

The Single Plan for Student Achievement

School: Palmer Way Elementary School
CDS Code: 37 68221 6038814
District: National School District
Principal: Alfonso J Denegri
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. 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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School Vision and Mission

Palmer Way Elementary School's Vision and Mission Statements

Vision

- Creativity & Innovation
- Technology
- Standards Based Instruction
- Project Based Learning
- High Expectations

We Promise

- A safe, nurturing learning environment
- An active partnership with parents and community
- A solid foundation in reading, writing, and problem-solving
- A focus on individual student achievement

We Believe

- All students will learn
- Student success is everyone's responsibility
- Our community's cultural diversity enriches learning opportunities

School Profile

Palmer Way Elementary School has a total enrollment of 530 students. Our school community is comprised of 64% of Latino students, 18% Filipino students, 3% White and 3% African-American students. Students attend school for 177 days per school year. Average instructional minutes per day for all students are

305 per day. There are 37 minimum days per school year, which are used for teacher planning, professional development, instructional data team meetings and program articulation.

Preschool opportunities are available to students both through the Head Start and Quality Preschool Initiative (QPI). Very few private preschools are located in the city, with many of our parents using licensed-exempt childcare providers for their preschool aged children. We estimate that district wide, approximately one-third of our kindergarten students attended our State Preschool Program, one-third attended Head Start and one-third of our students had no preschool experience.

Palmer Way staff works collaboratively to identify and develop school wide priorities each year.

At Palmer Way we envision using technology to further a learning community where:

Students are engaged in a challenging curriculum that is focused on inquiry-based, hands-on learning. Students are comfortable using technology. Students take responsibility for their own educational success.

Teachers use technology to support all learning across the curriculum. They function as coaches, mentors, advocates, and managers of information. Through on-going, comprehensive professional development, all teachers acquire the knowledge and skills to integrate technology into a challenging and interdisciplinary curriculum which addresses students' specific needs, developmental levels and learning styles.

Administrative functions, including those performed by instructional staff, are fully automated, thereby allowing more of the school system's energy and resources to be focused on student education.

The schools become an environment where all students and staff have ready access to a full range of current technology, software tools, and applications. The schools have knowledgeable staff and external resources (such as parents, community members, business, higher education, and network resources) to further the curriculum goals.

At Palmer Way, understanding and using technology is an integral part of virtually every aspect of daily life. It is Palmer Way's responsibility to prepare students for this future. The classroom is the primary place where this preparation will occur; therefore, every classroom at Palmer Way will be equipped with diverse technologies to support teaching and learning. Every teacher must be knowledgeable and skilled in the use of these technologies in daily instruction. When integrated into instruction, technology will support new strategies for teaching and learning.

At Palmer Way the use of technology in instruction changes the structure of the classroom. No longer will the teacher rely solely on the traditional lecture/seat work method of instruction.

Palmer Way has technology-rich, learner-centered classrooms, where the teacher serves as a facilitator of instruction, mentor, and coach.

At Palmer Way technology helps to provide a record of the student's academic history and serves as a way to manage learning progress and activities.

At Palmer Way teachers have the data and information needed to individualize instruction and assessment as well as make other important instructional management decisions.

Through the use of technology at Palmer Way, teachers and students access a wealth of materials, services, and networks throughout the state, nation, and world.

At Palmer Way technology does not replace the teacher, but rather supports and enhances the educational process.

The above priorities are displayed and discussed in all staff meetings, are part of the evaluation cycle and are universally implemented.

Our Site Leadership Team has developed an extensive staff development plan to support our school wide priorities and will emphasize 21st Century skills.

Training will include:

- * Project Based Learning
- * Common Core Writing
- * Common Core Academic Vocabulary
- * Close Reading (Text dependent questions)
- * Higher order questioning and answers
- * 21st Century Skills (4 C's: Collaboration, Communication, Creativity, Critical Thinking)
- * Student Collaboration

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Palmer Way uses the District sponsored California Healthy Kids Survey to determine the level of student engagement and well-being at school. Also utilized for parent information is the District's annual "Parent Involvement Survey" done by Hanover Research. Also from Hanover Research is the biannual Leadership Survey which measures levels of implementation of district initiatives, teacher engagement and confidence.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

At all schools in the National School District, the expectation is for principals to be in classrooms daily. In addition to these daily visits, each school has three visits from executive cabinet each year for a total of nine cabinet walk throughs. During the cabinet walk throughs, evidence of district initiatives is observed and feedback to staff and the principal provided.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

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

In addition to using the CAASPP assessment results to evaluate the yearly program, teachers meet in Data Teams twice monthly to monitor student progress on the formative assessments provided in the math and ELA Units of Study.

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

Palmer Way Elementary School has worked with the National School District to align curriculum, instruction, and materials closely to the Common Core Standards. Committees comprised of teachers, resource staff, and administrators have identified essential language arts and mathematics standards at each grade level. Formal, diagnostic assessments take place multiple times per year and are based on a series of comprehensive, criterion-referenced tasks and tests, as well as, Rigorous Curriculum Design Unit assessments. Assessments include Reading running records, District Multiple Measures Assessments, Learning Headquarters Writing Program assessments, GoMath Units and benchmark tests, and STAR reading and math assessments.

Students who are having difficulty performing at grade-level at Palmer Way Elementary School are supported on several levels in the classroom, as well as in intervention support. This support can take place either before, during or after school. 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, the Student Study Team (SST) meets regularly to involve the expertise of the principal, Language Arts Specialist, 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 and Instruction (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 8 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 running records, 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 that YMCA REACH provides, math and reading tutoring, and supplemental intervention classes both before and after school.

Palmer Way 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 STAR, 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 Illuminate data management system to efficiently evaluate individual, class-wide and grade-level student performance for instructional planning. Data can be viewed both in numerical or 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, Palmer Way 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 targeted common core priority standards, formative assessment 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 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 collaborate to ensure the rigor of the writing is at standard for their particular grade level.

Staffing and Professional Development

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

All teachers in the National School District meet highly qualified teaching standards.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

The National School District only recruits and retains teachers that are Highly Qualified in accordance with NCLB requirements. At Palmer Way School, all teachers are fully qualified in accordance with NCLB requirements. The staff at Palmer Way Elementary School is involved in ongoing professional development linked to Common Core standards. Instructional planning is driven by the review of student outcomes on assessments that target priority grade-level standards. District-level staff development focuses on the key areas in language arts, mathematics, and ELD. Grade-level objectives and instructional practices are developed to optimize student performance. All TK – 6th grade teachers receive ongoing 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 Palmer Way receive ongoing professional development on accessing and interpreting data online utilizing the Illuminate data management system. Illuminate 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 training on creating practice activities through Illuminate, Successmaker, and Houghton Mifflin Harcourt's Think Central. 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 site data, including STAR, CELDT, and district multiple measures assessments. The plan is developed through the collaborative efforts of the site instructional leader, site resource teacher, 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 time for teachers to collaborate in grade level and vertical (K-2, 3-4, 5-6, etc) planning groups. The focus of professional development for teachers in Kindergarten through 6th grade is teaching the common core using resources such as Accelerated Reader, the Illuminate data management system, Learning Headquarters Writing and Systematic English Language Development (SELD).

The staff will receive training on project-based learning. The training will give teachers the opportunity to learn how to integrate real world problems in collaborative groups. The students will also be using higher-order thinking skills to solve these real world problems.

Other staff development includes academic vocabulary, student engagement, reading fluency and comprehension, Promethean ActiveInspire, STAR reading and math, RESULTS reading strategies, and fine arts professional development. Two teachers were selected to participate in a training that focused on the Common Core Mathematics Standards through the SDCOE. Two other teachers are also currently on the District's Learning Headquarters Trainer of Teachers committee. Palmer Way sends one teacher to the Mathematics Rigorous Curriculum Design Committee and our Language Arts Specialist is on the English Language Arts Rigorous Curriculum Design Committee.

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

Choices for staff learning are informed by CAASPP assessments, as well as teacher survey and district provided formative assessments.

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

As mentioned earlier, new staff members are provided the opportunity to receive training on practices and programs currently in place at the school site. 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 co-teach lessons 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 beginning and experienced teachers who need or request assistance.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

As discussed previously, Palmer Way Elementary School is fully committed to collaboratively analyzing data through grade-level groups and Data Teams to plan instructional strategies, share ideas and 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.

Primary grades focus on RESULTS outcomes related to phonemic awareness, phonics, word recognition and reading fluency and comprehension. Upper grade teachers also use RESULTS assessments and STAR reading assessments to monitor the progress of their struggling readers. All teachers also work together to analyze data from the district Illuminate exams 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 score writing samples collaboratively at least three times each year. They identify the strengths and weaknesses in students' writing and determine next steps for instruction in the area of writing.

Teaching and Learning

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

Palmer Way Elementary School practices standards-based language arts and mathematics instruction for all students through the combination of published and computer-based instruction. The district adopted publishers are Houghton Mifflin Reading and GoMath! In addition, we also utilize Learning Headquarters, which is our core writing program in grades K – 6. English Language Development (ELD) is addressed through the use of the Systematic English Language Development (SELD) program. Fountas and Pinnell Leveled Literacy Intervention Program is utilized by our Language Arts Specialist. Rigorous Curriculum Design (RCD) math and language arts units are implemented in grades TK-6. Pearson SuccessMaker software program supports the standards-based curriculum at Palmer Way Elementary School in the classrooms, in a computer lab setting, and at home for all Kindergarten – 6th grade students. The SuccessMaker software provides accurate assessment and targeted instruction in language arts and mathematics. Imagine Learning is also an online educational tutorial program that focuses on the development of English for our designated English Learners. All students also have access to online software, Think Central, both at school and at home that supports our GoMath! math curriculum. Two online reading programs, Accelerated Reader and RAZ kids, 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 at Palmer Way Elementary School.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Palmer Way Elementary School monitors the 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-3. ELD instruction is provided for 40 minutes 4 times a week schoolwide. At risk students in grades K-6 are provided with 20 additional minutes instruction in language arts along with additional mathematics instruction, both completed in small group and/or one-on-one settings.

Impact teachers, hired to reduce student-teacher ratio throughout the day, are assigned to work with students, based on students' needs. They work with small groups of students providing additional literacy and mathematics 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, models and co-teaches lessons in the classrooms, plans for small group instruction and plans for in school intervention classes in language arts and mathematics. Impact teachers and regular education teachers supplement language arts, mathematics and ELD instruction before and after school, especially for students needing intervention in the aforementioned subject areas.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Units of Study in math and language arts supply a framework for lesson pacing. All ELA units are eight weeks long, with an additional week for intervention and support at the end of the unit. Math units vary in length, but also provide "buffer days" for reteaching and review.

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

All schools are part of the Williams settlement, which stipulates that students have appropriate materials and facilities. National School District reviews its materials list yearly, approving a sufficiency of materials resolution in August.

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

Use of materials is monitored by school administration on a daily basis. English Language Arts specialists at all sites provide assistance to the principal to ensure that all students and teachers have the required materials.

Opportunity and Equal Educational Access

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

A Language Arts specialist works with teaching staff to provide additional support for students not reading at grade level. Before and after school classes are also available to assist students in math, language arts, and English Language Acquisition. Resource and Special Day classes are available for students with special needs.

14. Research-based educational practices to raise 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 Illuminate, and the NSD Data Warehouse.

Palmer Way Elementary School takes responsibility for student achievement through on-site professional development, individual and grade-level student achievement monitoring, and school-wide planning toward increased student achievement.

Palmer Way Technology Vision

At Palmer Way the use of technology in instruction changes the structure of the classroom. No longer will the teacher rely solely on the traditional lecture/seat work method of instruction.

Palmer Way has technology-rich, learner-centered classrooms, where the teacher serves as a facilitator of instruction, mentor, and coach.

At Palmer Way technology helps to provide a record of the student's academic history and serves as a way to manage learning progress and activities.

At Palmer Way teachers have the data and information needed to individualize instruction and assessment as well as make other important instructional management decisions.

Through the use of technology at Palmer Way, teachers and students access a wealth of materials, services, and networks throughout the state, nation, and world.

At Palmer Way technology does not replace the teacher, but rather supports and enhances the educational process.

Parental Involvement

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

Using Local Control Accountability funding, schools will have the support of a Parent Engagement resource teacher in 2017-2018. Also, the District will be providing parent classes on technology, math, science and ELA at each school in 2017-2018.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

At the school site, parents are engaged in the process of developing the SPSA through the School Site Council. At the district level, parents assist with the development of the LEAP and the LCAP through the District Parent Advisory Council.

Funding

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

1. Language Arts Specialist
2. Before and after school classes
3. Successmaker, Imagine Learning, and other computer-based learning programs
4. Teacher training in best practices for English Learners and under-performing children
5. Additional materials needed to supplement core instructional programs

18. Fiscal support (EPC)

All schools receive Title I and Local Control Accountability funds based on the number of pupils.

Description of Barriers and Related School Goals

Since the induction of the Common Core State standards, our teachers see the difficulty of the thinking involved in education as a giant shift for our students. Although much time is provided to collaborate on the results of student assessments, more time is needed to perfect implementation of the new standards. Our continued focus on project-based learning will help our students see how what they learn in school can help them in the real world .

Another barrier at Palmer Way Elementary School is that more than half of our student population are designated English Language Learners. All of our teachers are aware on how the implementation of certain strategies for English Language Learners help scaffold the learning for those students. Our school-wide focus on instruction in the speaking and listening standards throughout all subject areas help to bridge this gap in our students' knowledge. SDAIE strategies are regularly used to help bridge this gap. When most students leave Palmer Way after 7 years of instruction here, they have progressed to a high level of English proficiency.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	86	71	73	83	71	71	83	71	71	96.5	100	97.3
Grade 4	85	94	82	80	84	76	80	84	76	94.1	89.4	92.7
Grade 5	96	83	89	84	76	87	84	75	87	87.5	91.6	97.8
Grade 6	82	90	88	76	87	83	76	87	83	92.7	96.7	94.3
All Grades	349	338	332	323	318	317	323	317	317	92.6	94.1	95.5

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2440.0	2428.6	2446.8	25	21.13	32.39	33	26.76	29.58	23	28.17	16.90	19	23.94	21.13
Grade 4	2465.0	2503.6	2482.7	24	36.90	31.58	24	39.29	23.68	20	9.52	25.00	33	14.29	19.74
Grade 5	2494.0	2486.2	2518.3	17	14.67	17.24	26	30.67	42.53	17	22.67	25.29	40	32.00	14.94
Grade 6	2552.6	2529.3	2537.8	26	14.94	20.48	32	37.93	31.33	33	31.03	36.14	9	16.09	12.05
All Grades	N/A	N/A	N/A	23	22.08	24.92	28	34.07	32.18	23	22.71	26.18	26	21.14	16.72

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	20	22.54	32.39	57	39.44	43.66	23	38.03	23.94	
Grade 4	24	32.14	23.68	36	48.81	51.32	40	19.05	25.00	
Grade 5	12	14.67	22.99	48	54.67	58.62	40	30.67	18.39	
Grade 6	22	13.79	21.69	57	52.87	51.81	21	33.33	26.51	
All Grades	20	20.82	24.92	49	49.21	51.74	31	29.97	23.34	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	19	22.54	33.80	57	50.70	38.03	24	26.76	28.17
Grade 4	25	35.71	25.00	46	52.38	53.95	29	11.90	21.05
Grade 5	26	18.92	34.48	37	55.41	43.68	37	25.68	21.84
Grade 6	36	22.09	22.89	46	56.98	54.22	18	20.93	22.89
All Grades	26	25.08	29.02	46	53.97	47.63	27	20.95	23.34

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	27	22.54	28.17	65	61.97	54.93	8	15.49	16.90
Grade 4	16	17.86	23.68	66	70.24	65.79	18	11.90	10.53
Grade 5	10	8.00	14.94	73	74.67	75.86	18	17.33	9.20
Grade 6	17	12.64	9.64	79	75.86	72.29	4	11.49	18.07
All Grades	17	15.14	18.61	71	70.98	67.82	12	13.88	13.56

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	24	25.35	40.85	57	60.56	35.21	19	14.08	23.94
Grade 4	35	51.19	39.47	50	40.48	51.32	15	8.33	9.21
Grade 5	36	26.67	40.23	50	45.33	50.57	14	28.00	9.20
Grade 6	38	34.48	37.35	58	52.87	53.01	4	12.64	9.64
All Grades	33	35.02	39.43	54	49.53	47.95	13	15.46	12.62

Conclusions based on this data:

1. Looking at our CAASPP results in English Language Arts we can see some mixed results by grade level. Third and 5th grades grade showed significant growth. Although 6th grade showed a small decrease in percent meeting or exceeding standard more students scored in the exceeding range and the mean scale score also increased. Fourth grade was the grade level that showed a significant decrease going from 76.19% down to 55.26%.
2. When looking at the claim level, we see the similar patterns with 3rd, 5th and 6th grades showing significant growth in most of the the areas. Fourth grade is the grade level that we will need to focus our efforts on.
3. Sixth grade listening scores is also an area of concern and will also be targeted for the 18 - 19 school year.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	86	71	73	84	71	71	84	71	71	97.7	100	97.3
Grade 4	85	94	82	82	91	82	82	91	82	96.5	96.8	100
Grade 5	96	83	89	94	82	87	94	82	87	97.9	98.8	97.8
Grade 6	82	90	88	79	89	87	79	89	87	96.3	98.9	98.9
All Grades	349	338.0	332	339	333	327	339	333	327	97.1	98.5	98.5

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2453.8	2451.4	2468.3	20	23.94	32.39	43	32.39	33.80	27	32.39	18.31	10	11.27	15.49
Grade 4	2449.7	2480.1	2461.4	7	18.68	10.98	22	29.67	30.49	46	39.56	34.15	24	12.09	24.39
Grade 5	2452.9	2465.0	2484.7	6	4.88	6.90	7	12.20	20.69	33	42.68	40.23	53	40.24	32.18
Grade 6	2523.9	2491.5	2502.0	11	8.99	12.64	29	11.24	17.24	30	40.45	32.18	29	39.33	37.93
All Grades	N/A	N/A	N/A	11	13.81	14.98	25	21.02	25.08	34	39.04	31.80	30	26.13	28.13

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	44	45.07	53.52	45	36.62	32.39	11	18.31	14.08
Grade 4	12	24.18	19.51	45	46.15	45.12	43	29.67	35.37
Grade 5	7	7.32	9.20	21	28.05	41.38	71	64.63	49.43
Grade 6	19	12.36	24.14	47	34.83	24.14	34	52.81	51.72
All Grades	20	21.32	25.38	39	36.64	35.78	41	42.04	38.84

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	18	21.13	33.80	57	53.52	46.48	25	25.35	19.72
Grade 4	10	19.78	13.41	57	52.75	47.56	33	27.47	39.02
Grade 5	7	9.76	12.64	32	50.00	57.47	61	40.24	29.89
Grade 6	9	7.87	12.64	58	50.56	44.83	33	41.57	42.53
All Grades	11	14.41	17.43	50	51.65	49.24	39	33.93	33.33

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	32	32.39	43.66	63	52.11	45.07	5	15.49	11.27
Grade 4	10	26.37	14.63	57	53.85	57.32	33	19.78	28.05
Grade 5	5	8.54	8.05	41	52.44	55.17	53	39.02	36.78
Grade 6	16	8.99	12.64	56	46.07	47.13	28	44.94	40.23
All Grades	16	18.62	18.65	54	51.05	51.38	30	30.33	29.97

Conclusions based on this data:

1. When we look at our CAASPP math data we can see a similar pattern. Our 3rd 5th and 6th grades all showed growth, with a drop in 4th grade.
2. Claims data also looks good. with good growth in most claims for 3rd, 5th and 6th grade. Fourth grade claims data shows us that the area of problem solving and modeling/ data analysis was the most challenging for the 4th graders with the number of students scoring below standard increasing by 12 %. This will have to be an area of focus for both 4th grade and 5th grade.
3. Also looking at the claim level, we see significant growth with the percentage of students scoring in the above standard level.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	1418.7	1424.9	1404.1	55
Grade 1	1479.3	1461.5	1496.5	44
Grade 2	1515.7	1498.2	1532.6	50
Grade 3	1488.6	1480.2	1496.6	25
Grade 4	1490.7	1475.5	1505.1	28
Grade 5	1509.2	1494.6	1523.3	16
Grade 6	1475.5	1455.8	1494.8	17
All Grades	1477.0	1466.2	1485.3	235

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	13	23.64	21	38.18	13	23.64	*	*	55
Grade 1	22	50.00	15	34.09	*	*	*	*	44
Grade 2	36	72.00	*	*	*	*	*	*	50
Grade 3	*	*	12	48.00	11	44.00	*	*	25
Grade 4	*	*	11	39.29	*	*	*	*	28
Grade 5	*	*	14	87.50	*	*	*	*	16
Grade 6	*	*	*	*	*	*	*	*	17
All Grades	80	34.04	86	36.60	37	15.74	32	13.62	235

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	12	21.82	24	43.64	*	*	*	*	55
Grade 1	21	47.73	12	27.27	*	*	*	*	44
Grade 2	35	70.00	13	26.00	*	*	*	*	50
Grade 3	*	*	*	*	*	*	*	*	25
Grade 4	11	39.29	*	*	*	*	*	*	28
Grade 5	*	*	11	68.75	*	*	*	*	16
Grade 6	*	*	*	*	*	*	*	*	17
All Grades	93	39.57	83	35.32	31	13.19	28	11.91	235

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	14	25.45	11	20.00	22	40.00	*	*	55
Grade 1	23	52.27	11	25.00	*	*	*	*	44
Grade 2	31	62.00	12	24.00	*	*	*	*	50
Grade 3	*	*	*	*	11	44.00	*	*	25
Grade 4	*	*	*	*	*	*	*	*	28
Grade 5	*	*	11	68.75	*	*	*	*	16
Grade 6	*	*	*	*	*	*	*	*	17
All Grades	73	31.06	64	27.23	54	22.98	44	18.72	235

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
	#	%	#	%	#	%	
Grade K	23	41.82	27	49.09	*	*	55
Grade 1	22	50.00	21	47.73	*	*	44
Grade 2	44	88.00	*	*	*	*	50
Grade 3	*	*	14	56.00	*	*	25
Grade 4	15	53.57	*	*	*	*	28
Grade 5	*	*	*	*	*	*	16
Grade 6	*	*	*	*	*	*	17
All Grades	120	51.06	91	38.72	24	10.21	235

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
	#	%	#	%	#	%	
Grade K	15	27.27	28	50.91	12	21.82	55
Grade 1	20	45.45	22	50.00	*	*	44
Grade 2	34	68.00	15	30.00	*	*	50
Grade 3	*	*	16	64.00	*	*	25
Grade 4	12	42.86	*	*	*	*	28
Grade 5	*	*	*	*	*	*	16
Grade 6	*	*	*	*	*	*	17
All Grades	103	43.83	99	42.13	33	14.04	235

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	40	72.73	*	*	55
Grade 1	25	56.82	12	27.27	*	*	44
Grade 2	36	72.00	*	*	*	*	50
Grade 3	*	*	17	68.00	*	*	25
Grade 4	*	*	14	50.00	12	42.86	28
Grade 5	*	*	14	87.50	*	*	16
Grade 6	*	*	*	*	12	70.59	17
All Grades	72	30.64	110	46.81	53	22.55	235

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	28	50.91	18	32.73	*	*	55
Grade 1	15	34.09	24	54.55	*	*	44
Grade 2	25	50.00	24	48.00	*	*	50
Grade 3	*	*	21	84.00	*	*	25
Grade 4	*	*	13	46.43	*	*	28
Grade 5	*	*	*	*	*	*	16
Grade 6	*	*	11	64.71	*	*	17
All Grades	85	36.17	120	51.06	30	12.77	235

Conclusions based on this data:

1. As you can see the majority of Palmer Way students (68%) are performing at the level 3 and 4 ranges overall.
2. The oral scores on the ELPAC, Listening and speaking is a challenge area for our TK through 2nd grade students, but become a strength for our 3rd through 6th grade students. This is strong evidence of Palmer Way's focus on oral language practice in the classrooms.
3. Over half of the 27 students (19) that are still scoring in the 1 range overall are either currently enrolled or were enrolled last year in the NSD New Comer class that is housed at Palmer Way.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: ELA
LEA/LCAP GOAL:
LCAP Goal #2 National School District students will be proficient in Common Core English Language Arts and Math Standards
SCHOOL GOAL #1:
By the end of the 2018 -2019 school year, Palmer Way students will show a 5% increase over the 2017 - 2018 CAASPP Results
Data Used to Form this Goal:
School and Student performance data from the CDE California Assessment of Student Performance and Progress (CAASPP) Results web site.
Findings from the Analysis of this Data:
Analysis of the data revealed that although certain grade levels 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 was relatively flat student growth from the previous year.
How the School will Evaluate the Progress of this Goal:
Progress monitoring and evaluation of programs will happen during collaboration and Rtl / instructional data team meeting times.
Who are the focus students and what is the expected growth?
Our focus students for the 2018 - 2019 school year is our third grade English Learners. So while our goal is to make annual yearly progress , our ultimate goal is for students to either remain proficient or advanced, or else they will grow at least one proficiency level.
How does this goal align to your Local Educational Agency 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.
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.
What data will be collected to measure student achievement?
Using our Illuminate (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 assessments and SuccessMaker.

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

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.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Instructional Practices consistent with Content Standards and Strategic Plan:</p> <ul style="list-style-type: none"> Teachers meet twice monthly in grade teams to unpack standards, analyze data, progress monitor students and plan lessons according to the specific needs of the students. Teachers collaborate to review formative/summative data and to plan instruction around targeted standards. <p>Teachers will use Project Based Learning Strategies to increase student engagement which will also lead to increased student achievement.</p>	7/18-5/19	Classroom Teachers	<p>Funding provided through district LCFF funds</p> <p>Data analysis results, assessments, principal collaboration in grade level data meetings.</p> <p>Lesson plans, teacher made assessments, Illuminate assessments, etc.</p> <p>Professional development will be provided to teachers in the form of workshops as well as professional reading.</p>		<p>District Funded</p> <p>District Funded</p> <p>District Funded</p> <p>Title I</p>	<p>6800</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Data Team Collaboration:</p> <ul style="list-style-type: none"> 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. Engage members of common core committee in developing common core demonstration lessons in order to begin the implementation discussion. Data teams meet two times monthly to review student performance. 	7/18-5/19	Classroom Teachers, Principal, RLAS	<p>Funding provided by district office.</p> <p>Salary for RLAS</p> <p>Funding already accounted for above</p> <p>Illuminate assessments, RtI / Collaboration, teacher principal conferences</p> <p>Teacher observations, teacher lesson plans.</p> <p>Student results from Illuminate test reporting site.</p>		<p>District Funded</p> <p>LCFF - SCE</p> <p>LCFF - Supplemental</p> <p>District Funded</p>	<p>84188</p> <p>36080</p>
<p>Extended Learning Time:</p> <ul style="list-style-type: none"> Before and after-school intervention classes have been set up to target Kindergarten through sixth grade students. <p>Purchase materials and resources to support identified skills that need extra support.</p>	7/18-5/19	Classroom Teachers	<p>Strategic Intervention groups, pre-post testing</p> <p>Purchase books, and resources</p>		<p>LCFF - Supplemental</p> <p>LCFF - Supplemental</p>	<p>6000</p> <p>5000</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Increased Educational Opportunity:</p> <ul style="list-style-type: none"> Two 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 and BAS reading assessment kits. Impact teachers along with our Language Arts Specialist provide additional early interventions during the school day in grade K through 6th. <p>Palmer Way also hires puppetry consultants that utilize puppeteering skills and strategies to encourage to students to speak and write</p>	7/18-5/19	Impact Teachers, RLAS	<ul style="list-style-type: none"> Two impact teachers support students during the instructional day to increase their reading abilities using research proven methods. 		Title I	30000
	7/18-5/19		<ul style="list-style-type: none"> Purchase instructional materials to support core curriculum and differentiated instruction. Some of these items include: leveled reading books that support CCSS. 		LCFF - SCE	10000
	7/18-5/19		<p>Language Arts Specialist provide additional early interventions during the school day in grade K through 6th. Funding already accounted for above</p> <p>Monitoring student BAS as well as STAR reading data.</p> <p>Illuminate Intervention Groups, principal observations, principal teacher conferences</p> <p>Frequent monitoring is done through the use of running records and STAR reading</p>		LCFF - SCE	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Involvement of Parents, Staff and Community: <ul style="list-style-type: none"> 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. 	7/18-5/19 7/18-5/19	Counselor Rosa Lopez	Counselor Salary Rosa Lopez Paid for by District 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. Observation, student input, teacher surveys. Student assessment results, reduction in behavioral referrals		LCFF	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Instructional Technology:</p> <ul style="list-style-type: none"> Students in grades K-6 receive: 20 hours of reading instruction via our SuccessMaker independent learning software system. Retain the services of a site technology liaison to support teachers with all of our learning software systems. 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. Utilize AR (Accelerated Reader) to check students' comprehension of reading books. 	7/18-5/19	Teachers, Technology Liaison	<p>Retain the services of a site technology liaison to support teachers with all of our learning software systems.</p> <p>Purchase or replace additional technology to include teacher laptops, HoverCams or Promethean Boards</p> <p>SuccessMaker gains reports</p> <p>Principal observation, teacher feedback</p> <p>Student projects and presentations. Principal observation</p> <p>Accelerated reader reports, increased reading scores.</p>		<p>Title I</p> <p>LCFF - SCE</p> <p>District Funded</p>	<p>2000</p> <p>7000</p>
<p>Before and After School Program</p> <p>Principal holds monthly Meetings with REACH lead coach to discuss curriculum and behavioral goals.</p> <p>Teachers communicate with REACH coaches on homework using student planner system.</p> <p>Teachers target students needing additional ELA support during REACH tutorial classes.</p>	7/18-5/19	Principal and Teachers	<p>Principal and teacher observations.</p> <p>Students results on turning in homework.</p> <p>Students improved performance on targeted skills.</p>		<p>After School and Education Safety (ASES)</p> <p>After School and Education Safety (ASES)</p> <p>After School and Education Safety (ASES)</p>	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Positive Behavior Interventions and Support</p> <p>PBIS committee will meet once a month to assess areas of behavioral concern and possible strategies to address areas of concern.</p> <p>PBIS committee strategies will be given to teachers to support areas of behavioral concern.</p> <p>Teachers will give weekly PBIS behavior expectations lessons. Expectations will change weekly throughout the year.</p> <p>Caught being good Panther Cards will be given to students when they are observed by teachers and Noon Duty Supervisors following PBIS Expectations.</p> <p>Teachers will be given several trainings throughout the school year focused on how to be proactive with areas of behavioral concern.</p> <p>There will be a behavior focused performance presented by a hired company at least three times.</p>	2018 - 2019 School Year	Palmer Way Teachers and Staff	<p>Cost to produce Caught Being Goods Cards</p> <p>Small prizes and awards will be given to students at the Monthly Good Citizen Assemblies</p> <p>There will be a behavior focused performance presented by a hired company at least three times.</p>		<p>LCFF - SCE</p> <p>LCFF - SCE</p> <p>LCFF - SCE</p>	<p>250</p> <p>750</p> <p>4000</p>

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Math
LEA/LCAP GOAL:
LCAP Goal #2 National School District students will be proficient in Common Core English Language Arts and Math Standards
SCHOOL GOAL #2:
By the end of the 2018 -2019 school year, Palmer Way students will show a 3% increase over the 2017 - 2018 CAASPP Results
Data Used to Form this Goal:
School and Student performance data from the CDE California Assessment of Student Performance and Progress (CAASPP) Results web site.
Findings from the Analysis of this Data:
Analysis of the data revealed that although certain grade levels 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 was relatively flat student growth from the previous year.
How the School will Evaluate the Progress of this Goal:
Progress monitoring and evaluation of programs will happen during collaboration and data team meetings.
Who are the focus students and what is the expected growth?
We have identified students that scored basic on the STAR Math assessment. These students will receive intervention so that they progress to proficient or advanced. 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 grow at least one proficiency level.
How does this goal align to your Local Educational Agency Plan goals?
Our District's strategic plan calls for every student to move forward toward meeting state standards by demonstrating proficiency in math for all of our significant subgroups.
Which stakeholders were involved in analyzing data and developing this goal?
The principal and teachers analyze this information through data teams and at staff meetings. The parents also gave input as to the importance and support of this goal during School Site Council meetings.
What data will be collected to measure student achievement?
Using our Illuminate (Online accountability reporting system) we will collect formative and summative assessments; we will collect and analyze student progress in math through data from Renaissance Place STAR Math, Go Math Assessments and SuccessMaker.

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

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.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Instructional Practices consistent with Content Standards and Strategic Plan:</p> <p>Teachers meet monthly in grade teams to analyze data, progress monitor students and plan lessons.</p> <p>Teachers collaborate to review formative/summative data and to plan instruction around prioritized standards.</p> <p>Data analysis for pre and post assessments using common core instructional units.</p> <p>Teachers will provide small group instructin during math time to target students specific needs and challenges.</p>	7/18-5/19	Classroom teachers	<p>Funding provided by district office.</p> <p>Data analysis results, assessments, principal visits to data meetings.</p> <p>Lesson plans, teacher made assessments, Illuminate assessments.</p>		LCFF	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Professional Development and Data Team Collaboration</p> <p>Professional development consists of opportunities for teachers to attend conferences and/or workshops.</p> <p>Data teams meet twice monthly to review student performance.</p> <p>In addition to some extra teacher selected collaboration days.</p>	7/18-5/19	Classroom Teachers, Principal	<p>Funding provided by district office.</p> <p>Illuminate assessments, Collaboration Thursdays, Data Teams</p> <p>Data analysis results, Assessments, principal visits to data meetings.</p>		LCFF	
<p>Extended Learning Time:</p> <p>Before and after school intervention classes have been set up to target second and fifth grade students</p>	7/18-5/19	Classroom Teachers	<p>Two impact teachers support students during the instructional day to increase their reading abilities using research proven methods.</p> <p>Strategic Intervention groups, pre & post testing, STAR Math assessments. Already accounted for in previous goal.</p>		Title I	10000
					LCFF - Supplemental	1905
<p>Increased Educational Opportunity:</p> <p>Differentiated instruction to support the learning needs of all students and sub-groups by teachers, and Impact Teachers.</p>	7/18-5/19	Classroom Teachers, Impact Teachers	<p>Funding already accounted for in extended learning time</p> <p>Formative teacher made assessments, STAR Math assessments, Illuminate assessments.</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Involvement of Parents, Staff and Community:</p> <p>Parents receive updates regularly through parent meetings, family learning days, and SSC. They also receive monthly communications and updates through our monthly parent bulletin.</p>	7/18-5/19	Principal, PTA	<p>Provide parent trainings</p> <p>Parent Surveys, open communication at School Site Council Meetings</p>		Title I	2620
<p>Instructional Technology:</p> <p>Students in grades K-6 receive: 20 hours of math instruction via our SuccessMaker independent learning software system.</p> <p>Teachers use STAR Math and Illuminate on a consistent basis as one way to assess student growth and proficiency in math topics.</p>	7/18-5/19	Classroom Teachers	<p>Funding already accounted for in goal 1</p> <p>SuccessMaker gains reports</p> <p>STAR Math and Illuminate reports</p> <p>Funding for replacement of equipment</p>		<p>LCFF - SCE</p> <p>LCFF - Supplemental</p>	<p>3000</p> <p>3000</p>
<p>Before and After School Program</p> <p>Principal holds monthly Meetings with REACH lead coach to discuss curriculum and behavioral goals.</p> <p>Teachers communicate with REACH coaches on homework.</p> <p>Teachers target students needing additional MATH support during REACH tutorial classes.</p>	7/18-5/19	Principal, REACH Staff	<p>ASES/District Funding from LEA</p> <p>SES/District Funding from LEA</p> <p>SES/District Funding from LEA</p> <p>Principal and teacher observations.</p> <p>Student's results on turning in homework.</p> <p>Students improved performance on targeted skills</p>			

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Learners
LEA/LCAP GOAL:
LCAP Goal #1: English Learners are prepared to compete in a global society
SCHOOL GOAL #3:
By the end of the 2018 -2019 school year, Students designated as English Language Learners at Palmer Way students will show a 3% increase over the 2017 - 2018 CAASPP Results. This is a change in the measure of goals we have had in the past few years. The reason for this is that we used to base our goals on CELDT Results. Now the we are focusing on ELPAC testing there will be new scores that are more closely related to ELD standards.
Data Used to Form this Goal:
English Learner Scores for School and Student performance data from the CDE California Assessment of Student Performance and Progress (CAASPP) Results web site.
Findings from the Analysis of this Data:
The data reveals that Palmer Way has been meeting the needs of English Language Learners through consistent and rigorous instruction in the area of English Language Development. The deliberate use of ELD strategies and on-going use of student engagement opportunities will continue to be used throughout the day in all subject areas. We will hopefull discover that by increasing the amount of integrated ELD strategies throughout the day will also help to close the achievement gap for English Learners.
How the School will Evaluate the Progress of this Goal:
Weekly data team and collaboration meetings will be the vehicle utilized to monitor and evaluate programs. We have also created an ELD student binder that we go over with teachers on a regular basis throughout the year. This helps the teachers to focus on English Language Learners throughout the school year.
Who are the focus students and what is the expected growth?
While Palmer Way will focus on all English Language Learners, there is a targeted effort on moving our long term EL's. The expected growth has always been that all EL's move up at least one proficiency level on CELDT each year. With the change to ELPAC our focus will be show increase in the proficiency level on the ELPAC.
How does this goal align to your Local Educational Agency Plan goals?
National School District goals has always had a strong focus on closing the achievement gap between EO and EI students. This goal mirrors our ELA's focus on EL's.
Which stakeholders were involved in analyzing data and developing this goal?

The principal and teachers analyze this information through data teams and staff meetings. The parents also gave input as to the importance and support of this goal during School Site Council meetings.

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 open ended Illuminate assessment questions and language arts performance tasks. 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 this data, we will review Imagine Learning reports.

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

Palmer Way teachers will continue to have the English Language Learners at the forefront of their conversations during Data Team Meetings. The Reading Language Arts Specialist will also train the teachers on how best to use the ELA/ELD Framework. In addition, we will continue to hone in on important academic vocabulary that is essential for proficiency in the English language.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Instructional Practices consistent with Content Standards and Strategic Plan: Teachers meet monthly in grade level teams to analyze data, progress monitor students and plan lessons.</p> <p>Teachers collaborate to review formative/summative data and to plan instruction around priority standards.</p> <p>Retain services of an English learner liaison to ensure the proper implementation of our districts EL Master Plan.</p> <p>RLAS to begin using new LLI materials that target English language learners growth.</p>	7/18-5/19	Classroom Teachers, RLAS	Funding provided by district office.			
			Retain services of an English learner liaison to ensure the proper implementation of our districts EL Master Plan.		LCFF - Supplemental	1,000
			Salary RLAS		LCFF - SCE	36080
			Data analysis results, assessments, principal visits to data meetings. Lesson plans, teacher made assessments, Illuminate assessments.			
			Staff presentation, redesignation paperwork. Specific analyzing of running records in the area of expanded language, STAR Language Arts results Bilingual Liaison		Title I	10000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development and Data Team Collaboration: <ul style="list-style-type: none"> Data teams meet monthly to review student placement and discuss lesson components. Professional Development will occur during Palmer Way's Collaboration and Site Thursdays.	7/18-5/19	RLAS and principal will coordinate PD	Funding already accounted for in a previous goal Funding already accounted for in a previous goal Illuminate assessments, RtI / Collaboration, teacher principal conferences, etc. Principals walk through and teachers summarize and compile the learning to make recommendations for next steps. The Leadership Team meets monthly to plan and evaluate			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Involvement of Parents, Staff and Community: <ul style="list-style-type: none"> • Provide parent education and training in how to support students with their educational goals. • Students are recognized with certificates and trophies for their notable achievements in their acquisition of English. Students reclassified are recognized for their achievements. • Parents receive monthly communications and updates through our monthly parent newsletter. We hire a puppetry consultant to work with our EL students as well as students in the new comer class. This helps the students to get a lot of practice with oral language.	7/18-5/19	ELL, RLAS	Parent Training		Title I	449
	7/18-5/19		Funding already accounted for above.			
	7/18-5/19		Production Costs		LCFF - SCE	2500
			Production Costs XXXX XXXX XXXX			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Instructional Technology:</p> <p>Intentional placement of students on Imagine Learning and SuccessMaker.</p> <p>Tablet Program - Language Arts Specialist to purchase apps specifically for English Language Development</p> <p>RAZ Kids</p> <p>Work with staff to modify and personalize the school's technology vision and create grade level expectations regarding technology proficiencies in each grade level.</p> <p>Puppeteering</p>	<p>7/18-5/19</p> <p>7/18-5/19</p> <p>7/18-5/19</p>	<p>Classroom Teachers, RLAS, Principal</p>	<p>Ongoing evaluation of Imagine Learning usage and growth reports</p> <p>Teacher evaluation, student presentation</p> <p>Software Programs</p> <p>Student presentation, principal and teacher observation</p> <p>Funding for replacement of equipment</p> <p>Pay Consultant for puppeteering classes</p>		<p>LCFF - SCE</p> <p>LCFF - SCE</p> <p>LCFF - SCE</p>	<p>3000</p> <p>10000</p> <p>7000</p>
<p>Before and After School Program</p> <p>Principal holds monthly Meetings with REACH lead coach to discuss curriculum and behavioral goals.</p> <p>Teachers communicate with REACH coaches on homework</p> <p>Teachers target students needing additional ELA support during REACH tutorial classes.</p>	<p>7/18-5/19</p>	<p>Principal, REACH staff, Classroom Teachers</p>	<p>ASES/District Funding from LEA</p> <p>ASES/District Funding from LEA</p> <p>ASES/District Funding from LEA</p> <p>Principal and teacher observations.</p> <p>Student's results on turning in homework.</p> <p>Students improved performance on targeted skills.</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Alternative support is provided for our long term English Language Learners.</p> <p>Teachers will meet during data teams to identify specific needs and challenges of EL's</p> <p>EL's will be given priority in after school intervention classes</p> <p>After school intervention classes will focus on the deficiencies identified during data teams.</p>	7/18-5/19	Classroom Teacher, Impact Teachers	Students are selected based on CELDT results. Students who have been at an intermediate level or lower for more than 3 years and are identified as Long Term EL's or are at risk of become Long Term EL's are targeted for support.		LCFF - SCE	7054

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Special Education
LEA/LCAP GOAL:
LCAP Goal #2 National School District students will be proficient in Common Core English Language Arts and Math Standards
SCHOOL GOAL #4:
By the end of the 2018 -2019 school year, students with disabilities at Palmer Way students will show a 3% increase over the 2017 - 2018 CAASPP Results.
Data Used to Form this Goal:
Students with Disabilities Scores for School and Student performance data from the CDE California Assessment of Student Performance and Progress (CAASPP) Results web site.
Findings from the Analysis of this Data:
Students with disabilities are working significantly below grade level in ELA and math which precludes them from meeting grade level standards within a year. In Math, students decreased in the nearly met and not met standards and moved to the met or exceeding standards. In English Language Arts, students increased in the exceeding standard and there was a decrease of students in the not met standard.
How the School will Evaluate the Progress of this Goal:
Progress monitoring and evaluation of programs will happen during collaboration and RtI / instructional data team meeting times.
Who are the focus students and what is the expected growth?
Our focus students for the 2018 - 2019 school year is our students with disabilities. While our goal is to make annual yearly progress, our ultimate goal is for students to either remain proficient or advanced, or else they will grow at least one proficiency level.
How does this goal align to your Local Educational Agency 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.
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.
What data will be collected to measure student achievement?
Using our Illuminate (Online accountability reporting system) we will collect and analyze formative and summative assessments. We will analyze student progress in reading levels through data collected from our educational software programs such as STAR reading scores from Renaissance Place, running records reading assessments, and SuccessMaker.

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

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.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Instructional Practices consistent with Content Standards and Strategic Plan:</p> <ul style="list-style-type: none"> Teachers meet twice monthly in grade teams to unpack standards, analyze data, progress monitor students, and plan lessons according to the specific needs of the students. Students with special needs as identified through the RTI process will be focused on during data teams. Teachers collaborate to review formative/summative data and to plan instruction around targeted standards for students with special needs. <p>Data Team meetings, twice monthly will disaggregate RSP students and determine their needs on the pre and post assessments. Results from these meetings will guide instruction for teachers.</p>	7/18-5/19	Classroom Teachers	<p>Funding provided through district LCFF funds</p> <p>Data analysis results, Assessments, principal collaboration in grade level data meetings.</p> <p>Lesson plans, teacher made assessments, RCD Units along with the pre and post assessments.</p>		LCFF	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Professional Development and Data Team Collaboration:</p> <ul style="list-style-type: none"> In addition to the instructional focus on content based instruction, teachers will receive staff development on an ongoing basis in the areas of reading assessments, reading strategies from our reading specialist and resource teacher to provide additional support for students with special needs. Data teams meet two times monthly to review student performance for students with special needs. <p>Teachers to attend Project Based Learning Conferences and trainings with a focus on how to provide additional support for students with special needs.</p>	7/18-5/19	Classroom Teachers, Principal, RLAS	<p>Additional Materials to support RCD Units. Already accounted for in previous goal.</p> <p>Funding provided by district office.</p> <p>Funding already accounted for above</p> <p>Teacher observations, teacher lesson plans. - Conferences</p>		LCFF - Supplemental	3000
<p>Extended Learning Time:</p> <ul style="list-style-type: none"> Before and after-school intervention classes have been set up to target Kindergarten through sixth grade students for students with special needs. 	7/18-5/19	Classroom Teachers	Strategic Intervention groups for students with special needs, pre-post testing		LCFF - Supplemental	3000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Increased Educational Opportunity:</p> <ul style="list-style-type: none"> Two impact teachers support students with special needs 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 to target the skills that are deficient for students with special needs. <p>A health assistant will be on campus for two additional days per week so students with special needs can be safe, healthy, and attend school more often.</p> <p>* Instructional Assistants Substitutes to help students with special needs have access to the general education classroom</p>	7/18-5/19	Impact teachers, RLAS, Principal, Health Assistant	<p>Illuminate Intervention Groups, principal observations, principal teacher conferences</p> <p>Monitoring students BAS as well as STAR reading data.</p> <p>Frequent monitoring is done through the use of running records and STAR reading assessments.</p> <p>Funding already accounted for above.</p> <p>Health Assistant - additional day</p> <p>Instructional Assistants Substitutes</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Involvement of Parents, Staff, and Community:</p> <ul style="list-style-type: none"> Counselor works with students with special needs to motivate, reward and encourage them in meeting their school goals. She will also work with teachers to identify those students with special needs who are in need of additional emotional, and social support. Students with special needs are recognized with certificates and medals for their academic achievement efforts. Members of the community, parents, and staff are invited to support student achievement. 	7/18-5/19	Counselor, Principal, RLAS	<p>Counselor Salary already accounted for in Goal 1</p> <p>Professional development for counselor</p> <p>Observation, student input, teacher surveys.</p> <p>Student assessment results, reduction in behavioral referrals</p>		LCFF - SCE	2000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Instructional Technology:</p> <p>Students with special needs in grades K-6 will receive reading instruction via RAZ Kidz and SuccessMaker independent learning software system.</p> <ul style="list-style-type: none"> Retain the services of a site technology liaison to support teachers with all of our learning software systems to specifically target the special skills for our students with special needs. Students with special needs will utilize STAR (Accelerated Reader) to monitor their reading comprehension of books they have read. 	7/18-5/19	Classroom Teachers, Technology Liaison, RLAS	<p>SuccessMaker gains reports</p> <p>Technology Liaison</p> <p>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.</p> <p>Technology Support from the District</p> <p>Utilize AR (Accelerated Reader) to check students' comprehension of reading books.</p> <p>Funding already accounted for above.</p> <p>Funding for replacement of equipment</p> <p>Student projects and presentations. Principal observation</p> <p>Accelerated reader reports, increased reading scores.</p>		<p>District Funded</p> <p>District Funded</p> <p>LCFF</p> <p>LCFF - Supplemental</p> <p>LCFF - Supplemental</p>	<p>3000</p> <p>8510</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Before and After School Program</p> <p>Principal holds monthly Meetings with REACH lead coach to discuss curriculum and behavioral goals of students with special needs.</p> <p>Teachers and resource specialist communicate with REACH coaches on homework of students with special needs using student planner system.</p> <p>Teachers target special needs students needing additional support during REACH tutorial classes.</p>	7/18-5/19	Principal, REACH Lead Coach, Classroom Teachers, Resource Specialist	<p>ASES/District Funding from LEA</p> <p>SES/District Funding from LEA</p> <p>SES/District Funding from LEA</p> <p>Principal and teacher observations.</p> <p>Students results on turning in homework.</p> <p>Students improved performance on targeted skills.</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Positive Behavior Interventions and Support</p> <p>PBIS committee will meet once a month to assess areas of behavioral concern specifically focusing on students with Special Needs to address areas of concern.</p> <p>PBIS committee strategies will be given to teachers who have students with special needs in their class to support areas of behavioral concern.</p> <p>Noon Duty Supervisors will be given additional training on strategies they can utilize for students with special needs to support PBIS school behavior expectations.</p> <p>Teachers will be given several trainings throughout the school year focused on how to be proactive with students with special needs.</p>	7/18-5/19	PBIS Team, Principal	Additional Trainings for Noon Duty Supervisors		LCFF - SCE	1996

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: School Climate
LEA/LCAP GOAL:
LCAP Goal #4 : Provide safe environment that provides social, emotional, and physical wellness.
SCHOOL GOAL #5:
Palmer Way will decrease the number of Tier I and Tier II referrals by 10% for grades TK through 6 by implementing PBIS, Sanford Harmony Social Emotional Curriculum, and utilizing a full time counselor.
Data Used to Form this Goal:
Data utilized from the illuminate program, Universal Screener tool SRSS- IE (Student Risk Screening Scale - Internalizing, Externalizing)
Findings from the Analysis of this Data:
The classroom teachers participated in a Universal Screener for students' behaviors. Findings from this screener were extremely beneficial in being able to target our most frequent occurring behavior problems of which include blurting out in class and interrupting others. The external behaviors of stealing and aggressive behaviors were found very infrequently in the students at Palmer Way.
How the School will Evaluate the Progress of this Goal:
We will monitor progress by utilizing the illuminate software program and the universal screener.
Who are the focus students and what is the expected growth?
Students who are continually a behavioral concern, have many social emotional needs, and students with chronic Tier I and Tier II referrals are our focus. Our goal is for these students to have less 10% less incident reports throughout the year and for our indicators for the students' behavior to drop by one level in severity. We will look for our total counts in the SRSS-IE universal screener to decrease by 10%.
How does this goal align to your Local Educational Agency Plan goals?
National School District has prioritized students' social emotional well being.
Which stakeholders were involved in analyzing data and developing this goal?
Palmer Way's PBIS Committee, school counselor, teachers and parents were involved in analyzing the data and developing the goals.
What data will be collected to measure student achievement?
Data will be continually analyzed through the illuminate system. This data will show the frequency of Tier I and Tier II referrals per student. We will also use the information on school suspensions from the California School Dashboard to ensure that school suspensions have decreased.

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
School Counselor will conduct social emotional Sanford Harmony Lessons to all classes on a regular basis.	2018 - 2019	School Counselor	School Counselor	1000-1999: Certificated Personnel Salaries	LCFF	
In order to build self esteem and encourage physical activity, students will receive additional dance practice from a consultant.	2018 - 2019	6Th grade Teachers	Dance Consultant		LCFF - Supplemental	2760
Health Assistant will be hired to ensure the physical well being of student two days a week.	2018 - 2019	School Nurse	Pay for School Nurse	2000-2999: Classified Personnel Salaries	LCFF - SCE	5000
In the event that we have a new student enroll that needs extra support until an official determination of need is determined, we may need to hire a substitute instructional assistant	2018 - 2019	Principal	Pay for a substitute Instructional Assistant	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	6000
				2000-2999: Classified Personnel Salaries	LCFF - SCE	1000
				2000-2999: Classified Personnel Salaries	LCFF - Supplemental	1000

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Arts and Math
SCHOOL GOAL #1:
<p>Groups participating in this goal (e.g., students, parents, teachers, administrators):</p> <ul style="list-style-type: none"> English Learners Students with Disabilities All Students <p>Means of evaluating progress toward this goal:</p> <ul style="list-style-type: none"> Using illuminate reports, District staff will assess progress of student subgroups <p>Anticipated annual growth for each group:</p> <ul style="list-style-type: none"> Each group will progress 5% points in the percentage of students meeting or exceeding standards <p>Group data to be collected to measure gains:</p> <ul style="list-style-type: none"> Renaissance STAR universal exams Learning Headquarters writing assessments Site Assessments- HM, EnVision, Writing on demand assessments Teacher generated assessments . ELA Post Tests

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> Successmaker will be used to support ELA and math instructional programs Tech support for computers Accelerated Reader to support promote increased reading comprehension CELDT Assessment Support 	07/18 - 05/19		Successmaker Licenses paid for by District Office		None Specified	
			Salaries of technicians		Title I	7,699
			Accelerated Reader Licenses		Title I	3,000
			Assessment Team		Title III	3,810

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in .
SCHOOL GOAL #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	68,169	0.00
LCFF - SCE	184818	0.00
LCFF - Supplemental	80255	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF - SCE	184,818.00
LCFF - Supplemental	80,255.00
Title I	68,169.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
2000-2999: Classified Personnel Salaries	13,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	LCFF - SCE	178,818.00
2000-2999: Classified Personnel Salaries	LCFF - SCE	6,000.00
	LCFF - Supplemental	73,255.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	7,000.00
	Title I	68,169.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	192,068.00
Goal 2	20,525.00
Goal 3	83,383.00
Goal 4	21,506.00
Goal 5	15,760.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Alfonso J Denegri	X				
Jamie Hill		X			
Guadalupe Estrada				X	
Kimberly Joson				X	
Sarah Collins		X			
Sarah Flora		X			
AnaMaria Garcia			X		
Terry Kimble				X	
Olga McConnell				X	
Myhuong Pham				X	
Numbers of members of each category:	1	3	1	5	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) 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	_____ Signature
X	English Learner Advisory Committee	_____ Signature
	Special Education Advisory Committee	_____ Signature
	Gifted and Talented Education Program Advisory Committee	_____ Signature
	District/School Liaison Team for schools in Program Improvement	_____ Signature
	Compensatory Education Advisory Committee	_____ Signature
	Departmental Advisory Committee (secondary)	_____ Signature
	Other committees established by the school or district (list):	_____ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed 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 J Denegri		
Typed Name of School Principal	Signature of School Principal	Date

Kimbely Joson		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date