

2014-15 SINGLE PLAN FOR STUDENT ACHIEVEMENT



Laurelwood Elementary School Santa Clara Unified District

The District Governing Board
approved this revision of the School
Plan on: **12/11/2014**

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Laurelwood Elementary 2014-15
Single Plan For Student Achievement Report

Goals and Actions	Start Date	Completion Date	Amount
Common Core Implementation			
1. Academic Performance (ELA)			
A. Alignment of Instruction	12/1/2014	11/30/2015	\$7,050
B. Improve Instructional Strategies/Materials	12/1/2014	11/30/2015	\$102,000
C. Extended Learning Time	12/1/2014	11/30/2015	\$1,100
D. Staff Development	12/1/2014	11/30/2015	\$4,050
E. Increased Ed Opportunity	12/1/2014	11/3/2015	\$0
F. Monitoring Programs & Results	12/1/2014	11/30/2015	\$7,500
English Language Development			
2. English Language Development			
A. Alignment of Instruction	12/1/2014	11/30/2015	\$56,000
B. Improve Instructional Strategies/Materials	12/1/2014	11/30/2015	\$58,198
C. Extended Learning Time	12/1/2014	11/30/2015	\$0
D. Staff Development & Collaboration	12/1/2014	11/30/2015	\$5,150
E. Increased Ed Opportunity	12/1/2014	11/30/2015	\$0
F. Monitoring Programs & Results	12/1/2014	11/30/2015	\$150
G. Involvement of Staff & Parents	12/1/2014	11/30/2015	\$741
H. Auxiliary Services	12/1/2014	11/30/2015	\$8,500
School Climate			
4. Student Wellness, School Preparedness, Atmosphere, Involvement, & Enrichment			
A. Student Wellness	12/1/2014	11/30/2015	\$17,600
B. School Preparedness	12/1/2014	11/30/2015	\$0
C. School Atmosphere	12/1/2014	11/30/2015	\$0
D. Involvement of Staff, Parents, and Community	12/1/2014	11/30/2015	\$12,000
E. Enrichment	12/1/2014	11/30/2015	\$0
Mathematics			
3. Academic Performance Math and Science			
A. Alignment of Instruction	12/1/2014	11/30/2015	\$1,500
B. Improve Instructional Strategies/Materials	12/1/2014	11/30/2015	\$11,495
Total Annual Expenditures for Current Site Plan: \$293,034.00			

Goals

LEA Goal:

Not Aligned

LCAP Goal:

Not Aligned

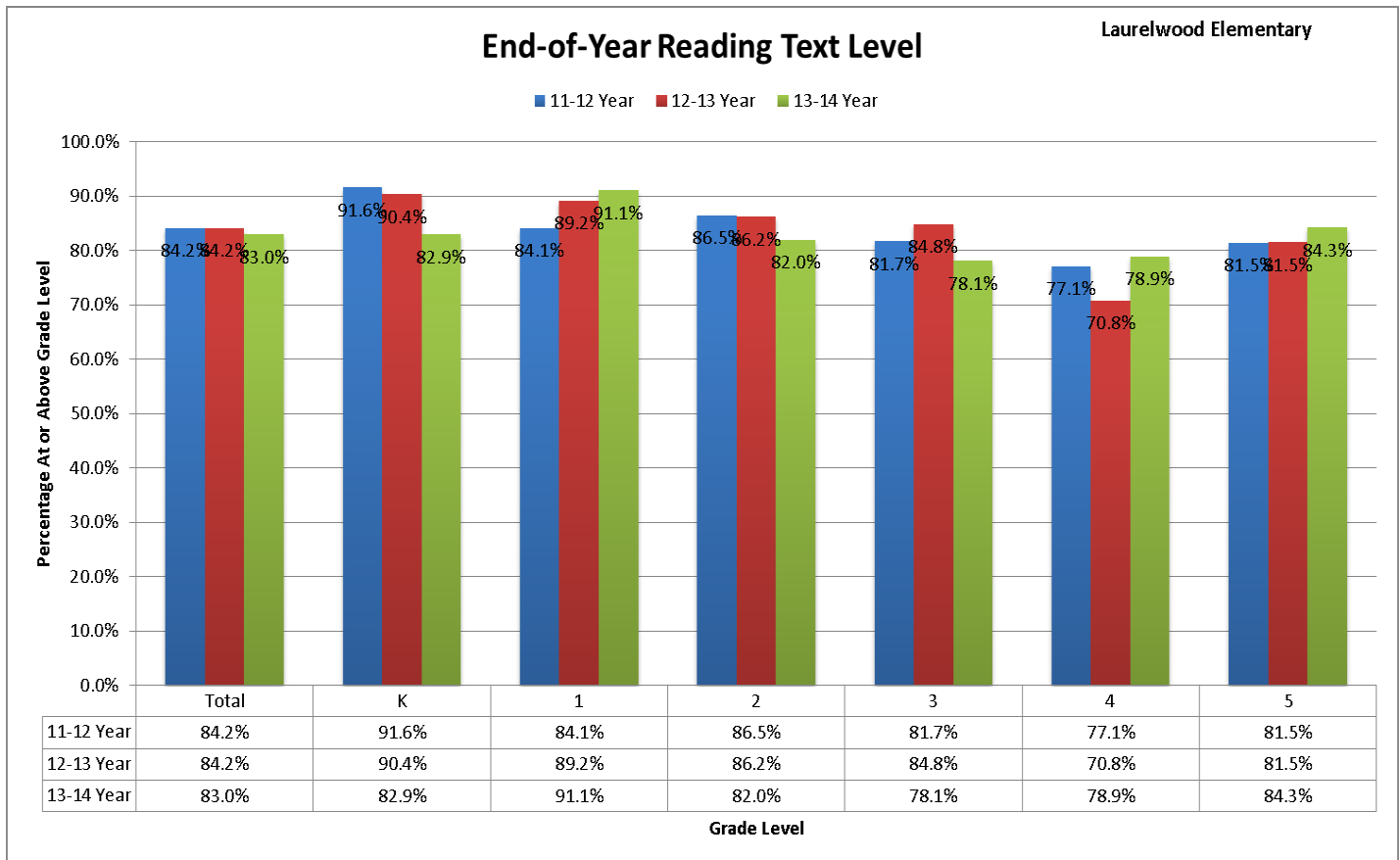
Goal Area : Common Core Implementation

School Goal : 1. Academic Performance (ELA)

By Fall 2015, 85% of Laurelwood’s students will meet or exceed proficiency as measured by the District Reading Performance Based Assessment (Fountas and Pinnell) for English Language Arts. All students will maintain proficiency and demonstrate growth toward grade level standard as measured by the above mentioned assessments. This goal is in alignment with SCUSD’s LCAP goals: 2, 3, 4, 6, 7.

What data did you use to form this goal (findings from data analysis)?

Performance Based Assessments (PBAs)I; RAZ-kids



How does this goal align to your Local Educational Agency Plan goals?

Laurelwood Elementary 2014-15 Single Plan For Student Achievement Report

The goal aligns to our Local Educational Agency (LEA) Plan/LCAP which is consistent with Common Core, State and District proficiency standards.

What did the analysis of the data reveal that led you to this goal?

By reading the End-of-Year Reading Text Level results, we found that most grade levels are just below 85% proficiency. We feel this is an attainable goal.

Which stakeholders were involved in analyzing data and developing this goal?

School Site Council, Leadership Team, Staff, Principal, District Staff

Who are the focus students?

All Students including students from the following subgroups: Hispanic (H); English Learner (EL); White (W); Students with Disabilities (SWD).

What is the expected growth?

See data charts for past performance

What data will be collected to measure student achievement?

California State Assessments and District PBAs - School Wide (RAZ-kids K-5), By Grade Level, EL Subgroup, Hispanic Subgroup; White Subgroup; Student's with Disabilities Subgroup

What process will you use to monitor and evaluate the data?

In the fall, teachers will meet with all parents to establish academic goals and develop AAPs for students below grade-level. Grade level teams will meet with principal in October to discuss and make plans for all students not meeting grade level standards. Principal, Leadership Team, Grade Level Teams, Individual Teachers and School Site Council (SSC) will collect data from state and district assessments to review and analyze in order to write actions specific to Academic Achievement, Goal 1 in the SPSA. Progress will be reviewed by the principal in January. Grade level teams will meet again in March to monitor progress of individual students. Teachers will review Goal Setting and AAP documents (2nd-5th grade teachers) throughout the year and make adjustments to interventions to ensure student progress, and conference with parents. The Site Literacy Team (principal, Reading Intervention Specialist (RIS), Reading Recovery (RR) Teacher, Resource Specialist (RSP) Teacher) will meet a minimum of three times per year to review progress of early readers and adjust interventions as needed. The Student Success Team (SST) also provides a venue for collaboration and to brainstorm interventions and monitor progress of struggling students. Teachers will monitor students on an on-going basis using curriculum embedded assessments, performance on guided and independent practice assignments, and performance-based assessments.

Actions to improve achievement to exit program improvement (if applicable).

Not applicable at this time.

Strategy:

Action Title: A. Alignment of Instruction

Means of Achievement: Alignment of instruction with content standards

Action Type : Form A: Planned Improvements in Student Performance.

Tasks :

1. Participate in collaboration meetings with principal, Sp. Ed. staff, grade level teams and support staff to analyze data, write AAP's, IEP's, and/or individual goals to determine interventions to support at-risk students.
2. Implement and refine balanced programs based on differentiated instruction during Workshop models (whole group mini lesson, small group work, 1:1 instruction, independent work time, closure) using district adopted curriculum maps/materials, and Common Core State Standards.
3. Report progress for all students using District's standards-based report cards.
4. Provide District and Site professional development and grade level collaboration to assist with aligning instruction to Common Core State Standards.
5. Support Reading Intervention Specialist (RIS) (targeted instruction in strategic reading with EL learners and underperforming 1st and 2nd grade readers, as well as 3rd and 4th when appropriate) by providing collaboration time and opportunities for observations.
6. Support Reading Recovery teachers; provide one-on-one daily instruction for under performing 1st grade readers.
7. Review and analyze Smarter Balance release questions and Performance Based Assessment data to identify strengths and needs and use information in long-range planning and year-long goal setting.
8. Offer summer collaboration time for teachers to work towards greater consistency amongst grade-level teachers, continue to map out curriculum in alignment with the Common Core standards and year-long planning.

Measures :

Principal Observations, Dialogue with Teachers and Staff, Lesson Plans, Site Grade Level Meeting Agendas, Common Core-Based Report Cards, PBA's, Reading/Writing Evidence Folders, Long Range Plans

People Assigned :

Principal, Teachers, Reading Intervention Specialist, Reading Recovery Teachers, Leadership Team Members, Related Support Staff.

Start Date : 12/1/2014

Completion Date : 11/30/2015

Funding Resources	Related Expenditures	Estimated Cost
Targeted 2014-15	Collaboration Meetings	\$3,750
Targeted 2014-15	Summer Collaboration Work	\$3,300

Action Title: B. Improve Instructional Strategies/Materials

Means of Achievement: Improvement of instruction strategies and materials

Action Type : Form A: Planned Improvements in Student Performance.

Tasks :

1. All teachers will review and implement district curriculum map and Common Core State Standards.
2. Reading Recovery teacher will attend monthly professional development to learn effective instructional practices for reading and writing lessons taught daily, as well as colleague and Teacher Leader observations as needed.
3. Improve reading scores for targeted 1st and 2nd grade students through push-in support in daily guided reading provided by the RIS teacher and daily guided reading provided by the classroom teacher.
4. Ensure all students use reader's notebooks to support the development of response to literature and comprehension strategies.
5. Ensure all students 1st-5th grade use Sitton spelling books and/or word study notebooks to learn and practice word study skills, spelling, language use and conventions, grammar and vocabulary development.
6. Purchase reading materials, (leveled readers, chapter books, etc.) to place in book rooms and/or classroom libraries to allow students to read daily choosing just right books based on personal interests, reading level and a variety of genres during independent work time, book clubs and to support guided reading instruction.
7. Through goal setting conferences, individual reflection, grade level meetings and collaboration time, teachers will implement and refine effective instructional practices utilizing whole group, small group and one on one instruction during work shop model instruction to ensure differentiated instruction for every student.
8. Use various websites/educational software to support learning through use of classroom computers, computer lab, mobile laptops.
9. Purchase technology equipment and materials and integrate into daily lessons in order to develop proficiency for all students.
10. Build comprehension skills and strategies by incorporating Comprehension Toolkit curriculum into reading units of study.
11. Use Student Success Team (SST) process to identify additional instructional strategies to be used for special needs and/or at-risk students to foster success in the classroom.
12. Analyze Performance-Based Assessment (PBAs) results for ELA to plan and inform instruction and to select appropriate materials to support differentiated instruction.
13. Teachers make available books for nightly reading.
14. Purchase online supplemental curriculum subscriptions to ALEKS (online, standards-based math program) for 4th and 5th grade students and RAZ kids for kindergarten through 5th grade (a standards-based reading program).
15. Purchase approved supplemental (and replacement) materials (non-fiction leveled readers, etc.) to support instruction as needed and as funds are available.

Measures :

Lesson Plans, Standards-Based Report Cards, District Reading PBA Results, Student Work, Observations, Grade Level Meetings, Professional Dialogue

People Assigned :

Teachers, Principal, Literacy Lead Teacher, RIS Teacher, Reading Recovery Teachers, Related Support Staff, Leadership Team, District Instructional Resource Specialist.

Start Date : 12/1/2014

Completion Date : 11/30/2015

Funding Resources	Related Expenditures	Estimated Cost
Donations	RAZ Kids	\$3,000
Targeted Carryover 2013-14	Technology	\$60,000
Targeted 2014-15	Classroom Library Replenishment	\$7,396
Targeted 2014-15	Reading Intervention Specialist	\$30,000
Targeted Carryover 2013-14	Classroom Library Replenishment	\$1,604

Action Title: C. Extended Learning Time

Means of Achievement: Extended learning time

Action Type : Form A: Planned Improvements in Student Performance.

Tasks :

1. Identify target students (all below level students including those from EL, Hispanic, White, Students with Disabilities subgroups) and offer after school tutoring, SOAR intervention class, homework help, counseling/PIP, etc. as opportunities/services become available to enrich educational learning experiences.
2. Provide the opportunity for 4th and 5th grade students to participate in National Geographic's Geography Bee.
3. Provide Family Literacy Night.
4. Students will visit the library at least once weekly in the primary grades, and once every-other-week in the upper grades.

Measures :

Lesson Plans; Academic Assistance Plans (AAP's); Common Core-Based Report Cards; Performance-Based Assessment Data; SOAR class attendance rosters; National Geography Bee lists and winners.

People Assigned :

Teachers, Principal, Related Support Staff, community volunteers

Start Date : 12/1/2014 Completion Date : 11/30/2015

Funding Resources	Related Expenditures	Estimated Cost
Donations	Geography Bee Fee	\$100
Targeted Carryover 2013-14	Library Support	\$1,000

Action Title: D. Staff Development

Means of Achievement: Staff development and professional collaboration

Action Type : Form A: Planned Improvements in Student Performance.

Tasks :

1. Provide professional development opportunities to support the transition to Common Core as permitted, and funds become available.
2. Score and analyze PBA results school-wide to identify strengths and needs to use in long-range planning and year-long goal setting.
3. Grade level teams will discuss and analyze PBA results at grade level meetings in order to improve student performance.
4. Provide professional development conference to further refine Reading Recovery practices.

Measures :

Meeting Agendas/notes (staff and grade level), Attendance Sheets, Calendar of Events, Lesson Plans, PD agendas, teacher feedback, observation,

People Assigned :

Teachers, Principal, Leadership Team, related Support Staff

Start Date : 12/1/2014 Completion Date : 11/30/2015

Funding Resources	Related Expenditures	Estimated Cost
Targeted Carryover 2013-14	Reading Recovery Conference	\$3,000
Targeted Carryover 2013-14	SMART Training	\$1,050

Action Title: E. Increased Ed Opportunity

Means of Achievement: Increased educational opportunity

Action Type : Form A: Planned Improvements in Student Performance.

Tasks :

1. Provide opportunities for Reading Buddies.
2. Provide Family Literacy Night.
3. Hold two week-long book fairs during the year.
4. Provide fine arts classes and assemblies for all students.
5. All 5th grade students will participate in Santa Clara Police Department's DARE program (blended with Lifeskills Violence Prevention curriculum).
6. Hold school-wide events during Red Ribbon Week which will include drug and alcohol awareness.
7. Each grade level will perform at a school wide assembly and evening performance (vocal music concert, drama, musical, play, etc.).
8. Select grade students will participate in our Green Team program and Student Council.
9. Support community/outside groups offering student services and activities by allowing use of facilities.
10. Hold end-of-year recognition awards.
11. Provide opportunity for students to participate in reading incentive programs, such as Sharks Reading Club, etc. based on individual teacher interest.
12. Invite guest readers to read to classes (such as Read Across America).
13. Support class gardens on campus (purchase materials as funds become available) and use of Full Circle Farm/CAFF services purchase materials/pay for guest speakers as funds become available.
14. Invite guest speakers to visit classrooms (as funds become available).
15. Support Project Cornerstone in all classrooms.

Measures :

Assembly schedules, sign-in sheets, Lesson Plans, School Calendar, DARE Graduation, Student Council and Green Team meetings, Project Cornerstone lessons

People Assigned :

Assembly Presenters, DARE Officer, Teachers, Student Council, Principal, Community Volunteers.

Start Date : 12/1/2014

Completion Date : 11/3/2015

Action Title: F. Monitoring Programs & Results

Means of Achievement: Monitoring program implementation and results

Action Type : Form A: Planned Improvements in Student Performance.

Tasks :

1. Teachers will assess and analyze student achievement through PBAs and use data to inform instruction.
2. Teachers, principal, Reading Intervention Specialist (RIS), special education teachers and support staff will collaborate on a regular basis about student achievement.
3. Review Single Plan for Student Achievement (SPSA) and PBAs with School Site Council (SSC), leadership team and staff.
4. Monitor achievement of standards on Common Core-based report cards through use of Pinnacle Plus Grade Book management system.
5. Maintain evidence folders, notebooks, etc. for each student.
6. During grade level meetings, review formative and summative assessments, charts, rubrics to improve instruction and student performance.
7. Administer and analyze performance-based assessments.
8. Principal to meet with district specialist, superintendent/assistant superintendent and director of assessment to review program implementation and data results.
9. Principal to focus on locating evidence of Common Core and units of study in classroom visits and observations.

Measures :

SSC Minutes, Meeting Agendas, Common Core-Based report cards, CST/CMA Results, PBA Results, teacher feedback, Principal observations, formative and summative assessment data.

People Assigned :

Principal, Teachers, District and Site support personnel, SSC, Leadership Team

Start Date : 12/1/2014

Completion Date : 11/30/2015

Funding Resources	Related Expenditures	Estimated Cost
Targeted 2014-15	Assessment/Planning Day for Teachers	\$7,500

LEA Goal:

Not Aligned

LCAP Goal:

Not Aligned

Goal Area : English Language Development

School Goal : 2. English Language Development

All Laurelwood students who are identified English Learners (EL) will demonstrate continued, consistent growth each year in English language acquisition (listening, speaking, reading, writing) in order to meet the English Language Development standards as measured by California English Language Development Test (CELDT). English Learners will also show continued, consistent growth in English Language Arts as measured by State Assessments for English-Language Arts (ELA) and district Performance-Based Assessments.

90% of our EL students will achieve AMAO 1 in the 2014-2015 school year.

60% of EL students who have been in the EL program for less than 5 years will achieve AMAO 2.

These goals are aligned to SCUSD's LCAP Goals:

Pupil Outcomes:

Goal #9 -English Learners will meet or exceed the Title III Annual Measurable Achievement Objectives (AMAO 1 & 2) for English Learners as established by State and Federal growth targets.

Goal # 17- English Learners will be provided with additional support in language acquisition and academic areas.

The following goals will be achieved in the following financial planned expenditures:

-Hire a teacher to support EL students (approx \$60K) .

-Purchase leveled books 3rd-5th (non fiction) readers which align with common core.

-Computer lab support for ALL students in need

-EL PD for teachers (approx \$3K).

What data did you use to form this goal (findings from data analysis)?

CELDT AMAO #1, CELDT AMAO #2, ELA State Assessment Data, PBA Data.

Laurelwood Elementary 2014-15
Single Plan For Student Achievement Report

2013-14 English Learner: AMAO2

Name of the Campus:	Laurelwood Elementary
Number of CELDT Takers:	300
Number of CELDT Takers Prior Year:	193
Less than 5 Years Cohort Detail:	
Number of Valid Participants:	262
Number of Student(s) Meet AMAO #2:	147
Target Percentage:	22.8
Percent Meeting AMAO #2:	56.1
Met Target for AMAO #2:	YES
5 Years or More Cohort Detail:	
Number of Student(s) In Cohort:	20
Number of Student(s) Meet AMAO #2:	17
Target Percentage:	49
Percent Meeting AMAO #2:	85
Met Target for AMAO #2:	YES
Met OverAll AMAO #2 :	YES

Grade	Cohort Criteria	Target (%)	Achieved (%)	Met Target for AMAO #2
Grade 0	Less than 5 Years	22.8	22.9	YES
	5 Years or More	0	0	NO
Grade 1	Less than 5 Years	22.8	68.1	YES
	5 Years or More	0	0	NO
Grade 2	Less than 5 Years	22.8	69.6	YES
	5 Years or More	49	0	NO
Grade 3	Less than 5 Years	22.8	50	YES
	5 Years or More	0	0	NO
Grade 4	Less than 5 Years	22.8	92	YES
	5 Years or More	49	100	YES
Grade 5	Less than 5 Years	22.8	55.6	YES
	5 Years or More	49	88.2	YES

SchoolCity Inc.

Laurelwood Elementary 2014-15
Single Plan For Student Achievement Report

2013-14 English Learner: AMAO1

Name of the Campus:	Laurelwood Elementary	
Number of 2013-14 Annual CELDT Takers	269	
Number with Required Prior CELDT Scores	192	
Percentage with Required Prior CELDT Scores	100%	
Number in Cohort Meeting Annual Growth Target	168	
Percentage Meeting AMAO 1 in ELA	87.5%	
2013-14 Target	59%	
Met Target for AMAO 1	Yes	

Grades	Achieved (%)	Met Target for AMAO #1
Grade 1	93.8	Yes
Grade 2	82.7	Yes
Grade 3	70.8	Yes
Grade 4	96.3	Yes
Grade 5	88	Yes

SchoolCity Inc.

Laurelwood Elementary 2014-15
Single Plan For Student Achievement Report

All

Overall Test

All

All

Refresh

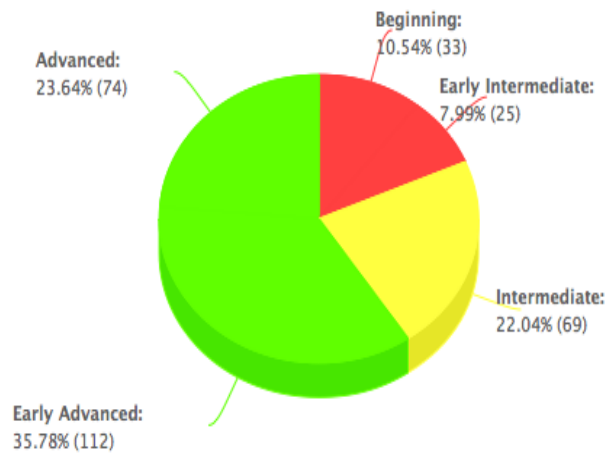
Test Results

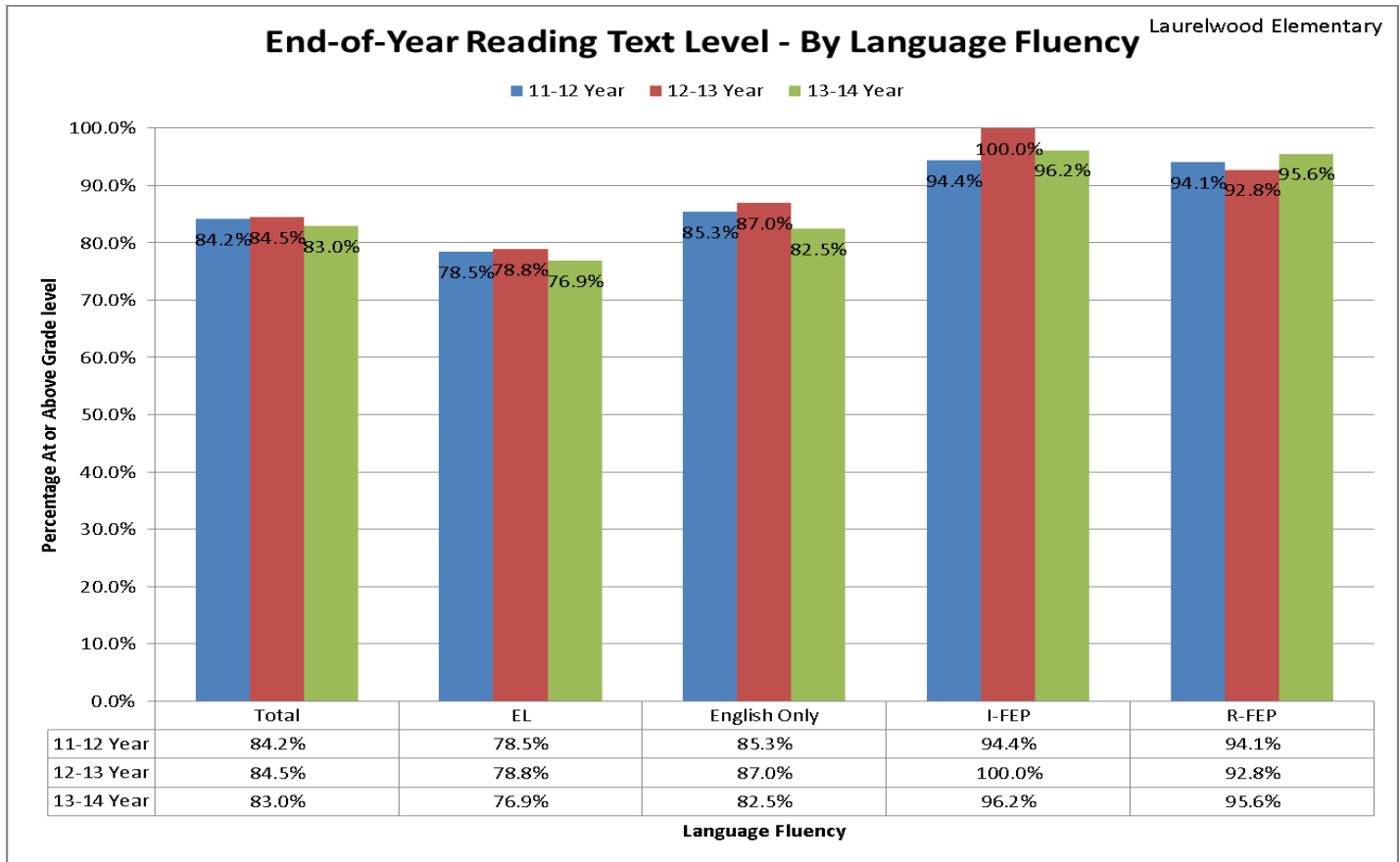
Class Roster Report

Objective Analysis

Average Raw Score	Average % Correct		
-	-	-	
	#	%	✓
Total # of Students:	313		
Beginning	33	10.54%	✓
Early Intermediate	25	7.99%	✓
Intermediate	69	22.04%	✓
Early Advanced	112	35.78%	✓
Advanced	74	23.64%	✓

Test Results chart





How does this goal align to your Local Educational Agency Plan goals?

The goals are in alignment with our district LCAP goals for 2014-2015.

What did the analysis of the data reveal that led you to this goal?

Laurelwood Elementary School met 100% of the AMAO1 standard goals.

- 168 out of the 192 students met their AMAO1 test goals at Laurelwood of 87.5%.
- Standard state target goal was 59%.

Laurelwood Elementary School met 100% of the AMAO2 standard goals.

Less than 5 Years Cohort Detail:

- Out of the 262 valid student participants, 147 Students met their target. Laurelwood scored 56.1% AMAO2 Target.
- State target of AMAO2 was 22.8%.

5 Years or More Cohort Detail:

- 17 out of the 20 students met their target goal of 85%% at Laurelwood Elementary.
- The state target goal was 49%.

Therefore, Laurelwood Elementary School met both AMAO1 and AMAO2 CELDT test state target goals.

Which stakeholders were involved in analyzing data and developing this goal?

School Site Council (SSC), English Learner Advisory Committee (ELAC), Leadership Team, Teachers, Principal, District Staff, Parents

Laurelwood Elementary 2014-15 Single Plan For Student Achievement Report

Who are the focus students?

All identified English Learners

What is the expected growth?

Performance Targets:

90% of our EL students will achieve AMAO 1 in the 2014-2015 school year.

60% of EL students who have been in the EL program for less than 5 years will achieve AMAO 2.

What data will be collected to measure student achievement?

Scores for ELs (CELDT AMAOs, State Assessments, PBAs)

What process will you use to monitor and evaluate the data?

Teachers conference with parents of EL students (and translators will be provided as needed, and if available). Principal and EL Support present information to our ELAC in the fall to explain and answer questions regarding EL proficiency and assessments. Grade level teams will meet with the principal in October to discuss and make plans for all English Learner students not meeting grade level standard in reading as well as for those needing additional interventions to make progress in acquiring English. Principal, Leadership Team, Grade Level Teams, Individual Teachers, and School Site Council (SSC) will collect data from state and district assessments to review and analyze in order to write actions specific to ELD in the SPSA. Progress will be reviewed by the principal in January. Grade level teams will meet again in March to brainstorm interventions and monitor progress of struggling EL students. Teachers will monitor students on an on-going basis using running records, anecdotal notes, reading and writing logs, curriculum embedded assessments, performance on guided and independent practice assignments, etc. The Student Success Team (SST) also provides a venue for collaboration and to brainstorm interventions and monitor progress of struggling students.

Actions to improve achievement to exit program improvement (if applicable).

Not applicable at this time.

Strategy:

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Action Title: A. Alignment of Instruction

Means of Achievement: Alignment of instruction with content standards

Action Type : Form A: Planned Improvements in Student Performance.

Tasks :

1. Hire Push-in/Pull-out Support for ELs
2. Hire Computer Lab support for all students in need
3. Provide EL professional development opportunities for teachers.
4. Purchase Leveled Books for grades 3rd-5th which align with common core standards.
5. Participate in collaboration meetings with principal, EL Support, grade level teams and support staff to analyze data, write AAP's, IEP's and/or individual goals to determine interventions to support at-risk English Learner students.
6. Implement and refine strategies used throughout the day, including whole group and small group instruction and one-on-one conferring, that support instruction for EL students.
7. Provide daily guided reading for EL students who are reading below grade level.
8. Integrate English Learner (EL) standards into ELA goals for every EL student in Reading and Writing Workshop.
9. Participate in target student meetings to analyze student data to inform instruction and determine interventions for EL students.
10. Support Reading Intervention Specialist (RIS) (targeted instruction in strategic reading with EL learners to 1st and 2nd grade students) by providing collaboration time and opportunities for observations.

Measures :

Lesson Plans, State Assessment data, CELDT data, Performance Based Assessment data

People Assigned :

Principal, Teachers, Related Support Staff, EL Support Aides, Parents

Start Date : 12/1/2014

Completion Date : 11/30/2015

Funding Resources	Related Expenditures	Estimated Cost
Targeted 2014-15	Computer Lab Support	\$33,000
Economic Impact Aid (EIA): Limited English Proficiency (LEP)	Reading Intervention Specialist	\$20,000
Economic Impact Aid (EIA): Limited English Proficiency (LEP)	Non-fiction Leveled Books (3-5 grades)	\$3,000

Action Title: B. Improve Instructional Strategies/Materials

Means of Achievement: Improvement of instruction strategies and materials

Action Type : Form A: Planned Improvements in Student Performance.

Tasks :

1. Hire a teacher to our EL students
2. Hire Computer Lab Support
3. Purchase Leveled books for grades 3rd-5th which align with common core standards
4. Grade level teams will be provided collaboration time to refine and improve instructional strategies using ELD and word work curriculum.
5. Teachers will incorporate time into the daily schedule to address small group instruction and one-on-one conferring to support English learners.
6. Teachers will provide specialized instruction for EL students for 30 minutes each day using Specifically Designed Academic Instruction in English (SDAIE) strategies and SCUSD adopted ELD materials either embedded within the day or in the Language Lab setting.
7. RIS and EL Support will offer support to teachers to refine and improve instruction and increase student achievement across the curriculum.
8. Integrate SDAIE strategies across the curriculum to support EL students and all students who learn through various modes.
9. All teachers will implement hands-on math and science to support EL students with language development, academic vocabulary development and content knowledge.

Measures :

Lesson Plans, Common Core-based Report Cards, PBA Results, State Assessment Results, CELDT Results, Student Work, Observations, Grade Level Meetings

People Assigned :

Principal, EL Support Aides, Leadership Team, Teachers, Related Support Staff

Start Date : 12/1/2014

Completion Date : 11/30/2015

Funding Resources	Related Expenditures	Estimated Cost
Targeted 2014-15	Push-in/Pull-out Support	\$34,198
Economic Impact Aid (EIA): Limited English Proficiency (LEP)	Push-in/Pull-out Support	\$24,000

Action Title: C. Extended Learning Time

Means of Achievement: Extended learning time

Action Type : Form A: Planned Improvements in Student Performance.

Tasks :

1. Identify target students and offer SOAR intervention class, homework help, counseling/PIP, etc. as opportunities/services become available to enrich educational learning experiences.
2. Provide the opportunity for 4th and 5th grade students to participate in National Geographic's Geography Bee.
3. Provide Family Literacy Night and Science/Math Nights.
4. Provide opportunities for students to participate in Performing Arts, i.e., Nutcracker, talent show (when held), vocal music concerts, class musicals, PTA Reflections Program, Young Authors Faire, Triton Art, etc.
5. Provide opportunities for students to participate in leadership activities and clubs to develop leadership skills (Green Team, Student Council, Math Olympiads, etc.) as they become available throughout the year.
6. Provide opportunity for students to participate in extended science programs (such as Science Fair).
7. Provide 5th grade students the opportunity to attend Outdoor Education Science Camp.

Measures :

State Assessment ELA, Subgroup data, PBA data, CELDT data, teacher observations, standards based report cards

People Assigned :

Principal, Leadership Team, Teachers, Support Staff

Start Date : 12/1/2014

Completion Date : 11/30/2015

Action Title: D. Staff Development & Collaboration

Means of Achievement: Staff development and professional collaboration

Action Type : Form A: Planned Improvements in Student Performance.

Tasks :

1. Teachers will collaborate to analyze student work and assessment data to inform instruction and to work on curriculum integration.
2. Teachers will participate in school and District grade level collaboration meetings.
3. Provide professional development opportunities that focus on ELD.
4. Utilize the expertise and support offered by our Reading Intervention Specialist (RIS), EL Support and district facilitator of special projects to increase teacher skills and strategies in the area of ELD.
5. Principal will facilitate monthly Leadership Team meetings to address school improvement and other issues that pertain to EL student learning.
6. Implement District adopted ELD curriculum to support student mastery of ELA and ELD standards.

Measures :

School/District Calendar, Meeting Agendas

People Assigned :

Principal, Teachers, Leadership Team, Support Staff, EL Support

Start Date : 12/1/2014

Completion Date : 11/30/2015

Funding Resources	Related Expenditures	Estimated Cost
Economic Impact Aid (EIA): Limited English Proficiency (LEP)	Professional Development	\$5,150

Action Title: E. Increased Ed Opportunity

Means of Achievement: Increased educational opportunity

Action Type : Form A: Planned Improvements in Student Performance.

Tasks :

1. Provide Family Literacy and Science Nights.
2. Provide assemblies for all students.
3. Provide a field trip for each grade level.
4. Provide the opportunity for all 5th grade students to attend 5-day outdoor education science camp (buses, scholarships, fundraising, etc.).
5. Reading Intervention Support for EL students
6. Language Lab provided school-wide, especially targeting EL students.
7. Push-in/Pull-out Aides for EL Support

Measures :

School calendar, Lesson Plans, SOAR attendance, RIS rosters, Walden West participation rosters.

People Assigned :

Teachers, Principal, Walden West Staff, PTA Volunteers, EL Support Aides, RIS teachers, SOAR teachers,

Start Date : 12/1/2014

Completion Date : 11/30/2015

Action Title: F. Monitoring Programs & Results

Means of Achievement: Monitoring program implementation and results

Action Type : Form A: Planned Improvements in Student Performance.

Tasks :

1. Teachers, principal, site ELD support, special education teachers and support staff will communicate regularly about ELD achievement.
2. Review Single Plan for Student Achievement (SPSA), CELDT/AMAO data and local assessments with School Site Council (SSC), leadership team and staff.
3. Analyze State Assessment data and performance-based assessment data for English learners (ELs) to determine strengths and areas of need.
4. Monitor achievement of standards on Common Core based report cards through use of Pinnacle Plus Grade Book management system.
5. Maintain evidence folders, notebooks, etc. for each EL student.
6. During grade level meetings, review formative and summative assessments, charts, rubrics to improve ELD instruction and EL student performance.
7. Administer and analyze performance-based assessments for all ELs.
8. Assess progress on State Assessments, CELDT and PBAs for all EL students with an Academic Assistance Plan (AAP).
9. Principal to meet with district specialist, superintendent/assistant superintendent and director of assessment to review program implementation and data results.

Measures :

Meeting Agendas, Standards Based Report Cards, State Assessment Results, CELDT Results, PBA Results

People Assigned :

Principal, Teachers, EL Support, Leadership Team, District Directors

Start Date : 12/1/2014

Completion Date : 11/30/2015

Funding Resources	Related Expenditures	Estimated Cost
Targeted 2014-15	Reclassification Check-in Meetings (Sub)	\$150

Action Title: G. Involvement of Staff & Parents

Means of Achievement: Involvement of staff, parents and community

Action Type : Form A: Planned Improvements in Student Performance.

Tasks :

1. Support Home-School connection through SchoolLoop, School Website, Laurelwood Letter, PTA Communication, classroom newsletters, class websites, email, phone calls, conferences, weekly Thursday Envelopes.
2. Provide parents with curriculum and standards information throughout the year (as units are introduced and taught, at Back To School night, Parent-Teacher conferences, class newsletters, etc.)
3. Provide translators as needed and available for IEP's, SST's, goal setting, Parent-Teacher conferences, etc.
4. Utilize TransACT Translation Service to support parents and students with communication in primary languages when necessary and available.
5. Encourage parent participation in School Site Council (SSC), English Language Advisory Council (ELAC), District English Language Advisory Council (DELAC), Parent Teacher Association (PTA), Watch D.O.G.S. (Dads of Great Students), Noon Duty Volunteers, and Classroom Volunteers.
6. Use the telephone message system (Blackboard Connect) to inform EL parents about upcoming school functions and events.
7. Provide parent education on Common Core and ELD standards at ELAC meetings.

Measures :

Lesson Plans, Laurelwood Letters, Attendance Lists for Parent/Teacher Conferences, BTSN, etc., Single Plan for Student Achievement, Common Core-Based Report Cards, State Assessment Results, ELAC Meeting Agendas

People Assigned :

Principal, Teachers, Parents, Related Support Staff, SSC, PTA, EL Support

Start Date : 12/1/2014 **Completion Date :** 11/30/2015

Funding Resources	Related Expenditures	Estimated Cost
Economic Impact Aid (EIA): Limited English Proficiency (LEP)	Translators/Document Translations	\$741

Action Title: H. Auxiliary Services

Means of Achievement: Auxiliary services for students and parents

Action Type : Form A: Planned Improvements in Student Performance.

Tasks :

1. Push-in/Pull-out Aides for EL Support
2. Support EL students with transitions from grade to grade through teacher collaboration, target meetings, evidence folders, CUM records, report cards, SST process, etc.
3. Maintain all evidence folders from grade to grade and send to middle school at the end of 5th grade.
4. Provide site English Language Development (ELD) Support to monitor ELD intervention programs, CELDT assessment, initial identification, reclassification, ELAC committee, etc.

Measures :

Principal Observations & Monitoring, Grade Level Team Meetings, PIP Survey/Results, Teacher Feedback

People Assigned :

Principal, Teachers, EL Support Aides, Counselor, Support Staff, Counselor, PIP Aide

Start Date : 12/1/2014

Completion Date : 11/30/2015

Funding Resources	Related Expenditures	Estimated Cost
Targeted Carryover 2013-14	EL/Admin Support 14-15	\$1,000
Economic Impact Aid (EIA): Limited English Proficiency (LEP)	EL Facilitator 13-14	\$7,500

LEA Goal:

Not Aligned

LCAP Goal:

Not Aligned

Goal Area : School Climate

School Goal : 4. Student Wellness, School Preparedness, Atmosphere, Involvement, & Enrichment

To build and establish a positive school climate, support student wellness and academic achievement, prepare children as global citizens, and increase parent engagement. This goal is in alignment with SCUSD's LCAP goals #1, #13, #14, #16 and #19.

What data did you use to form this goal (findings from data analysis)?

California Healthy Kids Survey (5th grade), Parent Survey, Student Survey, Staff Survey

How does this goal align to your Local Educational Agency Plan goals?

This goal is aligned with our Local Educational Plan Goals under Santa Clara Unified's School District's Local Control Accountability Plan

What did the analysis of the data reveal that led you to this goal?

The analysis will help us to determine what programs are necessary, our areas of need, and to continue where we are already successful.

Which stakeholders were involved in analyzing data and developing this goal?

School Site Council (SSC), Leadership Team, Staff, Principal, PTA

Who are the focus students?

All students

What is the expected growth?

By putting in place programs, students will be better prepared and growth will be seen in all academic areas.

What data will be collected to measure student achievement?

California Healthy Kids Survey, Student Survey, State Assessment data, PBA data, successful completion of DARE

What process will you use to monitor and evaluate the data?

Principal, Leadership Team, Teachers and School Site Council will collect data from information listed above to review/analyze and determine next steps.

Actions to improve achievement to exit program improvement (if applicable).

Not applicable at this time.

Strategy:

Action Title: A. Student Wellness

Means of Achievement: Auxiliary services for students and parents

Action Type : Form A: Planned Improvements in Student Performance.

Tasks :

1. Continue Healthy Play in K-3 throughout the year.
2. Continue 2nd Step and Life Skills Violence Prevention Program in all classrooms.
3. Continue Life Long Learning Power Words, Character Building and recognize students monthly at Blue Day assemblies.
4. All 5th grade students will participate in Santa Clara Police Department's DARE program (blended with Life Skills Violence Prevention Program).
5. Implement Conflict Manager training for selected 4th and 5th grade students as Staff Coordinator/Supervisor (and funding) becomes available.
6. Implement Project Cornerstone school-wide (as community volunteers become available).
7. During year-long curriculum planning meeting, discuss ways to implement SPARK curriculum during Physical Education in all grades to support PE standards, ELA and ELD standards including oral language development and listening/speaking standards and science standards when appropriate.
8. Hold school-wide events during Red Ribbon Week which include drug and alcohol awareness.
9. Implement "Lunch Bunch" program to promote student inclusion during all recesses.
10. Offer opportunities to 5th grade students to help as Rainy Day helpers as well as help in kindergarten classrooms.
11. Continue with Reading Buddy program to promote role modeling (3-5 graders will go in to K-2 classes).
12. Implement Fun To Run program (as parent volunteers become available).
13. Continue Walk & Roll and Walking Bus programs to encourage Safe Routes to School (as parent volunteers become available).
14. Provide Primary Intervention Program (PIP, AKA "Sunshine Kids") designed for the early detection and prevention of emotional, behavioral and learning problems in primary grade children (i.e. grades kindergarten through three) as per CA Welfare and Institutions Code 4343-4352.5
15. Provide opportunities for students to participate in leadership activities and clubs to develop leadership skills (e.g. Student Council, Green Team, Math Olympiads, Fun to Run, etc.).
16. Provide fine arts classes and assemblies for all students (as funding becomes available).
17. Hold end-of-year recognition awards (i.e. academic, service, and sports).
18. Provide school-based counseling.

Measures :

Lesson Plans, DARE graduation rate, awards ceremonies, participation rosters, Staff Handbook, Project Cornerstone agendas/schedule, Fun 2 Run participation lists and awards, Safe Routes Survey data, Walking School Bus maps/schedules, Red Ribbon Week Activity Schedule and daily announcements, Rainy Day Helper assignment roster, PIP roster along with pre and post service surveys, Calendar of Events, Assemblies (character and awards), Laurelwood Letter, Morning announcements, Student Council elections and awards, Outlook calendar, Principal Observations & Monitoring, Grade Level Team Meetings, PIP Survey/Results, Teacher Feedback; counseling enrollment and feedback; Wellness Team documentation

People Assigned :

Principal, Teachers, Leadership Team, Support Staff, District Staff, Parents, Community Volunteers

Start Date : 12/1/2014

Completion Date : 11/30/2015

Funding Resources	Related Expenditures	Estimated Cost
Targeted 2014-15	PIP	\$5,100
Targeted 2014-15	School-based Counseling	\$7,500
Donations	Books for Asset Building Champion Project	\$1,500
Targeted Carryover 2013-14	Project Cornerstone fee	\$1,000
Targeted Carryover 2013-14	Conflict Manager Coordinator/Supervisor	\$2,500

Action Title: B. School Preparedness

Means of Achievement: Auxiliary services for students and parents

Action Type : Form A: Planned Improvements in Student Performance.

Tasks :

1. Continue school breakfast program as funds from district become available.
2. Implement after school homework program (as funds and staffing become available).
3. Provide supplies and scholarships (e.g. science camp) for students as necessary.
4. Research community organizations/businesses to offer food, school supplies, and other personal necessities for families in need.
5. Support students with transitions from grade to grade through teacher collaboration, target meetings, evidence folders, CUM records, report cards, SST process, etc.
6. Maintain evidence folders from grade to grade and send to middle school at the end of 5th grade

Measures :

1. 100% of students will be prepared to start the day ready to learn.
2. 100% of students will attend Science Camp in 5th grade.

Breakfast menu options, breakfasts served count, evidence folders, CUM records, participation rosters
Principal Observations & Monitoring, Grade Level Team Meetings, SST documentation, Target Meeting documentation

People Assigned :

Teachers, Principal, Community Organizations, Community Businesses, SSC, PTA, parents, Leadership Team, Food Services personnel, Support Staff

Start Date : 12/1/2014

Completion Date : 11/30/2015

Action Title: C. School Atmosphere

Means of Achievement: Increased educational opportunity

Action Type : Form A: Planned Improvements in Student Performance.

Tasks :

1. Implement Project Cornerstone program school-wide as parent/community volunteers and funding become available
2. Investigate Positive Behavior Intervention System (PBIS) program school-wide, or other school-wide behavior system
3. Blue Day awards assemblies for citizenship and Life Long Learning Power Words/Character Development
4. Continue Spirit Days
5. Continue Words of Wisdom
6. School Assemblies to address character (bullying, character building)
7. Support community organizations (e.g. UNICEF/Second Harvest Food Bank/Pennies For Patients, etc)
8. Investigate project-based learning opportunities for students by grade level/class (e.g. Mercury News Wish Book, local Animal Shelter donation drive, clothing drives, book swaps, Make-A-Wish Foundation, etc.)
9. End-Of-Year Awards Assemblies (i.e. academic, sports, and service awards)

Measures :

Calendar of Events, Assemblies (character and awards), Laurelwood Letter, Meeting Agendas, Morning announcements, Outlook calendar, Weekly Wire, tallies of donations collected, Award Assembly Agendas

People Assigned :

Principal, Leadership Team, PTA, Community Members, SSC, Student Council, Students, Various Educational Partnerships

Start Date : 12/1/2014

Completion Date : 11/30/2015

Action Title: D. Involvement of Staff, Parents, and Community

Means of Achievement: Involvement of staff, parents and community

Action Type : Form A: Planned Improvements in Student Performance.

Tasks :

1. Support Community/Outside groups offering student services and activities by allowing use of facilities
2. Support class gardens on campus (purchase materials as funds become available) and use of Full Circle Farms/Community Alliance with Family Farmers (CAFF), and Peterson Nature Center.
3. Invite guest speakers for school-wide assemblies, grade levels and/or classroom visits (as funds become available)
4. Support school-wide activities (during the day and/or after school, i.e., Walk-A-Thon, Silent Auction, Red Ribbon Week, Literacy Night, Math/Science Nights, PTA Reflections, PTA Principal Coffees, Science Fair, Science Camp, Colonial Day, California History Day, Project Cornerstone, Blue Day assemblies, Citizenship and Life Long Learning Awards, field trips, Fire Safety-Fire Engine Visit, Read Across America, grade-level performances, DARE, etc.)
5. Use parent volunteers to help provide enrichment activities (Math Olympiads, Geography Club, Flag Football, Volleyball, etc.).
6. Communicate with parents through SchoolLoop, publication of the Laurelwood Letter and PTA Communication.
7. Maintain school website.
8. Support Home-School connection through classroom newsletters, class websites, email, phone calls, conferences, weekly Thursday Envelopes. Schedule 6 minimum days for Parent-Teacher conferences and provide translators as needed and available.
9. Encourage parent participation in School Site Council (SSC), English Language Advisory Council (ELAC), District English Language Advisory Council (DELAC), Parent-Teacher Association (PTA), Watch D.O.G.S. (Dads of Great Students), Noon Duty Volunteers, and Classroom Volunteers.
10. Involve community outreach groups (e.g. UNICEF, Pennies for Patients, Second Harvest, etc.) as opportunities become available
11. Implement Project Cornerstone school-wide (as volunteers become available)
12. Utilize parent volunteers to assist in computer labs, science lab, library and classrooms.
13. Survey Parent volunteers for interest and availability
14. Provide a Leadership Training experience for all 5th grade student through outside consultants (as funds become available)

Measures :

Request for Facility Use applications, Laurelwood Facility Usage Calendar, School Calendar, Outlook calendar, Weekly Wire, Lesson Plans, Laurelwood Letters, Sign-in sheets for volunteers, Teacher newsletters, Attendance Sheets for Parent-Teacher Conferences, Attendance Sheet for Back to School Night (BTSN), BTSN Agendas and/or packets, Meeting Agendas, school calendar, program agendas, team rosters, Flag Football and Volleyball game schedules, email, Project Cornerstone Agendas/Lessons, parent volunteer interest/availability survey, participation rosters

People Assigned :

Principal, Leadership team, Teachers, PTA, Parents, Community members

Start Date : 12/1/2014

Completion Date : 11/30/2015

Funding Resources	Related Expenditures	Estimated Cost
Donations	Field Trips	\$12,000

Action Title: E. Enrichment

Means of Achievement: Increased educational opportunity

Action Type : Form A: Planned Improvements in Student Performance.

Tasks :

1. Support Community/Outside groups offering student services and activities by allowing use of facilities.
2. Support class gardens on campus (purchase materials as funds become available) and use of Full Circle Farms/Community Alliance with Family Farmers (CAFF), and Peterson Nature Center.
3. Invite guest speakers for school-wide assemblies, grade levels and/or classroom visits (as funds become available)
4. Implement engaging activities that encourage academic growth and participation, as well as expose students to new areas of interest.
5. Provide a Leadership Training experience for all 5th grade students through outside consultants (as funds become available)
6. Research/investigate additional enrichment opportunities
7. Support standards-aligned field trips for grade levels (as funds become available)
8. Provide opportunities for students to participate in Visual and Performing Arts, e.g. Nutcracker, Talent Show, vocal music concerts, PTA Reflections Program, Young Author's Expo, Instrumental Music (as the district provides), Multicultural Festival performances and activities (as scheduled by the PTA), Triton Art, etc.
9. Each grade level will perform at a school-wide assembly (or split assemblies to accommodate occupancy rates) along with an evening performance (i.e. vocal music performance, drama, musical, play, etc.)
10. Provide fine arts classes and assemblies for all students (as funding becomes available).

Measures :

Request for Facility Use applications, Laurelwood Facility Usage Calendar, Outlook calendar, Weekly Wire, School Calendar, Meeting agendas, participation rosters, Field Trip documents, student feedback, teacher feedback, event programs

People Assigned :

Principal, Leadership Team, Teachers, School Site Council, Community Members, Student Council, Students

Start Date : 12/1/2014

Completion Date : 11/30/2015

Laurelwood Elementary 2014-15
Single Plan For Student Achievement Report

LEA Goal:

Not Aligned

LCAP Goal:

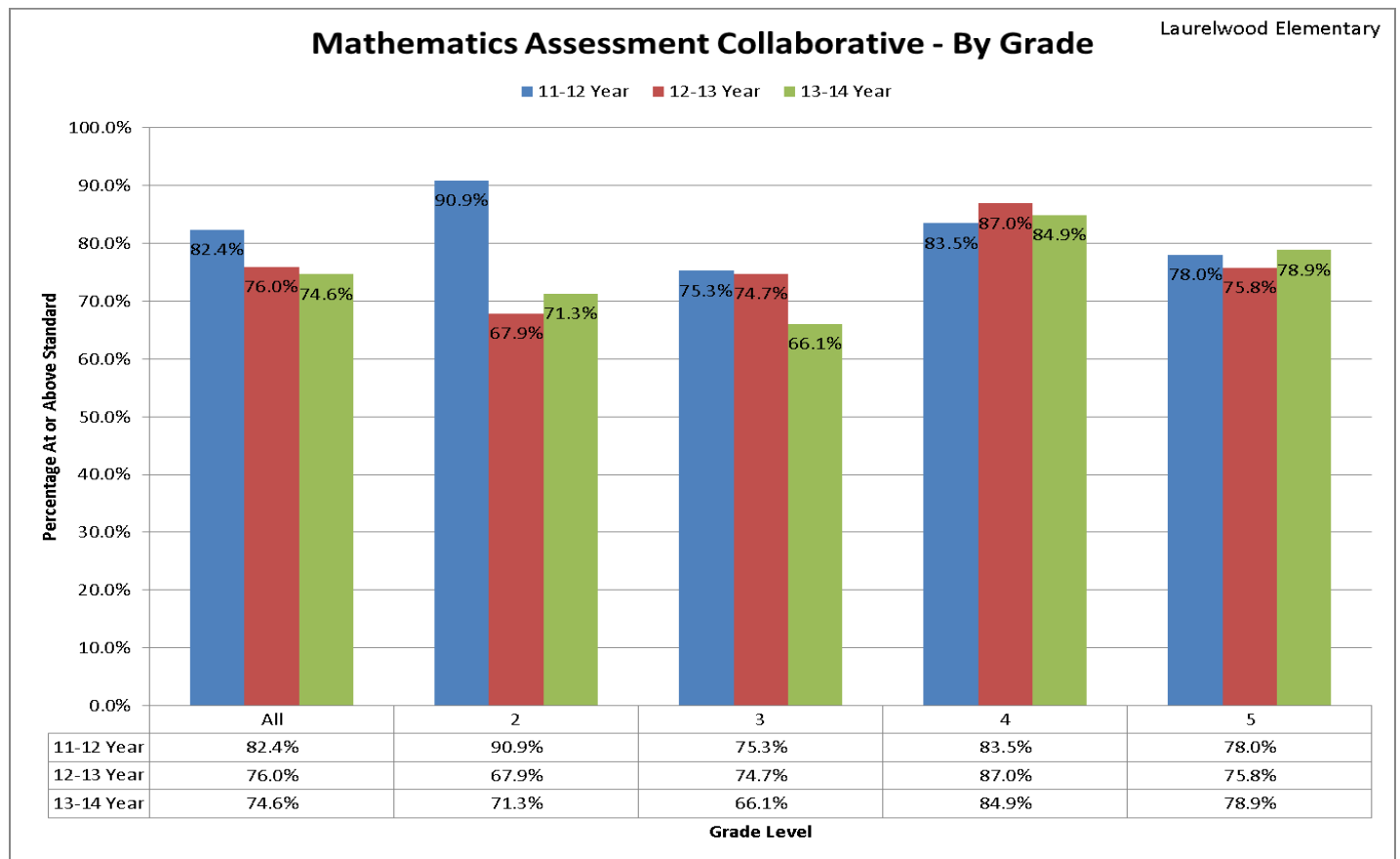
Not Aligned

Goal Area : Mathematics
School Goal : 3. Academic Performance Math and Science

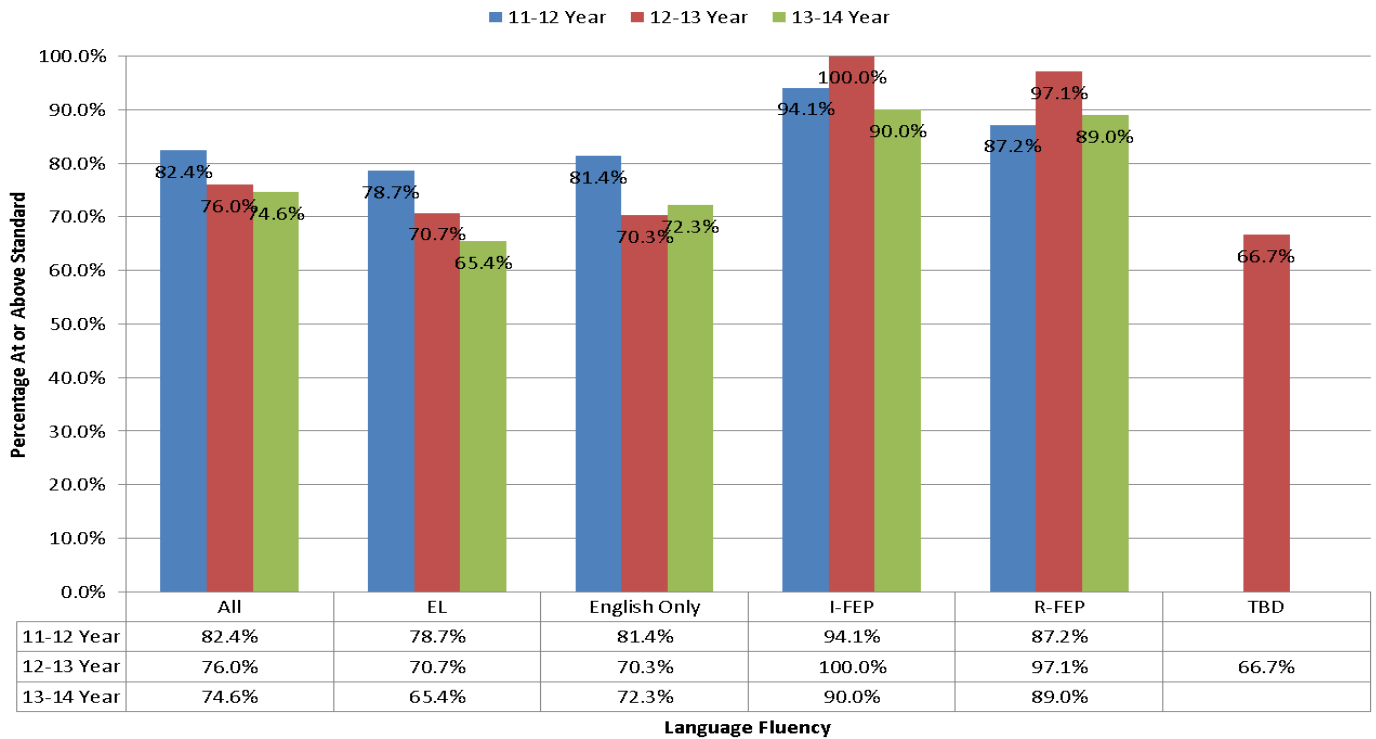
During the 2014-15 school year, Laurelwood will increase student performance in math and science assessments, concentrating on our English Learner population. This goal is aligned to SCUSD's LCAP goals: numbers 2, 6, 8, 9, 10, 11, 16, and 17.

What data did you use to form this goal (findings from data analysis)?

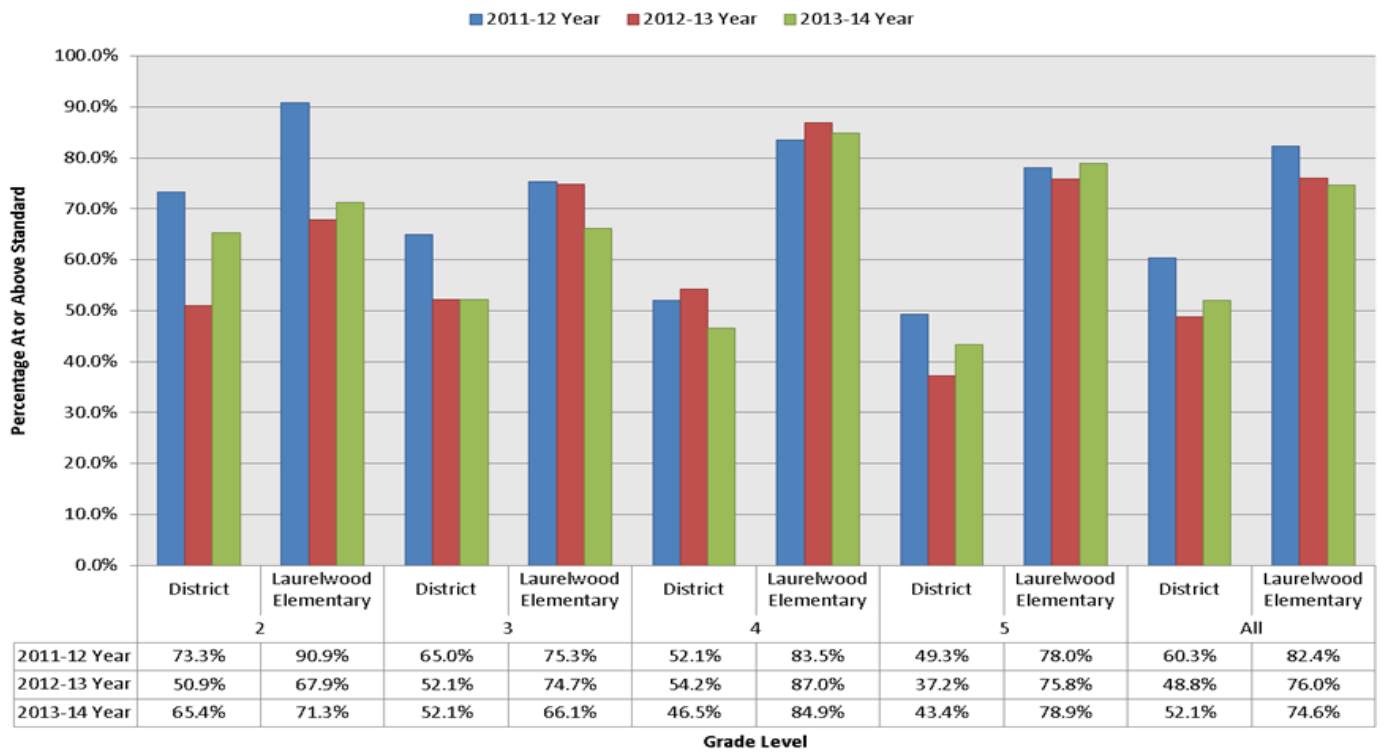
We analyzed MAC scores from spring 2014 and CST scores from spring 2014, as well as teacher data from Aha and ALEKS math programs.



Mathematics Assessment Collaborative - By Language Fluency



Mathematics Assessment Collaborative - By Grade



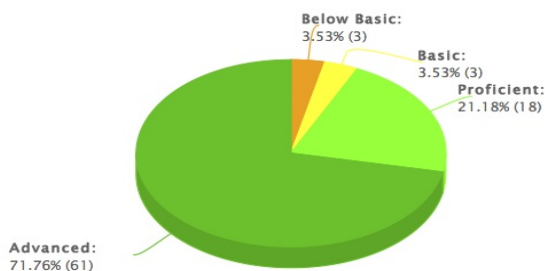
Test Results

Selected Parameters			
District Name:	Santa Clara USD		
School Name:	Laurelwood Elementary		
Enrollment Year:	2013-2014	Assessment Year:	2013-2014
Student Roster:	SIS 13-14 Current	Assessment Name:	CST 13-14
Groups:	All	Subject:	Science
Grade:	All	Tags:	All
Course:	All	Grade Level Tested:	All
Sub Score:	Science		

Average Raw Score	Average % Correct
52.8	88%

	#	%
Total # of Students:	85	
Below Basic	3	3.53%
Basic	3	3.53%
Proficient	18	21.18%
Advanced	61	71.76%

Test Results chart



How does this goal align to your Local Educational Agency Plan goals?

The goal is in alignment with our district LCAP goals.

What did the analysis of the data reveal that led you to this goal?

Our scores fell in math and our only students whom did not perform at proficient or better were English learners in science, and our most vulnerable group in both subjects.

Which stakeholders were involved in analyzing data and developing this goal?

School Site Council (SSC), Leadership Team, Principal, Teachers, PTA

Who are the focus students?

All Laurelwood students.

What is the expected growth?

Our MAC math goal is to increase proficiency (at or above standard) by 10% to 84% school-wide, and for science we are looking to increase our scores by 3% to 96% on the 5th Grade CST Science test, both given spring 2015.

What data will be collected to measure student achievement?

- MAC scores
- CST Science scores
- ALEKS data
- Aha Math data
- Teacher data
- District assessments

Laurelwood Elementary 2014-15 Single Plan For Student Achievement Report

What process will you use to monitor and evaluate the data?

Teachers will regularly look at math software data, and we will look at district PBA and unit assessment data as it is provided by the district and state.

Actions to improve achievement to exit program improvement (if applicable).

Not applicable at this time.

Strategy:

We will provide credentialed teacher(s) for push-in support to facilitate during language lab and pull-out or small group support during academic instruction time. Instruction will be on academic language acquisition, writing, and reading focused on math and science.

Teacher grade level collaboration in science and math.

Supplemental instructional materials in science and math.

Professional development, including but not limited to Asilomar, and other math and science conferences.

Financial support for both teachers and students to attend Walden West Science Camp in support of our 5th grade living systems science standards.

Action Title: A. Alignment of Instruction

Means of Achievement: Alignment of instruction with content standards

Action Type : Form A: Planned Improvements in Student Performance.

Tasks :

1. Participate in collaboration meetings with principal, Sp. Ed. staff, grade level teams and support staff to analyze data, write AAPs, IEPs, and/or individual goals to determine interventions to support at risk students.
2. Implement and refine balanced programs based on differentiated instruction during Language Lab model and in class instruction time for both math and science using academic vocabulary, reading, and writing using district adopted curriculum maps/materials, and Common Core Standards.
3. Report progress for all students using District's standards-based report cards.
4. Provide District and Site professional development and grade level collaboration to assist with aligning instruction to Common Core Standards.
5. Support push-in/small group instruction specialist (targeted instruction in strategic reading, vocab, writing with EL learners and underperforming students) during Language Lab or other math and science curriculum instruction classroom time.
6. Review and analyze Smarter Balance release questions, State assessment data (as well as release questions for CST Science) and Performance Based Assessment data to identify strengths and needs and use long-range planning and year-long goal setting.
7. Identify target students, EL learners and underperforming math and science students to receive daily push-in services from specialist.
8. Provide family math/science night.
9. Send 5th grade students/teachers to Walden West Science Camp.
10. Provide school wide assemblies, guest speakers in math and science.

Measures :

Principal observations, Dialogue with teachers and staff, lesson plans, site grade level meeting agendas, Common Core-Based reports cards, PBAs, CST/CMA data, Evidence folders, Long range plans

People Assigned :

Principal, Teachers, Leadership Team, Push-in/small group instructional specialist, related support staff, SSC, PTA

Start Date : 12/1/2014

Completion Date : 11/30/2015

Funding Resources	Related Expenditures	Estimated Cost
Targeted 2014-15	Science Camp	\$1,500

Action Title: B. Improve Instructional Strategies/Materials

Means of Achievement: Improvement of instruction strategies and materials

Action Type : Form A: Planned Improvements in Student Performance.

Tasks :

1. All teachers will review and implement district curriculum map and Common Core Standards in math and science.
2. Improve scores for targeted EL learners and underperforming students through daily push-in support in language lab and classrooms provided by specialist teacher.
3. Purchase non-fiction reading materials (leveled readers, chapter books, etc.) to place in book rooms and/or classroom libraries to support book clubs and guided reading at the just right level.
4. Purchase approved supplemental materials/media to support math and science instruction.
5. Through goal setting conferences, individual reflection, grade level meetings and collaboration time, teachers will implement and refine effective instructional practices utilizing language lab, whole group, small group and one on one instruction throughout the school day to ensure differentiated instruction for all students including the EL learners and underperforming students.
6. Use various websites/educational software (for math differentiation purchase ALEKS for 4th and 5th graders and Aha math for K-3rd graders) to support learning through the use of the computer labs/mobile labs.
7. Analyze Performance-based assessments (PBAs) results for the CST 5th grade science test to plan and inform instruction and select the appropriate materials needed to support differentiated instruction for the EL learners and underperforming students.
8. Purchase approved supplemental and replacement materials to support math and science instruction as needed.

Measures :

Lesson plans, Standards based report cards, District PBA results, CST science test results, student work/journals, observations, grade level meetings, professional dialogue

People Assigned :

Principal, Teachers, Related support staff, Leadership Team

Start Date : 12/1/2014

Completion Date : 11/30/2015

Funding Resources	Related Expenditures	Estimated Cost
Targeted 2014-15	ALEKS	\$7,500
Donations	Aha Math	\$3,995

Laurelwood Elementary 2014-15 Single Plan For Student Achievement Report

Funding Programs Included in this Plan

Each state and federal categorical program in which the school participates.

Total Site Plan Budget : \$293,034

Total Annual Expenditures for Current School Plan: (\$293,034)

Balance: \$0

Funding Resource Code	Funding Source	Allocation / Expenditure
9999	Donations	\$20,595
	Action: A. Student Wellness	(\$1,500)
	Action: B. Improve Instructional Strategies/Materials	(\$3,000)
	Action: B. Improve Instructional Strategies/Materials	(\$3,995)
	Action: C. Extended Learning Time	(\$100)
	Action: D. Involvement of Staff, Parents, and Community	(\$12,000)
	Balance:	\$0
7091	Economic Impact Aid (EIA): Limited English Proficiency (LEP)	\$60,391
	Action: A. Alignment of Instruction	(\$23,000)
	Action: B. Improve Instructional Strategies/Materials	(\$24,000)
	Action: D. Staff Development & Collaboration	(\$5,150)
	Action: G. Involvement of Staff & Parents	(\$741)
	Action: H. Auxiliary Services	(\$7,500)
	Balance:	\$0
9999	Targeted Carryover 2013-14	\$71,154
	Action: A. Student Wellness	(\$3,500)
	Action: B. Improve Instructional Strategies/Materials	(\$61,604)
	Action: C. Extended Learning Time	(\$1,000)
	Action: D. Staff Development	(\$4,050)
	Action: H. Auxiliary Services	(\$1,000)
	Balance:	\$0
9999	Targeted 2014-15	\$140,894
	Action: A. Alignment of Instruction	(\$7,050)
	Action: A. Alignment of Instruction	(\$1,500)
	Action: A. Student Wellness	(\$12,600)
	Action: A. Alignment of Instruction	(\$33,000)
	Action: B. Improve Instructional Strategies/Materials	(\$37,396)
	Action: B. Improve Instructional Strategies/Materials	(\$41,698)

Laurelwood Elementary 2014-15
Single Plan For Student Achievement Report

	Action: F. Monitoring Programs & Results	(\$7,650)
	Balance:	\$0

School Site Council Membership

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

Name	Represents	Contact Info	Reviewed Plan Date
Diana Morlang	Parent or Community Member	423-1600	11/18/2014
Sabrina Rumford	Parent or Community Member	423-1600	11/18/2014
Bonnie Lieberman	Parent or Community Member	423-1600	11/18/2014
Linda Gentry	Parent or Community Member	423-1600	11/18/2014
Amanda Laughlin	Parent or Community Member	423-1600	11/18/2014
Susan Auclair	Other School Staff	423-1600	11/18/2014
Linda Varveris	Classroom Teacher	423-1600	11/18/2014
Kristin Dentone	Classroom Teacher	423-1600	11/18/2014
Robyn Alves	Classroom Teacher	423-1600	11/18/2014
Joy Shmueli	Principal	423-1600	11/18/2014
Kelly Neary (Alt)	Parent or Community Member	423-1600	11/18/2014

Total Number of Committee Members

	Principal	ClassRoom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Number of Members of each Category	1	3	1	6	

Recommendations and Assurances

The school site council (SSC) recommends this 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 Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan.

English Learner Advisory Committee

_____ Signature

School Site Council

_____ Signature

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

11/18/2014

Attested:

Joy Shmueli, Principal

 Typed name of School Principal

 Signature of School Principal

 Date

Diana Morlang & Sabrina Rumford

 Typed name of SSC Chairperson

 Signature of SSC Chairperson

 Date

Analysis of Current Educational Practice

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

All district schools participate in using a multiple-measures, standards-based approach to monitor student achievement, including teacher-designed measures, district-designed performance-based assessments, and all state-mandated assessments.

Classroom teachers utilize a wide variety of assessment strategies to monitor the ongoing progress of students on a daily basis. District assessments for elementary schools include individualized literacy assessments (Fountas and Pinnell); district writing assessments K-5 three times/year (in revision in 2011-12); math performance assessments (district-designed baseline tasks 1-5 and the Math Assessment Collaborative tasks 3-5), science performance assessments (3), and Northwest Evaluation and Assessment system (NWEA) for Title I schools. District assessments for secondary schools include common mid-terms and finals as well as math, reading and writing benchmark assessments. State-mandated testing includes CST (California Standards Tests, Norm-Referenced Tests, CMA, CAPA), Physical Fitness Testing, CAHSEE and CELDT.

Local data is sent to the district office Assessment/Evaluation Department for analysis. A wide variety of printed and electronic reports are provided to sites, including both disaggregated and group information. All data is accessible on line for principals and teachers. Curriculum liaisons and district specialists are another resource for help with performance data. Sites can request customized workshops for school staff, parents, and the community. Special reports can be ordered to address specific questions that emerge as our staff and School Site Council examine individual and group data.

Each fall, each staff does an analysis of assessment data. Strengths and weaknesses are identified and annual goals are set at each grade in English Language Arts, Math, English Learner and one site selected goal area. Grade levels collaborate and discuss student work on a regular basis. PBA's are scored and discussed. Next steps are identified based on student work and test data. For examples, assessment drives instruction and is used in the formation of small groups for guided reading. The principal meets with teachers and curriculum specialists/TOSAs to discuss best practice strategies to meet the needs of the students.

Student work and assessments are kept in evidence folders for each student in reading, writing, and math. Baseline samples and samples of progress are in these evidence folders. At the elementary level, standards based report cards are used school wide.

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

As a district and all sites, we use a system of frequent formative assessment and local benchmark assessments aligned to standards that provides timely data on students' progress in all subjects and intervention programs. Results from these assessments are used to inform teachers and administrators on student placement, students' differentiated instructional needs and progress, and the effectiveness of instruction.

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

Education Act (ESEA) in the Santa Clara Unified School District. All teachers of core academic subjects possess the appropriate degrees and credentials for the academic subjects they teach and have demonstrated knowledge and competence in the subjects they teach. All teachers are evaluated by the contracted process and timeline.

4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC):

The district provides the principal and vice-principal administrative training through the consortium at the Santa Clara County Office of Education. The district also provides targeted professional development and support beyond the administrator training program to increase the administrator's leadership skills to monitor and support the district instructional program and the Essential Program Components.

5. Sufficiency of credentialed teachers and teacher professional development (e.g. access to AB 466 training on SBE-adopted instructional materials) (EPC):

All classrooms are staffed with highly qualified teachers. Teachers of core academic subjects possess the appropriate credential, authorization or intern credential and demonstrate subject matter knowledge and competence. The school/district provides professional development for teachers in all subject areas, grade levels, special education and ELD, that focuses on full implementation of district adopted curriculum and use of pacing guides.

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

We have a comprehensive staff development program that is supported in our calendar and is aligned with our LEA plan and school plan goals. The district LEA plan process coupled with the process of the site plan supports our analysis of data to establish goals for the school year. There are many staff development opportunities provided by the district. Currently, at the elementary level, one Reading Intervention Specialist (RIS) supports 1st and 2nd grade teachers and students at every elementary site. The specialist assists with curriculum planning, materials ordering and modeling exemplary instructional strategies. The RIS provides leadership in the area of data analysis and intervention strategies for at risk readers. New teachers participate in the district's BTSA New Teacher Project and all teachers attend grade level meetings as well as district-wide professional development.

Laurelwood Elementary 2014-15

Single Plan For Student Achievement Report

Reading Recovery training is currently being provided to 12 teachers across the district. Additionally, FOSS professional development and Summer Institutes focusing on Reading and Writing Workshop to support the continued development of teachers' literacy and science expertise are offered.

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

The school/district provides instructional assistance and ongoing support to teachers of all subject and grade levels. Teachers receive professional development from content experts and work with intervention specialists to deepen their knowledge about the subject content and delivery of instruction.

8.Teacher collaboration by grade level (K-8) and department (9-12) (EPC):

The school/district facilitates and supports collaboration in order for all teachers (including specialists, special education, and teachers) to analyze, discuss and utilize results of assessment and student work to guide student placement, instructional planning and delivery, and progress monitoring at least once per month.

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

We utilize State of California and Santa Clara Unified School District adopted curriculum for all areas of instruction. Instruction is aligned to State of California and SCUSD standards through the use of District curriculum maps and pacing guides for all content areas. The District English Learner Master Plan (2008) is the guide for teachers to provide English Learners with an instructional program that includes English Language Development, access to the core curriculum and promotion of multicultural proficiency.

Teachers use differentiated instruction to accelerate student learning. Student progress toward meeting state standards in English language arts, mathematics and science is measured using a system of on-going progress monitoring.

In the area of Language Arts, the current core curriculum elementary teachers use includes the K-5 Instructional Guide for Teaching Language Arts Standards, Units of Study, Houghton Mifflin Reading California Leveled Readers, Houghton Mifflin Lectura (bilingual sites), (K) Fountas and Pinnell Phonics Lessons (2003), (1-5), Sitton Spelling and Wordskills (2006), leveled book collections, cross curricular big books, and literature books of various genre. Teachers provide a balanced literacy program and utilize district performance based assessments (Fountas and Pinnell Reading Assessment and Santa Clara Unified School District Performance Based Writing Assessment, K-5). Students are instructed whole class through mini lessons, in flexible guided reading groups and guided writing groups, one on one conferring and literacy groups through Reading and Writing Workshop. Teachers provide support to English Language Learner students using (K-5) Pearson Language Central ELD (2008) as the core ELD instructional program and, Sopris West Step Up to Writing and Santillana USA Santillana Intensive English, as supplemental instructional programs, to support language acquisition and content knowledge.

In Mathematics, the Board approved program is Scott Foresman - Addison Wesley, En Vision Math California (2009). Students are instructed in math through direct and small group instruction emphasizing a program that is rich in application and problem solving. Teachers focus upon conceptual development, critical thinking and basic skills. Intensive Intervention is provided through the use of ALEKS; a web-based assessment and learning system that allows for targeted instruction for students specific to their needs. Curriculum embedded assessments are administered in grades K-5. Student in grades 2-5 also participate in the Mathematics Assessment Collaborative (MAC).

10.Adherence to recommended instructional minutes for reading/language arts and mathematics (K-8) (EPC):

All schools in the district comply with and monitor the daily implementation of instructional time for English language arts and mathematics core program and interventions, as well as additional time for ELD for identified English Learners

11.Lesson pacing schedule (K-8) and master schedule flexibility for sufficient numbers of intervention courses (EPC):

The district/school follows the approved pacing guides and monitors the use of the adopted materials.

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

All students have equal access to the district's core curriculum. There is full inclusion of special education (including RSP and SDC), English Learners (EL), Gifted and Talented Education (GATE), Title I and Migrant Ed students. Instruction is modified, differentiated, and extended to meet the needs of all student groups.

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

These programs are implemented as designed and are documented in daily use in every classroom, with materials for every student.

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

Each underperforming students is provided an Academic Assistance Plan (AAP) in grades 2-5 and goal setting plan in grades K-1 to identify intervention and strategies to support students meeting standards. A Student Success Team (SST) process is available for students needing more intense support.

15.Research-based educational practices to raise student achievement at this school (ESEA):

Laurelwood Elementary 2014-15

Single Plan For Student Achievement Report

Reading/Writing Workshop, Balanced Literacy (shared reading/writing, guided reading/writing, leveled readers, direct instruction of spelling, phonics and vocabulary development, total physical Response (TPR), and oral language development. ALEKS individualized math program, Target meetings, assessment walls, reading recovery, and RIS are additionally supports employed to raise student achievement.

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

Family Resources: PTA/PTO, ELAC, direct donations

School Resources: School-based programs that support at-risk students include PIP, counseling, Soaring to Success, Extended Day, State Preschool, Prop 49 After School Program (YMCA), book room, library, and Healthy Play.

District Resources: The Adult Education program offers many academic classes and workshops in parenting skills, language development, and academic skills for parents of underperforming students. Homeless families are supported by the work of the homeless program liaisons. The district provides an annual Latino Parent Conference, support and training for migrant families. Parent-focused district advisory groups include the District Advisory Council, DELAC (for our English Learner population), the Community Advisory Committee (Special Education), and the Migrant Parent Advisory Council.

The district Mental Health Collaborative was started in spring 2011 and will continue to work to provide critical services to students and families.

Resources for Students: The district supports on-site library services, before-and-after school intervention programs such as Soaring to Success, YMCA Prop 49 voters' initiative, DARE, Healthy Play, Drug,-Alcohol-Tobacco Use Prevention Program.

Resources for Teachers: District staff development opportunities for teachers and instructional assistants include various workshops, site grade/department level meetings, one-on-one teacher support through ELD/Literacy Specialists and Behavior Specialists, and a number of formal and informal professional learning communities. Content for adult learning includes appreciating equity and diversity, differentiated instruction, inclusion of special education students in the general education classes, effective classroom assessment, and other content specifically designed to meet site needs.

Community Resources: In previous years, the Community Foundation Silicon Valley have provided funds for literacy K-3. A resource officer teaches the DARE program and supports the school throughout the year. Santa Clara Police Department also provides training for Code Red drills, and supports Safety Patrol at participating sites.

17. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of consolidated application programs. (5 CCR 3932):

At every site, the staff and SSC annually review student performance data and analyze current instructional programs to determine goals for the following school year. Services and activities designed to improve academic performance are established, and categorical funds are allocated based on the priority of the service of activity. School advisory committees review the school plan, provide advice on the special needs of students, and provide input on way the plan can meet those needs.

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

The following services are funded at least in part, by categorical funds and are available to any underperforming students who qualify. Services and activities needed to accelerate learning among underperforming students are determined and categorical funds are allocated based on the priority of the service or activity. Some of these may be co-funded from the General Fund, grants, donations, and other sources:

The district offers a tremendous range of categorically-funded services for underperforming students.

Special Education: A partial list includes site-based special education services, adaptive physical education, occupational therapy, positive behavioral support intervention, extended year for special education students and for students who are academically underperforming, migrant services, mental health counseling, School Accountability Review Board, and other programs to qualified students. An Inclusion Specialist supports both general and special education teachers to design strategies that facilitate inclusion. Instructional support is available for special circumstances (health, behavior, instructional needs). We have a Special Education preschool Assessment Team. Program Specialists assist with identification, assessment, and placement of students. An RSP/Special Day teacher and one instructional assistant serve special education students in a combination of an inclusion model and pull-out program. Every school has a minimum of two days of school psychologist services, providing early intervention for students at risk for school adjustment, supporting general education and special education teachers in meeting the instructional needs of students with unique behavioral and learning needs.

At Risk Populations: Select 1st and 2nd graders who are not performing at grade level are supported by a Reading Intervention Specialist weekly. Before/After school intervention in the form of literacy and math support are offered at 2nd, 3rd, 4th and 5th grade. All teachers meet with the principal 3 times a year to discuss under-performing students; interventions, target areas, and goals are established for target students who are below the line. A homeless liaison is available for academic and other support for students in transitional housing. Summer school busing is provided for Title I and Migrant students. Pre-school programs, intervention, and extended day services are available for qualified students.

19. Fiscal support (EPC):

Laurelwood Elementary 2014-15 Single Plan For Student Achievement Report

The school's/district's general and categorical funds are coordinated, prioritized and allocated to align with the full implementation of the EPCs in reading and language arts, ELD, mathematics, as specified in the Single Plan for Student Achievement