

The Single Plan for Student Achievement Template

SCHOOL: El Toyon

County-District School (CDS) Code 37-68221-6038749

Principal: Veronica Silva

Date of this revision: November, 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

Table of Contents

Overview of Plan, School Vision and Mission

Analysis of Current Educational Practice

Student Performance Data

Conclusions from Student Performance Data

School Goals for Improving Student Achievement

#1 ELA

#2 Math

#3 English Learner

#4 Special Education

Form A: Planned Improvements in Student Performance

Form B: Centralized Support for Planned Improvements in Student Performance

Form C: Programs Included in this Plan

School Site Council Membership

Recommendations and Assurances

GATE Plan

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.

Overview of School Mission and Vision

The National School District is committed to developing successful learners NOW. To support that goal, we have developed the following core values.

- We believe that all students will learn
- We believe that student success is everyone's responsibility
- We believe that our community's cultural diversity enriches learning opportunities
- We promise a safe, nurturing learning environment
- We promise an active partnership with parents and community
- We promise a solid foundation in reading, writing, and problem-solving
- We promise a focus on individual student achievement

Additionally, the staff and community developed a mission statement during the 2005-2006 school year:



We, the staff of El Toyon, provide a caring, positive, and challenging educational environment for our students while building character, responsibility, and pride. As a result, we will motivate students to become life-long learners, independent thinkers, problem solvers, and productive members of society.

Analysis of Current Educational Practice

1) Instructional Practices

The following statements characterize educational practice at this school:

1. Alignment of curriculum, instruction and materials to content and performance standards:

El Toyon Elementary 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 assessment takes place three times per year (once at the outset and two subsequent reporting periods) and is based on a series of comprehensive, criterion referenced tasks and tests. Assessments include OARS Blueprint and Benchmark exams, Renaissance's STAR Reading/Math, DIBELS/IDEL, EnVision Math, Learning Headquarters, SRA placement and ongoing assessments, and RESULTS/District tests. This year the district implemented an "If/Then" testing model to help teachers effectively and efficiently assess students.

Pacing guides are provided from the district for each grade level (K-6) in language arts and mathematics.

2. Availability of standards-based instructional materials appropriate to all student groups:

El Toyon Elementary 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 A Legacy of Literacy* and the EnVision Math programs comprise the publisher. The Houghton-Mifflin *Reading A Legacy of Literacy* in Spanish is utilized to meet the needs of students in the Kindergarten – 2nd grade bilingual program. English Language Development (ELD) in all grades is addressed through the use of the SRA's *Language for Learning, Language for Thinking, and Language for Writing*. In addition, we utilize SRA's *Reasoning and Writing* for students who have completed or tested out of *Language for Writing*. Additionally, El Toyon provides our English Learners who are at a beginning to low intermediate level with a computer program called Imagine Learning English. Imagine Learning English provides a research-based language acquisition curriculum specially designed to meet the needs of English language learners. Pearson's *SuccessMaker* software suite also supports the standards-based curriculum at El Toyon Elementary both in the classrooms and in a lab setting. *SuccessMaker* provides accurate assessment and targeted instruction in language arts, mathematics and English Language Development (ELD). The program was upgraded this year for grades K-6.

3. Services provided by the regular program to enable under-performing students to meet standards:

Students who are having difficulty performing at standard at El Toyon Elementary are supported on several levels in the classroom and through site level planning teams. In addition to teachers developing standards-based instructional plans based on comprehensive assessment outcomes, additional attention is focused on struggling students. Grade level meetings, administrator/teacher conferences, and site resource teacher guidance are all brought in to play in order to understand the best ways to assist these students. For students who continue to experience difficulties despite regular interventions and have completed an Rti (Response to Intervention) Tier 1 intervention plan without success, the Student Study Team (SST) will schedule a meeting to involve the expertise of the principal, school counselor, language arts specialist, speech therapist, school psychologist, and resource specialist in deciding on more prescriptive academic and behavioral interventions. The student, parent, and school collaborate on a learning plan emphasizing student/parent accountability and weekly communication. If necessary, for students in K-6, a focused Tier II or Tier III RTI (Response to Intervention) plan is developed to document and monitor the progress of individual students. DIBELS/IDEL, OARS assessment reports, or Renaissance's STAR Reading/Math assessments are used in almost every RTI Plan. Our Resource Specialist Program provides support for students on Individualized Education Programs on a consultative basis. The RSP class supports 22 under-performing students, 16 of which participate in Individualized Education Programs (I.E.P.) and 5 of who are in a Tier II or Tier III phase of intervention. In addition to classroom interventions, additional resources may include before and after school academic intervention in mathematics and reading, math tutoring, and ELD supplementary assistance.

El Toyon Elementary is consistently involved in professional development and in refining instructional practices to support English language learners. Careful attention is taken to review their performance on all assessments as a sub-group in our plan. We have examined outcomes on the 2012-2013 California English Language Development Test (CELDT) and have set goals for growth in proficiency level.

4. Services provided by categorical funds to enable under-performing students to meet standards:

El Toyon Elementary provides a variety of categorical services to students who are formally identified as under-performing. El Toyon Elementary participates in a school-wide program basis to assess and deliver services to students under the Title 1 federally funded program. Administrators, resource staff and teaching staff identify student groups at the outset of each year who are priorities for additional services. Three credentialed "Impact" teachers work with students in small groups either inside or outside the classroom. The primary content area served includes language arts and math. Teachers and impact teachers also facilitate a before/after school tutoring program to meet the needs of struggling students.

The Language Arts Specialist provides services to students performing below and far below basic in Reading. Reading groups are formed based on ability and areas of weakness. Depending on the specific needs of each group, the focus for instruction includes a combination of phonemic awareness, phonics, decoding, fluency, skill instruction, and/or reading comprehension. Students are frequently reassessed to ensure that instruction is meeting their needs. In the afternoon, the Language Arts Specialist provides intensive, targeted instruction to individual students who are on a Tier 3 RTI plan.

El Toyon Bilingual Program

	Kinder	First	Second	Third
Core/Anthology	Spanish/SEBT	Spanish/SEBT	English w/Spanish support; preview/review/SEBT	English w/Spanish support if needed/SEBT
Guided Reading	Spanish	Spanish	See Below (English)	English w/Spanish support if needed
Math	Spanish	Spanish	English w/Spanish support	English w/Spanish support if needed
Social Science	Spanish w/Transitional English	Spanish w/Transitional English	English w/Spanish support; preview/review	English w/Spanish support if needed
Writing	Spanish	Spanish	English w/Spanish support	English w/Spanish support if needed
Imagine Learning English	Imagine Learning Spanish and English	English w/Spanish support	English w/Spanish support	English w/Spanish support
SuccessMaker Courses	• Math: Spanish. English when they reach too high in Spanish (1.5)	• Math: Spanish. English when they reach too high in Spanish (2.5)	• math	Complete Readers' Workshop to Level 5
Science	English w/Spanish support	English w/Spanish support	English w/Spanish support; preview/review	English w/translation
SIPPS	N/A	Complete <i>Beginning</i> level	Complete <i>Extensions</i> level	Complete <i>Challenge</i> level; including Guided Spelling
ELD	Language for Learning	Language for Learning	Language for Thinking or higher	Language for Thinking or Writing

Kindergarten: All guided reading in Spanish.

First Grade: Complete EDL2 level 16 or 18 by the end of the year; begin Guided Reading in English once level has been achieved.

Second Grade: Will work in primary language during guided reading until student is at independent EDL2 level 16 or 18; once this level has been achieved, guided reading will begin in English. Houghton-Mifflin will be in English w/Spanish support (dual language), whole class.

Third Grade: Guided reading will be in English at instructional level. Houghton-Mifflin will be in English, whole class. Students not testing at EDL2 level 16 or 18 should receive guided reading, once in Spanish and again in English (with reading lab support).

All Grades: Newcomers may or may not fall within the above plan.

2) Instructional Time

Teachers adhere to State recommended instructional minutes:

- K-3 ELA, 2.5 hours core instruction, including strategic intervention groups
- K-3 Math, 60 minutes of core instruction, plus 15 minutes of strategic intervention
- 4-6 ELA, 2 hours of core instruction, including strategic intervention groups
- 4-6 Math, 60 minutes of core instruction, plus 15 minutes of strategic intervention
- K-6 ELD, a minimum of 45 minutes ELD instruction, four times a week

3) Credentialed Teachers and Teacher Professional Development Opportunity

The staff at El Toyon Elementary 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. This year, the main focus of district and site professional development is how to implement the new Common Core Standards. Our focus this year is Common Core exploration in Language Arts for grades K-6. Furthermore, grades K-2 have begun to receive professional development and materials for Common Core math. Additionally, El Toyon is continuing our book study of (EDI) Explicit Direct Instruction. Furthermore, teachers will begin a book study of *Connecting Content & Language for English Language Learners* by Eugenia Mora-Flores. This book study will allow us to become better acquainted with the needs of our English Learners as we move towards Common Core standards. All staff has received extensive in-service on accessing and interpreting data on-line utilizing OARS and the district's Data Warehouse data management system. OARS/the Data Warehouse provide access to STAR, CELDT, Writing, and the full range of district assessments.

Annually, a plan for staff development is designed based on the review of specific site data. The plan is developed through the collaborative efforts of the administration, 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 Instructional Services Department at the National School District provides guidance and financial support for professional development days. Early dismissals on Thursday afternoons provide a time frame for teachers to collaborate within grade level and in vertical (K-2, 3-4, 5-6) planning groups.

4) Student Achievement and Monitoring System

El Toyon Elementary 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, and District assessments. Perhaps most unique, is the ability for staff to configure data through OARS/the Data Warehouse to efficiently evaluate individual, class wide and grade level student performance for instructional planning.

5) Ongoing Instructional Assistance and Support for Teachers

Newly assigned teachers are coached and supported through the Beginning Teacher Support and Assessment Program (BTSA). 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 site language arts specialist, resource specialist, through grade level peers, and the site administrator.

6) Collaboration

As discussed previously, El Toyon Elementary 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. Grade levels meet regularly at data team meetings in order to analyze data, create SMART goals, and devise action plans that will support their students' needs. Primary grades focus in on district outcomes related to phonemic awareness, word recognition and reading fluency. Staff in grades Kindergarten through 2nd grade in bilingual classrooms can monitor student progress on literacy skills through Spanish district assessments.

In writing, teachers have been collaborating with their sister school in order to review and plan their writing based on the new Common Core state standards. Additionally, staff have been attending the Learning Headquarters' Writing Common Core training.

7) Before/After School Program; WINGS

All WINGS coaches will attend our school wide behavior expectation training, PBIS. WINGS coaches will use the same behavior expectations terminology that our El Toyon staff uses with our students. We will have the same behavior expectations as well. WINGS coaches, El Toyon staff, and the principal will maintain constant communication pertaining to students so that we can support our students as best as possible. Furthermore, teachers will be in communication with WINGS coaches regarding homework, so that WINGS coaches can support students with their homework.

School Report - API Growth and Targets Met

2013 Growth

Academic Performance Index (API) Report California Department of Education

Analysis, Measurement, &

Accountability Reporting Division

9/19/2013

<u>2012 Base API</u>	<u>2013 Growth API</u>	<u>Growth in the API from 2012 to 2013</u>
758	789	31

Met Growth Targets

Schoolwide: Yes

All Student Groups: Yes

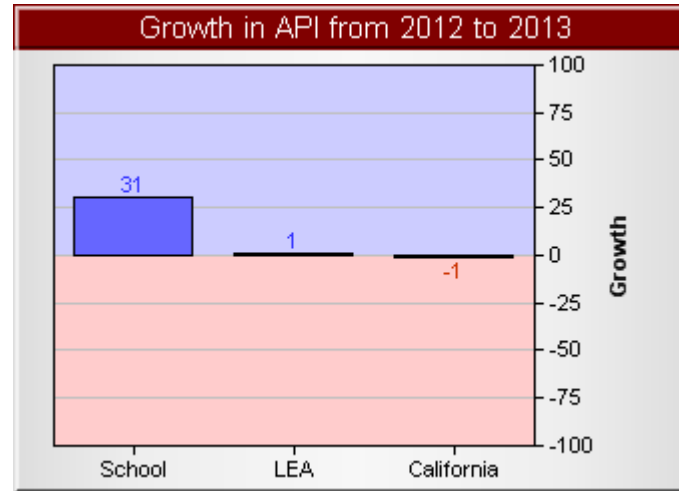
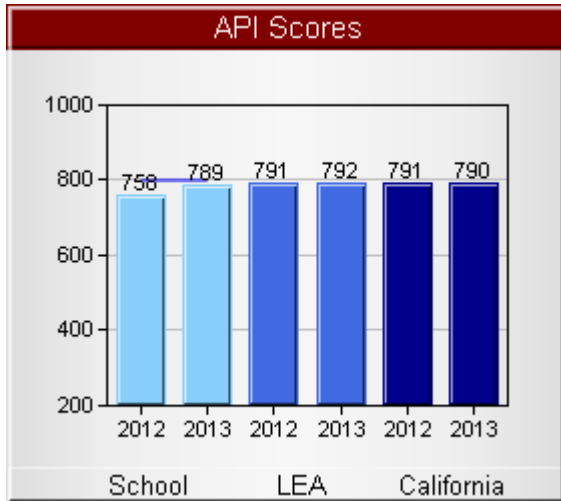
All Targets: Yes

Groups

	<u>Number</u> <u>of</u> <u>Students</u> <u>Included</u> <u>in 2013</u> <u>API</u>	<u>Numerically</u> <u>Significant</u> <u>in Both</u> <u>Years</u>	<u>2013</u> <u>Growth</u>	<u>2012</u> <u>Base</u>	<u>2012-13</u> <u>Growth</u> <u>Target</u>	<u>2012-13</u> <u>Growth</u>	<u>Met</u> <u>Growth</u> <u>Target</u>
Schoolwide	323		789	758	5	31	Yes
Black or African American	14	No	670	673			
American Indian or Alaska Native	0	No					
Asian	4	No					
Filipino	19	No	928	890			
Hispanic or Latino	283	Yes	783	755	5	28	Yes
Native Hawaiian or Pacific Islander	2	No					
White	1	No					
Two or More Races	0	No					
Socioeconomically Disadvantaged	323	Yes	789	758	5	31	Yes
English Learners	252	Yes	788	761	5	27	Yes
Students with Disabilities	29	No	592	587			

2012 - 13 Growth Academic Performance Index (API) Chart

Schools that do not have a valid 2012 Base API will not have any growth or target information.



School: El Toyon Elementary
 LEA: National Elementary

Accountability Progress Reporting (APR)

School Report

2013 Adequate Yearly Progress (AYP) Report

California Department of Education
Analysis, Measurement, &
Accountability Reporting Division

Made AYP:
Met 17 of 17 AYP Criteria

Yes

English-Language Arts
Target 89.2 %
Met all percent proficient rate criteria? Yes

Mathematics
Target 89.5 %
Met all percent proficient rate criteria? Yes

GROUPS	English-Language Arts					Mathematics				
	<u>Valid Scores</u>	<u>Number At or Above Proficient</u>	<u>Percent Above Proficient</u>	<u>Met 2013 AYP Criteria</u>	<u>Alternative Method</u>	<u>Valid Scores</u>	<u>Number At or Above Proficient</u>	<u>Percent Above Proficient</u>	<u>Met 2013 AYP Criteria</u>	<u>Alternative Method</u>
Schoolwide	323	163	50.5	Yes	<u>SH</u>	323	192	59.4	Yes	<u>SH</u>
Black or African American	14	4	28.6	--		14	3	21.4	--	
American Indian or Alaska Native	0		--	--		0		--	--	
Asian	4		--	--		4		--	--	
Filipino	19	17	89.5	--		19	17	89.5	--	
Hispanic or Latino	283	138	48.8	Yes	<u>SH</u>	283	167	59.0	Yes	<u>SH</u>
Native Hawaiian or Pacific Islander	2		--	--		2		--	--	
White	1		--	--		1		--	--	
Two or More Races	0		--	--		0		--	--	
Socioeconomically Disadvantaged	323	163	50.5	Yes	<u>SH</u>	323	192	59.4	Yes	<u>SH</u>
English Learners	252	124	49.2	Yes	<u>SH</u>	252	151	59.9	Yes	<u>SH</u>
Students with Disabilities	29	6	20.7	--		29	8	27.6	--	

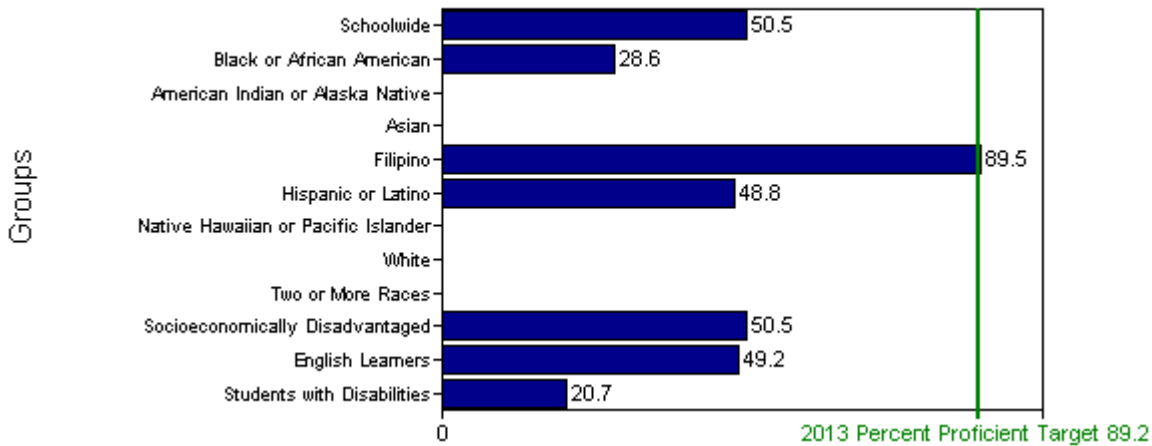
Two or More Races: Schools and local educational agencies will be making demographic changes to the "Two or More Races" student group. Assessment results for students without valid Statewide Student Identifiers (SSIDs) were assigned to this student group for the initial AYP release. Therefore, the results for the "Two or More Races" student group is likely to change and will be reflected in the updated AYP reports released in January 2014.

Percent Proficient - Annual Measurable Objectives (AMOs)

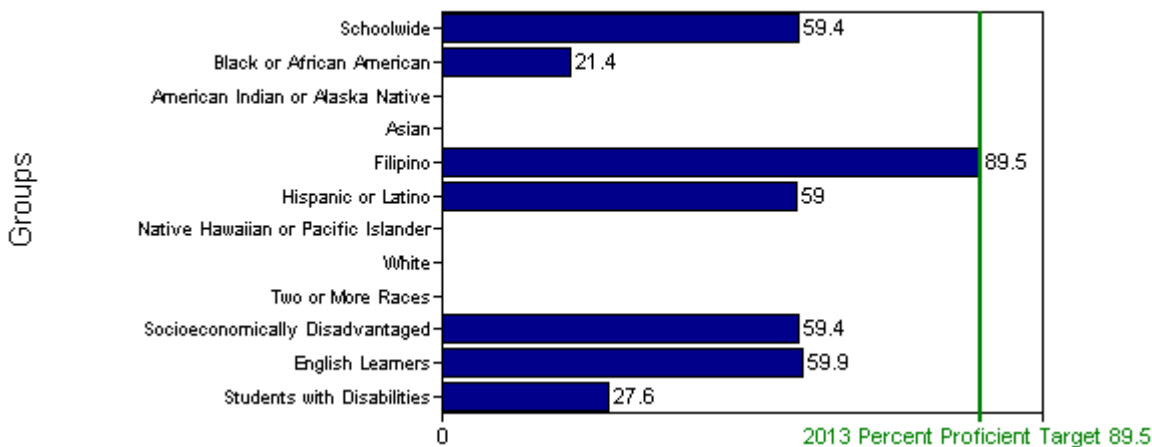
Made AYP: Yes

<u>Met AYP Criteria:</u>	English-Language Arts	Mathematics
<u>Participation Rate</u>	Yes	Yes
<u>Percent Proficient</u>	Yes	Yes
<u>Academic Performance Index (API)</u>		Yes
<u>- Additional Indicator for AYP</u>		
<u>Graduation Rate</u>		N/A

English-Language Arts - Percent At or Above Proficient



Mathematics - Percent At or Above Proficient



2013 STAR Test Results

El Toyon Elementary School

All Students - California Standards Test Scores

Reported Enrollment

Result Type	2	3	4	5	6
Reported Enrollment	82	64	63	65	70

CST English-Language Arts

Result Type	2	3	4	5	6
Students Tested	82	62	58	60	63
% of Enrollment	100.0 %	96.9 %	92.1 %	92.3 %	90.0 %
Students with Scores	82	62	58	60	63
Mean Scale Score	366.9	344.5	346.3	344.0	348.9
% Advanced	18 %	18 %	17 %	12 %	14 %
% Proficient	50 %	29 %	22 %	33 %	35 %
% Basic	18 %	29 %	50 %	42 %	33 %
% Below Basic	10 %	18 %	5 %	10 %	14 %
% Far Below Basic	4 %	6 %	5 %	3 %	3 %

CST Mathematics

Result Type	2	3	4	5	6
Students Tested	82	62	59	61	62
% of Enrollment	100.0 %	96.9 %	93.7 %	93.8 %	88.6 %
Students with Scores	82	62	59	61	62
Mean Scale Score	387.5	399.3	374.7	348.0	360.5
% Advanced	34 %	35 %	36 %	13 %	19 %
% Proficient	43 %	37 %	37 %	26 %	32 %
% Basic	15 %	16 %	20 %	30 %	26 %
% Below Basic	9 %	8 %	5 %	28 %	21 %
% Far Below Basic	0 %	3 %	2 %	3 %	2 %

CST Science - Grade 5, Grade 8, and Grade 10 Life Science

Result Type	5
Students Tested	60
% of Enrollment	92.3 %
Students with Scores	60
Mean Scale Score	329.4
% Advanced	8 %
% Proficient	23 %
% Basic	40 %
% Below Basic	17 %
% Far Below Basic	12 %

2013 STAR Test Results

El Toyon Elementary School

English Learner - California Standards Test Scores

Reported Enrollment

Result Type	2	3	4	5	6
Reported Enrollment	82	64	63	65	70

CST English-Language Arts

Result Type	2	3	4	5	6
Students Tested	60	43	42	40	39
% of Enrollment	73.2 %	67.2 %	66.7 %	61.5 %	55.7 %
Students with Scores	60	43	42	40	39
Mean Scale Score	363.7	330.2	336.5	334.8	339.8
% Proficient and Above	67 %	40 %	31 %	38 %	41 %

CST Mathematics

Result Type	2	3	4	5	6
Students Tested	60	43	42	40	39
% of Enrollment	73.2 %	67.2 %	66.7 %	61.5 %	55.7 %
Students with Scores	60	43	42	40	39
Mean Scale Score	388.9	393.6	369.6	333.3	344.0
% Proficient and Above	77 %	70 %	74 %	35 %	44 %

CST Science - Grade 5, Grade 8, and Grade 10 Life Science

Result Type	5	6
Students Tested	40	
% of Enrollment	61.5 %	
Students with Scores	40	
Mean Scale Score	319.9	
% Proficient and Above	25 %	

2013 STAR Test Results

El Toyon Elementary School

Economically Disadvantaged - California Standards Test Scores

Reported Enrollment

Result Type	2	3	4	5	6
Reported Enrollment	82	64	63	65	70

CST English-Language Arts

CST Mathematics

Result Type	2	3	4	5	6
Students Tested	82	62	59	61	62
% of Enrollment	100.0 %	96.9 %	93.7 %	93.8 %	88.6 %
Students with Scores	82	62	59	61	62
Mean Scale Score	387.5	399.3	374.7	348.0	360.5
% Proficient and Above	77 %	73 %	73 %	39 %	52 %

CST Science - Grade 5, Grade 8, and Grade 10 Life Science

Result Type	2	3	4	5	6
Students Tested				60	
% of Enrollment				92.3 %	
Students with Scores				60	
Mean Scale Score				329.4	
% Proficient and Above				32 %	

2013 STAR Test Results

El Toyon Elementary School

Hispanic or Latino - California Standards Test Scores

Reported Enrollment

Result Type	2	3	4	5	6
Reported Enrollment	82	64	63	65	70

CST English-Language Arts

Result Type	2	3	4	5	6
Students Tested	73	56	50	52	54
% of Enrollment	89.0 %	87.5 %	79.4 %	80.0 %	77.1 %
Students with Scores	73	56	50	52	54
Mean Scale Score	364.4	339.7	341.2	343.5	349.8
% Proficient and Above	66 %	45 %	34 %	46 %	50 %

CST Science - Grade 5, Grade 8, and Grade 10 Life Science

Result Type	5
Students Tested	52
% of Enrollment	80.0 %
Students with Scores	52
Mean Scale Score	331.0
% Proficient and Above	33 %

CST Mathematics

Result Type	2	3	4	5	6
Students Tested	73	56	50	53	54
% of Enrollment	89.0 %	87.5 %	79.4 %	81.5 %	77.1 %
Students with Scores	73	56	50	53	54
Mean Scale Score	386.2	396.8	369.8	350.5	360.7
% Proficient and Above	75 %	71 %	70 %	42 %	52 %

PI Status: In PI

[PI Placement 2013-14:](#)

[Prior PI Placement:](#)

[First Year of PI Implementation:](#)

Year 1

Year 1

2012-2013

Conclusions from Student Performance Data

El Toyon made all of our AYP and API Safe Harbor targets. However, since we must meet our targets for two consecutive years, our school remains in P1 status. Additionally, we remain far below the State and Federal goals.

- 2nd grade made big gains in both ELA and Math. Therefore, 2nd grade made their Safe Harbor targets.

2 nd Grade	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	2 year Diff.
Language Arts Standards	19%	18%	17%	20%	28%	18%	20%	26%	28%	49%	49%	58%	68%	10%
Mathematics Standards	n/a	29%	40%	50%	40%	40%	38%	50%	54%	65%	58%	59%	77%	18%

- 3rd grade had made a huge gain of 22 points in ELA and 16 points in Math on the 2011-2012 CST. Therefore, 3rd grade made their Safe Harbor targets.
- In ELA, if you compare the same group of students, their scores decreased 11%, going from 58% as 2nd graders to 47% as 3rd graders.
- In Math, if you compare the same group of students, their scores increased significantly. They went from 59% as 2nd graders to 72% as 3rd graders (a 13% increase).

3 rd Grade	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	2 year Diff.
Language Arts Standards	17%	18%	17%	7%	18%	23%	22%	18%	20%	27%	40%	25%	47%	22%
Mathematics Standards	n/a	20%	33%	28%	41%	56%	58%	48%	44%	47%	72%	56%	72%	16%

- Although it looks like 4th grade went down 6 points in ELA, when you take into consideration that their students came in from 3rd grade with only 25% proficient or advanced, you can see that they made huge gains. 4th grade took the students from 25% to 39%, an increase of 14 percentage points.
- They also made significant gains in Math, going from 56% to 73%, an increase of 17 points.

4 th Grade	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	2 year Diff.
Language Arts Standards	20%	21%	28%	33%	42%	45%	43%	50%	55%	53%	44%	45%	39%	-6%
Mathematics Standards	n/a	30%	39%	44%	46%	42%	55%	56%	71%	66%	62%	62%	73%	11%

- In ELA, 5th grade decreased 4% from last year's 5th grade ELA scores. If you compare the same group of students, their scores stayed stagnant, having scored 45% as 4th graders, and 45% as 5th graders.
- In Math, 5th grade decreased 2% from last year's 5th grade Math scores. If you compare the same group of students, their scores decreased significantly, going from 62% as 4th graders, to only 39% in 5th grade (a 23% point drop).
- In Science, 5th grade scores remained stagnant.

5 th Grade	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	2 year Diff.
Language Arts Standards	10%	15%	22%	27%	36%	32%	39%	66%	42%	57%	33%	49%	45%	-4%
Mathematics Standards	n/a	27%	17%	31%	60%	50%	32%	62%	45%	41%	41%	41%	39%	-2%
Science Standards	n/a	n/a	n/a	4%	24%	9%	26%	50%	38%	45%	48%	31%	31%	0%

- 6th grade made a huge gains in both ELA and Math.
- In ELA, they made a gain of 10 points. If you compare the same group of students, their scores remained stagnant, scoring 45% in both 5th grade and 6th grade.
- In Math, they made a significant gain of 17 points. Furthermore, if you compare the same group of students, their scores increased as well. They went from 41% as 5th graders to 51% as 6th graders (a 20% increase).

6 th Grade	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	2 year Diff.
Language Arts Standards	19%	12%	29%	29%	28%	36%	33%	40%	51%	62%	53%	39%	49%	10%
Mathematics Standards	n/a	24%	35%	32%	30%	38%	38%	24%	44%	47%	47%	34%	51%	17%

State Assessment
CST

Looking at all students and subgroups

* The number of students scoring proficient and above increased for both our school wide population and our significant subgroup population. Except for our Special Education students in the area of English Language Arts.

All Students:

2011-2012 ELA	2012-2013 ELA	Difference
42.5	50.5	8
2011-2012 Math	2012-2013 Math	Difference
50.5	59.4	8.9

English Learners:

2011-2012 ELA	2012-2013 ELA	Difference
43.3	49.2	5.9
2011-2012 Math	2012-2013 Math	Difference
50.60	59.9	9.3

Hispanic:

2011-2012 ELA	2012-2013 ELA	Difference
41.9	48.8	6.9
2011-2012 Math	2012-2013 Math	Difference
50	59	9

Economically Disadvantaged:

2011-2012 ELA	2012-2013 ELA	Difference
42.5	50.5	8
2011-2012 Math	2012-2013 Math	Difference
50.5	59.4	8.9

Special Education:

2011-2012 ELA	2012-2013 ELA	Difference
28.6	20.7	-7.9
2011-2012 Math	2012-2013 Math	Difference
25.7	27.6	1.9

District Assessments
STAR Computer Assessment and School Goals

All Students:

2012-2013 ELA	ELA Goal
43.1	47.43
2012-2013 Math	Math Goal
58.2	64.00

- **English Language Arts Goal:**

In English Language Arts, El Toyon will increase the percentage of proficient and advanced students from 43.1% to 47.43% on the 2013-2014 STAR renaissance reading assessment. This means 12 more students will be proficient or advanced.

- **Mathematics Goal:**

In Mathematics, El Toyon will increase the percentage of proficient and advanced students from 58.2% to 64% on the 2013-2014 STAR renaissance math assessment. This means 16 more students will be proficient or advanced.

English Learner Students:

2012-2013 ELA	ELA Goal
33.1	36.37
2012-2013 Math	Math Goal
60.1	66.13

- **English Language Arts English Learner Goal:**

In English Language Arts, El Toyon will increase the percentage of proficient and advanced English learner students from 33.1% to 36.37% on the 2013-2014 STAR renaissance reading assessment. This means 5 more students will be proficient or advanced.

- **Mathematics English Learner Goal:**

In Mathematics, El Toyon will increase the percentage of proficient and advanced English Learner students from 60.1% to 66.13% on the 2013-2014 STAR renaissance math assessment. This means 9 more students will be proficient or advanced.

Hispanic Students:

2012-2013 ELA	ELA Goal
44.4	48.8
2012-2013 Math	Math Goal
63.2	69.6

- **English Language Arts Hispanic Goal:**

In English Language Arts, El Toyon will increase the percentage of proficient and advanced English learner students from 44.4% to 48.8% on the 2013-2014 STAR renaissance reading assessment. This means 10 more students will be proficient or advanced.

- **Mathematics Hispanic Goal:**

In Mathematics, El Toyon will increase the percentage of proficient and advanced English Learner students from 63.2% to 69.6% on the 2013-2014 STAR renaissance math assessment. This means 14 more students will be proficient or advanced.

Students with Disabilities Students:

2012-2013 ELA	ELA Goal
13.8	15.1
2012-2013 Math	Math Goal
23.9	26.3

- **English Language Arts, Students with Disabilities Goal:**

In English Language Arts, El Toyon will increase the percentage of proficient and advanced English learner students from 13.8% to 15.1% on the 2013-2014 STAR renaissance reading assessment. This means 2 more students will be proficient or advanced.

- **Mathematics, Students with Disabilities Goal:**

In Mathematics, El Toyon will increase the percentage of proficient and advanced English Learner students from 23.9% to 26.3% on the 2013-2014 STAR renaissance math assessment. This means 2 more students will be proficient or advanced.

SMART School Goals for Improving Student Achievement

(Create draft SMART goals with Leadership Team, present to SSC, make changes or adjustments as needed)

#1 ELA

In English Language Arts, El Toyon will increase the percentage of proficient and advanced students from 43.1% to 47.43% on the 2013-2014 STAR renaissance reading assessment. This means 12 more students will be proficient or advanced.

#2 Math

In Mathematics, El Toyon will increase the percentage of proficient and advanced students from 58.2% to 64% on the 2013-2014 STAR renaissance math assessment. This means 16 more students will be proficient or advanced.

#3 English Learner

- **English Language Arts English Learner Goal:**

In English Language Arts, El Toyon will increase the percentage of proficient and advanced English learner students from 33.1% to 36.37% on the 2013-2014 STAR renaissance reading assessment. This means 5 more students will be proficient or advanced.

- **Mathematics English Learner Goal:**

In Mathematics, El Toyon will increase the percentage of proficient and advanced English Learner students from 60.1% to 66.13% on the 2013-2014 STAR renaissance math assessment. This means 9 more students will be proficient or advanced.

#4 Socioeconomically Disadvantaged

- **English Language Arts, Students with Disabilities Goal:**

In English Language Arts, El Toyon will increase the percentage of proficient and advanced English learner students from 13.8% to 15.1% on the 2013-2014 STAR renaissance reading assessment. This means 2 more students will be proficient or advanced.

- **Mathematics, Students with Disabilities Goal:**

In Mathematics, El Toyon will increase the percentage of proficient and advanced English Learner students from 23.9% to 26.3% on the 2013-2014 STAR renaissance math assessment. This means 2 more students will be proficient or advance.

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</p> <p>- Define common language and meeting format for Data Teams</p>	<p><i>Instructional needs:</i></p> <p>El Toyon teachers are currently studying how to implement the new Common Core Strategies. Our focus this year is Common Core exploration in Language Arts for grades K-6. Furthermore, grades K-2 have begun to receive professional development and materials for Common Core math. Additionally, El Toyon is continuing our book study of Explicit Direct Instruction. Teachers will continue to learn and implement EDI strategies, such as “Checking for understanding, learning objectives, guided practice and think alouds, into their everyday lessons. Teachers will also need more training on English Learner strategies, such as “frontloading, sentence frames, think time, SDAIE, and GLAD”.</p> <p>El Toyon teachers will begin a book study on <i>Connecting Content & Language for English Language Learners</i> by Eugenia Mora-Flores to help us learn about how to meet the needs of English Learners during our common core shift.</p> <p><i>Describe current data team practices:</i></p> <p>Formal Data team meetings began last school year. Grade levels meet every five weeks. The principal facilitates the meetings and guides teachers through the process of analyzing data and making instructional decisions based on data.</p>	<p><i>Describe the desired state of instruction at your school</i></p> <p>100% of teachers will fully implement Common Core standards across all curricular areas. Furthermore, they will implement EDI strategies in their everyday lessons. All teachers will use appropriate English Learner strategies when teaching English Learners.</p> <p><i>Describe desired data team practices.</i></p> <p>Grade level teams will meet every two weeks. They will go through all the steps of analyzing data and making instructional decisions, without the guidance of the principal.</p>
<p>District Priority Actions from Strategic Plan- Safe and Healthy Environments</p> <p>-Develop district-wide Positive Behavior Interventions and Supports plan and related site PBIS plans</p>	<p><i>Describe current strategies used for positive behavior- include school wide alignment of strategies- include perceived needs</i></p> <p>El Toyon launched our PBIS program this school year. We combine our PBIS and Peacebuilder programs together. Every month we focus on a different theme. We hold monthly assemblies to launch the month’s focus. We also say the Peacebuilder and PBIS pledge daily.</p> <p>Furthermore, our before/after school program, WINGS was trained along with our staff on our PBIS program.</p> <p>El Toyon had 44 suspensions in the 2012-2013 school year.</p>	<p><i>Describe the desired systems of behavior, describe the desired behavioral expectations</i></p> <p>El Toyon will fully implement the PeaceBuilder program and a school-wide PBIS plan. Our school-wide PBIS plan will emphasize four integrated elements: (a) <u>data</u> for decision making, (b) measurable <u>outcomes</u> supported and evaluated by data, (c) <u>practices</u> with evidence that these outcomes are achievable, and (d) <u>systems</u> that efficiently and effectively support implementation of these practices.</p> <p>El Toyon will have 0 suspensions in the 2017-2018 school year.</p>

Form A: Planned Improvements in Student Performance

<p>School Goal # 1 ELA: <i>Insert SMART Goal</i></p> <p><i>In English Language Arts, El Toyon will increase the percentage of proficient and advanced students from 43.1% to 47.43% on the 2013-2014 STAR renaissance reading assessment.</i></p>	
<p>What data did you use to form this goal (findings from data analysis)? 2012-2013 STAR renaissance ELA results were used to determine this goal</p>	<p>How does this goal align to your Local Educational Agency Plan/Strategic Plan goals? National School District is currently in Program Improvement 3 and focusing on English Learner student group and math.</p>
<p>What did the analysis of the data reveal that led you to this goal? Our students met their AYP and API Safe Harbor goals on the 2012-2013 CST. However, we are still below the State and Federal goals. We need to keep moving our students forward if we want to meet these goals.</p>	<p>Which stakeholders were involved in analyzing data and developing this goal? El Toyon teachers and the El Toyon School "School Site Council" helped develop this goal along with the principal.</p>
<p>Who are the focus students and what is the expected growth? We will focus on our basic and low proficient students. We expect to move 10% of our students from basic or below to proficient or advanced on the 2013-2014 STAR renaissance assessment.</p>	<p>What data will be collected to measure student achievement? Ongoing formal and informal assessments will be given in order to monitor student progress. Intervention groups focusing on basic and low proficient students have been created on OARS in order to monitor their progress and to provide instructional modification when needed. Formal assessment takes place three times per year (once at the outset and two subsequent reporting periods) and is based on a series of comprehensive, criterion referenced tasks and tests. Assessments include OARS Blueprint and Benchmark exams, Renaissance's STAR Reading, DIBELS/IDEL, Learning Headquarters, SRA placement and ongoing assessments, and RESULTS/District tests.</p>
<p>What process will you use to monitor and evaluate the data? The principal will regularly run Assessment reports in order to monitor student progress. Teachers will meet regularly at data teams and RtI meetings in order to analyze data and create Action Plans for struggling students.</p>	<p>Actions to improve achievement to exit program improvement (if applicable).</p> <ul style="list-style-type: none"> • Focus on Basic to low proficient students • Before/after school intervention groups • SuccessMaker/ Imagine Learning • Small group support • Parent Informational meetings • Rti meetings • Data Teams • SMART goals • Language Arts Specialist • IMPACT teachers to work with groups of students for extra support • Ongoing professional development in: Explicit Direct Instruction, Common Core, English Learner strategies

School Goal # 1 ELA:

In English Language Arts, El Toyon will increase the percentage of proficient and advanced students from 43.1% to 47.43% on the 2013-2014 STAR renaissance reading assessment.

Strategies/Actions to Implement this Goal	Start/Completion Date/Personnel	Expenditures	Amount	Funding Source	Process for Evaluation of Implementation
<p>Instructional Practices consistent with Content Standards and Strategic Plan:</p> <ul style="list-style-type: none"> District provided pacing guides, Star Reading, Imagine Learning, INSPECT created assessments, SuccessMaker 	<p>Ongoing/ All teachers</p>	<ul style="list-style-type: none"> Continue software contracts with Imagine Learning and SuccessMaker 	<ul style="list-style-type: none"> See Form B 	<ul style="list-style-type: none"> See Form B 	<ul style="list-style-type: none"> Principal classroom observations Data teams OARS reports
<p>Professional Development and Data Team Collaboration:</p> <ul style="list-style-type: none"> EDI professional development English Learner professional development Professional Development opportunities for teachers to improve classroom instruction Release teachers to observe other teachers OARS training Grade level teams will meet to focus on the analysis of data to create SMART goals and determine if modifications to instruction are necessary. 	<p>Ongoing/ All teachers</p>	<ul style="list-style-type: none"> Substitute teachers for Data teams Cost of Professional Development materials 	<ul style="list-style-type: none"> \$15,000 \$1,000 	<ul style="list-style-type: none"> LCFF Title I 	<ul style="list-style-type: none"> Principal/Teacher book reflections Data team notes
<p>Extended Learning Time: Before/After school intervention groups</p>	<p>October – May Selected teachers</p>	<ul style="list-style-type: none"> District pays for 5 classes Teacher salary for additional before/after school Intervention groups 	<ul style="list-style-type: none"> N/A \$10,218 	<ul style="list-style-type: none"> LCFF/ Title III 	<ul style="list-style-type: none"> Principal observations OARS created intervention groups to monitor progress

School Goal # 1 ELA (Continued from pervious page)

In English Language Arts, El Toyon will increase the percentage of proficient and advanced students from 43.1% to 47.43% on the 2013-2014 STAR renaissance reading assessment.

Strategies/Actions to Implement this Goal	Start/Completion Date/Personnel	Expenditures	Amount	Funding Source	Process for Evaluation of Implementation
<p>Increased Educational Opportunity:</p> <ul style="list-style-type: none"> All students will have direct instructional time working on language arts skills at their instructional level. This will be done in small groups. Language Arts Specialist and RSP teacher will provide small group support to struggling readers IMPACT teachers provide small group support to struggling students Additional books to support classroom libraries 	<p>Ongoing/ All teachers</p> <p>Language Arts Specialist</p> <p>Teachers</p>	<ul style="list-style-type: none"> Language Arts Specialist IMPACT teachers Classroom books 	<ul style="list-style-type: none"> \$98,000 \$55,000 \$100 	<ul style="list-style-type: none"> LCFF Title I LCFF 	<ul style="list-style-type: none"> Principal classroom observations SST notes Data team/Rti team notes
<p>Involvement of Parents, Staff and Community:</p> <ul style="list-style-type: none"> Information will be shared and input solicited from the School Site Council Goal setting conferences with parents and students Student Study Teams will meet with parents of struggling students Family Reading Night Parent Information meetings Will offer new SuccessMaker home access to students in 3rd-6th Will offer RazKids access to K-1 students 	<p>Ongoing</p> <p>Teachers</p> <p>SSC members</p> <p>Parents</p> <p>RTi team:</p> <p>Counselor, LAS, RSP, Speech pathologist, principal, school psychologist</p>	<ul style="list-style-type: none"> Counselor Parent training Translator headset for parent meetings 	<ul style="list-style-type: none"> \$40,000 \$1,550 \$6,475 	<ul style="list-style-type: none"> Title I/ LCFF Title I/ Title III Title III 	
<p>Instructional Technology</p> <ul style="list-style-type: none"> Students will have access to technology through SuccessMaker, Imagine Learning, Accelerated Reader and RazKids OARS reports 		<ul style="list-style-type: none"> Technology Liaisons Salaries of technicians Ongoing support of licenses for SuccessMaker, Imagine Learning, Accelerated Reader RAZkids licenses Scholastic Magazines for all students Technology upgrade for classrooms 	<ul style="list-style-type: none"> \$1,200 See Form B See Form B \$375 \$1500 \$29,665 	<ul style="list-style-type: none"> LCFF LCFF LCFF 	<p>Regularly ran technology software reports</p>

<p>School Goal # 2 Math</p> <p><i>In Mathematics, El Toyon will increase the percentage of proficient and advanced students from 58.2% to 64% on the 2013-2014 STAR renaissance math assessment.</i></p>	
<p>What data did you use to form this goal (findings from data analysis)? 2012-213 STAR renaissance Math results were used to determine this goal.</p>	<p>How does this goal align to your Local Educational Agency/Strategic Plan goals? National School District is currently in Program Improvement 3 and focusing on English Learner student group and math.</p>
<p>What did the analysis of the data reveal that led you to this goal? Our students met their AYP and API Safe Harbor goals on the 2012-2013 CST. However, we are still below the State and Federal goals. We need to keep moving our students forward if we want to meet these goals.</p>	<p>Which stakeholders were involved in analyzing data and developing this goal? El Toyon teachers and the El Toyon School Site Council helped develop this goal along with the principal</p>
<p>Who are the focus students and what is the expected growth? We will focus on our basic and low proficient students. We expect to move 10% or more of these students to proficient or advanced on the 2013-2014 STAR renaissance math assessment.</p>	<p>What data will be collected to measure student achievement? Ongoing formal and informal assessments will be given in order to monitor student progress. Intervention groups focusing on basic and low proficient students have been created on OARS in order to monitor their progress and to provide instructional modification when needed. Formal assessment takes place three times per year (once at the outset and two subsequent reporting periods) and is based on a series of comprehensive, criterion referenced tasks and tests. Assessments include, OARS Blueprint and Benchmark exams, Renaissance’s STAR Math., EnVision Math, This year the district implemented an “If/Then” testing model to help teachers effectively and efficiently assess students.</p>
<p>What process will you use to monitor and evaluate the data? I will regularly run Assessment reports in order to monitor student progress. Teachers will meet regularly at data teams in order to analyze the data.</p>	<p>Actions to improve achievement to exit program improvement (if applicable).</p> <ul style="list-style-type: none"> • Focus on Basic to low proficient students • Before/after school intervention groups • SuccessMaker math for grades K-6 • Small group support • Parent Informational meetings • Rti meetings • Data Teams • SMART goals • Ongoing professional development in: Explicit Direct Instruction, Common Core, English Learner strategies

School Goal # 2 Math <i>In Mathematics, El Toyon will increase the percentage of proficient and advanced students from 58.2% to 64% on the 2013-2014 STAR renaissance math assessment.</i>					
Strategies/Actions to Implement this Goal	Start/Completion Date/Personnel	Expenditures	Amount	Funding Source	Process for Evaluation of Implementation
Instructional Practices consistent with Content Standards and Strategic Plan: <ul style="list-style-type: none"> District provided pacing guides, New Star Math, SuccessMaker, INSPECT created assessments, and Pearson SuccessNet 	Ongoing/ All teachers	<ul style="list-style-type: none"> Same as ELA goal 	<ul style="list-style-type: none"> Same as ELA goal 	<ul style="list-style-type: none"> Same as ELA goal 	<ul style="list-style-type: none"> Same as ELA goal
Professional Development and Data Team Collaboration: <ul style="list-style-type: none"> EDI professional development OARS training Grade level teams will meet to focus on the analysis of data to create SMART goals and determine if modifications to instruction are necessary. 	Ongoing/ All teachers	<ul style="list-style-type: none"> Same as ELA goal 	<ul style="list-style-type: none"> Same as ELA goal 	<ul style="list-style-type: none"> Same as ELA goal 	<ul style="list-style-type: none"> Same as ELA goal
Extended Learning Time: Before/After school intervention groups	October-May Selected teachers	<ul style="list-style-type: none"> Same as ELA goal 	<ul style="list-style-type: none"> Same as ELA goal 	<ul style="list-style-type: none"> Same as ELA goal 	<ul style="list-style-type: none"> Same as ELA goal
Increased Educational Opportunity: <ul style="list-style-type: none"> All students will have direct instructional time working on math skills at their instructional level. This will be done in small groups. RSP teacher will provide small group support to struggling students. IMPACT teachers provide small group support to struggling students 	Ongoing/All teachers RSP teacher IMPACT teachers	<ul style="list-style-type: none"> IMPACT teachers 	<ul style="list-style-type: none"> Please see ELA goal 	<ul style="list-style-type: none"> Same as ELA goal 	<ul style="list-style-type: none"> Same as ELA goal

School Goal # 2 Math (continued from pervious page)

In Mathematics, El Toyon will increase the percentage of proficient and advanced students from 58.2% to 64% on the 2013-2014 STAR renaissance math assessment.

Strategies/Actions to Implement this Goal	Start/Completion Date/Personnel	Expenditures	Amount	Funding Source	Process for Evaluation of Implementation
<p>Involvement of Parents, Staff and Community:</p> <ul style="list-style-type: none"> • Information will be shared and input solicited from the School Site Council • Goal setting conferences with parents and students • Student Study Teams will meet with parents of struggling students • Family math night • Parent Information meetings • Topic Home-School Connection and daily activities sent home • Will offer new SuccessMaker home access to students in 3rd-6th grade. • Informational meeting for parents on Envision and resources available 	<p>Ongoing Teachers SSC members Parents RTi team: Counselor, LAS, RSP, Speech pathologist, principal, school psychologist</p>	<ul style="list-style-type: none"> • Same as ELA goal 	<ul style="list-style-type: none"> • Same as ELA goal 	<ul style="list-style-type: none"> • Same as ELA goal 	<ul style="list-style-type: none"> • Same as ELA goal
<p>Instructional Technology</p> <ul style="list-style-type: none"> • Students will have access to technology through SuccessMaker • OARS reports 	<ul style="list-style-type: none"> • Same as ELA goal 	<ul style="list-style-type: none"> • Same as ELA goal 	<ul style="list-style-type: none"> • Same as ELA goal 	<ul style="list-style-type: none"> • Same as ELA goal 	<ul style="list-style-type: none"> • Same as ELA goal

<p>School Goal # 3 English Learners</p> <ul style="list-style-type: none"> • English Language Arts English Learner Goal: <i>In English Language Arts, El Toyon will increase the percentage of proficient and advanced English learner students from 33.1% to 36.37% on the 2013-2014 STAR renaissance reading assessment.</i> • Mathematics English Learner Goal: <i>In Mathematics, El Toyon will increase the percentage of proficient and advanced English Learner students from 60.1% to 66.13% on the 2013-2014 STAR renaissance math assessment.</i> 	
<p>What data did you use to form this goal (findings from data analysis)? 2012-2013 STAR renaissance assessment results were used to determine this goal.</p>	<p>How does this goal align to your Local Educational Agency/Strategic Plan goals? National School District is currently in Program Improvement 3 and focusing on English Learner student group and math.</p>
<p>What did the analysis of the data reveal that led you to this goal? Our English Learner students met their AYP and API Safe Harbor goals on the 2012-2013 CST. However, we are still below the State and Federal goals. We need to keep moving our students forward if we want to meet these goals.</p>	<p>Which stakeholders were involved in analyzing data and developing this goal? El Toyon teachers and the El Toyon School Site Council helped develop this goal along with the principal.</p>
<p>Who are the focus students and what is the expected growth? We will focus on our CELDT level 3 (Intermediate) students. We expect to move 10% students in ELA and math to proficient or advanced on the 2013-2014 STAR renaissance assessment.</p>	<p>What data will be collected to measure student achievement? Ongoing formal and informal assessments will be given in order to monitor student progress. OARS reports showing English Learner results will be run after assessments in order to monitor their progress and to provide instructional modification when needed. Formal assessment takes place three times per year (once at the outset and two subsequent reporting periods) and is based on a series of comprehensive, criterion referenced tasks and tests. Assessments include OARS Blueprint and Benchmark exams, Renaissance's STAR Reading/Math, DIBELS/IDEL, EnVision Math, Learning Headquarters, SRA placement and ongoing assessments, and RESULTS/District tests. This year the district implemented an "If/Then" testing model to help teachers effectively and efficiently assess students.</p>
<p>What process will you use to monitor and evaluate the data? I will regularly run assessment reports in order to monitor student progress. Teachers will meet regularly at data teams in order to analyze the data.</p>	<p>Actions to improve achievement to exit program improvement (if applicable).</p> <ul style="list-style-type: none"> • Focus on CELDT 3 (Intermediate) students • Before/after school intervention groups • SuccessMaker / Imagine Learning • Small group support • Parent Informational meetings • Rti meetings • Data Teams • SMART goals • Ongoing professional development in: Explicit Direct Instruction, Common Core, English Learner strategies

School Goal # 3 English Learners

- **English Language Arts English Learner Goal:**

In English Language Arts, El Toyon will increase the percentage of proficient and advanced English learner students from 33.1% to 36.37% on the 2013-2014 STAR renaissance reading assessment.

- **Mathematics English Learner Goal:**

In Mathematics, El Toyon will increase the percentage of proficient and advanced English Learner students from 60.1% to 66.13% on the 2013-2014 STAR renaissance math assessment.

Strategies/Actions to Implement this Goal	Start/Completion Date/Personnel	Expenditures	Amount	Funding Source	Process for Evaluation of Implementation
<p>Instructional Practices consistent with Content Standards and Strategic Plan:</p> <ul style="list-style-type: none"> • Continual implementation of SRA, SIPPS, SuccessMaker, Imagine Learning, SEBT • 45 minutes of ELD, four days a week • Students grouped by ability level during ELD instruction • School wide implementation of ELD at the same time block • Assessments included in our ELD program; assessment every 10 lessons, adjustment of student placements, if needed • Teacher observations, progress monitoring, and teacher-created assessments 	<p>Ongoing/ All teachers</p>				<ul style="list-style-type: none"> • Principal observations • Progress Monitoring through data reports
<p>Professional Development and Data Team Collaboration:</p> <ul style="list-style-type: none"> • EDI and English Learner professional development • OARS training • Grade level teams will meet to focus on the analysis of data to create SMART goals and determine if modifications to instruction are necessary. 	<p>Ongoing/ All teachers</p>	<ul style="list-style-type: none"> • English Learner Liaison • Same as ELA goal 	<ul style="list-style-type: none"> • \$1200 • Same as ELA goal 	<ul style="list-style-type: none"> • Same as ELA goal 	<ul style="list-style-type: none"> • Same as ELA goal
<p>Extended Learning Time: Before/After school intervention groups</p>	<p>October – May Selected teacher</p>	<ul style="list-style-type: none"> • Same as ELA goal 	<ul style="list-style-type: none"> • Same as ELA goal 	<ul style="list-style-type: none"> • Same as ELA goal 	<ul style="list-style-type: none"> • Same as ELA goal

<p>School Goal # 4 Students with Disabilities</p> <ul style="list-style-type: none"> • English Language Arts, Students with Disabilities Goal: <i>In English Language Arts, El Toyon will increase the percentage of proficient and advanced English learner students from 13.8% to 15.1% on the 2013-2014 STAR renaissance reading assessment.</i> • Mathematics, Students with Disabilities Goal: <i>In Mathematics, El Toyon will increase the percentage of proficient and advanced English Learner students from 23.9% to 26.3% on the 2013-2014 STAR renaissance math assessment.</i> 	
<p>What data did you use to form this goal (findings from data analysis)? 2012-2013 STAR renaissance assessment results were used to determine this goal.</p>	<p>How does this goal align to your Local Educational Agency/Strategic Plan goals? National School District is currently in Program Improvement 3 and focusing on English Learner student group and math.</p>
<p>What did the analysis of the data reveal that led you to this goal? Our students with disabilities population decreased 7.9 points in ELA on the 2012-2013 CST, and increased 1.9 points in mathematics. We need to create specific plans for this target group if want them to increase proficiency in all areas.</p>	<p>Which stakeholders were involved in analyzing data and developing this goal? El Toyon teachers and the El Toyon School Site Council helped develop this goal along with the principal.</p>
<p>Who are the focus students and what is the expected growth? We will focus on all students with IEPs who are enrolled our Special Education class and also those in our general education setting. We expect them to make 10% growth in both the math and ELA Star Renaissance Assessment.</p>	<p>What data will be collected to measure student achievement? Ongoing formal and informal assessments will be given in order to monitor student progress. We will create intervention groups on OARS so that we can run reports their progress and to provide instructional modification when needed. Formal assessment takes place three times per year (once at the outset and two subsequent reporting periods) and is based on a series of comprehensive, criterion referenced tasks and tests. Assessments include OARS Blueprint and Benchmark exams, Renaissance’s STAR Reading/Math, Language, DIBELS/IDEL, EnVision Math, Learning Headquarters, SRA placement and ongoing assessments, and RESULTS/District tests. This year the district implemented an “If/Then” testing model to help teachers effectively and efficiently assess students.</p>
<p>What process will you use to monitor and evaluate the data? I will regularly run assessment reports in order to monitor student progress. Teachers will meet regularly at data teams in order to analyze the data. Additionally, our support staff will meet with teachers every five weeks to monitor students who have entered the Rti process.</p>	<p>Actions to improve achievement to exit program improvement (if applicable).</p> <ul style="list-style-type: none"> • Before/after school intervention groups • SuccessMaker / Imagine Learning • Small group support • Parent Informational meetings • Rti meetings • Data Teams • SMART goals • Ongoing professional development in: Explicit Direct Instruction, Common Core, English Learner strategies/ Language

School Goal # 4 Students with Disabilities

- **English Language Arts, Students with Disabilities Goal:**

In English Language Arts, El Toyon will increase the percentage of proficient and advanced English learner students from 13.8% to 15.1% on the 2013-2014 STAR renaissance reading assessment.

- **Mathematics, Students with Disabilities Goal:**

In Mathematics, El Toyon will increase the percentage of proficient and advanced English Learner students from 23.9% to 26.3% on the 2013-2014 STAR renaissance math assessment.

Strategies/Actions to Implement this Goal	Start/Completion Date/Personnel	Expenditures	Amount	Funding Source	Process for Evaluation of Implementation
<p>Instructional Practices consistent with Content Standards and Strategic Plan:</p> <ul style="list-style-type: none"> • Continual implementation of SRA, SIPPS, SuccessMaker, Imagine Learning, SEBT • 45 minutes of ELD, four days a week • Students grouped by ability level during ELD instruction • School wide implementation of ELD at the same time block • Assessments included in our ELD program; assessment every 10 lessons, adjustment of student placements, if needed • Teacher observations, progress monitoring, and teacher-created assessments 	<p>Ongoing/ All teachers</p>				<ul style="list-style-type: none"> • Principal observations • Progress Monitoring through data reports
<p>Professional Development and Data Team Collaboration:</p> <ul style="list-style-type: none"> • EDI and English Learner professional development • OARS training • Grade level teams will meet to focus on the analysis of data to create SMART goals and determine if modifications to instruction are necessary. 	<p>Ongoing/ All teachers</p>	<ul style="list-style-type: none"> • Same as ELA goal 	<ul style="list-style-type: none"> • Same as ELA goal 	<ul style="list-style-type: none"> • Same as ELA goal 	<ul style="list-style-type: none"> • Same as ELA goal
<p>Extended Learning Time: Before/After school intervention groups</p>	<p>October – May Selected teacher</p>	<ul style="list-style-type: none"> • Same as ELA goal 	<ul style="list-style-type: none"> • Same as ELA goal 	<ul style="list-style-type: none"> • Same as ELA goal 	<ul style="list-style-type: none"> • Same as ELA goal

Form B: Centralized Support for Planned Improvements in Student Performance (These are the givens)

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				
Groups participating in this goal (e.g., students, parents, teachers, administrators):		Anticipated annual growth for each group:		
<ul style="list-style-type: none"> English Learners Students with Disabilities All Students 		District Safe Harbor Targets are: <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%. 		
Means of evaluating progress toward this goal:		Group data to be collected to measure gains:		
<ul style="list-style-type: none"> Using Data Warehouse and OARs systems, District staff will assess progress of student subgroups 		<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 		
Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
<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 Support Maintenance Support 	8-13 through 6-14 8-13 though 6-14 8-13 through 6-14 8-13 through 6-14 8-13 through 9-14	Imagine Learning Licenses Successmaker Licenses Salaries of technicians Accelerated Reader Licenses Assessment Team personnel Maintenance	\$10,000 \$28,856 \$5,786 \$3,429.92 \$3,798 \$9,286	LCFF LCFF and Title I LCFF LCFF LCFF LCFF

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

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

Form C: Programs Included in this Plan

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

State Programs	Allocation
<input type="checkbox"/> Local Control Funding Formula: SCE	\$ 55,212
<input type="checkbox"/> Local Control Funding Formula: LEP	\$ 86,682
<input type="checkbox"/> Local Control Funding Formula: SCE , Carryover 2012 - 2013	\$18,937
<input type="checkbox"/> Local Control Funding Formula: LEP, Carryover 2012 - 2013	\$24,983
<input type="checkbox"/> List and Describe Other State or Local Funds (e.g., Gifted and Talented Education)	\$ 916
Total amount of state categorical funds allocated to this school	\$ 186,730

Federal Programs under the Elementary Secondary Education Act	Allocation
<input type="checkbox"/> Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	\$ 98,079
<input 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	\$ 23,871
<input type="checkbox"/> Title I Part A: Schoolwide Program 2011-12 Carryover	\$ 7,949
<input type="checkbox"/> Title III, Part A: LEP 2011-12 Carryover	13,926
Total amount of federal categorical funds allocated to this school	\$ 143,825
Total amount of state and federal categorical funds allocated to this school	\$ 330,555

Form D: School Site Council Membership

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

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Veronica Silva	x				
Felipe De La Pena		x			
Jannette Colada-Tacto		x			
Cindy Sheppard		x			
Patty Carrillo		x			
Yen Dang Hagler		x			
Nicole Wysocki			x		
Alma Dager				x	
Cynthia Mosqueda				x	
Ricardo Alvarado				x	
Christine Guida				x	
Joana Dominguez				x	
Wendy Figueroa				x	
Numbers of members in each category	1	5	1	6	

³ At elementary schools, the SSC 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.

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: _____.

Attested:

_____	_____	_____
Typed name of School Principal	Signature of School Principal	Date
_____	_____	_____
Typed name of SSC Chairperson	Signature of SSC Chairperson	Date

National School District Site GATE Plan for 2013 – 2014

All schools in the National School District are eligible to apply for GATE funds to support academic programs for identified GATE Students. The Gifted and Talented Education (GATE) program provides funding to develop unique educational opportunities for high-achieving and underachieving pupils who have been identified as gifted and talented.

Schools may establish programs for gifted and talented pupils from the following program configurations: **special day classes, part-time groupings, and cluster groupings**. GATE program activities within these program options must be planned and provided to identified students **within the regular school day**. These learning experiences may be augmented or supplemented with before and after school programs.

Site GATE Plans Components

Section 1: Program Narrative

Provide a brief narrative description of your program.

Section 2: GATE Program Services

Complete the attached worksheet by indicating the types of GATE Program Services the school will provide, and at which grade levels.

Section 3: Curriculum and Instruction

Describe how your site will provide for differentiated curriculum, which is responsive to the needs, interest and abilities of gifted students.

Section 4: Teacher Certification

Describe the certification or experience levels of program teachers.

Section 5: Program Assessment

Describe what data or performance standards will be used to assess the impact of the GATE program on participating students. Describe how staff will report these findings to the GATE Program Office annually.

Section 6: Budget

Describe how GATE funds will be used to address the unique needs of GATE students.

GATE SCHOOL PLAN
2013 – 2014
El Toyon School

Section 1: Program Narrative

Provide a narrative that describes how the school's proposed plan will meet the unique needs of identified GATE students. Please limit your narrative to 200 words.

During the school hours:

GATE students in grades 4, 5, and 6 will receive enriched and advanced instruction in Math, Science, and/or Social Studies during the regular school day through higher level questioning and a few projects.

Enrichment program

GATE students at El Toyon Elementary will have the opportunity to learn, practice and extend 21st century learning and innovation skills by incorporating them in authentic science, math, engineering and technology activities. Students will apply strategies for critical and creative thinking by collaborating on teams to design, construct, program and refine robotic vehicles. They will meet with Ms. McEvoy, twice a week, before school.

Section 2: GATE Program Services:

Program Services (Select at least one)	Grade Levels:
<p>Special Day Class A Special Day Class consists of one or more classes totaling a minimum school day where</p> <ul style="list-style-type: none"> • Each class is composed of identified GATE students • The class is designed to meet the specific academic needs of GATE students for enriched or advanced instruction • Is taught by a teacher who has been GATE certified or who is enrolled in a program for certification 	
<p>Cluster Grouping Pupils are grouped within a regular classroom setting and receive appropriately differentiated activities from the general education teacher</p>	<p>4th grade 5th grade 6th grade</p>
<p>Part-Time Grouping Pupils attend classes or seminars, comprised of identified GATE students, organized to provide advanced or enriched subject matter for a part of the school day.</p>	
<p>Other Program Services</p>	
<p>Independent Study</p>	
<p>Enrichment (Pull Out, Before or After School)</p>	<p>4th grade 5th grade 6th grade</p>
<p>Other:</p>	

Section 3: Curriculum and Instruction

Describe below how the differentiated curriculum offered to your GATE students will meet the desired outcomes.

GATE Program Desired Outcomes	Description of Activities to Support Outcomes
1. The program facilitates GATE students to meet or exceed state standards	Student centered activities that will tap into higher level thinking skills: *Webquest *Literature circles *Group and individual projects *Structured research projects (assigned roles as well as student chosen projects) *Oral and written presentations *Use of technology
2. The program provides for the balanced development of critical, creative, problem solving and research skills	4th grade - Writing will be integrated through the Social Studies and Science curriculum. 5th grade - Science will be the main emphasis GATE curriculum. Students will work in small groups to complete culminating projects/reports/power points at the end of each Science Unit. 6th grade - Cross-curriculum Social Studies thematic units will be worked on that will extend the study of people, places, events, and ideas covered in our Social Studies curriculum. Students will also carry out independent research and study of topics related to the material taught in the lessons.
3. The program focuses primarily on depth and complexity of content and pacing	Differentiated instruction based on Thematic Units across the curriculum will be created. Also, a timeline with deadlines, group project choices and due dates will be created and shared with students. Unit writing activities will be used to assess student mastery.

<p>4. The program is supported by appropriate materials and technology</p>	<p>District adopted textbooks, school and city library books, as well as the internet will be used to support the program. The use of Promethean boards will be used by all GATE teachers (as well as students, who will be creating flipcharts), as well as the use of the computer lab. Class computers as well as the computer lab will be utilized. Along with Promethean presentations, Flipcharts and PowerPoints will be created.</p>
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Section 4: Teacher Competencies

Special Day Classes must be taught by a certified GATE teacher, or a teacher is enrolled in a certification program.

Briefly describe the teacher skills and competencies that will be required of teachers working with GATE students in cluster and part-time programs on your school site.

4th grade: Steve Cokkinis - 12 years teaching experience in grades 2nd, 4th, and 5th, GATE Certified

5th grade: Elizabeth McEvoy - 9 years teaching experience in grade 3rd-6th, GATE Certified

6th grade: Felipe De la Pena- 5 years teaching experience in grades 5th and 6th, GATE Certified

Section 5: Program Assessment

Briefly describe how the assessment process will use multiple, traditional and nontraditional strategies to assess student performance. These may include standardized and criterion-referenced achievement tests, questionnaires and performance-based measures.

***Analytical, holistic and student rubrics**

***Contracts that will outline what students learn, how they will learn it, in what period of time, and how they will be evaluated.**

***Portfolios**

***Oral and written assessments**

***Presentations (individual as well as group presentations)**

***Student self-assessment through individualized goal setting and goal monitoring**

Section 6 – Budget

Proposed Budget for 2012-2013

Total	\$ 916
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EL TOYON BEFORE SCHOOL ENRICHMENT GATE PLAN

4th – 6th grade GATE students at El Toyon Elementary will have the opportunity to learn, practice and extend 21st century learning and innovation skills by incorporating them in authentic science, math, engineering and technology activities. Students will apply strategies for critical and creative thinking by collaborating on teams to design, construct, program and refine robotic vehicles. They will meet with Ms. McEvoy, twice a week, before school.

Goals:

1. Goal: Students will synthesize knowledge of physics and apply concepts of form and function to design and program robotic vehicles. Outcome: Students will collaborate on teams to design, construct, test, and refine robotic vehicles.
2. Goal: Students will share knowledge and expertise and practice communication and leadership skills. Outcome: GATE students will serve as mentors to assist teachers and students with the implementation of robotics in project based learning activities in the regular classrooms by May, 2014.
3. Goal: Students will be able to communicate and collaborate as a team. Outcome: Students will collaborate in groups of 3-4 to construct and apply physics concepts of form and function with legos. Whole group will construct and program LEGO® MINDSTORMS® NXT robotic vehicle.
4. Goal: Students will have an understanding of the various parts and functions of robotic vehicles. Outcome: Students will be able to identify the parts of LEGO® MINDSTORMS® NXT robots and match them with their corresponding functions by May 30, 2014.

Cost

- Teacher Salary for before school group \$916.00
- Total: \$916.00**

4th, 5th, and 6th Grade Standards that Apply to the GATE LEGO Engineering Class

Grade Four

Science Content Standards

Physical Sciences

1. Electricity and magnetism are related effects that have many useful applications in everyday life. As a basis for understanding this concept:
 - a. Students know how to design and build simple series and parallel circuits by using components such as wires, batteries, and bulbs.
 - c. Students know electric currents produce magnetic fields and know how to build a simple electromagnet.
 - d. Students know the role of electromagnets in the construction of electric motors, electric generators, and simple devices, such as doorbells and earphones.
 - g. Students know electrical energy can be converted to heat, light, and motion. Investigation and Experimentation

6. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:
 - a. Differentiate observation from inference (interpretation) and know scientists' explanations come partly from what they observe and partly from how they interpret their observations.
 - b. Measure and estimate the weight, length, or volume of objects.
 - c. Formulate and justify predictions based on cause-and-effect relationships.
 - d. Conduct multiple trials to test a prediction and draw conclusions about the relationships between predictions and results.
 - e. Construct and interpret graphs from measurements.
 - f. Follow a set of written instructions for a scientific investigation.

Grade Five

Science Content Standards.

Investigation and Experimentation

6. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:
 - b. Develop a testable question.
 - c. Plan and conduct a simple investigation based on a student-developed question and write instructions others can follow to carry out the procedure.
 - d. Identify the dependent and controlled variables in an investigation.
 - e. Identify a single independent variable in a scientific investigation and explain how this variable can be used to collect information to answer a question about the results of the experiment.
 - f. Select appropriate tools (e.g., thermometers, meter sticks, balances, and graduated cylinders) and make quantitative observations.
 - g. Record data by using appropriate graphic representations (including charts, graphs, and labeled diagrams) and make inferences based on those data.
 - h. Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion.

Grade Six

Science Content Standards.

Investigation and Experimentation

7. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:
 - a. Develop a hypothesis.
 - b. Select and use appropriate tools and technology (including calculators, computers, balances, spring scales, microscopes, and binoculars) to perform tests, collect data, and display data.
 - c. Construct appropriate graphs from data and develop qualitative statements about the relationships between variables.
 - d. Communicate the steps and results from an investigation in written reports and oral presentations.
 - e. Recognize whether evidence is consistent with a proposed explanation.