

Kimball School 2013-2014
Single School Plan for Student Achievement



SCHOOL: Kimball

County-District School (CDS) Code 37-68221-6038772
CDS Code

Principal: Sonia Ruan

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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 Con. App and ESEA Program Improvement into the SPSA.

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National School District

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

Kimball School 2013-2014
Single School Plan for Student Achievement



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

Technology Plan

Parent Involvement Policy

Kimball School 2013-2014
Single School Plan for Student Achievement



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.

Kimball School 2013-2014
Single School Plan for Student Achievement



ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

This document, a single, comprehensive school plan, is designed to improve the academic performance of all students. Its use requires collection and analysis of student performance data, setting priorities for program improvements, rigorous use of effective solution strategies and ongoing monitoring of results. The plan provides a structured means to improve teaching and learning to meet content and performance standards. To accomplish this purpose, the plan includes elements found by educational research and professional practice to be essential to the success of plans to improve academic performance.

Kimball School operates a School-Based Coordinated Program, which provides coordinated instructional and auxiliary services to meet the special needs of English learners, educationally disadvantaged pupils, E.S.E.A. Title I pupils, gifted and talented pupils, and pupils with exceptional needs. This plan describes the strategies that provide all children opportunities to reach proficient and advanced levels of academic achievement, using methods that are based upon scientific research or proven practice. The staff, providing targeted services to these pupils, will communicate regularly, collaborate regarding the provision of services to insure seamless curriculum delivery, and regularly review student progress. These staff members will use both the SST (Student Study Team) and the Response to Intervention (RtI) process to ensure communication and coordination of services. The school will also comply with all requirements for school participating in the School Based Coordinated Program as outlined in Ed Code Sections 52850-52863.

District and School Vision and Mission

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, problem-solving
- We promise a focus on individual student achievement

In partnership with students and parents, Kimball Elementary School developed their own school vision and mission statement.

Our mission is to develop, provide and sustain high quality instruction in a safe and positive learning environment, through an educational program that ensures every child is a learner and productive member of our community.

We believe:

Kimball School 2013-2014
Single School Plan for Student Achievement



- The school will provide a safe and positive learning environment in which every person is respected.
- The school will provide an instructional environment in which all students will learn to their optimal potential.
- The school will work in partnership with the students, parents, and community to promote academic excellence.

DISTRICT DEMOGRAPHIC PROFILE

National City is a diverse community composed of mostly low-income, underemployed 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 40% 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.

School Profile

Kimball School has a total enrollment of 381 students. Our school community is comprised of 95% of Latino students, 2% Filipino students, 1% African-American students, 1% White students, and 1% other (i.e., American Indian, Pacific Islander, and Asian) students. In addition, 81% of our students are English Language Learners and 19% of our families are AFDC recipients. Students attend school for 174 days per school year. Average instructional minutes per day are 302 minutes for all students kindergarten through sixth grade. There are 35 minimum days per school year, which are used for teacher planning and program articulation.

Kimball School serves students preschool through grade 6. One of the strengths of the school is the varied and number of extended learning opportunities for the students. Over two hundred students participate in the before school and/or after school programs. The classes vary from intervention classes to recreational activities (reading, math, writing, dance, drama and SuccessMaker.) All classrooms are equipped with at least six computers and multiple educational software programs. These programs include *Successmaker*, *Imagine Learning English*, *Imagine Learning Español*, *Renaissance Learn*, *Scholastic programs including Read About*. Most students in all grades have the opportunity to use the computer lab for an average of twenty minutes per day of interaction with the *Successmaker* and *Imagine Learning* software. In addition to time in the lab, teachers provide time during instructional rotations for access to these programs. Other opportunities for access to educational computer programs include the computer lab staffed by parent volunteers before school, WINGS after school, and internet access at home to most programs.

Preschool opportunities are available to students both through the State Preschool Program (assuming financial eligibility) or five local Head Start Programs (also requiring financial eligibility.) Very few private preschools are located in the city, with many of our parents using licensed-exempt childcare providers for their preschool aged children.

Kimball School 2013-2014
Single School Plan for Student Achievement



Educational Practice

The following statements characterize educational practices at this school:

1. Instructional Practice

Kimball School has worked with the National School District to align curriculum, instruction and materials closely to a standards based system. Committees comprised of teachers, resource staff and administrators have identified essential language arts and mathematics standards at each grade level. The essential standards have been integrated into the district standards-based report card. Formal assessment takes place four times per year (once at the outset, two subsequent reporting periods, and again at the end of the year) and is based on a series of comprehensive, standards based assessments. Assessments are aligned with the California State Standards and STAR. Site Instructional Data Teams meet regularly with on the clock release time to analyze data and create adult actions towards aligning student outcomes with proficient performance standards. The Dual Language Leadership team meets monthly. This is the first implementation year of the Dual Language Program for Kinder and First grade students. Two coaches have been contracted to work with Kimball School, San Diego City Schools Coach Carole Osborne is the administrative coach and Nennette Adelson Rodriguez is the Dual Language Expert.

2. Instructional Time:

Kimball School is involved in standards based language arts and mathematics instruction for all students through the combination of state adopted instructional materials and computer based instruction. Our district adopted Houghton Mifflin *Reading* and the Pearson *enVision Math* programs, as the English language arts and mathematics adoptions. Teachers are transitioning from to Common Core Standards using Envision Math and Learning Headquarters Writing by workshops and professional development throughout the school year. 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 *On My Own* program. Supplementary ELD instruction is supported through the SELD, High Point and Houghton/Mifflin English provided by CRLP. The Houghton Mifflin *Transitions to English* series is utilized by staff in the 2nd – 3rd grade transition classrooms to engage students with English phonics, grammar, vocabulary, and writing skills. The *SuccessMaker* software also supports the standards-based curriculum at Kimball Elementary School both in the classrooms and in a lab setting. *SuccessMaker* software provides accurate assessment and targeted instruction in language arts and mathematics. Based upon on our high percentage of English Learners, our school committed to meet their specific language needs by providing additional software resources using *Imagine Learning*. *Imagine Learning* Español is also utilized for all students in first grade in the Dual Language Program. As we transition to Common Core, teachers in every grade level have attended training provided by the County Office of Education; district committees have also supported this transition.

Kimball School 2013-2014
Single School Plan for Student Achievement



3. Credential Teachers and Teacher Professional Opportunity:

The staff at Kimball Elementary School is involved in a program of ongoing professional development linked to standards. Instructional planning is driven by the review of student outcomes on assessments, which target essential grade level standards. District level staff development focuses on the key areas in language arts, mathematics, technology, social studies and ELD grade level objectives and instructional practices to optimize student performance.

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 Offices of Instructional Services Department at the National School District provide guidance and financial support for professional development days. Early dismissal on Thursday afternoons provides a timeframe for teachers to collaborate within grade level and in vertical (K-2, 3-4, 5-6) planning groups.

At Kimball School, current staff development has been coordinated to support (1) English Language Development and focused academic vocabulary using Guided Learning Acquisition Design (GLAD); (2) Online Assessment Reporting System OARS; (3) continued development and implementation of Explicit Direct Instruction (EDI). Our professional growth days, school site days and district staff development days have focused on increasing our teacher's knowledge-based so that all staff members can fully utilize the benefits of quick and immediate feedback for targeted instruction.

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 resource teacher and through grade level peers.

Dual Language Program

The staff at Kimball School have committed to implementing a Dual Language 50:50 Spanish/English Program using *the Guiding Principles for Dual Language Education* from the Center for Applied Linguistics. These guiding principles are:

- Assessment and Accountability
- Curriculum
- Instruction
- Staff Quality and Professional Development
- Program Structure
- Family and Community

Kimball School 2013-2014
Single School Plan for Student Achievement



- Support and Resources.

This is the first implementation year in which kindergarten and first grade classes are providing a 50:50 Dual Language Program. Several actions will occur this year to continue the next phase of implementation; the second grade level team is preparing to launch next school year, teacher teams will visit local DL programs, a program coach from San Diego County Office of Education will work with Kimball School administrator and staff. Collaboration are key to the success of the program, on-the-clock collaboration is scheduled, a DL Coach will work with the school as implementation continues every year. One grade will be added in each subsequent year.

Dual Language Program Development Timeline

2012-2013	Foundational Planning for 2013-2014 Implementation
2013-2014	Launch Year One with Kinder and First Grades
2014-2015	Kinder, First and Second
2015-2016	Kinder First, Second and Third
2016-2017	Kinder, First, Second, Third and Fourth
2017-2018	Kinder, First, Second, Third, Fourth and Fifth
2018-2019	Kinder, First, Second, Third, Fourth, Fifth and Sixth

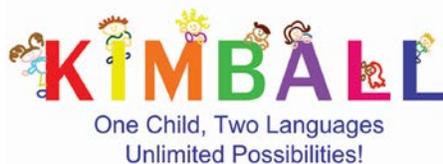
4. Student Achievement and Monitoring System:

Students who are having difficulty performing at grade level standard at Kimball Elementary School are supported on several levels in the classroom and through instructional support personnel – Impact Teachers, Language Arts Specialist, Special Education and Speech and Language resource teachers. In addition to teachers developing standards-based instructional plans based on comprehensive assessment outcomes, additional attention is focused on struggling students, providing appropriate instructional level support. Monthly grade level meetings, Response to Intervention (RtI) 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 and monitor their growth.

Kimball School has a Response to Intervention (RtI) system in place to respond to the specific needs of individual students. RtI is a tiered approach with specific goals and biweekly progress monitoring that includes the following tiers:

- Tier 1- Instruction within the regular classroom in which the teacher provides focused, differentiated instruction with additional monitoring specific to child.
- Tier 2- Additional instructional support and progress monitoring, provided by the teacher and or support personnel to meet individual needs as developed in the RtI goals. Students at Tier 2 receive double dose and instruction in smaller groups (4-6 students).
- Tier 3- Students who are not making progress towards their individual RtI goals as demonstrated through biweekly progress monitoring receive more focused instructional support through very small groups (2-3 students.)

Kimball School 2013-2014
Single School Plan for Student Achievement



Regular grade level RtI meetings are scheduled every 6-8 weeks to review and monitor students identified through the RtI process, with a focus on Tier 2 and 3 students. The classroom teacher presents student goals and data to support the progress, or lack of, towards goals. Then the team of teachers and support staff makes a determination as to the next steps for intervention. In addition to these grade level meetings, we have four designated grade level liaisons who meet with grade levels or one on one with teachers to discuss students and develop instructional plans for them before they reach Tier 2 or 3. For students who continue to experience difficulties despite regular interventions, the School Study Team (SST/RtI) meets with the parent and the teacher who along with the principal, speech therapist, school psychologist, resource specialists, grade level team, and parent/guardian decide on more prescriptive academic and behavioral interventions. The Response to Intervention process has been implemented in all grade levels, emphasizing the collaboration on and implementation of an intervention plan, including student/parent accountability and regular communication on progress. The classroom teacher and/or the Impact teacher administer the six to eight week progress monitoring assessment.

In addition to classroom interventions, additional resources may include before school intervention classes, tutoring, *Read About*, *Successmaker*, and ELD supplementary assistance in the extended day programs. Programs are offered to meet the needs of all students including students identified as Gifted and Talented (GATE) as well as students with IEPs to meet unique needs.

This year, Kimball is fully committed to focus on creating Professional Learning Community to improve instructional strategies by targeting three main areas, (1) Instructional strategies using *Explicit Direct Instruction, EDI*, by John Hollingsworth, EDI provides strategies for effective lesson delivery with the goal of 80% student skill mastery (2) Guided Learning Acquisition Design, GLAD, provide a lesson design for second language learners that increases rigor of building academic vocabulary and expository writing pieces, and (3) Instructional Data Teams; IDT's are teacher led meetings to analyze data, discuss adult actions and improve student achievement. This year, teachers continue to meet on the clock regularly to analyze data, identify a focus area and create SMART goals, identify and agree on adult/actions and to discuss next steps. At the forefront of their practice is the belief that data is used to guide instruction, and create positive academic change.

Kimball Elementary School 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 the outcomes on the 201-2011 California English Language Development Test (CELDT) and the 2010-2011 Alisal District English Proficiency Test (ADEPT). Data analysis shows that our English Language Learners made significant growth and met the state targets on the CST, yet our EL's are still performing lower than our Hispanics and All students overall. In addition to ELs performing below other subgroups, we did not meet our AMAO 2. Based on our data analysis, we have identified the following areas of focus:

- 1) Improve Reading Comprehension for our English Language Learners through vocabulary development and wide reading,
- 2) Provide intensive intervention for struggling Long Term English

Kimball School 2013-2014
Single School Plan for Student Achievement



Learners 3) Improve Writing Strategies and Number Sense for all students. The ADEPT will be administered to all long term ELs.

5) Ongoing Instructional Assistance and Support for Teachers

Kimball Elementary School provides a variety of categorical services to students who are formally identified as under-performing. Kimball Elementary School participates in a School wide Program to assess and deliver services to students under the Title 1 federally funded program. Additionally, struggling students are supported through the Local Funding Formula and Economic Impact Aid (EIA) programs. Administrators, resource staff and teaching staff identify student groups at the outset of each year who are priorities for additional services. Five credentialed "Impact" teachers work with students individually and in small groups both on a consultation model basis within the classroom and outside the classroom. The primary content areas served by impact teachers include literacy skills and English Language Development. One teacher and one credentialed Impact teacher, provide assistance in our Newcomer (4-6) class. This is our second year implementing Power Hour which is a plan to provide assistance to all teachers during the language arts block of instruction. We call this time Power Hours. Kimball is committed to provide universal access to all students. Each classroom receives approximately forty minutes to one hour of support from the Language Arts Specialist or Impact Teachers. In grades K-4 we have implemented a push-in model where all students can benefit from having an additional teacher in the classroom during small group literacy rotations, allowing every child to be seen by a credentialed teacher at least once per day, sometimes receiving a double dose of direct teacher instruction. Depending on the unique needs of the classroom, some teachers have chosen to have the impacts focus on specific students, providing more intense interventions. Identified long-term English Learners in 5th and 6th grades are pulled out for a combined time slot that includes ELD and ELA instruction. Students rotate through centers with the LAS, an Impact, and an Instructional Aid as well as computer-based learning – SuccessMaker, Read About, and Imagine Learning. Impacts and support personnel give students more opportunities for direct instruction at their individual instructional level. With the model of Power Hour teachers are able to provide focused small group instruction to meet the individual needs of more students. We are focused on balancing the need for whole group instruction and small laser-like focus groups while addressing all the standards that need to be taught.

6) Collaboration

Kimball fully recognizes the need of collaboration as we plan for successful implementation of a Dual Language Program and most importantly meet current state standards in all areas. Collaboration opportunities are a priority and are provided through Collaboration and Communication Meetings, Instructional Data teams, RtI, and general staff meetings on the clock and off the clock. This collaboration time allows for all grade levels an opportunity for the purpose of monitoring student progress through the use of data. At Instructional Data Team meetings, participants meet to set and monitor student grade level achievement goals in the area of reading, writing and mathematics. In addition, Support Staff which includes, the Language Arts Specialist, the Resource Teacher, Special Education teacher, the Speech Therapist and School Psychologist meet by grade level to communicate

Kimball School 2013-2014
Single School Plan for Student Achievement



progress on students at the Tier II and III level or on IEP's. Support Staff also act as grade level liaisons to meet with teachers more frequently to provide support to help them develop intervention plans for other at risk students.

7) Shared Responsibility for Student Achievement

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

8) Family, school, district and community resources available to assist these students:

In addition to the services provided by the school in the regular and categorical program a number of school, district and community services are accessible for students, parents and families to strengthen the school experience.

Kimball Elementary School has a part-time school psychologist. The psychologist provides such services as: individual and group counseling, crisis counseling, crisis intervention, teacher consultation, home visits as necessary, family counseling, conflict resolution training, and formal academic assessment. The psychologist also works with students experiencing behavior problems at school (in the classroom as well as on the playground).

Our before and after School programs provide academic tutoring and enriched learning/recreational opportunities for our students and families. Students on academic intervention plans attend a number of intervention classes designed to accelerate learning in the areas of math and reading. Additionally, at-risk students can be referred to the District Family Resource Center for guidance with academic, social/emotional and developmental issues. The Family Resource Center provides both on site support in the form of parenting and nutrition classes as well as referrals to a variety of community-based agencies for additional services. Our average attendance for parent content night is 70%. While parent involvement has increased, Kimball is committed to strengthening our parent-child-school connection

Kimball School entered the second year of a mutually beneficial Partnership with San Diego State University School of Social Work. This partnership directed by Professor Ken Nakamura and Amalia Hernandez provides, three Social Service Interns. The Interns meet with families, provide counseling to

Kimball School 2013-2014
Single School Plan for Student Achievement



students, facilitate the Big Star/Little Star cross age tutoring program, provide counseling and motivation for students.

Gifted and Talented Education

Our GATE students are served in Cluster Classes and Afterschool Academy Sessions. GATE students participate in Watershed Environmental Programs focusing on Paradise Creek. By taking frequent water samples, plant identification and restoration students prepare multi-media reports on their experience with an urban watershed environment. Other opportunities also include participation in Music Memory administered by Orchestra Nova San Diego. Students learn to identify a variety of pieces of classical music by listening to a portion of the musical piece. In Music Memory students acquire knowledge and vocabulary of classical music, they learn about cultural significance and history of composers and they make connections to music and other disciplines. The culminating activity is a countywide competition. Multi Media production is an afterschool GATE Academy, students learn to write, perform, film and edit a production on character traits. Lastly students in the Lion's Book Club participate in book studies on a Newberry Medal winning book, this year on *Island of the Blue Dolphins*.

Kimball School 2013-2014
Single School Plan for Student Achievement



Student Performance Data Summary

Our goal is twofold; number one is to close the achievement gap among the different subgroups. Secondly Kimball is committed to reach an Academic Performance Index (API) of 800. Although our English Learners have made significant gains they continue to score below our School wide population. In 2012 the English Learner subgroup showed a 32-point increase on the API, a much greater growth than any other group. The chart below shows our latest API.

As a group we have examined the best practices that may have helped close the gap. By remaining vigilant of the programs and resources provided to our students we plan to meet our goals. We continue to use targeted laser-like focus on student needs, identifying individuals and drilling down to determine best practices to meet their needs. We have implemented Power Hour to provide extra support through small group instruction for all students during the literacy block. Instructional Data Teams (IDT) meetings, teachers focus on the use of data to guide instruction and growth, while collaborating on adult actions and lesson delivery. Teachers identify grade level needs and instructional practices to meet them during core instruction including ELA, Math, and writing. Strategies from Explicit Direct Instruct and GLAD are core strategies observable in all classrooms. Before and after school intervention classes and extended access to the computer lab, provide additional opportunities for students.

School Report- API Growth and Targets Academic Performance Index (API)

Group for 2012	Attained
School wide	785
Hispanic or Latino	784
Socio Econ.	785
English. Learners	782
Students w disabilities	655

Group for 2013	Attained
School wide	735
Hispanic or Latino	735
Socio Econ.	740
English. Learners	722
Students w disabilities	615

Adequate Yearly Progress (AYP)

The Adequate Yearly Progress goals are another critical area of focus, especially this year since we did not meet our goals in all areas with all subgroups and we dropped in pints. We have been identified as a Year One Program Improvement School. We are determined to show enough improvement to be in

Kimball School 2013-2014
Single School Plan for Student Achievement



Safe Harbor. Along with grade level data analysis, teachers are identifying those specific students we need to monitor to keep at proficient and advanced, as well as those who are likely to move up a level.

The following graph shows the percentage of ALL students achieving advanced and proficient on the California Standards Test for the past five years. The expectation is a ten percent increase expected in 2012-2013. Results indicate that second and fourth grade dropped significantly in performance for both math and language arts last year. This graph shows growth from all cohorts following the diagonal lines except for fourth to fifth grade math; and in language arts second to third decreased.

CST Cohort Growth in ELA

Kimball	2007-2008	2008-2009	2009-2010	2010- 2011	2011-2012	2012-2013
AYP Goal	37%	47.5%	58%	67.6%	78.4%	
2 nd	30	35	27	49	35	30
3 rd	22	25	27	28	37	31
4 th	62	44	69	49	42	66
5 th	46	60	44	53	51	42
6 th	48	46	71	46	52	59

CST Cohort Growth in Math

Kimball	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
AYP Goal	35.3%	46%	56.8%	68.5%	79%	
2 nd	55	56	48	62	42	63
3 rd	44	48	56	55	80	64
4 th	82	84	75	91	63	79
5 th	60	79	60	78	66	61
6 th	53	54	64	69	72	56

The following series of graphs breaks down the AYP data by subgroups and grade level; the first one seen here shows the number and percent of students school-wide who attained the level of proficient or advanced on the 2013 California Standards Test (CST). Although we are not meeting the target goals for proficient and advanced set by the government, the percent of students in each subgroup demonstrates a very small gap between them. In ELA we did much better this year but we still have a one percent difference in the English Learner subgroup; something that needs to be addressed to meet the AYP goals as well as our AMAO goals.

At the onset of the school year, teachers conferenced with the principal, using CST data to calculate target goals for this school year. Teachers in second through sixth grade reflected on results and created a plan to meet the needs. Three main focus areas were developed, An intensive focus in Language Arts

Kimball School 2013-2014
Single School Plan for Student Achievement



using guided reading strategies, a focus on meeting the needs of our second language learners in third through sixth grade and ongoing data review on progress monitoring for English Language Learners and Hispanics.

Proficient and Advanced Students on the CST

All

Grade	2013 ELA	% ELA Goal 2014	2013 Math	% Math Goal 2014
School	40%	43%	59%	65%
Second	30%	35%	63%	65%
Third	31%	36%	64%	69%
Fourth	66%	71%	79%	84%
Fifth	42%	47%	61%	66%
Sixth	59%	58%	56%	80%

English Language Learner

Grade	2013 ELA	% ELA Goal 2014	2013 Math	% Math Goal 2014
School	24%	27%	54%	59%
Second	32%	37%	68%	73 %
Third	17%	22%	60%	65%
Fourth	64%	69%	77%	82%
Fifth	33%	38%	53%	58%
Sixth	37%	27%	35%	55%

Hispanics

Grade	2013 ELA	% ELA Goal 2014	2013 Math	% Math Goal 2014
School	39%	43%	59%	65%
Second	28%	33%	68%	66%
Third	31%	36%	60%	72%
Fourth	66%	71%	77%	76%
Fifth	42%	47%	53%	66%
Sixth	59%	64%	35%	66%

In addition to looking at our school wide through our API scores, we breakdown the data by grade level and proficiency level. These tables below help us know how many students are at each proficiency level in both ELA and math. Realistically we know getting every child to proficient or advance is a difficult

Kimball School 2013-2014
Single School Plan for Student Achievement



task. But making sure each child grows by one proficiency level is doable. Each year we do a comparison, looking for those students who grew, those who maintained and those who might be sliding back. Examining multiple points of data and cluster information we plan and focus our resources to address the needs of grade levels and individual students.

Kimball School 2013-2014
Single School Plan for Student Achievement



English Language Arts

Tables show the number of students and their percentages per band.

Second Grade English Language Arts

Group	Advanced		Proficient		Basic		Below Basic		Far Below Basic	
All	2	4%	14	27%	13	25%	15	29%	8	15%
EL	7	16%	23	52%	8	18%	3	7%	3	7%
Hispanic	8	13%	12	19%	17	27%	18	29%	7	14%

Third Grade English Language Arts

Group	Advanced		Proficient		Basic		Below Basic		Far Below Basic	
All	4	7%	13	24%	15	28%	15	28%	7	13%
EL	7	17%	3	31%	13	31%	15	36%	7	17%
Hispanic	3	6%	13	25%	14	27%	9	17%	0	

Fourth Grade English Language Arts

Group	Advanced		Proficient		Basic		Below Basic		Far Below Basic	
All	14	33%	14	33%	8	19%	2	5%	5	12%
EL	10	29%	12	35%	5	15%	2	6%	5	15%
Hispanic	14	33%	14	33%	8	19%	2	5%	5	5%

Fifth Grade English Language Arts

Group	Advanced		Proficient		Basic		Below Basic		Far Below Basic	
All	10	19%	12	23%	12	23%	8	15%	11	21%
EL	3	8%	10	25%	8	20%	8	20%	11	28%
Hispanic	10	20%	15	30%	13	26%	6	12%	6	12%

Sixth Grade English Language Arts

Group	Advanced		Proficient		Basic		Below Basic		Far Below Basic	
All	12	24%	18	35%	14	27%	2	4%	5	10%
EL	3	10%	8	27%	12	40%	2	7%	5	17%
Hispanic	12	24%	18	35%	14	27%	2	4%	5	10%

Kimball School 2013-2014
Single School Plan for Student Achievement



Cluster Analysis for Language Arts

Language Arts CST Analysis

In second grade 34%, of our ELs are FBB. In third through sixth grade the highest percentage of our English learners are in the BASIC performance band, the breakdown is ; third is at 56 %, fourth grade 30%, fifth at 41% and sixth at 48%. This constitutes an average of 54% of our English Learners achieving BASIC for these grade levels. Using this analysis Kimball must remain focused on all students with special attention to our English Learners. Focusing on our ELS, especially our long-term ELS, during ELD offers these students time at their proficiency level, allowing easier access to appropriate levels of instruction and materials.

Language Arts Cluster Analysis

Across all grade levels teachers identified Writing Strategies as an area of need. This has led to school wide conversations to address the concerns and to create an action plan, including support during the day and during before and after school programs. Each grade also has specific areas of concern that are addressed during IDT meetings, creating plans for adult behaviors in the classroom to get the desired student outcomes. Word Analysis and Vocabulary Development is another area of focus. Even though areas of comprehension were low, the decision to focus on word analysis and vocabulary was chosen to help students develop a toolbox that they can use it a variety of academic situations. Higher vocabulary leads to better comprehension.

Next Steps: Development of School wide priorities for Language Arts

- Daily Schedule displayed in every classroom with corresponding essential Ca State Standard
- Focus Wall
 - Comprehension Strategy Identified
 - Sentence Frames and vocabulary specific to the strategy
- Lesson Objective Posted and presented to students at the beginning of language arts lessons.
- EDI strategies of Checking for Understanding, Think, Pair, Share, and Effective Feedback
- Grade Level IDT goals set, monitored, and analyzed every 6-8 weeks
- Solid Tier 1 support with Power Hour as a main component of expected laser like focus
- Solid Tier 2 support providing interventions based on student needs.
- Monitored use of Success Maker, Read About and Imagine Learning programs

Kimball School 2013-2014
Single School Plan for Student Achievement



Mathematics

Second Grade Math

Group	Advanced		Proficient		Basic		Below Basic		Far Below Basic	
All	8	15%	25	48%	8	15%	7	13%	4	8%
EL	2	5%	23	52%	8	18%	3	7%	3	7%
Hispanic	8	16%	23	47%	8	16%	6	12%	4	8%

Third Grade Math

Group	Advanced		Proficient		Basic		Below Basic		Far Below Basic	
All	17	31%	18	33%	9	17%	10	19%	0	
EL	10	24%	15	36%	6	21%	18	19%	0	
Hispanic	16	31%	18	35%	6	17%	19	17%	0	

Fourth Grade Math

Group	Advanced		Proficient		Basic		Below Basic		Far Below Basic	
All	26	51%	12	28%	2	5%	5	12%	2	5%
EL	18	53%	8	24%	2	6%	4	12%	2	6%
Hispanic	22	51%	12	28%	2	5%	5	12%	2	5%

Fifth Grade Math

Group	Advanced		Proficient		Basic		Below Basic		Far Below Basic	
All	20	38%	12	23%	7	13%	10	19%	4	8%
EL	11	28%	10	25%	5	13%	10	25%	4	10%
Hispanic	19	37%	12	24%	7	14%	9	18%	4	8%

Sixth Grade Math

Group	Advanced		Proficient		Basic		Below Basic		Far Below Basic	
All	12	23%	17	33%	14	27%	4	8%	5	10%
EL	2	6%	9	29%	11	35%	4	3%	5	16%
Hispanic	12	23%	17	33%	14	27%	4	8%	5	10%

Kimball School 2013-2014
Single School Plan for Student Achievement



Cluster Analysis for Math

Mathematics CST Analysis

Fifth Grade teachers are concerned about the significant drop in performance from 4th to 5th grade level. Looking at the cohort there was a drop from 91% to 66% proficient and advanced. The curriculum and standards in both grades, along with the specific student achievement are being closely analyzed so we do not experience a similar drop this year. In all grades there is a great disparity in student performance in the number of students achieving proficient or advanced in Math than there is in ELA.

Mathematics Cluster Analysis

Number Sense is an area of concern across all grade levels. In addition to the lack of automaticity of basic facts (adding, subtracting, multiplying, and dividing), teachers have stated that the level of language needed to do the word problems and reasoning called for in math presents a challenge to our ELs. Language development in Math is an identified need at all grade levels.

In grades 4-6 Geometry and Measurement are areas of concern. Looking at the questions and the standards there are two areas identified as possible reasons why all students struggle. The first being the amount and level of academic vocabulary students must become familiar with to be successful. The second is tied to the main concern of teachers – the lack of automaticity in basic facts. Students must know the basics to be able to apply them in the geometry and measurement sections of their grade level math program.

Next Steps

- Interventions before school for second, third and sixth grade students
- WINGS after school program will provide time for SME Practice, providing additional math for selected students
- SMART goals for all grade levels are geared towards number sense focusing on essential standards for math.
- School-wide K-6 focus on developing basic math facts to automaticity including addition, subtraction, multiplication, and division
- Daily Scheduled displayed in every classroom, with essential standards posted
- Continued evidence of EDI strategies throughout classroom instruction – use of white boards, CFU, effective feedback
- Instructional focus on academic vocabulary needed for math word problems and reasoning.
- School wide goals of 80% mastery for all topic test
- Analysis of topic tests by grade level teams to provide short term and immediate reteaching and intervention to students as needed
- Use OARS Inspect Item bank to teach essential standards and identify needed math skills per student.
- Re-teaching opportunities and tutoring available for students who do not achieve 80% on topic tests

Kimball School 2013-2014
Single School Plan for Student Achievement



Annual Measurement Achievement Objectives

Year	Target for AMAO 1	AMAO 1	Target for AMAO 2	AMAO 2 (5 yr. cohort)	Target for 2 A&P	AMAO 2 (% met A&P)
2008-2009	51.6	46%	30.6	26.2%	30.6%	
2009-2010	53.1	69.1%	17.4	17.8%		61.7% no for ELA
2010-2011	54.6%	57.9%	18.7	19.8%		43.6%
2011-2012	56%	61.1%	20.1%	18.4%	20%	65.9% no for math
2012-2013	Not available					

AMAO 1

The percentage of English Learners meeting AMAO 1, Beginning, Early Intermediate, and Intermediate will increase one overall proficiency level, from 61.1 to 69.8%. Students who are Early Advanced and Advanced, they will gain one level.

AMAO 2 (a) (b)

The percentage of English Learners meeting AMAO 2, which is 18.4% of our EL students, will become proficient on the CELDT.

Next Steps

- Using Guided Language Acquisition Design strategies, students will increase their background knowledge and vocabulary on grade level units created.
- Using the ELD components in Houghton Mifflin, Macmillan-McGraw Hill, enVision Math and in Social Studies adoption to support English Learners during core instruction.
- Plan and implement school-wide strategies, scheduling and activities to better meet the needs of English Language Learners
- Strong Tier 1 support in all classrooms
- Better utilize formative data to differentiate instruction for English Learners
- Utilize data to focus instruction for every student. Know every student by name and provide appropriately leveled instruction. Use a personal prescription plan for all English Learners.
- Focus second grade English Language Instruction including regularly scheduled grade group meetings.
- Create on-the-clock PLC time for Kindergarten, First & Second Grade Bilingual Teachers
- Utilize Imagine Learning computer software for ALL Intermediate, Early Intermediate and Beginning level students.
- Provide before school opportunities for identified students to access Imagine Learning computer software to increase usage time.
- Provide impact support for identified English Language Learners that need additional assistance

Kimball School 2013-2014
Single School Plan for Student Achievement



Conclusions from Student Performance Data

In developing our Single School Plan for Student Achievement, various groups gathered together to look at multiple sources of data, some of which are included here in our plan. The results of the plan led to the SMART goals presented in the next pages along with an action plan to achieve these plans. Our goals here are written as general goals for achievement in English Language Arts and Math for all students and for the subgroups represented by English Learners and Hispanics, two groups where data still indicates a gap in achievement. Instructional Data Team meetings held once a month school-wide and every 6 to 8 weeks in grade levels create short-term goals for each grade level that will lead to the desired overall achievement.

In language arts Writing Strategies was of concern across the board. With our high number of English Learners, literacy skills become a very important focus because low language skills make it difficult to be successful. We have identified our long-term English Learners and created a plan for assessment and monitoring that will be used to inform our instructional practices during both ELA and ELD instructional blocks. Strategies are chosen that have been proven successful with all students, yet that are easily adaptable for ELs. Grade level IDT meetings focus on specific skills and standards to address Writing Strategies and other ELA cluster areas of concern.

In Math Number Sense, especially student's automaticity with basic facts of adding, subtracting, multiplying and dividing, was of concern at every grade level, plans are being implemented to develop number sense beginning in kindergarten and building each year. We would like to look at plans to involve parents more in this venture. Without these basic skills higher level thinking and application within math is difficult to attain.

Kimball School 2013-2014
Single School Plan for Student Achievement



SMART School Goals for Improving Student Achievement

ALL

ELA- The percentage of **ALL** students achieving advanced and proficient in the area of English Language Arts on the California Standards Test will increase from **39% to 43%** as measured by district assessments such as STAR Reading and OARS by Spring of 2014.

Math- The percentage of **ALL** students achieving advanced and proficient in the area of Mathematics on the California Standards Test will increase from **59% to 64%** as measured by district assessments such as STAR Reading and OARS by spring of 2014.

English Language Learner

ELA- The percentage of **English Language Learner** students achieving advanced and proficient in the area of English Language Arts on the California Standards Test will increase from **24% to 27%** as measured by district assessments such as STAR Reading and OARS by Spring of 2014.

Math- The percentage of **ALL** students achieving advanced and proficient in the area of Mathematics on the California Standards Test will increase from **53% to 59%** as measured by district assessments such as STAR Reading and OARS by spring of 2014.

Hispanics

ELA-The percentage of **Hispanics** achieving advanced and proficient in the area of English Language Arts on the California Standards Test will increase from **40% to 43%** as measured by District Assessments using STAR and OARS by the spring of 2014

Math- The percentage of **Hispanics** achieving advanced and proficient in the area of Mathematics on the California Standards Test will increase from **59% to 65%** as measured by as measured by District Assessments using STAR and OARS by the spring of 2014

Students with Disabilities

ELA-The percentage of **Students with Disabilities**, achieving advanced and proficient in the area of English Language Arts on the California Modified Test will increase from **8% to 10%** as measured by the California Modified Assessment.

Math- The percentage Students with Disabilities achieving advanced and proficient in the area of Mathematics on the California Modified Test will increase from **9% to 10%** as measured by the District Assessments on OARS and STAR

Kimball School 2013-2014
Single School Plan for Student Achievement



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 will increase from 39% to 43% based on district assessments. The percentage of student scoring proficient or above on math district assessments will increase from 59% to 64%. 		
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 Assessment Support 	8-12 through 6-13	Imagine Learning Licenses	\$10,000	EIA/LEP
	8-12 though 6-13	Successmaker Licenses	\$29,114	EIA/SCE
	8-12 through 6-13	Salaries of technicians	\$5,070	EIA/SCE
	8-12 through 6-13			EIA/SCE
	8-12 through 9-12	Accelerated Reader Licenses	\$7,160	EIA/SCE
		Assessment Team personnel		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.

Kimball School 2013-2014
Single School Plan for Student Achievement



Form C: Programs Included in this Plan

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

State Programs	Allocation
<input checked="" type="checkbox"/> Economic Impact Aid/State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program	43,927
<input checked="" type="checkbox"/> Economic Impact Aid/English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners	72,802
<input checked="" type="checkbox"/> EIA State Compensatory Education Carryover 2012-2013	2,916
<input checked="" type="checkbox"/> EIA English Learner Program Carryover 2011-12	72, 720
<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	\$195,365

Federal Programs under the Elementary Secondary Education Act	Allocation
<input checked="" type="checkbox"/> Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	80,785
<input checked="" type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	21,574
<input checked="" type="checkbox"/> Title I Part A: Schoolwide Program 2013- Carryover	(18,656)
<input checked="" type="checkbox"/> Title III, Part A: LEP 2012-13 Carryover	(12,394)

Kimball School 2013-2014
Single School Plan for Student Achievement



Total amount of federal categorical funds allocated to this school	\$71,309
Total amount of state and federal categorical funds allocated to this school	\$266,674

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
<i>Sonia Ruan</i>	√				
<i>Claudia Miranda</i>		√			
<i>Ricardo Sandoval</i>		√			
<i>Jeannene Smith</i>		√			
<i>Angela Franco</i>			√		
<i>David Wolfe</i>				√	
<i>Rocina Lizarraga</i>				√	
<i>Alma Gloria Tirado</i>				√	
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.

Kimball School 2013-2014
Single School Plan for Student Achievement



Form E: Recommendations and Assurances

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

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

___ State Compensatory Education Advisory Committee _____ Signature

___ English Learner Advisory Committee _____ Signature

___ Gifted and Talented Education Advisory Committee _____ Signature

___ Compensatory Education Advisory Committee _____ Signature

___ Other committees established by the school or district (**list**) _____ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: December 7, 2012

Attested:

Sonia Y. Ruan

Typed name of School Principal

Signature of School Principal

Date

David Wolfe

Typed name of SSC Chairperson

Signature of SSC Chairperson

Date

Kimball School 2013-2014
Single School Plan for Student Achievement



The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index and the English Language Development Test, and include local measures of pupil achievement. The school site council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The council also obtained and considered the input of the school community. Based upon this analysis, the council, as well as our Comprehensive Action Plan Team established through the II/USP process, has developed the following performance improvement goals, actions and expenditures.

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>Current instructional strategies:</p> <p><i>Kimball teachers adhere to the National School District's expectation of providing exemplar instructional model for educating students. Using the district's pacing and alignment guides, teachers ensure that students are given standard's based instruction. School wide expectations guide classroom focus and include strong Tier I, core differentiated support, student engagement and targeting English Language Learners using researched based foundations.</i></p> <p><i>In our inaugural implementation year for Dual Language, teachers in Kindergarten through second grade are looking at how the standards and district pacing and alignment guides will need to be adapted to meet the needs of students in the Dual Language program.</i></p>	<p>Desired Instructional strategies:</p> <p><i>Our long term goals include:</i></p> <ul style="list-style-type: none"> • <i>Teachers and support staff will gain knowledge about the NSD 4-D Instructional Model</i> • <i>Through professional development and collaboration, teachers will define and develop non-negotiable 4-D instructional strategies to be implemented in a School-wide Dual Language program</i> • <i>A cycle of reflection will determine next steps.</i>

Kimball School 2013-2014
Single School Plan for Student Achievement



<p>Define common language and meeting format for Data Teams</p>	<p><i>This is Kimball's third year of Site and Instructional Data Team implementation. We follow the Center for Performance Assessment's five step structure:</i></p> <ol style="list-style-type: none"> <i>1. Collect and Chart Data</i> <i>2. Analyze Strengths and Obstacles</i> <i>3. Establish Goals: Set, Review, Revise</i> <i>4. Select Instructional Strategies</i> <i>5. Determine Results Indicators</i> <p><i>Currently, teachers and support staff meet every 4 weeks to review current student results. During this time, teachers collaborate on both Response to Intervention (RtI) and student outcomes. This year, we've built-in two additional components: targeted and strategic school wide Professional Development and grade level coaches. These were recommendations from our teachers. The grade level coaches facilitate IDT meetings, provided lesson coaching and feedback on agreed-upon adult actions. This not only adheres to our distributed leadership model, it also provides an efficient process. Our discussions and collaboration exemplify the importance of focusing on adult actions and student outcomes.</i></p> <p><i>Meetings with teachers in K-2 as they begin</i></p>	<p><i>Kimball teachers use data teams to guide instructional decisions that directly impact instructional success.</i></p> <ul style="list-style-type: none"> <i>• Through continual usage and professional development, teachers will become proficient in creating common formative assessments.</i> <i>• Teachers will share facilitation and coaching duties.</i> <i>• Transparency will build as teachers share best practices.</i> <i>• Agreed upon effective instructional strategies and effective professional practices will be identified and used universally.</i> <i>• Develop a common language to be used with students, both verbal and non-verbal to promote cohesiveness across grades in our Dual Language Program.</i> <i>• Identify and implement intervention strategies and programs to be used in the Dual Language Program to meet the needs of all students addressing their academic needs and language proficiency levels.</i>

Kimball School 2013-2014
Single School Plan for Student Achievement



	<p><i>dual language implementation, will include modifications we will need in order to accommodate students language proficiency and promote high levels of achievement in both English and Spanish.</i></p>	
<p>District Priority Actions from Strategic Plan- Safe and Healthy Environments -Develop district-wide Positive Behavior Interventions and Supports plan and related site PBIS plans</p>	<p><i>Kimball School consistently enforces AVID Skills with third through sixth grade students. This year, the AVID Committee incorporated School Wide Scholarly Behaviors that include school wide behavior expectations. This is our first step towards developing a focus on School Wide Positive Behavior Intervention Support. Our first year focus included:</i></p> <ul style="list-style-type: none"> • <i>Establishing a committee</i> • <i>Identifying a school wide target area.</i> • <i>School wide Manners</i> • <i>Monthly Character Trait</i> • <i>School wide study of a role model that exemplifies the character trait.</i> • <i>Exemplars of traits at student assemblies</i> • <i>Daily announcements on the public announcement, including our new School Pledge</i> • <i>Increase parent involvement with support of character trait.</i> 	<p><i>Kimball School will work with the district to align the established AVID Program and Scholarly Behavior to the district wide Positive Behavior Interventions and Support Plan.</i></p> <ul style="list-style-type: none"> • <i>Teacher created and led classroom lessons that target expected school wide behaviors, positive character traits, etc.</i> • <i>Parent initiated and led meetings that target and identify positive behavior</i> • <i>Students created Public Service Announcement, posters, newsletters, etc. to share with student population</i> • <i>Create/establish a district wide support group for parents</i>

Kimball School 2013-2014
Single School Plan for Student Achievement



School Goal # 1 ELA:	
<p>ELA- The percentage of ALL students achieving advanced and proficient in the area of English Language Arts on the California Standards Test will increase from 39% to 43% as measured by NSD assessments on Star and OARS.</p>	
<p>What data did you use to form this goal (findings from data analysis)?</p> <p><i>The data used California Standards Test was used to create this goal.</i></p>	<p>How does this goal align to your Local Educational Agency Plan/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? <i>The data reveals that Kimball's performance has plateaued. As a site, we've established grade level targets, conducted an in depth cluster analysis review to target areas. students that performed proficient and advanced. As a site, we've established grade level targets that align with the school wide goals.</i></p>	<p>Which stakeholders were involved in analyzing data and developing this goal? <i>Teachers collaborate and analyze school wide results. This happens in many formats. Our Site Data Team reviews student results and created our school wide goals. Teachers and support staff meet regularly to analyze summative and current data</i></p>
<p>Who are the focus students and what is the expected growth?</p> <p><i>Focus students 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>Ongoing summative, formative and diagnostic assessments will monitor student growth. These include OARS Blueprint, Renaissance STAR ELA and Math, DIBELS/IDEL, HM Theme, enVision Topic and teacher created assessments (OARS Inquest-Targeting specific standards.).</i></p>
<p>What process will you use to monitor and evaluate the data?</p> <p><i>Site and Instructional Data Teams will meet regularly to analyze student outcomes. The Instructional Data Team process includes:</i></p> <ul style="list-style-type: none"> • <i>Setting goals</i> • <i>Provide specific instruction (Adult Actions)</i> • <i>Assess Results</i> • <i>Evaluate/adjust: Plan for next steps</i> 	<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. In order to meet this target the current number of students must maintain their proficiency level of Proficient and Advanced. In addition nine students must move from Basic to Advanced and Proficient.</i></p>

Kimball School 2013-2014
Single School Plan for Student Achievement



Strategies/Actions to Implement this Goal Continue As stated above: six week meetings, collaboration	Start/Completion Date/Personnel August 2013 May 2014	Each Funding Source/Amount Title 1 Title III-LEP	Process for Evaluation of Implementation Through Instructional Data Team Meetings, teacher collaboration and ongoing review of data analysis using the OARS reporting system with district benchmarks, ADEPT and STAR Reading quarterly assessments.
Instructional Practices consistent with Content Standards and Strategic Plan:	Continue targeted student support that promotes collaboration, data analysis and ongoing-reflection. Continue Site Data Teams (SDT) and Instructional Data Teams (IDT.) Monthly Meetings create SMART Goals.	Impact teachers will release teachers so they can meet in grade level meetings. Cost is embedded. Site Data Team meeting, Title 1 funds.	Benchmark Assessments Grade level teams will be released monthly to participate in Instructional Data Teams. Site Data Team members will meet quarterly. These follow a continuous cycle of improvement, including: <ul style="list-style-type: none"> • Goal setting • Instruction designed through data reflection • Results assessment • Plan for next steps • End of quarter and End of Year Reflection.
Professional Development and Data Team Collaboration:	Professional Development (PD) will occur (1) during staff meetings as a PLC (2) on Collaboration/Site Thursdays. (1) Instructional Data Team Meetings: <ul style="list-style-type: none"> • IDT meetings will target data analysis via our new data management system OARS, creating formative assessments for subgroups and Safe Harbor targets. • The second level of PD/PLC will focus on GLAD and EDI strategies (2) Collaboration/Site Thursdays: <ul style="list-style-type: none"> • A professional development calendar has been created in response to the need to collaborate and prepare for dual language by creating grade level GLAD units 	August 2013– June 2014 Based upon IDT and Collaboration/Site Thursday Calendars. Teachers are released by impact teachers to join IDT meetings. Cost embedded	The Site Data Team meets quarterly to review PD elements and to make adjustments as needed. At the end of the year a meeting is scheduled to provide teachers an opportunity to make recommendations for next steps.

Kimball School 2013-2014
Single School Plan for Student Achievement



<p>Extended Learning Time:</p>	<p>Interventions Before and Afterschool <i>Extended Learning opportunities have been established to support students who are not meeting grade level expectations.</i></p> <p><i>These include before/after school classes, additional Success Maker/ Imagine Learning software usage, small group and one-on-one support.</i></p>	<p>Timeline: <i>October 2013- April 2014</i></p> <p>Funding Source- <i>AISIS Grant, Title III- \$9180</i></p>	<p><i>Students in all extended learning intervention classes receive a pre/post assessment. Student results are analyzed regularly to ensure that students are making progress towards their individual goals.</i></p> <p><i>End of year reflection includes student, teacher and parent survey and recommendations.</i></p>
<p>Increased Educational Opportunity:</p>	<p><i>Students at Kimball School are prescribed software usage depending on their needs.</i></p> <ul style="list-style-type: none"> • <i>Students who are Basic, Below Basic and Far Below Basic must meet the minimum requirements for usage on Success Maker software (40 hours combined and meet acceptable performance).</i> • <i>Students who have been identified as Beginning, Early Intermediate and Intermediate on the CELDT assessment must utilize Imagine Learning in lieu of Success Maker. We are especially focusing on our Long Term English Learners (LTELs).</i> <p><i>Students who are Advanced /Proficient on the CST may use software, such as Read About and ILE.</i></p>	<p><i>SME- Oct.2013 Through May 2014</i></p> <p><i>ILE- Oct 2013 May 2014</i></p> <p><i>LCFF/EIA-LEP \$10,000</i></p>	<p><i>Teachers will analyze student usage reports regularly. Continued reflection on student performance.</i></p>

Kimball School 2013-2014
Single School Plan for Student Achievement



<p>Involvement of Parents, Staff and Community:</p>	<p><i>Parent Involvement has always been a priority at Kimball School. Several initiatives are in place they are:</i></p> <ul style="list-style-type: none"> • <i>School Site Council</i> • <i>English Language Advisory Committee</i> • <i>DELAC Representative</i> • <i>Parent Content Nights</i> • <i>Parent Workshops by LAS</i> • <i>Parent Safety Patrol</i> • <i>Parent Teacher Organization</i> <p><i>We are in the second year of a partnership with San Diego State School of Social Work. This year we host two Social Service Interns to provide counseling to our students and their families</i></p> <p><i>Kimball Community Partners</i> <i>Is a group of community members that meet on a monthly basis to help provide resources to the school community. Members of this group are:</i></p> <ul style="list-style-type: none"> • <i>Hunger Coalition</i> • <i>San Diego Regional Center</i> • <i>SDSU School of Social Work</i> • <i>Health and Human Services: Calworks, Self Sufficiency Programs, Child Protective Services</i> 	<p><i>August 2013- May 2014</i></p> <p><i>LCFF/EIA-LEP \$1,000</i></p>	<p><i>Sign in sheets for all parent meetings are collected and recorded. Current data shows an average of 85% parent attendance for teacher hosted meetings such as Parent Conferences and Parent Content Nights.</i></p>
<p>Instructional Technology</p>	<p><i>Ensure services of technology department so that hardware & software are running smoothly for minimal interruption of learning software implementation</i></p>	<p><i>LCFF/EIA-LEP \$10,000 LCFF/EIA-SCE \$4,396</i></p>	<p><i>Replace our aging hardware in order to support our focus on on-line learning and assessment needs. Look at the possibility of replacing with mobile.</i></p> <p><i>See Tech Plan</i></p>

Kimball School 2013-2014
Single School Plan for Student Achievement



School Goal # 2 Math	
Math- The percentage of ALL students achieving advanced and proficient in the area of Mathematics on the California Standards Test will increase from 59% to 64% as measured by the district assessments.	
<p>What data did you use to form this goal (findings from data analysis)? <i>Analysis of the data revealed a need to strengthen our instructional program especially in the area of mathematics. As we move closer to the implementation of common core and the smarter balanced assessments it is imperative that we prepare our students even further.</i></p>	<p>How does this goal align to your Local Educational Agency/Strategic Plan goals? <i>This goal is aligned to the district Strategic Plan in supporting all students.</i></p>
<p>What did the analysis of the data reveal that led you to this goal? <i>Math is higher overall in all subgroups, although targets have been established for each grade level using the cluster analysis. These goals align to the annual goals.</i></p>	<p>Which stakeholders were involved in analyzing data and developing this goal? <i>The Kimball staff met in grade level groups, Instructional Data Teams and School Leadership Team. Included in this team are the Kimball Support Staff, the Language Arts Specialist and Resource Specialist.</i></p>
<p>Who are the focus students and what is the expected growth? <i>Focus students are students who were below grade level during last year's CST assessments and who are experiencing difficulties with our beginning of the year assessments. Expected growth for all students is one year's worth of gains.</i></p>	<p>What data will be collected to measure student achievement? <i>The Online Assessment Reporting System (OARS) will be the primary use to measure growth in Math. Staff will use the Topic Math tests, teacher created assessments using the OARS Inspect Item Bank and our District Warehouse reports: Cluster Analysis, Safe Harbor Pivot Tables, and Standards Reports. Meeting Acceptable Performance with required hours on SuccessMaker.</i></p>
<p>What process will you use to monitor and evaluate the data? <i>Monthly collaboration team meetings (vertical/grade level) will be used to monitor and evaluate our instructional programs. Goals towards student achievement gains will be evaluated, monitored and re-calculated based on results.</i></p>	<p>Actions to improve achievement to exit program improvement (if applicable). <i>Frequent snapshots on student performance towards established goals will ensure that we are selecting essential/heavy weighted standard. Snapshots are six week IDT goals using our monitoring system</i></p>

Kimball School 2013-2014
Single School Plan for Student Achievement



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:	<ul style="list-style-type: none"> • <i>Teachers meet monthly in grade/vertical teams to analyze data, progress monitor students and plan lessons according to the district's 4-D model.</i> • <i>Teachers collaborate to review formative/summative data and to plan instruction around challenging standards. This school year our instructional program must focus on best practices in mathematics given our Program Improvement status and the fact that we did not meet safe harbor goals for most sub-groups.</i> 	<i>EIA-LEP, EIA-SCE Title I Title III</i> <i>Impact teachers will provide collaboration time for teachers in all a grade levels. Cost is embedded.</i>	<i>Usage reports and ongoing monitoring of performance and steps towards meeting SMART goals.</i>
Professional Development and Data Team Collaboration:	<i>Instructional Data Team and grade level collaboration will monitor six week goals that are the incremental steps toward achieving the annual Math Goal.</i>	<i>Impact teachers provide planning time for teachers. Cost is embedded.</i>	<i>Instructional Data Teams and School Leadership Team meets quarterly to identify areas of focus. Our current focus continues to be developing GLAD units.</i>
Extended Learning Time:	<i>Math Interventions are provided before school for students who are Basic and Below. Students in WINGS are scheduled for an additional session of SuccesMaker afterschool.</i>	<i>AISIS Grant, Title III- \$9180</i>	
Increased Educational Opportunity:	<i>Interventions before and after school. Small group instruction in class and tutoring classes during lunch recess.</i>	<i>5 Impacts funded EIA-LEP and EIA-</i>	

Kimball School 2013-2014
 Single School Plan for Student Achievement



		<i>SCE funds@ \$134/day</i>	
Involvement of Parents, Staff and Community:	<i>Kimball hosts Parent Content Night to provide parents with tools to support student learning in key math concepts, focusing on Number Sense.</i>	<i>LCFF/EIA- LEP \$1,000</i>	
Instructional Technology	<i>Star Math, Oars Inspect Item Bank and Topic tests and SuccessMaker Math are computer programs that support instruction and monitoring math growth.</i>		

Kimball School 2013-2014
Single School Plan for Student Achievement



School Goal # 3 English Learners	
<u>ELA</u> -The percentage of English Language Learner students achieving advanced and proficient in the area of English Language Arts on the California Standards Test will increase from 24% to 26% as measured by NSD assessments administered May 2014.	
<u>Math</u> - The percentage of English Language Learner students achieving advanced and proficient in the area of Mathematics on the school district assessments will increase from 59% to 65% as measured by NSD assessments administered on May 2014.	
What data did you use to form this goal (findings from data analysis)? <i>Historical data from CST's, AMAO's and CELDT.</i>	How does this goal align to your Local Educational Agency/Strategic Plan goals? <i>This goal is directly aligned with the Strategic Plan for National School District and the Dual Language Plan for Kimball School.</i>
What did the analysis of the data reveal that led you to this goal? <i>Math is higher overall in all subgroups, although targets have been established for each grade level using the cluster analysis. These goals align to the annual goals.</i>	Which stakeholders were involved in analyzing data and developing this goal? <i>Teachers collaborate and analyze school wide results. This happens in many formats. Our Site Data Team reviews student results and created our school wide goals. Teachers and support staff meet regularly to analyze summative and current data</i>
Who are the focus students and what is the expected growth? <i>The focus students are our English Language students, these students are identified by the Home Language Survey parents sign upon enrollment. Student CELDT and CST level are used to target our English Learners. The expected growth is six to ten percent for each band.</i>	What data will be collected to measure student achievement? <i>The data collected to measure progress on our English Learners include the ADEPT administered three times per year, CELDT once per year. Star Reading and Math, topic tests and ongoing teacher and grade level team created formative assessment.</i>
What process will you use to monitor and evaluate the data? <i>Grade level teams meet once a month to analyze formative and district assessments. Goals are set, evaluated and recalibrated. Adult actions are identified and dates are set to review and monitor progress.</i>	Actions to improve achievement to exit program improvement (if applicable.) <i>Frequent snapshots on student performance towards established goals will ensure that we are selecting essential/heavy weighted standard. Snapshots are six week IDT goals using our monitoring system</i>

Kimball School 2013-2014
Single School Plan for Student Achievement



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>	<p><i>August 2012- May 2014</i></p> <p><i>Teachers meet monthly in grade & vertical teams to analyze data, progress monitor students and plan lessons as a team. Teachers collaborate to review formative/summative data and to plan instruction around challenging standards. This school year our instructional program must focus on best practices in mathematics given our Program Improvement status and the fact that we did not meet safe harbor goals for most sub-groups.</i></p>	<p><i>EIA –LEP EIA-SCE Title I Title II</i></p> <p><i>Impact teachers will release teachers so they can meet . Cost is embedded. I</i></p>	<p><i>Teachers will continue to target ELL students to support AYP growth. In order to meet this target the current number of students must maintain their proficiency level of Proficient and Advanced. In addition for ELA, nine students must move from the Basic and five for math.</i></p>
<p>Professional Development and Data Team Collaboration:</p>	<p><i>Instructional Data Team and grade level collaboration will monitor six week goals that are the incremental steps toward achieving the annual Math Goal.</i></p>	<p><i>Impact teachers will release teachers so they can meet . Cost is embedded.</i></p>	
<p>Extended Learning Time:</p>	<p><i>ELA and Math Interventions are provided before school for students who are Basic and Below. Students in WINGS are scheduled for an additional session of SuccessMaker or Imagine Learning afterschool.</i></p>	<p><i>AISIS Grant, Title III- \$9180</i></p>	
<p>Increased Educational Opportunity:</p>	<p><i>Interventions before and after school. Small group instruction in class and tutoring classes during lunch recess.</i></p>	<p><i>AISIS Grant, Title III- \$9180 5 Impacts</i></p>	

Kimball School 2013-2014
Single School Plan for Student Achievement



		<i>funded EIA-LEP and EIA-SCE funds@ \$134/day</i>	
Involvement of Parents, Staff and Community:	<i>Kimball hosts Parent Content Night to provide parents with tools to support student learning in key math concepts, focusing on Number Sense.</i>	<i>LCFF/EIA-LEP \$1,000</i>	
Instructional Technology	<i>Star Reading, Oars Inspect Item Bank and Topic test, Imagine Learning, and SuccessMaker Reading, are computer programs that support instruction and monitoring growth.</i>	<i>LCFF/EIA-LEP \$10,000</i>	

School Goal # 4 Special Education	
<i>Special Education includes one or more of the following: Consultation, Monitoring, Instructional support and Collaborative Team Teaching. The students in the SAI Program will meet their IEP goals. Special Ed students will participate in all extra-curricular activities and be included in the classroom culture.</i>	
What data did you use to form this goal (findings from data analysis?) <i>Frequent monitoring of Individual Educational Goals for each student.</i>	How does this goal align to your Local Educational Agency/Strategic Plan goals? <i>The Strategic Plan states that all students will receive a world class education. This includes students in Specialized Academic Instruction.</i>
What did the analysis of the data reveal that led you to this goal? <i>Students in our 2nd-6th grade Special Day classes interacted solely with their classmates. Their socialization was limited to the students in the class and their teacher.</i>	Which stakeholders were involved in analyzing data and developing this goal? <i>The Language Arts Specialist, the Resource Specialist, Speech, Psychologist and teachers are included in analyzing student data.</i>
Who are the focus students and what is the expected growth? <i>The goal for Special Ed Students which are students with an Individualized Education Plan are included in 1) A t10% increase from last year's CST/CMA scale score. 2. Meet all IEP goals.</i>	What data will be collected to measure student achievement? All available data such as CMA, CST, Dibels and ILE

Kimball School 2013-2014
Single School Plan for Student Achievement



What process will you use to monitor and evaluate the data? <i>Dibels, CELDT, Imagine Learning and in some cases SuccessMaker</i>		Actions to improve achievement to exit program improvement (if applicable). <i>All support staff and mainstream teacher will collaborate as a team to achieve individual student goals.</i>	
Strategies/Actions to Implement this Goal	Start/Completion Date/Personnel	Each Funding Source/Amount	Process for Evaluation of Implementation
	<i>August 2012-May 2013</i>		
Instructional Practices consistent with Content Standards and Strategic Plan:	<i>Teachers meet monthly in grade & vertical teams to analyze data, progress monitor students in Specialized Academic Instruction</i>	<i>General School Budget for Sp. Ed Programs</i>	<i>Scheduled meetings on calendar from the onset of the school year. Included in our meetings are our quarterly grade level RtI.</i>
Professional Development and Data Team Collaboration:	<i>Instructional Data Team, Support Staff and grade level collaboration will monitor six week goals that are the incremental steps toward achieving the goal.</i>	<i>Impact teachers will release teachers so they can meet . Cost is embedded.</i>	<i>Grade Level Liaisons are teamed with teachers support help create RtI progress monitoring goals. The Liaisons are the Speech Therapist, Language Arts Specialist, the Special Ed Teacher and the Resource Specialist.</i>
Extended Learning Time:	<i>Before school Interventions are provided.</i>	<i>AISIS Grant WINGS</i>	
Increased Educational Opportunity:	<i>Interventions are provided during core instruction with guided groups and one on one support.</i>	<i>5 Impacts funded EIA-LEP and EIA-SCE funds@ \$134/day</i>	<i>Specialized Academic Instruction IEP goals for K-3rd grade are monitored by Resource Specialist, 4th-6th grade IEP goals monitored by Special Ed Teacher, Gen Ed teachers included.</i>
Involvement of Parents, Staff and Community:	<i>Kimball hosts Parent Content Night and Parent workshops to provide parents with tools to support student learning.</i>	<i>LCFF/EIA-LEP \$1,000</i>	
Instructional Technology	<i>Imagine Learning, SuccessMaker, Star are accessible to our SAI students.</i>	<i>LCFF/EIA-LEP \$10,000</i>	

Kimball School 2013-2014
Single School Plan for Student Achievement



The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index and the English Language Development Test, and include local measures of pupil achievement. The school site council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The council also obtained and considered the input of the school community. Based upon this analysis, the council, as well as our Comprehensive Action Plan Team established through the II/USP process, has developed the following performance improvement goals, actions and expenditures.