructional Tour Data

#### 2010-11 Results

Percent of “partial” and “full” implementation for each identified strategy

		Sep	Oct	Nov	Dec	Jan	Feb	Mar	April	May
Student Engagement	full	45%		17%	34%	40%	67%	71%		
	part	50%		33%	25%	20%	33%	16%		
Checking for Understanding	full	33%		50%	55%	55%	0%	15%		
	part	62%		33%	40%	45%	60%	27%		
Learning Objective	full	15%		10%	25%	30%	24%	32%		
	part	29%		60%	45%	35%	58%	26%		
Non-Linguistic Representation	full	35%		17%	30%	25%	12%	22%		
	part	25%		17%	25%	30%	38%	7%		

## 2011-12 Results

Percent of “partial” and “full” implementation for each identified strategy

		Sep	Oct	Nov	Dec	Jan	Feb	Mar	April	May
Student Engagement	full	65%	74%	30%	20%	88%	14%	60%	65%	45%
	part	30%	16%	60%	70%	12%	71%	20%	25%	30%
Checking for Understanding	full	40%	25%	40%	30%	25%	29%	50%	60%	25%
	part	45%	27%	20%	20%	63%	43%	20%	10%	20%
Learning Objective	full	20%	34%	40%	10%	50%	0%	40%	44%	35%
	part	35%	20%	20%	50%	38%	57%	30%	22%	20%
Non-Linguistic Representation	full	20%	37%	10%	40%	87%	43%	40%	35%	60%
	part	35%	21%	20%	40%	0%	29%	10%	25%	15%

## B. School Safety

### 1. Reduction in the number and percentages of suspensions or expulsions

	2010/11		2011/12		% Decrease or Increase	Target Met
	#	%	#	%		
Suspensions	801 (304)	12%	535 (286)	12%	N/A	N
Expulsions	39	1.5%	14	.6%	-.9	N

# Number of incidents of suspension (# of individual students suspended during the year).

Some students were suspended more than one time during the year.

### Reduction in the number of referrals

	2010/11		2011/12		% Decrease or Increase	Target Met
	#	%	#	%		
Referrals	525	21%	535	24%	+3%	

### 2. There will be a 75% or higher percentage of parents, staff, and students responding positively to survey questions regarding school safety.

#### School Safety

Group	% Agree 2011	% Agree 2012
0%Parents	66.92	73.38
Staff - Cert.	80.89	88.54
Staff – Class.	80.77	62.50
Students	62.37	70.16
<b>Total</b>	<b>72.74</b>	<b>73.64</b>
<b>Met Goal (Y/N)</b>	<b>N</b>	<b>N</b>

## D. School Climate and Leadership

1. There will be a 75% or higher percentage of parents, staff and students responding positively to survey questions regarding school climate, instructional issues, and parent relations:

**School Climate**

Group	% Agree 2011	% Agree 2012
Parents	71.92	74.62
Staff – Cert.	59.56	70.31
Staff – Class.	62.88	60.00
Students	56.61	61.33
Total	62.74	66.56
Met Goal (Y/N)	N	N

The school will maintain 98% actual attendance, or an improvement of .5%

School Year	Actual Attendance %	Target %	Difference (+ or -)	Target Met Yes or No
2008/2009	95.00%	98%	-3	N
2009/2010	95.13%	98%	-2.87	N
2010/2011	95.40%	98%	-2.60	N
2011/2012	95.63%	98%	-2.37	N

### Analysis of Data – School Safety and Climate

*What trends are indicated by the data? To what extent is the school a safe, clean and orderly place that nurtures learning?*

*The perception is that the school is a safe place. Positive responses to staff/student/parent surveys increased from 2010-2011, but failed to meet the goal. Referrals and suspensions remain static. Expulsions declined 1%.*

## SECTION III: EVALUATION OF PRIOR YEAR'S PLAN

**A. Evidence of school's progress towards meeting student achievement targets**

**Goal #1 – Ensure students are prepared for college and careers and that all students meet or exceed grade level standards and the achievement gap is closed**

- a. Programs to meet the needs of English Learners
- b. Programs to meet the needs of at-risk students
- c. Prepare students for STAR/CAHSEE testing
- d. Plan for increasing deployment of Best Instructional Practices
- e. (schools with gr. 6-12) Improve student achievement in Mathematics

Evaluation of Plan for Goal 1:

### **Target: English Learners**

Through the analysis of achievement data, including longitudinal studies, WHS increased efficiency in CELT testing which has allowed for a more accurate placement of English Learners in their academic classes. We will continue to use the same procedures in 2012-13.

### **Target: At-Risk Students**

WHS utilized the Point Break program for At-Risk students. The purpose of Point Break is to improve the behaviors, values and attitudes of high school students on their campuses and in their communities, intervening before acts of hatred or violence occur. As a result, better learning environments are created, relationships are forged and reconciliation begins. The Point Break program includes an all day assembly for all Sophomores that includes activities that encourage self-reflection, team building, and sharing issues that many students feel are unique to them, but are common among many teenagers. West High employs a Point Break counselor who works on campus three days per week with students who are at risk of gang influence. Point Break continues to be an important part of the school's efforts to help At-Risk students.

### **Target: STAR/CAHSEE Prep**

District and school administrators, as well as CISCs and other teacher leaders lead activities during ERM's to reinforce BIPs and test taking strategies. Departments utilize the STAR Blueprint and Release Questions to guide the preparation for CSTs. Four weeks prior to the STAR tests WHS employs a test promotion program with announcements, posters, rewards, an art contest, and other motivational strategies.

### **Target: Increasing Deployment of Best Instructional Practices**

West High used ERM's to discuss and share best instructional practices among staff and district/site level administration in an effort to increase the frequency and effectiveness of the use of best instructional practices. With frequent classroom visits, called Instructional Tours, faculty members and district/site level administrators gathered data through observing teachers and students during the instructional day. WHS trained four additional teachers in Direct Instruction through RSDSS. These teachers, along with teachers trained previously formed a team that observed classes and recruited new teachers to learn more about Best Instructional Practices. Some of these teachers joined the team in class observations and peer coaching.

### **Target: Student Achievement in Mathematics (gr. 9-12)**

West High began training through the CAPP Initiative to improve math instruction. CAPP focuses on teacher increased collaboration to determine best strategies, and the use of a formative assessment tool that gives teachers immediate feedback on student performance to inform the development of these strategies. Math teachers collaborated during ERM's.

## **Goal #2 – Provide a Safe and Equitable Learning Environment for all Students and Staff**

Evaluation of Plan for Goal 2:

### **Target: Increase Students' Average Daily Attendance**

West High utilized the SART/SARB process to meet with students and parents regarding student attendance. The SART contract was used as an intervention before SARB. District/Site administrators and SROs conduct quarterly truancy sweeps, going to specific homes where students have been identified as habitual truants. During the 2011-12 school year, average attendance improved .23% from the previous year.

### **Target: Increase Cultural Proficiency**

West High administration continues to participate in LEADS training on diversity and equity.

Cultural proficiency continues to be implemented through administration training that is passed on to staff via ERM trainings and data sharing at faculty meetings. WASC has supported these goals by shining additional light on the implications of West High's student achievement data.

## **Goal #3 – Professional Development**

Evaluation of Plan for Goal 3:

### **Target: Articulated, sustained plan of professional development activities**

Professional development for 2011-12 focused on increasing BIPs through further teacher training and deployment via SJCOE RSDSS support training. Increasing student engagement was targeted with CISC-led training on site. AVID training strengthened study skills, Cornell note taking, and small group strategies for 6 staff members who received this training and are using it in their classes.

Cultural proficiency continues to be implemented through administration training that is passed on to staff via ERM trainings and data sharing at faculty meetings. WASC has supported these goals by shining additional light on the implications of West High's student achievement data. As previously noted, CAPP mathematics training began for Algebra teachers at the end of the year, and will continue in 2012-13.

### **Target: Increasing participation/attendance at ERMs**

The action plan was implemented. Teachers had to sign in at the beginning of each ERM. Administrators followed up on those not in attendance. Data indicates that there was an increase in attendance at ERMs. We will continue with the same action plan in 2012-13.

## **Goal #4 – Parent Involvement: Strategies to encourage parent involvement and provide parent education**

Evaluation of Plan for Goal 4:

West High offered monthly Parent Support meetings for sharing information that might be important to families of West High students. Meetings are usually held between 8 and 9 am in the WHS Library. Topics include cyber bullying, college applications process, senior activities, and more.

The school conducted four Empowering Parents meetings. These evening meetings included topics related to navigating high school, college readiness.

Counselors held a College Faire, and a Senior Night to help parents and students with the process of applications, and general college readiness.

Implementation of this plan increased attendance at information events, but did not lead to more parents involved in support roles at the school.

**Goal #5 – Technology: Use technology as a tool for improvement in instruction; management of departments, sites and classrooms, and to increase efficiency in operations across the district.**

**Evaluation of Plan for Goal 5:**

At West High, students and parents, teachers, administration, and support staff use the district portal to store and retrieve information used for a variety of activities, including classwork, attendance and discipline records, communications, and grades. Teachers use technology for visual demonstrations, virtual labs, checking for understanding, and other functions to facilitate learning in and out of the classroom. Students and their families can access grades through Parent Link.

West High maintains an updated school website and multiple teacher websites. The school uses Synvoice for mass calls to WHS families regarding information about activities and events at school. All classrooms were equipped with video projectors, but they were not mounted or connected to in-wall control panels.

**Goal #6 – Improve the school libraries. (if included in prior year plan)**

Evaluation of Plan for Goal 7: Not included in this plan or in prior years.

**Overall Evaluation of Prior Year School Plan**

Please address the following two questions regarding the overall school plan:

*To what extent do the school leadership and staff use student achievement data to make decisions and initiate activities that focus on all students achieving the academic standards?*

*To what extent do the school leadership, staff, students and parents annually monitor and refine the single school plan based on analysis of data to ensure alignment with student needs?*

West High School continues to implement data teams where teachers within individual departments work together to improve teaching strategies. The teams use results from pre and post tests to evaluate different ways of teaching concepts to develop the best way to convey these concepts to their students. The district has also provided continual staff development training in strategies to teach English learners, diversity, and developing academic language.

Continuous Improvement Site Coaches (CISCs) from West High are trained in best practices strategies and they in turn present the information to the West High staff. The school continued to take part in the Regional System of District and School Support (RSDSS) training through the county office. West High teachers also receive training through this program in teaching strategies and present the information to the West High staff. Teachers are offered various seminars on teaching strategies that they can attend after school as part of RSDSS as well. Direct Instruction and Big 4 staff development is in response to achievement data that reveals not all students are meeting academic goals.

To improve Language Arts scores, all English teachers use the standards-based Holt language arts program. Students who score far below or below basic in reading are eligible to take a two period English/reading remediation class in 9<sup>th</sup> and 10<sup>th</sup> grades. In addition, the English department has moved

curriculum to ensure that the most heavily tested standards on the STAR test are taught before STAR testing. Similar adjustments are made by the science department teachers.

To ensure the success of all students on the CAHSEE, students who have not passed the test are enrolled in computer-based CAHSEE remediation classes to help them gain the skills necessary to attain a passing score. In addition, Cyber High is an option for students to make up credits and complete graduation requirements through online courses.

West High assessment data, and district data as well, is released to the community through the district's Public/Community Relations liaison. This includes STAR results, CAHSEE results and API/AYP rankings among others. These data are released to news organizations and through the district's website. In turn, West High also releases data through its own website, including links to the various academies and to the Parent Portal, where parents may see the day-to-day progress of their child's assessments, including test and quiz scores, classroom participation and homework scores. In addition, many teachers maintain their own website to update students and parents.



## **SECTION IV: SCHOOL PLAN FOR 2012/2013**

### **A. School Governance and Planning Process**

This school plan began with the accumulation of the most recent data available, including CST results and school API scores. Data was analyzed by all staff via department groups and WASC Focus Groups. Using the WASC criteria, staff identified three critical needs, two of which directly correlate with the TUSD school site goals. This will allow the combining of the site plan with the WASC plan and help to focus efforts. School Plan goals were reviewed by department chairs and Site Council members for input and possible revision. Budget priorities were set primarily through the Site Council, due to the fact that all available funding was categorical. Priorities for funding were impacted by the nature of the categorical requirements of each fund.

The 2012/2013 School Plan that follows was developed through the joint efforts of school leadership team, the department chairs, the School Site Council, and the WASC leadership teams. The School Plan and budget were approved by the School Site Council at the October 31, 2012 meeting.

#### **School Site Council Membership for 2012/13**

Names of Members  *Parent of EL	School Personnel 50% of SSC			Parents/Students 50% of SSC	
	Principal	Classroom Teacher	Other Staff School	Parent or Community Member	Secondary Student
Jeff Frase	X				
Leslie McCoy		X			
Walt Patteson		X			
Richard Tanner		X			
Valerie Pedersen			X		
Jon Mendoza				X	
TBA				X	
Veronica Carrillo					X
Jessica Rasmussen					X
Kanai Tuando					X
Numbers of members of each category	1	3	1	2	3
Total in each group	5			5	

The interests of English learners are represented by:

- ☒ An ELAC with adopted bylaws (*Parents of English learners constitute at least the same percentage of the committee as their children represent of the student body. OPSET I-EL-2*)

ELAC Chairperson: Rachel Moraes

- ☐ School Site Council (*Parents of English learners constitute at least the same percentage of the committee as their children represent of the student body. OPSET I-EL-2*)

\*Indicate parents of EL Students on SSC list above

## **B. School goals for 2012/2013 - A Summary**

### **Goal #1 – Ensure students are prepared for college and careers and that all students meet or exceed grade level standards and the achievement gap is be closed (PDSA)**

- a. Programs to meet the needs of English Learners
- b. Programs to meet the needs of at-risk students (including CAHSEE remediation at HS)
- c. Activities to prepare students for STAR/CAHSEE testing
- d. Plan for increasing deployment of Best Instructional Practices
- e. (schools with gr. 6-12) Activities to improve student achievement in Mathematics

Rationale: (district) The district goals are that student will be prepared for college and careers; and that all subgroups meet AYP targets and that the achievement gap be closed by raising the achievement of lower performing subgroups. The district goal also includes that EL students meet Title III AMAO targets annually. The EL subgroup and other at-risk groups do not meet AYP. Additionally the percent of students scoring proficient in Math at grades 6-11 is significantly below AYP targets

#### Site Rationale

Longitudinal studies indicate that ELA achievement did not improve in the White, African American, Hispanic, and Low SES subgroups, and the gap grew in all but the EL subgroup. In Math, the longitudinal studies indicate there was an increase in proficiency in the Hispanic, Low SES, and EL subgroups, but drops in all others. The achievement gap decreased in all subgroups except the African American and Students with Disabilities subgroups. However, despite gains, the Hispanic and EL subgroups are still not where we want them to be, hence our continued focus on these groups.

Additional goals based on our current WASC self-study all support this goal. They are 1) Raise the achievement of all student's in Math and English; 2) Increase the pass rate of all freshman students; 3) Raise the achievement of the African American student sub- group.

A significant effort to improve math performance will continue this year. WHS and TUSD have been awarded a CAPP grant to improve math instruction, collaborative processes, and results.

### **Goal #2 – Provide a safe and equitable learning environment**

- a. Increase students' average daily attendance
- b. Increase cultural proficiency

Rationale: (district) The district has set an overall target of 98% attendance. Research shows that when students are in school they achieve at higher academic levels. The district goal is to increase cultural proficiency throughout the district to ensure that student and staff are afforded a safe and equitable learning environment.

#### Site Rationale

Although the percentage of total student population in attendance has improved every year since 2008-2009, we fell short of our goal by 2.37%.

WHS attendance office, administration, and district truancy officer work with the SARB process. Parents are informed and invited to meetings to discuss their student's attendance. Students are put on a student attendance review team (SART) contract as an intervention before SARB.

Teachers are encouraged and taught new strategies to help engage students in the classroom. As student engagement increases, student attendance should increase.

TUSD trains administration in cultural proficiency using professional trainers. The district also provides training to teachers, by way of CISC's. The CISC's help in providing best instructional practices as well as training in cultural proficiency. Both cultural proficiency site trainings and CISC BIPs support are conducted by WHS.

**Goal #3 – Professional Development: Provide an articulated, sustained plan of professional development activities designed to build the school's capacity to support programs and achieve goals.**

Rationale: (district) The district strategic goals and LEA Plan include goals which focus on providing ongoing professional development and support to teachers and site administrators that result in increased achievement for all students in order to close the achievement gap.

Site Rationale

Professional development for 2012-13 continues to be focused on increasing BIPs via support training conducted by district and site staff. Increasing student engagement has been targeted with CISC-led training on site. AVID training will continue to strengthen study skills, Cornell note taking, and small group strategies for 6 staff members who received this training and are using it in their classes. Staff development efforts will be focused on the Big 4, with 5 whole staff trainings.

Cultural proficiency is being implemented through administration training that is passed on to staff via ERM trainings and data sharing at faculty meetings. WASC has supported these goals by shining additional light on the implications of West High's student achievement gap data.

**Goal #4 – Parent Involvement: Strategies to encourage parent involvement and provide parent education.**

Rationale:(district) Sustained parent involvement is linked to student achievement and staying in school. Federal and state regulations mandate meaningful opportunities at all grade levels for parents/guardians to be involved in school activities, advisory, decision-making, and activities to support learning at home.

Site Rationale

WHS has made an extra effort to involve parents in the educational process. Parents are actively recruited to participate in Site council, WASC, ELAC, and other committees. The Counseling Department conducts parent meetings to educate parents on navigating the educational system. We hold morning Parent Support (PS) meetings to discuss educational topics that are driven by parent requests. We recently presented on cyber bullying and drugs in the schools. We inform parents about activities through the web site, marquee, synrevoice, and letters home. We have also met with senior parent groups to communicate different activities for seniors. Flyers for upcoming events and committees were distributed at Back to School Night and Parent Teacher Conferences.

**Goal #5 – Technology: Technology: Use technology as a tool for improvement in instruction; management of departments, sites and classrooms; and to increase efficiency in operations across the district.**

Rationale: (district) The district is committed to providing students and staff with the technology tools and skills to support academic content standards and improve learning so that they can compete in a digital world.

Site Rationale

Technology is a valuable resource in the educational process. We are looking into grants or other funding sources to mount LCD projectors. Each room has a teacher computer and WHS has three computer labs available as well, for whole classes. Space and Engineering, ABL, and AP Science classes use specialized technology and computer software to enhance student learning.

WHS administration has access to social networking sites now, which helps to prevent cyber bullying and assists us in investigations. Security cameras are being installed, which will provide opportunities for increased security and safety. Students must sign “authorized use agreement” forms in order to access computer technology at school. West High is investigating technological tools to improve attendance and tracking student movement throughout campus.

**Goal #6 – Freshman Academy: Establish and Implement a Freshman Academy for 9<sup>th</sup> Grade students to support successful transition from middle school to high school.**

**Rationale:** The Freshman Academy is a support program for 9<sup>th</sup> grade students that facilitates a successful transition to high school. The Freshman Academy goes beyond typical 9<sup>th</sup> grade coursework by providing specialized instruction via an elective course (Success 101), additional study skills and test taking instruction, guest speakers, and guidance. The elective, Success 101, is a year long course. Students identify personal interests and lifestyle goals, and then match them with career opportunities. Throughout the year, students build a personalized 10 year plan that when followed, will result in the achievement of their goals. This plan includes high school, college/post secondary training, and career goals. The plan is accessible on line by students, parents, counselors, teachers, and administrators. As the student progresses through high school, staff can use the plan to guide and motivate student progress and ultimate success. Through individualized motivation and goal setting, students in the Freshman Academy maintain better focus and engagement in their 9<sup>th</sup> grade classes, resulting in better grades and proficiency in grade level standards. All 9<sup>th</sup> graders are placed in the Freshman Academy unless they self select another academy or small learning community to be a part of instead.

## **C. Activities for 2012/2013 School Plan**

### **Site Goal #1 – Ensure students are prepared for college and careers and that all students meet or exceed grade level standards and the achievement gap is closed. .**

*District Goal #1: Prepare all students for college and careers*

*District Goal #2: Ensure that all student meet or exceed grade level standard and that the achievement gap is closed.*

WHS WASC goal #4 **Continue to implement Small Learning Communities concept to ensure success for all students**

#### **Outcomes** (Data that will be collected and analyzed to measure progress towards the goal)

- All significant subgroup will meet AYP targets
- EL students will meet or exceed Title III AMAO1 and AMAO2 targets
- Decrease the achievement gap of the subgroups
- 80% of students will meet standards on district assessments
- Reduction in number of students failing classes (optional)
- Increase percent of teachers using BIPs
- Increase percent of students scoring proficient on Math CST (gr. 6-12)
- Increase percent of 10<sup>th</sup> graders passing/scoring proficient on CAHSEE (HS only)
- All students will pass CAHSEE by end of grade 12 (or meet IEP goals) (HS only)
- Alignment of curriculum maps/pacing guides to Blueprint standards (optional)

#### **ESLRs (Expected Schoolwide Learning Results):**

ESLR #1 A West High graduate will be a critical thinker, problem solver of information, technology, and researcher.

ESLR #2 A West High graduate will be an effective communicator.

**Rationale:** Longitudinal studies indicate that ELA achievement did not improve in any subgroup and the gap grew in all subgroups. In Math, the longitudinal studies indicate there was an increase in proficiency in the Hispanic/Latino and ELL subgroups, but drops in all others. The achievement gap increased in all subgroups except Hispanic/Latino and ELL. However, despite gains, the Hispanic/Latino and ELL subgroups are still not where we want them to be, hence our continued focus on these groups.

Additional goals based on our current WASC self-study all support this goal. They are 1) Raise the achievement of all student's in Math and English; 2) Increase the pass rate of all freshman students; 3) Raise the achievement of the African American student sub- group.

A significant effort to improve math performance will continue this year. WHS and TUSD have been awarded a CAPP grant to improve math instruction, collaborative processes, and results.

<b>1a.English Learner Instruction and Support</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
1a.1 The district will continue to implement DELAC meetings for EL parents; Have a site representative attend the meetings	Carol Anderson-Woo	Translators handouts Rachel Moraes & Lourdes Fojo	2 times a year			

1a.2	The site will continue to implement ELAC meetings; Educate the parents on EL information that allows their student to be successful	R. Moraes Lourdes Fojo	ELAC meeting template requirements SSC	2 times a year			
1a.3	Provide for English Language Development; Implement teaching strategies that are effective and provide access to core curriculum	District and school site	Trainings, use of <i>Visions</i> curriculum, and ERM collaboration time	On-going			
1a.4	Continue to attend WRITE institute trainings, ELD CAHSEE WRITE trainings, LULAC Conference and bus fees, and CABE conference (all budget permitting); Use the curriculum and teaching strategies that are provided to ensure student success	-SJCOE Annie Nguyen -ELD teachers -LULAC conference	-Handouts, visual aids, WRITE materials, and other teaching strategies -EIA funds	On-going (5 times a year for WRITE when budget allows) -LULAC Conference			
1a.5	Provide LULAC transportation bus fee	Jeff Frase	EIA Funds	November 2012			
1a. 6	WHS will continue to provide a representative to the District ELD Steering Committee.	District Rachel Moraes Idi Gaines	ELD county guidelines and procedures	On-going			
1a.7	Ensure ELD students have access to the core curriculum; Ensure access by quarterly monitoring.	All ELD/LEP/ SDAIE teachers	Visions curriculum, LEP&SDAIE teaching strategies and textbooks, district assessments, & data team results	On-going			
1a.8a 1a.8b 1a.8c 1a.8d	Ensure all ELD teachers are using district adopted curriculum (Visions), English translation dictionaries and supplemental materials and supplies. Purchase ELD books for the ELD library Purchase ELD supplemental materials/textbooks/software Purchase ELD supplies and provide needed copies	All ELD teachers (Beginning- Early Advanced)	- <i>Visions</i> materials -Translation Dictionaries -EIA Funds	On-going			
1a.9	All ELD teachers will participate in data teams ; Evaluate collected data to drive instruction and close the achievement gap	Rachel Moraes and data team members	Data collected using the data team cycles	On-going 6 cycles per year			
1a.10a 1a.10b 1a.10c	CELDT Coordinator: 0.2 FTE EL students will continue to be placed appropriately according to the CELDT test language proficiencies and the District EL monitoring process. Input results into student records, and administer CELDT testing results, including summer testing. Provide pay for Summer CELDT Testing for Teachers/Paras	Rachel Moraes ELD paras Bi-lingual para	-CELDT test and language level criteria -IPT exams	Oct. 31 <sup>st</sup> August 2012 and August 2013			

1a.11	Continue to develop and use district and site on-going assessments to monitor language proficiency progress; Evaluate collected data to drive instruction and close the achievement gap	All ELD teachers	<i>Visions</i> assessments, data team results, and district on-going assessments	On-going			
1a.12	Continue to implement Academic Support class to support long term second language speakers	-ELD teachers, (Master Schedule) -District	District and site ERM trainings, data team target students data	On-going			
1a. 13	Continue to place 11 <sup>th</sup> /12 <sup>th</sup> grade EL students who need to pass the CAHSEE in remediation. Evaluate pass rate of students enrolled and encouraged students who have not passed to engage in after school tutoring.	(Master Schedule) -Rachel Moraes -site funds	-Plato software and other supplemental materials	On-going			
1.a.14a 1a.14b 1a.14c	Continue to provide para-professionals for ELD, LEP and SDAIE classes. Support personnel will provide students with translation to assist students to access to the core curriculum. ELD 4 hour para ELD 4 hour para	Rachel Moraes School Site Council	-EIA Funds -3 ELD Para-professionals -Bi-lingual para	On-going throughout school calendar year			
1.a.15	Continue to place ELD students in AVID to support college going students.	-Counseling Master schedule	-AVID program materials and district AVID funds	On-going			
1a. 16	Evaluate first year mainstreamed student progress / achievement and data collected through data teams	-Laurie Tomlin (Master Schedule) -Rachel Moraes -LEP/SDAIE Teachers	-CST results, grades, AMAO results, and progress towards meeting the state standards, Data Teams --ELD Para-professionals -EIA funds	On-going			
1a. 17	Continue to use data teams to determine areas of need and teaching strategies that could be used to close the achievement gap. Implement identified strategies.	-Rachel Moraes - Data Team Members	Data collected in data team cycles, CST results, grades, and teacher feedback	On-going			

<b>1b.Intervention and Remediation for at-risk students (including CAHSEE remediation at HS)</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
1b.1 Implement Cyber High; Data Collection on credit recovery. BrainX – At risk 9 <sup>th</sup> graders to prepare them for the CAHSEE 1b.1a Cyber High Teachers 1b.1b Cyber High Tests 1b.1c Cyber High Printer and Supplies	Linda Dopp Troy Brown Diane Moen Alana Escalante Rachel Moraes	-On-line courses -District and site funds for teachers and on-line tests	Oct-May			
1b.2 After school labs for ELA, math, modern language etc; Data Collection on teacher vs. student self referral	Departments	-Teachers from departments	Ongoing			
1b.3 Brain X for CAHSEE remediation	Troy Brown Counselors	Software licenses	Ongoing			
1b.4 Point Break Intervention Services; Data Collection of counselor logs to track number and types of student contacts	Joan Stone Bruce Sawyer	-2 Counselors -District Funds	Ongoing			
1b.5 Conduct SAP and DART meetings with students, parents, counselors, and administrators to assist students and provide resources and information to all.	AP's Joan Stone Counselors	-Outside community resources	Ongoing			
1b.6 Renaissance – Academic reward and recognition program which specifically targets students that receive a .5 increase in GPA. Implement rewards and recognition each quarter.	Troy Brown Shauna Liel	Lifetouch, Student store, ASB, Outside community resources	Ongoing			
1b.7 Collect data on target student performance. Use data to revise teaching strategies.	All staff	-Level 1 interventions -Use of ERM time -Structures & Strategies	Ongoing			
1b.8 Implement “One Day at a Time”	Site Administration	EIA Funds	On-going, beginning September 2012			
1b.9 Collaboration with the Tracy African-American Association and local churches to develop strengthened parent involvement to support student achievement	-Jeff Frase -Paul Hall -Audrey Harrison	Site Funds	Ongoing			
1b.10 Parent Support meetings (PS)	Assistant Principals	Community; Tracy PD	Monthly			



1b.11 Assemblies for African American male students to encourage self reflection, goal setting, and positive behaviors. Focus will be on responsibility, character, and accountability. Assemblies will be conducted by Paul Hall.	Paul Hall, Jeff Frase	District and Site Funds	3 times per year.			
<b>1c.CST Preparation</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
1c.1 District CST prep blueprints; Analyze CST results; distribute to teachers.	District Bruce Sawyer	California state standards	Ongoing			
1c. 2 Develop slogan and student awareness of upcoming CST Tests; Create positive awareness and rationale of test	Bruce Sawyer Idi Gaines Laurie Tomlin	Posters, buttons, student bulletin	Prior to test administration			
1c. 3 Data Teams; Analyze target student data	Departments and Admin team	Blueprints	Ongoing during ERM time			
1c.4 Staff Training on CST procedures; Analyze test results	Jeff Frase Bruce Sawyer Teachers	-General training conducted during faculty meetings - PowerPoint presentations to 1 <sup>st</sup> period classes	Feb.- test administration			
1c. 5 Student and staff PowerPoint Presentation; Evaluate usefulness of information and modify/update PowerPoint accordingly	Bruce Sawyer	-Information about procedures and rationale for the test	Prior to test administration			
1c. 6 Comprehensive action plan (PDSA format) for the implementation of STAR testing encompassing preparation , student awareness, and test procedures from beginning to end.; Evaluate usefulness of information and modify/update STAR test action plan accordingly on a yearly basis	Bruce Sawyer	-Prior years action plan -CST training by district	Review and modify in January 2013			
<b>1d. Plan for Increasing Deployment of Best Instructional practices</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
1d.1 Discuss BIPS in teacher evaluations	Administration	N/A	On-going			
1d.2 Instructional Tours	Administration	District and Site Funds	Monthly			
1d.3 Direct Instruction; visits by Direct Instruction veterans to classrooms to assess progress of teachers learning to implement DI techniques and procedures. Collaborative meetings between veteran DI teachers and new teachers to improve implementation in the classroom. Three classes; three teachers/per month.	Jeff Frase, Shannon Bancroft,	SJCOE	Monthly			
<b>1e. Mathematics Achievement (required for gr. 6-12)</b>						

<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
1e.1 Continue to utilize the released CST items and blueprints, for warm-ups and assessments.	Math dept. members	CST binders, CD. Online CST released items. State standard blueprints	Aug.-April			
1e.2 Give the CAHSEE Practice Exam as a Pre-Test to aide in the decision of curriculum management for Algebra Readiness, Algebra 1, Alg 1A, and Alg1B. This test will be graded using DATAWISE.	Math dept members	Practice Exam by Curriculum Associates, Inc. DATAWISE.	Aug-April			
1e.3 Utilize some time during the math department meetings to have fellow teachers instruct on “BEST INSTRUCTIONAL PRACTICE”	Math dept members	Trained teachers in Best Practice	Aug-April			
1e.4 Develop assessment plan to be used with all classes implementing CAPP grant	Perry Farrens, Jeff Frase Math Dept.	Collaborative time CAPP/TUSD District Funds	March 2012			

**Plan for providing ELD to English Learners in 2012/13:**

<b>Grade</b>	<b>Organization of Students</b>	<b>Frequency of ELD</b>	<b>Duration of ELD</b>	<b>Provided by</b>	<b>Materials used</b>
<b>9-12</b>	<b><i>Beginning ELD-Intro</i></b>	<b><i>Every day</i></b>	<b><i>2 periods</i></b>	<b><i>Moraes</i></b>	<b><i>Visions &amp; Write</i></b>
<b>9-12</b>	<b><i>Beginning ELD-ELA</i></b>	<b><i>Every day</i></b>	<b><i>2 periods</i></b>	<b><i>Moraes</i></b>	<b><i>Visions &amp; Write</i></b>
<b>9-12</b>	<b><i>Intermediate ELD</i></b>	<b><i>Every day</i></b>	<b><i>2 periods</i></b>	<b><i>Ludwig</i></b>	<b><i>Visions &amp; Write</i></b>
<b>9-12</b>	<b><i>Early Advanced ELD</i></b>	<b><i>Every day</i></b>	<b><i>1 period</i></b>	<b><i>Liel</i></b>	<b><i>Visions &amp; Write</i></b>
<b>9-12</b>	<b><i>Advanced ELD</i></b>	<b><i>Every day</i></b>	<b><i>1 period</i></b>	<b><i>Escalante</i></b>	<b><i>Holt (Freshmen)</i></b>
<b>9-10</b>	<b><i>Long Term ELs ALAS plus core English</i></b>	<b><i>Every Day</i></b>	<b><i>1 period ALAS 1 period English</i></b>	<b><i>Moraes Ludwig</i></b>	<b><i>Scholastic English 3D WRITE, Holt</i></b>

**Goal 1 – Data Collection:**

(to be completed as part of the “study” component throughout the year and used as documentation for the Principal’s evaluation)

**Part A: District Assessments****District Assessments**

- Elementary Schools: ELA are the trimester benchmark assessments.
- Middle Schools: ELA the Quarter 1 and Quarter 2/3 assessments are Curriculum Associates Practice 1 and 2; Quarter 4 is the End of Course Holt)
- High Schools: ELA the required assessments are Holt Entry (report for Quarter 1) and Holt End of Year (Quarter 4). These are only required for grades 9 and 10.)

<b>Schoolwide</b> % Proficient/Advanced		<b>Quarter Trimester 1</b>	<b>Quarter 2/3 Trimester 2</b>	<b>Quarter 4 Trimester 3</b>	<b>Met Goal</b>
ELA	2011/12				
	2012/13				
MATHEMATICS	2011/12				
	2012/13				

<b>English Learners</b> % Proficient/Advanced		<b>Quarter Trimester 1</b>	<b>Quarter 2/3 Trimester 2</b>	<b>Quarter 4 Trimester 3</b>	<b>Met Goal</b>
ELA	2011/12				
	2012/13				
MATHEMATICS	2011/12				
	2012/13				

<b>Students w/ Disabilities</b> % Proficient/Advanced		<b>Quarter Trimester 1</b>	<b>Quarter 2/3 Trimester 2</b>	<b>Quarter 4 Trimester 3</b>	<b>Met Goal</b>
ELA	2011/12				
	2012/13				
MATHEMATICS	2011/12				
	2012/13				

<b>Hispanic</b> % Proficient/Advanced		<b>Quarter Trimester 1</b>	<b>Quarter 2/3 Trimester 2</b>	<b>Quarter 4 Trimester 3</b>	<b>Met Goal</b>
ELA	2011/12				
	2012/13				
MATHEMATICS	2011/12				
	2012/13				

<b>African American</b> % Proficient/Advanced		<b>Quarter Trimester 1</b>	<b>Quarter 2/3 Trimester 2</b>	<b>Quarter 4 Trimester 3</b>	<b>Met Goal</b>
ELA	2011/12				
	2012/13				
MATHEMATICS	2011/12				
	2012/13				

## **Part B: Instructional Tour Data**

### **2011/12 Results**

#### **Percent of “partial” and “full” implementation for each identified strategy**

		Sep	Oct	Nov/Dec	Jan	Feb	Mar	April	May
Student Engagement	full	65%	74%	30%/20%	88%	14%	60%	65%	45%
	part	30%	16%	60%/70%	12%	71%	20%	25%	30%
Checking for Understanding	full	40%	25%	40%/30%	25%	29%	50%	60%	25%
	part	45%	27%	20%/20%	63%	43%	20%	10%	20%
Learning Objective	full	20%	34%	40%/10%	50%	0%	40%	44%	35%
	part	35%	20%	20%/50%	38%	57%	30%	22%	20%
Non-Linguistic Representation	full	20%	37%	10%/40%	87%	43%	40%	35%	60%
	part	35%	21%	20%/40%	0%	29%	10%	25%	15%

Data from **Management Team Tours** are **Bold-faced font**; Interim tours are regular font

### **2012/13 Results**

#### **Percent of “partial” and “full” implementation for each identified strategy**

		Sep	Oct	Nov/Dec	Jan	Feb	Mar	April	May
Student Engagement	full								
	part								
Checking for Understanding	full								
	part								
Learning Objective	full								
	part								
Non-Linguistic Representation	full								
	part								

**Management Team Tours** are **Bold-faced font**; Interim tours are regular font

## **Site Goal #2 – Provide a safe and equitable learning environment**

*District Goal #3: Provide a safe and equitable learning environment for all students and staff*

WHS WASC goal #5 Enhance communication and involvement with all school community stakeholders, especially parents.

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal):

- 98% student attendance (ADA)
- Reduction in suspensions
- Reduction in referrals/citations (optional)
- Reduction in tardies (optional)
- 75% of stakeholders will respond positively to annual survey questions related to school safety and climate.
- Increase in enrollment of underrepresented groups in advanced courses (optional)

**ESLRs (Expected Schoolwide Learning Results):** ESLR #3 A West High graduate will be a responsible citizen and team member.

**Rationale:** Although the percentage of total student population in attendance has improved every year since 2008-2009, we fell short of our goal by 2.37%.

WHS attendance office, administration, and district truancy officer work with the SARB process. Parents are informed and invited to meetings to discuss their student's attendance. Students are put on a student attendance review team (SART) contract as an intervention before SARB.

Teachers are encouraged and taught new strategies to help engage students in the classroom. As student engagement increases, student attendance should increase.

TUSD trains administration in cultural proficiency using professional trainers. The district also provides training to teachers, by way of CISC's. The CISC's help in providing best instructional practices as well as training in cultural proficiency. Both cultural proficiency site trainings and CISC BIPs support are conducted by WHS.

<b>2a Increase Students' Average Daily Attendance</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
2a.1 Use of district mandated tardy policy; Evaluate the time and resources spent on policy to see if tardiness has decreased	-All teachers -Attendance staff	-Teachers records	-On-going			
2a.2 Research and promote programs which reward students with good attendance; Research other school sites and the effectiveness of our current tardy policy	-Jeff Frase and all AP's	-Other school sites, research on effective tardy policies that improve student tardiness	-On-going			

2a.3	Require mandatory parent contact by teacher's on all attendance concerns; Establish accountability for making parent contact	-Jeff Frase -All teachers -Attendance staff	-Auto-dialer -Teacher prep periods	-On-going as needed			
2a.4	Involve district resources such as the Truant Officer in attendance meetings and improvement ideas.; Communicate to district attendance concerns and areas of improvement ideas	-Jeff Frase	-R.G. Fagin/ other district resources -parent SARB meetings	-On-going			
<b>2b. Increase Cultural Proficiency to support a safe and equitable learning environment</b>							
Action Steps (Plan)		Person Responsible	Resources	Timeline	Do	Study	Act
2b.1	Hold class assemblies for freshman and sophomore students regarding building bridges with peers and school unity.	Admin team	ASB funds	Fall and Spring			
2b.2	Implement (3) Point Break all day assemblies with sophomore students to encourage students to accept others and their differences	Admin team	District funds	January February March			
2b.3	Site administration attends year long training in cultural proficiency	TUSD and site Admin	District Funds	Ongoing			
2b.4	Site and district administration provides training at ERM's in cultural proficiency	TUSD and site admin	District Funds	Twice Yearly			
2b.5	ELD bi-lingual para to assist with site translation needs and all parent communication including parent meetings and phone calls.	District translator; Bilingual para; site translator	EIA Funds	Ongoing			
2b.6	Implement One Day at a Time Intervention Program	Troy Brown, Johnny Rodriguez and ODT	EIA Funds	On-going beginning August 2012			

**Percent attendance by month (to be completed as part of the “study” component throughout the year):**

	Month 1 AUG	Month 2 SEP	Month 3 OCT	Month 4 NOV	Month 5 DEC	Month 6 JAN	Month 7 FEB	Month 8 MAR	Month 9 APR	Month 10 MAY	YTD Total
2011-2012	97.11	96.68	95.84	96.23	95.79	94.79	94.75	95.17	95.79	96.11	95.83
2012-2013											
Difference +/-											

**Site Goal #3 – Professional Development: Provide an articulated, sustained plan of professional development activities designed to build the school's capacity to support programs and achieve goals.**

*District Goal #6: Develop and support a high performing workforce.*

WHS WASC Goal #3 – Design and Implement a comprehensive staff development program.

WHS WASC Goal #4 – Continue to implement Small Learning Communities concept to ensure success for all students.

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal):

- Improved student achievement (API, AYP, AMAO's, district assessments)
- Increased use of Best Instructional Practices
- 100% Participation in ERMs

**ESLRs (Expected Schoolwide Learning Results):**

West High ESLR #1 – A Critical Thinker, Problem Solver, and User of Information Technology, and Researcher

West High ESLR #2 – An Effective Communicator

**Rationale:** Professional development for 2012-13 continues to be focused on increasing BIPs through further teacher training and deployment via SJCOE RSDSS support training. Increasing student engagement has been targeted with CISC-led training on site. AVID training has strengthened study skills, Cornell note taking, and small group strategies for 6 staff members who received this training and are using it in their classes.

Cultural proficiency is being implemented through administration training that is passed on to staff via ERM trainings and data sharing at faculty meetings. WASC has supported these goals by shining additional light on the implications of West High's student achievement data.

<b>3a. Staff Development</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
3a.1 Provide staff development to implement WASC recommendations.	-Jeff Frase -District	-Site funds -Teacher experts -District funds	-Ongoing			
3a.2 Continue to survey staff to determine data needs training including Aeries and DataWise. Conduct post-training evaluation of effectiveness and further refine training as needed/directed by staff needs.; Evaluate trainings to address staff needs	-Jeff Frase -Carol Anderson-Woo	-Feedback from staff survey on staff development needs, district ERM's -Data from data teams on target students.	-End of school year			

3a.3 Continue staff development for teachers of EL students offered by the district using site coaches; Determine who is eligible and the timeline for training –Attend At Risk and ELD staff development training	Shannon Bancroft -SJCOE -District	-Binder provided by SJCOE and coaches -District funds	-Ongoing			
3a.4 Continue to expand ELD/LEP/SDAIE training to all faculty. Evaluate effectiveness by getting staff feedback.	-Shannon Bancroft -Staff volunteers	-ERM's snapshots,	-On-going			
3a.5 Provide cultural awareness programs and clubs for student involvement.	-Diversity & Equity Committee, Troy Brown, Admin. Team	-ERM's snapshot presentations and district ERM's	-On-going			
3a.6 Continue to research the areas of need to create small learning environments whenever possible that adhere to the WASC recommendations and meet the needs of the students.	Department Chairs; WHS Admin team	-Other school sites and colleges	-On-going			
3a.7a Continue to support Direct Instruction training for West High teachers to improve student achievement.	Jeff Frase, Janice Bussey, Carol Anderson-Woo, Shannon Bancroft	District and Site Funds	Ongoing			
3a.7b Teachers trained in Direct Instruction techniques will instruct staff how to use DI techniques in their classrooms. Staff trainings will be held quarterly	Jeff Frase, Shannon Bancroft, Eric Perkins, Erick Keating, Brian Chan	District and Site Funds	Quarterly			
3a.7c Conduct DI training at monthly staff meetings and ERMs.	WHS Admin Team; Janice Bussey, Carol Anderson-Woo, DI veteran teachers	District and Site Funds	Ongoing			
3a.7d Classroom visits by Veteran DI teachers. Follow up with collaborative time to improve practice and implementation. Three classes/teachers per month.	Erick Keating, Eric Perkins, Brian Chan	District and Site Funds	Monthly			
3a.7e Veteran DI teachers will meet each month with newly visited teachers after school to collaborate and revise implementation plan as necessary.	Jeff Frase, Shannon Bancroft, Erick Keating, Eric Perkins, Brian Chan	District and Site Funds; Title II Staff Development Funds	Monthly			
3a.7f Administration will report instructional tour data to entire staff monthly.	WHS Admin Team	Site Funds	Monthly			
3a.7g Measure implementation rate monthly. Goal is to increase implementation of BIPs an average of 75% each month.	WHS Staff	Site Funds	Monthly			



3a.8 Offer advanced AVID training to AVID teachers to assist success in the program and support college awareness.	Shannon Bancroft; AVID teachers	Monthly meetings Summer trainings Ongoing training at County office	Summer 2012 and Summer 2013			
3a.9 LULAC Conference and bus fees, and CAFE conference	Shannon Bancroft; Jeff Frase`	EIA Funds	November 2012 and Summer 2013			
<b>3b. Staff Participation in Professional Development on Early Release Mondays</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
3b.1 Sign In Sheets for every activity	Jeff Frase; Audrey Harrison	Site Funds	Weekly			
3b.2 Administration follow up on those not in attendance; monitor results monthly	Jeff Frase	Site Funds	Monthly			

**Site Goal #4 – Parent Involvement: Strategies to encourage parent involvement and provide parent education.**

*District Goal #7: Develop and utilize partnerships to achieve District Goals*

WHS WASC Goal #5 – Enhance communication and involvement with all school community stakeholders, especially parents.

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal):

- 75% of parents responding positively on annual stakeholder survey
- Number of parents attending Parent Education workshops (optional)
- Increase in number of parents attending parent meetings (optional)
- Increase in number of members of Booster clubs (optional)
- Increase in number of parents attending school functions (optional)

**ESLRs (Expected Schoolwide Learning Results):**

West High ESLR #3 – A Responsible Citizen and Team Member

**Rationale:**

WHS has made an extra effort to involve parents in the educational process. Parents are actively recruited to participate in Site council, WASC, ELAC, and other committees. We hold morning Parent Support (PS) meetings to discuss educational topics that are driven by parent requests. We recently presented on cyber bullying and drugs in the schools. We inform parents about activities through the web site, marquee, Synrevoice, and letters home. We have also met with senior parent groups to communicate different activities for seniors. Flyers for upcoming events and committees were distributed at Back to School Night and Parent Teacher Conferences.

Parent Involvement & Communication						
Action Steps	Person Responsible	Resources	Timeline	Do	Study	Act
4.1 Use of Synrevoice, Email, newsletter, website, Marquee, and letters home to communicate with parents.	Admin Team	Aeries, Internet Technology	Ongoing			
4.2 Participate in TUSD College Nights. Provide WHS College Nights by grade level on four separate evenings.	Counseling, Laurie Tomlin	District and Site	Fall			
4.3 Special Education Parent Night	Counseling, Special Ed, Christine Tanner	Special Ed., and Site Resources	Ongoing			
4.4 Work with HFA Home Field Advantage booster group to raise funds for athletic programs	Matt Loggins, Troy Brown	Site Resources	Monthly			

**Site Goal #5 – Technology: Use Technology as a tool to improve instruction, management of classrooms and efficiency in operations.**

*District Goal #4: Use technology as a tool to improve instruction, management of classrooms and efficiency in operations.*

WHS WASC goal #1 Use of a disaggregated data collection and analysis system aiding in the decision making process and program implementation.

A critical thinker, problems solver, and user of information, technology, and a researcher who will

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal):

- Increase in use of technology in classrooms (optional)
- Increase in availability of technology in classrooms (optional)

**ESLRs (Expected Schoolwide Learning Results):**

A critical thinker, problem solver, and user of information, technology, and researcher who will:

- Define and analyze problems.
- Gather, organize, and analyze data to solve problems.
- Summarize information and support conclusions with relevant data.
- Evaluate the validity of conclusions in light of the data presented.
- Utilize appropriate technology as a tool to complete tasks.

**Rationale:** Technology is a valuable resource in the educational process. We are in the process of equipping each classroom with LCD projectors. We are looking into grants or other funding sources to mount these projectors. Each room has a teacher computer and WHS has three computer labs available as well, for whole classes. Space and Engineering, ABL, and AP Science classes use specialized technology and computer software to enhance student learning.

WHS administration has access to social networking sites now, which helps to prevent cyber bullying and assists us in investigations Security cameras are being installed, which will provide opportunities for increased security and safety. Students must sign “authorized use agreement” forms in order to access computer technology at school.

Technology						
Action Steps (Plan)	Person Responsible	Resources	Timeline	Do	Study	Act
5.1 Maintain digital projectors in all classrooms	Troy Brown	ISSET	On-going			
5.2 Utilize V-Brick resources in all classes	Administration	ISSET	On-going			
5.3 Use updated technology such as security video cameras and still picture cameras to support a safe campus	Administration	ISSET	On-going			
5.4 Maintain wireless connectivity in all classrooms and offices	ISSET	ISSET	On-going			

**Site Goal #6 – Freshman Academy: Establish and Implement a Freshman Academy for 9<sup>th</sup> Grade students to support successful transition from middle school to high school.**

*District Goal #1: Prepare all students for college and careers*

*District Goal #2: Ensure that all student meet or exceed grade level standard and that the achievement gap is closed.*

WHS WASC goal #1 Improvement of ELA and Math proficiency levels on CST and CAHSEE

WHS WASC goal #2 Improvement of pass rate of 9<sup>th</sup> grade students

WHS WASC goal # 4 Continued development and deployment of the 4 year plan for all students

**Outcomes (Data that will be collected and analyzed to measure progress towards the goal):**

- Pass rate of freshman students in the Freshman Academy compared to entire freshman class
- CST and CAHSEE performance compared to entire freshman class
- End of year interviews with students in Freshman Academy

**ESLRs (Expected Schoolwide Learning Results):**

A critical thinker, problem solver, and user of information, technology, and researcher who will:

- Define and analyze problems.
- Gather, organize, and analyze data to solve problems.
- Summarize information and support conclusions with relevant data.
- Evaluate the validity of conclusions in light of the data presented.
- Utilize appropriate technology as a tool to complete tasks.

**Rationale:** The Freshman Academy is a support program for 9<sup>th</sup> grade students that facilitates a successful transition to high school. The Freshman Academy goes beyond typical 9<sup>th</sup> grade coursework by providing specialized instruction via an elective course (Success 101), additional study skills and test taking instruction, guest speakers, and guidance. The elective, Success 101, is a year long course. Students identify personal interests and lifestyle goals, and then match them with career opportunities. Throughout the year, students build a personalized 10 year plan that when followed, will result in the achievement of their goals. This plan includes high school, college/post secondary training, and career goals. The plan is accessible on line by students, parents, counselors, teachers, and administrators. As the student progresses through high school, staff can use the plan to guide and motivate student progress and ultimate success. Through individualized motivation and goal setting, students in the Freshman Academy maintain better focus and engagement in their 9<sup>th</sup> grade classes, resulting in better grades and proficiency in grade level standards. All 9<sup>th</sup> graders are placed in the Freshman Academy unless they self select another academy or small learning community to be a part of instead.

Freshman Academy						
Action Steps (Plan)	Person Responsible	Resources	Timeline	Do	Study	Act
6.1 Implement Success 101 College/Career Course in order to reduce Freshman F grade.	Jeff Frase, Bruce Sawyer	District and Site Funds	August 2012			
6.2 Freshman Academy Data Collection to assess Freshman progress quarterly. Compare Freshman F rates to entire Freshman class.	Iris Abraham, Jeff Frase, Bruce Sawyer, Annette Feldman, Joe Raco, Sue Moriarty, Kerena Skillman	District and Site Funds	Quarterly			
6.3 Implement study skills and social success instruction with Freshman Academy students to support successful transition to high school.	Joe Raco, Sue Moriarty, Kerena Skillman	Site Funds	Monthly			
6.4 Investigate literacy rates among Freshmen to determine impact on failure rate. Plan literacy improvement course if data supports a connection between literacy and success.	Jeff Frase Kerena Skillman Shauna Rogers Melissa Rotundi	-Success skills -Common prep -Common teachers and students -Limited students	Quarterly			
6.5 Determine financial resources for annual purchase for Success 101 books and supplies.	Jeff Frase Sue Moriarty Bruce Sawyer	Curriculum District Funds	By April 2013			
6.6 Conduct facility assessment to determine feasibility of expanded Freshman program at Annex facility.	Jeff Frase	Site Funds	By December 2012			
6.7 Planning days for FA curriculum and program assessment 3days x 3teachers.	Jeff Frase Joe Raco Sue Moriarty Kerena Skillman	District Funds	Summer 2012 and 2013			

### **Centralized Services**

*District Goal #1: Prepare all students for college and careers*

*District Goal #2: Ensure that all students meet or exceed grade level standard and that the achievement gap is closed.*

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal):

- Consolidated Program documents submitted by deadlines
- Consolidated Program documents approved with no errors
- Federal Program Monitoring completed with no non-compliant areas
- Supplemental Services provided as per Title I regulations

### **Rationale:**

<b>Centralized Services</b>			
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>
1. Completion and filing of required documents pertaining to consolidated program.	L. Dopp K.Noah	Title I Title III EIA	August 2012 – May 2013
2. Assistance in preparing and monitoring budgets and expenditures pertaining to consolidated programs.	L.Dopp J.Carter K.Noah	Title I Title III EIA	October 2012 June 2013
3. Assistance in monitoring program activities to ensure that they are in compliance with state and federal requirements.	L.Dopp C.Woo	Title I Title III EIA	October 2012 June 2013
4. Assistance in planning, implementing, and evaluating staff development activities funded by consolidated funded programs.	ES Directors	Title I Title II Title III EIA	August 2012 – May 2013
5. Assistance in meeting state requirements for Federal Program Monitoring - FPM (previously Categorical Program Monitoring – CPM).	C.Woo	Title I Title III EIA	Fall 2012
6. Assistance in planning, implementing, and evaluating of effective parent participation programs.	L.Dopp	Title I Title III	August 2012 – May 2013
7. Assistance in planning, implementing, and evaluating of supplementary programs to assist targeted populations.	L.Dopp K.Noah	Title I Title II Title III EIA	August 2012 – May 2013

	A	B	D	E	F	G	H
1							
2			<u>Total</u>	<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title II</u>
3		12/13 Estimated Allocations	\$ 246,531	\$ 80,498		\$ 160,033	\$ 6,000
4		11/12 Carryover	\$ -				
5		Sub-Total	\$ 246,531	\$ 80,498	\$ -	\$ 160,033	\$ 6,000
6							
7		Centralized Services	\$ 18,609			\$ 18,609	
8		<b>TOTAL</b>	<b>\$ 265,140</b>	<b>\$ 80,498</b>	<b>\$ -</b>	<b>\$ 178,642</b>	<b>\$ 6,000</b>
9							
10		Payroll (Reference only)	\$ 71,853			\$ 71,853	
11							
12		<b>ALLOCATED GOAL TOTAL</b>	<b>\$ -</b>	<b>\$ 82,748</b>	<b>\$ -</b>	<b>\$ 164,947</b>	<b>\$ 6,000</b>
13							
14	Plan Ref	<b>Action Steps (requiring funding)</b>					
15		<b>Goal #1 – Ensure students are prepared for college and careers and that all students meet or exceed grade level standards and the achievement gap is closed (PDSA)</b>					
16				<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title II</u>
17		Provide direct support to students through centralized services.				\$ 18,609	
18		Site Allocation 2012-13 - Instructional Budget: General Use		\$ 30,855.00			
19		Site Allocation 2012-13 - Instructional: Dept Allocations		\$ 13,767.00			
20		Site Allocation 2012-13 - Site Administration Operational Budget		\$ 29,800.00			
21		Site Allocation 2012-13 - Copier Lease Budget		\$ 6,076.00			
22	1a.8b	Purchase ELD books for ELD Library				\$ 1,200	
23	1a.8c	Purchase ELD supplemental materials/textbooks/software				\$ 9,000	
24	1a.8d	Purchase ELD supplies and copy costs				\$ 3,000	
25	1a10a	CELDT Coordinator: 0.2 FTE				\$ 19,786	
26	1a.10c	Summer CELDT Testing: Teachers/Paras				\$ 3,000	
27	1a.14(b,c)	ELD Paras: Three 4 hour Paras working in EL and content classes: (L. Cabral; L. Durney; L. Fojo)				\$ 50,289	
28	1b.1	Implement Cyber High; Data Collection on credit recovery. Brain X - At risk 9th graders to prepare them for CAHSEE.				\$ 1,200	
29	1b.1c	Cyber High Supplies				\$ 1,500	
30	1b.4	Point Break Intervention Services (District/Joan McCready)					
31		<b>GOAL TOTALS</b>		<b>\$ 80,498.00</b>	<b>\$ -</b>	<b>\$ 107,584.00</b>	<b>\$ -</b>
32							

	A	B	D	E	F	G	H
33		<i>Goal #2: Provide a safe and equitable learning environment</i>		<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title II</u>
34							
35		<i>Goal #2a) Increase students' average daily attendance</i>					
36							
37		<i>Goal #2b) Increase cultural proficiency</i>					
38	2b.5	ELD bi-lingual para: all parent communication.				\$ 21,563	
39	2b.6	One Day at a Time Program: Mentoring Underserved Students				\$ 30,000	
40		<b>GOAL TOTALS</b>		\$ -	\$ -	\$ 51,562.87	\$ -
41		<i>Goal #3: Professional Development: Provide an articulated, sustained plan of professional development activities designed to build the school's capacity to support programs and achieve goals.</i>					
42				<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title II</u>
43	3a.7d	Substitute costs for D.I. teacher class visits					\$ 3,000
44	3a.7d	Post-collaboration with veteran and new D.I. teachers					\$ 1,500
45	3a.7e	Direct Instruction monthly collaboration time and training					\$ 1,500
46	3a.9	LULAC & CABE conference, transportation fees & sub costs				\$ 5,800	
47		<b>GOAL TOTALS</b>		\$ -	\$ -	\$ 5,800.00	\$6,000
48		<i>Goal #4: Parent Involvement: Strategies to encourage parent involvement and provide parent education.</i>					
49				<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title II</u>
50							
51							
52							
53		<b>GOAL TOTALS</b>		\$ -	\$ -	\$ -	\$ -
54		<i>Goal #5 – Technology</i>					
55				<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title II</u>
56							
57		<b>GOAL TOTALS</b>					
58		<i>Goal #6 – Freshman Academy</i>		\$ -	\$ -	\$ -	\$ -
59				<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title II</u>
60	6.7	Planning days - curriculum & assessment. Three days x 3 teachers	(District Funds)	\$ 2,250			
61							
62		<b>GOAL TOTALS</b>					
63				\$ 2,250.00	\$ -	\$ -	\$ -

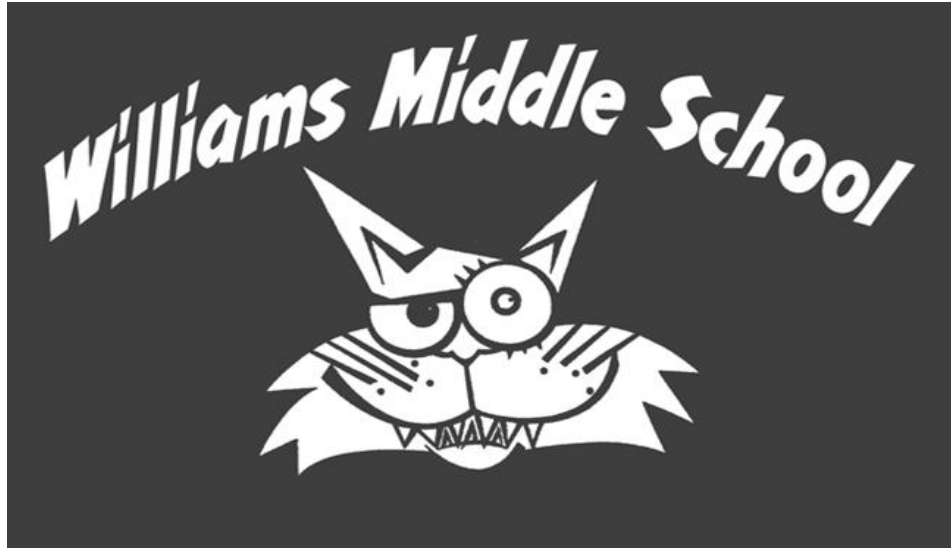


# ***Williams Middle School***

*Tracy Unified School District*

*CDS: 39-75499- 6109003*

*Principal: Barbara Montgomery*



## **Single Plan for Student Achievement 2012/13**

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. 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 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:

Contact Person: Barbara Montgomery  
Position: Principial  
Telephone Number: 209-830-3345  
E-mail Address: bmontgomery@tusd.net

SSC approval date: November 13, 2012

# SECTION I: SCHOOL PROFILE

## A. Description of any Significant Changes

### 1. Description of School Demographic composition

	Source	2010/11	2011/12	2012/13
Enrollment (#)	Oct CBEDS	1191	1180	1150
AFDC/Free & Reduced (%)	Oct CBEDS	44%	51%	55%
English Learners R-30 (%)	Mar R-30	225/19%	202/17%	
Fluent English (FEP/R-FEP) (%)	Mar R-30	242/20%	267/22%	
Students redesignated to FEP (#)	Mar R-30	25	27	
Ethnicity: White (%)	Oct CBEDS	30.8	25.8	28.0
Hispanic(%)	Oct CBEDS	42.4	46.6	44.2
African American(%)	Oct CBEDS	8.7	7.8	8.0
Asian(%)	Oct CBEDS	10.0	16.8	19.1

### 2. Description of Staff Characteristics/Changes in Staffing

	2011/12	2012/13
number of classroom teachers	52	52
number and type of support certificated staff (including special education staff)	7	6
number of classified staff	39	38
Number/percent of NCLB highly qualified teachers	100%	100%
Number/percent of teachers with EL Certification	100%	100%

### 3. Addition or Removal of categorical programs or feeder programs (check one)

☒ No significant changes  
☐ Significant changes

### 4.Changes in District Core Programs (check one)

☒ No significant changes  
☐ Significant changes

### 5.Changes in Facilities (check one)

☐ No significant changes  
☒ Significant changes

B. Programs included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the school plan budget must include the proposed expenditures.)

State Programs	Allocation
<input checked="" type="checkbox"/> <b>EIA: Economic Impact Aid/ English Learner Program</b> <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners.	\$76,981
<input type="checkbox"/> <b>Gifted and Talented Education</b> <u>Purpose:</u> To support instructional programs for identified gifted and talented students.	0
<input checked="" type="checkbox"/> Other State or Local funds (site allocation and MAA)	\$23,186
Total amount of state categorical funds allocated to this school	<b>\$100,167</b>

Federal Programs under No Child Left Behind (NCLB)	Allocation
<input type="checkbox"/> <b>Title I, Part A: Schoolwide Program</b> <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$0
<input checked="" type="checkbox"/> <b>Title II, Part A: Teacher and Principal Training and Recruiting</b> <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$6,000
<input type="checkbox"/> Other Federal Funds (list and describe <sup>1</sup> )	\$0
Total amount of federal categorical funds allocated to this school	\$6,000
Total amount of state and federal categorical funds allocated to this school	<b>\$106,167</b>

## SECTION II: Presentation and Analysis of Data

### A. Analysis of Current Instructional Program - Academic Program Survey

The following evaluation is based on the Academic Program Survey and provides a rubric rating on a four point scale (1-4) for each area as well as a brief narrative assessment for each area. The rubric is as follows:

- (1) = Minimally – rarely used/found
- (2) = Partially – sometimes used/found
- (3) = Substantially – in regular use
- (4) = Fully - in regular use in all classrooms and followed completely

ELEMENT	2012 Rating	Comments
<b>EPC #1 Instructional Program</b>		
1.1	3.0	
1.2	3.0	
1.3	2.0	Define intensive. Teachers struggle with materials for EL
1.4	3.3	Can links be posted to webpage or student portal
1.5	2.5	What math materials is there for low students? What is adopted?
1.6 ES/MS	3.0	
<b>EPC #2 Instructional Time</b>		
2.1	2.8	Only have 55 minutes with students
2.2	2.5	Teachers need more time with students during the school day.
2.3	2.5	No time given
2.4	1.5	
2.5	3.0	Define intensive
2.6	3.1	6 <sup>th</sup> grade use ancillary materials or SBE adopted core prog.
2.7	2.0	No material specific to intervention
<b>EPC #3 Lesson Pacing Schedule</b>		
3.1	3.7	Starting this year
3.2	3.1	As of this year
3.3 HS		
<b>EPC #4 Professional Development for School Administrators</b>		
4.1	2.8	Admin needs assistance on interventions to help teachers
4.2	2.0	
4.3 ES		
<b>EPC #5 Credentialed Teachers and Teacher Prof. Development Opportunity</b>		
5.1	3.5	Because teachers are highly qualified doesn't mean good teaching. A few colleagues stay but need to go.
5.2	2.5	Not much SD because of low budget
5.3	3.0	
<b>EPC #6 On-Going Instructional Assistance and Support for Teachers</b>		
6.1	2.5	
6.2	3.0	CAPP grant offers SD but some teachers are not interested in receiving intervention strategies
<b>EPC #7 Student Achievement Monitoring System</b>		
7.1	3.0	
7.2	3.1	Define intensive. Not all teachers use monitoring system to their advantage
<b>EPC #8 Teacher Collaboration by Gr. Level/Subject Matter</b>		
8.1	3.8	A lot more time is given for us to meet and collaborate
8.2	4.0	Almost every Monday I can communicate with my depart.
<b>EPC #9 Fiscal Support</b>		
9.1	2.5	School funding is a joke. What is EPC?
9.2	1.5	6 <sup>th</sup> grade is not aware of how money is spent

### Analysis of Data – Current Instructional Program (APS):

The students at Williams Middle School have an opportunity to participate in standards based curriculum which is delivered by the teachers. Many teachers have the technology to assist them in their instruction and delivery of high interest activities and projects. Instructional tours take place weekly and teachers who have been reluctant in the past to use the Big Four, are coming around and seeing that best instructional practices make a difference in student achievement.

### **Academic Performance:**

**1a. AYP - Adequate Yearly Progress:** Schools will meet or exceed their AYP goal OR demonstrate an increase of 5% in percent of students scoring proficient for schools meeting their AYP Targets

<b>Group</b> <b>(NCLB target)</b> ES/MS HS	2010 % Prof. ELA (≥ 56.8%) (≥ 55.6%)	2011 % Prof. ELA (≥ 67.6%) (≥ 66.7%)	2012 % Prof. ELA (≥ 78.4%) (≥ 77.8%)	AYP Goal Met?	5% growth Goal Met?	2010 % Prof. Math (≥ 58%) (≥ 54.8%)	2011 % Prof. Math (≥ 68.5%) (≥ 66.1%)	2012 % Prof. Math (≥ 79.0%) (≥ 77.4%)	AYP Goal Met?	5% growth Goal Met?
<b>School Total</b>	<b>51.5</b>	<b>57.1</b>	<b>57.8</b>	Y	N	<b>34.0</b>	<b>36.2</b>	<b>36.3</b>	N	N
<b>Sub-group #1</b> Asian	<b>75.7</b>	<b>75.9</b>	<b>75.8</b>	N	N	<b>54.9</b>	<b>58.0</b>	<b>59.1</b>	Y	N
<b>Sub-group #2</b> Hispanic or Latino	<b>37.9</b>	<b>44.5</b>	<b>44.7</b>	N	N	<b>21.8</b>	<b>23.1</b>	<b>23.4</b>	N	N
<b>Sub-group #3</b> White not Hispanic	<b>61.2</b>	<b>66.6</b>	<b>68.4</b>	Y	N	<b>43.9</b>	<b>43.7</b>	<b>44.6</b>	N	N
<b>Sub-group #4</b> Socioecon. Disad.	<b>35.6</b>	<b>43.0</b>	<b>43.5</b>	N	N	<b>20.7</b>	<b>22.3</b>	<b>24.8</b>	N	N
<b>Sub-group #5</b> ELL students	<b>32.1</b>	<b>38.6</b>	<b>40.6</b>	N	N	<b>18.9</b>	<b>20.1</b>	<b>25.1</b>	N	Y
<b>Sub-group #6</b> Stu. w/ Disabilities	<b>27.5</b>	<b>38.0</b>	<b>37.7</b>	N	N	<b>25.4</b>	<b>23.1</b>	<b>23.4</b>	N	N

### **Achievement Gap Data**

#### **Longitudinal AYP 2008 – 2012 • English Language Arts**

ELA	target	School	White	Afr.Amer.		Hispanic		Low SES		EL		Stu w/Dis	
	ES/HS	AYP	AYP	AYP	Gap	AYP	Gap	AYP	Gap	AYP	Gap	AYP	Gap
2008	35.2/33.4	46.8	61.0	36.7	24.3	31.7	29.3	30.0	31.0	25.6	35.4	18.4	4.26
2009	46.0/44.5	54.8	67.0	49.3		41.8		39.1		33.8		40.9	
2010	56.8/55.6	51.5	61.2	NA		37.9		35.6		32.1		27.5	
2011	67.6/66.7	57.1	66.6	NA		44.5		43.0		38.6		38.0	
2012	78.4/77.8	57.8	68.4	53.3	15.1	45.7	22.7	43.5	24.9	40.6	27.8	37.7	30.7
Change					-9.2		-6.6		-6.1		-7.6		-11.9

The Achievement Gap is calculated by subtracting the subgroup AYP from the White subgroup AYP.

## Longitudinal AYP 2008 – 2012 • Math

The Achievement Gap is calculated by subtracting the subgroup AYP from the White subgroup AYP.

Math	target	School	White	Afr.Amer.		Hispanic		Low SES		EL		Stu w/Dis	
	ES/HS	AYP	AYP	AYP	Gap	AYP	Gap	AYP	Gap	AYP	Gap	AYP	Gap
2008	37.0/32.2	27.3	34.9	22.2	12.7	12.7	18.0	16.7	18.2	15.3	19.6	15.8	19.1
2009	47.5/43.5	32.1	39.4	25.6		13.8		21.8		18.4		19.7	
2010	58.0/54.8	34.0	43.9	NA		21.8		20.7		18.9		25.4	
2011	68.5/66.1	36.2	43.7	NA		23.1		22.3		20.1		23.1	
2012	79.0/77.4	36.3	44.6	32.2	12.4	23.4	21.2	24.8	19.8	25.1	19.5	23.4	
Change					-0.3		+3.2		+1.6		-0.1		+2..1

### 1b. AYP - Adequate Yearly Progress Schools will have a 95% participation rate in state testing

Group	% Tested ELA 2012	Target Met Yes or No	% Tested Math 2012	Target Met Yes or No
<b>School Total</b>	<b>1193</b>	<b>Y</b>	1193	Y
<b>Subgroup #1</b> Hispanic	548	Y	548	Y
<b>Subgroup #2</b> White Not Hispanic	305	Y	305	Y
<b>Subgroup #3</b> Socio-economically Disadvantaged	555	Y	555	Y
<b>Subgroup #4</b> English Learners	332	Y	332	Y
<b>Sub-group #5</b> Stu. w/ Disabilities	144	Y	144	Y

**Program Improvement Status for 2012/13:**   X   Not in PI        in PI year       

### Analysis of Data – Student Achievement - AYP (Adequate Yearly Progress):

ELA: We are focusing on data more and more so we can make informed decisions about needs that students have. We have support for students during the school day in 6<sup>th</sup> grade ELA but not 7<sup>th</sup> or 8<sup>th</sup>. We need need to look at what may be useful to implement for the 2<sup>nd</sup> semester to assist students in ELA during the school day in grades 7 and 8.

Math: Progress is slow but we believe that we are making a difference in the way we offer extra support during the school day in math for all grade levels. There is staff development available for teachers who need extra support in the curriculum decisions they are making.

**1c. API – Academic Performance Index :** Schools will meet or exceed school’s API growth target OR maintain a score of 800 or higher.

Group	2011 Base API	2012 API Target	2012 API	Actual Growth	Target Met Yes or No
<b>School Total</b>	773	778	772	-1	N
<b>Subgroup #1</b> Asian	869	800	872	+3	N
<b>Subgroup #2</b> Hispanic	714	719	714	0	N
<b>Subgroup #3</b> White Not Hispanic	825	800	816	-9	Y
<b>Subgroup #4</b> Socio-economically Disadvantaged	708	713	704	-4	N
<b>Subgroup #5</b> English Learners	681	687	694	+13	Y
<b>Sub-group #6</b> Stu. w/ Disabilities	597	607	582	-15	N

Longitudinal (Growth) API 2008 – 2012  
(Achievement Gap Data)

	School	White	Hispanic	Low SES	EL	Stu w/Dis
	API	API	API Gap	API Gap	API Gap	API Gap
2008	728	792	660 132	644 148	630 162	524 268
2009	755	803	692 111	683 120	659 144	NA NA
2010	743	808	672 136	658 150	647 161	541 267
2011	774	828	714 -114	708 120	681 -147	597 -231
2012	772	816	714 -102	704 112	694 -122	582 -234
Change in Gap			-30	-36	-40	+34

**Analysis of Data – Student Achievement - API (Academic Performance Index):**

To be realistic, the achievement gap will never close but it will become narrower each year as we look at all the areas that students need to be assisted in. We have to look at correctly placing students in the classes they are prepared for and to make sure we have a system in place to give students the support they need in ELA and math, as well as opportunities for healthy life choices.

**2. AMAO – Annual Measurable Achievement Objectives (Title III - EL Progress in English):**

- a. AMAO 1** – Percent of Students making annual progress in English (based on CELDT)
- b. AMAO 2** – Percent of Students Attaining English Proficiency (based on CELDT)

	# students tested	% meeting AMAO 1	Target	Met? Y/N	% meeting AMAO 2	Target <5yr/≥5yr	Met Y/N
<b>2009/2010</b>	257	69.3%	53.1	Y	23.1/60.8	17.4/41.3	Y
<b>2010/2011</b>	238	62.2%	54.6	Y	22.2/52.3%	18.7/43.2	Y
<b>2011/2012</b>	208	54.6%	56.0	N	--/43.9%	20.1/45.1	--/N

**Analysis of Data – Student Achievement – Title III AMAOs**

This data is conflicting as you look at the EL progress overall, they are doing well in classes and on assessments. We have more and more students being redesignated even though we have less students each year?

**3. Increase in students meeting district standards:** Students will demonstrate proficiency on 80% percent of district standards based on end of year assessments-

Percent of students meeting standards on district assessments

ELA	2011	2012	Target Met? Y/N	MATH	2011	2012	Target Met? Y/N
Grade 6	42%	61.9%	N	Grade 6	63%	60.2%	N
Grade 7	55%	56.5%	N	Grade 7	66%	57.5%	N
Grade 8	58%	63%	N	Algebra 1	74%	75.1%	N
				Alg. Read.	34%	60.1%	N

#### Analysis of Data – Student Achievement – District Assessments

80% is unrealistic however, there is improvement from year to year. Math is a focus for us since students are progressing slower over time. We feel that with the new assessment tools in math, thanks to the CAPP grant, it will assist us in placement of students in the math classes with interventions they may need. We also have more and more students needing high school classes as 7<sup>th</sup> and 8<sup>th</sup> graders.

### C. School Safety

#### 1. Reduction in the number and percentages of suspensions or expulsions

	2010/11		2011/12		% Decrease or Increase	Target Met
	#	%	#	%		
Suspensions	261	2.1	232	1.9	-.2	Y
Expulsions	8	.006	6	.005	-.2	Y

# Number of incidents of suspension (# of individual students suspended during the year).  
Some students were suspended more than one time during the year

#### Reduction in the number of referrals

	2010/11		2011/12		% Decrease or Increase	Target Met
	#	%	#	%		
Referrals	1234	1.02	908	.1	-.3	Y

2. There will be a 75% or higher percentage of parents, staff, and students responding positively to survey questions regarding school safety.

#### School Safety

Group	% Agree 2011	% Agree 2012
Parents	87.55	86.9
Staff - Cert.	88.2	86.49
Staff – Class.	87.0	91.67
Students	79.9	71.78
<b>Total</b>	<b>85.6</b>	<b>84.15</b>
<b>Met Goal (Y/N)</b>	<b>YES</b>	<b>Y</b>



## D. School Climate and Leadership

1. There will be a 75% or higher percentage of parents, staff and students responding positively to survey questions regarding school climate, instructional issues, and parent relations:

### School Climate

Group	% Agree 2011	% Agree 2012
Parents	87.61	82.4
Staff – Cert.	84.9	77.70
Staff – Class.	88.2	73.33
Students	79.3	61.60
Total	85.0	74.0
Met Goal (Y/N)	YES	N

The school will maintain 98% actual attendance, or an improvement of .5%

School Year	Actual Attendance %	Target %	Difference (+ or -)	Target Met Yes or No
2008/2009	96.0	98%	-2.0	N
2009/2010	95.52	98%	-2.48	N
2010/2011	96.01	98%	-1.99	N
2011/2012	96.0	98%	-2.0	N

PeaceMakers has made a positive impact on our campus. They have been very successful with tutoring and counseling students who may have been suspended. Their work is ongoing and we are looking at ways to help them expand.

### Analysis of Data – School Safety and Climate

Our data indicates that what we do to make sure that students and staff are safe on campus is having a positive impact on our school culture. I'm not sure how to interpret the student data on the survey. Many did not like the installation of the cameras. Also, we had a low turn in rate from all parents, staff and students.

## SECTION III: EVALUATION OF PRIOR YEAR'S PLAN

### A. Evidence of school's progress towards meeting **student achievement** targets

#### **Goal #1 – Ensure students are prepared for college and careers and that all students meet or exceed grade level standards and the achievement gap is closed**

- a. Programs to meet the needs of English Learners
- b. Programs to meet the needs of at-risk students
- c. Prepare students for STAR/CAHSEE testing
- d. Plan for increasing deployment of Best Instructional Practices
- e. (schools with gr. 6-12) Improve student achievement in Mathematics

#### Evaluation of Plan for Goal 1:

##### a. English Learners

We continue to work with the teachers in offering strategies to use during instruction in the classroom. We have data driven strategies implemented for improved results. Last year was successful and the following will be implemented again.

- 1) Schedule students into appropriate classes for maximum assistance
- 2) Offer computer programs that support the academic levels
- 3) Offer after school assistance for students who need extra support and tutoring

We are also having teachers do peer observations to increase the opportunity for implementation of BIPs.

##### b. At Risk Students

The following support was given to students during the school year and will continue during this school year. The achievement level of students overall went up. The following strategies worked and will be implemented this year.

- 1) Appropriately schedule the students who need academic support
- 2) Provide support during the school day via computers and technology
- 3) Keep data base of results current.

The information that we review concerning students who are at risk of failing or falling behind is tracked by the counselors. They review the scores of students and will individually contact the students and their parents about the progress that is expected and what types of interventions are offered to help them.

##### c. STAR/CAHSEE prep

Many teachers took on the challenge to help plan and prepare for testing last year. They devised a schedule to include all staff members in the testing schedule. It was very successful and will be implemented again.

- 1) Provide during the school day and after school support for students.
- 2) Provide practice assessments with immediate results.
- 3) Provide technology to increase interest in practicing assessment skills.

At the beginning of school year, the counselors visited classrooms with strategies for students to use during the school year. Again in March, in preparation of testing, the counselors will meet with students again and revisit the strategies on how to be successful in testing.

The administration meets with teachers on how they can better assist under-performing students during the year. The testing schedule was a success last year and will be followed again this year. Two test givers per room made a difference in the attitude of the students.

##### d. Increasing Deployment of Best Instructional Practices

- 1) Teachers join administration on Instructional Tours
- 2) Teachers have the opportunity to peer observe
- 3) Teachers can get a sub for the day and work on curriculum together

e. Student Achievement in Mathematics (gr 6-12)

Each year we look at test scores, assessments, and the recommendations of the previous teachers when we place students in math classes. Counselors sift through all of the data and information to properly place students in the best math classes. The information also helps us determine how many sections of math classes will be needed.

- 1) Appropriately place students in classes that meet their academic levels
- 2) Provide during-school and after-school support
- 3) Keep current data on students to assist in knowing what needs they may have

## **Goal #2 – Provide a Safe and Equitable Learning Environment for all Students and Staff**

### **Evaluation of Plan for Goal 2:**

a. Increase Students' Average Daily Attendance

- 1) Provide incentives for students with good attendance
- 2) Phone home to parents of students with gaps in attendance
- 3) Reward students who have good attendance

Our attendance at school is good. We are continuing with the above plans to keep our attendance high. Currently we have almost 98% attendance. We believe that students enjoy coming to school. The SARB process is in place and is implemented when needed.

b. Increase Cultural Proficiency

Our climate surveys show that we have a safe environment. We offer a variety of clubs and activities open to all students to be involved in. We have the clubs plan our assemblies and Mix It Up activities which have been a success at Williams. The following are the strategies that work and that we will keep in place.

- 1) Provide structured activities for staff and students to participate related to cultural diversity
- 2) Have diverse clubs work together in planning activities school-wide
- 3) Provide staff only workshops and activities to promote cultural diversity awareness

## **Goal #3 – Professional Development**

### **Evaluation of Plan for Goal 3:**

a. Articulated, sustained plan of professional development activities

This year our calendar has become more work-specific with meetings on Early Release. All of our site meetings take place in the library, including the site collaboration meetings. Teachers understand that the expectation is to be involved in the meeting agenda, and at times, be part of it. We had the AVID teachers lead discussions and give information on direct instruction and note taking skills. They had handouts for teachers and provided them with the template for Cornell Notes. We have SMART board workshops and related technology planned throughout the year. The data and information that teachers need for improvement we have tried to make available to teachers. One of the challenges that we are trying to work through is having to share teachers who need to travel to other places for data teams. They miss out on a lot of site information when they are gone.

- 1) Provide structured Early Release Mondays with meaningful activities
- 2) Provide teachers opportunities to peer observe in classrooms
- 3) Promote Data Teams and the useful information that comes from involved teachers

b. Increasing participation/attendance at ERM's

- 1) The agenda goes out on the Friday before the meetings. Teachers know that they will have to come see me for materials missed in the meetings.
- 2) Attendance is taken each meeting
- 3) Incentives are given out to groups who have the best attendance.

#### **Goal #4 – Parent Involvement: Strategies to encourage parent involvement and provide parent education**

##### **Evaluation of Plan for Goal 4:**

Over the past couple of years, our parent participation has dropped off. Parent meetings and parent club has struggled to keep parents coming back. Each month we have evening parent meetings with high interest topics about middle school students, drugs, gangs, strategies to prepare for high school and college. The attendance is usually between 50-90 parents. It has been suggested that since parents receive voice mail from the school, they have e-mail addresses of teachers, and they have easy access to administration, that parents feel they are informed. The climate surveys indicate that parents feel that Williams is a safe place and they know how to get the information they need. We will continue with the following strategies to engage the parents:

- 1) Provide parents with information about contacting teachers, counselors and administration
- 2) Provide access to the Parent Portal and promote it's use
- 3) Keep parents informed with monthly meetings and informational messages home

#### **Goal #5 – Technology: Use technology as a tool for improvement in instruction; management of departments, sites and classrooms, and to increase efficiency in operations across the district.**

More and more students are coming to school with computer knowledge and skills to use in the classroom. We feel that it would be appropriate to offer classes on social networking and the proper use of cell phones in education. These are the skills that students use without adult supervision and they should have more information to stay safe on the computer and cell phones. We are discussing the possibility of a class that allows students to use cell phones for research and communication. Teachers are researching the probability of this class and what it might entail. We will continue to:

- 1) Provide elective classes for students to learn keyboarding and power point.
- 2) Provide teachers with updated technology to use in their classrooms
- 3) Keep our computer labs and classroom technology updated with current software

#### **Goal #6 – Improve the school libraries. (if included in prior year plan)**

##### **Evaluation of Plan for Goal 6:**

Years ago our library updated the computer lab. This has given students more access to information at a faster rate. Teachers bring students to the library for research and to check out books. The recent budget has not allowed us to purchase very many books to put on the shelves. We are looking at the possibilities of Kindle like technology to have students to be able to download books for reading. Until we get more funding and the budget changes we will continue to:

- 1) Provide a large selection of books for students to access
- 2) Keep the library available to staff, parents and students during the day
- 3) Update the technology and software available to the library

### **Overall Evaluation of Prior Year School Plan**

Please address the following two questions regarding the overall school plan:

The number of teachers using data to improve instruction is increasing. Teachers have almost every Monday during ER to sit and plan/discuss with colleagues. The instructional tours have increased and expanded to include weekly visits with teachers going along on the tour. This has created many meaningful conversations and actions.

The plan is modified at least twice during the school year. It is posted on our website and Portal for all to see. The staff gets a copy via e-mail and it's discussed at ER Monday.

# Preliminary School Plan for 2012/2013

## A. School Governance and Planning Process

The school plan is put together with input from staff and parents. It's available throughout the school year for review and is located on our school website. We have had a decrease in parent involvement over the past few years. The ELAC committee is in the first stages of development this year. Several parents are interested in assisting with the site plan. The budget is disappointing since there is very little money outside of the EIA money to support other regular education activities.

The 2012/13 School Plan that follows was developed through the joint efforts of school administration, parents, and teachers. The final School Plan and budget was approved by the School Site Council on November 13, 2012.

### **School Site Council Membership for 2012/13**

Names of Members  *Parent of EL	School Personnel 50% of SSC			Parents/Students 50% of SSC	
	Principal	Classroom Teacher	Other Staff School	Parent or Community Member	Secondary Student
Barbara Montgomery	x				
Eric Peterson		x			
Sheryll McIntire				x	
Rhonda Campbell		x			
Lulu Flores			x		
Diane Mousalimas				x	
Cynthia Reis				x	
Parent open				x	
• ELAC Sherry Garcia				x	
Barb Adams		x			
Numbers of members of each category	1	3	1	5	
Total in each group	5			5	

The interests of English learners are represented by:

- ☐ An ELAC with adopted bylaws (*Parents of English learners constitute at least the same percentage of the committee as their children represent of the student body. OPSET I-EL-2*)

ELAC Chairperson: \_\_\_\_\_

- ☒ School Site Council (*Parents of English learners constitute at least the same percentage of the committee as their children represent of the student body. OPSET I-EL-2*)

\*Indicate parents of EL Students on SSC list above

## **B. School goals for 2012-13 - A Summary**

### **Goal #1 – Ensure students are prepared for college and careers and that all students meet or exceed grade level standards and the achievement gap is closed (PDSA)**

- a. Programs to meet the needs of English Learners
- b. Programs to meet the needs of at-risk students (including CAHSEE remediation at HS)
- c. Activities to prepare students for STAR/CAHSEE testing
- d. Plan for increasing deployment of Best Instructional Practices
- e. (schools with gr. 6-12) Activities to improve student achievement in Mathematics

Rationale: (district) The district goals are that student will be prepared for college and careers; and that all subgroups meet AYP targets and that the achievement gap be closed by raising the achievement of lower performing subgroups. The district goal also includes that EL students meet Title III AMAO targets annually. The EL subgroup and other at-risk groups do not meet AYP. Additionally the percent of students scoring proficient in Math at grades 6-11 is significantly below AYP targets

Site Rationale: All subgroups should meet API and AYP targets and their achievement in assessments tracked year to year. Target populations will receive intervention in the classroom and after school to assist in improvement.

### **Goal #2 – Provide a safe and equitable learning environment for all students and staff**

- a. Increase students' average daily attendance
- b. Increase cultural proficiency (PDSA)

Rationale: (district) The district has set an overall target of 98% attendance. Research shows that when students are in school they achieve at higher academic levels. The district goal is to increase cultural proficiency throughout the district to ensure that student and staff are afforded a safe and equitable learning environment.

Site Rationale: When students miss school they miss out. When students receive recognition for their attendance via school assemblies, they feel safe and productive at school, attendance will improve.

### **Goal #3 – Goal #3 – Professional Development: Provide an articulated, sustained plan of professional development activities designed to build the school's capacity to support programs and achieve goals.**

(Note: Title 1 schools must allocate at least 10% of Title I funds to staff development)

Rationale: (district) The district strategic goals and LEA Plan include goals which focus on providing ongoing professional development and support to teachers and site administrators that result in increased achievement for all students in order to close the achievement gap.

Site Rationale: Teachers who are informed and updated with student scores on a regular basis via data teams will be able to make better teaching decisions for students.

**Goal #4 – Parent Involvement: Parent Involvement: Strategies to encourage parent involvement and provide parent education.**

Rationale:(district) Sustained parent involvement is linked to student achievement and staying in school. Federal and state regulations mandate meaningful opportunities at all grade levels for parents/guardians to be involved in school activities, advisory, decision-making, and activities to support learning at home.

Site Rationale: Communication with parents is important. There are many ways to keep parents updated on the behavior and academic progress of their child. Parents have an opportunity to volunteer, be on Site Council, and a member of the Parent Club.

**Goal #5 – Technology: Technology: Use technology as a tool for improvement in instruction; management of departments, sites and classrooms; and to increase efficiency in operations across the district.**

Rationale: (district) The district is committed to providing students and staff with the technology tools and skills to support academic content standards and improve learning so that they can compete in a digital world.

Site Rationale: The increase use of technology will build upon current abilities and bring more opportunities to the staff and students to prepare them for the district technology plan. A few believe that SMART boards are a technology of the past when in fact, they are enhancing the board's capabilities for student use. The use of document cameras and individual response devices will assist the teachers in presenting more up-to-date data and information that is available. EIA funds and Site monies will fund the technology when possible.

**Goal #6 – Improve the school libraries.**

(Sites are not required to allocate funds to libraries this year.)

Rationale: This is a requirement under the School and Library Improvement Block Grant.

Site Rationale: There are currently no funds available to buy books.



## **C. Activities for 2012/2013 School Plan**

### **Site Goal #1 – Ensure students are prepared for college and careers and that all students meet or exceed grade level standards and the achievement gap is closed. .**

*District Goal #1: Prepare all students for college and careers*

*District Goal #2: Ensure that all student meet or exceed grade level standard and that the achievement gap is closed.*

#### **Outcomes (Data that will be collected and analyzed to measure progress towards the goal)**

- All significant subgroup will meet AYP targets
- EL students will meet or exceed Title III AMAO1 and AMAO2 targets
- Decrease the achievement gap of the subgroups
- 80% of students will meet standards on district assessments
- Reduction in number of students failing classes (optional)
- Increase percent of teachers using BIPs
- Increase percent of students scoring proficient on Math CST (gr. 6-12)
- Increase percent of 10<sup>th</sup> graders passing/scoring proficient on CAHSEE (HS only)
- All students will pass CAHSEE by end of grade 12 (or meet IEP goals) (HS only)
- Alignment of curriculum maps/pacing guides to Blueprint standards (optional)

**Rationale:** Rationale: (district) The district goals are that student will be prepared for college and careers; and that all subgroups meet AYP targets and that the achievement gap be closed by raising the achievement of lower performing subgroups. The district goal also includes that EL students meet Title III AMAO targets annually. The EL subgroup and other at-risk groups do not meet AYP. Additionally the percent of students scoring proficient in Math at grades 6-11 is significantly below AYP targets

**Site Rationale:** All subgroups should meet API and AYP targets and their achievement in assessments tracked year to year. Target populations will receive intervention in the classroom and after school to assist in improvement.

<b>1a.English Learner Instruction and Support</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
1a.1 Sched students into support classes like ALAS	Couns/princi.		May-Sept			
1a.2 Provide computer programs to enhance achievement in core subjects	Principal	EIA/Site	Sept-May			
1a.3 Provide Aides/Teachers with copies and materials for support	Principal	EIA/Site	Sept-May			
1a.4 Provide staff conferences/workshops/SD	Principal	EIA/site Title II	Sept-May			
<b>1b.Intervention and Remediation for at-risk students (including CAHSEE remediation at HS)</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
1b.1 Update technology for staff and students	Site tech/princ	EIA/site	Sept-May			
1b.2 Provide tutoring/counseling for students	principal	EIA/site	Sept-May			

<b>1c.CST/CAHSEE Preparation</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
1c.1 Provide materials and extra copies and supplies to staff	Principal	EIA/site	Sept-May			
1c.2 Keep pacing guides updated	principal		Sept-May			
<b>1d. Plan for Increasing Deployment of Best Instructional practices</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
1d.1 Provide peer observation opportunities and time to debrief/wkshops and conferences	Principal	Site/title II/EIA	Sept-May			
1d.2 Keep data teams structured and monitored	principal		Sept-May			
<b>1e. Mathematics Achievement (required for gr. 6-12)</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
1e.1 Place students in appropriate level classes	Counselors		Sept-May			
1e.2 Offer support classes to all levels	Counselors		Sept-May			
1e.3 Provide copies/materials/technology to support staff	principal	EIA/TitleII /site	Sept-May			

**Plan for providing ELD to English Learners in 2012/13:** *Please describe the school's plan for providing the required ELD time. Include how students will be organize (e.g. by CELDT level, grade level), the frequency of ELD (e.g. daily, 4 x per week), the duration (i.e. amount of time each day), and who will provide the ELD. The information may be provided by grade or by grade span, depending on how students are organized. English Learners must receive 30 minutes of ELD daily.*

<b>Grade</b>	<b>Organization of Students</b>	<b>Frequency of ELD</b>	<b>Duration of ELD</b>	<b>Provided by</b>	<b>Materials used</b>
<b>6-7-8</b>	<i>ELD students are placed by CELDT scores into regular core or EL classes. The students are provided an ALAS class to support the core class. The ALAS class is taught by the same core teacher.</i>	<i>Daily M-F</i>	<i>1-2 periods at 58 minutes each</i>	<i>ELD teachers</i>	<i>Keys to Learning, Shining Star, and Holt  Long Term ELs in ALAS: Holt, English 3D, WRITE Institute Units</i>

**Goal 1 – Data Collection:**

(to be completed as part of the “study” component throughout the year and used as documentation for the Principal’s evaluation)

**Part A: District Assessments****District Assessments**

- Elementary Schools: ELA are the trimester benchmark assessments.
- Middle Schools: ELA the Quarter 1 and Quarter 2/3 assessments are Curriculum Associates Practice 1 and 2; Quarter 4 is the End of Course Holt)
- High Schools: ELA the required assessments are Holt Entry (report for Quarter 1) and Holt End of Year (Quarter 4). These are only required for grades 9 and 10.)

<b>Schoolwide</b> % Proficient/Advanced		<b>Quarter Trimester 1</b>	<b>Quarter 2/3 Trimester 2</b>	<b>Quarter 4 Trimester 3</b>	<b>Met Goal</b>
ELA	2011/12		54.4		
	2012/13				
MATHEMATICS	2011/12		69.1	65.3	
	2012/13				

<b>English Learners</b> % Proficient/Advanced		<b>Quarter Trimester 1</b>	<b>Quarter 2/3 Trimester 2</b>	<b>Quarter 4 Trimester 3</b>	<b>Met Goal</b>
ELA	2011/12		39.9		
	2012/13				
MATHEMATICS	2011/12		40.4	39.1	
	2012/13				

<b>Students w/ Disabilities</b> % Proficient/Advanced		<b>Quarter Trimester 1</b>	<b>Quarter 2/3 Trimester 2</b>	<b>Quarter 4 Trimester 3</b>	<b>Met Goal</b>
ELA	2011/12		45.2		
	2012/13				
MATHEMATICS	2011/12			59.8	
	2012/13				

<b>Hispanic</b> % Proficient/Advanced		<b>Quarter Trimester 1</b>	<b>Quarter 2/3 Trimester 2</b>	<b>Quarter 4 Trimester 3</b>	<b>Met Goal</b>
ELA	2011/12		48.1		
	2012/13				
MATHEMATICS	2011/12		57.8	58.2	
	2012/13				

<b>African American</b> % Proficient/Advanced		<b>Quarter Trimester 1</b>	<b>Quarter 2/3 Trimester 2</b>	<b>Quarter 4 Trimester 3</b>	<b>Met Goal</b>
ELA	2011/12		66.7		
	2012/13				
MATHEMATICS	2011/12		62.0		
	2012/13				

## **Part B: Instructional Tour Data**

### **2011/12 Results**

#### **Percent of “partial” and “full” implementation for each identified strategy**

		Sep	Oct	Nov/Dec	Jan	Feb	Mar	April	May
Student Engagement	full	75	70	78	70	NA	77	65	NA
	part	17	12	18	12		19	28	
Checking for Understanding	full	17	22	35	33		36	37	
	part	17	25	22	20		19	26	
Learning Objective	full	41	45	39	40		37	29	
	part	14	13	18	21		18	15	
Non-Linguistic Representation	full	33	38	37	38		38	29	
	part	21	24	27	31		33	34	

Data from **Management Team Tours** are **Bold-faced font**; Interim tours are regular font

### **2012/13 Results**

#### **Percent of “partial” and “full” implementation for each identified strategy**

		Sep	Oct	Nov/Dec	Jan	Feb	Mar	April	May
Student Engagement	full	60	50						
	part	10	40						
Checking for Understanding	full	30	21						
	part	5	21						
Learning Objective	full	41	46						
	part	8	21						
Non-Linguistic Representation	full	29	50						
	part	12	30						

**Management Team Tours** are **Bold-faced font**; Interim tours are regular font

**Site Goal #2 – Provide a safe and equitable learning environment***District Goal #3: Provide a safe and equitable learning environment for all students and staff***Outcomes** (Data that will be collected and analyzed to measure progress towards the goal)

- 98% student attendance (ADA)
- Reduction in suspensions
- Reduction in referrals/citations (optional)
- Reduction in tardies (optional)
- 75% of stakeholders will respond positively to annual survey questions related to school safety and climate.
- Increase in enrollment of underrepresented groups in advanced courses (optional)

**Rationale:** Rationale: (district) The district has set an overall target of 98% attendance. Research shows that when students are in school they achieve at higher academic levels. The district goal is to increase cultural proficiency throughout the district to ensure that student and staff are afforded a safe and equitable learning environment.

**Site Rationale:** When students miss school they miss out. When students receive recognition for their attendance via school assemblies, they feel safe and productive at school, attendance will improve.

2a Increase Students' Average Daily Attendance						
Action Steps (Plan)	Person Responsible	Resources	Timeline	Do	Study	Act
2a.1 Monitor daily attendance	Attend clerk		Sept-May			
2a.2 .Active SARB	Attend clerk		Sept-May			
2a.3 Incentives for attendance	principal		Sept-May			
2b. Increase Cultural Proficiency to support a safe and equitable learning environment						
Action Steps (Plan)	Person Responsible	Resources	Timeline	Do	Study	Act
2b.1 Provide safety assemblies	AP/principal		Sept-May			
2b.2 .Review safety handbook with staff,students and parents	AP/principal		Sept-May			
2b.3 School clubs and assemblies are provided	Principal/teachers		Sept-May			
2b.4 Monitor all school activities	Princiopal		Sept-May			

**Percent attendance by month (to be completed as part of the “study” component throughout the year):**

	Month 1 AUG	Month 2 SEP	Month 3 OCT	Month 4 NOV	Month 5 DEC	Month 6 JAN	Month 7 FEB	Month 8 MAR	Month 9 APR	Month 10 MAY	YTD Total
2011-2012	97.6	96.9	96.5	96.0	96.1	95.1	96.1	95.7	95.6	96.1	96.0
2012-2013	97.7	97.1									
Difference +/-	+.1	+.2									

**Site Goal #3 – Professional Development: Provide an articulated, sustained plan of professional development activities designed to build the school’s capacity to support programs and achieve goals.**

*District Goal #6: Develop and support a high performing workforce.*

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal)

- Improved student achievement (API, AYP, AMAO’s, district assessments)
- Increased use of Best Instructional Practices
- 100% Participation in ERM’s

**Rationale:** (district) The district strategic goals and LEA Plan include goals which focus on providing ongoing professional development and support to teachers and site administrators that result in increased achievement for all students in order to close the achievement gap.

**Site Rationale:** Teachers who are informed and updated with student scores on a regular basis via data teams will be able to make better teaching decisions for students.

<b>3a. Staff Development</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
3a.1 Training on instructional tours	Principal/AP		Sept-May			
3a.2 Data Teams meet weekly in the library	Princi/teachers		Sept-May			
3a.3 Publish the SD calendar	principal		Sept-May			
<b>3b. Staff Participation in Professional Development on Early Release Mondays and Buy Back Days</b>						
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Do</b>	<b>Study</b>	<b>Act</b>
3b.1 Attendance taken at each meeting	Principal/AP		Sept-May			
3b.2 Teachers share BIP’s	Principal/teachers		Sept-May			
3b.3 Teachers are responsible for info on ER Mondays	Principal		Sept-May			

**Site Goal #4 – Parent Involvement: Strategies to encourage parent involvement and provide parent education.**

*District Goal #7: Develop and utilize partnerships to achieve District Goals*

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal)

- 75% of parents responding positively on annual stakeholder survey
- Number of parents attending Parent Education workshops (optional)
- Increase in number of parents attending parent meetings (optional)
- Increase in number of members of Booster clubs (optional)
- Increase in number of parents attending school functions (optional)

**Rationale:**(district) Sustained parent involvement is linked to student achievement and staying in school. Federal and state regulations mandate meaningful opportunities at all grade levels for parents/guardians to be involved in school activities, advisory, decision-making, and activities to support learning at home.

**Site Rationale:** Communication with parents is important. There are many ways to keep parents updated on the behavior and academic progress of their child. Parents have an opportunity to volunteer, be on Site Council, and a member of the Parent Club.

Parent Involvement & Communication						
Action Steps	Person Responsible	Resources	Timeline	Do	Study	Act
4.1 Provide Parent Club opportunities	principal		Sept-May			
4.2 Access parent volunteers	principal		Sept-May			
4.3 Dist. phone system for messages about school activities/events	principal		Sept-May			
4.4 Parent portal promotion	principal		Sept-May			
4.5 Parent meetings/ information / updates/mailings	principal	EIA/site	Sept-May			

**Site Goal #5 – Technology: Use Technology as a tool to improve instruction, management of classrooms and efficiency in operations.**

*District Goal #4: Use technology as a tool to improve instruction, management of classrooms and efficiency in operations.*

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal)

- Increase in use of technology in classrooms (optional)
- Increase in availability of technology in classrooms (optional)

**Rationale:** (district) The district is committed to providing students and staff with the technology tools and skills to support academic content standards and improve learning so that they can compete in a digital world.

**Site Rationale:** The increase use of technology will build upon current abilities and bring more opportunities to the staff and students to prepare them for the district technology plan. A few believe that SMART boards are a technology of the past when in fact, they are enhancing the board's capabilities for student use. The use of document cameras and individual response devices will assist the teachers in presenting more up-to-date data and information that is available. EIA funds and Site monies will fund the technology when possible.

Technology						
Action Steps (Plan)	Person Responsible	Resources	Timeline	Do	Study	Act
5.1 On site tech person to assist in staff development	Tech/princi	EIA/site/ Title II	Sept-May			
5.2 Update software and hardware via site tech for entire site/includes computers and doc cameras/response clickers	Tech/principal	EIA/site	Sept-May			
5.3 Update special programs like AR and educational programs for all computers	Tech/principal	EIA/site/	Sept-May			



**Site Goal #6 – Improve School Libraries** *District Goal #1: Prepare all students for college and careers.*  
*District Goal #2 Ensure that all students meet or exceed grade level standards and that the achievement gap is closed.*  
*District Goal #3: Provide a safe and equitable learning environment for all students and staff.*

**Rationale:** This is a requirement under the School and Library Improvement Block Grant.

**Site Rationale:** There are currently no funds available to buy books.

Improve School Libraries						
Action Steps (Plan)		Person Responsible	Resources	Timeline	Do	Study Act
6.1	Have book fairs/assemblies to generate money for books	Principal/teachers	site	Jan-May		

### **Centralized Services**

*District Goal #1: Prepare all students for college and careers*

*District Goal #2: Ensure that all students meet or exceed grade level standard and that the achievement gap is closed.*

**Outcomes** (Data that will be collected and analyzed to measure progress towards the goal)

- Consolidated Program documents submitted by deadlines
- Consolidated Program documents approved with no errors
- Federal Program Monitoring completed with no non-compliant areas
- Supplemental Services provided as per Title I regulations

### **Rationale:**

<b>Centralized Services</b>			
<b>Action Steps (Plan)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>
1. Completion and filing of required documents pertaining to consolidated program.	L. Dopp K.Noah	Title I Title III EIA	August 2012 – May 2013
2. Assistance in preparing and monitoring budgets and expenditures pertaining to consolidated programs.	L.Dopp J.Carter K.Noah	Title I Title III EIA	October 2012 June 2013
3. Assistance in monitoring program activities to ensure that they are in compliance with state and federal requirements.	L.Dopp C.Woo	Title I Title III EIA	October 2012 June 2013
4. Assistance in planning, implementing, and evaluating staff development activities funded by consolidated funded programs.	ES Directors	Title I Title II Title III EIA	August 2012 – May 2013
5. Assistance in meeting state requirements for Federal Program Monitoring - FPM (previously Categorical Program Monitoring – CPM).	C.Woo	Title I Title III EIA	Fall 2012
6. Assistance in planning, implementing, and evaluating of effective parent participation programs.	L.Dopp	Title I Title III	August 2012 – May 2013
7. Assistance in planning, implementing, and evaluating of supplementary programs to assist targeted populations.	L.Dopp K.Noah	Title I Title II Title III EIA	August 2012 – May 2013

**Williams Middle School Plan Budget 2012-13**

		<u><b>Total</b></u>	<u><b>SITE</b></u>	<u><b>EIA</b></u>	<u><b>Title II</b></u>	<b>MAA</b>
	12/13 Estimated Allocations	\$ 107,072	\$ 23,186	\$ 104,957	\$ 6,000	
	Centralize Services	\$ 7,095		\$ 12,205		
	Total Available Funding	\$ 114,167	\$ 23,186	\$ 117,162	\$ 6,000	
1a.3	Additional bilingual aide hours INCUMBERED PAYROLL	\$ 31,186		\$ 33,540	\$ -	
	<b><i>ALLOCATED GOAL TOTAL</i></b>		\$ 23,186	\$ 83,622	\$ 6,000	
Ref	<b>Action Steps (requiring funding)</b>					
	<b><i>Goal #1: English Learner Instruction and Support</i></b>	<u><b>Total</b></u>	<u><b>SITE</b></u>	<u><b>EIA</b></u>		
1.a.2	Provide computer programs to support core subjects		\$ 5,000	\$ 5,000		
1.a.3	Provide aides/teachers with copies/materials for support			\$ 5,000		
1.a.4	Provide staff workshops/conferences/staff development			\$ 5,000		
	Provide direct support to students through centralized services.			\$ 12,205		
1b	<b>Intervention/remediation</b>					
1.b.1	Update technology for staff and students		\$ 6,000	\$ 6,000		
1b.2	Provide tutoring and counseling for students		\$ 1,000	\$ 15,000		
1.c.	<b>CST PREP</b>					
1c.1	Provide materials/copies/supplies to staff		\$ 5,000	\$ 4,000		
1d.	<b>Deployment of BIPS</b>					
1d.1	Provide peer observ/debrief time/workshops/conferences			\$ 4,000	\$ 4,000	
1e	<b>Math Achievement</b>					
1e.3	Provide copies/materials/technology to support staff		\$ 2,000	\$ 5,000		
4a	<b>Parent Involvement</b>					
4.5	Parent meetings/information/updates/mailings		\$ 1,000	\$ 5,000		
5	<b>Technology</b>					
5.1	On site tech to assist with staff development		\$ 1,000	\$ 3,000	\$ 2,000	
5.2	Updates software and hardware via site tech. includes doc cameras/response clickers/computers			\$ 10,000		
5.3	Update special programs like AR and educational programs for all computers		\$ 2,000	\$ 4,000		
		<u><b>Total</b></u>	<u><b>SITE</b></u>	<u><b>EIA</b></u>		
			\$ 23,000	\$ 83,205	\$ 6,000	
	<b>Site monies will be spent on CRITICAL and ESSENTIAL items for the classroom.</b>					