

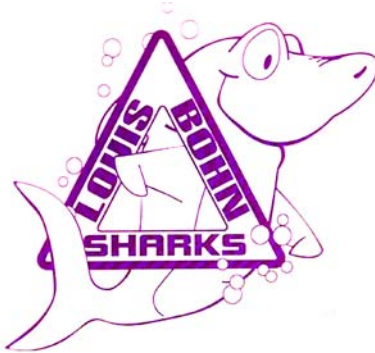
## SEPARATE COVER ITEM

Board Meeting: December 13, 2011

Item No.: 14.2.2

Document: Site Plans and Budgets

# Single Plan for Student Achievement 2011/12



***Louis Bohn Elementary School***  
***Tracy Unified School District***  
***CDS: 39-75499- 6110530***  
***Principal: Tammy Christensen***

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: Tammy Christensen  
Position: Principal  
Telephone Number: (209) 830-3300  
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SSC approval date: 09/22/2011

# SECTION I: SCHOOL PROFILE

## A. Description of any Significant Changes

### 1. Description of School Demographic composition

	Source	2009/10	2010/11	2011/12
Enrollment (#)	Oct CBEDS	502	478	473
AFDC/Free & Reduced (%)	Oct CBEDS		47%	45%
English Learners R-30 (%)	Mar R-30	128/25%	124/26%	
Fluent English (FEP/R-FEP) (%)	Mar R-30	24/5%	12/3%	
Students redesignated to FEP (#)	Mar R-30	20/4%	10/2%	
Ethnicity: White (%)	Oct CBEDS	33.0%	29%	31%
Hispanic(%)	Oct CBEDS	33.6%	46%	44%
African American(%)	Oct CBEDS	10.9%	9%	9%
Asian(%)	Oct CBEDS	22.5%	15%	12%

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

	2010/11	2011/12
number of classroom teachers	18	16
number and type of support certificated staff (including special education staff)	3	3
number of classified staff	18	18
Number/percent of NCLB highly qualified teachers	18-100%	16 – 100%
Number/percent of teachers with EL Certification	100%	16 – 100%

Due to decreased enrollment, Bohn Elementary School certificated staff was reduced by two FTE. This reduction resulted in the creation of three combination classes: 1/2, 2/3, and 4/5 combos.

In addition to these changes, Bohn did not receive grant funding for Early Mental Health Initiative programs for 2011-2012. As a result, Second Step grant-funded program services which were provided by a child aide from 2008-2011 and serviced students in grades K-3 are no longer being offered.

### 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.	\$ 62,044
<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 funding)	\$ 92,016
Total amount of state categorical funds allocated to this school	\$154,060

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	\$ 160,060

C. Expected Schoolwide Learning Results (ESLRs): N/A

## 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

<b>ELEMENT</b>	<b>2010 Rating</b>	<b>2011 Rating</b>	<b>Comments</b>
<b>EPC #1 Instructional Program</b>			
1.1	3	3.5	
1.2	3	2.9	
1.3	3	1.8	
1.4	4	3.6	
1.5	4	3.7	
<b>EPC #2 ES/MS: Instructional Time HS: Student access to standards aligned core courses</b>			
2.1	3	3.7	
2.2	3	3.6	
2.3	3	3.3	
2.4	3	2.5	
2.5	4	3.7	
2.6	4	3.5	
2.7	3	3	
<b>EPC #3 Lesson Pacing Guide</b>			
3.1	3	3.4	
3.2	4	3.6	
<b>EPC #4 School Administrator Training Program</b>			
4.1a/b	3	4	
4.2	3	4	
4.3	3	4	
<b>EPC #5 Teachers Professional Development Opportunities</b>			
5.1	3	3.6	
5.2	3	3.2	
5.3	3	2.9	
<b>EPC #6 On-Going Instructional Assistance and Support for Teachers</b>			
6.1	3	3.1	
6.2	3	3.2	
<b>EPC #7 Student Achievement Monitoring System</b>			
7.1	4	3.7	
7.2	4	3.6	
<b>EPC #8 Teacher Collaboration</b>			
8.1	4	3.8	
8.2	4	3.9	
<b>EPC #9 Fiscal Support</b>			
9.1	3	3	
9.2	3	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?*

Of the areas listed above, EPC components 1.3, 2.4, 2.6, and 7.2 all reflected a lower response rate. These areas, as addressed in the on-line elementary survey, all dealt with the use of a SBE-adopted intensive intervention materials in RLA, ELD or mathematics curriculum. An area of concern identified by the staff is that there is either a) no intensive intervention program which is offered and consistently implemented at the district level or b) materials provided are too few in depth/breadth (Santillana for ELD instruction). EPC 3.2 which also reflected a drop dealt with mathematics pacing guides. The guides are in place, as are the district assessments and have been made available to all teaching staff.

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 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

<b>Group</b>  <b>(NCLB target)</b> ES/MS HS	2009 % Prof. ELA (≥ 46.0%) (≥ 44.5%)	2010 % Prof. ELA (≥ 56.8%) (≥ 55.6%)	2011 % Prof. ELA (≥ 67.6%) (≥ 66.7%)	<b>AYP Goal Met?</b>	<b>5% growth Goal Met?</b>	2009 % Prof. Math (≥ 47.5%) (≥ 43.5%)	2010 % Prof. Math (≥ 58%) (≥ 54.8%)	2011 % Prof. Math (≥ 68.5%) (≥ 66.1%)	<b>AYP Goal Met?</b>	<b>5% growth Goal Met?</b>
<b>School Total</b>	54.1%	58.0	49	N	N	61.2%	65.7	70.6	Y	N
<b>Sub-group #1</b> Hispanic or Latino	42.4%	47.3	33.3	N	N	53.7%	58.8	59.4	N	N
<b>Sub-Group #2</b> White not Hispanic	66.7%	72.1	68.9	Y	N	70.4%	72.1	81.8	Y	Y
<b>Sub-Group #3</b> Socioecon. Disad.	39.9%	48.3	41.1	N	N	49.7%	58.5	66.9	N	Y
<b>Sub-group #4</b> ELL students	43.2%	51.2	38.2	N	N	53.5%	64.0	64.0	N	N
<b>Sub-group #5</b> Stu. w/ Disabilities	23.1%	45.3	N/A	N/A	N/A	44.2%	43.4	N/A	N/A	N/A

## Achievement Gap Data

### Longitudinal AYP 2007 – 2011 • 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
2007	24.4/22.3	52.6	57.1	52.9	-4.2	43.1	-14.0	33.3	-23.8	49.4	-7.7	25.9	-31.2
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	-31.7	42.4	-24.3	39.9	-26.9	43.2	-23.5	23.1	-43.6
2010	56.8/55.6	58	72.1	46.9	-25.2	47.3	-24.8	48.3	-23.8	51.2	-20.9	45.3	-26.8
2011	67.6/66.7	49	68.9	50	-18.9	33.3	-35.6	41.1	-27.8	38.2	-30.7	36.2	-32.7

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

### Longitudinal AYP 2007 – 2011 • 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
2007	26.5/20.9	57.8	61.5	39.5	-22.0	48.5	-13.0	44.2	-17.3	60.4	-1.1	28.6	-32.9
2008	37.0/32.2	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	47.5/43.5	61.2	70.4	35.0	-35.4	53.7	-16.7	49.7	-20.7	53.5	-16.9	44.2	-26.2
2010	58.0/54.8	65.7	72.1	59.4	-12.7	58.8	-13.3	58.5	-13.6	64	-8.1	43.4	-28.7
2011	68.5/66.1	70.6	81.1	69.2	-11.9	59.4	-21.7	66.9	-14.2	64	-17.1	74.5	-6.6

**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>	100	Yes	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	100	Yes	100	Yes
<b>Subgroup #4</b> English Learners	100	Yes	100	Yes

**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 African-American subgroup was the only group to make a positive increase in AYP achievement, but still reflects a gap of -18.9% when compared to white students. This is down from a high of -31.7 during the five year reporting window, showing that growth is being made. The Hispanic, EL, and SES subgroups all declined in achievement, furthering widening the gap between these populations and the white subgroup. The EL and Hispanic student gaps are at their highest points in five years (-17.1 and -21.7, respectively). Progress of EL and Hispanic students continues to be an area of concern in ELA achievement.

Math: While the AYP has increased for all subgroups, achievement gap progress varies widely among subgroup populations. The gap for African American students continues to decrease from a highest gap of -35.4 to the current -11.9 gap, the smallest gap in a five year span. Students with disabilities showed the greatest growth, with a reduction in the achievement gap of 22.1 points and an overall AYP gain of 31.1 points, bringing their achievement gap to its lowest gap in five years (-6.6).

The AYP achievement of Hispanic students and EL students has been relatively flat. With achievement gap increases of 8.4 and 9 points, respectively, they are now at their highest rates of disparity. Progress of EL and Hispanic students continue to be an area of concern.

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

Group	2010 Base API	2011 API Target	2011 API	Actual Growth	Target Met Yes or No
School Total	820	800+	800	-20	Yes
Subgroup #1 Hispanic	782	787	741	-41	No
Subgroup #2 White Not Hispanic	862	800+	864	2	Yes
Subgroup #3 Socio-economically Disadvantaged	777	782	761	-16	No
Subgroup #4 English Learners	807	800+	746	-61	No
Sub-group #5 Stu. w/ Disabilities	697	702	N/A	N/A	N/A

### Longitudinal (Growth) API 2007 – 2011 (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
2007	783	805	738 -67	712 -93	770 -35	N/A N/A	783 -22
2008	767	821	724 -97	676 -145	706 -115	N/A N/A	767 -54
2009	790	846	735 -111	734 -112	728 -118	729 -117	605 -241
2010	820	862	787 -75	782 -80	777 -85	807 -55	697 -165
2011	800	864	788 -76	741 -123	761 -103	746 -118	735 -129

### 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?*

Students with disabilities posted the greatest gains from the previous year with a 38 point gain. The white and African American subgroups remained relatively flat in achievement. EL and Hispanic subgroups posted the greatest decline in API, again making progress of these subgroups a continuing concern.

## 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>2008/2009</b>	92	56%	51.6	Y	37.3%	30.6	Y
<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

### 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 2 being achieved in all three reporting years, and AMAO 1 being attained in two of the three reporting years.

**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	2010	2011	Target Met? Y/N	MATH	2010	2011	Target Met? Y/N
Kinder	<b>90%</b>	87%	<b>Y</b>	Kinder	<b>95%</b>	94%	<b>Y</b>
Grade 1	<b>83%</b>	86%	<b>Y</b>	Grade 1	<b>90%</b>	92%	<b>Y</b>
Grade 2	<b>69%</b>	65%	<b>N</b>	Grade 2	<b>72%</b>	75%	<b>N</b>
Grade 3	<b>49%</b>	51%	<b>N</b>	Grade 3	<b>79%</b>	77%	<b>N</b>
Grade 4	<b>63%</b>	50%	<b>N</b>	Grade 4	<b>86%</b>	79%	<b>N</b>
Grade 5	<b>60%</b>	45%	<b>N</b>	Grade 5	<b>68%</b>	74%	<b>N</b>

### 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).*

Grades Kinder and 1 met the district goal of 80% proficiency in both ELA and Math. The data indicates that district assessment data paralleled that of the CST. Analysis of 2011 ELA data shows that school-wide EL achievement was 17.6% lower than white subgroup performance. Hispanic achievement was 13.2% lower than white subgroup performance. Math data reveals gaps which are approximately 5% lower for these two sub groups (EL – 12.6% , Hispanic – 8.8%). Students with disabilities had greater achievement in Math than in ELA.

## RSDSS Data

As part of the efforts toward continuous improvement, Louis Bohn Elementary School participated in the Regional System of District and School Support (RSDSS) Best Instructional Practices survey periods in Fall of 2010 and Spring of 2011. Data from the surveys, collected and compiled by RSDSS personnel, is shown in the following tables.

### Time On Task

<b><u>On Task Behaviors</u></b>	<b><u>Fall 2010</u></b>	<b><u>Spring 2011</u></b>
Discussion	3.70%	Not reported
Homework review	2.30%	11.50%
Individual assignment	5.00%	7.50%
Linked independent assignment	Not reported	4.50%
Other activity	31.50%	13.60%
Quiz or Test	8.70%	2.10%
Round Robin reading	Not reported	0.50%
Small group discussion	Not reported	12.30%
Student presentations	Not reported	1.10%
Test Prep	Not reported	7.20%
Transition activity	4.10%	0.30%
Whole class instruction	29.20%	13.60%
<b>Total % on-task behaviors</b>	<b>84.50%</b>	<b>74.20%</b>
<b><u>Off Task Behaviors</u></b>	<b><u>Fall 2010</u></b>	<b><u>Spring 2011</u></b>
Student disengagement – teacher-led time	0.50%	9.6%
Student disengagement – independent time	9.10%	5.9%
Transition/No activity	5.00%	7.2%
Collect homework/Attendance/ Lunch Count/Student-led review/Other off-task	0.90%	2.9%
<b>Total % off-task behaviors</b>	<b>15.5%</b>	<b>25.6%</b>

### Other data collected (Spring 2011 Only)

<b>Behavior Observed</b>	<b>Yes</b>	<b>No</b>
Checking for understanding	59%	41%
Appropriate pacing	68%	32%
Focused objective	68%	32%
Classroom procedures	89%	11%

### Analysis of Data – RSDSS data collection

Time on task and student engagement reflected a 10% drop between the Fall and Spring data collection periods. There were a wider variety of on-task activities observed in the spring, with an increase in observed homework review, independent assignment, and test prep activities. This is to be expected as the Spring data collection period was two days prior to the start of STAR testing. The greatest area of increase for off-task behaviors were attributed to teacher-led time, transitions, and classroom tasks of attendance, lunch count, and student-led review sessions. This indicates a need to review transitions and classroom management practices.

The other data collected did not have a Fall 2010 baseline established; however, data related to checking for understanding, focused objective, and appropriate pacing fall below the district 81% guideline to indicate these items are “Fully implemented” as scored by the best instructional practices rubric. This indicates there is room for improvement in these areas.

## C. School Safety

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

	2009/10		2010/11		% Decrease or Increase	Target Met
	#	%	#	%		
Suspensions	23	4.4%	34	7.1%	+3.3%	N
Expulsions	0	N/A	1	0.2%	+0.2%	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

	2009/10		2010/11		% Decrease or Increase	Target Met
	#	%	#	%		
Referrals	100	20%	58	12.1%	-7.9%	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 2010	% Agree 2011
Parents	94.85%	95.36%
Staff – Cert.	97.83%	85.72%
Staff – Class.	85%	97.66%
Students	81.54%	76.64%
Total	89.81%	88.85%
Met Goal (Y/N)	Yes	Yes

## 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 2010</b>	<b>% Agree 2011</b>
<b>Parents</b>	<b>93.67%</b>	<b>95.76%</b>
<b>Staff – Cert.</b>	<b>80.43%</b>	<b>89.29%</b>
<b>Staff – Class.</b>	<b>72%</b>	<b>81.54%</b>
<b>Students</b>	<b>76.71%</b>	<b>77.20%</b>
<b>Total</b>	<b>80.7%</b>	<b>85.95%</b>
<b>Met Goal (Y/N)</b>	<b>Yes</b>	<b>Yes</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>2007/2008</b>	<b>95.69%</b>	<b>98%</b>	<b>-2.31%</b>	<b>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>

### Analysis of Data – School Safety and Climate

School climate data indicates an overall positive response from all stakeholder groups. Safety data reflects a decline among certificated and student subgroups (12.11% and 4.95%, respectively) , but an increase in parent (.51%) and classified (12.66%) subgroups, resulting in an overall decline of .96% Attendance continues to remain relatively flat, with the past four years reporting attendance at over 95%. This data indicates that safety is a concern for two key stakeholder groups, and more research must be done to determine specific areas of concern in order to address the needs of these groups. Additional efforts must also be made toward improved student attendance.

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

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

**Goal #1 – All Students will meet or exceed grade level standards and the achievement gap will be closed.**

- a. Raise the achievement of English Learners
- b. Raise the achievement of at-risk students
- c. Prepare students for STAR testing
- d. (schools with gr. 6-12) Improve student achievement in Mathematics
- e. (HS only) Provide CAHSEE Remediation

#### Evaluation of Plan for Goal 1:

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

- 1) Despite no additional training, structures and strategies methods were used in the classroom. A bilingual para was utilized to offer additional small group support and to work with ELL students.
- 2) CST data revealed the EL students did not achieve at the rate which had been desired. Small group instruction with students grouped by CELDT level was inconsistent, and the district approved curriculum (Santillana) was also used inconsistently by grade levels.
- 3) The structure of ELD groups is being revisited for 2011-2012. Teachers have already received reports of each EL student and current CELDT levels. Schedules have been developed which include the mandated ELD instruction periods, and paraprofessional schedules have been coordinated to assist with this instruction.

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

- 1) Curriculum Associates testing and other frequent assessments were used to determine students for intervention and support. The results were used to place students into intervention groups and to recommend students for before and after school tutoring.
- 2) While there was an overall decline in API performance, teachers reported classroom gains and increased improvement from those students who attended tutoring/intervention sessions on a regular basis.
- 3) We will continue to use Curriculum Associates as an assessment and intervention tool. A schedule has been developed which includes three periods for assessment and target student reporting, in addition to the ongoing identification occurring through data team/PLC collaboration.

##### **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) Despite intervention for targeted students, including EL and other subgroups, API performance did not increase for these subgroups. 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.
- 3) 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.

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

- 1) N/A

##### **e. CAHSEE Remediation**

- 1) N/A

## **Goal #2 – Increase students’ average daily attendance**

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

- 1) Attendance reports and letters to parents were done on a monthly basis. Pre-SARB meetings were held for students with attendance concerns. Students were also recognized at student of the month assemblies.
- 2) Attendance remained relatively flat from prior years, reflecting a .04% decrease in 2010-2011.
- 3) Attendance recognitions will be changed to recognize students with 98% attendance in keeping with the district goal. This may encourage students who do miss a day to continue to strive for recognition, rather than feeling defeated by not being able to be recognized for 100% attendance.

## **Goal #3 – Diversity and Equity: Increase cultural proficiency to support a provide a positive, safe, and healthy school climate.**

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

- 1) Monthly meetings with the diversity and equity committee were not held due to the changes in administration and the need to form the group. The D & E committee began meeting in January of 2011.
- 2) Survey data revealed that the 75% or higher response rate to the annual School Culture and Diversity survey was met by all stakeholder groups, with increases in all groups and an overall “agree” response rate increase of 5.25%.
- 3) Through administration participation in LEADS training, the school leadership team will continue to address issues of diversity and equity among staff and students.

## **Goal #4 – Professional Development: Provide an articulated, sustained plan of professional development activities designed to build the school’s capacity to support programs and achieve goals.**

### **Evaluation of Plan for Goal 4:**

- 1) Staff participated in RSDSS professional development activities and other professional development activities focused on student achievement.
- 2) The API/AYP/AMAO data did not reflect the gains expected.
- 3) This goal will continue. RSDSS training is being modified to include professional learning communities training, as well as academic language training, to better support all students, in particular our EL subgroup.

## **Goal #5 – 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.**

### **Evaluation of Plan for Goal 5:**

- 1) Monthly goals of meetings with stakeholders (SSC, ELAC, PTO), communication from the principal (newsletters, synrevoice messages) were met.
- 2) 95.76% 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 PTO 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 to our campus as an additional measure of parent support.

**Goal #6 – Technology: Provide staff and students the opportunity to use technology for learning, communicating and working in an information-centered society.**

Evaluation of Plan for Goal 6:

- 1) The computer lab was utilized for Rosetta Stone intervention, student reports, and regularly scheduled class time. Students in grades 2-5 participated in the Accelerated Reader program, and report cards were completed using an on-line template.
- 2) Computer technology is a concern due to the age and capabilities of the equipment at Bohn.
- 3) Additional goals addressing the need to replace equipment will be added to the 2011-2012 plan. Teachers will be encouraged to use the website to add class and homework information for parents.

**Goal #7 – Improve the school libraries. (if included in prior year plan)**

Evaluation of Plan for Goal 7:

- 1) The Book Fair, Read Across America, and Accelerated Reader programs were promoted within the Bohn community.
- 2) Participation in these programs was very successful, with the Book Fair exceeding sales goals each time. ELAC committee members also recommended books for purchase to address the needs of our EL students, and worked with PTO to purchase additional resources.
- 3) The school staff will continue to promote these programs. ELAC and PTO will continue working with the site staff and administration to ensure that EL materials continue to grow in number in our school library.

**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 team, 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.

*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?*

Regular progress checks are conducted through SSC and leadership meetings. The last meeting in May focused on accomplishments of the goals for 2010-2011 as well as development of goals for 2011-2012. August and September meetings are again used to solicit feedback in order to finalize the site plan.

## **SECTION IV: SCHOOL PLAN FOR 2011/2012**

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

The 2011/2012 School Plan that follows was developed through the joint efforts of the Louis Bohn School Site Council, Louis Bohn ELAC, and the Louis Bohn Leadership Team. The process for development of the plan included a review of last year's plan in May of 2010, 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 September 22, 2011 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
Tammy Christensen	X				
Sharon Carlson		X			
Lisa Mullen		X			
Miranda Mehlhaff		X			
Cindy Souza			X		
Tina Smith				X	
Kathy Evans				X	
Sonia Tavares				X	
Amanda Granzow				X	
Wyanna Cole				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 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) Louis Bohn strives to be a school which prepares its students for future education and career endeavors. 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) Changing demographics in the Tracy community have increased the need for cultural awareness. Fostering a welcoming environment which celebrates diversity will ensure a safe and equitable learning environment and will promote positive attendance for all students.

### **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) Ongoing Professional Development is a necessary to ensure the rapidly changing demands of our diverse student population are being met. We are continuing our work with RSDSS to further our efforts as a professional learning community and to address the needs of our at-risk learner populations.

**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) 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.

(site) 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.

**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) 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.

**D. Budget:** See attached spreadsheet

## **C. Activities for 2011/2012 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:** Louis Bohn strives to be a school which prepares its students for future education and career endeavors. 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/ September			
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 3 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	Staff	MAA	Ongoing			
1e.2 Staff will continue using Rowley Math and Mountain Math	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 2011/12:**

<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 and Early 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.	<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.	<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 Advance, and Advance 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		Quarter Trimester 1	Quarter 2 Trimester 2	Quarter 3	Quarter 4 Trimester 3	Met Goal – 68% or +5%
ELA	2009/10	56.0%	59.3%	N/A	60.9%	No
	2010/11	53.1%	54.0%	N/A	60.5%	No
MATHEMATICS (Algebra/Imp)	2009/10	N/A	N/A	N/A	80.1%	No
	2010/11	76.5%	78.2%	N/A	80.7%	No

<b>English Learner</b>						
% Proficient/Advanced		Quarter Trimester 1	Quarter 2 Trimester 2	Quarter 3	Quarter 4 Trimester 3	Met Goal
ELA	2009/10	48.3%	50.7%	N/A	53.6%	No
	2010/11	39.5%	43.3%	N/A	50.9%	No
MATHEMATICS (Algebra/Imp)	2009/10	N/A	N/A	N/A	74.5%	No
	2010/11	69.4%	71.0%	N/A	73.4%	No

<b>Hispanic</b>						
% Proficient/Advanced		Quarter Trimester 1	Quarter 2 Trimester 2	Quarter 3	Quarter 4 Trimester 3	Met Goal
ELA	2009/10	48.5%	51.9%	N/A	53.8%	No
	2010/11	45.8%	46.4%	N/A	55.1%	No
MATHEMATICS (Algebra/Imp)	2009/10	N/A	N/A	N/A	75.7%	No
	2010/11	71.3%	74.2%	N/A	77.2%	No

<b>African American</b>						
% Proficient/Advanced		Quarter Trimester 1	Quarter 2 Trimester 2	Quarter 3	Quarter 4 Trimester 3	Met Goal
ELA	2009/10	49.2%	56.8%	N/A	54.8%	No
	2010/11	52.3%	48.8%	N/A	54.2%	No
MATHEMATICS (Algebra/Imp)	2009/10	N/A	N/A	N/A	77.9%	No
	2010/11	72.0%	68.6%	N/A	78.0%	No

## **Part B: 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 (formerly Time on Task)	full		89%	50%	43%	<b>78%</b>	67%	<b>13%</b>	57%	70%
	part		11%	50%	57%	<b>11%</b>	27%	<b>88%</b>	43%	20%
Checking for Understanding	full		33%	50%	36%	<b>50%</b>	20%	<b>43%</b>	29%	10%
	part		22%	36%	36%	<b>50%</b>	40%	<b>43%</b>	57%	50%
Learning Objective	full		33%	50%	43%	<b>67%</b>	73%	<b>57%</b>	29%	70%
	part		44%	29%	43%	<b>22%</b>	13%	<b>14%</b>	43%	10%
Non-Linguistic Representation	full		61%	7%	29%	<b>67%</b>	33%	<b>25%</b>	43%	40%
	part		17%	29%	29%	<b>22%</b>	47%	<b>63%</b>	57%	50%

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

### **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							
	part	50							
Checking for Understanding	full	60							
	part	30							
Learning Objective	full	90							
	part	10							
Non-Linguistic Representation	full	70							
	part	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.

**Rationale:** Changing demographics in the Tracy community have increased the need for cultural awareness. Fostering a welcoming environment which celebrates diversity will ensure a safe and equitable learning environment and will promote positive attendance for all students.

<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 trimester	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	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 Student spring and fall performances	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
2010-2011	97.25%	96.57%	96.48%	95.85%	95.39%	95.03%	95.87%	94.82%	95.68%	95.72%	95.92%
2011-2012											
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:** Ongoing Professional Development is a necessary to ensure the rapidly changing demands of our diverse student population are being met. We are continuing our work with RSDSS 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 Freiler school to offer PLC overview training on Aug. 11 preservice day. Contract with New Teacher Center to provide.	Principal	NTC staff; Title II Funds	August 11			
3a.2 Contract with RSDSS to provide on-going support for PLC development, utilizing a train the trainers model	Principal/ RSDSS/ Leadership Team	RSDSS; Title II funds, EIA	August 22-23, September 20, November 3, January 10			
3a.3 Utilize sub days to promote on-going grade level collaboration	Principal/ Classroom teachers	Substitutes	On-going, various dates throughout the year			
3a.4 Utilize grade-level teams to conduct a lesson cycle as part of RSDSS on-site support	Principal/ Classroom teachers	RSDSS; EIA funds	On-going			
3a.5 Offer school-wide training during faculty meeting on academic language as a component of collaboration and instruction (RSDSS)	Principal/ RSDSS trainer	RSDSS; EIA funds	Target for September or October faculty meeting			

<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			
3b.4 Encourage positive attendance through incentives for staff	Principal	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:** 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.

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 PIQE	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			

**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:** 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.

Technology						
Action Steps (Plan)	Person Responsible	Resources	Timeline	Do	Study	Act
5.1 Use computer for lab 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			

### **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:** 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	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 Reinstate “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 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

**Bohn School**  
**Single Plan For Student Achievement**  
**Recommendations and Assurances**

The school site council (SSC) recommends this 2011/12 school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (*Check those that apply*):

\_\_\_ Title I Advisory Committee

X English Learner Advisory Committee

\_\_\_ Community Advisory Committee for Special Education Programs

\_\_\_ Gifted and Talented Education Program Advisory Committee

X Other (list) Louis Bohn Leadership Team

4. The SSC reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the SSC at a public meeting on: 09/22/2011.

Attested:

Tammy Christensen  
Print name of school principal

\_\_\_\_\_  
Signature of school principal

\_\_\_\_\_  
Date

Kathy Evans  
Print name of SSC chairperson

\_\_\_\_\_  
Signature of SSC chairperson

\_\_\_\_\_  
Date

		<u><b>Total</b></u>	<u><b>Site</b></u>	<u><b>MAA</b></u>	<u><b>EIA</b></u>	<u><b>Title I</b></u>	<u><b>Title II</b></u>
	11/12 Estimated Allocations	\$ 71,044	\$ 7,025	\$ 84,991	\$ 62,044	\$ 3,000	\$ 6,000
	10/11 Carryover	\$ -					
	Sub-Total	\$ 71,044	\$ 7,025	\$ 84,991	\$ 62,044	\$ 3,000	\$ 6,000
	Centralized Services	\$ 4,355			\$ 4,355		
	<b>TOTAL</b>	<b>\$ 75,399</b>	<b>\$ 7,025</b>	<b>\$ 84,991</b>	<b>\$ 66,399</b>	<b>\$ 3,000</b>	<b>\$ 6,000</b>
	<b>ALLOCATED GOAL TOTAL</b>	<b>\$ 99,668</b>	<b>\$ 3,000</b>	<b>\$ 33,312</b>	<b>\$ 55,256</b>	<b>\$ 3,000</b>	<b>\$ 5,100</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><b>Site</b></u>	<u><b>MAA</b></u>	<u><b>EIA</b></u>	<u><b>Title I</b></u>	<u><b>Title II</b></u>
	Provide direct support to students through centralized services.				\$ 4,355		
1a.3	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. PLUS 2 TBD 12 hrs./wk.)			\$ 17,212	\$ 17,212		
1a.4	Bilingual para to administer CELDT and work with EL students (S. Pahulu; 20 hrs./wk.; 80% of time dedicated to this task)				\$ 12,132		
1b.4	Purchase curriculum associates materials to use as an assessment tool for identifying students in need of intervention services				\$ 4,500		
1c.3; 1 d.1	Provide before and after school tutoring through Math Club as well as small group instruction in preparation for CST				\$ 4,000		
	<b>GOAL TOTALS</b>		\$ -	\$ 17,212	\$ 42,199	\$ -	\$ -
	<i>Goal #2: Provide a safe and equitable learning environment.</i>						
			<u><b>Site</b></u>	<u><b>MAA</b></u>	<u><b>EIA</b></u>	<u><b>Title I</b></u>	<u><b>Title II</b></u>
2a.3	Purchase incentives for students demonstrating good attendance			\$ 1,000			
2b.9	Bilingual para to do all translations, office communications, and encourage parent participation in ELAC (S. Pahulu, 20 hrs. week, 20% of time dedicated to this task).				\$ 3,032		
	<b>GOAL TOTALS</b>		\$ -	\$ 1,000	\$ 3,032	\$ -	\$ -

<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></b>							
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Title II</u>
3a.1	Partner with Freiler to offer Aug. 11 preservice training to whole staff through New Teacher Center						\$ 1,250
3a.2	Contract with RSDSS to provide on-going support for PLC development, utilizing a train the trainers model*						\$ 2,100
3a.3	Utilize sub days to promote on-going grade level collaboration, including RSDSS participation days (3 reps @ 5 days each for RSDSS off-site training; 12 other days for use with team study or whole staff tours)				\$ 7,025		\$ 1,750
3a.4	Utilize grade-level teams to conduct a lesson cycle as part of RSDSS on-site support*						
3a.5	Offer school-wide training during faculty meeting on academic language as a component of collaboration and instruction (RSDSS)*						
	* Items are all contained in the MOU with the RSDSS office as one fee.						
	<b>GOAL TOTALS</b>		\$ -	\$ -	\$ 7,025	\$ -	\$ 5,100
<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 I</u>	<u>Title II</u>
4.6	Provide opportunities for parent education classes such as a PIQE program				\$ 3,000	\$ 3,000	
	<b>GOAL TOTALS</b>		\$ -	\$ -	\$ 3,000	\$ 3,000	\$ -
<b><i>Goal #5 – Technology: Use Technology as a tool to improve instruction, management of classrooms and efficiency in operations.</i></b>							
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Title II</u>
5.6, 5.7, 5.8	Purchase computers to replace outdated teacher and administration computers (18 teacher computers, monitors, and recycling fees; 1 administrator laptop/recycling fee)			\$ 15,100			
	<b>GOAL TOTALS</b>		\$ -	\$ 15,100	\$ -	\$ -	\$ -
<b><i>Goal #6 – Improve School Libraries</i></b>							
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Title II</u>
6.1	Purchase site license for Accelerated Reader		\$ 3,000				
	<b>GOAL TOTALS</b>		\$ 3,000	\$ -	\$ -	\$ -	\$ -
	<b>FUNDING SOURCE TOTALS</b>		\$ 3,000	\$ 33,312	\$ 55,256	\$ 3,000	\$ 5,100
	<b>AVAILABLE FUNDS</b>		\$ 4,025	\$ 51,679	\$ 6,788		\$ 900

# Single Plan for Student Achievement 2011/12



## *Central School*

*Tracy Unified School District*

*CDS: 39-75499- 6041832*

*Principal: Nancy Link*

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 Link

Position: Principal

Telephone Number: (209) 830-3303

E-mail Address: [nlink@tusd.net](mailto:nlink@tusd.net)

SSC approval date: October 19, 2011

# SECTION I: SCHOOL PROFILE

## A. Description of any Significant Changes

### 1. Description of School Demographic composition

	Source	2009/10	2010/11	2011/12
Enrollment (#)	Oct CBEDS	470	494	494
AFDC/Free & Reduced (%)	Oct CBEDS	78%	76.3%	78%
English Learners R-30 (%)	Mar R-30	253/54%	235/48%	
Fluent English (FEP/R-FEP) (%)	Mar R-30	19/4%	9/2%	
Students redesignated to FEP (#)	Mar R-30	19	0	
Ethnicity: White (%)	Oct CBEDS	18.2%	18%	14.9%
Hispanic(%)	Oct CBEDS	67.6%	64%	75.5%
African American(%)	Oct CBEDS	4.9%	7.5%	4.7%
Asian(%)	Oct CBEDS	4.5%	1.6%	3.6%

*(Our Hispanic population had an increase of over 10% this year.)*

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

	2010/11	2011/12
number of classroom teachers	20 – Regular Ed 3- SDC	17 – Regular Ed 3- SDC
number and type of support certificated staff (including special education staff)	5- RSP, LSH, Part time PE and Music	4- RSP, LSH, and Part time PE and music
number of classified staff	28	24
Number/percent of NCLB highly qualified teachers	100%	100%
Number/percent of teachers with EL Certification	100%	100%

*(We had four CSR teachers RIFed however we did get one teacher back to break combination classes.*

*We do not have instrumental music 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.	\$124,089
<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	\$7,592
Total amount of state categorical funds allocated to this school	\$131,682

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	\$75,992
<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	\$81,992
Total amount of state and federal categorical funds allocated to this school	\$213,674

## 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	2010 Rating	2011 Rating	Comments
<b>EPC #1 Instructional Program</b>			
1.1	3.7	3.5	All classes have Open Court reading programs in place.
1.2	3.2	2.7	All classes use Open Court intervention materials.
1.3	2.2	2.7	All classes have Scot Foresman math programs in place.
<b>EPC #2 ES/MS: Instructional Time HS: Student access to standards aligned core courses</b>			
2.1	3.8	3.7	All classes have the appropriate time allocations for reading/language arts.
2.2	3.3	3.7	Most classes have the appropriate time allocations for interventions in reading/language arts.
2.3	3.7	3.7	All classes have the appropriate time allocations for math.
2.4	3.0	3.2	Some teachers are able to provide extra time for math intervention.
<b>EPC #3 ES/MS: Lesson Pacing Schedule</b>			
3.1	3.7	3.5	The district provides pacing guides for reading/language arts.
3.2	3.4	3.5	The district provides pacing guides for math.
<b>EPC #4 Credentialed Teachers and Teacher Prof. Development Opportunity</b>			
4.1a/b	4.0	4.0	All teachers are fully credentialed.
4.2	3.4	3.5	Most teachers are SB472 trained for reading/language arts.
4.3	3.4	3.5	Most teachers are SB472 trained for math.
<b>EPC #5 School Principal's Instructional Leadership Training</b>			
5.1	4	4	The principal has had AB430 Reading/ Language Arts training
5.2	1	1	The Principal has not had AB430 Math training
<b>EPC #6 On-Going Instructional Assistance and Support for Teachers</b>			
6.1	2.6	3.6	There is assistance to support teachers in providing reading/language arts instruction.
6.2	2.2	3.4	There is assistance in providing math instruction.
<b>EPC #7 Student Achievement Monitoring System</b>			
7.1	3.6	3.5	Reading/language arts assessments are in regular use & are used to monitor student progress and instruction.
7.2	3.1	3.4	Math assessments are in regular use & are used to monitor student progress and instruction.
<b>EPC #8 ES/MS Teacher Collaboration by Gr. Level/Subject Matter</b>			
8.1	3.7	3.9	Frequent opportunities are provided for teachers to collaborate on a regular basis for reading/language arts.
8.2	3.7	3.6	Frequent opportunities are provided for teachers to collaborate on a regular basis for math.
<b>EPC #9 Fiscal Support</b>			
9.1	3.5	3.6	The school provides most materials for the reading/language arts program through categorical and general funds.
9.2	3.8	3.6	The school provides most 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

Group (NCLB target) ES/MS HS	2009 % Prof. ELA (≥ 46.0%) (≥ 44.5%)	2010 % Prof. ELA (≥ 56.8%) (≥ 55.6%)	2011 % Prof. ELA (≥ 67.6%) (≥ 66.7%)	AYP Goal Met?	5% growth Goal Met?	2009 % Prof. Math (≥ 47.5%) (≥ 43.5%)	2010 % Prof. Math (≥ 58%) (≥ 54.8%)	2011 % Prof. Math (≥ 68.5%) (≥ 66.1%)	AYP Goal Met?	5% growth Goal Met?
<b>School Total</b>	30.3	41.4	43.8	N		44.3	44.6	57.3	Y	
<b>Sub-group #1</b> Hispanic or Latino	27.0	41.8	42.8	N		40.5	45.0	58.2	Y	
<b>Sub-Group #2</b> White not Hispanic	41.7	54.8	58.3	N/A		50.0	54.8	63.9	N/A	
<b>Sub-Group #3</b> Socioecon. Disad.	28.8	40.3	42.1	N		41.4	43.8	57.9	Y	
<b>Sub-group #4</b> ELL students	20.9	40.5	43.2	Y		36.4	45.9	60.8	Y	

### Achievement Gap Data

#### Longitudinal AYP 2007 – 2011 • English Language Arts

ELA	target	School	White	Hispanic	Low SES		EL	
	ES/HS	AYP	AYP	AYP Gap	AYP	Gap	AYP	Gap
2007	24.4/22.3	24.9	35.1	18.3 16.8	19.5	15.6	18.2	16.9
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 14.7	28.8	12.9	20.9	20.8
2010	56.8/55.6	41.4	54.8	41.8 13.0	40.3	14.5	40.5	14.3
2011	67.6/66.7	43.8	58.3	42.8 15.5	42.1	16.2	43.2	15.1

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

#### Longitudinal AYP 2007 – 2011 • 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
2007	26.5/20.9	29.1	36.7	24.1 12.6	24.3	12.4	20.7	16.0
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 9.5	33.1	16.9	27.9	22.1
2010	58.0/54.8	44.6	54.8	45.0 9.8	43.8	11.0	45.9	8.9
2011	68.5/66.1	57.3	63.9	58.2 5.7	57.9	6	60.8	3.1

**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>	100	Yes	100	Yes
<b>Subgroup #1</b> 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 2010/11:**      Not in PI          in PI year   6  

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

The trend indicated by the data is one of constant growth. **Every sub group made gains in ELA and Math!** We have not closed our achievement gap but in math particularly we are making gains on it.

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

Group	2010 Base API	2011 API Target	2011 API	Actual Growth	Target Met Yes or No
<b>School Total</b>	732	737	754	22	Yes
<b>Subgroup #1</b> Hispanic	728	733	754	26	Yes
<b>Subgroup #3</b> Socio-economically Disadvantaged	719	724	750	31	Yes
<b>Subgroup #4</b> English Learners	733	738	756	23	Yes

**Longitudinal (Growth) API 2007 – 2011  
(Achievement Gap Data)**

	School	White	Hispanic		Low SES		EL	
	API	API	API	Gap	API	Gap	API	Gap
2007	642	685	607	-78	617	-68	601	-84
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	-62	750	-66	756	-60

**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. **Every subgroup made very good gains in the API.** The achievement gap is closing for Central students but we still see a need to close it all the way.

## 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
2008/2009	161	58.6	51.6	Y	36.5	30.6	Y
2009/2010	181	52.5	53.1	N	14.9/NA	17.4/41.3	N
2010/2011	193	57.5	54.6	Y	22.8/21.9	18.7/43.2	Y/N

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

Trends indicated by the data show Central took a dip in the 2009-2010 school year but improved in AMAO I and AMAO II in 2010-2011. English Learners are meeting the language acquisition targets of Title III except for students here more than 5 years. That is an area we will be focusing in on.

**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	2010	2011	Target Met? Y/N	MATH	2010	2011	Target Met? Y/N
Kinder	87	<b>94</b>	Y	Kinder	88	<b>94</b>	Y
Grade 1	64	<b>61</b>	N	Grade 1	75	<b>92</b>	Y
Grade 2	53	<b>60</b>	N	Grade 2	77	<b>75</b>	N
Grade 3	45	<b>42</b>	N	Grade 3	77	<b>77</b>	N
Grade 4	41	<b>41</b>	N	Grade 4	69	<b>65</b>	N
Grade 5	33	<b>49</b>	N	Grade 5	59	<b>88</b>	Y

## C. School Safety

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

	2009/10		2010/11		% Decrease or Increase	Target Met
	#	%	#	%		
Suspensions	92 (39 students)	19% (7%)	90 (23 students)	18% (5%)	-1% (-2%)	Y
Expulsions	2	0.4	0	0	-0.4%	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 2010	% Agree 2011
Parents	86.83%	<b>87.95%</b>
Staff – cert.	95%	<b>92.11%</b>
Staff – class.	100%	<b>100%</b>
Students	87.05%	<b>82.61%</b>
<b>Total</b>	<b>92.22%</b>	<b>90.67%</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 2010	% Agree 2011
Parents	88.43%	<b>88.98%</b>
Staff – cert.	95%	<b>81.81%</b>
Staff – class.	86.67%	<b>100%</b>
Students	77.46%	<b>92.11%</b>
<b>Total</b>	<b>86.89%</b>	<b>90.73%</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
2007/2008	94.27	98%	-3.73	N
2008/2009	94.71	98%	-3.29	N
2009/2010	93.74	98%	-4.26	N
2010/2011	94.54	98%	-3.46	Y

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

Trends indicated by the data shows Central met all targets for school safety and climate. Suspension and expulsion numbers are down (There were no expulsions last year!). There was a 0.8% improvement in attendance.

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

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

#### **Goal #1 – All Students will meet or exceed grade level standards and the achievement gap will be closed.**

- a. Raise the achievement of English Learners
- b. Raise the achievement of at-risk students
- c. Prepare students for STAR testing

#### Evaluation of Plan for Goal 1:

##### a. English Learners

- 1) Morning EL classes, Rosetta Stone, Santillana, EL strategies, ELL instruction ½ hour a day, Reclassification awards.
- 2) EL scores went up so we feel what we did was successful. Morning EL classes and 20 minutes EL instruction every day were very helpful for the students. Rosetta Stone did not have the results we would have liked as younger students had issues logging on. Teachers did not feel Santillana was always appropriate. We made a big celebration of Re-classifications with students and parents.
- 3) Morning EL classes will occur more often and we'll make more attempts to get all CELDT level 1 and 2 students to attend. Rosetta Stone will be worked on to make it more useable. Santillana will be supplemented with OC ELD component. ELL instruction will continue with tightening up of the curriculum and instruction. We hope the public celebrations for Re-classification and explanations to the students about why they take the CELDT may help students understand why they need to their best.

##### 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.
- 2) Many students attended after school interventions. We worked to make them 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. We will also continue with the early identification and action plans for at risk students.

##### c. STAR prep

- 1) Create positive school climate and attitude, 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 student mastered the concepts we feel students were very prepared for testing and the test results showed this to be true. 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, and test chats with certificates.

d. Instruction

- 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 are thrilled to have been given a teacher to break our combination classes this year.

**Goal #2 – Increase students’ average daily attendance**

Evaluation of Plan for Goal 2:

- 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 discussions, the bowling trip for students with over 98% attendance rate was earned by even more students this year, and 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 takes on an administrative role working to truly integrate the Club into the school.

**Goal #3 – Diversity and Equity: Increase cultural proficiency to support and provide a positive, safe, and healthy school climate.**

Evaluation of Plan for Goal 3:

- 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 by the surveys.
- 3) Words of Wisdom will be read by student council members and we will include Honor Roll certificates at assemblies with parents in attendance.

**Goal #4 – Professional Development: Provide an articulated, sustained plan of professional development activities designed to build the school’s capacity to support programs and achieve goals.**

Evaluation of Plan for Goal 4:

- 1) EDI lesson observations, in-service presentations on BIPS and the Big Four, Leadership Team PD, Nancy Fetzer.
- 2) All new to Central staff watched some EDI lessons presented by experienced and certified EDI teachers. The Leadership Team and some Directors presented workshops to the staff on the Big Four and Standards. By instructional walk-throughs it became obvious that more teachers were using and understanding the Big Four and standards. Nancy Fetzer worked with all new to Central staff and her writing strategies were then being used much more.
- 3) We will be working with the County to get DI (Direct Instruction) lessons a standard at Central. We also will have DataWORKS do Curriculum Calibration as we continue our work on making sure all teachers are teaching the proper standards. The Leadership Team will attend PLC training at the County then will assist with on site workshops.

**Goal #5 – 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.**

Evaluation of Plan for Goal 5:

- 1) PIQE, PTA, translations, Wildcat Website, Parent Appreciation Tea
- 2) PIQE graduated 87 parents from the Central classes and most of these parents had perfect attendance. 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 had record numbers of parents attending.

- 3) We will continue with PIQE series 2 and will present a Fred Jones parent program to parents as they had asked. We will also continue to update our website frequently.

### **Goal #6 – Technology: Provide staff and students the opportunity to use technology for learning, communicating and working in an information-centered society.**

#### **Evaluation of Plan for Goal 6:**

- 1) Accelerated Reader, teacher training on LCD projectors, SMARTBoards purchased, technology days.
- 2) The SMARTBoards and LCD projectors 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 LCD projectors.
- 3) We have been having trainings on the SMARTBoards which teachers appreciate. We will continue to use Accelerated Reader and are trying a new program of early literacy assessment for grades K-2 with it. We also hope to start our students in using technology more in the classrooms with increased student use technology.

### **Goal #7 – Improve the school libraries.**

#### **Evaluation of Plan for Goal 7:**

- 1) Paw-some Readers, Summer Reading program, 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. Our students read a million minutes and every child received a book for summer.
- 3) We will persist in make reading a priority by continuing the many programs we have and expanding on some (like AR). We will also increase our library with new non-fiction books and hope to hook more boys into reading with some appropriate graphic novels.

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

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 to 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 initiate which standards are taught.

The leadership of the school also uses data to determine professional development.

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.

## **SECTION IV: SCHOOL PLAN FOR 2011/2012**

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

The 2011/2012 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 October 19, 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
Nancy Morgan Link	X				
Jo-Ann Golfo		X			
Kaylee Clayton			X		
Dana Dutcher		X			
West Walker		X			
Kim Aguilar				X	
*Luis Floriano				X	
Yvette Lee				X	
*Gabriel Valenzuela				X	
Leslie Cabral				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: Luis 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 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
- 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 great improvement in achievement in Mathematics. 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 student 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 2011/2012 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:** (site) In studying the data from the last year we see great improvement in achievement in Mathematics. 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/ CELDT coordinator	EIA	Oct-Mar			
1a.2 Purchase and use district adopted EL program and other materials	Teachers/ Principal	EIA	Aug			
1a.3 CELDT testing and scoring sub time and teacher time	CELDT coordinator	EIA	Aug -Nov			
1a.4 Consumables for Santillana and Open Court Vocabulary & Spelling	Librarian	EIA	Sept			
1a.5 Rosetta Stone Program implementation	Teachers	EIA	Oct			
1a.6 Reclassification of students and awards for them	CELDT coordinator		Feb			
1a.7 Extra clerical time for inputting student information	Attendance Clerk	EIA	Jan			
1a.8 30 minutes leveled ELD instruction daily	Teachers		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 liaisons	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-May			
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			
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	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 Vocabulary development from Marzano/DataWORKS list	Teachers	Title 1	Aug-May			
1b.11 Additional support (People's Education books) for Math and ELA Intervention.	Principal	Title 1	Sept			
1b.12 Assessment time	Teachers	EIA	Oct			
<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	Title 1	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			
<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	Oct			
1d.2 Instructional Teacher Talk Throughs	Principal/ Teachers	EIA	Aug-Mar			
1d.3 Leadership Team workshops on BIPs	LT	Title 1	Oct-Feb			
1d.4 Presentations to staff on data from Instructional Tours. Use results to drive Professional Development	Principal		Oct-May			

1d.5 Instructional Tours	Principal/LT		Sept-May			
1d.6 Monitor teachers inputting district assessment data as assessments are administered and use data to drive instruction	Principal		Oct Feb May			
1d.7 Standardization of presentation of objectives and BIPs in classrooms	Principal	EIA	Nov			
1d.8 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.9 Analyze and organize Highly Tested Standards, Blueprint Standards, Curriculum, interventions and assessments on calendar form	Teachers/ Principal	Title 1	Sept-Nov			

**Plan for providing ELD to English Learners in 2011/12:**

<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 1,2,3 CELDT level 4,5 CELDT level EO	Monday through Friday	30 minutes	Classroom teacher Classroom teacher Classroom teacher	Santillana Rosetta Stone
<b>First</b>	CELDT level 1,2 CELDT level 3,4,5 CELDT level EO	Tuesday through Friday	40 minutes	Classroom teacher Classroom teacher Classroom teacher	Santillana Rosetta Stone
<b>Second</b>	CELDT level 1,2 CELDT level 3,4,5 CELDT level EO	Monday through Friday	30 minutes	Classroom teacher Classroom teacher Classroom teacher	Santillana Rosetta Stone
<b>Third</b>	CELDT level 1,2 CELDT level 3,4,5 CELDT level EO	Monday through Thursday	40 minutes	Classroom teacher Classroom teacher Classroom teacher	Santillana Rosetta Stone
<b>Fourth</b>	CELDT level 1,2, CELDT level 3,4,5 CELDT level 5 and EO	Monday through Friday	30 minutes	Classroom teacher Classroom teacher Classroom teacher	Santillana Rosetta Stone OC EL supplemental materials
<b>Fifth</b>	CELDT level 1,2,3,4,5 CELDT level EO	Monday through Friday	30 minutes	Classroom teacher Classroom teacher	Santillana Rosetta Stone Online resources

**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**

<b>Schoolwide</b> % Proficient/Advanced		<b>Trimester 1</b>	<b>Trimester 2</b>	<b>Trimester 3</b>	<b>Met Goal</b>
ELA	2010/11	<b>53.6</b>	<b>46.5</b>	<b>60.1</b>	
	2011/12				
MATHEMATICS	2010/11	<b>61.1</b>	<b>69.5</b>	<b>77.3</b>	
	2011/12				

<b>English Learners</b> % Proficient/Advanced		<b>Trimester 1</b>	<b>Trimester 2</b>	<b>Trimester 3</b>	<b>Met Goal</b>
ELA	2010/11	<b>41.7</b>	<b>41.6</b>	<b>57.3</b>	
	2011/12				
MATHEMATICS	2010/11	<b>64.7</b>	<b>66.7</b>	<b>75.4</b>	
	2011/12				

<b>Students w/ Disabilities</b> % Proficient/Advanced		<b>Trimester 1</b>	<b>Trimester 2</b>	<b>Trimester 3</b>	<b>Met Goal</b>
ELA	2010/11				
	2011/12				
MATHEMATICS	2010/11				
	2011/12				

<b>Hispanic</b> % Proficient/Advanced		<b>Trimester 1</b>	<b>Trimester 2</b>	<b>Trimester 3</b>	<b>Met Goal</b>
ELA	2010/11	<b>49.1</b>	<b>43.6</b>	<b>58.9</b>	
	2011/12				
MATHEMATICS	2010/11	<b>63.6</b>	<b>66.9</b>	<b>76.0</b>	
	2011/12				

<b>SES</b> % Proficient/Advanced		<b>Trimester 1</b>	<b>Trimester 2</b>	<b>Trimester 3</b>	<b>Met Goal</b>
ELA	2010/11				
	2011/12				
MATHEMATICS	2010/11				
	2011/12				

## **Part B: 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	<b>65</b>	80	40	67	<b>95</b>	72	80	
	part	<b>35</b>	20	30	11	<b>5</b>	5	15	
Checking for Understanding	full	<b>47</b>	40	40	0	<b>68</b>	53	50	
	part	<b>41</b>	20	20	11	<b>16</b>	17	25	
Learning Objective	full	<b>65</b>	60	50	44	<b>89</b>	78	70	
	part	<b>18</b>	20	30	11	<b>5</b>	12	20	
Non-Linguistic Representation	full	<b>59</b>	80	60	45	<b>74</b>	65	70	
	part	<b>29</b>	20	10	22	<b>21</b>	16	15	

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

### **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>							
	part	<b>6</b>							
Checking for Understanding	full	<b>29</b>							
	part	<b>43</b>							
Learning Objective	full	<b>50</b>							
	part	<b>38</b>							
Non-Linguistic Representation	full	<b>56</b>							
	part	<b>38</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
- Reduction in tardies
- 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		Aug			
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			
2a.7 Post attendance on a data wall	Att.Clerk/ Teachers		Oct Feb			
2a.8 Implement classroom, grade level and individual incentives for attendance	Principal	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	Site	Oct-May			

2a.11 Boys and Girls Club Liaison and support program (coordinate extension of the school day)	Principal	Title1 /EIA	Aug-May			
2a.12 Coats for Kids and Sutter Health Grant	Principal		Oct			
2a.13 CATCH Program (Wellness Wed., Health education, etc.) to promote healthy lifestyles	Principal/ CATCH coord.		Sept.			
2a.14 Implement Attendance Program	Principal	Title 1	Nov			
<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, etc.)	Principal		Oct Feb May			
2b.2 DARE, Too Good for Drugs and Red Ribbon Week	Teachers	Site	Oct			
2b.3 Train, use and reward Conflict Managers. Supervision staff trained on Conflict Manager Program	Compton	Site	Sept-May			
2b.4 Words of Wisdom Program	Principal/Stu dent Council		Aug			
2b.5 Update Safety Plan and share with staff	Principal		Oct March			
2b.6 Multicultural week activities	Teachers		Jan			
2b.7 Anti-bullying assembly /Soul Shoppe	Principal	Title 1	Nov			
2b.8 Implementation and training of staff in Fred Jones	Principal	Title 1	Aug-May			
2b.9 Meet with Diversity and Equity Committee bimonthly and Plan for December 5 ERM	Principal		Oct Dec Feb			
2b.10 Anti-bullying/Character lessons once a week for 5 weeks	Principal/ Teachers		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
2010-2011	95.94	95.64	95.6	95.18	93.23	92.99	93.3	92.78	95.22	95.27	94.52
2011-2012											
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:** 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>						
<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 Curriculum Calibration from DataWORKS with in-service on results	Principal	Title 1	Sept			
3a.2 Pre-services on Instructional Strategies of EDI, Fred Jones and standards	Principal/LT	EIA	Aug			
3a.3 Leadership team to County for PLC training	Teacher	EIA	Sept-Feb			
3a.4 Teams writing EDI lessons, then team lesson observations and lesson studies (“Make and Show”)	Leadership Team	EIA	Sept-Feb			
3a.5 County ERM inservices on PLC, Academic Language and DI lessons (August preservice day and ERM’s)	Dataworks	Title 1/Title II	Aug-May			
3a.6 Teacher team to RSSDS for DI (Strategic Teacher’s Series)	County	EIA	Sept-Mar			
3a.7 Continue and expand Data teams into PLC’s	Principal/CISCs		Aug			
3a.8 Dataworks EDI Training	Teachers	EIA	Dec			
3a.9 Nancy Fetzer to continue coaching and training for writing and reading	Principal	EIA	Feb			
3a.10 Leadership Team planning and presenting professional development	Principal	EIA	Oct-May			
3a.11 No Excuses, etc book studies	Leadership Team	EIA	Jan			

1d.12 Work with staff on the Central Way and our Mission	Principal		Aug-May			
<b>3b. Staff Participation in Professional Development on Early Release Mondays</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 ERM's	Principal		Aug-May			
3b.7 Have discussions with any staff missing over 3 meetings	Principal		Aug-May			
3b.8 Implement appreciation program for meetings	Principal		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
- Increase in number of parents attending PTA meetings
- 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 Provide English classes for parents with Rosetta Stone	Principal	EIA	Dec-Mar			
4.5 Parent Appreciation Tea	Teachers	Site	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.	Attendance Clerk	EIA	Aug-May			
4.9 Staff to learn Spanish on Rosetta Stone	Staff		Oct-May			
4.10 Parent Program on Fred Jones	Principal	Title 1/MAA	Oct-Feb			

4.12 Send home to every family letters and CD's with message from ELAC/DLAC representative parent	Principal	Title 1	Oct			
4.13 Make relationships a priority , encourage positive calls and frequent parent contact by teachers	Teachers		Aug-May			
4.14 Parent Institute (PIQE) Second Program	Principal	EIA/MAA	Jan-May			
4.15 Attendance program Parent component	Principal	Title 1	Nov			
4.16 Parent Reading Program	Principal/ Librarian	EIA	Nov-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
- Increase in availability of technology in classrooms
- Increase in use of technology in lessons

**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 Accelerated Reader program	Walker	Title1 /MAA/site	Sept-May			
5.2 Teachers trained in technology (powerpoint, LCD Projector and SMARTBoard use, etc)	Yeoman	EIA	Sept-May			
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, cybersafety.	Librarian		Aug-May			
5.5 Tech Days for staff technology support	Yeoman	EIA	Sep Feb May			
5.6 SMART Boards and programs purchased	Principal	EIA/Title1	Oct			
5.7 Document Cameras	Principal	EIA	Oct			
5.8 Student use technology (ipads, Kindle fire, etc.)	Principal	EIA	Oct			
5.9 Technology support	Principal	EIA	Sept-May			

### **Site Goal #6 – Improve School Libraries and Build Lifelong Readers**

*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

**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.

Improve School Libraries						
Action Steps (Plan)	Person Responsible	Resources	Timeline	Do	Study	Act
6.1 Continue outside reading programs – Stockton Ports, Sacramento Kings, LEAP, City Read In, Book It, etc.	Principal		Sep-May			
6.2 Improve library environment to encourage a love of reading	Librarian		Aug-May			
6.3 Principal to continue Paw-some Reader book giveaways and discussions	Principal	Title 1	Sept-May			
6.4 Read Across America Day and Evening event	Teachers	EIA/MAA	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		Aug-May			
6.9 Million Minute Reading Challenge	Principal		Dec			
6.10 Increase library with fiction, non-fiction and graphic novels	Librarian	EIA	Nov			

### **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

**Central School**  
**Single Plan For Student Achievement**  
**Recommendations and Assurances**

The school site council (SSC) recommends this 2011/12 school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (*Check those that apply*):

\_\_\_ Title I Advisory Committee

\_\_\_ English Learner Advisory Committee

\_\_\_ Community Advisory Committee for Special Education Programs

\_\_\_ Gifted and Talented Education Program Advisory Committee

\_\_\_ Other (list) \_\_\_\_\_

4. The SSC reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the SSC at a public meeting on: \_\_\_\_\_.

Attested:

\_\_\_\_\_  
Print name of school principal

\_\_\_\_\_  
Signature of school principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print name of SSC chairperson

\_\_\_\_\_  
Signature of SSC chairperson

\_\_\_\_\_  
Date

Central Elementary School Plan Budget 2011-12

		<u>Total</u>	<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Title II</u>
	11/12 Estimated Allocations	\$ 239,460	\$ 7,592	\$ 25,787	\$ 124,089	\$ 75,992	\$ 6,000
	10/11 Carryover	\$ -					
	Sub-Total	\$ 239,460	\$ 7,592	\$ 25,787	\$ 124,089	\$ 75,992	\$ 6,000
	Centralized Services	\$ 15,181			\$ 8,711	\$ 6,470	
	<b>TOTAL</b>	<b>\$ 254,641</b>	<b>\$ 7,592</b>	<b>\$ 25,787</b>	<b>\$ 132,800</b>	<b>\$ 82,462</b>	<b>\$ 6,000</b>
	<b>ALLOCATED GOAL TOTAL</b>	<b>\$ 220,531</b>	<b>\$ 5,250</b>	<b>\$ 3,700</b>	<b>\$ 129,261</b>	<b>\$ 76,320</b>	<b>\$ 6,000</b>
Plan Ref	Action Steps (requiring funding)						
	<b>Goal #1: All Students will meet or exceed grade level standards and the achievement gap will be closed:</b>						
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Title II</u>
	Provide direct support to students through centralized services.				\$ 8,711	\$ 6,470	
1a.1	EL morning classes (extending the school day)				\$ 5,000		
1a.2	ELL materials				\$ 4,500		
1a.3	CELDT testing & scoring sub time and teacher time				\$ 1,000		
1a.4	Consumables				\$ 4,000		
1a.5	Rosetta Stone				\$ 1,000		
1a.7	Clerical time				\$ 1,000		
1b.1	Interventions				\$ 5,000	\$ 3,000	
1b.2	Classroom support/supplies		\$ 2,000			\$ 8,600	
1b.3	Time to Dibels test and score					\$ 500	
1b.5	SST/retention subs					\$ 1,000	
1b.6	After school intervention (sliders)					\$ 4,000	
1b.10	Vocabulary development materials					\$ 2,000	
1b.11	Additional support for intervention					\$ 4,000	
1b.12	Intervention subs				\$ 750		
1c.4	Testing incentives		\$ 250	\$ 1,000			
1c.7	Curriculum Associates					\$ 3,000	
1c.8	Meeting with individual teachers on CA results					\$ 500	

Central Elementary School Plan Budget 2011-12

1d.1	Principal/teacher conference on student achievement					\$ 500	
1d.2	Instructional Teacher Talk Throughs				\$ 3,000		
1d.3	Leadership Team workshops					\$ 500	
1d.7	Materials for uniformity of BIPs				\$ 1,000		
1d.9	Organize pacing calendars with HTSs, Assesmentns, curriculum and interventions					\$ 1,000	
	<b>GOAL TOTALS</b>		\$ 2,250	\$ 1,000	\$ 34,961	\$ 35,070	\$ -
	<b>Goal #2a: Increase students' average daily attendance:</b>						
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Title II</u>
2a.8	Attendance student incentives		\$ 500	\$ 1,000			
2a.10	Attendance staff incentives		\$ 500				
2a.11	Club liaison (extending the school day with Boys and Girls Club)and suport				\$ 5,000	<u>2000\</u>	
2a.14	Attendance program					\$ 1,000	
	<b>GOAL TOTALS</b>		\$ 1,000	\$ 1,000	\$ 5,000	\$ 1,000	\$ -
	<b>Goal #2b: Diversity and Equity: Increase cultural proficiency to support and provide a positive, safe, and healthy school climate:</b>						
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Title II</u>
2b.2	Red Ribbon Week		\$ 500				
2b.3	Conflict Manager training and rewards		\$ 300				
2b.7	Anti-bullying assembly-Soul Shoppe					\$ 6,000	
2b.8	Fred Jones					\$ 1,000	
	<b>GOAL TOTALS</b>		\$ 800	\$ -	\$ -	\$ 7,000	\$ -

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	<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	Curriculum Calibration					7500	
3a.2	Pre-services teacher time				\$ 1,000		
3a.3	LT to PLC training at County subs				\$ 3,500		
3a.4	Teacher time and subs for lesson observations and lesson studies				\$ 5,000		
3a.5	COE Coach to site for in-services (RSDSS contract))					\$ 10,250	\$ 6,000
3a.6	Strategic Teachers Series subs				\$ 3,500		
3a.8	DataWORKS				\$ 4,500		
3a.9	Nancy Fetzer subs				\$ 2,000		
3a.9	Nancy Fetzer				\$ 6,800		
3a.10	Leadership team planning time				\$ 3,000		
3a.11	Books and time for Professional Development				\$ 1,000		
3b.4	Snacks and prizes		\$ 500				
	<b>GOAL TOTALS</b>		<b>\$ 500</b>	<b>\$ -</b>	<b>\$ 30,300</b>	<b>\$ 17,750</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 I</u>	<u>Title II</u>
4.3	Website updates					\$ 500	
4.4	English classes for parents				\$ 4,000		
4.5	Parent appreciation tea		\$ 200				
4.6	Written translations				\$ 500		
4.7	Oral translations				\$ 1,000		
4.8	Clerical time for calls and translations				\$ 1,000		
4.10	Fred Jones Parenting Program			\$ 500	\$ 3,500		
4.12	CD's sent home					\$ 300	
4.14	Parent Institute for Quality Education			\$ 500	\$ 3,000	\$ 8,000	
4.15	Attendance program				\$ 3,000		
4.16	Parent Reading Program books				\$ 3,000		
	<b>GOAL TOTALS</b>		<b>\$ 200</b>	<b>\$ 1,000</b>	<b>\$ 19,000</b>	<b>\$ 8,800</b>	<b>\$ -</b>

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	<b><i>Goal #6: 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 I</u></b>	<b><u>Title II</u></b>
5.1	Accelerated Reader		\$ 500	\$ 500		\$ 4,000	
5.2	Technology training				\$ 1,000		
5.5	Tech days				\$ 1,000		
5.6	SMARTBoards, classroom technology and support				\$ 6,000	\$ 2,000	
5.7	Document cameras				\$ 8,000		
5.8	Student use technology				\$ 12,000		
5.9	Technology support				\$ 5,000		
	<b><i>GOAL TOTALS</i></b>		<b>\$ 500</b>	<b>\$ 500</b>	<b>\$ 33,000</b>	<b>\$ 6,000</b>	<b>\$ -</b>
	<b><i>Goal #7: Improve Libraries</i></b>		<b><u>Site</u></b>	<b><u>MAA</u></b>	<b><u>EIA</u></b>	<b><u>Title I</u></b>	<b><u>Title II</u></b>
6.3	Paw-some Reader					\$ 700	
6.4	Read Across America			\$ 200	\$ 1,000		
6.6	Summer Reading Program				\$ 1,000		
6.11	Increasing library				\$ 5,000		
	<b><i>GOAL TOTALS</i></b>		<b>\$ -</b>	<b>\$ 200</b>	<b>\$ 7,000</b>	<b>\$ 700</b>	<b>\$ -</b>

# **Single Plan for Student** **Achievement** **2011/12**



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

***Principal: Dave Pickering***

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/Principal  
Telephone Number: (209) 830-3357  
E-mail Address: [dpickering@tusd.net](mailto:dpickering@tusd.net)

SSC approval date: 11/8/2011

# SECTION I: SCHOOL PROFILE

## A. Description of any Significant Changes

### 1. Description of School Demographic composition

<b>Duncan Russell</b>	<b>Source</b>	<b>2009/10</b>	<b>2010/11</b>	<b>2011/12</b>
Enrollment (#)	Oct CBEDS	40	37	36
AFDC/Free & Reduced (%)	Oct CBEDS		35%	N/A
English Learners R-30 (%)	Mar R-30	7%	15%	
Fluent English (FEP/R-FEP) (%)	Mar R-30	8%	18%	
Students redesignated to FEP (#)	Mar R-30	0	0	
Ethnicity: White (%)	Oct CBEDS	22.5%	14%	16.7%
Hispanic(%)	Oct CBEDS	55%	57%	75%
African American(%)	Oct CBEDS	12.5%	19%	5.5%
Asian(%)	Oct CBEDS	10%	10%	2.8%

<b>Willow</b>	<b>Source</b>	<b>2009/10</b>	<b>2010/11</b>	<b>2011/12</b>
Enrollment (#)	Oct CBEDS	37	36	37
AFDC/Free & Reduced (%)	Oct CBEDS	28%	60%	62%
English Learners R-30 (%)	Mar R-30	9%	15%	
Fluent English (FEP/R-FEP) (%)	Mar R-30	4%	13%	
Students redesignated to FEP (#)	Mar R-30	0	0	
Ethnicity: White (%)	Oct CBEDS	22%	19.4%	24.4%
Hispanic(%)	Oct CBEDS	62%	53%	59.5%
African American(%)	Oct CBEDS	11%	13.8%	5.4%
Asian(%)	Oct CBEDS	5%	13.8%	10.8%

#### Areas of Significant Changes:

Duncan-Russell: 18% increase in Hispanic Students, 13.5% decrease in African American Students

Willow CDS: 5% Increase in White Students, 6.5% Increase in Hispanic Students, 8.4% decrease in African American Students

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

	2010/11	2011/12
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	DR/Willow Allocations
<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.	\$5,355/\$3,213
<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	\$
Total amount of state categorical funds allocated to this school	\$5,355/\$3,213

Federal Programs under No Child Left Behind (NCLB)	DR/Willow Allocations
<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	\$2,000/\$2,000
<input type="checkbox"/> Other Federal Funds (list and describe <sup>1</sup> )	\$
Total amount of federal categorical funds allocated to this school	\$2,000/\$2,000
Total amount of state and federal categorical funds allocated to this school	\$7,355/\$5,213

## 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	2010 Rating	2011 Rating	Comments
<b>EPC #1 Instructional Program</b>			
1.1	3	3	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	4	4	All grades have adopted intervention materials.
1.3	4	4	All Algebra1 classes have McDougal-Littell, 2008 math programs in place and are using them daily
1.4	4	4	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	4	4	The school's schedule and courses reflect an effective use of instructional time and appropriate access to the core English instruction.
2.2	4	4	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	3	3	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	4	4	The school/district staffs all high school English/reading language arts and mathematics classrooms with appropriately credentialed teachers for the assignment.
4.2	3	3	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	3	3	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	3	3	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	3	3	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	4	4	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	4	4	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	3	3	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	3	3	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	3	3	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	3	3	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	4	4	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	4	4	The district general and categorical funds are used appropriately to support the Algebra 1, mathematics, and intervention program goals in the school plan.

### **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	2009 % Prof. ELA (≥ 46.0%) (≥ 44.5%)	2010 % Prof. ELA (≥ 56.8%) (≥ 55.6%)	2011 % Prof. ELA (≥ 67.6%) (≥ 66.7%)	AYP Goal Met?	5% growth Goal Met?	2009 % Prof. Math (≥ 47.5%) (≥ 43.5%)	2010 % Prof. Math (≥ 58%) (≥ 54.8%)	2011 % Prof. Math (≥ 68.5%) (≥ 66.1%)	AYP Goal Met?	5% growth Goal Met?
<b>Duncan Russell</b>	51.1%	55.6%	N/A	Yes		47.6%	54.8%	N/A	Yes	No
<b>Willow CDS</b>	Met	Met	Met	Yes		Met	Met	Met	Yes	

Note: Actual percent AYP is not provided if the number of students tested is less than 11.

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

<b>Group</b>	<b>% Tested ELA 2011</b>	<b>Target Met Yes or No</b>	<b>% Tested Math 2011</b>	<b>Target Met Yes or No</b>
Duncan Russell	100	Yes	100	Yes
Willow CDS	100	Yes	100	Yes

**Program Improvement Status for 2010/11:** ☒ **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.*

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

Duncan Russell	2009/10		2010/11		% Decrease or Increase	Target Met
	#	%	#	%		
Suspensions	31	13%	27/17	*N/A	*N/A	
Expulsions	0		0			

Willow CDS	2009/10		2010/11		% Decrease or Increase	Target Met
	#	%	#	%		
Suspensions	152	65%	115/54	*N/A	*N/A	
Expulsions	0		0			

*\*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.*

*# 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 - Duncan Russell/Willow**

Group	% Agree 2010	% Agree 2011
Parents	86.56%	79.39%
Staff – cert.	93.75%	50%
Staff – class.	90%	50%
Students	70.40%	84%
<b>Total</b>	<b>85%</b>	<b>65.85%</b>
<b>Met Goal (Y/N)</b>	<b>Yes</b>	<b>No</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 2010	% Agree 2011
Parents	95.30%	80.08%
Staff – cert.	100%	87.50%
Staff – class.	75%	90%
Students	75.22%	83.11%
<b>Total</b>	<b>86%</b>	<b>85.17%</b>
<b>Met Goal (Y/N)</b>	<b>Yes</b>	<b>Yes</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
2007/2008	88.29%	98%	-9.71%	No
2008/2009	90%	98%	-8%	Yes
2009/2010	99.99%	98%	+1.99%	Yes
2010/2011	96%	98%	+2%	No

#### Willow

School Year	Actual Attendance %	Target %	Difference (+ or -)	Target Met Yes or No
2007/2008	95.33%	98%	-2.67%	No
2008/2009	94%	98%	-4%	No
2009/2010	100%	98%	+2%	Yes
2010/2011	96%	98%	+1.85%	No

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

Regarding School Safety: Although 79% of parents and 84% of all students agreed that the school site was a safe place both certificated and classified staff were split. This is due to the fact that Willow and DR only have part time administrators who are not on site at all times.

Regarding School Climate: Parties surveyed believed the schools have a positive school climate.

Regarding Attendance: Both Willow and DR have extremely high attendance due to the fact that being dropped for attendance from either program is very undesirable to most students.

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

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

**Goal #1 – All Students will meet or exceed grade level standards and the achievement gap will be closed.**

- a. Raise the achievement of English Learners
- b. Raise the achievement of at-risk students
- c. Prepare students for STAR testing
- d. (schools with gr. 6-12) Improve student achievement in Mathematics
- e. (HS only) Provide CAHSEE Remediation

Evaluation of Plan for Goal 1:

**a. English Learners**

- 1) At Willow ELD students were given additional time, as planned, with our paraprofessional Mrs. Mota. At Cyber High D.R. ELD students were given the same curriculum as non-ELD students.
- 2) ELD students at Willow that were assisted last year are no longer at Willow due to the nature of the school.
- 3) ELD 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 were not assessed when they exited the program. At the time there was no ability to do this because the STAR Reading and Math programs were offline. 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 this year to gain an initial assessment and then to determine if there are any gains

**e. CAHSEE Remediation**

- 1) Willow only had one student that needed to take the CAHSEE. Several students took the CAHSEE in DR. No CAHSEE prep is conducted in DR.
- 2) There were no expected outcomes due to the fact no interventions were made.
- 3) In the coming year online learning will be established at Willow. The plan is to use this to assist with CAHSEE remediation.

**Goal #2 – Increase students' average daily attendance**

Evaluation of Plan for Goal 2:

- 1) Student attendance at both Willow and DR was at 96% due to the fact that these are both voluntary programs with very restrictive absence policies.
- 2) High attendance percentages were achieved in both programs considering that many of the

students at Willow and DR have either been part of the SARB process or have prior poor school attendance.

- 3) No change to the attendance policy appears to be necessary.

**Goal #3 – Diversity and Equity: Increase cultural proficiency to support a provide a positive, safe, and healthy school climate.**

Evaluation of Plan for Goal 3:

- 1) Both Willow and DR are very aware of the need for students and staff to support and provide a safe and healthy school climate.
- 2) Students feel safe on campus based on the campus climate survey.
- 3) Continue work in diversity and equity

**Goal #4 – Professional Development: Provide an articulated, sustained plan of professional development activities designed to build the school's capacity to support programs and achieve goals.**

Evaluation of Plan for Goal 4:

- 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 #5 – 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.**

Evaluation of Plan for Goal 5:

- 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 50% participation rate by parents.

**Goal #6 – Technology: Provide staff and students the opportunity to use technology for learning, communicating and working in an information-centered society.**

Evaluation of Plan for Goal 6:

- 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*

## **SECTION IV: SCHOOL PLAN FOR 2011/2012**

### **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
Dave Pickering	X				
Joan Check			X		
Theresa Peltz		X			
Tony Crivello		X			
Janice Cotton				X	
Yvette Spencer			X		
Numbers of members of each category	1	2	2	1	
Total in each group	5			1	

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: N/A

- ☐ 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 (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 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. As such our goal is to promote student acceptance and awareness of the many different cultures, values, and beliefs of others.

(site) This goal was nearly 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 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) 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 be piloting Apex Learning digital software which includes content standards in the curriculum.

## **C. Activities for 2011/2012 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:** (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 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	EIA	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			
1b.3 Initiate Pilot Study of Apex Learning Online Digital Software for student improvement, initial credit and credit recovery.	Principal	EIA/Site	Jan-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 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 2011/12:**

<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>7-10</b>	By CELDT level	Daily	30 – 60 min.	Para Professional Educator: Mrs. Mota	Rosetta Stone (English)
<b>11-12</b>	By CELDT level	Daily	30 min.	Para Professional Educator: Mrs. Mota	Rosetta Stone (English)

**Goal 1 – Data Collection:**

**Part A: District Assessments:** N/A Duncan Russell and Willow do not maintain consistent enrollment throughout the school year.

**Part B: Instructional Tour Data:** N/A

## **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:** (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. As such our goal is to promote student acceptance and awareness of the many different cultures, values, and beliefs of others. (site) This goal was nearly 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>
2a.1 Reward students monthly for 98% attendance (certificates, Willow bucks, etc.)	Principal	Site	10/09-5/10			
2a.2 Reward classrooms with 98% weekly attendance with points/tickets	Principal		Weekly			
2a.3 Provide students with a pizza party during CST testing	Principal		April			
2a.4 Provide students with a perfect attendance field trip			May			
2a.5 Meet with parents to discuss attendance	Sec/Admin		9/09-5/10			
2a.6 Disaggregate data by days of the week	Sec/Admin		Monthly			
2a.7 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):**

	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
2010-2011	96/96	95/97	95/95	97/97	93/95	96/94	95/94	94/97	96/95	97/96	96/96
2011-2012	95/96	95/95	94/96								

Difference +/-	-1/+1	0/-2	-1/+1								
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**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:** 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.

<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>
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 Learning professional development for all staff	Principal		Jan-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:** 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.

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	Title 1	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:** (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 be piloting Apex Learning digital software which includes content standards in the curriculum.

Technology						
Action Steps (Plan)	Person Responsible	Resources	Timeline	Do	Study	Act
5.1 Initiate Pilot Study of Apex Learning Online Digital Software for student improvement, initial credit and credit recovery, including purchase of 8 computers.	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.						
5.6 Replace aging equipment at Duncan Russell	Principal		Nov - 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 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

**Duncan Russell/Willow**  
**Single Plan For Student Achievement**  
**Recommendations and Assurances**

The school site council (SSC) recommends this 2011/12 school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (*Check those that apply*): *N/A*

\_\_\_ Title I Advisory Committee

\_\_\_ English Learner Advisory Committee

\_\_\_ Community Advisory Committee for Special Education Programs

\_\_\_ Gifted and Talented Education Program Advisory Committee

\_\_\_ Other (list)\_\_\_\_\_

4. The SSC reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the SSC at a public meeting on: 11/8/2011.

Attested:

\_\_\_\_\_  
Print name of school principal

\_\_\_\_\_  
Signature of school principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print name of SSC chairperson

\_\_\_\_\_  
Signature of SSC chairperson

\_\_\_\_\_  
Date

## Willow Community Day School Plan Budget 2011-12

		<u>Total</u>	<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title II</u>
	11/12 Estimated Allocations	\$ 18,536	\$ 13,534		\$ 3,002	\$ 2,000
	10/11 Carryover	\$ -				
	Sub-Total	\$ 18,536	\$ 13,534	\$ -	\$ 3,002	\$ 2,000
	Centralized Services	\$ 211			\$ 211	
	<b>TOTAL</b>	<b>\$ 18,747</b>	<b>\$ 13,534</b>	<b>\$ -</b>	<b>\$ 3,213</b>	<b>\$ 2,000</b>
	<b>ALLOCATED GOAL TOTAL</b>	<b>\$ 18,731</b>	<b>\$ 13,520</b>	<b>\$ -</b>	<b>\$ 3,211</b>	<b>\$ 2,000</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 II</u>
1b.3	Provide direct support to students through centralized services.				\$ 211	
	Provide online curriculum for at-risk students 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>\$ 1,211</b>	<b>\$ -</b>
	<i>Goal #2: Increase students' average daily attendance:</i>					
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title II</u>
2a	Attendance and Student Achievement Recognition Awards & Placques. Includes items for Willow Bucks Auction at the end of each semester.		\$ 350			
	<b>GOAL TOTALS</b>		<b>\$ 350</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</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	Apex Learning Professional Development for all staff members.		\$ 3,500			\$ 2,000
	<b>GOAL TOTALS</b>		<b>\$ 3,500</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 2,000</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>					
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title II</u>
5.1	8 computers & monitors		\$ 4,270		\$ 2,000	
	8 Study Carels		\$ 2,400			
	<b>GOAL TOTALS</b>		<b>\$ 6,670</b>	<b>\$ -</b>	<b>\$ 2,000</b>	<b>\$ -</b>

Duncan Russell School Plan Budget 2011-12

		<u>Total</u>	<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title II</u>
	11/12 Estimated Allocations	\$ 10,514	\$ 3,510		\$ 5,004	\$ 2,000
	10/11 Carryover	\$ -				
	Sub-Total	\$ 10,514	\$ 3,510	\$ -	\$ 5,004	\$ 2,000
	Centralized Services	\$ 351			\$ 351	
	<b>TOTAL</b>	<b>\$ 10,865</b>	<b>\$ 3,510</b>	<b>\$ -</b>	<b>\$ 5,355</b>	<b>\$ 2,000</b>
	<b>ALLOCATED GOAL TOTAL</b>	<b>\$ 10,099</b>	<b>\$ 3,085</b>	<b>\$ -</b>	<b>\$ 5,014</b>	<b>\$ 2,000</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 II</u>
	Provide direct support to students through centralized services.				\$ 351	
	<b>GOAL TOTALS</b>		\$ -	\$ -	\$ 351	\$ -
	<i>Goal #: 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 in Apex Learning online curriculum delivery.					\$ 2,000
	<b>GOAL TOTALS</b>		\$ -	\$ -	\$ -	\$ 2,000
	<i>Goal #6: Technology: To provide staff and students the opportunity to use technology for learning, communicating, and working in an information-centered society:</i>					
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title II</u>
5.6	Replace 5 Computers (\$3,085) and 20 Monitors (\$4,663) in the DR Computer Lab*.		\$ 3,085		\$ 4,663	
	*Computers and monitors are original equipment. They have been used every school day for six hours for the past 6 years.					
	<b>GOAL TOTALS</b>		\$ 3,085	\$ -	\$ 4,663	\$ -

# Single Plan for Student Achievement 2011/12



## *Art Freiler School*

*Tracy Unified School District*

***CDS: 39-75499-6118699***

***Principal: Karen Alcorn***

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: October 19, 2011	

# SECTION I: SCHOOL PROFILE

## A. Description of any Significant Changes

### 1. Description of School Demographic composition

	Source	2009/10	2010/11	2011/12
Enrollment (#)	Oct CBEDS	1031	975	955
AFDC/Free & Reduced (%)	Oct CBEDS	308/29.9%	306/31.2%	338/35%
English Learners R-30 (%)	Mar R-30	263	279/27%	
Fluent English (FEP/R-FEP) (%)	Mar R-30	69	64/7%	
Students redesignated to FEP (#)	Mar R-30	17	13	
Ethnicity: White (%)	Oct CBEDS		315/32%	241/26%
Hispanic(%)	Oct CBEDS		348/36%	374/40%
African American(%)	Oct CBEDS		57/6%	49/5%
Asian(%)	Oct CBEDS		80/8%	195/26%

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

	2010/11	2011/12
number of classroom teachers	36	36
number and type of support certificated staff (including special education staff)	1 RSP 1 Psychologist ( 2 days) 1 LSH	1 RSP 1 Psychologist ( 2 days) 1 LSH
number of classified staff	1 Secretary 1 Attendance Clerk 5 Noon Duty Supervisors 1 Day Custodial 1 Night Custodian 1 Bustodian 4 Spec. Ed Para Educators 3 1:1 Spec. Ed. Para educators 1 Library Technician 2 PE Paraprofessionals =20	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
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  
 -We no longer receive ELAP funds.

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

- ☒ No significant changes  
☐ Significant changes

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

- ☒ No significant changes  
☐ Significant changes  
 -Improved our outdoor classroom garden by adding student benches  
 -To improve pedestrian traffic flow there was the addition of crosswalk pathways and

benches to the quad area.

**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.	\$161,850
<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 funding)	\$6,690
Total amount of state categorical funds allocated to this school	\$168,540

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	\$174,540

**C. Expected Schoolwide Learning Results (ESLRs) N/A**

## 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	2010 Rating	2011 Rating	Comments
<b>EPC #1 Instructional Program</b>			
1.1	3.5	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.
1.2	2.4	2.4	Not using ELL materials in all classes
1.3	1.6	1.7	The Holt program lacks intensive intervention
1.4	3.3	3.3	
1.5	1.5	1.6	IXL math intervention and after school intervention support but not enough to support the needs of all the students
1.6	4		
<b>EPC #2 ES/MS: Instructional Time HS: Student access to standards aligned core courses</b>			
2.1	3	3	Not enough time to implement the program in a 55 minute period- need more time to address minimum course of study.
2.2	2.5	2.4	LA intervention class and after school individual help
2.3	2.3	2.3	Lack of a clear ELL program that meets the needs of all students
2.4	1.9	2	No intensive intervention program offered
2.5	3.5	3.5	
2.6	2.4	2.3	Need for more intervention support classes
2.7	1.8	1.7	
<b>EPC #3 School Principal's Instructional Leadership Training</b>			
3.1	3.6	2.9	
3.2	3.5	2.9	
3.3	4		
<b>EPC #4 Credentialed Teachers and Teacher Prof. Development Opportunity</b>			
4.1	4	4	Not sufficient time during a regular class period to address
4.2	3.2	3.6	Difficult to follow pacing guide according to district recommendations
4.3	2.3	2.7	
<b>EPC #5 Student Achievement Monitoring System</b>			
5.1	3.3	3.3	
5.2	3.4	2.3	Need updated training course
<b>EPC #6 On-Going Instructional Assistance and Support for Teachers</b>			
6.1	2	2	Need more on-going training to address current student needs
6.2	1.8	1.7	Need specific content area training
<b>EPC #7 Teacher Collaboration by Gr. Level/Subject Matter</b>			
7.1	3.6	3.4	District assessment given but not used as a placement tool
7.2	3.5	3.4	
<b>EPC #8 ES/MS: Lesson Pacing Schedule; HS: Intervention Programs</b>			
8.1	2.9	3.6	
8.2	2.9	3.5	
<b>EPC #9 Fiscal Support</b>			
9.1	2.9	2.7	
9.2	3	2.8	

### 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 indicates overall that teachers feel limited on time and intervention support programs that address the use of the SBE adopted intensive intervention materials in RLA, ELD, and in the mathematics curriculum. An area of concern identified by the staff is that there is either a) no intensive intervention program which is offered and consistently implemented at the district level or b) materials provided are too few in depth/breadth (Santillana for ELD instruction). EPC 3.2 which also reflected a drop dealt with mathematics pacing guides. The guides are in place, as are the district assessments and have been made available to all teaching staff.

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 intensive intervention in core curriculum areas, 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

<b>Group</b> <b>(NCLB target)</b> ES/MS HS	2009 % Prof. ELA (≥ 46.0%) (≥ 44.5%)	2010 % Prof. ELA (≥ 56.8%) (≥ 55.6%)	2011 % Prof. ELA (≥ 67.6%) (≥ 66.7%)	AYP Goal Met?	5% growth Goal Met?	2009 % Prof. Math (≥ 47.5%) (≥ 43.5%)	2010 % Prof. Math (≥ 58%) (≥ 54.8%)	2011 % Prof. Math (≥ 68.5%) (≥ 66.1%)	AYP Goal Met?	5% growth Goal Met?
<b>School Total</b>	59.6	60.9	62.7	No	No	59.2	59.5	59.7	No	No
<b>Sub-group #1</b> Hispanic or Latino	51.1	53.5	55.0	No	No	48.7	53.8	52.7	No	No
<b>Sub-Group #2</b> White not Hispanic	62.9	68.7	71.2	Yes	No	64.0	62.6	62.8	No	No
<b>Sub-Group #3</b> Socioecon. Disad.	44.1	52.5	49.6	No	No	55.6	57.9	54.7	No	No
<b>Sub-group #4</b> ELL students	50.4	54.3	50.0	No	No	51.8	57.3	57.3	No	No
<b>Sub-group #5</b> Stu. w/ Disabilities	42.3	N/A	39.3	N/A	N/A	43.4	N/A	41.1	N/A	N/A

### **Achievement Gap Data**

#### **Longitudinal AYP 2007 – 2011 • 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
2007	24.4/22.3	56.5	62.7	45.7	17.0	46.3	16.4	50.0	12.7	45.1	17.6	26.7	36.0
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	16.9	51.1	11.8	44.1	18.8	50.4	12.5	42.3	20.6
2010	56.8/55.6	60.9	68.7	N/A	N/A	55.0	13.7	52.5	16.2	54.3	14.4	N/A	N/A
2011	67.6/66.7	62.7	71.2	51.9	19.3	55.0	16.2	49.6	21.6	50.0	21.2	39.3	31.9

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

## Longitudinal AYP 2007 – 2011 • 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
2007	26.5/20.9	50.3	52.6	28.3	24.3	45.5	7.1	44.7	7.9	50.0	2.6	32.7	19.9
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	16.0	48.7	15.3	55.6	8.4	51.8	12.2	43.4	20.6
2010	58.0/54.8	50.3	52.6	28.3	24.3	45.5	7.1	44.7	7.9	50.0	2.6	32.7	19.9
2011	68.5/66.1	59.7	62.8	40.7	22.1	52.7	10.1	54.7	8.1	57.3	5.5	41.1	21.7

### 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 African-American subgroup was the only group to make a positive increase in AYP achievement, but still reflects a gap of -19.3% when compared to white students. Over the five year reporting window, The African American and the Hispanic sub-groups have made steady increases in closing the achievement gap. The EL, low SES, and Student with disabilities subgroups all declined in achievement, furthering widening the gap between these populations and the white subgroup. The EL (21.2%), African American (19.3%), and low SES (21.6%) student gaps are at their highest points in five. Progress of these subgroups and the continued growing achievement gap amongst them continues to be an area of concern in ELA achievement.

**Math:** While the AYP has increased for all subgroups, achievement gap progress varies widely among subgroup populations. The gap for African American students continues to decrease from a highest gap of -24.3 to the current -22.1 gap. The low SES subgroup showed the greatest AYP growth of +10. The EL subgroup has the smallest achievement gap at 5.5 between the comparative white not Hispanic subgroup. The AYP achievement gap of Student with disabilities has continued to grow; they are now at their highest rates of disparity over the 5 year comparative data (21.7).

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 Hispanic, Low SES, EL, and Student with disabilities.

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

Group	2010 Base API	2011 API Target	2011 API	Actual Growth	Target Met Yes or No
<b>School Total</b>	826	800+	831	5	Yes
<b>Subgroup #1</b> Hispanic	798	800	798	0	No
<b>Subgroup #2</b> White Not Hispanic	842	800+	852	10	Yes
<b>Subgroup #3</b> Socio-economically Disadvantaged	811	800+	796	-15	No
<b>Subgroup #4</b> English Learners	809	800+	799	-10	No

**Longitudinal (Growth) API 2007 – 2011  
(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
2007	802	814	761 53	763 51	771 43	840 +26	802 12
2008	809	824	770 54	777 46	770 53	843 +19	809 15
2009	816	835	777 58	772 63	780 55	N/A N/A	816 19
2010	826	842	N/A N/A	798 44	811 31	809 33	N/A N/A
2011	831	852	N/A N/A	798 54	796 56	799 53	N/A N/A

**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 posted the greatest gains from the previous year with a 10 point gain improving the overall school total by 5 points = 831. The Hispanic subgroup stayed the same while the Low SES (-15) and EL (-10) subgroups posted the greatest declines in API, again making progress of these subgroups a continuing concern.

**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>2008/2009</b>	199	63.6	51.6	Y	40.9	30.6	Y
<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

**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 & 2 being achieved in all three reporting years.

**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	2010	2011	Target Met? Y/N	MATH	2010	2011	Target Met? Y/N
Kinder	87	87	Y	Kinder	91	88	Y
Grade 1	64	68	N	Grade 1	78	81	Y
Grade 2	75	80	Y	Grade 2	89	88	Y
Grade 3	53	51	N	Grade 3	79	83	Y
Grade 4	67	53	N	Grade 4	82	77	N
Grade 5	82	60	N	Grade 5	85	77	N
Grade 6	64	52	N	Grade 6	46	64	N
Grade 7	61	66	N	Grade 7	55	31	N
Grade 8	73	58	N	Alg. Read.		33	N
				Algebra	82		

### 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).*

Grades Kinder and grade 2 met the district goal of 80% proficiency in both ELA and Math.

The data indicates that district assessment data paralleled that of the CST. Analysis of 2011 ELA data shows that school-wide EL achievement was 17.6% lower than white subgroup performance. Hispanic achievement was 13.2% lower than white subgroup performance. Math data reveals gaps which are approximately 5% lower for these two sub groups (EL – 12.6% , Hispanic – 8.8%). Students with disabilities had greater achievement in Math than in ELA.

## C. School Safety

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

	2009/10		2010/11		% Decrease or Increase	Target Met
	#	%	#	%		
Suspensions	231	22	157	16	Y	Y
Expulsions	4	.3	4	.4	N	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.

*Certificated= 20; Classified= 9; Parents=183*

*Grades 4<sup>th</sup>-8<sup>th</sup> participated in the student survey= 419*

### School Safety

Group	% Agree 2010	% Agree 2011
Parents	89	93
Staff - Cert.	65	68
Staff – Class.	90	72
Students	70	79
<b>Total</b>	<b>79</b>	<b>78</b>
<b>Met Goal (Y/N)</b>	<b>Y</b>	<b>Y</b>

### D. School Climate and Leadership

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:

*Certificated= 20; Classified= 9; Parents=183*

*Grades 4<sup>th</sup>-8<sup>th</sup> participated in the student survey= 419*

### School Climate

Group	% Agree 2010	% Agree 2011
Parents	89	93
Staff – Cert.	65	66
Staff – Class.	90	84
Students	70	69
<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%

School Year	Actual Attendance %	Target %	Difference (+ or -)	Target Met Yes or No
2007/2008	96.29%	98%	-1.71	N
2008/2009	96.38%	98%	-1.62	N
2009/2010	95.94%	98%	-2.05	N
2010/2011	96.18%	98%	-1.82	N

### Analysis of Data – School Safety and Climate

School climate data indicates an overall positive response from all stakeholder groups and meeting the goal of 75% responding positively to the survey on both school safety and climate. Safety data reflects an increase amongst all stakeholders except Classified staff with a decline of 18%. School climate data shows an increase in parents and certificated responses, but a slight decrease in students by 1% and Classified staff with 6% decrease. Attendance continues to remain relatively flat, with the past four years reporting attendance at over 95.9%. This data indicates that safety and school climate is a concern for two overall key stakeholder groups, and more research must be done to determine specific areas of concern in order to address the needs of these groups. Additional efforts must also be made toward improved student attendance.

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

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

#### **Goal #1 – All Students will meet or exceed grade level standards and the achievement gap will be closed.**

- a. Raise the achievement of English Learners
- b. Raise the achievement of at-risk students
- c. Prepare students for STAR testing
- d. (schools with gr. 6-12) Improve student achievement in Mathematics
- e. (HS only) Provide CAHSEE Remediation

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 27% and Low Socio-Economically Disadvantaged Learners increase (31.2% to 35%), the demands of meeting their needs increase annually. Based on data, a continued focus to provide for our EL and Hispanic subgroup populations are essential. The use of Rosetta Stone, Santillana, and other district approved materials need to be used more consistently.
- 2) CST data revealed the EL students decreased on their overall performance. Small group instruction with students grouped by CELDT level was inconsistent, and the district approved curriculum (Santillana) was also used inconsistently by grade levels.
- 3) The structure of ELD intervention groups is being revisited for 2011-2012. Teachers have already received reports of each EL student and current CELDT levels. Staff was trained on the use of Rosetta Stone and Santillana materials were inventoried so additional materials can be purchased to provide teachers with the necessary materials to support ELL learners. Two para-professionals will be hired to assist with the implementation of providing 30 minute small group instruction opportunities.

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

- 1) 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.
- 2) Curriculum Associates testing and other frequent assessments were used to determine students for intervention and support. The results were used to place students into intervention groups and to recommend students for before and after school tutoring.
- 3) We will continue to use Curriculum Associates as an assessment and intervention tool. A schedule has been developed which includes three periods for assessment and target student reporting, in addition to the ongoing identification occurring through data team/PLC collaboration.

#### **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) Despite intervention for targeted students, including EL and other subgroups, API performance did not increase for these subgroups. 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.

- 3) 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.

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

- 1) Continue to use intervention support such as IXL and after school intervention.
- 2) Research other effective math intervention programs such as Brain X to use within the school day to support intensive learners.
- 3) Provide leveled math classes for all 7<sup>th</sup> and 8<sup>th</sup> grade students 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.

**e. CAHSEE Remediation**

N-A

**Goal #2 – Increase students’ average daily attendance**

Evaluation of Plan for Goal 2:

- 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.

**Goal #3 – Diversity and Equity: Increase cultural proficiency to support a positive, safe, and healthy school climate.**

Evaluation of Plan for Goal 3:

- 1) Monthly meetings with the diversity and equity committee were not held due to the changes in administration and the need to form the group. The D & E committee did not meet on a consistent basis, but will form again in 2011-12 to address diversity and equity needs at the school site.
- 2) Survey data revealed that the 75% or higher response rate to the annual School Culture and Diversity survey was met by all stakeholder groups, with increases in both the parent and certificated staff groups.
- 3) Through administration participation in LEADS training, the school leadership team will continue to address issues of diversity and equity among staff and students.

**Goal #4 – Professional Development: Provide an articulated, sustained plan of professional development activities designed to build the school’s capacity to support programs and achieve goals.**

Evaluation of Plan for Goal 4:

- 1) Staff participated in New Teacher Center professional development training to further data teams and the use of data and other professional development activities focused on student achievement.

- 2) The API/AYP/AMAO data did not reflect the gains expected.
- 3) This goal will continue. Data Team training is being modified to include professional learning communities training, as well as academic language training, to better support all students, in particular our EL subgroup.

**Goal #5 – 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.**

Evaluation of Plan for Goal 5:

- 1) Monthly goals of meetings with stakeholders such as SSC, FSPA, and communication from the principal (newsletters, synrevoice messages) were met.
- 2) 93% 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.

**Goal #6 – Technology: Provide staff and students the opportunity to use technology for learning, communicating and working in an information-centered society.**

Evaluation of Plan for Goal 6:

- 1) The computer lab was utilized for Rosetta Stone intervention, student reports, and regularly scheduled class time. Students in grades 2-5 participated in the Accelerated Reader program, and report cards were completed using an on-line template.
- 2) Computer technology is a concern due to the age and capabilities of the equipment at Freiler.
- 3) Additional goals addressing the need to replace equipment will be added to the 2011-2012 plan. Teachers will be encouraged to use the website to add class and homework information to keep parents updated.

**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.

*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?*

Regular progress checks are conducted through SSC and leadership meetings. The last meeting in May focused on accomplishments of the goals for 2010-2011 as well as development of goals for 2011-2012. August and September meetings were used to solicit feedback in order to finalize the site plan. The plan will be utilized and referenced throughout the year during monthly SSC and Leadership meetings as Freiler continues to assess the needs of the students as the action plans are implemented throughout the year.

## **SECTION IV: SCHOOL PLAN FOR 2011/2012**

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

The 2011/2012 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, 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 19, 2011 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
Nikki Blair				X	
Janis Green				X	
Julie Rudnick				X	
Ana Arroyo*Parent of EL				X	
Presley Graber/Taylor Hanes					X
Vacant				X	
Kathy Vestri		X			
Kathey DeSantis		X			
Mary Lynn Mehlhaff		X			
Jacqui Nott		X			
Sunday Borges			X		
Karen Alcorn/ Eric Lobaugh	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 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 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.

**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.

**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. See District Technology plan 2011-2013.

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

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

Rationale: (district) 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 2010/2011 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:** 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**

<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 Early identification of all EL students and their proficiency levels on CST ELA / Math (CELDT testing)	EL Para Team Teachers CELDT Coordinator	CELDT test CST scores	By Oct. 30			
1a. 2 EL instructional strategies used in all classrooms such as Structures & Strategies and non-linguistic representations	Teachers	Open Court Holt Santillana	On-going			
1a. 3 Santillana and Rosetta Stone materials used as supplements to the ELA core curriculum for EL students such as Scope magazine subscription.	Teachers	Santillana Rosetta Stone EIA Funds	Start Nov 2011			

1a. 4 Monitor EL learners on district assessments , CELDT, and weekly assessments	Principal Teachers	Aeries, Data Wise, Formative tools	On-going Every 4 -6 Weeks			
1a. 5 Increase Parent educational involvement through SSC and ELAC parent members	Principal	CELDT Coordinator Site Secr.	Monthly meetings			
1a. 6 Staff Development related to addressing English Learners in the classroom to assist with closing the achievement gap	Principal Leadership Team	Directors, Current Research Instructional Tours Title II Funds	2 ERM days			
1a. 7 Provide daily ELD instruction using Santillana and /or Rosetta Stone with the 30 minutes small group instruction	Teachers	Santillana, computers, Rosetta Stone EIA funds	On-going			
1a. 8 Communicate with parents about programs for EL students and ways parents can support their children at each Trimester in school and at home	Principal Teachers	CELDT Coord.	At least 3x's yearly			
1a. 9 Extra Service to Administer CELDT/Monitor ELD program ( Louise Tobeck / 16hrs/mo.)	Principal	EIA funds	As needed			
1a.10 Purchase headphones to use with Rosetta Stone program for both computer and library labs	Principal	EIA Funds	65 total			
1a.11 Purchase Headsprout Early Reading/Comprehension annual subscription with incentives ( K-3 is Early Reading and 3-5 is Comprehension)	Principal Teachers	Site Funds EIA Funds	On-going			
1a.12 Purchase a new computer for data and attendance records for ELD students	Attendance Clerk	EIA Funds	On-going			
1a.13 Provide support for English Language Development using para-professionals to assist with translation and access to the core curriculum	Principal Two 4 hour para-professionals	EIA Funds	On-going			
1a.14 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.	Data Team members	Data collected in Data Team cycles, CST results, grades, and teacher feedback	On-going			
1a.15 Freiler teachers will continue to attend the district ELD and CELDT coordinators meetings to address ELD student needs	Linda Herrick Louise Tobeck	ELD county and district guidelines ELD master plan	On-going			
1a.16 Ensure ELD students have access to the core curriculum and to the 30 minute required small group opportunity	All Teachers	ELD teaching strategies Structures & Strategies District assessments	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>	<b>Do</b>	<b>Study</b>	<b>Act</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	Beg. Of year			
1b. 3 Provide elective in ELA for middle school students not meeting proficiency levels.	Teachers	Brain X Supplemental material 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 Supplemental materials Grades 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.	Teachers	Parent Donations Computers Site and EIA Funds	Start in October			
<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 Identify target and focus students from CST and monitor their progress during 2 <sup>nd</sup> and 3 <sup>rd</sup> Trimester.	Teachers Principal	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/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.	Principal Teachers	Site and EIA Funds Donations	As needed during Yr			
1c. 4 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. 5 Monitor and celebrate successes of students on STAR testing with recognition (such as buttons), rewards, and incentives for individual improvement.	Principal	Site funds, ASB, EIA Star cards, button maker, and rewards	Every 4-6 weeks			
1c. 6 Provide and monitor progress on Blueprint Standards and Release Test items.	Principal, Assist. Principal Teachers	EIA, Site funds	On-going			
1c.7 Staff will use Curriculum Associates as an assessment tool to help prepare the students for CST testing	Teachers	General Fund- classroom budget Scan-trons	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 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 and EIA funds	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>	<b>Do</b>	<b>Study</b>	<b>Act</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	Sept.-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 grade level math classes for all 7th and 8th grade students to enable them to work at their academic level and receive instruction at their grade level.	Math Teacher	Core Algebra material and supplemental resources	On-going			

**Plan for providing ELD to English Learners in 2011/12:**

<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	Whole Class/ Stations	Daily	120 minutes	Classroom Teacher	Realia, Santillana , Core Content materials, Headsprout
1	Whole Class/ Workshop Time	Daily	90 minutes	Classroom Teacher	Realia, Santillana , Core Content materials, Headsprout
2	Whole Class / Small Group / Independent	Daily	60 minutes	Classroom Teacher	Realia, Santillana , Core Content materials, Headsprout
3	Whole Class / Small Group / Independent	Daily	30 minutes	Classroom Teacher	Realia, Santillana , Core Content materials, Headsprout
4	Independent	Daily	30 minutes	Classroom Teacher	Rosetta Stone
5	Independent	Daily	30 minutes	Classroom Teacher	Rosetta Stone
6	Small group within ELA Core block	Daily	30 minutes	Classroom Teacher	Rosetta Stone, Core Content Materials
7	Small group within ELA Intervention	Daily	30 minutes	Classroom Teacher	Rosetta Stone, Core Content Materials
8	Small group within ELA Intervention	Daily	30 minutes	Classroom Teacher	Rosetta Stone, Core Content 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	2010/11				
	2011/12				
MATHEMATICS	2010/11				
	2011/12				

<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	2010/11				
	2011/12				
MATHEMATICS	2010/11				
	2011/12				

<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	2010/11				
	2011/12				
MATHEMATICS	2010/11				
	2011/12				

<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	2010/11				
	2011/12				
MATHEMATICS	2010/11				
	2011/12				

<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	2010/11				
	2011/12				
MATHEMATICS	2010/11				
	2011/12				

## **Part B: 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	<b>Sep 11/36 Rooms</b>							
	part	73%							
Checking for Understanding	full	18%							
	part	55%							
Learning Objective	full	18%							
	part	64%							
Non-Linguistic Representation	full	0%							
	part	91%							
		0%							

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

### **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								
	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	Synervoice, 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>	<b>Do</b>	<b>Study</b>	<b>Act</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 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 encourage parent participation in SC/ELAC	Bilingual para	EIA Funds	On-going			
2b. 9 Provide opportunities to develop positive life habits and skills, i.e. Character Counts, Honor Roll, leadership, 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.	End of each 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	By Jan.			
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
2010-2011	97.59	96.85	96.97	95.49	96.51	96.64	94.29	95.10	95.93	96.35	
2011-2012	97.90	97.57									
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:** (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 Partnered with Bohn school to offer PLC overview training on Aug. 11 pre-service day.	Principal	NTC staff; Title II Funds	August 11			
3a.2 Utilize sub days for teachers to promote on-going grade level collaboration and instructional tours	Principal/ Classroom teachers	Substitutes	On-going, various dates throughout the year			
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 training during faculty meeting 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	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.

Parent Involvement & Communication						
Action Steps	Person Responsible	Resources	Timeline	Do	Study	Act
4.1 Support Parent Club through participation in fundraisers (cash only policy), school-wide events and attendance at parent club meetings.	Teachers	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	Synervoice Newsletters	Monthly			
4.4 Encourage parent and community participation in SSC, FSPA and ELAC	Principal	Synervoice Newsletters	Monthly			
4.5 Involve parents in a school-wide system to promote communication monthly using newsletters/e-mails/synervoice.	Principal Teachers	Newsletters Synervoice Classletters	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.

<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 Provide access to current technology tools and resources provided by publishers.	Principal Teachers	N/A	On-going			
5.2 Continue to increase site owned inventory of laptop/desktop computers in each classroom. 15/225 computers are less than 3 yrs. old and under warranty= 4 desktops each year	Principal	EIA Funds FSPA	On-going			
5.3 Purchase of 20 computer monitors to complete the EIA computer lab	Principal	EIA funds	September			
5.4 Continue implementation of computer based intervention programs. ( Starfall, IXL , Headsprout, Brain X, and Animal Watch- as a pre-pilot program for 6 <sup>th</sup> grade)	Teachers	EIA Funds	On-going			
5.5 Provide school wide technical assistance (TSA)	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 Purchase a printer for the EIA lab and Site server and printer maintenance	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	1/12			

### **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.

Improve School Libraries						
Action Steps (Plan)	Person Responsible	Resources	Timeline	Do	Study	Act
6.1 Continue to promote Accelerated Reader Program	Librarian Teachers	EIA/Site funds	September			
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 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

**Freiler Elementary School**  
**Single Plan For Student Achievement**  
**Recommendations and Assurances**

The school site council (SSC) recommends this 2011/12 school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (*Check those that apply*):

\_\_\_ Title I Advisory Committee

X English Learner Advisory Committee

\_\_\_ Community Advisory Committee for Special Education Programs

\_\_\_ Gifted and Talented Education Program Advisory Committee

\_\_\_ Other (list) \_\_\_\_\_

4. The SSC reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the SSC at a public meeting on: \_\_\_\_\_.

Attested:

Karen Alcorn  
Print name of school principal

\_\_\_\_\_  
Signature of school principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print name of SSC chairperson

\_\_\_\_\_  
Signature of SSC chairperson

\_\_\_\_\_  
Date

		<u>Total</u>	<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title II</u>
	11/12 Estimated Allocations	\$ 168,540	\$ 16,250	\$ 6,690	\$ 139,600	\$ 6,000
	10/11 Carryover	\$ -				
	Sub-Total	\$ 168,540	\$ 16,250	\$ 6,690	\$ 139,600	\$ 6,000
	Centralized Services	\$ 9,799			\$ 9,799	
	<b>TOTAL</b>	<b>\$ 178,339</b>	<b>\$ 16,250</b>	<b>\$ 6,690</b>	<b>\$ 149,399</b>	<b>\$ 6,000</b>
	Payroll (Reference only)	\$ -				
	<b>ALLOCATED GOAL TOTAL</b>	<b>\$ 170,065</b>	<b>\$ 16,000</b>	<b>\$ 500</b>	<b>\$ 147,565</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 II</u>
	Provide direct support to students through centralized services.				\$ 9,799	
1a.3	Santillana and Rosetta Stone Supplemental Instructional Supplies/ Materials-Scope Magazine Subscription				\$ 2,600	
1a.7	Computers to use Rosetta Stone - continue to add to the ELD/EIA computer lab annually= 10 a year				\$ 6,500	
1a.9	Extra Service to Administer CELDT/Monitor ELD program-Louise Tobeck / 16hrs/mo.				\$ 15,000	
1a.10	Purchase headphones for use in computer labs and Rosetta Stone for ELL students				\$ 1,800	
1a.11	Purchase Headsprout Early Reading/Comprehension annual subscription with incentives ( K-3 is Early Reading and 3-5 is Comprehension)				\$ 17,248	
1a.12	Purchase new computer for EL data entry for attendance clerk				\$ 618	
1a.13, 2b.8, 4.2	Provide ELL support through para professionals: 1 bilingual para, 1 ELL para- 4 hours each for teachers and parent meetings and communication				\$ 30,000	
1b.2	Instructional supplemental core materials for ELA and math				\$ 2,000	
1b.3	Elective materials/programs for ELA and math students = Brain X and supplemental materials				\$ 7,000	
1b.4, 1e.3	Provide after school intervention for ELA and math for students not meeting proficiency- Brain X				\$ 3,000	

1b.6	Purchase annual IXL subscription for grades 2-8				\$ 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)		\$ 3,000		\$ 1,000	
1c.3	Funds to support grade level teams (including supplies) and classroom instruction preparing for the CST tests		\$ 4,000		\$ 1,000	
1c.4, 5.15, 6.1	Purchase Accelerated Reader subscription and incentives for grades K-8		\		\$ 6,000	
1c.5	Purchase items/support STAR CARD Reward Program with incentives for grades 2-8		\$ 3,500		\$ 500	
1c.7	Use Curriculum Associates as an assessment tool to prepare for CST testing				\$ 100	
1e.1	After school Algebra enrichment program		\$ 1,200			
	<b>GOAL TOTALS</b>		<b>\$ 11,700</b>	<b>\$ -</b>	<b>\$ 107,365</b>	<b>\$ -</b>
	<b>Goal #2: Increase students' average daily attendance:</b>					
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title II</u>
2a.5	Purchase Attendance incentives for grades K- 8				\$ 1,500	
2b.4	Multi-cultural assemblies				\$ 2,000	
2b.7	Daily Planners and lanyards		\$ 300			
2b.9	Student recognition for Healthy life habits, Leadership, Character Counts, Service learning, and Drama performances including MAA informational flyers				\$ 800	
2b.10	Opportunities for students to participate in extra- curricular activities such as school clubs, plays, SSC.				\$ 1,000	
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	
	<b>GOAL TOTALS</b>		<b>\$ 1,500</b>	<b>\$ -</b>	<b>\$ 6,300</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	Purchase staff development training with NTC ( New Teacher Center)				\$ 2,500	
1d.3, 3a.2	Substitutes for Instructional Tour subs for teachers to participate on a monthly basis					\$ 1,000
3a.4	Incentives for staff for attendance			\$ 500		

3a.5, 3b.6	Staff development training to close the achievement gap and address the implementation of the Big 4 for all staff					\$ 5,000
	<b>GOAL TOTALS</b>		\$ -	\$ 500	\$ 2,500	\$ 6,000
	<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>
4.1	Purchase items to support Parent Club events		\$ 200			
4.6	Offer Parent Nights for family activities				\$ 3,000	
4.7	Substitutes for teacher release time to attend IEP/SST meetings				\$ 12,000	
	<b>GOAL TOTALS</b>		\$ 200		\$ 15,000	
	<b>Goal #5: Technology: To provide staff and students the opportunity to use technology for learning, communicating, and working in an information-centered society:</b>					
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title II</u>
5.2	Increase inventory of classroom computers= 4 desktops each year		\$ 1,400		\$ 1,400	
5.3	Purchase 20 computer monitors to complete EIA computer lab				\$ 5,000	
5.4	Purchase Web Based subscriptions to support academic content standards	see Goal 1 above				
5.5	Teacher paid by timesheet for Site TSA to support appropriate and ethical use of technology		\$ 1,200			
5.8	Purchase printer and printer maintenance agreement to support equitable access to technology for computers including computer lab				\$ 4,000	
5.9	Purchase furniture/equipment to replace technology to support equitable access to technology				\$ 3,000	
5.16	Video Streaming Site License and movie licenses				\$ 1,500	
5.17	Computer Instructional multi-media station for each classroom				\$ 1,000	
	<b>GOAL TOTALS</b>		\$ 2,600	\$ -	\$ 15,900	\$ -
	<b>Goal #6:Improve School Libraries</b>		<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title II</u>
6.4	Purchase books that support ELD students and all levels of readers				\$ 500	
	<b>GOAL TOTALS</b>		\$ -	\$ -	\$ 500	\$ -

# Single Plan for Student Achievement 2011-2012



## *Wanda Hirsch Elementary School*

*Tracy Unified School District*

*CDS: 39-75499- 6114490*

*Principal: Andrea Silva*

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

SSC approval date: \_\_\_\_\_

# SECTION I: SCHOOL PROFILE

## A. Description of any Significant Changes

### 1. Description of School Demographic composition

	Source	2009/10	2010/11	2011/12
Enrollment (#)	Oct CBEDS	660	627	611
AFDC/Free & Reduced (%)	Oct CBEDS	26%	28%	25%
English Learners R-30 (%)	Mar R-30	107	143/23%	
Fluent English (FEP/R-FEP) (%)	Mar R-30	99	39/6%	
Students redesignated to FEP (#)	Mar R-30	21	9	
Ethnicity: White (%)	Oct CBEDS	247	243	277/45%
Hispanic(%)	Oct CBEDS	202	174	127/20%
African American(%)	Oct CBEDS	44	42	33/5%
Asian(%)	Oct CBEDS	109	112	109/17%

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

	2010/11	2011/12
number of classroom teachers	25	20 + 3 Pre-school Total=23
number and type of support certificated staff (including special education staff)	6	2=SHL 3=Psych 1=RSP
number of classified staff	26	22
Number/percent of NCLB highly qualified teachers	25/100%	100%
Number/percent of teachers with EL Certification	25/100%	100%

*This year Hirsch went down by 2 certificated teachers. This is due to the class size going to 32. We began the year with 19 teachers and had 3 combination classes. Our student population continued to grow and allowed us to add another 4<sup>th</sup> grade teacher. In creating a straight 4<sup>th</sup> grade class we were able to actually dissolve all of the combination classes. Classified staff went down by 4.*

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

☒ No significant changes  
☐ Significant changes

*There was no significant change to our categorical programs this year. We have been able to maintain after school tutoring programs that are funded by EIA dollars consistent with last year.*

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

☒ No significant changes  
☐ Significant changes

*There was no significant change in the District Core Programs.*

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

☒ No significant changes  
☐ Significant changes

*Facilities are in very good condition.*

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.	\$71,551.00
<input type="checkbox"/> <b>Gifted and Talented Education</b> <u>Purpose:</u> To support instructional programs for identified gifted and talented students.	NONE
<input checked="" type="checkbox"/> Other State or Local funds (Site Funds)	\$ 9,387.00
Total amount of state categorical funds allocated to this school	\$80,938.00

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	\$6,000.00
Total amount of state and federal categorical funds allocated to this school	\$86,387.00

## 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	2010 Rating	2011 Rating	Comments
<b>EPC #1 Instructional Program</b>			
1.1	3.4	3.4	All classes have Open Court reading programs
1.2	2.8	2.8	Most teachers use Open Court for ELD instruction.
1.3	2.4	2.5	Teachers are inconsistent with using ELD intensive intervention on a daily basis.
1.4	3.7	3.6	All classes have the district –adopted Math curriculum.
1.5	2.8	2.8	Teachers about 65% of the time use Math intervention programs.
<b>EPC #2 ES/MS: Instructional Time HS: Student access to standards aligned core courses</b>			
2.1	3.5	3.4	Surveys show that almost all classrooms have daily appropriate ELD time
2.2	2.9	2.9	All classes provide recommended ELA intervention time most for ELD
2.3	2.5	2.4	Most teachers teacher daily ELD lessons.
2.4	3.3	3	Most classes provide recommended RLA intervention time
2.5	3.6	3.6	All classes receive the full instructional time in Math core program.
2.6	3.3	3.2	Students identified for strategic math intervention receive additional instruction most of the time.
2.7	3.7	3.6	Students needing intensive Math intervention receive almost every day.
<b>EPC #3 Lesson Pacing Guide</b>			
3.1	2.7	2.7	Teachers consistently use the RLA pacing guide.
3.2	3.1	3	Teachers follow the Math pacing guide as effectively as possible to serve the needs of their students.
<b>EPC #4 School Administrator Training Program</b>			
4.1a/b	4	4	Principal has completed the training.
4.2	1	1	Principal has not had the training.
4.3	3	3	The district provides professional on-going development to the principal: equity, instructional practices, administrative coaching.
<b>EPC #5 Teachers Professional Development Opportunities</b>			
5.1	4	4	All teachers are highly-qualified.
5.2	3.3	3.3	Most teachers have had the training.
5.3	2.2	2.5	About half of the teachers have had the Math training.
<b>EPC #6 On-Going Instructional Assistance and Support for Teachers</b>			
6.1	2.2	2.3	Three Hirsch teachers participate in Literacy Leaders to assist in the ongoing implementation of Open Court
6.2	2.2	2.3	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	3.6	3.6	Hirsch Data Teams meet regularly to complete assessment cycles in ELA and Math with on-going District support
7.2	3.8	3.7	
<b>EPC #8 Teacher Collaboration</b>			
8.1	3.8	3.7	In progress in conjunction with Data Teams

<b>8.2</b>	<b>3.8</b>	<b>3.8</b>	In progress in conjunction with Data Teams
<b>EPC #9 Fiscal Support</b>			
<b>9.1</b>	<b>3.5</b>	<b>3.5</b>	Sufficient funds are allocated to the school site to support the
<b>9.2</b>	<b>3.2</b>	<b>3.2</b>	implementation of ELA & Mathematics adopted materials

### 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.

### 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	2009 % Prof. ELA (≥ 46.0%) (≥ 44.5%)	2010 % Prof. ELA (≥ 56.8%) (≥ 55.6%)	2011 % Prof. ELA (≥ 67.6%) (≥ 66.7%)	AYP Goal Met?	5% growth Goal Met?	2009 % Prof. Math (≥ 47.5%) (≥ 43.5%)	2010 % Prof. Math (≥ 58%) (≥ 54.8%)	2011 % Prof. Math (≥ 68.5%) (≥ 66.1%)	AYP Goal Met?	5% growth Goal Met?
<b>School Total</b>	<b>59.1</b>	<b>58.7</b>	<b>63.4</b>	Yes		<b>66.7</b>	<b>63.4</b>	<b>69.9</b>	<b>Yes</b>	
<b>Sub-group #1</b> Hispanic or Latino	<b>50.0</b>	<b>51.5</b>	<b>56.6</b>	Yes		<b>59.4</b>	<b>53.4</b>	<b>63.5</b>	<b>Yes</b>	
<b>Sub-Group #2</b> White not Hispanic	<b>64.2</b>	<b>65.8</b>	<b>67.9</b>	Yes		<b>76.9</b>	<b>71.5</b>	<b>77.4</b>	<b>Yes</b>	
<b>Sub-Group #3</b> Socioecon. Disad.	<b>42.0</b>	<b>46.2</b>	<b>52.8</b>	Yes		<b>57.9</b>	<b>49.7</b>	<b>61.4</b>	<b>Yes</b>	
<b>Sub-group #4</b> ELL students	<b>47.6</b>	<b>38.6</b>	<b>52.3</b>	Yes		<b>52.7</b>	<b>50.6</b>	<b>57.4</b>	<b>Yes</b>	
<b>Sub-group #5</b> Stu. w/ Disabilities	<b>54.8</b>	<b>43.6</b>	<b>50</b>	N/A		<b>71.0</b>	<b>64.1</b>	<b>53.3</b>	N/A	

### Achievement Gap Data

#### Longitudinal AYP 2007 – 2011 • 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
2007	24.4/22.3	59.3	71.8	62.5	-9.3	42.0	-29.8	40.7	-31.1	41.5	-30.3	47.1	-24.7
2008	35.2/33.4	54.1	67.9	43.9		39.9		25.9		33.6		58.6	
2009	46.0/44.5	59.1	64.2	50.0	-14.2	48.6	-15.6	42.0	-22.2	47.6	-16.6	54.8	-9.4
2010	56.8/55.6	58.7	65.8	45.7	-20.1	51.5	-14.3	46.2	-19.6	38.6	-27.2	43.6	-22.2
2011	67.6/66.7	63.4	67.9	58.6	-9.3	56.6	-11.3	52.8	-15.1	52.3	-15.6	50	-17.9

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

## Longitudinal AYP 2007 – 2011 • 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
2007	26.5/20.9	66.8	75.9	67.5	-8.4	48.4	-27.5	47.3	-28.6	58.5	-17.4	50.0	25.9
2008	37.0/32.2	63.3	73.2	61.0		48.4		48.3		52.7		69.0	
2009	47.5/43.5	66.7	76.9	59.4	-17.4	53.4	-23.5	52.9	-24	55.2	-21.7	71	-5.9
2010	58.0/54.8	63.4	71.5	48.6	-22.9	53.4	-18.1	49.7	-21.8	50.6	-20.9	64.1	-7.4
2011	68.5/66.1	69.6	77.4	69	-8.4	63.5	-13.9	61.4	-16	57.4	-20	53.3	24.1

**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	100	Yes	100	Yes
<b>Subgroup #2</b> White Not Hispanic	99	Yes	99	Yes
<b>Subgroup #3</b> Socio-economically Disadvantaged	100	Yes	100	Yes
<b>Subgroup #4</b> English Learners	98	Yes	99	Yes

**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?*

**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. Over last year's percentages, African Americans have closed the gap by 10.8%; however over five years there remains a consistent gap of 9.3%. It's important to note that African Americans make up a smaller percentage of the total student population which may explain the up and down movement in their results over the last 5 years. Hispanic students have decreased the achievement gap by 3% over last year; but by almost 20% in the last 5 years. English Language Learners have also decreased the gap by 11.6% over last year-but by almost 15% in the last 5 years.

**In Math:** Hirsch subgroup students also met all AYP targets. Interestingly, African Americans decreased by 14.5%; but over the last 5 years remain at a consistent 8.4% in an achievement gap. Hispanics decreased by 4.2% but over 5 years have closed the gap by almost 13.5%. Additionally, English Language Learners have also closed the gap by .9% since last year-but have had an increase of 2.6% since 2007.

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

Group	2010 Base API	2011 API Target	2011 API	Actual Growth	Target Met Yes or No
<b>School Total</b>	812	800+	836	24	Yes
<b>Subgroup #1</b> Hispanic	782	787	798	16	Yes
<b>Subgroup #2</b> White Not Hispanic	842	800+	869	27	Yes
<b>Subgroup #3</b> Socio-economically Disadvantaged	749	754	777	28	Yes
<b>Subgroup #4</b> English Learners	746	751	780	34	Yes

**Longitudinal (Growth) API 2007 – 2011  
(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
2007	827	875	752 -123	760 -115	782 -93	827 -48	752 -123
2008	814	862	747	735	753	814	747
2009	829	862	777 -85	765 -97	782 -80	829 -33	777 -85
2010	812	842	n/a n/a	782 -60	749 -93	746 -96	n/a n/a
2011	836	869	n/a n/a	798 -71	777 -92	780 -89	n/a n/a

**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. The group with the highest actual growth was our ‘English Language Learners’ group; they went from 746 to 780 an increase of 34 points. The only group that is 800+ is the ‘White- Not Hispanic’ group which is at 869 an increase of 27 points. Overall Hirsch went from a school-wide score of 812 to 836 an improvement of 24 points.

The achievement gap proves to still present challenges. Even though all subgroups went up in the API, the ‘White-Not Hispanic’ group also had a significant increase in their API. And is the only subgroup at 800+, (869). With-in the subgroups the achievement gap actually had a slight decrease with Socio-Economically Disadvantaged and the ELL groups from the previous year. However over the last 5 years English Language Learners, though with a dramatic growth last year, has actually increased in the achievement gap by 41 points. In 2007, ELL’s had an API of 827. The Hispanic subgroup has decreased by 44 points over the last 5 years. The African American subgroup is not numerically significant this year.

**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>2008/2009</b>	149	69.7	51.6	Y	48.6	30.6	Y
<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

**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 number of students tested has decreased over the last three years. The students are meeting the target. Hirsch teachers will continue to deliver English Language Development instruction to the students. By using the imbedded benchmarks in the ELD lessons, teachers will move students by levels accordingly through out the school 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	2010	2011	Target Met? Y/N	MATH	2010	2011	Target Met? Y/N
Kinder	90	88	N	Kinder	94	92	Y
Grade 1	70	74	Y	Grade 1	85	94	Y
Grade 2	73	77	Y	Grade 2	74	78	Y
Grade 3	48	59	Y	Grade 3	77	78	Y
Grade 4	78	79	N	Grade 4	85	92	Y
Grade 5	71	53	N	Grade 5	75	84	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).*

Overall the students are achieving higher academic results in Math. In Language Arts the students have varying degrees of proficiency depending on the area. Every grade level is very strong in Fluency. Kindergarten's focus is Word Recognition, 4<sup>th</sup> grade focus is Reading Comprehension and 5<sup>th</sup> grade will continue to focus on Writing.

## C. School Safety

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

	2009/10		2010/11		% Decrease or Increase	Target Met
	#	%	#	%		
Suspensions	19(8)	3%	4	.007	Decrease	Y
Expulsions	0	0%	0	0		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: N/A**

	2009/10		2010/11		% Decrease or Increase	Target Met
	#	%	#	%		
Referrals	N/A	N/A	N/A	N/A		

### 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 2010	% Agree 2011
Parents	95.08	94.76
Staff – cert.	93.75	87.50
Staff – class.	91.67	100
Students	89.84	84.79
Total	92.59	91.76
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 2010	% Agree 2011
Parents	93.13	93.20
Staff – cert.	98.44	87.50
Staff – class.	85.00	100
Students	80.22	72.51
Total	89.20	88.30
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>2007/2008</b>	<b>96.28</b>	<b>98%</b>	<b>-1.72</b>	<b>N</b>
<b>2008/2009</b>	<b>96.82</b>	<b>98%</b>	<b>-1.18</b>	<b>Y</b>
<b>2009/2010</b>	<b>96.54</b>	<b>98%</b>	<b>-1.46</b>	<b>N</b>
<b>2010/2011</b>	<b>96.76</b>	<b>98%</b>	<b>-1.24</b>	<b>Y</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 has been an average of 23 suspensions per year during the last five years at Hirsch. During this time there has been one expulsion. For the 2010-11 school year there was a significant drop in total suspensions, from 19 to only 4. 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 (i.e., Tribes, Character Counts, and the Choices Frame). 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 implement and promote character education to reinforce school wide values and good decision making. Diversity among our staff, students and parents is celebrated and believed to be an asset. The expectation of high achievement for all students is clearly communicated and reinforced.

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

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

#### **Goal #1 – All Students will meet or exceed grade level standards and the achievement gap will be closed.**

- a. Raise the achievement of English Learners
- b. Raise the achievement of at-risk students
- c. Prepare students for STAR testing
- d. (schools with gr. 6-12) Improve student achievement in Mathematics
- e. (HS only) Provide CAHSEE Remediation

##### 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. The achievement gap proves to still present challenges. Even though all subgroups went up in the API, the 'White-Not Hispanic' group *also* had a significant increase in their API. And is the only subgroup at 800+, (869).

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

At risk students were selected and provided tutoring in many areas. Students took part in the Summer Learning Camp, and received on-going "I Can" after school intervention in targeted focus areas.

##### **c. *STAR 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.

#### **Goal #2 – Increase students' average daily attendance**

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

We will continue to emphasize the importance of good attendance with our school community through on-going communication and positive recognitions. We met the target of an increase in .5% but will need to continue our efforts to increase attendance to 98%.

#### **Goal #3 – Diversity and Equity: Increase cultural proficiency to support and provide a positive, safe, and healthy school climate.**

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

Hirsch parent involvement continues to be one of the school's strengths. Hirsch has well over 400, fingerprinted, documented parent volunteers. Hirsch has an active PTA 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. All of these activities continue to make Hirsch a welcoming, positive environment for students, staff and parents.

**Goal #4 – Professional Development: Provide an articulated, sustained plan of professional development activities designed to build the school’s capacity to support programs and achieve goals.**

Evaluation of Plan for Goal 4:

Teachers will continue to determine grade-level focus for professional development based on the needs of the students.

**Goal #5 – 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.**

Evaluation of Plan for Goal 5:

Hirsch has a variety of ways that invite parents into the learning community. Hirsch has a committed PTA 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 #6 – Technology: Provide staff and students the opportunity to use technology for learning, communicating and working in an information-centered society.**

Evaluation of Plan for Goal 6:

Hirsch purchased 7 more students laptops and a ‘Smart Response’ system for one classroom teacher to pilot. Accelerated Reader continues to be closely integrated in the weekly lesson plans of all teachers.

**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 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 required for standard mastery. Examining the data enables us as a staff, at grade level and individually to determine the concept and skills gaps in student learning. Teachers can then discuss what strategies are working, and identify new strategies to use to ensure the academic success of students

*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 need to ensure that the School Plan is being implemented and that student achievement remains the constant focus of teaching practices and student activities.

## **SECTION IV: SCHOOL PLAN FOR 2011/2012**

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

The 2011/12 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 2010-2011 school year to review the programs and activities in the School Plan as part of the formative assessment process.

The 2011/2012 School Plan that follows was developed through the joint efforts of the School Site Council, Teachers, Staff and Parents. The School Plan and budget will be approved by the School Site Council at a future meeting this year.

### **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
Andrea Silva	X				
Laura Frings		X			
Cheryl Pooler		X			
Patti Correia		X			
Mirian Loeber				X	
*Adriana DeLa Torre				X	
Traci Le Mire				X	
Gail Shrive				X	
Numbers of members of each category	1	3		4	
Total in each group	4			4	

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 (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 students 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: 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.

**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.

## C. Activities for 2011-2012 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 standards 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>Act</b>
1a.1 English Language Development daily in the classroom	Teachers		Aug-May			
1a.2 CELDT testing and reporting	CELDT Coord	EIA	Aug-May			
1a.4 Classroom ELD Support Materials/Realia	Teachers	EIA	Aug-May			
1a.5 ELD Aide Time in the Classroom (3 hours/day)	Para/Teacher	EIA	Aug-May			
1a.6 Primary/Intermediate Allocation for copies	Principal	EIA				
<b>1 b. At Risk Students</b>						Principal
<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 Summer Learning Camps (July-August 2010)	Teachers	EIA	July-Aug10			
1b.2 “I Can” Reading & Math Intervention after school	Teachers	EIA	Aug-May			
1b.3 Response to Intervention & Student Success Team	Principal		Aug-May			
1b.4 Data Teams	CISC & Prin		Aug-May			
1b.5 Primary/Intermediate Allocation for copies		EIA				
1b.6 Primary/Intermediate student materials		EIA				
1b.7 Intervention (after school through-out the year)		EIA				

<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			
1c.3 Grade level plans to address gaps & accelerate achievement	Teachers		Aug-April			
1c.4 Utilize Curriculum Associates Preparation Materials	Teachers		Aug-April			

**Plan for providing ELD to English Learners in 2011/12:**

<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>Kdg.</b>	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.
<b>1, 2, 3</b>	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.
<b>4, 5</b>	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	2010/11	55.3%	65.0%	67.7%	No
	2011/12				
MATHEMATICS	2010/11			86.0%	Yes
	2011/12				

<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	2010/11	36.5%	49.0%	58.4%	
	2011/12				
MATHEMATICS	2010/11			78.3%	
	2011/12				

<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	2010/11	48.8%	50.1%	49.7%	
	2011/12				
MATHEMATICS	2010/11			77.7%	
	2011/12				

<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	2010/11	49.6%	60.6%	64.8%	
	2011/12				
MATHEMATICS	2010/11			82.6%	
	2011/12				

<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	2010/11	46.2%	56.7%	59.6%	
	2011/12				
MATHEMATICS	2010/11			78.0%	
	2011/12				

## Part B: 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		80%	93%			<b>84%</b>	92%	
	part		20%	7%			<b>16%</b>	8%	
Checking for Understanding	full		70%	80%			<b>67%</b>	83%	
	part		30%	20%			<b>13%</b>	17%	
Learning Objective	full		80%	80%			<b>67%</b>	83%	
	part		20%	20%			<b>11%</b>	17%	
Non-Linguistic Representation	full		70%	80%			<b>89%</b>	75%	
	part		30%	20%			<b>11%</b>	25%	

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

### 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								
	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>						
Action Steps (Plan)	Person Resp	Resources	Timeline	Do	Study	Act
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>						
Action steps (Plan)	Person Resp	Resources	Timeline	Do	Study	Act
2b.2 Character Counts	Teachers		Aug-May			
2b.4 Staff Development: Diversity & Equity	Tchrs & Prin		Aug-May			
2b.5 Service Learning / Community Service (H.O.W.D.E.E.)	Teachers		Aug-May			
2b.6 Bully-Proof strategies and activities (i.e., Choices Frame)	Tchrs & Prin		Aug-May			
2b.7 Drug Education (D.A.T.E.)	Teachers		Aug-May			
2b.8 Red Ribbon / Character Counts Week	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 October Anti-Bullying Month assemblies	Teachers		October			

**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	Month 11	YTD Total
2010-2011	97.87	97.58	97.60	96.25	96.63	94.84	96.63	96.43	97.05	97.02	97.16	96.76
2011-2012												
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 Staff development days and grade level meetings will have an academic focus to build the capacity of teachers to teach in a standards-based system.	Principal and teachers	Site (Title II)	Aug-May			
3a.2 Teachers will receive additional training on: maximizing the efficacy of their writing instruction. (Nancy Fetzner)	Principal and teachers	Site (Title II)	Aug-May			
3a.3 Provide release time to observe other teachers in action focused on writing instruction.	Principal and teachers	Site (Title II)	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 participation.**

*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			
4.19 Principal and teachers' visibility on campus through-out the day, especially at arrival and dismissal.	Prin/Tchrs		Aug-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.
- Increase in availability of technology in classrooms.
- Cyber-safety and equitable access to technology
- Technology use to support academic content standards
- Technology literacy
- Appropriate and ethical use of technology.

**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	Principal		Aug-May			
5.2 Laptop Computers for Teachers	Principal		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 Rosetta Stone on the library server	Librarian		Aug-May			
5.10 Wireless Laptop Expansion	Principal		Aug-Nov			
5.11 LCD Projectors	Principal		Aug-May			
5.12 Student Power Point Projects	Teachers		Aug-May			

**Site Goal #6 – Extra-curricular activities and learning experiences will be available to all students.**

*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)

- 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.

Provide Extra-curricular activities and learning experiences to all students						
Action Steps (Plan)	Person Responsible	Resources	Timeline	Do	Study	Act
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		October-March			

## **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 II 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 II 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 II EIA	October 2011 June 2012
4. Assistance in planning, implementing, and evaluating staff development activities funded by consolidated funded programs.	ES Directors	Title II 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 EIA	Fall 2011
6. Assistance in planning, implementing, and evaluating of effective parent participation programs.	L.Dopp	EIA	August 2011 – May 2012
7. Assistance in planning, implementing, and evaluating of supplementary programs to assist targeted populations.	L.Dopp K.Noah	Title II EIA	August 2011 – May 2012

**Hirsch Elementary**  
**Single Plan For Student Achievement**  
**Recommendations and Assurances**

The school site council (SSC) recommends this 2011/12 school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (*Check those that apply*):

\_\_\_ Title I Advisory Committee

\_\_\_ English Learner Advisory Committee

\_\_\_ Community Advisory Committee for Special Education Programs

\_\_\_ Gifted and Talented Education Program Advisory Committee

\_\_\_ Other (list) \_\_\_\_\_

4. The SSC reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the SSC at a public meeting on: \_\_\_\_\_.

Attested:

\_\_\_\_\_  
Print name of school principal

\_\_\_\_\_  
Signature of school principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print name of SSC chairperson

\_\_\_\_\_  
Signature of SSC chairperson

\_\_\_\_\_  
Date

## Hirsch School Plan Budget 2011-12

		<u>Total</u>	<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title II</u>
	11/12 Estimated Allocations	\$ 87,875	\$ 9,387	\$ 937	\$ 71,551	\$ 6,000
	10/11 Carryover	\$ -				
	Sub-Total	\$ 87,875	\$ 9,387	\$ 937	\$ 71,551	\$ 6,000
	Centralized Services	\$ 5,023			\$ 5,023	
	<b>TOTAL</b>	<b>\$ 92,898</b>	<b>\$ 9,387</b>	<b>\$ 937</b>	<b>\$ 76,574</b>	<b>\$ 6,000</b>
	<b>ALLOCATED GOAL TOTAL</b>	<b>\$ 81,223</b>	<b>\$ 4,500</b>	<b>\$ 500</b>	<b>\$ 76,223</b>	<b>\$ -</b>
Plan Ref	<b>Action Steps (requiring funding)</b>					
	<b>Goal #1: Academic Achievement</b>					
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title II</u>
1b.1	Summer Learning Camp (July 25-Aug 5)		\$ 2,000		\$ 8,000	
1b.2	"I Can" Reading Intervention (after school throughout the year)		\$ 2,000		\$ 8,000	
1a.2	Certificated/Classified staff to administer CELDT				\$ 3,000	
1a.6	Primary/Intermediate Allocation for copies					
1b.5	Primary/Intermediate Allocation for copies				\$ 1,900	
1b.6	Student Materials/Primary & Intermediate Grades				\$ 4,750	
1a.6	Provide direct support to students through centralized services.				\$ 5,023	
1a.4	ELD Aide Time in the Classroom for Struggling Students				\$ 10,000	
3a	Staff Development - Academic Language Acquisition (Title II)					
1b.7	Intervention (after school through-out the year)				\$ 5,500	
	<b>GOAL TOTALS</b>		<b>\$ 4,000</b>	<b>\$ -</b>	<b>\$ 46,173</b>	<b>\$ -</b>
	<b>Goal #5: Technology</b>					
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title II</u>
5.1	Desktop Computers for Classrooms (8 computers)				\$ 5,000	
5.2	Laptop Computers for Teachers (6 computers)				\$ 6,500	
5.3	LCD Projectors (8 Classrooms)				\$ 5,800	
5.4	Lumens DC265 - LADIBUG Document Camera (15 Classrooms)				\$ 10,650	
5.5	SMART Response PE System with Receiver and 32 Remotes				\$ 2,100	
	<b>GOAL TOTALS</b>		<b>\$ -</b>	<b>\$ -</b>	<b>\$ 30,050</b>	<b>\$ -</b>
	<b>Goal #6: Extra-Curricular Activities</b>					
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title III</u>
6	Extra-Curricular Activities: Noon Sports, Multicultural Fair, Chess Club, Spelling Bee, etc		\$ 500	\$ 500		
	<b>GOAL TOTALS</b>		<b>\$ 500</b>	<b>\$ 500</b>	<b>\$ -</b>	<b>\$ -</b>

# Single Plan for Student Achievement 2011/12



## *Jacobson Elementary School*

***Tracy Unified School District***

***CDS: 39-75499- 6107973***

***Principal: Cindy Sasser***

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: October 19, 2011

# SECTION I: SCHOOL PROFILE

## A. Description of any Significant Changes

### 1. Description of School Demographic composition

	Source	2009/10	2010/11	2011/12
Enrollment (#)	Oct CBEDS	650	630	642
AFDC/Free & Reduced (%)	Oct CBEDS	49.4%	56.8%	59.2%
English Learners R-30 (%)	Mar R-30	40%	245/38%	
Fluent English (FEP/R-FEP) (%)	Mar R-30	8.6%	37/6%	
Students redesignated to FEP (#)	Mar R-30	3.5%	22/3.5%	
Ethnicity: White (%)	Oct CBEDS	20.6%	21.1%	17.9%
Hispanic(%)	Oct CBEDS	40.6%	42.2%	48.4%
African American(%)	Oct CBEDS	9.1%	8.7%	6.5%
Asian(%)	Oct CBEDS	15.7%	22.2%	22.0%

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

	2010/11	2011/12
number of classroom teachers	23 FTE	21 Gen. Ed. FTE 3 SDC FTE 1 RSP FTE
number and type of support certificated staff (including special education staff)	5.6	3 SDC 1 RSP 1 LSH .5 Psych .6 PE/Music
number of classified staff	20	20
Number/percent of NCLB highly qualified teachers	28/100%	100%
Number/percent of teachers with EL Certification	28/100%	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.	\$131,094
<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 funds)	\$ 9,387
Total amount of state categorical funds allocated to this school	\$140,481

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	\$ 97,109
<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	\$103,109
Total amount of state and federal categorical funds allocated to this school	\$243,590

## 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

<b>ELEMENT</b>	<b>2010 Rating</b>	<b>2011 Rating</b>	<b>Comments</b>
<b>EPC #1 Instructional Program</b>			
<b>1.1</b>	<b>3.2</b>	<b>3.4</b>	Open Court is used. Staff created color photos of vocabulary words for primary grades. Teachers supplement to fully support the ELA standards. Some of the materials in Open Court are not grade level standards.
<b>1.2</b>	<b>2</b>	<b>2.5</b>	Santillana, Open Court EL support, non-linguistic representation, and Nancy Fetzter strategies (oral rehearsal, total physical response, graphic organizers to support the core curriculum) are all used to help support EL learners. Rosetta-Stone is used. We supplement with many photos and hands-on materials and realia.
<b>1.3</b>	<b>n/a</b>	<b>2.6</b>	Publisher material English Book other material games and/or group projects, ExCEL, differentiating instruction, Give Every Child A Chance, and/or before/after school intervention are all utilized to help support struggling students.
<b>1.4</b>	<b>3.3</b>	<b>3.3</b>	Touch Math, Math Their Way and teacher created games and materials. Not enough time for ancillary materials. Use teacher-created and other published materials that correlates with standard taught.
<b>1.5</b>	<b>2</b>	<b>2.7</b>	Tutoring, repetition, additional instruction and games in state adopted books, SMART board interactive lessons
<b>EPC #2 ES/MS: Instructional Time / HS: Student access to standards aligned core courses</b>			
<b>2.1</b>	<b>3.6</b>	<b>3.4</b>	It is almost impossible to protect any part of the school day from interruptions. As close to the 2 hours is given daily. ELD strategies are embedded in lessons.
<b>2.2</b>	<b>3.3</b>	<b>3.1</b>	Strategies are embedded in classroom lessons. Students get one hour of RLA intervention support. I have to support with materials beyond Open Court; their intervention materials are not adequate for non-readers. We have a one hour daily ExCEL program for reading that addresses the needs of different reading levels.
<b>2.3</b>	<b>2.6</b>	<b>2.7</b>	Not enough time during the day for all required LA, math, intervention, ELD. ELD receives pull-out, as well as time during LA period. Sometimes this time is not given priority and interruptions occur including morning breakfast program. We do use Open Court ELD materials. Students have access to the core curriculum using Sheltered English strategies, non-linguistic representation, direct instruction, visuals and realia.
<b>2.4</b>	<b>2</b>	<b>2.6</b>	
<b>2.5</b>	<b>3.8</b>	<b>3.6</b>	Intervention offered before/after school; some intervention time attached to normal math time. Most days 30 minutes. Some days with library, computer or other activities 30 minutes is not met.
<b>2.6</b>	<b>3.2</b>	<b>3.2</b>	The lowest students are helped in small groups before the day is over so they can be successful on their homework.
<b>2.7</b>	<b>3</b>	<b>3.1</b>	Small groups; students identified as needing intensive math intervention receive assistance from the Resource teacher.
<b>EPC #3 ES/MS: Lesson Pacing Schedule; HS: Intervention Programs</b>			
<b>3.1</b>	<b>3.9</b>	<b>3.4</b>	It is very helpful in planning and keeping teachers on track Pacing guides are available and district assessment guides are provided to all teachers. Teachers do interventions as much as possible throughout the day. Grade levels take the district pacing guides and rearrange certain

				standards, but make sure all standards are covered.
	3.2	3.9	3.3	District pacing guide is used but modified to better fit our needs. By rearranging the guide, everything is taught by the time of state testing.
<b>EPC #4 School Principal's Instructional Leadership Training</b>				
	4.1	4	4	
	4.2	1	1	Training for principals in math was not offered.
	4.3	4	4	
<b>EPC #5 Credentialed Teachers and Teacher Prof. Development Opportunity</b>				
	5.1	4	4	
	5.2	2.7	3.3	We received training on all latest adoptions for RLA and Math This training was years ago during the summer.
	5.3	2.4	3	
<b>EPC #6 On-Going Instructional Assistance and Support for Teachers</b>				
	6.1	2.5	2.3	
	6.2	2.3	2.2	We work with grade level teachers
<b>EPC #7 Student Achievement Monitoring System</b>				
	7.1	3.2	3.7	Data Teams and Datawise district wide.
	7.2	3.5	3.7	
<b>EPC #8 Teacher Collaboration by Gr. Level/Subject Matter</b>				
	8.1	3.3	3.9	Yes, district provides at least one-two hour structured collaboration time per month, usually substantially more. Working together is beneficial but don't feel that the paperwork required is necessary. Collaboration time is supported at staff meetings each week
	8.2	3.5	3.8	Yes
<b>EPC #9 Fiscal Support</b>				
	9.1	3.5	3.7	
	9.2	3.5	3.7	

### **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

<b>Group</b> <b>(NCLB target)</b> ES/MS HS	2009 % Prof. ELA (≥ 46.0%) (≥ 44.5%)	2010 % Prof. ELA (≥ 56.8%) (≥ 55.6%)	2011 % Prof. ELA (≥ 67.6%) (≥ 66.7%)	AYP Goal Met?	5% growth Goal Met?	2009 % Prof. Math (≥ 47.5%) (≥ 43.5%)	2010 % Prof. Math (≥ 58%) (≥ 54.8%)	2011 % Prof. Math (≥ 68.5%) (≥ 66.1%)	AYP Goal Met?	5% growth Goal Met?
<b>School Total</b>	44.4%	46.4	<b>47.8</b>	No		52.7%	54.4	<b>59</b>	Yes SH	Yes
<b>Sub-group #1</b> Hispanic or Latino	40.9%	38.6	<b>40.9</b>	No		48.6%	48.1	<b>53.8</b>	Yes SH	Yes
<b>Sub-Group #2</b> White not Hispanic	49.3%	54.2	<b>56.2</b>	Yes SH		60.9%	59.7	<b>63</b>	Yes SH	
<b>Sub-Group #3</b> Socioecon. Disad.	39.4%	38.4	<b>39.9</b>	No		49.5%	50.2	<b>54.9</b>	Yes SH	
<b>Sub-group #4</b> ELL students	36.4%	40.1	<b>46.1</b>	Yes SH	Yes	51.5%	56.7	<b>62.4</b>	Yes SH	Yes
<b>Sub-group #5</b> Stu. w/ Disabilities	28.3%	40.0	<b>43.8</b>	Yes SH		28.0%	41.2	<b>38.4</b>	No	

## Achievement Gap Data

### Longitudinal AYP 2007 – 2011 • 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
2007	24.4/22.3	34.4%	38.8%	28.6%	10.2	32.4%	6.4	25.6%	13.2	27.9%	10.9	25.0%	13.8
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

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

### Longitudinal AYP 2007 – 2011 • 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
2007	26.5/20.9	44.1%	41.8%	29.3%	12.5	41.5%	.3	33.5%	8.3	41.2%	.6	25.0%	16.8
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

**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>	100	Yes	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	100	Yes	100	Yes
<b>Subgroup #4</b> English Learners	100	Yes	100	Yes
<b>Sub-group #5</b> Stu. w/ Disabilities	99	Yes	99	Yes

**Program Improvement Status for 2010/11:**      Not in PI   X   in PI year   1  

**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 has increased the past two years but not to the desired level. Because the white subgroup has increased each year at a different rate than other subgroups, the achievement gap is not closing in enough subgroups. We need to particularly pay close attention to the Hispanic (which is a very large subgroup), the African American (not a significant subgroup), and the Low SES (also a large subgroup). The Hispanic and Low SES groups did not make Safe Harbor. All groups exceeded the AYP in Participation.

Math: The Hispanic, EL and Low SES group gaps have been narrowing each year. All subgroups with the exception of Students with Disabilities made Safe Harbor. Overall Jacobson's scores in Mathematics are stronger than those in ELA and are in line with that of the District. The achievement gap of the African American and Students With Disabilities groups increased this past year.

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

Group	2010 Base API	2011 API Target	2011 API	Actual Growth	Target Met Yes or No
<b>School Total</b>	771	776	764	-7	No
<b>Subgroup #1</b> Hispanic	742	747	731	-11	No
<b>Subgroup #2</b> White Not Hispanic	797	800	808	11	Yes
<b>Subgroup #3</b> Socio-economically Disadvantaged	739	744	734	-5	No
<b>Subgroup #4</b> English Learners	748	753	763	15	Yes

## Longitudinal (Growth) API 2007 – 2011 (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
2007	718	727	713	14	669	58	692	35	718	9	713	14
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

### 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 a few exceptions, until this past year, all subgroup had been increasing their API scores. This past year, only two subgroups increased: the white group and the EL group. The African American, Hispanic, Low SES, and Students with Disabilities groups API decreased and the gaps 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
2008/2009	199	53.8%	51.6	Y	38.9%	30.6	N
2009/2010	206	51.5%	53.1	N	20%/45.2%	17.4/41.3	Y
2010/2011	215	45.6%	54.6	N	19.2%/21.2%	18.7/43.2	Y/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?*

The trend for the percentage of EL students meeting AMAO 1 has been declining despite increasing CST results for this group. EL students in the program less than five years met AMAO II target, but those in the program five years or more, did not. Based upon the CELDT, students need to make better progress in English.

**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	2010	2011	Target Met? Y/N	MATH	2010	2011	Target Met? Y/N
Kinder	84%	87%	Y	Kinder	92%	84%	Y
Grade 1	62%	60%	N	Grade 1	71%	79%	N
Grade 2	74%	63%	N	Grade 2	75%	76%	N
Grade 3	48%	63%	N	Grade 3	83%	84%	Y
Grade 4	53%	50%	N	Grade 4	71%	74%	N
Grade 5	67%	43%	N	Grade 5	86%	74%	N

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

Historically, Jacobson students have been stronger in Math than in English Language Arts. Kindergartners typically perform well on District assessments. With the target increasing each year, students are having more difficulty reaching this goal.

**RSDSS 6 Instructional Methodology Survey  
Jacobson Elementary School 2010**

total number of classrooms visited = 20	Number Observed	Minimum Rubric Score	Maximum Rubric Score	Mean
Intended Rigor	20	1	4	2.90
Content Objective	20	1	4	3.00
Activate Prior Knowledge	11	1	4	2.55
Concept Development	12	1	4	2.33
Skill Development	13	1	4	2.54
Guided Practice	14	1	4	2.21
Independent Practice	17	1	4	3.06
CFU	19	1	4	2.58
Student Engagement	19	1	4	3.05
Pacing	20	1	4	3.05
Classroom Environment	20	2	4	3.45

**RSDSS 6 Instructional Methodology Survey  
Jacobson Elementary January 2011**

total number of classrooms visited = 20	Number Observed	Minimum Rubric Score	Maximum Rubric Score	Mean
Intended Rigor	17	2	4	3.24
Content Objective	17	1	4	3.29
(EL) Language Objective	17	1	2	1.24
Activate Prior Knowledge	14	1	4	2.57
(EL) Contextualization	17	1	4	2.59
(EL) Academic Vocabulary	17	1	4	1.71
Concept Development	8	2	4	2.38
Skill Development	14	1	4	2.21
Guided Practice	15	1	4	2.40
Independent Practice	11	1	4	3.09
CFU	17	2	4	2.88
Student Engagement	17	1	4	3.06
(EL) Interaction	17	1	4	2.41
Pacing	17	1	4	2.88
Classroom Environment	17	3	4	3.53

## C. School Safety

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

	2009/10		2010/11		% Decrease or Increase	Target Met
	#	%	#	%		
Suspensions	9 incidents (9 students)	.014	9 incidents (4 students)		same	
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 2010	% Agree 2011
Parents	95.86	95.38
Staff - Cert.	94.24	84.38
Staff – Class.	100	80.00
Students	75.85	76.47
Total	91.5	84.06
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 2010	% Agree 2011
Parents	96.55	95.06
Staff – Cert.	82.69	89.06
Staff – Class.	77.78	88.00
Students	69.50	68.72
Total	81.63	85.21
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
2007/2008	95.19	98%	+1.01	Y
2008/2009	94.88	98%	-.31	N
2009/2010	94.63	98%	-.25	N
2010/2011	95.68	98%	+1.05	Y

### 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?*

Each year, Jacobson has consistently exceeded or maintained the goals set forth regarding school safety. There have been no expulsions the past several years; school suspensions remained the same (number of incidents, but fewer students this year) after decreasing each year for several years. Results from the school surveys indicated that staff, students, and parents agree Jacobson is safe and has a positive climate. Attendance this year increased by 1.05%

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

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

#### **Goal #1 – All Students will meet or exceed grade level standards and the achievement gap will be closed.**

- a. Raise the achievement of English Learners
- b. Raise the achievement of at-risk students
- c. Prepare students for STAR testing

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

- a. English Learners
  - 1) The English Learner subgroup met AYP target through Safe Harbor in both ELA and Math.
  - 2) The English Learner subgroup narrowed the achievement gap in both ELA and Math.
  - 3) The API for English Learners increased by 15 points, exceeding the target.
- b. At Risk Students
  - 1) The Low SES subgroup did not meet the AYP target in ELA, but did make Safe Harbor in Math.
  - 2) The Low SES subgroup increased the gap slightly in ELA, but narrowed the gap in Math.
  - 3) The API for the Low SES subgroup decreased 5 points.
- 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.
  - 2) Blueprint Standards were used to ensure the Standards most heavily tested at each grade level were taught and struggling students identified.
  - 3) Target and bubble students were identified and grouped and additional strategies and intervention provided.

#### **Goal #2 – Increase students' average daily attendance**

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

- 1) Jacobson's average attendance was 95.68%, an increase of 1.05% for the year.
- 2) SARB letters and meetings were accomplished as required, with improved attendance by parents as opposed to previous years.
- 3) 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%.

#### **Goal #3 – Diversity and Equity: Increase cultural proficiency to support a provide a positive, safe, and healthy school climate.**

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

- 1) All surveys, school safety, school climate and leadership had positive results from stakeholders, exceeding the goal.
- 2) Students are recognized for good character with Purr Bucks and at Student of the Month assemblies based upon the pillars of character.
- 3) 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.

**Goal #4 – Professional Development: Provide an articulated, sustained plan of professional development activities designed to build the school’s capacity to support programs and achieve goals.**

Evaluation of Plan for Goal 4:

- 1) First grade teachers worked with the county RSDSS coach in the area of EL learners and Academic Vocabulary. This year, the third grade team will work with her as well as the whole staff on Academic Vocabulary.
- 2) Nancy Fetzer worked with teachers K-5 in the area of writing (3 days). This year, staff development is continuing with her (4 days). All teachers, including special ed. are benefitting from the training.
- 3) Staff development was provided on early release Mondays on important and timely information: Data Teams, Instructional Tours, EL information, Diversity and Equity, and Direct Instruction practices. This will continue this year as well.

**Goal #5 – 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.**

Evaluation of Plan for Goal 5:

- 1) Jacobson had parent representatives on the Superintendent’s Parent Committee, Title 1 Parent Committee, and the DELAC Committee.
- 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, the Talent Show and Open House. Rosetta-Stone for families was so successful double sessions needed to be held.
- 3) Jacobson has many parents who volunteer in classrooms and also help teachers by taking prep work home.

**Goal #6 – Technology: Provide staff and students the opportunity to use technology for learning, communicating and working in an information-centered society.**

Evaluation of Plan for Goal 6:

- 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.
- 2) Classrooms were updated, with first through fifth grade classrooms equipped with LCD projectors, third through fifth with document cameras, and fourth and fifth grade classrooms equipped with SMART Boards. An additional grade level will be added next year.
- 3) A fourth and a fifth grade teacher attended training on the SMART Board to help understand the board. The teachers shared what was learned with the grade level team. Teachers have explored interactive lessons.

**Goal #7 – Improve the school libraries. (if included in prior year plan)**

Evaluation of Plan for Goal 7:

- 1) The Library Technician met with classes weekly and taught library lessons
- 2) Textbooks were updated as needed.
- 3) Accelerated Reader was used and students rewarded when a specific number of points were accumulated.

## 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 meetings and ELAC.

## **SECTION IV: SCHOOL PLAN FOR 2011/2012**

### **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 October 19, 2011 meeting.

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

Names of Members  *Parent of EL	School Personnel 50% of SSC			Parents 50% of SSC	
	Principal	Classroom Teacher	Other Staff School	Parent	Community Member
Cindy Sasser	X				
Debbie Mello		X			
Laura Nunes		X			
Sharon Shiroma-Lee		X			
Sharon Walsh			X		
Reyna Fedelin				X	
Andrea Stegmeier				X	
Currently Recruiting (two members rotated out)				X	
Currently Recruiting (two members rotated out)				X	
Jodi DelFino					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: Ted Mena

- ☐ 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 (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) 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.

### **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 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.

Rationale: (site) In addition to the District's staff development opportunities, Jacobson is in the fourth year of working with the San Joaquin Office of Education. This year, the focus is on English Learners and Academic Vocabulary. In addition, staff will receive training in the area of writing with Nancy Fetzer. 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 2010/2011 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 students scoring proficient on Math CST (gr. 6-12)
- Alignment of curriculum maps/pacing guides to Blueprint standards (optional)

#### **ESLRs (Expected Schoolwide Learning Results):**

**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.

<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.	Principal	EIA	August - May			
1a.4 A copy/supply budget will be provided for the EL Para-Educator	Principal	EIA	September			
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.	Staff Principal	EIA/ Title 1	August - May			
1a.6 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.7 An ELAC meeting will be held to determine the need for a committee or representation in School Site Council.	Principal		October			
1a.8 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.9 Third Grade Teachers, Principal, and the coach will attend training in Instructional Strategies to Support EL Students through the San Joaquin County Office of Education	Principal, Teachers	EIA/ Title 1	Oct.- January			
<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 first through fifth will differentiate instruction in reading. A copy/supply budget will be provided to support differentiated instruction.	Principal Teachers Para-educator	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.	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			
<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 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		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		When Scheduled			

**Plan for providing ELD to English Learners in 2011/12:**

<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>K</b>	Whole class and small group stations	Daily	20-40 minutes	Teachers and para	<ul style="list-style-type: none"> <li>• Open Court</li> <li>• Santillana</li> </ul>
<b>1<sup>st</sup></b>	Small group by CELDT level	Daily	30 minutes	-Classroom teacher -EL paraprofessional gives extra support to Beginners and Early Intermediate ELs	<ul style="list-style-type: none"> <li>• Open Court English Learner Support Guide</li> <li>• Santillana</li> <li>• Harcourt Math EL/Vocab. Activities/Strategies</li> <li>• Language Objective and Academic Vocabulary Instruction focus (training by RSDSS)</li> </ul>
<b>2<sup>nd</sup></b>	Small group by CELDT level	Daily	30 minutes	-Classroom teacher -EL para gives extra support to Beginners and Early Intermediates	<ul style="list-style-type: none"> <li>• Open Court English Learner Support Guide</li> <li>• Open Court English Learner Development Glossary</li> <li>• Richmond picture dictionaries</li> <li>• Santillana</li> <li>• Nancy Fetzter strategies (oral rehearsal, total physical response, graphic organizers to support the core curriculum)</li> </ul>
<b>3<sup>rd</sup></b>	Small group instruction by CELDT level	Daily	30 minutes	Classroom teacher	<ul style="list-style-type: none"> <li>• Santillana</li> <li>• English picture dictionary</li> <li>• Vocabulary pictures / cards</li> <li>• Rosetta Stone</li> </ul>
<b>4<sup>th</sup></b>	Small group by CELDT levels	4-5 x a week . Additional time 2 x a week for Beg. and EI with EL Para	30 minutes a session	Classroom teacher and Para for the 2x a week pull-out program	<ul style="list-style-type: none"> <li>• Use Open Court EL instructional manuals and Reteach materials</li> </ul>
<b>5<sup>th</sup></b>	Small group by CELDT level	Daily	30 minutes per day	Classroom teacher	<ul style="list-style-type: none"> <li>• Open Court Resources for EL</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**

<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	2010/11	47.5%	53.3%	59.8%	No
	2011/12				
MATHEMATICS	2010/11	71.2%	75.2%	78.1%	Yes
	2011/12				

<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	2010/11	42.4%	47.0%	55.2%	No
	2011/12				
MATHEMATICS	2010/11	69.6%	72.7%	76.3%	Yes
	2011/12				

<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	2010/11	41.9%	48.6%	55.7%	No
	2011/12				
MATHEMATICS	2010/11	67.4%	71.6%	75.1%	Yes
	2011/12				

<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	2010/11	45.8%	39.7%	57.6%	No
	2011/12				
MATHEMATICS	2010/11	70.4%	71.3%	72.1%	Yes
	2011/12				

## Part B: 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	100% 8/8	<b>58%</b> <b>11/19</b>	88% 7/8	88% 7/8	89% 8/9	<b>89%</b> <b>16/18</b>	89% 8/9	89% 8/9	100% 8/8
	part	0% 0/8	<b>42%</b> <b>8/19</b>	13% 1/8	13% 1/8	11% 1/9	<b>6%</b> <b>1/18</b>	11% 1/9	11% 1/9	0% 0/8
Checking for Understanding	full	100% 7/7	<b>47%</b> <b>7/15</b>	86% 6/7	86% 6/7	89% 8/9	<b>64%</b> <b>9/14</b>	100% 9/9	89% 8/9	100% 6/6
	part	0% 0/7 1 N/A	<b>47%</b> <b>7/15</b> <b>4 N/A</b>	14% 1/7 1 N/A	14% 1/7 1 N/A	11% 1/9	<b>29%</b> <b>4/14</b> <b>4 N/A</b>	0% 0/9	11% 1/9	0% 0/6 2 N/A
Learning Objective	full	75% 6/8	<b>94%</b> <b>17/18</b>	75% 6/8	75% 6/8	100% 9/9	<b>75%</b> <b>12/16</b>	100% 9/9	100% 9/9	100% 8/8
	part	0% 0/8	<b>0%</b> <b>0/18</b> <b>1 N/A</b>	25% 2/8	13% 1/8	0% 0/9	<b>6%</b> <b>1/16</b> <b>2 N/A</b>	0% 0/9	0% 0/9	0% 0/8
Non-Linguistic Representation	full	88% 7/8	<b>68%</b> <b>13/19</b>	100% 8/8	88% 7/8	78% 7/9	<b>56%</b> <b>10/18</b>	100% 9/9	100% 9/9	100% 8/8
	part	13% 1/8	<b>16%</b> <b>3/19</b>	0% 0/8	13% 1/8	22% 2/9	<b>22%</b> <b>4/18</b>	0% 0/9	0% 0/9	0% 0/8

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

### 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>89%</b> <b>17/19</b>							
	part	<b>11%</b> <b>2/19</b>							
Checking for Understanding	full	<b>84%</b> <b>16/19</b>							
	part	<b>11%</b> <b>2/19</b>							
Learning Objective	full	<b>95%</b> <b>18/19</b>							
	part	<b>0</b> <b>0/19</b>							
Non-Linguistic Representation	full	<b>74%</b> <b>14/19</b>							
	part	<b>5%</b> <b>1/19</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
- 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.

**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.

<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/Stu- dents/Principal		September -May			
2a.5 Recognition and incentives provided: pizza parties, ice cream, dog tags, gift cards, Purr Bucks, bicycles	Teachers Principal	JSPA, ,MAA	September - 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 Dec. 5 <sup>th</sup> 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 staff members will wear identification badges at all times, and wear orange vests while on duty.	Staff		Ongoing			
2b.7 All school visitors and volunteers will sign in at the office and wear an identification sticker before proceeding onto campus.	Staff		August-May			
2b.8 All staff members are responsible for enforcing school rules and may issue citations or Purr Bucks accordingly.	Staff		August-May			
2b.9 All teachers will notify office personnel when scheduling activities outside the classroom.	Staff		August - May			
2b.10 Character Counts and student recognition will be promoted through monthly assemblies	Principal Teachers	MAA	Sept. - May			
2b.11 Continue Student Council and Spirit Days	Teachers		Sept.-May			
2b.12 Continue Conflict Manager program	Teachers		Ongoing			
2b.13 DARE program will continue for fifth grade students	Teachers		When Scheduled			
2b.14 Continue with Red Ribbon Week activities	Staff	JSPA	Oct. and Nov.			
2b.15 Cones and barricade rope used for drop off and dismissal	Custodian		August - May			
2b.16 Gates on Camellia Avenue to remain locked during school hours	Staff		August - May			
2b.17 'Jacobson Goes Green' recycling and trash pick-up activities	Staff	City of Tracy Grant	October-May			
2b.18 Second Step, PIP, and therapy programs for students struggling with home or school issues.	Vinewood		Sept.-May			
2b.19 Soul Shoppe to build character and peace (Student Assemblies, staff and parent training)	Principal, staff, Soul Shoppe	Title 1/EIA	Aug.-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
2010-2011	97.56	96.8	96.5	96.1	95.0	95.0	94.64	94.53	95.53	95.56	95.68%
2011-2012											
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:** (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 working with the San Joaquin Office of Education. This year, the focus is on English Learners and Academic Vocabulary. In addition, staff will receive training in the area of writing with Nancy Fetzer. 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 RSDSS staff will provide Professional Development to the teaching staff in the area of: Academic Vocabulary. The third grade team will work with a county coach in EL Strategies. The principal will attend the Instructional Leadership Network and Leadership as a Practice at no additional fee.	Principal, Staff RSDSS Staff	Title 11 SJCOE	August-May			
3a.2 MAA Training	Principal		September			
3a.3 Nancy Fetzer staff development in the area of writing	Principal	Title 1 Fetzer	October(4 days)			
3a.4 Substitute Teachers for Nancy Fetzer Training	Principal	Title 1	October			
3a.5 Continue to support Data Teams by giving teachers collaborative time	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			
<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 Staff recognition of Perfect Attendance each trimester	Principal	MAA	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.

**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.

Parent Involvement & Communication						
Action Steps	Person Responsible	Resources	Timeline	Do	Study	Act
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 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 ELL 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		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 and the Superintendent's Parent Committee	Parents		Sept.-May			
4.15 First grade teachers will conduct a parent training night in which parents will rotate through classrooms to learn how to help their child	Teachers	Title 1 EIA	November			
4.16 Parent Institute for Quality Education (PIQE) will be offered	Principal	Title 1				
4.17 Childcare for PIQE	Principal	Title 1				
4.18 Parenting for Academic Success will be offered	Principal, Brandie Harrold		March			
4.19 Provide Spanish Speaking clerical support parent communication and involvement	Principal	EIA/Title I	Jan - 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.

**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.

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		October-May			
5.2 AV equipment will be purchased as needed, including computers, LCD projectors, document cameras, SMART Boards, and carts	Principal	EIA, Title 1	August - May			
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	August - May			
5.4 Rosetta-Stone program will be utilized by EL learners, staff and parents	Staff	EIA, Title 1	October - May			
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):

- 
- 
- 

**Rationale:** 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.

Improve School Libraries						
Action Steps (Plan)	Person Responsible	Resources	Timeline	Do	Study	Act
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. /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 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

**Jacobson Elementary**  
**Single Plan For Student Achievement**  
**Recommendations and Assurances**

The school site council (SSC) recommends this 2011/12 school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (*Check those that apply*):

\_\_\_ Title I Advisory Committee

\_\_\_ English Learner Advisory Committee

\_\_\_ Community Advisory Committee for Special Education Programs

\_\_\_ Gifted and Talented Education Program Advisory Committee

\_\_\_ Other (list) \_\_\_\_\_

4. The SSC reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the SSC at a public meeting on: \_\_\_\_\_.

Attested:

\_\_\_\_\_  
Print name of school principal

\_\_\_\_\_  
Signature of school principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print name of SSC chairperson

\_\_\_\_\_  
Signature of SSC chairperson

\_\_\_\_\_  
Date

Jacobson Elementary School Plan Budget 2011-12

		<u>Total</u>	<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Title II</u>
	11/12 Estimated Allocations	\$ 245,446	\$ 9,387	\$ 1,856	\$ 131,094	\$ 97,109	\$ 6,000
	10/11 Carryover	\$ -					
	Sub-Total	\$ 245,446	\$ 9,387	\$ 1,856	\$ 131,094	\$ 97,109	\$ 6,000
	Centralized Services	\$ 17,469			\$ 9,202	\$ 8,267	
	<b>TOTAL</b>	<b>\$ 262,915</b>	<b>\$ 9,387</b>	<b>\$ 1,856</b>	<b>\$ 140,296</b>	<b>\$ 105,376</b>	<b>\$ 6,000</b>
	<b>ALLOCATED GOAL TOTAL</b>	<b>\$ 260,159</b>	<b>\$ 9,387</b>	<b>\$ -</b>	<b>\$ 139,646</b>	<b>\$ 105,126</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 II</u>
	Provide direct support to students through centralized services.				\$ 9,202	\$ 8,267	
1a.3	Monies to pay the salary of an EL Para-Educator (J. Bailey, 6 hrs.)	\$28,987			\$ 24,678	\$ 4,309	
1a.4	Materials and supplies for EL Para	\$350			\$ 350		
1a.9	Rosetta-Stone for students & families	\$5,000			\$ 5,000		
1a.8	Funds for copies and realia	\$16,985			\$ 16,985		
1b.1	Consumable Spelling materials (3rd-5th grade)	\$2,600			\$ 1,600	\$ 1,000	
1b.2	Copy/supply funds for for at-risk students - differentiating instruction	\$ 3,500			\$ 1,500	\$ 2,000	
1b.3	Substitute teachers provided for SST and retention meetings	\$ 1,500			\$ 750	\$ 750	
1a.5	Para-Educators to work with EL and At-Risk students - Kindergarten (C.Watkins, J. Bolton, K.Glover - all 3 hours)	\$ 31,507			\$ 26,415	\$ 5,092	
1b.5	Before/After School Intervention in Language Arts and Math	\$ 3,000			\$ 2,000	\$ 1,000	
1b.7	Para-Educators to work with low differentiated groups (L.Pekari & ?, 4 hrs.)	\$ 30,000			\$ 15,000	\$ 15,000	
1b.8	Materials and supplies for Title 1 Para	\$ 350				\$ 350	
1b.9	Provide release time for teachers to plan interventions for at-risk students	\$ 5,000			\$ 2,500	\$ 2,500	
1c.1	Testing materials - test prep	\$5,000			\$ 1,500	\$ 1,500	
	<b>GOAL TOTALS</b>		\$ -	\$ -	\$ 107,480	\$ 41,768	\$ -
	<i>Goal #2: Provide a Safe and Equitable Learning Environment</i>						
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Title II</u>
2b.19	Soul Shoppe: Staff, Student, Parent training in Building Peace and Character	\$4,473			\$ 4,473		
	<b>GOAL TOTALS</b>		\$ -	\$ -	\$ 4,473	\$ -	\$ -

Jacobson Elementary School Plan Budget 2011-12

<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</b>							
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Title II</u>
3a.1	Academic Vocabulary (RSDSS-all staff) and Direct Instruction (2 staff members)	\$8,750				\$ 2,750	\$ 6,000
3a.3	Nancy Fetzter Training (Writing - all staff), 4 days	\$7,000				\$ 7,000	
3a.4	Substitute Teachers for Nancy Fetzter Training (4 days x 8 subs)	\$3,000				\$ 3,000	
3a.7	Soul Shoppe (see goal #2 above) for staff	\$1,816				\$ 1,816	
	<b>GOAL TOTALS</b>		\$ -	\$ -	\$ -	\$ 14,566	\$ 6,000
<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 I</u>	<u>Title II</u>
4.1	Translation: newsletters, flyers, conferences	1000			\$ 1,000		
4.10	Family Night Supplies	500				\$ 500	
4.15	First Grade Parent Training Night	500				\$ 500	
4.16	PIQE (1 English/1 Spanish)	6000				\$ 6,000	
4.17	Child Care for PIQE	1000				\$ 1,000	
	Soul Shoppe (see goal #2 above) for parents	1711				\$ 1,711	
4.18	Clerical position to support parent communication and involvement	\$ 15,681			\$ 900	\$ 14,781	
	<b>GOAL TOTALS</b>		\$ -	\$ -	\$ 1,000	\$ 24,492	\$ -
<b>Goal #5: Technology: To provide staff and students the opportunity to use technology for learning, communicating, and working in an information-centered society. Goal 6: To Improve the School Library.</b>							
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Title II</u>
5.2	AV equipment will be purchased as needed including computers, Document Cameras, SmartBoards, carts (for classroom)	20000			\$ 16,238	\$ 3,762	
5.3	Computer Lab Technician's Salary (S. Walsh, 6 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 progra,m 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>		\$ -	\$ -	\$ 26,693	\$ 24,300	\$ -
<b>Site Budget</b>							
	Rent, leases, repairs, maintenance agreements, RISO masters, ink	7300	\$ 7,300				
	Paper for copiers/printers & supplies for office	2087	\$ 2,087				
	<b>GOAL TOTALS</b>		\$ 9,387	\$ -	\$ -	\$ -	\$ -

# Single Plan for Student Achievement 2011/12



**George Kelly Elementary**

***Tracy Unified School District***

***CDS: 39-75499-108357***

***Principal: Khushwinder Gill***

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: Khushwinder Gill  
Position: Principal  
Telephone Number: (209) 833-3390  
E-mail Address: kgill@tusd.net

SSC approval date: \_\_\_\_09/28/2011\_\_\_\_

# SECTION I: SCHOOL PROFILE

## A. Description of any Significant Changes

### 1. Description of School Demographic composition

	Source	2009/10	2010/11	2011/12
Enrollment (#)	Oct CBEDS	1121	1146	1170
AFDC/Free & Reduced (%)	Oct CBEDS	19%	26%	22.2%
English Learners R-30 (%)	Mar R-30	212	236/21%	
Fluent English (FEP/R-FEP) (%)	Mar R-30	175	39/6%	
Students redesignated to FEP (#)	Mar R-30	0	9	
Ethnicity: White (%)	Oct CBEDS	31.9%	25.1%	26.93%
Hispanic(%)	Oct CBEDS	24.5%	33%	31.73%
African American(%)	Oct CBEDS	8.4	7.7%	7.72%
Asian(%)	Oct CBEDS	15.2	25.8%	25.56%

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

	2010/11	2011/12
number of classroom teachers	38 full time general ed. positions (one job share) 1 music teacher	38 full time general ed. positions (two job share) 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	1 RSP Teacher 3 SDC Teachers 1 Psychologist- 60% 1 Speech Therapist 80%
number of classified staff	23	24
Number/percent of NCLB highly qualified teachers	44 of 45	45 of 45
Number/percent of teachers with EL Certification	44 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.	\$ 126,374
<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	\$ 19,453
Total amount of state categorical funds allocated to this school	\$ 145,827

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	\$ 151,827

## 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	2010 Rating	2011 Rating	Comments
<b>EPC #1 Instructional Program</b>			
1.1	3.5	3.5	
1.2	2.6	2.6	
1.3	2.2	2.5	
1.4	3.5	3.8	
1.5	3	2.8	
1.6	4	4	
<b>EPC #2 ES/MS: Instructional Time HS: Student access to standards aligned core courses</b>			
2.1	3.4	3.6	
2.2	3	3.4	
2.3	2.5	2.9	
2.4	2.6	3.8	
2.5	3.7	3.7	
2.6	3.1	3	
2.7	2.7	3.2	
<b>EPC #3 School Principal's Instructional Leadership Training</b>			
3.1	3.5	3.8	
3.2	3.6	3.8	
<b>EPC #4 Credentialed Teachers and Teacher Prof. Development Opportunity</b>			
4.1a/b	4	4	
4.2	2	4	
4.3	4	4	
<b>EPC #5 Student Achievement Monitoring System</b>			
5.1	3	4	
5.2	3.6	3.9	
<b>EPC #6 On-Going Instructional Assistance and Support for Teachers</b>			
6.1	2.2	2.4	
6.2	2	2.3	
<b>EPC #7 Teacher Collaboration by Gr. Level/Subject Matter</b>			
7.1	3.5	3.7	
7.2	3.6	3.9	
<b>EPC #8 ES/MS: Lesson Pacing Schedule; HS: Intervention Programs</b>			
8.1	3.4	3.2	
8.2	3.2	3.3	
<b>EPC #9 Fiscal Support</b>			
9.1	3	3.3	
9.2	3.1	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	2009 % Prof. ELA (≥ 46.0%) (≥ 44.5%)	2010 % Prof. ELA (≥ 56.8%) (≥ 55.6%)	2011 % Prof. ELA (≥ 67.6%) (≥ 66.7%)	AYP Goal Met?	5% growth Goal Met?	2009 % Prof. Math (≥ 47.5%) (≥ 43.5%)	2010 % Prof. Math (≥ 58%) (≥ 54.8%)	2011 % Prof. Math (≥ 68.5%) (≥ 66.1%)	AYP Goal Met?	5% growth Goal Met?
<b>School Total</b>	<b>61.4</b>	<b>60.4</b>	<b>63.3</b>	Yes	No	<b>48.6</b>	<b>52.9</b>	<b>58.0</b>	Yes	Yes
<b>Sub-group #1</b> Asian	<b>N/A</b>	<b>71.0</b>	<b>67.5</b>	Yes	No	<b>N/A</b>	<b>69.2</b>	<b>73.3</b>	Yes	No
<b>Sub-group #2</b> Filipino	<b>N/A</b>	<b>69.3</b>	<b>74.5</b>	Yes	Yes	<b>N/A</b>	<b>68.3</b>	<b>70.6</b>	Yes	No
<b>Sub-group #3</b> Hispanic or Latino	<b>50.5</b>	<b>50.5</b>	<b>54.4</b>	Yes	No	<b>36.8</b>	<b>41.8</b>	<b>49.5</b>	Yes	Yes
<b>Sub-group #4</b> White not Hispanic	<b>65.8</b>	<b>67.2</b>	<b>70.5</b>	Yes	No	<b>51.6</b>	<b>54.3</b>	<b>61.3</b>	Yes	Yes
<b>Sub-group #5</b> Socioecon. Disad.	<b>46.8</b>	<b>45.8</b>	<b>45.5</b>	No	No	<b>36.3</b>	<b>42.6</b>	<b>42.4</b>	No	No
<b>Sub-group #6</b> EL students	<b>61.4</b>	<b>52.3</b>	<b>48.1</b>	No	No	<b>48.6</b>	<b>46.6</b>	<b>51.3</b>	Yes	No
<b>Sub-group #7</b> Stu. w/ Disabilities	<b>50.5</b>	<b>N/A</b>	<b>47.1</b>	N/A	No	<b>36.8</b>	<b>N/A</b>	<b>38.8</b>	N/A	No

## Achievement Gap Data

### Longitudinal AYP 2007 – 2011 • 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
2007	24.4/22.3	51.0	56.0	44.8	11.2	41.5	14.5	33.3	22.7	25.0	31.0	N/A	N/A
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	17.4	50.5	15.3	46.8	19	45.8	20	47.2	18.6
2010	56.8/55.6	60.4	67.2	48.3	18.9	50.5	16.7	45.8	21.4	52.3	14.9	38.1	29.1
2011	67.6/66.7	63.3	70.5	54.5	16	54.4	16.1	45.5	25	48.1	22.4	47.1	23.4

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

### Longitudinal AYP 2007 – 2011 • 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
2007	26.5/20.9	39.6	39.6	22	17.6	32.2	17.6	30.4	9.2	28.0	11.6	N/A	N/A
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	22	36.8	14.8	36.3	15.3	39.1	12.5	54.2	+2.6
2010	58.0/54.8	52.9	54.3	39.7	14.6	41.8	12.5	42.6	11.7	46.6	7.7	34.9	19.4
2011	68.5/66.1	58	61.3	39.4	21.9	49.5	11.8	42.4	18.9	51.3	10	38.8	22.5

**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:** \_\_\_\_ Not in PI    x \_\_\_\_ 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: on average the achievement gap was closed for Hispanic, African American and students with disabilities by 2% but for Low SES and EL the achievement gap widened by approximately 4%.

Math: In math the achievement gap closed by approximately 1% for Hispanic students but remained the same or increased for African American, EL, Low SES and students with disabilities.

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

Group	2010 Base API	2011 API Target	2011 API	Actual Growth	Target Met Yes or No
<b>School Total</b>	805	800+	825	20	Yes
<b>Subgroup #1</b> Asian	865	800+	858	-7	Yes
<b>Subgroup #2</b> Filipino	881	800+	886	5	Yes
<b>Subgroup #3</b> Hispanic	756	761	783	27	Yes
<b>Subgroup #4</b> White Not Hispanic	823	800+	854	31	Yes
<b>Sub-group #5</b> Socio-economically Disadvantaged	747	752	740	-7	No
<b>Sub-group #6</b> English Learners	759	764	767	8	Yes

**Longitudinal (Growth) API 2007 – 2011  
(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
2007	751	772	703	-69	671	-101	653	-119	751	-21	703	-69
2008	767	790	719	-70	712	-80	722	-67	767	790	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

### 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 target except Low SES which dropped by 7 points. 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
2008/2009	138	50%	51.6	N	31.7	30.6	Y
2009/2010	130	63.8%	53.1	Y	32.5/52	17.4/41.3	Y/Y
2010/2011	169	54.4%	54.6	N	21.7/53.8	18.7/43.2	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 did not meet the target for AMAO 1 missing the target by .2%. Students were able to meet the target for 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	2010	2011	Target Met? Y/N	MATH	2010	2011	Target Met? Y/N
Kinder	89	89	Yes	Kinder	94	91	Yes
Grade 1	78	75	No	Grade 1	84	86	Yes
Grade 2	71	71	No	Grade 2	83	87	Yes
Grade 3	58	66	No	Grade 3	80	85	Yes
Grade 4	63	67	No	Grade 4	70	89	Yes
Grade 5	72	63	No	Grade 5	84	83	Yes
Grade 6	61	52	No	Grade 6	55	51	No
Grade 7	55	54	No	Grade 7	72	62	No
Grade 8	71	64	No	Alg. Read.		66	No
				Algebra	65	82	Yes

### 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, none of the classes other than kindergarten scored more than 80%, however, in math, all grade levels except two 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 younger grades, grade levels that did not score 80% are pretty close but 6<sup>th</sup> and 7<sup>th</sup> grade students score lower in ELA and math and 8<sup>th</sup> grade scores went up again in ELA and math.

## C. School Safety

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

	2009/10		2010/11		% Decrease or Increase	Target Met
	#	%	#	%		
Suspensions	65	5.6%	58	5%	1%	Yes
Expulsions	9	Less than ½%	6	Less than 1/2 %	by 1/3	Yes

# Number of incidents of suspension (# of individual students suspended during the year).

### Reduction in the number of referrals

	2009/10		2010/11		% Decrease or Increase	Target Met
	#	%	#	%		
Referrals	347	31%	413	35%	4%	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 2010	% Agree 2011
Parents	82.4	84.20
Staff – cert.	80.00	86.12
Staff – class.	77.78	100
Students	72.41	69.70
<b>Total</b>	<b>78.14</b>	<b>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 2010	% Agree 2011
Parents	80.49	81.53
Staff – cert.	76.00	82.70
Staff – class.	62.22	95
Students	66.21	62.67
<b>Total</b>	<b>71.48</b>	<b>80.48</b>
<b>Met Goal (Y/N)</b>	<b>N</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>2007/2008</b>	<b>95.95</b>	<b>98%</b>	<b>-2.05%</b>	<b>N</b>
<b>2008/2009</b>	<b>96.20</b>	<b>98%</b>	<b>-1.8%</b>	<b>N</b>
<b>2009/2010</b>	<b>96.28</b>	<b>98%</b>	<b>-1.72%</b>	<b>N</b>
<b>2010/2011</b>	<b>96.71</b>	<b>98%</b>	<b>-1.29%</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?*

The number of suspension incidents decreased from 65 to 58. Some students were suspended more than one time during the year. The number of expulsions also decreased from 9 to 6. 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 4<sup>th</sup> year in a row. In 2011, attendance increased by .43%.

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

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

#### **Goal #1 – All Students will meet or exceed grade level standards and the achievement gap will be closed.**

- a. Raise the achievement of English Learners
- b. Raise the achievement of at-risk students
- c. Prepare students for STAR testing
- d. (schools with gr. 6-12) Improve student achievement in Mathematics
- e. (HS only) Provide CAHSEE Remediation

#### **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 teacher and the para. 7<sup>th</sup> and 8<sup>th</sup> grade ELs received services specifically from Rosetta Stone Program during tower class. They also received 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 AMAO 2 but missed the target for AMAO 1 by 0.2%.
- 3) Our goal is have ELs meet safe harbor during 2011-12 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 received extra academic support before or after school from September-March from the teachers and principal.

#### **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 took Curriculum Associates in October and 1<sup>st</sup> and 2<sup>nd</sup> grade took 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 received extra academic support before or after school from January-March from the teacher. 7<sup>th</sup> and 8<sup>th</sup> grade students who needed the extra support, took two periods of math or ELA including students with disabilities and at risk students from all different ethnicities. Students who received two periods of math or ELA daily were the students who scores approximately 300 or less on CSTs in 2010 and did poorly on the district assessments.
- 2) ELs met safe harbor in math, not ELA. They met the AMAO 2 but missed the target for AMAO 1 by 0.2%. Hispanic students met safe harbor in ELA and math. Students from low SES did not meet safe harbor in either of the content areas. We did not meet Safe harbor for our students with disabilities. We did not achieve the outcomes for each goal area because we did not meet safe harbor or AYP for EL in ELA, Low SES in ELA and math. At Kelly, African American and students with disabilities is not a subgroup but they did not meet AYP in ELA and math. One of the reasons for not meeting the needs of students with Low SES is that we were not able to identify them until we received Safe harbor information in February 2011.
- 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 meet 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 also receive extra academic support before or after school from the teachers and principal. The main difference is this year, we are starting in September and services from the principal started in August. 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.

**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 3-8 grade took curriculum associates three times during the school year October, December and February. Each time Staff (teachers and admin) analyzed students' performance on content standards and provided academic support to the students based on their needs. We only had 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 missed the AYP goal by approximately 3% and in math, by about 10%. 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. We bought a schoolwide (K-8) iXel computer based program for students to practice math in a fun way at home and school. For additional practice time, the principal works with the students before school and students have the opportunity to learn and practice English skills on Rosetta Stone and math skills on iXel. 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.

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

- 1) At Kelly School, students received additional math support during and after 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 6-8 grade took curriculum associates three times during the school year October, December and February. Each time Staff (teachers and admin) analyzed students' performance on content standards and provided academic support to the students based on their needs. We only had one set of 2008 Curriculum Associates for four classes to share; 6<sup>th</sup> and 7<sup>th</sup> grade math.
- 2) Kelly students API and AYP percentages increased in math, but we did not meet the AYP. Within one year, the schoolwide percent of students scoring proficient or advanced increased from 53% to 58%. In Algebra 1 the percent increased from 31% to 36% and in prealgebra the

percent increased from 35% TO 45%. In math district assessments, 6<sup>th</sup> and 7<sup>th</sup> grade students' scores decreased and 8<sup>th</sup> grade students' scores increased. Even though math scores increased and met safe harbor overall, EL and Hispanic subgroup, but it did not meet safe harbor for the low SES subgroup.

- 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 start working with the focus students. We bought a schoolwide (K-8) iXel computer based program for students to practice math in a fun way at home and school. For additional practice time, the principal works with the students before school and students have the opportunity to learn and practice English skills on Rosetta Stone and math skills on iXel.

### **Goal #2 – Increase students' average daily attendance**

- 1) At Kelly School each classroom received 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 was given kudos by the administrator during the morning announcements and their class received 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 received 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 96.2% to 96.81% 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 three 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.

### **Goal #3 – Diversity and Equity: Increase cultural proficiency to support a provide a positive, safe, and healthy school climate.**

- 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 trained students to become conflict managers.
- 2) With conscious efforts towards closing the achievement gap, Hispanic sub groups API increased from 756 to 783. 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 #4 – Professional Development: Provide an articulated, sustained plan of professional development activities designed to build the school’s capacity to support programs and achieve goals.**

- 1) Provided 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 participated instructional tours in the classes whose teachers volunteered. Leadership team helped 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.
- 2) End of the year survey on School Climate and Leaderships from the certificated staff show improvement from 76% to 83%. Teams work together more cohesively in planning lessons, standards maps, working on Datateams 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 two areas which was decided by the teachers based on a survey in April, 2011.  
The first area 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 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. Teachers will attend PLC trainings provided by New Teacher Center. 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. CISC will facilitate the survivor tribes activities throughout the school year to build trust and positive relationships. Survivor tribes consists of teachers, administrators, office staff, support staff and custodians.

**Goal #5 – 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.**

- 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) Increased parent involvement at school wide events such as back to school night, family science night, movie night, reading night, annual carnival, etc. 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, etc. We will continue

to involve them in ELAC, School Site Council, PTO, fundraiser, donations, etc. committees. All of the other committees have been represented well except ELAC. This year, we 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 #6 – Technology: Provide staff and students the opportunity to use technology for learning, communicating and working in an information-centered society.**

- 1) In 2011-11 school year, we wrote several grants and received three of them. One of the grants was for the student response system- clickers. We were able to get clickers for each of the classrooms along with six document cameras. We also provided 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 subscribed to BrainPop online video and assessment program for 3<sup>rd</sup> through 8<sup>th</sup> grade students. In order to keep up with the latest technology, we needed to update classroom computers. With EIA money and donations, we were able to buy 30 desktops for the classrooms.
- 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 and use Think Central to practice problem. 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 #7 – Improve the school libraries. (if included in prior year plan)**

- 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. The librarian worked 35 hours per week and was available before and after school.
- 2) Students had access to the library before-after school and during lunch to do research in the computer lab and they used the computers on a daily basis. They were able to check out books on a daily basis and 1<sup>st</sup>-8<sup>th</sup> grade students actively participated in the AR program.
- 3) This year the Library Technician's work are reduced to 20 hours and she is only works four days per week. Students do not have access to the library to do research before and after school and during lunch. They are unable to check out books on a daily basis. They can only check out books once every other week during their class' library time. With PTO's assistance, we were able to buy the AR license and students take AR tests in their classrooms.

## Overall Evaluation of Prior Year School Plan

- 1) In 2009-2010, API scores for Hispanic subgroup had gone down and EL students scores also did not meet the safe harbor or AYP. To meet these subgroups' needs, administrators and teachers analyzed the data together by looking at sliders, stickers and gainers for the past three years. Then identified focus students based on the CST scores and Curriculum Associates. Teachers and administration provided academic support to the students before and after school from January to April.
- 2) Results from 2010-11 CST scores, show an increase in Hispanic and EL students scores. Hispanic students API increased by 30 points and they met safe harbor both in ELA and math. EL students' API increased by 8 points, they met the safe harbor for math, not for ELA. By the time we were able to identify students from Low SES, it was already February. In spite of some of the efforts to provide extra academic support to the students from Low SES, their API scores dropped down by 7 seven points and did not meet Safe Harbor in both ELA and Math. Our students with disabilities did not meet safe harbor in ELA and Math
- 3) In order to close the achievement gap and help students performance higher, we started the extra academic support in August and September. 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, Rosetta Stone and small group tutoring before school. 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 2011/2012**

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

The 2011/2012 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 April 4, 2011 and provided feedback on this year's plan on May 2, 2011. School site council reviewed 2010-11 school year plan on April 14, 2011. The principal met with the student council to receive their feedback on April 18, 2011. The principal shared the school plan with PTO on the school plan on May 5, 2011. The plan was revised by the principal in September 2011 and shared it with all of the stakeholders again in September, 2011. After receiving feedback from the students, staff and parents, the School Plan and budget were approved by the School Site Council at the September 28, 2011 meeting.

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

Students do not have voting rights but they attend all of the meetings-

Names of Members	School Personnel 50% of SSC			Parents/Students 50% of SSC	
	Principal	Classroom Teacher	Other Staff School	Parent or Community Member	Secondary Student
Khushwinder Gill	X				
Menjiwe Nkosazana		X			
Tammy Peterson		X			
Susan Taylor		X			
Veronica Vega			X		
Barbara Tabaldi				X	
Lynn Vu				X	
Sandeep Garewal				X	
Rhonda Mattson				X	
Bridget Houde				X	
Bo Quimbao (non-voting)					X
Param Garewal (non-voting)					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: Sandeep Garewal and Mrs. Avila

- ☐ 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 (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: In order to be successful, all students must learn the content standards. Kelly School's focus is to work on math because we did not meet the AYP target for math in 2010. 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 which we did not accomplish last year. 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% and in 2010-11, it was 96.71. Our goal for 2011-12 is at least 98%. School will continue to provide safe environment and equity to everyone at school by increasing cultural proficiency 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 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: 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.

**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.

**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 2010/2011 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
- Percent of students scoring proficient on district language arts and math assessments each trimester
- CST and CELDT scores
- 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.
- Observation by administration of the programs being implemented
- Weekly grade level meeting minutes indicating progress of programs/data team minutes
- Records of student use of Accelerated Reader

Site Rationale: In order to be successful, all students must learn the content standards. Kelly School's focus is to work on math because we did not meet the AYP target for math in 2010. Kelly School's goal is to help all students especially English Language Learners (EL), Hispanic and Low SES students succeed and meet AYP targets in math, reading and writing which we did not accomplish last year. The ExCEL program has been in effect for 4 ½ years at some of the grade levels. Continued staff development is needed for math and ELA, especially to meet EL, Hispanic and low SES 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 push in services for K <sup>st</sup> -6 <sup>th</sup> grade EL students	Principal	EIA	08/2011-05/2012			
1a.4 Provide a before/after school language arts/math support	Teachers and Admin	EIA	01/2012-04/2012			
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	08/2011-05/2012			
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 Algebra1 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 Program	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 Algebra1 with Support class	Administrators and Teacher		Ongoing			
1e.2 Pre-algebra 1 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	11/11-04/12			

**Plan for providing ELD to English Learners in 2011/12:**

<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, Santilliana, 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)
- 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	2010/11	60%	62%	71%	No
	2011/12				
MATHEMATICS	2010/11	79%	81%	79%	No
	2011/12				

<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	2010/11	54%	56%	63%	Yes
	2011/12				
MATHEMATICS	2010/11	74%	77%	80%	Yes
	2011/12				

<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	2010/11	66.6%	70.7%	76%	Yes
	2011/12				
MATHEMATICS	2010/11	63.6%	72%	79.9%	Yes
	2011/12				

<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	2010/11	58%	53%	63%	Yes
	2011/12				
MATHEMATICS	2010/11	75%	77%	75%	Yes
	2011/12				

<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	2010/11	56%	54%	55%	Yes
	2011/12				
MATHEMATICS	2010/11	62%	66%	67%	No
	2011/12				

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

### **2010/11 Results**

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

		Sep	Oct	Nov	Dec	<b>Jan</b>	Feb	Mar	April	May
Student Engagement	full	72%	76%	73%	78%	<b>83%</b>	80%	<b>82%</b>	83%	81%
	part	28%	24%	27%	22%	<b>17%</b>	13%	<b>9%</b>	11%	11%
Checking for Understanding	full	47%	62%	67%	66%	<b>63%</b>	69%	<b>72%</b>	76%	71%
	part	28%	24%	28%	24%	<b>25%</b>	21%	<b>17%</b>	9%	17%
Learning Objective	full	59%	63%	69%	69%	<b>65%</b>	78%	<b>86%</b>	91%	86%
	part	26%	29%	25%	23%	<b>29%</b>	11%	<b>14%</b>	9%	14%
Non-Linguistic Representation	full	49%	56%	58%	66%	<b>61%</b>	63%	<b>68%</b>	74%	70%
	part	29%	20%	23%	25%	<b>28%</b>	18%	<b>14%</b>	14%	18%

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

### **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%							
	part	27%							
Checking for Understanding	full	67%							
	part	24%							
Learning Objective	full	82%							
	part	18%							
Non-Linguistic Representation	full	62%							
	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
- Reduction in tardies
- Reduction in bullying incidents.
- 75% of stakeholders will respond positively to annual survey questions related to school safety and climate.
- Monitoring of ADA each month (see chart below)
- Check monthly attendance forms to see which students are habitually absent.
- Diversity activities

<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. 2011			
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
2010-2011	97.95	97.65	97.09	96.35	96.43	96.45	96.11	96.53	96.60	96.39	96.56%
2011-2012	98.02										
Difference +/-	+.07										

**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)
- Feedback from the staff on PLCs
- CST and CELDT scores
- District writing scores
- District Assessment and formative assessment scores
- Increased use of Best Instructional Practices
- 100% Participation in ERM’s
- Feedback from the staff on the Academic Vocabulary and PLCs training
- State Writing scores
- Instructional Tours

**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 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, Low SES subgroups, African American and students with disabilities.

<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	2011-12 school year			
3a.2 ALAS Professional Development for teachers through the San Joaquin County Office of Education Multilingual Department	Admin/ teachers	EIA/Staff Dev.	2011-12 school year			
3a.3 100% of the teachers will enter district assessment data in Data Wise	Admin/teacher		2011-12 school year			
<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 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/leadershi p 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. 2011, Feb/March 2012			
3b.7	Professional Development for teachers by New Teacher Center on Professional Learning Communities.	Admn/.teacehrs	EIA/Staff Dev	Oct 2011 and Jan 2012			

**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
- Record of cleared volunteers.
- Increase in number of parents attending parent meetings.
- Increase in number of parents attending school functions.

**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.

Parent Involvement & Communication						
Action Steps	Person Responsible	Resources	Timeline	Do	Study	Act
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.
- Increase in availability of technology in classrooms.
- Student/teacher evaluation of effectiveness of computer lab.
- Observation of computers, clickers, document cameras and being used in the classrooms.

**Site Rationale:** Technology will be used to support instruction, assessments as well as provide students with skills needed in the world beyond school.

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	Administrators/Librarian	EIA/Site	Ongoing			
5.2 EL students use computers for Rosetta Stone Program	Administrators/Librarian	EIA/Site	Ongoing			
5.3 Technology Maintenance	Administrators/Librarian	Site/EIA/P TO	Ongoing			
5.4 Updated technology for students and staff	Administrators	Site/EIA/P TO				

### **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
- 

**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.

<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	08/2011			
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/teachers	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 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

**<< George Kelly School>>**  
**Single Plan For Student Achievement**  
**Recommendations and Assurances**

The school site council (SSC) recommends this 2011/12 school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (*Check those that apply*):

\_\_\_ Title I Advisory Committee

\_\_\_ English Learner Advisory Committee

\_\_\_ Community Advisory Committee for Special Education Programs

\_\_\_ Gifted and Talented Education Program Advisory Committee

\_\_\_ Other (list) \_\_\_\_\_

4. The SSC reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the SSC at a public meeting on: \_\_\_\_\_.

Attested:

\_\_\_\_\_  
Print name of school principal

\_\_\_\_\_  
Signature of school principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print name of SSC chairperson

\_\_\_\_\_  
Signature of SSC chairperson

\_\_\_\_\_  
Date

		<u>Total</u>	<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title II</u>
	11/12 Estimated Allocations	\$ 156,866	\$ 19,453	\$ 13,328	\$ 118,085	\$ 6,000
	10/11 Carryover	\$ -				
	Sub-Total	\$ 156,866	\$ 19,453	\$ 13,328	\$ 118,085	\$ 6,000
	Centralized Services	\$ 8,289			\$ 8,289	
	<b>TOTAL</b>	<b>\$ 165,155</b>	<b>\$ 19,453</b>	<b>\$ 13,328</b>	<b>\$ 126,374</b>	<b>\$ 6,000</b>
	<b>ALLOCATED GOAL TOTAL</b>	<b>\$ 162,827</b>	<b>\$ 19,453</b>	<b>\$ 11,000</b>	<b>\$ 126,374</b>	<b>\$ 6,000</b>
Plan Ref	<b>Action Steps (requiring funding)</b>					
	<b>Goal #1: All Students will meet or exceed grade level standards and the achievement gap will be closed:</b>					
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title II</u>
	Provide direct support to students through centralized services.				\$ 8,289	
1a.5, 1a.6	Bilingual Para (Spanish) to administer CELDT, do translations and office cummunication (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				\$ 13,000	
1a.3	Four ELD Paraprofessionals to provide ELD services to English Learners (three existing paras and hire one new para)				\$ 42,000	
1a.4, 1b.2, 1b.3, 1c.3, 1d.3	Provide before/after school language arts/math Academic Support		\$ 1,000		\$ 15,000	
1a.7	Resources for students and parents (copies, supplies, paper, ink, etc.) communications in English and Spanish and other office resources		\$ 4,000		\$ 3,000	
1a.1, 1a.7, 1b.1,	Provide resources and supplies for the classrooms		\$ 4,953		\$ 4,000	
1b.7	Provide a substitute teacher so classroom teachers can attend SST meetings		\$ 500		\$ 500	
1b.4	Purchase site license, books and incentives to implement Accelerated Reader		\$ 3,500		\$ 3,500	

1c.1, 1c.4	Test Prep Materials and resources		\$ 1,000		\$ 1,000	
1c.2, 1c.5, 1e.1, 1e.2	Analyze data, teach and monitor to meet AYP in ELA and math		\$ 500		\$ 900	
1a.2	CELDT testing, documenting and monitoring for English Learners				\$ 2,500	
1a.1, 1a.2	Provide classroom materials for non-linguistic representations				\$ 2,000	
	Miscellaneous work by support staff			\$ 2,000		
	<b>GOAL TOTALS</b>		<b>\$ 15,453</b>	<b>\$ -</b>	<b>\$ 95,689</b>	<b>\$ -</b>
	<b><u>Site Goal #2 – Provide a safe and equitable learning environment</u></b>					
			<b><u>Site</u></b>	<b><u>MAA</u></b>	<b><u>EIA</u></b>	<b><u>Title II</u></b>
2b.8, 3b.6	Diversity Training and Professional Development			\$ 1,500	\$ 1,685	
2b.1	Provide training and resources for students as Conflict Managers and safety leaders		\$ 200			
2b.6	Multi-cultural Week, lunch time and after school activities					
3b.9	Provide resources to ensure safety		\$ 500			
	<b>GOAL TOTALS</b>		<b>\$ 700</b>	<b>\$ 1,500</b>	<b>\$ 1,685</b>	<b>\$ -</b>
	<b><i>Goal #3: Professional Development: Provide an articulated, sustained plan of professional development activities</i></b>					
			<b><u>Site</u></b>	<b><u>MAA</u></b>	<b><u>EIA</u></b>	<b><u>Title II</u></b>
3a.1, 3a.2, 3b.4, 3b.6, 3b.7	Provide PLCs Training through New Teacher Center to the teachers and administrators including time sheets for extra services, substitutes for lessons (planning and observations) and other resources					\$ 6,000
3a.1, 3a.2, 3a.3	Provide Academic Vocabulary Training through Multilingual department of SJCOE to the teachers (TOT) and administrators including time sheets for extra services, substitutes for lessons (planning and observations) and other resources				\$ 8,000	
	<b>GOAL TOTALS</b>		<b>\$ -</b>	<b>\$ -</b>	<b>\$ 8,000</b>	<b>\$ 6,000</b>

	<b><i>Goal #4: Parent Involvement: Encourage parents to participate in school activities and provide programs</i></b>					
			<b><u>Site</u></b>	<b><u>MAA</u></b>	<b><u>EIA</u></b>	<b><u>Title II</u></b>
4.1, 4.3, 4.4, 4.5	Provide resources, food, baby sitting for parents and students to attend evening meetings, such as ELAC and other meetings for ELL parents			\$ 500		
	<b><i>GOAL TOTALS</i></b>		\$ -	\$ 500	\$ -	\$ -
	<b><i>Goal #5: Technology: To provide staff and students the opportunity to use technology for learning,</i></b>					
			<b><u>Site</u></b>	<b><u>MAA</u></b>	<b><u>EIA</u></b>	<b><u>Title II</u></b>
5.1, 5.2, 5.3, 5.4	Student use of technology (computers, LCD projectors, document cameras, tablets, etc.) for content instruction and assessments, Update technology for student use, Technology training, Hardware, software and maintenance for writing- non-linguistic representation, academic vocabulary, Rosetta Stone, writing, AR, etc.		\$ 2,000	\$ 9,000	\$ 20,000	
	<b><i>GOAL TOTALS</i></b>		\$ 2,000	\$ 9,000	\$ 20,000	\$ -
	<b><i>Goal #6: Improve School Libraries</i></b>		<b><u>Site</u></b>	<b><u>MAA</u></b>	<b><u>EIA</u></b>	<b><u>Title II</u></b>
6.1	Accelerated Reading Program Licensing, books and Incentives					
6.2	Movie Licensing		\$ 300			
6.3	Maintenance, hardware and software of library technology		\$ 1,000		\$ 1,000	
	<b><i>GOAL TOTALS</i></b>		\$ 1,300	\$ -	\$ 1,000	\$ -

# Single Plan for Student Achievement 2011/12



## ***John C. Kimball High School***

***Tracy Unified School District***

***CDS: 39-75499-0119040***

***Principal: Cheryl Domenichelli***

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  
Position: Principal  
Telephone Number: 209 832-6600  
E-mail Address: cdomenichelli@tusd.net

SSC approval date: November 16, 2011

# SECTION I: SCHOOL PROFILE

## A. Description of any Significant Changes

### 1. Description of School Demographic composition

	Source	2009/10	2010/11	2011/12
Enrollment (#)	Oct CBEDS	914	1489	1961
AFDC/Free & Reduced (%)	Oct CBEDS		25.3%	29.10%
English Learners R-30 (%)	Mar R-30	87	130/9%	
Fluent English (FEP/R-FEP) (%)	Mar R-30	200	338/23%	
Students redesignated to FEP (#)	Mar R-30	7	31	
Ethnicity: White (%)	Oct CBEDS	31.7%	35.3%	37.27%
Hispanic(%)	Oct CBEDS	23.3%	20.4%	18.51%
African American(%)	Oct CBEDS	12.7%	11.3%	10.45%
Asian(%)	Oct CBEDS	11.8%	13.5%	13.92%
Filipino		12.1%	12.0%	11.62%
Pacific Islander		1.8%	1.8%	1.9%
Native American		.87%	1.1%	1.2%
Multiple		5.57%	4.5%	5.15%

John C. Kimball High School is entering its third year of existence and has added a senior class resulting in an increase in student population. As we disaggregate the student population we notice a nearly 4% increase in our students receiving AFDC/Free and Reduced benefits. Additionally, we notice that our White student population is increasing, our Hispanic and African American student population is decreasing, and our student populations are remaining fairly constant.

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

	2010/11	2011/12
number of classroom teachers	58	74
number and type of support certificated staff (including special education staff)	4	6
number of classified staff	24	31
Number/percent of NCLB highly qualified teachers	98%	99%
Number/percent of teachers with EL Certification	100%	100%

As previously noted, the school student population has increased as we have phased in our senior class. There is a corresponding increase in our certificated teaching population.

### 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.	\$65,547.00
<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 funds)	\$92,969
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	\$ 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	\$164,516.00

C. Expected Schoolwide 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!**

The Kimball High School ESLRs changed dramatically from last year. After our first WASC visit, it was suggested that our ESLRs be measureable. We also invited input from staff and students and found that a simplified set of ESLRs would be easier to remember and therefore be readily embraced by students and staff.

## 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

*The staff at Kimball have encountered technical difficulties and were not able to complete the online APS in time to get the results into the school plan.*

ELEMENT	2010 Rating	2011 Rating	Comments
<b>EPC #1 Instructional Program</b>			
1.1	3.5		
1.2	3		
1.3	n/a		
1.4	3		
1.5	2.5		
<b>EPC #2 ES/MS: Instructional Time HS: Student access to standards aligned core courses</b>			
2.1	4		
2.2	4		
2.3	3.4		
2.4	n/a		
2.5	3.7		
2.6	3.7		
2.7	2.0		
<b>EPC #3 School Principal's Instructional Leadership Training</b>			
3.1	4		
3.2	3		
<b>EPC #4 Credentialed Teachers and Teacher Prof. Development Opportunity</b>			
4.1a/b	4		
4.2	2.7		
4.3	1.8		
<b>EPC #5 Student Achievement Monitoring System</b>			
5.1	3.2		
5.2	3.3		
<b>EPC #6 On-Going Instructional Assistance and Support for Teachers</b>			
6.1	2.4		
6.2	3		
<b>EPC #7 Teacher Collaboration by Gr. Level/Subject Matter</b>			
7.1	3.2		
7.2	3.6		
<b>EPC #8 ES/MS: Lesson Pacing Schedule; HS: Intervention Programs</b>			
8.1	3		
8.2	n/a		
8.3	3.3		
<b>EPC #9 Fiscal Support</b>			
9.1	3		
9.2	2.9		

## 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?*

## 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%)	AYP Goal Met?	5% growth Goal Met?	2010 % Prof. Math (≥ 58%) (≥ 54.8%)	2011 % Prof. Math (≥ 68.5%) (≥ 66.1%)	AYP Goal Met?	5% growth Goal Met?
<b>School Total</b>	<b>60.9</b>	<b>77.8</b>	<b>Y</b>	<b>Y</b>	<b>53.2</b>	<b>66.9</b>	<b>Y</b>	<b>Y</b>
<b>Sub-group #1</b> Asian		<b>90.8</b>	<b>Y</b>	<b>Y</b>		<b>76.6</b>	<b>Y</b>	
<b>Sub-group #2</b> Hispanic or Latino	<b>65.4</b>	<b>65.3</b>	<b>N</b>	<b>N</b>	<b>65.4</b>	<b>58.2</b>	<b>N</b>	<b>N</b>
<b>Sub-Group #3</b> White not Hispanic	<b>52.3</b>	<b>83.5</b>	<b>Y</b>	<b>Y</b>	<b>46.5</b>	<b>69.8</b>	<b>Y</b>	<b>Y</b>
<b>Sub-Group #4</b> Socioecon. Disad.	<b>67.6</b>	<b>N/A</b>			<b>53.4</b>	<b>57.5</b>	<b>N</b>	<b>Y</b>
<b>Sub-group #5</b> ELL students	<b>63.9</b>	<b>65.4</b>	<b>N</b>	<b>N</b>	<b>51.2</b>	<b>61.5</b>	<b>N</b>	<b>Y</b>
<b>Sub-group #6</b> Stu. w/ Disabilities	<b>50.0</b>	<b>N/A</b>			<b>48.4</b>	<b>N/A</b>		

## Achievement Gap Data

### Longitudinal AYP 2007 – 2011 • 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	

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

### Longitudinal AYP 2007 – 2011 • 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
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	

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 2011	Target Met Yes or No	% Tested Math 2011	Target Met Yes or No
<b>School Total</b>	<b>98</b>	<b>Yes</b>	<b>98</b>	<b>Yes</b>
<b>Subgroup #1</b> Asian	<b>99</b>	<b>Yes</b>	<b>100</b>	<b>Yes</b>
<b>Subgroup #2</b> Hispanic	<b>96</b>	<b>Yes</b>	<b>96</b>	<b>Yes</b>
<b>Subgroup #3</b> White Not Hispanic	<b>98</b>	<b>Yes</b>	<b>98</b>	<b>Yes</b>
<b>Subgroup #4</b> Socio-economically Disadvantaged	<b>99</b>	<b>Yes</b>	<b>99</b>	<b>Yes</b>
<b>Subgroup #5</b> English Learners	<b>99</b>	<b>Yes</b>	<b>99</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:** Our African American, Hispanic and EL subgroups did not meet the target proficiency levels. In addition, for all of the mentioned sub groups, excluding African American, the achievement gap grew. For low SES the gap grew dramatically.

**Math:** Our African American, Hispanic and EL subgroups did not meet the target proficiency levels. In addition, for all of the mentioned sub groups, the achievement gap grew. For low SES the gap grew dramatically.

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

Group	2010 Base API	2011 API Target	2011 API	Actual Growth	Target Met Yes or No
<b>School Total</b>	797	800	<b>805</b>	8	Yes
<b>Subgroup #1</b> African American	687	N/A	<b>745</b>	58	Yes
<b>Subgroup #2</b> Asian	827	800+	<b>841</b>	14	Yes
<b>Subgroup #3</b> Filipino	843	800+	<b>841</b>	-2	Yes
<b>Subgroup #4</b> Hispanic	784	789	<b>761</b>	-23	No
<b>Subgroup #5</b> White Not Hispanic	812	800+	<b>831</b>	19	Yes
<b>Subgroup #6</b> Socio-economically Disadvantaged	751	756	<b>761</b>	10	Yes
<b>Subgroup #7</b> English Learners	758	763	<b>761</b>	3	No

**Longitudinal (Growth) API 2007 – 2011  
(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	805	831	745	-86	761	-70	761	-70	761	-70	555	-276

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

Data reveals that our Hispanic, Low SES and EL populations experienced a widening in the achievement gap from their white peers; API for the white subgroup increased, while API for the Hispanic subgroup decreased. For the African American population the gap narrowed.

**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/55.2%	17.4/41.3	Y
<b>2010/2011</b>	112	59.8%	54.6	Y	N/A/48.1	18.7/43.2	Y

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

While Kimball students met the AMAO1 targets, the percentage of doing so declined. This statement holds true for the AMAO 2 target as well.

**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	2010	2011	Target Met? Y/N	MATH	2010	2011	Target Met? Y/N
Grade 9	<b>35%</b>	44%	N	Alg. Read.		16%	N
Grade 10	<b>37%</b>	71%	N	Algebra	<b>66%</b>	58%	N
Grade 11	<b>NA</b>	52%	N	Geometry		68%	N
				Algebra 2		88%	Y

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

Kimball students did not meet the 80% proficiency mark on District assessments in ELA or Math. The only exception to this, were those students enrolled in Algebra II. In math, we experienced a decline in the number of students demonstrating proficiency in Algebra. Those in Alg Readiness showed a need to examine our program and examine ways to improve student achievement.

#### **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>89%</b>	<b>60%</b>	<b>N/A</b>	<b>86%</b>	<b>50%</b>	<b>N/A</b>
<b>2010/11</b>	<b>94%</b>	<b>75%</b>	<b>N/A</b>	<b>91%</b>	<b>65%</b>	<b>N/A</b>

##### **b. 100% of students will receive a high school diploma or equivalent certificate**

*NOT APPLICABLE FOR KIMBALL HIGH*

##### **c. AYP Graduation Rate**

*NOT APPLICABLE FOR KIMBALL HIGH*

##### **d. Students completing A-G Requirements**

*NOT APPLICABLE FOR KIMBALL HIGH*

#### **Analysis of Data – Student Achievement – Preparation for School/Career**

The CAHSEE results for Kimball students give indication that our students are on-track towards graduation. In addition, students are demonstrating a movement towards greater percentages of proficiency on the CAHSEE.

## C. School Safety

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

	2009/10		2010/11		% Decrease or Increase	Target Met
	#	%	#	%		
Suspensions	129	14.1%	197	13.83%	-.27%	
Expulsions	18	1.9%	17	1.1%	-.8%	

Note: Kimball High School enrollment increased from 905 to 1424 during the 2010/2011 school year.

### Reduction in the number of referrals

	2009/10		2010/11		% Decrease or Increase	Target Met
	#	%	#	%		
Referrals			493	34.6%		

### 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 2010	% Agree 2011
Parents	66.57	63.33
Staff - Cert.	82.9	90.63
Staff – Class.	63.63	70
Students	52.04	62.51
Total	66.29%	71.62%
Met Goal (Y/N)	N	N

## 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 2010	% Agree 2011
Parents	73.35	64.63
Staff – Cert.	74.34	82.82
Staff – Class.	74.54	80.00
Students	51.18	57.29
Total	68.35%	71.19%
Met Goal (Y/N)	N	N

**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>2009/2010</b>	<b>96.35%</b>	<b>98%</b>	<b>-1.65%</b>	<b>N</b>
<b>2010/2011</b>	<b>96.25%</b>	<b>98%</b>	<b>-1.75%</b>	<b>N</b>

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

We note that improvement occurred with respect to school climate and school safety. We also note that we need to focus on our parent perception of the school climate and we need to determine why our students are indicating they are not convinced the school the school climate is positive. Kimball High School strives to maintain a respectful orderly environment. This effort is multi-pronged and includes adhering to District student guidelines, creating and maintaining a clean environment, setting high expectations for all members of our campus community and embedding into our culture the notion of PRIDE; Passion, Respect, Integrity, Determination, and Excellence. We are able to weave pride throughout our program from academics to extra-curricular activities to standards of behaviors.

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

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

**Goal #1 – All Students will meet or exceed grade level standards and the achievement gap will be closed.**

- a. Raise the achievement of English Learners
- b. Raise the achievement of at-risk students
- c. Prepare students for STAR testing
- d. (schools with gr. 6-12) Improve student achievement in Mathematics
- e. (HS only) Provide CAHSEE Remediation

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

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

- 1) Students who are identified as second language learners have been identified at Kimball High School. The majority of our EL students have been identified as Intermediate or Early Advanced in their language proficiency. They have also been identified as long term English language learners meaning they have been in the English Language Development program in excess of 5 years. Students who have not exited the program are failing to reach proficiency on the CELDT or the CST exams. The acquisition of academic language proficiency has been identified as one area of concern.
- 2) In accordance with the 2009/2010 Plan, additional resources were added to the school library for EL students. These resources include high school appropriate literature purchased for students at varying levels of English proficiency. The purchased books are integrated in the stacks of the library so that no stigma is attached for students who wish to access these materials.
- 3) So that EL students can more readily access the program, students have been clustered together in various classes so that para educators may assist with their acquisition of content. Kimball high school hired two additional para educators to facilitate increased access to curriculum for second language learners.
- 4) Disaggregation of data revealed an over representation of Latino male students in the ACI Pathway. This has an impact on EL students as well and must be considered as the school moves forward in its plan to provide equal access to all programs for all students.

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

- 1) During the 2010/2011 school year, Kimball High School continued the seminar class. This class focuses on providing all students the skills required to be successful in their academic pursuits. With a focus on study skill, soft skills associated with SCANS and the Student Discovery Program, the seminar class has proven to be an enhancement to our school-wide academic program. The seminar moved to one day per week this year. Staff noted that the connection with students was lessened when they only met once per week. It was determined by staff to connect the seminar period to the 2<sup>nd</sup> period of the day. In doing this, there is a bond with students and the effort to connect students with at least one adult on campus is strengthened.
- 2) Kimball High School continued the Parent Institute for Quality Education (PIQE) program during the 2010/2011. The program is funded through EIA and has been very beneficial to those parents who participate. Seventy-five families with 9<sup>th</sup> grade students participated. We have noticed an increase in interaction with our counseling staff from families who participate in the program. This data is anecdotal however we will seek to implement a tracking system to acquired data regarding student achievement of our PIQE families and

interactions with the school.

- 3) The ACI Pathway received a California Partnership Academy grant for an Alternative Energies Program. This grant targets students at risk of not graduating from high school and provides structure and support to facilitate improved academic achievement. The grant stipulates that 50% of the students who are served by the grant are also considered at-risk according to the grant criteria.
- 4) Cyber High classes were offered afterschool during the 2010/2011 school year. Students who participated in the Cyber High School were able to complete graduation requirements. Kimball High School offers the program outside of the school day so that students have the opportunity to earn addition credits during the term.
- 5) Implemented the use of BrainX curriculum in conjunction with the Algebra w/support program. Ninety students enrolled in this program used BrainX curriculum to provide support in acquisition of Algebra concepts.

**c. STAR prep**

- 1) The focus for Kimball High School has been to align curriculum to State standards. Algebra teachers were provided with release time to examine program and student data.
- 2) Alignment of curriculum to CST focus standards continues.
- 3) STAR test score improved earning KHS an API of 805.

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

- 1) Grading policy with-in each course have been aligned. This ensures that as students progress from one course to the next their level of proficiency is the consistent.
- 2) Continued with place of students based on UC assessment of proficiency levels. Students are tested at the beginning of the year and then if required students are moved to the appropriate math course. This has been an effective strategy.

**e. CAHSEE Remediation**

- 1) Students who did not pass the CAHSEE were identified. While students were identified and passage rates assessed Kimball High School did not implement a remediation program during the 2010/2011 school year.

**Goal #2 – Increase students’ average daily attendance**

**Evaluation of Plan for Goal 2:**

- 1) KHS continued the perfect attendance program during the 2010/2011 school year. Students and parents were motivated to participate. This continues to
- 2) The most improved category was not added.
- 3) Overall, the attendance remained constant. Plans need to be implemented to include students who may not have perfect attendance but reach the district goal of 98%.

**Goal #3 – Diversity and Equity: Increase cultural proficiency to support a provide a positive, safe, and healthy school climate.**

**Evaluation of Plan for Goal 3:**

- 1) Kimball High School has an embedded commitment to achieving equity and access for all students. To this end, discussions of achievement gap, disaggregated data regarding student performance and enrollment in courses is constant.
- 2) KHS staff reviews data regarding school student demographics. This practice must become on-going as the school grows each year. It is important to understand student demographic changes that may occur in the school each year to best meet the needs of our students.
- 3) A conscience effort to close the achievement gap occurred at some levels with-in the school but not all. This is work that needs to be further implemented.

**Goal #4 – Professional Development: Provide an articulated, sustained plan of professional development activities designed to build the school’s capacity to support programs and achieve goals.**

**Evaluation of Plan for Goal 4:**

- 1) Kimball HS continues to train our security staff. They attend district training as well as DITP training which enhances staff ability to interface with students as well as to identify student under the influence of drugs or alcohol.
- 2) Certificated staff received training in the delivery of curriculum associated with Advanced Placement courses. This training extended to support staff for the AP program as well. As KHS expands the AP program, training will continue.
- 3) To facilitate school wide programs, the staff received training in the use of Cornell Note taking. KHS staff has determined this to be the formal structure the school uses. We believe that the use of a school-wide note taking system will build proficiency in our students. This training was delivered to certificated staff by certificated members of our staff.
- 4) In addition to the note taking system, Block schedule training was delivered in a staff meeting. There were follow-up sessions and reference materials for specific curricular areas were purchased for teacher use. Staff development in the four best instructional practices also occurred. This included how to effectively set objectives for each class session.
- 5) Work continued during the 2010/2011 to implement the pathway program. Curriculum was developed for the 2011/2012 school year to add courses for the senior class. While the programs have made progress in their development, they are far from completion. This work will need to intensify during the 11/12 school year.

**Goal #5 – 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.**

**Evaluation of Plan for Goal 5:**

- 1) Kimball High School continues to host the PIQE program for 9<sup>th</sup> grade parents. This has been successful with 75 families participating.
- 2) The Site Council spent the 10/11 school year investigating aspects of the school and formulating what its mission should be for the school. Given that the school does not have large amounts of categorical funding to allocate, the Council has determined to focus on school academic performance, school safety and to spend the year interfacing with faculty members to evaluate the overall school program and make recommendations for the next year.
- 3) There are opportunities for parents to actively participate in focused areas of the school. Parent organizations increased and now include our Parent Teacher Student Association which is focused on assisting with curricular matters and volunteers for the school. We have an Athletic Boosters Club that supports our sports program, a Music Boosters supporting the music program and a Drama Boosters organization supporting the theater arts program.
- 4) The advisory boards for pathways were not implemented for the 10/11 school year nor was the English Learner Advisory Committee (ELAC). Although meetings were held for the ELAC, attendance was poor and the committee never established.

**Goal #6 – Technology: Provide staff and students the opportunity to use technology for learning, communicating and working in an information-centered society.**

**Evaluation of Plan for Goal 6:**

- 1) Kimball high school implemented the Learn Key Program through the Computer Applications course. In this class students can earn Microsoft certification. Staff has not taken advantage of this program at this time.

- 2) The labs in the school were upgraded to facilitate use by core curricular classes. A survey was taken to determine why staff did not use the computer labs. It was determined they were set for 32 students and our core classes have 35 students. In four of the labs, the number of computers was increased to 36. As a result, the labs have experienced an increase in use.
- 3) KHS continues to strive to prepare students for all post-secondary options. We have not measured our efforts to increase student proficiency in technology outside of our computer classes.

### **Goal #7 – Improve the school libraries. (if included in prior year plan)**

#### **Evaluation of Plan for Goal 7:**

- 1) The library collection continues to expand. Expansions during the 10/11 school year included adding collections for the senior class. Selections were ordered and are in place for the 11/12 school year. In addition, the collect for students in our ELD program were expanded.
- 2) KHS continues to allocate funds for the on-line resources. To facilitate student awareness of and understanding of the use of these resources teachers continue to schedule their classes for training in the library.
- 3) Although the library was open for student use before and after school, these services are in jeopardy as budget cuts continue to constrain the schools ability to staff the library.

### **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 strengthen 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 10/11 school year included quarter grade reports, STAR data, common assessment 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. Although input from the mentioned organizations are present in the site plan there has not 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 2011/2012**

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

John C. Kimball High School is entering its third year. During the first year, the school site council was established. The school site currently has 5 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.

The 2011/2012 School Plan that follows was developed through the joint efforts of School Site Council, Department Chair, and Pathway Leaders. The School Plan and budget were approved by the School Site Council at the November 16 , 2011 meeting.

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

Names of Members	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				
Alison Howard		X			
Maria Madrigal		X			
Ken Utt		X			
Leigh Anne Durant			X		
Amy Thompson			X		
Paul Andrews				X	
Irene Lee				X	
Robyn Scheuerlein				X	
Sandra Perez				X	
Ronnie deSupinski				X	
Student TBD					
Numbers of members of each category	1	3	2	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: TBD

- ☐ 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 be closed (PDSA)**

**District Rationale:** 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:** 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. 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 student 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.

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**

**District Rationale:** 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.

**School 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.

**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 Rationale:** 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:** 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 as Kimball implements the 12<sup>th</sup> grade program. 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 direct 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 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 – Diversity and Equity: Increase cultural proficiency to support and provide a positive, safe, and healthy school climate.**

**Rationale:** The district goal is to increase cultural proficiency throughout the district. As such our goal is to promote student acceptance and awareness of the many different cultures, values, and beliefs of others.

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 implements the 12<sup>th</sup> grade program.

**Goal #5 – Parent Involvement: Strategies to encourage parent involvement and provide parent education.**

**District Rationale:** 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:** 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> and 11<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.

**Goal #6 – 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.**

**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:** 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 was 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 curricular areas as required.

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.

**Goal #7 – Improve the school libraries.**

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

**Site 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. Goals: Continue to build the DVD collection for all curricular areas, increase periodicals including newspaper subscriptions. As part of the school Career Technical Program, train students to be effect library assistants and establish a certification program for students. The 2011/2012 school year will see an increase in library materials for English Language Learners as well as materials for the senior class. To improve student use of the Library, staff will have training as part of their in-service days that show them how to use the services provided by the subscription to the Gale Group.

## **C. Activities for 2011/2012 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)

#### **ESLRs (Expected Schoolwide Learning Results):**

- ✦ **Set High Academic Standards**
- ✦ **Continue to Enhance Their Study Skills**
- ✦ **Be Critical and Analytical Thinkers**
- ✦ **Develop Interpersonal and Mass Communication Skills**
- ✦ **Develop Code Switching Skills**
- ✦ **Communicate Digitally**
- ✦ **Communicate Responsibly**

#### **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. 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 student 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.

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.

<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 Improve ELL support in academic classes. Determine measurable outcomes to monitor success of EL students at the school.	CELDT Coordinator, Principal	EIA Funds	2011/2012			
1a.2 Institute Academic Language Development (ALD) Classes	Principal, EL Teacher	EIA Funds Site FTE Allocations	2011/2012			
1a.3 Recruit Members for ELAC Committee at Back to School Night	AP, Principal	N/A	August 2011			
1a.4 Provide training to EL Parents through PIQE	Principal/ Assistant Principal	EIA Funds	Fall 2011			
1a.5 Train EL Para(s) to administer CELDT testing	District Training	EIA Funds	August 2011			
<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 Continue Seminar Session.	Principal, Pathway Coordinators, Department Chairs	Site Funds	2011/2012Attach Seminar to 2 <sup>nd</sup> period.			
1b.2 Move Cyber High Classes to before school. Target Juniors and Seniors who have not passed the exam for extra help.	Counseling	Site FTE	Fall 2011			
1b.3 Train Teachers Earlier in the year to use Brain X	Principal	Site Funds	Fall 2011			
1b.4 Monitor progress of students in the Alg. w/ Support class	Principal / Teachers	N/A	Monitor at Quarter report cards			
1b.5 Monitor Student Participation in Cyber High and success rates	Counseling	N/A	2011/2012			

<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 exam at level of proficient and provide additional support through BrainX or Algebra w/Support Provide teachers of these students with names and proficiency levels so that additional support may be given in the curricular course.	Principal/ Teacher/ Department Chairs	District assessment  District funds	2011/2012			
1c.2 Continue to Align curriculum to CST identified focus standards in core curricular classes.	Teaching Staff/ Administration team/ Department Chairs	Site Budget	Fall 2011/2012			
1c.3 Develop curriculum for seminar class that teaches students effective test taking strategies.	Collaborative effort of Principal/ APs/ Pathway Coordinator/ Department Chairs	Site Budget	2011/2012		.	
1c.4 Utilize Data Teams to evaluate student progress towards the mastery of concepts assessed on CAHSEE.	Counselors/ Certificated Staff Asst. Principal	DataWise	Fall 2011			
1c.5 Provide staff development on direct instruction for teachers to improve instructional strategy for at- risk students.	Principal/ Department Chairs	Site Funds RSDSS	2011/2012			
<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 Work with RSDSS and District to provide staff development on the four components of Best Instructional Practices	Principal / Staff	District Title II funds	11/12			
1d.2 Increase Teacher Participation in Instructional Tours	Assistant Principals	Site Funds	11/12			
1d.3 Provide feedback to teachers on Best Instructional Practices (BIPs) utilizing feedback sheets.	Principal, Assistant Principals	N/A	11/12			
1d.4 Assign Departmental oversight to each AP	Admin. Team	N/A	Fall 2011	.		

<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 Strengthen Algebra w/Support Program	Alg. w/ Sup teachers, Principal	Site Funds	2011/2012			
1e.2 Continue to provide release time for teachers to align curriculum and create common assessments. Expand to include all math content areas.	Principal Department Chair	Site Budget	2011/2012			
1e.3 Align department practices to reflect consistency in grading policy and course expectations. Assign review of syllabi to APs by department versus pathway	Principal Department Chair		2011/2012			
1e.4 Continue implementation and assessment programs at the beginning of the school year to ensure proper academic level placement of students.	Department Chair	UC Assessment	2011/2012			

**Plan for providing ELD to English Learners in 2011/12:**

<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>9-11</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>9-11</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>

## Goal 1 – Data Collection:

### 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	2010/11	43.8%		48%	
	2011/12				
MATHEMATICS	2010/11			58%	
	2011/12				

<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	2010/11	9.4%		18.1%	
	2011/12				
MATHEMATICS	2010/11			50.7%	
	2011/12				

<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	2010/11	15.8%			
	2011/12				
MATHEMATICS	2010/11				
	2011/12				

<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	2010/11	24.4%		38.1%	
	2011/12				
MATHEMATICS	2010/11			52.3%	
	2011/12				

<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	2010/11	33.3%		43.6%	
	2011/12				
MATHEMATICS	2010/11			53.5%	
	2011/12				

## **Part B: 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		60%	66%	<b>67%</b>		<b>54%</b>	58%	
	part		40%	20%	<b>19%</b>		<b>42%</b>		
Checking for Understanding	full		30%	32%	<b>33%</b>		<b>5%</b>	29%	
	part		40%	35%	<b>25%</b>		<b>37%</b>		
Learning Objective	full		60%	55%	<b>33%</b>		<b>48%</b>	35%	
	part		30%	25%	<b>37%</b>		<b>20%</b>		
Non-Linguistic Representation	full		60%	45%	<b>50%</b>		<b>54%</b>	N/A	
	part		0%	15%	<b>18%</b>		<b>14%</b>		

**Note:** During the month of Sept. Inst. Tours were conducted. 2 Classrooms were visited and the team held much discussion regarding what was observed and came to common understanding regarding the 4 components of Instructional Tours.

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

### **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>							
	part	<b>38%</b>							
Checking for Understanding	full	<b>47%</b>							
	part	<b>13%</b>							
Learning Objective	full	<b>53%</b>							
	part	<b>26%</b>							
Non-Linguistic Representation	full	<b>71%</b>							
	part	<b>5%</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)

### **ESLRs (Expected School-wide Learning Results):**

- ✦ **Respect Themselves**
- ✦ **Respect Adults and Peers**
- ✦ **Respect Their School**
- ✦ **Respect Their Environment**
- ✦ **Create a School Atmosphere that Values Cultural Differences**
- ✦ **Find Their Passion**
- ✦ **Be Involved in Our School and Our Community**
- ✦ **Set High Academic Standards**

### **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>
2.1 Continue reward program to acknowledge perfect attendance						
2.2 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.						
2.3 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						
2.4 Improve reward structure for attendance. Add a most improved category.						

<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 Through Staff meetings and DATA teams, staff will determine the demographics of KHS	Principal, Assistant Principals, registrar, teachers	Aeries	Fall 2			
2b.2 Staff will use demographic data to evaluate KHS program in terms of equity in education: curricular programs , discipline, etc.		Aeries DataWise STAR Data	2011/2012			
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>			2011/2012			
2b.4 KHS staff will actively seek to improve understanding of the students and families we serve by improving our cultural proficiency.	All Staff		2011/2012			

**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
2010-2011	97.69%	96.81%	96.53%	95.78%	96.64%	95.21%	95.30%	95.81%	96.12%	95.69%	96.25%
2011-2012	97.77%	96.84%									
Difference +/-	+.08%	+.03%									

**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

**ESLRs** (Expected Schoolwide Learning Results):

- ✦ **Create a School Atmosphere that Values Cultural Differences**
- ✦ **Develop Interpersonal and Mass Communication Skills**
- ✦ **Communicate Digitally**
- ✦ **Communicate Responsibly**
- ✦ **Respect Themselves**
- ✦ **Respect Adults and Peers**
- ✦ **Respect Their School**
- ✦ **Respect Their Environment**

**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 as Kimball implements the 12<sup>th</sup> grade program. 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 direct 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.

<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 and provide Direct Instruction Training	Principal, Staff	Title II funds RSDSS	Fall/Winter 2011/2012			
3a.2 Increase our proficiency with technology	Principal, Staff	2011/2012	2011/2012			
3a.3 Increase our proficiency with the 4 focus areas of best instructional practices	Principal, Staff	Title II funds	Fall/Winter 2011/2012			
3a.4 Continued professional development in the building of a multiple pathway school	Principal/ Pathway Coordinators		2011/2012			
3a.5 Staff Training for AP and Pre-AP courses, College Board Training	Principal, Staff	Site funds	2011/2012			
3a.6 Professional Development: Aligning Curriculum to Standards	Principal, Staff	Site Funds	2011/2012			
3a.7 Office Staff/ Security Staff Training	Principal, Staff	Site Funds	2011/2012			
<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 Pan ERM time to fully meet needs of the school	Principal/ Asst. Principals/Department Chair	N/A	2011/2012			



## **Site Goal #4 – Diversity and Equity: Increase cultural proficiency to support and provide a positive, safe, and healthy school climate.**

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)

- Improved student achievement (API, AYP, AMAO's, district assessments)
- 

**ESLRs** (Expected Schoolwide Learning Results):

- ✳ **Create a School Atmosphere that Values Cultural Differences**
- ✳ **Develop Interpersonal and Mass Communication Skills**
- ✳ **Communicate Digitally**
- ✳ **Communicate Responsibly**
- ✳ **Respect Themselves**
- ✳ **Respect Adults and Peers**
- ✳ **Respect Their School**
- ✳ **Respect Their Environment**

**Site Rationale:** The district goal is to increase cultural proficiency throughout the district. As such our goal is to promote student acceptance and awareness of the many different cultures, values, and beliefs of others. 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 and to provide equitable access to all programs and aspects of the this school 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 implements the 12<sup>th</sup> grade program.

<b>School Culture &amp; Diversity</b>						
<b>Action Steps (Tasks)</b>	<b>Person Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Report of Progress</b>		
				<b>Do</b>	<b>Study</b>	<b>Act</b>
4.1 Through Staff meetings and DATA teams, staff will determine the demographics of KHS	Principal Staff	DataWise Aeries	Fall 2011/2012			
4.2 Staff will use demographic data to evaluate KHS program in terms of equity in education: Curricular program Discipline Participation in activities	Principal Staff	Aeries	2011/2012			
4.3 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. • Increase enrollment of under—represented students in advanced programs • Restructure course catalogue to promote access to curricular programs	Principal Counseling Staff		2011/2012			
4.4 Continue Point Break Program for 9 <sup>th</sup> grade students and staff	Counselors	Grant Funding	Fall 2011/2012			

## **Site Goal #5 – 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) [Add any additional site data that will be used to evaluate your progress on this goal:](#)

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

**ESLRs (Expected School-wide Learning Results):**

**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> and 11<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.

<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>
5.1 Continue to offer PIQE for incoming 9 <sup>th</sup> grade parents	Asst Principal		2011/2012			
5.2 Strengthen presence of PTSA in Kimball High School	Principal Tcher Reps		2011/2012			
5.3 Increase voice of Site Council in school affairs	Principal		2011/2012			
5.4 Continue to support the efforts of the Athletic Booster Club	Principal Athletic Dir.		2011/2012			
5.5 Increase participation of KHS parents as volunteers in KHS programs	Principal					
5.6 Improve KHS staff and community input into the School Site Plan						

**Site Goal #6 – 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 School-wide Learning Results):

- ✳ **Communicate Digitally**
- ✳ **Communicate Responsibly**

**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 was 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 curricular areas as required.

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.

<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>
6.1 Continue to build lab resources for teacher / class use	Admin	Site Funds	2011/2012			
6.2 Increase student proficiency in the use of technology		N/A	2011/2012			

### **Site Goal #7– 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)

- 
- 
- 
- 

### **ESLRs (Expected School-wide Learning Results):**

Kimball High School Students will:

- ✦ Set High Academic Standards
- ✦ Continue to Enhance Their Study Skills
- ✦ Create a School Atmosphere that Values Cultural Differences
- ✦ Find Their Passion
- ✦ Be Involved in Our School and Our Community

**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. Goals: Continue to build the DVD collection for all curricular areas, increase periodicals including newspaper subscriptions. As part of the school Career Technical Program, train students to be effect library assistants and establish a certification program for students. The 2011/2012 school year will see an increase in library materials for English Language Learners as well as materials for the senior class. To improve student use of the Library, staff will have training as part of their in-service days that show them how to use the services provided by the subscription to the Gale Group.

<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>
7.1 Provide staff development regarding the library resources	Principal	Site Funds				
7.2 Continue to improve library environment through the addition of relevant visual materials.	Staff					
7.3 Establish a Library Booster Club	Principal/ PTSA					

## **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

**John C. Kimball High School**  
**Single Plan For Student Achievement**  
**Recommendations and Assurances**

The school site council (SSC) recommends this 2011/12 school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (*Check those that apply*):

\_\_\_ Title I Advisory Committee

\_\_\_ English Learner Advisory Committee

\_\_\_ Community Advisory Committee for Special Education Programs

\_\_\_ Gifted and Talented Education Program Advisory Committee

\_\_\_ Other (list) \_\_\_\_\_

4. The SSC reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the SSC at a public meeting on: \_\_\_\_\_.

Attested:

\_\_\_\_\_  
Print name of school principal

\_\_\_\_\_  
Signature of school principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print name of SSC chairperson

\_\_\_\_\_  
Signature of SSC chairperson

\_\_\_\_\_  
Date

## Kimball High School Plan Budget 2011-12

		<u>Total</u>	<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title II</u>
	11/12 Estimated Allocations	\$ 164,516	\$ 92,969		\$ 65,547	\$ 6,000
	10/11 Carryover	\$ -				
	Sub-Total	\$ 164,516	\$ 92,969	\$ -	\$ 65,547	\$ 6,000
	<b>TOTAL</b>	<b>\$ 164,516</b>	<b>\$ 92,969</b>	<b>\$ -</b>	<b>\$ 65,547</b>	<b>\$ 6,000</b>
	<b>ALLOCATED GOAL TOTAL</b>	<b>\$ 105,248</b>	<b>\$ 29,100</b>	<b>\$ -</b>	<b>\$ 70,148</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 II</u>
	Provide direct support to students through centralized services.				\$ 4,601	
1a.1	Para Support for EL students in core academic classes and ELD classes				\$ 19,309	
1a.1	Consult Period for ELD Coordinator				\$ 19,814	
1a.2	EL Student Resources to support Academic Language Development (books, CDs, etc.)				\$ 10,400	
1a.2	Support Class for ALD				\$ 14,024	
1a.5	CELDT Testing				\$ 2,000	
	<b>GOAL TOTALS</b>		\$ -	\$ -	\$ 70,148	\$ -
	<i>Goal #2: Increase students' average daily attendance:</i>					
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title II</u>
2.4	Perfect Attendance and Incentives		\$ 500			
	<b>GOAL TOTALS</b>		\$ 500	\$ -	\$ -	\$ -
	<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>
3a.1	RSDSS: Professional Learning Community, Direct Instruction, Instructional Tours, Principals network, Staff Inservice. Includes staff release time.		\$ 5,000			\$ 6,000
3a.4	Professional Development: Release Time and Conference		\$ 15,500			
3a.5	Staff Training for AP and Pre-AP courses, College Board Training		\$ 3,500			
3a.6	Professional Development: Aligning Curriculum to Standards		\$ 3,000			
3a.7	Office Staff/ Security Staff Training		\$ 1,600			
	<b>GOAL TOTALS</b>		\$ 28,600	\$ -	\$ -	\$ 6,000

# Single Plan for Student Achievement 2011/12



## ***McKinley Elementary***

*Tracy Unified School District*

*CDS: 39-75499-6042857*

*Principal: Carla Washington*

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 Con App, 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](mailto:cwashington@tusd.net)

SSC approval date: October 11, 2011

# SECTION I: SCHOOL PROFILE

## A. Description of any Significant Changes

### 1. Description of School Demographic composition

	Source	2009/10	2010/11	2011/12
Enrollment (#)	Oct CBEDS	413	427	416
AFDC/Free & Reduced (%)	Oct CBEDS	59%	60%	60%
English Learners R-30 (%)	Mar R-30	186	197/44%	
Fluent English (FEP/R-FEP) (%)	Mar R-30	7	2/0%	
Students redesignated to FEP (#)	Mar R-30	0	0	
Ethnicity: White (%)	Oct CBEDS	153	84	21%
Hispanic(%)	Oct CBEDS	142	238	56%
African American(%)	Oct CBEDS	33	27	6%
Asian(%)	Oct CBEDS	31	50	12%

In the 2010/11 school year our Hispanic population went from 142 in previous year to 238 students in 2010/11 school year. Our White population went from 153 the previous year to 84 students. In the 2010/11 school year our white population was not a numerically significant sub-group on API.

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

	2010/11	2011/12
number of classroom teachers	21	17
number and type of support certificated staff (including special education staff)	8	8
number of classified staff	13	15
Number/percent of NCLB highly qualified teachers	100%	100%
Number/percent of teachers with EL Certification	100%	100%

There are a few changes in staffing for the 2011-2012 school year. We added two teachers this year in order to eliminate our combo classes and support our Title I program. Two of our teachers moved from first grade to teach second and third grade. We also added two three hour paraprofessionals to support our Title I 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

We are under major modernization. We started with the parking lot.

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.	\$ 105,490
<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 funds)	\$ 6,883
Total amount of state categorical funds allocated to this school	\$ 112,373

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	\$ 77,309
<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	\$ 83,309
Total amount of state and federal categorical funds allocated to this school	\$195,682

## 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	2010 Rating	2011 Rating	Comments
<b>EPC #1 Instructional Program</b>			
1.1	4	4	All classes have Open Court reading programs in place
1.2	3	3	Not all grades have an adopted intervention materials
1.3	3	3	All classes have Scott Foresman math program
1.4	4	3	Teachers also use Mathland manipulatives when necessary
1.5	0	1	No additional time has been allotted
<b>EPC #2 ES/MS: Instructional Time HS: Student access to standards aligned core courses</b>			
2.1	4	3	Full time allocated and monitored
2.2	3	3	ExCel Reading groups
2.3	4	4	Teachers instruct 60 minutes uninterrupted
2.4	3	3	Additional math for needy students
<b>EPC #3 School Principal's Instructional Leadership Training</b>			
3.1	3	3	Principal has attended R/LA training
3.2	1	1	Principal has not attended math training
<b>EPC #4 Credentialed Teachers and Teacher Prof. Development Opportunity</b>			
4.1a/b	3	3	100% NCLB highly qualified
4.2	1	3	R/LA training attended by teachers
4.3	2	3	Math training attended by teachers
<b>EPC #5 Student Achievement Monitoring System</b>			
5.1	4	4	Ongoing monitoring of formative ELA assessments
5.2	3	3	Ongoing monitoring of formative math assessments
<b>EPC #6 On-Going Instructional Assistance and Support for Teachers</b>			
6.1	2	3	Teacher support and team leaders
6.2	2	2	District math expert and math cadre
<b>EPC #7 Teacher Collaboration by Gr. Level/Subject Matter</b>			
7.1	3	3	Data Teams in place for collaboration
7.2	3	3	Data Teams in place for collaboration
<b>EPC #8 ES/MS: Lesson Pacing Schedule; HS: Intervention Programs</b>			
8.1	3	3	Pacing guides given to all teachers
8.2	3	3	Pacing guides given to all teachers
<b>EPC #9 Fiscal Support</b>			
9.1	3	4	Funds used to support reading
9.2	3	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. In fourth and fifth grades we are not using the intensive intervention materials as a separate program. We are using the materials as a supplement when we have

students that need intensive intervention in mathematics. In language arts we provide an ExCel program where we use assessments and placement criteria to determine the instructional needs of all of our students and the intensity of support offered to our students. This time is given priority and protected from interruptions. This time also gives us the opportunity to pre/re-teach concepts and skills taught in the grade level basic core. We also use the ancillary materials which includes vocabulary. The program is designed to provide extra support for struggling readers and English learners. 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

<b>Group</b>  (NCLB target) ES/MS HS	2009 % Prof. ELA (≥ 46.0%) (≥ 44.5%)	2010 % Prof. ELA (≥ 56.8%) (≥ 55.6%)	2011 % Prof. ELA (≥ 67.6%) (≥ 66.7%)	AYP Goal Met?	5% growth Goal Met?	2009 % Prof. Math (≥ 47.5%) (≥ 43.5%)	2010 % Prof. Math (≥ 58%) (≥ 54.8%)	2011 % Prof. Math (≥ 68.5%) (≥ 66.1%)	AYP Goal Met?	5% growth Goal Met?
<b>School Total</b>	45	49.8	<b>51.0</b>	No		40	42.8	<b>56.6</b>	Yes	
<b>Sub-group #1</b> Hispanic or Latino	38	41.9	<b>46.0</b>	Yes		29	35.8	<b>51.5</b>	Yes	
<b>Sub-Group #2</b> White not Hispanic	59	N/A	<b>62.7</b>	Yes		54	N/A	<b>71.2</b>	Yes	
<b>Sub-Group #3</b> Socioecon. Disad.	38	47.1	<b>45.1</b>	No		35	40.1	<b>50.3</b>	Yes	
<b>Sub-group #4</b> ELL students	31	39.3	<b>44.3</b>	Yes		35	39.3	<b>47.3</b>	Yes	

### **Achievement Gap Data**

#### **Longitudinal AYP 2007 – 2011 • 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
2007	24.4/22.3	32.1	51.5	25.7	25.8	22.5	22.0	21.7	29.8	17.2	34.3
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	27.1	40.4	15.9	38.6	17.7	36.7	19.6
2010	56.8/55.6	49.8	64.5	n/a	n/a	41.9	22.6	47.1	17.4	39.3	25.2
2011	67.6/66.7	51.0	62.7	N/A	N/A	46	-5	45.1	-5.9	44.3	-6.7

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

#### **Longitudinal AYP 2007 – 2011 • 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
2007	26.5/20.9	34.8	47.0	34.3	12.7	27.8	19.2	29.8	17.7	23.4	23.6
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	19.1	29.7	22.7	34.3	18.1	35.9	16.5
2010	58.0/54.8	42.8	58.2	n/a	n/a	35.8	22.4	40.1	18.1	39.3	18.9
2011	68.5/66.1	56.6	71.2	n/a	n/a	51.5	-5.1	50.3	20.9	47.3	23.9

**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>	100	<b>Yes</b>
<b>Subgroup #1</b> Hispanic	100	<b>Yes</b>	100	<b>Yes</b>
<b>Subgroup #2</b> White Not Hispanic	99	<b>Yes</b>	99	<b>Yes</b>
<b>Subgroup #3</b> Socio-economically Disadvantaged	100	<b>Yes</b>	100	<b>Yes</b>
<b>Subgroup #4</b> English Learners	100	<b>Yes</b>	100	<b>Yes</b>

**Program Improvement Status for 2010/11:**      Not in PI   X   in PI year   4  

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

An analysis of our AYP data indicates that we missed Safe Harbor by a few percentage points in math causing us to miss Safe Harbor status for the school as a whole.

ELA: All but one significant subgroup met their AYP targets. Our socioeconomically disadvantaged students fell short of the goal in math.

Math: All of our significant subgroups made their targets.

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

Group	2010 Base API	2011 API Target	2011 API	Actual Growth	Target Met Yes or No
<b>School Total</b>	761	766	797	36	Yes
<b>Subgroup #1</b> Hispanic	736	741	770	34	Yes
<b>Subgroup #3</b> Socio-economically Disadvantaged	753	758	775	22	Yes
<b>Subgroup #4</b> English Learners	728	733	767	39	Yes

**Longitudinal (Growth) API 2007 – 2011  
(Achievement Gap Data)**

	School	White	Hispanic	Low SES	EL
	API	API	API Gap	API Gap	API Gap
2007	697	783	653 -130	637 -146	697 -86
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

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

We met our API growth goal moving from an API score of 761 to 797, well beyond the 5% growth goal of 766. All of our significant subgroups met their API targets. Every group showed gains which resulted in an increase in the achievement gap.

**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>2008/2009</b>	238	59.5	51.6	Y	36.9	30.6	Y
<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	Y/n/a

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

We met the AMAO 1 and AMAO 2 goals in both 2008/2009 and 2009-2010. We did not make our target for 2010/2011. We will be examining our schedules, teaching practices and materials to insure that English learner students receive a consistent program of English language development. We understand that meeting 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	2010	2011	Target Met? Y/N	MATH	2010	2011	Target Met? Y/N
Kinder	<b>84</b>	90	Y	Kinder	<b>94</b>	96	Y
Grade 1	<b>75</b>	70	N	Grade 1	<b>82</b>	74	N
Grade 2	<b>70</b>	74	N	Grade 2	<b>80</b>	84	Y
Grade 3	<b>49</b>	45	N	Grade 3	<b>85</b>	70	N
Grade 4	<b>70</b>	53	N	Grade 4	<b>75</b>	71	N
Grade 5	<b>60</b>	54	N	Grade 5	<b>72</b>	78	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 2010 and 2011 in both English language arts and math. All of the other grade levels missed the target by several percentage points. Although our second graders did meet the target in math. 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 grade levels met their API targets.*

## C. School Safety

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

	2009/10		2010/11		% Decrease or Increase	Target Met
	#	%	#	%		
Suspensions	25 Stu (26)	6%	9	2%	-4%	Y
Expulsions	0	0	0	0	0	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 2010	% Agree 2011
Parents	91.39	79.20
Staff - Cert.	88.89	100
Staff – Class.	87.50	100
Students	57.69	77.94
<b>Total</b>	<b>81.4</b>	<b>89.28</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 2010	% Agree 2011
Parents	95.64	81.43
Staff – Cert.	83.33	81.82
Staff – Class.	85.00	75.00
Students	55.45	74.30
<b>Total</b>	<b>80.00</b>	<b>78.13</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
2007/2008	95.23	98%	-2.77	N
2008/2009	95.08	98%	-2.92	N
2009/2010	95.03	98%	-2.97	N
2010/2011	95.40	98%	-2.60	N

### 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 except the parents, In the prior year the overall total was 81.4 percent and this year 89.3 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 – All Students will meet or exceed grade level standards and the achievement gap will be closed.**

- a. Raise the achievement of English Learners
- b. Raise the achievement of at-risk students
- c. Prepare students for STAR testing
- d. (schools with gr. 6-12) Improve student achievement in Mathematics
- e. (HS only) Provide CAHSEE Remediation

#### 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 EL's students.*
- 2) *The implications for this years' school plan is that we know that we have a ways to go before we can celebrate. Although our English learners made safe harbor they did not make their AMAO's. 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 change all of our afternoon ELD groups to mornings. The morning is when we have more paraprofessional support.*
- 3) **At Risk Students**
  - 1) *Our low socioeconomically disadvantaged students did not make safe harbor target in English language arts on the CST's.*
  - 2) *Our goal was for all of our subgroups to make their targets. We were disappointed to miss the target by a few percentage points. We thought that we had made all of our targets when we learned that we had a 36 point gain in our API score.*
  - 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.*

##### b. STAR prep

- 1) *The 2010/11 school year was the first 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 second grade once due to the late ordering and arrival of the assessment materials. Third through fifth were tested 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 most grade levels. We also gained 36 point on our API score.*
- 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.*

## **Goal #2 – Increase students’ average daily attendance**

Evaluation of Plan for Goal 2:

- 1) *We did not meet the goal of 98 % for the 2010-2011 school year. Our overall attendance was 95.40% which is up a few percentage points from the prior year which was 95.03 %.*
- 2) *Our plan was to communicate attendance data to staff, students and parents. We monitored attendance daily, weekly and monthly. We did complete all the action steps in our PDSA.*
- 3) *We will also continue to advocate the importance of attendance in our newsletter and post our attendance percentages. We will also discuss the topic during our monthly Parent/Teacher Committee meetings, School Site Council and ELAC committee meetings.*

## **Goal #3 – Diversity and Equity: Increase cultural proficiency to support a provide a positive, safe, and healthy school climate.**

Evaluation of Plan for Goal 3:

- 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 decrease in suspensions and 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 #4 – Professional Development: Provide an articulated, sustained plan of professional development activities designed to build the school’s capacity to support programs and achieve goals.**

Evaluation of Plan for Goal 4:

- 1) *Our leadership team participated in a RSDSS Leadership Seminar that focused on creating a climate of trust.*
- 2) *Our leadership staff was able to work as a team to bring back activities and positive attitudes that reflected a sense of team. Last year we analyzed data and conducted walk-throughs in our grade level teams.*
- 3) *We are going to continue to analyze data and conduct monthly walk-throughs that involve all of our teachers.*

## **Goal #5 – 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.**

Evaluation of Plan for Goal 5:

- 1) *We had 45 parents involved in our PIQE group. We had two groups one of twenty –two and one of twenty-three. 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 #6 – Technology: Provide staff and students the opportunity to use technology for learning, communicating and working in an information-centered society.**

Evaluation of Plan for Goal 6:

- 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. This year we will be ordering more document cameras and Beyond Question a student response system for grades 2-5.*

**Goal #7 – Improve the school libraries. (if included in prior year plan)**

Evaluation of Plan for Goal 7:

- 1) This year we do not have a library due to campus modernization.*

**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 2011/2012**

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

The 2011/2012 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. They also made further recommendations in the fall. The School Plan and budget were approved by the School Site Council at the October 11 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
Carla Washington	X				
Danielle Faasisila		X			
Emily DiGiulio		X			
May Sue Lee		X			
Barbara Moser			X		
Jennifer Rico				X	
Sharon Cardinal				X	
Alex Nguyen				X	
Jennifer Rios				X	
Victoria Bribiesca				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: 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 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 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 that 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 fourth year of Program Improvement. This label motivates us to understand our changing population and use strategies that are appropriate.

Our goal is to ensure that teachers understand strategies for addressing classroom management and student achievement with larger class sizes. Also it is important that teachers are equipped with strategies 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: 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. For the 2011-12 school year students will not have access to a computer lab or library due to our modernization project. We have 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 McKinley does not have a library due to modernization of the campus.

## **C. Activities for 2010/2011 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**

- 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

**Rationale:** *Our EL significant subgroups 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.*

<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 centralize services	District office	EIA/Title I	9/11– 6/12			
1a.2 Provide 2 bilingual Para's for ExCel, ELD groups and CELDT	Principal	EIA/Title I	9/11– 6/12			
1a.3 Provide 1 Title I Para to facilitate small groups and Coordinate CELDT	Principal	EIA/Title I	9/11– 6/12			
1a.4 Purchase testing materials for CELDT and IPT	Principal	EIA/Title I	Sept 2011			
1a.5 Classroom budget \$10 per student & copy budget	Principal	EIA/Title I	Sept 2011			
<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 two 3 hour Para's for small groups, ELD and CELDT (k-5)	Principal	EIA/Title I	Oct 2011			
1b.2 Rent leases, repairs and maintenance agreements, copy paper and ink.	Principal	EIA/Title I	9/11-6/12			
1b.3 Provide instructional materials from Nancy Fetzer, including white boards, makers and teacher manuals.	Principal	EIA/Title I	9/11-6/12			
1b.4 Provide level II interventions before and after school	Principal	EIA/Title I	9/11-6/12			

<b>1c.CST/CAHSEE Preparation</b>						
1c.1 Assess students using Curriculum Associate/Subs for scoring and data analysis and copies of the results.	Principal	EIA/Title I	9/11-5/12			
1c.2 Blueprint standards for all grade levels.	Principal	EIA/Title I	9/11-5/12			
<b>1d. Plan for Increasing Deployment of Best Instructional practices</b>						
Action Steps (Plan)	Person Responsible	Resources	Timeline	Do	Study	Act
1d.1 Involve teachers in instructional tours/ provide subs for tours and debriefing.	Principal	EIA/Title I	10/11-4/12			

**Plan for providing ELD to English learners in 2011/12:**

Grade	Organization of Students	Frequency of ELD	Duration of ELD	Provided by	Materials used
<i>K</i>	Whole Group	Daily	30 minutes	Classroom Teacher	Santillana/Open Court ELD support Guide
<i>1st</i>	By CELDT Levels	Daily	30 minutes	Classroom Teacher/ Paraprofessional	Santillana/Open Court ELD support Guide
<i>2nd</i>	By CELDT Levels	Daily	30 minutes	Classroom Teacher/ Paraprofessional	Santillana/Open Court ELD support Guide
<i>3rd</i>	By CELDT Levels	Daily	30 minutes	Classroom Teacher/ Paraprofessional	Santillana/Open Court ELD support Guide
<i>4th</i>	By CELDT Levels	Daily	30 minutes	Classroom Teacher/ Paraprofessional	Santillana/Open Court ELD support Guide
<i>5th</i>	By CELDT Levels	Daily	30 minutes	Classroom Teacher/ Paraprofessional	Santillana/Open Court ELD support Guide

## **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	2010/11	51.8%	56.9%	62.9%	N
	2011/12				
MATHEMATICS	2010/11	74.2%	76.3%	78.7%	N
	2011/12				

<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	2010/11	44.3%	55.8%	58.4%	N
	2011/12				
MATHEMATICS	2010/11	71.5%	75.2%	75.5%	N
	2011/12				

<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	2010/11				
	2011/12				
MATHEMATICS	2010/11				
	2011/12				

<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	2010/11	46.1%	51.3%	59.6%	N
	2011/12				
MATHEMATICS	2010/11	70.0%	71.4%	76.7%	N
	2011/12				

<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	2010/11	54.9%	53.5%	60.8%	N
	2011/12				
MATHEMATICS	2010/11	69.5%	70.3%	73.2%	N
	2011/12				

## **Part B: 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	85%	100%	100%	100%	<b>93%</b>	95%	88%	
	part	15%				<b>7%</b>	5%	13%	
Checking for Understanding	full	85%	47%	17%	56%	<b>57%</b>	65%	25%	
	part	57%	18%	17%	22%	<b>14%</b>	17%	38%	
Learning Objective	full	75%	41%	17%	78%	<b>79%</b>	78%	63%	
	part	8%	35%	50%	22%	<b>14%</b>	22%	25%	
Non-Linguistic Representation	full	69%	76%	50%	44%	<b>14%</b>	33%	50%	
	part	8%	24%	33%	11%	<b>7%</b>	12%	13%	

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

### **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>							
	part								
Checking for Understanding	full	<b>58%</b>							
	part	<b>17%</b>							
Learning Objective	full	<b>75%</b>							
	part	<b>8%</b>							
Non-Linguistic Representation	full	<b>42%</b>							
	part	<b>50%</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, referrals/citations
- Reduction in tardies
- 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 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.

<b>2a Increase Students' Average Daily Attendance</b>						
Action Steps (Plan)	Person Responsible	Resources	Timeline	Do	Study	Act
2a.1 Attendance updated in Tiger Tracks monthly with a bar graph	Secretary		Sept-June			
2a.2 Chart in class best attendance/ incentive for students	Teacher		Sept -June			
2a.3 Monitor attendance daily, weekly and monthly	Principal/Clerk		Aug-June			
2a.4 Communicate with parents of students chronically absent or tardy						
<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 on bullying and Character counts	Principal		Sept-June			
2b.2 Provide noon supervision in the cafeteria and on the playground	Principal		August-June			
2b.3 Principal and other staff members vision during recess, before and after school.	Principal/staff		August-June			
2b.4 Have a zero tolerance for bullying.	All staff		August-June			
2b.5 Provide intramural sports activities at recess and lunch	Principal/teacher		Sept/June			
2b.6 Provide ongoing professional development related to cultural proficiency	Principal		Oct/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
2010-2011	97.32	96.09	96.36	96.38	95.32	94.65	93.86	93.31	93.23	95.64	95.43
2011-2012											
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 fourth year of Program Improvement. This label motivates us to understand our changing population and use strategies that are appropriate. Our goal is to ensure that teachers understand strategies for addressing classroom management and student achievement with larger class sizes. Also it is important that teachers are equipped with strategies to address our growing EL population.*

<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>
3.1 Participate in RSDSS Academic Vocabulary	Principal	Title I	Sept- 4 sessions			
3.2 Participate in Nancy Fetzer’s academic language and writing training	Principal	Title I & II	4 days in Nov and 4 days in May			
3.3 Provide planning and release time through out the year for analysis of student data, team coaching and classroom observations.	Principal	EIA / Title I	Oct-May Once a month			
<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 Offer Academic Vocabulary trainings on ERM Mondays .	Principal	Title I	Sept 4 sessions			
3b.2 Provide Data Team time before the staff meetings	Principal		Weekly			
3b.3 Provide training with Nancy Fetzer on a ERM Monday	Principal	Title I	Nov/May 8 days			
3b.4 Talk with the staff about the importance of staff development	Principal		On-going			
3b.5 Model Best Instructional Practices at the staff meetings.	Principal		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
- Increase in number of parents attending parent meetings
- Number of parents attending Parent Education workshops
- Increase in number of parents attending school functions

**Rationale:** *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. And, although there is a large and growing subgroup of Hispanic students, very few Spanish speaking parents are involved. Their support and assistance with student learning on the campus and in the home are important to student success. We want to establish a stronger connection with our Spanish speaking parents and see increased involvement.*

Parent Involvement & Communication						
Action Steps	Person Responsible	Resources	Timeline	Do	Study	Act
4.1 Implement Family Learning Night activities such as science and literacy	Principal	Title I/EIA	Sept-June			
4.2 Translate home communication into Spanish. Postage, copies & supplies	Principal	Title I/EIA	Aug-June			
4.3 Provide translators for evening activities and conferences	Secretary	Title I/EIA	Aug-June			
4.4 Provide a parenting class in English and Spanish & include childcare	Principal	Title I/EIA	Aug-June			
4.5 Encourage parents to participate in SSC, MPTC and ELAC	Principal		Aug-June			
4.6 Promote communication in English and Spanish weekly using Tiger Folders, Tiger Tracks and 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 and availability of technology in classrooms

**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. With the increase of computers in the classrooms teachers will have greater opportunities to address technology and technology literacy. For the 2011-12 school year students will not have access to a computer lab or library due to our modernization project. We have 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.*

<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 Students will use classroom computers with all k-5 students using guideline from both District and site technology plans	Principal		Aug-June			
5.2 Implement Rosetta Stone interventions in classrooms	Teachers		Aug-June			
5.3 Use and analyze data from DataWise to determine academic needs and specific interventions for all students.	Principal		Sept-June			
5.4 Continue to purchase and/replace technology in the classrooms	Principal	Title I/EIA	Aug-June			
5.5 Purchase annual AR subscription to support web-based program	Principal	Title I/EIA	Aug-June			
5.6 Purchase hardware/software to maintain existing equipment	Principal	Title I/EIA	Aug-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

**McKinley Elementary**  
**Single Plan For Student Achievement**  
**Recommendations and Assurances**

The school site council (SSC) recommends this 2011/12 school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (*Check those that apply*):

\_\_\_ Title I Advisory Committee

\_\_\_ English Learner Advisory Committee

\_\_\_ Community Advisory Committee for Special Education Programs

\_\_\_ Gifted and Talented Education Program Advisory Committee

\_\_\_ Other (list) \_\_\_\_\_

6. The SSC reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
7. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
8. This school plan was adopted by the SSC at a public meeting on: \_\_\_\_\_.

Attested:

\_\_\_\_\_  
Print name of school principal

\_\_\_\_\_  
Signature of school principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print name of SSC chairperson

\_\_\_\_\_  
Signature of SSC chairperson

\_\_\_\_\_  
Date

McKinley Elementary School Plan Budget 2011-12

		<u>Total</u>	<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Title II</u>
	11/12 Estimated Allocations	\$ 195,967	\$ 6,883	\$ 12,808	\$ 98,571	\$ 71,705	\$ 6,000
	10/11 Carryover	\$ -					
	Sub-Total	\$ 195,967	\$ 6,883	\$ 12,808	\$ 98,571	\$ 71,705	\$ 6,000
	Centralized Services	\$ 12,523			\$ 6,919	\$ 5,604	
	<b>TOTAL</b>	<b>\$ 208,490</b>	<b>\$ 6,883</b>	<b>\$ 12,808</b>	<b>\$ 105,490</b>	<b>\$ 77,309</b>	<b>\$ 6,000</b>
	<b>ALLOCATED GOAL TOTAL</b>	<b>\$ 159,452</b>	<b>\$ 5,000</b>	<b>\$ 6,000</b>	<b>\$ 82,337</b>	<b>\$ 60,115</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 II</u>
1a.1	Provide direct support to students through centralized services.				\$ 6,919	\$ 5,604	
1a.2	Provide two bilingual Para's for ExCel, ELD groups and CELDT testing (Margarita & Marlene/3.5 Hours)				\$ 11,871	\$ 11,928	
1a.3	Provide a Title I Para to facilitate small groups and administer CELDT (Barbara Moser)				\$ 13,263	\$ 13,263	
1a.4	Provide testing materials for CELDT and IPT				\$ 500	\$ 500	
1a.5	Classroom budget \$10 per student & copy budget		\$ 1,000		\$ 4,500	\$ 3,000	
1b.1	Provide two 3 hour para's for ExCel, ELD groups and CELDT (2-Open Positions)				\$ 15,834		
1b.2	Rent leases, repairs and maintenance agreements, copy paper masters and transparencies.		\$ 3,000		\$ 2,000	\$ 1,000	
1b.3	Provide instructional materials from Nancy Fetzer, including white boards, marker, guides, books and posters.				\$ 3,000	\$ 2,000	
1b.4	Provide level II interventions before and after school.				\$ 4,000	\$ 1,000	
1c.1	Assess students using Curriculum Associates/ subs for scoring and data analysis and copies of results				\$ 2,000	\$ 1,200	
1c.2	Blueprint standards and copies of Curriculum Associate results				\$ 100		
1d.1	Provide subs for Instructional Tours (12 days X 24 subs)				\$ 1,500	\$ 600	
	<b>GOAL TOTALS</b>	<b>\$115,178</b>	<b>\$ 4,000</b>	<b>\$ -</b>	<b>\$ 65,487</b>	<b>\$ 40,095</b>	<b>\$ -</b>

McKinley Elementary School Plan Budget 2011-12

	<b>Goal #2a: Increase students' average daily attendance:</b>						
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Title II</u>
2a.1	Update attendance in Tiger Tracks/ rewards and certificates.		\$ 500			\$ 300	
	<b>GOAL TOTALS</b>		<b>\$ 500</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 300</b>	<b>\$ -</b>
	<b>Goal #2b: Diversity and Equity: Increase cultural proficiency to support and provide a positive, safe, and healthy school climate:</b>						
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Title II</u>
2b.1	Provide Assemblies with a focus on bullying & character counts ( Power of One)				\$ 2,000		
	<b>GOAL TOTALS</b>		<b>\$ -</b>	<b>\$ -</b>	<b>\$ 2,000</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 I</u>	<u>Title II</u>
3.1	Participate in RSDSS Academic Vocabulary					\$ 8,750	
3.2	Participate in Nancy Fetzer's academic language and writing professional development training. Provide subs					\$ 3,000	\$ 6,000
3.3	Provide planning and release time throughout the year for analysis of student data, team coaching and planning, and classroom observation throughout the year include subs				\$ 1,000		
	<b>GOAL TOTALS</b>		<b>\$ -</b>	<b>\$ -</b>	<b>\$ 1,000</b>	<b>\$ 11,750</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 I</u>	<u>Title II</u>
4.1	Implement Family Night activities such as science night.				\$ 500		
4.2	Translate home communications into Spanish. Postage & copies		\$ 500		\$ 650	\$ 500	
4.3	Provide translators for evening activities and conferences				\$ 400	\$ 300	
4.4	Provide a parent education class in Spanish and English/childcare				\$ 300	\$ 7,170	
4.5	Encourage parents to participate in SSC, MPTC and ELAC						
	<b>GOAL TOTALS</b>		<b>\$ 500</b>	<b>\$ -</b>	<b>\$ 1,850</b>	<b>\$ 7,970</b>	<b>\$ -</b>
	<b>Goal #5: Technology: To provide staff and students the opportunity to use technology for learning, communicating, and working in an information-centered society:</b>						
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Title II</u>
5.4	Purchase and replace technology in the classrooms			\$ 6,000	\$ 7,000		
5.5	Purchase annual Accelerated Reader License				\$ 2,000		
5.6	Purchase hardware/software to maintain equipment				\$ 3,000		
	<b>GOAL TOTALS</b>		<b>\$ -</b>	<b>\$ 6,000</b>	<b>\$ 12,000</b>	<b>\$ -</b>	<b>\$ -</b>

# **Single Plan for Student Achievement 2011/12**



## ***Monte Vista Middle School***

***Tracy Unified School District***

***CDS: 39-75499-6042840***

***Principal: Susan O'Hara-Jones***

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](mailto:sohara@tusd.net)

SSC approval date: October 20, 2011

# SECTION I: SCHOOL PROFILE

## A. Description of any Significant Changes

### 1. Description of School Demographic composition

	Source	2009/10	2010/11	2011/12
Enrollment (#)	Oct CBEDS	830	840	871
AFDC/Free & Reduced (%)	Oct CBEDS	62%	65%	77%
English Learners R-30 (%)	Mar R-30	36%	27%	
Fluent English (FEP/R-FEP) (%)	Mar R-30	17%	22%	
Students redesignated to FEP (#)	Mar R-30	11%	32%	
Ethnicity: White (%)	Oct CBEDS	15%	8%	13%
Hispanic(%)	Oct CBEDS	61%	53%	60%
African American(%)	Oct CBEDS	10%	10%	10%
Asian(%)	Oct CBEDS	8%	7%	13%

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

	2010/11	2011/12
number of classroom teachers	34	34
number and type of support certificated staff (including special education staff)	RSP = 1 SDC = 4	RSP = 1 SDC = 4
number of classified staff	22	23
Number/percent of NCLB highly qualified teachers	95%	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

Currently, we are undergoing renovations determined by Measure S. Significant upgrades in classrooms is happening, so teachers are being required to move to other classrooms during the renovations, and PE classes are required to make frequent adjustments to where classes are occurring because of the construction. Completion of the renovation is anticipated to happen in the Fall Semester of 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.	\$118,877
<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 funds)	\$ 16,382
Total amount of state categorical funds allocated to this school	\$135,259

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	\$152,082
<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	\$158,082
Total amount of state and federal categorical funds allocated to this school	\$293,341

## 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	2010 Rating	2011 Rating	Comments
<b>EPC #1 Instructional Materials</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 Instructional Time</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	3	Most English Language Development classrooms have the appropriate time allocations for students.
2.4	3	3	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 Instructional Pacing Guides</b>			
3.1		4	All teachers use the instructional pacing guide for the adopted Reading/Language Arts Program
3.2		4	All teachers use the instructional pacing guide for the adopted Mathematics Program
<b>EPC #4 Administrator Instructional Leadership Training</b>			
4.1	4	3	Most administrators have completed an instructional leadership training program in the adopted Reading/Language Arts instructional materials.
4.2	4	3	Most administrators have completed an instructional leadership training program in the adopted Mathematics instructional materials.
4.3		4	All administrators have been provided with on-going, targeted professional development.
<b>EPC #5 Teacher Credentialing and Professional Development</b>			
5.1	3	3	Most classrooms have fully credentialed, highly-qualified teachers
5.2	3	3	Most teachers have completed a materials-based professional development program in the adopted Reading/Language Arts materials.
5.3	3	3	Most teachers have completed a materials-based professional development program in the adopted Mathematics materials.

EPC #6 On-Going Instructional Assistance and Support				
6.1	3	4	TUSD and MVMS provide on-going assistance to support teachers in effective classroom instruction for ELA.	
6.2	3	4	TUSD and MVMS provide on-going assistance to support teachers in effective classroom instruction for math.	
EPC #7 Teacher Collaboration by Gr. Level/Subject Matter				
EPC #7 Student Achievement Monitoring System				
7.1	4	4	Teachers use a variety of on-going assessments and monitoring in order to use data to direct effective instruction in ELA.	
7.2	4	4	Teachers use a variety of on-going assessments and monitoring in order to use data to direct effective instruction in Math.	
EPC #8 Teacher Collaboration				
8.1	4	4	Teachers collaborate weekly around assessment results in order to use data to direct effective instruction in ELA.	
8.2	4	4	Teachers collaborate weekly around assessment results in order to use data to direct effective instruction in ELA.	
EPC #9 Fiscal Support				
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):**

*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 Monte Vista Middle School uses curriculum in the classroom that is based upon California standards. In addition, students are placed in Language Arts intervention classes during the school day depending upon their need. At this time, only 8<sup>th</sup> grade students have intervention classes in Math during the school day. There is a rigorous, standards-based after-school tutoring program for all students, taught daily by our credentialed 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

<b>Group</b> <b>(NCLB target)</b> ES/MS HS	2009 % Prof. ELA (≥ 46.0%) (≥ 44.5%)	2010 % Prof. ELA (≥ 56.8%) (≥ 55.6%)	2011 % Prof. ELA (≥ 67.6%) (≥ 66.7%)	<b>AYP Goal Met?</b>	<b>5% growth Goal Met?</b>	2009 % Prof. Math (≥ 47.5%) (≥ 43.5%)	2010 % Prof. Math (≥ 58%) (≥ 54.8%)	2011 % Prof. Math (≥ 68.5%) (≥ 66.1%)	<b>AYP Goal Met?</b>	<b>5% growth Goal Met?</b>
<b>School Total</b>	44.4	<b>52.1</b>	<b>47.5</b>	No	<b>N</b>	30	36.7	<b>36.2</b>	No	<b>N</b>
<b>Sub-group #1</b> Hispanic or Latino	36.3	<b>48.1</b>	<b>42.0</b>	No	<b>N</b>	25.1	33.4	<b>28.7</b>	No	<b>N</b>
<b>Sub-Group #2</b> White not Hispanic	57.1	<b>60.0</b>	<b>53.3</b>	No	<b>N</b>	34.8	38.6	<b>31.4</b>	No	<b>N</b>
<b>Sub-Group #3</b> Socioecon. Disad.	39.9	<b>46.2</b>	<b>40.9</b>	No	<b>N</b>	26.7	33.4	<b>29.1</b>	No	<b>N</b>
<b>Sub-group #4</b> ELL students	34.6	<b>42.7</b>	<b>33.3</b>	No	<b>N</b>	26.7	29.9	<b>24.5</b>	No	<b>N</b>
<b>Sub-group #5</b> Stu. w/ Disabilities	54.1	<b>N/A</b>	<b>36.4</b>	N/A	<b>N</b>	30.8	N/A	<b>30.2</b>	N/A	<b>N</b>

## Achievement Gap Data

### Longitudinal AYP 2007 – 2011 • 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
2007	24.4/22.3	30.4	41.8	25.3	16.5	21.2	20.6	22.3	19.5	12.5	29.3	14.8	27.0
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	6.8	34.7	19.8	38.2	6.3	32.9	21.6	32.5	22
2010	56.8/55.6	52.1	60	44.4	15.6	48.1	11.9	46.2	13.8	42.7	17.3	38	22
2011	67.6/66.7	47.5	53.3	44.4	8.9	42.0	11.3	40.9	12.4	33.3	20	36.4	16.9

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

### Longitudinal AYP 2007 – 2011 • 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
2007	26.5/20.9	21.5	20.8	16.9	3.9	15.5	5.3	14.4	6.4	13.2	7.6	14.3	6.5
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	8.1	26.2	8.1	27.3	7.0	27.8	4.5	32.5	1.8
2010	58.0/54.8	36.7	38.6	29.2	9.4	33.4	3.3	33.4	5.2	29.9	8.7	35.2	3.4
2011	68.5/66.1	32.6	31.4	24.7	6.7	28.7	2.7	29.1	2.3	24.5	6.9	30.2	1.2

#### 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>98</b>	<b>Yes</b>
<b>Subgroup #3</b> Socio-economically Disadvantaged	<b>100</b>	<b>Yes</b>	<b>99</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:**      Not in PI      **X** in PI year      **6**

#### 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 this time, at least 98% of our students are participating in the ELA STAR testing. The data indicates that, although our sub-group achievement levels did not improve last year, the gap between the achievement of our white students and our other sub-groups is diminishing. The only group whose gap did not diminish last year was the EL group. All of our groups need to improve their achievement levels significantly.

Math: At this time, at least 98% of our students are participating in the ELA STAR testing. The data indicates that, although our sub-group achievement levels did not improve last year, the gap between the achievement of our white students and our other sub-groups is diminishing. All of our groups 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	2010 Base API	2011 API Target	2011 API	Actual Growth	Target Met Yes or No
<b>School Total</b>	748	753	727	-21	No
<b>Subgroup #1</b> Hispanic	726	731	700	-26	No
<b>Subgroup #2</b> White Not Hispanic	797	800	743	-54	No
<b>Subgroup #3</b> Socio-economically Disadvantaged	723	728	698	-25	No
<b>Subgroup #4</b> English Learners	707	712	671	-36	No

**Longitudinal (Growth) API 2007 – 2011  
(Achievement Gap Data)**

	School	White	Hispanic	Low SES	EL	Stu w/Dis
	API	API	API Gap	API Gap	API Gap	API Gap
2007	659	694	612 82	614 80	594 100	659 35
2008	668	724	629 95	638 86	636 88	668 56
2009	733	777	704 73	710 67	697 80	N/A N/A
2010	748	796	726 70	723 73	706 90	N/A N/A
2011	727	743	700 43	698 45	671 72	603 140

**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, although our sub-group achievement levels did not improve last year, the gap between the achievement of our white students and our other sub-groups is diminishing substantially. 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>2008/2009</b>	253	55	51.6	Y	28	30.6	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

**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 data indicates that last year the students in our AMAO 2 group met its target, but our AMAO 1 group did not.

**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	2010	2011	Target Met? Y/N	MATH	2010	2011	Target Met? Y/N
Grade 6	52	35	N	Grade 6	54	55	N
Grade 7	57	58	N	Grade 7	58	46	N
Grade 8	54	44	N	Alg. Read.		32	n/a
				Algebra	60	54	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).*

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 February 10, 2009, 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™*. Even though the walk-through occurred in 2009, the data cultivated from this visit may be indicative of teacher practices during the 2011-1012 school year as well.

<b>Number of Classrooms Observed</b>	<b>21 out of 44</b>
Time on Task	71%
Checking for Understanding	67%
Observable Classroom Procedures	62%
Clear Learning Objectives	67%
Appropriate Pacing	62%

Although the RSDSS team was able to visit only about 50% of the classrooms, the data from the RSDSS visit indicates that in order for students to get the maximum amount of learning time, the teachers at least in these classrooms need to increase their teaching strategies significantly.

## C. School Safety

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

*To calculate the percent take the number of student suspended divided by enrollment.*

	2009/10		2010/11		% Decrease or Increase	Target Met
	#	%	#	%		
Suspensions	217/105	12.65%	293/98	11.6%	-8.3%	Y
Expulsions	10/830	1.2%	14/840	1.6%	+4%	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 2010	% Agree 2011
Parents	59.38	87.92
Staff – cert.	73.81	63.64
Staff – class.	64.82	100
Students	69.14	71.63
Total	66.79%	80.80%
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 2010	% Agree 2011
Parents	69.2	88.69
Staff – cert.	66.67	47.72
Staff – class.	64.44	73.33
Students	60.03	58.13
Total	65.09%	66.97%
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
2007/2008	94.13%	98%	-3.87%	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

### 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?*

Although the school climate has improved as far as parents and classified staff are concerned, the teaching staff is not in agreement. The one teacher comment complained that the best and brightest teachers are being driven out of the profession, and the primary complaints of the students were the fairness of teachers and the state of the bathrooms. The student opinion decreased slightly, but not significantly. Our attendance has continued to hover around 95% for the last two years.

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

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

#### **Goal #1 – All Students will meet or exceed grade level standards and the achievement gap will be closed.**

- a. Raise the achievement of English Learners
- b. Raise the achievement of at-risk students
- c. Prepare students for STAR testing
- d. (schools with gr. 6-12) Improve student achievement in Mathematics

#### Evaluation of Plan for Goal 1:

- a. English Learners
  - 1) Although we implemented our plan to increase the achievement of our EL students by creating several intervention classes for our students to address their specific needs, and we made sure that our EL teachers were given time to attend topic-specific workshops and conferences, we did not achieve our goals.
  - 2) 52.6% of our EL students met their AMAO 1 target although our target for last year was 54.6%. 43.5% of our students met the AMAO 2 target. Our goal was 43.2% so we did make that target.
  - 3) This year we have instituted a more specifically targeted plan based upon research done at the State level concerning why EL students are not improving achievement. Therefore, we are including an "Academic Language Development" component, both in every Language Arts classroom and in the intervention classes for the neediest students. In addition, we have contracted with the San Joaquin County Office of Education to provide year-long coaches for our teachers to help them improve their classroom strategies.
- b. At Risk Students
  - 1) Students determined to be "At-Risk" are not a separate category.
  - 2) However, generalizing from the overall scores of our students would indicate that they did not improve their achievement.
  - 3) This year, all teachers will be focusing on Academic Language Acquisition as a part of overall achievement. Also, using the Accelerated Reader Program as a support for reading practice and comprehension was successful for the teachers who implemented it last year. The goal this year will be to have 100% of the ELA teachers implement AR as part of their curriculum.
- c. STAR prep
  - 1) Although teachers continued to focus on the Blueprint standards in the classrooms last year, observations in the classroom indicate that not all teachers were teaching the standards at all times. In addition, not all teachers were using the results of the Curriculum Associates Practice test results or CST Released Questions to guide instruction for students to ensure achievement. This year, all teachers will use their Data Team meetings to monitor closely how they are doing to provide the necessary instruction.
  - 2) Research indicates that using the teacher of record to give the STAR test results in the most productive outcomes, so we will continue to do that.
- d. Student Achievement in Mathematics (gr 6-12)
  - 1) Both 6<sup>th</sup> and 8<sup>th</sup> grade students improved achievement in math last year, although not substantially enough. 7<sup>th</sup> grade math students did not fare as well.
  - 2) As a result, this year we have contracted with the San Joaquin County Office of Education to provide year-long coaches for our teachers to help them improve their classroom strategies in math.

## **Goal #2 – Increase students’ average daily attendance**

### Evaluation of Plan for Goal 2:

- 1) We achieved an average of 95.21 % 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.
- 2) We were able to maintain an average of 95% last year, but we did not see an increase in attendance.
- 3) We will continue to monitor and respond to patterns of attendance, reward students and encourage good attendance. In addition, teachers who have 100% attendance will be rewarded too.

## **Goal #3 – Diversity and Equity: Increase cultural proficiency to support a provide a positive, safe, and healthy school climate.**

### Evaluation of Plan for Goal 3:

- 1) During each staff meeting for the second semester, an activity was led by the Principal and Leadership Team to engage staff in training and experiences in Diversity & Equity.
- 2) When the achievement gains data are looked at for each sub-group within our school population, there is evidence that gains were made within the groups. The gap between white student achievement and that of other groups is actually narrowing. That could indicate that the staff is gaining knowledge and expertise in reading our diverse population.
- 3) We will continue to imbed diversity & Equity training into the staff meetings. In addition, this year we will acknowledge and focus on the data from our diverse groups and aim explicitly to improve achievement within every group. In addition, we will continue to implement the rest of the steps for this goal.

## **Goal #4 – Professional Development: Provide an articulated, sustained plan of professional development activities designed to build the school’s capacity to support programs and achieve goals.**

### Evaluation of Plan for Goal 4:

- 1) During the 2010-2011 school year, data teams continued to look at information about their students and how to have a positive impact on their education. Direct Instruction training was provided for several teacher interested in strengthening teaching strategies. All teachers were expected to focus on “The Big 4” (Student Engagement; Timely Daily Objectives; Checking for Understanding; and, Non-Linguistic Representations) in their lessons.
- 2) Although major attention was placed on looking at and using data, and being more effective in the classroom, the results were disappointing. Not enough students achieved proficiency either on District or State Standards, and our sub-groups did not do as well as we desired.
- 3) More team meetings will be scheduled this year so that teaching teams can focus more frequently on how to effectively reach our students. In addition, more attention will be given to how test results need to be analyzed and used to improve instruction. Our sub-groups will be monitored strategically.

**Goal #5 – 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.**

Evaluation of Plan for Goal 5:

- 1) We used our automated phone messages and emails frequently last year, both in English and in Spanish, to communicate important information to parents. The response was positive. We began the process of using our new website as another communication resource for parents. For the last several years, we have given every child an agenda, and the teachers and parents have used them as a very effective contact tool.
- 2) The feedback on the Climate Survey indicates that many more parents are satisfied with the efforts of the staff at MVMS. The growth from the previous year was from 69% positive to 89% positive.
- 3) Currently, we are hosting a series of Parent Education classes through the Parent Involvement in Quality Education (PIQE) program for 9 weeks. It was very effective in the past, so it will continue. In addition, during the second semester, Parent Project will host a series dedicated to steering middle school children and their families through the trials of adolescence. We will continue to implement the successful action steps from last year in order to stay in close touch with our school families.

**Goal #6 – Technology: Provide staff and students the opportunity to use technology for learning, communicating and working in an information-centered society.**

Evaluation of Plan for Goal 6:

- 1) Every teacher has at least two computers in the classroom: one for the teacher, and one for student use. In addition, classes made extensive use of the two computer rooms: one in a classroom, and one in the library. The computers were in daily use throughout the year. Furthermore, any teacher who wanted a Smartboard to enhance the variety of curricular presentation was given one. The computer could connect the class to the world through the Smartboard.
- 2) Our two Technology Site experts made sure that our campus stayed up-to-date and online all year.
- 3) As our school is renovated, more technology is in the plan. Every classroom will be wired for the 21<sup>st</sup> Century.

**Goal #7 – Improve the school libraries. (if included in prior year plan)**

Evaluation of Plan for Goal 7:

- 1) We maintained the services available to students last year by keeping the library open daily from 7:30 AM to 3:15 PM.
- 2) We will not be able to do that this year because of cutbacks. Teachers are doing the best they can with the shortage, and our librarian is staggering her hours to try to serve to most students 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?*

Although the staff at Monte Vista has spent the last several years looking at data so that they can help improve achievement, last year we faltered. As soon as we received the results from our District Assessments and our STAR test results, we began to analyze them. In investigating the data, each of our data teams took the time to look at last year's scores for all major assessments, evaluating how students did from their prior year's scores compared to how they did as a result of being in our classrooms last year. The goal was to uncover where and why students may not have achieved as much as teachers planned and to determine what new goals must be set for this year.

*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 primary means in which the staff, the administration, the Leadership Team and the School Site Council used the single school plan last year was to adjust the budget whenever the teams recognized a need. The goal and action steps were examined monthly as the school year progressed; however, they were not changed but continued to be used as the guiding view for the school community until the final results could be determined. As we analyzed the results at the beginning of this school year, we adjusted the preliminary school plan to reflect the current, updated needs. It was determined that being able to look at the whole pictures during the year was most productive for the teams.

## **SECTION IV: SCHOOL PLAN FOR 2011/2012**

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

The 2011/2012 School Plan that follows was developed through the joint efforts of the Leadership Team and the School Site Council. Input was also requested from the ELAC group. Many of the goals are multi-year implementation, and continue with each new plan. We try as much as possible to support programs that encourage improvement in student achievement. The School Plan and budget were approved by the School Site Council at the October 20, 2011 meeting.

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				
Dawn Arbogast		X			
Holly Sowers		X			
Lisa Fuggar		X			
Jennie Musqulier			X		
Lisa Fugger				X	
Kim Tomassen				X	
Romelia Berver*				X	
Margarita Foonseca*				X	
Celeste Moore					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: \_\_\_\_\_

- ☒ 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 (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) A primary focus group at MVMS is the English Learner group, because this group was 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. This group is being targeted for the most intense intervention on a daily basis, particularly in the area of Academic Language Development.

We are also receiving 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 students and staff are afforded a safe and equitable learning environment.

(site) Several strategies were used last year to improve attendance. However, our average remained steady at 95%. This year one new strategy will be to reward teachers who have 100% attendance as well as students. In addition, at our PIQE program for parents, the teachers are stressing 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 help, activities and snacks. We are also continuing to provide communication resources as well as on-site programs to reach out to parents in our community.

**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 continuing to use the services of the San Joaquin County Office of Education to help us target our under-performing students in Math and in Language Arts so that teachers can help students improve achievement in their classrooms, and we are continuing to have teachers obtain Direct Instruction certification. In addition, we have had AVID classes at our school for seven years, and our goal still is to become an all-AVID School and, eventually, an AVID Demonstration 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) We have found substantial success in using our marquee to advertise up-coming events and important news, but 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. We are offering another series of PIQE classes this year, and we are going to offer Parent Project. Finally, we are joining with the Boys and Girls Club this year to offer services and program that involve both parents and families.

**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) 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 have two computer labs, open to every teacher daily on a sign up basis. In addition, one of our teachers instructs a class on computer use so that our students are computer literate before they get to high school. Every teacher who wants a Smart Board has one. Also, as he did last year, Officer Chuck Baker will be addressing both parents and teachers about cybersafety

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

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

(site) Unfortunately, due to cutbacks, our librarian is only able to work part-time and is staggering her hours to try to serve to most students possible.

## **C. Activities for 2010/2011 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 students scoring proficient on Math CST (gr. 6-12)
- Alignment of curriculum maps/pacing guides to Blueprint standards (optional)

**Rationale:** A primary focus group at MVMS is the English Learner group, because this group was 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. This group is being targeted for the most intense intervention on a daily basis, particularly in the area of Academic Language Development.

We are also receiving 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 release time for the CELDT coordinator	Principal	EIA	All Year			
1a.5 Translate MVMS Newsletter/bulletins and automated phone calls into Spanish.	Principal	EIA	quarterly			
1a.6 Provide funds for professional conferences and workshops so that ELD and other classroom teachers can get additional training.	SSC	EIA	All year			
1a.7 Maintain added technology in ELD classrooms	SSC	EIA	ongoing			
1a.8 Provide translation services	Principal	EIA	All year			
1a.9 Provide support for Correcting and reporting CELDT scores	CELDT Coord	EIA	October			
1a.10 Create enough intervention classes on Master Schedule to ensure that long-term EL students will have extra time and attention for academic language development growth.	Principal	EIA	Summer			
1a.11 Provide supplemental books for classrooms.	CELDT Coord	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 Provide funds for SST coordinator.	Principal	Title1/EIA	Monthly			
1b.2 Provide funds for supplemental curriculum materials for Academic Language Development classes.	Principal	Title1/EIA	All year			
1b.3 Provide funds for Level 2 after-school tutoring.	Principal	Title 1	Start Oct.1			
1b.4 Use Accelerated Reader on computers in Computer Lab so students have access to extra help.	Teachers	Title 1	All year			
1b.5 Provide substitutes for teachers for SSTs & IEPs	Principal	Title 1	All year			
1b.6 Provide CST test prep materials	Principal	Title 1	All year			
1b.7 Purchase level 1 & 2 AR books for struggling readers.	Principal	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 Data Teams will continue to focus on using Blue Print Standards in all curriculum areas.	Teachers	Teacher collab.	All year			
1c.2 Teachers will continue to use Curriculum Associates preparation materials to prepare for STAR testing in both ELA and math.	Teachers	Teacher collab.	All year			
1c.3 Continue to use updated STAR testing schedule so that the teacher of record can give the STAR tests to their own students.	Principal/AP/ counselors	Prior schedule	January - May			
	Principal	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 Increased focus will be made to ensure that all classroom and teachers are using the Best Instructional Practices (Big 4) in all classrooms by increasing amount of instructional tours by both Principal and peers during the school year, and by providing coaching as necessary.	Principal/coaches	Walk-throughs/ staff meetings/ data	All year			
1d.2 Teachers will be informed on a weekly basis of the results of the Instructional tours as a way to encourage improvement.	Principal	data	Weekly			
1d.3 Attention will be paid during Data Team meetings to the necessity of the Big 4 in improving instruction.	Principal/CISC /Teachrs	Data Wise	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 Place Accelerated Math on computers in Computer Lab so students can access it and provide supplies for program.	TSA/teachers	Teacher collab.	November			
1e.2 Continue to promote and use HotMath.com 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 Create 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 Support Class placement by assessment.	Asst. Prin/ Counselors/Teachers	Collaboration w/ teachers	August, 2011			
1e.7 Place students in Algebra Readiness Class placement by assessment.	Asst. Prin/ Counselors/Teachers	Collaboration w/ teachers	August, 2011			

**Plan for providing ELD to English Learners in 2011/12:**

<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</b>	CELDT levels 1-2	2 periods of ELD daily	100 minutes/day	Mr. Chakraverty	Shining Star
	CELDT levels 3-5	1 period of ELD (ALAS) daily	50 min/day	Mrs. Sowers	Holt + Supp. Mater
<b>7</b>	CELDT levels 1-2	2 periods of ELD daily	100 minutes/day	Mr. Ruiz	Shining Star
	CELDT levels 3-5	1 period of ELD (ALAS) daily	50 min/day	Mr. Carlfeldt	Holt + Supp. Mater
<b>8</b>	CELDT levels 1-2	1 period of ELD daily	50 minutes/day	Mr. Lynch	Shining Star/Holt Supplemental
	CELDT levels 3-5	1 period of ELD (ALAS) daily	50 min/day	Mr. Zinnel	Holt + Supp. Mater

## **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	2010/11			48.8	N
	2011/12				
MATHEMATICS	2010/11			50.7	N
	2011/12				

<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	2010/11			34.4	N
	2011/12				
MATHEMATICS	2010/11			35.0	N
	2011/12				

<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	2010/11			38.4	N
	2011/12				
MATHEMATICS	2010/11			37.5	N
	2011/12				

<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	2010/11			46.1	N
	2011/12				
MATHEMATICS	2010/11			48.1	N
	2011/12				

<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	2010/11			49.0	N
	2011/12				
MATHEMATICS	2010/11			49.1	N
	2011/12				

## **Part B: 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	70%	84%	<b>84%</b>		50%	63%	<b>72%</b>	79%
	part	20%	12%	<b>0</b>		37%	21%	<b>11%</b>	19%
Checking for Understanding	full	50%	15%	<b>19%</b>		22%	26%	<b>31%</b>	14%
	part	30%	26%	<b>31%</b>		37%	34%	<b>15%</b>	15%
Learning Objective	full	80%	79%	<b>75%</b>		45%	41%	<b>29%</b>	22%
	part		16%	<b>15%</b>		15%	14%	<b>24%</b>	12%
Non-Linguistic Representation	full	10%	42%	<b>47%</b>		25%	37%	<b>44%</b>	14%
	part		15%	<b>16%</b>		25%		<b>13%</b>	

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

### **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>71%</b>							
	part	<b>19%</b>							
Checking for Understanding	full	<b>50%</b>							
	part	<b>22%</b>							
Learning Objective	full	<b>52%</b>							
	part	<b>24%</b>							
Non-Linguistic Representation	full	<b>48%</b>							
	part	<b>19%</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.

**Rationale:** Several strategies were used last year to improve attendance. However, our average remained steady at 95%. This year one new strategy will be to reward teachers who have 100% attendance as well as students. In addition, at our PIQE program for parents, the teachers are stressing the essential importance of attendance on 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 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	Reports	Quarterly			
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	AERIES	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.	VP/Principal	Teachers	Review during year			
2b.3 Liaison/Leadership Committee 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	Each month			

2b.4 Consistent discipline consequences enforced	VP/Principal	Review consequences	At Discipline Committee			
2b.5 AVID	3 Teachers	Title 1/EIA	All Year			
2b.6 Positive Award Assemblies	Leadership	Title 1	3 times a year			
2b.7 Ongoing staff development in Cultural Diversity awareness and appreciation	Principal/Leadership	ongoing	All year			
2b.8 Support WEB Program	Teachers	Ongoing	All year			
2b.9 Nextels for PE teachers	Principal	Ongoing	All year			
2b.10 Provide locks for locker rooms	Principal	Ongoing	All year			
2b.11 Provide supplies for Art	Principal	Ongoing	All year			
2b.12 Provide supplies for Science	Principal	Ongoing	All year			
2b.13 Provide support for student clubs	Principal	Ongoing	All year			
2b.14 Provide license for movies as fundraisers/rewards/curriculum	Principal	Ongoing	All year			
2b.15 Support for the Music Program	Principal	Ongoing	All year			
2b.16 Partnership with Boys & Girls Club for after school student support & enjoyment	Principal	Ongoing	All year			
2b.17 Provide support with office supplies/support for equipment	Principal	Ongoing	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
2010-2011	97.56%	96.49%	96.38	95.34	94.52	94.36	93.79	93.96	95.0	95.29	95.21
2011-2012	97.61%	96.09%									
Difference +/-	+.05	-.40									

**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 continuing to use the services of the San Joaquin County Office of Education to help us target our under-performing students in Math and in Language Arts so that teachers can help students improve achievement in their classrooms, and we are continuing to have teachers obtain Direct Instruction certification. In addition, we have had AVID classes at our school for seven years, and our goal still is to become an all-AVID School and, eventually, an AVID Demonstration School.

<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 Choose Target students for each semester, and track racial sub-groups for data regarding academic improvement.	Teachers	Data Wise	All year			
3a.2 Direct Instruction Professional Development by Coaches through SJCOE.	Coaches/Principal	Title 1	All year			
3a.3 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.	Teachers/Principal/AP	Title 1	All year			
3a.4 Improvement in statistics gathered from Instructional Walk-through/data collection	DO/Principal/AP	Asst Sup	All year			
3a.5 Celebration of those students who made progress on CST's	Counselors	Data	April			
3a.6 San Joaquin County Office of Education ELA & Math/Consultant to coach teachers	Principal/AP	Data	All Year			
3a.7 Coach from San Jose Writing Project will provide training for all teachers in how to use effective Academic Language Development strategies within the curriculum						
<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 Continually look at Data from weekly Data Team meetings, Curriculum Associates practice tests, Released Questions practice tests, CST's and \District Assessments	Principal/Teacher s	Data Wise	All year			
3b.2 During weekly Staff meetings, Leadership Team will focus on an AVID strategy or one of the Big Four strategies and provide training for staff so it can be used effectively in class to improve achievement.	Principal /Leadership Team	AERIES/ DataWise	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
- Increase in number of parents attending school functions (optional)

**Rationale** We have found substantial success in using our marquee to advertise up-coming events and important news, but 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

We are offering another series of PIQUE classes this year, and we are going to offer Parent Project. Finally, we are joining with the Boys and Girls Club this year to offer services and program that involve both parents and families.

<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 Universal phone messages sent out in Spanish as well as English	Principal/office	Susana Deol	All year			
4.2 Universal emails sent out in Spanish as well as English	Principal/office	Susana Deol	All year			
4.3 Agendas for each student	Teachers	Title 1	Start of year/as they arrive			
4.4 Provide parent education/empowerment training through PIQE and Parent Project	Principal	Marquee/Newsletter/phone calls/emails	Each month			
4.5 Improve the attendance of families at Parent Club Meetings, Report Card Parent Conferences, & Other Parent Activities	Principal/VP/counselors/teachers	Marquee/Newsletters Phone calls	October			
4.6 Attendance at Boys & Girls Club activities in collaboration w/ MVMS	Principal	Kelly Wilson	All year			
4.7 Use 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	School website-TSA	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)
- 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. AS we can, we will upgrade or replace computers to ensure that we are as current as possible. We also have two technologically capable teachers available for help whenever needed. We have two computer labs, open to every teacher daily on a sign up basis. In addition, one of our teachers instructs a class on computer use so that our students are computer literate before they get to high school. Every teacher who wants a Smart Board has one.

Also, as he did last year, Officer Chuck Baker will be addressing both parents and teachers about cybersafety

<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 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 student use.	Principal	Title 1	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	SRO	December			

**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.*

- The library schedule will be posted so that all teachers and students will know the availability of the library

ESLRs (Expected Schoolwide Learning Results):

**Rationale:** Unfortunately, due to cutbacks, our librarian is only able to work part-time and is staggering her hours to try to serve to most students possible.

Improve School Libraries						
Action Steps (Plan)		Person Responsible	Resources	Timeline	Do	Study Act
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		

### **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

**Monte Vista Middle School**  
**Single Plan For Student Achievement**  
**Recommendations and Assurances**

The school site council (SSC) recommends this 2011/12 school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (*Check those that apply*):

\_\_\_ Title I Advisory Committee

\_\_\_ English Learner Advisory Committee

\_\_\_ Community Advisory Committee for Special Education Programs

\_\_\_ Gifted and Talented Education Program Advisory Committee

\_\_\_ Other (list) \_\_\_\_\_

4. The SSC reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the SSC at a public meeting on: \_\_\_\_\_.

Attested:

\_\_\_\_\_  
Print name of school principal

\_\_\_\_\_  
Signature of school principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print name of SSC chairperson

\_\_\_\_\_  
Signature of SSC chairperson

\_\_\_\_\_  
Date

Monte Vista Middle School Plan Budget 2011-12

		<u>Total</u>	<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Title II</u>
	11/12 Estimated Allocations	\$ 323,323	\$ 16,382	\$ 60,383	\$ 111,080	\$ 129,478	\$ 6,000
	10/11 Carryover	\$ -					
	Sub-Total	\$ 323,323	\$ 16,382	\$ 60,383	\$ 111,080	\$ 129,478	\$ 6,000
	Centralized Services	\$ 18,820			\$ 7,797	\$ 11,023	
	<b>TOTAL</b>	<b>\$ 342,143</b>	<b>\$ 16,382</b>	<b>\$ 60,383</b>	<b>\$ 118,877</b>	<b>\$ 140,501</b>	<b>\$ 6,000</b>
	<b>ALLOCATED GOAL TOTAL</b>	<b>\$ 205,813</b>	<b>\$ 5,100</b>	<b>\$ 9,000</b>	<b>\$ 86,110</b>	<b>\$ 99,603</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 II</u>
	Provide direct support to students through centralized services.				\$ 7,797	\$ 11,023	
1a.1	ELD Paraprofessional				\$ 16,613		
1a.2	Clerk typist (bilingual)					\$ 33,303	
1a.3	Clerical/Sub Time for CELDT testing & support					\$ 7,000	
1a.6	Conferences (e.g.CABE)to increase teachers' EL skill levels and strategies		\$ 2,000		\$ 5,000		
1a.8	Translator ( needed for SSTs, IEPs, after-school functions)				\$ 3,000		
1a.11	ELD/Intervention Materials				\$ 2,000	\$ 1,500	
1a.11	Reading Intervention Materials				\$ 2,000	\$ 1,500	
1a.11	ELA Intervention Materials				\$ 2,000	\$ 1,500	
1a.11	Accelerated Reader Intervention Materials & Fees		\$ 300		\$ 1,700	\$ 1,500	
1b.1	Provide Funds for SST Coordinator		\$ 800				
1b.2	Provide Funds for supplemental curriculum materials for Academic Language Development classes.				\$ 1,000	\$ 200	
1b.3	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	
1b.6	CST Testing & Support Resources				\$ 2,000	\$ 2,000	
1e.5	Math Test Prep Materials				\$ 3,500	\$ 3,500	
	<b>GOAL TOTALS</b>		<b>\$ 4,100</b>	<b>\$ -</b>	<b>\$ 58,610</b>	<b>\$ 58,003</b>	<b>\$ -</b>

Monte Vista Middle School Plan Budget 2011-12

	<b>Goal #2a: Increase students' average daily attendance:</b>						
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Title II</u>
2a.3	Student Rewards & Awards for Attendance and Achievement			\$ 2,000			
2a.8	Teacher Incentives at ERM staff meetings			\$ 2,000			
	<b>GOAL TOTALS</b>		\$ -	\$ 4,000	\$ -	\$ -	\$ -
	<b>Goal #2b: Diversity and Equity: Increase cultural proficiency to support and provide a positive, safe, and healthy school climate:</b>						
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Title II</u>
2b.5	AVID Program Summer Institute training				\$ 4,000	\$4,000	
2b.5	AVID Program Coordinator Training Sub costs				\$ 1,000	\$1,000	
2b.8	Support WEB Program including teacher training			\$ 5,000			
2b.9	Nextels for PE Teachers for Safety & Communication		\$ 1,000				
	<b>GOAL TOTALS</b>		\$ 1,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ -
	<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:</b>						
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Title II</u>
3b.3	ALD (Academic Language Development) consultant (Margaret Tomita) to provide training for all staff					\$ 2,000	\$ 6,000
3b.4	ELA and Math coaches through SJCOE to work with teachers on effective teaching strategies					\$ 8,750	
3b.4	DI Coaching/Walkthroughs /Resources/Leadership (SJCOE)					\$ 8,750	
	<b>GOAL TOTALS</b>		\$ -	\$ -	\$ -	\$ 19,500	\$ 6,000
	<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 I</u>	<u>Title II</u>
4.3	Communication Support (e.g: Agendas)				\$ 2,000		
4.4	Parent Education Classes (PIQE )				\$ 5,000		
4.4	Parent Education Classes (Parent Project)				\$ 3,000		
	<b>GOAL TOTALS</b>		\$ -	\$ -	\$ 7,000	\$ -	\$ -
	<b>Goal #5: Technology: To provide staff and students the opportunity to use technology for learning, communicating, and working in an information-centered society:</b>						
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Title II</u>
5.1	Technology TSAs (2)					\$1,600	
5.2	Equipment repair & maintenance				\$2,500	\$2,500	
5.3	Purchase computers and software for student use.				\$5,000	\$5,000	
5.3	Purchase additional technology as needed (i.e. document cameras for curriculum, ipads for student research and access to information.)				\$3,000	\$3,000	
	Provide supplies & materials to support technology				\$ 5,000	\$ 5,000	
	<b>GOAL TOTALS</b>		\$ -	\$ -	\$ 15,500	\$ 17,100	\$ -

# Single Plan for Student Achievement 2011/12



*North School Roars!*

## *North Elementary*

*Tracy Unified School District*

*CDS: 39-75499-6042865*

*Principal: Frederick A. Medina*

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: 209-956-0839  
E-mail Address: fmedina@tusd.net

SSC approval date: \_\_September 12, 2011\_\_

# SECTION I: SCHOOL PROFILE

## A. Description of any Significant Changes

### 1. Description of School Demographic composition

	Source	2009/10	2010/11	2011/12
Enrollment (#)	Oct CBEDS	811	820	787
AFDC/Free & Reduced (%)	Oct CBEDS		590/72%	79%
English Learners R-30 (%)	Mar R-30	347/ 43%	396/46%	
Fluent English (FEP/R-FEP) (%)	Mar R-30	90/11%	64/8%	
Students redesignated to FEP (#)	Mar R-30	52/6%	0	
Ethnicity: White (%)	Oct CBEDS	145/18%	133/16%	101/13%
Hispanic(%)	Oct CBEDS	503/62%	553/67%	585/74%
African American(%)	Oct CBEDS	67/8%	62/7%	46/6%
Asian(%)	Oct CBEDS	40/5%	53/6%	39/5%

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

	2010/11	2011/12
number of classroom teachers	33	33
number and type of support certificated staff (including special education staff)	2 Special Education 1 Teacher Coach 1 Intervention Coordinator	2 RSP Teachers 1 Teacher Coach
number of classified staff	15	19.5
Number/percent of NCLB highly qualified teachers	33/100%	33/100%
Number/percent of teachers with EL Certification	33/100%	33/100%

Significant Changes: Library hours are reduced to 20 hours a week, Loss of our Intervention Coordinator, Loss of class size reduction in 1<sup>st</sup> grade, Additional 6<sup>th</sup> grade class, Teachers laid-off or unwillingly transferred to North School, hiring of a new PE teacher.

### 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.	\$ 198,642
<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 funds)	\$ 14,794
Total amount of state categorical funds allocated to this school	\$213,436

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	\$126,396
<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	\$ 132,396
Total amount of state and federal categorical funds allocated to this school	\$ 345,832

## 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>2010 Rating</b>	<b>2011 Rating</b>	<b>Comments</b>
<b>EPC #1 Instructional Program</b>			
1.1	3.3	3.2	
1.2	2.6	1.8	Teachers use the support material embedded in the adopted Curriculum.
1.3	1.9	1.5	Teachers use the support material embedded in the adopted Curriculum.
1.4	3.5	3.3	
1.5	2.8	2	Grades 6-8 are designed to provide math support, teachers use the support material that accompanies adopted material.
1.6	4	4	
<b>EPC #2 ES/MS: Instructional Time HS: Student access to standards aligned core courses</b>			
2.1	3.3	3.4	
2.2	2.8	2.9	
2.3	2.5	2.3	Teachers use the support material that comes with adopted material to varying degrees.
2.4	2.6	3	
2.5	3.5	3.5	
2.6	2.9	2.9	
2.7	3	3	
<b>EPC #3 School Principal's Instructional Leadership Training</b>			
3.1	3.3	2.9	Pacing guides are created but may not be in full use.
3.2	3.2	3.1	The District provides "suggestions" leaving it to the teacher to decide.
<b>EPC #4 Credentialed Teachers and Teacher Prof. Development Opportunity</b>			
4.1a/b	4	1	Only a portion of the training has been completed.
4.2	4.2	0	No training.
4.3	1	1	Training is limited to Data Teams.
<b>EPC #5 Student Achievement Monitoring System</b>			
5.1		4	
5.2		3.3	
5.3	2.3	2.1	Not all staff has been through the module training.
<b>EPC #6 On-Going Instructional Assistance and Support for Teachers</b>			
6.1	2.7	2.3	
6.2	2.2	2.6	
<b>EPC #7 Teacher Collaboration by Gr. Level/Subject Matter</b>			
7.1	3.3	3.3	
7.2	3.4	3.2	
<b>EPC #8 ES/MS: Lesson Pacing Schedule; HS: Intervention Programs</b>			
8.1	3.3	3.9	
8.2	3.1	3.4	
<b>EPC #9 Fiscal Support</b>			
9.1	2.7	3.3	
9.2	3.1	3.1	

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

Review the APS most student work is standard based. Challenges are with understanding and delivery of EL strategies as well as cultural and socio-economic challenges.

## 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	2009 % Prof. ELA (≥ 46.0%) (≥ 44.5%)	2010 % Prof. ELA (≥ 56.8%) (≥ 55.6%)	2011 % Prof. ELA (≥ 67.6%) (≥ 66.7%)	AYP Goal Met?	5% growth Goal Met?	2009 % Prof. Math (≥ 47.5%) (≥ 43.5%)	2010 % Prof. Math (≥ 58%) (≥ 54.8%)	2011 % Prof. Math (≥ 68.5%) (≥ 66.1%)	AYP Goal Met?	5% growth Goal Met?
<b>School Total</b>	<b>39.7</b>	<b>37.2</b>	<b>39.8</b>	No		<b>41.6</b>	<b>34.3</b>	<b>39.3</b>	Yes	
<b>Sub-group #1</b> Hispanic or Latino	<b>39</b>	<b>33.8</b>	<b>38.9</b>	Yes		<b>39.8</b>	<b>33.4</b>	<b>39</b>	Yes	
<b>Sub-Group #2</b> White not Hispanic	<b>44.8</b>	<b>N/A</b>	<b>50</b>	No		<b>48.3</b>	<b>N/A</b>	<b>41.8</b>	No	
<b>Sub-Group #3</b> Socioecon. Disad.	<b>36.4</b>	<b>32.3</b>	<b>37.0</b>	Yes		<b>39.3</b>	<b>32.1</b>	<b>37.5</b>	Yes	
<b>Sub-group #4</b> ELL students	<b>36.2</b>	<b>33.0</b>	<b>35.6</b>	No		<b>40</b>	<b>33.8</b>	<b>39.5</b>	Yes	

## Achievement Gap Data

### Longitudinal AYP 2007 – 2011 • 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
2007	24.4/22.3	27.3	37.4	27.9	-9.5	22.3	-15.1	21.4	-16	18.7	-18.7
2008	35.2/33.4	29.6	41.3	36.2	-5.1	23.6	-17.7	22.5	-18.8	22.0	-19.3
2009	46.0/44.5	39.7	44.8	36.4	-8.4	39	-5.8	36.4	-8.4	36.2	-8.6
2010	56.8/55.6	<b>37.2</b>	<b>54.2</b>	<b>30</b>	<b>-24.2</b>	<b>33.8</b>	<b>-20.4</b>	<b>32.3</b>	<b>-21.9</b>	<b>33</b>	<b>-21.2</b>
2011	67.6/66.7	39.8	50	21.1	-28.9	38.9	-11.1	37	-13	35.6	-14.4

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

### Longitudinal AYP 2007 – 2011 • 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
2007	26.5/20.9	25.1	33.6	25.8	-7.8	21.3	-12.3	21.4	-12.2	18.6	-15
2008	37.0/32.2	33.1	34.6	38.3	3.7	30.2	-4.4	28.5	-6.1	29.7	-4.9
2009	47.5/43.5	41.6	48.3	34.1	-14.2	39.8	-8.5	39.3	-9	40	-8.3
2010	58.0/54.8	34.3	33.7	35	1.3	33.4	-3	32.1	-1.6	33.8	.1
2011	68.5/66.1	39.3	41.8	34.2	-7.6	39	-2.8	37.5	-4.3	39.5	-2.3

**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>	100	Yes	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	100	Yes	100	Yes
<b>Subgroup #4</b> English Learners	100	Yes	100	Yes

**Program Improvement Status for 2010/11:**      Not in PI   X   in PI year   5  

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

ELA and Math : Data indicates that achievement levels are dropping or are stagnant. On the surface they may appear as closing the achievement gap but our white population achievement levels have dropped. Overall we are improving but at a glacial pace.

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

Group	2010 Base API	2011 API Target	2011 API	Actual Growth	Target Met Yes or No
<b>School Total</b>	670	677	698	28	YES
<b>Subgroup #1</b> Hispanic	659	666	700	41	YES
<b>Subgroup #3</b> Socio-economically Disadvantaged	651	658	683	32	YES
<b>Subgroup #4</b> English Learners	658	665	690	32	YES

**Longitudinal (Growth) API 2007 – 2011  
(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
2007	646	661	636	-25	623	-38	613	-48	646	661	636	-25
2008	680	721	659	-64	650	-71	645	-76	680	-41	659	-64
2009	703	725	697	-28	689	-36	685	-40	703	-22	697	-28
2010	670	796	NA		659	-137	651	-145	658	-138	NA	
2011	698	705	630	-75	700	-5	683	-22	690	-15	597	-118

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

It appears that we are making progress but in actuality the White students are performing poorly. This may be in part to their declining numbers and socio-economic factors. What we need to focus on is reaching the similar school mark of 750 for all groups. This would indicate that substantial growth is occurring.

**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>2008/2009</b>	258	54.3%	51.6	Y	28.7%	30.6	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

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

Proficiency levels for AMAO 2 have fluctuated. The number of students scoring proficient on the CELDT is a concern as it is an exam that we do not prep the students for. We need to review our approach to this exam and see where we can assist students during the year, over the summer, and when they return to school to be ready for the test.

**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	2010	2011	Target Met? Y/N	MATH	2010	2011	Target Met? Y/N
Kinder	77%	63%	N	Kinder	85%	73%	N
Grade 1	71%	70%	N	Grade 1	79%	82%	Y
Grade 2	33%	57%	N	Grade 2	63%	62%	N
Grade 3	40%	44%	N	Grade 3	89%	78%	N
Grade 4	55%	54%	N	Grade 4	75%	88%	Y
Grade 5	52%	41%	N	Grade 5	71%	63%	N
Grade 6	69%	34%	N	Grade 6	82%	89%	Y
Grade 7	38%	33%	N	Grade 7	60%	58%	N
Grade 8	44%	28%	N	Algebra	40%	65%	N
				Algebra Read	NA	33%	N

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

Data indicates that math is stronger than LA and teachers are not teaching to mastery. Too many students are failing to pass the District Assessments. There also appears to be no correlation between the District assessments and results on the CST.

**C. School Safety**

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

	2009/10		2010/11		% Decrease or Increase	Target Met
	#	%	#	%		
Suspensions	420/123	.15	389/162	20	Increase	N
Expulsions	4	.005	6	.007	Increase	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 2010	% Agree 2011
Parents	83.65	86.46
Staff - Cert.	95.46	86.21
Staff – Class.	93.75	71.43
Students	70.72	74.77
<b>Total</b>	<b>85%</b>	<b>79.72%</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 2010	% Agree 2011
Parents	87.36	91.02
Staff – Cert.	82.96	82.76
Staff – Class.	90.00	80.00
Students	65.63	70.68
<b>Total</b>	<b>81%</b>	<b>81.38</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
2007/2008	94.33	98%	-3.67	N
2008/2009	94.79	98%	-3.21	N
2009/2010	94.79	98%	-3.21	N
2010/2011	95.17	98%	-2.83	N

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

Parents rate North School high in safety and climate. The results from staff are a reaction to the budget crisis TUSD is experiencing. Student results have improved. Written comments by students as those of parents focus on one poor experience with a teacher to taint their perspective of the overall educational experience.

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

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

#### **Goal #1 – All Students will meet or exceed grade level standards and the achievement gap will be closed.**

- a. Raise the achievement of English Learners
- b. Raise the achievement of at-risk students
- c. Prepare students for STAR testing
- d. (schools with gr. 6-12) Improve student achievement in Mathematics
- e. (HS only) Provide CAHSEE Remediation

##### 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 API growth for ELs was 32 pts. The attention and reinforcement activities given to staff to address classroom concerns were very successful.
  - 3) To continue the growth pattern we are expanding our classroom skills for grades K-3 and working on Academic Oral Language strategies with the SJCOE. To address Long Term EL needs a teacher in grade 6-8 is participating in ALAS training.
- b. At Risk Students: Our Hispanic and SES API was good reversing 09-10 year's loss. Given the high numbers of ELs, Hispanic, and SES in each class the strategies learned and applied this year will provide the support needed for All Students.
- c. STAR prep
  - 1) A variety of strategies were shared and used by teachers. Most note worthy the Blue Print Map, Curriculum and Associates to measure progress.
  - 2) These efforts show some promise as indicated by the API scores, but it can not be verified that maps and assessments are being used to drive instruction and planning. Use of BIPS is sporadic and rigor is in question.
  - 3) We will continue to use share strategies and review assessments which I believe will be a part of the Professional Learning Community teams will develop through the year.
- d. Student Achievement in Mathematics (gr 6-12)
  - 1) Math results in grade 6-7 were weak. Curriculum Maps are used but based on the Math book, not necessarily driven by State Blue Print Expectations. Algebra passing was the highest ever for North with 30% passing.
  - 2) We need to revisit Math strategies in these grades and share out best practices as individual teachers are having success. This will come about as we develop our PLCs.
  - 3) ERM's will be used to train staff on the workings of PLCs and strategic support may be provided if desired.

#### **Goal #2 – Increase students' average daily attendance**

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

- 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.

#### **Goal #3 – Diversity and Equity: Increase cultural proficiency to support a provide a positive, safe, and healthy school climate.**

Evaluation of Plan for Goal 3:

- 1) Staff Diversity and Equity Team provided activities during ERM's that provided staff a different perspective regarding race and color.
- 2) Staff is more aware of the challenges our students face and continue to understand their perspective. I feel that we have made tremendous strides as I did not lead the discussions but a team of interested teachers took the lead and challenged staff to see a different perspective.
- 3) We will continue with our efforts and the diversity team will be the catalyst for this continued journey.

**Goal #4 – Professional Development: Provide an articulated, sustained plan of professional development activities designed to build the school's capacity to support programs and achieve goals.**

Evaluation of Plan for Goal 4:

- 1) ERM's were used to articulate the BIPs as well as Marzano's strategies that work with EL students.
- 2) Challenges were heightened because of the staff changes and budget challenges that are faced each year. Instructional tour data indicates we are making progress and staff is coming along slowly.
- 3) This year we are working with the SJCOE Multilingual Office to train teachers K-3 on developing Academic Oral Language. We are continuing our mastery of BIPs as well as more intense classroom visits by the principal providing feedback on what students are doing.

**Goal #5 – 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.**

Evaluation of Plan for Goal 5:

- 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 were held in the evening, 6:30-7:30 to encourage parent participation.
- 2) General parent meetings were well attended but evening SSC meetings proved futile. Two parents showed up each meeting while others promised to come but failed to appear.
- 3) This year, parents have asked that we meet during the day, morning preferably. Evening meetings will continue but SSC will meet on Monday mornings.

**Goal #6 – Technology: Provide staff and students the opportunity to use technology for learning, communicating and working in an information-centered society.**

Evaluation of Plan for Goal 6:

- 1) We continue to purchase licenses for BrainPop and Accelerated Reader. Staff uses specific ERM's 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.
- 3) We will attempt to expand our tech skills as well as acquire more tech such as document cams. We are also working on requiring more student tech use to produce products.

**Goal #7 – 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 regarding student performance; using data to guide instruction is not as common. Challenges present themselves from family issues (socioeconomics, immigration, lack of involvement) to District Office (staffing with RIF teachers, technology restrictions) that at times hinder teacher desire and ability to meet the needs of the students.

This process of monitoring student progress is done on a continuous basis. Parents are updated each trimester, SSC monthly and staff during ERM's and common preps.

## **SECTION IV: SCHOOL PLAN FOR 2011/2012**

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

The 2011/2012 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 2011 Site Council meeting, beginning in February 2011, 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 2011-12 school year. The School Plan and budget were approved by the School Site Council at the September 12, 2011 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
Frederick Medina	X				
Lupita Morales			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			
Numbers of members of each category	1	3	1	5	
Total in each group	5			5	

The interests of English learners are represented by:

- ☒ 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 (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) To meet the needs of EL students North School has entered 2 trainings one for grades K-3, Developing Oral Academic Language for students through the SJCOE Multilingual Dept. and TUSD District ALAS training for grades 6-8 for identified long term EL students. Given the high percentage of Latino, EL, and Socio-Economic factors at North School the strategies being used are designed to impact all students. In addition, staff is working to develop a Professional Learning Community guided by our coach, Nathan Allen, and given opportunities to plan, observe, provide feedback and modify lessons to create a team approach to meeting the needs of the children at North School.

To prepare students for the STAR Exams, Curriculum and Associates is administered a minimum of two times a year for grades 2-8 as well as the released CST questions, to provide data as to the skills mastered and those skills needing instruction.

BIPS are be reinforced through ERM's and by two types of instructional walkthroughs. One is to gather overall classroom data, the other is to provide feedback to the teacher on implementation of the Best Instructional Practices by the principal.

In grades 6-8 Math instruction and support are provided through scheduling. Math Support periods and ability grouping permit teachers to tailor their instruction to the needs of the students they are working with.

Major changes: The rotating chairs with personnel and finding the right fit for staff are creating challenges that definitely impact school and student performance.

### **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%. We continue to acknowledge kids who achieve 98% attendance and will begin a process of targeting Kindergarten and 1<sup>st</sup> grade students and their families to improve attendance.

One ERM a month teachers are exposed to issues of diversity. The North School Diversity Team develops and delivers the theme. As staff continue their personal journeys, student leadership develops and delivers activities for the student body on the array of cultural we have 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 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) North School will train a leadership team to build capacity within the school, with the SJCOE Multilingual Department focusing on academic language strategies for grades K-3 and ALAS providing EL writing strategies for grades 6-8. A teacher certified in Explicit Direct Instruction as a coach will assist in leading a school wide effort to provide training for all staff with BIPs and Professional Learning Communities. To ensure adequate support the coach will be released of classroom duties to support staff.

Major changes: Working with the SJCOE Multilingual Dept. a School wide effort will be made to train staff in Academic Vocabulary Strategies.

**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): To achieve our goals Trimester evening parent meetings as well as Monthly Site Council meetings give us ample opportunities to discuss goals and receive feedback from parents on what is important to them regarding their children. North School is mandated to provide all parent communications in English and Spanish. To successfully accomplish this we must have a literate bilingual secretarial support staff available on site to act as community liaison. Current office staff is unable to meet the demands of our Spanish speaking families and with 80% Hispanic student population at North School the need for a part-time Spanish literate clerk typist is vital. Working with a variety of community partners we will continue to reach out and educate parents through the early childhood parent education program, Science Family Night with Sandia Laboratories, the Parent Project, and the Latino Literacy Program.

Major changes:

The school plan calls for budgeting a 4 hour bilingual Clerk Typist II to meet the needs of our families. Our Family Literacy Grant will provide adult English Language classes for parents in the morning.

**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) North School is a wireless school and provides staff the tools to maintain records and monitor student progress. Parents may access student records via Parent Connect and Middle School students have access to technology for creating documents, research and writing reports.

Currently grades 4-8 students discuss not only the use of technology but the legal, moral, and ethical use of free music downloads, sharing of software, use of Facebook etc. in a changing technological world. North School has two PC labs and grades 2-8 are provided a scheduled day each week to use the lab. There is also at least one PC in each classroom for student access. The PC labs are also available after school until 5:30.

Major Changes: We will be losing 19 computers due to an ever changing technology that makes PCs out of date.

**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 AR books at a wider range of interest and grade span. All of these goals are contingent on the budget.

Major changes: Librarian hours are reduced impacting access to the wealth of books in the library and impacting our focus on reading and literacy.

## **C. Activities for 2010/2011 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)

- To meet the needs of EL students North School has entered 2 trainings one for grades K-3, Developing Oral Academic Language for students through the SJCOE Multilingual Dept. and TUSD District ALAS training for grades 6-8 for identified long term EL students. Given the high percentage of Latino, EL, and Socio-Economic factors at North School the strategies being used are designed to impact all students. In addition, staff is working to develop a Professional Learning Community guided by our coach, Nathan Allen, and given opportunities to plan, observe, provide feedback and modify lessons to create a team approach to meeting the needs of the children at North School.
- To prepare students for the STAR Exams, Curriculum and Associates is administered a minimum of two times a year for grades 2-8 as well as the released CST questions, to provide data as to the skills mastered and those skills needing instruction.
- BIPS are be reinforced through ERM's and by two types of instructional walkthroughs. One is to gather overall classroom data, the other is to provide feedback to the teacher on implementation of the Best Instructional Practices by the principal.
- In grades 6-8 Math instruction and support are provided through scheduling. Math Support periods and ability grouping permit teachers to tailor their instruction to the needs of the students they are working with.

### **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 Personnel to support EL and Struggling Learners (1para 15 Hours)	Admin	EIA	09/2011			
1a.2 Personnel for Student Testing and Data Support (Para 15 hours)	Admin	EIA	08/2011			
1a.3 Three Paras @ 15 Hours each to provide for teacher and student support	Admin/Staff	EIA	08/2011			
1a.4 Resources to Support Student Achievement (eg calculators, graphing paper, realia, tech licenses)	Admin, Staff, Site Council	Title 1 / EIA	09/2011			
1a 5 Provide Direct Support to Students Through Centralized Services	District Office	EIA / Title 1	07/2011			

<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 (eg tutoring program, liaison between after school program and school)	Medina/Harvey	EIA	9/2011			
1b.2 Technology to Support Academic Achievement in Math and Reading (eg site license, document cams, computers, wireless pads)	Medina / Johnson	EIA	8/2011			
<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 Grades 2-8	Allen	EIA /Title I	10/2011			
<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 the number Instructional Tours	Allen / Medina	EIA /Title I	8/2011			
1d.2 ERM's to provide continued BIPS staff development	Allen	EIS/Title I	8/2011			
<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 Schedule to provide math intervention	Medina/Leadership Team		12/2011			

**Plan for providing ELD to English Learners in 2011/12:**

<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-3</b>	Students are heterogeneously grouped	Daily	20-40 Minutes	Teacher and paraprofessional	Open Court Supplements, Santillana
<b>4-5</b>	Students are heterogeneously grouped	Daily	20-40 Minutes	Teacher and paraprofessional	Open Court, Santillana, Rosetta Stone
<b>6-8</b>	Students are heterogeneously grouped - Long Term EL students in ALAS Core	Daily	30-50 Minutes	Teacher and paraprofessional	Holt, ALAS
<b>2-8</b>	New Comers Class (for students with < 1.5 years in US Schools)	Daily	Gr. 2-3 30-60 min Gr. 4-8 – 2-3 hrs	Teacher and paraprofessional	Santillana, Rosetta Stone

**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	2010/11	41%	41.2	53.2	N
	2011/12				
MATHEMATICS	2010/11	69.4 (73.1)	71.2% (64.2%)	69.4% (40.1)	Y
	2011/12				

<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	2010/11	38.5%	40	53%	N
	2011/12				
MATHEMATICS	2010/11	68% (59%)	71 61	68 37.4	Y
	2011/12				

<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	2010/11	42%	45%	55%	
	2011/12				
MATHEMATICS	2010/11			69%	
	2011/12				

<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	2010/11	39%	40	53.2	N
	2011/12				
MATHEMATICS	2010/11	69% (67%)	72 69	68 48	Y
	2011/12				

<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	2010/11	41.3%	32	48.6	N
	2011/12				
MATHEMATICS	2010/11	65% (41%)	63 41	65 45.2	Y
	2011/12				

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

### **2010/11 Results**

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

		<b>Sep</b>	Oct	Nov	Dec	Jan	Feb	Mar	April	May
Student Engagement (formerly Time on Task)	Full	<b>74</b>	53	60	<b>47</b>	60	65	47	40	47
	Part	<b>16</b>	7	20	<b>40</b>	20	15	40	33	33
Checking for Understanding	Full	<b>36</b>	53	33	<b>47</b>	52	48	40	27	27
	Part	<b>18</b>	20	33	<b>20</b>	25	32	20	27	20
Learning Objective	Full	<b>50</b>	60	67	<b>67</b>	70	68	54	40	47
	Part	<b>28</b>	27	27	<b>20</b>	25	30	13	20	20
Non-Linguistic Representation	Full	<b>47</b>	60	67	<b>67</b>	70	65	60	60	60
	Part	<b>16</b>	27	27	<b>27</b>	20	28	27	27	27

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

### **2011/12 Results**

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

		<b>Sep</b>	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) Our attendance has held steady at about 95%. We continue to acknowledge kids who achieve 98% attendance and will begin a process of targeting Kindergarten and 1<sup>st</sup> grade students and their families to improve attendance.

One ERM a month teachers are exposed to issues of diversity. The North Scholl Diversity Team develops and delivers the theme. As staff continue their personal journeys, student leadership develops and delivers activities for the student body on the array of cultural we have at North School.

<b>2a Increase Students' Average Daily Attendance</b>						
Action Steps (Plan)	Person Responsible	Resources	Timeline	Do	Study	Act
2a.1 Resources to Monitor and Identify At-Risk Students	Ruiz / Medina	Title I	8/2011			
2a.2 Parent and Student Contact regarding attendance	Ruiz /Medina	Title I	8/2011			
<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 Resources for the After School Program	Medina	EIA /Title I	05/2012			
2b.2 Staff Diversity and Equity Training	D & E North Team		05/2012			
2b.3 Point Break Services	Medina	EIA/ Title I	05/2012			
2b.4 Peacemakers	Medina	EIA	05/2012			

**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
2010-2011	97	96	96	95	94	95	94	94	95	94.40	95.17
2011-2012											
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) North School will train a leadership team to build capacity within the school, with the SJCOE Multilingual Department focusing on academic language strategies for grades K-3 and ALAS providing EL writing strategies for grades 6-8. A teacher certified in Explicit Direct Instruction as a coach will assist in leading a school wide effort to provide training for all staff with BIPs and Professional Learning Communities. To ensure adequate support the coach will be released of classroom duties to support staff.

<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 MOU with SJCOE Multilingual Dept	Medina	Title II	08/2011			
3a.2 Substitute Expenses for PLC	Allen /Medina	Title II /EIA /Title I				
3a.3 Explicit Direct Instruction Coach	Medina	EIA / Title I				
3a.4 Administrative Support( eg Workshops, Trainings)	Medina	EIA	05/2012			
3a.5 Data Teams leading to discussion on student progress and plans for addressing needs.	Teachers /Allen /Medina		08/2011-05/2012			
3a.6 Tech Teacher: Our tech teachers work 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 (Tech Leader)		08/2011-05/2012			
3a.7 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/ MAA/ Title III	08/2011-05/2012			
3a.8 Leadership Team will address the issues facing North School, develop a plan and present to staff.	Leadership Team		11/2011-4/2012			
3a.9 North Diversity and Equity team will lead activities with staff on issues regarding student progress under the lens of race.	North Diversity and Equity Team		08/2011-05/2012			

<b>3b. Staff Participation in Professional Development on Early Release Mondays</b>						
Action Steps (Plan)	Person Responsible	Resources	Timeline	Do	Study	Act
3b.1 Staff will sign in each meeting	Medina		08/2011-05/2012			
3b.2 Tech Teacher: Our tech teachers work 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 (Tech Leader) /		08/2011-05/2012			
3b.3 Prizes will be raffled for those in attendance-Prizes advertised ahead of the meeting	Medina	MAA	08/2011-05/2012			
3b.4 Leadership Team will address the issues facing North School, develop a plan and present to staff.	Leadership Team		11/2011-4/2012			
3b.5 North Diversity and Equity team will lead activities with staff on issues regarding student progress under the lens of race.	North Diversity and Equity Team		08/2011-05/2012			
3b.6 Principal will follow up with staff when absent	Medina		08/2011-05-2012			

**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): To achieve our goals Trimester evening parent meetings as well as Monthly Site Council meetings give us ample opportunities to discuss goals and receive feedback from parents on what is important to them regarding their children. North School is mandated to provide all parent communications in English and Spanish. To successfully accomplish this we must have a literate bilingual secretarial support staff available on site to act as community liaison. Current office staff is unable to meet the demands of our Spanish speaking families and with 80% Hispanic student population at North School the need for a part-time Spanish literate clerk typist is vital. Working with a variety of community partners we will continue to reach out and educate parents through the early childhood parent education program, Science Family Night with Sandia Laboratories, the Parent Project, and the Latino Literacy Program.

Parent Involvement & Communication						
Action Steps	Person Responsible	Resources	Timeline	Do	Study	Act
4.1 Latino Literacy Project / Staff Salaires/ Support for Program-Child Care & Food	Medina	Title I / EIA	12/2011			
4.2 Staff Home Visits	Medina /Staff	Title I / EIA	01/2012			
4.3 Office Resources to support parent bilingual communication	Office staff	Title I / EIA				
4.4 Resources for Family Academic Nights	Medina /Staff	Title I	03/2012			
4.5 Bilingual Clerk TypistII – Parent, Student, Staff Communication	Medina	EIA	08/2011			

**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:** (site) North School is a wireless school and provides staff the tools to maintain records and monitor student progress. Parents may access student records via Parent Connect and Middle School students have access to technology for creating documents, research and writing reports.

Currently grades 4-8 students discuss not only the use of technology but the legal, moral, and ethical use of free music downloads, sharing of software, use of Facebook etc. in a changing technological world. North School has two PC labs and grades 2-8 are provided a scheduled day each week to use the lab. There is also at least one PC in each classroom for student access. The PC labs are also available after school until 5:30.

Technology						
Action Steps (Plan)	Person Responsible	Resources	Timeline	Do	Study	Act
5.1 Resources to support technology goals (eg Site license, PC repairs, printers, computers)	Johnson /Medina	EIA /Title I	05/2012			

### **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

**North School**  
**Single Plan For Student Achievement**  
**Recommendations and Assurances**

The school site council (SSC) recommends this 2011/12 school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (*Check those that apply*):

\_\_\_ Title I Advisory Committee

\_\_\_ English Learner Advisory Committee

\_\_\_ Community Advisory Committee for Special Education Programs

\_\_\_ Gifted and Talented Education Program Advisory Committee

\_\_\_ Other (list) \_\_\_\_\_

4. The SSC reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the SSC at a public meeting on: \_\_\_\_\_.

Attested:

\_\_\_\_\_  
Print name of school principal

\_\_\_\_\_  
Signature of school principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print name of SSC chairperson

\_\_\_\_\_  
Signature of SSC chairperson

\_\_\_\_\_  
Date

North K-8 School Plan Budget 2011-12

		<u>Total</u>	<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Title II</u>
	11/12 Estimated Allocations	\$ 411,107	\$ 14,794	\$ 65,275	\$ 198,642	\$ 126,396	\$ 6,000
	10/11 Carryover	\$ -					
	Sub-Total	\$ 411,107	\$ 14,794	\$ 65,275	\$ 198,642	\$ 126,396	\$ 6,000
	Centralized Services	\$ 24,705			\$ 13,944	\$ 10,761	
	<b>TOTAL</b>	<b>\$ 435,812</b>	<b>\$ 14,794</b>	<b>\$ 65,275</b>	<b>\$ 212,586</b>	<b>\$ 137,157</b>	<b>\$ 6,000</b>
	<b>ALLOCATED GOAL TOTAL</b>	<b>#REF!</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 exceed grade level standards and the achievement gap is closed.</b>						
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Title II</u>
1.a.5	Provide direct support to students through centralized services.				\$ 13,944	\$ 10,761	
1.a.1	Para Support EL and Struggling Learners - (15 hours)				\$ 9,783		
1.a.2	Para Support for student technology, data, and testing - (15 hours)				\$ 10,871		
1.a.3	Primary Classroom Para to support teacher and students - (15 hours)				\$ 11,490		
1.a.3	Primary Classroom Para to support teacher and students - (15 hours)				\$ 10,974		
1.a.3	Primary Classroom Para to support teacher and students - (15 hours)				\$ 9,783		
1.b.1	After School Intervention for Student Success (eg Liaison for after school program, after hours tutoring)				\$ 28,950		
1.b.2	Technology to Support Academic Achievement in Math & Reading (eg Site Licenses, PCs, document cams)				\$ 26,800		
1.c.1	Resources for Testing Support - Hours & Materials (eg Curriculum and Associates, extra hours for CELDT /IPT testing)				\$ 1,500		
1.a.4	Resources to Support Student Achievement (eg calculators, realia)		\$ 1,700		\$ 12,381	\$ 2,000	
	<b>GOAL TOTALS</b>		<b>\$ 1,700</b>	<b>\$ -</b>	<b>\$ 136,476</b>	<b>\$ 12,761</b>	<b>\$ -</b>

North K-8 School Plan Budget 2011-12

	<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 II</u>
2.a.1	Resources to Monitor and Identify At-Risk Students (eg extra hours for home visits, copy and mail costs)					\$ 354	
2.a.2	Support for parent student contact (eg mail, copies, home visits)					\$ 354	
	<b>GOAL TOTALS</b>		\$ -	\$ -	\$ -	\$ 708	\$ -
	<b>Goal #2.b: Diversity and Equity: Increase cultural proficiency to support and provide a positive, safe, and healthy school climate:</b>						
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Title II</u>
2.b.1	Resources and Support for After School Program - North Boys and Girls Club				\$ 20,000	\$ 20,000	
2.b.3	Point Break Counseling - 14 Hours a week				\$ 4,200	\$ 11,000	
2.b.4	Peacemakers - 20 hours a week				\$ 8,410		
	<b>GOAL TOTALS</b>		\$ -	\$ -	\$ 32,610	\$ 31,000	\$ -
	<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:</b>						
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Title II</u>
3.a.1	Academic Language Acquisition Team Training- SJCOE & Expenses						\$ 5,000
3.a.2	Support for Trainings (eg substitutes, materials, copies)				\$ 2,000	\$ 1,500	\$ 1,000
3.a.3	Explicit Direct Instruction Coach & Materials (Nathan Allen)				\$ 1,500	\$ 76,689	
3.a.4	Administrative Support (i.e. Training /Workshops/Conferences)				\$ 2,000		
	<b>GOAL TOTALS</b>		\$ -	\$ -	\$ 5,500	\$ 78,189	\$ 6,000
	<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 I</u>	<u>Title II</u>
4.1	Latino Literacy Project Materials					\$ 3,500	
4.1	Staff salaries for Latino Literacy Project				\$ 2,000	\$ 1,500	
4.1	Support for Program - Child Care					\$ 1,500	
4.2	Salaries for staff Home Visits				\$ 2,000	\$ 4,000	
4.3	Office Resources to support parent communication (eg translations, mailing & duplication)		\$ 2,000		\$ 2,000	\$ 2,000	
4.4	Resources for Academic Family Nights					\$ 1,000	
4.5	Bilingual Clerk Typist II - Parent, Student, Staff Communication				\$ 18,000		
	<b>GOAL TOTALS</b>		\$ 2,000	\$ -	\$ 24,000	\$ 13,500	\$ -

North K-8 School Plan Budget 2011-12

	<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 I</u></b>	<b><u>Title II</u></b>
5..1	Resources to Support School Technology Goals (eg repairs, wireless tablets)		\$ 3,000		\$ 14,000	\$ 1,000	
	<b><i>GOAL TOTALS</i></b>		<b>\$ 3,000</b>	<b>\$ -</b>	<b>\$ 14,000</b>	<b>\$ 1,000</b>	<b>\$ -</b>

# Single Plan for Student Achievement 2011/12



## *Poet-Christian School*

*Tracy Unified School District*

*CDS: 39-75499-6108997*

*Principal: William Maslyar*

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. 16, 2011

# SECTION I: SCHOOL PROFILE

## A. Description of any Significant Changes

### 1. Description of School Demographic composition

	Source	2009/10	2010/11	2011/12
Enrollment (#)	Oct CBEDS	691	652	627
AFDC/Free & Reduced (%)	Oct CBEDS	28.51%	32.3%	34%
English Learners R-30 (%)	Mar R-30	93	94/14%	
Fluent English (FEP/R-FEP) (%)	Mar R-30	39	74/7%	
Students redesignated to FEP (#)	Mar R-30	0	8	
Ethnicity: White (%)	Oct CBEDS	46.3%	42.6%	41.3%
Hispanic(%)	Oct CBEDS	26.5%	27.6%	40.0%
African American(%)	Oct CBEDS	6.4%	5.1%	3.4%
Asian(%)	Oct CBEDS	4.3%	6.0%	7.2%
Mutiple Ethnicities (%)	Oct CBEDS	11.4%	14.4%	7.3%

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

	2010/11	2011/12
number of classroom teachers	24 FTE	23 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%

*Poet lost one 2nd grade class. This was the result of reductions done in prior years: 2009-10 (1st) and from 2008-09 (Kinder.) Enrollment, fixed at 80 per grade level while an Arts Magnet, is now 64 in K-2, and 80 in 3rd - 8th. If this pattern continues there will be additional FTE reductions in 2011-12 or 2012-13 and beyond. Due to budget cuts, the pull-out instrumental music program for 4th-8th graders was eliminated.*

### 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.	\$47,034
<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	\$ 11,086
Total amount of state categorical funds allocated to this school	\$58,120

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	\$64,120

## 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	2010 Rating	2011 Rating	Comments
<b>EPC #1 Instructional Program</b>			
1.1	3.4	3.4	State Board Adopted materials are used for core instruction in L/A in all classes.
1.2	2.6	2.0	ELD materials are used by some teachers.
1.3	1.0	2.0	No Intensive Intervention L/A materials are used.
1.4	3.4	3.6	State Board Adopted materials are used for core instruction in Math in all classes.
1.5	2.3	2.0	Very little intensive intervention time is provided during the school day except in 7th and 8th grade.
1.6	4.0	4.0	Algebra Readiness Intensive intervention materials are used.
<b>EPC #2 ES/MS: Instructional Time HS: Student access to standards aligned core courses</b>			
2.1	3.1	3.3	Nearly all grade levels provide required core instructional minutes in L/A.
2.2	2.4	2.4	Some intervention time is provided at some grade levels during the school day.
2.3	2.3	2.2	ELD instruction is being provided in many classrooms on a consistent basis, but it is inconsistent in some classrooms.
2.4	1.3	1.7	Very little intensive intervention time is provided during the school day beyond core instruction.
2.5	3.1	3.6	Nearly all grade levels provide the required instructional time in math. There is not enough time in the M.S. schedule.
2.6	1.9	2.4	Some additional intervention instructional time for strategic students is provided in Math.
2.7	2.8	3.2	Some additional intervention instructional time for intensive students is provided in Math.
<b>EPC #3 Instructional Pacing Guides</b>			
3.1	2.8	3.0	Teachers are using the L/A pacing guides with some using ELD components of the adopted materials for providing ELD instruction.
3.2	3.1	3.7	Math pacing guides are used by teachers in all classrooms to varying degrees. Some teachers are modifying the plans or doing the standards out of sequence of the guides.
<b>EPC #4 Administrator Instructional Leadership Training</b>			
4.1a/b	1.0	1.0	Administrator has not received 40 hours of L/A training
4.2	2.0	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 teacher Credentialing and Professional Development</b>			
5.1	4.0	4.0	All teachers are highly qualified and teaching in their credentialed areas.
5.2	2.7	3.0	Most teachers have completed the 40 hour training for ELA with a small number completing the additional 80 practicum.
5.3	2.0	2.2	A few teachers have completed the 40 hour training for Math.
<b>EPC #6 On-Going Instructional Assistance and Support for Teachers</b>			
6.1	1.4	1.5	Very few teachers have had ongoing support in L/A. One teacher is DI certified on staff. Some teachers have been provided coaches and additional support from teachers in the district.

6.2	1.5	1.7	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>			
7.1	3.3	3.5	Nearly all teaches are using the Focus Standards effectively.
7.2	3.4	3.8	All teachers use the District Assessments - some more consistently and effectively than others.
<b>EPC #8 ES/MS: Teacher Collaboration</b>			
8.1	3.3	3.7	Teachers meet regularly at Site and some District Not all teachers have the same prep period. More time is desired for collaboration.
8.2	3.1	3.2	Teachers meet regularly at Site and some District ERM's. Not all teachers have the same prep period. More time is desired for collaboration.
<b>EPC #9 Fiscal Support</b>			
9.1	2.1	3.0	There is not enough or any fiscal support for Level II intervention and materials. Level II mostly for EL students.
9.2	2.5	3.1	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 standards based curriculum in all subject areas. They use district pacing guides 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.

### 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	2009 % Prof. ELA (≥ 46.0%) (≥ 44.5%)	2010 % Prof. ELA (≥ 56.8%) (≥ 55.6%)	2011 % Prof. ELA (≥ 67.6%) (≥ 66.7%)	AYP Goal Met?	5% growth Goal Met?	2009 % Prof. Math (≥ 47.5%) (≥ 43.5%)	2010 % Prof. Math (≥ 58%) (≥ 54.8%)	2011 % Prof. Math (≥ 68.5%) (≥ 66.1%)	AYP Goal Met?	5% growth Goal Met?
<b>School Total</b>	<b>46.3</b>	<b>47.8</b>	<b>51.2</b>	Yes	No	<b>48.6</b>	<b>48.7</b>	<b>50.8</b>	No	No
<b>Sub-group #1</b> Hispanic or Latino	<b>33.3</b>	<b>41.1</b>	<b>43.9</b>	Yes	No	<b>35.6</b>	<b>40.5</b>	<b>48</b>	Yes	Yes
<b>Sub-Group #2</b> White not Hispanic	<b>52.7</b>	<b>55.1</b>	<b>59.3</b>	Yes	No	<b>55.8</b>	<b>59.7</b>	<b>58.8</b>	No	No
<b>Sub-Group #3</b> Socioecon. Disad.	<b>31.0</b>	<b>33.1</b>	<b>42.0</b>	Yes	Yes	<b>31.0</b>	<b>33.1</b>	<b>45.3</b>	Yes	Yes
<b>Sub-group #4</b> ELL students	<b>21.3</b>	<b>(22.7%)</b>	<b>34.5</b>	Yes	Yes	<b>26.3</b>	<b>(24.0%)</b>	<b>40.2</b>	Yes	Yes
<b>Sub-group #5</b> Stu. w/ Disabilities	<b>(18.2)</b>	<b>(29.8%)</b>	<b>23.7</b>	N/A	No	<b>(25.0)</b>	<b>(38.3%)</b>	<b>34.2</b>	N/A	No

## Achievement Gap Data

### Longitudinal AYP 2007 – 2011 • 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
2007	24.4/22.3	47.0	55.6	30.8	24.8	31.3	24.3	30.3	25.3	21.1	34.5	N/A	N/A
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	52.7	34.0	18.7	33.3	19.4	31.0	21.7	21.3	31.4	18.2	34.5
2010	56.8/55.6	47.8	55.1	45.2	9.9	41.1	14.0	33.1	22.0	22.7	32.4	29.8	25.3
2011	67.6/66.7	51.2	59.3	43.5	15.8	43.9	15.4	42	17.3	34.5	24.8	23.7	35.6

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

### Longitudinal AYP 2007 – 2011 • 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
2007	26.5/20.9	36.8	42.6	23.1	19.5	26.1	16.5	21.0	21.6	19.3	23.3	N/A	N/A
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	55.8	37.7	18.1	35.6	20.2	31.0	24.8	26.3	29.5	25.0	30.8
2010	58.0/54.8	48.7	59.7	22.6	37.1	40.5	19.2	33.1	26.6	24.0	35.7	38.3	21.4
2011	68.5/66.1	50.8	58.8	30.4	28.4	48	10.8	45.3	13.5	40.2	18.6	34.2	24.6

**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 AYP data shows that overall scores went up. The school met all targets for ELA: school-wide and in each of the subgroups. 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, have been made in each of the subgroups. 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 upward trend. Although the White subgroup has trended upward, the other subgroups have had more significant gains over the years and the gap has closed appreciably.

**Math:** The AYP data for Math shows similar trends as the ELA data. The White subgroup decreased from 2010 but has trended upward for the past several years. There has only been a modest reduction in the achievement gap for the subgroups as compared to the White subgroup. The African American subgroup 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. The achievement gap in math for our African American subgroup has increased over that period of time.

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

Group	2010 Base API	2011 API Target	2011 API	Actual Growth	Target Met Yes or No
School Total	768	773	765	-3	No
Subgroup #1 Hispanic	726	731	730	4	No
Subgroup #2 White Not Hispanic	800+	800+	802	-8	Yes
Subgroup #3 Socio-economically Disadvantaged	693	698	714	21	Yes

Longitudinal (Growth) API 2007 – 2011  
(Achievement Gap Data)

	School	White	Hispanic		Low SES	
	API	API	API	Gap	API	Gap
2007	744	785	676	-109	659	-126
2008	744	772	682	-90	654	-118
2009	751	778	704	-74	673	-105
2010	768	810	725	-85	693	-117
2011	765	802	730	-72	714	-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?*

The school-wide API score has steadily increased over time but has not surpassed the 800 level. There was a slight dip (-3 points) in the API score from the previous year. When looking at the API score by grade level, there was a huge disparity in scores for our K-6 students versus our 7th-8th students. The school-wide API score for our K-6 students was 798 while the API score for our Middle School was well below that level at 694! This was hugely disappointing. The API score for our Middle School students in 2010 was approximately 40-45 points higher. This drop in scores by the 7th-8th grade students was the main cause for the drop in the school-wide API score.

Our subgroups continue to improve as compared to our white subgroup and the achievement gap as measured by the API has steadily decreased. Although the gap is still significant, it has been shrinking over time.

## 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>2008/2009</b>	73	65.8%	51.6	Y	42.9%	30.6	Y
<b>2009/2010</b>	76	48.7%	53.1	N	12.7/ 43.3	17.4/41.3	N/Y
<b>2010/2011</b>	89	53.9%	54.6	N	17.5/60.6	18.7/43.2	N/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?*

Over the last three years the percentage of students making progress in English (AMAO1) seems to be mixed. There's been a slight increase in the number of EL's over the years, but the percentage of students making progress as measured by the CELDT seems to be just below the Target Number. In general terms, just over half of the students are making progress and that is a major cause of concern. That indicates that almost have are not making progress as measured by the CELDT.

The percentage of students achieving English proficiency (<5 years) is also a bit lower than the target. However the percentage of students with more than 5 years as an EL was much higher than the Target. 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. Only 60% of our 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. These students should be attaining proficiency much quicker and at much higher rates.

**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	2010	2011	Target Met? Y/N	MATH	2010	2011	Target Met? Y/N
Kinder	<b>90%</b>	90%	Yes	Kinder	<b>94%</b>	95%	Yes
Grade 1	<b>77%</b>	83%	Yes	Grade 1	<b>82%</b>	91%	Yes
Grade 2	<b>67%</b>	63%	No	Grade 2	<b>71%</b>	73%	No
Grade 3	<b>58%</b>	69%	No	Grade 3	<b>83%</b>	92%	Yes
Grade 4	<b>59%</b>	61%	No	Grade 4	<b>74%</b>	74%	No
Grade 5	<b>72%</b>	43%	No	Grade 5	<b>83%</b>	60%	No
Grade 6	<b>63%</b>	47%	No	Grade 6	<b>74%</b>	89%	Yes
Grade 7	<b>54%</b>	37%	No	Grade 7	<b>47%</b>	53%	No
Grade 8	<b>67%</b>	49%	No	Grade 8	<b>77%</b>		
				Alg. Read.		59%	No
				Algebra	<b>52%(7<sup>th</sup>)</b> <b>80%(8<sup>th</sup>)</b>	74%	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).*

The District Assessment Data is mixed. While some grade levels show students achieving at relatively high rates as compared to CST results, other grades show much lower achievement rates. In the primary grades, the rates are much higher than the rest of the school and targets were met. In Language Arts there is a steady decline in the rate of proficiency from Kindergarten through 8th grade. In Math the scores are all over the place. There is still considerable discussion 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.

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 70% (Math) and 55% (L/A) of the students in the subgroups are scoring at proficient levels. On the CST's, between 30-40% of our students in the 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 an accurate predictor.

## C. School Safety

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

	2009/10		2010/11		% Decrease or Increase	Target Met
	#	%	#	%		
Suspensions	72 (46)	6.7%	51 (39)	6.1%	-0.6%	N
Expulsions	2	.003%	1	.002%	-0.001%	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 2010	% Agree 2011
Parents	88.33	88.27
Staff – cert.	96.16	95.45
Staff – class.	100.00	75
Students	71.40	69.76
Total	89.0%	82.12
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 2010	% Agree 2011
Parents	92.02	91.81
Staff – cert.	76.92	86.37
Staff – class.	85.00	50
Students	63.42	58.14
Total	79.34%	71.58
Met Goal (Y/N)	Y	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
2007/2008	96.02%	98%	-1.98%	N
2008/2009	96.24%	98%	-1.76%	N
2009/2010	95.84%	98%	-2.16%	N
2010/2011	95.99%	98%	-2.01%	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 dropped significantly from the previous year from nearly 80% down to 72%. Although parents and staff rated school climate high (92% of parents and 86% of staff), student results were far lower at 58%. 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 (29% agreed) and Students treat teachers with respect (55% agreed). In addition, students rated school grounds as well kept (only 47% agreed) and being free from gang violence (only 60% agreed) as low. It should be noted that there were absolutely no discipline incidents of gang activity or gang violence on campus. This question needs to be further investigated and explored with students.

There was a decrease in the number of suspensions from the previous year. This was one of the lowest totals in recent history. There was one expulsion 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 (88% 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 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 – All Students will meet or exceed grade level standards and the achievement gap will be closed.**

- a. Raise the achievement of English Learners
- b. Raise the achievement of at-risk students
- c. Prepare students for STAR testing
- d. (schools with gr. 6-12) Improve student achievement in Mathematics
- e. (HS only) Provide CAHSEE Remediation

#### 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. The EL para-educator assisted teachers with groups and with individualized help for some students.
- 2) There was considerable effort made to meet the 30 minute requirement; however, this did not happen in all classrooms. In addition, work with our upper grade students (5th-8th) was sporadic and inconsistent. Many teachers worked 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. In previous years, the ExCEL model was helpful in delivering instruction but is not possible due to a reduction in staff and classes. Small group instruction in class will be the major focus of delivering ELD instruction with assistance from the EL para.

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

- 1) Level II intervention was provided to at risk students at most grade levels. With no funding to support Level II intervention, teachers still 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.
- 2) In prior years work with at-risk students was more productive and possible. Larger class sizes have made it difficult for teachers to concentrate on at-risk students, EL students, and the general population. Overall efforts to help our at-risk population were not at a level necessary to impact all students effectively.
- 3) There will be considerable effort to continue 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.

##### **c. STAR prep**

- 1) Pacing guides and blueprint standards were matched at the beginning of the school year. Blueprint standards were monitored and evaluated on a regular basis at ERM's to ensure that standards were being taught before the beginning of STAR testing. Curriculum Associates was given three times during the year to assess how students were progressing. This was the first year of doing 3 rounds and it went fairly well. Teachers used the results to focus on weak areas and to re-teach as necessary.

- 2) Overall the efforts to improve scores went well. Although there was a huge drop in scores in 7th and 8th grade, there was significant improvement at the other grade levels. Curriculum Associates proved to be a valuable tool in helping to prepare students for the CST's.
- 3) Pacing Guides were again evaluated and reviewed in the Fall of 2011 to ensure that Blueprint Standards were being taught in time for the CST. Curriculum Associates will continue to be used with an adjusted schedule.

**d. 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 major focus in preparing students.
- 2) Math scores continue to remain higher than L/A after several years of being lower. 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. Although we did not meet our school-wide AYP target, scores did go up from the previous year.
- 3) Math (and L/A) pacing guides (curriculum maps) are being evaluated and reviewed at the beginning of the year and in an ongoing basis 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 – Increase students' average daily attendance**

**Evaluation of Plan for Goal 2:**

- 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. The SARB process was used more effectively and many more parent meetings were held. These efforts improved attendance for most of the targeted students.
- 2) Attendance went up from the previous year overall and during most reporting periods. Although we did not achieve 98%, the attendance rate was still one of the highest in the district.
- 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 noted at the end of each trimester instead of just at the end of the year. Charts and information will be posted in the office as well as the website and newsletter.

**Goal #3 – Diversity and Equity: Increase cultural proficiency to support a provide a positive, safe, and healthy school climate.**

**Evaluation of Plan for Goal 3:**

- 1) We held staff development activities designed around Diversity & Equity. The activities were a continuation of previous work at ERM's in 2009-10. Poet is still in early stages of addressing D&E and the activities produced good dialogue in addressing our roles and responsibilities in closing the achievement gap and reaching out to ALL learners. The PTSA began preparation for a Multicultural Night scheduled for Jan. 2012. The PTSA president met with and attended the Hirsch Multicultural Night in Nov. 2010. A school-wide anti-bullying program was provided by the PTSA. This involved a staff workshop and three hands-on assemblies for students.
- 2) The discussion at the D&E ERM was productive and thought provoking. The staff was open and honest in the discussions about the importance of reaching out to our diverse community and eliminating the achievement gap. We still have a way to go and the staff is anxious for hands-on and specific strategies. We achieved the goal of raising awareness and began a good discussion of where we need to get to make significant improvement with helping all of

our students achieve in school. The anti-bullying program went well but there wasn't enough time to work with students and it is challenging to get consistent participation and involvement in the program. It was also an expensive program. We partially met our anti-bullying goal. We held very good assemblies but it is challenging to keep the movement going. Time and money are needed to make an impact.

- 3) We will continue where we left off in 2010-11 and move forward in our discussion with D&E. We will do an individualized evaluation and school-wide evaluation of our programs and processes in meeting the needs of our diverse population of students.

**Goal #4 – Professional Development: Provide an articulated, sustained plan of professional development activities designed to build the school's capacity to support programs and achieve goals.**

Evaluation of Plan for Goal 4:

- 1) Almost all of the professional development revolved around data teams, pacing guides, blueprint standards, the Big 4, Curriculum Associates, and D&E. With so many topics and reduced time to focus on staff development it was necessary to focus on the STAR/CST's and the district's emphasis on the Big 4. We did not spend much time, if any, on school culture, reflecting on our school goals at the end of the year, anti-bullying, and other meaningful topics. Data Team planning time during Site ERM's accounts for approximately 33% of ERM time and that leaves roughly 1.5 to 3 hours per month for other staff development topics.
- 2) We partially achieved our goal in evaluating pacing guides and blueprint standards. Most teachers had clear plans and were evaluating them regularly in preparation for the STAR. Some did not. We spent a lot of time on the Big 4, but there is still some resistance to consistent implementation. We achieved our goal for Curriculum Associates and used feedback from 2010-11 to improve this process for 2011-12.
- 3) We are again focusing on pacing guides, blueprint standards, Direct Instruction Training with SJCOE (new this year), 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. With the elimination of our Arts Program in 2010-11, we will begin work on a new mission statement and vision.

**Goal #5 – 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.**

Evaluation of Plan for Goal 5:

- 1) The PTSA continued to offer many activities and events to get parents involved at school. New activities and events were added to give families more opportunities to participate in school-wide events. A School Goals meeting was held in September 2010 to give more parents an opportunity to get involved in developing and evaluating the school plan. The electronic Family Envelope was promoted and encouraged and over 120 families began receiving school information via email. Parent Conferences, Open House, and Back to School Night were well attended. Although only 6 parents attended the School Goals meeting their feedback and participation was greatly appreciated.
- 2) Poet has good support from families and they enjoy participating in school-wide events. There is overwhelming positive feedback and huge numbers of participating families. The Parent Conference attendance rate was 96% for K-6 classes. The attendance rate for M.S. was much lower at approximately 60%. 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. A Multicultural Night is being added as well as a Line Dancing/Get Moving Night. A School Goals meeting was not held at the beginning of the year but is being planned for the end of the year as an evaluation piece for the School Plan. Electronic Family Envelope participation continues to grow on a regular basis and will continue to be encouraged and supported to help eliminate costs and to more effectively communicate with parents.

### **Goal #6 – Technology: Provide staff and students the opportunity to use technology for learning, communicating and working in an information-centered society.**

Evaluation of Plan for Goal 6:

- 1) The PTSA made technology one of their priorities and were able to provide funding for the purchase of 7 new computers. We were finally able to replace several computers that were 10 years old! In addition, EIA funding was used to purchase 2 laptops, carts, and LCD projectors for teachers to use in their classrooms to provide better visual instruction for our EL students. We now have 5 LCD projectors to use in the 21 classrooms. The computer lab was used by several classrooms to do projects, research, and writing.
- 2) We partially met our goal of replacing aging computers. A replacement computer is coming to replace the old and slow DataWise computer. We did not meet our goal of purchasing Smartboards or digital cameras to use with LCD projectors.
- 3) The PTSA has money set aside to purchase 4 or 5 Smartboards and digital cameras for teachers. Funding from the Measure S bond is projected to provide us with 15 LCD projectors for classrooms. The PTSA will continue to be relied upon to replace aging computers on an annual basis and to provide funding for visual technology.

### **Goal #7 – 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 partially met 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 not meet our goal of purchasing more class sets of books. Funding and time to evaluate our library and choose new sets was the primary reason for not reaching this goal.
- 3) The main focus of the library will be to enhance our upper grade library and quizzes to support AR. The secondary goal will be to purchase more class sets for teachers to use in their classrooms.

### **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 parents and staff at a School Goals Meeting on Monday, Sept. 13<sup>th</sup>. Teachers worked in partnership with parents to evaluate the school goals, activities, and programs. Suggestions for improvement, change, or additions were made with the plan and goals. These suggestions and changes were brought to the Site Council for final editing and approval. The School Plan was not evaluated at the end of the school year or formally monitored during ERM's throughout the year. The School Plan was reviewed and discussed at Site Council meetings.

## **SECTION IV: SCHOOL PLAN FOR 2011/2012**

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

*The 2011/2012 School Plan that follows was developed through the joint efforts of Staff, Parents, and the SSC. The EIA funding and Title II funding were discussed and approved by the School Site Council at the April 2011 meeting. The staff met at Early Release Monday staff development days in the spring of 2010 and in the fall of 2011 to review assessment data and to evaluate programs and activities outlined in the school plan. Changes to the school goal activities were made and are reflected in the school plan. The Site Leadership Team also evaluated and reviewed academic programs and activities for their effectiveness in meeting the needs of students. Suggestions and recommendations by the Site Leadership Team were made and are reflected in the school plan. The School Plan and Goals were evaluated and reviewed at School Site Council meetings throughout the 2010-11 school year.*

### **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
William Maslyar	X				
Kim Babcock		X			
Jane Lynch		X			
Denise Rowe		X			
Denise Schreiber		X			
Tim Heinrich				X	
Roxane Bernhard				X	
TBA				X	
TBA				X	
TBA*				X	
Numbers of members of each category	1	4		5	
Total in each group					

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 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 2010-11, the school currently has just slightly more than 50% 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.**

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: 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 2010/2011 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 (site):** *Although Poet performed better on CSTs in Math and ELA in 2010-11, the school currently has just slightly more than 50% 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.*

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

Action Steps (Plan)	Person Responsible	Resources	Timeline	Do	Study	Act
1a.1 Scheduling and Grouping for EL students to provide classroom ELD and for pull-out/push-in support	Principal		Oct. 2011			
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. 2011			
1a.4 Hold ELAC meetings with parents	Principal		Nov. 2011 ongoing			
1a.5 Purchase more ELD materials for the primary grades	Principal	EIA	Nov. 2011			
1a.6 Level II Intervention for EL students after school	Teachers	EIA	Ongoing			
1a.7 Provide sub coverage for CELDT Testing	CELDT Coord	EIA	Sept. 2011			

#### **1b.Intervention and Remediation for at-risk students (including CAHSEE remediation at HS)**

Action Steps (Plan)	Person Responsible	Resources	Timeline	Do	Study	Act
1b.1 Provide Level II intervention in L/A and Math before and after school	Teachers		Oct. 2011 Ongoing			
1b.2 Middle School Intervention classes for Science, Math, and L/A during the afternoon rotation during the 2nd and 3rd Trimester	Teachers		2nd & 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 every Site ERM, review short-term plans, and revise lessons as needed	Principal / Teachers		Aug. 2011- May 2012			
1c.2 Evaluate, Review, and Revise Pacing Guides and match with Blueprint Standards	Principal / Teachers		Sept. 2011 Ongoing			
1c.3 Identify & Monitor Bubble Students & Intervention Students	Principal / Teachers		Nov. 2011 Ongoing			
1c.4 Use Curriculum Associates to do three school-wide tests and analyze data at subsequent ERM's	Principal / Teachers		Dec. 2011, Feb. 2012 Mar. 2012			
1c.5 Use CST Released Questions as periodic assessments to gauge progress and guide planning	Principal / Teachers		Aug. 2011- Mar. 2012			
<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>
1d.1 Continue work with Algebra Task Force	MS Math teacher		Ongoing			
1d.2 Monitor Student Progress on District Assessments	MS Math teacher & Principal		Nov. 2011 Mar. 2012			
1e.3 Provide time at ERM's to input DA data and to analyze DA data	Teachers Principal		Nov. 2011 Feb. 2011			
<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 Explore an ExCEL type rotation for 1st & 2nd grades and for 3rd & 4th grades.	1 <sup>st</sup> & 2 <sup>nd</sup> grade teachers		Oct. 2011			
1f.2 M.S. Leadership students to work in class as study buddies with younger students	MS teachers Principal		Sept. 2011 - May 2012			

<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.3 Kindergarten teachers will conduct one on one orientations with incoming kindergarten students before the start of the school year	Kindergarten Teachers		Aug. 2011			
1f.4 Students and Staff will participate in the NEA's Read Across America day to promote reading	Principal Teachers	PTSA Site	Mar. 2012			
1f.5 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.6 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. 2011 Ongoing			
1f.7 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. 2011			
1f.8 Provide After School Homework Club for struggling students	Teachers		Oct. 2011, Ongoing			
1f.9 Provide school supplies and equipment: paper, toner, Riso & copier supplies, mailings, projector bulbs, cafeteria tables, etc.	Office	Site	Aug. 2011 Ongoing			
1f.10 Provide direct support to students through centralized support	District Office	D.O.				

**Plan for providing ELD to English Learners in 2011/12:** Individual teachers have built in ELD whenever possible and practical in their daily schedules. An ELD para-professional will assist teachers with small group work on a push-in basis. Students will be grouped according to CELDT levels in the individual classes. In 1st grade an ExCEL type rotation will be used to deliver ELD instruction and additional support. This rotation will be 45 minutes per day, 4 days per week. Students in grades 5-8 will work with the EL para using Rosetta Stone. They will receive instruction 4 days per week for 30 minutes.

<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	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	Rosetta Stone
<b><i>7<sup>th</sup>/8<sup>th</sup></i></b>	EL Groups	4 days/wk	30 minutes	Classroom Teachers	Rosetta Stone

## **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	2010/11	58.2%	60.6%	65.3%	N
	2011/12				
MATHEMATICS	2010/11	N/A	N/A	77.2%	Y
	2011/12				

<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	2010/11	40.6%	51.2%	55.9%	N
	2011/12				
MATHEMATICS	2010/11	N/A	N/A	72%	Y
	2011/12				

<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	2010/11				
	2011/12				
MATHEMATICS	2010/11				
	2011/12				

<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	2010/11	53.8%	39.0%	63.3%	N
	2011/12				
MATHEMATICS	2010/11	N/A	N/A	75.7%	Y
	2011/12				

<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	2010/11	54.8%	49.6%	53.0%	N
	2011/12				
MATHEMATICS	2010/11	N/A	N/A	68.4%	N
	2011/12				

## **Part B: 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	<b>69%</b>				<b>67%</b>			
	part	<b>25%</b>				<b>33%</b>			
Checking for Understanding	full	<b>56%</b>				<b>17%</b>			
	part	<b>31%</b>				<b>33%</b>			
Learning Objective	full	<b>50%</b>				<b>20%</b>			
	part	<b>13%</b>				<b>27%</b>			
Non-Linguistic Representation	full	<b>44%</b>				<b>50%</b>			
	part	<b>25%</b>				<b>28%</b>			

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

### **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								
	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 tardies
- Reduction in the number of students with chronic absenteeism
- 75% of stakeholders will respond positively to annual survey questions related to school safety and climate.
- 100% of students will be given the opportunity to participate in PTSA sponsored activities and events

**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 after each trimester.	Office, Principal		Oct. 2011, Feb. 2011, May 2012			
2a.4 Use the SARB process for students with poor attendance.	Office		Sept. 2011 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.	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		Monthly			
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 Multicultural Night will be held during the second half of the year.	PTSA, Principal, Teachers	PTSA	Jan. 2012			

<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.5 Student rewards will be provided for students exemplifying the pillars	Teachers	PTSA	Oct. 2011, Feb. 2011, May 2012			
2b.6 Discuss Diversity & Equity with Staff at District ERM's and implement strategies for meeting the needs of all students and families.	Principal		Feb. 2012			
2b.7 Discuss Diversity & Equity as it pertains to closing the achievement gap for our minority groups.	Principal		Feb. 2012			
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. 2011, Feb. 2011, May 2012			
2b.9 Yard Supervisors will meet periodically with the principal to review/refine procedures and to monitor trends.	Principal Yard Supervisors		Aug. 2011 Ongoing			
2b.10 A School-wide anti-bullying assembly/program will be held for all grade levels.	Principal, PTSA	PTSA	Winter/ Spring			
2b.11 Noon sports will be provided during lunch when possible	Principal	PTSA	Weekly			
2b.12 Artists in Residence will be utilized to bring Art back into the school.	Principal, Site Council, PTSA	PTSA, Donations	Nov. 2011 Jan. 2012 Apr. 2012			
2b.13 After school clubs will be offered for various activities (i.e. drama, sports, etc.)	Teachers	PTSA, Donations	Sept. Ongoing			
2b.14 Playground rules will be posted and reviewed to provide consistency.	Principal, Teachers		Aug. 2011			

**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
2010-2011	97.54	96.97	96.49	94.66	95.54	94.87	95.16	95.45	95.25	95.87/ 96.12	95.99
2011-2012	<b>97.69</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)
- Increase in the number of teachers with DI Training
- Increased use of Best Instructional Practices
- 100% Participation in ERM's
- 100% of teachers using Big 4 on a regular basis

**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 Partner with Central School and the SJCOE to provide the entire staff DI Training at the beginning of the school year and at ERM's throughout the year.	Principal		Aug., Oct., Dec. 2011, Feb. & Mar. 2012			
3a.2 Provide 5-6 teachers with more intensive DI training and coaching	Principal/DEC		Oct. - May			
<b>3b. Staff Participation in Professional Development on Early Release Mondays</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		Sept. 2011			
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 school plan, goals, activities, and programs.	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
- Number of parents volunteering at school or school activities & events
- Increase the number of families receiving the electronic Family Envelope
- Increase in number of parents attending parent conferences
- Increase in number of members of PTSA
- 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.*

<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 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 2012			
4.5 Provide parents with mini-workshops (i.e. gang awareness, homework help, high school info, etc.)	Principal, PTSA		Nov. 2011 Spring 2012			
4.6 Encourage parents to continue to volunteer at school and events.	Principal, Teachers, PTSA		Aug. 2011 Ongoing			
4.7 Parent Conferences will be held at the end of the 1st Trimester	District		Oct. 2011			
4.8 Parents will be encouraged to attend BTSN and Open House	Principal		Aug. 2011, May 2012			
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	Aug. 2011 Monthly			
4.11 Classroom websites will be explored and implemented if possible	Principal	PTSA	Nov. 2011			

**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
- 100% of classrooms will have computers that are newer than 7 years old

**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 Classrooms will use the computer lab for research, writing, presentations, and enrichment activities.	Teachers		Weekly			
5.2 Maintenance Agreements on Riso & copier machines	Office	Site	July 2011			
5.3 Students in grades 1-8 will be given the opportunity to participate in the Accelerated Reader program	Principal, Site Coordinator	PTSA	Sept. 2011 Ongoing			
5.4 Purchase Smart Boards for classrooms	Principal	PTSA	Oct., Nov. 2011			
5.5 Purchase computers to replace aging computers	Principal	PTSA	July 2011 Ongoing			
5.6 Purchase laptops, projectors carts, and software for classroom use	Principal	EIA	Oct., Nov. 2011			
5.7 Purchase a computer for the DataWise equipment/printer	Principal	PTSA	Oct. 2011			

### **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 in 1<sup>st</sup>-8<sup>th</sup> participating in Accelerated Reader
- Increase in the number of Accelerated Reader books for the upper grade classes
- Increase in the number of class sets of books for classroom use

**Rationale:** *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 2011			
6.2 Purchase Accelerated Reader quizzes	Media Specialist	Book Fair, PTSA	Fall 2011 Ongoing			
6.3 Purchase more AR books for upper grades	Media Specialist	Book Fair, PTSA	Nov. 2011 Ongoing			
6.4 Purchase class sets of novels for classroom use	Media Specialist	Book Fair, PTSA	Nov. 2011			
6.5 Hold a Scholastic Book Fair as a fundraiser for the library and to provide families an opportunity to purchase books for themselves and classrooms	Media Specialist		Oct. 2011			

### **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

**Poet-Christian School**  
**Single Plan For Student Achievement**  
**Recommendations and Assurances**

The school site council (SSC) recommends this 2011/12 school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (*Check those that apply*):

\_\_\_ Title I Advisory Committee

\_\_\_ English Learner Advisory Committee

\_\_\_ Community Advisory Committee for Special Education Programs

\_\_\_ Gifted and Talented Education Program Advisory Committee

\_\_\_ Other (list) \_\_\_\_\_

4. The SSC reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the SSC at a public meeting on: Nov. 16, 2011.

Attested:

\_\_\_\_\_  
Print name of school principal

\_\_\_\_\_  
Signature of school principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print name of SSC chairperson

\_\_\_\_\_  
Signature of SSC chairperson

\_\_\_\_\_  
Date

Poet K-8 School Plan Budget 2011-12

		<u>Total</u>	<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title II</u>
	11/12 Estimated Allocations	\$ 64,120	\$ 11,086	\$ -	\$ 47,034	\$ 6,000
	10/11 Carryover	\$ -				
	Sub-Total	\$ 64,120	\$ 11,086	\$ -	\$ 47,034	\$ 6,000
	Centralized Services	\$ 3,302			\$ 3,302	
	<b>TOTAL</b>	<b>\$ 67,422</b>	<b>\$ 11,086</b>	<b>\$ -</b>	<b>\$ 50,336</b>	<b>\$ 6,000</b>
	<b>ALLOCATED GOAL TOTAL</b>	<b>\$ 56,336</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 50,336</b>	<b>\$ 6,000</b>
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 II</u>
	Provide direct support to students through centralized services.				\$ 3,302	
1a.2	Bilingual Para to work in classrooms to support teachers with EL students. (5.5 hours)				\$ 24,482	
1a.5	Purchase additional materials for ELD				\$ 1,500	
1a.6	Provide Level II Intervention for EL students				\$ 10,000	
1a.7	Sub Coverage for CELDT Testing				\$ 1,000	
	<b>GOAL TOTALS</b>		<b>\$ -</b>	<b>\$ -</b>	<b>\$ 40,284</b>	<b>\$ -</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>
3a.1	DI Training through SJCOE in coordination with Central School Staff					Central School
3a.2	DI Training through SJCOE - schoolwide					\$ 6,000
	1 full staff development day					
	4 ERM training days					
	DI Training through SJCOE for 6 teachers					
	<b>GOAL TOTALS</b>		<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 6,000</b>
	<i>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.</i>					
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title II</u>
5.6	Purchase Laptops, Projectors, and Carts as visual aids to deliver instruction				\$ 10,052	
	Projected purchases					
	5 Laptops (\$5,398)					
	5 Projectors or Document Cameras (\$3,551)					
	5 Carts (\$610)					
	5 Software Licenses (\$290)					
	<b>GOAL TOTALS</b>		<b>\$ -</b>	<b>\$ -</b>	<b>\$ 10,052</b>	<b>\$ -</b>

# Single Plan for Student Achievement 2011/12



## *South/West Park Elementary School*

*Tracy Unified School District*

***CDS: 39-75499-6042881***

***Principal: Ramona Soto***

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

Position: Principal

Telephone Number: (209) 830-3335

E-mail Address: [rasoto@tusd.net](mailto:rasoto@tusd.net)

SSC approval date: 10/24/11

# SECTION I: SCHOOL PROFILE

## A. Description of any Significant Changes

### 1. Description of School Demographic composition

	Source	2009/10	2010/11	2011/12
Enrollment (#)	Oct CBEDS	934	950	905
AFDC/Free & Reduced (%)	Oct CBEDS	?	73%	?
English Learners R-30 (%)	Mar R-30	577	568/60%	
Fluent English (FEP/R-FEP) (%)	Mar R-30	119	141/15%	
Students redesignated to FEP (#)	Mar R-30	51	46	
Ethnicity: White (%)	Oct CBEDS	12.31%	9.3%	10.2%
Hispanic(%)	Oct CBEDS	72%	73.5%	70.6%
African American(%)	Oct CBEDS	4.1%	4%	5.0%
Asian(%)	Oct CBEDS	8.0%	12%	8.5%

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

	2010/11	2011/12
Number of classroom teachers	42 full time positions (1 job share) (22 bilingual, 8 GATE, 10 conventional 2 preschool teachers)	40 full time positions (1 job share) (22 bilingual, 8 GATE, 8 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)
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% (42/42)	100% (40/40)

There has been a significant change in our Conventional program. We only have one class per grade from kinder through third grade.

### 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.	\$284,204
<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 Funds)	\$15,230
Total amount of state categorical funds allocated to this school		\$299,434

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	\$146,434
<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 (Site Funds)	\$
Total amount of federal categorical funds allocated to this school		\$152,434
Total amount of state and federal categorical funds allocated to this school		\$451,868

## 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

<b>EPC #1 Instructional Program</b>			
1.1	3.5	All Classes use Open Court or Lectura for Language Arts	
1.2	3.4		
1.3	1.3	All classrooms use Harcourt for math. No separate intervention program.	
1.4	3.4		
<b>EPC #2 ES/MS: Instructional Time HS: Student access to standards aligned core courses</b>			
2.1	3.5	90% of classrooms meet minimum requirements for lang. arts	
2.2	2.9	Intervention in Conv. provided through ExCEL	
2.3	3.5	90% of classrooms meet min. requirement for math	
2.4	3	Math intervention provided through re-teaching during IP	
<b>EPC #3 School Principal's Instructional Leadership Training</b>			
3.1	3.2	Both administrators attended or attending AB75 training for Open Court	
3.2	3.4		AB75 training for math is not yet available
<b>EPC #4 Credentialed Teachers and Teacher Prof. Development Opportunity</b>			
4.1a/b	NA	All classrooms are staffed with credentialed teachers	
4.2	NA	95% of teachers have attended AB466 training in LA	
4.3	NA	13 teachers have attended AB466 in math	
<b>EPC #5 Student Achievement Monitoring System</b>			
5.1	NA	Teachers use end of story and end of unit assess in LA	
5.2	3.4	Teachers use district assessments, not embedded in curric.	
5.3	2.9		
<b>EPC #6 On-Going Instructional Assistance and Support for Teachers</b>			
6.1	2.7	Fetzer coaching 6 weeks; DI certified coaches (3) on staff	
6.2	2.6	DI certified coaches (3) on staff	
<b>EPC #7 Teacher Collaboration by Gr. Level/Subject Matter</b>			
7.1	3.6	Teachers use data teams and meet at least monthly re LA	
7.2	3.6	Teachers use data teams and meet at least monthly re Math	
<b>EPC #8 ES/MS: Lesson Pacing Schedule; HS: Intervention Programs</b>			
8.1	3.7	Teachers use weekly curric. maps to pace instruction in LA	
8.2	3.6	Teachers use weekly curric. maps to pace instruction in Math	
<b>EPC #9 Fiscal Support</b>			
9.1	2.8	All goals in school plan for RLA have funds to be implemented	
9.2	2.9	All goals in school plan for Math have funds to be implemented	

### **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?*

Overall, our academic program survey shows improvement in all areas with the exception of instructional programs. Based on teachers' feedback they would like additional supplemental resources to use with their students for intervention. They would also like additional staff development for on-going instructional assistance and support for 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	2009 % Prof. ELA (≥ 46.0%) (≥ 44.5%)	2010 % Prof. ELA (≥ 56.8%) (≥ 55.6%)	2011 % Prof. ELA (≥ 67.6%) (≥ 66.7%)	AYP Goal Met?	5% growth Goal Met?	2009 % Prof. Math (≥ 47.5%) (≥ 43.5%)	2010 % Prof. Math (≥ 58%) (≥ 54.8%)	2011 % Prof. Math (≥ 68.5%) (≥ 66.1%)	AYP Goal Met?	5% growth Goal Met?
<b>School Total</b>	<b>41.8%</b>	<b>49.1</b>	<b>51.9</b>	No	No	<b>48.9%</b>	<b>55.3</b>	<b>61.7</b>	Yes	Yes
<b>Sub-group #1</b> Hispanic or Latino	<b>26.8%</b>	<b>35.6</b>	<b>37.5</b>	No	No	<b>36.4%</b>	<b>44.4</b>	<b>51.5</b>	Yes	Yes
<b>Sub-Group #3</b> Socioecon. Disad.	<b>24.6%</b>	<b>35.3</b>	<b>38.3</b>	No	No	<b>33.9%</b>	<b>44.00</b>	<b>50.6</b>	Yes	Yes
<b>Sub-group #4</b> ELL students	<b>23.8%</b>	<b>35.7</b>	<b>38.3</b>	No	No	<b>35.7%</b>	<b>46.2</b>	<b>51.5</b>	Yes	Yes
<b>Bilingual Prog (CST – Engl)</b>	<b>17%</b>	<b>33%</b>	<b>26.2%</b>	No	No	<b>30%</b>	<b>47%</b>	<b>42.4</b>	No	No
<b>Bilingual Prog. (STS-Span.)</b>	<b>47%</b>	<b>47%</b>	<b>52%</b>	Yes	Yes	<b>55%</b>	<b>61%</b>	<b>61%</b>	Yes	No
<b>Conventional Program</b>	<b>48%</b>	<b>33%</b>	<b>52.4%</b>	No	Yes	<b>47%</b>	<b>26%</b>	<b>57.5</b>	Yes	Yes
<b>GATE Program</b>	<b>98%</b>	<b>99%</b>	<b>97.4%</b>	Yes	No	<b>100%</b>	<b>99%</b>	<b>99.5</b>	Yes	No

## Achievement Gap Data

### Longitudinal AYP 2007 – 2011 • English Language Arts

ELA	target	School	White	Hispanic		Low SES		EL	
	ES/HS	AYP	AYP	AYP	Gap	AYP	Gap	AYP	Gap
2007	24.4/22.3	39.6	83.7	21.4	NA	19.7	NA	15.9	NA
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

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

### Longitudinal AYP 2007 – 2011 • 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
2007	26.5/20.9	52.3	84.8	38.0	NA	37.8	NA	36.2	NA
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

**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>	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	100	Yes	100	Yes
<b>Subgroup #4</b> English Learners	100	Yes	100	Yes

**Program Improvement Status for 2010/11:**      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: As a school we continue to grow in all areas and sub-groups, but not at the rate required. All of our sub-groups at the high 30's, but still not at the score required. We will continue to work closely with all subgroups by focusing on highly tested standards and providing intervention when necessary throughout the school year.

Math: As a school we continue to grow in all areas and sub-groups at a higher level. We have a minimum of a 5% gain in each area. Students are progressing adequately.

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

Group	2010 Base API	2011 API Target	2011 API	Actual Growth	Target Met Yes or No
<b>School Total</b>	761	766	787	26	Yes
<b>Subgroup #1</b> Hispanic	701	706	725	24	Yes
<b>Subgroup #3</b> Socio-economically Disadvantaged	695	700	726	25	Yes
<b>Subgroup #4</b> English Learners	702	707	727	25	Yes

**Longitudinal (Growth) API 2007 – 2011  
(Achievement Gap Data)**

	School	White	Hispanic		Low SES		EL	
	API	API	API	Gap	API	Gap	API	Gap
2007	730	*(752)	646	-106	640	-112	628	-127
2008	748	NA	675		679		665	
2009	746	NA	678		669		669	
2010	761	NA	701		695		702	
2011	787	*(814)	701	-113	726	-88	727	-87

(\*Achievement Gap is based on the District API for the White subgroup 2007 = 752 ; 2011 = 814)

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

Our API shows that we continue to work closely with all students and they are all improving. We had a minimum of a 24 point gain in all areas. We are very proud of the increase. Our data continues to show our improvement and the closing of the achievement gap. We continue to focus on addressing all of our students and especially focusing on our sub-groups using our resources to have them be successful with the curriculum.

**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>2008/2009</b>	460	56.8%	51.6	Y	40.7%	30.6	Y
<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

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

Our students are making the annual progress, but not the proficiency level necessary. We will continue to work with meeting our AYP, which will help our AMAO 2's.

**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	2010	2011	Target Met? Y/N	MATH	2010	2011	Target Met? Y/N
Kinder	90%	89%	Y	Kinder	92%	92%	Y
Grade 1	77%	64%	N	Grade 1	78%	86%	Y
Grade 2	74%	79%	N	Grade 2	83%	83%	Y
Grade 3	57%	64%	N	Grade 3	84%	88%	Y
Grade 4	64%	68%	N	Grade 4	82%	80%	Y
Grade 5	75%	62%	N	Grade 5	75%	77%	N

In the ELA percentages, it also includes our Early Advanced and Advanced level students.

	Spanish Language Arts		Target Met? Y/N
	2010	2011	
Kindergarten	91%	87%	Y
Grade 1	82%	85%	Y
Grade 2	63%	65%	N
Grade 3	66%	67%	N
Grade 4	52%	63%	N
Grade 5	67%	68%	N

The Spanish language Arts District assessments are taken by all of our k-5 Bilingual classes.

## Analysis of Data – Student Achievement – District Assessments

The trends show that we need to continue focusing on ELA in all the grades except kinder. We are in the low 60's and need to continue working to get to the 80%. Math is meeting standards, except for 5<sup>th</sup> grade. 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.

## C. School Safety

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

	2009/10		2010/11		% Decrease or Increase	Target Met
	#	%	#	%		
Suspensions	132	14.3%	142	15.2%	+9%	N
Expulsions	1	.1%	0	0	-1%	Y

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

### Reduction in the number of referrals

	2009/10		2010/11		% Decrease or Increase	Target Met
	#	%	#	%		
Referrals	263	28%	206	22%	-6%	Y

4. 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 2010	% Agree 2011- Conv.	% Agree 2011- Biling.	% Agree 2011- Gate
Parents	92.42%	92.40%	91.87%	89.17%
Staff - Cert.	75.59%	67.74%	67.74%	86.11%
Staff – Class.	85.72%	86.11%	86.11%	67.74%
Students	78.44%	64.94%	79.17%	86.39%
Total	83.17%	77.80%	81.22%	82.35%
Met Goal (Y/N)	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 2010	% Agree 2011- Conv.	% Agree 2011- Biling.	% Agree 2011- Gate
Parents	93.61%	92.86%	92.63%	89.58%
Staff – Cert.	73.84%	59.59%	79.11%	79.11%
Staff – Class.	74.28%	84.44%	84.44%	84.44%
Students	72.92%	79.11%	69.45%	70.62%
Total	78.66%	79%	81.41%	80.94%
Met Goal (Y/N)	Y	Y	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
2007/2008	95.86%	98%	-2.14	N
2008/2009	95.97%	98%	-2.03	N
2009/2010	95.23%	98%	-2.77	N
2010/2011	96.03%	98%	-1.97	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?*

Our trends show that our certificated 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.

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

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

**Goal #1 – All Students will meet or exceed grade level standards and the achievement gap will be closed.**

- a. Raise the achievement of English Learners
- b. Raise the achievement of at-risk students
- c. Prepare students for STAR testing
- d. (schools with gr. 6-12) Improve student achievement in Mathematics
- e. (HS only) Provide CAHSEE Remediation

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 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.
  - 3) Continue

**Goal #2 – Increase students' average daily attendance**

Evaluation of Plan for Goal 2:

- 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.

**Goal #3 – Diversity and Equity: Increase cultural proficiency to support and provide a positive, safe, and healthy school climate.**

Evaluation of Plan for Goal 3:

- 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. Provide a one day counselor and PeaceMakers program at our school.

**Goal #4 – Professional Development: Provide an articulated, sustained plan of professional development activities designed to build the school's capacity to support programs and achieve goals.**

Evaluation of Plan for Goal 4:

- 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.

**Goal #5 – 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.**

Evaluation of Plan for Goal 5:

- 1) Provided a variety of activities for our parents to attend (i.e. Multicultural Fair, 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.
- 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 #6 – Technology: Provide staff and students the opportunity to use technology for learning, communicating and working in an information-centered society.**

Evaluation of Plan for Goal 6:

- 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 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.

*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 2011/2012**

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

The South/West Park School Site Council is a twelve member council that meets monthly. It has six parent representatives and six staff representatives. The Staff Representatives include four classroom teachers, one other 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 monthly.

The 2011/2012 School Plan that follows was developed through the joint efforts of South/West Park administration, Direct Instruction Coaches, all certificated staff and School Site Council. The School Plan and budget were approved by the School Site Council at the 10/24/11 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
Ramona Soto	X				
Sandra Perez		X			
Lorena Sanchez		X			
Dee Lynch		X			
Sherry Martinho		X			
Dorothy Murray			X		
Maria Bañales			X		
*Rocio Casas				X	
*Maria Covarrubias				X	
*Monica Velazquez				X	
Kia Akamien				X	
Vania Cortes				X	
Ana Zepeda				X	
Oretta Bennion				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 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) Over the years South/West Park has made growth on API both school wide and for all subgroups, but 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 the school has 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.

Rationale: (site) Students and staff need access to technology that allows them to access and use information which supports the curriculum.

## **C. Activities for 2010/2011 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)

#### **ESLRs (Expected Schoolwide Learning Results)**

**Rationale:** Over the years South/West Park has made growth on API both school wide and for all subgroups, but continue not to meet AYP.

<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/O C (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 (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 Intervention during Rotation Time (2 <sup>nd</sup> -5 <sup>th</sup> Grade)	Teachers	Open Court, Standards	Oct-Feb			
1b.2 Implement ExCEL 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			
1b.5 Continue to support study skills program in grades 4, 5 with purchase of agendas for each student.	SSC, Principal, AP	ELAPS	August			
1b.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 twice a year planning time with release days and Early Release Mondays (Grade Level Collaboration)	Principal/AP/ Teachers	Release time for planning	Aug.-May			
1b.8. Provide intervention for primary grades	k-1 teachers	EIA	Nov-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			
<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 2011/12:**

<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	2010/11	62.%	68%	75.8%	Yes
	2011/12				
MATHEMATICS	2010/11	82%	84%	85.6%	Yes
	2011/12				

<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	2010/11	57%	62.3%	65.0%	Yes
	2011/12				
MATHEMATICS	2010/11	78.2%	79.3%	83.2%	Yes
	2011/12				

<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	2010/11	57.2%	61.3%	62.7%	Yes
	2011/12				
MATHEMATICS	2010/11	78.3%	80.7%	83.3%	Yes
	2011/12				

<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	2010/11	52.9%	55.3%	65.9%	Yes
	2011/12				
MATHEMATICS	2010/11	72.9%	77.3%	79.7%	Yes
	2011/12				

<b>% Proficient/Advanced Spanish</b>		<b>Trimester 1</b>	<b>Trimester 2</b>	<b>Trimester 3</b>	<b>Met Goal</b>
ELA	2010/11	72%	73.5%	75.8%	Yes
	2011/12				

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

### **2010/11 Results**

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

		Aug.	<b>Sep</b>	Oct	Nov	Dec	Jan	<b>Feb</b>	Mar	April	May
Student Engagement (formerly Time on Task)	full	81%	<b>96%</b>	72%	75%	X	78%	<b>75%</b>	82%	X	92%
	part	16%	<b>4%</b>	24%	20%	X	10%	<b>8%</b>	5%	X	2%
Checking for Understanding	full	48%	<b>60%</b>	68%	72%	X	75%	<b>80%</b>	82%	X	85%
	part	19%	<b>36%</b>	24%	20%	X	12%	<b>10%</b>	9%	X	3%
Learning Objective	full	84%	<b>76%</b>	74%	72%	X	74%	<b>80%</b>	82%	X	83%
	part	10%	<b>24%</b>	15%	20%	X	12%	<b>8%</b>	10%	X	8%
Non-Linguistic Representation	full	77%	<b>72%</b>	66%	70%	X	68%	<b>72%</b>	83%	X	80%
	part	6%	<b>20%</b>	14%	10%	X	12%	<b>10%</b>	8%	X	6%

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

### **2011/12 Results**

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

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

**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	Sandra	Aeries	Aug-May			
2.2 SARB	Sandra/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	Sandra/Principal/AP	Aeries	Aug.-May			
2.5 Incentives	Principal/AP	Certificates , raffle prizes	Aug.-May			
2.6 Bicycle Raffles (Each Trimester)	Principal/AP	Bicycles	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 and event notices	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			
2.14 Provide radio for all teachers to take outside during supervision	Principal	MAA	Nov.			
2.16 Attend Workshops/training for “Bully Free” Schools	AP/Jayne	MAA	Oct/Nov.			

**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
2010-2011	96.92	96.82	96.80	96.51	95.02	95.64	95.43	95.10	96.06	96.31	96.03
2011-2012	97.6	96.3									
Difference +/-	+.68	-.52									

**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:** Over the years South/West Park has made growth on AYP/API both school wide and for all subgroups, but the school has failed to meet the state target.

<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>
3.1 Modeling/Presentation of Direct Instructional Phases-Focus: Rdg. Comprehension & Math	DI Coaches	DI 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	DI 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)			
3.4 Direct Instruction Support from coaches (1 to 1 support with a coach)—After school trainings/reinforcement, substitutes for release time, and supplies.	Coaches (Rios, & Garcia)	. (EIA 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	CISCS Team (Morano, Kolstad, Coker & Womack)	Aug-March			
3.6 Provide staff development on Complexity Icons	J Taylor Ed.	Title II	August			
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	Title I	August-February			
3.13 Provide staff appreciation/student incentives	Principal	General/M AA				
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			

**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 (e.g School Web-PageNewsletters, home/school folders, home school connection, handbooks, notes, etc.)	Office/Deb Coker		Bi-weekly			
4.7 Parent Events (e.g. Open House, Back To School Night, Night With the	Teachers	Parent Club	Aug-May			

Stars, Winter Festival, Spring Festival, Father's Day, Mother's Day, etc._						
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 available for parents in library and computer lab	Principal/AP	EIA	Nov-May			
4.11 Boys & Girls Club programs on site	B & G Club/ Administration	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.

Technology						
Action Steps (Plan)	Person Responsible	Resources	Timeline	Do	Study	Act
5.1 Continue Computer technician (focus: updated technology resources available for students)	Ercilia	Title I & EIA	Aug.-May			
5.2 Continue to update technology by purchasing Mobi, Clickers & Exam View Licenses	Principal/AP	EIA/MAA				
5.2 Continue to update technology by purchasing LCD Projectors	Principal/AP	EIA	Aug-May			
5.2 Continue to update technology by purchasing Document Cameras	Teachers	EIA/MAA	Aug-May			
5.2 Continue to update technology by replacing outdated computers	Teachers/Principal/AP	MAA	Jan.-May			
5.2 Continue to update technology by purchasing laptop computers	Company	MAA	October-May			
5.2 Continue to update office technology	Classified Staff	MAA	Nov-May			
5.3 Provide access to computer lab for families twice a week to use Rosetta Stone and Accelerated Reader	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 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

**South/West Park Elementary**  
**Single Plan For Student Achievement**  
**Recommendations and Assurances**

The school site council (SSC) recommends this 2011/12 school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (***Check those that apply***):

☒ Title I Advisory Committee

☐ English Learner Advisory Committee

☐ Community Advisory Committee for Special Education Programs

☐ Gifted and Talented Education Program Advisory Committee

☒ Other (list) All teachers from the three different programs (conv., GATE & Bilingual)

4. The SSC reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the SSC at a public meeting on: 10/24/11.

Attested:

Ramona Soto  
Print name of school principal

\_\_\_\_\_  
Signature of school principal

\_\_\_\_\_  
Date

Rocio Casas  
Print name of SSC chairperson

\_\_\_\_\_  
Signature of SSC chairperson

\_\_\_\_\_  
Date

		<u>Total</u>	<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Title II</u>
	11/12 Estimated Allocations	\$ 535,780	\$ 15,230	\$ 83,912	\$ 284,204	\$ 146,434	\$ 6,000
	10/11 Carryover	\$ -					
	Sub-Total	\$ 535,780	\$ 15,230	\$ 83,912	\$ 284,204	\$ 146,434	\$ 6,000
	Centralized Services	\$ 32,417			\$ 19,950	\$ 12,467	
	<b>TOTAL</b>	<b>\$ 568,197</b>	<b>\$ 15,230</b>	<b>\$ 83,912</b>	<b>\$ 304,154</b>	<b>\$ 158,901</b>	<b>\$ 6,000</b>
	<b>ALLOCATED GOAL TOTAL</b>	<b>\$ 484,285</b>	<b>\$ 15,230</b>	<b>\$ -</b>	<b>\$ 304,154</b>	<b>\$ 158,901</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 II</u>
1b4	Provide funding from programs to support classroom instruction	\$ 11,145			\$ 6,845	\$ 4,300	
1b5	Purchase agendas for study skills program for 4th & 5th grade	\$ 2,500			\$ 2,500		
1b6	Provide Paraprofessional to support instruction (4 Hrs.)	\$ 16,483			\$ 8,295	\$ 8,188	
1b6	Provide Paraprofessional to support instruction (5.5 Hrs.)	\$ 22,346			\$ 11,244	\$ 11,102	
1b6	Provide Paraprofessional to support instruction (4 Hrs.)	\$ 15,901			\$ 8,002	\$ 7,899	
1b6	Provide Paraprofessional to support instruction (3 Hrs.)	\$ 9,784			\$ 4,892	\$ 4,982	
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 (7.5 Hrs.)	\$ 75,804			\$ 37,902	\$ 37,902	
1b7	Provide additional funding for Project Coordinator to support instruction at beginning and end of school year	\$ 2,880			\$ 2,277	\$ 603	
1b7	Provide funding for supplies for Project Coordinator	\$ 250			\$ 250		
1b8	Provide twice a year planning time with release days and early release Mondays (grade level collaboration)	\$ 8,400			\$ 8,400		
1b8	Provide planning time for combo teachers	\$ 2,680			\$ 2,680		
1b9	Provide Budget Clerk to assist administration and staff in maintaining a balanced budget (3 Hrs.)	\$ 12,099			\$ 6,049	\$ 6,050	
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	\$ 3,340			\$ 3,340		
1b11	Monitor progress of at-risk students (subs for retention conferences)	\$ 400			\$ 400		
1b12	Provide supplies for Library	\$ 200			\$ 200		
1b14	Allocate funding for consumable math/science supplies	\$ 600			\$ 600		
1c7	Additional time for teachers to score CELDT, daycare for parent involvement, and Kinder IPT materials	\$ 5,000			\$ 5,000		

1c8	Provide Project Clerk to assist Project Coordinator with compliance procedures (6 Hrs.)	\$ 25,769			\$ 12,968	\$ 12,801	
1c10	Provide direct support to students through centralized services.	\$ 32,417			\$ 19,950	\$ 12,467	
	<b>GOAL TOTALS</b>		\$ -	\$ -	\$ 147,619	\$ 111,255	\$ -
	<b>Goal #2: Increase students' average daily attendance:</b>						
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Title II</u>
	<b>GOAL TOTALS</b>		\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Goal #3: Diversity and Equity: Increase cultural proficiency to support and provide a positive, safe, and healthy school climate:</b>						
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Title II</u>
3.3	Support Parent Communication including home/school folders and duplication of Beep Beep, Home School Connection, handbook, report cards, fundraiser flyers and event notices	\$ 5,840	\$ 2,500		\$ 3,340		
3.4	Provide assemblies on diversity	\$ 3,000	\$ 3,000				
3.6	Provide lease and maintenance agreements for new copiers	\$ 16,200	\$ 6,000		\$ 10,200		
3.7	Office support for supplies and expenses including Nextel, postage, movie license, and laminating	\$ 6,184	\$ 830		\$ 5,404		
3.8	Provide safety supplies for nurses office and playground	\$ 700			\$ 700		
	<b>GOAL TOTALS</b>		\$ 12,330	\$ -	\$ 19,644	\$ -	\$ -
	<b>Goal #4: 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>
4.3	Provide coaching support for teachers	\$ 5,000			\$ 5,000		
4.8	Provide funding for Movie View whiteboards and clicker training	\$ 6,000				\$ 6,000	
4.8	Provide funding for J. Taylor Education (Icons on Depth and Complexity)	\$ 3,756					\$ 3,756
4.8	Provide funding for Academic Vocabulary Elementary workshop at SJCOE	\$ 2,244					\$ 2,244
4.8	Provide funding for Webinars for Accelerated Reader and Star Reading/Math training	\$ 600	\$ 600				
4.13	Provide staff appreciation/student incentives	\$ 1,000	\$ 500			\$ 500	
4.14	Additional staff time for supervision meetings	\$ 750				\$ 750	
4.15	Project Coordinator provides training to oversee programs and support instruction (7.5 Hrs.)	\$ 15,160				\$ 15,160	
	<b>GOAL TOTALS</b>		\$ 1,100	\$ -	\$ 5,000	\$ 22,410	\$ 6,000

<b>Goal #5: 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 I</u>	<u>Title II</u>
5.3	Provide Parent Education in the area of literacy	\$ 2,391		\$ 498	\$ 1,893	
5.10	Provide ELD Report cards and ELD workbooks	\$ 2,500		\$ 1,658	\$ 842	
5.11	Career Day for students	\$ 1,800			\$ 1,800	
5.12	Project Coordinator provides parenting workshops/meetings for Bilingual parents (7.5 Hrs.)	\$ 10,108			\$ 10,108	
	<b>GOAL TOTALS</b>		\$ -	\$ -	\$ 2,156	\$ 14,643
<b>Goal #6: Technology: To provide staff and students the opportunity to use technology for learning, communicating, and working in an information-centered society:</b>						
		<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Title II</u>
6.1	Continue computer software tech (5 Hrs.)	\$ 21,324		\$ 10,731	\$ 10,593	
6.3	Continue to update technology by purchasing Mobi View whiteboards , CPS RF Pulse 32 Pad Systems (Clickers) and Exam View Licenses (access to all resources)	\$ 79,300		\$ 79,300		
6.3	Continue to update technology by purchasing LCD Projectors	\$ 13,350		\$ 13,350		
6.3	Continue to update technology by purchasing Document Cameras	\$ 19,174		\$ 19,174		
6.3	Continue to update technology by replacing outdated computers	\$ 6,100		\$ 6,100		
6.7	Provide access to computer lab for families twice a week to use Rosetta Stone and Accelerated Reader (2 Hrs. a week for 24 weeks)	\$ 1,800	\$ 1,800			
6.8	Keep school webpage updated (3 Hrs a month x 10 months)	\$ 1,080		\$ 1,080		
	<b>GOAL TOTALS</b>		\$ 1,800	\$ -	\$ 129,735	\$ 10,593

# **Single Plan for Student Achievement 2011/12**

## **George and Evelyn Stein High School**

***Tracy Unified School District  
CDS: 39-75499- 3937976  
Principal: Cynthia Johannes***

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: 209-830-3395  
E-mail Address: [cjohannes@tusd.net](mailto:cjohannes@tusd.net)

SSC approval date: September 21, 2011

# SECTION I: SCHOOL PROFILE

## A. Description of any Significant Changes

### 1. Description of School Demographic composition

	Source	2009/10	2010/11	2011/12
Enrollment (#)	Oct CBEDS	140	160	152
AFDC/Free & Reduced (%)	Oct CBEDS	51%	45%	50%
English Learners R-30 (%)	Mar R-30	34%	41/25%	
Fluent English (FEP/R-FEP) (%)	Mar R-30	17%	20/11%	
Students redesignated to FEP (#)	Mar R-30	9%	9%	
Ethnicity: White (%)	Oct CBEDS	28%	19%	23%
Hispanic(%)	Oct CBEDS	51%	51%	61%
African American(%)	Oct CBEDS	9%	14%	10%
Asian(%)	Oct CBEDS	4%	4%	5%

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

	2010/11	2011/12
number of classroom teachers	10	10
number and type of support certificated staff (including special education staff)	1	1
number of classified staff	8	8
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

The 4 hour office clerk at Stein High School is now paid out of EIA categorical Funding.

### 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.	\$23,651
<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 funds)	\$ 9,480
Total amount of state categorical funds allocated to this school	\$33,131

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	\$25,926
<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
<input type="checkbox"/> Other Federal Funds (list and describe <sup>1</sup> )	-0-
Total amount of federal categorical funds allocated to this school	\$31,926
Total amount of state and federal categorical funds allocated to this school	\$65,057

### C. Expected Schoolwide Learning Results (ESLRs)

Every student who graduates from George and Evelyn Stein High School will be a:

- Critical and creative thinker who will be able to:
  - Locate, organize, interpret, evaluate, analyze and apply information.
  - Use various problem-solving strategies.
  - Recognize and evaluate various points of view.
  - Complete projects using a variety of resources.
- Self-directed learner who will:
  - Engage in on-going assessment of their own current status and set goals to meet graduation requirements.
  - Effectively use a syllabus and independently access assignments in sequence.
  - Demonstrate an awareness of career and vocational paths leading to future employment.
- Effective communicator who:
  - Demonstrates the ability to read, write, and speak competently.
  - Conveys concepts and ideas through graphs, charts and other visual representations.
  - Receives, interprets and responds clearly too oral and written information.
- Competent user of technology who:
  - Uses a variety of technology-based resources to collect and communicate information.
  - Demonstrates effective use of standard computer programs and applications.
  - Uses technology responsibly and ethically.

## 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	2010 Rating	2011 Rating	Comments
<b>EPC #1 Instructional Program</b>			
1.1	3.1	3	Uses Holt on a daily basis about 75% of the time with ELs
1.2	3	2	Uses Holt Supplements about 50% of the time for ELs
1.3	3	3	Use the SBE intensive intervention materials about 75% of the time
1.4	3	4	SBE materials used daily
<b>EPC #2 ES/MS: Instructional Time HS: Student access to standards aligned core courses</b>			
2.1	4	NA	Stein High doesn't offer this
2.2	2	NA	Stein High doesn't offer this
2.3	2	3	Adopted materials for ELs are used for 30 minutes a day
2.4	2.5	4	CAHSEE intervention class
2.5	3	3	SBE adopted Standards Based Algebra is used 75%
2.6	3	3	Core and Ancillary materials are used about 75%
<b>EPC #3 School Principal's Instructional Leadership Training</b>			
3.1	2.4	2.3	District pacing guide is used, but with new monthly enrollment, reviews are also in place
3.2	3	4	District instructional assessment pacing guide is adhered to
3.3	4	4	District instructional assessment pacing guide is adhered to
<b>EPC #4 Credentialed Teachers and Teacher Prof. Development Opportunity</b>			
4.1a/b	4	4	Completed
4.2	3	4	Completed
4.3	NA	NA	
<b>EPC #5 Student Achievement Monitoring System</b>			
5.1	4	4	All teachers are fully credentialed and NCLB qualified
5.2	3.3	4	English teachers have completed the module and practicum
5.3	2.5	1	Teacher Hasn't completed training
<b>EPC #6 On-Going Instructional Assistance and Support for Teachers</b>			
6.1	2.4	2.3	Received assistance when in BTSA and TTIP
6.2	2.5	3	Continue to receive District support
<b>EPC #7 Teacher Collaboration by Gr. Level/Subject Matter</b>			
7.1	3	2.8	Common assessment is used in English class to diagnose and monitor student progress. CAHSEE intervention class is a placement class
7.2	3	3	Common assessment is used to diagnose and monitor student progress in Algebra. CAHSEE intervention and Geometry are placement classes
<b>EPC #8 ES/MS: Lesson Pacing Schedule; HS: Intervention Programs</b>			
8.1	3	3.3	Collaboration is consistent for English in the District
8.2	3	4	Collaboration is consistent Algebra in the District
<b>EPC #9 Fiscal Support</b>			
9.1	3.5	3.7	Categorical funds are distributed and prioritized by the District
9.2	2.8	2.8	Categorical funds are distributed by school site council

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

*Stein High attempts to meet the needs a varied population of student in credit recovery and ultimately a high school diploma. We are in the process of analyzing and refining our methods of delivery and quality of curriculum as we prepare for WASC accreditation. It is challenging to meet every students needs in a small program. We are adept at hitting middle range students, but challenged at meeting the needs of low performers and high performers. We have selected EL students and economically disadvantaged students as our critical areas of focus.*

### **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	2010 Base API	2011 API Target	2011 API	Actual Growth	Target Met Yes or No
School Total	595	605	657	62	Yes

**\*Sub Group API-** not reported as they are numerically insignificant.

**\*Growth API target-** information is not applicable to schools in the Alternative Schools Accountability Model (ASAM).

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

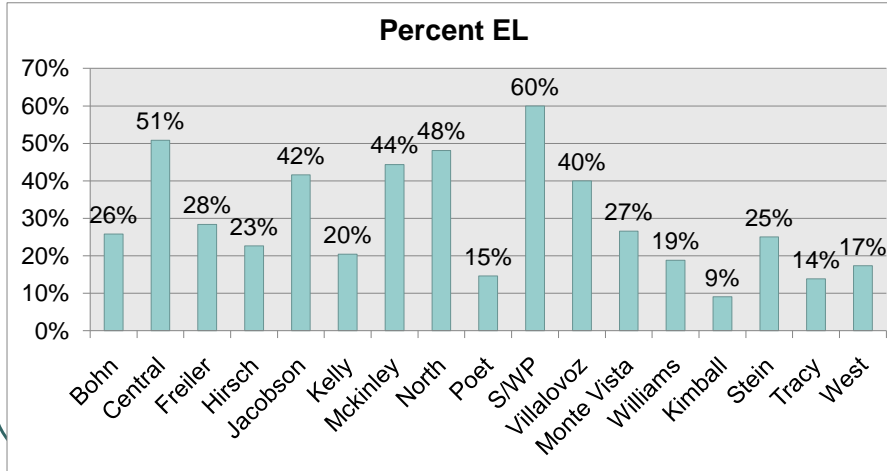
**a. AMAO 1 –** Percent of Students making annual progress in English (based on CELDT)

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

*\*Stein does not have enough students to calculate.*

**Of the 4 high schools, Stein High has the largest percentage of English Learners in 2010-11**

### English Learners by School Site



**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	2010	2011	Target Met? Y/N	MATH	2010	2011	Target Met? Y/N
Grade 11	39%	24%	N	Algebra	40%	50%	N
Grade 12	34%	4%	N	Geometry		11%	N

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

There is a downward trend in proficiency in English Language Arts for both 11<sup>th</sup> and 12<sup>th</sup> grades. In Algebra there is a 10% increase, though students are not meeting the proficiency goal. In school year 09-10 Stein High had 63 LEP and 27 FEP students, in 10-11 there were 66 LEP and 15 FEP students. The difference in the number of FEP students was significant between the two years.

In 2009-10, 54 students were economically disadvantaged and in 2010-11, there were 50 students, so in both years about one-third of the student body. The data for economically disadvantaged was collected on CBEDS day, which is early in the school year. This subgroup expands during the school year.

Historically, LEP students, Hispanic and African American students have had low performance on assessments. Both LEP and economically disadvantaged student learning will be the focus of the upcoming WASC recommendations this year.

## 5. Preparation for School/Career

Since George and Evelyn Stein High School serves only eleventh and twelfth grade students, we do not carry initial testing data for our students taking the CAHSEE. Incoming students that have not yet passed any portion of the CAHSEE are identified, and must meet with an administrator and a parent to review their academic needs and special assistance our school will provide in support of their efforts to pass the CAHSEE. The table below details the passing rates of our students with each application of the CAHSEE throughout the school year. There are three dates reserved for the administration of the CAHSEE, but the juniors only participate in two. This allows for even more focused instruction for the seniors struggling to pass the CAHSEE, so they may earn their high school diploma upon completion of the graduation requirements – versus the certificate of completion.

### a. CAHSEE Results:

	2007-08		2008-09		2009-10		2010-11	
	# Tested	% Passing	# Tested	% Passing	# Tested	% Passing	# Tested	% Passing
<b>Grade 11 ELA</b>								
November	16	75%	14	57%	16	31%	13	38%
February	---	---	---	---	---	---	---	---
May	15	53%	12	42%	20	30%	17	35%
Total	31	65%	26	50%	36	31%	30	37%
<b>Grade 11 Math</b>								
November	16	50%	15	20%	18	33%	18	39%
February	---	---	---	---	---	---	---	---
May	24	58%	22	23%	20	30%	20	25%
Total	40	55%	37	22%	38		38	32%
<b>Grade 12 ELA</b>								
November	21	52%	14	50%	26	23%	21	57%
February	11	45%	13	31%	12	25%	14	50%
May	6	N/A	5	N/A	6	N/A	6	17%
Total	38	**	32	**	44	**	41	41%
<b>Grade 12 Math</b>								41.3%
November	26	58%	19	37%	21	38%	28	25%
February	10	N/A	19	11%	22	23%	24	29%
May	12	50%	15	24%	13	23%	20	5%
Total	48	**	53	24%	56	29%	72	20%

6. \*\* Unable to calculate, due to N/A report (fewer than 11 students tested) Compiled from: California Department of Education, DataQuest

### b. 100% of students will receive a high school diploma or equivalent certificate, including students who graduated over the summer.

	# graduates 2010	% receiving diploma or equivalent	# graduates 2011	% receiving diploma or equivalent
Enrollment (Seniors)		90.1		87.3
H.S Diploma	141		150	
Certif of Compl (IEP)	14		19	
GED				
Adult School Diploma				
Total	155	127	169	131
Percent		90.1		87.3
Goal Met?		N		N

**c. AYP Graduation Rate**

	NCLB Grad Rate (2007/08 School Year) 2009	NCLB Grad Rate (2008/09 School Year) 2010	NCLB Grad Rate (2008/09 School Year) 2011
AYP Target	83.1%	83.2%	83.3%
Site %	79%	85%	83%
Goal Met?	N	Y	N

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

	2009/10		2010/11		% Decrease or Increase	Target Met
	#	%	#	%		
Suspensions	83	31	46	17	-14%	Y
Expulsions	4	1.5	1	.004%	-1.496%	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**

	2009/10		2010/11		% Decrease or Increase	Target Met
	#	%	#	%		
Referrals	43	16	65	25	+22	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 2010	% Agree 2011
Parents	81	86.67
Staff – cert.	95	94.45
Staff – class.	100	90
Students	84	80.17
<b>Total</b>	<b>90%</b>	<b>87.82%</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 2010	% Agree 2011
Parents	89	74.60
Staff – cert.	88	97.22
Staff – class.	89	84
Students	81	79.20
Total	87%	83.76%
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
2007/2008	89.17	98%	-8.83	N
2008/2009	88.68	98%	-9.31	N
2009/2010	89.38	98%	-8.62	N
2010/2011	93.61	98%	-4.39	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?*

There was an increase in referral numbers, but a decrease in suspensions, between 2010 and 2011. The suspension packets suggested by student services were utilized as interventions to suspension, which was notable in decreasing the number of suspensions.

The school safety and the school climate goals were met, although the percentage points did decrease slightly between 2010 and 2011. In the Spring of 2011, Stein High lost its well loved Utility 2 person and its Utility 3 person. The adjustment period was and still is difficult for the staff and for the students.

Between the 2009-10 school year and the 2010-11 school year, there was an attendance gain of 4.23%. The school made a concerted effort by extensively limiting the population who was entitled to buy-out. The Principal met with students who received SARB 2 or 3 letters, but whose parents did not attend the requested parent student conference appointment. The District truancy officer was asked to attend the SARB 3 parent student conferences.

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

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

#### **Goal #1 – All Students will meet or exceed grade level standards and the achievement gap will be closed.**

- a. Raise the achievement of English Learners
- b. Raise the achievement of at-risk students
- c. Prepare students for STAR testing
- d. (schools with gr. 6-12) Improve student achievement in Mathematics
- e. (HS only) Provide CAHSEE Remediation

#### Evaluation of Plan for Goal 1:

##### a. English Learners

- 1) Through Data Teams, English Learners were targeted for interventions. Teachers analyzed data from formative assessments to direct teaching. Teachers used SDAIE strategies and BIPs. EL students visited Delta College. EL support materials were used within the adopted curriculum. The EL Master Plan was in effect.
- 2) EL proficiency on the CSTs remained about the same as the previous year, although the percent of students with EL status, who tested, increased. In 2009-10, 18 students were advanced and 8 were intermediate. In 2010-11, 13 students were advanced and 14 were intermediate. With small numbers it is difficult to make comparisons. We did work the plan.
- 3) We will continue the action steps and through the WASC self-study, a recommendation was selected to focus on improving academic performance of EL students. A Para educator may be assigned a small group of basic or below EL students to tutor, if there is a need next year.

##### b. At Risk Students

- 1) We did follow the action plan and accomplish the steps. A step will be added to substitute a teacher in the designated assistant principal's class, when she subs for the principal.
- 2) The three staff members who joined the principal for Instructional Tours learned from the experience. The career lab partnership with Kiwanis was not successful. The number of participants dwindled, as it was voluntary and offered in the afternoon session.
- 3) Most of the plan will continue, with a modification in the Career Lab. Community based organizations will be invited to make presentations during the morning session and signups will be taken for each event. There will be two additional areas of focus for staff and students at Stein High: Conflict Resolution and Netiquette

##### c. STAR prep

- 1) We did follow the plan. Need more consistency with release questions. EL students were targeted, formative assessments were analyzed and lessons were re-taught. Time didn't allow the Principal or the Counselor to have conversations with students about their previous scores.
- 2) CST scores increased in proficiency in both World History and in English Language Arts by 6% and in U. S. History by 1%. In Algebra, as in the year before, there was 0% proficient. The Algebra teacher was ill for large amounts of time, throughout the year.
- 3) This year, the WASC focus group selected a recommendation of critical need, to improve the academic performance of economically disadvantaged students.

##### d. Student Achievement in Mathematics (gr 6-12)

- 1) Formative assessments were not entered into DataWise as frequently as they should be in Algebra and Geometry. Otherwise the action steps were followed.
- 2) The mathematics teacher was not in attendance for strategic times of the year, due to illness. Geometry scores were entered into DataWise for the first time.
- 3) A selected WASC recommendation of critical need by the focus group, is to increase the

strategies in cross-curricular collaboration to support student success in Math.

e. CAHSEE Remediation

- 1) The action plan was followed.
- 2) Senior student passing of CAHSEE decreased by 2.8% from the previous year.
- 3) We will continue the action steps with more emphasis on core and elective courses supporting students with ELA and CAHSEE instruction. A para educator will no longer be assigned to assist in Math CAHSEE class, as the para will be utilized differently.

**Goal #2 – Increase students’ average daily attendance**

Evaluation of Plan for Goal 2:

- 1) The action plan was followed, except that one advisor was selected to monitor STEPS student’s attendance. Also, the principal met with students who did not attend SARB 2 and 3 meetings, regarding attendance and progress.
- 2) The student attendance rate for the 2010-11 school year increased by 4.19 to a rate of 93.46.
- 3) This school year, we will have only the Migrant Education Coordinator available to translation purposes on our site. He is on site only a small part of the time, but is willing to translate when he is available. The Clerk 2 will make personal phone calls to parents on Monday for each student that is absent on ERM Mondays.

**Goal #3 – Diversity and Equity: Increase cultural proficiency to support and provide a positive, safe, and healthy school climate.**

Evaluation of Plan for Goal 3:

- 1) Part of the action plan was followed. We did not have a D & E activity every month for staff. First semester went well. Second semester we didn’t give the student survey to compare to the first survey given.
- 2) We were unable to compare student survey results.
- 3) We want to learn to create lessons that support Diversity & Equity for our classes.

**Goal #4 – Professional Development: Provide an articulated, sustained plan of professional development activities designed to build the school’s capacity to support programs and achieve goals.**

Evaluation of Plan for Goal 4:

- 1) Most of the action plan was followed, although attendance of staff at workshops to learn methods of instructional support for ELs was limited, as was attending workshops on improving negative student behaviors. WASC Co-Chairs did attend all trainings.
- 2) We are not as proficient as we would like to be in working with EL students. We are currently working on writing the WASC self-study.
- 3) The WASC visiting committee will be at Stein High March 4-7, 2011. We will focus on our three WASC recommendations for critical need; 1. Increasing support and success of EL and economically disadvantaged students, 2. Increasing student success in passing the CAHSEE, and 3. Working with cross curricular strategies to support and improve all student learning.

**Goal #5 – 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.**

Evaluation of Plan for Goal 5:

- 1) The action plan was followed. Stein High attempted to form an ELAC committee.
- 2) The representative to the School Site Council was unsuccessful at forming an ELAC committee due to lack of interest. SynreVoice messages were in English and Spanish.
- 3) We will continue with the action plan. An EL parent from School Site Council will represent ELAC. The council has selected 4 themes for flyers to send home in report cards: Domestic Violence, Cyber Bullying and Sexting, STDs, and College Opportunities

**Goal #6 – Technology: Provide staff and students the opportunity to use technology for learning, communicating and working in an information-centered society.**

Evaluation of Plan for Goal 6:

- 1) The action plan was followed. A new 3 year technology plan was developed for 2011-12 through 2013-14.
- 2) Measure S is unexpectedly providing us with 6 new LCD projectors.
- 3) The technology plan will be revised to include other technology sooner than originally expected, such as a smart board and possibly include the purchase of a document camera.

**Goal #7 – Improve the school libraries. (if included in prior year plan)**

Evaluation of Plan for Goal 7:

- 1) The plan was followed.
- 2) Implementing the schoolwide book club was a challenge, but we persevered. The biggest challenge was catching students up in the book, as they enrolled later in the school year.
- 3) We will not purchase copies of a book and attempt to read it together, as a school, this year.

**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 has been assembled and analyzed for the WASC self-study document that reflects the first and last 3 years of Stein High School. From the data, the staff has selected areas of strength and areas of critical need in supporting Stein High student's learning and success in graduating with a high school diploma.

*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 preliminary school site plan is reviewed, edited and approved by the School Site Council in May of the previous school year, based on student achievement data and the school survey. The plan is reviewed again by staff and the School Site Council in September of the current school year, ensuring that with evaluation of new available data, changes are made to align with student needs.

## **SECTION IV: SCHOOL PLAN FOR 2011/2012**

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

.The 2011/2012 School Plan that follows was developed through the joint efforts of the Stein High Staff and School Site Council. The School Plan and budget were approved by the School Site Council at the September 21, 2011 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
Cynthia Johannes	X				
Ranvir Gill		X			
Ann Herrington			X		
Barbara Rockey			X		
Jodi Wyrick		X			
Jeff Arnett		X			
Lori Nelson				X	
Marcee Valenzuela*				X	
Treasure Folwer				X	
Savannah Decker					X
Martin Oliva					X
Shaun St. John					X
Numbers of members of each category	1	3	2	3	3
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 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 students, endeavoring to close the achievement gap and to promote the passing of the CAHSEE. 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 is 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, and beliefs of others, thus affording a safe and equitable learning environment.

WASC Recommendation #1: Refine current and develop additional methods to increase student attendance.

### **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) 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.

**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 Conferences, 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 upgrade and replace computer technology as necessary, purchase cartridges, and when able, purchase and implement new technology that support academic content standards, technology literacy, appropriate and ethical use of technology, cybersafety and equitable access to 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) ) Resource tools and materials are necessary to assist ELL, economically disadvantaged and special education students, as well as the general education students to access the core curriculum. Books for research and recreational reading will be added. DVDs and simulations will be added to support curriculum.

## **C. Activities for 2011/2012 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)

#### **ESLRs (Expected Schoolwide Learning Results):**

##### **1. Critical and creative thinker who will be able to:**

- Locate, organize, interpret, evaluate, analyze and apply information.
- Use various problem-solving strategies.
- Recognize and evaluate various points of view.
- Complete projects using a variety of resources.

##### **2. Self-directed learner who will:**

- Engage in on-going assessment of their own current status and set goals to meet graduation requirements.
- Effectively use a syllabus and independently access assignments in sequence.
- Demonstrate an awareness of career and vocational paths leading to future employment.

**Rationale:** (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 students, endeavoring to close the achievement gap and to promote the passing of the CAHSEE. 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.

### 1a.English Learner Instruction and Support

Action Steps (Plan)	Person Responsible	Resources	Timeline	Do	Study	Act
1a.1 A current ELL list will be provided to staff, quarterly.	Gill/Rose	Aeries/ DataWise	September –May			
1a.2 Teachers will enter assessment data into DataWise.	Teachers	Aeries/ DataWise	September –May			
1a.3 Teachers will analyze data from formative assessments to direct teaching.	Teachers	DataWise	September-May			
1a.4 Teachers will use BIPs, and SDAIE strategies.	Teachers	District and County staff development, CISCs	August-May			
1a.5 EL Master Plan will be in effect.	Principal CELDT Coord	Aeries/DataWise 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			

### 1b.Intervention and Remediation for at-risk students

Action Steps (Plan)	Person Responsible	Resources	Timeline	Do	Study	Act
1b.1 Results of formative assessments will be evaluated by teachers and re- teaching will occur in a different way	Teachers	Workshops Books, Materials	September-May			
1b.2 Teachers will differentiate curriculum when necessary for special needs students. Resource teacher will provide supplemental curriculum when necessary to support students on IEPs	Teachers	Resource Teacher, Books, Materials, Funds	August-May			
1a.3 Instructional Tours will be implemented by the principal. Teachers will participate	Principal	Management Team, Directors	September-May			
1b.4 Data Team will hold meaningful cycles (e.g. technical directions, scholarship essay writing)	CISCs, Principal Teachers	Staff Development, Materials	September-May			
1b.5 Career Lab will offer speakers from community based organizations	Work Exp. Coord. Kiwanis Club members	Community, Student sign up, Technology,	September-May			

1b.6	Recognition assemblies, certificates, and teacher sponsored clubs will take place	Principal, Teachers	Community, Equipment, Software Programs, Materials. Funding	September-May			
1b.7	Curriculum related field trips and college visits will take place	Teachers	Funding, Materials	November-May			
1b.8	Students will take Cyber High courses, Adult School concurrent classes and Summer School courses for credit recovery	Teachers, Counselor, Principal	Funding, Staffing, Supplemental Materials	September-May			
1b.10	Yearbook elective will produce a student made yearbook	Yearbook teacher, class	Funding, technology	September-April			
1b.11	Purchase school furniture	Principal	Funding	November –January			
1b.12	Copier, Riso, maintenance agreements and copies	Principal	Staff, funding	August-May			
1b.13	Office: diplomas, school supplies	Testing coordinator	Time, Materials, Funding	August-May			
1b.14	Supplement Clerk, Para, Security to open school and to enroll students on a monthly basis	Principal	Staff, Funding	August-June			
1b.15	Supplemental pay for CST, CAHSEE testing/CELDT coordinator and substitute pay	Principal	Testing coordinator, substitutes	September-May			
1b.16	After school recreation leader and supplies	Principal	Para-educator, 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	Provide opportunities for learning and applying conflict resolution	Principal, /teachers	Prevention services				
<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 Target ELL students with personnel and material support		Teachers, CELDT Coord., Principal, Para	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.6 Use formative assessments and analyze results for re-teaching		Teachers	Materials,Funding	September-April			
1c.7 Begin reviewing essential standards at the beginning of the school year		Teachers	Materials	August-April			
1c.8 Have a conversation with students about previous CST scores		Teachers,Principal, Counselor	DataWise, Class time	March-April			
1c.9 Hold CAHSEE Intervention classes within the Master Schedule		Principal, Teachers	Supplemental Materials	September-May			

1c.10 Brain X program will be utilized in ELA and Math	Teachers	Brain X, Computers, funding	October-May			
1c.11 Cyber High math courses availability for CAHSEE preparation.	Teachers	Courses, Computers,	September-May			
1c.12 Core and elective courses support ELA and mathematics through cross curricular instruction and strategies, materials	Teachers	Materials, Professional Development, Funding	September-May			
1c.13 Counselor meets with parents and students who need to pass CAHSEE	Counselor, Students, Parents	Test scores, Appointments	August-May			
1c.14 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.15 Para-educator availability to further assist students with the Math CAHSEE.	Para-educator	Time, Materials Funds	September-May			
1c.16 English teacher to assist District Valenzuela students after school with Brain X.	Teacher	Brain X	October-May			

#### 1d. Plan for Increasing Deployment of Best Instructional practices

Action Steps (Plan)	Person Responsible	Resources	Timeline	Do	Study	Act
1d.1 Data Teams will take the lead	CISCS	Funds, Staff Development	August-May			
1d.2 Active participation in District Departmental Meetings	Teachers, Principal	Staff Development	August-April			
1d.3 Participation in RSDSS training	Teachers, Principal	SJCOE RSDSS	August-April			

#### 1e. Mathematics Achievement (required for gr. 6-12)

Action Steps (Plan)	Person Responsible	Resources	Timeline	Do	Study	Act
1e.1 District formative assessments scores will be entered into DataWise, analyzed by the math teacher and utilized to plan intervention	Teacher	Materials, Technology DataWise	September-May			
1e.2 Daily use of Standards Plus warm-ups in math class	Teacher	Technology, Materials	September-May			
1e. 3 Students who have completed Algebra and have passed the CAHSEE will take Geometry for needed math credit	Teacher	Materials	August-May			
1e.4 Cross Curricular collaboration in mathematics	Teachers	Materials, supplies	October-May			

#### Plan for providing ELD to English Learners in 2011/12:

Grade	Organization of Students	Frequency of ELD	Duration of ELD	Provided by	Materials used
<b>11</b>	Students are scheduled into regular English classes within the Master Schedule.	ELD instruction is provided daily.	30 minutes a day is spent on ELD instruction.	Carrie Davenport	Holt ELD supplemental materials.
<b>12</b>	Students are scheduled into regular English classes within the Master Schedule.	ELD instruction is provided daily.	30 minutes a day is spent on ELD instruction.	Chad Irvin	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.)

*Stein High doesn’t serve grades 9 and 10.*

### **Part B: 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	71%	86%		71%		86%	71%	20%
	part	29%	0		29%		14%	0	40%
Checking for Understanding	full		20%		14%		0	0	0
	part	100%	20%		0		29%	14%	0
Learning Objective	full	43%	33%		29%		57%	57%	0
	part	43%	33%		14%		14%	0	60%
Non-Linguistic Representation	full	57%	67%		86%		29%	29%	40%
	part	43%			14%		71%	29%	40%

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

#### **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%						
	part		16%						
Checking for Understanding	full		0						
	part	100%	16%						
Learning Objective	full	83%	83%						
	part	0	16%						
Non-Linguistic Representation	full	83%	67%						
	part	0	16%						

**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 Recommendation #1: Refine current and develop additional methods to increase student attendance.

**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)

### 2. ESLRs (Expected Schoolwide Learning Results):

#### 2. Self-directed learner who will:

- Engage in on-going assessment of their own current status and set goals to meet graduation requirements.
- Effectively use a syllabus and independently access assignments in sequence.
- Demonstrate an awareness of career and vocational paths leading to future employment.

**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, and beliefs of others, thus affording a safe and equitable learning environment.

<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, Teacher	Funding, Handbook	August-May			
2a.2 Mail truancy letters every two weeks	Clerk	Aeries, postal fees	September-May			
2a.3 Schedule SARB meetings	Clerk, teachers	Handbook, truancy officer, SART	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	Counselors	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	October-May			
2a.8 Principal meets with students who don't attend SARB meetings	Principal	Clerk	September-May			

2a.9 Clerk makes daily calls for absences on ERMs	Clerk	Aeries	August-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 Teachers and administrators attend District workshops on D & E	Stein Staff	District	Agusut-May			
2b.2 Point Break workshop for students and staff	Principal	Prevention Services	November			
2b.3 Teacher and Administrator training for lesson planning	Principal	District, staff, funding	August-May			
2b.4 Plan and Implement District D & E ERM	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	Average Rate
2010-2011	93.05	92.89	94.79	93.25	91.84	93.38	92.07	95.04	93.24	95.04	934.59	93.46
2011-2012												
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.*

WASC Recommendation #2: Provide professional development opportunities for English Language Learner methodology, instructional support, standards and assessment. Seek ways to foster collaboration and implementation.

**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

**ESLRs (Expected Schoolwide Learning Results):**

Effective communicator who:

- Demonstrates the ability to read, write, and speak competently.
- Conveys concepts and ideas through graphs, charts and other visual representations.
- Receives, interprets and responds clearly too oral and written information.

**Rationale:** (site) 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.

3a. Staff Development						
Action Steps (Plan)	Person Responsible	Resources	Timeline	Do	Study	Act
3a.1 Provide training with two workshops on ADHD classroom management and child abuse reporting	Principal	Valley Counseling	August-September			
3a.2 Workshops, Seminars, Conferences and Webinars for faculty, administrator, counselor and para-educators on supporting and increasing success for English Language Learners	Principal, WASC coordinators	District, SJCOE, State and private enterprises, Funding	September-August			
3a.3 Workshops, Seminars, Conferences and Webinars for faculty, administrator, counselor and para-educators on supporting and increasing success for economically disadvantaged students	Principal, WASC coordinators	District, SJCOE, State and private enterprises, Funding	September-August			
3a.4 Workshops, Seminars, Conferences and Webinars for faculty, administrator, counselor and para-educators on cross curricular instruction for supporting student success on the CAHSEE	Principal, WASC coordinators	District, SJCOE, State and private enterprises, Funding	September-August			

3a.5 Books on above mentioned themes will be purchased for support	Principal	Funding	November-February			
3a.6 RSDSS training for teachers and principal	Principal	SJCOE	August -April			
<b>3b. Staff Participation in Professional Development on Early Release Mondays</b>						
Action Steps (Plan)	Person Responsible	Resources	Timeline	Do	Study	Act
3b.1 Faculty and Administrator will participate in District Professional Development	Principal	District	August-May			
3b.2 Faculty and Administrator will support and attend all ERM meetings at site which will support student learning	Principal	Staff meeting agendas	August-May			
3b.3 Faculty and Administrator will support and attend all WASC ERM meetings which will support student learning	Principal, Co Chairs	Staff meeting agendas	August-May			
3b.4 Book study will be implemented and books for professional development will be purchased	Principal	Funding	November-February			

**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

**ESLRs (Expected Schoolwide Learning Results):****1. Critical and creative thinker who will be able to:**

- Locate, organize, interpret, evaluate, analyze and apply information.
- Use various problem-solving strategies.
- Recognize and evaluate various points of view.
- Complete projects using a variety of resources.

**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 Conferences, Awards/Recognition Assemblies, Financial Aid Workshops for College and Key Club activities. Communication will be open and frequent between advisors and parent/guardians.

<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, Couns. Security	Facility, food, funds	January-February			
4.2 Principal will use SynreVoice system to invite parents to conference day	Principal	Computer, Telephone	October			
4.3 Flyer will be sent home for District College Fair.	Secretary, Counselor	Paper	October			
4.3 Parents will participate in Key Club activities.	Key Club supervisor, Kiwanis Club Advisor	Club 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: Domestic Violence, Cyber Bullying, STDs and College Opportunities, as approved by SSC	Principal, Secretary	Paper, copier, postage	October			

**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):**

**1. Competent user of technology who:**

- Uses a variety of technology-based resources to collect and communicate information.
- Demonstrates effective use of standard computer programs and applications.
- Uses technology responsibly and ethically.

**Rationale:** (site) The site will upgrade and replace computer technology as necessary, purchase cartridges, and when able, purchase and implement new technology that support academic content standards, technology literacy, appropriate and ethical use of technology, cybersafety and equitable access to technology.

Technology						
Action Steps (Plan)	Person Responsible	Resources	Timeline	Do	Study	Act
5.1 Review and revise and follow site technology plan.	Principal, Teachers	Time, Funding	October-May			
5.2 All site technology will be upgraded as necessary.	Principal Teacher	ISET, Funding	October-May			
5.3 Replace technology and ink cartridges when necessary.	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 District staff will give math teacher a workshop in entering data into Data Wise	Principal	Curriculum and Instruction Department	October			
5.6 Course requirements will include preparation and presentations of projects utilizing technology,	Teachers	Computer lab, Funding	September-May			
5.7 Purchase movie license for site.	Principal	Funding	September			

### **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)**

- Library will be used by students for research
- Books and technology will be available
- Students will read for enjoyment
- DVD collection will be current

#### **ESLRs (Expected Schoolwide Learning Results):**

##### **1. Critical and creative thinker who will be able to:**

- Locate, organize, interpret, evaluate, analyze and apply information.
- Use various problem-solving strategies.
- Recognize and evaluate various points of view.
- Complete projects using a variety of resources.

**Rationale:** (site) ) Resource tools and materials are necessary to assist ELL, economically disadvantaged and special education students, as well as the general education students to access the core curriculum. Books for research and recreational reading will be added. DVDs and simulations will be added to support curriculum.

<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 Books will be selected for necessary for research projects	Teachers	Funding	November-April			
6.2 Necessary books will be purchased for Cyber High courses	Principal	Funding	November-April			
6.3 Books for recreational reading will be purchased for various reading levels of high school students	English Teachers	Funding	November-April			
6.4 Necessary DVDs will be purchased to support curriculum.	Teachers	Funding	November-April			

### **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:**

Centralized Services			
Action Steps (Plan)	Person Responsible	Resources	Timeline
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

**George and Evelyn Stein High School**  
**Single Plan For Student Achievement**  
**Recommendations and Assurances**

The school site council (SSC) recommends this 2011/12 school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (*Check those that apply*):

\_\_\_ Title I Advisory Committee

\_\_\_ English Learner Advisory Committee

\_\_\_ Community Advisory Committee for Special Education Programs

\_\_\_ Gifted and Talented Education Program Advisory Committee

\_\_\_ Other (list) \_\_\_\_\_

4. The SSC reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the SSC at a public meeting on: \_\_\_\_\_.

Attested:

\_\_\_\_\_  
Print name of school principal

\_\_\_\_\_  
Signature of school principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print name of SSC chairperson

\_\_\_\_\_  
Signature of SSC chairperson

\_\_\_\_\_  
Date

## Stein School Plan Budget 2011-12

		<u>Total</u>	<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Title II</u>
	11/12 Estimated Allocations	\$ 63,089	\$ 10,530	\$ 561	\$ 22,106	\$ 23,892	\$ 6,000
	10/11 Carryover	\$ -					
	Sub-Total	\$ 63,089	\$ 10,530	\$ 561	\$ 22,106	\$ 23,892	\$ 6,000
	Centralized Services	\$ 3,579			\$ 1,545	\$ 2,034	
	<b>TOTAL</b>	<b>\$ 66,668</b>	<b>\$ 10,530</b>	<b>\$ 561</b>	<b>\$ 23,651</b>	<b>\$ 25,926</b>	<b>\$ 6,000</b>
	<b>ALLOCATED GOAL TOTAL</b>	<b>\$ 64,868</b>	<b>\$ 9,480</b>	<b>\$ -</b>	<b>\$ 23,462</b>	<b>\$ 25,926</b>	<b>\$ 6,000</b>
Plan Ref	<b>Action Steps (requiring funding)</b>						
	<b>Goal #1: All Students will meet or exceed grade level standards and the achievement gap will be closed:</b>						
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Title II</u>
	Provide direct support to students through centralized services.				\$ 1,545	\$ 2,034	
1a.6	Curriculum related field trips, college visits and assemblies,				\$ 1,000	\$ 400	
1a.7	Supplementary materials from adopted curricula, purchase other supplies, materials and equipment.		\$ 700		\$ 1,000	\$ 5,000	
1b.6	Recognition assemblies with certificates for students and teachers.					\$ 250	
1b.7	Curriculum related field trips and college visits				\$ 700	\$ 700	
1b.11	Purchase school furniture		\$ 1,000			\$ 2,264	
1b.12	Copiers, Riso, maintenance agreements and copies		\$ 4,280				
1b.13	Diplomas, lanyard, IDs, and office supplies		\$ 3,500				
1b.14	Supplemental pay for clerk to enroll students on monthly basis, and security to attend evening events.					\$ 500	
1b.15	Substitute for CELDT/CST/CAHSEE teacher and coordinator				\$ 150	\$ 300	
1b.16	After school pay recreation leader and supplies.					\$ 500	
1b.17	Provide funding for 4 hour clerk to support office functions that support student.				\$ 18,500		
1b.18	Sub pay for principal's designee					\$ 1,000	
1c.1	ELL student support for CAHSEE, personnel and materials					\$1,000	
1c.12	cross curricular support materials for CAHSEE					\$1,000	

## Stein School Plan Budget 2011-12

			\$ 9,480	\$ -	\$ 22,895	\$ 14,948	\$ -
	<b>Goal #2: Increase students' average daily attendance:</b>						
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Title II</u>
2a.1	Student Handbook and translator cost to stress regular attendance and explain SARB		\$ 300		\$ 250		
2a.2	Postage for truancy letters, report cards, senior letter.		\$ 750				
	<b>Goal #2b: Increase cultural proficiency to support a safe, and equitable learning environment</b>						
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Title II</u>
2b.3	Training for teachers/administrator for culturally proficient lessons					\$ 1,000	
2b.4	How To Use Students' Diverse Cultural Background to Enhance Academic Achievement, DVD Sights and Sounds of Equitable Practices DVD for District/Site ERM				\$ 200	\$ 300	
	<b>GOAL TOTALS</b>		\$ -	\$ -	\$ 211	\$ 1,300	\$ -
	<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	Two workshops:Managing ADHD behaviors in the classroom and child abuse reporting						\$ 500
3a.2	Workshops, conferences, webinars for staff to support and increase success for ELL students					\$ 1,000	\$ 2,000
3a.3	Workshop, conferences, webinars for staff to support and increase success for economically disadvantaged students					\$ 1,000	\$ 2,000
3a.4	Workshsops, conferences, webinars for staff to develop and implement cross curricular support for student success					\$ 500	\$ 1,000
3a.5	Books on themes from 3a.1,2,3 will be purchased to support training						\$ 500
	<b>GOAL TOTALS</b>		\$ -	\$ -	\$ -	\$ 2,500	\$ 6,000

## Stein School Plan Budget 2011-12

	<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 II</u>
4.5	Purchase brochures to mail in report cards					\$ 600	
	<b>GOAL TOTALS</b>		\$ -	\$ -	\$ -	\$ 600	\$ -
	<b>Goal #5: Technology: Use technology as a tool to improve instruction, management of classrooms and efficiency in operations</b>						
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Title II</u>
5.2	Upgrade, replace, purchase new site technology					\$ 4,500	
5.3	Replace ink cartridges.					\$ 172	
5.7	Purchase movie license for site.					\$ 300	
	<b>GOAL TOTALS</b>		\$ -	\$ -	\$ -	\$ 4,972	\$ -
	<b>Goal #6: Improve School Libraries</b>		<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Title II</u>
6.1	Purchase books for research					\$ 300	
6.2	Books for Cyber High Courses					\$ 100	
7.3	Books for recreational reading				\$ 356	\$ 228	
7.4	DVDs and simulations to support curriculum					\$ 978	
	<b>GOAL TOTALS</b>		\$ -	\$ -	\$ 356	\$ 1,606	\$ -

# Single Plan for Student Achievement 2011/12



## *Tracy High School*

*Tracy Unified School District*

*CDS: 39-75499- 3938008*

*Principal: Jason Noll*

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: Jason Noll

Position: Principal

Telephone Number: 209-830-3360

E-mail Address: jnoll@tusd.net

SSC approval date: \_\_\_\_\_

# SECTION I: SCHOOL PROFILE

## A. Description of any Significant Changes

### 1. Description of School Demographic composition

	Source	2009/10	2010/11	2011/12
Enrollment (#)	Oct CBEDS	2331	2111	1880
AFDC/Free & Reduced (%)	Oct CBEDS	554	544/26%	567/27%
English Learners R-30 (%)	Mar R-30	361	283/14%	
Fluent English (FEP/R-FEP) (%)	Mar R-30	349	325/16%	
Students redesignated to FEP (#)	Mar R-30	2	24	
Ethnicity: White (%)	Oct CBEDS	1007	958	809-43%
Hispanic(%)	Oct CBEDS	756	651	669-36%
African American(%)	Oct CBEDS	150	141	117-6%
Asian(%)	Oct CBEDS	181	184	227-12%

The overall student population of THS decreased due to John C. Kimball High School building its Senior Class. There should be a greater drop in the total student population. The number is still holding at the current level due to the district transfers to THS and the Academies.

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

	2010/11	2011/12
number of classroom teachers	92	83
number and type of support certificated staff (including special education staff)	5(Counselors) 1(Psychologist)	4(Counselors) 1(Psychologist) 1(Speech Therapist)
number of classified staff	41	
Number/percent of NCLB highly qualified teachers	92 NCLB Compliant 100%	83 NCLB Compliant 100%
Number/percent of teachers with EL Certification	92 CLAD Certified 100%	82 CLAD Certified 98.7 %

THS High School Dropped in the number of staffing due to the student population transfer to Kimball High School and also the budgetary constraints (RIF's).

### 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

Over the last year there have been many major changes to the Tracy High School campus. The C Building which houses the Home Economics, Child Development, FEAST, Choir, Band, and new cafeteria opened to the students in November of 2010. The D Building opened to students in January of 2011. This building houses the new Library, Bookkeeper's Office, Academies Offices, five computer labs, ELD Office, and 12 regular classrooms. The landscaping was completed for students to have access to the entire campus. Over the summer of 2011, the Main & Sub Gyms were painted and the exterior repaired. The EB Theatre received some interior work along with an exterior landscaping and painting. The new school year saw the opening of the Senior Court student drop off area and staff parking.

## 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.	\$ 144,103
<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	\$ 84,995
Total amount of state categorical funds allocated to this school	\$ 229,098

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	\$ 6000
Total amount of state and federal categorical funds allocated to this school	\$ 235,098

## Expected Schoolwide Learning Results (ESLRs)

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
- Use a variety of methods of presentation
- Use multiple information sources appropriately
- Use positive interpersonal communication skills
- 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

ELEMENT	2010 Rating	2011 Rating	Comments
<b>EPC #1 Instructional Program</b>			
1.1	4	3	Use Holt and District novels & District approved books
1.2	3	3	Provide scaffolding for students who need it.
1.3	3	1	
<b>EPC #2 ES/MS: Instructional Time HS: Student access to standards aligned core courses</b>			
2.1	3	3	
2.2	4	3	
<b>EPC #3 School Principal's Instructional Leadership Training</b>			
3.1	4	3	
3.2	3	2	
<b>EPC #4 Credentialed Teachers and Teacher Prof. Development Opportunity</b>			
4.1a/b	4	4	All administrators are AB 430 compliant
4.2	3	3	All administrators participate in District professional development
<b>EPC #5 Student Achievement Monitoring System</b>			
5.1	4	4	
5.2	4	4	
<b>EPC #6 On-Going Instructional Assistance and Support for Teachers</b>			
6.1	4	2	
6.2	4	3	
<b>EPC #7 Teacher Collaboration by Gr. Level/Subject Matter</b>			
7.1	3	3	We use data teams for assessment, but not for placement
7.2	4	4	
<b>EPC #8 ES/MS: Lesson Pacing Schedule; HS: Intervention Programs</b>			
8.1	3	3	
8.2	4	4	
<b>EPC #9 Fiscal Support</b>			
9.1	4	3	
9.2	3	4	

#### **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?*

Based on the small number of participants due to technology issues, there is not a valid sample. (Only 14 out of 84 teachers were able to respond.) Of the teachers who responded, the survey results indicate that students are receiving the rigorous, relevant, and coherent standards based curriculum in their academic day. However, there is less confidence in the instructional intervention and support being given to students in reading and language arts. In the area of ongoing assistance, there was a decrease in the confidence of those surveyed.

## 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	2009 % Prof. ELA (≥ 46.0%) (≥ 44.5%)	2010 % Prof. ELA (≥ 56.8%) (≥ 55.6%)	2011 % Prof. ELA (≥ 67.6%) (≥ 66.7%)	AYP Goal Met?	5% growth Goal Met?	2009 % Prof. Math (≥ 47.5%) (≥ 43.5%)	2010 % Prof. Math (≥ 58%) (≥ 54.8%)	2011 % Prof. Math (≥ 68.5%) (≥ 66.1%)	AYP Goal Met?	5% growth Goal Met?
<b>School Total</b>	61.9	<b>69.5</b>	<b>65.4</b>	Yes	No	58.3	<b>63.7</b>	<b>60.1</b>	No	No
<b>Sub-group #1</b> Hispanic or Latino	42.0	<b>47.3</b>	<b>48.9</b>	Yes	No	42.3	<b>46.1</b>	<b>41.2</b>	No	No
<b>Sub-Group #2</b> White not Hispanic	75.1	<b>83.7</b>	<b>75.3</b>	Yes	No	69.6	<b>74.2</b>	<b>71.7</b>	Yes	No
<b>Sub-Group #3</b> Socioecon. Disad.	42.0	<b>48.6</b>	<b>48.0</b>	No	No	37.2	<b>41.2</b>	<b>42.4</b>	No	No
<b>Sub-group #4</b> ELL students	27.3	<b>40.0</b>	<b>33.3</b>	No	No	34.8	<b>38.6</b>	<b>31.4</b>	No	No
<b>Sub-group #5</b> Stu. w/ Disabilities	22.4	<b>NA</b>	<b>NA</b>			24.0	<b>NA</b>	<b>NA</b>		

## Achievement Gap Data

### Longitudinal AYP 2007 – 2011 • 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
2007	24.4/22.3	57.7	71.6	45.2	26.4	35.8	35.8	30.1	41.5	15.2	56.4		
2008	35.2/33.4	61.1	73.8	35.0		45.7		37.7		27.3			
2009	46.0/44.5	61.9	75.1	25.9		42.0		42.0		27.3		22.4	
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	33.2	48.9	22.5	48.0	17.4	33.3	42.0	22.7	52.6

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

### Longitudinal AYP 2007 – 2011 • 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
2007	26.5/20.9	54.0	64.4	32.3	32.1	37.2	27.2	31.7	32.7	23.0	41.4	-	-
2008	37.0/32.2	55.0	64.5	20.0		40.8		31.9		27.6		-	-
2009	47.5/43.5	58.3	69.6	25.9		42.3		37.2		34.8		24.0	
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	39.5	41.2	30.5	42.2	29.3	31.4	40.3	22.7	48.4

**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>	98	yes	98	yes
<b>Subgroup #1</b> Hispanic	96	yes	95	yes
<b>Subgroup #2</b> White Not Hispanic	100	yes	100	yes
<b>Subgroup #3</b> Socio-economically Disadvantaged	97	yes	97	yes
<b>Subgroup #4</b> English Learners	97	yes	96	yes

**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?*

In 2010, 18 of the 22 criteria were met, followed in 2011 with 15 of 22 criteria met. In both ELA and Math we have met the participation rates. 2010 and 2011 EL did not meet the proficiency rates. In 2011 socioeconomically disadvantage did not meet the proficiency criteria. For Math in 2010 proficiency rates were not met by Hispanics and EL Learners. In 2011, Hispanics, Socioeconomically Disadvantage, and EL Learners did not meet the criteria. Graduation rate criteria have not been met in the last two years by a slim margin.

**ELA:** We met the participation goals for AYP but did not meet the percent proficient goals for all significant sub groups, Socio Econ group and EL did not meet the proficient goals consequently school wide we did not meet our target. (At 64% for a target of 66.7%) For two consecutive years we have not met the AYP.

**Math:** Hispanic, Socioeconomically Disadvantage, and EL did not meet the percent proficient. School wide – 60.1% proficient (target 66.1%). Graduation rate targets not met(86.02/86.44 target).

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

Group	2010 Base API	2011 API Target	2011 API	Actual Growth	Target Met Yes or No
<b>School Total</b>	756	761	<b>769</b>	13	Yes
<b>Subgroup #1</b> Asian	851	800+	<b>889</b>	38	Yes
<b>Subgroup #1</b> Hispanic	686	692	<b>694</b>	8	Yes
<b>Subgroup #2</b> White Not Hispanic	791	796	<b>812</b>	21	Yes
<b>Subgroup #3</b> Socio-economically Disadvantaged	677	683	<b>684</b>	7	Yes
<b>Subgroup #4</b> English Learners	656	663	<b>664</b>	8	Yes
<b>Sub-group #5</b> Stu. w/ Disabilities	529	543	<b>546</b>	17	Yes

Longitudinal (Growth) API 2007 – 2011  
(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
2007	704	742	655 -87	638 -66	605 -137	559 -183	
2008	734	766	651	670	633	607 -159	
2009	740	783	674	663	637	616 -167	484
2010	754	792	677	682	675	652 -140	515
2011	769	812	687 -125	694 -118	684 -128	664 -148	546 -266

**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?*

For the past two years, Tracy High School has met growth targets for API Schoolwide and for all significant sub-groups. Asian students and White students continue to perform at higher levels than all significant subgroups with Hispanic, Socioeconomically Disadvantage, EL Learners, and Students with Disabilities performing at lower rates. There continues to be a significant achievement gap between high performing subgroups and low performing 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>2008/2009</b>	330	63.3%	51.6	Y	26.8%	30.6	No
<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

### 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. However, there was a significant drop in % of students meeting this objective (9.3%).

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	2010	2011	Target Met? Y/N	MATH	2010	2011	Target Met? Y/N
Grade 9	26%	40%	No	Alg. Read.	N/A	43%	No
Grade 10	51%	51%	No	Algebra	40%	43%	No
Grade 11	N/A	84%*	Yes	Geometry	N/A	50%	No
Grade 12	N/A	74%	No	Algebra 2	N/A	40%	No

*\*Does not include Holt end of year.*

### 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).*

District assessments in ELA show that freshmen scores have improved, but not enough to reach the target goal. Sophomores have flat lined. For math, THS has not reached the target goals.

### 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	87%	67%	93%	88%	61%	93%
2010/11	85%	63%	94%	86%	56%	94%

\*Gr 12 pass rate is excluding students with disabilities who are not required to pass CAHSEE

**b. 100% of students will receive a high school diploma or equivalent certificate**

	# graduates 2010	% receiving diploma or equivalent	# graduates 2011	% receiving diploma or equivalent
Enrollment (Seniors)	569		592	
H.S Diploma	524		554	
Certif of Compl (IEP)	3		14	
GED	0		0	
Adult School Diploma	2		3	
Total	529		571	
Percent		92.9%		93.5%
Goal Met?		No		No

**c. AYP Graduation Rate**

	NCLB Grad Rate (2007/08 School Year) 2009	NCLB Grad Rate (2008/09 School Year) 2010	NCLB Grad Rate (2009/10 School Year) 2011
AYP Target	83.1%	83.2%	86.44%
Site %	85.9%	86.0%	86.02%
Goal Met?	Yes	Yes	No

**d. Students completing A-G Requirements**

	# met a-g	Percent (of gr. 12 students)	Goal Met? Y/N
2008/09	147	29.05%	
2009/10	198	35.5%	Yes
2010/11	224	35.1%	No

**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?*

Graduates completing A-G UC requirements have remained constant. There has been a decrease in graduation rates. Although graduation rates have not been met, students are completing high school through other methods (certificates & adult school).

For RSDSS this year we had a group of teachers strategically pulled from math Science and English that became trainers. They went through the program and then took the skills learned back to their respective departments. This included lesson designs and classroom walkthrough and observations.

## C. School Safety

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

	2009/10		2010/11		% Decrease or Increase	Target Met
	#	%	#	%		
Suspensions	694	29%	475	22.5%	- 6.5%	Yes
Expulsions	19	.81%	11	0.55%	- .26%	Yes

*# 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 2010	% Agree 2011
Parents	65.2%	71.98%
Staff – cert.	91.3%	77.26%
Staff – class.	66.7%	57.69%
Students	56.1%	93.94%
<b>Total</b>	<b>69.8%</b>	<b>75.22%</b>
<b>Met Goal (Y/N)</b>	<b>No</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

Group	% Agree 2010	% Agree 2011
Parents	65.1%	69.51%
Staff – cert.	73%	60.01%
Staff – class.	61.9%	58.46%
Students	44.9%	78.79%
<b>Total</b>	<b>61.2%</b>	<b>66.69%</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%

School Year	Actual Attendance %	Target %	Difference (+ or -)	Target Met Yes or No
2007/2008	94.16%	98%	-3.84	No
2008/2009	94.84%	98%	-3.16	No

<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>

### **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?*

Based on surveys conducted in the fall of 2011, students at Tracy High overwhelmingly reported that they feel their school is a safe, orderly, and clean place. Parent and staff surveys indicated a lack of confidence in the school climate and leadership of the school site. The lowest percentage went to the classified staff members. This may have been in part to the onset of the reduction in forces set forth by the budget issues. The completion of construction of the new buildings, landscaping, and painting has generated many compliments from community members, alumni, parents, and visitors.

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

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

#### **Goal #1 – All Students will meet or exceed grade level standards and the achievement gap will be closed.**

- a. Raise the achievement of English Learners
- b. Raise the achievement of at-risk students
- c. Prepare students for STAR testing
- d. (schools with gr. 6-12) Improve student achievement in Mathematics
- e. (HS only) Provide CAHSEE Remediation

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

- a. English Learners
  - 1) EL students continue to struggle on CST exams.
  - 2) THS continues to administer CELDT test to all levels of EL students.
  - 3) Hispanic students are not passing CAHSEE at the same rates as other students.
- b. **At Risk Students**
  - 1) Language! Is no longer an option for 9<sup>th</sup> & 10<sup>th</sup> grade students.
  - 2) Excel enrollment is increasing.
  - 3) Algebra Support is still offered.
- c. **STAR prep**
  - 1) THS has curriculum guides/maps and pacing calendars in all core classes.
  - 2) Data Team work is centered around standards based instruction and assessment.
  - 3) Collaborative time is used for standards based student data analysis and curriculum planning.
- d. **Student Achievement in Mathematics (gr 6-12)**
  - 1) Students continue to struggle in Algebra 1 math classes.
  - 2) CAHSEE math pass rates are lower than pass rates in ELA.
  - 3) Students scoring proficient or above in the higher math classes have shown growth.
- e. **CAHSEE Remediation**
  - 1) The classes are still being offered during the school day.-----1 section only -22 students- predominantly grade 12 –mostly EL's and a few Gen Ed
  - 2) Percent of students passing -Census results 86% ELS; 84.5% Math
  - 3) Are students passing it who are enrolled in the class?----last year only 11% of 12<sup>th</sup> graders passed. ...mostly the non passers are Sp Ed students and EL's----And only 34% of re-takes passed overall

#### **Goal #2 – Increase students' average daily attendance**

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

- 1) Over the last few years, there has been a gradual increase in daily attendance. The target of 98% has not been met.
- 2) Truancy letters are generated on a schedule calendar.
- 3) Increase for accuracy for daily attendance.

#### **Goal #3 – Diversity and Equity: Increase cultural proficiency to support a provide a positive, safe, and healthy school climate.**

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

- 1) The staff has participated in District provided Diversity and Equity training.
- 2) Lunchtime activities, clubs, and many school events reflect the diverse cultural community of the school.
- 3) Guest speakers and outside classroom presenters represent multicultural interest.

**Goal #4 – Professional Development: Provide an articulated, sustained plan of professional development activities designed to build the school’s capacity to support programs and achieve goals.**

Evaluation of Plan for Goal 4:

- 1) Data teams are an integral part of professional development at Tracy High School
- 2) Information from conferences and trainings are shared with departments by attendees.
- 3) Staff and faculty participate in District provided training.

**Goal #5 – 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.**

Evaluation of Plan for Goal 5:

- 1) School events are attended by parents, guardians, and other members of the community.
- 2) There is an increased participation in Booster Clubs in many areas campus wide.
- 3) Many students actively participate in a wide variety of community service activities and there are many opportunities for community members to come to the campus.

**Goal #6 – Technology: Provide staff and students the opportunity to use technology for learning, communicating and working in an information-centered society.**

Evaluation of Plan for Goal 6:

- 1) With the addition of modernized classrooms, technology is available to staff and students in almost all classrooms.
- 2) The availability of computer labs has increased for student use.
- 3) Walk-through data has shown a increase use of technology by staff members.

**Goal #7 – Improve the school libraries. (if included in prior year plan)**

Evaluation of Plan for Goal 7:

- 1) THS opened a brand new state-of-the-art library and computer lab.
- 2) Textbook storage capacity has increased.
- 3)

**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?*

School leadership makes decisions for staffing, curriculum development, and scheduling based on achievement data. Careful consideration has been taken to consider underperforming subgroups in the master schedule and remedial/support opportunities are included whenever possible.

*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?*

Early in the first quarter of the school year, during an Early Release Monday meeting, the staff is given the opportunity to analyze and review schoolwide and department data from STAR Testing, CAHSEE, AYP, and API. Goals from the Single School Plan/WASC are incorporated into this discussion. Short term goals and plans are developed during this discussion. At the beginning of the 3<sup>rd</sup> quarter progress on goals is evaluated. At the end of the school year during a staff meeting, annual progress on goals, benchmarks, and schoolwide data is analyzed and reviewed.

## **SECTION IV: SCHOOL PLAN FOR 2011/2012**

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

The 2011/2012 School Plan that follows was developed through the joint efforts of Tracy High School Staff, Site Administration, and School Site Council. The School Plan and budget were approved by the School Site Council at the *October 11, 2011* 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
Mr. Jason Noll	X				
Darin Haydock		X			
Larry Mendonca		X			
Melissa McCullough		X			
Upinderpreet Gill					X
Benjamin Bassitt					X
Renatta Guzman					X
Greta Yerian				X	
Anil Wadhwani				X	
Debbie Corona			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: Jeanette 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 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 being 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 2011/2012 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.*

*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 schoolwide ELA and Mathematics performance on CSTs and schoolwide 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

<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 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 2011/12:**

<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	2010/11	38.9		56.7	
	2011/12				
MATHEMATICS	2010/11			58.7	
	2011/12				

<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	2010/11	2.4		15.1	
	2011/12				
MATHEMATICS	2010/11			36.1	
	2011/12				

<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	2010/11				
	2011/12				
MATHEMATICS	2010/11				
	2011/12				

<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	2010/11	21		40.6	
	2011/12				
MATHEMATICS	2010/11			45.9	
	2011/12				

<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	2010/11	26.7		48.8	
	2011/12				
MATHEMATICS	2010/11			41.6	
	2011/12				

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

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

		Sep	Oct	Nov	Dec	Jan	Feb	Mar	April	May
Student Engagement	full	<b>44%</b>	65	81		66	<b>71</b>	78	81	
	part	<b>47%</b>	22	10		31	<b>25</b>	20	9	
Checking for Understanding	full	<b>24%</b>	31	40		28	<b>20</b>	44	50	
	part	<b>28%</b>	20	32		22	<b>20</b>	18	18	
Learning Objective	full	<b>61%</b>	60	88		55	<b>50</b>	68	71	
	part	<b>6%</b>	18	5		32	<b>21</b>	20	19	
Non-Linguistic Representation	full	<b>36%</b>	33	32		48	<b>50</b>	47	44	
	part	<b>9%</b>	10	8		23	<b>21</b>	25	22	

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

### **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							
	part	22							
Checking for Understanding	full	28							
	part	29							
Learning Objective	full	68							
	part	10							
Non-Linguistic Representation	full	12							
	part	50							

**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 Schoolwide 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
<b>2010-2011</b>	<b>97.69</b>	<b>96.44</b>	<b>95.82</b>	<b>95.43</b>	<b>96.48</b>	<b>93.50</b>	<b>94.39</b>	<b>95.12</b>	<b>96.48</b>	<b>97.20</b>	<b>95.88</b>
<b>2011-2012</b>	<b>97.91</b>										
<b>Difference +/-</b>	<b>+.22</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.*

*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 Schoolwide 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>						
<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 Continue ERM’s for staff development	District		Ongoing			
3a.2 Continue Data Teams	District/Staff		Ongoing			
3a.3 Provide training and coaching to math teachers	Math Chair/Janice Bussey		Ongoing			
<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 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 stake-holders*

**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): #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 stake-holders 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	K. Brown	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	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 Schoolwide 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.

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			

### **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 Schoolwide Learning Results):** #1 Creative Critical Thinkers, #2 Effective Communicators, #4 Skilled Users of Technology, and #5 Independent Learners

**Rationale:** (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.

<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 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 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

**Tracy High School**  
**Single Plan For Student Achievement**  
**Recommendations and Assurances**

The school site council (SSC) recommends this 2011/12 school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (*Check those that apply*):

\_\_\_ Title I Advisory Committee

\_\_\_ English Learner Advisory Committee

\_\_\_ Community Advisory Committee for Special Education Programs

\_\_\_ Gifted and Talented Education Program Advisory Committee

\_\_\_ Other (list) \_\_\_\_\_

4. The SSC reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the SSC at a public meeting on: \_\_\_\_\_.

Attested:

\_\_\_\_\_  
Print name of school principal

\_\_\_\_\_  
Signature of school principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print name of SSC chairperson

\_\_\_\_\_  
Signature of SSC chairperson

\_\_\_\_\_  
Date

Tracy High School Plan Budget 2011-12

		<u>Total</u>	<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title II</u>
	11/12 Estimated Allocations	\$ 257,524	\$ 84,995	\$ 22,426	\$ 144,103	\$ 6,000
	10/11 Carryover	\$ -				
	Sub-Total	\$ 257,524	\$ 84,995	\$ 22,426	\$ 144,103	\$ 6,000
	Centralized Services	\$ 10,116			\$ 10,116	
	<b>TOTAL</b>	<b>\$ 267,640</b>	<b>\$ 84,995</b>	<b>\$ 22,426</b>	<b>\$ 154,219</b>	<b>\$ 6,000</b>
	<b>ALLOCATED GOAL TOTAL</b>	<b>\$ 207,626</b>	<b>\$ 84,010</b>	<b>\$ -</b>	<b>\$ 123,616</b>	<b>\$ -</b>
Plan Ref	<b>Action Steps (requiring funding)</b>					
	<i>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.</i>					
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title II</u>
	Provide direct support to students through centralized services.				\$ 10,116	
	Site Allocated for general operations and Departments		\$ 70,000			
1a.2	Provide students with outside workshops/training and support relating to improving student achievement (LULAC, National Hispanic College Fair, College visits, etc.)				\$ 10,000	
1a.3	Review identification and re-designation procedures to ensure all students are receiving eligible services as needed.				\$ 1,000	
1a.4	Initiate Peer to Peer tutoring as part of homework assistance program				\$ 2,000	
1a.5	Staff training and conferences related to English Learners				\$ 10,000	
1a.6	Instructional support materials				\$ 5,000	
1a.7	Student Recognition for student achievement				\$ 1,500	
1a.8	Clerical/Para support for EL office				\$ 35,000	
1a.9	Equipment/technology to support EL students in class (e.g. science equipment, computers, etc.)				\$ 20,000	
1a.6	ELD Coordinator				\$ 38,895	
	<b>GOAL TOTALS</b>		<b>\$ 70,000</b>	<b>\$ -</b>	<b>\$ 94,616</b>	<b>\$ -</b>

Tracy High School Plan Budget 2011-12

	<b>Site Goal #2 – Provide a safe and equitable learning environment</b>					
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title II</u>
2b.4	Maintain a safe physical environment by providing updated digital video cameras and software to be used to document graffiti and safety concerns.					
2b.4	Staff Training on latest criminal and gang trends					
	<b>GOAL TOTALS</b>		\$ -	\$ -	\$ -	\$ -
	<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.</b>					
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title II</u>
3a.1	Continue ERM's for staff development and provide outside speakers as available (Academic literacy, language development, sheltered instruction, diversity)				\$ 1,000	
3a.3	Provide Training for Math teachers					\$ 6,000
	<b>GOAL TOTALS</b>		\$ -	\$ -	\$ 1,000	\$ -
	<b>Site 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>
4.1	Science Dept. Parent Interaction Forums					
4.10	Involve parents in the educational process for their students/ELAC/PIQUE				\$ 8,000	
4.12	Communication between THS, Parents and the community through post cards for back to school night, school newsletter, etc.		\$ 3,000			
	<b>GOAL TOTALS</b>		\$ 3,000	\$ -	\$ 8,000	\$ -
	<b>Go Site Goal #5 – Technology: Use Technology as a tool to improve instruction, management of classrooms and efficiency in operations.</b>					
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title II</u>
5.3	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					
5.8	Lease and repair of technology					
1a.9	Equipment/technology to support EL student in class (e.g. science equipment, computers, etc)				\$ 20,000	
	<b>GOAL TOTALS</b>		\$ -	\$ -	\$ 20,000	\$ -

Tracy High School Plan Budget 2011-12

	<b><i>Goal #6:</i></b>		<b><u>Site</u></b>	<b><u>MAA</u></b>	<b><u>EIA</u></b>	<b><u>Title II</u></b>
	<b>Improve School Libraries</b>					
6.3	Renew subscriptions to electronic resources; movie license		\$ 6,000			
6.4	Maintain technology including toner for printers		\$ 4,010			
6.5	Provide for lease and repair of library technology		\$ 1,000			
	<b><i>GOAL TOTALS</i></b>		<b>\$ 11,010</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

# **Single Plan for Student** **Achievement** **2011/12**



## ***Villalovo Elementary***

***Tracy Unified School District***

***CDS: 39-75499- 6106488***

***Principal: Lisa Beeso***

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: September 21, 2011

# SECTION I: SCHOOL PROFILE

For the 2011-2012 school year we have seen several changes as three of our staff members were laid off due to the state of California budget crisis. We eliminated one Kindergarten, first and second grade teaching position and in early September we then gained a new Kindergarten class as we became the overflow school for the District. Due to our significant demographic and program changes two years ago 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 19 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 and the Accelerated Reading Computer lab. Other services include a physical education and music specialist on an alternate day schedule. Programs to promote a positive school climate include Second Step, 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 for after school. The enrollment figures for the past two years follows.

## A. Description of any Significant Changes

### 1. Description of School Demographic composition

	Source	2009/10	2010/11	2011/12
Enrollment (#)	Oct CBEDS	622	581	553
AFDC/Free & Reduced (%)	Oct CBEDS	44%	58%	60%
English Learners R-30 (%)	Mar R-30	39.5%	235/40%	
Fluent English (FEP/R-FEP) (%)	Mar R-30	2.57%	10/2%	
Students redesignated to FEP (#)	Mar R-30	7	10	
Ethnicity: White (%)	Oct CBEDS	27%	27%	26%
Hispanic (%)	Oct CBEDS	50%	60%	60%
African American (%)	Oct CBEDS	1%	5%	4%
Asian (%)	Oct CBEDS	1%	8%	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

	2010/11	2011/12
number of classroom teachers	21 Regular Ed 3 SDC	19 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	20	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)

☒ 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.	\$ 125,838
<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 funds)	\$ 8,678
Total amount of state categorical funds allocated to this school	\$134,516

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	\$ 97,180
<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	\$ 103,180
Total amount of state and federal categorical funds allocated to this school	\$237,696

## 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	2010 Rating	2011 Rating	Comments
<b>EPC #1 Instructional Program</b>			
1.1	3.6	3.4	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	3.5	3	Not all grades have adopted intervention materials.
1.3	3	3.5	All classes have Scott Foresman math programs in place and are using them daily
1.4	3.7	3.3	Teachers also use Mathland manipulatives when necessary to help struggling students
1.5	3.2	2.7	No algebra program
<b>EPC #2 ES/MS: Instructional Time HS: Student access to standards aligned core courses</b>			
2.1	3.5	3.4	School wide allocation for Language Arts block. However, upper grade time blocks are interrupted by PE/Music preps
2.2	3.6	3.3	ExCEL and Corrective Reading
2.3	3.3	3.3	All teachers teach at least 60 min of uninterrupted math
2.4	3.4	3.2	Additional math for needy students
2.5	3.8	3.6	Teachers are providing their appropriately daily instructional minutes in math
2.6	3.4	3.3	After school math help for students
2.7	3.5	3.2	Small math groups in class with teacher help
<b>EPC #3 School Principal's Instructional Leadership Training</b>			
3.1	3.3	3.4	Principal has attended AB 75 training
3.2	3.5	3	Will consult with District for training opportunities
<b>EPC #4 Credentialed Teachers and Teacher Prof. Development Opportunity</b>			
4.1a/b	4	4	Teachers are fully credentialed
4.2	3	4	Training for LA has been provided
4.3	4	4	Training for math has been provided
<b>EPC #5 Student Achievement Monitoring System</b>			
5.1	4	4	District has an assessment and monitoring system in place
5.2	3.7	3.6	District has math assessments
5.3	3.2	3.3	It hasn't been offered
<b>EPC #6 On-Going Instructional Assistance and Support for Teachers</b>			
6.1	3	2.8	Teacher support and team leaders
6.2	3	2.8	District math expert and math cadre
<b>EPC #7 Teacher Collaboration by Gr. Level/Subject Matter</b>			
7.1	3.6	3.5	Teachers are given time to collaborate with their grade level in Data teams
7.2	3.7	3.4	Monthly collaboration given on early release Mondays
<b>EPC #8 ES/MS: Lesson Pacing Schedule; HS: Intervention Programs</b>			
8.1	3.7	3.5	Pacing guides given to all teachers
8.2	3.7	3.6	Pacing guides given to all teachers
<b>EPC #9 Fiscal Support</b>			
9.1	3.6	3.5	Funds used appropriately to support reading
9.2	3.5	3.5	Funds used to support math

### 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 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 EL 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. Fourth and Fifth grade teachers would like to have their prep times switched to the afternoon.

### 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	2009 % Prof. ELA (≥ 46.0%) (≥ 44.5%)	2010 % Prof. ELA (≥ 56.8%) (≥ 55.6%)	2011 % Prof. ELA (≥ 67.6%) (≥ 66.7%)	AYP Goal Met?	5% growth Goal Met?	2009 % Prof. Math (≥ 47.5%) (≥ 43.5%)	2010 % Prof. Math (≥ 58%) (≥ 54.8%)	2011 % Prof. Math (≥ 68.5%) (≥ 66.1%)	AYP Goal Met?	5% growth Goal Met?
<b>School Total</b>	<b>62.6</b>	<b>49.6</b>	<b>53.1</b>	Yes		<b>65.8</b>	<b>61.4</b>	<b>71.5</b>	Yes	
<b>Sub-group #1</b> Hispanic or Latino	<b>58.1</b>	<b>41.5</b>	<b>47.2</b>	Yes		<b>62.9</b>	<b>54.9</b>	<b>65.5</b>	Yes	
<b>Sub-Group #2</b> White not Hispanic	<b>68.3</b>	<b>59.6</b>	<b>58.9</b>	No		<b>70.0</b>	<b>71.7</b>	<b>80.6</b>	Yes	
<b>Sub-Group #3</b> Socioecon. Disad.	<b>51.7</b>	<b>36.9</b>	<b>44.3</b>	Yes		<b>57.3</b>	<b>49.3</b>	<b>63.3</b>	Yes	
<b>Sub-group #4</b> ELL students	<b>55.0</b>	<b>35.4</b>	<b>38.9</b>	Yes		<b>57.7</b>	<b>51.5</b>	<b>59.3</b>	Yes	
<b>Sub-group #5</b> Stu. w/ Disabilities	<b>62.6</b>	<b>N/A</b>	<b>38.6</b>	N/A		<b>65.8</b>	<b>N/A</b>	<b>49.1</b>	N/A	

### Achievement Gap Data

#### Longitudinal AYP 2007 – 2011 • English Language Arts

ELA	target	School	White	Afr.Amer.		Hispanic		Low SES		EL		Stu w/Dis	
	ES	AYP	AYP	AYP	Gap	AYP	Gap	AYP	Gap	AYP	Gap	AYP	Gap
2007	24.4	50.1%	55.1%	42.5%	12.6	47.2%	7.9	39.3%	15.8	40.0%	15.1	34.8%	20.3
2008	35.2	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	62.6%	68.3%	53.1%	15.2	58.1%	10.2	51.7%	16.6	55.0%	13.3	36.2%	22.1
2010	56.8	49.6%	59.6%	n/a	n/a	41.5%	18.1	36.9%	22.7	35.4%	24.2	n/a	n/a
2011	67.6	53.1%	58.9%	42.1%	16.8	47.2%	11.7	44.3%	14.6	38.9%	20	38.6%	20.3

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

## Longitudinal AYP 2007 – 2011 • 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	AYP	AYP	AYP	Gap	AYP	Gap	AYP	Gap	AYP	Gap	AYP	Gap
2007	26.5	58.9%	66.7%	37.5%	29.2	57.4%	9.3	47.0%	19.7	57.0%	9.7	39.6%	27.1
2008	37.0	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	65.8%	70.0%	56.3%	13.7	62.9%	7.1	57.3%	12.7	57.7%	12.3	41.4%	28.6
2010	58.0	61.4%	71.7%	n/a	n/a	54.9%	16.8	49.3%	22.4	51.5%	20.2	n/a	n/a
2011	68.5	71.5%	80.6%	73.7%	6.9	65.6%	15	63.3%	17.3	59.3%	21.3	49.1%	31.5

### 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>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>98</b>	<b>Yes</b>	<b>99</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>98</b>	<b>Yes</b>	<b>99</b>	<b>Yes</b>

**Program Improvement Status for 2010/11:** \_\_\_\_ Not in PI    **X** in PI year 1

### 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: We made safe harbor with our AYP scores with the exception of our white not Hispanic group that missed the target by one student. However, our white not Hispanic group is still outperforming all other subgroups. We are making progress in closing the achievement gap however the EL's continue to struggle.

Math: Our math scores continue to be strong with 71.5% proficient. However, our white not Hispanic group still dominates the scores. Our EL and SES students are still struggling.

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

Group	2010 Base API	2011 API Target	2011 API	Actual Growth	Target Met Yes or No
<b>School Total</b>	785	790	813	28	Yes
<b>Subgroup #1</b> Hispanic	753	758	783	30	Yes
<b>Subgroup #2</b> White Not Hispanic	800+	800+	853	26	Yes
<b>Subgroup #3</b> Socio-economically Disadvantaged	725	730	771	46	Yes
<b>Subgroup #4</b> English Learners	730	735	750	20	Yes

Longitudinal (Growth) API 2007 – 2011  
(Achievement Gap Data)

	School	White	Hispanic		Low SES		EL	
	API	API	API	Gap	API	Gap	API	Gap
2007	789	819	762	57	737	82	733	86
2008	795	820	773	47	745	75	765	55
2009	818	839	802	37	759	80	785	54
2010	785*	827	753	74	725	102	730	97
2011	813	853	783	70	771	82	750	103

\*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?*

We made steady gains but there is still a gap between the white and all other subgroups. Each subgroup did make gains between 20 – 46 points. Our low SES group grew by 46 points. However, the EL gap and low SES group still have the largest gaps.

**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>2008/2009</b>	112	47.3	51.6	N	38.7	30.6	Y
<b>2009/2010</b>	176	41.7	53.1	N	12.3/47.2	17.4/41.3	N/Y
<b>2010/2011</b>	185	53.0	54.6	N	17.3/35	18.7/43.2	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?*

We did not meet AMAO 1 targets- We need to continually work on English acquisition for our EL's

We did meet our AMAO 2 targets- English learners did attain 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	2010	2011	Target Met? Y/N	MATH	2010	2011	Target Met? Y/N
Kinder	<b>91%</b>	85%	Y	Kinder	<b>96%</b>	90%	Y
Grade 1	<b>66%</b>	68%	N	Grade 1	<b>73%</b>	83%	Y
Grade 2	<b>68%</b>	65%	N	Grade 2	<b>82%</b>	78%	N
Grade 3	<b>49%</b>	56%	N	Grade 3	<b>72%</b>	78%	N
Grade 4	<b>60%</b>	51%	N	Grade 4	<b>91%</b>	85%	Y
Grade 5	<b>65%</b>	38%	N	Grade 5	<b>81%</b>	72%	N

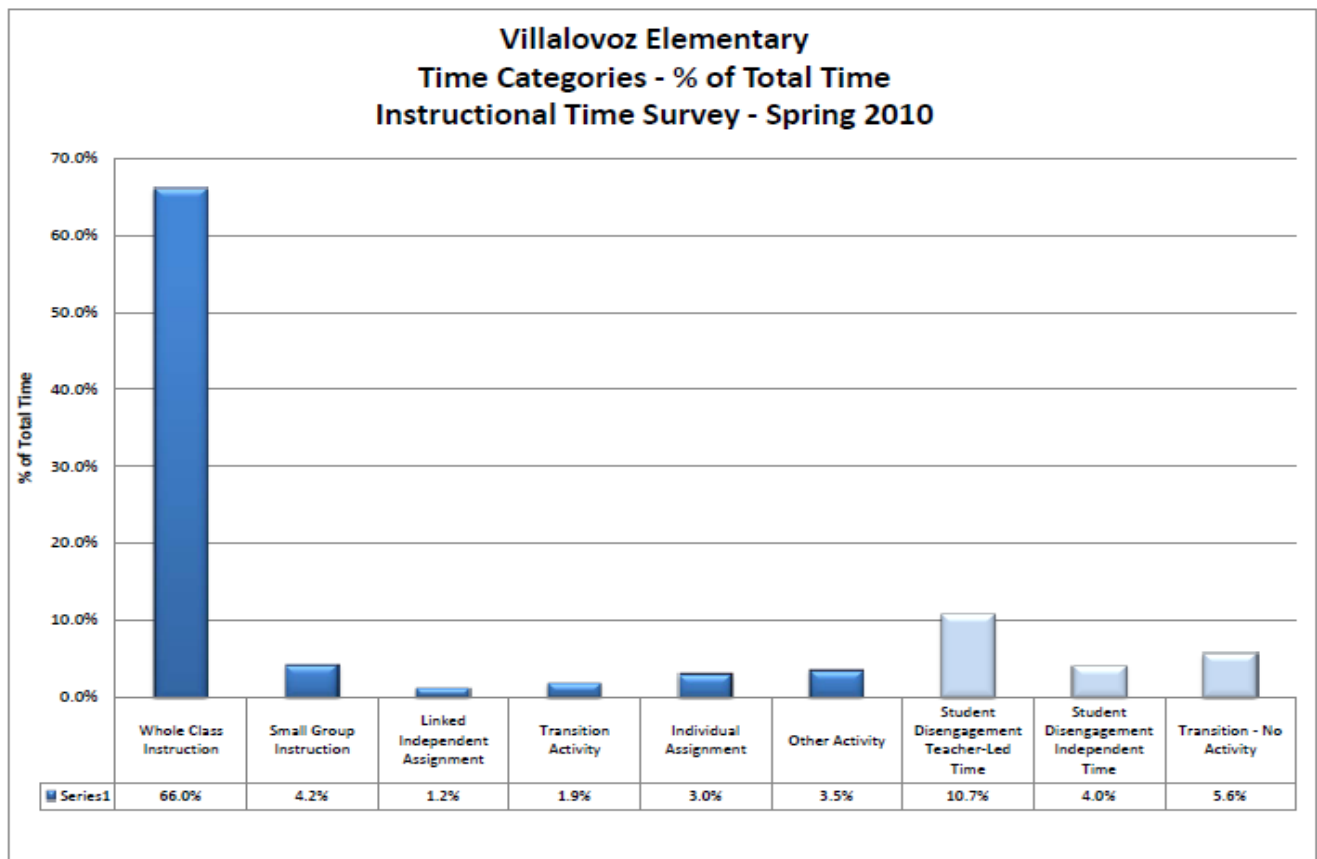
## Analysis of Data – Student Achievement – District Assessments

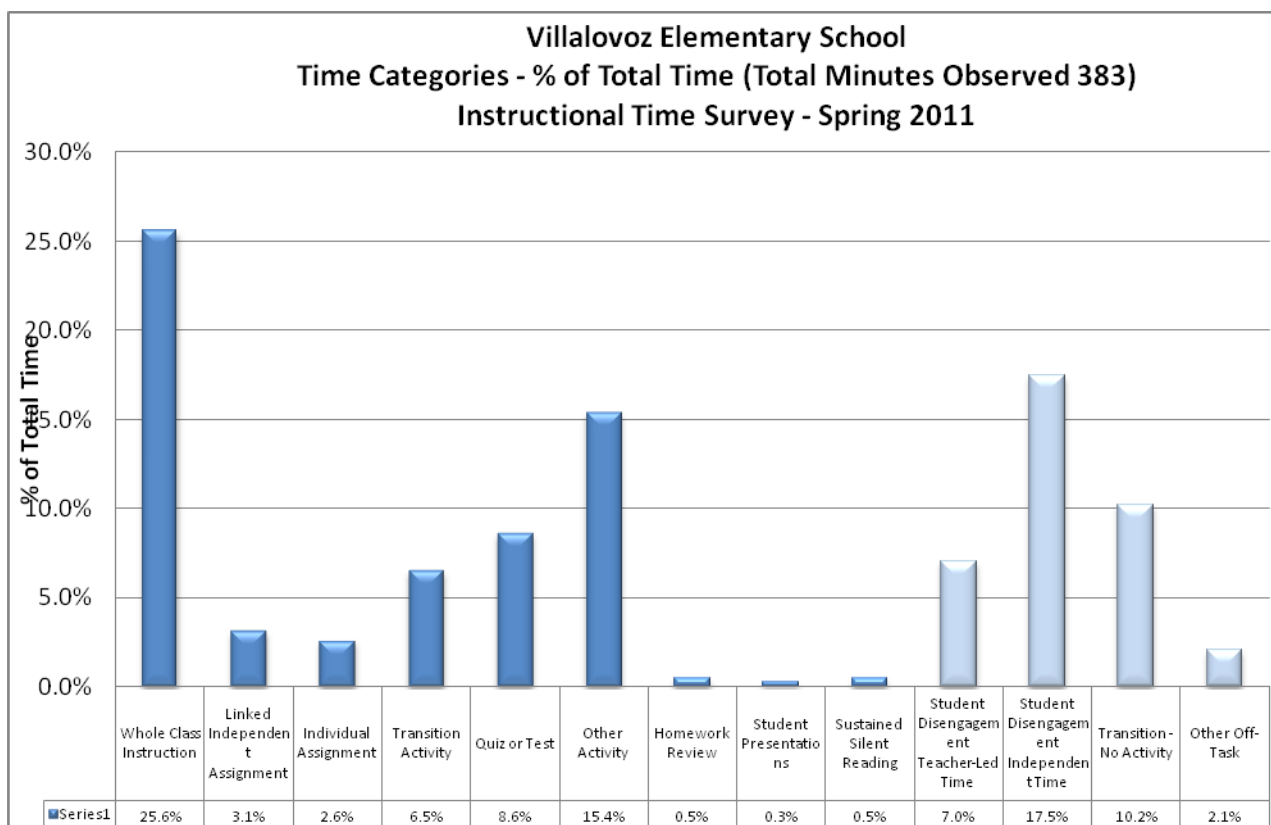
*What trends are indicated by the data? To what extent are all students achieving academic standards based on district assessments? (Particularly comment on students who are historically lower performing at your school).*

*ELA- Kindergarten is the only grade level that made the target for LA proficiency. We continue to struggle the most in Language Arts on the District assessments and see a major decline in the upper grades starting in 3<sup>rd</sup> grade.*

*Math- As a school site we are stronger in math with most of our grades almost reaching the District standard of 80% proficiency. However, 2<sup>nd</sup>, 3<sup>rd</sup> and 5<sup>th</sup> grades did*

## RSDSS data collections regarding instructional practices for 2010 and 2011





### Analysis of Data –

*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).*

*When comparing data from Spring 2010 to Spring 2011 our time off task grew by 17 %. The increase is due to student disengagement during independent time. We also see that we need to tighten up our transition time where there is no activity and we need to keep transitions to a minimum or include learning activities. Teachers need to do a thorough check for understanding and pace lessons appropriately to make sure that all students understand the material before allowing them to continue with independent practice. During independent practice teachers could then pull back the students having difficulties and do small group sessions.*

## C. School Safety

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

	2009/10		2010/11		% Decrease or Increase	Target Met
	#	%	#	%		
Suspensions	33 (17)	2.8%	40 (21)	3.5%	+ 0.7 %	N
Expulsions	0	0	2	0.3	+ 0.3%	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 2010	% Agree 2011
Parents	93.53%	91.46
Staff – cert.	97.83%	86.36
Staff – class.	95%	83.34
Students	77.87%	77.82
<b>Total</b>	<b>91%</b>	<b>84.75</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 2010	% Agree 2011
Parents	93.70	91.97
Staff – cert.	89.19	93.18
Staff – class.		90
Students	79.92	74.90
<b>Total</b>	<b>87.6%</b>	<b>87.51</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
2007/2008	96.03%	98%	-1.97%	No
2008/2009	96.38%	98%	-1.62%	No
2009/2010	95.47	98%	-2.53%	No
2010/2011	96.35	98%	-1.65%	No

#### **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?*

*School Safety dropped by a little over 6 % which is concerning even though we made the overall goal. School climate remains about the same. This year we are contracting with Soul Shoppe to help students learn to solve their problems through using their words.*

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

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

#### **Goal #1 – All Students will meet or exceed grade level standards and the achievement gap will be closed.**

- a. Raise the achievement of English Learners
- b. Raise the achievement of at-risk students
- c. Prepare students for STAR testing

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

- a. English Learners
  - 1) EL students grouped based on CELDT level for EL rotation time and ExCEL.
  - 2) Our EL's made gains but they still have the largest achievement gap in ELA and Math
  - 3) We will continue with these two steps but we are having our EL students who come on the early bus spend 45 min 4 days a week in the library doing Rosetta Stone and AR.
- b. At Risk Students
  - 1) At risk students were identified by each teacher from CST/CELDT/teacher assessments. Teachers began interventions in September instead of waiting until after Christmas.
  - 2) Early interventions assisted students with concepts where they had gaps. Teachers were able to help students immediately.
  - 3) We have already begun interventions early this year. These students receive extra in class - sm. group, before/ after school assistance.
- c. STAR prep
  - 1) We had teachers focus on the highly tested content on the blueprint standards.
  - 2) Many teachers found that they were spending too much time on items that only had one or two test questions. One month before the test teachers went to double sessions of teaching math so we could meet our math targets.
  - 3) Teachers completed 2-3 rounds of Curriculum Associates to prep students and they looked at student data and did re-teaching on concepts where students were lower than 80%. We looked at each subgroup and targeted specific students to meet our goals.

#### **Goal #2 – Increase students' average daily attendance**

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

- 1) Attendance improved but we did not make the 98% goal
- 2) Incentives were given to the students at Student of the Month 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. The principal phoned parents and held conferences with parents regarding student attendance. Students were given SARB letters as necessary. The PFC will still support the Donuts with the principal.

#### **Goal #3 – Diversity and Equity: Increase cultural proficiency to support a provide a positive, safe, and healthy school climate.**

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

- 1) We held three staff meetings/ trainings on Diversity and Equity and we provided mainstreaming opportunities for our SDC students.
- 2) Teachers became more aware of diversity and equity issues. We had a school-wide assembly that addresses a safe environment and a bully free zone. We completed all the action steps in our PDSA.
- 3) We will continue to focus on Diversity and Equity for all students. We are working with Soul Shoppe this upcoming year with a focus on providing a positive school atmosphere

where students walk a “peace path” to solve problems. We will also continue with the DARE program, October activities for No Bullying, Red Ribbon week and mainstreaming of our students.

**Goal #4 – Professional Development: Provide an articulated, sustained plan of professional development activities designed to build the school’s capacity to support programs and achieve goals.**

Evaluation of Plan for Goal 4:

- 1) We participated in year 2 of training with the SJCOE. Teachers were involved in Instructional tours at the school site and we reported findings at staff meetings.
- 2) Teachers participated in RSDSS at county and site level
- 3) Time was allocated at staff meetings to discuss data. Staff members said they would like training on academic language. We will be working with SJCOE for academic language training. We will also be partnering with McKinley Elementary School to bring Nancy Fetzer training to our staff which will help teachers with training on non-linguistic representation

**Goal #5 – 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.**

Evaluation of Plan for Goal 5:

- 1) We provided information to parents in English and Spanish and provided translators as necessary. We also provided Parent Project and PIQE classes for all parents and ran an English and Spanish session with over 35 attendees.
- 2) Parents were appreciative of having translating services and a group of Spanish speaking parents requested PIQE year 2 training.
- 3) We will continue to provide information to parents in both languages and invite all parents to attend our meetings. This year we are going to use more SYNRE voice messages for important school events and work on keeping our school web page updated. I am also going to have a consistent translator to assist with ELAC meetings. We have already contracted with PIQE to offer year 2 to our parents.

**Goal #6 – Technology/ Library: Provide staff and students the opportunity to use technology for learning, communicating and working in an information-centered society.**

Evaluation of Plan for Goal 6:

- 1) Web page was updated and we provided funds for technology replacement
- 2) We replaced much needed printers and purchased Smart boards, clickers, networked printers, and document cameras.
- 3) The web page took a long time to get the proper training. We now have two people who are very familiar with the program and I have allocated technology time for a teacher to assist colleagues with new technology. Our 3-5<sup>th</sup> grade classes all have Smart boards and 1-5 have document cameras for their classrooms. We also are test piloting clickers in one fifth grade class. 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 data, CELDT data, and District assessments to identify students in need of extra intervention. We then began interventions by the middle of September. In January I worked with Carol A-Woo and 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 to help us meet our math targets.*

*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 three times a year and meet to discuss curriculum and strategies. Goals are also set with students. Staff suggests ways to improve our academic achievement.*

## **SECTION IV: SCHOOL PLAN FOR 2011/2012**

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

The 2011/2012 School Plan that follows was developed through the joint efforts of the school staff, SSC, ELAC representative, 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 members, 3 teachers, 1 classified representative and the school site principal. 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 14, 2011 staff meeting. The parent faculty club /ELAC representative gave input to these goals on April 13, 2011. The School Liaison team reviewed new goals and the budget on May 4, 2011. The Preliminary School Plan and budget were reviewed and approved by the School Site Council at the May 18, 2011 meeting. On September 21, 2011 the School Site Council met and approved the 2011-2012 School 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
Lisa Beeso	X				
Jackie Manley			X		
Michele Yano		X			
Amanda Hula		X			
Jeanette Rasmussen		X			
Pam Mears				X	
Rudy Orozco				X	
Eldie Escoto*				X	
Letecia Valles*				X	
Sherry Garcia (ELAC)*				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

## **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 (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

(site) Villalovoz did meet our API target. However, we did not meet one of our AYP and AMAO 1 targets. There is still a learning gap between our white not Hispanic and the other subgroups.

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

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

**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 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 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) Villalovoz School continues to struggle with closing the achievement gap between white and other sub groups. We will continue to work with the SJCOE on professional development on academic vocabulary. Villalovoz will also work with Nancy Fetzer to assist our teachers in developing non-linguistic strategies to meet the needs of all learners.

**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 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 PIQE and will continue to seek SSC and ELAC members.

**Goal #5 – Technology/ School Libraries: 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 updated technology so we can keep current in our skills and equipment for technology-based instruction. Students will utilize the computer lab on a weekly basis and AR/ Rosetta Stone/ and academic software programs. All Students will have supervised access to computers for research and reports in the library or classroom.

## **C. Activities for 2011/2012 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:** Villalovoz did meet our API target. However, we did not meet one of our AYP and AMAO 1 targets. There is still a learning gap between our white not Hispanic and the 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 2011-May 2012			
1a.2 Provide 4 ELD paraprofessionals to assist K –full day classes	Principal	Title 1 EIA	Aug 2011-May 2012			
1a.3 Provide a substitute for ELL coordinator to administer CELDT testing	Principal	EIA	Aug 2011-Oct 2011			
1a.4 Provide a budget for copies- CELDT letters to be sent home to EL parents	Principal	EIA	Oct 2011-Nov 2011			
1a.5 Provide funds for 3 paraprofessionals to assist ELL students with ExCEL/ELL	Principal	Title 1/ EIA	Aug 2011-May 2012			
1a.6 Provide sub for data analysis/teacher planning	Principal	EIA	Nov 2011-Mar 2012			
1a.7 Provide 1- (3) hour teacher to assist with ExCEL/ELL	Principal	EIA/ Title 1	Oct 2011-May 2012			
1a.8 Teachers will provide 30 min of leveled ELD instruction four times a week utilizing Santillana curriculum	Teachers		Sept 2011-May 2012			
1a.9 Rosetta Stone provided to ELL students	Principal Teachers		Sept 2011-May 2012			

1a.10	ELL students will take the CELDT test according to district and state guidelines	Principal Celdt coord		Aug 2011- May 2012			
1a.11	Encourage parent involvement in site ELAC and District DELAC committees	Principal Teachers		Aug 2011- May 2012			
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 2011- May 2012			

### 1b. Intervention and Remediation for at-risk students

Action Steps (Plan)	Person Responsible	Resources	Timeline	Do	Study	Act
1b.1 Provide intervention funds for the before/after school intervention program (Studying math and reading together)	Principal Teachers	Title 1 EIA	Sept 2011- May 2012			
1b.2 Provide a substitute so classroom teachers can attend SST/IEP meetings	Principal Teachers	site	Sept 2011- May 2012			
1b.3 ELL rotations/leveling utilizing Santillana	Teachers		Sept 2011- May 2012			
1b.4 Second Step Program for K-3 graders	Teachers Second Step		Oct 2011- May 2012			
1b.5 PIP program for K-3			Oct 2011- May 2012			
1b.6 ExCEL scheduling/leveling for Language Arts 1 <sup>st</sup> -3rd	Teachers		Sept 2011- May 2012			
1b.7 Paraprofessionals working in small groups assisting students	Principal Teachers		Sept 2011- May 2012			

### 1c. CST/CAHSEE Preparation

Action Steps (Plan)	Person Responsible	Resources	Timeline	Do	Study	Act
1c.1 Purchase consumable test preparation booklets for grades 2-5	Principal	EIA	Oct 2011			
1c.2 Purchase scantrons for test taking practice for grades 3-5	Principal	EIA	Oct 2011			
1c.3 Target specific students for our before/after school SMART program	Teachers		Sept 2011- May 2012			
1c.4 Use of District Reading Lions assessments and math assessments	Principal Teachers		Sept 2011- May 2012			
1c.5 Use Blueprint standards and CST released test questions	Teachers		Aug 2011- May 2012			
1c.6 Utilize ExCEL and ELL groupings to assist students at their varying academic levels	Principal Teachers		Sept 2011- May 2012			

<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 2011-May 2012			
1d.2 Provide collaboration time for teachers to discuss ExCEL/BIPS	Principal		Aug 2011-May 2012			
1d.3 Teachers will focus on teaching explicit academic language	Teachers		Sept 2011-May 2012			
1d.4 Provide resources for teacher materials and supplies for the instructional program	Principal	Site EIA	Aug 2011-May 2012			
1d.5 Copier maintenance/replacement, Nextel, postage	Principal	Site/EIA/ Title1	Aug 2011-May 2012			
<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 use the Harcourt math curriculum and District assessments	Principal Teachers		Aug 2011-May 2012			
1e.2 Continue using Rowley Math practice tests in the classrooms	Teachers		Aug 2011-May 2012			
1e.3 Target specific students for our after school SMART math program	Teachers		Sept 2011-May 2012			
1e.4 Award math certificates to qualifying students	Principal Teachers	Lifetouch	Oct 2011-May 2012			

**Plan for providing ELD to English Learners in 2011/12:**

<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	Beg EI I-Adv	4 days	30 min	Julie Rodriguez Michele Yano Tina Demarest Amanda Hula	Santillana Open Court EL Support
1st	Beg EI I/Adv	4 days	30 min	Grace Gualco Tish Luperine Duane Voller	Santillana Open Court EL Support
2nd	Beg EI/I	4 days	30 min	Sharon Williams Dana Roberson	Santillana Open Court EL Support
3rd	Beg/EI I/ low EA	4 days	30 min	Cindy Carlfeldt	Santillana Open Court EL Support
4th	Beg/ EI I/ EA	4 days	30 min	Debbie Amorello Kelly Russell Melissa Hughes	Santillana Open Court EL Support
5th	EI/ I EA	4 days	30 min	Deb Borba Christa Cauble Pat Tucker	Santillana Open Court EL Support

## **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	2010/11	46 %	48%	60.1%	
	2011/12				
MATHEMATICS	2010/11	74.3 %	78.9 %	81.1 %	
	2011/12				

<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	2010/11	34.4 %	34.1 %	49.1%	
	2011/12				
MATHEMATICS	2010/11	74.5 %	72.5 %	73.8 %	
	2011/12				

<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	2010/11				
	2011/12				
MATHEMATICS	2010/11				
	2011/12				

<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	2010/11	38.8 %	42.3 %	55.7 %	
	2011/12				
MATHEMATICS	2010/11	70.1 %	75.7 %	78%	
	2011/12				

<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	2010/11	40.2 %	43.7 %	55.8%	
	2011/12				
MATHEMATICS	2010/11	75.7%	76.6 %	81.1 %	
	2011/12				

## Part B: 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	<b>95%</b>	63% *	88%	88%	75%	<b>95%</b>	88%	88%	88%
	part	<b>5%</b>	38%	13%	13%	13%	<b>0</b>	13%	13%	13%
Checking for Understanding	full	<b>89%</b>	63%	63%	75%	75%	<b>100%</b>	100%	88%	88%
	part	<b>11%</b>	25%	25%	25%	0	<b>n/a</b>	n/a	13%	13%
Learning Objective	full	<b>80%</b>	88%	88%	88%	88%	<b>90%</b>	75%	100%	100%
	part	<b>10%</b>	13%	13%	0	0	<b>5%</b>	25%	0	0
Non-Linguistic Representation	full	<b>86%</b>	50%	63%	88%	88%	<b>95%</b>	88%	100%	100%
	part	<b>10%</b>	50%	38%	0	0	<b>5%</b>	13%	0	0

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

### 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%							
	part	29%							
Checking for Understanding	full	71%							
	part	29%							
Learning Objective	full	100%							
	part								
Non-Linguistic Representation	full	100%							
	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:** Villalovoz did not meet the 98 % average daily attendance rate. Additionally, we have a diverse 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>						
<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 Incentives for attendance	Attendance	Title 1/ EIA	Sept 2011- May 2012			
2a.2 Monitor daily absence log to ID/target late students	Attendance clerk		Aug 2011- May 2012			
2a.3 Absences cleared daily	Attendance clerk		Aug 2011- May 2012			
2a.4 Conference with parents whose students are consistently tardy or absent	Principal		Sept 2011- May 2012			
2a.5 SARB letters sent home	Principal/ clerk		Sept 2011- May 2012			
2a.6 Report attendance in newsletter, SSC, and Parent Faculty meetings	Principal/clerk		Oct 2011- May 2012			
2a.7 Monthly drawing for perfect attendance	Principal	Parent club	Sept 2011- May 2012			
2a.8 Perfect attendance classroom banners	Clerk	Parent club	Aug 2011- May 2012			
2a.9 Perfect attendance individual recognition/donuts with the principal	Principal	Parent club	Oct 2011- May 2012			
<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 student workshops that address bullying and student safety (Soul Shoppe)	Principal	EIA	Sept 2011- May 2012			

2b.2	Teachers will develop classroom rules and teach students school rules/procedures	Principal Teachers		Aug 2011-May 2012			
2b.3	School-wide assembly that addresses a safe environment and diversity	Principal Teachers	EIA	Sept 2011-May 2012			
2b.4	The principal will read daily cultural/health facts to students during morning announcements	Principal		Aug 2011-May 2012			
2b.5	We will promote Red Ribbon Week	Principal Teachers		Oct 2011			
2b.6	DARE for all 5 <sup>th</sup> grade classes	Principal		Sept 2011-Oct 2011			
2b.7	We will designate and promote October as anti-bullying month	Principal/Teachers		Oct 2011			
2b.8	Staff development on Diversity and Equity once per trimester	Principal/D&E Team		Oct 2011-May 2012			
2b.9	We will provide mainstreaming for our SDC population	Principal		Aug 2011-May 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
2010-2011	97.77	97.47	96.76	96.00	96.34	96.44	95.26	95.44	95.82	96.26	96.32 96.35
2011-2012	97.58										
Difference +/-	-.19										

**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 School continues to struggle with closing the achievement gap between white and other sub groups. We will continue to work with the SJCOE on professional development on academic vocabulary. Villalovoz will also work with Nancy Fetzer to assist our teachers in developing non-linguistic strategies to meet the needs of all learners.

<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 Academic Vocabulary training through SJCOE	Principal Teachers	Title 1	Sept 2011-April 2012			
3a.2 Release time given to teachers for training/observation/coaching	Principal/District	Title 1	Oct 2011-April 2012			
3a.3 Nancy Fetzer training for the entire staff	Principal	Title 1/EIA	Nov 2011-May 2012			
3a.4 Substitutes teachers for Nancy Fetzer Training	Principal	Title 1/EIA	Nov 2011-May 2012			
3a.5 Anti-bullying training for certificated/classified staff (Soul Shoppe)	Principal	EIA	Sept 2011			
3a.6 100% Teachers will participate in completing a minimum of 3 data team cycles during the school year	Principal Teachers		Aug 2011-May 2012			
3a.7 Time will be allocated at Teachers' meeting to provide technology/Data Wise training	Principal		Sept 2011-May 2012			
3a.8 100% of teachers will enter district assessment data in Data Wise	Principal Tech Support		Oct 2011-May 2012			
3a.9 We will allocate ERM time for ExCEL/ELL /Data wise planning	Principal Teachers		Oct 2011-May 2012			
<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 High interest staff development/training. (Academic vocab/Nancy Fetzer/Soul Shoppe)	Principal		Sept 2011-May 2012			
3b.2 Technology Training using Smartboard/document cameras	Deb Borba		Aug 2011-May 2012			
3b.3 Allocate time for entering data in datawise	Principal		Oct 2011-May 2012			
3b.4 Provide collaboration time for articulation between grade levels	Principal		Nov 2011-May 2012			

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

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

**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 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 PIQE and will continue to seek SSC and ELAC members.

Parent Involvement & Communication						
Action Steps	Person Responsible	Resources	Timeline	Do	Study	Act
4.1 Parent Communication (flyers, newsletters, conferences, translation services/ELAC meetings) will be translated into Spanish	Principal	Title 1/EIA	Aug 2011-May 2012			
4.2 Parent education classes/ PIQE year 2	Principal	Title 1	Jan 2012-March 2012			
4.3 Translators/ childcare/ outreach for EL parents	Principal	Title 1	Jan 2012-March 2012			
4.4 Parent training on anti-bullying (Soul Shoppe)	Principal	EIA	Sept 2011			
4.5 We will hold Back-to-School Night for all families. Teachers will ask for parent volunteers	Principal		Aug 2011			
4.6 We will hold an Open House Night for all families	Principal		May 2012			
4.7 Parents will be invited to attend our Student of the Trimester /Character Counts award program	Principal Teachers		Oct 2011-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 2011-May 2012			
4.8 Correspondence home will be translated into Spanish	Secretary		Aug 2011-May 2012			
4.9 The PFC will work with the principal and host several family night activities	Principal PFC		Aug 2011-May 2012			
4.10 The principal will hold ELAC meetings for our EL parents	Principal		Sept 2011-May 2012			
4.11 The school marquee will have current information posted monthly	Secretary		Aug 2011-May 2012			

**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 updated technology so we can keep current in our skills and equipment for technology-based instruction. Students will utilize the computer lab on a weekly basis and AR/ 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 a substitute teacher for Technology support and teacher training/class demos	Principal	EIA	Sept 2011-May 2012			
5.2 Allocate money to fund a before/after school program/ Para that utilizes the computer lab and Rosetta Stone to assist EL, Target and Focus students	Principal	EIA/Title 1	Sept 2011-May 2012			
5.3 Provide funds for technology purchase and replacement	Principal	Title1/ EIA/ ELAPS	Sept 2011-May 2012			
5.4 Fund Accelerated Reader to increase student comprehension levels	Principal	Title 1	Aug 2011-May 2012			
5.5 Purchase books and materials for book repair for library	Principal/tech	Title1/EIA	Aug 2011-May 2012			
5.6 Teachers will utilize email and staff portal	Teachers		Aug 2011-May 2012			
5.7 Students will utilize classroom computers for AR testing, and research projects.	Teachers		Aug 2011-May 2012			
5.8 100% of teachers will enter district assessment data in Data Wise.	Principal		Oct 2011-May 2012			
5.9 The school librarian/teachers will teach computer skills	Librarian Teachers		Sept 2011-May 2012			

### **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

**Villalovoz Elementary School**  
**Single Plan For Student Achievement**  
**Recommendations and Assurances**

The school site council (SSC) recommends this 2011/12 school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (*Check those that apply*):

\_\_\_ Title I Advisory Committee

\_\_X\_ English Learner Advisory Committee

\_\_\_ Community Advisory Committee for Special Education Programs

\_\_\_ Gifted and Talented Education Program Advisory Committee

\_\_X\_ Other (list) Parent club, teacher liaison group, Villalovoz staff

4. The SSC reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the SSC at a public meeting on: Sept 21, 2011.

Attested:

\_\_\_\_\_  
Print name of school principal

\_\_\_\_\_  
Signature of school principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print name of SSC chairperson

\_\_\_\_\_  
Signature of SSC chairperson

\_\_\_\_\_  
Date

## Villalovoz Elementary School Plan Budget 2011-12

		<u>Total</u>	<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Title II</u>
	11/12 Estimated Allocations	\$ 232,018	\$ 8,678	\$ 10,200	\$ 117,584	\$ 89,556	\$ 6,000
	10/11 Carryover	\$ -					
	Sub-Total	\$ 232,018	\$ 8,678	\$ 10,200	\$ 117,584	\$ 89,556	\$ 6,000
	Centralized Services	\$ 15,878			\$ 8,254	\$ 7,624	
	<b>TOTAL</b>	<b>\$ 247,896</b>	<b>\$ 8,678</b>	<b>\$ 10,200</b>	<b>\$ 125,838</b>	<b>\$ 97,180</b>	<b>\$ 6,000</b>
	<b>ALLOCATED GOAL TOTAL</b>	<b>\$ 249,296</b>	<b>\$ 8,678</b>	<b>\$ -</b>	<b>\$ 133,438</b>	<b>\$ 101,180</b>	<b>\$ 6,000</b>
Plan Ref	<b>Action Steps (requiring funding)</b>						
	<b>Goal #1: All Students will meet or exceed grade level standards and the achievement gap will be closed:</b>						
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Title II</u>
1a.1	Provide direct support to students through centralized services.				\$ 8,254	\$ 7,624	
1a.2	Provide 4 paras to assist with K full day classes-( 3hrs, 3hrs, 3hrs, PAO)	\$ 31,173			\$ 10,877	\$ 20,296	
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	3 paraprofessionals to assist in ExCEL-(3hrs,3.95hrs,3hrs)	\$ 35,491			\$ 19,795	\$ 17,696	
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			\$ 20,662	\$ 15,864	
1b.1	Provide intervention funds for before/after school intervention program/materials (SMART)	\$ 10,000			\$ 14,000		
1b.2	Provide a substitute so classroom teachers can attend sst/iep meetings	\$ 1,000	\$ 1,000				
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	\$ 7,678	\$ 3,678		\$ 4,000	\$ 4,000	
1d.5	Copier maintenance/replacement, Nextel,	\$ 13,000	\$ 4,000		\$ 5,000	\$ 4,000	
1d.6	Postage				\$ 500	\$ 500	
	<b>GOAL TOTALS</b>		<b>\$ 8,678</b>	<b>\$ -</b>	<b>\$ 95,088</b>	<b>\$ 69,980</b>	<b>\$ -</b>
	<b>Goal #2a:Provide a safe and equitable learning environment/Attendance</b>						
			<u>Site</u>	<u>MAA</u>	<u>EIA</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	\$ 3,000			\$ 3,000		
	<b>GOAL TOTALS</b>		<b>\$ -</b>	<b>\$ -</b>	<b>\$ 4,000</b>	<b>\$ 1,000</b>	<b>\$ -</b>

## Villalovoz Elementary School Plan Budget 2011-12

	<b>Goal #2b: Increase cultural proficiency to support and provide a positive, safe, and healthy school climate:</b>						
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Title II</u>
2b.1	Provide student workshops that address bullying and student safety (Soul Shoppe)	\$ 6,000			\$ 6,000		
	<b>GOAL TOTALS</b>		\$ -	\$ -	\$ 6,000	\$ -	\$ -
	<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:</b>						
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Title II</u>
3a.1	Academic vocabulary training for entire school through SJCOE and lesson study for 3rd and 5th grades	\$ 8,750				\$ 2,750	\$ 6,000
3a.2	Provide substitute teachers for coaching/training/observation/academic design and debrief for academic vocabulary training	\$ 6,000			\$ 1,000	\$ 5,000	
3a.3	Nancy Fetzter training for entire staff	\$ 7,000			\$ 3,500	\$ 3,500	
3a.4	Provide substitute teachers for Nancy Fetzter training	\$ 5,000			\$ 2,500	\$ 2,500	
3a.5	Anti-Bullying training for certificated / classified (soul shoppe)	\$ 1,000			\$ 1,000		
	<b>GOAL TOTALS</b>		\$ -	\$ -	\$ 8,000	\$ 13,750	\$ 6,000
	<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 I</u>	<u>Title II</u>
4.1	Parent Communication (flyers, newsletters, paper and translation services/ELAC meetings)	\$ 4,000			\$ 5,000	\$ 1,000	
4.2	Parent Education Classes-PIQE year 2	\$ 7,000				\$ 7,000	
4.3	Childcare/outreach for EL parents	\$ 1,000				\$ 1,000	
4.4	Parent training on anti-bullying (soul shoppe)	\$ 1,000			\$ 1,000		
	<b>GOAL TOTALS</b>		\$ -	\$ -	\$ 6,000	\$ 9,000	\$ -
	<b>Goal #5: Technology: To provide staff and students the opportunity to use technology for learning, communicating, and working in an information-centered society:</b>						
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title I</u>	<u>Title II</u>
5.1	Provide a substitute teacher for Technology support and teacher training/class demos	\$ 1,500			\$ 2,500		
5.2	Provide funds for before and after school program that utilizes Rosetta Stone and AR to assist EL, Target and Focus students	\$ 3,000			\$ 3,000		
5.3	Provide funds for technology purchase and replacement	\$ 15,000			\$ 7,000	\$ 5,600	
5.4	Fund Accelerated Reader license to increase student comprehension levels	\$ 2,800			\$ 1,400	\$ 1,400	
5.5	Purchase materials/books for library	\$ 900			\$ 450	\$ 450	
	<b>GOAL TOTALS</b>		\$ -	\$ -	\$ 14,350	\$ 7,450	\$ -

# **Single Plan for Student Achievement 2011/12**



## ***Merrill F. West High***

***Tracy Unified School District***

***CDS: 39-75499- 3930302***

***Principal: Jeff Frase***

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: November 16, 2011

## 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), Institute For Global Government and Commerce (IGCG), renamed as Academy of Business and Law (ABL), 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), Institute for Global Commerce and Government (IGCG) renamed as Academy of Business & Law (ABL), 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 3 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. This year we will open a beautiful new theatre that will expand opportunities for our students in the fine arts.

West High has implemented a new academic support program this year. Called Renaissance, 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, site college information night, Empowering Parents presentations, as and multiple career day presentations. To assist parents to navigate the high school system and give them general support, West High established monthly parent support meetings. These are morning meetings to 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. Teachers can use DataWise, our data storage program, to view multiple years of student data to address individual student needs.

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	2009/10	2010/11	2011/12
Enrollment (#)	Oct CBEDS	2854	2522	2222
AFDC/Free & Reduced (%)	Oct CBEDS	36%	1063/42%	1203 /54%
English Learners R-30 (%)	Mar R-30	395	428/18%	
Fluent English (FEP/R-FEP) (%)	Mar R-30	759	621/25%	
Students redesignated to FEP (#)	Mar R-30	13	9	
Ethnicity: White (%)	Oct CBEDS	735	641	541 / 24%
Hispanic(%)	Oct CBEDS	1117	1038	968 / 44%
African American(%)	Oct CBEDS	287	241	188 / 8%
Asian(%)	Oct CBEDS	326	525	251 / 11%

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

	2010/11	2011/12
number of classroom teachers	110	96
number and type of support certificated staff (including special education staff)	13	9
number of classified staff	31	31
Number/percent of NCLB highly qualified teachers	98/98%	100%
Number/percent of teachers with EL Certification	110/100%	96 / 100%

Staff reductions were commensurate with declining student enrollment. Loss of Associate Principal in charge of IGCG, Annex and ABL campus has put additional challenge on site administrative team.

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)

       No significant changes  
  X   Significant changes

The West High Theatre complex will be completed in January 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.	\$ 214,154
<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 funds)	\$ 81,182
Total amount of state categorical funds allocated to this school	\$ 295,366

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	\$ 301,366

C. Expected School wide 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

### 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	2010 Rating	2011 Rating	Comments
<b>EPC #1 Instructional Program</b>			
1.1	3.2	3.25	All 9 <sup>th</sup> & 10 <sup>th</sup> grade ELA students have universal access to the adopted materials – Holt.
1.2	3	3	All ELD teachers are using district adopted materials-Visions.
1.3	2	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	3.3	3	SBE-adopted materials are used along with supplemental materials on a daily basis.
1.5	2	2.3	Texts used are SBE adopted, and in their second year of adoption. Use of all supplemental materials is on-going with training.
<b>EPC #2 ES/MS: Instructional Time HS: Student access to standards aligned core courses</b>			
2.1	3.6	3.3	Instructional time is given.
2.2	3.2	2.3	Access is provided but limited by master schedule.
2.3	2.8	3.3	Limited sections due to master schedule and budget.
2.4	2.2	2.3	Reduced due to budget cuts
2.5	3.5	3.1	All students have access to core curriculum using SBE adopted materials and offers teaching strategies that assist students.
2.6	2.2	2.7	Reduced due to budget cuts.
2.7	1	3.1	Limited sections due to master schedule and budget.
<b>EPC #3 School Principal's Instructional Leadership Training</b>			
3.1	3.1	3.4	67% of administrative staff have completed the required training
3.2	2.7	3	
3.3	2.6	1.6	
<b>EPC #4 Credentialed Teachers and Teacher Prof. Development Opportunity</b>			
4.1	3	2.5	100% teacher's met the NCLB requirements
4.2	2	3.5	Initial training was provided for 40 hours, but not on an ongoing basis
<b>EPC #5 Student Achievement Monitoring System</b>			
5.1	4	3.3	School uses DataWise to store and monitor on-going assessments, but not fully effective use by teachers.
5.2	2	2.4	School uses DataWise to store and monitor on-going assessments but not fully effective use by teachers.
5.3		2	
<b>EPC #6 On-Going Instructional Assistance and Support for Teachers</b>			
6.1	2	2.3	ELA teachers have 3 RSDSS trained teacher/coaches for support.
6.2	2	1.7	On-going training for new adoption and meetings of articulation between schools.
<b>EPC #7 Teacher Collaboration by Gr. Level/Subject Matter</b>			
7.1	2.9	3	Provided by ERM days – Collaborative and data team meetings
7.2	2.9	2.4	Provided by ERM days – Collaborative and data team meetings
<b>EPC #8 ES/MS: Lesson Pacing Schedule; HS: Intervention Programs</b>			
8.1	2.7	2.6	Development and implementation of pacing guides continues to be a work in process.

8.2	2.7	2	
<b>EPC #9 Fiscal Support</b>			
9.1	2.3	2.8	Funds are limited due to budget cuts, but funds allocated as outlined in the SPSA-RSDSS training in ELA and math.
9.2	2.5	2.7	Funds are limited due to budget cuts, but funds are allocated as outlined in the SPSA-RSDSS training in ELA and math.

### **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 developing a freshman strategy to improve student engagement and reduce freshman F's. The approach we are pursuing is a Freshman Academy that will target at-risk incoming freshmen students. They will receive a combination of classes that address academic deficits and promote positive engagement in West High curriculum and activities. This academy will be located at the northwest annex site, ICGC.

### **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>  (NCLB target) ES/MS HS	2009 % Prof. ELA (≥ 46.0%) (≥ 44.5%)	2010 % Prof. ELA (≥ 56.8%) (≥ 55.6%)	2011 % Prof. ELA (≥ 67.6%) (≥ 66.7%)	AYP Goal Met?	5% growth Goal Met?	2009 % Prof. Math (≥ 47.5%) (≥ 43.5%)	2010 % Prof. Math (≥ 58%) (≥ 54.8%)	2011 % Prof. Math (≥ 68.5%) (≥ 66.1%)	AYP Goal Met?	5% growth Goal Met?
<b>School Total</b>	<b>49.5</b>	<b>50.7</b>	<b>55.4</b>	No	No	<b>47.7</b>	<b>48.8</b>	<b>51.8</b>	No	No
<b>Sub-group #1</b> Hispanic or Latino	<b>33.2</b>	<b>39.0</b>	<b>46.3</b>	No	Yes	<b>34</b>	<b>37.7</b>	<b>39.8</b>	No	No
<b>Sub-Group #2</b> White not Hispanic	<b>63.3</b>	<b>58</b>	<b>67.1</b>	Yes	Yes	<b>51.4</b>	<b>55.4</b>	<b>61.6</b>	No	Yes
<b>Sub-Group #3</b> Socioecon. Disad.	<b>33.6</b>	<b>35.8</b>	<b>47.0</b>	No	Yes	<b>38.6</b>	<b>37.5</b>	<b>42.9</b>	No	Yes
<b>Sub-group #4</b> ELL students	<b>23.3</b>	<b>24.7</b>	<b>32.7</b>	No	Yes	<b>30.7</b>	<b>28.4</b>	<b>28.1</b>	No	No
<b>Sub-group #5</b> Stu. w/ Disabilities	<b>*7.7</b>	<b>*31.7</b>	<b>NA</b>			<b>*14.1</b>	<b>*31.7</b>	<b>NA</b>		

## Achievement Gap Data

### Longitudinal AYP 2007 – 2011 • 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
2007	24.4/22.3	49.3	57.4	42.9	-14.5	38.1	-19.3	36.2	-21.2	11.8	-45.6	*	*
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	
2009	46.0/44.5	49.5	63.3	42.0	-21.3	33.2	-30.1	33.6	-29.7	23.3	-40.0	*7.7	
2010	56.8/55.6	50.7	58.0	49.0	-9.0	39.0	-19.0	35.8	-22.2	24.7	-33.3	31.7	-26.3
2011	67.6/66.7	55.4	67.1	45.7	-21.4	46.3	-20.8	47.0	-20.1	32.7	-34.4	na	

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

### Longitudinal AYP 2007 – 2011 • 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
2007	26.5/20.9	51.1	56.6	38.9	-17.7	36.4	-20.2	34.6	-22.0	20.0	-36.6	*	*
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	
2009	47.5/43.5	47.7	51.4	37.0	-14.4	34.0	-17.4	38.6	-12.8	30.7	-20.7	*14.1	
2010	58.0/54.8	48.8	55.4	40.8	-14.6	37.7	-17.7	37.5	-17.9	28.4	-27.0	31.7	-23.7
2011	68.5/66.1	51.8	61.6	44.4	-17.2	39.8	-21.8	42.9	-18.7	28.1	-33.5	NA	

**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>	98	Yes	98	Yes
<b>Subgroup #1</b> Hispanic	97	Yes	98	Yes
<b>Subgroup #2</b> White Not Hispanic	98	Yes	99	Yes
<b>Subgroup #3</b> Socio-economically Disadvantaged	97	Yes	97	Yes
<b>Subgroup #4</b> English Learners	99	Yes	99	Yes

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

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

The longitudinal studies indicate that ELA achievement is improving in all subgroups. The gap however, remains essentially static over the last five years for Hispanic and Low SES subgroups. African American students have a 50% larger gap after 5 years, while the gap for EL students has been reduced by 25%.

In Math, the longitudinal studies indicate that all subgroups are making progress, and the achievement gap has narrowed slightly in all subgroups with the exception of the Hispanic subgroup, where it has increased slightly.

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

Group	2010 Base API	2011 API Target	2011 API	Actual Growth	Target Met Yes or No
<b>School Total</b>	719	724	727	8	Yes
<b>Subgroup #1</b> Black/African-Am	685	691	662	-23	No
<b>Subgroup #2</b> Asian	768	773	774	6	Yes
<b>Subgroup #3</b> Filipino	800	800+	814	14	Yes
<b>Subgroup #4</b> Hispanic	669	676	684	15	Yes
<b>Subgroup #5</b> White Not Hispanic	760	765	778	18	Yes
<b>Subgroup #6</b> Socio-economically Disadvantaged	665	672	681	14	Yes
<b>Subgroup #7</b> English Learners	609	619	617	8	No
<b>Subgroup #8</b> Stu. w/ Disabilities	518	532	555	37	Yes

**Longitudinal (Growth) API 2007 – 2011  
(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
2007	676	708	626	-82	615	-93	610	-98	501	-207		
2008	677	712	623	-89	611	-101	611	-101	527	-185	449	-263
2009	713	760	650	-110	648	-112	641	-119	607	-153	463	-297
2010	719	760	684	-76	668	-92	664	-96	609	-151	517	-243
2011	727	778	662	-116	684	-94	681	-97	617	-161	555	-223
5-year	+51	+70	+36		+69		+71		+116		+106	

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

API data indicates that WHS continues to make steady progress overall, with all subgroups showing growth over the previous five years. The achievement gap has generally been static, with two notable exceptions. The achievement gap has narrowed for EL students, as their pace of improvement has been greater than all other sub groups. A big concern is the much slower pace of improvement in the African American student sub group. This slower pace has resulted in a widening of the achievement gap of approximately 40% over five years. This data has been incorporated into the WASC Self Study Action Plan as one of the three critical areas of need identified by the report. West is working with our staff, TUSD staff, and our community to develop a plan that will specifically address this problem.

**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>2008/2009</b>	157	46.5%	51.6	No	23.8%	30.6	No
<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

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

Growth of achievement among EL students has been steady and positive. The small trend is that these students are continuing to meet the language acquisition targets of Title III.

**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	2010	2011	Target Met? Y/N	MATH	2010	2011	Target Met? Y/N
Grade 9	<b>43%</b>	39%	N	Alg. Read.		64%	<b>N</b>
Grade 10	<b>46%</b>	44%	N	Algebra	<b>44%</b>	44%	N
Grade 11	<b>74%</b>	74%*	N	Geometry		52%	N
Grade 12	<b>54%</b>	76%*	N	Algebra 2		68%	N

*\*Does not include Holt end of year.*

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

There has been improvement towards the goal of 80%, but this goal has not yet been met. The greatest area of need is in the 9<sup>th</sup> and 10<sup>th</sup> grade levels. This result is also correlated to grade trends in these student groups. West High school is developing a freshman academy that will address this problem. Instructional changes and placement refinements will also be developed to improve results.

**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>81%</b>	<b>49%</b>	<b>87%</b>	<b>82%</b>	<b>48%</b>	<b>87%</b>
<b>2010/11</b>	<b>81%</b>	<b>54%</b>	<b>89%</b>	<b>81%</b>	<b>50%</b>	<b>90%</b>

**b.100% of students will receive a high school diploma or equivalent certificate**

	# graduates 2010	% receiving diploma or equivalent	# graduates 2011	% receiving diploma or equivalent
Enrollment (Seniors)		97.7%		96.8%
H.S Diploma	622		739	
Certif of Compl (IEP)	9		14	
GED			1	
Adult School Diploma	2		0	
Total	633		754	
Percent		97.7%		96.8%
Goal Met?		No		No

**c. AYP Graduation Rate**

	NCLB Grad Rate (2007/08 School Year) 2009	NCLB Grad Rate (2008/09 School Year) 2010	NCLB Grad Rate (2008/09 School Year) 2011
AYP Target	83.1%	83.2%	83.3%
Site %	89.7	82.3	83.1%
Goal Met?	Y	N	N

**d. Students completing A-G Requirements**

	# met a-g	Percent (of gr. 12 students)	Goal Met? Y/N
2008/09	195	30.2	
2009/10	199	31.9	
2010/11	217	29.3	

**Analysis of Data – Student Achievement – Preparation for School/Career**

Graduation rate two year trend is essentially static at about 83%. Additional data on 9<sup>th</sup> and 10<sup>th</sup> grade student achievement seems to indicate most graduation issues start there. With the loss of summer school to make up credits, students who fail classes in 9<sup>th</sup> and 10<sup>th</sup> grade are at significant and serious risk of not graduating. West High is developing a Freshman Academy to attack this challenge and improve graduation rates by solidifying pass rates in 9<sup>th</sup> and 10<sup>th</sup> grade. Elements of the program are being piloted this year approximately 90 students. Early results have shown students in this program are passing at a higher rate than the overall freshman class pass rate. More meaningful data will come at the end of the first semester when the grades become permanent, and credits are earned on time or lost.

## Part B: Instructional Tour Data

### 2009/10 Results

Percent of “partial” and “full” implementation for each indentified strategy

		Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Time on Task	Full		12%	34%	40%	47%	32%	64%	30%	
	Part		33%	25%	20%	53%	63%	27%	65%	
Checking for understanding	Full		50%	55%	55%	29%	8%	24%	32%	
	Part		33%	40%	45%	64%	67%	15%	47%	
Learning Objective	Full		10%	25%	30%	30%	25%	41%	18%	
	Part		60%	45%	35%	60%	50%	18%	55%	
Non-linguistic representation	Full		17%	25%	25%	40%	40%	37%	29%	
	Part		17%	30%	30%	50%	60%	30%	24%	

### 2010/11 Results

Percent of “partial” and “full” implementation for each indentified strategy

		Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	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%		

## C. School Safety

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

	2009/10		2010/11		% Decrease or Increase	Target Met
	#	%	#	%		
Suspensions	400	14%	304	12%	-2% de	Y
Expulsions	39	1%	39	1.5%	+5% inc	N

### Reduction in the number of referrals

	2009/10		2010/11		% Decrease or Increase	Target Met
	#		#			
Referrals	3280	(support room referrals)	525	(teacher suspensions)	-82%	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 2010	% Agree 2011
Parents	61.53	66.92
Staff – cert.	71.34	80.89
Staff – class.	58.82	80.77
Students	57.71	62.37
<b>Total</b>	62.35%	72.74
Met Goal (Y/N)	N	N

### 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 2010	% Agree 2011
Parents	64.20	71.92
Staff – cert.	63.42	59.56
Staff – class.	68.21	62.88
Students	56.13	56.61
<b>Total</b>	63%	62.74
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
2007/2008	96.63%	98%	+1.4	Y
2008/2009	95.00%	98%	-1.2	N
2009/2010	95.13%	98%	-1.2	N
2010/2011	95.40%	98%	-2.60	N

### Analysis of Data – School Safety and Climate

West High School continues to improve climate and safety over the last 2 years. Suspensions are down, expulsions remain essentially static, and teacher suspensions are down dramatically. A key to the improvement has been the removal (expulsion) of the violent offenders and drug violators. Attendance has remained between 95-96%. Our most recent surveys also reflect that perceptions regarding safety at West are beginning to change for the better, particularly among parents and students. We expect continued efforts to reach out to staff and include staff in the decision making process will result in improvement in staff perceptions.

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

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

#### **Goal #1 – All Students will meet or exceed grade level standards and the achievement gap will be closed.**

- a. Raise the achievement of English Learners
- b. Raise the achievement of at-risk students
- c. Prepare students for STAR testing
- d. Improve student achievement in Mathematics
- e. Provide CAHSEE Remediation

#### Evaluation of Plan for Goal 1:

##### **Target: AYP Proficiency**

WHS did not meet their overall school goal of 66.7%, but nearly met proficiency in both ELA and math.

In ELA all sub-groups showed improvement from last year. The sub-group – White not Hispanic, met the goal. All sub-groups met the 5% target gain. The achievement gap is static among most sub-groups with the exception of ELL students where the gap is closing, and for the African American sub-group where the achievement gap has grown.

In Math all sub-groups showed improvement from last year except ELL students who decreased only slightly from 28.4% to 28.1%, but all sub-groups still fell short of the AYP goal. The achievement gap has continued to decrease in the Low SES, ELL and Students with Disabilities sub-groups (Students with Disabilities are a non-significant sub-group), whereas the Hispanic sub-group stayed about the same, and the African American sub-group continued to increase significantly.

The ELA longitudinal data shows that the achievement gap increased this year with the increase in the AYP goal of 66.7% and a 5% growth goal in all significant sub-groups except Low SES, where the gap closed 1.9%. To address the gap, teachers need to continue examining data and using the results to drive their instruction and to identify their target students. Instruction using best instructional practices needs to be more consistently implemented. DataWise data team feedback, and the use of district assessments along with Holt are tools that teachers can use to assist in closing the ELA achievement gap.

The math longitudinal data shows a slight increase in the achievement gap for all sub-groups. Neither the school, nor any sub-group met the AYP goal of 66.1%. White and Low SES sub-groups made the 5% target. The math department is aligning the power standards to the curriculum in Advanced math and Pre-Calculus and they have already been complete in Algebra and Geometry courses and are revising end of course exams as needed as well as using department meetings to discuss and review best instructional practices. In addition, some of the departments strongest teachers are being assigned to our EL and lower level classes.

##### **Target: AYP Participation**

The whole school and the significant sub-groups met the AYP participation rate of 95% for state testing having 98% participation for the total school. The Hispanic sub-group had 98% participation, 99% for the White sub-group, 97% for the Socio-Economically disadvantaged sub-group, and 99% for the ELL sub-group. This data indicates the school's diligence in having all students take the test or make-up tests offered throughout the year using Aeries to accurately query students who have or have not taken the CAHSEE exam or passed either portion- math or ELA. WHS also offers remediation courses during the school day to assist students in passing the test using a variety of computer based programs such as Brain X, and WRITE writing units which all prepare the students with similar questions and writing tasks that reflect the test.

**API:** West High met their API targets school wide with an actual growth of 8 from 719 to 727 and also in six of our main sub-groups; Asian, Filipino, SES, Hispanic, White and Students with Disabilities. The longitudinal data shows the gap is static in most sub-groups at WHS. The exceptions are EL students whose gap is decreasing and African American students whose gap is increasing. Some of our sub-groups achievement gap is substantially larger than others. Of special concern is the African American sub group, whose gap has increased over 40% since 2007.

**Target: Meet or exceed Title III AMAO 1 and AMAO 2 targets:**

**AMAO 1:** This target was met

**AMAO2:** This target was met

West High has worked diligently to meet the needs of our ELL students and continue to create an action plan to address second language student achievement. This year's data reflects students who have been in an ELD program for more than 5 years and also less than 5 years. To continue to meet the needs of the ELL students there is a district committee aligning the ELA state standards to the ELD standard frameworks in hopes to better align teaching methods and materials. West High has also begun CELDT testing over the summer to better identify placement needs for the ELD students before school starts. ELD monitoring sheets are also completed by both English and math teachers to address individual students' progress by creating educational plans that assist the students with their educational goals and their placement in the program (long-term and intermediate students). WHS has improved this practice considerably over prior years. The Visions curriculum is on its 4<sup>th</sup> year of implementation. ELD teachers have been consistent in using the supplemental materials and assessments, using this data to drive their instruction. The district and site Early Release Monday (ERM) days are used to provide training in second language teaching methods / strategies to assist with ELL student learning and achievement towards making progress towards proficiency in English.

**Target: Increase the percent of students meeting district standards.**

WHS did not meet the goal of 80% proficient, nor a 5% improvement, with the exception of the 12<sup>th</sup> grade ELA.

Both English and Math have curriculum embedded assessments and district created assessments that are standards based and used to drive the instruction for teachers. Data teams also allow teachers to focus on specific standards and teaching strategies that are empowering for the students to become more successful.

English uses district assessments throughout the year to collect data for comparison which is used to drive instruction. Grades 9 and 10 use the Holt minimum course of study which incorporates pre and post tests for each unit.

Math task force created new district assessments that are better aligned to the state standards and CST tests and are being implemented along with reviewing end of course exams to assist with student achievement. The test was changed to address state standards, accounting for the decrease in improvement with the re-structured tests being more difficult.

Both English and Math teachers are collecting their data to be analyzed in hopes to reach the district goal of increasing by 5% on end of the year district assessments as well as implementing best instructional practices through RSDSS training and improved deployment strategies.

**Target: Increase the number of students completing A-G requirements (HS only)**

This goal was met for total students (217) but the percentage decreased to 29.3%. The data for the prior two years shows there was an increase of students who completed the requirements from 30.2% to 31.9% who have completed the A-G requirements. This calculation represents the number of total senior students who met the requirements for A-G upon graduation with a "C" or better according to Aeries. The increase can be contributed to updating and monitoring of Students 4 Year Plans and

continuing to encourage students to enroll in A-G college preparedness classes. WHS counseling staff continues to encourage students to enroll in classes that will prepare them for secondary education on a regular basis. WHS holds a senior information night and plans the TUSD College Fair night which is held on the Kimball H.S. campus. A-G participation is promoted by the AVID program where student focus is college preparedness and meeting the A-G requirements as part of the curriculum. AVID assists in educating our parents in college requirements and helps with financial aid awareness. To further educate our parents we are working together with Williams Middle School to have “Empowering Parents” meetings which teach parents how to navigate the school system and help their student meet graduation and college entrance requirements. West High has also implemented month Parent Support meetings where a variety of topics are covered, including college planning.

**Target: Meet district goal of 100% graduation and increase graduation rate (HS only)**

The district goal of 100% graduation was not met for West High. WHS decreased its graduation rate slightly to 96.8%. The enrollment of seniors increased overall with a total of 613 to 713 seniors for the 2010 school year. With the use of the Cyber High program during the school day as well as after school, we hope to continue to increase student graduation rates and provide an opportunity for students to make-up credits and close the achievement gap.

**Site Goal: WASC Goal Update:**

West High is currently preparing for our upcoming WASC visit in the 2011-2012 school year. Staff has formed focus groups to address all areas of focus and has begun work on documentation to fulfill each focus group task as requested by WASC. The critical needs are emerging from the self study process. They are 1) Improvement of ELA and Math Proficiency, 2) Improve the course pass rate of 9<sup>th</sup> grade students, 3) Reverse the increasing achievement gap in the African American student sub-group

**Goal #2 – Increase students’ average daily attendance**

**Target: Maintain 98% attendance or improve by 5%**

This target was not met, but stays steady between 95 and 96%. WHS has 8 scheduled truancy sweeps, implemented a new tardy policy that keeps students in class more, and has worked with parents – Student Attendance Review Board (SARB) and Discipline Attendance Review Team (DART) meetings to ensure that both student and parents are aware of the importance of student attendance.

**Goal #3 – Diversity and Equity: Increase cultural proficiency to support a provide a positive, safe, and healthy school climate.**

**Target: Reduction in percentage of suspensions/expulsions:**

WHS had a .5% in expulsions compared to 2009-10, and a decrease in suspensions slightly by 2%. This change continues to be related to the diligence of both staff and security reducing the number of fights on campus and decreasing the presence of marijuana. WHS will continue to work on decreasing the suspensions and expulsions while keeping the campus safe for all students by utilizing a conflict mediation class. There are 27 students with very diverse backgrounds in the classes and they were trained in conflict mediation. This program has been effective in helping to reduce conflicts via early intervention.

**Target: 75% positive response to survey questions related to school safety:**

According to our school safety surveys WHS has improved from 62% to 73% positive responses, just missing the 75% goal. WHS has contributed to a more positive environment by employing 4 full time security guards, 1 part time security guard and 2 utility staff members. 5 security staff have attended a 12 week training, and site is currently working with the district to offer more training. WHS also has a gang awareness counselor on campus 2 days a week, students wear their ID and lanyards daily, and practice emergency drills on a regular basis. Teachers have received emergency buckets and get de-

briefs and updates on safety drills on a regular basis. WHS uses Point Break and Peace Keepers to further address the needs of awareness in the school environment and provides teachers with training and skills to use in the class. WHS's SRO presents a gang awareness PowerPoint to staff each year and has presentations for parents throughout the year at multiple school sites within the district. West holds Empowering Parent meetings for further communication and awareness between parents and school, as well as monthly Parent Support meetings. We educate parents regarding drugs, bullying and violence prevention. For safety, we employ trouble shooting techniques at all public events to reduce and prevent conflicts. Installation of over 30 security cameras and monitoring equipment will be completed in 2011-12.

**Target: 75% positive response to survey questions related to school climate and leadership:**

Overall, the results on the survey show an increase in parent agreement to a positive climate at West High. The results show that the staff rate our school climate lower than the parents.

To improve the school climate this year WHS continues to incorporate opportunities to show school spirit such as with more rallies, our WHS "Power Howl", and student initiated lunch time activities. To improve staff responses, WHS administration set up a volleyball day for teachers when they returned to school in August as a teamwork building activity. We will continue to search for other opportunities to engage staff in working together to build morale and school spirit. For our parents we hold monthly parent support meetings and continue to work with Empowering Parents. We are striving to build a stronger relationship with parents through these events and recruit them for WASC and other committees which support our school.

**Goal #4 – Professional Development: Provide an articulated, sustained plan of professional development activities designed to build the school's capacity to support programs and achieve goals.**

Professional development efforts included WASC Self – Study training for leadership and teaching staff, Direct Instruction training for additional teachers, EL, AVID, Cultural Awareness, Great Valley Writing project, and Best Instructional Practices training. Through the WASC training and self-study process we renewed and adapted a prior SLC and expanded our plans for a new Freshman Academy. Each area produced positive results, though D.I. implementation based on training was slower than desired.

We are continuing each of these efforts. We have modified our RSDSS Direct Instruction goals to include new teachers and school visits to see teachers and programs successfully implementing D.I. at their schools.

Freshman Academy plans have expanded and will serve more than double the number of students next year. This year more teachers will be trained to implement this expanded SLC. The WASC self-study will conclude this year and shift next year to the monitoring of progress. Cultural awareness and diversity training will be ongoing and will be moving from awareness to strategy deployment over the next year.

**Goal #5 – 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.**

Last year we addressed the topic of involving parents and keeping them more informed. We communicated available support services through a variety of media outlets. We continue to survey parents and strive to respond to those needs identified.

The parent survey shows that parents feel that school safety has increased and that the school climate is more positive. Both of these areas are important for us to improve upon. We are very aware of West High's image and want to keep it positive and promote that positive image to our community. Our efforts have been largely successful and we are going to continue down this path. We still want to improve in these areas

for this school year. We have provided extra encouragement for students to wear their ID's and explained to them how this is a safety issue.

We have established once per month morning meetings for parents to discuss issues and answer questions. We have implemented new ideas for student recognition. This will continue to help with our positive image. We are also involving parents in more committees to solicit their insight and opinions.

### **Goal #6 – Technology: Provide staff and students the opportunity to use technology for learning, communicating and working in an information-centered society.**

We were able to use early release time on Monday's for staff training on Aeries and Data Wise. New teacher's workshop focused on accessing site portal, Aeries, and on-line database. All teachers have access to wireless connections in the classroom; which gives them the opportunity to integrate technology into their curriculum. West High School was able to replace old technology in the classroom by providing new LCD projectors received from ISET this year. We also purchased 41 new security video cameras, through district endowment, which were placed in strategic locations to support a safe campus.

The new technology has impacted our school safety and improved teacher instruction and curriculum. We continue to strive toward our goal of implementing new technology by replacing laptops and eventually hope to update our two computer labs in the near future. Our current budget restraints prohibit such a purchase at this time. We have met our goal of implementing video cameras and bringing wireless connectivity to the library, cafeteria and every classroom on campus.

Next year we will continue to replace older technology on an as needed basis. Our budget constraints currently demand an "urgent and compelling" environment for requisitioning. It is not clear when this situation will improve enough to make the necessary major purchase of new computers which our campus sorely needs. We will continue to integrate technology into the curriculum and provide training for teachers in Aeries and DataWise during ERM's.

### **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?*

- Annual STAR CST data
- CAHSEE results 3 times per year (each administration)
- Discipline Data (Quarterly)
- Attendance Data (Annually)
- AYP, AMAO, API data (Annually)

Data is presented in whole or smaller groups and activities are designed for teachers to give feedback regarding the implications of the data and their concerns and questions. In all of these meetings the goal is to reach consensus about the implications of the data and draw preliminary plans to address the needs that are identified.

Departments use the data to review progress in their subject matter content by grade level and subject.

*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?*

Staff students and parents annually review the school plan including the assessment of the prior

school plan, via the department chair group and the school site council. Input is received from parents and students at these meetings and through surveys that are designed to get their opinions of the effectiveness of WHS in achieving these goals.

## **SECTION IV: SCHOOL PLAN FOR 2011/2012**

### **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 2011/2012 School Plan that follows was developed through the joint efforts of school leadership team, the department chairs, the School Site Council, and the site ELAC. The School Plan and budget were approved by the School Site Council at the November 16, 2011 meeting.

### **School Site Council Membership for 2011/2012**

Names of Members	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				
Rich Tanner		X			
Leslie McCoy		X			
Walt Patteson		X			
Alina Amour					X
Adrian Delacruz					X
Jon Mendoza				X	
Valerie Pedersen			X		
Jessmyn Solana					X
Parent - tbd				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 by-laws (*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: Roland Davis / 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 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) Plans to meet this goal are based upon a thorough analysis of achievement data, including longitudinal studies. While all sub groups are improving, the pace of improvement needs to be faster in order to close the gap. Action plans developed in this plan are designed to assist acceleration of progress.

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. The action plans for these goals will be written in the WASC self-study and included in the school plan after the VC visit in April.

A significant effort to improve math performance will begin this year. WHS and TUSD have been awarded a CAPP grant to improve math instruction, collaborative processes, and results. This year's plan development will be implemented starting 2012-13.

### **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) 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. Student's 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.**

(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) Professional development for 2011-12 is 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.

**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) 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. Speakers from “Empowering Parents” come to evening parent meetings and 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, synergy-voice, 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) 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.

## **C. Activities for 2010/2011 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:** (WHS) Plans to meet this goal are based upon a thorough analysis of achievement data, including longitudinal studies. While all sub groups are improving, the pace of improvement needs to be faster in order to close the gap. Action plans developed in this plan are designed to assist acceleration of progress.

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. The action plans for these goals will be written in the WASC self-study and included in the school plan after the VC visit in April.

A significant effort to improve math performance will begin this year. WHS and TUSD have been awarded a CAPP grant to improve math instruction, collaborative processes, and results. This year's plan development will be implemented starting 2012-13.

#### **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 Involve EL parents in the educational process for their students; Use data analysis to improve student achievement	District and school site	ELAC and DELAC meetings	Annually			

1a.2	The district will continue to implement DELAC meetings for EL parents; Have a site representative attend the meetings	Carol Anderson-Woo	Translators handouts	2 times a year	Rachel Moraes & Lourdes Fojo		
1a.3	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	2 times a year	SSC		
1a.4	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	Annually			
1a.5	Continue to attend WRITE institute trainings, ELL CAHSEE WRITE trainings, WAS training, LULAC Conference and bus fees, and CABA 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 aides, WRITE materials, and other teaching strategies -EIA funds	On-going (5 times a year for WRITE when budget allows) -LULAC Conference			
1a.5b	LULAC transportation bus fee						
1a. 6	WHS representatives will continue being a member of the District ELD Steering Committee; Create a master ELD plan that reflects the district and site goals for EL learners	District Rachel Moraes Idi Gaines	ELD county guidelines and procedures	On-going			
1a.7	Ensure ELD students have access to the core curriculum; Evaluate curriculum and access to the core curriculum to ensure access for all ELD students	All ELD/LEP/SDAIE teachers	Visions curriculum, LEP&SDAIE teaching strategies and textbooks, district assessments, & data team results	On-going			
1a.8a	All ELD teachers will use the district adopted curriculum <i>Visions</i> , English translated dictionaries, and supplemental materials and supplies; Use pre- and post tests and use the data to drive instruction.	All ELD teachers (Beginning-Early Advanced)	- <i>Visions</i> materials -Translation Dictionaries -EIA Funds	On-going			
1a.8b	Purchase ELD books for the ELD library						
1a.8c	Purchase ELD supplemental materials/textbooks/software						
1a. 8d	Purchase ELD supplies and copy costs						
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 Stipend for CELDT Coordinator 1a.10b EL students will continue to be placed appropriately according to the CELDT test language proficiencies; Review the CELDT test scores and develop site based criteria for placing students appropriately; input and administer CELDT testing including summer testing.	Rachel Moraes ELD paras Bi-lingual para	-CELDT test and language level criteria -IPT exams	Oct. 31 <sup>st</sup> Annually			
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 Implement an Academic Support class to support long term second language speakers	-ELD teachers, -Sarah Banchemo (Master Schedule) -District	District and site ERM trainings, data team target students data	On-going			
1a. 13 Intervention to ensure at-risk EL students are meeting the state standards; Evaluate collected data and programs for students progress	-ELD teachers, -Sarah Banchemo (Master Schedule) -District	District and site ERM trainings, data team target students data, CAHSEE remediation class, Academic Literacy class	On-going			
1a. 14 Continue to place 11 <sup>th</sup> /12 <sup>th</sup> grade EL students in the CAHSEE remediation class who need to pass; Evaluate pass rate of students enrolled and promote after school support through tutoring prior to test administrations (See goal 1e.2)	-Sarah Banchemo (Master Schedule) -Rachel Moraes -site funds	-Plato software and other supplemental materials	On-going			
1a.15a Continue to provide support resources in the way of para-professionals for ELD, LEP and SDAIE classes; Provide students with translation to assist in student success and access to the core curriculum and assist with all aspects of CELDT testing and data entry- 5 hour para 1a.15b ELD 4 hour para 1a.15c 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.16	Continue to place ELD students in AVID to support college going students. 1/3 of AVID students are ELD. Send teachers to AVID Summer Institute	-Counseling Master schedule	-AVID program materials and district AVID funds	On-going			
1a. 17	Evaluate program design for LEP/SDAIE classes including Academic Literacy class for first year mainstreamed students ... including after school tutoring for ELD lab.; Evaluate student progress/achievement and data collected through data teams	-Sarah Banchemo (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. 18	Continue to use data teams to look at data and target student results to determine areas of need and teaching strategies that could be used to close the achievement gap.; Evaluate student progress/achievement and data collected through data teams	-Rachel Moraes - Data Team Members	Data collected in data team cycles, CST results, grades, and teacher feedback	On-going			
1a.19	ELD bi-lingual para to assist with site translation needs and all parent communication including parent meetings and phone calls.	-District translator -Bi lingual para site translator	EIA funds	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.2a Brain X for CAHSEE remediation		Troy Brown Counselors	Software licenses	Ongoing			
1b.3 Point Break Intervention Services; Data Collection of counselor logs to track number and types of student contacts		Joan Stone Roland Davis	-2 Counselors -District Funds	Ongoing			

1b.4	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.5	Renaissance – Academic reward and recognition program which specifically targets students that receive a .5 increase in GPA.	Troy Brown Shannon Bancroft	Lifetouch Student store Outside community resources	Ongoing			
1b.6	Data Team Target Students; Data Collection on target student performance	All staff	-Level 1 interventions -Use of ERM time -Structures & Strategies	Ongoing			
1b.7	FALC Freshman Academic Learning Community; Data Collection on student performance to prevent student failure and increase student performance	Iris Abraham Jeff Frase Joe Raco Sue Moriarty Kerena Skillman		Annually			
1b.8	Pilot a FALC/Freshman Academy (FA) program with 90 <sup>th</sup> grade students	Jeff Frase					
1b.9	Identify format, structure, and curriculum for expanded freshman Academy (FA) of 200 students	Jeff Frase	-Success skills -Common prep -Common teachers and students -Limited students				
1b.9a	Purchase books and instructional supplies for FA for 200 students.	Jeff Frase Sue Moriarty Troy Brown	Curriculum	Annually			
1b. 10	Staff development training for FA teacher team(6 teachers) to implement expanded academy	Jeff Frase					
1b.11	Planning days for curriculum and program assessment 3days x 3teachers.	Jeff Frase					
1b.12	Purchase curriculum and materials, including licensing agreements.	Jeff Frase					
<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 Troy Brown	California state standards	Ongoing			
1c. 2 Develop slogan and student awareness of upcoming CST Tests; Create positive awareness and rationale of test	Troy Brown 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 Troy Brown 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	Troy Brown	-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	Troy Brown	-Prior years action plan -CST training by district	Annually			
1c.7 Pilot of a STAR incentive program tied into student off campus lunch passes	Troy Brown		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>	<b>Do</b>	<b>Study</b>	<b>Act</b>
1d.1 Discuss BIPS in teacher evaluations	Administration	N/A	Annually			
1d.2 Instructional Tours	Administration	N/A	Regularly			
1d.3 RSDSS; team class visits and post-visit discussions with teachers	Roland Davis Linda Dopp	SJCOE	Annually			
<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 Finalize the Pre-Calculus District Assessments	Math dept. members	CST released items, textbook	Aug.-April			
1e.3 Evaluate and revise the pilot Algebra Readiness End of Course Exam.	Math dept members	CST released items. Test Generators. CAHSEE released items.	Aug-April			
1e.4 Evaluate and revise the current Algebra 2PAP and Advanced Math End of Course exams.	Math dept members	CST released items. State Standards. Textbook. Test Generators.	Aug-April			
1e.5 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.6 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.7 Develop assessment plan to be used with all classes implementing CAPP grant	Perry Farrens, Jeff Frase Math Dept.	Collaborative time	March 2012			

**Plan for providing ELD to English Learners in 2011/12:**

<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>	<i>Beginning ELD/Early Intermediate Students Scoring 251-527 on CELDT for all grade levels</i>	<i>Daily</i>	<i>2 hours</i>	<i>Classroom teacher With para educator support</i>	<i>Classroom teacher With para educator support</i>
<b>9-12</b>	<i>Intermediate ELD Students Scoring 518-590 on CELDT for all grade levels</i>	<i>Daily</i>	<i>2 hours</i>	<i>Classroom teacher With para educator support</i>	<i>Classroom teacher With para educator support</i>
<b>9-12</b>	<i>Early Advanced ELD Students Scoring 579-651 on CELDT For all grade levels</i>	<i>Daily</i>	<i>1 hour</i>	<i>Classroom teacher</i>	<i>Classroom teacher</i>
<b>9-12</b>	<i>Advanced ELD</i>	<i>Daily</i>	<i>1 hour</i>	<i>Classroom teacher</i>	<i>Classroom teacher</i>

	<i>Students Scoring 638-761 on CELDT For all grade levels</i>				
<b>9-12</b>	<i>LEP/SDAIE History, Science, and math</i>	<i>Daily</i>	<i>1 hour</i>	<i>Classroom teacher LEP classes with para support</i>	<i>Classroom teacher LEP classes with para support</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	2010/11				
	2011/12				
MATHEMATICS	2010/11				
	2011/12				

<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	2010/11				
	2011/12				
MATHEMATICS	2010/11				
	2011/12				

<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	2010/11				
	2011/12				
MATHEMATICS	2010/11				
	2011/12				

<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	2010/11				
	2011/12				
MATHEMATICS	2010/11				
	2011/12				

<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	2010/11				
	2011/12				
MATHEMATICS	2010/11				
	2011/12				

## **Part B: 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%	

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

### **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								
	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:** (site) 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			
2a.5	Use of district mandated tardy policy; Evaluate the time and resources spent on policy to see if tardiness has decreased	-All teachers -Attendance staff	Teacher records	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					
2b.4	Site and district administration provides training at ERM's in cultural proficiency						

**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
2010-2011	97.19	96.01	95.53	94.80	95.83	94.43	94.89	94.74	95.18	96.31	95.40
2011-2012	97.11	96.26	95.84								
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:** (site) Professional development for 2011-12 is 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.

3a. Staff Development						
Action Steps (Plan)	Person Responsible	Resources	Timeline	Do	Study	Act
3a.1 Provide staff development to implement WASC recommendations and provide an articulated, sustained plan of professional development activities designed to build the school's capacity to support program and achieve goals.	-Jeff Frase -District	-Site funds -Teacher experts -District funds	-Ongoing			

3a.2 Continue snapshot staff development at monthly faculty meetings including, ESLR's, At-Risk student needs, ELD strategies, and other need based presentations that focus on closing the achievement gap for all students.; Schedule snapshot presenters for each faculty meeting.	-Jeff Frase Shauna Liel	-Feedback from staff survey on staff development needs -District ERM's, data from data teams on target students -Researched based instructional strategies	-Ongoing			
3a.3 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.4 Attend WASC training for upcoming WASC accreditation for 11-12.	WASC leadership Shauna Liel, Troy Brown, Jeff Frase	-Allocations for sub and travel expenses from site funds	-Spring of 2009			
3a.5 Continue staff development for ELL teachers offered by the district using site coaches; Determine who is eligible and the timeline for training –Attend at Risk and ELD staff development training	Roland Davis -SJCOE -District	-Binder provided by SJCOE and coaches -District funds	-Ongoing			
3a.6 Continue to expand ELD/LEP/SDAIE training to all faculty. Evaluate the effectiveness of the training by getting staff feedback from using strategies in the classroom and by student academic achievement	-Roland Davis -Staff volunteers	-ERM's snapshots,	-On-going			
3a.7 Continue to offer training to all faculty on cultural/geographic identities and awareness of students at WHS. Evaluate the effectiveness of the training by getting staff and student feedback; Provide cultural awareness programs and clubs for student involvement	-Diversity & Equity Committee, Shannon Bancroft, Admin. Team	-ERM's snapshot presentations and district ERM's	-On-going			
3a.8 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.	-WASC Focus Group Shauna Liel Jeff Frase	-Other school sites and colleges	-On-going			

3a.9 Continue to evaluate effectiveness staff development. Evaluate the effectiveness of the training by getting staff feedback and observation to validate implementation in classrooms.	-Jeff Frase, AP's	-All staff development opportunities offered throughout the year	-Annually			
3a.10 Continue to support RSDSS direct instruction training for West High teachers to improve student achievement.	Jeff Frase, Roland Davis, Teachers, Linda Dopp	SJCOE, District, Materials and opportunities to share strategies within departments.				
3a.11 Continue to support AVID training offered to AVID teachers to assist success in the program and support college awareness	Roland Davis AVID teachers Parents	Monthly meetings Summer trainings Ongoing training at County office				
<b>3b. Staff Participation in Professional Development on Early Release Mondays</b>						
Action Steps (Plan)	Person Responsible	Resources	Timeline	Do	Study	Act
3b.1 Sign In Sheets for every activity	Audrey					
3b.2 Administration follow up on those not in attendance; monitor and reporting of results monthly	Jeff Frase					

**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:** (site) 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. Speakers from “Empowering Parents” come to evening parent meetings and 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, synergy-voice, 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 Empowering Parents Workshops. Verify effectiveness by parent surveys	Roland Davis	Dr.Willis & Marcia Dodson District	4 Workshops			
4.2 Parent Support meetings (PS)	Troy Brown	Community Tracy PD	Monthly			
4.3 Use of Synrevoice, Email, newsletter, website, Marquee, Letters Home to parents	Admin Team	Aeries, Internet Technology	Throughout the school year			
4.4 College Nights	Counseling	N/A				
4.5 WASC Parent Meetings	Shauna Liel	N/A				
4.6 Safe and Sober Parent Group	Mary Bitzer (parent volunteer)	WHS	Monthly			
4.7 HFA Home Field Advantage	Matt Loggins		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.

**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:** (site) 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 Provide 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 Provide wireless connectivity in all classrooms and offices	ISSET	ISSET	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

**West High School**  
**Single Plan For Student Achievement**  
**Recommendations and Assurances**

The school site council (SSC) recommends this 2011/12 school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (*Check those that apply*):

\_\_\_ Title I Advisory Committee

\_\_\_ English Learner Advisory Committee

\_\_\_ Community Advisory Committee for Special Education Programs

\_\_\_ Gifted and Talented Education Program Advisory Committee

\_\_\_ Other (list) \_\_\_\_\_

4. The SSC reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the SSC at a public meeting on: \_\_\_\_\_.

Attested:

\_\_\_\_\_  
Print name of school principal

\_\_\_\_\_  
Signature of school principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print name of SSC chairperson

\_\_\_\_\_  
Signature of SSC chairperson

\_\_\_\_\_  
Date

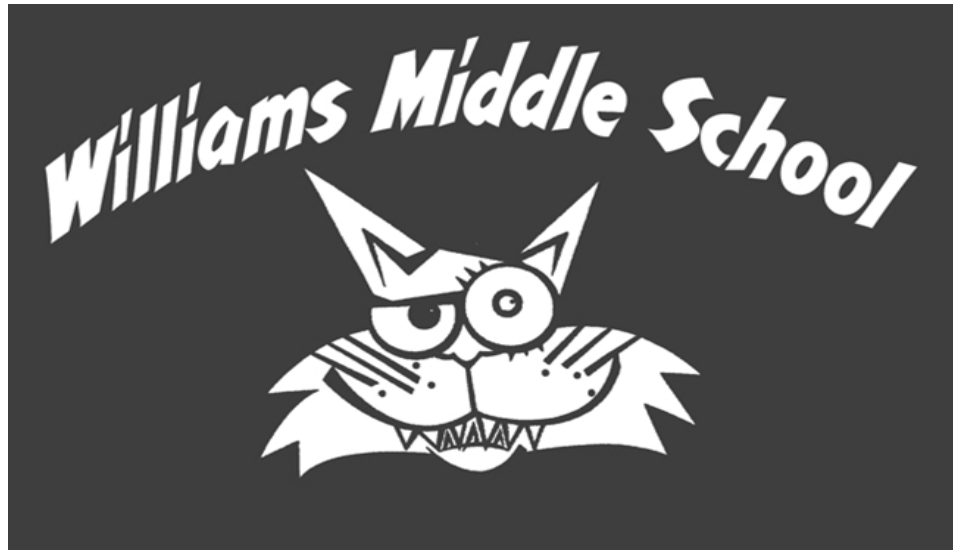
West High School Plan Budget 2011-12

		<u>District</u>	<u>*Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title II</u>
	11/12 Estimated Allocations West High	\$295,336	\$81,182		\$214,154	
	10/11 Carryover	\$0		\$0		
	Centralize Services	\$0			\$0	
	Total Available Funding	\$295,336	\$81,182	\$0	\$214,154	
	Site allocation - administration		\$31,844			
	Site allocation - instructional		\$27,086			
	Department Allocations		\$15,455			
			\$81,182	\$0	\$214,154	
	<i>Goal #1: All Students will meet or exceed grade level standards and the achievement gap will be closed.</i>					
		<u>District</u>	<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title II</u>
	Provide direct support to students through Centralized Services, per District				\$13,208	
	Site level support to address or meet grade level standards and closing of the Achievement gap.				\$12,560	
1a.5a	CABE ELD Conference				5,400	
1a.5b	LULAC Bus				1,000	
1a.8a	Purchase Visions consumable workbooks				4,000	
1a.8b	Purchase ELD books for ELD library				3,000	
1a.8c	Purchase ELD supplemental materials/textbooks/software				9,000	
1a.8d	Purchase ELD supplies and copy costs				3,000	
1a.10a	ELD/CELDT Coordinator (20% - Rachel Moraes as of 7/1/2010)				16,051	
1a.11b	ELD/CELDT Testing Assistance/Scoring/Data Entry (including Summer 2011)				12,000	
1a.14	Continue to place 11th-12th grade students in the CAHSEE Remediation classes; evaluate pass rates of students enrolled. Provide after-school support through tutoring prior to test administrations. (See 1.e2)				1,152	
1a.15a	ELD 5 hour Para/Fojo Salary and Benefits				20,727	
1a.15b	ELD 2 4 hour para/ Colbert				15,280	
1a.15c	ELD 4 hour para/Durney				15,992	
1a.16	AVID teacher training/ Summer Institute see Prof Dev 4.11	\$ 3,000				
1a.19	ELD Bilingual Para to assist w/parent translation needs including parent meetings and phone calls				27,000	
1b.1a	Cyber High Teachers					

West High School Plan Budget 2011-12

		<u>District</u>	<u>*Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title II</u>
1b.1b	Cyber High tests					
1b.1c	Cyber High printer and supplies				1,500	
1b.2a	Brain X for CAHSEE remediation	\$ 10,000				
1b.3	Point Break					
1b.9a	Curriculum, books, supplies for FA				40,000	
1e.2	Continue to place 11th-12th grade students in the CAHSEE Remediation classes; evaluate pass rates of students enrolled. Provide after-school support through tutoring prior to test administrations. (See 1a.14)					
	<b><i>Goal #2: Provide a safe and equitable learning environment</i></b>					
		<u>District</u>	<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title II</u>
2a.	Increase ADA					
2b.	Increase Cultural Proficiency					
2b.1	Building bridges assemblies		2,200			
2b.2	Point Break Assemblies	\$				
	<b><i>Goal #3: Professional Development</i></b>					
		<u>District</u>	<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title II</u>
3a.5	At Risk and ELD Staff Development, including travel				6,000	
3a.1	WASC Coordinators training					
3a.5	CABE ELD Conference - 2 teachers (See 1a.5 for amount)					
3a.10	RSDSS/STI training for 5 teachers, 1 administrator (also see 1d.3)					
3a.11	AVID Summer Insititute	\$ 3,000				
3a.11	AVID Training/Professional Development/Conferences				4,000	10,000
	<b><i>Goal #4: Parent Involvement and Communication</i></b>					
		<u>District</u>	<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title II</u>
4.1	Empowering Parents Workshop	12,500				
4.3	Communication support services: mail distribution, postage, and printing charges		28,000			
	<b><i>Goal #5: Technology</i></b>					
		<u>District</u>	<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title II</u>
5.1	Provide digital projectors in all classrooms	\$				
5.3	Use updated technology; security cameras and still cameras to enhance safety.	\$				
5.4	Provide wireless connectivity in all classrooms and offices	\$				

# Single Plan for Student Achievement 2011/12



***Tracy Unified School District***  
***CDS: 39-75499- 6109003***  
***Principal: Barbara Montgomery***

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: Principal  
Telephone Number: 209-830-3345  
E-mail Address: [bmontgomery@tusd.net](mailto:bmontgomery@tusd.net)

SSC approval date: TBA

# SECTION I: SCHOOL PROFILE

## A. Description of any Significant Changes

### 1. Description of School Demographic composition

	Source	2009/10	2010/11	2011/12
Enrollment (#)	Oct CBEDS		1191	1180
AFDC/Free & Reduced (%)	Oct CBEDS		44%	51%
English Learners R-30 (%)	Mar R-30	302	225/19%	
Fluent English (FEP/R-FEP) (%)	Mar R-30	205	242/20%	
Students redesignated to FEP (#)	Mar R-30	1	25	
Ethnicity: White (%)	Oct CBEDS	29.4	30.8	25.8
Hispanic(%)	Oct CBEDS	45.3	42.4	46.6
African American(%)	Oct CBEDS	9.0	8.7	7.8
Asian(%)	Oct CBEDS	11.5	10.0	16.8

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

	2010/11	2011/12
number of classroom teachers	56	52
number and type of support certificated staff (including special education staff)	7	7
number of classified staff	40	39
Number/percent of NCLB highly qualified teachers	98%	100%
Number/percent of teachers with EL Certification	98%	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.	\$112,581
<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	\$22,741
Total amount of state categorical funds allocated to this school	\$135,322

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 checked="" type="checkbox"/> Other Federal Funds MAA	\$884
Total amount of federal categorical funds allocated to this school	\$6884
Total amount of state and federal categorical funds allocated to this school	\$142,206

## 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	2010 Rating	2011 Rating	Comments
<b>EPC #1 Instructional Program</b>			
1.1	3.4	3.6	The materials are used but they are overwhelming!
1.2	3.2	2.8	Materials are needed for EL students
1.3	2.2	3	
1.4	3.3	4	Teachers feel confident in the use of these materials
1.5	3.8	3	A variety of materials are used for support
<b>EPC #2 ES/MS: Instructional Time HS: Student access to standards aligned core courses</b>			
2.1	2.8	3.1	Students receive 45 minutes a day. Extra time for wrap-up time
2.2	2.4	2.8	There is support for identified students
2.3	2.2	2.4	
2.4	2.2	2.1	
<b>EPC #3 School Principal's Instructional Leadership Training</b>			
3.1	2.7	3.4	Keeping up with the pace is hard.
3.2	3.2	3.2	
<b>EPC #4 Credentialed Teachers and Teacher Prof. Development Opportunity</b>			
4.1a/b	na		
4.2	na		
4.3	na		
<b>EPC #5 Student Achievement Monitoring System</b>			
5.1	4	3	
5.2	2.9	3.2	Teachers need more information in this area
<b>EPC #6 On-Going Instructional Assistance and Support for Teachers</b>			
6.1	2	2.3	Focus for teachers can be around EL support and what teachers can do to support this growing population
6.2	2.2	2.6	Math cadre keeps math teachers updated.
<b>EPC #7 Teacher Collaboration by Gr. Level/Subject Matter</b>			
7.1	2.9	2.9	Teachers would like more assistance with datawise
7.2	3.2	3.3	
<b>EPC #8 ES/MS: Lesson Pacing Schedule; HS: Intervention Programs</b>			
8.1	2.9	3.2	Data teams will improve with structure and immediate goals
8.2	2.9	3	We have collaboration time on a regular basis.
<b>EPC #9 Fiscal Support</b>			
9.1	2.2	2.8	Are there ever enough resources for teachers?
9.2	2.7	3.2	

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

Looking at the data, it depends upon the teacher and their understanding and implementation of the pacing guide, the Big Four, their Data Team involvement, and professional drive to stay current in curriculum and best practices.

There are ¾ of the teachers who are professional educators that strive on a daily basis to deliver the best possible instruction to students. Each year there is more data available for us to review and make informed decisions with.

## 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	2009 % Prof. ELA (≥ 46.0%) (≥ 44.5%)	2010 % Prof. ELA (≥ 56.8%) (≥ 55.6%)	2011 % Prof. ELA (≥ 67.6%) (≥ 66.7%)	AYP Goal Met?	5% growth Goal Met?	2009 % Prof. Math (≥ 47.5%) (≥ 43.5%)	2010 % Prof. Math (≥ 58%) (≥ 54.8%)	2011 % Prof. Math (≥ 68.5%) (≥ 66.1%)	AYP Goal Met?	5% growth Goal Met?
<b>School Total</b>	54.8	<b>51.5</b>	<b>57.1</b>	Yes	<b>Y</b>	32.1	<b>34.0</b>	<b>36.2</b>	No	<b>N</b>
<b>Sub-group #1</b> Asian	N/A	<b>75.7</b>	<b>75.9</b>	Yes	<b>N</b>	N/A	<b>54.9</b>	<b>58.0</b>	Yes	<b>Y</b>
<b>Sub-group #2</b> Hispanic or Latino	41.8	<b>37.9</b>	<b>44.5</b>	Yes	<b>Y</b>	21.4	<b>21.8</b>	<b>23.1</b>	No	<b>N</b>
<b>Sub-Group #3</b> White not Hispanic	67.0	<b>61.2</b>	<b>66.6</b>	Yes	<b>Y</b>	39.4	<b>43.9</b>	<b>43.7</b>	No	<b>N</b>
<b>Sub-Group #4</b> Socioecon. Disad.	39.1	<b>35.6</b>	<b>43.0</b>	Yes	<b>Y</b>	21.8	<b>20.7</b>	<b>22.3</b>	No	<b>Y</b>
<b>Sub-group #5</b> ELL students	33.8	<b>32.1</b>	<b>38.6</b>	Yes	<u>Y</u>	18.4	<b>18.9</b>	<b>20.1</b>	No	<u>N</u>
<b>Sub-group #6</b> Stu. w/ Disabilities	40.9	<b>27.5</b>	<b>38.0</b>	Yes	<u>Y</u>	19.7	<b>25.4</b>	<b>23.1</b>	No	<u>N</u>

## Achievement Gap Data

### Longitudinal AYP 2007 – 2011 • 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
2007	24.4/22.3	44.1	53.4	34.3	19.1	32.8	20.6	30.0	23.4	20.8	32.6	16.4	37
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	
2009	46.0/44.5	54.8	67.0	49.3	17.7	41.8	25.2	39.1	27.9	33.8	33.2	40.9	
2010	56.8/55.6	51.5	61.2	NA		37.9	23.3	35.6	25.6	32.1	29.1	27.5	
2011	67.6/66.7	57.1	66.6	NA	NA	44.5	-22.1	43.0	-23.6	38.6	-28	38.0	-28.6

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

### Longitudinal AYP 2007 – 2011 • 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	Gap	Gap	AYP	Gap	AYP	Gap	AYP	Gap
2007	26.5/20.9	27.6	33.4	18.8	14.6	14.6	16.7	14.8	18.6	10.5	22.9	13.4	20.0
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	13.8	21.4	21.8	17.6	18.4	21.0	19.7	19.7
2010	58.0/54.8	34.0	43.9	NA		21.8	22.1	20.7	23.2	18.9	25.0	25.4	21.5
2011	68.5/66.1	36.2	43.7	NA	NA	23.1	-20.6	22.3	-21.4	20.1	23.6	23.1	-20.6

**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>	98	Yes
<b>Subgroup #1</b> Asian	100	Yes	100	Yes
<b>Subgroup #2</b> Hispanic	100	Yes	98	Yes
<b>Subgroup #3</b> White Not Hispanic	99	Yes	98	Yes
<b>Subgroup #4</b> Socio-economically Disadvantaged	100	Yes	98	Yes
<b>Subgroup #5</b> English Learners	100	Yes	99	Yes
<b>Sub-group #6</b> Stu. w/ Disabilities	99	Yes	90	No

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

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

ELA: All sub groups are improving. As we focus on data and what is taking place in the classroom from day to day, we see an increase in students on task and teachers engaged with their students. We have structured support for students who need extra assistance in ELA at all grade levels.

Math: All sub groups are showing more improvement. The data teams are structured to help teachers share information and ideas. Students are receiving high quality instruction from most teachers. The support for students who need extra assistance are in place at all grade 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	2010 Base API	2011 API Target	2011 API	Actual Growth	Target Met Yes or No
<b>School Total</b>	743	748	774	31	Yes
<b>Subgroup #1</b> Asian	853	800+	869	16	Yes
<b>Subgroup #2</b> Hispanic	671	677	714	42	Yes
<b>Subgroup #3</b> White Not Hispanic	808	800+	828	20	Yes
<b>Subgroup #4</b> Socio-economically Disadvantaged	658	665	708	50	Yes
<b>Subgroup #5</b> English Learners	647	655	681	34	Yes
<b>Sub-group #6</b> Stu. w/ Disabilities	544	557	597	53	Yes

## Longitudinal (Growth) API 2007 – 2011

### (Achievement Gap Data)

	School	White	Hispanic		Low SES		EL		Stu w/Dis	
	API	API	API	Gap	API	Gap	API	Gap	API	Gap
2007	717	763	658	105	631	132	603	160	479	284
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

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

The obvious trend is that the achievement gap is getting narrower. Each sub group is improving overall and their achievement level is predicted to continue to grow. Each sub group increased their API scores from 20-56 points. The teachers using data and BIPs are making a difference.

### 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
2008/2009	244	54.9 %	51.6	Y	27.6 %	30.6	N
2009/2010	257	69.3%	53.1	Y	23.1/60.8	17.4/41.3	Y
2010/2011	238	62.2%	54.6	Y	22.2/52.3%	18.7/43.2	Y

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

EL learners are improving in their academics. We have teachers who are dedicated in finding the strategies that work best with EL learners. The data and the research of best practices are informing teachers how best to help EL students be successful 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	2010	2011	Target Met? Y/N	MATH	2010	2011	Target Met? Y/N
Grade 6	<b>65%</b>	42%	N	Grade 6	<b>63%</b>	63%	N
Grade 7	<b>61%</b>	55%	N	Grade 7	<b>65%</b>	66%	N
Grade 8	<b>65%</b>	58%	N	Algebra 7	<b>100%</b>		
				Algebra 8	<b>66%</b>		
				Algebra 1		74%	Y
				Alg. Read.		34%	Y

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

Teachers are becoming more structured in how they deliver curriculum to students. The assessments are designed to assess standards which teachers are more and more addressing in curriculum maps and in the classroom. The scores on assessments will increase as teachers are more familiar with BIP's and curriculum standards.

## C. School Safety

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

	2009/10		2010/11		% Decrease or Increase	Target Met
	#	%	#	%		
Suspensions	402	5.1	261	2.1	-.3	Y
Expulsions	22	.017	8	.006	-.011	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

	2009/10		2010/11		% Decrease or Increase	Target Met
	#	%	#	%		
Referrals	1868	9.2	1234	1.02	-8.	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 2010	% Agree 2011
Parents	70.37	87.55
Staff - Cert.	86.25	88.2
Staff – Class.	85.72	87.0
Students	62.46	79.9
<b>Total</b>	<b>76.2</b>	<b>85.6</b>
<b>Met Goal (Y/N)</b>	<b>YES</b>	<b>YES</b>

## D. School Climate and Leadership

### 3. 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 2010	% Agree 2011
Parents	78.09	87.61
Staff – Cert.	83.13	84.9
Staff – Class.	74.29	88.2
Students	78.5	79.3
<b>Total</b>	<b>78.09</b>	<b>85.0</b>
<b>Met Goal (Y/N)</b>	<b>YES</b>	<b>YES</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>2007/2008</b>	<b>95.66%</b>	<b>98%</b>	<b>+.48%</b>	<b>N</b>
<b>2008/2009</b>	<b>96.0</b>	<b>98%</b>	<b>+.4</b>	<b>N</b>
<b>2009/2010</b>	<b>95.52</b>	<b>98%</b>	<b>-.4</b>	<b>N</b>
<b>2010/2011</b>	<b>96.01</b>	<b>98%</b>	<b>-1.99</b>	<b>N</b>

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

Our data is indication that the steps we take to make sure that staff and students are safe and informed is having a positive effect on our school climate and culture. We believe that staff and students want to be at school and we believe that they feel safe while at school.

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

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

#### Goal #1 – All Students will meet or exceed grade level standards and the achievement gap will be closed.

- a. Raise the achievement of English Learners
- b. Raise the achievement of at-risk students
- c. Prepare students for STAR testing
- d. (schools with gr. 6-12) Improve student achievement in Mathematics
- e. (HS only) Provide CAHSEE Remediation

#### Evaluation of Plan for Goal 1:

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

As our population of EL students grow, 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

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 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.

The teachers are becoming more familiar with data and will continue to use it to inform instruction.

##### c. **STAR 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. 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 – Increase students' average daily attendance**

Evaluation of Plan for Goal 2:

- 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.

**Goal #3 – Diversity and Equity: Increase cultural proficiency to support a provide a positive, safe, and healthy school climate.**

Evaluation of Plan for Goal 3:

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

Evaluation of Plan for Goal 4:

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 Cornell note taking. They had handouts for teachers and provided them with the template for Cornell Notes. We have SMART board workshops 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 though 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

**Goal #5 – 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.**

**Evaluation of Plan for Goal 5:**

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 its use
- 3) Keep parents informed with monthly meetings and informational messages home

**Goal #6 – Technology: Provide staff and students the opportunity to use technology for learning, communicating and working in an information-centered society.**

**Evaluation of Plan for Goal 6:**

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 cells. 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 #7 – Improve the school libraries. (If included in prior year plan)**

**Evaluation of Plan for Goal 7:**

Recently our library has 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:**

The staff is becoming more open to using data to help inform what takes place in the classroom. Teachers are using data more as it has become easier to access. Teachers are also aware that they are not the only ones looking at their data.

The school plan is available to all staff members and to parents. The Teacher Leadership group meets with teachers and brings forward any concerns or ideas to improve what we do at Williams. Our plan is open for discussion any time of the year but in October and April, the plan is available for review by the school community.

## **SECTION IV: SCHOOL PLAN FOR 2011/2012**

### **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 2011/2012 School Plan that follows was developed through the joint efforts of school administration, parents, and teachers. The School Plan and budget will be approved by the School Site Council at the November 1, 2011 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
Barbara Montgomery	X				
Eric Peterson		X			
Margaret King		X			
Teacher - open		X			
Lulu Flores			X		
Diane Mousalimas				X	
Parent open				X	
Parent open				X	
Karen Garcia*				X	
ELAC parent open				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 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 (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): 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**

- 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): 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 – 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 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: 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): 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) 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.

## **C. Activities for 2011/2012 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:** (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) 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. Schedule students into support classes like ALAS	Counselor/prin		May-Sept			
1a. 2. Provide computer programs like Rosetta Stone and BrainX	Prin/EL teach.	EIA/SITE	Aug-May			
1a. 3. Provide aide/ teachers with copies and materials to support students	principal	EIA/SITE	Aug-May			
1a.4. Provide teachers opportunities for conferences/workshops re EL's	principal	EIA/SITE	Aug-May			
1a. 5. Keep all technology for EL students and teachers updated	Tech/prin	EIA/SITE	Aug-June			
<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 after school intervention	principal	EIA/ELAP	Aug-June			
1b.3 Provide student opportunities for after school assistance	teachers					

<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 teachers with copies and materials for preparation	principal	EIA/Site	Aug-May			
1c.2 Use pacing guides in all core subjects and monitor	Teachers/prin		Aug-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 opportunities for teachers to peer observe and discuss	Prin/teacher	Title 1	Oct-April			
1d.2 Organize and keep Data Teams structured and monitor	Teacher/prin		Aug-May			
1d.3 Provide opportunities for teachers to share BIP's in ER	Teacher/prin		Aug-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	counselor		Aug-June			
1e.2 Offer support classes at all grade levels	counselor		Aug-June			
1e.3 Provide extra copies or materials and technology to support teachers	principal	EIA/Site	Aug-May			

**Plan for providing ELD to English Learners in 2011/12:**

<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>	Beginner/Early Intermediate CELDT	Daily M-F	1-2 periods at 58 minutes each	Melissa Lunetta	Keys to Learning and Shining Star
<b>6-7-8</b>	Intermediate and Above Long Term ELs	Daily M-F	1 period (in addition to Core ELA)	Gr. 6 – Sue Edwards Gr. 7 – Eric Peterson Gr. 9 – Margaret King	Holt and 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	2010/11		54.4		
	2011/12				
MATHEMATICS	2010/11		69.1	65.3	
	2011/12				

<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	2010/11		39.9		
	2011/12				
MATHEMATICS	2010/11		40.4	39.1	
	2011/12				

<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	2010/11		45.2		
	2011/12				
MATHEMATICS	2010/11			59.8	
	2011/12				

<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	2010/11		48.1		
	2011/12				
MATHEMATICS	2010/11		57.8	58.2	
	2011/12				

<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	2010/11		66.7		
	2011/12				
MATHEMATICS	2010/11		62.0		
	2011/12				

## **Part B: 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	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

### **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	60							
	part	10							
Checking for Understanding	full	30							
	part	5							
Learning Objective	full	41							
	part	8							
Non-Linguistic Representation	full	29							
	part	12							

**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)

**ESLRs (Expected Schoolwide Learning Results):**

**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): 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.

<b>2a Increase Students' Average Daily Attendance</b>						
Action Steps (Plan)	Person Responsible	Resources	Timeline	Do	Study	Act
2a.1 Monitor daily attendance	Attend.clerk					
2a.2 Active SARB process	Attend clerk					
2a.3 Incentives for attendance	principal	ASB				
<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 safety assemblies throughout the year	AP/princ					
2b.2 Review discipline handbook with staff, students, and parents	AP/prin					
2b.3 School clubs work together to provide assemblies and rallies	Prin/sponsors					
2b.4 Monitor all school activities	Prin/teacher					

**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
2010-2011	97.5	96.5	96.9	95.4	95.6	95.0	95.6	96.2	96.2	95.7	96.4
2011-2012	97.75	97.13									
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

ESLRs (Expected Schoolwide Learning Results):

**Rationale :** 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 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.

(site):

<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 Teacher will receive training on instructional tours	Principal/AP		Aug-May			
3a.2 Teachers will have the opportunity to do peer observations	Prin/teachers	Title II/EIA	Oct-April			
3a.3 All Data Teams will be in the library	Princ/teachers		Aug-May			
3a.4 The staff development calendar will be published	princiapl		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 Attendance will be taken at all ER Monday activities	principal		Aug-May			
3b.2 Teachers will have the opportunity to share BIP's	Prin/teachers		Aug-May			
3b.3 Teachers will be responsible for information at all ER Mondays	Princ/teachers		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)

**ESLRs (Expected Schoolwide Learning Results):**

**Rationale:** 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): 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 the parent volunteers	Principal/PC		Aug-June			
4.3 Use the district phone system to inform parents of school activities/events	principal		Aug-June			
4.4 Promote the use of Parent Portal	Prin/teacher		Aug-June			
4.5 Provide Parent Project for parents and target EL parents	Principal	EIA/Site	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)

**ESLRs (Expected Schoolwide Learning Results):**

**Rationale:** 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 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 capabilities of the board for student use.

Technology						
Action Steps (Plan)	Person Responsible	Resources	Timeline	Do	Study	Act
5.a.1 On site technology person to assist in staff development	Tech/princ	EIA/SITE	Aug.-June			
5.a.2 Technology person responsible for software programs and updating of technology on site.	Tech/prin	EIA/ELAP/ Site	Aug.-June			
5.a.3 Technology person trains and informs staff about SMART board use, “clickers”, and technology in the classroom	Tech/prin	EIA/Site	Aug.-April			
5.a.4 Maintain the computer labs in the library and tech rooms with updated software and programs for students and staff	Tech/prin	EIA/SITE	Aug.-June			
5.a.5 Update the AR and other technology based, educational programs that assist students in being successful	Tech/teachers	EIA/Site	Aug-June			

## Site Goal #6 – Promote a College Going Atmosphere and Facilitate the Entry of Students in College Bound Programs

1. *Provide a relevant and meaningful curriculum that enables students to meet high standards.*
2. *Raise the achievement of all students while closing the achievement gap.*

**Outcome:** •Increase the number of students entering the high school with the ability to sign up and succeed in high level (pre-AP or pre-IB) coursework. To have more students graduate with UC/State A-G requirements completed by the end of High School.

**Rationale:** In like-like comparisons with other high schools, Tracy schools are sending fewer students to four year colleges and have fewer students completing A-G requirements for entrance into those schools.

AVID						
Action Steps (Plan)	Person Responsible	Resources	Timeline	Do	Study	Act
6.a.1 Continue to promote AVID and train all teachers in AVID strategies including Socratic seminars, tutorials, WIC-R and college counseling and planning.	Teachers and Counselors	EIA/SITE	Aug-May			
6.a.2 Find, select, and place students into AVID	Counselors		Feb-May		.	
6.a.3 Promote high-level academic classes (Adv. Sci, HS Spanish) and provide speakers/copies/travel/conferences and supply budget for support	Principal, Counselors Teachers	EIA/Site/ Fund raising	Sept.-May		.	
6.a.4 Promote College awareness thru posters, guest speakers, career fairs, and college week activities.	Staff/principal	Site/Fund raising	Nov.-May			

**Evaluation Process:** The effectiveness of the program will be determined by using the following data:

- Increase in number of AVID enrolled students
- Increase the number of students starting geometry and Pre-AP and Pre IB classes during H S registration.
- Creation of new sections of AVID, HS Spanish, and other high level courses such as AVID Science and AVID Core.
- Increase number of teachers using Cornell Notes, Socratic Seminars, Tutorials, and WIC-R strategies.

### **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

**Williams Middle School**  
**Single Plan For Student Achievement**  
**Recommendations and Assurances**

The school site council (SSC) recommends this 2011/12 school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law. (Elections on October 24, 2011)
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (*Check those that apply*):

\_\_\_ Title I Advisory Committee

X English Learner Advisory Committee

\_\_\_ Community Advisory Committee for Special Education Programs

\_\_\_ Gifted and Talented Education Program Advisory Committee

X Other (list) Classified and Certificated members on Williams Middle School

4. The SSC reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the SSC at a public meeting on: TBA.

Attested:

Barbara Montgomery  
Print name of school principal

Barbara Montgomery (electronic signature) 10/14/11  
Signature of school principal Date

\_\_\_\_\_  
Print name of SSC chairperson

\_\_\_\_\_  
Signature of SSC chairperson

\_\_\_\_\_  
Date

## Williams Middle School Plan Budget 2011-12

		<u>Total</u>	<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title II</u>
	11/12 Estimated Allocations	\$ 142,206	\$ 22,741	\$ 884	\$ 112,581	\$ 6,000
	10/11 Carryover	\$ -				
	Sub-Total	\$ 142,206	\$ 22,741	\$ 884	\$ 112,581	\$ 6,000
	Centralized Services	\$ 7,903			\$ 7,903	
	<b>TOTAL</b>	<b>\$ 150,109</b>	<b>\$ 22,741</b>	<b>\$ 884</b>	<b>\$ 120,484</b>	<b>\$ 6,000</b>
	Payroll (Reference only)	\$ 31,186			\$ 31,186	
	<b>ALLOCATED GOAL TOTAL</b>	<b>\$ 118,942</b>	<b>\$ 21,741</b>	<b>\$ -</b>	<b>\$ 91,201</b>	<b>\$ 6,000</b>
Plan Ref	<b>Action Steps (requiring funding)</b>					
	<b>Goal #1: All Students will meet or exceed grade level standards and the achievement gap will be closed:</b>					
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title II</u>
	Provide direct support to students through centralized services.				\$ 7,903	
1.a.3	Teacher copies/materials/field trips		\$ 6,000		\$ 6,000	
1.a.4	Teacher conferences/workshops related to EL strategies		\$ 1,000		\$ 6,000	
1.a.5	Update technology for EL classes/teachers/includes software and hardware.		\$ 1,000		\$ 10,000	
1.b.1	Provide after school intervention for remediation				\$ 10,000	
1.c.1	Provide teachers with extra copies and materials for prep		\$ 2,000		\$ 5,000	
1.d.1	Provide opportunity to peer observe				\$ 3,000	\$ 6,000
1.e.3	Provide extra copies/materials/technology to support students		\$ 4,741		\$ 1,000	
	<b>GOAL TOTALS</b>		<b>\$ 14,741</b>	<b>\$ -</b>	<b>\$ 48,903</b>	<b>\$ 6,000</b>
	<b>Goal #2: Increase students' average daily attendance:</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>

Williams Middle School Plan Budget 2011-12

<b>Goal #3: Diversity and Equity: Increase cultural proficiency to support and provide a positive, safe, and healthy school climate:</b>						
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title II</u>
	<b>GOAL TOTALS</b>		\$ -	\$ -	\$ -	\$ -
<b>Goal #4: 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>
4.5	Provide Parent Project for parents (EL)		\$ 1,000		\$ 4,000	
	<b>GOAL TOTALS</b>		\$ 1,000	\$ -	\$ 4,000	\$ -
<b>Goal #5: 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>
5.a.1	Tech person assists with staff devel of technology (release time; extra services)		\$ 1,000		\$ 7,000	
5.a.2	Site tech updates software and technology on site		\$ 1,000		\$ 8,000	
5.a.3	Site tech trains staff in SMART board/clickers/EL strategies		\$ 1,000		\$ 6,000	
5.a.4	Maintain computer labs with needed software for all programs.					
5.a.5	Update AR and other tech based, ed programs		\$ 1,000		\$ 10,000	
	<b>GOAL TOTALS</b>		\$ 4,000	\$ -	\$ 31,000	\$ -
<b>Goal #6: Technology: To provide staff and students the opportunity to use technology for learning, communicating, and working in an information-centered society:</b>						
			<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title II</u>
6.a.1	Train all teachers in AVID and DI/EL strategies (SD)		\$ 1,000		\$ 2,298	
6.a.3	AVID activities/speakers/travel/copies/conferences		\$ 1,000		\$ 5,000	
<b>Site monies will be spent on CRITICAL and ESSENTIAL items for the classroom.</b>						
	<b>GOAL TOTALS</b>		\$ 2,000	\$ -	\$ 7,298	\$ -
	<b>Goal #7:</b>		<u>Site</u>	<u>MAA</u>	<u>EIA</u>	<u>Title II</u>
	<b>GOAL TOTALS</b>		\$ -	\$ -	\$ -	\$ -