

Executive Summary

2012-2013 Ayers Elementary Single Plan for Student Achievement

During the 2012-2013 school year, the top priorities of the Ayers SPSA were to:

- provide targeted instruction to students through the use of formative assessments and data analysis, teacher collaboration, and support for small group and individualized instruction in the Learning Center and with instructional assistants
- increase the use of instructional technology in the classroom

Major expenditures supporting these priorities were:

- costs to provide substitute coverage for teacher collaboration days and professional development
- the purchase and installation of nine SmartBoards to place in all student classrooms except for Kindergarten; plans to install SmartBoards in Kindergarten classrooms in 2013-2014 will complete access to interactive teaching and learning for all K-5 students.

Plan Implementation

Ayers Elementary School has undergone a change in leadership each year over the past four years. Because of this continual change and the time required to orient and adapt to a new principal each year, the Ayers staff believes that the ability to fully implement the Single Plan strategies was compromised. Developing a systemic approach to teaching and learning requires ongoing communication, support and commitment between administration and teachers. School teams need time to try strategies, discuss challenges and successes, and determine next steps as they focus on improvement. Because of the continual changes at the site and the lack of consistent focus, many of the strategies listed in the SPSA have been partially implemented or abandoned.

While there has been inconsistent implementation of many of the instructional strategies listed in the plan, the Ayers staff has wholeheartedly embraced the need and the opportunity to grow as professionals. Teachers have worked closely in grade level teams to provide excellent instruction, and have collaborated to examine assessment data in order to adjust classroom instruction to the needs of the students. They have taken advantage of substitute coverage to analyze data and to pursue professional development. Support staff in the Learning Center and the Speech Center have utilized a variety of programs to provide Tier III support to individual students.

The staff has also demonstrated a strong interest in the use of technology to enhance and improve instruction. Pilot teachers began to utilize SmartBoards in the classroom, and found much success with their students. The Site Council approved the purchase of additional SmartBoards to provide this exciting learning opportunity for more students; however, the installation occurred after the end of the school year. There is a high priority in providing training for teachers so that they can make the best use of this equipment. There is also a high priority placed on increasing the opportunity for all students to have regular access to computers, effective software programs and other instructional technologies in order to prepare for the rigor and expectations of the Common Core State Standards.

Strategies and Activities

Teacher and student access to technology in the classroom and the computer lab has increased both staff and student engagement. It is a priority to develop and implement a technology plan at Ayers that provides optimal access to learning for all students.

The opportunity for teachers to work and learn together to improve their practice is very important to the Ayers staff. With a growing understanding of the Common Core Standards, teachers are anxious to continue attending professional development opportunities and to find time to work together in collaborative grade-level and cross-grade-level teams.

The staff is aware that a supported and focused school-wide instructional plan will be crucial to successfully improving instruction and learning outcomes at Ayers. The principal and the teachers are highly motivated and are already engaged in developing a clear instructional plan that will allow teachers and students to successfully move into 21st Century Learning, with the use of technology and the professional development of staff as cornerstones of the learning environment at Ayers.

Bancroft Elementary School Executive School Summary 2012-2013 Single Plan for Student Achievement

2012-2013 Planned Priorities:

- Increase collaboration around instructional practices, improving student achievement in Reading Comprehension, Writing, and Number Sense and creating a successful Response to Intervention program.
- Increase school wide safety including small group counseling.
- Begin implementation of the English Language Development Master Plan

Major Expenditures:

- Part time counselor hired providing individual and group counseling for socialization strategies, anger management, organizations and executive functioning skills (wait time, coping with disappointment, time management).
- Being a Writer program grades K-5. Classroom instructional materials
- Release time for teacher collaboration, professional development, Collaborative CARE team meetings, grade level symposiums,
- Professional Readings: Books: Reciprocal Teaching. Pathways to Common Core
- Professional Development days- Reciprocal Teaching for presenter, and follow up coaching days.
- Extra campus supervision

2012/13 Plan Implementation and next steps into 2013/14:

Substantially- Being a Writer materials and trainings for grades K-5

Substantially- Professional Learning Communities (PLC) - Collaboration focused on Response to Intervention (RtI) leading to small group instruction lead by teachers as well as more intensive interventions for academics and behaviors through a school wide system of supports. Curriculum Associates (CA) formative benchmark assessments were given 3 times to measure growth toward end of year standards as well as teacher made formative and summative assessments to determine progress and adjust instruction. All grade levels are providing RtI by creating schedules that allow for supports both within the classrooms, at common instructional periods within a grade level, as well as in the Bancroft Learning Center when instruction needs to be more intensive in order to close a more significant learning gap.

Fully- Hired a part time counselor who worked with students one full day per week during the 2012-2013 school year. This individual also provided consultation services with parents and teachers and attended CARE team, SST and IEP meetings. The school counselor provided practice and gave many students an opportunity to improve social skills and acquire success skills to use within the classroom. In some cases this strategy was not intensive enough. This data then helped provide increased level of support to access through district wide programs and services. Continuing services will be dependent on yearly funds and availability of personnel.

Fully- Professional development for all teachers provided January 2013 for Reciprocal Teaching strategies targeting Reading Comprehension to improve student achievement. A follow up day of coaching in March was provided giving teachers opportunity to work as grade level teams both observing a lesson with follow up consultation and professional development time.

Bancroft Elementary School Executive School Summary 2012-2013 Single Plan for Student Achievement

Reading data collected in the spring showed significant gains in all reading comprehension levels with the biggest gains occurring among students who were at below basic and basic. STAR data from 2013 reveal a decline in API with a significant drop in our ELD and SWD population. Student demographic enrollment changes in our two SDC classes reveal a high population of ELL who are also language impaired. A focus in creating more language rich opportunities for all students is a 2013-2014 focus. The Bancroft PFC is supporting a two day language development teacher.

Substantially-The Life Skills program and BEST practices for a safe school environment continued into 2012-2013. In January 2013, a School Climate and Safety Committee began to meet to review all areas of campus safety. A variety of new practices and procedures were instituted and communicated with staff, students and parents. This included locking more entrances to the school after 8:00 am, installation of 12 security cameras, locking all classroom and pod doors including exterior restroom doors during non recess times, increasing office check in procedures, only allowing teachers or staff members to open classroom doors to properly identified district staff or volunteers, and restricting campus locations to just the main courtyard just before dismissal time to parents and guardians. A Bully survey was provided to students and staff to gain insight about Bully behaviors and feelings of personal safety in the spring of 2013. This information revealed a need to address bully behaviors and to create consistent adult presence at all recreational times for students.

Key Strategies and Activities for 2013-2014:

A focus on protecting PLC time was communicated. Teachers have a dedicated PLC time every Wednesday. In 2013-2014 general education attendance goal is to improve from 96.93% to 96.75%. PD for this year will focus on student engagement strategies, vocabulary development, CCSS implementation, and technology in the instructional program. The Parent Faculty Club provides ongoing funding for five Instructional Assistants, one Language Development Teacher, a one day site tech, extra campus supervision, technology, instructional materials and supplies. SLBIG funds for 2013-2014 are targeted towards instructional materials and supplies, Print Shop, technology, campus safety and supervision, Professional Development, Teacher Collaboration, as well as supporting the school library. Through these major areas of funding and a review of student achievement data and student/staff surveys, students receive: consistent daily supervision at recreational times. Open library at every lunch period in grades 1-5. Continued RtI. Technology support and enhancements and teachers provided release days for collaboration, assessment, professional development and planning using Common Core Standards. The School Site Council approves plans and oversees expenditures for plan implementation.

Bel Air SPSA Executive Summary
2013-2014

| Bel Air Vision | Goals / Planned Priorities | Action Plans/Expenditures | Level of Implementation |
|---|---|--|---|
| <p>We strive to promote academic excellence, quality education, and students who are prepared for a diverse, global society. In order to attain success in the future children need to have the following competencies:</p> <ul style="list-style-type: none"> ▪ Oral and written communication skills ▪ Literacy ▪ Computational and problem-solving skills ▪ Skills to utilize technology ▪ Ability to work cooperatively ▪ A committed work ethic and personal responsibility for excellent citizenship. | <p>Increase percent proficient on STAR at least 10% in both ELA and Math, in order to meet State goals for AYP through Safe Harbor.</p> | <p>Extend the school day in order to provide increased educational opportunities.</p> | <p>Full Implementation All grades extended the instructional day.</p> |
| | <p>Narrow the achievement gap for major subgroups.</p> <p>MET: Overall API increased 29 points to 759, with all significant subgroups scoring within an 11 point range (748-759). All significant subgroups met the AYP target in both ELA and Math.</p> | <p>Support the quality of first, best instruction through the Professional Learning Community (PLC) model. Teachers will increase student achievement by participating in an ongoing collaborative Cycle of Inquiry process utilizing common formative and benchmark assessments to monitor student progress, and to identify and incorporate research-based instructional strategies into their daily practice.</p> | <p>Full Implementation Grade level teams met regularly on early release Wednesdays and were periodically provided half and full-release days to support ongoing collaboration with a focus on an identified Inquiry Question related to CCSS implementation. The SIG coach position supported plan implementation through direct coaching and resource acquisition.</p> |
| | | <p>Support implementation of the Response to Intervention model, providing Tier 2 and Tier 3 interventions to targeted students (during the school day and over the summer), and utilize support staff to reduce class size to support differentiated instruction (Academies, Universal Access and/or Language/ELD).</p> | <p>Full Implementation IISTs were hired for each grade level and for the bilingual program. FTE was increased for ELD Teacher. Targeted interventions began within the first week of school, and progress was tracked regularly to monitor effectiveness and to shift students based on their response to the interventions provided. Computer hardware and software was purchased to support computer-based interventions. Approx. 100 at-risk students attended the summer intervention program.</p> |

Bel Air SPSA Executive Summary
2013-2014

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| <p>Our goal is to create a safe, nurturing environment that builds character and develops life skills in all children.</p> | <p>Improve overall school climate and reduce the number of office referrals and suspensions.</p> <p>Partially Met: Acquiring accurate data is a challenge due to the inconsistency of the use of the referral system and the restrictions on data management in AERIES.</p> <p>Improve average daily attendance.</p> <p>Partially Met: Attendance rate increased from 92.58% to 94.57%, which can be partially attributed to greater adherence to the SART/SARB process. We missed our goal of 95.18%.</p> <p>Increase family engagement.</p> <p>Met: We saw a significant increase in attendance of parents at meetings and school events.</p> | <p>Implement bullying prevention workshops and assemblies, and the Peacemaker Program through <i>Soul Shoppe</i> in order to support students in communicating respectfully and resolving conflicts peacefully.</p> <p>Utilize the BEST model and Morning Meeting strategy to reinforce behavioral expectations and build community; and provide resources to promote positive behavior through the use of Bear Paws, Bear Bucks, and VIBs, with incentives.</p> <p>Increase personnel/FTE to support behavior management.</p> <p>Purchase necessary supplies and equipment to provide an organized and engaging learning environment.</p> <p>Emphasize the importance of regular school attendance at parent meetings/conferences and newsletters, and support an incentive program for perfect/improved attendance.</p> <p>Provide programs and activities that support parent involvement.</p> | <p>Partially Implemented</p> <p>Full schedule of workshops/assemblies throughout the year. Peacemaker Program provided for students in grades 3-5, as designed. Not all classes properly implemented the Class Meeting or Morning Meeting strategies.</p> <p>More consistency of reinforcement of procedures and expectations within and across settings is needed. More training needs to be provided to non-teaching members of staff to more fully support existing programs/models.</p> <p>School psychologists worked with the administrative team to increase direct support and behavioral interventions for individual students.</p> <p>All existing computer lab hardware has been updated; More equipment and training is needed in order to provide students with a classroom environment conducive to acquiring 21st century skills.</p> <p>Increased efficiency of purchasing procedures is needed.</p> <p>Increase in PTA-sponsored events; PIQE offered, with 30 graduates; Intervention Open House</p> |
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Cambridge Elementary School
Executive Summary
2012-2013 – Single Plan for Student Achievement (SPSA)
Reviewed by School Site Council on November 22, 2013

Plan Priorities:

1. Improve reading comprehension skills
2. Improve understanding of number sense concepts
3. Improve English Learner writing skills (through ELD instruction)

Major Expenditures:

Teacher collaboration and data analysis (PLC)
Teacher professional development, coaching and support
Response to Intervention (RtI) student support

Plan Implementation:

Priority 1 – Reading Comprehension

Fully Implemented

- Utilization of teacher collaboration (PLC) to develop and analyze assessments to determine focus of instruction and to form RtI groups
- Assessments including RAP and Curriculum Associates
- Purchase of informational text for reading comprehension
- Professional development, coaching and support was provided throughout the year
- Interventions provided by credentialed teachers (including Summer School, 2012)
- Buena Vista tutorial provided additional RtI (1:1) intervention (extended hours)

Partially/Not Implemented

- Learning Walks that focused on reading comprehension instruction were not implemented
- Accelerated Reader and Lexia are provided for some students
- Summer School 2013 was not provided

Barriers and Actions – Reduced funding is a barrier to the purchase of technology that supports reading comprehension. Staff utilizes collaboration time to analyze student work and create intervention groups, but lacks the time to reflect on instruction and plan lessons collaboratively. Similarly, time to develop reading comprehension lessons *and* reading skills development lessons for students at *all* levels is insufficient. Staff continues to note that vocabulary development is a barrier to reading comprehension. At the end of the school year, “Flex Time” was created to provide a standardized period for interventions to take place.

Priority 2 – Number Concepts

Fully Implemented

- Utilization of assessments and data analysis to focus instruction

Partially/Not Implemented

- Professional development did not include entire staff (Singapore Math)
- Interventions were minimal
- Homework Club and Summer School were not implemented

Barriers and Actions – Reductions in funding provided a barrier to full implementation of professional development plan. In order to mitigate the reduced funding, the math coach and math teacher leaders provided strategic training for colleagues in Singapore math strategies. A few grade levels provided short-term math interventions, targeting the prioritized math focus (number concepts). The lack of intervention groups for math makes it challenging for teachers to close the concept development gap for students. Chapter test results indicate that there is a need for small group/intervention in math.

Priority 3 – Writing Strategies (ELD)

Fully Implemented

- ELD groupings based on ADEPT and CELDT scores
- English Learner Committee provides leadership and makes recommendations for instruction and Cycle of Inquiry queries
- Systematic ELD kit implementation

Partially/Not Implemented

- ELD writing assessment aligned with Systematic ELD kits has not been developed or implemented
- ELD walk throughs were not implemented
- Writing strategies were not taught during ELD (leveled classes)

Barriers and Actions – There are no uniform Systematic ELD writing strategy assessments (or lessons). Being a Writer has been implemented K-5 during ELA. There are still gaps in skill development and it does not address writing for students at different English development levels. The district writing prompt program did not provide a scope and sequence of expected progress in writing and was not aligned with STAR or CELDT. Staff collaborated with the literacy coach to review writing curriculum and insert strategic skill lessons. Staff collaborated with the EL coach to increase the amount of writing instruction during ELD classes. Writing assessments (district prompt, CELDT, STAR) indicate the need for continued work on writing instruction.

Effective Strategies

CST cohort analysis indicates that students moved up levels. Implementation of RtI has contributed to those results. Ongoing collaboration and a focus on student results has created an environment of inquiry that raises the need for continuous reflection on teaching and learning.

College Park High School

Executive Summary

2012-2013 Single Plan for Student Achievement

Reviewed and Approved by School Site Council on December 4, 2013

Progress:

Assessments used to determine adequate progress made by students on the SPSA goals by students include: the California Standards Tests in grades 9-11 including the Early Assessment Program, (API score for the 12-13 increased by 2 points to 817); the remaining assessments that are used are CAHSEE, (pass rates for grade 10 students remain consistent at 95%), the CELDT for ELL students, Advanced Placement results; number of students in AP courses and the AP tests taken, along with other assessments. General and special staff works closely in collaborative classes for students with special needs and English language learners in transitional mainstream classes. Emphasis is placed on reviewing data at SST, 504 and IEP meetings. Data is used to understand specific needs of students, to modify, adapt and change instructional strategies, which results in a successful four-year program. Reviewing the data gives us the opportunity to target intervention in areas where our students are not making adequate progress and to develop equitable programs so that all students can succeed. Continued emphasis on data driven dialogue about student work as well as revising and adjusting curriculum as a result of review of the data is an ongoing and continuing need. This need is being addressed through the training and implementation of Professional Learning Communities. This will be the main focus for College Park in the coming years.

Goals:

The main goals for this year were to support students academically by providing opportunities both during the school day and after school. The after school tutoring for students was available on Tuesdays and Thursdays each day after school for any student needing help in any subject. The center is supported by two teachers along with volunteer students for one hour a day two days per week. Additionally, students were also served in credit recovery through a program using Cyber High. Students and teachers also benefited from furniture and equipment that was purchased that included; three classrooms received new desks to replace old and tired desks. Approximately 20 teachers received new, LCD projectors, Elmo's, and carts to be used to infuse technology in the classroom. A major focus last year was professional development for teachers in the areas of Common Core, Professional Learning Communities, and specific training in implementation of the Advanced Placement curriculum offered. This

training is a cycle of trainings that Advanced Placement teachers go through every 4=5 years. Teachers were able to attend AP institutes during the summer in Biology, Spanish, and Statistics. Additionally conferences in Leadership and Integrating Technology into the 21st century using the Common Core standards were attended by World Language teachers. Teachers also utilized sub days and overtime to work on Common Core pacing guides, PLC norms and meetings, and developing new common assessments. Naviance, a College and Career software program was purchased for our students and parents to provide a wealth of information in the selection of colleges and careers by students. The staff is being trained on Naviance and it will be implemented at the beginning of 2014.

The majority of ELL resources were used to comply with the ELL Master Plan by adding one section (.2FTE) of ELD to the master schedule to directly support and impact the class size of the higher level ELL courses. This was done the previous years and was an effective use of resources.

Additionally, teachers purchased instruction supplies for the ELL classroom, General Ed classrooms, the math department attended the Asilomar Math Conference as a department, and the computers in the ELD classroom were supported by the site tech on an overtime basis when needed.

Strategies and Activities for 2013-14

The focus for this year will be the integration of the WASC goals into the School Site Plan and the continued support of our ELD program to meet the needs of our students. Professional Development for staff in the area of Professional Learning Communities and the Common Core needs to continue to be a high priority to we can support students at all levels. This year we are planning on sending up to 15 teachers to intense professional development seminars later this year and this coming summer. Training in the use of the technology that has been purchased in the last 12 months is also a high priority and how it will be integrated into the classroom. Staff will have to decide on the delivery model for this training.

Teachers will continue to use release time and extra time for writing and evaluating common core assessments, create learning goals and to use OARS more efficiently. All teachers will meet in course alike PLC's to discuss common lesson themes, vertical planning, and identify students in need of RTI. The after school Tutoring Program will be funded and is fully operational this year.

Lastly the SSC will continue to provide governance over the Measure C facility upgrade of College Park.

Concord High School's Executive Summary SPSA Plan for 2013-14 SY

This executive summary of Concord High School's Single Plan for Student Achievement is intended to provide a quick review of information related to our plan. The CHS team has identified and aligned our support focus to the MDUSD goals in three critical areas: supporting our English learners in core subjects, implementing actions that address student attendance, and building leadership skills across the site.

Concord High School's approach to the Single Plan has been to provide a planned improvement for each department by identifying a smart goal, addressing and defining each sub-group's needs. Additionally, CHS has used our funding sources to address needs in other areas of school improvement and related expenditures are allowed under Supplemental Support Activities (SSA).

The academic program survey, like our approach with the Single Plan provided for each department to provide implementation status and any comment or actions they deemed fit for explanation.

Instructional Program

Each discipline reviewed indicates a 75-100% implementation status. English Language Art (ELA) teachers use current district-adopted textbooks. Sheltered English classes for English 1,2 uses ancillary English learner materials to support EL students. The Social Science department offers an EL course in World History and US History. Science department offers an EL course in Biology and uses various materials (adapted workbooks in Biology) to accommodate EL students. The Math department rated the Status of Implementation a 75%, due to the need of newer materials, last adoption cycle was 9 years ago. The school provides instructional materials such as textbooks. In English classes, the textbook may not be used daily but is supplemented with grade-appropriate novels or plays for which teachers provide the materials designed for universal access

Instructional Time

Again, the range was between 75% and 100% - implementation. The departments felt our school does not offer any formal remedial or intervention classes for mainstream students who are struggling in English. Support is informally offered by individual teachers. The Social Science and English departments reported the teachers utilize the Intervention & Enrichment (I & E) time to provide tutoring or additional time to assist students in need. ELD/Academic Literacy classes have this added time.

Lesson Pacing Guide

Staff's response regarding implementation averaged 75%. The English department utilizes key standards maps, common rubrics, and common grade-level lesson plans rather than day-to-day pacing guides. The Social Science department uses common and grade-level assessments as well as pacing guides amongst and between subject areas. The Special Education department offers modified pacing guidelines for SWD. The Math department's pacing guide is a work-in-progress. Math teachers compare progress regularly.

School Administrator Instructional Leadership Training

CHS staff rated this area a 75%, although they are not aware of the various targeted professional development and support provided. The principal and vice-principals attend ongoing series of professional development training sessions and meetings during the summer and other times throughout the school year.

Credentialed Teachers Professional Development Opportunities

The status of Implementation rated by teachers indicated this is fully (100%) implemented. Visual arts are all highly qualified credentialed teachers meeting the requirements of the Elementary and Secondary Education Act (ESEA). The Social Science department are all credentialed and highly qualified teachers. This is true of the Special Education department, Science department, as well as the Physical Education department teachers. All departments indicate they have fully met the CTEL or CLAD requirements through additional course work or embedded in their program.

Ongoing Instructional Assistance and Support

To be classified as full implementation the district would need to provide and monitor regular, on-going targeted professional development and support for the principal and vice principals to monitor and support the full implementation of the targets. Although the district does provide coaches and curriculum specialists, the teachers expressed the ELL training as part of the criteria did not meet the 40 hour training. They rated status of implementation between 50 – 75%. It should be noted that the majority of English teachers have attended an ERWC workshop to become certified to teach the expository reading and writing course (ERWC) for seniors. CHS has piloted the program for the district. During the program's first year, ERWC students attending DVC and scheduling a non-remedial course increased 13% from the previous year.

Student Achievement Monitoring System

Teachers expressed between 75-100% meeting this objective. The English Department is giving common assessments in reading, grammar and writing. Results are stored and analyzed using OARS. The department needs to work on having more frequent formative assessments and articulation sessions. Other departments that are giving common assessments and are tracking the results through OARS are the Social Sciences, World Languages and Fine Arts departments. The Math Department is collaborating around Algebra I data. The Social Science department uses OARS software to track and record the progress of all students. The use of common assessments amongst our subject areas helps to track results and progress as well. We use this data to drive our instruction. The special education department does not have a reading intervention class, however, some teachers use OARS to track student data and progress in the general education classrooms as well as collaborating with other departments. The physical education department uses oars to track the results of the common assessments that we give to the 9th grade classes throughout the year.

Monthly collaboration by grade level of program for teachers facilitated by the principal

English and Social Science Departments are fully satisfied with the amount of collaboration time they have, noting collaboration time for common assessments and units take longer to meet. Other departments report that collaboration time is often eroded by the administrative assignments that the departments have to work on

during their meeting times. The special education department would like increased time to meet with other departments in which they collaborate. The Physical education department is fully satisfied with the amount of collaboration time we have monthly.

Fiscal Support

Full implementation means that the allocation and coordination of district and school site general and categorical funds to support full implementation of all the EPCs. The English Department is looking for funds to be allocated to an intervention program. The Math Department's budget is not clearly articulated. The department is not told the exact amount that can or cannot be spent on materials or programs. The Social Science department is looking to use funds for an afterschool intervention program, as well as department collaboration time. Our special education department is looking for funds to support a reading intervention class of program.

Environments Conducive to Learning

Some departments consider the school to have fully implemented this objective and cite the following efforts as evidence: the Coordinated Care team, the Healthy Kids' survey taken through the English classes and behavior contracts. Other departments believe that the school has been doing many things to improve the school climate but have not been systematic or consistent in following through.

Parent/ Community Involvement

About half the departments in the school believe this objective fully implemented and cite the following efforts as evidence: Back to School night and open House, ELAC meetings, school newsletter and website and the use of HomeLink. Other departments consider this objective only partially implemented as teachers have not been provided with training on communicating with parents. There are also no outreach programs for EL students whose first language is not Spanish.

During the 2012-13 school year, one of our EL teachers was assigned a class period to help organize and identify specific need for our English learners. She has met with the Transitional Mainstream teachers to assist in providing academic language and lesson to assist in their development. Additionally, she works with the principal to design workshops to help administrators and teachers with skills to address English learners needs. During the 2012-13 school year workshops were held

Attendance Improvement Plan

2013-2014

Our plan for improving attendance has numerous aspects as part of the overall plan. We are part of a county attendance committee working with numerous agencies, including the District Attorney's office, to ad hoc ideas from various perspectives on how to improve attendance. Other actions taken are meeting with students having 6 or more period absences, phone calls to parents, Positive Behavior Team referrals, Student Success Team referrals, and working with students and their families through the Student Attendance Review Team process. We are hoping to have our attendance about the 95 percent level by the end of this school year.

Crossroads High School 2013-2014 Single Plan for Student Achievement Executive Summary

Planned Improvement I - *Percent of students at or above proficient in English as measured by CAHSEE will increase from 46% to 73%.*

Action Plan/Expenditures

- Use of OARS to collect and analyze student learning data
- Continued use of CAHSEE Prep Materials and Edge Adoption for English Learners
- Purchase of Kinsella Academic Language Toolkit student and teacher materials
- Professional Development Workshops focusing on Academic Language and Structured Student Engagement
- Reading Specialist coordinating targeted intervention group for juniors and seniors who have not passed CAHSEE English Language Arts.
- Monthly academic PLC with embedded classroom observation, coaching and modeling with district EL Coach.
- Use of EL strategies in every classroom (EDI, SDAIE)
- Release time for teacher peer observation and structured debriefs
- Positive Testing Program developed to engage students in setting targeted goals to pass CAHSEE, provide ongoing daily test preparation, and support optimal testing conditions.

Level of Implementation

- OARS use for student learning data collection is ongoing
- Full implementation of CAHSEE Prep and Edge Adoption for English Learners
- Kinsella materials purchased and in use for Semester II 2013-2014 academic year
- English/Social Studies Teacher and Reading Specialist attended November Kinsella workshop
- Full implementation of monthly Academic PLC with embedded support from district EL Coach.
- Whiteboards and supplies purchased for every classroom
- Release time for peer observation planning in process for Semester II 2013-2014.
- Positive testing program partially implemented Fall 2013 CAHSEE administration

Planned Improvement II - *Percent of students at or above proficient in Math as measured by CAHSEE will increase from 51% to 75%.*

Action Plan/Expenditures

- Use of OARS to collect and analyze student learning data
- Continued use of CAHSEE Prep Materials including web based applications
- Daily CAHSEE prep starter (Phil Gonzalvez)
- Purchase of student iPads and CAHSEE Prep software
- Purchase of Kinsella Academic Language Toolkit student and teacher materials
- Professional Development Workshops focusing on Academic Language and Structured Student Engagement
- Math Teacher coordinating targeted intervention groups for juniors and seniors who have not passed CAHSEE Math. Wednesday morning Math Games session.
- Monthly academic PLC with embedded classroom observation, coaching and modeling with district EL Coach.
- Use of EL strategies in every classroom (EDI, SDAIE)
- Release time for teacher peer observation and structured debriefs
- Positive Testing Program developed to engage students in setting targeted goals to pass CAHSEE, provide ongoing daily test preparation, and support optimal testing conditions.

Level of Implementation

- OARS use for student learning data collection is ongoing
- Full implementation of CAHSEE Prep materials including web based applications
- Full implementation of CAHSEE Math starters in daily Math classes
- Ipads and software ordered for full implementation Semester II 2013-2014
- Kinsella materials purchased and in use for Semester II 2013-2014
- Math Teacher attending course alike sessions, Common Core trainings
- Full implementation of monthly Academic PLC with embedded support from district EL Coach.
- White boards and supplies purchased for all classes. (Explicit Direct Instruction)
- Release time for peer observation planning in process for Semester II 2013-2014.
- Positive testing program partially implemented Fall 2013 CAHSEE administration

Delta View Elementary Executive Summary

The top priorities for the Delta View 2012 – 2013 SPSA were to increase the number of students scoring proficient or above in reading comprehension and number sense, to develop a more targeted Response to Intervention pyramid, and to continue analysis of benchmark assessment data. Major expenses that supported these priorities included the salaries of a full time intervention teacher, the addition of a .4 ELD support teacher, and a .2 school psychologist. Other expenditures included the purchase of Being A Writer curriculum materials and IXL and Imagine Learning student licenses. Early back and after school teacher salaries supported the extended day interventions. Substitute costs to release teachers to analyze data, designate intervention/academy groups, and plan teaching strategies to address the specific weaknesses of each group.

In the 2012 – 2013 SPSA the use of essential standards for reading comprehension and number sense were fully implemented. These standards were examined and reviewed at each benchmark. Areas of weakness were then the focus of upcoming instruction.

Our Response to Intervention plan was only partially implemented. The district training to support our implementation was never finished due to the lack of substitutes available to cover classes at Delta View on the last day of training. The sudden increase of 157 students at the beginning of the school year created a strain on the planned interventions. The intervention teacher had 3 additional classes to support. Through the use of *SIPPS* and *Rewards* data collected from students receiving intervention, it was determined that the upper grade students attending intervention were not showing growth with these two programs. The intervention teacher's schedule was adjusted to focus more on the primary grades. Upper grade teachers developed academies to help support at risk students and began to look at different strategies to support students reading comprehension with Fry phrases, fluency testing and internet based interventions.

One activity that was effective in improving student achievement began in January. The school care team started meeting once a month with each grade level to discuss specific at risk students and to determine next steps for supporting these individuals. During these meetings the growth or lack of growth in current interventions was discussed with the teachers.

To move forward the staff believes that we need to better use the personnel that has been hired to support students. We are also focusing on improving the student attendance rate from 96.2% to 96.5% by sending the Aeries letters home weekly and continuing the strategies that have been implemented in the past. A more careful examination of the daily schedule could explore alternatives to the constant rotations that have been attempted in the past. It has also been suggested that the staff needs to acquire a better understanding of Common Core. A site plan needs to be developed that assess the technology that is on site and determines a basic requirement for all classrooms. The lack of technology available to students is a concern as we begin to implement Common Core. The staff also would like to continue to develop the RTI pyramid. The three tier system will include a behavior side as well as an academic side to meet the needs of our students.

El Monte Elementary Executive Summary 2012-13 SPSA

The top priorities of the El Monte Elementary Site Plan for Student Achievement were increasing the academic growth of English Language Learner through RtI intervention/classroom interventions thereby increasing the number of RFEP students, increasing parent involvement especially of our EL students and the implementation of teacher led school wide student engagement practices based on Explicit Direct Instruction (EDI) training from the previous year. We used the Curriculum Associates Data disaggregated in OARS during our common Grade Level Team planning sessions three times per month. We also had our ELD teacher working with small groups of EL students and our Title 1 Program Specialist spending 50% of her time working with EL and other struggling students in small group intervention.

Our data from the CST STAR testing showed a decrease in both math and ELA of 29 points overall. Our EL students had the least amount of decrease (7 points) while our White students had the largest amount of decrease (45 points). This shows that our EL student interventions were at least partially successful but that our efforts for this coming year need to be balanced among subgroups. Many of our Advanced students decreased to Proficient level on the CSTs. We need to make sure that teachers are pushing students who are at grade level or above, not just focusing on struggling students. The implementation this coming year of the higher level order Thinking Maps curriculum as well as the increased rigor of the Common Core will address this concern.

Programs currently in use are Accelerated Reader (grades 2-5), SIPPS reading intervention materials (all grades), Read Naturally (grade 2-3), use of Literature Circles (book clubs) in grades 3-5 and IXL math (grades 1-5). Teachers have received extensive training in these programs but we will continue to monitor their use and the data that is collected from student performance to analyze their effectiveness.

We also believe that our decrease in attendance (the second lowest in the school district for any elementary school) had an effect on our decreased test scores. We had many students (and parents) who attended SART and SARB meetings plus the attendance letters were sent out regularly (1300 letters over the school year) yet students still did not attend school regularly or attended late/left early. An analysis showed that these were the students who decreased performance levels on the CSTs. This will be a focus for this coming year as several inter district transfers were denied at the end of the year due to poor attendance for the previous year and parent education has been increased regarding the importance of attendance.

This coming year funds will be spent to have more teacher collaboration time to discuss the Common Core and Thinking Maps curriculum and effective strategies for students who are mastering the basics. We will also continue to use the Accelerated Reader program to push students to read and comprehend at higher levels. We are doing a pilot of the Lexia Reading program for grades 2-5 to determine if this program will also

support reading comprehension and fluency. We have also implemented the Footsteps to Brilliance Reading Program in Kindergarten through a grant which includes the use of Nooks/headphones to encourage students and parents in the area of early literacy. We will expand this program to 1st grade next year as the AR program does not start formally until 2nd grade and there is a “gap” in the use of a motivational program for student reading.

Finally teachers are experimenting with block scheduling of a master RtI schedule of “Flex Groups” so that our Resource teacher, ELD teacher and Intervention Specialist can assist all grade levels in targeting student achievement in mutually agreed upon areas. These targets will be measured by a pre test and a post test to guide instruction further. Both the areas of math and ELA will be addressed in the Flex Groups.

| Fair Oaks Vision | Goals/Planned Priorities | Action Plans/Expenditures | Level of Implementation |
|---|---|---|--|
| <p>Student Achievement and Academic Support Resources Every student will receive core instruction with targeted learning opportunities, utilizing appropriate text resources, modeling tools, and multiple learning approaches.</p> | <p>ELA From 2012 to 2013, the percentage of all students at or above Proficient in English Language Arts as measured by the CST will increase from 46.9% to 89.2% The “Safe Harbor” goal is to increase the percentage of all students at or above Proficient from 46.9% to 52.2%.</p> <ul style="list-style-type: none"> • Planning focus on reading comprehension standards and skills • Formative and summative assessments and data analysis • Implement Board Language • Feldman Structured Linguistic Engagement strategies and training for other engagement strategies • Strengthen RtI model for reading intervention • Instructional Assistants for Kindergarten and 1st Grade to support early intervention • Supplemental programs (ex. Reading Counts, Bellworks) | <p>ELA</p> <ul style="list-style-type: none"> • Substitutes to release teachers for planning days (EIA) • Reading Intervention teacher to provide additional support during the day and RtI Grade level intervention (Title I, SCE) • Substitutes to release teachers for Data Analysis Days. (EIA) • Instructional Assistant schedule (Title I) | <p>2013 CST Growth Goals Not Met ELA 39.5% of student proficient or advanced in Language Arts (decrease of 7.4%)</p> <ul style="list-style-type: none"> • Two half-day planning sessions for each grade level. • Board Language implemented in some classrooms. • Linguistic Engagement strategies PD focus twice during the year. Implementation in most classrooms. • RtI Tier 2 interventions applied almost daily in all grade levels. Level of effective Implementation varies from grade to grade. No Tier 3 interventions applied. • Substitutes to release lead teachers for benchmark data analysis three times during the year. |

| Fair Oaks Vision | Goals/Planned Priorities | Action Plans/Expenditures | Level of Implementation |
|---|--|---|--|
| <p>Student Achievement and Academic Support Resources (continued) Every student will receive core instruction with targeted learning opportunities, utilizing appropriate text resources, modeling tools, and multiple learning approaches.</p> | <p><u>Mathematics</u> From 2012 to 2013, the percentage of all students at or above Proficient in Mathematics as measured by the CST will increase from 60.3% to 89.5% The “Safe Harbor” goal is to increase the percentage of all students at or above Proficient from 60.3 to 64.3%.</p> <ul style="list-style-type: none"> • Planning focus on Number Sense standards and skills • Formative and summative assessments and data analysis • Use of academic language in math content • Implement Board Math and Singapore Math strategies • Incorporate strategies to build automaticity with math facts • Intervention teacher to support upper grade students • Use of web-based interventions | <p><u>Math</u></p> <ul style="list-style-type: none"> • Substitutes to release teachers for planning days (EIA) • Intervention teacher (Title I) | <p><u>Math</u> 48.8% of students proficient or advanced in Mathematics (decrease of 11.5%)</p> <ul style="list-style-type: none"> • Singapore Math strategies implemented in 50% of classrooms • Intervention teacher supported 25 upper grade students • Web-based tutorial (IXL Math) used by 60% of students |

| Fair Oaks Vision | Goals/Planned Priorities | Action Plans/Expenditures | Level of Implementation |
|---|--|--|--|
| <p>Environment Conducive to Learning Staff, students, and parents will model and practice “BEST” and positive behavior. The behavior expectations are clear and understood by all people in all locations and during all parts of the school day.</p> | <ul style="list-style-type: none"> • Use of “BEST” strategies to support equity. • Focus on positive behavior and reward systems. • Use of RtI behavior structures to identify and monitor students with high support needs. • CARE Team to plan and implement supports for Tier 3 students. | <ul style="list-style-type: none"> • Behavior Matrix creation process to reach consensus on school wide behavior expectations (Banked time) • Regular follow-ups to Model and reteach positive behavior expectations • Monthly Honors Assemblies to note and reward positive student behavior and Perfect Attendance (SLIBG) • “Paw Prints” and “Gold Star” rewards for positive behavior (SLIBG) • Monthly CARE Team meetings • Assemblies to promote positive behavior (SLIBG) | <ul style="list-style-type: none"> • Behavior Matrix completed. We use it as a basis for teaching and modeling behavior expectations and for explaining why consequences are being applied. We also created separate Matrices for the Play Structure and the Computer Lab with expectations that are particular to those areas. • Two follow-up sessions for both cafeteria and recess behavior were held during the year. • Honors Assemblies held October through June. • Paw Prints and Student Store continued as in the past. Gold Star awards for character were given in about 50% of classrooms. • CARE Team meetings held monthly. A spreadsheet of Students of Concern was created and used for record keeping and progress monitoring. • Kaiser’s “The Best Me” assembly was held, but no contracts with other organizations (ex. Soul Shoppe) were made. |

Fair Oaks Elementary School
2013-14 Site Plan Executive Summary

| Fair Oaks Vision | Goals/Planned Priorities | Action Plans/Expenditures | Level of Implementation |
|---|---|---|--|
| <p>Technology All staff and students will access varied technologies in different ways to teach, learn and apply 21st Century skills.</p> | <ul style="list-style-type: none"> • Replace Computer Lab desktop computers with new machines • Replace teacher laptops with new machines • Create classroom mini-labs with refurbished former Lab computers • Purchase software licenses that support student learning • Employ site tech to maintain and upgrade tech profile • Purchase equipment and peripherals to maintain and repair existing and newly purchased tech equipment | <ul style="list-style-type: none"> • Purchase new Lab computers (Title I) • Purchase new teacher laptops (Title I) • Software Licenses (EIA/LEP and EIA/SCE) • Site Tech (Title I) • Maintenance (SLIBG) | <ul style="list-style-type: none"> • New Lab computers purchased and installed • New teacher laptops purchased and distributed • Classroom mini-labs not installed yet • Software licenses for ILE, ED 1 STOP, and IXL Math purchased • Site Tech in place, but budget cuts led to reducing to four hours per week • Regular maintenance done – entire tech profile operating well |
| <p>Parent/Community Engagement Parents, students, and staff will take an active role in becoming a successful 21st century learning community. The site will increase efforts to support parent engagement in the school community and school operations.</p> | <ul style="list-style-type: none"> • Family Nights and family support programs • Home-School-Home Communications • Parent volunteers • Learning at Home • Site Leadership • Spanish speaking staff and Spanish translations | <ul style="list-style-type: none"> • Family Reading Night (Title I) • Monthly Family Bulletin and flyers, frequent School Messenger calls for all types of news, classroom newsletters, progress reports, teacher conferences, surveys • Fingerprinting paid for volunteers (Title I) • Teachers inform parents of grade level skills and requirements for homework • Active parent participation in SSC, ELAC, SAC, PFC, DELAC • Resource Worker School/Family (EIA/LEP and EIA/SCE) | <ul style="list-style-type: none"> • Reading Night held. Need to plan more events like this. • Use of multiple communication modes is necessary. Plan website creation, investigate Twitter or other device based communications. • Paid fingerprint event not held. • Teachers at Back to School Night and Open House, but need to plan other parent-teacher nights • Consistent but small group of parents participates actively in SSC, ELAC, and PFC. No SAC or DELAC representatives. • Spoken and written Spanish translations readily available |

Gateway SPSA Executive Summary 2013-14

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|---|---|--|
| <p>CAHSEE Goal: 10% improvement of overall CAHSEE passing rates.</p> <p>Targeted instruction for Math and English support.</p> <p>Increase graduation rates by 10%</p> <p>-Targeted instruction for struggling students. - Provide students with additional resources to assist with credit recovery.</p> | <ul style="list-style-type: none"> -Blocked schedule for CAHSEE preparation two weeks prior to examine. -Review all CAHSEE release questions. -Provide additional online intervention resources that students can access outside of the instructional day; such as, my skills tutor to assess level of proficiency, khan academy, and revolution prep -Individual afterschool tutoring -Before and after school tutoring. -Cyber High - 0 period -Attend Diablo Valley College\Los Medanos College.-Extra credit opportunities such as leadership, community service and work experience. -Differentiate instruction | <p>Goal partially met:</p> <ul style="list-style-type: none"> -100% English CAHSEE passing rate. -Math CAHSEE passing rate decreased from previous school year. <p>Graduation Met:</p> <ul style="list-style-type: none"> - Based on student enrollment graduation goal met |
| <p>Create a positive school climate conducive to student learning.</p> | <ul style="list-style-type: none"> -Implement "Say it Straight" communication model -Utilize Best Practices for positive behavior -Conduct Weekly meetings with staff and students -Bi-Weekly CARE Team meeting -Quarterly student awards ceremony -Response to Intervention -Students actively engaged -Decrease suspension rate -Student Success Team | <p>Goal Met:</p> <ul style="list-style-type: none"> -Improved student and staff communication -Decrease in aggressive behavior -Improved student and staff relationships -Decrease in student suspension -Increase in student academic and personal support services |

Gateway SPSA Executive Summary 2013-14

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| Increase parent and community involvement | <ul style="list-style-type: none">-Monthly student newsletter-Family back to school night-Establish Parent Teacher Association-Establish collaborative relationship with Bay Point partnership and PGE.-Parent Conferences-School Site Council Meetings with parents ,students and staff-Incentive Programs | Goal Fully Implemented: <ul style="list-style-type: none">-Student Leadership-Student newsletter committee-Daily calls to parents-Parents have positive\trusting relationships with staff-PGE sponsored fieldtrips |
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Gregory Gardens Elementary SPSA Executive Summary 2013-14

| GREGORY GARDENS ELEMENTARY 2012-13 Executive Summary | Goals/Planned Priorities | Action Plans/Expenditures | Level of Implementation |
|---|---|--|---|
| Improved learning in Math | 6% growth in Math measured by results of 2013 CST's for all students | <p>Common Actions & Strategies to accomplish annual goals.</p> <p>Assessments used to identify and monitor academic progress, and to identify short term learning targets.</p> | Goal not met: 2013 CST resulted in 59.5% of students at proficient or advanced; an increase of only 0.2% for all students. |
| | 6% growth in Math measured by results of 2013 CST's for English Learners | In the spring, grade level teaching team completes a year-long planning matrixes to ensure coherence among teachers in addressing essential learnings and content standards. | Exceeded goal: 2013 CST resulted in 59.5% of students at proficient or advanced; an increase of 10% for English Learners. |
| Improved learning in Algebra & Functions | 6% growth in Algebra & Functions measured by results of 2013 CST's for all students | Teachers give timely and specific feedback to students about their work and performance. | Goal met; 76.8% of students scored above 60% ile for Algebra & Functions on the 2013 CST. |
| | 6% growth in Algebra & Functions measured by results of 2013 CST's for English Learners | <p>Flexible, leveled groups help to target instruction to student needs.</p> <p>Core curriculum is adjusted and supplemented to achieve learning goals identified on IEP's for students with disabilities.</p> | Of the ELL students who took both the 2012 & 2013 CST, 29% increased their A & F score. 50% of the total number of these students scored Proficient or Advanced levels. In 2012 63% of ELL students scored Proficient or Advanced, therefore this goal was not met. |
| Improved learning in English/Language Arts | 6% growth in English/Language Arts measured by results of 2013 CST's for all students | Student results on common assessments re reviewed and analyzed through data teams. | Goal met: 2013 CST resulted 61.2% of students at proficient or advanced; an increase of 6% for all students. |
| | 6% growth in English/Language Arts measured by results of 2013 CST's for English Learners | <p>Teachers participate in district training during the January in-service day.</p> <p>Computer-based skills programs give students extra practice and/or</p> | Exceeded goal: 2013 CST resulted in 64% of students at proficient or advanced; an increase of 36% for English Learners. |
| Improved learning in | 6% growth in Writing measured by results of | | Goal not met; 54% of students scored above |

Gregory Gardens Elementary SPSA Executive Summary 2013-14

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| Writing (Strategies) | 2013 CST's for all students | extend learning. PTA provides instructional assistants for small group practice. | 60% ile for Writing Strategies on the 2013 CST. |
| | 6% growth in Writing measured by results of 2013 CST's for English Learners | Teachers share strategies with parents for extending and reinforcing learning through at-home activities. <i>A Summer Program was not offered during the summer of 2014.</i> | Of the ELL students who took both the 2012 & 2013 CST, 50% increased their Writing, however only 25% of the total number of these students scored at Proficient or advanced, this percentage remained the same therefore this goal was not met. |
| Attendance | Improved attendance baseline of 95.18% in 2011/2012; Goal of 95.70% for 2012/2013 | Letter of verification sent weekly Letters for excessive tardies sent regularly (<i>about twice monthly</i>) School Messenger/ automatic call out for absences SART process utilized SARB Process utilized | Ending attendance rate 95.5%, an increase of 0.32%, but short of our annual goal. This goal was not met. |

Hidden Valley Elementary Executive Summary SPSA Plan 2013-2014

The top priorities of the 2012-2013 SPSA were the collaboration of teachers within Professional Learning Communities (PLC), monitoring the progress of ALL students through the lens of Response to Intervention (RTI) and developing an on-line organizational system through Student Success Teams (SST). Our area for growth will be exploring the common language presented through Marzano's "The Art and Science of Teaching". Marzano's model dovetails with the implementation of Common Core.

Teachers meet weekly in Learning Teams to gather data on students using a variety of assessments including AR (Accelerated Reader), Lexia, RAP, Board Language quizzes, Math and Curriculum Associates Practice Tests, Math Chapter tests, iReady Interim assessments and the Common Core Benchmark test. The teams then use their data to gauge student growth and plan for instruction. Interventions are given as needed. Some interventions include Universal Access where students are provided reading instruction at their specific levels. We also provide students access to Lexia, Raz Kids, IXL (Language and Math), ELD, small group instruction, one on one instruction and more. After time with interventions, if there is still concern for a student, the team discusses and submits the student for an SST to monitor even more closely, and brings the parent into the intervention process and develops a more formal Intervention Plan through the new online SST System (studentsuccessteam.org). This has been a tremendous area of growth producing over 70 SST's in a single year. The success of the new SST system has been the result of the online documentation, the monitoring of the intervention plan and the follow up SST meetings to discuss student progress with their parents. This progress monitoring has successfully nudged many parents to take a more active role in their child's education and increased the success rate of their student's improvement. We have spent more time gathering individual data through the SST process rather than looking at grade level data. Teachers have spent considerable time learning the reports that can be generated from our intervention programs. These reports guide our development and revisions for the individual student intervention plans. The online programs that provide students with extra practice, remediation and progress monitoring at school and at home are the major expenditures supporting student progress. However the staff believes that rigorous and consistent use of the Wordly Wise vocabulary program, which is a workbook format, balances out and provides variety to the learning experience. The program began in grades 4&5 and is now being implemented in grades 2-5. Students continually reference and use the Wordly Wise words across all settings

At the end of the 2012-13 school year all grade levels met with the principal to review the SPSA goals. It was decided in June that Reading at Grade Level would be the common goal for all students at all grade levels. All grade levels except Kindergarten agreed to pilot the new iReady Materials for Reading Instruction developed by Curriculum Associates. The teachers have found the materials challenging and they require a greater depth of knowledge. The common core uses the acronym of DOK to identify the Depth of Knowledge that is required for specific tasks.

School Climate has remained a focus for Hidden Valley for the past four years through the implementation of Soul Shoppe Strategies. “I –Messages, Clean Ups, Full Balloons, Peace Paths, are the common vocabulary that was the goal of the School Climate Committee four years ago when we received a grant for \$5,000. Today this funding is continued through the shared funds from this SPSA and the Parent Faculty Club. Students are more responsible and responsive to their peers and the adults on campus through this common vocabulary and the common practice of reporting which is part of this program. Visitors to our campus and substitute teachers frequently comment and complement the behavior of our students.

Our attendance improvement plan for 2013-14 continues to include individual student incentives as well as class incentives for perfect attendance. The most popular incentive is when the entire class has perfect attendance for the number of days necessary to spell “Perfect Attendance”. Their reward is an extra recess with the principal – a healthy alternative to the previous popcorn party. Our attendance has remained high for the past three years from 2010 – 2013, rates of 96.12% to 95.66%, to 96.27%, but we are still below the district goal of 97% which remains our goal.

In Summary:

As stated by one of our teachers

“I think we've planted the seed and are on our way. We collaborate among our grade levels extremely well. Our RTI has grown over the years and I now feel we have things in place that parents can resource at home to help their children improve. I think we need to work more on EDI and expanding our thinking, especially with the new common core. Some standards are leaving and some new ones are entering. We are searching for the best way to teach these new standards.”

Highlands Elementary School Evaluation Summary Extension Plan

November 22 & December 2, 2013 – Site Council

Upon reviewing the 2012-2013 School Year assessment data, students in grades three to five showed steady growth in reading comprehension and number sense. Additionally, students in grade two also showed steady growth in number sense. Our areas in need of improvement were reading comprehension in grade two and writing among all grade levels. Due to the increased rigor and in-depth analysis of English language arts, mathematics and writing, our three main areas of improvement; reading comprehension, number sense and writing, are in alignment with the demands of the Common Core State Standards. As a staff, we will take the following steps and work together to prepare our students for college and career readiness.

In order to plan for the 2013-2014 school year, we are continuing to evaluate what our students need to be prepared and what skills they will need to enter the 21st century work force. We are researching the alignment of practices to the demands of what our students need to learn, for example, how to raise students' reading lexile levels to meet the demands of Common Core Assessments.

The extension of our Single Plan for Student Achievement (SPSA) will include shifts in text complexity, critical thinking analysis in English Language Arts (ELA) and math as well as writing. We also need to increase the technology skills of our students and our teachers. We need to increase the depth of knowledge in all academic areas.

This plan will be achieved by bringing effective practices to scale (Continuum of Grade Levels). Teachers will need assistance with professional development and collaboration including assessment monitoring, progress monitoring, and communication across grade levels. We also plan to offer parent education regarding assisting their children in achieving the Common Core State Standards by accessing available web-based programs at home.

We plan to continue and build on our alignment of core classroom instruction and our Response to Intervention (RTI) program (during and after school) to support our on-grade-level-instruction, remediation and acceleration.

Ongoing data-analysis will allow us to monitor our growth areas and our successes. Software that has been successful for school wide response to intervention has been Lexia,

Highlands Elementary School Evaluation Summary Extension Plan

November 22 & December 2, 2013 – Site Council

Imagine Learning, Accelerated Reader, and Read Naturally. In class we are using Singapore Math, Common Core Board Math, Board Language, Language!, and Ready Common Core. Our staff will continue to attend professional development opportunities to advance our strong core instruction in alignment with Common Core State Standards.

We acknowledge perfect attendance by trimester acknowledge and celebrating year-long perfect attendance. We will continue to inform parents about the importance of attendance in our monthly newsletters, and parent conferences.

Respectfully submitted by:

Dr. Vicki Eversole, principal

Kathy Young, fourth/fifth special day teacher

Carol Koby, resource teacher

Kasey Rovere, third grade teacher

Joann Magleby, Kindergarten teacher

Lisa Lane, parent

Kathleen Carey, parent

Alyse Conti Lustig, parent

Victoria Gonzalez, ELAC parent representative

Christine Flinn, parent

Horizons 2013-2014 Single Plan for Student Achievement Executive Summary

Planned Priority I - *Percent Passing the CAHSEE in their 10th grade year will maintain at 100%*

Action plan and continuing work

- Individualized educational goals written and revisited for each student
- Academic vocabulary explicitly taught
- Novels used as supplementary texts for English coursework
- Staff attend Art & Science of Teaching Training and pass along training to colleagues
- Use of OARS to collect and analyze student learning data in order to continue to maintain and improve CAHSEE scores and prepare students to score well on the Smarter Balance exam
- Use of OARS to create common assessments
- Continued use of CAHSEE Prep Materials
- Professional Development Workshops focusing on Academic Language and Structured Student Engagement
- Positive Testing Program developed to engage students in setting targeted goals to pass CAHSEE, provide ongoing daily test preparation, and support optimal testing conditions.
- Teachers attending Common Core training – through District and county
- Cyber High as additional instructional opportunity for students
- Professional Development opportunities for teachers around Common Core and curriculum design
- Technology infused instruction during weekly meetings
- Common Core planning meetings

Level of implementation to date

- OARS use for student learning data collection is ongoing
- Full implementation of CAHSEE Prep
- Common assessment program partially implemented Fall 2014 CAHSEE administration
- Academic vocabulary explicitly taught with full fidelity weekly
- Have teachers equipped and trained regarding technological resources that enhance instruction and are Common Core aligned by year end.
- Common Core planning meetings scheduled and time allotted for teachers to look at current curriculum and adjust as needed

Planned Priority II - *Percent Passing the Math section of the CAHSEE in their 10th grade year will increase from 87% to 100% and remain*

Action plan and continuing work

- Individualized educational goals written and revisited for each student
- Continued use of CAHSEE Prep Materials including web based applications
- Staff attend Art & Science of Teaching Training and pass along training to colleagues
- Use of OARS to collect and analyze student learning data in order to continue to maintain and improve CAHSEE scores and prepare students to score well on the Smarter Balance exam
- Use of OARS to create common assessments
- Professional Development Workshops focusing on Academic Language and Structured Student Engagement
- Use of Khan Academy
- Release time for teacher peer observation and structured debriefs
- Positive Testing Program developed to engage students in setting targeted goals to pass CAHSEE, provide ongoing daily test preparation, and support optimal testing conditions.
- Cyber High as additional instructional opportunity for students
- Professional Development opportunities for teachers around Common Core and curriculum design
- Technology infused instruction during weekly meetings
- Common Core planning meetings

Level of implementation to date

- OARS use for student learning data collection is ongoing
- Full implementation of CAHSEE Prep materials including web based applications
- Weekly Math lab scheduled
- Math Teacher attending course alike sessions, Common Core trainings
- Common assessment program partially implemented Fall 2014 CAHSEE administration
- Academic vocabulary explicitly taught with full fidelity weekly
- Have teachers equipped and trained regarding technological resources that enhance instruction and are Common Core aligned by year end.
- Common Core planning meetings scheduled and time allotted for teachers to look at current curriculum and adjust as needed

Planned Action III – Post-Secondary Preparation

Action plan and continuing work

- Students arrive to meetings regularly, on-time, prepared, and professionally dressed
- Student and parent use of Horizons website in regards to college and career exploration
- Professional Development workshops focusing on college & career choices offered to students
- DVC enrollment workshops
- Field trips and speakers to support post-secondary educational and vocational opportunities
- Work Experience course available that assists in getting jobs/ internships and helps students write resumes, cover letters and receive interviewing tips

Level of implementation to date

- Students arrive to meetings regularly, on-time, prepared, and professionally dressed – students not adhering to expectations are warned through parent/ teacher meetings, SARB process, and follow-up administrative meetings to determine the best placement options for students
- Expand student and parent use of Horizons website in regards to college and career exploration by providing them more opportunity to hear about our website and use computers while on-site
- Professional Development workshops focusing on college & career choices offered to students on ongoing basis and scheduled as-available
- DVC enrollment workshops held twice a year and staff representative attends to assist students
- Field trips and speakers to support post-secondary educational and vocational opportunities scheduled multiple times yearly
- All Seniors complete a college, career checklist prior to graduation
- Work Experience course advertised and available on weekly basis

Meadow Homes Elementary School
SPSA Executive Summary 2012-2013

Plan Priorities

Ongoing use of assessments and data to measure student progress towards schoolwide goals, and to create Response to Intervention groupings.

Focus on Common Core State Standards in Literacy and Lesson Study sessions and in data analysis sessions and a schoolwide focus on writing

Inclusion of integrated language arts/science instruction and visual and performing arts/literacy

Major expenditures supporting these priorities included hiring of consultants and a Teacher on Special Assignment to provide training in in-depth data analysis and Common Core State Standards in literacy and mathematics. A computer lab teacher was hired to focus on ST Mind Math, a mathematics intervention program.

At least one teacher per grade level was trained as a lead trainer in the WRITE Institute. All classroom and intervention teachers received online access to WRITE materials.

Three additional teachers were hired to deliver instruction in visual and performing arts (Dance, Drama and art), and three for integrated science and literacy. Additional intervention teachers were also hired.

Plan Implementation

All teachers trained in administration of assessments and in data analysis to measure student progress. All teachers deliver intervention to enrichment instruction to students.

All teachers trained in Balanced Literacy strategies and in Guided Reading for intervention.

Consultants provide ongoing professional development in Common Core aligned standards and lesson delivery

Lesson Study aligned to mathematics

WRITE Institute implemented schoolwide and included in teacher evaluations

Integrated Visual and Performing Arts (Drama, Dance and Art) and Literacy instruction and integrated science and literacy instruction provided for all students through wheel day activities. (All these aspects of the plan were fully implemented).

The Response To Intervention plan began late, in November 2012, because students were being assessed for current reading and ELD levels. In response to staff input, it was decided this academic year to use June or summer 2013 data to put students in groups for RTI. As a result, only students new to the school had to be assessed at the beginning of the school year, allowing for the earlier formation of RTI groups. (This was partially implemented in 2012-2013).

New assessments were not purchased for language arts or mathematics because it was deemed prudent to wait and see what the district would purchase so that the school could be aligned with district requirements for assessments. The Leadership Team also felt that new assessments were not yet as closely aligned to the Common Core standards as they would like them to be, and for that reason it was decided to wait to purchase these. (This was not implemented).

The data used to determine whether or not our efforts had been successful included CST scores, RAP and ADEPT scores and student reclassification data. Meadow Homes' API scores increased by 17 points and the school made its AYP safe harbor target in mathematics, but not in language arts. We also did not reach student reclassification (RFEP) targets.

Strategies and Activities

Consultants and Teacher on Special Assignment were hired to provide Professional Development on the use of data to guide instruction and intervention. While it was useful to look at Curriculum Associates data to glean a general sense of students' progress, it was decided for the following school year to focus on a more in depth look at disaggregated student performance so as to be able to provide more targeted intervention and instruction. For this reason we decided to create data walls showing the progress of each student.

Lesson Study in mathematics Professional Development was provided to all teachers. The school purchased Common Core aligned supplemental mathematics materials, assessments and games to teach mathematical concepts.

WRITE Institute training was provided for all teachers, on site trainers were in place, and site licenses were provided for all users of WRITE.

Teachers were trained in techniques and strategies of Balanced Literacy, including Read Alouds, Running Records, Shared Reading, Anchor Charts and Comprehension Strategies.

There was ongoing acquisition of non fiction materials and content based materials for science and visual and performing arts.

Focus on increasing classroom libraries and shared libraries for guided reading.

The literacy interventions and deep focus on Balanced Literacy techniques were not reflected in significantly increased language arts scores. We decided to continue with this approach, more closely aligned to Common Core standards and lesson planning, as well as to focus on English Language Development. Students in grades four and five who were receiving instruction in National Geographic REACH replacement curriculum showed more than a year's growth in six months. Balanced Literacy strategies would be applied to this curriculum.

Since the introduction of the new enrichment schedule, student attendance has improved.

Parents are made aware of the importance of student attendance at Back to School Night, and at ELAC and Title I meetings. In addition, this is an area of constant focus in the school newsletter, parent/teacher conferences and teacher workshops. For students who are habitually late or absent, the school secretary calls home and SART or SARB meetings are scheduled.

2012-2013 Single Plan for Student Achievement

Reviewed by School Site Council on November 13, 2013

Plan Priorities:

We are continuing to focus on the following four strategies to insure continuous student academic growth and improvement:

Strategy 1: Monitor academic performance through common grade level assessments.

Strategy 2: Maintain professional collaboration through grade level meetings and staff development.

Strategy 3: Improve Instruction in English Language Arts and Mathematics by implementing strong first instruction based on the Common Core State Standards.

Strategy 4: Reach all students by providing consistent, systematic English Language Development (ELD) instruction for all English learners and Response to Intervention strategies.

Academic Achievement Data:

Monte Gardens experienced a slight drop in our API score from 931 to 928. We were able to meet our targets for growth for all significant subgroups. All of our grade levels have been able to meet benchmarks on our benchmark assessments.

Major Expenditures:

- Release time for teachers to work collaboratively on reviewing student assessment data and calibrating classroom academic expectations
- Professional Development for teachers during Wednesday early release and mid-semester nonstudent day.
- Curriculum materials to implement supplementary materials to support common core standards-Singapore Math, Being a Writer, Wordly Wise at grade 5, computer software.
- Technology Support-
 - Classroom technology-Replaced 6 teacher laptops and administrator lap top
 - Instructional Assistant for the Computer lab
 - Software for the computer lab
 - Projectors and replacement bulbs for the computer lab

Plan Implementation

Professional Learning Community

Our plans for teacher collaboration have been fully met. Teacher collaboration has remained a top priority at Monte Gardens. In addition to the weekly Wednesday grade level collaboration,

grade level teams met three full days during the school year to review student assessment data using OARS, plan rigorous instruction for all students, and plan interventions for students. Teachers have utilized small group instruction within the classroom to meet student needs. At grades Kindergarten, 2 and 4, teachers implemented intervention and English Language Development instruction by sharing students. First grade and fifth grade teachers grouped students within the grade level for reading intervention. Teachers also organized before and after school interventions for students in reading and math.

Technology: We opened our first computer lab at the beginning of the 2012-2013 school year. We purchased software licenses for the Lexia and Imagine learning programs and created a schedule to allow students who needed intervention to access the computer lab. We also purchased a keyboarding program called Type to Learn, and the Big Brains program to work on math facts. We maintained the licenses for the RAZ kids program to build reading comprehension.

The School Site Council voted to create an Instructional Assistant position for the new computer lab during the 2011-2012 school year. We found that during the 2012-2013 school year we needed a position that would bring in a technology person with greater expertise, particularly in addressing troubleshooting, connecting to our server, hardware and software issues. We also anticipated the need for greater expertise with the expected site technology upgrades and additional computers planned for the site through Measure C. Our School Site Council voted to eliminate the Instructional Assistant level position at the end of the 2012-2013 school year. The School Site Council voted to create a Site Tech II position for the 2013-2014 school year to meet the need for additional technical expertise to support classroom integration of technology.

We have replaced six laptops in classrooms. We will continue to replace additional laptops that are outdated and failing. The laptops are teacher computers that are used by all teachers along with LCD projectors and document cameras. We are continuing to develop our technology foundation with the planned opening of a second computer lab this year, replacing outdated laptops/desktop computers and updating software. We are developing a technology committee to plan for future technology needs.

Supplemental Curriculum:

We have provided additional support for instruction in Common Core State Standards by purchasing and providing support to teachers in using the Singapore Math materials. Teachers have been trained to provide leadership in using the Singapore Math strategies and have shared those strategies with other teachers during staff development sessions. An additional Being a Writer kit was purchased by the Parents' Club so that all teachers are able to implement this program.

Professional Development:

Teachers participated in staff development at the site on Common Core State Standards, Singapore Math and Being a Writer. Grade level representatives attended district symposiums for their grade level and brought the information back to the whole staff at faculty meetings and grade level collaboration meetings.

Response to Intervention:

A team of teachers attended the Response to Intervention Academy and brought information back to the staff. A schedule was established and every 3-4 weeks an expanded team met with each grade level to discuss students of concern and to suggest solutions and interventions. We documented the school-wide academic and behavior interventions that we have in place and made plans to develop a matrix of expectations for students and staff.

English Language Development:

Teachers provided English Language Development within their own classrooms. Some grade levels shared students to provide leveled groupings. The ELD Support Teacher and coach met with grade level teams to share strategies and use of the ELD kits. The ELD coach modeled lessons for Kindergarten teachers. This year teachers have initiated a “Walk to Language” 30-minute period and are exchanging students so that students can be grouped by level for English Language Development(ELD) and English Language Arts intervention (RtI).

School Climate, Safety and Attendance:

We implemented Kidpower and the Kaiser Peace Signs program as well as Second Step lessons to build student safety skills, conflict resolution and social skills. Follow up lessons have been provided in the classrooms. This year we have two JFK Counseling Interns paid for by our Parents’ Club to support students. Our CARE team meets weekly to review student needs and plan for interventions. Our expanded CARE team/Response to Intervention meetings are scheduled monthly to support students at all grade levels.

We maintain strong communication with parents through regular newsletters, email blasts and school messenger calls as well as meetings with our Parents’ Club, School Site Council and English Learners Advisory Council (ELAC). We provide many ways for families to be involved in our school through numerous volunteer opportunities in classroom centers, the library, landscaping committee and numerous fundraising and school spirit activities.

We have maintained a high level of student attendance 97% and continue to monitor student attendance closely. Student attendance issues have been addressed through letters, SART meetings and visits by the Child Welfare and Attendance Worker. Excellent attendance is celebrated with certificates and notices in our Parent Newsletter.

Mt. Diablo Elementary School
Executive Summary
2012-2013 Single Plan for Student Achievement

Priorities

The priorities of the 12-13 single plan were to establish and design grade level RTI systems within the school day and to identify and use technology to support student academic needs from intervention to enrichment.

The major focus which sustained these priorities was collaboration time to allow grade levels to analyze how the master schedule could be adjusted to provide intervention and support for students. Instructional software targeting math and ELA was purchased and used by grade levels to address student gaps. These included Lexia, IXL, and MoreStarfall. Support personnel were enlisted in delivering or supporting interventions. By utilizing the Library Media, PE, Music, and Resource teachers, and Computer Lab Assistant, primary grade reading intervention teachers and grades 4-5 intervention teacher, grade levels were able to group students for re-teaching activities. Students who did not need intervention support participated in enrichment activities.

Plan Implementation

Fully implemented strategies: Teachers use Curriculum Associates benchmark assessments to analyze student performance and to identify focus standards which provided instructional focus between assessments. Teachers use OARs data to reflect on student performance and support discussion about instructional practice. Grade levels determine how to deliver intervention in a way that best suits their students and the teacher's understanding of student needs.

One of the strongest resources at MDE is the parent community. The relationship of the PFC and parent volunteers and the school is fundamental to success the school has and the positive student climate. Parents participate in planning and funding multiple activities that support a broad spectrum of student learning from academics to behavior to enrichment. The PFC has been instrumental in providing technology in classrooms: laptops, elmos, and LCD projectors. They produce communication tools for the school: weekly eNews to parents, Monthly Principal's Message, the school and PFC website and PFC facebook. Parents have supported safety at school through Parent Patrol, earthquake preparedness materials and protocols.

Partially implemented strategies: The staff was able to create an intervention schedule for the 12-13 school year. However, the teachers felt it was inadequate to student needs and should be expanded. The stated goal at the end of the school year 2012-13 has been to increase the number of intervention periods each week. All teachers use OARs and participate in Curriculum Associates assessments, the information resulting from using data and other formative assessments target student needs. The practice has not been fully implemented among the staff. The staff needs better collaboration, training and communication from the district level in

order to develop collaborative assessments. Finding enough collaboration time during the regular day continues to be challenging. The use of instructional software still needs to gain more strength throughout the school community. Teachers are able to have students use programs during computer lab time at school, but are not as successful in having students use programs at home to support skills practice.

Strategies and Activities

Using benchmark assessments and focus standards proved to be most effective to support student achievement. While this strategy was initially met with some resistance, most staff now feel that these assessments and the resulting data analysis have been helpful to target instruction and effect student outcome. Although our API scores went down a small amount this year compared to last, the school as a whole still performed well over 900 in the 2013 STAR test. The staff will continue to work on the use of data resulting from assessments.

RTI as a system needs adjustment. The grade levels plan to increase intervention times. Grade levels have always been willing to share materials and effective lessons with their colleagues. The staff continues to grow into the idea of all students being the responsibility of all teachers. The desire for more collaboration time underscores the dedication the staff has to embrace PLC tenets. The commitment to student achievement and growth is evident in our students' performance.

The imminence of Common Core is becoming the focus of the staff. We are fortunate to have an improved access to technology and a strong parent community willing and eager to expand the use of technology at the school. The school's Technology committee has taken the lead in researching and identifying teachers' technology needs. The staff is invested in improving student performance and instructional strategies and designs evidenced in Common Core.

Mount Diablo High School
Executive Summary
2012 – 2013 Single Plan for Student Achievement

Plan Priorities:

- Use first best instruction strategies, including EDI, and collaboration in the creation of common formative assessments, to improve the ability of our students to read academic texts at grade level.
 Related expenditures: technology, supplemental curriculum, professional development
- Use first best instruction strategies, including EDI, and collaboration in the creation of common formative and summative assessments, to ensure all of our students pass Algebra I.
 Related expenditures: technology, supplemental curriculum, professional development

Plan Implementation:

- All teachers have been trained in EDI strategies. Effective use of student engagement strategies is evident in almost all classrooms.
- Purchase of more OARS Scanners, dedicated computers, and printers has increased teacher ability to use assessment data to target instruction by student by standard.
- Purchase of supplemental curriculum has expanded teachers' ability to expose students to expository text.
- Professional development has augmented teachers' ability to prepare students for college, career, and civic responsibility.
- School-wide emphasis on collaboration with one of four monthly meetings dedicated to course alike meetings to provide time to create common formative assessments, common summative assessments, and pacing guides all aligned to the CCSS (Common Core State Standards).

Data:

- MDHS API gained 10 points, going from 669 to 679.
- Two subgroups met their targets: Hispanic students, who make up 56% of our student body, and Socio-Economically Disadvantaged, another large majority of our student body.
- CELDT: 375 English Language Learners tested, 22 students were reclassified in 12-13.
- In 2012, 33% of our students scored at proficient or advanced in English Language Arts on the CST. In 2013, 36% scored at proficient or advanced, a three percent gain.
- However, in 2012, 9% of our students scored at proficient or advanced in Algebra 1 on the CST. In 2013, only 7% scored at proficient or advanced, a two percent loss.

Attendance:

MDHS has a comprehensive attendance plan, crafted by Ms. Melissa Brennan. The purpose of the attendance plan is to:

1. Improve student learning by increasing the amount of time students spend in class
2. Enhance district revenue by increasing ADA

The MDHS attendance rate for the 2011 – 2012 school year was 91.07%. Due to the skillful execution of the plan, Mount Diablo's attendance rate average for the 2012-2013 school year was 93.18%, increasing the attendance rate by 2.11% and reaching the attendance goal set for the 2012-2013 school year.

Strategies and Activities:

A variety of strategies were effective in improving student achievement.

- The use of EDI on a school-wide basis continues to reinforce our school-wide expectation that all students will read, write, listen, and speak in every class, every day. Teachers have incorporated these research based effective strategies into their daily practice.
- The implementation of RTI and the creation of the RTI pyramid of interventions have ensured that teachers are thoughtfully reflecting on their instruction and are creating systems to support students who need more targeted intervention.
- The school-wide academy model has allowed teachers to work together to support their students across subject areas. All five of our academies have a student support plan in place for tutoring.
- We continue to work on finding methods to provide interventions throughout the school day.

Evidences supporting the positive impact of the strategies are the walk through protocol data, Common Formative Assessment Data, attendance data, and graduation rate data.

Strategies deemed ineffective were:

- Math Department: "I Can Learn" computer program for Algebra I. The program did not meet the students' needs and its platform allowed students to access extraneous content.

Executive Summary for the SPSA

Mountain View Elementary

November 18, 2013

We are most proud of our API gain this year of 17 points. This brings our API to 825. The sub groups that have shown the most growth are:

| | | |
|-------------------|-----------------|---------|
| African American* | 24 point growth | now 761 |
| Hispanic | 37 point growth | now 781 |
| White | 11 point growth | now 843 |

Our areas of concern are groups of student that fell below a growth pattern. These include:

| | | |
|--------------------|---------------|---------|
| Asian* | 23 point loss | now 865 |
| Filipino* | 25 point loss | now 891 |
| Two or more races* | 42 point loss | now 855 |
| SWD | 42 point loss | now 652 |

*Denotes not a significant group

We attribute these gains to not one thing but to many things that are happening to support our students. Our priorities for the SPSA were to address the needs of our English Language Learners, our Response to Intervention and our goals for Behavior Expectations. Our work included purchasing Imagine Learning that was used for our English Language Learners. This program pretested students and then guided them through the program based on their individual needs. We also embedded common ELD time. All students in grades 1-5 rotate for Language Development. Our English Language Learners go to groups of cross grade level students based on their level. Our English Only students get oral language development time during this rotation. Our Music teacher, librarian and principal take a common group to English Only students in fourth grade to do extension activities around language. The success of this has been based on the teachers working together to meet the needs of all students for this 30 minute block of time. Our kindergarten teachers worked to switch students in language based activities.

We purchased IXL to support students in their mathematics. Students can access this program at school or at home to get more support in math. We also purchased Ed1Stop. This County Office of Education program helps supports support instruction in many different ways.

Teachers can access video clips to help support their instruction. We purchased AR reading program. This program has been used at Mountain View for many years. Many students enjoy the challenge of reading, taking a comprehension assessment. The teachers like the leveled reading support it gives students. We finished our purchasing of amplification systems for each of the classrooms. This supports all students as they are able to clearly hear instruction. Students also enjoy speaking or reading in the microphone so all students can hear.

We have provided substitute release time for teachers to work on Data Analysis both as a cross grade level and in grade alike groups to analyze data several times a year and plan for instruction based on the data results.

We have also purchased a couple more LCD projectors, document cameras and LCD bulbs so all school personnel have what they need and we have a supply of bulbs when one runs out.

We worked as a staff on common expectations for behavior in different areas of the school based on our rules Be Safe, Be Respectful, Be Responsible and Be Kind. They were made into large signs. These were posted into visible places around the school. We have talked about and are using the verbiage "The Mountain View Way" to define our expectations of all students.

Our attendance goal for 2012-13 was 96.2%. This was determined by the actual attendance rate for 11-12 was 95.86%, Our actual attendance rate for 12-13 was 96.16%. The district average rate for 12-13 was 96.13%. We currently practice recognizing attendance at each trimester with a "charm" for students' recognition necklaces. We also put the names of these students in a newsletter. This year we plan to recognize them at a recognition assembly and give them a charm. We are setting our goal at 96.6%. Our intent is that through the recognition assemblies and more efforts made to bring students to SARB and SART, we will improve our actual rate of attendance.

Our areas of concern regard the groups that fell in their API scores. Our Asian group, while not significant in numbers for reporting purposes declined from a group of 21 students to a group of 15 students. Our SWD, Students with Disabilities, group saw a small increase in size from 75 students to 79 students. The other groups did not change with any significance. We plan to look at ways to address the needs of these students as we move forward.

One area we want to pursue this year is to find more way to extend learning opportunities for students that are ready. We will need to discuss how we can do this during the school day. Technology may be an area to address these needs.

We are proud of the accomplishments we have made working with our students. This was done through the hard work of teachers and support staff, willing students and supportive parents.

Northgate High School 2012 – 2013 Executive Summary of the Single Plan For Student Achievement

Executive Summary:

DATA: The Northgate Single Plan for Student Achievement was created analyzing data from a number of sources to inform our decision makers to where we should target student improvement:

DATA Sources for Single Plan:

- **California State Standards Test/EAP Exam**
- **CAHSEE or State Exit Exam**
- **Grades and Progress Reports in Northgate Courses**
- **Successful Reclassification for English Language Learners**
- **AP, SAT, and ACT scores of Students**
- **WASC Report and Recommended Improvements**
- **Northgate Strategic Plan**

Results of Data Analysis and Plan Priorities:

Following an analysis of the data the following priorities were identified in the plan:

- We had a number of students in Algebra I and English I who struggled to succeed in these courses and on the state standardized tests. We continued our strategy of using site council resources to lower class sizes in these courses and to establish support classes, AIMS for the Algebra I, and Academic Literacy in the English Language I courses. In addition, we targeted peer tutors for these students in our peer tutorial program funded by the Council.
- At the end of the 2012 – 2013 the Council concluded that lowering class sizes in and of itself was not achieving the result of improving student achievement. Based on this conversation the Council recommended piloting a course in linked learning that will link Algebra I with Design Principles. The goal of this course is to make Algebra more accessible to students who struggle. We are monitoring the data of the students in this course in the 2013-2014 school year.
- Attendance Improvement Plan: The Council concluded that students who struggled in school were also the same students who were often absent and or tardy to class. To address this issue the Council approved a budget for an attendance or SARB clerk who would help track and hold accountable students with poor attendance. We instituted a multi-tier SARB program including hearings, meetings in the lecture hall with parents and students, and pro-active letters to motivate families to get students to class on time
- Common Subject Pacing Guides and Assessments: The Council supported the Strategic Plan and WASC recommendations that the school focus on creating equity in every course with a focus on student excellence. To accomplish this Northgate High has developed a professional learning community model that asks common

Northgate High School 2012 – 2013 Executive Summary of the Single Plan For Student Achievement

subject teams to clearly identify what students should be able to know and do in every course, creates pacing guides and assessments that will measure mastery of the know/do's, and creates an intervention plan to help students who do not master the know/do's to achieve mastery

- The Council approved the English Language Learner instructor plan to put I-pads in the hands of every English Language Learner identified as needing support. The purpose of the plan is to use “translator” and other “applications” for the I-pad to bridge the gulf towards mastery of the standards for the ELL student.
- The Council supported academic programs such as Mock Congress, Senior Project, JSA, Robotics, Mock Trial, and Model United Nations that will engage our students in “higher level thinking skills” and push our gifted and talented students to achieve at high levels.
- The Council supported a request by the Global Studies threaded course to partially fund an I-pad cart to infuse technology into the curriculum as a test case to gage if this practice offered a solution to help students to learn at higher levels.

Summary of Plan and Next Steps:

As mentioned throughout the discussion of the implementation of the plan many of the approved implementation steps are still a work in progress and measures on the success or failure of the plan are premature at this point. We do however note that the results of Northgate Students on the 2013 CST tests were not positive in that we did not see a substantial increase in the success of our students on these tests. We are moving forward to establish subject course standards that will clearly identify what every student should be able to know and do with common expectations of excellence in every class. And establishing common assessments that will inform our staff with valid data where are students are achieving mastery, and where they are falling short. In addition, with the implementation of the new Common Core Standards, we will witness a transition into higher level thinking across the curriculum, which must be embedded in our school wide goals and common course know/do's and assessments. For this reason we will continue with the plan established in 2012-13 and transition into the common core.

Oak Grove Middle School SPSA Executive Summary 2013-2014

| Oak Grove Vision | Goals/Priorities | Action Plan | Level of Implementation |
|---|---|--|--|
| <p>Collaboration</p> <p>All teachers will meet each Wednesday from 1:45-2:30 alternating from Department, grade level and faculty meetings. From 2:30-3:30, all teachers will meet in grade/subject-alike PLCs.</p> | <p>Grade-Alike, Subject-Alike PLC Teams</p> <p>Grade-Level Teams</p> <p>Departments</p> <p>Whole Staff Involvement</p> <p>Art and Science of Teaching</p> <p>Response to Intervention</p> <p>Common Core</p> <p>Equity and Disproportionality</p> <p>School Site Council</p> <p>English Language Advisory Committee</p> | <p>Redesigned our school's Purpose, Values and Mission Statement</p> <p>Developed a Tiered system of intervention</p> <p>Professional development on Common Core,</p> <p>Response to Intervention and our work in PLCs</p> | <p>Goal Met</p> <p>Through the use of data, teachers implement and support strategies that focus on student achievement.</p> <p>Focused conversations around data analysis, best practices, and student support</p> |
| <p>Powerful First Instruction</p> <p>Increase the number of English Learners advancing on the CELDT one level</p> <p>Increase the number of English Learners reclassified as Fluent English Proficient</p> | <p>Rigorous instructional units aligned with essential understandings and standards</p> <p>Lessons with clear learning goals and effective academic vocabulary</p> <p>Shared responsibility for vocabulary development,</p> <p>Critical reading and expository writing across the content areas (focused support for Long Term English Language Learners)</p> | <p>All teachers received a copy of Pathways to the Common Core as well as Teach Like A Champion</p> <p>Learning Walks</p> <p>Vertical articulation with feeder schools</p> <p>School Visits</p> <p>Teacher Leader Development</p> <p>Focus: Relationships, Rigor and Commitment</p> | <p>Goal Partially Met</p> <p>Specially Designed Academic Instruction in English (SDAIE) in all classrooms</p> <p>Collaborative learning activities and use of academic language</p> <p>21st-century technology integrated into classroom instruction</p> <p>Regular checking for understanding</p> <p>Professional development and coaching for teachers</p> <p>Grade level parent night to support academic expectations for all learners</p> |
| <p>Directed Intervention</p> <p>Intensive math and Reading support along with establishing consistent behavioral expectations.</p> <p>Recognize and reward academic excellence and support students in need of mentoring</p> | <p>Students take ownership of their learning by setting and working toward personal goals</p> <p>Short-term reading support classes with flexible entry and exit</p> <p>Expanded elective classes</p> <p>AIMS</p> <p>READ 180 (incl. After school program)</p> <p>Reading and Math Academy</p> | <p>Flexible Reading Groups</p> <p>English Language Development / Implementation of MDUSD ELD Master Plan</p> <p>Established First 5 Days of School behavioral expectations (School-Wide expectations)</p> | <p>Goal Partially Met</p> <p>Establishing a learning center open during the school day and after school Saturday and Summer Level Up Academy</p> <p>Peacemakers</p> <p>My Voice Project</p> <p>Developed systems of intervention Support students in Reading and math in during and after school academy's</p> <p>Student discipline has decreased and attendance averages increased from 94.34% to 94.89%</p> |

Olympic High SPSA Executive Summary 2013-2014

| Olympic High School Vision | Goals/Planned Priorities | Action Plans/Expenditures | Level of Implementation |
|--|--|--|--|
| <p>Student Achievement/Resources Every student will receive core instruction with targeted learning opportunities, utilizing technology and multiple learning approaches. Our students' educational experience will be enriched through the visual and performing arts.</p> | <p>NCLB School's Smart Goals: In 2012-2013 school year, the percent of all students at or above proficient in ELA as measured by the CAHSEE, will increase from 34% to 39%</p> <p>In 2012-2013, the percent of all students at or above proficient in Math as measured by CAHSEE, will increase from 23.27% to 28.37%.</p> <p>Priority on implementation of Common Core In Math and Language Arts. School wide, Common Assessments will be implemented to measure students' growth and adjustment to curriculum and RTI (IMPACT DAYS).</p> <p>AR50, CAHSEE, API, CST, OARS and common assessments in all academic subject areas will guide Teachers in assessment driven instruction in Math and English.</p> <p>The Alternative Education English Language Learners Policy is followed in all academic subject areas.</p> | <ul style="list-style-type: none"> • Use of Common Formative Assessments (CFA) in Math and ELA. • Focused instruction based on CFA data results. • Academic vocabulary will be front-loaded and taught in all classes. It will also be coordinated with other departments to be used across the curriculum so students have consistent vocabulary and pedagogy. • The English Department will use the strategy of a word wall so students are constantly exposed to academic language used for their class. • IMPACT Days (RTI) will be used to support student achievement. Teachers. Teachers will receive a Stipend for working during Prep-Periods. • Professional Development on Common Core and RTI • The Literacy Team; Curriculum and Instruction Team; Parent and Community Support Team; Safety Team; and Technology Team implemented to improve culture and structure of campus. • Staff development in Common Core Standards. • Teachers use a variety of highly engaging activities. • Funding Sources: EIA/SCE 3823, EIA/LEP 3825, Tier 3 Gifted and Talented 0909, Activity Supervision-After School Event 2220 | <p>Goal Met: <i>81.6% of student proficient or advanced in Language Arts (decrease of 6.8%)</i> <i>85.4% of students proficient or advanced in Mathematics (decrease of 4.2%)</i></p> <ul style="list-style-type: none"> • Use of Common Assessments 4 times a year analyzed by Departments Meetings throughout the year. • Common Assessments, Rubrics, and Intervention Letters are used in academic subjects. • Targeted instruction implemented in all classrooms. • Sheltered Classes implemented across the curriculum to support English Language Learners. • Professional Development on Common Core Standards and on RTI provided to teaching staff. • RTI schedule for (Tier 2) developed for 2013-14 school year • Students and Teachers met the departments SMART GOALS. • The district provided RTI Training and OARS Training |

Olympic High SPSA Executive Summary 2013-2014

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| <p>Community and staff will take an active role in becoming a successful 21st century learning community.</p> | <p>Technology Goals: Provide Promethean Boards (SMART Boards) in all classes.</p> <p>Professional Development opportunities for Teachers to learn OARS, Promethean Boards, V-Drive, AERIES, and various technologies on campus.</p> <p>Support and enhance the instruction and learning of the Common Core Standards and 21st Century Skills.</p> <p>Provide students the tools and access needed to be Technology Literate.</p> <p>Improve communication among all stake holders.</p> <p>The V-Drive will support efficient record keeping currently enrolled and new transfer students math and English assessments and performance.</p> <p>Use technology for new transfer students to complete Orientation materials and requirements to add additional classes.</p> | <p>Technology Plan On-going Development of the Technology Plan</p> <ul style="list-style-type: none"> • Promethean Boards Purchased in all classes. • Promethean Board? Trainings scheduled for teachers and staff members throughout school year. • Establish Promethean Boards maintenance schedules. • Professional Development for teachers on use of OARS and AERIES. • Replace Teacher laptops and update software of all computers • Purchased various applications to support instruction. • Schedule guest speakers from Technology Companies and Trades Schools. • Schedule field-trips to ATT Company and various technology companies. • 40 new Lab Tops will be purchased for students' usage to support learning goals. • Read 180 Program allows students to use technology to develop a deeper understanding of Language Arts Concepts and Standards. | <p>Goal Partially Met</p> <ul style="list-style-type: none"> • Technology plan developed and partially implemented. • Promethean Boards purchased in all classrooms. • Promethean Board maintenance has been inconsistent. • New laptops for students and staff not purchased. • Staff trained in the use OARS, AERIES and V-Drive. • Read 180 Language Arts Program and various other applications being used by teachers. • ATT field trip implemented and funding for bus provided by ATT Business. • Guest Speakers from Technology Colleges and Trade Schools facilitated workshops for students. |
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Olympic High SPSA Executive Summary 2013-2014

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|---|--|---|---|
| <p>Safety , Respect, Responsibility Collectively, we strive to embrace all individuals in a supportive environment that encourages different opinions and ideas, self-reflection, and on-going growth.</p> | <p>The number of Support Calls to the office will decrease by 20%</p> <p>Restorative Justice Program Implementation/training school-wide</p> <p>Visible School-wide Behavior Expectations posted throughout campus.</p> <p>Student Identification Badge machine purchased.</p> <p>All students will wear I.D.Badges on campus.</p> <p>Parking Lot Policy implemented and required for all students.</p> <p>Community Services Liaison (bilingual) hired part-time.</p> <p>Dr. De Noble, anti-smoking and addiction workshop for Teachers and assembly for students.</p> <p>Latino Boys Club facilitated by Dr. Rivera weekly.</p> <p>Latina Girls Club implemented by Vivica Taylor.</p> <p>Student Leadership Team facilitated by Skip Weinstock.</p> <p>Teachers will develop and implement Progress Reports to students' parents/guardians every 3 weeks.</p> | <ul style="list-style-type: none"> • <i>All Teachers posted School wide Expectations and ESLRS to give students a deeper understanding to: Be Safe, Be Respectful, Be Responsible</i> • <i>Continue implementation of the Restorative Justice Program.</i> • <i>Identification Badge machine purchased.</i> • <i>Parking Lot Policy developed and implemented.</i> • <i>Dr. De Noble scheduled in October 2013.</i> • <i>Latino Boys Club allowed to use room 32.</i> • <i>Latina Girls Club allowed to use room 32.</i> • <i>Student Leadership Team allowed to use room 16.</i> | <p>Exceeded Goal</p> <ul style="list-style-type: none"> • <i>Discipline slips decreased by 50% from previous year.</i> • <i>Student conflicts decreased on campus.</i> • <i>Increase of students on Honor-Roll, and Good Attendance.</i> • <i>Community Services Liaison (bilingual) hired.</i> • <i>Latino Boys group meets Fridays, weekly.</i> • <i>Latina Girls group meets Fridays, weekly.</i> • <i>Dr. De Noble facilitated both students' assembly and workshop for teachers and staff members.</i> • <i>Student Leadership meets on Thursdays, weekly.</i> • <i>Teachers mailed students' Progress Reports to parents and guardians.</i> |
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Pine Hollow Middle School
Executive Summary
2012-2013 Single Plan for Student Achievement

Reviewed by Site Council on November 19, 2013

Plan Priorities:

Increase collaboration between teaching teams
Build positive relationships via increased student engagement during instruction
Use of data to drive instructional decisions and lesson planning
Update aging classroom technology

Major expenditures:

Wordly Wise vocabulary development curriculum for all grade levels
ELD 3-D curriculum for Reading Success and ELD classes
Classroom technology (teacher devices such as IPADS, updated LCD projectors & Document cameras, updated classroom computers)
Lunchtime and after school tutoring by teachers (hourly rate)
Release time for teachers to work collaboratively on lesson plans that incorporate increased student engagement, increased academic rigor and higher level critical thinking; development of learning goals and proficiency scales

Plan Implementation:

Fully- Supplemental curriculum for vocabulary & language development
Curriculum & Associates common assessments
Classroom technology
Tutoring

Partially- Highly engaging instructional strategies
(teachers are learning & implementing new methods;
professional development opportunities provided)
Collaboration between teaching teams
(master schedule limits common prep times, Wednesday
afternoon time re-designed to better support site needs)
Consistent use of data to drive instructional decisions
(teachers increasing knowledge and use of OARS, data
review from Curriculum & Associates less informative than
anticipated)

Not implemented-

Common baseline rubrics for all Special Education students
(wide disparity in academic & cognitive abilities made this
impractical; two of the four self-contained classes developed
ability-based grouping program instead; the other two
classes worked independently on individual student goals)
Reading Comprehension curriculum for SPED students
(not purchased due to budget restrictions)

Strategies and Activities:

Staff believes that rigorous and consistent use of the Wordly Wise vocabulary program for all grades during the 2012-2013 school year directly influenced the site's increase in overall API from 783 in 2012 to 807 in 2013.

This program was purchased for the 2013-2014 school year and is fully implemented across the grade levels.

Through reflection and analysis of classroom data, teachers believe that increased use of highly engaging instructional practices have benefitted student performance in all academic areas. API data by grade level confirms this with sixth grade scores increasing 17 points and eighth grade scores increasing 54 points from 2012 to 2013, noting that 7th grade scores fell slightly from 814 to 806. Analysis of 7th grade data does not yet provide a clear indicator to explain this reduction; it is clear that our Math AYP was met only through safe harbor and that three of our significant subgroups in 7th grade decreased their performance in math.

Teachers will continue to use release time for collaboration to identify essential Common Core standards, create learning goals, use OARS for test creation and data analysis, and share lesson plans that incorporate highly participatory student engagement strategies. Our goal is to have focused and engaging classroom instruction become the norm throughout the site; teachers will continue to attend professional development opportunities that support increased engagement, rigor and the transition to 21st Century learning skills required by the newly adopted Common Core standards.

Another component from this professional development is building positive relationships between staff and students. Staff recognizes that students who are engaged in their instructional environment are more likely to attend school regularly. Our attendance improvement plan for 2013-2014 includes working with families when we have attendance concerns and linking families to district supports when appropriate. Our attendance has increased steadily over the past 3 years, from 96.44% in 2011-2012 to 96.72% in 2012-2013; our attendance goal for the current school year is 96.92%, an increase of .20%.

Professional development will continue to support teachers ability to provide first best instruction as the initial step in the site RTI program. A team of teachers from each academic discipline is attending the 'Art and Science of Teaching' workshop series; that team is leading their peers in review of the 'Becoming a Reflective Teacher' book that is used in that training. All teachers have been provided with a copy of that book for site study & implementation of these topics.

Plan Priorities 2012-2013

The Pleasant Hill Elementary School focused on several areas of importance in regards to curriculum and school climate. With the upcoming adoption of the Common Core Curriculum and Smarter Balance Computerized Assessments, the school site began implementing and piloting Common Core Language Arts curriculum for grades 2-5. The PHEEF (Pleasant Hill Elementary Educational Foundation) reinforced the necessity to provide a broader and richer academic experience for all students by fiscally supporting the assistants that supervise the Computer Laboratory, Reading Laboratory and Physical Education program at Pleasant Hill Elementary. In addition to curriculum support, Pleasant Hill Elementary School focused on the continuous development of the Character Education Program for all students, Kindergarten through fifth grade.

Plan Implementation 2012-2013

The Pleasant Hill Elementary teaching staff participated in District Symposium trainings that provided teaching strategies in that are in alignment with Common Core Curriculum. Students were further exposed to in-depth curriculum with opportunities for problem solving and critical thinking, and integrating learning opportunities across subjects. In response to the Healthy Children's Survey, Pleasant Hill Elementary recognized the importance of character development. PHE teachers were provided access to a wide range of Character Education curriculum designed to support the overarching school-wide Character Education Program. Monthly assemblies were held to honor and celebrate students of character who demonstrated: Fairness, Citizenship, Trustworthiness, Caring, Respect and Responsibility. Pleasant Hill Elementary School administration partnered with the PTA to provide a snack celebration for these students with the Principal after each assembly. The Character Assemblies have reinforced the importance of instilling good character traits throughout the school community.

We have seen positive results with the implementation of the class-size reduction teachers (funded by PHEEF) and the assistants that support the Physical Education program and Computer Technology laboratory. Data taken from Curriculum Associates Content Standards Practice and Mastery Tests support the intervention and enrichment opportunities available to all students at PHE. The support provided by PHEEF has enabled PHE staff to better prepare our students for the demands and rigor of the Common Core Curriculum.

Attendance Goal

Pleasant Hill Elementary has increased efforts to address tardies and trancies by holding more frequent parent meetings to remedy any pervasive patterns. Also, we have discussed the importance of the celebrating perfect attendance quarterly to reinforce positive attendance. We continue to reiterate the importance of being in school and discourage vacations during school hours.

Pleasant Hill Middle School
Single Plan for Student Achievement Executive Summary
2013-2014

RECEIVED DEC 09 2013

The Pleasant Hill Middle School Single Plan for Student Achievement reflects the three year process of the development and implementation of our Strategic Plan attached. The development consisted of an open brainstorm of multiple stakeholder groups and four main common focus areas emerged all targeted to increase academic achievement for our students.

Instruction where all students achieve to high levels is the first of our focus areas. Strategies to achieve this goal include academic support for students below proficiency and those acquiring a second language, a focus on engagement and checking for understanding strategies being in evidence daily, and full implementation of Professional Learning Communities as we adopt Common Core Standards.

We acknowledge that students need strength based supports to ensure that they are able to fully access the academic program and achieve to high levels. Our Coordinated Care Team (Care) is a critical component in our service to children and families. So far this year, we have served over 200 families and provided case management and counseling services. Site council has approved the funding of a psychologist intern and a communication specialist to support teachers and provide direct service to students. Additionally, Site Council has continued to fund the position of parent liaison to outreach to all of our families but with a targeted focus on those that are Spanish speaking. Grade level monthly meetings target those students needing additional supports. Our core values also include celebrating those students that achieve honor roll and have positive citizenship encouraging a climate of community.

Technology was an area that all stakeholders identified as a great need and has been a major focus over the last three years. In 2011, Pleasant Hill had one antiquated computer lab and the majority of the teachers were still using overhead projectors. As of this date, all teachers have LCD's and document cameras and within the next month we should have three full computer labs including one that utilizes Computers on Wheels (COWS) providing teachers with the ability to bring laptops into their classrooms accessing our new wireless capability. With the increased access to technology, Site Council has approved a new position of Instructional Assistant Technology support teachers' facilitation for increased student access.

Being a shared use site brings on many unique challenges and a focus on facilities. All stakeholders are committed to maintaining and improving the campus. Every year we benefit from the Pleasant Hill City Make A Difference Day where community members volunteer on our campus. Over the last three years we have done extensive planting to create a “Park like setting”, we further developed the Troy Spencer garden, and did general cleaning to let our students know that their community values where they go to school.

Our Strategic Plan has been reviewed and updated this year by Site Council, PTSA, and Leadership and determined that these four areas will continue to be our focus through 2014-2015.

Prospect 2013-2014 Single Plan for Student Achievement Executive Summary

Planned Priority I - *Increase number of students passing the CAHSEE in their 10th grade year and new goal to match the 83% current District average*

Action plan and continuing work

- Academic vocabulary infused in daily instruction
- Kate Kinsella Strategies used on ongoing basis in English curriculum
- Novels and selected experts from magazines, books and news sources as supplementary texts for English coursework
- Daily technology infused instruction
- Staff representatives attend Art & Science of Teaching Training and pass along training to colleagues
- Use of OARS to collect and analyze student learning data
- Continued use of CAHSEE Prep Materials and after school CAHSEE prep class offered
- Professional Development Workshops focusing on Academic Language and Structured Student Engagement
- Positive Testing Program developed to engage students in setting targeted goals to pass CAHSEE, provide ongoing daily test preparation, and support optimal testing conditions.
- Teachers attending ongoing District offered Common Core training
- Cyber High offered as additional instructional opportunity for students
- Teachers attending job-alike meetings and developing Common Core lesson plans
- Strong emphasis on project-based learning and cross-curricular activities
- Weekly science labs that incorporate writing assignments and presentations of findings
- Cross-curricular activities facilitated on regular basis and block scheduling to support activities
- Daily after-school tutoring and support offered by teachers
- Professional Development opportunities for teachers around Common Core and curriculum design

Level of implementation to date

- OARS use for student learning data collection on-going and in beginning stages. Teachers need more training and opportunity to learn database
- Full implementation of CAHSEE Prep. Afterschool tutoring available as-needed
- Common assessment program partially implemented by Fall 2014 CAHSEE administration
- Academic vocabulary and Kate Kinsella strategies explicitly taught with full fidelity weekly
- Weekly science labs
- Have teachers equipped and trained regarding technological resources that enhance instruction and are Common Core aligned by year end.
- Novels, magazines, books and news sources used as supplementary texts for English coursework daily
- Daily technology infused instruction
- Staff representatives attend Art & Science of Teaching Training and pass along training to colleagues as scheduled and available
- Professional Development Workshops focusing on Academic Language and Structured Student Engagement as available
- Positive Testing Program used to prepare when testing occurs
- Teachers attending ongoing District offered Common Core trainings as available
- Cyber High offered as additional instructional opportunity for students as requested by student or suggested to student
- Teachers attending job-alike meetings and developing Common Core lesson plans as scheduled
- Project-based learning and cross-curricular activities seen in daily instruction and planned for on regular basis
- Weekly science labs that incorporate writing assignments and presentations of findings
- Daily after-school tutoring for students and support offered by teachers

Planned Priority II – *Increase number of students passing the Math section of the CAHSEE in their 10th grade year and new goal to match the 82% District average*

Action plan and continuing work

- Academic vocabulary infused in daily instruction
- Staff attend Art & Science of Teaching Training and pass along training to colleagues
- Professional Development opportunities for teachers around Common Core and curriculum design
- Daily technology infused instruction
- Use of OARS to collect and analyze student learning data
- Continued use of CAHSEE Prep Materials and after school CAHSEE prep class offered
- Professional Development Workshops focusing on Academic Language and Structured Student Engagement
- Positive Testing Program developed to engage students in setting targeted goals to pass CAHSEE, provide ongoing daily test preparation, and support optimal testing conditions.
- Teachers attending Common Core training
- Cyber High offered as additional instructional opportunity for students
- Khan Academy offered as supplemental tool for students to use to strengthen skills in math
- Teachers attending job-alike meetings and developing Common Core lesson plans
- Strong emphasis on project-based learning and cross-curricular activities
- Yearly Math Madness activity that engages students in math for an intensive week to strengthen skills and computation processes
- Cross-curricular activities facilitated on regular basis and block scheduling to support activities
- Weekly science labs that incorporate mathematical computations and presentations of findings
- Daily after-school tutoring and support offered by teachers

Level of implementation to date

- Math Teacher attending course alike sessions, Common Core trainings
- Weekly science labs

- Have teachers equipped and trained regarding technological resources that enhance instruction and are Common Core aligned by year end.
- OARS use for student learning data collection on-going and in beginning stages. Teachers need more training and opportunity to learn database
- Full implementation of CAHSEE Prep. Afterschool tutoring available as-needed
- Common assessment program partially implemented Fall 2014 CAHSEE administration
- Academic vocabulary and Kate Kinsella strategies explicitly taught with full fidelity weekly
- Weekly science labs
- Have teachers equipped and trained regarding technological resources that enhance instruction and are Common Core aligned by year end.
- Daily technology infused instruction
- Staff representatives attend Art & Science of Teaching Training and pass along training to colleagues as scheduled and available
- Professional Development Workshops focusing on Academic Language and Structured Student Engagement as available
- Positive Testing Program used to prepare when testing occurs
- Teachers attending ongoing District offered Common Core trainings as available
- Cyber High offered as additional instructional opportunity for students as requested by student or suggested to student
- Teachers attending job-alike meetings and developing Common Core lesson plans as scheduled
- Project-based learning and cross-curricular activities seen in daily instruction and planned for on regular basis
- Weekly science labs that incorporate writing assignments and presentations of findings
- Daily after-school tutoring for students and support offered by teachers

Planned Priority III: Continue to strengthen school community and find ways to motivate students to succeed academically and socially

Action plan and continuing work

- Increase student attendance through incentives and recognition
- Self-reflective disciplinary process
- Outside mentors and schools com to present to students about post-secondary options

- Student Leadership group facilitating student activities with staff advisors
- Regular community building events
- Student awards and appreciations
- Parent, Admin, Teacher meetings scheduled to review student progress and motivate students to maintain goals
- Facilitated student goal setting
- Project-based learning that encourages group work and cooperative problem solving
- Experiential learning opportunities

Level of implementation to date

- Increase student attendance through incentives and recognition – we tried several incentive programs that did not dramatically increase attendance. Now we are doing personal calls home, SARB process and continuing to use incentives
- Self-reflective disciplinary process created, implemented and adjusted as year progresses
- Outside mentors and schools com to present to students about post-secondary options on monthly basis – scheduled by staff including SSC and Work Experience Coordinator (TUPE, Dr. DeNoble, Mary Jaccodin, Art Institute, Wells Fargo, John Muir, etc)
- Student Leadership group facilitating student activities with staff advisors on monthly basis
- Student awards and appreciations given at weekly Monday meetings
- Parent, Admin, Teacher meetings scheduled to review student progress and motivate students to maintain goals as needed throughout year
- Facilitated student goal setting at start of year and revisited upon year end
- Project-based learning that encourages group work and cooperative problem solving on weekly basis. Large projects given throughout year and smaller projects are assigned throughout week
- Experiential learning opportunities ongoing (Trips to DVC, UC Berkeley, San Jose Museum, Hispanic Chamber of Commerce event, etc)

Rio Vista SPSA Executive Summary 2013-2014

| Rio Vista Vision | Goals/Planned Priorities | Action Plans/Expenditures | Level of Implementation |
|---|---|---|--|
| <p>Student Achievement/Resources Every student will receive first best instruction, RTI/Tier 1 and Tier 2 to advance them to their greatest academic and behavioral potential to prepare them for college or careers, post high school and compete in the 21st Century.</p> | <p><i>10% growth in Language Arts as measured by results of the CSTs, benchmark assessments, and CFAs and defined by Safe Harbor.</i></p> <p><i>10% growth in Math as measured by results of the CSTs, benchmark assessments, and CFAs and defined by Safe Harbor.</i></p> <p>Focus on professional development and implementation of Common Core in Language Arts and mathematics.</p> <p>Response to Intervention support for students grades 1-5 for 30 minutes daily and 85 minutes for kindergarten with a specific academic focus on ELA and mathematics. Tier 2 provided to all students, Tier 3 provided to students identified as needing "intensive" support. Tier 1 and Tier 2 targeted instruction is provided outside of core instruction.</p> <p>Common Formative Assessments monitor academic growth on a 3-4 week cycle allowing teachers to adjust curricula on an ongoing basis.</p> <p>Focus on First Best Instruction via The Art & Science of Learning training.</p> | <p>Use of Common Formative Assessments (CFA) in Math and ELA.</p> <p>Focused instruction based on benchmark assessments and CFA data.</p> <p>Grade level use of data to develop and identify best practices.</p> <p>Professional Development on Common Core, RTI (academic and behavior), Art & Science of Teaching.</p> <p>Data team process implemented 4x per year.</p> <p>Maintain and enhance systems of Intervention.</p> <p>Staff development in Common Core Standards.</p> <p>Supplemental materials targeting ELA and math.</p> <p>After school intervention.</p> <p>Services and programs to be funded by categorical funds (SIG, Title I, EIA, and LEP) as well as more flexible funding from the state.</p> | <p>Goal Not Met: <i>39.9% of student proficient or advanced in Language Arts (increase of 5.9%)</i> <i>55.6% of students proficient or advanced in Mathematics (decrease of 6.4%)</i></p> <p>Use of Benchmark assessments 4 times a year K-5 (in progress)</p> <p>All professional development activities and academic/behavioral programs are in progress.</p> <p>Data teams meet on an ongoing basis (in progress).</p> |

Rio Vista SPSA Executive Summary 2013-2014

| | | | |
|---|---|--|--|
| <p>Partnership/Community Parents, students, and staff will take an active role in becoming a successful 21st century learning community.</p> | <p>Technology Goals: Support and enhance the instruction and learning of the Common Core Standards and 21st Century Skills. Improve teaching and learning. Provide students the tools and access needed to be Technology Literate. Improve communication among all stake holders. Support efficient record keeping of student assessments and performance. Hire a Site Tech I to support all students and teachers.</p> <p>Parent Involvement Goal: Increase parent involvement by offering monthly parent meetings (Platicas) and Parent Institute for Quality Education (PIQE) program. Title I parent survey.</p> | <p>Technology Plan Developed Technology Plan</p> <p>IPADS: Purchase at a 2:1 student ratio for Kindergarten through grade 2. Chromebooks: Purchase at a 1:1 student ratio for grades 3 through 5. Laptops/Screens/Projectors/iPads: Purchase of each item for all teachers.</p> <p>Create computer lab for grades K-2.</p> <p>Professional Development for teachers on use of all technology.</p> <p>Purchased supplies/materials and other various applications to support instruction</p> <p>Services and programs to be funded by categorical funds (SIG, Title I, EIA, and LEP) as well as more flexible funding from the state.</p> | <p>Technology Plan In Progress New technology for students and staff purchased. Secure a room to house all technology (purchase cameras and steel door and rekey) Professional development to support and increase technology needs.</p> <p>Parent Involvement Plan In Progress Monthly parent meetings are held the last Monday of each month, except December and June. PIQE program will begin in March and conclude in May. Title I parent survey administered in spring.</p> |
| <p>Safety , Respect, Responsibility Students will be provided with a safe environment allowing them to access core curricula and increase learning</p> <p>Increase Student Achievement by decreasing tardies and absences</p> | <p>The number of referrals to the office will decrease by 10%</p> <p>Continue Soul Shoppe character education program.</p> <p>Pilot school for RTI/Behavior program with support provided by district's Equity and Disproportionality team.</p> <p>2011-12 Goal: Attendance will increase from 93.95% to 95%-Goal met (95.8%)</p> <p>2012-12 Goal: Attendance will increase from 95.8% to 96.8%.</p> | <p><i>Soul Shoppe Workshops</i> and Assemblies where students learn how to empty their balloon, walk the peace path to resolve conflicts, use the "I" message to communicate feelings effectively and the "clean up" to take responsibility for actions.</p> <p><i>Establish School wide Expectations</i> and understandings with respect to the three B's: Be Safe, Be Respectful, Be Responsible.</p> <p>Create student focus groups to gain better understanding of students' perspective of school and staff.</p> <p>Services and programs to be funded by categorical funds (SIG, Title I, EIA, and LEP) as well as more flexible funding from the state.</p> | <p>Met Goal Assemblies and workshop scheduled monthly by grade level.</p> <p><i>Common Language</i> around expected behaviors established reviewed daily by teachers and staff.</p> <p>Expected behaviors posters created and posted using positive messages that reinforce "respect, responsibility, and safety".</p> <p>Focus group responses will inform first best instruction.</p> <p>Attendance Continue use of mobile units to track tardies. Perfect Attendance awards (monthly & end of year). SART/SARB Blaster Buck reward program Uniform Blaster Buck reward program Parent Institute for Quality Education (PIQE) Platicas (monthly parent meetings) Open House (highlight attendance) Soul Shoppe/Peacemakers</p> |

Riverview Executive Summary Plan
2013-14 Single Plan for Student Achievement

Plan Priorities for 2012-13

- Increase API scores for EL and African –American Students
- Review data to direct instructional goals
- Reduction of Suspensions and Expulsions
- Time allotted for collaboration amongst teachers at grade level and content area
- School wide adoption of ‘Questions of Practice’ through the rounds process
- Coaching for Teachers of English Learners

Major Expenditures

- 2 mini labs for EL classes including elmos (yet to be installed)
- Read 180 licenses, software and other literacy materials
- New walkie talkies for improved and ore confidential communication
- An additional day for the SSC to increase adult visibility on campus

Plan Implementation

- Fully Time set aside for weekly collaboration meetings at both grade level and content area.
- Bi monthly rounds held concentrating on students using complete sentences, academic language and being able to justify their responses.
- African American API scores increased by 55 points
- No expulsion recommendations
- Partially Data review directing instruction (due to switch to Common Core Standards)
- Suspension incidents decreased from 24.7% to 9.7
- Teachers were provided with professional development by district coach to utilize successful strategies to be used with English Learners

Implemented but not achieved

English Learners declined by 19 points (due to a substitute teacher for the newest learners)

Strategies and Activities

All staff participated in the Rounds during the course of the year. They were able to witness their colleagues using strategies concentrating on the school's agreed on Questions of Practice. These were: students using academic language, students using complete sentences and students being able to justify their answers. The substitute teacher teaching the newest learners was here for 10 weeks and was not as well versed in these strategies as the person she replaced which led to the declining API score. The district assigned EL coach attended the majority of the rounds and assisted teachers in utilizing strategies that would support these Questions of practice, specifically for EL's.

We will continue to allow time for teachers to collaborate at the grade level and content area this year. They will be developing lessons aligned with the new Common Core Standards. In addition, they will be developing Common Formative Assessments to be administered twice a month, with the students to be grouped by their level of achievement for re-teaching or enrichment surrounding that specific standard. This will assist in implementing the RTI model to prevent students from falling behind. Teachers will be taking the new Smarter Balanced Assessments in their content area to have a hands on experience as to what students will be asked to do in the spring of 2014. We anticipate an increase in the level of understanding and adjustment to the level of rigor in the classroom. In addition, one teacher in every core area has been trained in developing and scoring assessments through OARS. They will train other teachers in their content areas. This will assist teachers in developing their Common Formative Assessments throughout the year

The school will be one of six schools participating in the Equity and Disproportionality Review the district in instituting. We anticipate receiving professional development which will help foster positive relationships between students and teachers. Focusing on developing more positive relationships with students was the key factor in decreasing our suspension rates along with the increase of African American API scores. We will continue to explore ways to increase class time for students who may have behavioral issues. We were able to decrease suspensions from 24.7% to 9.7% using alternative such as problem solving exercises, counseling, lunch detention, SST's, parental involvement and community service.

Finally, the school continued outreach to parents in various form. These include reaching out to parents whose students are having difficulty academically or behaviorally. In addition, during the past year and continuing this year we will be hosting monthly Coffee with the Principal, Saturday Work/Clean-Up Days and Parent Education and Tour Days. Parents were and will continue to be encouraged visit and volunteer at the school.



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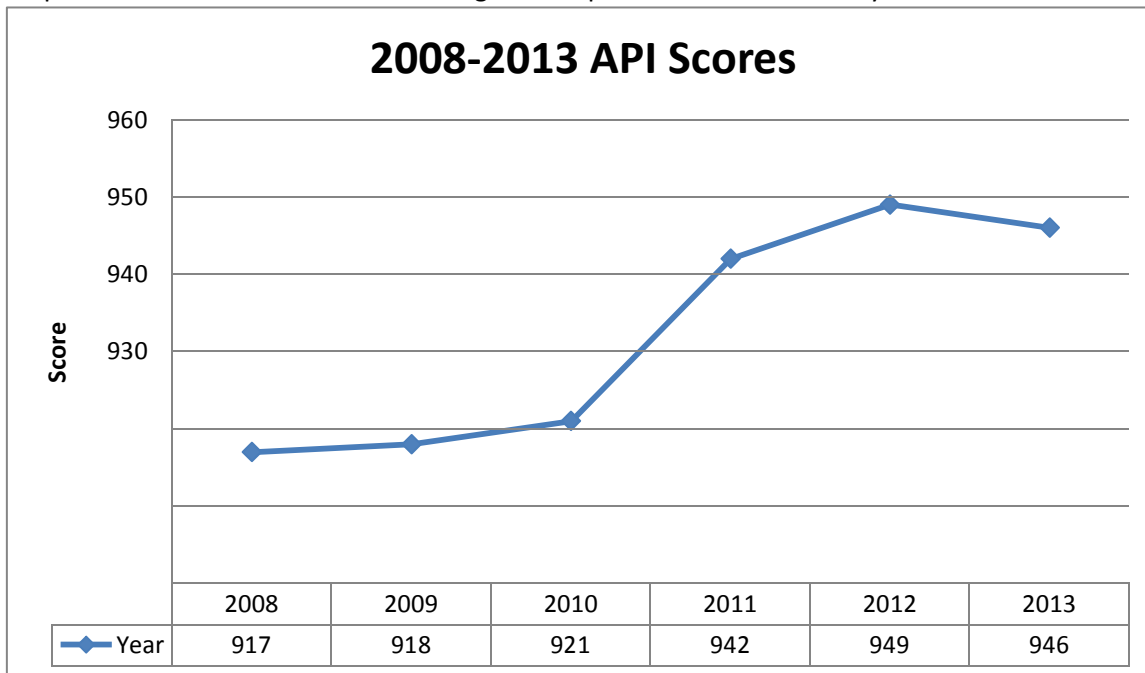
2012-13 Single Plan for Student Achievement

Executive Summary

The top priorities of the 2013-14 SPSA were:

1. Using OARS data to drive instruction
2. Integrate technology into curriculum through iPads and computers
3. Implement an effective Response to Intervention program to assist struggling students in fluency and reading comprehension
4. Providing teachers with quality professional development

Sequoia Elementary School is a high-achieving elementary school. Throughout the past several years, Sequoia's STAR scores have been amongst the top in Contra Costa County.



Sequoia Elementary School's API score dropped three points for the 2012-13 school year, settling at 946. However, several large gains in our subgroups were achieved:

| Subgroup | Gain / Loss | API |
|---|--------------------|------------|
| African-American | +31 | 890 |
| Socio-economically Disadvantaged | +15 | 904 |
| Students With Disabilities | +92 | 851 |

We attribute these gains to the hard work and dedication of our teachers, who tailor the learning process to each individual student, utilizing data to guide their targeted instruction. A comprehensive review of gain / loss data of our students in Tier Two Intervention Groups proved that more instructional time and smaller groups settings aided most over our below grade level students to achieve grade level scores or to dramatically increase their scores for the first time.

Utilizing the RtI process, Sequoia Elementary solidified our CARE Team membership: Principal, Psychologist, Resource Teacher and Speech Pathologist. The CARE Team met weekly to discuss the academic and social-emotional progress of students. The CARE Team, along with teachers, met once per month to hold SST and 504 Meetings and moving students from one Tier of support to another as needed.

Student engagement increased this year due in part to the integration of technology into our classrooms. Students engaged in project-based learning, creating standards-based work to showcase their knowledge. In preparation for CCSS, students manipulated, created, formatted and published their own work creations utilizing iPads, our computer lab and cameras.

One of the most successful programs at Sequoia is IXL Math. During the 2012-13 school year, over one million problems were worked on throughout K-5. On-going contests and award ceremonies helped encourage students to log on and work on standards-based problems. Teachers were able to collect data from IXL reports that indicated areas of strength and / or weakness. Additionally, teacher could assign students to work on specific areas based on the results of benchmark assessments and unit quizzes.

This year, we rolled out Accelerated Reader. Utilizing this program help staff determine accurate reading levels to suggests book within their interest range. It also allowed us to track the amount that students were reading. The amount of books read by Sequoia students totaled into the thousands.

One of the CORE elements of the 2012-13 SPSA was providing teachers with quality professional development. Professional development opportunities included:

- ✓ Singapore Math Training
- ✓ iPad Training
- ✓ MOBIVIEW Training
- ✓ Six teachers attended the California League of School conference on Common Core instruction in Sacramento.

These training helped teachers prepare for the Common Core rollout and to infuse 21st century instruction on a daily basis.

Sequoia Middle School
Executive Summary
2012-2013 Single-Plan for Student Achievement
Reviewed and approved by Site Council – December 17th 2013

Plan Priorities:

The school will see an increase in scores in ELA and Math as measured by the California Standards test in the following student groups: All students, Economically Disadvantaged, Hispanic/Latino.

Integrate Technology devices across the curriculum to enhance student learning and to build tech skills.

Major Expenditures:

Wordly Wise – Student books grades 6-8

Classroom Technology- Chromebooks, Student Response Systems, Projector Screens

Professional Development Conferences – Science, Math, English, Technology

Plan Implementation:

Fully:

Classroom Technology – Student Response Systems (Clickers) for Formative Assessment in Math classes.

District Assessment for placement of students (Math)

PLC Driven Assessments; rubrics to assess writing for various genres across grade levels (English)

School wide Electives program geared at developing advanced skills for at-risk and English Language Learner students in place

Implemented SDAIE techniques to enhance vocabulary instructions for all students (Science)

Partially:

Professional Development in use of Technology Resources on campus is inconsistent

Incorporating writing and verbal expressions in 6th grade Math.

Use of OARS was implanted fully in 6th grade, and minimal in 7th and 8th (English Language Arts)

Conference Re-cap and share out limited due to scheduling

Data analysis from Curriculum Associates was ineffective and time consuming

Collaboration and EL classrooms were limited due to funding cuts from previous year.

Not Implemented:

5th – 6th grade articulation with elementary schools - due to scheduling difficulties.

I-Pad configurator not in place (Arriving in early 2014)

Technology put in place over summer 2013- will have greater impact in 2013-2014

Limited teacher collaboration or observations were scheduled, due to Master Schedule configuration.

Growth:

Technology training for staff to help with successful implementation in classroom

Develop release time schedule to allow for teacher-teacher observation and collaboration and for teachers to share best practices and resources from conference attendance.

Build academic language skills for all students across all grade levels and subject areas.

Grow site based Professional Development using Wednesday meeting schedule to share best practices, technology training and other teacher led activities.

Attendance:

Last Year attendance was 97.51%

Goal for 2013-2014 98.00%

We will continue to use Attendance Incentives (Perfect Attendance Awards), All Staff encouragement to students, and quick and efficient follow-up from our Attendance office to improve attendance.

2012 vs. 2013 CST Scores

| Group | 2012 (Growth) | 2013 (Growth) | Difference |
|------------------------------|----------------------|----------------------|-------------------|
| All Students | 876 | 869 | -7 |
| White | 915 | 916 | 1 |
| Hispanic/Latino | 784 | 771 | -13 |
| Socio-Economic Disadvantaged | 785 | 775 | -10 |
| English Learners | 701 | 654 | -47 |
| Asian | 941 | 925 | -16 |
| African-American | 869 | 906 | 37 |

Shore Acres Elementary School

Single Plan for Student Achievement Executive Summary 2012-2013 Review

Background and Summary

Shore Acres Elementary School was the recipient of the School Improvement Grant (SIG) for three years (2010-2011, 2011-2012 and 2012-2013). The 2012-2013 school year signified the final year of implementation. During this time, our API has increased steadily with a tremendous increase of 61 points in 2011-2012. We attribute this to several critical factors such as increased and intervention time, targeted and direct instruction and increased collaboration time for teachers to analyze data to drive instruction.

Plan Priorities

- Intervention for all students in Kindergarten through Grade 5
- Instructional Program Specialist
- Increased student achievement levels in mathematics and language arts
- Increase collaboration time for grade level teams through Professional Learning Communities to analyze, review and disaggregate formative and summative assessment data

Expenditures

- Being a Writer
- Big Brainz
- SoulShoppe / Peacemakers
- Step Up Academy – Summer Program
- Read 180
- Technology for the classrooms such as ActiveBoards, Elmo document cameras LCD projectors and computers
- Imagine Learning
- After school tutoring
- Supplemental educational materials such as Pearson Learning
- Plasco Trac attendance monitoring system
- Professional Learning Communities Training
- Response to Intervention (RTI) Training

Plan Implementation

- Strategies Fully Implemented:
 - Curriculum Associates Benchmark Assessments
 - ESGI Assessment for Kindergarten
 - Full day monthly collaboration time for grade level teams
 - Technology for the classroom
 - During school and after school intervention
- Strategies Partially Implemented:

Shore Acres Elementary School

Single Plan for Student Achievement Executive Summary

2012-2013 Review

- Being a Writer Program – This was newly implemented as a pilot program during 2012-2013. Additional professional development is needed to fully implement and sustain program.

- Student engagement instructional strategies – Additional professional development opportunity is needed in this area particularly encompassing Marzano's "Art of Teaching" techniques.

Strategies and Activities:

Improved student academic achievement has been the result of several combined factors. Intervention teachers at each grade level has provided the opportunity for intense and direct instruction based on each individual students' performance level. Both math and language arts academies were implemented to target instruction. With the sunseting of the SIG Grant, resources and funding have been significantly reduced. However, staff will continue to focus on sustaining student engagement strategies and learning through the district and school wide initiative of Response to Intervention (RTI), Behavior RTI and Common Core Standards.

Executive Summary: Silverwood Elementary

2012-2013 Single Plan for Student Achievement

Reviewed by Site Council on November 14, 2013

STAR testing took place in April and May, 2013. Silverwood Elementary had an overall API gain of 35 points, bringing the site's API score to 850 with 21 of 21 AYP criteria met. The largest gains were for English Learners (47 points), Hispanic or Latino students (60 points), and Students with Disabilities (85 points).

Priorities of the 2012-2013 Single Plan for Student Achievement (SPSA), including the level of implementation are detailed below.

Planned Improvement in Student Performance I

The goal of this improvement was to raise the percentage of students at or above proficient in English/language arts from 57.8% to 63%. This goal was met and slightly exceeded with 64% of students scoring proficient or above in English/language arts.

Top priorities included:

- Data Analysis using Curriculum Associates, ESGI, CELDT scores, and other formal and informal assessment data. This was fully implemented with all teachers using assessment data to improve educational outcomes for students.
- Planned interventions. This included staffing to support the use of computer based programs such as Lexia and Read Naturally; after school homework and specific skill support; and materials and staffing to support daily Universal Access. This was fully implemented.
- Professional Development. This included training in Professional Learning Communities (PLC), developing a site PLC leadership team, and providing district-sponsored and outside professional development opportunities to all staff. This was partially implemented. A team was trained in PLC implementation and the training was shared with staff during site meetings and during collaboration time. The PLC leadership team did not meet consistently, but the site Care team met twice a month to discuss intervention needs. Many staff members took advantage of district sponsored trainings for Board Language and Being a Writer, but not all staff received this training. A 90-minute training was presented to all staff on utilizing Lexia.

Planned Improvement in Student Performance II

The goal of this improvement was to raise the percentage of students at or above proficient in math from 70.1% to 73.1%. This goal was met and exceeded with 76.6% of students scoring proficient or above in math.

Top priorities included:

- Data Analysis using Curriculum Associates, ESGI, HM unit tests, and other formal and informal assessment data. This was fully implemented with all

teachers using assessment data to improve educational outcomes for students.

- Board Math in all classrooms. This was nearly fully implemented. All general education classrooms used Board Math and 2 of the 3 special day classes used it. The third special day class provided opportunities for students to experience Board Math through mainstreaming, but the teacher was not trained in using Board Math and did not include it as part of daily instruction.
- Release time for teachers for collaboration and student support. This was partially implemented with 5 out of 6 grade levels taking advantage of this release time in order to analyze data and plan instruction and interventions.

Planned Improvement in School Environment

This goal involved improvements to the overall school climate and environments conducive to learning.

Top priorities included:

- School safety and leadership opportunities for fifth graders. This was partially implemented. Many fifth graders were trained and participated in Conflict Management and the Student Safety Patrol. All fifth graders participated in a cross-age buddy program
- Creation of a comprehensive safety plan and updating emergency supplies on site. This was partially implemented. The Site Safety Plan was updated and shared with staff and parent groups in February, 2013. The emergency supplies were included as part of the PTA budget, but no replacement items were purchased.
- Improvement of site attendance and implementation of attendance plan. This was partially implemented. Most parts of the plan were implemented, but few SART meetings were held. Data showed a decline in attendance during the 2012-2013 school year. This could have been attributed to a virus that impacted the attendance in the C-pod classrooms in December and January. There were also some issues regarding the scheduling of SART meetings and the availability of our attendance liaison. This is being remedied on site and the first SART meeting for each student will be held without the liaison present.

For the 2013-2014 school year, the School Site Council recommended the following priorities:

- Intervention and support opportunities for all students, including opportunities for learning beyond the school day.
- Professional development opportunities for all staff.
- Technology, including site licenses for IXL, AR, and Lexia and increased access to technology for students.
- Collaboration time for teachers.

Strandwood Elementary Executive Summary SPSA Plan 2013-14

December 6, 2013

The top priorities for our Single Plan for Student Achievement 2013-14 for this school year were based on the analysis of data using Curriculum & Associates benchmark assessments, grade level common assessments and student work. We used OARS to disaggregate our data to ensure we focused on Students with Disabilities and our English Language Learners, two subgroups we have targeted in the last three years for improvement.

Our 2013 Growth API Performance for:

Students with Disabilities (SWD) was 839.

English Language Learners (EL) was 895.

Our 2013 Growth API overall performance was 938. We made six points growth overall from the 2012 growth API. Our staff and parent community are to be acknowledged for our consistent improvement in the past five years. We began targeting our SWD and EL subgroups four years ago. We have had a Response to Intervention (RtI) program in place for six years.

The staff identified two areas, ELA (both reading and writing) and Math (Number Sense), to focus on to continue our work in improving achievement for all students. They also identified key practices to put in place across all classrooms to ensure targeted subgroups make academic progress. Based on our data and research proven strategies we identified the follow key practices:

- 30 minutes daily English Language Development across all grade
- 1st best instruction through Tier I and Tier II in the classroom
- Research based instructional programs for Tier III RtI
- School wide systems for supporting teaching in the classroom using existing district practices, i.e. CARE team, BEST – School Climate language, PLCs, and Professional Development initiatives.

All of our English Language Learners receive 30 minutes of ELD daily. Teachers have been trained in using the Systematic ELD materials and use them with fidelity.

Teachers are meeting weekly to look at data and discuss strategies to improve student achievement based on that data. We also agreed to an uninterrupted ELA block across all grade levels. Our parent community provides additional support to Kindergarten through 3rd grade with instructional assistants who work 5 hours a week in each of those classrooms. Teachers have the IAs working with small groups of students or providing guided practice after direct instruction by the classroom teacher.

Four years ago we began focusing our efforts for Tier III of RtI on our Kindergarten and 1st grade classrooms to ensure that all Kindergarten students and 1st grade students completed the year with mastery of reading skills necessary for success in the next grade level. This includes a

multisensory phonics based reading program for Kindergarten and 1st grade; Learning Center for K through 5th also using a multisensory approach to learning/instruction through research based/research proven programs. Both of these use progress monitoring, students move in and out of each based on data. Teachers are providing after school academies which are focused on skills that our assessments have demonstrated as an area of need. Each academy runs for 6 to 8 weeks with small groups of students that are based on skill areas not grade levels.

We have created systems to ensure classroom teachers feel supported and that no student “falls through the cracks”. MDUSD has many excellent programs in place and we have made a conscious decision to support those programs through our systems. Our CARE team meets before school once a month to review students whose academic needs have not been met within Tier I and Tier II instruction. Our grade levels have become Collaborative Teacher Teams that function as PLCs. They meet weekly. We have one business/professional development staff meeting a month. Many of our teachers participated in our district summer professional development academies. We sent ten teachers to a Singapore Math Training in November. At our December staff meeting teachers will share information as well as plan how each grade level will incorporate strategies from the training into their classrooms. Our school leadership team has combined with our Rtl team and we meet monthly to continue to develop our systems to ensure sustainability. Two years ago we brought Soul Shoppe to our school’s BEST program; Student Council members have been trained as Peacekeepers. Students reporting bullying incidents have significantly declined in the last two years (average referrals from three a month to one a month).

In addition, given the changing demands of 21st century, knowledge based technology driven economy and our community, we have made conscious decisions to bring to our site additional resources. We have a computer lab with 35 student computers and an interactive whiteboard. We have implemented a school wide effort to provide keyboard instruction to all students Kindergarten through 5th grade. We have used SLBIG funds to purchase four interactive whiteboards for classrooms. We have used not only our SLBIG funds but also applied for and received both Donors Choose grants and PH Education Foundation grants to add to the technology we have in our classrooms and for the teachers. We have two iPOWs (iPads on wheels) with four iPads on each. Classroom teachers will sign up for the iPOW for use in their classroom. They use them for small group practice, student research or project based learning activities.

We continue to have a daily attendance rate of 96%. We have seen a decline in the number of tardy students this year. The principal is in front of school every morning greeting students by name including those who are tardy! Teachers address attendance concerns with parents at Parent Conferences. The principal verbally reminds parents it is their responsibility to ensure their students are on time both when they arrive late and at Back to School Nights.

In conclusion, the focus on our SWD and EL students as well as our attention to creating systems has supported our overall achievement for all students as is evident in our yearly consistent progress. We recently became eligible to apply to be a California Distinguished school based on our consistent increase in API and the amazing progress of our subgroups.

Sun Terrace Elementary School

Executive Summary

SPSA Plan 2013-2014

Plan Priorities

(A) Environment

Appearance: Improve the cleanliness and organization of the campus.

Safety- Improve the security and supervision on campus.

Climate- Improve the relationships between students, staff and parents. Welcome ideas and conversations; make parents and community feel welcome.

(B) Technology

Upgrade old computers in the computer lab

Purchase equipment that supports a variety of teaching strategies.

(C) Programs

Purchase computer programs to support English Language Arts

After school intervention

Summer School

Major Expenditures

Priority A- The site purchased MU tables, a floor cleaning machine, backpack hooks for each classroom, installed walls, white boards and bulletin board for those rooms lacking these items. The purchase of these items improved the cleanliness, organization and the ability for teachers to improve instruction. The appearance of the campus is noted on a regular basis by district staff, students and the community.

Security cameras and increased adult supervision has reduced the number of behavior referrals by 40%. Having more adults visible and the ability to use the cameras to check activities during recess times has helped this goal tremendously. Increased security and improved appearance has also allowed staff, students and parents to take pride in their school. Friendly welcoming and open door policy has increased the number of parents on campus and participating in school activities. (many more parents getting fingerprinted to volunteer 15%, increased participation in Open House 15%, Back to School Night 25%, and PTA events 15%)

Priority B- The site purchased 24 new computers for the computer lab, a poster maker, die cut maker. The computer lab upgrade has supported the ELA programs and students are making academic growth. The poster maker, and die cut machine have given the site the ability to use more visuals and manipulatives for learners needing those modalities. Students are referencing the posters and using the manipulatives more often as seen by teacher observation and increased scores on our formative and benchmark assessments.

Priority C-The site purchased Accelerated Reader and Lexia as Tier 1 & 2 program to support student learning. We also purchased Reading Horizons, which will be used by the intervention teacher (starting 12-2-2013) as a RTI Tier 3 program. Students who needed afterschool intervention last year, were given the opportunity to attend which allowed for reteaching of certain concepts. Students in these programs appeared to be more confident and improved on their formative and benchmark assessment as per the DATA team analysis during PLC time. Those students needing even more support were invited to attend a 4-week summer school program at the end of the school year. It was found that the students that attended summer school came in more ready to learn and were able to retain more information than those who did not attend. This was evidenced by teacher observation and assessments that were done at the start of the school year.

Plan Implementation

We have fully implemented the use of the Accelerated Reader Program, Lexia Core 5, Summer School, After-School Intervention and ongoing assessments, both formative and benchmark. We also have fully implemented and continue to support the improvements to the school environment.

We have partially implemented technology as we are continually upgrading the computers and programs at our site.

We have not implemented the Reading Horizons program. We were trained late in the 2012-2013 school year with plans to implement the program in the 2013-2014 year. We were awaiting approval for an intervention teacher. This has been approved and this person will be working with staff and students for the rest of the 2013-2014 school year.

Strategies and Activities effective in improving student achievement w/evidence

Improving the overall environment has helped students, staff, and parents to have a more positive outlook on the school overall. The Sun Terrace Community seems to be adhering to our new motto of STRIVE-RESPECT-CONNECT. Parents want to be on campus, they are making positive comments about what they see, and there has been a decline in student behavior referrals. As previously stated, behavior referrals have dropped about 40%. Referrals to the office from teachers has also declined about 50% as more staff members are finding ways to manage their students and use positive rewards in the class to help increase student on-task behaviors.

One strategy we have been using is the Lexia Reading program. We used this program last year and are using the new Lexia Core 5 this year, which is aligned to the Common Core Standards. This is a leveled program for students. Students do the computerized guided lessons. As students work, teachers receive updated progress and intervention lessons they may use to reteach concepts students are having difficulty mastering. Teachers use the computer lab on a rotating basis so that all students have access to this program. Last years reports showed that 70% of the students were using the program, 10% of those students were getting the extended intervention lessons needed to address the students that were struggling in certain areas. Teachers chart the progress and are able to print out certificates as different levels are mastered. Students are learning the basic reading skills they need, as well as, practicing computer skills.

We are also using Accelerated Reader Reading program. Students read a book at their identified level then go online to take the assessment every 4 to 8 weeks. This program is working as evidenced by students wanting to read because the book is at their level, improved reading comprehension and seeing students reading levels rise throughout the year.

After School Intervention and Summer School are strategies that help improve student achievement and student confidence. During this time teachers use a variety of instructional strategies using visuals and manipulatives to support learning. Small group instructions specific to a students need allows for more in depth teaching and learning. Our staff has many cross-grade level discussions about students, data is analyses throughout the school year and 60% of the intervention students have improved on teacher created formative assessments. While some students are still at risk, many improved and feel more confident in their ability to try the work they were given.

Sunrise School's Executive Summary 2013

| Sunrise Vision | Goals/Planned Priorities | Action Plans/Expenditures | Level of Implementation |
|---|---|--|--|
| <p>Student Achievement/Resources The mission of Sunrise School is to educate, serve and support special education students with diverse social, emotional and academic needs who have not yet achieved success on a regular education campus. Sunrise supports students and their families by providing academic and therapeutic interventions in an individualized learning environment. Sunrise school strives to promote personal growth and academic success by teaching social skills that can be generalized to the school and the community.</p> | <p><i>12% growth in and Language Arts as measured by results of the CSTs</i></p> <p><i>8% growth in Math as measured by results of the CSTs</i></p> <p>Focus on Implementation of Common Core in Language Arts.</p> <p>Target Instruction for struggling students without missing core instruction; provide additional practice and enrichment opportunities.</p> <p>Frequent Formative Assessments to measure growth and adjust curriculum and RTI groups.</p> <p>PLC Implementation</p> | <p>Use of Common Formative Assessments (CFA) in Math and ELA.</p> <p>Focused instruction based on CFA data results.</p> <p>Grade level use of data to develop and identify best practices.</p> <p>Supplemental Programs used to support student achievement.</p> <p>Professional Development on Common Core and RTI</p> <p>Data team process implemented.</p> <p>Develop systems of Intervention.</p> <p>Staff development in Common Core Standards.</p> <p>Teachers use a variety of highly engaging activities.</p> <p>Participate in iReady pilot for ELA.</p> <p>Leadership Team members to attend PLC Institute</p> | <p>Goal Not Met:</p> <p><i>14.3% of student proficient or advanced in Language Arts. While the goal was not met, there was an increase of 5.2%</i></p> <p><i>7.4% of students proficient or advanced in Mathematics (decrease of 12.6%)</i></p> <p>Use of Benchmark assessments 4 times a year K-5. Grade level Data team meetings throughout the year.</p> <p>Focused teacher meetings held twice a week.</p> <p>Targeted instruction implemented in some classrooms.</p> <p>Professional Development on Common Core Standards and on RTI provided to teaching staff.</p> <p>Staff trained in iReady.</p> <p>Staff will attend a PLC conference in the spring.</p> |

Sunrise School's Executive Summary 2013

| | | | |
|--|--|--|---|
| <p style="text-align: center;">Partnership/Community Parents, students, and staff will take an active role in becoming a school community through their participation in school events.</p> | <p>Family/Student Involvement Goals: Support families through parent groups and parenting classes.</p> <p>Schedule community events at varying times during the day to ensure participation.</p> <p>Use progressive PR to ensure families attend events, particularly awards ceremonies.</p> <p>Schedule community breakfast and lunch each week.</p> <p>Clubs developed to support school community involvement and positive school culture.</p> | <p><i>Schedule</i> parent meetings to be held to offer support to families/parenting topics.</p> <p><i>Schedule</i> community events during morning, afternoon and evening times.</p> <p><i>Send</i> fliers, notes on point sheets, newsletters and personal phone calls to invite families to events,</p> <p><i>Assign</i> classrooms in a rotation to be in charge of setting up, serving and cleaning up after community breakfast and lunch. Discuss expectations.</p> | <p>Goal Partially Met Our first parent meeting was held as a meet and greet and brainstorming session for future meetings..</p> <p>Community events have been held including lunch on the green, with upcoming events including family movie night, egg drop, and family dinner at Open House.</p> <p>Parent participation has increased due to personal invitations by staff and students.</p> <p>Classrooms have been responsible for community lunches and breakfasts with students successfully eating together as a community which has built stronger peer relationships.</p> <p>Clubs developed include cooking, art, performing art, gardening and building.</p> |
| <p style="text-align: center;">Safety , Respect, Responsibility</p> | <p>The number of restraints based on Incident Report data will decrease by 10%.</p> <p>Restorative Discipline Implementation/training school-wide</p> <p>Implement reset, reflect, and restore process.</p> <p>Students participate in morning announcements and the three B's.</p> <p>Attendance will be addressed with students and families.</p> | <p><i>Community Rallies</i> where students are a part of the development of schoolwide expectations.</p> <p><i>Establish School wide Expectations</i> for learning that are posted in and around the classrooms/school site.</p> <p><i>Continue implementation</i> of BEST (building Effective Schools Together)</p> <p><i>Develop</i> R & R (reset, reflect, restore) form.</p> <p><i>Professional book club</i> focused on Restorative Discipline.</p> <p>Attendance awards.</p> <p>Classroom attendance awards will be started.</p> | <p>Exceeded Goal Discipline slips decreased by 17.5% from previous year.</p> <p><i>Students More Engaged</i> in community including clubs, community breakfast/lunches, rallies, and awards assemblies.</p> <p><i>Common Language</i> around expected behaviors established.</p> <p><i>Professional Book</i> purchased for staff. Professional development being developed around its concepts.</p> <p>R & R form was developed and is currently being utilized.</p> <p>Students receive attendance awards during assemblies.</p> <p>Classroom incentives will begin.</p> |

Valhalla Elementary School
Executive Summary
2012-2013 Single Plan for Student Achievement
November 18, 2013

Plan Priorities

Our three Planned Improvements included a focus on improving Reading Comprehension with a specific goal for English Learners, the second one was on Number Sense in Mathematics with a specific focus on Students with Disabilities and our Fourth and Fifth Grade Differentiated Math Program, and our third goal was directed at improving the writing strategies of all students.

Expenditures included Site Licenses for IXL and Starfall, purchasing more computers and software including a set of six iPads to be used for collaborative instruction in the classrooms, EL materials, the Being a Writer Program for more teachers and three Collaboration/Articulation days for each teacher in order for grade level teams to meet and plan.

Plan Implementation

Included in our plan for this past year were three high leverage strategies; Academic language instruction, oral language practice and checking for understanding as well as active student engagement strategies. We also worked hard to incorporate these strategies into our ELD instruction and focused on making sure ELD was happening at every grade level. In Math we focused on implementing three strategies school wide, Modeled Drawing, Number Bonds and Math Stories. These are strategies that teachers learned during Singapore Math Training. Our goal is for everyone to have this training. We currently have three Trainer of Trainers on campus and eight teachers have already had the training and six more will be attending the training this week.

We also implemented a Leadership Team and an Intervention Team based on the model presented at the RTI Academy led by Mike Mattos, Chris Weber and Austin Buffum. Our Leadership Team met every other week and our Intervention Team met with each grade level once a month. The Leadership Team completed the activities required for the Professional Development work with Mike Mattos and Chris Weber using the book, "Pyramid Response to Intervention," which was purchased for all members. We also completed the Behavior Matrix activity and created one as a whole staff that was implemented for the 2013-2014 school year. Our Intervention Team was comprised of our Resource Specialist, Speech and Language Specialist, Psychologist and Principal. Teachers shared concerns about specific students with this team at their grade level meetings and then that information was used to determine what interventions were needed to support those students.

Strategies and Activities

Our Leadership Team and Intervention Teams were fully implemented in terms of frequency, but often we could have used much more time than we had to fully cover all the topics and information required. ELD did happen at every grade level, although there is still room for improvement. Our STAR scores demonstrated the difference with an increase in 40 points on the API in 2013 for our English Learners from 766 to 801 with our Hispanic Group making a 41 point gain to 803. These scores are also indicative of the implementation of the Academic Language instruction and Oral Language Practice.

Grade Level Teams also met twice a month to collaborate, plan instruction, plan intervention, disaggregate the Curriculum Associates Benchmark Data and other data and begin implementing the Common Core State Standards.

Last year we had a small drop of four points in our overall API. In looking at our subgroups, our English Learners went up, our Economically Disadvantaged group went down and our Students with Disabilities also decreased. Since our Special Education Subgroup is our largest Subgroup with 72 students who either took the CST with accommodations, the CMA or the CAPA, it is important for us to look at that data. Our API for our Non-SWD (Students With Disabilities) in grades 2-5 was 907 and our API for our SWD subgroup in grades 2-5 was 708. In conversations we had as a staff and knowing that we have a large sub group of Special Education with the K-5 Learning Handicapped (LH) continuum at our site, in order to continue our focus on student achievement, we decided we needed to attack it from a combination of directions.

Academically we decided to focus on one area based on the RTI model; we needed to start with one subject area, so we chose English Language Arts. In keeping with the RTI model, every grade level agreed to find a common time for intervention for at least thirty minutes two times a week. In addition, the staff opted to choose to implement new materials for Language Arts, the Ready materials and the Sleuth Readers in addition to the Houghton Mifflin Base Program as bridge supplemental materials to support the Common Core. Socially, we wanted to focus on streamlining behavior and we developed and implemented the Behavior Matrix also modeled for us in our RTI training. The Matrix was sent home in the All-In-One packets to every family and also shared at Back to School nights by the principal and teachers. Emotionally, with the implementation of Common Core, and the pilot of the SBAC testing at fourth grade last year, it was clear to all of us that we needed to focus on the life skills of perseverance and problem solving and teaching students that it was okay to take risks as well as make mistakes or have a wrong answer.

Attendance

Valhalla's Regular Education Attendance Rate for last year was 96.26 and our SDC Rate was 96.81 percent as compared with the district rate of 96.17. We continue to use newsletter articles, letters, Independent Contracts, Daily Attendance through ABI, calls home and Perfect Attendance Awards to support increasing attendance. Our goal for 2014 is 97.00 percent.

Valle Verde SPSA Executive Summary 2013-2014

| Valle Verde Vision | Goals/Planned Priorities | Action Plans/Expenditures | Level of Implementation |
|--|--|---|--|
| <p>Student Achievement/Resources Every student will receive core instruction with targeted learning opportunities, utilizing technology and multiple learning approaches. Our students' educational experience will be enriched through the visual and performing arts.</p> | <p><i>5% growth in and Language Arts as measured by results of the CSTs</i></p> <p><i>5% growth in Math as measured by results of the CSTs</i></p> <p>Focus on Implementation of Common Core in Language Arts.</p> <p>Target Instruction for struggling students without missing core instruction; provide additional practice and enrichment opportunities.</p> <p>Frequent Formative Assessments to measure growth and adjust curriculum and RTI groups.</p> | <p>Use of Common Formative Assessments (CFA) in Math and ELA.</p> <p>Focused instruction based on CFA data results.</p> <p>Grade level use of data to develop and identify best practices.</p> <p>Supplemental Programs used to support student achievement.</p> <p>Professional Development on Common Core and RTI</p> <p>Data team process implemented.</p> <p>Develop systems of Intervention.</p> <p>Staff development in Common Core Standards.</p> <p>Teachers use a variety of highly engaging activities.</p> | <p>Goal Not Met:</p> <p><i>81.6% of student proficient or advanced in Language Arts (decrease of 6.8%)</i></p> <p><i>85.4% of students proficient or advanced in Mathematics (decrease of 4.2%)</i></p> <p>Use of Benchmark assessments 4 times a year K-5. Grade level Data team meetings throughout the year.</p> <p>Common Chapter Assessments used at some grade levels.</p> <p>Targeted instruction implemented in some classrooms.</p> <p>Professional Development on Common Core Standards and on RTI provided to teaching staff.</p> <p>RTI schedule for (Tier 2) developed for 2013-14 school year</p> |
| <p>Partnership/Community Parents, students, and staff will take an active role in becoming a successful 21st century learning community.</p> | <p>Technology Goals:</p> <p>Support and enhance the instruction and learning of the Common Core Standards and 21st Century Skills.</p> <p>Improve teaching and learning.</p> <p>Provide students the tools and access needed to be Technology Literate.</p> <p>Improve communication among all stake holders.</p> <p>Support efficient record keeping of student assessments and performance.</p> | <p><i>Technology Plan</i> Develop Technology Plan</p> <p><i>IPADS</i> Purchase IPADS – 3 year goal: Class Set per pod</p> <p>Professional Development for teachers on use of IPADS</p> <p>Replace Teacher laptops</p> <p>Purchased various applications to support instruction</p> | <p>Goal Partially Met</p> <p>Technology plan developed.</p> <p>9 IPADS purchased (additional IPADS purchased through grade level/teacher grants.</p> <p>Some writing and reading around character education.</p> <p>New laptops for staff purchased.</p> <p>Staff trained in the use of Edu-Creation and IPADS checked out to staff for the summer.</p> <p>Accelerated Reader, IXL, Reading Eggs, and various other applications being used by teachers.</p> |
| <p>Safety , Respect, Responsibility Collectively, we strive to embrace all individuals in a supportive environment that encourages different opinions and ideas, self-reflection, and on-going growth.</p> | <p>The number of referrals to the office (blue slips) will decrease by 10%</p> <p>Character Education Implementation/training school-wide</p> <p>Visible School-wide Behavior Expectations</p> | <p><i>Soul Shoppe Workshops</i> and Assemblies where students learn how to empty their balloon, walk the peace path to resolve conflicts, use the "I" message to communicate feelings effectively and the "clean up" to take responsibility for actions.</p> <p><i>Establish School wide Expectations</i> and understandings with respect to the three B's: Be Safe, Be Respectful, Be Responsible</p> <p><i>Purchase</i> Walkie Talkies and vests</p> <p><i>Continue implementation</i> of the PEP Curriculum</p> | <p>Exceeded Goal</p> <p>Discipline slips decreased by 32% from previous year.</p> <p><i>Students More Engaged</i> in playground activities. Playground equipment stationed around blacktop to provide more room and designated areas for specific games.</p> <p><i>Common Language</i> around expected behaviors established.</p> <p><i>Purchased</i> Walkie Talkies, vests, posters for the 3 Bs and development of the "Quiet Zone" and "Peace Path."</p> <p><i>Staff training</i> on Soul Shoppe. Pep con't</p> |

Valley View Middle School
Executive Summary
2012-2013 Single Plan for Student Achievement
Reviewed by Site Council on November 19, 2013

Plan Priorities:

- Increase staff capacity to collect and use data to drive instruction
- Develop Essential Standards in each content area to focus instruction
- Provide staff release time for Instructional Rounds
- Update site technology

Major Expenditures:

- Four class sets of Chromebooks
- ELD 3D curriculum for Reading Success and ELD classes
- Classroom technology (document cameras, projectors, iPads, computers/laptops)
- Standards Plus curriculum for math intervention
- Release time for teachers to develop Essential Standards and common assessments
- Release time for teachers to conduct Instructional Rounds
- After School Math Lab Tutoring

Plan Implementation:

Fully –

- Develop Essential Standards in each Content area to focus instruction
-Each department or grade level team was released for one day to plan their Essential Standards and begin developing common assessments. Teachers also attending Common Core Training Days for Math and ELA
- Update site technology
-VVMS was able to purchase four class sets of Chromebooks for student use. Additional projectors and document cameras were purchased for each classroom. School-wide wireless was installed. Every student has been given access to a Google account through the VVMS domain.
- Use of supplemental curriculum for math intervention
- Curriculum Associates and Math Benchmark exams for quarterly assessments
- Release time for teachers to observe, collaborate, and develop Essential Standards
- Collecting data to provide intervention
- Implementation of Instructional Rounds

Partially –

- Highly engaging instructional strategies – Teachers are transitioning to the Common Core Standards which requires a shift in how instruction is delivered. Staff are still in a learning process and are making progress towards providing increased engagement for students.
- Using digital tools to engage students – Teachers have begun to utilize Google Docs, Ed1Stop, and other digital tools in their classes. However to do that, they first needed access to technology. We were able to purchase several devices for students to use last school year to lead us closer to fully implementing this target.
- Consistent use of data to drive instruction – ELA teachers use Accelerated Reader data frequently across all grade levels. Math teachers use OARS to score quarterly

benchmark exams. OARS is not used consistently for formative assessments across subject areas. Teachers are increasing their knowledge and comfort level with OARS and how to use data in collaboration while planning instruction

Not Implemented –

- Feeder pattern meetings between 5th and 6th grade teachers in ELA and Math
- Reading intervention for SPED students not used (lack of space in master schedule)
- The creation of an ELAC committee (not enough parent interest)

Strategies and Activities:

VVMS staff believes that student learning was impacted most by focusing on two key priorities. Releasing staff to develop Essential Standards as well as conducting Instructional Rounds each severed to identify what all students will learn at VVMS and the strategies that would be used to help students be successful. The alignment of each of these activities to the Common Core standards became a focal point for all staff. Staff believe they are growing in their use of data to drive instruction and have begun to work on developing common formative assessments. Much growth in this area still needs to be had, and staff realize that an increase in digital resources and online assessments will make using this data easier to use.

A new challenge at VVMS was the increase in SDC programs. VVMS increased their SDC population from 22 to 57 students. This has created the need for increased communication between SPED case managers and general education teachers. VVMS staff are working to improve how special education students are served in their mainstream classes. Further strategies are needed to improve special education student reading comprehension and number sense. VVMS has however been able to increase the amount of intensive reading intervention provided to students struggling with reading proficiency. Reading intervention classes have been created for 7th and 8th grade students using English 3D curriculum.

Attendance Plan:

During the 2011-2012 school year, the attendance rate at VVMS was 95.83%. For the 2012-2013 school year, VVMS set an attendance goal of 97%. The actual attendance rate for the 2012-2013 school year was 96.64%, a near 1% increase in attendance. The goal for the 2013-2014 school year remains 97%.

Walnut Acres 2013 SPSA Summary

Our Single Plan top priority was to continue our transformation to become a 21st Century learning community. To support this shift, the vision of 21st century learning remained a clear focus at all stakeholder meetings, including staff and leadership meetings, PFC meetings, professional teacher conversations and parent/teacher communications. Professional development in the areas of the 6 C's (critical/creative thinking, collaboration, communication, and global citizenship) as well as technology infusion, were provided to propel our transformation. Curriculum (such as Singapore Math, writer's workshop approaches, brain builders, design lab) and instructional strategies that support student choice, open-ended questions, and multiple answers, were explored and implemented.

Our second priority was to focus on providing data-driven instruction, including implementation of targeted RtI practice. Teachers analyzed both academic and social/emotional curriculum and instruction at Walnut Acres, then developed collaborative plans to augment current practices that would enhance targeted teaching/learning. Weekly intervention team meetings began, i-Ready benchmark testing replaced the CA assessment process, differentiated instruction and grade level collaborative work became more focused, and interventions within and outside the classroom were more clearly delineated.

The SLIBG budget provided about \$32, 000 last year and was divided into 3 major expenditure categories: certificated salaries, materials/supplies, and furniture/equipment. Funds from the salary category were designated to pay for workshop attendance and substitutes so that teachers could work collaboratively in their grade levels, complete 1:1 RAP testing, and observe in other classrooms. Materials & Supplies were used to purchase non-text books, online licenses (such as Ed1Stop and IXL), and service providers (such as CAP presenters.) Furniture & Equipment was the third category for major spending and money was designated for technology devices (such as laptops and ipads). Expenditures actually were increased in the certificated salary category and consequently less money was available in the other 2 categories. This shift was necessary to allow for crucial teacher conversations and training related to 21st century/Common Core training. It should be noted that the SLIBG funds were enhanced by our hard-working and dedicated PFC who contributed approximately \$400,000 to support student learning at Walnut Acres last year. Funding was used to hire personnel (21st century coach, instructional assistants, site tech I and II, senior instructional assistant, music teacher, reading specialist, school support student services specialist), purchase supplies (AR, art, classroom, online programs) and buy devices (printers, laptops, ipads).

All 2012-13 strategies have been implemented and are evolving. Some Single Plan strategies were modified last year due to circumstances that became barriers to achievement. The bureaucratic process of hiring led to a delayed start date of our Site Tech I, so our Site Tech II

did not begin pushing in to classrooms until April, 2013. Our need for training and collaboration time was so great that Furniture & Equipment money was reallocated to Certificated Salaries for that purpose. We were also in the unusual position of NOT focusing on our specific SMART goals. SMART goals were written to align to improved STAR test scores, and we believed that the STAR test results would not accurately reflect our 21st Century learning transformation efforts. We used our i-Ready assessments, based on Common Core standards, to set a baseline of data for future comparison and achievement analysis.

Other barriers included the anxiety experienced by teachers due to the sea change of Common Core and the general lack of materials and expertise to support our shift. Lack of parent understanding and comfort with Common Core was another barrier, as well as specific concerns about communicating with English Learner families about the transformation. Training for teachers helped to alleviate some generalized anxiety and a focus on the crucial role of embracing failure as part of the 21st Century/Common Core shift, also reduced some stress. Family literacy nights were a first step in educating parents about Common Core, as well as a PFC training on supporting Common Core reading at home by a parent/Common Core coach. Principal messages also spent focused time on introducing parents to Common Core and provided websites for further information.

We now have a site tech I so that our site tech II can push in to classes and provide hands-on support to teachers infusing technology in their classrooms. We continue to explore 21st century/Common Core strategies, although some of our efforts are becoming routine, such as brain builders and i-Ready. Instructional assistants are assigned in a very targeted manner to promote RtI, our ELD process allows every English Language learner to receive daily instruction and the Learning Center continues to provide specialized support available to every student. Training for teachers to implement new ideas, concepts and strategies is still considered pivotal and it is ongoing. Two coaches now work with staff, the shift to a K-5 writing workshop process using Calkin's Writer's Workshop or Being a Writer continues, and all staff meetings are focused on professional development. Opportunities for students to own their own learning and practice leadership continue to sprout. Strong school attendance, foundational to learning, will be maintained with the same strategies delineated our 2012-13 Attendance Plan.

Our goals of 21st Century/Common Core and RtI implementation will continue in 2013-14 along with an allocation of funds that generally parallels last year's expenditures. To further support our growth this year, we will give more emphasis to communication with our parent community regarding our 21st Century/Common Core work. These efforts are designed to help parents understand what 21st Century learning looks like in the classroom and at home. We will also create opportunities for interested teachers to collaborate in observing students in other classrooms as we continue our 21st Century/Common Core transformation.

Westwood Elementary School
Executive Summary
2012-2013 Single Plan for Student Achievement

Plan priorities for the 2012-2013 were:

- Using and analyzing data from Curriculum Associate, STAR test, teacher common assessment and OARS software.
- Increase collaboration between teacher teams and grade levels.
- Beginning the implementation of the Response to Intervention program to assist struggling students.
- Providing teachers with quality professional development.

Westwood's API gained 7 points this past year. This brings our API to 778. We attribute this gain to the hard work of our teachers, who design the learning process for the individual students. The sub groups that made gains are:

| | |
|----------------------------------|------------------------|
| Hispanic or Latino: | 2 point growth to 722 |
| White: | 1 point growth to 814 |
| Socioeconomically Disadvantaged: | 11 point growth to 751 |
| Students with Disabilities SWD*: | 22 point growth to 657 |

* Not a numerically significant sub group

An area of concern is the sub group that fell below the growth target:

| | |
|-------------------|----------------------|
| English Learners: | 23 point loss to 699 |
|-------------------|----------------------|

Strategies that were most effective were the use of the Oars Data and Curriculum Associates Testing data by each grade level. The teachers examined the data results to plan during grade level, cross-grade level, Data days, and staff meetings to target instruction and increase student learning. Teachers discussed how the curriculum is spiraled across the grade levels and builds on each grade level's prior knowledge. The teachers examined areas of student's strength in the curriculum and area of weakness. Teachers set SMART goals to review progress throughout the year. Our teachers continue to collaborate weekly at grade level and cross-grade level.

Professional development opportunities were presented to staff during the year to refine Board Math and Board Language practice. These programs are aligned to the state standards and give the students daily practice with the standards. Also MDUSD

EL coaches presented engagement strategies that are good for all students K-5. Teachers were able to practice strategies that can be used during the daily 30 minute ELD/ALD rotation. These strategies which are best practices can be used throughout the core curriculum.

We have purchased classroom technology to replace LCD bulbs, projectors, and document cameras when needed.

We have also provided substitute release time in the form of three half days of released collaboration time to discuss program strategies and implementation. In addition a group of staff members attended a "Professional Learning Communities at Work" (PLC) conference which helps us to facilitate and refine our teacher collaboration work.

An area that we continue to work on implementing is the Response to Intervention process (RTI). Teachers are using data from common assessments to group students appropriately and provide academic intervention in reading. Our collaboration time is focused on reading skills to meet the needs of all students.

In reviewing the attendance plan for 2012-2013 we continue to hold assemblies that celebrate perfect attendance for the month and trimester. We also give awards for academic and character education. We continue to work with families on tardies and absences through the SART process and with our Child Welfare and Attendance Liaison.

We are proud of our accomplishments through the dedication and hard work of our teachers.

Woodside Elementary
Review of 2012-2013 Single Plan and Executive Summary
Approved by SSC 12-2-13

Woodside Elementary met its API growth target by experiencing a growth of four points schoolwide this year. Our 2013 API score is 866. The percentage of all second through fifth grade Woodside students tested on the CST who scored advanced or proficient rose from 62% to 66.9% in English Language Arts and in Mathematics from 74% to 75.8%. Two subgroups, Hispanic or Latino and English Learners did not meet the API growth targets.

Major priorities were to analyze data using Curriculum Associates Benchmark Assessments and OARS software. Teachers worked to disaggregate data to monitor student progress. Staff engaged in focused conversations about student progress, developed additional assessments, shared instructional strategies and modified curriculum and teaching as needed. Grade level discussions and structured grade level planning time supported these efforts. Although grade level meetings were spent in this effort, more time is needed to accomplish this effort. Other data that supported this effort were RAP results, CELDT and ADEPT scores for English Learners and DIBELS testing for kindergarteners.

Academic programs that were fully implemented in addition to the Houghton Mifflin Language Arts and Mathematics curriculum including Universal Access were Just Right Reading Groups for grades 1-3, Step Up to Writing and the use of Kevin Feldman engagement strategies. Small group RTI instruction using the Learning Center model was also fully implemented. Last year an Intervention Boot Camp was implemented before the CST. This was an intervention program with small groups of specifically identified students who would benefit from targeted support. This was funded by the PFC.

Major expenditures supporting the instructional priorities were the use of classroom assistants to support small group instruction in the classrooms, an extra half-day for the ELD teacher who provided ELD support to students and teachers and a computer lab assistant. The Lexia online reading program was purchased to support reading intervention.

The school climate was enhanced by the full implementation of the BEST Program, the Paw Pats program, the Climate Committee and the Student Council. Parent volunteers supervise learning stations in classrooms and conduct fundraisers, and an active Parent Faculty Club supports many school-wide activities and improvements.

Our attendance goal for the 2013-14 school year is 97.4%. This is based on our average of 97.01% for the previous year. The district average rate for 2012-13 was 96.13%. The importance of attendance will continue to be emphasized through parent education,

tracking of independent study contracts and recognizing students' perfect attendance each trimester.

Aspects of the Single Plan that were partially implemented are the school's technology goals, namely the purchase of projectors and document cameras for classrooms and updating of the school's computer lab. The barriers to meeting these were that funds were not allocated and purchases were not made. Most teachers have not increased their use of technology in their classrooms. However, a new staff member who is technologically proficient will be providing some training to teachers to support their use of ed1stop. Some equipment needs to be purchased, however, to support this effort. All teachers, however, do complete their report cards online using the district software and all utilize email.

The PLC or Professional Learning Community model has been particularly effective in engaging staff members in reflective dialogue about their students' progress and in identifying essential outcomes and has led to an increase in student achievement. Continued use of these focused conversations in and across grade levels and increasing the amount of time for teachers to engage in these conversations would be even more beneficial to student outcomes.

Wren Avenue Elementary School 2013-2014
SPSA Review and Executive Summary

Wren Avenue Elementary has implemented and reinforced three **major initiatives** during the past school years. Our plan priorities and major expenditures have been focused on the following areas:

Professional Development and implementation of **Professional Learning Communities (PLC)** staff practices. All teachers committed to attend the PLC at Work conferences. Staff wide, we focused our work utilizing student data results to drive targeted instruction. Wren Staff committed to this work. Additional collaboration time was provided consistently throughout the year for staff to work on data analysis and planning.

Expenditures to support PLC include registration and travel to PLC conferences for our teaching staff, release time substitutes, team attendance at RTI workshops, additional time for grade level collaboration, and additional support staff.

Response to Intervention (RTI) – A natural next step of PLC work is the development of a rigorous RTI program. This was an exciting challenge for us to take a more focused and in depth look at all the data being generated. We were able to implement school wide RTI rotation program. Teachers at each grade level (and combined grade levels) worked together to select power standards aligned common formative assessments, which were then used to target instruction for all learners. Our experience and knowledge in the area is growing – we are proud of the evolution of this process over two years. Both the PLC and RTI initiatives blend into one another. In order to maintain organization we have a school Leadership Team as well as school CARE team.

Many expenditures are needed to support this program. We support planning of this program with staff meeting time, Personnel support with the hiring of a Title I Reading Intervention/ELD full time teacher, we have three additional support staff who push into rooms and help reduce the adult to student ratio, substitute release time is provided to attend professional development opportunities as well as for data analysis and grade level planning (PLC) time.

English Language Development (ELD) & Academic Language Development (ALD): ELD has been an established program at Wren Avenue Elementary. Three years ago, our data showed a dip in scores for our EL learners. We addressed this with additional training, Learning Walks, and the purchase and implementation of ELA Achieve curriculum. Our data continues to show growth in this area. ALD has also evolved a great deal over the past 3 years; we noticed some changes there as well. Year one this population was doing quite well, then dropped off over the past 2 years. We are now addressing multiple needs by treating this rotation time as another opportunity to serve Tier II intervention. We again have the opportunity to provide targeted intervention to all our students.

ELD and ALD expenditures include purchasing ELA Achieve kits, additional staff to support the program, and release time for assessments.

Major expenditures school wide: There are several purchases which overlap the above 3 areas. We support a great deal of technology with both hardware (computers, laptops, student lab, iPad, etc.) and software (for students: Raz kids, Read Naturally, Accelerated Reader, Lexia, ESGI, My Skills Tutor) All staff utilize OARS for data, Learning A-Z, Aeries, ABI, Educators Handbook (last year). These all help support our programs and enhance home/school communication regarding student progress.

Working together to improve school climate is an ongoing goal. We want students to feel safe and happy. During the 12-13 school year we implemented Soul Shoppe. We also fully developed a BEST

matrix of expected student behaviors, which is taught to all, and reminders posted in all common areas around the school.

Plan Implementation

During the 2012-2013 school year we fully implemented ELD, ALD and PLC practices. RTI was 'mostly' implemented. We had some scheduling issues that we knew would be adjusted as we moved forward. We did not eliminate any strategies. There were some modifications made in scheduling to accommodate staff learning (attending training sessions), and implementation planning. RTI began in October.

Our 2012-2013 Attendance goal was to increase Yearly Actual Attendance from 93.87% to 94%. Our data shows an increase to 95.55% - exceeding our goal. We will continue to monitor attendance and tardies, and celebrate success in these areas.

Our ELD/ALD rotations strengthened and increased. Kindergarten committed to a daily rotation, while all other grades participated in 45-minute rotations four times per week. The teaching team has focused more rigor into the ALD time – students are assessed and grouped accordingly. This has become another opportunity for Tier II intervention.

The main barriers faced were schedule (timing) issues. Elementary Schools schedules have many irregularities (I.E. music and library) that pose challenges to the scheduling process. We addressed issues through the Leadership and CARE teams and made any adjustments needed. More importantly, made stronger plans for this year.

Overall we saw growth in our students throughout the year. Teachers regularly used OARS data to maintain data records which informed focused conversations. Teachers regularly drew conclusions and planned based on the following results of the following data sources : Curriculum Associates results, CST scores (over time), ESGI, RAP, API, Read Naturally reports, CFA's, Lexia reports, CELDT scores, ADEPT scores, and Accelerated reader reports for 3,4 and 5th grades.

Strategies and Activities

We have two strong teams working to support student achievement at our site. The CARE/Intervention Diagnostic team meets regularly to discuss student needs, tiered intervention and plan next steps for individual learners. Leadership works on overall big picture items for school function. Both provide strong support for all learners.

PLC - Grade level PLC practices support teachers and learners. Through focused conversations about what is being taught and what students are learning, teachers are able to provide support to one another as they collaborate.

RTI – It is skill specific and target instruction. What is taught is clear, student groups are smaller and there is staff wide collective commitment. We are interdependent upon one another.

These strategies have proved effective. We are seeing growth over time and look forward to seeing continued student growth. As we reviewed the plan, students' data, and examined our initiatives, we were able to see improvement in many areas. We feel the 3 initiatives taken on should be continued, improved, and strengthened as we move forward into the common core.

Our API this year increased 11 points overall making a total of 767. The numerically significant sub groups that showed the most growth are:

| | Growth | Total |
|----------|--------|-------|
| Hispanic | +10 | 751 |
| White | +15 | 806 |
| SED | +16 | 745 |
| EL | +8 | 726 |

Ygnacio Valley Elementary Executive Summary SPSA Plan 2013-2014

The top priorities of the 2012-2013 plan were analyzing data using Curriculum Associates testing and OARS software to disaggregate data for academy rotations and English Language Learners including those students in Tier 2 intervention with the Title I intervention specialist. The Title I intervention teacher and a part-time reading intervention teacher were the major expenditures supporting student progress.

Instructional Rounds were also a top priority for teachers to examine Question of Practice and identify best practices to maximize student learning. This was a minimum expense which entailed using the cost of substitutes so teachers could be released from the classroom during the day.

The After School Program pull-out intervention was partially implemented for students needing additional academic support in language arts or math. This was due to lack of funding needed to pay teachers to support the plan. However, Buena Vista Tutoring was available for students. Those students are selected by the teacher and who can only have two students for a session. There is no school-wide data used to mark growth for this program.

The API score increased by 15 points this year showing growth by students on the CST. The staff believes the Professional Learning Community model was responsible for the use of data and open discussion between staff supported the increase in student scores. In addition, Instructional Rounds focusing on how students are learning and discussing the results contributed to the API increase. The staff believes that funding to increase student achievement would be best used with additional support staff being hired to execute Read 180 fully in 4th and 5th grade. The Read 180 program data showed 24 of the 42 fourth and fifth grade students participating in the program gained 2 full reading levels.

Strategies that were most effective was the use of OARS data and Curriculum Associates Testing data within grade level discussions that led to best teaching practices in the classroom daily to increase student learning. Teachers believe that sharing information together about students and how they learned a lesson was most effective in increasing the academic outcome. The staff will continue to use this strategy in tandem with instructional rounds to improve their own best practices with each other.

Ygnacio Valley High School
Single Plan for Student Achievement 2012-2013

Plan Priorities:

In 2012 – 2013 three strategies were put into place to improve student achievement at Ygnacio Valley High School:

1. Deliver effective first instruction (Full implementation)
 - No expenditures were used for this goal.
2. Develop a pyramid of academic intervention and support (Partial Implementation)
 - District Funding was used for the majority of the support. EIA-SCE: 1.0 FTE teaching EIA-LEP: 0.60 FTE teaching, 0.40 FTE EL Coordinator; 6.5 hour per day bilingual instructional assistant
3. Collaborate in PLCs (Full implementation)
 - District money and SLIBG money was used to visit other schools sites to review their PLC programs.
 - SLIBG money was used for additional teacher/PLC collaboration and release time to assist in developing common assessments and identifying essential standards.

Plan Implementation:

Full Implementation occurred for Plan Priorities #1 and #3.

Partial Implementation occurred with Planned Priority #2 when developing a pyramid of academic intervention and support.

- At the beginning of the year a new Homework Policy was created and used by the entire staff and administration in order to help with academic intervention. However, the infrastructure was not set up sufficiently, and as the school year progressed, the homework makeup policy was modified and then eventually eliminated.
- A new bell schedule was reviewed and put up for staff discussion at several staff meetings. However, after speaking with the district and the union, it was decided the RTI model that the site was looking at wouldn't be feasible, and it was not put into place.
- Student performance in academic intervention programs were not tracked in a timely manner.
- No entry and exit criteria were established for the intervention programs (CAHSEE, Academic Literacy, ELD, and Math) and therefore there was no accountability to the students to guarantee they were receiving appropriate intervention instruction.

The impact of not effectively implementing these programs and intervention is clear in our API score from 2012 to 2013. Student achievement decreased during the school year, the API score dropped from 674 to 655, a loss of 19 points.

Ygnacio Valley High School
Single Plan for Student Achievement 2012-2013

Strategies and Activities:

- Our After School Program through CARES conducts a homework center, with staff and tutors available to help students with assignments, makeup tests, etc. Teachers can send makeup work to the staff at the homework center, and students can be proctored and sign in for hours as well, earning back credit for missing work. This program has been a valuable resource for staff and students and should continue to be supported and utilized.
- Credit reclamation through Cyber High has been implemented and students can earn credit for failed classes after school in online distance learning. With limited credit reclamation opportunities for students, this resource should continue to be offered.
- Healthy Living classes were created for At Risk students who are identified for behavioral and academic patterns indicative of dropout risks. The classes have since been eliminated as they were ineffective in improving grades, attendance and behavioral issues.
- Academic Success classes were also created for Special Education students who needed additional support outside of their Individualized Education Plans. Special Education has data to support the continuation of these classes, including improved grades, progress towards IEP goals, and behavior support plans.
- Support classes for English and Algebra classes were added for students who did not perform well in these areas on the STAR test and who had teacher recommendation for remediation. Data is inconclusive as to the degree of effectiveness for these supports.
- Homework was a focus as a strategy to improve overall grade performance for all students, and a minimally effective strategy was put in place to try to address the problem of assignments being turned in. Students were to be held accountable for any missing assignments and responsible for going to the homework center. There was not enough support in the infrastructure, no reliable and ongoing accountability, and in the end proved to be ineffective and too large scale for what was in place.

Attendance Plan:

The purpose of this attendance plan is to:

- Improve student learning by increasing the amount of time students spend in class
- Enhance district revenue by increasing ADA
- Letters Mailed Home in 2012-13* Step 1 = 371, Step 2 =140, Step 3 =98 Step 4 =1
- YVHS met the district target attendance which is: 93.26% and SDC – 84.79%
- YVHS Attendance average for 2012-2013: 93.94% and SDC –90.77%