

The Single Plan for Student Achievement

SCHOOL: Central Elementary

County-District School (CDS) Code 37-68221-6038731

Principal: David Brashear

Date of this revision: December 6, 2013

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

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

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National School District

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

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Overview of the Single Plan for Student Achievement

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

This legislation established the following eight requirements for school plans:

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

At Central School,

We Promise

- A safe, nurturing learning environment
- An active partnership with parents and community
- A solid foundation in reading, writing, 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

Analysis of Current Educational Practice

1) Instructional Practices

Central School has implemented the Explicit Direct Instruction model in all Kindergarten – 6th grade classes. Teachers use the EDI Student Engagement Norms and TAPPLE throughout the school day. Central School is involved in standards based language arts and mathematics instruction for all students through the combination of published and computer based instruction. The Houghton Mifflin Reading and Spelling & Vocabulary, and the enVision math are the published programs. The Houghton Mifflin Lectura series is utilized to meet the needs of Spanish-speaking students in the Kindergarten – 2nd grade bilingual program, along with Spanish-English Biliteracy Transfer (SEBT) instructional resources to transfer literacy skills to English. Systematic Instruction of Phonics and Phonemic Awareness (SIPPS) program is used in Kindergarten – 3rd grades. In addition, Learning Headquarters is our core-writing program in grades K – 6. English Language Development (ELD) is addressed through the use of SRA Language programs, Houghton Mifflin English Learner resources and Channel One online news program in combination with the SELD framework. Students in the Special Day classes utilize Cambium Learning’s Language! Program, Read Well or Unique to meet their learning needs. The NCS Learn SuccessMaker reading and mathematics software program supports the standards-based curriculum at Central School both in the classrooms, in a computer lab setting, and now at home for all Kindergarten – 6th grade students. All students also have access to online software, Pearson Successnet, both at school and at home that supports the enVision math curriculum. Targeted students utilize the iReady and Read About computer programs to develop comprehension and vocabulary skills. English Learners in Kindergarten and those with limited English skills utilize Imagine Learning software to help accelerate their acquisition of English.

2) Instructional Time

Central School along with National School District complies with and monitors implementation of instructional time for the adopted programs for language arts, mathematics and English Language Development. 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 students’ targeted goals. Differentiated instruction is also provided for our GATE identified and high achieving students.

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

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minutes 4 times a week. In the bilingual classes, additional transference reading instruction is provided for 40 minutes 4 times a week. At risk students in grades K-6 are provided with 20 minutes additional instruction in language arts along with additional mathematics instruction both completed in small group and/or one-on-one.

Impact teachers are hired to provide small-group support in the reading labs. They work under the direction of the Language Arts Specialists with small groups of students providing additional literacy support. Two Language Arts Specialists provide a forum for ongoing communication between impact teachers and staff. Impact teachers and regular education teachers are used to supplement language arts, mathematics and ELD instruction before and after school especially for students needing intervention in the aforementioned subject areas.

3) Credentialed Teachers and Teacher Professional Development Opportunity

The National School District recruits and retains only teachers that are Highly Qualified in accordance with NCLB requirements. At Central School all teachers are Fully Qualified in accordance with NCLB requirements. The staff at Central School is involved in a program of ongoing professional development linked to standards. Instructional planning is driven by the review of student outcomes on assessments that target essential grade level standards. District level staff development focuses on the key areas in language arts, mathematics and ELD grade level objectives and instructional practices to optimize student performance. Teachers have received in-service on creating practice activities through *OARS*, *Successmaker*, and *Pearson Successnet*. The STAR reading assessment is used during each testing window to review reading comprehension and vocabulary progress. These levels are known by the students and allow them to self-select books at the appropriate reading level.

Annually, a plan for staff development is designed based on the review of specific site data, including CST, CELDT, and district multiple measures assessments. The plan is developed through the collaborative efforts of the principal, site leadership team, site resource and teaching staff along with the School Site Council. Staff development days are planned to train staff on innovative instructional practices directly related to targeted, standards-based improvement areas. The Educational Services Department at the National School District provides guidance and financial support for professional development days. Early dismissal on Thursday afternoons provides a timeframe for teachers to collaborate within grade level and in vertical planning groups. Common Core State Standards, Learning Headquarters' writing program, enVision Math program and the Systematic English Language Development (SELD) program are the focus of district staff development and supported by site-based activities.

Some teachers also attend classes at SDCOE and receive professional advancement units based on other coursework completed at the college level. Three teachers at Central

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receive additional training through a math grant that focuses on supporting English Language Learners during math instruction.

New staff members are provided the opportunity to receive training on practices and programs currently in place at the school site. Newly assigned teachers to the district are coached and supported through our state approved teacher induction program. A personal Support Provider is assigned to the new staff member to provide comprehensive support in the California Standards for the Teaching Profession and State Standards. Additional support is provided through the two site Language Arts Specialists, Resource Specialist, and through grade level colleagues.

4) Student Achievement and Monitoring System

Central School has worked with the National School District to align curriculum, instruction and materials closely to a standards based system. Committees comprised of teachers, resource staff and administrators have identified essential language arts and mathematics standards at each grade level. The essential standards have been integrated into the district standards-based report card. Formal, diagnostic assessments takes place three times per year and are based on a series of comprehensive, criterion referenced tasks and tests. Math Benchmark assessments are given three times per year. Assessments include: District Multiple Measures Assessments, Houghton Mifflin Reading and Lectura theme skills and summative exams, Learning Headquarters Writing Program assessments, Envision Mathematics topic and benchmark test, OARS Blueprint exams, DIBELS/IDEL benchmark assessments and STAR reading and math assessments.

Students who are having difficulty performing at grade level standard at Central School are supported on several levels in the classroom and through site level planning teams. In addition to teachers developing standards-based instructional plans and comprehensive assessment outcomes, additional attention is focused on struggling students. Grade level meetings, principal/teacher conferences, and site resource teacher guidance are all brought into play in order to understand the best ways to assist these students. For students who continue to experience difficulties despite regular interventions, Student Study Team (SST) meets to involve the expertise of the principal, language arts specialists, speech therapist, school psychologist and resource specialist in deciding on more prescriptive academic and behavioral interventions. To complement the SST, teachers have been trained in Response to Instruction & Intervention (RtI²), 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 RtI² meetings are held approximately every 7 weeks to discuss specific students, research-based strategies, goals and next steps. The progress of Tier 1 students is monitored monthly, progress of Tier 2 and 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 DIBELS or IDEL

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progress monitoring assessments, curriculum based assessments, and reports from our instructional software programs. The student, parent and school collaborate on a learning plan emphasizing student/parent accountability and weekly communication. In addition to classroom interventions, additional resources may include the after school program Winners Growing Strong (WINGS), math and reading tutoring, Successmaker, Read About, Imagine Learning and supplementary intervention classes both before and after school.

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

As discussed previously, Central 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 regularly to discuss standardized test outcomes, district and site assessments, ELD levels and a variety of data and classroom samples collected to identify areas of strengths and weaknesses. Effective strategies are discussed and areas for improvement are analyzed. Primary grades focus in on DIBELS outcomes related to phonemic awareness, phonics, word recognition, reading fluency and comprehension. Staff in grades Kindergarten through 3rd grade in bilingual classrooms can monitor student progress on literacy skills through Spanish multiple measures assessments and SEBT assessments. Upper grade teaching staff is also involved in analyzing data on the literacy assessments from the language arts adoption. In writing, teaching staff are working to implement common core, meeting collaboratively at least four times each year, using rubrics from the Learning Headquarters program to assess student development.

5) Ongoing Instructional Assistance and Support for Teachers

As mentioned earlier, new staff members are provided the opportunity to receive training on practices and programs currently in place at the school site, for example *Explicit Direct Instruction and SIPPS*. Newly assigned teachers to the district are coached and supported through the new teacher Induction Program. A personal Support Provider is assigned to the new staff member to provide comprehensive support in the California Standards for the Teaching Profession and State Standards. Additional support is provided through the two site Language Arts Specialists, Resource Specialist, and through grade level colleagues. Teachers also have an opportunity to visit different classrooms on -campus, other district classrooms, and out of district classrooms to help

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them experience other educators' styles and strategies. The Peer Assistance and Review (PAR) program provides ongoing support to both beginning and experienced teachers who may need or request assistance.

6) Collaboration

As discussed previously, Central 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. Our data team meetings are structured and calendared to occur throughout the school year. Grade levels meet in our Collaboration room for these data team meetings. Meetings are held regularly, approximately every 6 weeks, to discuss standardized test outcomes, common assessments, STAR reading and math assessments and ELD levels to identify areas of strengths and weaknesses. Effective strategies that work are discussed and areas for improvement are analyzed. In addition to the teacher planning at staff meetings and on Thursday minimum site/district days, grade levels review student progress and determine if students are moving towards reaching grade level benchmarks in language arts, mathematics, and ELD. They have an opportunity to review outcomes, discuss student progress and make recommendations for next steps that need to take place to ensure optimum student achievement towards school-wide and district goals. They can plan lessons and gather materials for appropriate instruction. In addition, vertical grade level articulation takes place quarterly.

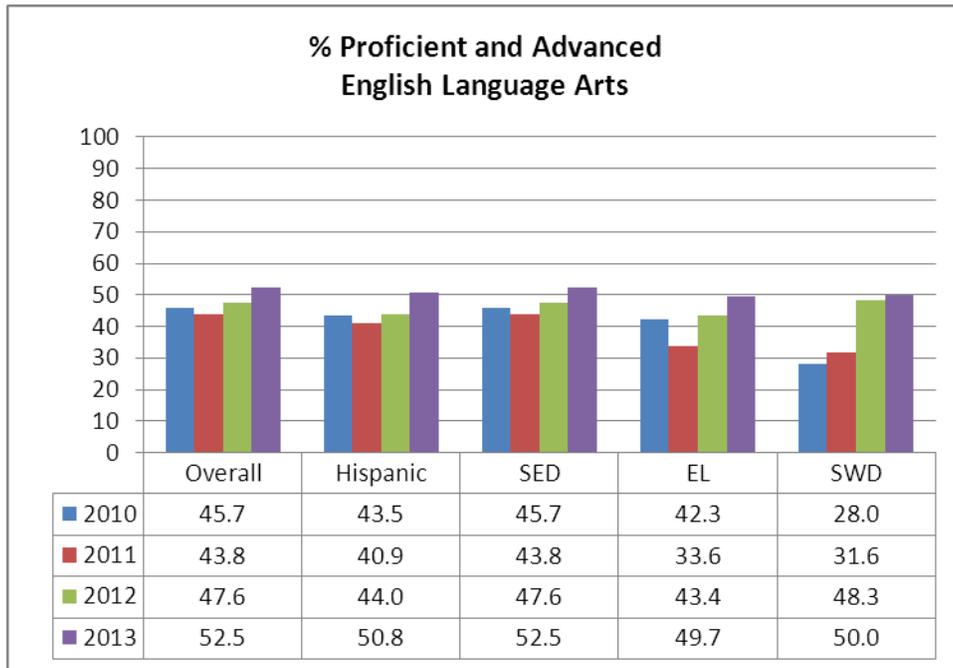
7) Shared Responsibility for Student Achievement

The State of California provides technical assistance to the LEA regarding requirements for program improvement in the form of workshops and Regional System of School and District Support.

The LEA supports the school through professional development regarding Program Improvement requirements, Common Core implementation, English Learner programs, and student monitoring using OARS, and the NSD Data Warehouse.

Central School takes responsibility for student achievement through onsite professional development, individual and grade level student achievement monitoring, and school wide planning toward increased student achievement.

DATA ANALYSIS



A four-year comparison shows that students are demonstrating improved performance in English language arts as measured by the California Standards Test .From 2011 to 2013 each significant student group also demonstrated better performance. Although Central students score well below the AYP target of 89.2% scoring proficient or advanced, the school did meet all Safe Harbor Targets for English language arts in 2013.

CST ELA	Overall % Proficient/Advanced	
	2012 (Goal)	2013
Grade 2	41 (46)	41.49
Grade 3	35 (39)	39.05
Grade 4	44 (49)	58.06
Grade 5	58 (64)	48.94
Grade 6	48 (52)	68.13

When examining overall growth this past year by grade level, grade 5 demonstrated a decline and Grade 3 remained relatively flat. All other grade levels demonstrated growth however 2nd grade growth was not sufficient to meet their ELA goal.

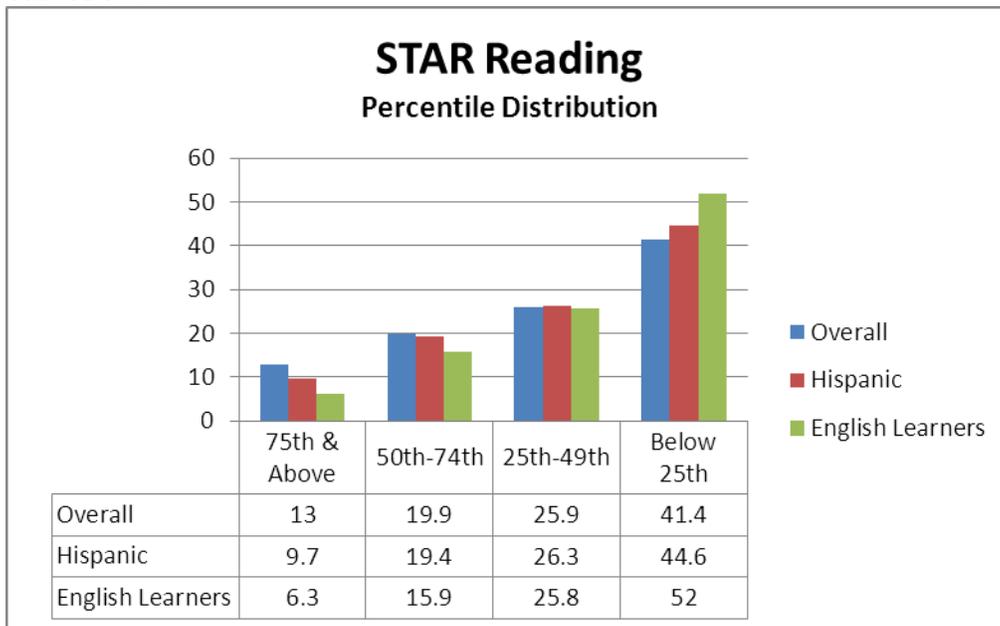
When looking at CST growth analysis by cohort, a significant number of students lost one band's growth: 22 in grade 3, 3 in grade 4, 16 in grade 5, 8 in grade 6. 35 of these students perform in the lowest three bands.

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CST ELA Content Clusters % Correct	Word Analysis Vocabulary Development		Reading Comprehension		Literary Response and Analysis		Written Conventions		Writing Strategies	
	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013
Grade 2	61.2	66.8	55.9	57.1	59.6	67.9	59.8	61.8	51.5	50.5
Grade 3	70.6	68.3	60.3	67.1	61.1	72.6	53.8	61.5	58.2	64.4
Grade 4	68.6	72.7	55.2	57.8	53.4	67.6	56.3	64.1	48.2	55.1
Grade 5	63.8	61.3	67.1	63.3	67.5	65.3	69.5	70.8	63.1	66.6
Grade 6	65.1	74.2	56.4	65.3	64.4	74.4	75.5	76.9	58.5	62.0

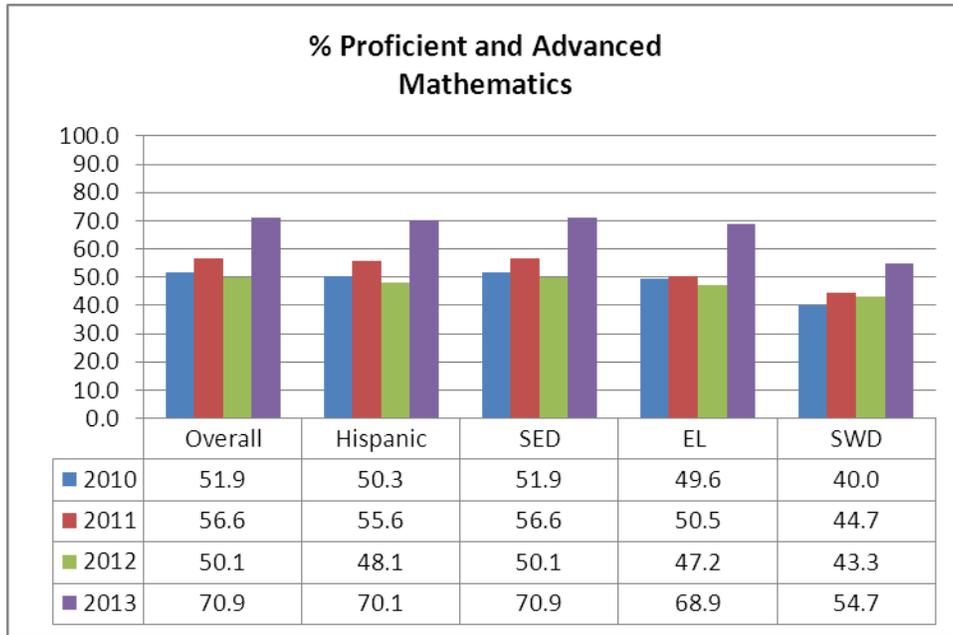
A two-year comparison of CST Cluster performance in English language arts shows program growth in all areas for grades 4 and 6, all but one area in grades 2 and 3, and a decline in three areas for grade 5. There is no overall relative strength in a given area however certain grade-levels did demonstrate significant growth in particular cluster areas. Overall Writing Strategies appears to be a weakness with the lowest percentage of student accuracy in all but one grade-level. Across grade levels in 2013, English learners demonstrated similar accuracy in each of the Content Clusters with the exception of Writing Strategies which was lower.

Renaissance STAR



Renaissance STAR Reading for the beginning of the 2013-2014 school year shows that the majority of students (66.9%) score below the 50th percentile and nearly two-thirds of those students scoring below the 25th percentile. Distribution of Hispanic students and English learners show similar results.

California Standards Test



A four-year comparison shows that students are demonstrating improved performance in mathematics as measured by the California Standards Test. From 2011 to 2013 each significant student group also demonstrated better performance. Although Central students score well below the AYP target of 89.5% scoring proficient or advanced, the school did meet all Safe Harbor Targets for mathematics. The largest gains were made fro 2012-2013.

CST MATH	Overall	
	2012 (Goals)	2013
Grade 2	48 (53)	57.45
Grade 3	63 (69)	75.47
Grade 4	41 (45)	67.02
Grade 5	59 (65)	78.95
Grade 6	35 (39)	75

When examining overall growth by grade-level, all grade levels demonstrated significant growth ranging from a gain of 10% to 40% and therefore exceeding their math goal. When looking at CST growth analysis by cohort groups, 28 students lost one band's growth: 1 in grade 3, 19 in grade 4, 2 in grade 5 and 6 in grade 6. 15 of these students perform in the lowest three bands.

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CST MATH Content Clusters	Place Value, Addition and Subtraction		Multiplication, Division, and Fractions		Algebra and Functions		Measurement and Geometry		Statistics, Data Analysis, & Probability	
	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013
Grade 2	64.7	73.7	66	73.5	73.4	73	73.9	67.5	70.8	79.2

CST MATH Content Clusters	Place Value, Fractions, and Decimals		Addition, Subtraction, Multiplication & Div		Algebra and Functions		Measurement and Geometry		Statistics, Data Analysis, & Probability	
	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013
Grade 3	72	82.1	68.8	83.3	76.8	75.8	79.2	86.1	89.3	88.1

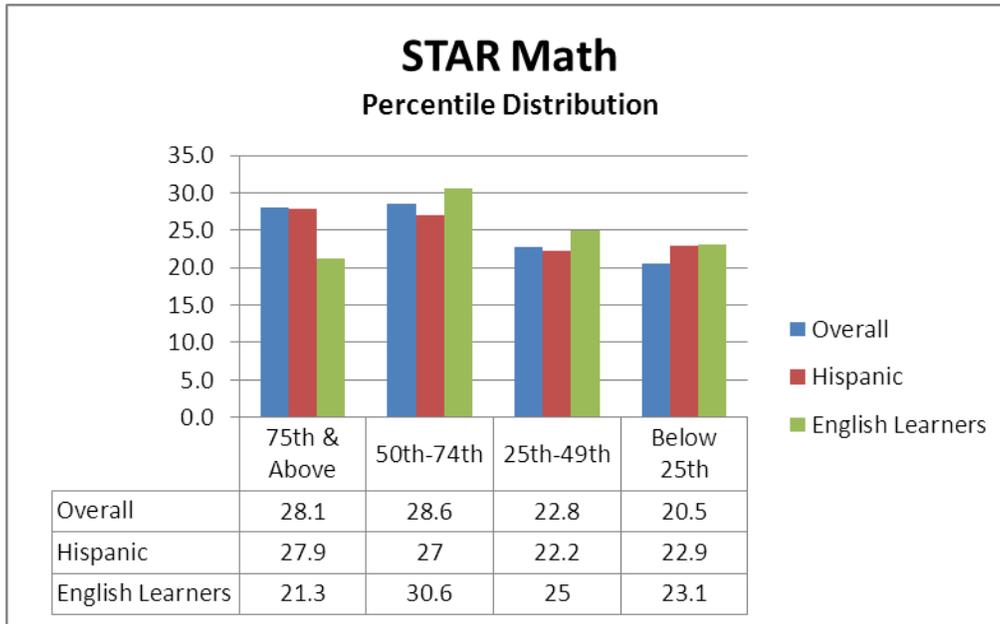
CST MATH Content Clusters	Decimals, Fractions and Negative Numbers		Operations and Factoring		Algebra and Functions		Measurement and Geometry		Statistics, Data Analysis, & Probability	
	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013
Grade 4	74.9	78.6	64	77.4	68.6	79.9	58.2	67	68.1	78.4

CST MATH Content Clusters	Estimation, Percentages and Factoring		Operations with Fractions and Decimals		Algebra and Functions		Measurement and Geometry		Statistics, Data Analysis, & Probability	
	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013
Grade 5	62.2	70.8	68	76.1	72.6	72.8	65.1	66.3	75.6	83

CST MATH Content Clusters	Ratios, Proportions, Percentages, Negative Fractions		Operations and Problem Solving with Fractions		Algebra and Functions		Measurement and Geometry		Statistics, Data Analysis, & Probability	
	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013
Grade 6	59	72	61.5	76.3	65.1	77.5	53.9	73.1	56.1	71.1

A two-year comparison of CST Cluster performance in mathematics shows program growth in all areas for grades 4, 5 and 6. Grades 2 and 3 each saw a slight decline in two areas. Even with a relatively flat rate of accuracy for 2nd grade, *Statistics, Data Analysis & Probability* appears to be a relative strength programmatically schoolwide. English learners in grades 2 and 3 demonstrated similar accuracy in each of the Content Clusters while those in grades 4, 5, and 6 did not, performing with a gap of as much as 10%.

Renaissance STAR



Renaissance STAR Math for the beginning of the 2013-2014 school year shows that the students are distributed relatively evenly across the four percentile bands however there are more students above the 50th percentile than below. Distribution of Hispanic students and English learners show similar results.

California English Language Development Test (Fall 2012)

		2012-2013						
		Beginning	Early Int.	Intermediate	Early Adv. (NEP)	Advanced (NEP)	Early Adv. (EP)	Advanced (EP)
2011-2012	n	73	29	19	0	0	3	0
Beginning	n=124	6	24	44	0	0	4	0
Early Int.	n=78	0	7	65	0	0	47	6
Intermediate	n=125	1	0	5	1	0	0	0
Early Adv. (NEP)	n=7	0	0	1	0	0	0	0
Advanced (NEP)	n=1	0	0	0	0	0	37	21
Early Adv. (EP)	n=58	0	0	0	0	0	1	3
Advanced (EP)	n=4	0	0	0	0	0		

Conclusions from Student Performance Data

English Language Arts:

Students are demonstrating improved performance however nearly one-half of all students are still not performing at a proficient level. Achievement across significant groups of students demonstrates similar levels of proficiency. Data suggests that there is no overall relative strength area in reading/English language arts but writing is identified as a relative weakness. Central continues to struggle with improving achievement of those students in the lowest three bands as measured by the CST.

Mathematics:

Students demonstrated achievement gains ranging from 10% to 40% growth. Achievement across significant groups of students is relatively consistent with the exception of students with disabilities although they did demonstrate a similar level of growth at 11%. Data suggests that the overall strength is those skills necessary to perform tasks in the area of statistics, data analysis & probability. Central continues to struggle with improving the mathematics achievement of English learners, particularly in the upper grades.

English Learners:

Students identified as English learners are demonstrating improved performance in English language arts and mathematics but at a slightly lower rate than their non-English learner counterparts. Acquiring English and demonstrating one-year's growth is most difficult for students at the Beginning and Intermediate levels.

Special Education

Students with disabilities are demonstrating improved performance in English language arts and mathematics. The rate of achievement in ELA is consistent with that of other students while achievement in mathematics is lower but the rate of growth is comparable.

SMART School Goals for Improving Student Achievement

Goal #1 English Language Arts (ELA):

Improve the ELA achievement for all students as measured by the STAR Reading and local measures. Our goal is to have 16% of our students score in the 75% & Above on STAR and have less than 30% of our students scoring below the 25% by June 2014.

Goal #2 Mathematics:

Improve Mathematics Concepts and Applications skills across the grade levels as measured by STAR Reading and local measures. Our goal is to have 40% of our students score in the 75% & Above on STAR and have less than 15% of our students scoring below the 25% by June 2014.

Goal #3 English Learner:

Improve and further develop skills in the four domains of English Language Development: listening, speaking, reading, and writing, as measured by the CELDT. Our goal is to increase our AMAO 1 by 10% to ____% and to increase our AMAO 2 for students that have been with us for more than 5 years by 10% to ____% as measured by the 2014 CELDT.

Goal #4 Special Education:

Improve the ELA and math achievement for all special education students as measured by STAR Reading and/or Mathematics and local measures. Our goal is to have each of our special education students, by June 2014, improve by a minimum of 25%ile points from their individual baseline scores on STAR Reading and STAR Math

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<p>School Goal # 1 ELA:</p> <p>Improve the ELA achievement for all students as measured by the STAR Reading and local measures. Our goal is to have 16% of our students score in the 75% & Above on STAR and have less than 30% of our students scoring below the 25% by June 2014.</p>	
<p>What data did you use to form this goal (findings from data analysis)?</p> <p>2013 ELA CST 2013 End of year STAR Reading</p>	<p>How does this goal align to your Local Educational Agency Plan/Strategic Plan goals?</p> <p>This goal aligns to Core Strategy #1 in the District's Strategic Plan.</p>
<p>What did the analysis of the data reveal that led you to this goal?</p> <p>Our students are not making adequate growth in reading/English language arts</p>	<p>Which stakeholders were involved in analyzing data and developing this goal?</p> <p>Leadership Team School Site Council English Learner Advisory Committee</p>
<p>Who are the focus students and what is the expected growth?</p> <p>The focus students are those that are well below grade-level proficiency and will make at least one year's growth.</p>	<p>What data will be collected to measure student achievement?</p> <p>STAR Reading progress monitoring and end-of-year STAR Reading assessment – June 2014.</p>
<p>What process will you use to monitor and evaluate the data?</p> <p>Look at multiple measures toward the same goal: Principal review of STAR progress monitoring Data Team meetings – common assessments District benchmark results Leadership Team, staff, School Site Council and English Learner Advisory Committee will review</p>	<p>Actions to improve achievement to exit program improvement (if applicable).</p> <p>Teachers will conduct goal setting for improvement and growth with all students. All instruction will be based on standards Teachers will implement high-yield instructional strategies Closely monitor students – Data Teams/RtI Targeted students will attend planned interventions</p>

Reading/Language Arts

Strategies/Actions to Implement this Goal	Start/Completion Date/Personnel	Each Funding Source/Amount	Process for Evaluation of Implementation
<p>Instructional Practices consistent with Content Standards and Strategic Plan:</p> <ol style="list-style-type: none"> 1. Teacher’s lessons and student performance objectives will be based on the California Content Standards and/or the California Common Core Standards 2. All classroom resources and supplemental materials with meet or exceed the rigor of the California Content Standards and/or the California Common Core Standards 3. Teachers will develop lessons utilizing Explicit Direction Instruction lesson design and employ TAPPLE strategies to ensure 90% engagement. 	<p>July 2013 – June 2014/Teachers, Principal</p> <p>July 2013 – June 2014/Teachers, Principal</p> <p>July 2013 – June 2014/Teachers</p>	<p>\$0</p> <p>\$0</p> <p>\$0</p>	<ol style="list-style-type: none"> 1. Principal daily walk-through observation of students working, review of teacher lesson plans and student work. 2. Principal daily walk-through observation of students working, review of teacher lesson plans and student work. 3. Principal daily walk-through observation of teaching & learning and review of teacher lesson plans
<p>Professional Development and Data Team Collaboration:</p> <ol style="list-style-type: none"> 1. Teachers will be given the opportunity to participate in professional development in ELA Common Core Standards 2. All teachers will receive support on how to use adopted learning software to make instructional decisions 3. All K-6 teachers will participate in data teams either through release days or through additional time beyond the day 	<p>July 2013 – June 2014/Teachers, Principal, Ed. Services</p> <p>July 2013 – June 2014/Technology Liaison, Principal</p> <p>August 2013 – May 2014/Teachers, Principal,</p>	<p>Title I: \$4350</p> <p>LCFF-SCE: \$1117</p> <p>Title I: \$5520</p>	<ol style="list-style-type: none"> 1. Teacher sign-in sheets. Principal daily walk-through observation of teaching & learning for implementation. 2. Agendas of training offered; principal daily walk-through observation of teaching & learning; review of learning software report 3. Data team schedules and procedures established. Principal will review data team outcomes (notes) and observe for

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Strategies/Actions to Implement this Goal	Start/Completion Date/Personnel	Each Funding Source/Amount	Process for Evaluation of Implementation
<p>approximately every 6 weeks. Data teams will focus on progress toward goals in reading/language arts and English language development.</p> <p>4. Teachers will be given the opportunity to participate in professional learning for implementation of Explicit Direct Instruction/California Common Core Standards</p> <p>5. Teachers will be given the opportunity to participate in professional learning through on-site instructional learning walks.</p>	<p>Substitutes</p> <p>October 2013 – May 2014/ Teachers, Principal</p> <p>October 2013 – May 2014/ Teachers, Principal, Substitutes</p>	<p>LCFF-SCE: \$4350</p> <p>LCFF-SCE: \$1690</p>	<p>implementation of decisions.</p> <p>4. Teacher sign-in sheets. Presentation materials. Principal daily walk-through observation of teaching & learning for implementation.</p> <p>5. Post learning walk staff communication. Leadership Team meeting minutes with evidence based decisions. Substitute time sheets</p>
<p>Extended Learning Time:</p> <p>1. Before and after school programs will be developed to build targeted reading and language skills and additional support in acquiring English for priority students.</p>	<p>November 2013 – May 2014/ Teachers, Principal</p>	<p>ASES/WINGS: \$13,585 Title I: \$2880 Title III: \$3200</p>	<p>1. Grade-level intervention program proposals. Records of request for student participation and student attendance. Principal and WINGS staff observation of intervention implementation; teaching & learning.</p>
<p>Increased Educational Opportunity:</p> <p>1. All students will have an average of 200 minutes per week of direct instructional time working on grade-level reading skills at their instructional level and organized in small, teacher-directed homogeneous groups.</p> <p>2. Students severely below grade level will</p>	<p>July 2013 – May 2013/Teachers, Principal</p> <p>July 2013 – May</p>	<p>\$0</p> <p>Title I: \$98,722</p>	<p>1. Teachers will provide a daily schedule to indicate when reading groups are planned. Principal daily walk-through observation of teaching & learning.</p> <p>2. On a monthly basis, Language Arts</p>

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Strategies/Actions to Implement this Goal	Start/Completion Date/Personnel	Each Funding Source/Amount	Process for Evaluation of Implementation
<p>receive additional assistance from the reading/language arts specialist, and/or impact teacher</p> <p>3. K-6 students identified through the RtI² process will receive appropriate services and access to materials.</p>	<p>2014/ Language Arts Specialists, Impact Teachers</p> <p>August 2013 – May 2014/Teachers, Principal</p>	<p>LCFF: \$133,562</p> <p>Title I: \$8590</p>	<p>Specialists will provide a list of students and areas of focus.</p> <p>3. Priority student progress monitoring will occur during RtI² meetings approximately every 6 weeks. Priority students are observed by principal during daily classroom observations.</p>
<p>Involvement of Parents, Staff and Community:</p> <p>1. Notification of Program Improvement Status is sent via letter to all parents at least 14 days ahead of the start of school</p> <p>2. Title I Parent meeting will be held to share plans for meeting the school’s goals</p> <p>3. Grade-level team meetings will focus on data</p> <p>4. Parent-Teacher conferences will be held to explain individual students’ progress toward meeting grade-level standard</p> <p>5. Family curriculum nights will be offered to provide additional information and strategies for assisting students.</p>	<p>June 6, 2013/Ed Services, Principal</p> <p>October 22, 2013/Principal</p> <p>Ongoing/Teachers, Principal</p> <p>November 2013 & March 2014/Teachers</p> <p>October 2013 – May 2014/Principal, Teachers, Language Arts Specialists</p>	<p>\$0</p> <p>\$0</p> <p>Xx</p> <p>\$0</p> <p>Title I: \$1890</p>	<p>1. Copy of letter</p> <p>2. Meeting agenda, sign-in sheet and presentation materials.</p> <p>3. Grade-level leadership team member and principal will provide data; principal review of data team outcomes (notes)</p> <p>4. Principal will review conference schedules. Assistance will be provided to teachers to ensure all conferences are held.</p> <p>5. Meeting notices, sign-in sheets, presentation materials and feedback forms.</p>

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Strategies/Actions to Implement this Goal	Start/Completion Date/Personnel	Each Funding Source/Amount	Process for Evaluation of Implementation
6. Training and classes will be offered for parents to increase their ability to assist their child	September 2013 – May 2014/Principal	Title I: \$2500	6. Meeting notices, sign-in sheets, presentation materials and feedback forms.
7. Childcare will be offered during parent training/classes as a strategy to increase participation	September 2013 – May 2014/Principal, Childcare providers	Title I: \$800	7. Time sheets and child attendance.
8. Recognize student achievement and growth toward mathematics goals.	Ongoing/Teachers, Principal	LCFF-SCE: \$1500	8. Records of student recognition.
<p>Instructional Technology</p> <p>1. Students will be provided with direct instruction for implementation and given daily access to adequate technology for assigned learning software programs:</p> <ul style="list-style-type: none"> a. SuccessMaker Reading b. Imagine Learning c. Accelerated Reader d. Scholastic <p>2. Teachers will use STAR Reading on a consistent basis as one means to assess student level and ongoing progress monitor student growth.</p>	July 2013 – May 2014/Teachers, Principal	<p>Title I: \$8700 LCFF-SCE/LEP: \$27,000</p> <p>Title III: \$23,080</p> <p>Title I: \$2500</p> <p>\$0</p>	<p>1. Principal daily walk-through observation of students working and weekly review of learning software reports</p> <p>2. Principal will review STAR Reading reports.</p>
<p>Involvement of After School Program</p> <p>1. Schoolwide goals will be articulated to the after school program staff and provided suggestions for ways to support.</p>	July 2013 – May 2014/Principal, WINGS Lead Coach	\$0	1. Principal will provide the WINGS Lead Coach with the schoolwide goals. Together the Lead Coach and Principal will periodically

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Strategies/Actions to Implement this Goal	Start/Completion Date/Personnel	Each Funding Source/Amount	Process for Evaluation of Implementation
<p>2. Teachers with students enrolled in the Before and/or After School Program will be encouraged to communicate with students' team coaches about individual student needs.</p> <p>3. Priority students currently enrolled in either the Before or After School Program will be identified and provided opportunity for participation in extended learning during the tutoring/homework portion</p>	<p>July 2013 – May 2014/Teachers, WINGS Coaches</p> <p>November 2013 – May 2014/Principal, Teachers, WINGS Lead Coach</p>	<p>\$0</p> <p>\$0</p>	<p>review WINGS designated tutoring times.</p> <p>2. Teachers will share any communication with Principal.</p> <p>3. Lead Coach will provide an updated Before and After School Program enrollment and Principal will share with intervention program teachers.</p>
<p>Preschool Articulation:</p> <p>1. Transitional Kindergarten and Kindergarten teachers will visit Preschool classrooms to better understand curriculum expectations.</p> <p>2. Transitional Kindergarten and Kindergarten teachers will meet at least once yearly with Preschool teachers review student needs.</p>	<p>August 2013 – May 2014/Principal, Preschool Director, Teachers</p> <p>July 2013/Principal, Preschool Director, Teachers</p>	<p>Title I: \$625</p> <p>LCFF-SCE: \$625</p>	<p>1. Principal and Preschool Director will arrange for observations</p> <p>2. Principal and Preschool Director will arrange for collaboration</p>

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<p>School Goal # 2 Math</p> <p>Improve Mathematics Concepts and Applications skills across the grade levels as measured by STAR Reading and local measures. Our goal is to have 40% of our students score in the 75% & Above on STAR and have less than 15% of our students scoring below the 25% by June 2014.</p>	
<p>What data did you use to form this goal (findings from data analysis)?</p> <p>2013 Mathematics CST 2013 End of year STAR Math</p>	<p>How does this goal align to your Local Educational Agency Plan/Strategic Plan goals?</p> <p>This goal aligns to Core Strategy #1 in the District's Strategic Plan.</p>
<p>What did the analysis of the data reveal that led you to this goal?</p> <p>All students are not making adequate growth in mathematics.</p>	<p>Which stakeholders were involved in analyzing data and developing this goal?</p> <p>Leadership Team School Site Council English Learner Advisory Committee</p>
<p>Who are the focus students and what is the expected growth?</p> <p>The focus students are those that are well below grade-level proficiency and will make at least one year's growth.</p>	<p>What data will be collected to measure student achievement?</p> <p>STAR Math progress monitoring and end-of-year STAR Math assessment – June 2014</p>
<p>What process will you use to monitor and evaluate the data?</p> <p>Look at multiple measures toward the same goal: Principal review of STAR progress monitoring Data Team meetings – common assessments District benchmark results Leadership Team, staff, School Site Council and English Learner Advisory Committee will review</p>	<p>Actions to improve achievement to exit program improvement (if applicable).</p> <p>Teachers will conduct goal setting for improvement and growth with all students. All instruction will be based on standards Teachers will implement high-yield instructional strategies Closely monitor students – Data Teams/Rtl² Targeted students will attend planned interventions.</p>

Mathematics

Strategies/Actions to Implement this Goal	Start/Completion Date/Personnel	Each Funding Source/Amount	Process for Evaluation of Implementation
<p>Instructional Practices consistent with Content Standards and Strategic Plan:</p> <ol style="list-style-type: none"> 1. Teacher’s lessons and student performance objectives will be based on the California Content Standards and/or the California Common Core Standards 2. All components of the enVision Mathematics program will be used. 3. All classroom resources and supplemental materials will meet or exceed the rigor of the California Content Standards and/or the California Common Core Standards 4. Teachers will develop lessons utilizing Explicit Direction Instruction lesson design and employ TAPPLE strategies to ensure 90% engagement. 	<p>July 2013 – June 2014/Teachers, Principal</p> <p>July 2013 – June 2014/Teachers</p> <p>July 2013 – June 2014/Teachers, Principal</p> <p>July 2013 – June 2014/Teachers</p>	<p>\$0</p> <p>\$0</p> <p>\$0</p> <p>\$0</p>	<ol style="list-style-type: none"> 1. Principal daily walk-through observation of students working, review of teacher lesson plans and student work. 2. Principal daily walk-through observation of students working and review of teacher lesson plans 3. Principal daily walk-through observation of students working, review of teacher lesson plans and student work. 4. Principal daily walk-through observation of teaching & learning and review of teacher lesson plans
<p>Professional Development and Data Team Collaboration:</p> <ol style="list-style-type: none"> 1. Teachers will be given the opportunity to participate in professional development in Mathematics Common Core Standards 2. All teachers will receive support on how to make use of adopted learning software to 	<p>July 2013 – June 2014/Teachers, Principal, Ed. Services</p> <p>July 2013 – June 2014/Technology</p>	<p>\$0</p> <p>LCFF-SCE: \$1117</p>	<ol style="list-style-type: none"> 1. Teacher sign-in sheets. Principal daily walk-through observation of teaching & learning for implementation. 2. Agendas of training offered; principal daily walk-through observation of teaching &

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Strategies/Actions to Implement this Goal	Start/Completion Date/Personnel	Each Funding Source/Amount	Process for Evaluation of Implementation
<p>make instructional decisions</p> <p>3. All K-6 teachers will participate in data teams either through release days or through additional time beyond the day approximately every 6 weeks.</p> <p>4. Teachers will be given the opportunity to participate in professional learning for implementation of Explicit Direct Instruction/California Common Core Standards</p> <p>5. Teachers will be given the opportunity to participate in professional learning through on-site instructional learning walks.</p>	<p>Liaison, Principal</p> <p>August 2013 – May 2014/Teachers, Principal, Substitutes</p> <p>October 2013 – May 2014/ Teachers, Principal</p> <p>October 2013 – May 2014/ Teachers, Principal, Substitutes</p>	<p>Title I: \$5520</p> <p>LCFF-SCE: \$4350</p> <p>LCFF-SCE: \$1680</p>	<p>learning; review of learning software reports</p> <p>3. Data team schedules and procedures established. Principal will review data team outcomes (notes) and observe for implementation of decisions.</p> <p>4. Teacher sign-in sheets. Presentation materials. Principal daily walk-through observation of teaching & learning for implementation.</p> <p>5. Post learning walk staff communication. Leadership Team meeting minutes with evidence based decisions. Substitute time sheets</p>
<p>Extended Learning Time:</p> <p>1. Before and after school programs will be developed to support Tier III students to build targeted mathematics concepts and skills including through primary language support</p>	<p>November 2013 – May 2014/ Teachers, Principal</p>	<p>ASES/WINGS: \$13,585 Title I: \$2880 Title III: \$3200</p>	<p>1. Grade-level intervention program proposals. Records of request for student participation and student attendance. Principal and WINGS staff observation of intervention implementation; teaching & learning.</p>
<p>Increased Educational Opportunity:</p> <p>1. All students will have an average of 320 minutes per week of direct instructional time working on grade-level mathematics concepts and skills, organized in small, teacher-directed homogeneous groups.</p>	<p>July 2013 – June, 2014/Teachers, Principal</p>	<p>\$0</p>	<p>1. Teachers will provide a daily schedule to indicate when mathematics instruction is planned. Principal daily walk-through observation of teaching & learning.</p>

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Strategies/Actions to Implement this Goal	Start/Completion Date/Personnel	Each Funding Source/Amount	Process for Evaluation of Implementation
2. K-6 students identified through the RtI ² process will receive appropriate services and access to materials.	August 2013 – May 2014/Teachers, Principal	Title I: \$8590	2. Priority student progress monitoring will occur during RtI ² meetings approximately every 6 weeks. Priority students are observed by principal during daily classroom observations.
Involvement of Parents, Staff and Community:			
1. Notification of Program Improvement Status is sent via letter to all parents at least 14 days ahead of the start of school	June 6, 2013, Ed Services, Principal	\$0	1. Copy of letter
2. Title I Parent meeting will be held to share plans for meeting the school’s goals	October 22, 2013/Principal	\$0	2. Meeting agenda, sign-in sheet and presentation materials.
3. Grade-level team meetings will focus on data	Ongoing/Teachers, Principal	\$0	3. Grade-level leadership team member and principal will provide data; principal review of data team outcomes (notes)
4. Parent-Teacher conferences will be held to explain individual students’ progress toward meeting grade-level standards	November 2013 & March 2014	\$0	4. Principal will review conference schedules. Assistance will be provided to teachers to ensure all conferences are held.
5. Family curriculum nights will be offered to provide additional information and strategies for assisting students.	October 2013 – May 2014/Principal, Teachers	Title I: \$1890	5. Meeting notices, sign-in sheets, presentation materials and feedback forms.
6. Training and classes will be offered for parents to increase their ability to assist their child	September 2013 – May 2014/Principal	Title I: \$2500	6. Meeting notices, sign-in sheets, presentation materials and feedback forms
7. Childcare will be offered during parent	September 2013 –	Title I: \$800	7. Time sheets and child attendance

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Strategies/Actions to Implement this Goal	Start/Completion Date/Personnel	Each Funding Source/Amount	Process for Evaluation of Implementation
training/classes as a strategy to increase participation.	May 2014/Principal, Childcare providers		
8. Recognize student achievement and growth toward mathematics goals.	Ongoing/Teachers, Principal	LCFF-SCE: \$1500	8. x
Instructional Technology			
1. Students will be provided with direct instruction for implementation and given daily access to adequate technology for SuccessMaker Mathematics.	July 2013 – May 2014/Teachers, Principal	Title I: \$8700 LCFF-SCE/LEP: \$27,000	1. Principal daily walk-through observation of students working and weekly review of learning software reports.
2. Teachers will use STAR Mathematics on a consistent basis as one means to assess student level and ongoing progress monitor student growth.	July 2013 – May 2014/Teachers	\$0	2. Principal will review STAR Mathematics reports.
Involvement of After School Program			
1. Schoolwide goals will be articulated to the after school program staff and provided suggestions for ways to support.	July 2013 – May 2014/Principal, WINGS Lead Coach	\$0	1. Principal will provide the WINGS Lead Coach with the schoolwide goals. Together the Lead Coach and Principal will periodically review WINGS designated tutoring times.
2. Teachers with students enrolled in the Before and/or After School Program will be encouraged to communicate with students' team coaches about individual student needs.	July 2013 – May 2014/Teachers, WINGS Coaches	\$0	2. Teachers will share any communication with Principal.
3. Priority students currently enrolled in either the Before or After School Program will be	November 2013 – May 2014/Principal,	\$0	3. Lead Coach will provide an updated Before and After School Program enrollment and

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Strategies/Actions to Implement this Goal	Start/Completion Date/Personnel	Each Funding Source/Amount	Process for Evaluation of Implementation
identified and provided opportunity for participation in extended learning during the tutoring/homework portion	Teachers, WINGS Lead Coach		Principal will share with intervention program teachers.
<p>Preschool Articulation:</p> <p>1. Transitional Kindergarten and Kindergarten teachers will visit Preschool classrooms to better understand curriculum expectations.</p> <p>2. Transitional Kindergarten and Kindergarten teachers will meet at least once yearly with Preschool teachers review student needs.</p>	<p>August 2013 – May 2014/Principal, Preschool Director, Teachers</p> <p>July 2013/Principal, Preschool Director, Teachers</p>	<p>Title I: \$625</p> <p>LCFF-SCE: \$625</p>	<p>1. Principal and Preschool Director will arrange for observations</p> <p>2. Principal and Preschool Director will arrange for collaboration</p>

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<p>School Goal # 3 English Learners</p> <p>Improve and further develop skills in the four domains of English Language Development: listening, speaking, reading, and writing, as measured by the CELDT. Our goal is to increase our AMAO 1 by 10% to _____% and to increase our AMAO 2 for students that have been with us for more than 5 years by 10% to _____% as measured by the 2014 CELDT.</p>	
<p>What data did you use to form this goal (findings from data analysis)?</p> <p>2012 CELDT AMAO Data 2013 ELA CST for English learner students 2013 End of year STAR Reading for English learner students</p>	<p>How does this goal align to your Local Educational Agency Plan/Strategic Plan goals?</p> <p>This goal aligns to Core Strategy #1 in the District's Strategic Plan.</p>
<p>What did the analysis of the data reveal that led you to this goal?</p> <p>English learner students are not meeting the AMAO targets. Although decreasing, an achievement gap exists between non-English learners and the English learner students.</p>	<p>Which stakeholders were involved in analyzing data and developing this goal?</p> <p>Leadership Team School Site Council English Learner Advisory Committee</p>
<p>Who are the focus students and what is the expected growth?</p> <p>The focus students are those that are:</p> <ol style="list-style-type: none"> 1) Identified as long-term English learners in grades 4, 5 & 6 and, 2) Not making one year's growth in English acquisition 	<p>What data will be collected to measure student achievement?</p> <p>x</p>
<p>What process will you use to monitor and evaluate the data?</p> <p>Look at multiple measures toward the same goal: Principal review of student data Data Team meetings – common assessments for all students with a focus on English learner performance District benchmark results for all students with a focus on English learner performance Leadership Team, staff, School Site Council and English Learner Advisory Committee will review</p>	<p>Actions to improve achievement to exit program improvement (if applicable).</p> <p>Teachers will conduct goal setting for improvement and growth with all English learners students All instruction will target the development of language skills for English learners Teachers will implement strategies to support English learners in both content and targeted language development instruction Targeted students will attend planned interventions.</p>

English Learners

Strategies/Actions to Implement this Goal	Start/Completion Date/Personnel	Each Funding Source/Amount	Process for Evaluation of Implementation
<p>Instructional Practices consistent with Content Standards and Strategic Plan:</p> <ol style="list-style-type: none"> 1. Teacher’s lessons and student performance objectives will be based on the California Content Standards and/or the California Common Core Standards as well as the California English Language Development Standards 2. All classroom resources and supplemental materials will meet or exceed the rigor of the California Content Standards and/or the California Common Core Standards with appropriate scaffolding and supports provided for English learners. 3. Teachers will develop content and English language development (ELD) lessons utilizing Explicit Direct Instruction lesson design and employ TAPPLE strategies to ensure 90% engagement and plan for differentiation to support English learners 4. Bilingual classroom teachers will utilize Spanish English Bilitery Transfer materials to plan instruction and support student transfer of literacy skills 5. All English learners will receive a minimum 	<ol style="list-style-type: none"> July 2013 – June 2014/Teachers, Principal July 2013 – June 	<ol style="list-style-type: none"> \$0 \$0 \$0 \$0 	<ol style="list-style-type: none"> 1. Principal daily walk-through observation of students working, review of teacher lesson plans and student work. 2. Principal daily walk-through observation of students working, review of teacher lesson plans and student work. 3. Principal daily walk-through observation of teaching & learning and review of teacher lesson plans 4. Principal daily walk-through observation of teaching & learning and review of teacher lesson plans 5. Grade-level English language development

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Strategies/Actions to Implement this Goal	Start/Completion Date/Personnel	Each Funding Source/Amount	Process for Evaluation of Implementation
<p>of 200 minutes weekly of targeted English Language Development instruction in homogeneous language proficiency groups.</p> <p>6. English Language Development lessons and instruction will be based on assessed student proficiency levels.</p>	<p>2014/Teachers, Principal</p> <p>July 2013 – June 2014/ Teachers, Principal</p>		<p>schedules by proficiency level; principal daily walk-through observation during designated English language development time</p> <p>6. Principal daily walk-through observation during designated English language development time</p>
<p>Professional Development and Data Team Collaboration:</p> <p>1. Teachers will be given the opportunity to participate in professional development in the new California English Language Development Standards</p> <p>2. Teachers will receive training in the Systematic ELD (SELD) Framework</p> <p>3. All teachers will receive support on how to use adopted learning software to make instructional decisions for English learners</p> <p>4. All K-6 teachers will participate in data teams either through release days or through additional time beyond the day approximately every 6 weeks. Data teams will focus on progress toward goals in English language development.</p>	<p>July 2013 – June 2014/Teachers, Principal, Ed Services, EL Liaisons</p> <p>January 2014 – May 2014/Teachers, Principal, Ed Services</p> <p>July 2013 – June 2014/Technology Liaison, EL Liaisons, Principal</p> <p>August 2013 – May 2014/Teachers, Principal, Substitutes</p>	<p>Title III: \$4500</p> <p>\$0</p> <p>LCFF-SCE: \$1117 Title III: \$1117</p> <p>Title I: \$5520</p>	<p>1. Teacher sign-in sheets. Principal daily walk through observation of teaching & learning during content area instruction and targeted ELD instruction</p> <p>2. Teacher sign-in sheets. Principal daily walk through observation of teaching & learning for implementation during content area instruction and targeted ELD instruction</p> <p>3. Agendas of training offered; principal daily walk-through observation of teaching & learning; review of learning software report</p> <p>4. Data team schedules and procedures established. Principal will review data team outcomes (notes) and observe for implementation of decisions with a focus on English language development.</p>

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Strategies/Actions to Implement this Goal	Start/Completion Date/Personnel	Each Funding Source/Amount	Process for Evaluation of Implementation
<p>Extended Learning Time:</p> <p>1. Before and after school programs will be developed to build targeted English language skills of priority students.</p>	<p>November 2013 – May 2014/ Teachers, Principal</p>	<p>Title III: \$3200</p>	<p>1. Grade-level intervention program proposals. Records of request for student participation and student attendance. Principal observation of intervention implementation; teaching & learning.</p>
<p>Increased Educational Opportunity:</p> <p>1. English learners will receive grade-level instruction in all core content areas</p> <p>2. Teachers will provide additional support to English learners in all subject areas by employing appropriate SDAIE strategies.</p>	<p>July 2013 – June 2014/Teachers, Principal</p> <p>July 2013 – June 2014/Teachers, Principal</p>	<p>\$0</p> <p>\$0</p>	<p>1. Principal daily walk-through observation of students working, review of teacher lesson plans and student work.</p> <p>2. Principal daily walk-through observation of teaching & learning</p>
<p>Involvement of Parents, Staff and Community:</p> <p>1. Notification of Program Improvement Status is sent via letter to all parents at least 14 days ahead of the start of school</p> <p>2. The school’s English Learner Advisory Committee will meet regularly to discuss ways parents can ensure the success of their English learner students.</p> <p>3. Grade-level team meetings will focus on data with particular attention to English learners</p>	<p>June 6, 2013, Ed Services, Principal</p> <p>August 2013 – May 2014/EL Liaisons, Principal</p> <p>Ongoing/Teachers, EL Liaisons, Principal</p>	<p>\$0</p> <p>\$0</p> <p>\$0</p>	<p>1. Copy of letter.</p> <p>2. Meeting agendas, sign-in sheets and presentation materials</p> <p>3. Grade-level leadership team member, EL Liaisons and principal will provide data; principal review of data team outcomes (notes)</p>

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Strategies/Actions to Implement this Goal	Start/Completion Date/Personnel	Each Funding Source/Amount	Process for Evaluation of Implementation
<p>4. Parent-Teacher conferences will be held to explain individual students' progress toward meeting grade-level standard and English language proficiency</p> <p>5. Recognize student growth and achievement toward English language development goals.</p>	<p>November 2013 & March 2014/ Teachers</p> <p>Ongoing/Teachers, Principal</p>	<p>\$0</p> <p>LCFF-SCE: \$500</p>	<p>4. Principal will review conference schedules. Assistance will be provided to teachers to ensure all conferences are held.</p> <p>5. x</p>
<p>Instructional Technology</p> <p>1. Targeted English learner students will be provided with direct instruction for implementation and given daily access to Imagine Learning software program.</p>	<p>July 2013 – June 2014/Teachers, Principal</p>	<p>Title III: \$23,080</p>	<p>1. Principal daily walk-through observation of students working and weekly review of learning software reports</p>
<p>Involvement of After School Program</p> <p>1. Schoolwide goals for English learners will be articulated to the after school program staff and provided suggestions for ways to support.</p> <p>2. Teachers with English learner students in the Before and/or After School Program will be encouraged to communicate with students' team coaches about individual student needs.</p> <p>3. Priority English learner students currently enrolled in either the Before or After School Program will be identified and provided opportunity for participation in extended</p>	<p>July 2013 – May 2014/Principal, WINGS Lead Coach</p> <p>July 2013 – May 2014/Teachers, WINGS Coaches</p> <p>November 2013 – May 2014/Principal, Teachers, WINGS Lead Coach</p>		<p>1. Principal will provide the WINGS Lead Coach with the schoolwide goals. Together the Lead Coach and Principal will periodically review WINGS designated tutoring times.</p> <p>2. Teachers will share any communication with Principal.</p> <p>3. Lead Coach will provide an updated Before and After School Program enrollment and Principal will share with intervention program teachers.</p>

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Strategies/Actions to Implement this Goal	Start/Completion Date/Personnel	Each Funding Source/Amount	Process for Evaluation of Implementation
learning during the tutoring/homework portion.			
<p>Preschool Articulation:</p> <ol style="list-style-type: none"> 1. Transitional Kindergarten and Kindergarten teachers will visit Preschool classrooms to better understand curriculum expectations with a focus on how needs of English learners are addressed. 2. Transitional Kindergarten and Kindergarten teachers will meet at least once yearly with Preschool teachers review student needs. 	<p>August 2013 – May 2014/Principal, Preschool Director, Teachers</p> <p>July 2013/Principal, Preschool Director, Teachers</p>	<p>Title I: \$625</p> <p>LCFF-SCE: \$625</p>	<ol style="list-style-type: none"> 1. Principal and Preschool Director will arrange for observations 2. Principal and Preschool Director will arrange for collaboration

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<p>School Goal # 4 Special Education</p> <p>Improve the ELA and math achievement for all special education students as measured by STAR Reading and/or Mathematics and local measures. Our goal is to have each of our special education students improve by a minimum of 25%ile points from their individual baseline scores on STAR Reading and STAR Math.</p>	
<p>What data did you use to form this goal (findings from data analysis)?</p> <p>2013 Reading and Mathematics CST & CMA 2013 End of year STAR Reading and Math</p>	<p>How does this goal align to your Local Educational Agency/Strategic Plan goals?</p> <p>This goal aligns to Core Strategy #1 in the District's Strategic Plan</p>
<p>What did the analysis of the data reveal that led you to this goal?</p> <p>Special education identified students are not making growth consistent with general education peers in reading/English language arts and/or mathematics</p>	<p>Which stakeholders were involved in analyzing data and developing this goal?</p> <p>Leadership Team School Site Council English Learner Advisory Committee</p>
<p>Who are the focus students and what is the expected growth?</p> <p>All identified special education students will be expected to make one year's growth.</p>	<p>What data will be collected to measure student achievement?</p> <p>STAR Reading and STAR Math progress monitoring and end-of-year STAR Reading and STAR Math assessment – June 2014</p>
<p>What process will you use to monitor and evaluate the data?</p> <p>Look at multiple measures toward the same goal: Principal review of STAR progress monitoring Review of student progress toward individual education plan goals</p>	<p>Actions to improve achievement to exit program improvement (if applicable).</p> <p>Teachers will conduct goal setting for improvement and growth with all students. All instruction will be based on grade-level standards Teachers will implement high-yield instructional strategies to ensure special education students' access to core curriculum Closely monitoring students – Data Teams/Rtl²/IEPs Targeted students will participate in specialized programs and attend planned intervention</p>

Special Education

Strategies/Actions to Implement this Goal	Start/Completion Date/Personnel	Each Funding Source/Amount	Process for Evaluation of Implementation
<p>Instructional Practices consistent with Content Standards and Strategic Plan:</p> <ol style="list-style-type: none"> 1. Teacher’s lessons and student performance objectives will be based on the California Content Standards and/or the California Common Core Standards. 2. All classroom resources and supplemental materials will meet or exceed the rigor of the California Content Standards and/or the California Common Core Standards. 3. Teachers will develop lessons utilizing Explicit Direction Instruction lesson design and employ TAPPLE strategies to ensure 90% engagement. 4. Teachers will adjust expectations based on student individual need and goals of their Individualized Education Plan. 	<p>July 2013 – June 2014/Teachers, Principal</p>	<p>\$0</p> <p>\$0</p> <p>\$0</p> <p>\$0</p>	<ol style="list-style-type: none"> 1. Principal daily walk-through observation of students working, review of teacher lesson plans and student work. 2. Principal daily walk-through observation of students working, review of teacher lesson plans and student work 3. Principal daily walk-through observation of teaching & learning and review of teacher lesson plans. 4. Principal daily walk-through observation of teaching & learning, review of teacher lesson plans and student IEPs.
<p>Professional Development and Data Team Collaboration:</p> <ol style="list-style-type: none"> 1. Special Education teachers will be given the opportunity to participate in professional development to deepen implementation of their assigned curricular program: Read180, Language! and Unique 2. Special Education teachers will be given the 	<p>July 2013 – May 2014/Teachers, Student Services, Principal</p> <p>August 2013 – May</p>	<p>\$0</p> <p>\$0</p>	<ol style="list-style-type: none"> 1. Teacher sign-in sheets. Principal daily walk-through observation of teaching & learning for implementation. 2. Data teams schedules and procedures

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Strategies/Actions to Implement this Goal	Start/Completion Date/Personnel	Each Funding Source/Amount	Process for Evaluation of Implementation
<p>opportunity to participate in data team collaboration with job-alike staff from other NSD schools.</p> <p>3. Special Education teachers will be given the opportunity to attend training on Common Core IEP goal writing.</p>	<p>2014/Teachers, Principals, Student Services</p> <p>August 2013 – May 2014/Teachers, Principal, Specialists, School Psychologist</p>	<p>LCFF-SCE: \$1300</p>	<p>established. Principal will review data team outcomes (notes) and observe for implementation.</p> <p>3. Teacher registration. Principal attendance at IEP meetings to monitor for implementation.</p>
<p>Extended Learning Time:</p> <p>1. Before and after school programs will be developed in reading/language arts, mathematics and English language development and, where applicable, special needs students will be given the opportunity to participate alongside general education students.</p>	<p>November 2013 – May 2014/ Teachers, Principals</p>	<p>ASES/WINGS: \$13,858 Title I: \$2880 Title III: \$3200</p>	<p>1. Grade-level and special education intervention program proposals. Records of request for student participation and student attendance. Principal and WINGS staff observation of intervention implementation, teaching & learning.</p>
<p>Increased Educational Opportunity:</p> <p>1. Identified students will be provided with a core replacement English language arts programs: <i>Read180</i> for RSP <i>Language!</i> for SDC (Mild-Moderate) <i>Unique</i> for SDC (Moderate-Severe)</p> <p>2. When appropriate, students will receive worksheets/homework assignments with enlarged text.</p>	<p>July 2013 – June 2014/Ed. Services, Principal, Teacher</p> <p>July 2013 – June 2014/Teacher, Principal</p>	<p>\$0</p> <p>S</p>	<p>1. Teachers will provide a daily schedule. Principal daily walk-through observation of teaching & learning.</p> <p>2. X</p>

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Strategies/Actions to Implement this Goal	Start/Completion Date/Personnel	Each Funding Source/Amount	Process for Evaluation of Implementation
3. As often as possible, special needs students will participate in the regular education program at their grade-level through a formalized mainstreaming plan	July 2013 – June 2014/Teachers, School Psychologist, Specialists, Principal	\$0	3. Appropriate plans for mainstreaming will be included in Individualized Education Plans. Special education teachers will consult with general education teachers to determine opportunities.
<p>Involvement of Parents, Staff and Community:</p> <p>1. Notification of Program Improvement Status is sent via letter to all parents at least 14 days ahead of the start of school</p> <p>2. IEP meetings will be scheduled in consultation with parents to ensure participation.</p> <p>3. Parent-Teacher conferences will be held to explain individual students' progress toward meeting IEP goals.</p> <p>4. Training and classes will be offered for parents to increase their ability to assist their child.</p> <p>5. Childcare will be offered during parent training/classes as a strategy to increase participation.</p> <p>6. Recognize student achievement and growth toward goals</p>	<p>June 6, 2013, Ed Services, Principal</p> <p>July 2013 – June 2014/Teachers, Specialists, School Psychologist, Principal</p> <p>November 2013 & March 2014/ Teachers</p> <p>September 2013 – May 2014/Principal</p> <p>September 2013 – May 2014/Principal, Childcare providers</p> <p>Ongoing/Teachers, Principal</p>	<p>\$0</p> <p>\$0</p> <p>\$0</p> <p>Title I: \$2500</p> <p>Title I: \$800</p> <p>LCFF-SCE: \$1500</p>	<p>1. Copy of letter</p>

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Strategies/Actions to Implement this Goal	Start/Completion Date/Personnel	Each Funding Source/Amount	Process for Evaluation of Implementation
<p>Instructional Technology</p> <ol style="list-style-type: none"> Students will be provided with direct instruction for implementation and given daily access to adequate technology for assigned learning software programs Teachers will use STAR Reading and STAR Mathematics on a consistent basis as a means to assess student level and ongoing progress monitor student growth. 	<p>July 2013 – May 2014/Teachers, Principal</p> <p>July 2013 – May 2014/Teachers, Principal</p>	<p>Title I: \$8700 LCFF-SCE/LEP: \$27,000</p> <p>\$0</p>	<ol style="list-style-type: none"> Principal daily walk-through observation of students working and weekly review of learning software reports. Principal will review STAR Reading and STAR Mathematics reports.
<p>Involvement of After School Program</p> <ol style="list-style-type: none"> Schoolwide goals will be articulated to the after school program staff and provided suggestions for ways to support Teachers with identified special education students enrolled in the Before and/or After School program will be encouraged to communicate with students’ team coaches about individual student needs. Priority special education students currently enrolled in the Before or After School Program will be identified and provided opportunity for participation in extended learning during the tutoring/homework portion. 	<p>July 2013 – May 2014/Principal, WINGS Lead Coach</p> <p>July 2013 – May 2014/Teachers, WINGS Coaches</p> <p>November 2013 – May 2014/Principal, Teachers, WINGS Lead Coach</p>	<p>\$0</p> <p>\$0</p> <p>\$0</p>	<ol style="list-style-type: none"> Principal will provide WINGS Lead Coach with the schoolwide goals. Together the Lead Coach and Principal will periodically review WINGS designated tutoring times. Teachers will share any communication with Principal. Lead Coach will provide an updated Before and After School Program enrollment and Principal will share with intervention program teachers.

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Strategies/Actions to Implement this Goal	Start/Completion Date/Personnel	Each Funding Source/Amount	Process for Evaluation of Implementation
<p>Preschool Articulation</p> <p>1. Special education teachers will visit Preschool classrooms to better understand curriculum expectations.</p> <p>2. Special education teachers will meet at least once yearly with Preschool teachers of special education students to review student needs.</p>	<p>August 2013 – May 2014/Principal, Preschool Director, Teachers</p> <p>July 2013/Principal, Preschool Director, Teachers</p>	<p>LCFF-SCE: \$600</p> <p>LCFF-SCE: \$200</p>	<p>1. Principal and Preschool Director will arrange for observation</p> <p>2. Principal and Preschool Director will arrange for collaboration.</p>

Form A: Planned Improvements in Student Performance

District Priority Actions from Strategic Plan- Instruction	<i>From</i> Our current reality (Today)	<i>To</i> Our Desired Reality (2017)
<p>-Define core instructional strategies and practices through professional development in the NSD 4 D Instructional Model - Define common language and meeting format for Data Teams</p>	<p>Our teachers have been trained in Explicit Direct Instruction by John Hollingsworth. Teachers use the student engagement norms to ensure consistent student participation in the lessons. Teachers use TAPPLE to check for understanding during their lessons. We need a consistent ELD curriculum to meet the needs of our English Language Learners.</p> <p>Our data teams meet approximately every six weeks to review student achievement data and to plan next steps for instruction based on data. Teachers are using common formative assessments in math, this data is used to determine next steps for math instruction. We do not currently have common formative assessments <i>for language arts</i>.</p>	<p>Explicit Direct Instruction will be implemented consistently throughout the day in all classrooms. Common Core standards will be the basis for instruction in all subject areas for all grade levels. All teachers will design and deliver high quality ELD instruction for at least 40 minutes daily. We will have a research-based instructional program implemented for all our English Language Learners.</p> <p>We will meet in data team meetings every two weeks to review student achievement data and to plan next steps for instruction. We will use common formative assessment data to guide these data team discussions and to determine of next instructional steps. Teacher leaders will facilitate these data team discussions.</p>
<p>District Priority Actions from Strategic Plan- Safe and Healthy Environments -Develop district-wide Positive Behavior Interventions and Supports plan and related site PBIS plans</p>	<p>A team of six teachers and the school psychologist received PBIS training. We have worked together as a staff to create common behavior expectations for all students. We have developed a PBIS</p>	<p>We will be at the full implementation stage for PBIS. Students will know and internalize all four school wide behavior expectations. Students will be able to self-monitor and regulate their behavior. Parents will support our PBIS implementation. Our</p>

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	implementation plan including instituting the PeaceBuilders program. All teachers received training and implementing.	amount of office referrals and suspensions will drop to less than 5 in a given school year.
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Form B: Centralized Support for Planned Improvements in Student Performance

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

Program Support Goal # 1: National School District will exit Program Improvement by 2013-2014				
<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>Anticipated annual growth for each group:</p> <p>District Safe Harbor Targets are:</p> <ul style="list-style-type: none"> The percentage of district students scoring proficient or above on ELA CST will increase from 51% to 56% The percentage of student scoring proficient or above on math CST will increase from 60% to 65%. 		
<p>Means of evaluating progress toward this goal:</p> <ul style="list-style-type: none"> Using Data Warehouse and OARS systems, District staff will assess progress of student subgroups 		<p>Group data to be collected to measure gains:</p> <ul style="list-style-type: none"> OARS Blueprint exams Renaissance STAR universal exams Learning Headquarters writing assessments Site Assessments- HM, EnVision, Writing on demand assessments Teacher generated assessments 		
<p>Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)</p>	<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<ul style="list-style-type: none"> Imagine Learning Computer Program will be used as additional support for English Learners 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 	<p>8-12 through 6-13</p> <p>8-12 though 6-13</p> <p>8-12 through 6-13</p> <p>8-12 through 6-13</p> <p>8-12 through 9-12</p>	<p>Imagine Learning Licenses</p> <p>Successmaker Licenses</p> <p>Salaries of technicians</p> <p>Accelerated Reader Licenses</p> <p>Assessment Team personnel</p>		

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Form C: Programs Included in this Plan

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

State Programs	Allocation
<input checked="" type="checkbox"/> Economic Impact Aid/State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program	\$ 84,094
<input checked="" type="checkbox"/> Economic Impact Aid/English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners	\$ 110,316
<input checked="" type="checkbox"/> EIA State Compensatory Education Carryover 2012-13	\$ 16,591
<input type="checkbox"/> EIA English Learner Program Carryover 2012-13	
<input checked="" type="checkbox"/> List and Describe Other State or Local Funds (e.g., Gifted and Talented Education)	\$ 3,489
Total amount of state categorical funds allocated to this school	\$ 214,490

Federal Programs under the Elementary Secondary Education Act	Allocation
<input checked="" type="checkbox"/> Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	\$ 149,959
<input checked="" type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$ 39,091
<input checked="" type="checkbox"/> Title I Part A: Schoolwide Program 2012-13 Carryover	\$ 33,957
<input checked="" type="checkbox"/> Title III, Part A: LEP 2012-13 Carryover	\$ 37,461
Total amount of federal categorical funds allocated to this school	\$ 260,468
Total amount of state and federal categorical funds allocated to this school	\$ 474,958

Form D: School Site Council Membership

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

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
David Brashear	X				
Susie Rico, School Psychologist			X		
Amanda Browder		X			
Daneal Damon		X			
Michelle Manchester		X			
Leticia Camacho				X	
Maria Coleman				X	
Kristi Mendoza				X	
Norma Suarez				X	
Lorena Silva				x	
Numbers of members in each category	1	3	1	5	

Form E: Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee _____ Signature

English Learner Advisory Committee _____ Signature

Gifted and Talented Education Advisory Committee _____ Signature

Compensatory Education Advisory Committee _____ 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 December 4, 2013.

Attested:

David L Brashear
Typed name of School Principal

Signature of School Principal

Date

Kristi Mendoza
Typed name of SSC Chairperson

Signature of SSC Chairperson

Date