

The Single Plan for Student Achievement

Olivewood School

County-District School (CDS) Code
37-68221-6038806

Principal: Mrs. Beverly Hayes



Date of this revision: **January 2014**

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

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Overview of the Single Plan for Student Achievement

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

This legislation established the following eight requirements for school plans:

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

This document is a single, comprehensive school plan designed to improve the academic performance of 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 state 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 student academic performance.

Olivewood 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. Staff providing targeted services to these pupils communicate regularly, collaborate regarding the provision of services to ensure seamless curriculum delivery, and review and analyze student progress on a regular basis. These staff members use the SST (Student Study Team) and the RtI² (Response to Intervention and Instruction) process to ensure communication and coordination of services. **Olivewood School** also complies with all requirements for school participating in the School Based Coordinated Program as outlined in Ed Code Sections 52850-52863.



National School District 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, and problem-solving
- We promise a focus on individual student achievement

Olivewood School Vision

At Olivewood School we are committed to ensure quality and excellence in all aspects of the curriculum. We value and foster the partnership we have between our school and the parent community. We join forces as we continue "Growing Toward the Future."

National School 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). It 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.

Olivewood School Demographic Profile

Olivewood School has a total enrollment of 649 students in grades Transitional Kindergarten to grade 6. Our school community is comprised of 91% of Latino students, 3% Filipino students, 3% White, 1% African-American students and 1% Asian. 69% of the students at Olivewood are English Language Learners, 11% Reclassified Fluent English Proficient, 12% students with disabilities, and 19% are identified GATE.

Students attend school for 180 days per school year. Average instructional minutes per day for all students are 305 per day. There are 37 minimum days per school year, which are used for teacher planning, professional development, and data team meetings.

Olivewood School provides Breakfast in the Classroom and free lunch program for all students.

Preschool opportunities are available at **Olivewood School** through both the Head Start and Quality Preschool Initiative (QPI). Very few private preschools are located in the city, with many of our parents using licensed-exempt childcare providers for their preschool aged children. We estimate that district wide, approximately one-third of our kindergarten students attended our State Preschool Program, one-third attended Head Start and one-third of our students had no preschool experience.



Olivewood School has achieved the Academic Performance Index benchmark of 800 with a score of 804.

Olivewood School staff works collaboratively to identify and develop school wide priorities each year and have identified the following for 2013-2014.

Olivewood's Priorities for Academics and Student Achievement

- ◆ Consistent daily instruction using the California State Standards and integrating Common Core State Standards
- ◆ English Language Development
 - Use EL Achieve *Systematic English Language Development* program consistently and with fidelity
 - Group students according to CELDT language levels and/or ADEPT scores at all grade levels
 - Reduce group sizes by having support staff be part of the ELD “chaining”
- ◆ *enVision* Math with small group support
- ◆ Language Arts and accelerate learning through small group instruction
- ◆ *Learning Headquarters* (LH) Writing
 - Provide modeling and small group instruction
 - Incorporate the Common Core Writing Standards
- ◆ Differentiated Instruction to meet the needs of all learners
- ◆ Accelerated Reader (AR) published by *Renaissance Place*
 - Set student/class goals
 - Review and examine student progress towards goals on a regular basis
- ◆ Student Engagement/Active Participation
- ◆ Response to Intervention and Instruction (RTI²) both academic and behavioral
 - Identify students using universal and other assessments for the RTI² process
 - Maintain all documentation, goals, and progress monitoring for each RTI² student
 - Meet regularly with each grade level (approximately every 7weeks) to analyze progress and discuss instructional recommendations for each RTI² student
- ◆ Site Data Team and grade level Data Team meetings
 - Focus on student results and achievement
 - Identify areas of concern based on assessments, set goals, prescribe instruction, and evaluate results
- ◆ CoTA Grant (Collaborating Teachers and Artists) incorporating visual and performing arts across the curriculum
- ◆ Technology
 - Continue use of supplemental software programs - *SuccessMaker* (SME and SM5), *Imagine Learning* (IL), *Renaissance Place* (STAR Reading/Math and Accelerated Reader); *ActivInspire*
 - Purchase computers to create an additional computer lab for primary students by Spring 2013
- ◆ Character Building using *Positive Behavioral Interventions and Supports*

To support our school wide priorities, our Site Leadership Team has developed a plan to build capacity which includes:

- English Language Development in EL Achieve's *Systematic English Language Development* program
- *Learning Headquarters* Writing Program (District provides a one day Common Core Writing Training)
- *enVision* Mathematics
- Technology (ongoing): *IL*, *SM5*, *Renaissance Place*, *ActivInspire*, DIBELS Next, and IDEL
- Student Engagement (focus from the District Strategic Plan – 4D Model)
- Visual And Performing Arts (VAPA) and Collaborating Teachers and Artists (CoTA)
- PBIS: *Positive Behavioral Interventions and Supports*
- Data Teams and RTI² / Professional Learning Communities



Analysis of Current Educational Practice

The following statements characterize current educational practices at **Olivewood School**:

1. Instructional Practices

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

Olivewood 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. Assessment takes place four times per year and is based on a series of comprehensive, criterion-referenced tasks and tests. Assessments are aligned with the California State Standards. In addition to district assessments, Olivewood uses STAR Reading and Math (*Renaissance Place*), DIBELS Next and IDEL, *enVision* Math Topic Tests, and teacher-created assessments to monitor progress. Site and grade level Data Teams analyze data and create action plans to align student outcome with proficient performance standards during regularly scheduled on-the-clock release time.

Olivewood School's instruction is based on the California state standards for all students through the combination of published and computer based instruction.

Language Arts: The Houghton Mifflin *Medallions*, the district-adopted program, serves as the English/Language Arts core curriculum at Olivewood School. Teachers identify essential standards and skills in a story and post them on Focus Walls. Small group reading instruction provides differentiated instruction for students at their instructional level. A variety of guided reading materials are utilized such as, Reader's Library and Theme books from Houghton Mifflin, supplemental books from Read 180, Scholastic, Scholastic Sprint, as well as nonfiction texts from National Geographic, Reading Essentials, and the district-adopted Social Studies and Science programs. To supplement phonics and fluency, Olivewood uses *Systematic Instruction in Phonemic Awareness and Phonics (SIPPS)*, *Read Naturally*, Benchmark Education Reader's Theaters, and Isabel Beck's *Vocabulary*. Students also use software and web-based programs on a daily basis (*Successmaker*, *Imagine Learning*, Starfall, and Accelerated Reader) as a supplemental support in all areas of literacy.

English Language Development: Olivewood uses the *Systematic English Language Development (SELD)* program by EL Achieve, which focuses on developing oral and written language skills at the different language proficiency levels. Students are grouped according to their grade level and their CELDT proficiency levels and/or ADEPT scores for ELD "chaining." Support staff is part of the chaining to reduce group sizes and to provide for frequent structured active participation. All students in K and 1st grades, students in 2nd grade Spanish and 3rd grade transitioning components, and students in grades 4-6 who have been identified as long-term English Learners or newcomers use the *Imagine Learning* software for individualized ELD instruction on a daily basis. At least once a week all teachers utilize the Curriculum Associates – *California English Language Development Practice and Mastery* materials purchased for use by the district.

Mathematics: All students receive mathematics instruction using the district adopted *enVision* Mathematics program by Scott Foresman. Teachers include all components of the program into their instructional time. Students also use *Successmaker* Math to strengthen and improve their math skills.

Writing: All students in grades K through 6 are instructed daily in writing through the district adopted writing program *Learning Headquarters*. Teachers are incorporating the Common Core Writing standards strategies into their writing instruction after they receive the most current staff development provided by *Learning Headquarters*.



2. Instructional Time

English Language Arts: Olivewood complies with the district-required instructional minutes

Math: 75 minutes daily using *enVision Math*

ELD: *SELD* - 40 minutes per day 4 days/week, *Curriculum Associates* – 10 to 30 minutes 1 day/week

Writing: 45 minutes to 1 hour daily using *Learning Headquarters*

Social Studies and Science: taught discreetly and/or integrated in language arts

Physical Education: 200 minutes every 10 days

3. Credentialed Teachers and Teacher Professional Development Opportunity

(Alignment of staff development to standards, assessed student performance and professional needs)

The staff at **Olivewood School** is involved in a program of ongoing professional development linked to California state standards and student success. Instructional planning is driven by the review of student outcomes on assessments that target essential grade level standards. District level staff development focuses on the key areas in language arts, mathematics and ELD grade level objectives and instructional practices to optimize student performance. The district and Olivewood School has identified the following as priorities for staff development:

OARS Student Data System and Synergy Student Information System: All staff receives ongoing inservice on the district adopted web-based student data system – *Online Assessment Reporting System (OARS)*. Teachers are provided with sessions on creating assessments, scanning assessments, setting up online assessments, and accessing a variety of individual student and classroom reports. Teachers receive ongoing inservice on using Synergy and are being trained in using the new Synergy Student Progress Report Card.

Writing: The district provides all new teachers a two-day professional development on using the *Learning Headquarters (LH)* writing program and all teachers with a one-day LH training on incorporating the Common Core Writing standards into their writing instruction.

ELD: All teachers are receiving ongoing support and professional development using the EL Achieve *Systematic English Language Development (SELD)* program.

CoTA (Collaborating Teachers and Artists Grant): As part of a three year program to integrate visual and performing arts across the curriculum, participating teachers attend a series of workshops and have an artist in the classroom to work with their students for 10 weeks each year.

Technology/Software: Teachers receive ongoing inservice and support in the following software or web-based programs to ensure students are on track in terms of showing growth and achievement and meeting required hours of usage of software and/or for progress monitoring:

- **Successmaker (SM)** – teachers in grades K through 6
- **Imagine Learning (IL)** – all teachers in grades K through 5
- **Renaissance Place** – all teachers in grades K-6 for STAR Reading/Math and/or Accelerated Reader
- **DIBELS Next / IDEL** – teachers in grade K-3, optional for teachers in grades 4-6
- **ActivInspire** – all district teachers to become proficient in the most recent Promethean Board software



4. Student Achievement and Monitoring System

Olivewood School relies upon vital information in a number of state and local assessments to guide instruction for improved student outcomes. State standardized tests and a wide variety of assessment results based on a series of comprehensive criterion-referenced school and district level tests are collected, analyzed, and used to modify instruction and improve student achievement at **Olivewood School**. Local assessment data is collected and stored in the *Online Assessment and Reporting System (OARS)* student data system.

In addition to standardized and local assessments, **Olivewood** uses universal screening tools such as STAR Reading and Math by *Renaissance Place* and DIBELS Next and IDEL by *Amplify* to identify students who are in need of strategic and intensive support. These tools are also used to monitor the progress of at-risk students.

Teachers are able to access data and configure various reports by individual student or by class assessment results through the *OARS*, *Renaissance Place*, and DIBELS (*Amplify*) websites, and the *Successmaker* management program. Teachers are able to analyze and evaluate individual, class, and grade level performance on an assessment efficiently, as well as identify particular skills that need re-teaching or remediation.

Students who are having difficulty meeting grade level standards at **Olivewood School** are supported on several levels through before and/or after school interventions, Language Arts Resource Teachers, Response to Intervention and Instruction (RtI²) tiered instruction, Impact Teachers, and supplemental computer programs.

For students who continue to experience difficulties despite regular classroom interventions, RtI² and the school Student Study Team (SST) meet to involve the expertise of the principal, language arts specialists, school psychologist, resource specialist, classroom teacher, and speech therapist in determining more prescriptive academic and/or behavioral interventions. The school staff, parent, and student collaborate on creating a learning plan emphasizing individualized instruction, student/parent accountability and ongoing communication. Teachers maintain RtI² instructional documentation on a web-based RTI Management database.

For the past several years, **Olivewood School** has focused on creating strategic professional learning communities to improve instructional practices. This has evolved into regularly scheduled site data team and grade level data team meetings. The purpose of these meetings is to analyze data, identify focus areas in ELA, Math, and Writing, discuss actions, and improve student achievement. This year, grade level data teams meet every three to four weeks on the clock to identify areas of need based on assessments, formulate SMART goals, create instructional plans, and provide the opportunity for teachers to reflect on their instructional practices.

Olivewood School is committed to refining instructional practices to support English Language Learners (ELs). Careful attention is taken to review their performance on all assessments. Although our ELs met the AYP Safe Harbor goals in CST Reading and Math, and the numbers of ELs and Latino/Hispanic in grades 3 through 6 scoring Far Below or Below Basic are decreasing, steps have been taken to establish priorities and specifically examine standards related to poor performance areas of these student subgroups. **Olivewood School** has prioritized three areas of focus: 1) consistent and systematic instruction in English Language instruction, 2) English Language Arts, and 3) Mathematics.

To motivate students toward academic success, the Olivewood staff is committed to provide experiences and opportunities through CoTA activities, the Olivewood Garden field trips, and character building incentives.

Additional resources and opportunities for students may include the Winners Growing Strong (WINGS) before and after school program. A spring math and/or science academy as well as summer school may be provided for students who are at-risk, English language learners, or those who need enrichment activities.



5. Ongoing Instructional Assistance and Support for Teachers

Olivewood School provides a variety of categorical services to students who are formally identified as under-performing. **Olivewood School** participates on a school wide program to assess and deliver services to students under the Title 1 and Title 3 federally funded programs. Additionally, struggling students are supported through the Economic Impact Aid (EIA) program. Administrators, resource staff and teaching staff identify student groups at the outset of each year who are priorities for additional services.

Olivewood School has two Language Arts specialists who provide instructional assistance and support for teachers in the areas of ELA and ELD, as well as support students in reading lab settings and small RtI² groups.

Credentialed impact teachers (the number is dependent on the school's categorical budget) work with students individually and in small groups in the classroom ("push in model") and outside the classroom ("pull out model"). The essential content areas served include literacy skills, mathematics and English Language Development. Additionally, an Impact Teacher works with students who are in combination classrooms, providing support in math, and reading/language arts.

The RtI² team, consisting of the principal, Language Arts specialists, school psychologist, resource specialist, and classroom teachers, meet regularly by grade levels to discuss student progress, share instructional strategies, and prescribe strategic and/or intensive interventions to support at-risk students.

Promethean Boards have been installed in all classrooms. Teachers create flipcharts and lessons using the *ActivInspire* software. They share flipcharts and their expertise with each other thus building a bank of lessons from which to draw upon.

6. Collaboration

As stated previously, **Olivewood School** makes a full commitment to collaboration for the improvement of student outcomes. Staff meets in site and grade level Data Teams to plan instructional strategies, share ideas and concerns and explore solutions to common problems. Through the weekly bulletin, staff meetings, early release days, leadership team meetings, and on-the-clock release days, the Olivewood staff has frequent opportunities to analyze and discuss standardized test outcomes, STAR Reading and Math scores, benchmark assessment scores, *enVision* Math Topic tests results, DIBELS Next/IDEL, and on-demand writing pieces.

The *OARS* student data system offers the ability for staff to configure data in order to evaluate individual, class, and grade level student performance for instructional planning. The National School District continues a "Data Warehouse" to house and sort a variety of data to support schools in their efforts to improve student achievement. This data warehouse allows principals and teachers to analyze many sets of data including STAR, District Benchmarks, CELDT, Attendance, etc. to better make decisions regarding our instructional programs.

Using reports from all of these sources, areas of strengths and weaknesses are identified. Grade level Data Teams meet regularly every 7 weeks using on-the-clock release time to review and analyze data and student assessments. Teachers create a grade level SMART goal based on an area of need, collect baseline and post-test data, examine and discuss the results, reflect upon their instructional strategies, and decide on next steps and /or goals. Teachers also meet with sister schools to collaborate and plan accordingly in the areas of writing and ELD.

Although our resources are limited, we constantly review the services we provide to our students. Impact Teachers, differentiated instruction, small group instruction, a school wide coordinated ELD time, reading labs, computer labs, additional counseling time are some of the benefits we provide our students.



7. Shared Responsibility for Improvement:

Responsibility for improvement will be distributed as follows:

- *The State will provide technical assistance to district leadership to implement corrective actions needed at the school.*
- *The District will provide professional development for the principal and staff, facilitate the Supplemental Educational Services, draft and send program improvement letters, and provide coaching to leadership. The District will also assist with appropriate and effective uses of Title I and other compensatory education funding.*
- *The school will be responsible for attending to the professional growth needs of the teachers, specifically providing training that will enable teachers to better instruct the student groups that are not achieving adequate yearly progress.*

National School District has established sister schools for grade level professional discussions on common curriculum issues. Olivewood meets regularly on a regular basis with our sister school to discuss implementation of SELD (Systematic English Language Development, Writing (scoring using rubrics), etc. during minimum day district Thursdays.

The National School District established common core curriculum committees with staff members from each site participating. These teachers participate in Common Core State Standards committees in English Language Arts, Writing, and Mathematics.

The Administrative Leadership Team meets monthly/biweekly/weekly and receives leadership training on the common core and other curriculum matters. Language Arts Specialists and Resource Specialists receive ongoing training during monthly meetings on common core English Language Arts from the California Reading and Literacy Project and through professional readings/discussions.

A team of teachers have received training on Positive Behavior and Supports (PBIS) and are currently providing leadership in the implementation of the PBIS practices at Olivewood School.

In addition, the Olivewood Leadership Committee identifies school wide staff development needs based on data.

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

- A **school psychologist/counselor** works with students experiencing problems at school (in the classroom as well as on the playground), as well as provides support with crisis counseling, teacher consultation, family counseling, and school conflict resolution training.
- A variety of **medical staff** and programs are available to support students and parents in the areas of health, nutrition, vision/hearing, and other health-related issues.
- **Operation School Bell** provides uniform assistance to needy families.
- **Family Resource Center(s)** provides onsite support and services for families needing health care, social services, and job training or those who need guidance with academic, social, emotional, or developmental issues, as well as provides families with referrals to a variety of community-based agencies
- **WINGS (Winners Growing Strong)** before and after school program provides homework support, sports/recreational activities, academic support, and enrichment activities
- Two **speech therapists** (one Spanish bilingual)
- **Kiwanis** – provides uniforms, shoes, and other needed clothing items
- **Lions Club “Gift of Sight”** – provides eye exams and glasses to needy students



STUDENT PERFORMANCE DATA

ENGLISH-LANGUAGE ARTS DATA

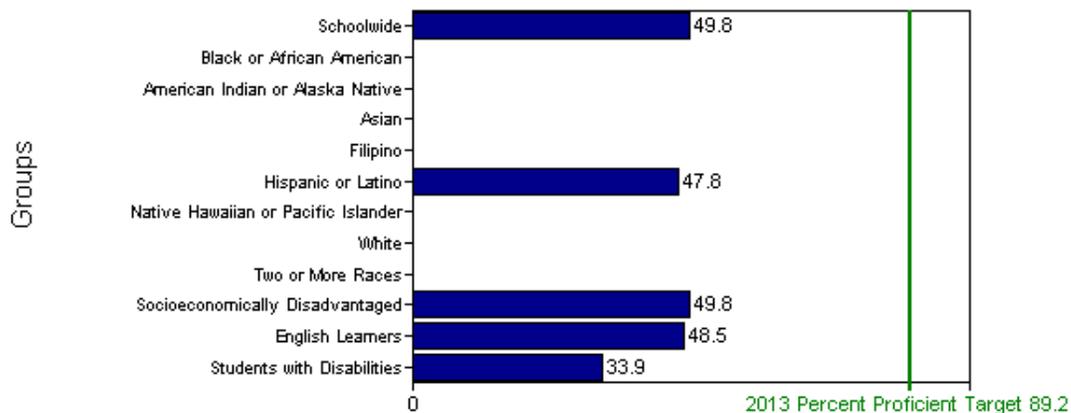
STAR California Standards Test Results 2008-2013 AYP AMOs

Target	35.2%	46.0%	56.8%	67.6%	78.4%	89.2%
Percent At or Above Proficient	2008	2009	2010	2011	2012	2013
Schoolwide	36.8	44.0	46.5	47.5	55.3	49.8
Socioeconomically Disadvantaged	36.8	44.0	46.5	47.5	55.3	49.8
Hispanic/Latino	34.1	42.3	45.4	44.5	54.1	47.8
English Learners	33.2	39.8	44.4	36.2	52.0	48.5
Students with Disabilities	24.6	17.2	10.5	26.5	25	33.9

Met AYP Goal

Met AYP Goal – Safe Harbor

English-Language Arts - Percent At or Above Proficient



STAR ELA Summary Report All Students

CST ELA	Second			Third			Fourth			Fifth			Sixth		
	11-12	12-13	Adv/Prof +/-	11-12	12-13	Adv/Prof +/-	11-12	12-13	Adv/Prof +/-	11-12	12-13	Adv/Prof +/-	11-12	12-13	Adv/Prof +/-
Advanced	20 %	15 %	-8 %	11 %	11%	-12 %	26 %	30 %	+3 %	32 %	13 %	-11 %	18 %	29 %	-2 %
Proficient	36 %	33 %		31 %	19%		34 %	33 %		34 %	42 %		41 %	28 %	
Basic	24 %	31 %		34 %	37 %		32 %	22 %		20 %	37 %		32 %	35 %	
Below Basic	14 %	17 %		14 %	22 %		7 %	12 %		12 %	8 %		8 %	7 %	
Far Below	5 %	3 %		10 %	11 %		2 %	2 %		1 %	0 %		1 %	1 %	



ENGLISH-LANGUAGE ARTS DATA continued

STAR ELA Summary Report *English Learners*

CST ELA	Second			Third			Fourth			Fifth			Sixth		
	11-12	12-13	+/-	11-12	12-13	+/-	11-12	12-13	+/-	11-12	12-13	+/-	11-12	12-13	+/-
% Proficient and above	54%	43%	-11 %	39%	26%	-13%	49%	61%	+12%	47%	40%	-7 %	37%	36%	-1%
Mean Scale Score	351.1	345.7	-5.4	334.8	317.7	-17.1	344.4	357.9	+13.5	344.2	341.3	-2.9	331.1	335.9	+4.8

STAR ELA Summary Report *Hispanic or Latino Students*

CST ELA	Second			Third			Fourth			Fifth			Sixth		
	11-12	12-13	+/-	11-12	12-13	+/-	11-12	12-13	+/-	11-12	12-13	+/-	11-12	12-13	+/-
% Proficient and above	54%	44%	-10 %	43%	27%	-16%	58%	65%	+7 %	64%	54%	-10%	57%	55%	-2%
Mean Scale Score	350.9	347.1	-3.8	337.0	324.6	-12.4	357.9	367.5	+9.6	364.7	355.5	-9.2	350.8	359.7	+8.9

STAR ELA Summary Report *Special Education – CMA Report*

CMA ELA	Third			Fourth			Fifth			Sixth		
	11-12	12-13	Adv/Prof +/-	11-12	12-13	Adv/Prof +/-	11-12	12-13	Adv/Prof +/-	11-12	12-13	Adv/Prof +/-
Advanced	0%	0%	+11.1 %	0 %	14.3%	+14.3%	60%	0%	-60%	15.4%	0%	+27.5%
Proficient	0%	11.1%		14.3%	14.3%		0%	0%		0%	42.9%	
Basic	100%	33.3%		28.6 %	28.6%		20%	41.7%		53.8%	14.3%	
Below Basic	0%	55.6%		28.6 %	28.6%		20%	58.3%		23.1%	28.6%	
Far Below	0%	0%		28.6 %	14.3%		0%	0%		7.7%	14.3%	

STAR CST ELA Cluster Information: Areas of Need by Cluster
Spring 2011

Grade	Reading	Writing
2	Reading Comp. 65%	Writing Strategies 63%
3	Reading Comp. 65%	Written Conventions – 56% Writing Strategies – 55%
4	Reading Comp. 57%	Writing Strategies 56%
5	Reading Comp. 60%	Writing Strategies 59%
6	Reading Comp. 57%	Writing Strategies 61%

STAR CST ELA Cluster Information: Areas of Need by Cluster
Spring 2012

Grade	Reading	Writing
2	Reading Comp. 60%	Writing Strategies 60%
3	Lit Resp & Ana 66% Reading Comp. 67%	Written Conventions 58%
4	Reading Comp. 61%	Writing Strategies 53%
5	Lit Resp & Analysis 67% Wd Anal & Vocab 68%	Writing Strategies 69%
6	Reading Comp. 58%	Writing Strategies 60%



MATHEMATICS DATA

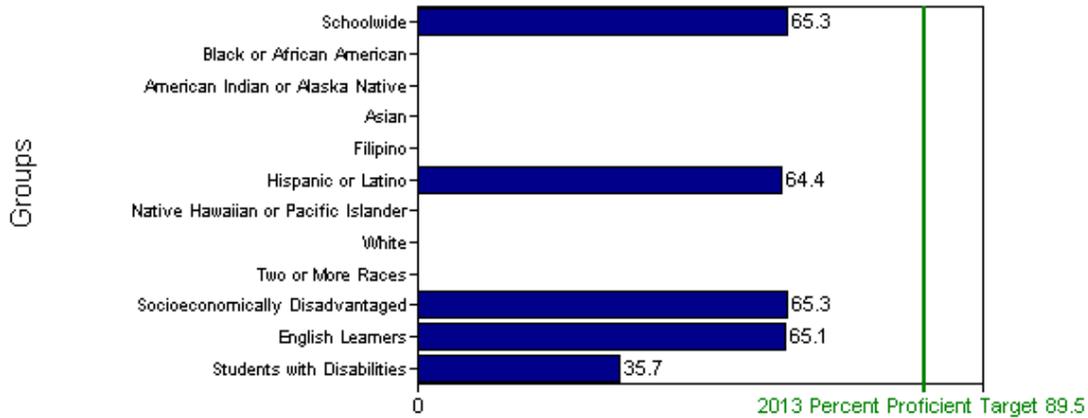
STAR California Standards Test Results 2008-2013 AYP AMOs

Target	37.0%	47.5%	58.0%	68.5%	79.0%	89.5%
Percent At or Above Proficient	2008	2009	2010	2011	2012	2013
Schoolwide	53.4	58.1	57.1	62.4	60.9	65.3
Socioeconomically Disadvantaged	53.4	58.1	57.1	62.4	60.9	65.3
Hispanic/Latino	51.5	56.7	57.0	61.4	60.5	64.4
English Learners	52.9	56.5	57.7	57.1	61.5	65.1
Students with Disabilities	36.1	27.6	15.8	39.7	29.4	35.7

Met AYP Goal

Met AYP Goal – Safe Harbor

Mathematics - Percent At or Above Proficient



STAR Mathematics Summary Report *All Students*

CST Math	Second			Third			Fourth			Fifth			Sixth		
	11-12	12-13	Adv/Prof +/-	11-12	12-13	Adv/Prof +/-	11-12	12-13	Adv/Prof +/-	11-12	12-13	Adv/Prof +/-	11-12	12-13	Adv/Prof +/-
Advanced	27 %	29 %	-1 %	42 %	34 %	-5 %	33 %	43 %	+8 %	32 %	33 %	+18 %	25 %	27 %	0 %
Proficient	36 %	33 %		27 %	30 %		32 %	30 %		21 %	38 %		32 %	30 %	
Basic	20 %	22 %		13 %	15 %		27 %	24 %		25 %	14 %		28 %	26 %	
Below Basic	10 %	14 %		14 %	18 %		8 %	2 %		18 %	12 %		13 %	16 %	
Far Below	7 %	2 %		3 %	2 %		0 %	0 %		4 %	2 %		2 %	1 %	



MATHEMATICS DATA continued

STAR Mathematics Summary Report *English Learners*

CST Math	Second			Third			Fourth			Fifth			Sixth		
	11-12	12-13	+/-	11-12	12-13	+/-	11-12	12-13	+/-	11-12	12-13	+/-	11-12	12-13	+/-
% Proficient and above	66%	61%	-5 %	72%	66%	-6%	58%	71%	+13 %	35%	61%	+26 %	43%	42%	-1%
Mean Scale Score	372.1	369.2	-2.9	394.4	375.6	-18.8	370.1	389.3	+19.2	346.2	373.5	+27.3	346.2	348.4	+2.2

STAR Mathematics Summary Report *Hispanic or Latino Students*

CST Math	Second			Third			Fourth			Fifth			Sixth		
	11-12	12-13	+/-	11-12	12-13	+/-	11-12	12-13	+/-	11-12	12-13	+/-	11-12	12-13	+/-
% Proficient and above	64%	60%	-4 %	69%	66%	-3%	64%	74%	+10 %	52%	70%	+18 %	57%	56%	-1%
Mean Scale Score	367.6	370.2	+2.6	393.5	378.8	-14.7	383.5	398.9	+15.4	380.6	396.1	+15.5	366.4	367.0	+0.6

STAR Mathematics Summary Report *Special Education – CMA Report*

CMA Math	Third			Fourth			Fifth			Sixth		
	11-12	12-13	Adv/Prof +/-	11-12	12-13	Adv/Prof +/-	11-12	12-13	Adv/Prof +/-	11-12	12-13	Adv/Prof +/-
Advanced	0%	0%	0%	0%	16.7%	+8.4%	0%	0%	-30%	7.7%	0%	+12.3%
Proficient	0%	0%		25%	16.7%		50%	20%		0%	20%	
Basic	50%	0%		25%	50%		50%	50%		46.2%	40%	
Below Basic	50%	100%		12.5%	16.7%		0%	30%		38.5%	40%	
Far Below	0%	0%		37.5%	0%		0%	0%		7.7%	0%	

STAR CST Cluster Information – Areas of Need by Cluster Spring 2011

Grade	Mathematics
2	Algebra & Functions – 73% Place Value, Add & Subt. – 74% Mult., Division & Fractions – 74%
3	Place Value, Fractions, Decimals – 78% Add., Subt., Mult., Div. - 78%
4	Measurement & Geometry – 77%
5	Estimation, Percentage, Factorization – 55%
6	Measurement & Geometry – 60% Statistics; Data Analysis & Probability – 60%



STAR CST Cluster Information – Areas of Need by Cluster Spring 2012

Grade	Mathematics
2	Mult., Division & Fractions – 72% Statistics, Data Analysis & Prob – 73% Place Value, Add & Subtraction – 75%
3	Place Value, Fractions, Decimals – 73% Add., Subt., Mult., Div. - 76%
4	Measurement & Geometry – 77% Statistics, Data Analysis & Probability - 75%
5	Estimation, Percentage, Factorization – 60%
6	Measurement & Geometry – 60% Statistics; Data Analysis & Probability – 60%



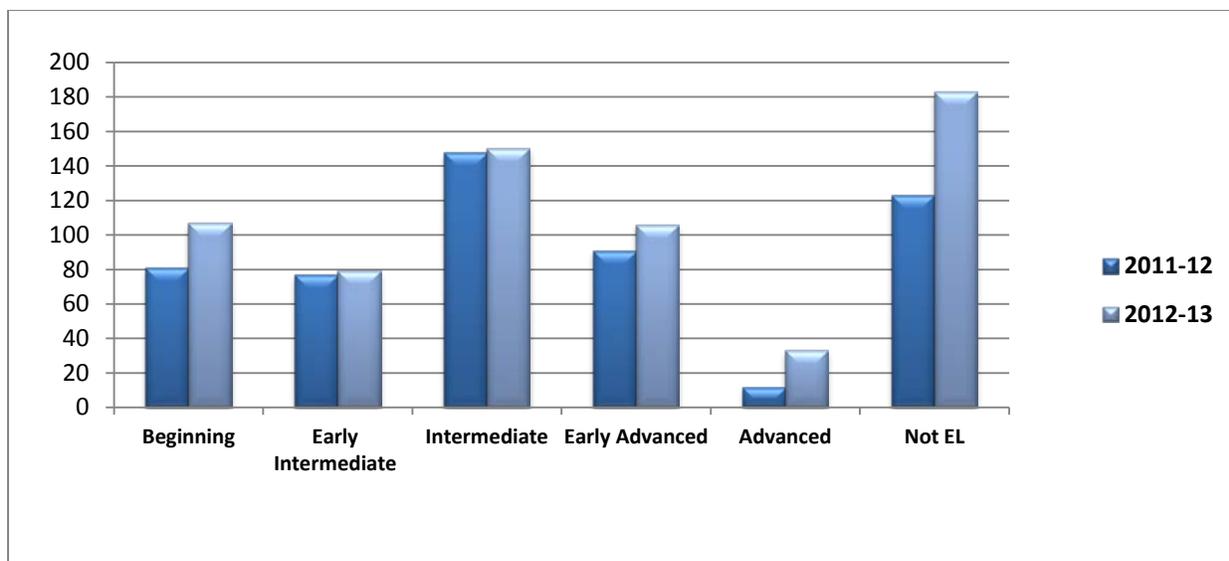
ENGLISH LEARNER DATA

CELDT Data AMAO 1/AMAO 2/AMAO 3

	2009-2010 Target Distr	OW	2010-2011 Target Distr	OW	2011-2012 Target Distr	OW	2012-2013 Target Distr	OW
AMAO 1	53.1% 63.3%	59.1%	54.6% 55.8%	55.7%	56% 63.2%	57.5%	57.5% 58%	64.1%
AMAO 2 <5 yrs	17.4% 20%	20.5%	18.7% 18.2%	19.4%	20.1% 22.2%	18%	21.4% 21.1%	21.4%
AMAO 2 >5 yrs	41.3% 53.6%	46.4%	43.2% 47.6%	30.5%	45.1% 58.2%	38.9%	47% 52%	49.5%
AMAO 3								

Met AMAO goal

CELDT Summary Data Overall by Proficiency Levels





ENGLISH LEARNER DATA continued

**STAR English-Language Arts Summary Report –
English Language Learners**

CST ELA	Second			Third			Fourth			Fifth			Sixth		
	11-12	12-13	Adv/Prof +/-	11-12	12-13	Adv/Prof +/-	11-12	12-13	Adv/Prof +/-	11-12	12-13	Adv/Prof +/-	11-12	12-13	Adv/Prof +/-
Advanced	20%	13.2%	-9.7%	1.6%	2.8%	-17.6%	7%	14.5%	+7.1%	9.4%	0%	-26.4%	4.2%	3.4%	-11.4%
Proficient	32.3%	29.4%		35.5%	16.7%		40.4%	40%		31.3%	14.3%		31.3%	20.7%	
Basic	27.7%	33.8%		38.7%	38.9%		42.1%	29.1%		34.4%	42.9%		47.9%	55.2%	
Below Basic	13.8%	20.6%		12.9%	26.4%		8.8%	12.7%		21.9%	37.5%		14.6%	13.8%	
Far Below	6.2%	2.9%		11.3%	15.3%		1.8%	3.6%		3.1%	5.4%		2.1%	6.9%	

**STAR Math Summary Report –
English Language Learners**

CST Math	Second			Third			Fourth			Fifth			Sixth		
	11-12	12-13	Adv/Prof +/-	11-12	12-13	Adv/Prof +/-	11-12	12-13	Adv/Prof +/-	11-12	12-13	Adv/Prof +/-	11-12	12-13	Adv/Prof +/-
Advanced	20%	26.5%	+8%	32.3%	29.7%	-2.6%	17.9%	30.9%	+10.1%	12.1%	20.7%	+31.8%	16.7%	9.7%	-9.4%
Proficient	32.3%	33.8%		33.8%	33.8%		39.3%	36.4%		18.2%	41.4%		25%	22.6%	
Basic	27.7%	22.1%		15.4%	10.8%		32.1%	29.1%		39.4%	17.2%		35.4%	35.5%	
Below Basic	13.8%	14.7%		10.8%	23%		10.7%	3.6%		24.2%	17.2%		18.8%	29%	
Far Below	6.2%	2.9%		7.7%	2.7%		0%	0%		6.1%	3.4%		4.2%	3.2%	



SPECIAL EDUCATION DATA

Special Education – CMA ELA Report

CMA ELA	Third			Fourth			Fifth			Sixth		
	11-12	12-13	+/- %	11-12	12-13	+/- %	11-12	12-13	+/- %	11-12	12-13	+/- %
Advanced	0%	0%	+11.1 %	0 %	14.3%	+14.3%	60%	0%	-60%	15.4%	0%	+27.5%
Proficient	0%	11.1%		14.3%	14.3%		0%	0%		0%	42.9%	
Basic	100%	33.3%		28.6 %	28.6%		20%	41.7%		53.8%	14.3%	
Below Basic	0%	55.6%		28.6 %	28.6%		20%	58.3%		23.1%	28.6%	
Far Below	0%	0%		28.6 %	14.3%		0%	0%		7.7%	14.3%	

Special Education – CMA Math Report

CMA Math	Third			Fourth			Fifth			Sixth		
	11-12	12-13	+/- %	11-12	12-13	+/- %	11-12	12-13	+/- %	11-12	12-13	+/- %
Advanced	0%	0%	0%	0%	16.7%	+8.4%	0%	0%	-30%	7.7%	0%	+12.3%
Proficient	0%	0%		25%	16.7%		50%	20%		0%	20%	
Basic	50%	0%		25%	50%		50%	50%		46.2%	40%	
Below Basic	50%	100%		12.5%	16.7%		0%	30%		38.5%	40%	
Far Below	0%	0%		37.5%	0%		0%	0%		7.7%	0%	

Gifted and Talented Education- CST English-Language Arts Summary

CST ELA	Fourth			Fifth			Sixth		
	11-12	12-13	+/- %	11-12	12-13	+/- %	11-12	12-13	+/- %
Students Tested	22	29		42	18		58	41	
% of Enrollment	19.5 %	32.6 %		52.5 %	16.8 %		50.9 %	51.9 %	
Students with Scores	22	29		42	18		58	41	
Mean Scale Score	401.5	404.9		392.5	387.8		367.9	385.5	
% Proficient and Above	95 %	83 %		-12%	83 %		78 %	-5%	

Gifted and Talented Education- CST Math Summary

CST Math	Fourth			Fifth			Sixth		
	11-12	12-13	+/- %	11-12	12-13	+/- %	11-12	12-13	+/- %
Students Tested	22	29		43	18		58	40	
% of Enrollment	19.5 %	32.6 %		53.8 %	16.8 %		50.9 %	50.6 %	
Students with Scores	22	29		43	18		58	40	
Mean Scale Score	450.1	443.9		429.7	494.9		402.6	407.5	
% Proficient and Above	82%	93 %		+11%	77%		94 %	+17%	



Conclusions from Student Performance Data

English/Language Arts CST Analysis

Olivewood School students have made significant academic growth from 2008 to 2012 according to the ELA CST scores. In 2013, the ELA scores dropped from 55.3% to 49.8%. Based on the CST band growth in 2012-2013, Olivewood School did not meet Safe Harbor goals school wide or in any significant subgroup.

The 2012-2013 School Plan ELA goal was 61% Proficient or above for all students in 2nd through 6th grade. The average across grade levels for all students in 2 through 6 was 49.8%. The only grade level to meet this goal with 63% of the students being proficient and above was 4th. In the significant subgroups, English Learners met the goal of 46% proficient or above with 48.5%. The goal for the Hispanic subgroup was 60%, and the actual result was 48.5%. Only 4th grade Hispanics met the goal with 65% being proficient and above.

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

- Ensure effective instructional practices, aligned with the common core standards, are introduced and developed at all grade levels.
- Differentiate instruction at all grade levels in small groups by classroom teachers and Language Arts Specialists focused to meet the needs of our diverse student population.
- Provide additional strategic and intensive intervention support based on student needs through RTI².
- Include the essential lesson elements of modeled writing, vocabulary and powerful sentences through the *Learning Headquarters* common core writing program. Score writing collaboratively in grade levels to support calibration of common core writing standards.
- Use supplemental software programs (*Successmaker*, *Imagine Learning*, *Starfall*, and *Accelerated Reader*) regularly and with fidelity.
- Integrate *Systematic English Language Development (SELD)* strategies during ELA to scaffold instruction for our English Language Learners.
- Incorporate student engagement strategies to encourage active participation.
- Meet in grade group data teams to analyze and evaluate data, and plan accordingly.
- Comply with district-required number of instructional minutes in English Language Arts.

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

- Continue the school wide expectations for daily writing instruction using the *Learning Headquarters'* Writing Program.
- Continue vertical articulation on teaching writing.
- Continue implementing Common Core Writing Standards across the curriculum using strategies and techniques from the *Learning Headquarters'* ongoing staff development provided by the district.
- Provide ongoing staff development.
- Provide time for grade level discussion and reflection on the implementation of the Common Core Writing Standards with sister school.



Math CST Analysis

In 2013, Olivewood School met AYP Safe Harbor goals school wide and in all significant subgroups (socio-economically challenged, Hispanic, and English Learners) except for students with disabilities.

The percentage of all students scoring in the proficient and advanced bands is 65.3%. The goal of 68% for 2012-2013 was not met. Only 4th and 5th grades met the goal with 73% and 71% respectively. The percentage of English Learners scoring proficient and advanced is 65% exceeding the goal of 61%. The percentage of Hispanics/Latinos scoring proficient and advanced is 64.4% which did not meet the goal of 67%. Only 4th grade and 5th grade Hispanic students met the goal with 74% and 70% respectively.

Plan/Next Steps Development of school wide priorities in Mathematics

- Ensure effective instruction is taught consistently and rigorously at all grade levels using the core curriculum *enVision Math* for 75 minutes per day.
- Differentiate instruction as needed at all grade levels in small groups during the *enVision Math* block.
- Provide additional strategic and intensive intervention support based on student needs through before and after school programs and in small groups using *Targeted Math Interventions* by Teacher Created Materials and *Focus Math* by Pearson.
- Use *Successmaker* as a supplemental Math software program regularly and with fidelity.
- Integrate academic vocabulary strategies during Math instruction to further develop academic language.
- Incorporate student engagement strategies to encourage active participation.
- Meet in grade group data teams to analyze and evaluate data, and plan accordingly.

English Learners CELDT 2013-2014 Analysis

The percentage of English Learners meeting AMAO 1 has increased in 2012 – 2013 compared to 2011-2012 by 6.6% from 57.5% to 64.1%. Olivewood School met the AMAO 1 target of 57.5% and exceeded the district target of 58% by 6.1%.

The percentage of English Learners with less than 5 years in the United States meeting AMAO 2 has increased from 18% in 2011-2012 school year to 21.4% in 2012- 2013 which is an increase of 3.4%. Olivewood has met the school AMAO 2 target of 21.4% and exceeded the district target of 21.1% by 0.3%.

The percentage of English Learners with more than 5 years (Long Term English Learners - LTELs) in the United States (Long Term English Learners - LTELs) meeting AMAO 2 has increased from 38.9% in the 2011-2012 school year to 49.5% in 2012- 2013 which is an increase of 10.6%. Olivewood has met the school AMAO 2 target of 47% by 2.5%, however did not meet the district target of 52%.

Plan/Next Steps Development of school wide priorities for English Language Learners

- Group students according to English Language proficiency levels.
- Assign support staff (Language Arts Specialists, RSP, Impact Teachers, and aides, as part of the SELD “chaining” to reduce group sizes and to provide for frequent structured active participation.
- Use *Systematic English Language Development (SELD)* by *EL Achieve* to provide systematic English instruction at all grade levels.



- Incorporate Curriculum Associates – *California English Language Development Practice and Mastery* materials according to the district pacing guide.
- Use supplemental software programs (*Imagine Learning*) regularly and with fidelity.
- Integrate *Systematic English Language Development (SELD)* strategies during ELA to scaffold instruction for the English Language Learners.
- Incorporate student engagement strategies to encourage active participation during SELD instruction and across the curriculum.
- Focus on academic vocabulary during ELD and throughout the curriculum.
- Meet in SELD data teams and sister schools to analyze and evaluate data, and plan accordingly.
- Comply with school-required number of instructional minutes in English Language Development to ensure fidelity of instruction.

Special Ed 2013-2014 Analysis on California Modified Assessments

English/Language Arts

In most grade levels, the % of proficient and above increased in the ELA California Modified Assessments. In third grade, the number of proficient increased from 0% to 11.1%. In fourth grade the number of proficient and advanced increased by 14.3% from 14.3% to 28.6%. Sixth grade increased by 27.5% from 15.4% to 42.9%. Fifth grade decreased 60% from 60% to 0%.

Math

There was no change in third grade which stayed at 0%. Fourth grade increased by 8.4% from 25% to 33.4%. Sixth grade went up by 12.3% from 7% to 20%. Fifth grade decreased 30% from 50% to 20%.

Plan/Next Steps Development of priorities in Special Education

- Ensure effective instructional practices, aligned with the common core standards, are introduced and developed in Special Day Class (SDC) and Resource Specialist Program(RSP).
- Differentiate instruction at all grades levels in SDC and RSP.
- Use Read 180 as a supplemental intervention program with RSP students in grades 4 and 5.
- Ensure effective instruction is taught consistently and rigorously at all grade levels using the core curriculum *enVision* Math for 75 minutes per day.
- Differentiate instruction as needed during the *enVision* Math block.
- Use Fast Track Math supplemental Math software in SDC.



Olivewood School

2013 -2014

School Goals for Improving Student Achievement

Goal #1: English-Language Arts

By the end of the 2013-2014 school year, 50% of all students and 53% of Hispanic students and 42% of EL students will be proficient or advanced on the Renaissance Learning STAR Reading assessment. To achieve this goal, classroom teachers, Language Arts Specialists, and Impact Teachers will work in collaboration to design, deliver, and differentiate optimal lessons for all students.

Goal #2: Mathematics

By the end of the 2013-2014 school year, 66% of all students, 62% of Hispanic students and 55% of EL students will be proficient or advanced on the Renaissance Learning STAR Math assessment. To achieve this goal, classroom teachers will work in collaboration to design, deliver, and differentiate optimal lessons for all students.

Goal #3: English Learners

By the end of the 2013-2014 school year, English learners will meet or exceed all AMAOs. The STAR CELDT data will be used to measure our English learners' progress toward meeting the State AMAO benchmarks. To achieve this goal, classroom teachers, Language Arts Specialists, and Impact Teachers will work in collaboration to design, deliver, and differentiate optimal lessons for all students.

Goal #4: Special Education

By the end of the 2013-2014 school year, 19% of the students with disabilities will score proficient or advanced on the Renaissance Learning STAR Reading assessment, and 26% of the students with disabilities will score proficient or advanced on the Renaissance Learning STAR Math assessment.



Form A: Planned Improvements in Student Performance

District Priority Actions from Strategic Plan-Instruction	From Our current reality (Today)	To Our Desired Reality (2017)
<p>-Define core instructional strategies and practices through professional development in the Common Core State Standards (CCSS)</p> <p>- Define common language and meeting format for Data Teams</p>	<p><i>Insert description of common current instructional strategies- level of implementation, alignment across grade levels- be very honest- describe needs</i></p> <p><i>Describe current data team practices</i></p> <p>Olivewood teachers are beginning to provide instruction based on the Common Core State Standards and provide universal instruction with equal access for all students following the district adopted curriculum and transition guides.</p> <p>Olivewood teachers also differentiate instruction in small groups through Guided Reading and <i>enVision</i> Math “flex” groups, and Learning Headquarters Writing “conference” groups. ELD instruction is differentiated by language proficiency levels. This year we committed to a daily school wide ELD time.</p> <p>Olivewood teachers provide strategic and intensive interventions to students in the RtI² process, as well as before/after school programs for identified students, using a variety of data (OARS, Universal Screening, Progress Monitoring, (Renaissance Place STAR Reading and Math assessments), CST, CELDT, and teacher-created assessments). Students are placed in computer-assisted instruction (SM, IL) purposefully.</p> <p>Olivewood teachers have participated in discussions of student engagement and checking for understanding strategies. Teachers use these strategies at various levels.</p>	<p><i>Describe the desired state of instruction at your school</i></p> <p><i>Describe desired data team practices-keep in mind our conversations in Leadership meetings</i></p> <p>By 2017, all teachers at Olivewood School will design and deliver meaningful lessons based on the Common Core State Standards while engaging students and continuously checking for understanding. Teachers will use best instructional practices and research-proven strategies consistently and at a high level of efficacy to deliver a robust curriculum for our diverse population of students and large percentage of English Learners.</p> <p>Teachers will refine the use data to differentiate instruction to maximize student achievement among all student groups. Teachers will use technology proficiently to access and analyze data, create assessments, and create and teach lessons. Students will be using a variety of technology tools for producing evidence of their learning.</p> <p>Teachers will be trained in the Common Core State Standards (CCSS) and in how to incorporate project-based learning in the curriculum. The NSD 4D Instructional Model will drive lesson planning.</p>



	<p>There is a need for further staff development implementing the strategies in the NSD 4D Instructional Model with consistency and fidelity to produce high quality, effective lessons and maximize student learning.</p> <p>Olivewood teachers are released approximately every seven weeks for half a school day to meet in grade levels with the principal, the Language Arts Specialist, the Resource Specialist, and the School Psychologist as grade level data and RtI² teams.</p> <p>During these meetings, the data team meets to...</p> <ul style="list-style-type: none"> ▪ discuss and analyze various data. ▪ determine strengths and areas of need. ▪ establish a baseline. ▪ set grade level SMART Goals based on the baseline. ▪ discuss instructional strategies. ▪ share results of post-test data and determine efficacy of the instruction. <p>During the RTI² portion, each teacher follows an established protocol in presenting their RTI students:</p> <ol style="list-style-type: none"> 1. Present current baseline data and appropriate learning objective/goal 2. Share analysis of progress made based on the data (progress monitoring data) 3. Present progress monitoring graph (DIBELS, STAR Reading/Math) 4. Present scores from grade level benchmark assessments (OARS blueprints/summative assessments) and other pertinent data (outcome, demographic, perceptual) 5. Discuss recommendations, next steps, goals, and concerns 	<p>Data Team meetings will be led by the teachers and discussion will be focused on the CCSS, how well our instruction is aligned with the CCSS, and analyzing student “performance” based on the instruction.</p> <p>All RTI data/documentation will be computer/web-based and transparent for all.</p>
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<p>District Priority Actions from Strategic Plan- Safe and Healthy Environments</p> <p>Develop district-wide Positive Behavior Interventions and Supports plan and related site PBIS plans</p>	<p><i>Describe current strategies used for positive behavior- include school wide alignment of strategies- include perceived needs</i></p> <p>Olivewood School promotes positive student behavior by emphasizing positive character traits. Each month, the Olivewood Leadership Team selects an appropriate character trait(s), such as respect, responsibility, caring, sharing, effort, etc. The trait is emphasized in the classrooms, cafeteria, and playground. An incentive program is in place to motivate and reward students for demonstrating the character trait. Every week teachers select three students to be rewarded and acknowledged for demonstrating the character trait of the month.</p> <p>Olivewood School has a safety plan in place and practiced through regularly scheduled drills.</p> <p>The principal and school psychologist meet with supervisors monthly for ongoing training on the Three-Step Plan:</p> <ul style="list-style-type: none"> • Talk about it • Walk Away • Notify an adult <p>Additional safety measures include:</p> <ul style="list-style-type: none"> ➤ All visitors check in at the office. ➤ Students arriving before 8:15 are supervised in the cafeteria or are part of the before school program. ➤ All students arriving between 8:15 and 8:40 participate in the walking program. ➤ Parents who accompany their child are encouraged to be in the walking program and are identified by wearing a lanyard. ➤ Parents who choose not to walk are able to sit in the area by the office. ➤ Parents who need to talk to teacher wear a wristband for identification. ➤ Positive intrinsic rewards through the morning walking program. 	<p><i>Describe the desired systems of behavior, describe the desired behavioral expectations</i></p> <p>By 2017, Olivewood will fully implement Positive Behavior Intervention Support and include the following:</p> <ul style="list-style-type: none"> • Compile classroom lessons that target expected school wide behaviors, positive character traits, etc. • Utilize these lessons in classrooms on a weekly basis • Identify and establish site coaches to assist with challenging behavior • Provide informational meetings and presentations for parents • Create a PBIS brochure to share with all stakeholders • Maintain a plan for ongoing training for teachers on PBIS • Maintain a Tiered approach to student behavior support • Use the PBIS Handbook and have it accessible through the school website • Continue school wide assemblies focusing on positive behavior and character traits
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	<p>To deal with continuous behavior issues, we have the following in place:</p> <ul style="list-style-type: none">• Low Level Referrals• Office Referrals• Behavior Referrals through RTI²• Individual and group counseling <p>To ensure ALL students have a nutritious and balanced breakfast, Olivewood School implemented the Breakfast in the Classroom Program.</p>	
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School Goal # 1 ELA:

By the end of the 2013-2014 school year, 50% of all students and 53% of Hispanic students and 42% of EL students will be proficient or advanced on the Renaissance Learning STAR Reading assessment. To achieve this goal, classroom teachers, Language Arts Specialists, and Impact Teachers will work in collaboration to design, deliver, and differentiate optimal lessons for all students.

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

This goal was formed based on district criteria and data from the Renaissance Learning STAR Reading assessments

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

This goal directly aligns with our strategic plan in supporting all students and significant subgroups through analysis of student results.

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

At Olivewood the percentage of students performing at the proficient and advanced levels had significantly increased the 2008 to 2012. However, the number of proficient and advanced students in 2013 decreased school wide in all significant subgroups except students with disabilities. Grade level targets that align with the school wide goals have been established.

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

Teachers collaborate and analyze school wide results. Our Data Teams review student results and created our school wide goals. The administrator, teachers, and support staff meet frequently to analyze summative and current data.

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

Focus students are considered any students who have not met the expected growth and end of year expectations.

What data will be collected to measure student achievement?

Ongoing summative, formative and diagnostic assessments will monitor student growth. These include OARS Blueprint, Renaissance STAR Reading, DIBELS/IDEL, HM Theme and teacher created assessments.

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

Data Teams will meet frequently to analyze student outcomes. The Data Team process includes:

- 1. discussing and analyzing various data.*
- 2. determining strengths and areas of need.*
- 3. establishing a baseline.*
- 4. setting grade level SMART Goals based on the baseline.*
- 5. discussing instructional strategies*
- 6. sharing results of post-test data and determine efficacy of the instruction.*

Actions to improve achievement to exit program improvement (if applicable).

Teachers will continue to use data to inform instruction, utilize instructional technology consistently, and differentiate instruction for all students.



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>Continue targeted student support that promotes collaboration, data analysis and ongoing-reflection on the effectiveness of our instruction.</p> <p>Continue Data Teams August 2013 – June 2014.</p> <p>Data Team members:</p> <ul style="list-style-type: none"> ➤ Administrator ➤ Grade level teachers ➤ LAS ➤ RSP ➤ School Psychologist/ Counselor <p>Differentiate instruction to support the learning needs of all students and sub-groups by teachers, Language Arts Specialists and Impact Teachers.</p> <p>Use data and information from various assessment to differentiate instruction.</p> <p>Provide books, materials, supplies, equipment, and production to support instruction.</p>	<p>Aug. 2013 – June 2014 Substitute teachers to release teachers for grade level meetings.</p> <p>July 2013 – June 2014 Counselor</p> <p>July 2013 – June 2014 Two LAS: a) Primary b) Intermediate</p> <p>Aug. 2013 – June 2014 4 Impact Teachers</p> <p>Aug. 2013 – May 2014 CELDT Support</p> <p>Aug. 2013 – May 2014</p>	<p>\$2,000 LCFF/ /EIA-SCE \$8,000 Title I</p> <p>\$18,681 EIA-SCE (CO \$) \$18,681 LCFF/ /EIA-LEP</p> <p>a) \$25,467 Title III \$25,466 EIA/SCE \$50,933 LCFF/ /EIA-LEP b) \$49,077 Title I \$49,077 LCFF/ /EIA-SCE</p> <p>\$49,200 Title I</p> <p>\$5,445 LCFF/ EIA-LEP</p> <p>Non-textbook books: \$2,000 Title 1</p> <p>Materials/supplies: \$4,250 Title I \$1,048 EIA-SCE/ /LCFF (CO) \$424 EIA-LEP/ /LCFF (CO)</p> <p>Equipment: \$1,907 Title I</p>	<p>Grade level data teams will be released every three to four weeks to participate in Data Teams.</p> <p>These meetings are documented and follow a continuous cycle of improvement, including:</p> <ol style="list-style-type: none"> 1. discussion and analysis of data. 2. identification of strengths and areas of need. 3. establishment of a baseline. 4. design of grade level SMART Goals 5. discussion of instructional strategies. 6. documentation of results of post-test data.



		In-house Production: \$1,907 Title I \$1,983 LCFF/ /EIA-SCE	
<p>Professional Development and Data Team Collaboration:</p> <p>Professional Development (PD) will occur (1) during Data Team meetings and (2) on Collaboration/Site Thursdays through sharing and discussion of ideas and instructional strategies</p> <p>Provide professional development opportunities for teachers to attend conferences and/or workshops, and extra time for teacher PLCs. Substitutes will be provided for teachers attending professional development sessions or extra time will be paid to teachers for off-the-clock professional collaboration.</p> <p>The EL Liaison shares and communicates with staff current ELD information.</p>	<p>Aug. 2013 – June 2014</p> <p>Data Team meeting calendar established by August 20, 2013.</p> <p>Collaboration/District/Site Thursday calendar established (district)</p> <p>Substitute teachers will release teachers for grade level meetings and/or workshops.</p> <p>Teachers will attend conferences and/or workshops.</p> <p>EL Liaison</p>	<p>No cost</p> <p>Teacher Substitutes: \$2,000 LCFF/ /EIA-SCE \$8,000 Title I</p> <p>Travel/Conferences: \$3,200 Title I</p> <p>Teacher Extra Time: \$4,000 Title I</p> <p>\$1,117 EIA-LEP</p>	<p>The Olivewood Leadership Team Site meets monthly to review PD needs, make suggestions, and make adjustments as needed.</p>
<p>Extended Learning Time:</p> <p>Extended Learning opportunities have been established to support students who are not meeting grade level expectations.</p> <p>These include before/after school classes, additional <i>SuccessMaker/ Imagine Learning</i> software usage, small group and one-on-one instruction with support from Language Arts Specialists and Impact Teachers.</p>	<p>Nov. 2013 – May 2014. Before/After School program</p>	<p>ASES grant</p>	<p>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.</p>



<p>Increased Educational Opportunity:</p> <p>Olivewood School has created an individualized software usage plan to support all students.</p> <ul style="list-style-type: none"> • Students who are Basic, Below Basic and Far Below Basic should meet the minimum requirements for usage on <i>SuccessMaker</i> (40 hours combined). • Students who have been identified as Beginning, Early Intermediate and Intermediate on the CELDT assessment will utilize <i>Imagine Learning</i> in lieu of <i>Success Maker</i>. Strategic focus is on Long Term English Learners (LTELs). Additional licenses have been purchased to support ELs in grades 3 – 6. <p>Olivewood has two Reading Labs with computers and Language Arts Specialists to deliver strategic and intensive instruction to small groups and RTI² students. Impact Teachers work with students needing strategic support.</p> <p>Students are provided field trip opportunities to enhance curriculum and instruction.</p>	<p>July 2013 – June 2014</p> <p>Licenses for web-based <i>Successmaker by Pearson Learning</i> for all students in grades K-6</p> <p>Licenses for web-based <i>Imagine Learning</i> for all student in Grade K-1 and identified EL students in grades 2 - 6</p> <p>July 2013 – June 2014 Two Language Arts Specialists</p> <p>Aug. 2013 – June 2014 4 Impact Teachers</p> <p>Aug. 2013 – June 2014</p>	<p>\$34,834 LCFF/ EIA-LEP</p> <p>District Licenses: \$10,000 Title III</p> <p>Additional Licenses: \$19,138 Title III</p> <p>MIS Tech Support: \$8,085 Title I</p> <p>\$25,467 Title III \$25,466 EIA/SCE \$50,933 LCFF/ /EIA-LEP \$49,077 Title 1 \$49,077 LCFF/ /EIA-SCE</p> <p>\$49,200 Title I</p> <p>Transportation: \$3,000 LCFF/ /EIA-SCE</p> <p>Admissions: \$3,000 LCFF/ /EIA-SCE</p>	<p>Teachers will analyze student usage reports regularly.</p> <p>Continued reflection on instructional practices and analysis of student performance as well as analyzing universal screening and progress monitoring data.</p>
<p>Involvement of Parents, Staff and Community:</p> <ul style="list-style-type: none"> • Parents will be notified of the schools program improvement status through a letter from the principal. 	<p>14 days prior to school year</p>	<p>District Funded</p>	<p>N/A</p>



<p><i>Stakeholder Involvement:</i></p> <ul style="list-style-type: none"> • Nutrition classes • Teacher-led Parent workshops • Regular English Language Advisory Committee meetings (ELAC) • Regular District English Language Advisory Committee Language meetings (DELAC) • PTO • Regular School Site Council meetings • English Language Advisory Committee meetings • Olivewood Gardens staff 	<p>Aug. 2013 – May 2014</p>	<p>Parent Training: \$3,000 Title I</p> <p>Refreshments: \$600 Title I</p>	<p>Regular feedback encouraged through session evaluation forms</p> <p>Yearly end of year parent survey on needs and recommendations for next steps.</p>
<p>Instructional Technology:</p> <p>Olivewood School continues to utilize instructional technologies to complement our school wide goals. Students have been strategically placed on computer programs to meet their academic needs.</p> <p><i>Successmaker (SM)</i></p> <ul style="list-style-type: none"> • K-1st grade Bilingual will continue using the original network-based version for Spanish SM courses • K through sixth grade have been upgraded to the web-based version <p><i>Imagine Learning:</i></p> <ul style="list-style-type: none"> • All students in K and 1st grades • Students in 2nd grade bilingual Spanish • EL students who have been identified needing extra language support in grades 3 through 6 <p><i>Accelerated Reader</i> to promote reading for all students.</p>	<p>July 2013 – June 2014</p> <p>Aug. 2013 – June 2014</p>	<p>\$34,834 LCFF/ /EIA-LEP</p> <p>District Licenses: \$10,000 Title III</p> <p>Additional Licenses: \$19,138 Title III</p> <p>\$3,000 Title I</p>	<p>Weekly review of student usage and results.</p> <p>Yearly review of student usage, student outcomes and student gains.</p>



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Technology Liaison to provide support in accessing and using reports.	Sept. 2013 – June 2014 Technology Liaison	\$1,117	Title I	
Involvement of After School Program				
Students are offered opportunities in the WINGS program.	Aug. 2013 – June 2014	ASES grant		Students participating intervention classes receive a pre/post assessment. Student results are analyzed regularly to ensure that students are making progress towards their individual goals.
Identified students are offered supplemental education services (SES)	Oct. 2013 – May 2014	SES Title 1		
Other:				
Purchase technology hardware and accessories to support instruction and data collection.	School administration, Technology Liaison	\$12,823 \$4,709	LCFF/ EIA-SCE LCFF/ EIA-LEP	
Set up new Primary Grade Computer Lab with 24 wireless laptop computers, set up schedule for use.	September 2013 District MIS to set up Primary Computer Lab	Tech Support \$8,085	Title I	
Provide student certificates and awards for academic achievement and good citizenship.	Aug. 2013 – May 2014 Principal and Counselor	\$4,743 \$1,500 \$862	Title I EIA-SCE LCFF/ EIA-SCE	
Provide replacement equipment that supports instruction as needed.	Aug. 2013 – May 2014	Equipment (Reserve) \$7,600 \$2,875 \$3,840 \$6,100	Title I Title III LCFF/ EIA-SCE LCFF/ EIA-LEP	



School Goal # 2 Math	
<i>By the end of the 2013-2014 school year, 66% of all students, 62% of Hispanic students and 55% of EL students will be proficient or advanced on the Renaissance Learning STAR Math assessment. To achieve this goal, classroom teachers will work in collaboration to design, deliver, and differentiate optimal lessons for all students.</i>	
<p>What data did you use to form this goal (findings from data analysis)?</p> <p><i>This goal was formed based on scores from Renaissance Learning STAR Math.</i></p>	<p>How does this goal align to your Local Educational Agency/Strategic Plan goals?</p> <p><i>This goal directly aligns with our strategic plan in supporting all students through careful analysis of student results.</i></p>
<p>What did the analysis of the data reveal that led you to this goal?</p> <p><i>In 2013 school wide, Olivewood met AYP Safe Harbor goals in all significant subgroups except students with disabilities.</i></p> <p><i>From 2012 to 2013, the number of proficient and advanced students in Mathematics at Olivewood School increased by 4.4% school wide. The Hispanics/Latinos subgroup has increased by 4.1%, the English Learners subgroup increased by 3.6%, and students with disabilities increased by 6.3%.</i></p>	<p>Which stakeholders were involved in analyzing data and developing this goal?</p> <p><i>Teachers collaborate and analyze school wide results. This happens in many formats. Our Olivewood Leadership Team and grade level data teams review student results and created our school wide goals. Teachers and support staff meet regularly to analyze various assessment data.</i></p>
<p>Who are the focus students and what is the expected growth?</p> <p><i>Focus students are considered any students who have not met the expected growth and end of year expectations. A minimum of 66% of our students will be proficient or advanced on the Renaissance Learning STAR Math assessment.</i></p>	<p>What data will be collected to measure student achievement?</p> <p><i>Ongoing, formative and summative assessments will monitor student growth. These include OARS Math Blueprint, Renaissance STAR Math, EnVision TopicTests, Successmaker Math results.</i></p>
<p>What process will you use to monitor and evaluate the data?</p> <p><i>Grade level data teams will meet regularly to analyze student outcomes.</i></p> <p><i>At each data team meeting, discussion will include the following:</i></p> <ol style="list-style-type: none"> <i>1. discussing and analyzing various data.</i> <i>2. determining strengths and areas of need.</i> <i>3. establishing a baseline.</i> <i>4. setting grade level SMART Goals based on the baseline.</i> <i>5. discussing instructional strategies.</i> <i>6. sharing results of post-test data and determine efficacy of the instruction.</i> 	<p>Actions to improve achievement to exit program improvement (if applicable).</p> <p><i>Olivewood teachers will differentiate and scaffold instruction to ensure expected academic growth of identified students.</i></p>



Strategies/Actions to Implement this Goal	Start/Completion Date/Personnel	Each Funding Source/Amount	Process for Evaluation of Implementation
<p>Instructional Practices consistent with Content Standards and Strategic Plan:</p> <p>Continue targeted student support that promotes collaboration, data analysis and ongoing-reflection on the effectiveness of our instruction.</p> <p>Continue Data Teams. Substitute teachers will release teachers so they can meet in grade level meetings.</p> <p>Data Team members:</p> <ul style="list-style-type: none"> ➤ Administrator ➤ Grade level teachers ➤ LAS ➤ RSP ➤ School Psychologist <p>Differentiated instruction to support the learning needs of all students and sub-groups by teachers, and Impact Teachers.</p> <p>Provide books, materials, supplies, resources, equipment and production to support instruction.</p> <p>Provide resources and support for RTI students.</p>	<p>Aug. 2013 – June 2014</p> <p>Aug. 2013 – June 2014 Substitute teachers to release teachers for grade level meetings.</p> <p>July 2013 – June 2014 Counselor</p> <p>Aug. 2013 – June 2014 4 Impact Teachers</p> <p>Aug. 2013 – May 2014</p> <p>LAS</p>	<p>\$2,000 LCFF/ /EIA-SCE \$8,000 Title I</p> <p>\$18,681 EIA-SCE \$18,681 LCFF/ /EIA-LEP</p> <p>\$49,200 Title 1</p> <p>Non-textbook Books: \$2,000 Title 1</p> <p>Materials/Supplies: \$4,250 Title I \$1,048 EIA-SCE/ /LCFF (CO) \$424 EIA-LEP/ /LCFF (CO)</p> <p>Equipment: \$1,907 Title I</p> <p>In-house Production: \$1,907 Title I \$1,983 LCFF/ /EIA-SCE</p> <p>\$49,077 Title 1 \$49,077 LCFF/ /EIA-SCE</p>	<p>Grade level data teams will be released every three to four weeks to participate in Data Teams.</p> <p>These meetings are documented and follow a continuous cycle of improvement, including:</p> <ol style="list-style-type: none"> 1. discussion and analysis of data. 2. identification of strengths and areas of need. 3. establishment of a baseline. 4. design of grade level SMART Goals 5. discussion of instructional strategies. 6. documenting of results of post-test data



<p>Professional Development and Data Team Collaboration:</p> <p>Professional Development (PD) will occur (1) during Data Team meetings and (2) during Collaboration/Site Thursdays through sharing and discussion of ideas and instructional strategies as well as attending staff development sessions.</p> <p>In addition, a Math consultant (Joan Commons) will be providing follow-up inservice for the Olivewood staff.</p> <p>Professional development opportunities for teachers to attend conferences and/or workshops, and extra time for teacher PLCs. Substitutes will be provided for teachers attending professional development sessions or extra time will be paid to teachers for off-the-clock professional collaboration.</p> <p>The EL Liaison shares and communicates with staff current ELD information.</p>	<p>Aug. 2013 – June 2014</p> <p>Establish Data Team calendar by August 2013</p> <p>Collaboration/District/Site Thursday calendar established by July, 2013</p> <p>Substitute teachers to release teachers for grade level meetings and/or workshops.</p> <p>Teachers to attend conferences and/or workshops.</p> <p>EL Liaison</p>	<p>No cost</p> <p>No cost</p> <p>No cost</p> <p>Teacher Substitutes: \$2,000 LCFF/ /EIA-SCE \$8,000 Title I</p> <p>Travel/Conferences: \$3,200 Title I</p> <p>Teacher Extra Time: \$4,000 Title I</p> <p>\$1,117 EIA-LEP</p>	<p>The Olivewood Leadership Team meets monthly to review PD elements and to make adjustments as needed.</p> <p>An end of year evaluation occurs and provides all teachers an opportunity to make recommendations for next steps.</p>
<p>Extended Learning Time:</p> <p>Extended Learning opportunities have been established to support students who are not meeting expected academic growth based on Safe Harbor goals.</p> <p>These include before/after school classes, additional Successmaker software usage, small group and one-on-one instruction taught by Impact</p>	<p>Nov 2013 – May 2014</p> <p>July 2013 – June 2014 Successmaker licenses</p> <p>Aug. 2013 – June 2014 4 Impact Teachers</p>	<p>ASES grant</p> <p>\$34,834 LCFF/ EIA-LEP</p> <p>\$49,200 Title I</p>	<p>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.</p>



<p>Teachers and/or classroom teachers and support from the Technology Liaison.</p> <p>Before/after school classes may use</p> <ol style="list-style-type: none"> 1) <i>Targeted Math</i> by Scholastic 2) <i>Focused Math</i> by Pearson 3) <i>Achieve It Math</i> by Steck-Vaughn as supplemental math intervention programs for identified students. 	<p>Sept. 2013 – June 2104 Technology Liaison</p>	<p>\$1,117 Title I</p>	
<p>Increased Educational Opportunity:</p> <p>Olivewood School has created an individualized software usage plan to support all students. Students who are Basic, Below Basic and Far Below Basic should meet the minimum requirements for usage on <i>Successmaker</i> software (20 hours).</p>	<p>Aug. 2013 – June 2014 <i>Successmaker</i> licenses</p>	<p>\$34,834 LCFF/ EIA-LEP</p>	<p>Teachers will analyze student usage reports regularly.</p> <p>Continued reflection on instructional practices and analysis of student performance as well as analyzing universal screening and progress monitoring data.</p>
<p>Involvement of Parents, Staff and Community:</p> <ul style="list-style-type: none"> • Parents will be notified of the schools program improvement status through a letter from the principal • Teacher-led Parent workshops • Regular English Language Advisory Committee meetings (ELAC) • Regular District English Language Advisory Committee Language meetings (DELAC) • PTO • Regular School Site Council meetings • English Language Advisory Committee 	<p>14 days prior to school year</p> <p>Aug. 2013 – June 2014 Classroom teachers Consultants</p>	<p>District Funded</p> <p>Babysitting/Materials /Refreshments for workshop meetings: \$3,000 Title 1 \$600 Title I</p>	<p>N/A</p> <p>Regular feedback through session evaluation forms</p> <p>Yearly end of year parent survey on needs and recommendations for next steps.</p>



Olivewood School 2013-2014
Single School Plan for Student Achievement



Provide student certificates and awards for academic and behavioral achievement.	Aug. 2013 – May 2014 Administration & Counselor	\$4,743 \$1,500 \$862		
Provide replacement equipment that supports instruction, as needed.	Aug. 2013 – May 2014	Equipment (Reserve) \$7,600 \$2,875 \$3,840		



School Goal # 3 English Learners	
<i>By the end of the 2013-2014 school year, English learners will meet or exceed all AMAOs. The STAR CELDT data will be used to measure our English learners' progress toward meeting the State AMAO benchmarks. To achieve this goal, classroom teachers, Language Arts Specialists, and Impact Teachers will work in collaboration to design, deliver, and differentiate optimal lessons for all students.</i>	
<p>What data did you use to form this goal (findings from data analysis)?</p> <p><i>This goal was formed after analyzing student CELDT results and AMAO results.</i></p>	<p>How does this goal align to your Local Educational Agency/Strategic Plan goals?</p> <p><i>This goal directly aligns with our strategic plan in supporting all students through careful analysis of student results.</i></p>
<p>What did the analysis of the data reveal that led you to this goal?</p> <p><i>This data indicates that there is a need for a consistent, systematic, and rigorous English Language Development instruction across the grade levels based on the language proficiency levels using research-based materials. ELD strategies and student engagement opportunities also need to be integrated across the curriculum to scaffold instruction throughout the day to meet the needs of the English Learners.</i></p>	<p>Which stakeholders were involved in analyzing data and developing this goal?</p> <p><i>Teachers collaborate and analyze school wide results. This happens in many formats. The Olivewood Leadership Team and grade level data teams review student results and created our school wide goals. The school administrator, 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>The focus students are all English Learners with an emphasis on those in the Intermediate, Early Intermediate, and Beginning proficiency levels. The expected growth for all ELs is to move up a minimum of one proficiency level on CELDT each year.</i></p>	<p>What data will be collected to measure student achievement?</p> <p><i>Summative Data using CST and CELDT. Ongoing assessments: OARS orange assesments, SELD assessments and language performance tasks, and Imagine Learning reports.</i></p>
<p>What process will you use to monitor and evaluate the data?</p> <p><i>Grade level data teams will meet regularly to analyze student outcomes.</i></p>	<p>Actions to improve achievement to exit program improvement (if applicable).</p> <p><i>Olivewood teachers will collaborate in SELD teams and commit to teaching ELD during a school wide scheduled time of 4 days a week. The SELD teams will:</i></p> <ul style="list-style-type: none"> • <i>group students according to their grade level and their CELDT proficiency levels, using SELD Express, and/or ADEPT scores for SELD “chaining.”</i> • <i>assign support staff (Language Arts Specialists, RSP, Impact Teachers, and instructional assistants), as part of the chaining to reduce group sizes and to provide for frequent structured active participation.</i> • <i>use EL Achieve’s SELD program with consistency and fidelity.</i> • <i>incorporate Curriculum Associates – California English Language Development Practice and Mastery materials according to the district pacing guide.</i>



		<p><i>In addition, we will...</i></p> <ul style="list-style-type: none"> • use the Imagine Learning software with fidelity for individualized ELD instruction on a daily basis for all students in K and 1st grades, students in 2nd grade bilingual Spanish and EL students in grades 3 through 6 identified based on assessment data. • focus on academic vocabulary during ELD and throughout the instructional day. • meet in SELD grade level teams for instructional planning purposes and to determine changes in groupings. 	
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>Continue targeted student support that promotes collaboration, data analysis and ongoing-reflection on the effectiveness of our instruction.</p> <p>Substitute teachers will release teachers for grade level/Data/RTI/PLC meetings.</p> <p>Data Team members:</p> <ul style="list-style-type: none"> ➤ Administrator ➤ Grade level teachers ➤ LAS ➤ RSP ➤ School Psychologist <p>SELD groups learning needs supported by teachers, Language Arts Specialists and Impact Teacher. Groups are created based on student proficiency levels using CELDT scores and other assessments.</p>	<p>Aug. 2013 – June 2014</p> <p>Substitute teachers to provide release time.</p> <p>LAS:</p> <p>a) Primary</p> <p>b) Intermediate</p> <p>4 Impact Teachers</p> <p>CELDT Team</p>	<p>\$2,000 LCFF/ /EIA-SCE \$8,000 Title I</p> <p>\$25,467 Title III \$25,466 EIA/SCE \$50,933 LCFF/ /EIA-LEP</p> <p>\$49,077 Title 1 \$49,077 LCFF/ /EIA-SCE</p> <p>\$49,200 Title I</p> <p>\$5,445 LCFF/ EIA-LEP</p>	<p>Grade level data teams will be released every three to four weeks to participate in Data Teams. These meetings are documented and follow a continuous cycle of improvement, including:</p> <ol style="list-style-type: none"> 1. discussion and analysis of data. 2. identification of strengths and areas of need. 3. establishment of a baseline. 4. design of grade level SMART Goals 5. discussion of instructional strategies. 6. documenting of results of post-test data. <p>Students will be given ongoing assessments using the embedded SELD unit assessments to evaluate progress in language proficiency.</p>



<p>Professional Development and Data Team Collaboration:</p> <p>Meet with sister school for collaboration in grade levels.</p> <p>Professional Development (PD) will occur on our Collaboration and Site Thursdays.</p> <p>The EL Liaison shares and communicates with staff current ELD information.</p>	<p>Sept. 2013 – May 2014 based upon District Thursday Calendar</p> <p>Sept. 2013 – May 2014 based upon District Thursday Calendar</p> <p>Sept. 2013 –May 2014 EL Liaison</p>	<p>\$1,117 EIA-LEP</p>	<p>Evaluation is ongoing and provides all teachers an opportunity to make recommendations for next steps.</p> <p>The Olivewood Leadership Team meets monthly to plan and evaluate PD.</p>
<p>Extended Learning Time:</p> <p>Extended Learning opportunities have been established to support students who are not meeting grade English Language growth expectations.</p> <p>Before/after school intervention classes use <i>Imagine Learning</i> software and scaffolded instruction in small group and one-on-one support.</p>	<p>Nov 2013 – May 2014</p> <p><i>Imagine Learning</i> licenses</p>	<p>ASES Grant</p> <p>District Licenses: \$10,000 Title III</p> <p>Additional Licenses: \$19,138 Title III</p>	<p>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.</p>
<p>Increased Educational Opportunity:</p> <p>Olivewood School has created an individualized software usage plan to support all students.</p> <ul style="list-style-type: none"> • Students who are Basic, Below Basic and Far Below Basic should meet the minimum requirements for usage on <i>Successmaker</i> software (40 hours combined). • Students who have been identified as Beginning, Early Intermediate and Intermediate on the CELDT assessment will utilize <i>Imagine Learning</i> in lieu of <i>Success Maker</i>. We are especially focusing on our Long 	<p>Aug 2013 – June 2014</p> <p><i>Successmaker</i> licenses</p> <p><i>Imagine Learning</i> licenses</p>	<p>\$34,834 LCFF/ EIA-LEP</p> <p>District Licenses: \$10,000 Title III</p> <p>Additional Licenses: \$19,138 Title III</p> <p>MIS Tech Support: \$8,085 Title I</p>	<p>Teachers will analyze student usage reports regularly and will reflect on student performance.</p>



<p>Term English Learners (LTELs). 175 additional licenses have been purchased to support English Learners in grades 3 – 6.</p> <p>Olivewood Language Arts Specialists deliver strategic and intensive instruction to small groups of ELs. Impact Teachers also work with ELs needing strategic language support.</p> <p>Counseling support is provided to our ELs.</p>	<p>July 2013 – June 2014 LAS:</p> <p>a) Primary</p> <p>b) Intermediate</p> <p>4 Impact Teachers</p> <p>Counselor</p>	<p>\$25,467 Title III \$25,466 EIA/SCE \$50,933 LCFF/ /EIA-LEP</p> <p>\$49,077 Title 1 \$49,077 LCFF/ /EIA-SCE</p> <p>\$49,200 Title I</p> <p>\$18,681 EIA-SCE (CO \$) \$18,681 LCFF/ /EIA-LEP</p>	
<p>Involvement of Parents, Staff and Community:</p> <ul style="list-style-type: none"> Parents will be notified of the schools program improvement status through a letter from the principal <p>Stakeholder Involvement:</p> <ul style="list-style-type: none"> Nutrition classes Teacher-led Parent workshops Regular English Language Advisory Committee meetings (ELAC) Regular District English Language Advisory Committee Language meetings (DELAC) PTO Olivewood Gardens 	<p>14 days prior to school year</p> <p>Aug. 2013 – June 2014 Classroom teachers Consultants</p>	<p>District funded</p> <p>Babysitting/Materials/ Refreshments for workshop meetings: \$3,000 Title 1 \$600 Title I</p>	<p>N/A</p> <p>Regular feedback encouraged through session evaluation forms</p>
<p>Instructional Technology:</p> <p>Olivewood continues to utilize instructional technologies to complement our school wide goals. Students have been strategically placed on <i>Imagine Learning</i> and</p>	<p>Aug. 2013 – June 2014</p> <p><i>Successmaker</i> licenses</p>	<p>\$34,834 LCFF/ EIA-LEP</p>	<p>Ongoing review of student usage, student outcomes and student gains.</p>



<p>School Goal # 4 Special Education</p> <p><i>By the end of the 2013-2014 school year, 19% of the students with disabilities will score proficient or advanced on the Renaissance Learning STAR Reading assessment, and 26% of the students with disabilities will score proficient or advanced on the Renaissance Learning STAR Math assessment.</i></p> <p><i>By the end of the 2013-2014 school year, 67 % of the students with disabilities will move up a minimum of 100 points in scale score as measured by the Renaissance Learning STAR Reading assessment, and 74% of the students with disabilities will move up a minimum of 100 points in scale score as measured by the Renaissance Learning STAR Math assessment.</i></p>	
<p>What data did you use to form this goal (findings from data analysis)?</p> <p><i>This goal was formed based on scores from Renaissance Learning STAR Reading and Math.</i></p>	<p>How does this goal align to your Local Educational Agency/Strategic Plan goals?</p> <p><i>This goal directly aligns with our strategic plan in supporting all students through careful analysis of student results.</i></p>
<p>What did the analysis of the data reveal that led you to this goal?</p> <p><i>Students with disabilities are working significantly below grade level in ELA and math which precludes them from meeting grade level standards within a year.</i></p>	<p>Which stakeholders were involved in analyzing data and developing this goal?</p> <p><i>Teachers and support staff collaborate and analyze school wide results. This happens in many formats. The Olivewood Leadership Team and grade level data teams review student results and created our school wide goals. The school administrator, 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>The focus students are the students with disabilities. For expected growth, 67 % of the students with disabilities will move up a minimum of 100 points in scale score as measured by the Renaissance Learning STAR Reading assessment, and 74% of the students with disabilities will move up a minimum of 100 points in scale score as measured by the Renaissance Learning STAR Math assessment.</i></p>	<p>What data will be collected to measure student achievement?</p> <p><i>STAR Reading and Math scale score growth reports will be collected and used to measure students' growth.</i></p>
<p>What process will you use to monitor and evaluate the data?</p> <p><i>Grade level data teams and support staff will meet regularly to analyze student outcomes. Discussion will include:</i></p> <ol style="list-style-type: none"> <i>1. discussing and analyzing various data.</i> <i>2. determining strengths and areas of need.</i> <i>3. establishing a baseline.</i> <i>4. setting grade level SMART Goals based on the baseline.</i> <i>5. discussing instructional strategies.</i> <i>6. sharing results of post-test data and determine efficacy of the instruction.</i> 	<p>Actions to improve achievement to exit program improvement.</p> <p><i>Olivewood teachers will differentiate and scaffold instruction to ensure expected academic growth of identified students. Special education staff will provide specialized instruction in a small group setting.</i></p>



Strategies/Actions to Implement this Goal	Start/Completion Date/Personnel	Each Funding Source/Amount	Process for Evaluation of Implementation
<p>Instructional Practices consistent with Content Standards and Strategic Plan:</p> <p>Continue targeted student support that promotes collaboration, data analysis and ongoing-reflection on the effectiveness of our instruction.</p> <p>Continue Data Teams August 2013 – June 2014.</p> <p>Data Team members:</p> <ul style="list-style-type: none"> ➤ Administrator ➤ Grade level teachers ➤ LAS ➤ RSP ➤ School Psychologist/ Counselor <p>Differentiate and instruction and modify curriculum to support the learning and language needs of the students with disabilities.</p>	<p>Aug 2013 – June 2014</p> <p>Substitutes to provide release time for Data Team and RTI/PLC meetings</p> <p>Counselor</p> <p>LAS</p> <p>a) Primary</p> <p>b) Intermediate</p> <p>CELDT Support</p>	<p>\$2,000 LCFF/ /EIA-SCE</p> <p>\$8,000 Title I</p> <p>\$18,681 EIA-SCE \$18,681 LCFF/ /EIA-LEP</p> <p>\$25,467 Title III \$25,466 EIA/SCE \$50,933 LCFF/ EIA-LEP</p> <p>\$49,077 Title 1 \$49,077 LCFF/ /EIA-SCE</p> <p>\$5,445 LCFF/ EIA-LEP</p>	<p>Grade level data teams will be released every three to four weeks to participate in Data Teams.</p> <p>These meetings are documented and follow a continuous cycle of improvement, including:</p> <ol style="list-style-type: none"> 1. discussion and analysis of data. 2. identification of strengths and areas of need. 3. establishment of a baseline. 4. design of grade level SMART Goals 5. discussion of instructional strategies. 6. documenting of results of post-test data
<p>Professional Development and Data Team Collaboration:</p> <p>Professional Development (PD) will occur (1) during Data Team meetings and (2) on Collaboration/Site Thursdays through sharing and discussion of ideas and instructional strategies as well as attending staff development sessions (OARS, Promethean Board, Common Core Writing).</p>	<p>August 2013 – June 2014</p> <p>Data Team meeting calendar established by August 20, 2013.</p> <p>Collaboration/District/Site Thursday calendar established (district).</p> <p>Substitute teachers will release teachers for</p>	<p>\$2,000 LCFF/ /EIA-SCE</p>	<p>The Olivewood Leadership Team Site meets monthly to review PD needs, make suggestions, and make adjustments as needed.</p>



<p>The EL Liaison shares and communicates with staff current ELD information</p>	<p>meetings. Sept. 2013 – June 2014</p>	<p>\$8,000 Title I \$1,117 EIA-LEP</p>	
<p>Extended Learning Time:</p> <p>Extended Learning opportunities have been established to support students who are not meeting grade level expectations.</p> <p>These include before/after school classes, additional <i>Successmaker/Imagine Learning</i> software usage, Read 180 for selected students,</p> <p>One-on-one and/or small group instruction provided by speech pathologist, resource specialist, SDC teacher, instructional assistants.</p>	<p>November 2013 – May 2014. Before/After School program</p>	<p>ASES grant</p>	<p>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.</p> <p>IEP goals are monitored, assessed and measured in each trimester.</p>
<p>Increased Educational Opportunity:</p> <p>SDC uses <i>Language!</i> as core replacement for ELA.</p> <p>RSP utilizes Read 180 for select students in grades 5 and 6.</p> <p>Olivewood School has created an individualized software usage plan to support students with disabilities.</p> <ul style="list-style-type: none"> • Students should meet the minimum requirements for usage on <i>Successmaker</i> (40 hours combined). • Students who have been identified as Beginning, Early Intermediate and Intermediate on the CELDT assessment will utilize <i>Imagine Learning</i> in lieu of <i>Success Maker</i>. <p>Tech support is provided for equipment and software programs.</p>	<p>July 2013 – June 2014</p> <p>July 2013 – June 2014</p> <p><i>Licenses for web-based Successmaker by Pearson Learning</i></p> <p><i>Licenses for web-based Imagine Learning</i></p> <p>June 2013 – June 2014</p> <p>Sept. 2013 – June 2014 Tech Liaison</p>	<p>\$34,834 LCFF/ EIA-LEP</p> <p>District Licenses: \$10,000 Title III</p> <p>Additional Licenses: \$19,138 Title III</p> <p>MIS Tech Support: \$8,085 Title I</p> <p>\$1,117 Title I</p>	<p>Teachers will analyze student usage reports regularly.</p> <p>Continued reflection on instructional practices and analysis of student performance as well as analyzing universal screening and progress monitoring data.</p> <p>During annual and triennial IEP reviews, services are reviewed and modified based on progress towards IEP goals.</p>



<p>Involvement of Parents, Staff and Community: Parents will be notified of the schools program improvement status through a letter from the principal</p> <p>Parents participate in the development of the IEP during the annual and triennial reviews.</p>	<p>14 days prior to school year</p> <p>July 2013 to June 2014 ongoing</p>	<p>District Funded</p>	<p>N/A</p>
<p>Involvement of After School Program</p> <p>Students are offered opportunities in the WINGS program.</p> <p>Identified students are offered supplemental education services (SES)</p>	<p>Aug. 2013 – June 2014</p> <p>Oct. 2013 – May 2014</p>	<p>ASES grant</p> <p>SES Title 1</p>	<p>Students participating intervention classes receive a pre/post assessment. Student results are analyzed regularly to ensure that students are making progress towards their individual goals.</p>
<p>Other:</p> <p>Purchase technology hardware and accessories to support instruction and data collection. Replace equipment as needed.</p> <p>Provide student certificates and awards for academic and behavioral achievement.</p> <p>Provide replacement equipment that supports instruction, as needed.</p>	<p>July 2013 School administration</p> <p>Aug. 2013 – May 2014 Administration & Counselor</p> <p>Aug. 2013 – May 2014</p>	<p>\$12,823 LCFF/ EIA-SCE</p> <p>\$4,709 LCFF/ EIA-LEP</p> <p>\$4,743 Title I \$1,500 EIA-SCE \$862 LCFF/ EIA-SCE</p> <p>Equipment (Reserve) \$7,600 Title I \$2,875 Title III \$3,840 LCFF/ EIA-SCE \$6,100 LCFF/ EIA-LEP</p>	



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

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

Program Support Goal # 1: National School District will exit Program Improvement by 2013-2014				
Groups participating in this goal (e.g., students, parents, teachers, administrators): <ul style="list-style-type: none"> English Learners Students with Disabilities All Students 		Anticipated annual growth for each group: District Safe Harbor Targets are: <ul style="list-style-type: none"> The percentage of district students scoring proficient or above on ELA CST will increase from 51% to 56% The percentage of student scoring proficient or above on math CST will increase from 60% to 65%. 		
Means of evaluating progress toward this goal: <ul style="list-style-type: none"> Using Data Warehouse and OARs systems, District staff will assess progress of student subgroups 		Group data to be collected to measure gains: <ul style="list-style-type: none"> OARS Blueprint exams Renaissance STAR universal exams Learning Headquarters writing assessments Site Assessments- HM, enVision, Writing on demand assessments Teacher generated assessments 		
Actions to be Taken to Reach This Goal ¹ (Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development))	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> Imagine Learning Computer Program will be used as additional support for English Learners Successmaker will be used to support ELA and math instructional programs Tech support for computers Accelerated Reader to support promote increased reading comprehension CELDT Assessment Support 	8/13 - 6/14 8/13 - 6/14 8/13 - 6/14 8/13 - 6/14 8/13 - 9/13	<i>Imagine Learning Licenses</i> <i>Successmaker Licenses</i> Salaries of technicians <i>Accelerated Reader Licenses</i> Assessment Team personnel		

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

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



Form C: Programs Included in this Plan

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

State Programs	Allocation
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program	\$ 85,162
<input type="checkbox"/> Economic Impact Aid/English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners	\$ 168,600
<input type="checkbox"/> EIA State Compensatory Education Carryover 2012-2013	\$ 50,934
<input type="checkbox"/> EIA English Learner Program Carryover 2012-2013	\$ 40,740
<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	\$ 348,436

Federal Programs under the Elementary Secondary Education Act	Allocation
<input type="checkbox"/> Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	\$ 151,986
<input type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$ 57,480
<input type="checkbox"/> Title I Part A: Schoolwide Program 2011-12 Carryover	\$ 452
<input type="checkbox"/> Title III, Part A: LEP 2011-12 Carryover	\$ 40,505
Total amount of federal categorical funds allocated to this school	\$ 242,201
Total amount of state and federal categorical funds allocated to this school	\$ 590,637



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
Beverly A. Hayes	X				
Lupita Saunders			X		
Numbers of members in each category					

³ At elementary schools, the SSC must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools, there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.



Form E: Recommendations and Assurances

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

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

- ___ State Compensatory Education Advisory Committee _____ Signature
- ___ English Learner Advisory Committee _____ Signature
- ___ Gifted and Talented Education Advisory Committee _____ Signature
- ___ Compensatory Education Advisory Committee _____ Signature
- ___ Other committees established by the school or district (**list**) _____ Signature

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

Attested:

Beverly A. Hayes
Typed name of School Principal

Signature of School Principal

Date

Maria Castaneda
Typed name of SSC Chairperson

Signature of SSC Chairperson

Date



Olivewood G.A.T.E. Plan

Gifted and Talented Education Plan 2013 - 2014

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>Teachers in grades 4 through 6 led by GATE certified teachers will meet semi-annually to discuss and plan classroom differentiation strategies and instruction for GATE students.</p>	<p>July 2013 to June 2014</p> <p>4th through 6th grade classroom teachers/support staff</p>	<p>GATE Funds</p> <p>\$800</p>	<p>Exhibits of student projects will be presented and/or displayed.</p>
<p>Extended Learning Time:</p> <p>An after school enrichment class will be offered for GATE identified students.</p>	<p>Jan 2014 – May 2014 (17 90-minute sessions)</p>	<p>GATE Funds/SCE \$1200 for teacher salary and prep time</p> <p>GATE Funds/SCE Materials/field trips: \$1500</p>	<p>Exhibits of student projects will be presented and/or displayed.</p>
<p>Parent Involvement:</p> <p>Parent meeting will be held to inform parents of GATE plan.</p>	<p>Jan 2014 May 2014</p>	<p>N/A</p>	<p>Parents will be invited to attend the exhibits and/or presentations of student projects.</p>



Olivewood Parent Involvement Policy

Title I School-Level Parental Involvement Policy

Introduction

Olivewood Elementary School has developed a written Title I parental involvement policy with input from Title I parents.

- Parents assisted with the development of the Title I parental involvement policy during School Site Council Meetings using input from the yearly Title I parent meeting.

Olivewood Elementary has distributed the policy to parents of Title I students.

- The policy has been sent home to all parents in student back packs. It has also been posted on the website, posted on the marquee and featured in our monthly newsletter.

Olivewood Elementary School's policy describes the means for carrying out the following Title I parental involvement requirements. [*Title I Parental Involvement, 20 USC 6318(a)-(f)*]

Olivewood Elementary Parent Involvement Policy Activities

Involvement of Parents in the Title I Program

Olivewood Elementary School does the following to involve families in the Title I program:

- Convenes an annual meeting to inform parents of Title I students of Title I requirements and their rights to be involved in the Title I program
 - *At Olivewood, we hold our Title I annual parent meeting at Back-to-School Nights in August. All parents are invited to the meetings via flyers announcing the grade level events, the school marquee and the IDAP phone system.*
- Offers a flexible number of meetings
 - *The annual Title I Parent Meeting is always held at the Back to School Night, however, we have additional meetings on a quarterly basis to review school compensatory education activities. At these meetings, interim assessment scores are discussed, as well as school initiatives. Parents attending these meetings serve as a focus group to provide the school ideas and suggestions to improve programs.*
- Involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title I programs and the Title I parental involvement policy
 - *The Olivewood Parent Involvement Policy is reviewed annually and updated as follows:*
 - *All parents are invited to the Annual Title I meeting, where they are surveyed regarding the effectiveness of the policy.*
 - *The School Site Council reviews the surveys, and adjusts the policy accordingly.*
 - *The parent involvement policy is approved annually by the Governing Board at the same time as the Single Plan for Student Achievement.*



- *The Compensatory Educational Program at Olivewood is reviewed as follows:*
 - *All parents are invited to the Annual Title I meeting, where they are surveyed regarding the effectiveness of the policy.*
 - *The School Site Council reviews the surveys and uses this data as they revise the program through the Single Plan for Student Achievement.*

Provides parents of Title I students with timely information about Title I programs

- *Olivewood school informs parents about the Title I programs through the above mentioned parent meetings, as well as one-to-one information about student results at parent/teacher conferences.*

Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet

- *Teachers provide information to parents related to their child's progress in school on an on-going basis.*
- *Olivewood teachers meet formally with parents to discuss their child's report card and the student's progress towards grade level standards and expectations. At these parent conferences, parents are informed about:*
 - *Use of Successmaker, Imagine Learning and the levels at which their children are achieving*
 - *Student proficiency on benchmark assessments*
 - *Homework expectations*
 - *Opportunities for enrichment or intervention*

Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children

- *Olivewood's School Site Council meets monthly (August through May) during the school year to review data, programs, and the use of compensatory funding to achieve greater student achievement. This council is made up of 5 school employees and five elected parents of Title I children. During the development and implementation of the school's Single Plan for Student Achievement, parents are given the opportunity to participate in decisions relating to the education of their children.*
- *In addition to the SSC meetings, parents are surveyed annually in the spring in order to gather parent opinion on school compensatory programs, homework policy as well as to provide them an opportunity for suggestions and ideas that might improve programs for their children.*

School-Parent Compact

Olivewood School has jointly developed with and distributed to parents of Title I students a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards.

The school-parent compact describes the following items in addition to items added by parents of Title I students:

- *The school's responsibility to provide high-quality curriculum and instruction.*
- *The parents' responsibility to support their children's learning.*

The importance of ongoing communication between parents and teachers through, at least, annual conferences, reports on student progress, access to staff, and opportunities to volunteer and participate in and observe the educational program.

- *At Olivewood School, the School-Parent Compact was developed with the assistance of the National School District Title I Director, using the California Department of Education template.*



- *Each year, the School Site Council reviews the Parent/Teacher/Student Compact, to determine if changes need to be made.*
- *Additionally, at the parent-teacher conference, each parent signs the compact, and adds specifics that are most pertinent to his/her child for that school year.*

Building Capacity for Involvement

Olivewood School engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement.

To help reach these goals, the school does the following:

Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.

- *Parents are educated on content standards yearly at Back-to-School Night and parent-teacher conferences.*
- *Additionally, parent sessions are held after school or in the evening at which parents are informed by grade level of the expectations of their students in each curricular area and ways in which they can support their children at home.*

Provides materials and training to help Title I parents work with their children to improve their children's achievement.

- *Each year, Olivewood School presents parents with homework templates, URLs to websites, and other helpful materials during the parent-teacher conference.*
- *Before and after school intervention classes are provided to increase student achievement, and parents are informed of the benefits of these classes through the enrollment process.*

Educates staff, with the assistance of Title I parents, in the value of parent contributions and how to work with parents as equal partners.

- *Each year, the staff is provided professional development on one of the components of Joyce Epstein's parent involvement research. Grade level teams then put together a grade level parent involvement strategy for the year.*

Coordinates and integrates the Title I parental involvement program with other programs and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

- *Teachers and school staff actively recruit parent volunteers. Several primary classrooms have parents that volunteer in their classrooms on a regular basis.*
- *There is a Parent Center at Olivewood. Parents have the opportunity to meet and work in the parent center to support school and classroom activities. Teachers provide the office staff with classroom needs, and the parents in the center are able to assist teachers by providing them with classroom assistance, duplicating, or other volunteer work.*

Distributes to Title I parents information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.

- *All parent involvement information is distributed to families via student backpacks, on the school's website and the school marquee.*



- *Parent information will also be available through an electronic email system from the service provider, Peachjar.*

Provides support for parental involvement activities requested by Title I parents.

- *Parent requests for support are processed through the School Site Council; through input from teachers at staff meetings; and through the school principal. Amendments to the SPSA are ratified accordingly.*

Accessibility

Olivewood School provides opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.

- *Accessibility to parents is provided through:*
 - *Parent-teacher conferences*
 - *School Site Council Meetings*
 - *Annual Title I Parent Meeting*
 - *PTO meetings*
 - *Email*
 - *School website*
 - *Principal newsletter*
 - *Email school service provider - Peachjar*