The Single Plan for Student Achievement Template

SCHOOL: Ira Harbison

County-District School (CDS) Code 37-68221-603864

Principal: Alfonso Denegri

Date of this revision: September 10, 2013

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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The District Governing Board approved this revision of the SPSA on January 22, 2014

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Overview of the Single Plan for Student Achievement

In 2001, the California legislature amended the planning requirements for schools that participate in state and federal categorical programs funded through the Consolidated Application process, creating the Single Plan for Student Achievement (SPSA). Its stated purpose is to "improve the academic performance of all students to the level of the performance goals, as established by the Academic Performance Index." The Academic Performance Index (API) is a rating of schools based on their performance on state academic assessments. The requirements for monitoring these categorical programs are part of the same legislation. The SPSA planning process and local compliance monitoring are directly related.

This legislation established the following eight requirements for school plans:

1. School districts must assure "that school site councils have developed and approved a plan, to be known as the Single Plan for Student Achievement for schools participating in programs funded through the consolidated application process, and any other school program they choose to include…"
2. School plans must be developed "with the review, certification, and advice of any applicable school advisory committees…"
3. Any plans required by programs funded through the Consolidated Application and NCLB Program Improvement must be consolidated into a single plan.
4. The content of the plan must be aligned with school goals for improving student achievement
5. School goals must be based upon "an analysis of verifiable state data, including the Academic Performance Index…and the English Language Development test…and may include any data voluntarily developed by districts to measure student achievement.."
6. The plan must address how Consolidated Application funds will be used to "improve the academic performance of all students to the level of the performance goals, as established by the Academic Performance Index."
7. The plan must be "reviewed annually and updated, including proposed expenditures of funds allocated to the school through the Consolidated Application, by the school site council…"
8. Plans must be reviewed and approved by the governing board of the local educational agency "whenever there are material changes that affect the academic programs for students covered by programs" funded through the Consolidated Application.

Analysis of Current Educational Practice

Clear school goals, shared vision, grade level standards, assessments, and ongoing data analysis are major forces that drive decisions regarding the instructional program. The following statements characterize educational practice at our school.

1) Instructional Practices

Ira Harbison Elementary School is involved in standards based language arts and mathematics instruction for all students through the combination of published and computer based instruction.   The Houghton Mifflin Reading and the Envision math programs comprise the publisher ==programs these== are combined with Learning Headquarters, which is our core-writing program in grades K – 6. The Fountas and Pinnell Comprehension Toolkit is also used to spplement our language arts block. English Language Development (ELD) is addressed through the use of the Systematic English Language Development program. Fountas and Pinnell Leveled Literacy Intervention Program is utilized by our Language Arts Specialist along with Impact teachers as Tier I and Tier II reading intervention programs. Special Day classes utilize the Cambium Learning's Language! Program to meet their unique needs of our students in special day classes. The NCS Learn SuccessMaker software program supports the standards-based curriculum at Ira Harbison Elementary School both in the classrooms, in a computer lab setting, at home for all Kindergarten – 6th grade students. The NCS Learn SuccessMaker software provides accurate assessment and targeted instruction in language arts and mathematics. All students also have access to online software, Pearson Successnet, both at school and at home that supports our Envision math curriculum. IXL online tutorial program is also used to provide extra practice in math for our students. Accelerated Reader along with RAZ kids , both online reading programs are used to help promote independent reading and allow teachers to monitor the amount of independent reading students are participating in throughout the year. Clear school goals, shared vision, grade level standards, assessments, and ongoing data analysis are major forces that drive decisions regarding the instructional program. The following statements characterize educational practice at our school.

2) Instructional Time

Ira Harbison Elementary School along with National School District complies with and monitors implementation of instructional time for the adopted programs for language arts, mathematics and ELD. The school also provides additional time for students requiring intervention in language arts and mathematics. Additional time for differentiated instruction throughout the day is provided for at risk and special needs students based on their learning needs. Differentiated instruction is also provided for our GATE identified students and our high achievers.

In Kindergarten through 6th grade, students participate in three hours of language arts instruction and 75 minutes of mathematics instruction daily. Literacy support is provided for 60 - 90 minutes 4 times a week for students in grades 4-6 and 30-45 minutes 4 times a week for students in grades K-6. ELD instruction is provided for 40 minutes 4 times a week. At risk students in grades K-6 are provided with 20 minutes additional instruction in language arts along with additional mathematics instruction both completed in small group and/or one-on-one.

Impact teachers, hired to reduce student-teacher ratio throughout the day, are assigned to work with students based on students' needs. They work in classrooms with small groups of students or pull them out, providing additional literacy support. Impact teachers receive guidance and support from the site

administrator, language arts specialist (LAS) and classroom teachers. A Language Arts Specialist provides a forum for ongoing communication between impact teachers and staff, in-services in curriculum and instructional strategies, modeled and co-taught lessons in the classrooms, planning for small group instruction and planning for in school and extended day intervention classes in language arts and mathematics. Impact teachers and regular education teachers are used to supplement language arts, mathematics and ELD instruction before and after school especially for students needing intervention in the aforementioned subject areas.

3) Credentialed Teachers and Teacher Professional Development Opportunity

The National School District recruits and retains only teachers that are Highly Qualified in accordance with NCLB requirements. At Ira Harbison School all teachers are Fully Qualified in accordance with NCLB requirements. The staff at Ira Harbison Elementary School is involved in a program of ongoing professional development linked to standards. Instructional planning is driven by the review of student outcomes on assessments that target essential grade level standards. District level staff development focuses on the key areas in language arts, mathematics and ELD grade level objectives and instructional practices to optimize student performance. All K – 6th grade teachers are receiving on-going training from a consultant on how to use reports from Successmaker to target instruction and support for students in reading and math. All staff at Ira Harbison receive on-going in-service on accessing and interpreting data online utilizing the OARS data management system. OARS provides access to the full range of district multiple measures assessments and a comprehensive item-bank with standards-based questions for reteaching and assessment purposes. Teachers have received in-service on creating practice activities through OARS, Successmaker, and Pearson Successnet. The STAR reading assessment is used during each testing window to review reading comprehension and vocabulary progress. These levels are known by the students and allow them to self-select books at the appropriate reading level.

Annually, a plan for staff development is designed based on the review of specific site data, including CST, CELDT, and district multiple measures assessments. The plan is developed through the collaborative efforts of the site instructional leader, site resource and teaching staff along with the School Site Council. Staff development days are planned to train staff on innovative instructional practices directly related to targeted, standards- based improvement areas. The Educational Services Department at the National School District provides guidance and financial support for professional development days. Early dismissal on Thursday afternoons provides a timeframe for teachers to collaborate within grade level and in vertical (K-2, 3-4, 5-6, etc) planning groups. Accelerated Reader, the OARS data management system, Benchmark Assessment System (BAS), Learning Headquarters Writing and Systematic English Language Development (SELD) were the focus of professional development for teachers in Kindergarten through 6th grade.

Other staff development includes Comprehension Toolkit, Benchmark Assessment System (BAS), academic vocabulary, student engagement, reading fluency and comprehension, Promethean ActiveInspire, STAR reading and math, Dibels assessments and Mclass resources, and Fine Arts professional development. Two teacher.s were selected to participate in a training that focused on the Common Core Mathematics Standards through the SDCOE.

4) Student Achievement and Monitoring System

Ira Harbison Elementary School has worked with the National School District to align curriculum, instruction and materials closely to a standards based system. Committees comprised of teachers,

resource staff and administrators have identified essential language arts and mathematics standards at each grade level. The essential standards have been integrated into the district standards-based report card. Formal, diagnostic assessments takes place four times per year and are based on a series of comprehensive, criterion referenced tasks and tests. Math Benchmark assessments are given four times per year. Assessments include: Benchmark Assessment System (BAS) running records, District Multiple Measures Assessments, Houghton Mifflin Reading and Lectura theme skills and summative tests, Learning Headquarters Writing Program assessments, Envision Mathematics topic and benchmark test, DIBELS/IDEL benchmark assessments and STAR reading and math assessments. In addition to the OARS Blueprint exam two times per year. This assessment is closely aligned to the CST.

Students who are having difficulty performing at grade level standard at Ira Harbison Elementary School are supported on several levels in the classroom and through site level planning teams. In addition to teachers developing standards-based instructional plans and comprehensive assessment outcomes, additional attention is focused on struggling students. Grade level meetings, principal/teacher conferences, and site resource teacher guidance are all brought into play in order to understand the best ways to assist these students. For students who continue to experience difficulties despite regular interventions, Student Study Team (SST) meets regularly to involve the expertise of the principal, language arts specialists, speech therapist, school psychologist and resource specialist in deciding on more prescriptive academic and behavioral interventions. To complement the SST, teachers have been trained in Response to Intervention (RtI), a model adopted by the district to identify and meet the needs of struggling students and use data to assess whether or not they are responding to intervention. This model has been fully implemented in kindergarten through sixth grades. Grade level RtI meetings are held every 7 weeks to discuss specific students, research-based strategies, RtI goals and next steps. The progress of Tier 1 students is monitored monthly, progress of Tier 2 students is monitored bimonthly, and progress of Tier 3 students is monitored weekly to ensure that they are making adequate progress toward their goals. We use several measures to assess whether or not students are responding to intervention. We use BAS, DIBELS or IDEL progress monitoring assessments, classroom multiple measures, and reports from our instructional software programs. The student, parent and school collaborate on a learning plan emphasizing student/parent accountability and weekly communication. In addition to classroom interventions, additional resources may include the after school program Winners Growing Strong (WINGS), math and reading tutoring, Successmaker, and supplementary intervention classes both before and after school.

Ira Harbison Elementary School draws upon vital information in a number of state and local assessments to guide instruction for improved student outcomes. Extensive data is assembled on a district electronic database relating to the CST, CMA, CELDT, district multiple measures including RESULTS, Writing Rubrics, Language Arts and Math assessments. Perhaps most unique, is the ability for staff to configure data on the OARS data management system to efficiently evaluate individual, class wide and grade level student performance for instructional planning. Data can be viewed both in numerical/table formats and can be merged into graphical representations. Specific areas of difficulty can be identified by standard and instructional tools can be downloaded to remediate those areas of need.

As discussed previously, Ira Harbison Elementary School makes a full commitment to collaborating on the analysis of data through grade level groups to plan instructional strategies, share ideas, concerns and explore solutions to common problems. Meetings are held bimonthly to discuss standardized test outcomes, district and site assessments, ELD levels and a variety of data and classroom samples collected to identify areas of strengths and weaknesses. Effective strategies that work are discussed and areas for improvement are analyzed. Primary grades focus in on RESULTS outcomes related to phonemic awareness, phonics, word recognition, reading fluency and comprehension. In writing, teaching staff scores writing samples collaboratively at least three times each year, using rubrics from the Learning

Headquarters program. Teachers work together to ensure the rigor of the writing is at standard for their particular grade level.

5) Ongoing Instructional Assistance and Support for Teachers

As mentioned earlier, new staff members are provided the opportunity to receive training on practices and programs currently in place at the school site, for example Comprehension Toolkit, BAS and the Systematic English Language Development. Teachers also have an opportunity to visit different classrooms on -campus, other district classrooms, and out of district classrooms to help them experience other educators' styles and strategies. Our Language Arts Specialist is also available to model lessons for teachers and also co-teach lesson with teachers to help change adult actions to better meet the needs of our students. The Peer Assistance and Review (PAR) program provides ongoing support to both beginning and experienced teachers who may need or request assistance.

6) Collaboration

As discussed previously, Ira Harbison School makes a full commitment to collaborating on the analysis of data through grade level groups to plan instructional strategies, share ideas, concerns and explore solutions to common problems. Meetings are held regularly to discuss standardized test outcomes, RESULTS assessments, STAR reading and math assessments, teacher created formative assessments, and ELD levels to identify areas of strengths and weaknesses. Effective strategies that work are discussed and areas for improvement are analyzed. In addition to the teacher planning at staff meetings and on Thursday minimum site/district days, grade levels review student progress and determine if students are moving towards reaching grade level benchmarks in language arts, mathematics, and ELD. They have an opportunity to review outcomes, discuss student progress and make recommendations for next steps that need to take place to ensure optimum student achievement towards school-wide and district goals. They can plan lessons and gather materials for appropriate instruction. In addition, vertical grade level articulation takes place at least once a month.
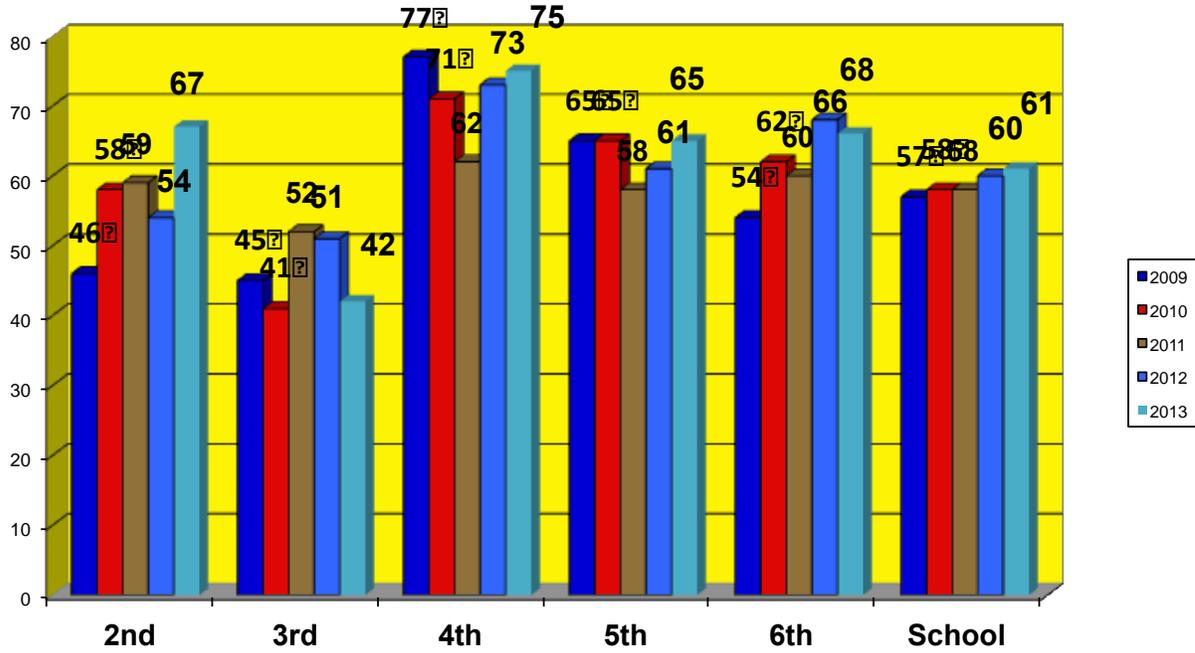
Primary grades focus on BAS and Results outcomes related to phonemic awareness, phonics, word recognition and reading fluency and comprehension. Upper grade teachers also use BAS assessments and STAR reading assessments to monitor the progress of their struggling readers. All teachers also work together to analyze data from the district OARS Blueprint exam in language arts and math. They use the item analysis report to determine next steps for instruction as grade level teams. In writing, all teaching staff scores writing samples collaboratively at least 3 times each year. They identify the strengths and weaknesses in students' writing and determine next steps for instruction in the area of writing.

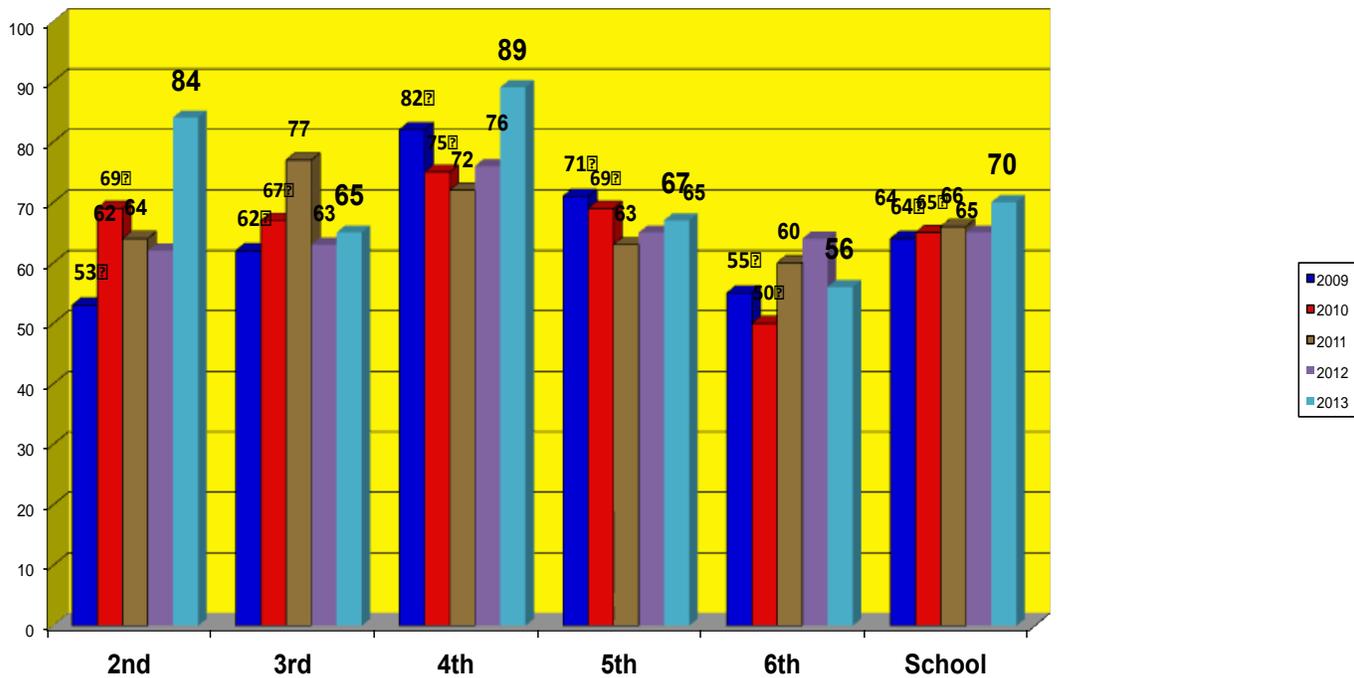7) Shared Responsibility for Student Achievement
- *The State of California provides technical assistance to the LEA regarding requirements for program improvement in the form of workshops and Regional System of School and District Support.*
- *The LEA supports the school through professional development regarding Program Improvement requirements, Common Core implementation, English Learner programs, and student monitoring using OARS, and the NSD Data Warehouse.*

- *Ira Harbison Elementary School takes responsibility for student achievement through onsite professional development, individual and grade level student achievement monitoring, and school wide planning toward increased student achievement.*

Language Arts
2009 - 2013
CST Results

Legend: 2009, 2010, 2011, 2012, 2013

	2nd	3rd	4th	5th	6th	School
2009	46	45	77	65	54	57
2010	58	41	71	65	62	58
2011	59	52	62	55	60	58
2012	54	51	73	58	66	60
2013	67	42	75	61	68	61

CST Results
Math
2008 - 2011

Legend: 2009, 2010, 2011, 2012, 2013

	2nd	3rd	4th	5th	6th	School
2009	53	62	82	71	55	64
2010	62	67	75	69	50	64
2011	64	77	72	63	60	65
2012	63	63	76	65	66	65
2013	84	65	89	67	56	70

Form A: Planned Improvements in Student Performance

District Priority Actions from Strategic Plan- Instruction	*From* Our current reality (Today)	*To* Our Desired Reality (2017)
-Define core instructional strategies and practices through professional development in the NSD 4 D Instructional Model - Define common language and meeting format for Data Teams	*Differentiation occurs during guided reading, reading lab, impact teacher support and RTI support.* *Delivery of research based instructional practices are not in place consistently.* *Data Teams currently focus on Envision topic tests and meet every 4 to 5 weeks. These meetings are facilitated by the principal.*	*Strategic chaining in content areas. This will also be supported through different learning modalities and interest with the use of one to one technology. Such as iPods netbooks and Chromebooks.* *Consistent research based instructional practices such as strategies from the Comprehension Toolkit will be in place, and be used consistently in all classrooms.* *Both language arts and math are addressed on a weekly basis during self facilitated instructional data team meetings.*
District Priority Actions from Strategic Plan- Safe and Healthy Environments **-**Develop district-wide Positive Behavior Interventions and Supports plan and related site PBIS plans	*Peace Patrol* *Focus on Character traits during good citizen assemblies.* *We are currently averaging 4 to 6 suspensions per school year.* *Bullying is addressed as needed.* *Beginning PBIS grant*	*PBIS program fully implemented schoolwide.* *Suspensions will be decreased to no more than 1 annually.* *Fully implemented Bullying prevention program..*

Conclusions from Student Performance Data

English Language Arts:

Overall our English Language Arts Scores stayed relatively flat compared to last year. When we take a look at the graph we see that school wide, Ira Harbison grew 1%. When we take a look by grade level we can see the following:

Second Grade: This grade level did extremely well with a 13 point jump over last year with 67% students scoring Proficient or Advanced. This is the highest that second grade has ever scored.

Third Grade: Third grade scores were diapointing with a 9 point drop compared to last year at 42%, which is the lowest the grade level has scored in the past four years. This is an area that will need much closer analysis, and will definitely be an area of focus this year.

Fourth Grade: Fourth grade once again had a stellar year with 75% of the students scoring Proficient or Advanced. Although this is only a 2% growth over last year, fourth grade always performs very well.

Fifth Grade: Fifth grade had a solid year with a 4 point growth over the previous year. What makes this significant is that 65% of the students scored Proficient or Advanced which ties it for the highest the grade level has ever scored.

Sixth Grade: Sixth grade also performed well with a 2 point jump that put the grade level at 68% Proficent or Advanced. Again the highest that the grade level has ever scored.

Although there was a modest 1 % growth overall it is important to note that four out of five grade levels not only grew, but scored the highest they have ever scored before.

Mathematics:
Math scores overall look very good, with all grades showing growth except for 6th grade. The two grade levels that really stand out are second and fourth grade with a 20 point and 13 point growth respectively. As a school Math grew by 5 percentage points which should put us very close to meeting our Safe Harbor Goal for the 2012 / 2013 school year.

Second Grade: This grade level did extremely well with a 20 point jump over last year with 84% students scoring Proficient or Advanced. This is the highest that second grade has ever scored.

Third Grade: Third grade scores showed a modest two point growth, and at 65% Proficient or Advanced will also be a focus grade for the upcoming school year.

Fourth Grade: Fourth grade once again had a stellar year with 89% of the students scoring Proficient or Advanced. Although they were already at 76% Proficient or Advanced they were still able to show a 13 point increase.

Fifth Grade: Fifth grade had a solid year with a 2 point growth over the previous year with 67% of the students scoring Proficient or Advanced.

Sixth Grade: Sixth grade is by far the biggest conern in the area of math. As was stated earlier this was the only grade level that did not show growth in math compaired to last year. We have already begun some in depth analysis, and have come up with some reasons for this drop.

English Learners:

School Goal # 1 ELA:	
By the end of the 2013 school year, 69% of all students, 62% of hispanic students and 46% of EL students will be proficient or advanced on the ELA portion of the CST state test in order to meet safe harbor goals.	
What data did you use to form this goal? SAFE HARBOR goals were developed utilizing a formula provided by the San Diego County Office of Education. Results from the most current California Standards Test were inputted into the formula. This is how we arrived at these numbers.	**How does this goal align to your Local Educational Agency Plan/Strategic Plan goals?** Our strategic plan calls for our school district to help every student meet state standards by demonstrating proficiency in language arts for all of our significant subgroups.
What did the analysis of the data reveal that led you to this goal? Analysis of the data revealed that although certain grade level made growth in certain subject areas, other grade levels did not. A few grade levels also went down in certain subject areas. The end result for Ira Harbison was relatively flat student growth with just a little over 1% growth from the previous year.	**Which stakeholders were involved in analyzing data and developing this goal?** Parents, SSC and teachers were involved in analyzing the data and developing the goals.
Who are the focus students and what is the expected growth? We have identified students that scored proficient or advanced on the previous year CST, as well as the students that need to score proficient or advanced on the CST this current school year. So while our goal is to make annual yearly progress through safe harbor, our ultimate goal is for students to either	**What data will be collected to measure student achievement?** Using our new OARS (Online accountability reporting system) we will collect formative and summative assessments, we will collect and analyze student progress in reading levels through data collected from our educational software programs such as STAR reading scores from Renaissance Place, running record reading

remain proficient or advanced, or else they will grow at least one proficiency level.	assessments from the Benchmark Assessment System and SuccessMaker.
What process will you use to monitor and evaluate the data? Progress monitoring and evaluation of programs will happen during collaboration and RtI / instructional data team meeting times.	**Actions to improve achievement to exit program improvement.** By consistent use of our data management systems, teachers will identify areas of weakness among groups of students and develop lessons to target teach to challenging standards.

Strategies/Actions to Implement this Goal	Start/Completion Date/Personnel	Each Funding Source/Amount	Process for Evaluation of Implementation
Instructional Practices consistent with Content Standards and Strategic Plan:			
• Teachers meet monthly in grade/vertical teams to analyze data, progress monitor students and plan lessons according to the specific needs of the students.	7/13-5/14 (Substitutes)	$17,287 Title I	Data analysis results, Assessments, principal visits to data meetings.
• Teachers collaborate to review formative/summative data and to plan instruction around targeted standards	7/13-5/14	Funding already accounted for above	Lesson plans, teacher made assessments, OARS assessments, etc.
Professional Development and Data Team Collaboration:			
• In addition to the instructional focus on content based instruction, teachers will also receive staff development on an ongoing basis in areas such as reading assessments, as well as teaching reading strategies from our reading specialist	7/13-6/14	$93,919	OARS assessments, RtI / Collaboration, teacher principal conferences, CST results, API.
• Engage members of common core committee in developing common core demonstration lessons in order to begin the implementation discussion	7/13-5/14	Funding provided by district office.	Teacher observations, teacher lesson plans.
• Data teams meet monthly to review student performance	8/13-5/14	Funding already accounted for above	Student results from OARS test reporting site.
Extended Learning Time:			
• Before and after-school intervention classes have been set up to target second through sixth grade students.	10/13 – 5/14	ASES/District Funding from LEA	Strategic Intervention groups, pre-post testing

Increased Educational Opportunity: • Four impact teachers support students during the instructional day to increase their reading abilities using research proven methods. • Purchase instructional and assessment materials to support core curriculum and differentiated instruction. Some of these items include: Fountas and Pinnell LLI kits, as well as leveled reading books that support CCSS.	8/13-5/14 8/13-5/14	$43,500.00 EIA/SCE & Title I $22,447 EIA/SCE, Title I,	OARS Intervention Groups, principal observations, principal teacher conferences Monitoring students BAS as well as STAR reading data.
Involvement of Parents, Staff and Community: • Counselor works with students to motivate, reward and encourage students to achieve on their school goals. She also works with teachers to identify students who are in need of additional emotional, social support. • Students are recognized with certificates and medals for their academic achievement efforts. Members of the community, parents and staff are invited to support student achievement • Additional bilingual clerical support in order to assist parents and community during peak times in the school year. Additional clerical support assists in maintaining records; updating student files translating during parent conferences and assisting in health office.	8/13-5/14 Counselor Salary 1/13-4/14 7/13-4/14	$20,000.00- Title I $1,000 Title I $8,100.00 Title 1	Observation, student input, teacher surveys. Student assessment results, reduction in behavioral referrals CELDT results, AMAO reports, student reclassification data.
Instructional Technology: • Students in grades K-6 receive: 20 hours of reading instruction via our SuccessMaker independent learning software system	7/13-5/14	$, 42,152 EIA & Title III	SuccessMaker gains reports

• Retain the services of a site technology liaison to support teachers with all of our learning software systems.	7/13-5/14	$1,000 Title I	Principal observation, teacher feedback
• Purchase and maintain technology to support 1 to 1 student to technology ratio. This includes the purchase of Chromebooks, laptop computers, and various educational apps.	7/13-5/14	$38,648 LCFF	Student projects and presentations. Principal observation
• Utilize AR (Accelerated Reader) to check students' comprehension of reading books.	7/13-5/14	$2,300 LCFF	Accelerated reader reports, increased reading scores.

School Goal # 2 Math:

By the end of the 2013 school year, 78% of all students, 72%of Hispanic students and 65% of EL students will be proficient or advanced on the math portion of the CST state test in order to meet safe harbor goals.

What data did you use to form this goal?	How does this goal align to your Local Educational Agency Plan/Strategic Plan goals?
SAFE HARBOR goals were developed utilizing a formula provided by the San Diego County Office of Education. Results from the most current California Standards Test were inputted into the formula. This is how we arrived at these numbers.	Our strategic plan calls for our school district to help every student meet state standards by demonstrating proficiency in math for all of our significant subgroups.
What did the analysis of the data reveal that led you to this goal?	**Which stakeholders were involved in analyzing data and developing this goal?**
Analysis of the data revealed that Ira Harbison math scores did very well compared to previous years. Overall IH grew a little over 5% compared to last year, which puts IH at 70% Proficient or Advanced. The grade levels that really took off were 2nd and 4th grade scoring 84% and 89% respectively.	Parents, SSC and teachers were involved in analyzing the data and developing the goals.
Who are the focus students and what is the expected growth?	**What data will be collected to measure student achievement?**
We have identified students that scored proficient or advanced on the previous year CST, as well as the students that need to score proficient or advanced on the CST this current school year. So while our goal is to make annual yearly progress through safe harbor, our ultimate goal is for students to either remain proficient or advanced, or else they will grow at least one proficiency level.	Using our new OARS (Online accountability reporting system) we will collect formative and summative assessments, we will collect and analyze student progress in reading levels through data collected from our educational software programs such as STAR Math scores from Renaissance Place, Envision Math Topic Tests and SuccessMaker.
What process will you use to monitor and evaluate the data?	**Actions to improve achievement to exit program improvement.**
Progress monitoring and evaluation of programs will happen during collaboration and RtI / instructional data team meeting times.	By consistent use of our data management systems, teachers will identify areas of weakness among groups of students and develop lessons to target teach to challenging standards.

Strategies/Actions to Implement this Goal	Start/Completion Date/Personnel	Each Funding Source/Amount	Process for Evaluation of Implementation
Instructional Practices consistent with Content Standards and Strategic Plan: • Teachers meet monthly in grade/vertical teams to analyze data, progress monitor students and plan lessons according to the district's 4-D model. • Teachers collaborate to review formative/summative data and to plan instruction around targeted standards	7/13-5/14 (Substitutes) 7/13-5/14	Funding already accounted for above Funding already accounted for above	Data analysis results, Assessments, principal visits to data meetings. Lesson plans, teacher made assessments, OARS assessments, etc.
Professional Development and Data Team Collaboration: • Engage members of common core committee in developing common core demonstration lessons in order to begin the implementation discussion • Data teams meet monthly to review student performance	11/13-5/14	Funding already accounted for above	OARS assessments, RtI / Collaboration, teacher principal conferences, etc.
Extended Learning Time: • Before and after school intervention classes have been set up to target second through sixth grade students.	10/13 – 5/14	ASES/District Funding from LEA	Strategic Intervention groups, pre-post testing
Increased Educational Opportunity: • Four impact teachers support students during the instructional day to increase their reading abilities using research proven methods.	8/13-5/14	Funding already accounted for above	OARS Intervention Groups, principal observations, principal teacher conferences

Involvement of Parents, Staff and Community: • Parents receive updates regularly through parent meetings, family learning days, and SSC. They also receive monthly communications and updates through our monthly parent bulletin and our telephone call –out system	7/13-5/14	Funding already accounted for above	Parent Surveys
Instructional Technology: • Students in grades K-6 receive: 20 hours of math instruction via our SuccessMaker independent learning software system	7/13-5/14	Funding already accounted for above	SuccessMaker gains reports
• Students in grades 1-6 utilize IXL, online math tutorial program to focus in on standards that are currently being taught.	7/13-5/14	$3,000 Title 1	IXL reports
• Purchase and maintain the iPod Touch program. This includes the purchase of iPod touches, laptop computers, and educational apps.	7/13-5/14	Funding already accounted for above	Principal walk-throughs, student projects.

School Goal # 3 English Learners

By the end of the 2013-14 school year 60% of our English language learners will make annual progress in learning English as measured by the CELDT. (*AMAO #1*)

By the end of the 2013-14 school year 25% of our English language learners who are part of the co-hort, which has been instructed in English for less than five years, will be advanced or early advanced as measured by the CELDT. (*1. AMAO #2*)

By the end of the 2013-14 school year 50% of our English language learners who are part of the co-hort which has been instructed in English for 5 years or more will score advanced or early advanced as measured on the CELDT (*2. AMAO #2*)

What data did you use to form this goal? Data used to formulate this goal was longitudinal AMAO#1, AMAO #2.1 & 2.2.	**How does this goal align to your Local Educational Agency/Strategic Plan goals?** Given our high percentage of English learners and it being one of our significant sub-groups, ELD must take a more overarching role in the design of our instructional programs. It also aligns in that the state targets for the 2012-2013 school year are as follows: AMAO #1 – 57.5 %, AMAO #2.1 – 21.4% and AMAO #2.2 – 47%
What did the analysis of the data reveal that led you to this goal? The analysis revealed a sporadic and inconsistent pattern of achievement. More than likely it can be traced back to our historically inconsistent instructional program in ELD for our language learners.	**Which stakeholders were involved in analyzing data and developing this goal?** Parents, SSC and teachers were the stakeholders involved in analyzing this data and developing this goal.
Who are the focus students and what is the expected growth? Our focus students are all of our ELLs who have not been able to be redesignated in grades 4-6. In addition to this co-hort, our focus students are also all of our ELLs who have not made annual growth each year.	**What data will be collected to measure student achievement?** Data to be collected will be anecdotal data by teachers during our ELD block of instruction. Data will also be reviewed and collected through our OARS quarterly assessments. Specifically, we will review oral and written language conventions as well as how well students apply writing strategies as evidenced through their writing samples. In addition to OARS data, we will review Imagine Learning monitoring reports to review student gains.
What process will you use to monitor and evaluate the data? Weekly data team and collaboration meetings will be the vehicle utilized to monitor and evaluate programs.	**Actions to improve achievement to exit program improvement.** Ira Harbison teachers will be trained in, and begin the implantation of the SELD Systematic English Language Development program.

Strategies/Actions to Implement this Goal	Start/Completion Date/Personnel	Each Funding Source/Amount	Process for Evaluation of Implementation
Instructional Practices consistent with Content Standards and Strategic Plan:			
• Teachers meet monthly in grade/vertical teams to analyze data, progress monitor students and plan lessons according to the district's 4-D model.	7/13-5/14 (Substitutes)	Funding already accounted for above	Data analysis results, Assessments, principal visits to data meetings.
• Teachers collaborate to review formative/summative data and to plan instruction around targeted standards	7/13-5/14	Funding already accounted for above	Lesson plans, teacher made assessments, OARS assessments, etc.
• Retain services of an English learner liaison to ensure the proper implementation of our districts EL Master Plan.	8/13-5/14	$1,000 Title 1	Staff presentation, re-designation paperwork.
Professional Development and Data Team Collaboration:			
• New staff members will receive training on the new SELD (Systematic English Language Development) program.	7/13-5/14	Funding already accounted for above	OARS assessments, RtI / Collaboration, teacher principal conferences, etc.
• Data teams meet monthly to review student placement and discuss lesson components.	7/13-5/14 (Substitutes)	Funding already accounted for above	OARS assessments, RtI / Collaboration, teacher principal conferences, etc.
Increased Educational Opportunity:			•
• Purchase supplemental materials to support the implementation of the new SELD program.	7/13-5/14	Funding already accounted for above.	
• Hire impact teachers in order to reduce student to teacher ratio during ELD lessons.	7/13 -5/14	Funding already accounted for above.	
• Help support the districts needs assessment center in order to assist with the administration and clerical support of the CELDT.	7/13-5/14	$7,100- Title 1	
Involvement of Parents, Staff and			

Community: • Provide parent education and training in how to support students with their educational goals.	5/13	$2,000.00- Title I	
• Students are recognized with certificates and trophies for their notable achievements in their acquisition of English. Students reclassified are recognized for their achievements.	5/13	Funding already accounted for above.	
• • Parents receive monthly communications and updates through our monthly parent newsletter and our telephone call –out system	7/13-5/14 IDAP System & Production Costs	Funding already accounted for above.	
Instructional Technology: IPod Program • Purchase specific student presentation apps to assist students with creating presentations, which they will narrate and present to peers.	October 2013	$1,000 Title 1	Student presentation, principal and teacher observation
• Purchase Chromebooks for our 5th grade students in order to maintain a 1 to 1 technology ration in third, fourth and fifth grade.	7/12-5/13	Funding already accounted for	

Form B: Centralized Support for Planned Improvements in Student Performance

The School Site Council has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards.

Program Support Goal # 1: National School District will exit Program Improvement by 2012-2013				

Groups participating in this goal (e.g., students, parents, teachers, administrators): • English Learners • Students with Disabilities • All Students	Anticipated annual growth for each group: District Safe Harbor Targets are: • The percentage of district students scoring proficient or above on ELA CST will increase from 61% to 67% • The percentage of student scoring proficient or above on math CST will increase from 70% to 75%.
Means of evaluating progress toward this goal: • Using Data Warehouse and OARs systems, District staff will assess progress of student subgroups	Group data to be collected to measure gains: • OARS Blueprint exams • Renaissance STAR universal exams • Learning Headquarters writing assessments • Site Assessments- BAS, HM, EnVision, Writing on demand assessments • Teacher generated assessments

Actions to be Taken to Reach This Goal[1] Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date[2] Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
• Successmaker will be used to support ELA and math instructional programs	7-13 / 6-14	Successmaker Licenses	$42,152	LCFF
• Tech support for computers	7-13 / 6-14	Salaries of technicians	$7,761	LCFF
• Accelerated Reader to support promote increased reading comprehension	7-13 / 6-14	Accelerated Reader Licenses	$3,000	LCFF
• CELDT Assessment Support	7-13 / 6-14	Assessment Team personnel	$7,100	LCFF

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[1] See Appendix B: Chart of Requirements for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

[2] List the date an action will be taken, or will begin, and the date it will be completed.

Form C: Programs Included in this Plan

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

State Programs		Allocation
☐	Economic Impact Aid/State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program	$ 58,860
☐	Economic Impact Aid/English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners	$ 100,500
☐	EIA State Compensatory Education Carryover 2011-12	$ 1,005
☐	EIA English Learner Program Carryover 2011-12	$ 26,339
☐	List and Describe Other State or Local Funds (e.g., Gifted and Talented Education)	$ 3,000
Total amount of state categorical funds allocated to this school		$ 189,704

Federal Programs under the Elementary Secondary Education Act		Allocation
☐	Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	$ 138,660
☐	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	$ 6,113
☐	Title I Part A: Schoolwide Program 2012-13 Carryover	$ 1,729
☐	Title III, Part A: LEP 2012-13 Carryover	$ 645
Total amount of federal categorical funds allocated to this school		$ 147,177
Total amount of state and federal categorical funds allocated to this school		$ 336,881

Form D: School Site Council Membership

California *Education Code* Section 64001(g) requires that the Single Plan for Student Achievement be reviewed and updated at least annually, including proposed expenditures of funds allocated through the ConApp, by the school site council (SSC). The current make-up of the SSC is as follows:[3]

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Alfonso Denegri	X				
Angelica Hernandez		X			
Jennie Cota				X	
Rowena Gomez				X	
Janis Ireland		X			
Manuela Ortiz				X	
Rhonda Lach				X	
Jennifer Warren		X			
Elizabeth Vidrios			X		
Margalida Ramirez				X	
Numbers of members in each category	1	3	1	4	

Form E: Recommendations and Assurances

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

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

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

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

   __X_ State Compensatory Education Advisory Committee

   ___X English Learner Advisory Committee

   _X__ Gifted and Talented Education Advisory Committee

   __X_ Compensatory Education Advisory Committee

   ___ Other committees established by the school or district

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

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on: _____.

Attested:

_____Alfonso Denegri_____   _____   _____
Typed name of School Principal   Signature of School Principal   Date

_____Manuela Ortiz_____   _____   _____
Typed name of SSC Chairperson   Signature of SSC Chairperson   Date