

The Single Plan for Student Achievement Template

SCHOOL: Lincoln Acres

County-District School (CDS) Code 37-68221-6038798

Principal: Luz Vicario

Date of this revision: December, 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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Analysis of Current Educational Practice

1) Instructional Practices

ELD-All students are deployed based on their English language needs as evidenced by the state CELDT data at least five days per week. An emphasis is placed on the listening and speaking portion of the CELDT data to group students and our curriculum is based on SELD (Systematic English Language Development) in grades K-6. Students deploy daily from 8:20 – 9:00 am daily and they are grouped based on their “speaking” and “listening” proficiency levels on their most recent CELDT assessments. If a student is in a lower proficiency level, he or she may be grouped with a student above or below their current grade level.

Language Arts- All teachers utilize the district adopted Houghton Mifflin language arts materials as core during our language arts block. Guided reading materials are utilized to support students at the varying reading abilities in small group. In addition to the Houghton Mifflin core materials and the opportunities for differentiated instruction in small group, students have access to an electronic reading practice instructional tool through *Renaissance Place*. Through *Renaissance Place* students have the ability to access the accelerated reader feature to take quizzes on reading material based on their zone of proximal development. Teachers at Lincoln Acres School utilize this program very effectively in order to motivate them to read at their level on a daily basis. In addition to the software used by students to increase their reading abilities through the use of Accelerated Reader, students also utilize the SuccessMaker software program to support their literacy skills. SuccessMaker is accessed daily for :20 minute sessions based on their instructional level. One of the SuccessMaker features is IPM (initial placement mode) which, based on student responses at the beginning of their year, places students at their ability levels and monitors their progress throughout the school year. SuccessMaker is an independent learning system which supports students on all areas of literacy in grades K-6. A balanced literacy approach is incorporated during the language arts block of time on a daily basis. Research proven supplemental materials are utilized based on student need. SIPPS is utilized for students in need of additional phonics instruction. This school year, Lincoln Acres School is in the discovery and exploration phase of a STEM strategic plan implementation. Teachers utilize science and social science resources to promote student engagement and to comply with the future of common core which outlines a balance of 50% literature and 50% informational text usage.

Mathematics- All students in grades K-6 receive mathematics instruction from our district adopted Scott Foresman *EnVision* mathematics core math program. Just as in other areas of the curriculum, teachers differentiate their instruction based on formative assessment they gather while checking for understanding throughout their lessons. Throughout the lesson all components of the mathematics lesson are incorporated: *warm up, concept development, guided practice, independent practice, problem solving, lesson closure, assessment and move into differentiation as needed*. During the close and assess time teachers incorporate the “*gradual release of responsibility*” strategy to ensure concept attainment for all students. Through the use of formative as well as summative

assessments, teachers also incorporate targeted teaching opportunities based on student need. SuccessMaker is also accessed by students daily for :20 minute sessions.

Writing- All students in grades K-6 are instructed daily in writing through the district adopted writing program *Learning Headquarters*. During the writing block teachers incorporate all five components of the *Learning Headquarter's* strategies: a writing warm-up, demonstration writing, setting the stage, guided & independent writing and a celebration. This school year we will focus on opinion, informative/explanatory and narrative in keeping with the focus of common core.

Physical Education- All students at Lincoln Acres School participate in daily physical education. We are currently moving to incorporating more moderate to vigorous physical activity (MVPA.)

2) Instructional Time

English Language Arts: 60 minutes daily (Houghton Mifflin)

Writing: 60 minutes daily (Learning Headquarters)

Mathematics: 75 minutes daily (Scott Foresman/EnVision)

Physical Education: 200 minutes every 10 days

Social Studies and Science: Social Studies and science is taught discreetly and also incorporated during language arts (Harcourt Brace)

Caveat: This school year however, all teachers are exploring with integration of units so that learning makes sense to students, it becomes more hands on and engaging and is reflective of thematic teaching based on our new common core standards.

3) Credentialed Teachers and Teacher Professional Development Opportunity

All teachers and impact teachers at Lincoln Acres School are highly qualified teachers based on *No Child Left Behind* requirements. All new teachers participate in a district developed boot camp where teachers review curriculum, technology and other instructional components. This upcoming school year all teachers will receive staff development and training from Learning Headquarters on how to teach writing based on the Common Core State Standards. In addition, many our staff members will participate in our district created common core committees in the area of writing, mathematics and language arts.

4) Student Achievement and Monitoring System

Lincoln Acres School has an outstanding track record for being a data-driven school that bases their instruction based on student needs. In addition to our required formative and summative assessments we rely heavily on the reports yielded by our instructional software systems in place.

SuccessMaker- In grades K-6 we implemented the new Pearson SuccessMaker Program. This offers an array of monitoring reports to ensure students are on track to meet the 20-hour usage mark as well as for ensuring students are on track in terms of growth and

Conclusions from Student Performance Data
English Language Arts & Mathematics
Significant Sub-Groups

	API	AYP Criteria	Target	Sub-Groups	Subject
2009	785 (+50)	17/17	46 & 47.5	All sub-groups	ELA/Math
2010	759 (-26)	9/17	56.8 & 58	No sub-groups	ELA/Math
2011	729 (-27)	9/17	67.6 & 68.5	No sub-groups	ELA/Math
2012	769 (+41)	18/18	78.4 & 79	All sub-groups	ELA/Math
2013	760 (-9)	8/17	89.2 & 89.5	No sub-groups	ELA/Math

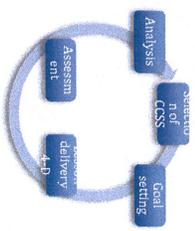
English Learners – CELDT

3 – Year Trend 2009-2013					
	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
2012-2013	--	--	--	--	--
2011-2012	11%	16%	40%	26%	7%
2010-2011	18%	21%	34%	21%	7%
2009-2010	15%	20%	36%	24%	5%

The API data is very inconsistent. The trends are very much a peaks and valleys type of growth pattern. From 2009 to 2011 the data goes from making a 50 point increase from 2008 to 2009 then, two years of double digit drops totalling a 50+ point drop. Then in 2012 when the targets are much higher, all AYP data is met through safe harbor and a 41 point increase is made in 2012. The good news is that although there is a drop in API between 2012 and 2013, the drop is not extreme and API is still at 760.

Form A: Planned Improvements in Student Performance

District Priority Actions from Strategic Plan - Instruction	Lincoln Acres-Current Reality	Desired Reality (2017)
<p>-Define core instructional strategies and practices through professional development in the NSD 4 D Instructional Model</p> <p>- Define common language and meeting format for Data Teams</p>	<p>All teachers at Lincoln Acres adhere to alignment guides for mathematics, language arts and writing developed by the National School District. Teachers use a variety of instructional strategies to meet the varying needs of all the students. Differentiation, gradual release of responsibility, and a variety of engagement strategies are incorporated throughout the teaching day. Teachers utilize the California state standards, formative and summative assessments to guide their instruction. There is currently an achievement gap between our significant populations. Our instructional strategies during our ELD block are very consistent from classroom to classroom. All teachers use the systematic ELD (SELD) program across the grade levels and the ELD matrix is utilized as a scope & sequence tool during ELD instruction. Teachers focus on developing language by focusing on the forms and functions of the English language. There is a need for staff development and practice in order to consistently implement core instructional strategies using the NSD Instruction Model.</p>	<p>In order for all students to make academic success all teachers will be able to design and deliver lessons based on CCSS while engaging students and continuously checking for their understanding. Teachers will have been trained on how to differentiate using data in small group for maximum achievement for all significant populations in order to close the achievement gap. By 2017 all of our students will receive a robust ELD core curriculum. Best practice and research proven strategies will be the manner in which this robust curriculum will be delivered to all of our EL students. In addition, all students will be well on their way to being able to explain their thinking either in spoken or written form.</p>

	<p>Currently our instructional data teams occur approximately 1x per month. The teams meet in a vertical fashion and consistent topics in our meetings include: (1) RtI (2) goal setting & progress monitoring (3) instructional planning for improvement of student achievement. There is great leadership among peers for peer coaching/modeling opportunities.</p>	<p>By 2017 all teachers will be well versed on continuous progress monitoring, peer modeling & peer coaching and on planning lessons based on results of CCSS assessments. In addition, Lincoln Acres will be a fully operational STEM focus school.</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>Lincoln Acres is a Peace Builder's School. At the opening of each day all students recite the Peace Builder's promise and students pledge to maintain a peaceful environment throughout the school day. Although this occurs on a daily basis, there is a need for continuous dialogue among students about the true meaning of what each of the promises looks like on a day to day basis. On an average, there are approximately between 3-4 referrals per week.</p>	<p>By 2017 the number of referrals would be down by 50%. In addition, all staff would have been trained in positive behavior interventions and the teaching of Jeff Sprague. All students, parents and staff will be able to identify all desired behavioral expectations in and outside of the classroom. In addition, students would be able to give examples of how a Peace Builder truly carries him/herself.</p>

School Goal # 1 ELA: Insert SMART Goal

By the end of the 2014 school year, 55.95% of all students, 51.18% of hispanic students and 37.21% of EL students will be proficient or advanced on our district STAR reading program.

<p>What data did you use to form this goal?</p> <p>STAR reading and the On-line Assessment Reporting System</p>	<p>How does this goal align to your Local Educational Agency Plan/Strategic Plan goals?</p> <p>Our strategic plan calls for our school district to help every student meet state standards by demonstrating proficiency in language arts and math for all of our significant subgroups.</p>
<p>What did the analysis of the data reveal that led you to this goal?</p> <p>According to the conclusions of data in 2009 and in 2012 all goals were met in APL. Staff is strong and fully capable of meeting all goals set.</p>	<p>Which stakeholders were involved in analyzing data and developing this goal?</p> <p>Parents, SSC and teachers were involved in analyzing the data and developing the goals.</p>
<p>Who are the focus students and what is the expected growth?</p> <p>Each and everyone of our students are our focus. It is expected that students who are in the high proficiency ranges will maintain their status as they embark in a new set of standards in their current grade level. Students not yet at proficiency levels are expected to make one year's worth of growth. These students will receive much focus and intervention in school, out of school and during the school day.</p>	<p>What data will be collected to measure student achievement?</p> <p>Using our new OARS accountability system we will collect formative and summative assessments. Trimester OARS blueprint assessments will be used to monitor progress towards end of year goals. We will also collect progress in reading levels through data derived from reports yielded by our educational software programs such as Imagine Learning, Renaissance Place, Accelerated Reader and SuccessMaker.</p>
<p>What process will you use to monitor and evaluate the data?</p> <p>Progress monitoring and evaluation of programs will happen during collaboration and instructional data team meeting times.</p>	<p>Actions to improve achievement to exit program improvement.</p> <p>By consistent use of our data management systems, teachers will identify areas of weakness among groups of students and develop lessons to target teach to challenging standards.</p>
<p>Strategies/Actions to Implement this Goal</p>	<p>Each Funding Source/Amount</p> <p>\$12,500.00</p>
<p>Instructional Practices consistent with Content Standards and Strategic Plan:</p>	<p>Start/Completion Date/Personnel</p> <p>7/13-5/14 (Substitutes)</p> <p>Process for Evaluation of Implementation</p> <p>Agendas, minutes, data analysis results, assessments, principal visits to data meetings, etc.</p>

<ul style="list-style-type: none"> Teachers meet monthly in grade/vertical teams to analyze data, progress monitor students and plan lessons according to the district's 4-D model. Teachers collaborate to review formative/summative data and to plan instruction around the integration of the common core standards in ELA/Writing 	7/13-5/14		Lesson plans, teacher made assessments, OARS assessments, and writing samples.
<p>Professional Development and Data Team Collaboration:</p> <ul style="list-style-type: none"> In addition to the instructional focus on content based instruction, teachers will begin to participate in peer modeling in order to collaborate around our practice effectively. Teachers meet monthly to design 4-D instruction based on data collected and in support of the common core standards. Teachers receive opportunities to pinpoint trouble spots and develop assessment tools through the use of our student management system OARS. Engage members of common core committee in developing common core 	1/14-5/14	Funding already accounted for above	OARS assessments, peer modeling lesson schedules, teacher principal conferences, etc.

<p>demonstration lessons in order to begin the implementation and the discourse</p> <ul style="list-style-type: none"> • Purchase materials which will support common core shifts. • Provide opportunities for staff to attend common core conferences in order to be able to learn how to integrate ELA/Writing CCSS with NGSS through substitute release time in order to advance our STEM focus. 	<p>Spring 2014</p> <p>Throughout the 2013-14 school year</p>	<p>\$24,189.00 Title I, EIA/SCE, EIA/LEP, Title III</p> <p>\$3,798.00 Title I, EIA/SCE & Title III</p>	
<p>Extended Learning Time:</p> <ul style="list-style-type: none"> • Seven before school intervention classes have been set up to support students who have low test scores. • Eight before/after school intervention classes to support low test scores 	<p>11/8/13 – 2/14</p> <p>3/3 – 5/23</p> <p>11/13 – 5/14</p>	<p>ASES/District Funding \$12,369.00</p> <p>Title I \$9,450.00</p> <p>\$14,400.00 Title I</p>	<p>OARS Intervention groups, pre-post testing, DIBELS, STAR & Orange Assessments</p>
<p>Increased Educational Opportunity:</p> <ul style="list-style-type: none"> • Six impact teachers support students during the instructional day to increase their reading abilities using research proven methods. • Purchase instructional materials to support core curriculum and 	<p>8/13-5/14</p> <p>8/13-5/14</p>	<p>\$98,000.00 EIA/SCE</p> <p>\$16,917.67 EIA/SCE, Title I, Title III, EIA/LEP</p>	<p>OARS Intervention Groups, principal observations, principal teacher conferences</p>

<p>differentiated instruction</p> <ul style="list-style-type: none"> Retain the services of an LAS to support students in need of additional assistance in language arts, coordinate before/after school interventions programs, assist with California Reads Incentive Programs. Replace aging furniture to ensure safety and adequate opportunities for differentiated instruction. 	<p>7/13-6/14</p> <p>As needed throughout the 2013-14 school year</p>	<p>\$89,046.00 EIA/SCE</p> <p>\$5,060.00 Title I</p>	
<p>Involvement of Parents, Staff and Community:</p> <ul style="list-style-type: none"> Parents receive updates regularly through parent meetings, parent nights, ELAC and SSC. Parents receive weekly communications and updates through our weekly parent bulletin and our telephone call-out system Counselor organizes awards assemblies to motivate, reward and encourage students to achieve on their school goals. Counselor develops our student government and PBIS programs. Students are recognized with certificates and trophies for their academic achievement efforts. 	<p>7/13-5/14 Konica Lease, Duplo Maintenance Agreements, IDAP System & Production Costs</p> <p>8/13-5/14 Counselor Salary</p> <p>1/13-4/13</p>	<p>\$16,625.00 EIA/SCE, Title I, EIA/LEP</p> <p>\$51,457.00- Title I EIA/LEP</p> <p>\$9,000.00 Title I & EIA/LEP</p>	<p>Parent Surveys</p> <p>Student assessment results, reduction in behavioral referrals</p>

<p>Members of the community, parents and staff are invited to support student achievement</p> <ul style="list-style-type: none"> Additional bilingual clerical support in order to assist parents and community during peak times in the school year. Additional clerical support assists in maintaining records, updating student files and assisting in health office. Parents are invited to attend Rtl, SST and special meetings to review goals and objective for underperforming students 	<p>7/13-4/14</p>	<p>\$1,500.00 EIA/LEP</p>	
<p>Instructional Technology:</p> <ul style="list-style-type: none"> Students in grades K-6 receive :20 of reading instruction via our SuccessMaker independent learning software system Retain the services of two (2) site technology liaison to support teachers with all of our learning software systems. Replace our aging hardware in order to support our focus on on-line learning and assessment needs (SBAC.) Look at the possibility of replacing with netbook carts/labs and chrome computers. 	<p>7/13-5/14</p> <p>By 5-2014</p>	<p>\$2,250.00 Title III</p> <p>\$20,000.00 Title I & Title III</p>	<p>SuccessMaker gains reports</p>

School Goal # 2 Math

By the end of the 2014 school year, 67% of all students, 64% of hispanic students and 57% of EL students will be proficient or advanced on our district STAR exam.

<p>What data did you use to form this goal?</p> <p>Safe harbor calculations were utilized to form this goal.</p>	<p>How does this goal align to your Local Educational Agency/Strategic Plan goals?</p> <p>Using our local area measures along with state assessments it is evident that we must place a strong emphasis and focus on mathematics instruction. As a school, Lincoln Acres has moved in Program Improvement Year 2 as a result of us not achieving our safe harbor goals in the area of mathematics, except for our English language learner population.</p>
<p>What did the analysis of the data reveal that led you to this goal?</p> <p>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 our we prepare our students even further.</p>	<p>Which stakeholders were involved in analyzing data and developing this goal?</p> <p>Parent groups, SSC and teachers were involved in the analysis, data collection and development of these goals.</p>
<p>Who are the focus students and what is the expected growth?</p> <p>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.</p>	<p>What data will be collected to measure student achievement?</p> <p>Data to be used will be formative and summative assessments collected through our OARS student data management system. We will also make instructional decisions based on reports yielded through Renaissance Learn mathematics reports and SuccessMaker gains reports.</p>
<p>What process will you use to monitor and evaluate the data?</p> <p>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.</p>	<p>Actions to improve achievement to exit program improvement.</p> <p>Close monitoring through our OARS program will ensure that we are selecting critical standards, focusing on target students, developing 4-D lessons and adjusting our instruction to meet the students' needs.</p>
<p>Strategies/Actions to Implement this Goal</p>	<p>Start/Completion Date/Personnel</p>
<p>Instructional Practices consistent</p>	<p>Each Funding Source/Amount</p>
	<p>Process for Evaluation of Implementation</p>

<p>with Content Standards and Strategic Plan:</p> <ul style="list-style-type: none"> Teachers meet monthly in grade/vertical teams to analyze data, progress monitor students and plan lessons according to the district's 4-D model. 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. 	<p>See ELA</p>		
<p>Professional Development and Data Team Collaboration:</p> <ul style="list-style-type: none"> Engage members of common core committee in developing common core demonstration lessons in order to begin the implementation discussion Provide opportunities for staff to attend common core conferences in order to be able to learn how to integrate Mathematics CCSS with NGSS through substitute release time in order to advance our STEM 	<p>Throughout the 2013-14 school year</p>	<p>\$3,798.00 Title I, EIA/SCE & Title III</p>	

<p>focus.</p> <p>Extended Learning Time:</p> <ul style="list-style-type: none"> Target students are provided with extended learning opportunities in our before school program. 	<p>11/13-5/14</p>	<p>ASES/District funding</p>	
<p>Increased Educational Opportunity:</p> <ul style="list-style-type: none"> Purchase instructional materials to support core curriculum and differentiated instruction. Eight impact teachers support students during the instructional day to increase their mathematical abilities using research proven methods. Purchase materials which will support common core shifts. Replace aging furniture to ensure safety and adequate opportunities for differentiated instruction. Eg. chairs, tables, etc. 	<p>7/13-5/14</p> <p>As needed throughout the 2013-14 school year.</p>	<p>\$16,917.67 EIA/SCE, Title I, EIA/LEP, Title III</p> <p>Previously accounted for EIA/SCE & Title I</p> <p>\$24,189.00 Title I, EIA/SCE, EIA/LEP, Title III</p> <p>\$5,040.00 Title I</p>	<p>OARS intervention group reports</p>
<p>Involvement of Parents, Staff and Community:</p> <ul style="list-style-type: none"> Students are recognized with certificates and trophies for their academic achievement efforts. Members of the community, parents and staff are invited to support student achievement. Parents receive weekly 	<p>7/13-5/14</p>	<p>See ELA</p>	

<p>communications and updates through our weekly parent bulletin and our telephone call-out system</p>	<p>Konica Lease, Duplo Maintenance Agreements, IDAP System & Production Costs</p>		
<p>Instructional Technology:</p> <ul style="list-style-type: none"> • Ensure services of technology department so that hardware & software are running smoothly for minimal interruption of learning software implementation • Replace our aging hardware in order to support our focus on on-line learning and assessment needs (SBAC.) <p>Look at the possibility of replacing with netbook carts/labs and chrome books.</p>	<p>7/13-5/14</p> <p>By 5-2014</p>	<p>\$8,048 Title III</p> <p>\$20,000.00 Title I & Title III</p>	

School Goal # 3 English Learners

By the end of the 2013-14 school year 60% of our English language learners will make annual progress in learning English as measured by the CELDT. (AMAO #1)

By the end of the 2013-14 school year 25% of our English language learners who are part of the co-hort which has been instructed in English for less than five years will be advanced or early advanced as measured by the CELDT. (1. AMAO #2)

By the end of the 2013-14 school year 50% of our English language learners who are part of the co-hort which has been instructed in English for 5 years or more will score advanced or early advanced as measured on the CELDT (2. AMAO #2)

What data did you use to form this goal?

Data used to formulate this goal was longitudinal AMAO#1, AMAO #2.1 & 2.2.

How does this goal align to your Local Educational Agency/Strategic Plan goals?

Given our high percentage of English learners and it being one of our significant sub-groups, ELD must take a more overarching role in the design of our instructional programs. It also aligns in that the state targets for the 2012-2013 school year are as follows:

AMAO #1 – 57.5 %, AMAO #2.1 – 21.4% and AMAO #2.2 – 47%

What did the analysis of the data reveal that led you to this goal?

The analysis revealed a sporadic and inconsistent pattern of achievement. More than likely it can be traced back to our historically inconsistent instructional program in ELD for our language learners.

Which stakeholders were involved in analyzing data and developing this goal?

Parents, SSC and teachers were the stakeholders involved in analyzing this data and developing this goal.

Who are the focus students and what is the expected growth?

Our focus students are all of our ELLs who have not been able to be redesignated in grades 4-6. In addition to this co-hort, our focus students are also all of our ELLs who have not made annual growth each year.

What data will be collected to measure student achievement?

Data to be collected will be anecdotal data by teachers during our ELD block of instruction. Data will also be reviewed and collected through our OARS quarterly assessments. Specifically, we will review oral and written language conventions as well as how well students apply writing strategies as evidenced through their writing samples. In addition to OARS data, we will review Imagine Learning monitoring reports to review student gains.

What process will you use to monitor and evaluate the data?

Weekly data team and collaboration meetings will be the vehicle utilized to monitor and evaluate programs.

Actions to improve achievement to exit program improvement.

Continuation and exploration of instructional programs and strategies which are research proven to improve student achievement in the area of English proficiency. Continue to plan language acquisition lessons which target individual student language needs while focusing on our ELD matrix of grammatical forms.

Strategies/Actions to Implement this Goal	Start/Completion Date/Personnel	Each Funding Source/Amount	Process for Evaluation of Implementation
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<p>Instructional Practices consistent with Content Standards and Strategic Plan:</p> <ul style="list-style-type: none"> • Teachers meet monthly in grade/vertical teams to analyze data, progress monitor students and plan lessons according to the district's 4-D model. • Teachers collaborate to review formative/summative data and to plan instruction around challenging standards • Retain services of an English learner liaison to ensure the proper implementation of our districts' EL Master Plan. 			
<p>Professional Development and Data Team Collaboration:- Same as ELA and Math-</p> <ul style="list-style-type: none"> • Provide opportunities for staff to attend common core conferences in order to be able to learn how to integrate ELA/Writing CCSS with ELD standards, specifically listening and speaking through substitute release time. 	<p>Throughout the 2013-14 school year</p>	<p>\$3,798.00 Title I, EIA/SCE & Title III</p>	
<p>Extended Learning Time: Same as ELA and Math - ELD</p>			

<p>strategies employed (realia, academic vocabulary development, etc.)</p>			
<p>Increased Educational Opportunity:</p> <ul style="list-style-type: none"> Purchase instructional materials to support core curriculum and differentiated instruction (additional SELD kits) Purchase materials which will support common core shifts. Replace aging furniture to ensure safety and adequate opportunities for differentiated instruction. 	<p>7/12-5/13</p> <p>As needed throughout the 2013-14 school year</p>	<p>\$16,917.67 EIA/SCE, Title I, Title III, EIA/LEP</p> <p>\$24,189.00 Title I, EIA/SCE, EIA/LEP, Title III</p> <p>\$6,900.00 Title I</p>	
<p>Involvement of Parents, Staff and Community:</p> <ul style="list-style-type: none"> Provide parent education and training in how to support students with their educational goals based on a needs assessment conducted with parents. (Parent English classes included) Five (5) parents will be selected to participate in this year's CABE Chapter 65 Annual Mini-Conference on November 2, 2013 Students are recognized with certificates and trophies for their notable achievements in their acquisition of English. Students reclassified are recognized for their achievements. 	<p>By 5/13</p> <p>November 2, 2013</p> <p>7/13-5/14 Konica Lease, Duplo Maintenance Agreements, IDAP System & Production Costs</p>	<p>\$4,500.00- Title I</p> <p>\$500.00 (\$100.00 per parent registration)</p> <p>See ELA</p>	

<ul style="list-style-type: none"> Parents receive weekly communications and updates through our weekly parent bulletin and our telephone call –out system 			
<p>Instructional Technology:</p> <ul style="list-style-type: none"> Year 2-Imagine Learning Licenses (Year 2) Purchase perpetual licenses in order to make Imagine Learning accessible to all of our BASIC (CST) Intermediate (CELDT) English language learners and so that we will eventually own them out right. Replace our aging hardware in order to support our focus on on-line learning and assessment needs (SBAC.) Look into purchasing mobile netbook carts/labs. 	<p>7/13-5/14</p> <p>January 2014</p> <p>By 5-2014</p>	<p>\$10,000.00- EIA/LEP</p> <p>\$10,000.00 EIA/LEP</p> <p>\$20,000.00 Title I & Title III</p>	

School Goal # 4 Special Education

By 2014, 33% of Special Education students will score proficient or above in Star Reading, and 31% will score proficient in Star Math. This will be a 5% increase from 2014.

What data did you use to form this goal (findings from data analysis)?

Use the same language as the above goals.

How does this goal align to your Local Educational Agency/Strategic Plan goals?

What did the analysis of the data reveal that led you to this goal?

Which stakeholders were involved in analyzing data and developing this goal?

		What data will be collected to measure student achievement?	
Who are the focus students and what is the expected growth?	What process will you use to monitor and evaluate the data?	Actions to improve achievement to exit program improvement (if applicable).	
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: SDC teachers work with job alike and SPED dept. to improve instructional practices			
Professional Development and Data Team Collaboration: SPED teachers will participate in SEIS training in order to maintain accurate IEP management.			
Extended Learning Time:			

<p>Increased Educational Opportunity:</p> <p>Students within our sped population are invited to participate in all of our before/after school programs.</p>			
<p>Involvement of Parents, Staff and Community:</p> <p>A counselor assists in the needs of students' emotional needs. Counselor also assists parenting needs of our entire student population.</p>	<p>7/13-5/14</p>	<p>See ELA</p>	
<p>Instructional Technology:</p> <p>All students in need of assistive technology receive adequate time to use all appropriate tools.</p>			

Total Budget Allocations: \$616,203
Total School Plan: \$568,296.00
Difference: \$47,907.00 (Reserves)

SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Luz S. Vicario	X				
Monica Pintado-Mendez		X			
Sharlena Avilez		X			
Evelina Diaz		X			
Dalilah Gil-Dang			X		
Guadalupe Estrada				X	
Bertha Leyva				X	
Maria Torres				X	
Angelina Tepexpa				X	
Alta Sadler				X	
Numbers of members of each category	1	3	1	5	