



John A. Otis Elementary 2013-14
Single School Plan for Student Achievement

The Single Plan for Student Achievement

SCHOOL: John Otis

County-District School (CDS) Code _ 37-68221-6038756 _

Principal: Leticia Hernandez

Date of this revision: October 14, 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.



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School Vision and Mission

John A. Otis Elementary is committed to developing successful learners. To support the 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.

"John A. Otis School, in partnership with parents and the community, will maintain high educational standards for all students by providing a positive learning environment and exemplary instruction, to prepare our students academically for a successful future."

Demographics

National City is a diverse community composed of mostly low-income, under-employed residents. The city has the highest poverty level in San Diego County (\$16,276 per year for a family of four), and is the 13th poorest city in the nation, and the second poorest in California. More than 45% of our adult population lacks a high school diploma. The demographics of the National School District (NSD) reflect a 95% minority population and an extremely high percentage of English Language Learners (55% district wide). One in three of our students live below the poverty level.

John A. Otis Elementary School has a total enrollment of 460 students. Our school community is comprised of 89% of Latino students, 7.2% Filipino students, 2.2% White and 1% African-American students. In addition 72.2% of our students are English Language Learners.

Students attend school for 180 days per school year. Students in kindergarten through sixth grades receive 302 average minutes of instruction per day. There are 37 minimum days per school year, which are used for teacher planning and program articulation.

Community Involvement

Parents and community members are essential to our educational community. Not only do they participate in leadership positions of our District Advisory Council (DAC), our School Site Council (SSC), and our Parent and Teacher Organization (PTO), English Language Advisory Committee (ELAC), many volunteer on a regular basis in classrooms and participate in our volunteer workshops.



Parent Education Opportunities

Throughout the year, we offer a variety of classes and workshops to our parents these include: parenting classes, domestic violence prevention, health awareness, how to access the educational system, arts & crafts, Family Reading and Family Math. Parents also have the opportunity to attend the DELAC/ELAC Trainer of Trainers workshop and CABE Para-Ed/Parent Conference offered through the San Diego County Office of Education.

Analysis of Current Educational Practice

Educational Practices

The following statements characterize educational practice at John A. Otis Elementary:

1. Instructional Practices:

John A. Otis 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. These standards are included in lesson plans and bulletin board displays. The essential standards have been integrated into the district standards-based report card. Assessment takes place four times per year (based on a four quarter system) and is based on a series of comprehensive, criterion referenced tasks and tests. Assessments are based on District assessments, Houghton Mifflin, Learning Headquarters Writing Program, Envision Mathematics, STAR Reading, STAR Math, and Blueprint Tests. Teachers use OARS (Online Access Reporting System), which scan the results and give immediate feedback to teachers for further planning and grouping of students.

All students at Otis receive a comprehensive, balanced instructional program in reading and language arts.

Students not meeting grade level standards are given additional help using various models: push-in /pull out Reading Specialist small group instruction, Resource Specialist or Resource Aide delivering instruction in the classroom to IEP students in addition to any other student identified as at risk that can benefit from this small group instruction. Students needing additional support are invited to participate in After School intervention classes. Assessments for these interventions are given throughout the intervention. Careful monitoring and regrouping is then followed as students move into the next quarter.



2) Instructional Time

John A. Otis 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 Language Arts and the Envision mathematics programs are used to align lessons to the California State Standards. The Houghton Mifflin Lectura series is utilized to meet the needs of students in the Kindergarten – 2nd grade bilingual program. English Language Development (ELD) is addressed through the use of the Rigby, SRA ELD curriculum, On Our Way to English program, Phonics & Friends, Focused Approach Handbook, Houghton-Mifflin Grammar Book & Systematic Instruction in Phonemic Awareness (SIPPS). Staff in the 3rd grade transition classrooms utilized the Houghton Mifflin Transitions to English series to engage students with English phonics, grammar, vocabulary, and writing skills. Houghton Mifflin also provides Universal Access, which includes two formats, one for English Learner students and another for English Only students, both provide lessons at higher cognitive levels.

Teachers utilize the Learning Headquarters curriculum to align with the district pacing guide in writing. Otis teachers strongly emphasize the writing process. Students of all abilities have been provided support to develop their language skills through writing. Guidelines have been established at the site and the district levels to ensure that each student has opportunities for a rich variety of writing experiences at each grade level.

The SuccessMaker software suite also supports the standards-based curriculum at John Otis School both in the classrooms. The SuccessMaker software provides accurate assessment and targeted instruction in language arts, mathematics and English language development (ELD). All students at **John A. Otis Elementary** use SuccessMaker on a daily basis. Students complete 40 hours a year of SuccessMaker software throughout the year in the areas of Reading, Mathematics, and/or Primary Language reading. Students needing additional support have the opportunity to have a custom program created for them that will hone in a specific strand in which they are having difficulty mastering. A prescriptive report is also available to teachers, which allows them to provide students with additional time in order to master strands. In addition, students who have scored at the Intermediate Level on the CELDT and Basic on the CST, along with students who are scoring in the lower levels on the CELDT use the program Imagine Learning to further develop their English language proficiency.

Instruction at **John A. Otis Elementary** reflects the belief that it is critical that each student learn to be a fluent, capable reader and writer. Classroom instruction, as well as school-wide intervention programs such as afterschool Intervention classes, reflect the school's determination that no student will fail to develop proficiency in reading.

Reading instruction emphasizes the development of academic vocabulary and comprehension skills, supported by a strong foundation of decoding and fluency skills built in the primary grades.



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3) Credentialed Teachers and Teacher Professional Development Opportunity:

The staff at **John A. Otis 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, which 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. OARS data management systems provide access to CST, STAR, CELDT, Writing, and the full range of multiple measure 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 and enlighten staff on innovative instructional practices directly related to targeted, standards- based improvement areas.

The district ELD Leadership team provides site-based professional growth with a strong focus on English Language Development strategies due to the district's high English Language Learner population. This year professional growth days have been focused on the use of our Online Access Reporting , and Learning Headquarters, in order to enhance our writing development in grades k-6. In addition, professional development has also been provided to new bilingual teachers in grades K-3 on the SEBT (Systematic English Biliteracy Transfer) program. District wide professional development has been given to all teachers K-6 in the area of Mathematics in order to become proficient in the use of our new Math curriculum Envision Math. The Offices of Instructional Services Department at the National School District provide guidance and financial support for professional development days. Early dismissal on Thursday afternoons, provide a timeframe for teachers to collaborate within grade level and in vertical (K-2, 3-4, 5-6) planning groups. Teachers are also released by grade level at different times of the year to meet and plan curriculum with their grade level teams.

Newly assigned teachers are coached and supported through the Beginning Teacher Support and Assessment Program (BTSA) through the San Diego County Office of Education. 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 resource teacher, district Directors, and through grade level peers.

4) Student Achievement and Monitoring System

John A. Otis 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 (CST), STS, STAR Reading, STAR Math, CELDT, Learning Headquarters Writing, and District Assessments which include Envision Math Assessments. Perhaps most unique, is the ability for staff to configure data through OARS to efficiently evaluate individual, class wide, grade level, and to develop customized programs that will fit the needs of students before school interventions.

As discussed previously, **John A. Otis 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. At weekly staff meetings and on three grade level meetings per month, meetings are held to discuss standardized test outcomes, district assessments, formative classroom assessments and ELD levels to identify areas of strengths and weaknesses. Effective strategies that work are discussed and areas for improvement are analyzed. Primary grades focus in on district benchmarks, 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. Upper grade teaching staff is also involved in sampling students for performance on the benchmark assessments.

In writing, teaching staff scores writing samples three times each year, using rubrics based on Learning Headquarter's writing program. Writing samples are scored with a rubric that targets end of year grade level state standards. Teachers keep monthly writing samples for each of their students to monitor & track growth.

There has been extensive analysis of student outcomes at **John A. Otis Elementary**. In particular, challenges have been seen with English Learners and Reclassified English Learners in grades 4, 5, 6. High concentrations are seen to be scoring in the first and second quartiles in reading, language and math on the STAR (CST). Steps will be taken to establish priorities to specifically examine standards related to these low performance areas by these student subgroups. Emphasis will be placed on supporting these staff members to target instructional practices with materials aligned to these standards. Staff development to emphasize supporting students in these areas will also be researched and planned.



5) Ongoing Instructional Assistance and Support for Teachers

John A. Otis 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.

This year, **John A. Otis Elementary** has hired impact teachers to specialize and provide support to our students. The primary content areas that are being served are a variety of literacy skills, mathematics and English Language Development. This will enhance our comprehensive school approach to intervention.

6) Collaboration

In an effort to ensure continued improvement, the faculty with the guidance of the Principal examines benchmark assessment data to determine areas of strength and weakness in student achievement. This performance data provides an accurate prediction of success on the CST, which occurs in late spring. During data analysis, the staff looks at how the students are progressing on grade level standards in language arts and math and then based on the data collected the staff and principal reteaches whole class or provides intervention for small flexible groups. The data are also used to identify students who could use additional intervention outside of school hours. The identified students are Students in K - 2 who needed more intensive intervention are also scheduled during school hours to work with the Impact Teachers. Both highly effective software, Success Maker and Imagine Learning, provide students with practice opportunities and instruction in reading/language arts and mathematics that are aligned to the California Content Standards for grades K-6. Coupled with being involved in data analysis, teachers share best practices in order to better deliver instruction to their students. Both previewing material and reviewing (reteaching) it, allows students who are struggling to have multiple opportunities to grasp the new information and to practice newly emerging skills.

Instructional Data Teams collaborate to plan instructional strategies, share ideas and concerns and to explore solutions. The Otis teachers collaborate on a weekly basis. They use the OARS system to review the reports and teacher have an opportunity to discuss the research based instructional strategies that are most effective. Data can be viewed both in numerical /table formats and can be merged into graphical representations.



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

Student Performance Data Summary

Below are graphs showing the percentage of students in advanced, proficient, basic, below basic and far below basic. Results indicate that John A. Otis students have very low percentages in the Far Below Basic category and in 5th and 6th they did not have any Far Below Students.

Language Arts Data

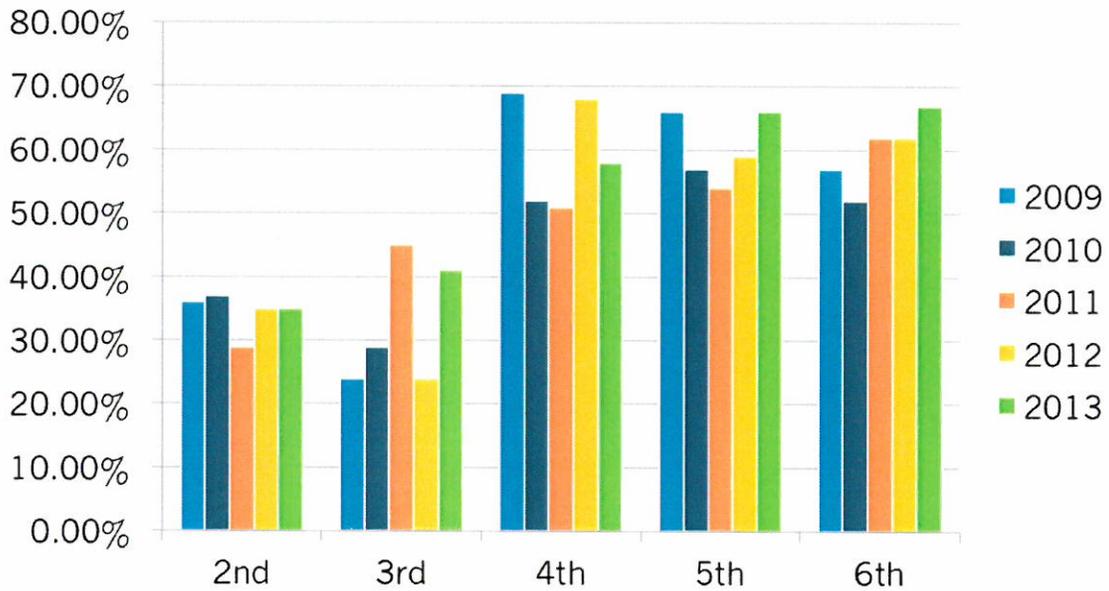
California State Test Performance 2012-2013					
Language Arts					
Grade	Advanced	Proficient	Basic	Below Basic	Far Below Basic
2nd	8%	27%	36%	17%	12%
3rd	4%	37%	17%	20%	22%
4th	27%	31%	29%	13%	0%
5th	23%	43%	30%	3%	0%
6th	22%	45%	30%	3%	0%



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California State Test Performance 2011-2012					
Language Arts					
Grade	Advanced	Proficient	Basic	Below Basic	Far Below Basic
2nd	6%	29%	22%	24%	18%
3rd	5%	19%	31%	30%	16%
4th	30%	38%	21%	11%	0%
5th	20%	39%	30%	7%	4%
6th	25%	37%	28%	10%	0%

Students Scoring Proficient/Advanced in ELA 2009, 2010, 2011, 2012, 2013





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Language Arts CST Analysis

John A. Otis students increased in Proficient/Advanced levels. In second grade we stayed the same at 35%, in third grade we increased by 17% , fourth grade students decreased by 9%, fifth grade students increased by 6% and sixth grade students increased by 5%.

Plans/Next Steps: Development of school wide priorities in Language Arts

- Differentiated small group instruction in all grade levels to meet the needs of our diverse learners.
- Tier II intervention support with use of impact teachers.
- Focused and intentional English Language Instruction. This includes grouping for CELDT level.
- Spiriral Review in all grade levels on a daily basis.
- Training on Systematic ELD for all teachers.
- Instructional focus on academic vocabulary development.
- Intentional and purposeful use of Success Maker.
- Language Arts focus walls in all of the classroom.

Mathematics Data

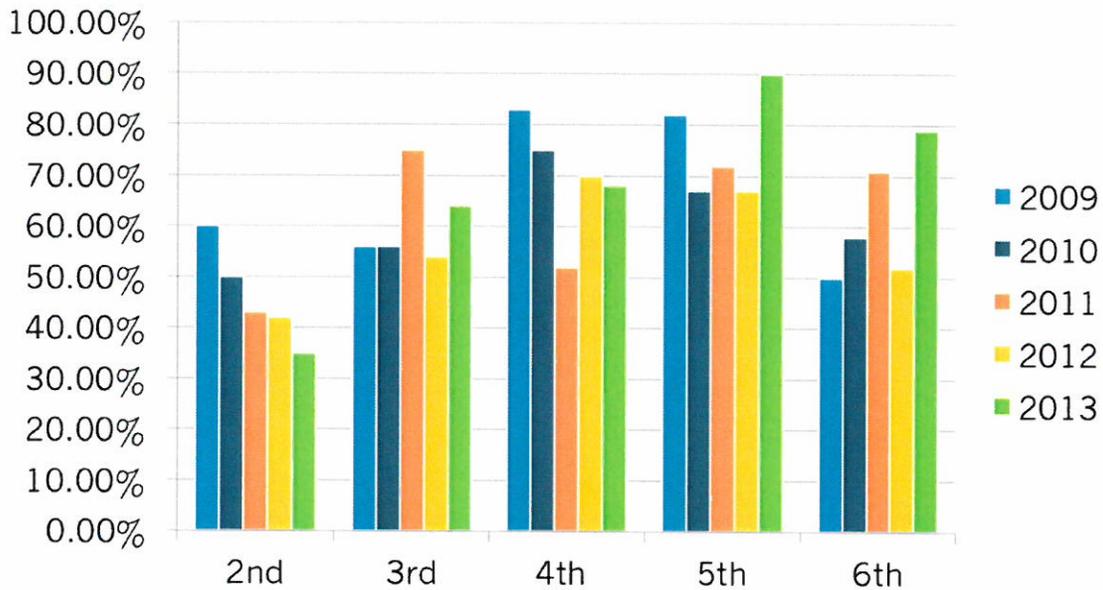
Below are graphs showing the percentage of students in advanced, proficient, basic, below basic and far below basic. Results indicate that in mathemactics are moving the students from the Below Basic and Far Below Basic category into Basic, Proficient and Advanced. Fourth, fifth and sixth grade does not have any students that are in the Far Below Basic category.

California State Test Performance 2012-13					
Mathematics					
Grade	Advanced	Proficient	Basic	Below Basic	Far Below Basic
2nd	15%	20%	36%	24%	5%
3rd	23%	31%	17%	13%	11%
4th	41%	27%	29%	3%	0%
5th	41%	49%	5%	5%	0%
6th	33%	46%	18%	3%	0%



California State Test Performance 2011-12					
Mathematics					
Grade	Advanced	Proficient	Basic	Below Basic	Far Below Basic
2nd	18%	24%	31%	14%	12%
3rd	23%	31%	17%	20%	8%
4th	52%	18%	24%	5%	2%
5th	26%	41%	24%	9%	0%
6th	20%	32%	18%	24%	5%

Students Scoring Proficient/Advanced in Math in 2009, 2010, 2011,2012 and 2013



Mathematics CST Analysis

John A. Otis students decreased in Proficient/Advanced levels. In second grade the scores decreased by 6.19%, third grade increased by 9.14%, in fifth grade the scores increased by 22% and sixth grade by 26.63% . In fourth grade students decreased by 1.1%.

Plans/Next Steps: Development of school wide priorities in Mathematics

- Differentiated small group instruction in all grade levels to meet the needs of our diverse learners.
- Tier II intervention support with use of impact teachers.
- Interactive mathematics lesson.
- Spirial Review in all grade levels on a daily basis.



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- Focus on Power standards and scaffolded instruction.
 - Instructional focus on math academic vocabulary development.
- Intentional and purposeful use of Success Maker.

CST Analysis of our Target Groups

The results indicate that John A. Otis did not meet the Safe Harbor goals Language Arts. Due to the lack of growth this has placed us in Program Improvement, year 3. We are aiming at making our goals.

AMAO 1 and AMAO 2 Data

AMAO 1

Number of Annual CELDT Takers	Number in cohort	Percent with Prior CELDT Scores	Percent Met AMAO 1
239	239	100%	70.3%

AMO 2

Less than 5 years			5 years or More		
Number in Cohort	Number Attain Eng. Prof. Level	Percent Attain Eng. Prof. level	Number in Cohort	Number Attain Eng. Prof. Level	Percent Attain Eng. Prof. level
239	54	22.6%	73	49	67.1%

CELDT 2011-2012 Data

Performance Level	K	1	2	3	4	5	6	Total
Advanced	(0.0%)	(0.0%)	1 (2.0%)	2 (4.0%)	3 (7.0%)	9 (24.0%)	10 (19.0%)	25 (8.0%)
Early Advanced	(0.0%)	5 (11.0%)	11 (27.0%)	16 (31.0%)	15 (35.0%)	15 (39.0%)	27 (52.0%)	89 (27.0%)
Intermediate	8 (15.0%)	15 (34.0%)	8 (20.0%)	19 (37.0%)	20 (47.0%)	13 (34.0%)	10 (19.0%)	93 (29.0%)
Early Intermediate	15 (28.0%)	13 (30.0%)	16 (39.0%)	12 (23.0%)	2 (5.0%)	1 (3.0%)	2 (4.0%)	61 (19.0%)
Beginning	31 (57.0%)	11 (25.0%)	5 (12.0%)	3 (6.0%)	3 (7.0%)	(0.0%)	3 (6.0%)	56 (17.0%)
Number Tested	54 (100.0%)	44 (100.0%)	41 (100.0%)	52 (100.0%)	43 (100.0%)	38 (100.0%)	52 (100.0%)	324 (100.0%)

CELDT 2010-2011



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Performance Level	K	1	2	3	4	5	6	Total
Advanced	2 (0.0%)	2 (0.0%)	2 (4.0%)	1 (3.0%)	3 (6.0%)	8 (13.0%)	8 (17.0%)	22 (6.0%)
Early Advanced	2 (4.0%)	2 (5.0%)	6 (11.0%)	10 (26.0%)	11 (23.0%)	24 (40.0%)	14 (30.0%)	69 (20.0%)
Intermediate	7 (13.0%)	14 (33.0%)	16 (30.0%)	16 (42.0%)	27 (56.0%)	19 (32.0%)	20 (43.0%)	119 (35.0%)
Early Intermediate	12 (22.0%)	12 (29.0%)	16 (30.0%)	8 (21.0%)	6 (13.0%)	5 (8.0%)	4 (9.0%)	63 (18.0%)
Beginning	34 (62.0%)	14 (33.0%)	14 (26.0%)	3 (8.0%)	1 (2.0%)	4 (7.0%)	1 (2.0%)	71 (21.0%)
Number Tested	55 (100.0%))	42 (100.0%))	54 (100.0%))	38 (100.0%))	48 (100.0%))	60 (100.0%))	47 (100.0%))	344 (100.0%))

API and AYP Targets

API Scores, Ranks and Targets	
2013 Growth API	795
Met 2013 Growth Target	No
Subgroups-Met Growth Target	No
2012 Base API	779
2013 Growth Target	1
2012 API Target	800
2012 Statewide Rank	5
2012 Similar Schools Rank	10

Conclusions from Student Performance Data

English Language Arts:

Fourth Grade had strong results in Language Arts. Fourth, fifth and sixth have almost eliminated students that fall in the Far Below Basic category. Third grade decreased in Language Arts.

Mathematics:

It is evident that all grades have not had consistent scores in math. Second grade has been on a continuous decline. Third grade increased their scores. Fourth grade was able to decrease only by 1%. Fifth and sixth grade were able to increase their scores.

English Learners:



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It is critical our English Learners perform at a proficient level. By looking at the data it is evident that the second and third grade English Learners are struggling. Our English learners have done well on AMO 1 and AMO 2, but our goal is for all of our student to be proficient in their grade level standards.

Special Education Students:

On the Language Arts CST the Special Education Students are still below the student who do not have an IEP. We want to offer an equal access education and will monitor all students so that they can achieve proficiency.

GOALS:

GOAL #1 for Improving Student Achievement: Language Arts

65% of our 2nd through 6th grade students will score proficient or advanced according to the STAR Test, 2013-2014 in Language Arts.

GOAL # 2 for Improving Student Achievement: Math

70% of our 2nd through 6th grade students will score proficient or advanced according to the STAR Test, 2013-2014 in Mathematics.

GOAL # 3 for Improving Student Achievement: English Learners

AMAO 1: 75% or more of the English Learners at John A. Otis School will meet the criteria for AMAO 1 (B, EI, I will increase one overall proficiency level, EA/A not proficient will become EA/A proficient)

AMAO 2: 23% or more of the ELs at John A. Otis School who have been in US less than 5 years will become proficient on the CELDT. Likewise, 46% or more of the ELs who have been in US 5 yrs or more will become proficient on the CELDT.

AMAO 3. John A. Otis School will decrease by 10% the number of English Learners below proficiency levels (FBB, BB, B) in ELA and Math.

GOAL # 4 for Improving Student Achievement: Special Education

50% of our 3rd through 6th grade students will score proficient or advanced on the STAR in Language Arts and Math.



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Form A: Planned Improvements in Student Performance

District Priority Actions from Strategic Plan- Instruction	<i>From Our current reality (Today)</i>	<i>To Our Desired Reality (2017)</i>
<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>Current Instructional Practices:</i></p> <p><i>John A. Otis teachers adhere to the National School District's expectations of providing a high level education for all students. Using the district's pacing and alignment guides, teachers ensure that student's are taught using the standards. School wide focus is on differentiation, data teams and English Language Development.</i></p> <p><i>This is Otis's second year of structured Instructional Data Team Implementation. Currently, teachers and support staff meet once a quarter to collaborate on Response to Intervention and student outcomes. Grade Level teams are also meeting bi-weekly to discuss summative assessments and student progress.</i></p>	<p><i>Our long term goals include:</i></p> <ul style="list-style-type: none"> <i>•Teachers will gain knowledge of the National School District 4D model.</i> <i>•Instructional Practices and Professional Development will focus on the 4-D Model.</i> <i>*All stakeholders will follow the model and articulate it to the school community.</i> <p><i>As we look to the future, Otis teachers want to continue with Data teams and want to achieve meeting once a week. This will give them the opportunity to share best practices, share facilitation and continue to grow professional, with the end result being higher student achievement.</i></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>This year our focus will be on creating a positive behavior plan for all students. This will include:</i></p> <ul style="list-style-type: none"> <i>•Positive Behavior Intervention System (PBIS)</i> <i>•Discipline Assemblies</i> 	<p><i>We will continue to reflect and have a strong positive intervention program so that we can plan our next steps. Our long term goals include:</i></p> <ul style="list-style-type: none"> <i>•Teachers led classroom lessons that focus on positive</i>



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	<ul style="list-style-type: none"> • <i>Weekly phonecalls for positive behavior</i> • <i>Parent Meetings</i> • <i>Newsletters</i> • <i>Weekly positive behavior rewards</i> 	<p><i>character traits.</i></p> <ul style="list-style-type: none"> • <i>Referrals from five a week to two a week.</i> • <i>Parent involvement in positive behavior workshops.</i> • <i>Identify and establish site coaches to assist with challenging behavior.</i>
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<p>School Goal # 1 ELA:</p> <p><i>65% of our 2nd through 6th grade students will score proficient or advanced according to the STAR Test, 2013-2014 in Language Arts.</i></p> <p><i>80% of our Kindergarten and First grade students will score proficient on the District Benchmark assessments.</i></p>	
<p>What data did you use to form this goal (findings from data analysis)?</p> <p><i>For grades 2-6, California State Test data was used to form this goal.</i></p> <p><i>For grades Kindergarten and First Grade, District Benchmark data was used to form this goal.</i></p>	<p>How does this goal align to your Local Educational Agency Plan/Strategic Plan goals?</p> <p><i>This goals directly aligns with our strategic plan in supporting all students to achieve mastery of grade level standards.</i></p>
<p>What did the analysis of the data reveal that led you to this goal?</p> <p><i>The analysis of the data revealed that Language Arts tests scores have decreased in certain grade levels and students need to be monitored for proficiency.</i></p> <p><i>Focus for the 2013-14 school year is to focus on Kindergarten and First grade so that we have readers and writers in the primary grades.</i></p>	<p>Which stakeholders were involved in analyzing data and developing this goal?</p> <p><i>The Instructional Leadership Team and the school community analyzed the data. The school site council has also analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet the AYP growth targets. As a result, it has adopted this goal to raise the academic performance of student groups not meeting state standards.</i></p>
<p>Who are the focus students and what is the expected growth?</p> <p><i>The focus students for the 2013-2014 year are</i></p>	<p>What data will be collected to measure student achievement?</p> <p><i>Throughout the year, Language Arts benchmark</i></p>



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<p><i>students who have not met the expected growth and end of year expectations.</i></p>		<p><i>assessments will be used to measure progress. The STAR test will be used to measure progress. The BPST and Inspect Item Bank Assessments will also be used to measure proficiency.</i></p>	
<p>What process will you use to monitor and evaluate the data?</p> <p><i>Teachers use OARS Benchmark Assessments Data to drive instruction and to design intervention. Grade level teams examine data from the reports to determine student academic needs. Benchmark assessments are given three times a year in second through sixth grade. The data generated by these assessments help teachers identify students who are at moderate to high risk of not meeting the standards.</i></p> <p><i>For Kindergarten and First grade, district benchmarks will be used to measure improvement, as well as data from Dibels/IDEL.</i></p>		<p>Actions to improve achievement to exit program improvement (if applicable).</p> <p><i>Teachers will continue to target Hispanic/ ELL students to support AYP growth.</i></p>	
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> <ul style="list-style-type: none"> •All teachers across all grade levels adhere to to the California Content Standards and the Common Core Standards. •Consistent use of the adopted Houghton Mifflin Language Arts curriculum. •Consistent use of the district HM alignment planning guide. 	<p><i>August 2013-June 2014</i></p> <p><i>Ongoing- Classroom Teacher</i></p>	<p><i>EIA/SCE- \$10,000</i></p> <p><i>Materials for Classrooms</i></p>	<p><i>Data Collection</i></p>
Professional	<i>August 2013-June</i>		<i>These meetings are</i>



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<p>Development and Data Team Collaboration:</p> <p>Collaboration occurs every week and teachers receive release time to meet. The Language Arts Specialist Collects the data and supports the teachers during the meetings.</p>	<p>2014</p> <p><i>Impact teachers will be used as substitutes to release teachers so that they can meet in grade level meetings.</i></p>	<p><i>Impact/Amount- Title 1, EIA SCE, EIA LEP</i></p> <p><i>Title 1-\$8,000</i></p> <p><i>Language Arts Support Teacher Salary= 115,000 Title 1, EIA/SCE, EIA LEP</i></p>	<p><i>monitored and follow a continuous cycle of improvement, including:</i></p> <ul style="list-style-type: none"> •Data analysis •Goal setting •Results assessment •Next steps planning
<p>Extended Learning Time:</p> <p>Intervention After School Program</p>	<p><i>November 2013-May 2014</i></p> <p><i>Certificated Staff and Impact Teachers</i></p>	<p><i>District Funded – ASES grant</i></p>	<p><i>Students in all extended learning intervention classes receive a pre/post assessment. Student results are analyzed as well as attendance.</i></p>
<p>Increased Educational Opportunity:</p> <p>Impact Teacher Support in the Classroom</p>	<p><i>August 2013- June 2014</i></p> <p><i>Impact Teachers</i></p>	<p><i>Three Impact Teachers</i></p> <p><i>\$110 per day (Impact Teacher Rate)</i></p> <p><i>Total= \$40,000</i></p> <p><i>Title 1, EIA/SCE, EIA, LEP</i></p> <p><i>Counseling Support: EIA/SCE, EIA/LEP- 15,166</i></p>	<p><i>Data Collection: Weekly logs from the Impact teachers to provide progress of students.</i></p>
<p>Involvement of Parents, Staff and Community:</p> <p>•Notification of Program Improvement Status is sent to all parents at least 14 days ahead of the start of the school year</p> <p>Monthly Parent workshops that focus on instructional strategies and parents involvement.</p>	<p><i>June 6, 2013</i></p> <p><i>Ed Services, Principal</i></p> <p><i>August 2013-May 2014</i></p> <p><i>Principal</i></p>	<p><i>Title 1-\$1,000</i></p>	<p><i>Data Collection:</i></p> <p><i>End of year parent survey on needs and recommendations for next steps.</i></p>



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<p>Instructional Technology :</p> <p>Success Maker: <i>All Student will use Success Maker software for 20 hours a year.</i></p> <p>Imagine Learning</p> <p>Classroom Computers: <i>Technology Upgrade for classrooms</i></p> <p>Accelerated Reader</p> <p>District Tech Support</p> <p>Technology Liaison</p>	<p>July 2013-June 2014</p> <p>Certificated Staff, Impact Teachers</p>	<p>EIA/SCE-\$24,000</p> <p>EIA/LEP-\$10,000</p> <p>Title III -\$15,000 Title 1 - \$15,000</p> <p>N/A</p> <p>EIA/SCE -\$7,480</p> <p>Title 1-\$1,117</p>	<p>Data Collection: <i>Weekly review of student usage, student outcomes and student gains.</i></p>
<p>Other</p>			
<p>Other</p>			

<p>School Goal # 2 Math</p> <p>70% of our 2nd through 6th grade students will score proficient or advanced according to the STAR Test, 2013-2014 in Mathematics.</p>	
<p>What data did you use to form this goal (findings from data analysis)?</p> <p>For grades 2-6, California State Test data was used to form this goal.</p>	<p>How does this goal align to your Local Educational Agency/Strategic Plan goals?</p> <p>This goals directly aligns with our strategic plan in supporting all students to achieve mastery of grade level standards.</p>
<p>What did the analysis of the data reveal that led you to this goal?</p> <p>The analysis of the data revealed that Mathematics</p>	<p>Which stakeholders were involved in analyzing data and developing this goal?</p> <p>The Instructional Leadership Team and the</p>



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<p><i>tests scores have decreased in certain grade levels and students need to be monitored for proficiency.</i></p>		<p><i>school community analyzed the data. The school site council has also analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet the API and AYP growth targets. As a result, it has adopted this goal to raise the academic performance of student groups not meeting state standards.</i></p>	
<p>Who are the focus students and what is the expected growth?</p> <p><i>The focus students for the 2013-2014 year are students who have not met the expected growth and end of year expectations.</i></p>		<p>What data will be collected to measure student achievement?</p> <p><i>Throughout the year, Mathematics benchmark assessments will be used to measure progress. The STAR test will be used to measure progress. The Envision Topic Tests and Inspect Item Bank Assessments will also be used to measure proficiency.</i></p>	
<p>What process will you use to monitor and evaluate the data?</p> <p><i>Teachers use OARS Benchmark Assessments Data to drive instruction and to design intervention. Grade level teams examine data from the reports to determine student academic needs. Benchmark assessments are given three times a year in second through sixth grade. The data generated by these assessments help teachers identify students who are at moderate to high risk of not meeting the standards.</i></p>		<p>Actions to improve achievement to exit program improvement (if applicable).</p> <p><i>Teachers will continue to target Hispanic/ ELL students to support AYP growth.</i></p>	
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> <ul style="list-style-type: none"> •All teachers across all grade levels adhere to to the California Content Standards. •Consistent use of the adopted Envision Mathematics curriculum. •Consistent use of the 	<p><i>August 2013-June 2014</i></p> <p><i>Certificated Staff</i></p>	<p><i>N/A</i></p>	<p><i>Grade level teams will monitor and follow a continous cycle of improvement:</i></p> <ul style="list-style-type: none"> •Goal setting •Instruction designed through data reflection •Results Assessment



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<p>district Mathematics alignment planning guide.</p>			
<p>Professional Development and Data Team Collaboration:</p> <p><i>Professional Development will occur during Instructional Data Team Meetings</i></p>	<p><i>August 2013-June 2014</i></p> <p><i>Certificated Staff Impact teachers</i></p> <p><i>Impact teachers will be used as substitutes to release teachers so that they can meet in grade level meetings</i></p>	<p><i>Cost will be embedded.</i></p>	<p><i>These meetings are monitored and follow a continuous cycle of improvement, including:</i></p> <ul style="list-style-type: none"> •Data analysis •Goal setting •Results assessment •Next steps planning
<p>Extended Learning Time:</p> <p><i>Intervention After School Program</i></p>	<p><i>November 2013-May 2014</i></p> <p><i>Certificated Staff and Impact Teachers</i></p>	<p><i>District Funded – ASES grant</i></p>	<p><i>Students in all extended learning intervention classes receive a pre/post assessment. Student results are analyzed as well as attendance.</i></p>
<p>Increased Educational Opportunity:</p> <p><i>Impact Teacher Support in the Classroom</i></p>	<p><i>August 2013, June 2014</i></p> <p><i>Impact Teachers</i></p>	<p><i>Cost will be embedded.</i></p>	<p><i>Data Collection: Weekly logs from the Impact teachers to provide progress of students.</i></p>
<p>Involvement of Parents, Staff and Community:</p> <p><i>Notification of Program Improvement Status is sent to all parents at least 14 days ahead of the start of the school year</i></p> <p><i>Monthly Parent workshops that focus on instructional strategies and parents involvement.</i></p>	<p><i>June 6, 2013 Ed Services, Principal</i></p> <p><i>August 2013-May 2014</i></p> <p><i>Principal</i></p>	<p><i>Cost will be embedded.</i></p>	<p><i>Data Collection: End of year parent survey on needs and recommendations for next steps.</i></p>



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<p><i>One workshop will focus on learning mathematical strategies and focusing on helping with math standards.</i></p>			
<p>Instructional Technology :</p> <p>Success Maker: All Student will use Success Maker software for 20 hours a year.</p> <p>Classroom Computers: Technology Upgrade for classrooms</p>	<p><i>July 2013-June 2014</i></p> <p><i>Certificated Staff, Impact Teachers</i></p>	<p><i>Cost is embedded.</i></p>	<p>Data Collection: <i>Weekly review of student usage, student outcomes and student gains.</i></p>

<p>School Goal # 3 English Learners</p> <p>AMAO 1: 75% or more of the English Learners at John A. Otis School will meet the criteria for AMAO I (B, EI, I will increase one overall proficiency level, EA/A not proficient will become EA/A proficient)</p> <p>AMAO 2: 23% or more of the ELs at John A. Otis School who have been in US less than 5 years will become proficient on the CELDT. Likewise, 46% or more of the ELs who have been in US 5 yrs or more will become proficient on the CELDT.</p> <p>AMAO 3. John A. Otis School will decrease by 10% the number of English Learners below proficiency levels (FBB, BB, B) in ELA and Math.</p>	
<p>What data did you use to form this goal (findings</p>	<p>How does this goal align to your Local Educational</p>



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<p>from data analysis)?</p> <p><i>This goal was formed after analyzing the CST, CELDT data and determining Safe Harbor Goals.</i></p>		<p>Agency/Strategic Plan goals?</p> <p><i>This goal directly aligns with our strategic plan in supporting all students through careful analysis of student results.</i></p>	
<p>What did the analysis of the data reveal that led you to this goal?</p> <p><i>Overall, we have made growth on the AMO1, and AMO2, As a site we have established grade level targets that align with school wide goals.</i></p>		<p>Which stakeholders were involved in analyzing data and developing this goal?</p> <p><i>The Instructional Leadership Team and the school community analyzed the data. The school site council has also analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet the API and AYP growth targets. As a result, it has adopted this goal to raise the academic performance of student groups not meeting state standards.</i></p>	
<p>Who are the focus students and what is the expected growth?</p> <p><i>Focus students are considered English Learners who have not met the expected growth and end of year expectations. We are targeting the Hispanic English Learners.</i></p>		<p>What data will be collected to measure student achievement?</p> <p><i>Otis will focus summative, formative and diagnostic assessments to monitor how our English Learners grow. These include OARS ELA and Math Blueprint. Renaissance STAR reading and math, Envision topic tests, Success Maker ELA and Math. Imagine Learning student reports will also be a form of collecting data.</i></p>	
<p>What process will you use to monitor and evaluate the data?</p> <p><i>Teachers use OARS Benchmark Assessments Data to drive instruction and to design intervention. Grade level teams examine data from the reports to determine student academic needs. Benchmark assessments are given three times a year in second through sixth grade. The data generated by these assessments help teachers identify students who are at moderate to high risk of not meeting the standards.</i></p>		<p>Actions to improve achievement to exit program improvement (if applicable).</p> <p><i>Teachers will continue to target Hispanic/ELL students to support AYP growth.</i></p>	
Strategies/Actions to Implement this Goal	Start/Completion Date/Personnel	Each Funding Source/Amount	Process for Evaluation of Implementation
Instructional Practices consistent with Content Standards and Strategic Plan:	<i>August 2013-June 2014</i>	<i>N/A</i>	<i>Data Collection: Teachers participate in Data teams and monitor students.</i>



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<p>•All teachers across all grade levels adhere to the California Content Standards.</p> <p>•Consistent use of the adopted Houghton Mifflin Language Arts curriculum and Envision Math Program.</p> <p>•Consistent use of the district HM and Math alignment planning guide.</p> <p>•Students are grouped according to their CELDT level and the focus is on academic language</p>	<p>Ongoing- Classroom Teacher</p> <p>Bilingual Liaison</p> <p>CELDT District Team Support</p>	<p>EIA/LEP- \$1,170</p> <p>EIA/LEP-\$6,820</p>	<p>Common Expectations were created with the Instructional Leadership Team.</p>
<p>Professional Development and Data Team Collaboration:</p> <p>Collaboration occurs every week and teachers receive release time to meet. The Language Arts Specialist Collects the data and supports the teachers during the meetings.</p>	<p>August 2013-June 2014</p> <p>Impact teachers will be used as substitutes to release teachers so that they can meet in grade level meetings.</p>	<p>Cost is embedded</p>	<p>These meetings are monitored and follow a continuous cycle of improvement, including:</p> <ul style="list-style-type: none"> •Data analysis •Goal setting •Results assessment •Next steps planning
<p>Extended Learning Time:</p> <p>Intervention After School Program: Extended Learning opportunities have been established to support students who are not meeting grade English Language growth expectations.</p>	<p>November 2013-May 2014</p> <p>Certificated Staff and Impact Teachers</p>	<p>District Funded – ASES grant</p>	<p>Students in all extended learning intervention classes receive a pre/post assessment. Student results are analyzed as well as attendance.</p>



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<p>Increased Educational Opportunity:</p> <p><i>Impact Teacher Support in the Classroom</i></p>	<p><i>August 2013-, June 2014</i></p> <p><i>Impact Teachers</i></p>	<p><i>Cost is embedded</i></p>	<p><i>Data Collection: Weekly logs from the Impact teachers to provide progress of students.</i></p>
<p>Involvement of Parents, Staff and Community:</p> <p><i>Monthly Parent workshops that focus on instructional strategies and parents involvement.</i></p>	<p><i>August 2013-May 2014</i></p> <p><i>Principal</i></p>	<p><i>Cost is embedded</i></p>	<p><i>Data Collection: End of year parent survey on needs and recommendations for next steps.</i></p>
<p>Instructional Technology :</p> <p><i>Success Maker: All Student will use Success Maker software for 20 hours a year.</i></p> <p><i>Imagine Learning</i></p> <p><i>Classroom Computers: Technology Upgrade for classrooms</i></p> <p><i>Accelerated Reader</i></p>	<p><i>July 2013-June 2014</i></p> <p><i>Certificated Staff, Impact Teachers</i></p>	<p><i>Cost is embedded.</i></p> <p><i>Increase Licenses for all of our English Learners in grades k-3</i></p> <p><i>Title 1-\$20,000</i></p> <p><i>EIA/LEP- \$30,000</i></p> <p><i>Cost is embedded</i></p>	<p><i>Data Collection: Weekly review of student usage, student outcomes and student gains.</i></p>
<p>Other</p>			
<p>Other</p>			

School Goal # 4 Special Education:



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<p><i>50% of our 3rd through 6th grade students will score proficient or advanced on the STAR Test in Language Arts and Math in May of 2014.</i></p>	
<p>What data did you use to form this goal (findings from data analysis)?</p> <p><i>This goal was formed after analyzing student CST/CMA results.</i></p>	<p>How does this goal align to your Local Educational Agency Plan/Strategic Plan goals?</p> <p><i>This goals directly aligns with our strategic plan in supporting all students to achieve mastery of grade level standards.</i></p>
<p>What did the analysis of the data reveal that led you to this goal?</p> <p><i>The analysis of the data revealed that 27% of our students who with disabilities are scoring proficient or advance on the Language Arts CST, and in Math 46% are scoring proficient or advanced.</i></p>	<p>Which stakeholders were involved in analyzing data and developing this goal?</p> <p><i>The Instructional Leadership Team and the school community analyzed the data. The school site council has also analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet the API and AYP growth targets. As a result, it has adopted this goal to raise the academic performance of student groups not meeting state standards.</i></p>
<p>Who are the focus students and what is the expected growth?</p> <p><i>The focus students for the 2013-2014 year are students who have not met the expected growth and end of year expectations.</i></p>	<p>What data will be collected to measure student achievement?</p> <p><i>Throughout the year, Language Arts benchmark assessments will be used to measure progress. The STAR test will be used to measure progress. The BPST and Inspect Item Bank Assessments will also be used to measure proficiency.</i></p>
<p>What process will you use to monitor and evaluate the data?</p> <p><i>Teachers use OARS Benchmark Assessments Data to drive instruction and to design intervention. Grade level teams examine data from the reports to determine student academic needs. Benchmark assessments are given three times a year in second through sixth grade. The data generated by these assessments help teachers identify students who are at moderate to high risk of not meeting the standards on the California Standards test administered in the Spring.</i></p> <p><i>For Kindergarten and First grade, district benchmarks will be used to measure improvement, as well as data from Dibels/IDEL.</i></p>	<p>Actions to improve achievement to exit program improvement (if applicable).</p> <p><i>Teachers will continue to target all students with an IEP to support AYP growth.</i></p>



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<i>Our Resource Specialist Program also used Read 180 and Systems 44 to support students with IEP's.</i>			
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> <ul style="list-style-type: none"> •All teachers across all grade levels adhere to to the California Content Standards. •Consistent use of the adopted Houghton Mifflin Language Arts curriculum. •Consistent use of the district HM alignment planning guide. 	<p><i>August 2013-June 2014</i></p> <p><i>Ongoing- Classroom Teacher, Resource Specialist and Special Education Teachers</i></p>	<i>N/A</i>	<p><i>Data Collection: Students that have disabilities have an Individualized Educational Plan that is tied with their learning goals. Goals are monitored and followed throughout the year.</i></p>
<p>Professional Development and Data Team Collaboration:</p> <p>Collaboration occurs every week and teachers receive release time to meet. The Language Arts Specialist Collects the data and supports the teachers during the meetings.</p>	<p><i>August 2013-June 2014</i></p> <p><i>Impact teachers will be used as substitutes to release teachers so that they can meet in grade level meetings.</i></p>	<i>Cost is embedded</i>	<p><i>These meetings are monitored and follow a continuous cycle of improvement, including:</i></p> <ul style="list-style-type: none"> •Data analysis •Goal setting •Results assessment •Next steps planning
<p><i>Extended Learning Time:</i></p> <p><i>Intervention After School Program: Extended Learning</i></p>	<p><i>November 2013-May 2014</i></p> <p><i>Certificated Staff</i></p>	<i>District Funded – ASES grant</i>	<p><i>Students in all extended learning intervention classes receive a pre/post assessment. Student results are analyzed</i></p>



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<p><i>Opportunities have been established to support students who are not meeting grade level standards</i></p> <p><i>These include after school classes, summer classes and small group support.</i></p>			<p><i>as well as attendance.</i></p>
<p>Increased Educational Opportunity:</p> <p><i>Students are provided district approved, specialized core replacement curriculum to meet their individual goals.</i></p> <p><i>Grade level CA State Standards are used as guidelines to ensure students are receiving grade appropriate curriculum.</i></p>	<p><i>August 2013, June 2014</i></p>	<p><i>Cost is embedded</i></p>	<p><i>Data Collection: Continued reflection on student performance.</i></p>
<p>Involvement of Parents, Staff and Community:</p> <p><i>Monthly Parent workshops that focus on instructional strategies and parents involvement.</i></p>	<p><i>August 2013-May 2014</i></p> <p><i>Principal</i></p>	<p><i>Cost is Embedded</i></p>	<p><i>Data Collection: End of year parent survey on needs and recommendations for next steps.</i></p>
<p>Instructional Technology :</p> <p><i>Success Maker: All Student will use Success Maker software for 20 hours a year.</i></p> <p><i>Imagine Learning</i></p>	<p><i>July 2013-June 2014</i></p> <p><i>Certificated Staff, Impact Teachers</i></p>	<p><i>Cost is Embedded</i></p>	<p><i>Data Collection: Weekly review of student usage, student outcomes and student gains.</i></p>



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<i>Classroom Computers: Technology Upgrade for classrooms</i>			
<i>Accelerated Reader</i>			
Other			

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): <ul style="list-style-type: none"> • English Learners • Students with Disabilities • All Students 	Anticipated annual growth for each group: 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: <ul style="list-style-type: none"> • Using Data Warehouse and OARs systems, District staff will assess progress of student subgroups 	Group data to be collected to measure gains: <ul style="list-style-type: none"> • OARS Blueprint exams • Renaissance STAR universal exams



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		<ul style="list-style-type: none"> • 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 Assessment Support 	8-13 through 6-14	Imagine Learning Licenses	\$20,000	EIA/LEP
	8-13 through 6-14	Successmaker Licenses	\$ 24,000	EIA/SCE
	8-13 through 6-14	Salaries of technicians	\$ 7,480	EIA/SCE EIA/SCE
	8-13 through 6-14	Accelerated Reader Licenses	\$ 0	EIA/SCE
	8-13 through 9-14	Assessment Team personnel	\$ 6,820	EIA/LEP

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.



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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 type="checkbox"/> Economic Impact Aid/State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program	\$ 137,649
<input type="checkbox"/> Economic Impact Aid/English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners	\$
<input type="checkbox"/> EIA State Compensatory Education Carryover 2012-13	\$ 1,407
<input type="checkbox"/> EIA English Learner Program Carryover 2012-13	\$ 76,472
<input type="checkbox"/> List and Describe Other State or Local Funds (e.g., Gifted and Talented Education)	\$ 3,000
Total amount of state categorical funds allocated to this school	\$ 218,528

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	\$ 95,114
<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	\$ 26,360
<input type="checkbox"/> Title I Part A: Schoolwide Program 2012-13 Carryover	\$ 10,642
<input type="checkbox"/> Title III, Part A: LEP 2012-13 Carryover	\$ 36,485
Total amount of federal categorical funds allocated to this school	\$ 168,601
Total amount of state and federal categorical funds allocated to this school	\$ 387,129



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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
Leticia Hernandez	X				
Cuahtemoc Baeza		X			
Samantha Thomas		X			
Mariela De La Cruz		X			
Evelyn Sanchez			X		
Veronica Hernandez (Chairperson)				X	
Elizabeth Real				X	
Ruben Real				X	
Veronica Frias				X	
Numbers of members in each category	1	3	1	4	

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.



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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 Veronica E. Mas _____ 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: October 14, 2013.

Attested:

Leticia Hernandez Leticia Hernandez 10/14/13
 Typed name of School Principal Signature of School Principal Date

Veronica Hernandez [Signature] 10/14/13
 Typed name of SSC Chairperson Signature of SSC Chairperson Date



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