

The Single Plan for Student Achievement

School: Foskett Ranch Elementary School
CDS Code: 31-66951-0108514
District: Western Placer Unified School District
Principal: Kelly Castillo
Revision Date: 11.19.13

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. 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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School Vision and Mission

Foskett Ranch Elementary School's Vision and Mission Statements

At Foskett Ranch Elementary, our vision is to promote and foster academic, personal and social achievement for all students.

School Profile

SCHOOL PROFILE

Foskett Ranch Elementary School is located at 1561 Joiner Parkway in Lincoln, California. The school is in the Western Placer Unified School District (WPUUSD) and opened in the fall of 2005. The school serves approximately 558 students in pre Kindergarten through fifth grade. Two special education preschool classes and two special education primary classes serve students with special needs. There are three Kindergarten classes, three first grade classes, three second grade classes, a second/third combination class, three fourth grade classes, and three fifth grade class serving our students. Families can enroll in a private, fee-based before and after school childcare program housed on campus.

Support services include a Resource Program, Speech and Language, Occupational Therapy, Four Special Day Classes (one K-1, one K-3 and two preschool), Science, and Music. A school psychologist works with staff to provide a small amount of group social skills training.

Parents are involved through School Site Council (SSC), Parent-Teacher Organization (PTO), as art and science docents, annual events, and regular volunteering with classroom activities. Parents support PTO activities such as educational/enrichment assemblies, family nights and festivals, purchasing supplies/materials/equipment, as well as various fundraisers.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

A parent/family survey is conducted every other year. The last survey was conducted in May 2012. 99% of parents feel welcome at school and are informed of school events. 98% of parents feel teachers promote academic excellence, Foskett Ranch is a safe environment for students and staff, and students receive consistent homework that supports classroom work; Children enjoy school. 91% of the parents know what their children are expected to learn, and 91% of parents indicate that the grade level curriculum is appropriately challenging. 82% of parents say that their children have adequate materials and supplies (14% of parents indicated they did not know). 83% of parents indicate that students are developing an understanding of technology. 78% of parents indicate that school discipline is fair and consistent.

The quality of instruction is rated as follows: 98% of parents feel positive about reading and writing instruction; 93% of parents feel positive about math; approximately 82% of parents feel positive about science and social studies; 79% of parents feel positive about PE instruction, 70% of parents feel positive about technology.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Teachers are observed formally every other year as a part the formal evaluation process outlined in the Western Placer Teacher Association contract. Teachers are observed informally throughout the school year.

Teachers are observed engaging their students through a consistent implementation of the adopted curriculum. Students are

observed to be working on task and within a positive classroom environment with appropriate academic and behavioral supports.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

At the start of each school year, teachers review student performance on state and local assessments to evaluate their instructional program from the prior year to establish priorities and develop goals for the current year. In reviewing data staff identify students that need extra support as well as enrichment to target instruction and intervention to meet the needs of the various levels of learners and to improve student achievement.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Grade levels meet at least twice monthly (in Professional Learning Communities) during early release days to evaluate formative assessment information, develop short-term goals as a grade level and discuss/implement regarding effective strategies to help all students meet goals.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

All staff on campus meet the criteria for highly qualified staff.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers on staff possess sufficient credentials to teach the subjects for which they are assigned. This year all staff are currently participating in district-wide, professional development in the English Language Arts and math Common Core State Standards (CCSS) and strategies to address CCSS in preparation for the 2014-2015 transition to them. Teachers attend additional professional development workshops at the district county levels on a variety of topics. At the site level teachers engage in book studies and professional development to enhance use of instructional strategies, technology, and classroom management.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is geared to meet the district and school's annual goals for student achievement in the content areas based on the assessed needs of students.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

A district curriculum coach is available to work with teachers.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

The district calendar includes two early release days per month for teacher collaboration. Grade levels meet during these days to analyze student assessment data, set goals for achievement based on the assessment data, discuss and implement strategies to meet students' needs and ensure students achieve set goals, and to monitor student and grade level progress. Special Education, music and science teachers participate in grade level team meetings.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All subject areas, report cards, and assessments are aligned with current state content standards. District adopted curriculum, aligned to state standards, is used in language arts, math, science, social studies, and visual arts. Instruction and lessons are standards-based and originate from adopted curriculum

Teachers use supplemental materials where needed for specific grade/subject areas

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Teachers develop weekly lesson plans that reflect the recommended minutes for instruction in each of the core curricular areas.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

District grade level teams created pacing and assessment guides that teachers use district-wide. School grade level teams analyze data and collaborate to create intervention blocks during the instructional day to meet the needs of their students.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Texts are available through WPUSD for all K-5 student population. Supplemental materials have been supplied by the School Site Council categorical funds as available. The adopted Language Arts program contains lessons and supplemental materials to address various levels of learning. Software supplements to produce worksheets are available. Lower grade level materials can be used for students at below or well below basic levels. HSP math provides supplemental lessons. The Language Arts program contains pre-teaching, re-teaching and English Language Learner support materials. Language arts, math, and art/music programs offer resources for multi-ability levels. Classes have all proper music materials. WPUSD Board of Trustees adopts annual resolution confirming instructional materials available to students

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All materials adopted and used by district teachers meet the requirements of the California Department of Education.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Volunteers assist students in class

Remedial time with team teacher and district paid aide in Kindergarten

English Language arts extra support lessons and ELD lessons

Newsletter communication to parents re: their important role with children re: good nutrition, proper sleep, and consistent help with school work

Possible retention notices list school staff, parent and student actions

Teachers cover all content standards in each grade level

Cross age tutors – study buddies – with older students helping younger students

Student teachers utilized at times during the year in specific classes

Decodable leveled books used to assist students

After school tutoring, has been offered, as funds are available, to assist students with academic work
Homework support (Homework Club) is available, as funds are available, to assist students with homework
Supplemental materials and strategies shared among staff to assist lower performing students
Student Success Team (SST) meetings held, as per need, to assist students/parents with ideas and guidelines for assistance at home and at school
Special Education Individualized Educational Plans (IEP) developed for determining educational goals for students in Special Education programs.

14. Research-based educational practices to raise student achievement

In addition to the core curriculum, staff use the SIPPS (Systematic Instruction in Phonemic Awareness), Read Naturally fluency and vocabulary development, core curriculum intervention and enrichment activities, district adopted ELL materials and Explicit, Direct Instruction (EDI) strategies.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

STAR Before and After School Program is a private, fee-based company that contracts with WPUSD from 6:30 AM to 6:30 PM
Lighthouse Resource Center services for family, parent, student counseling and guidance services
SST meetings to assess and assist student needs with faculty/parent input
Parent/teacher conferences with minimum days set for communication regarding progress towards state standards
Placer County Office of Education workshops
WPUSD in-services
Special Education RSP & Speech
Enrichment field trips
Kindergarten Class Size Reduction Option 2 with one hour aide time per class and team teaching between the AM and PM teachers for 90 minutes per day.
Volunteers (parent, grandparent, Sun City community volunteers) in classrooms
Instructional assistant for academics in RSP
Special Day Classes for students with moderate/severe disabilities
After-School tutoring as funds allow
Prep time for each teacher for planning time to assist students in various ways, communicate/report to parents, and plan specifics re: academic needs
Community sports programs (soccer, football, baseball, basketball)
CPS assistance as needed
Library time scheduled for all students weekly
After school enrichment clubs (private or PTO sponsored)

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Not Applicable

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Leveled reading materials allow teachers to work with small groups of students performing below grade level.
After school tutoring materials have been purchased
Many various supplemental materials, as requested and funds available, for staff to assist student needs
Special education funds assist with RSP, Speech, Psychologist personnel
After-school tutoring in math and reading has been available to assist students after school when funds are available
After-school homework assistance helps students referred by teachers and/or parents to receive assistance with basic skills.
Students new to the United States (in grades 6-12) attend an intensive English Language Development Program (Newcomer's

Program)

Economic Impact Aid (EIA) site funds are coordinated at the district level and fund an English Language Learner (ELL) Program Specialist that supports each site's English Language Development (ELD) program.

Support in English/Language Arts for students is provided through the Pupil Retention Block Grant.

Accelerated Reader program to assess reading comprehension and to motivate students to read.

Many various supplemental materials, as requested and funds available, for staff to assist student needs

Student Study Team (SST) meetings with staff and parents to assist students with academics, social, behavioral, and emotional issues

Assistance with paper supplies and copier costs to assist staff/students with extra materials needed

18. Fiscal support (EPC)

The site receives \$21 per student for general funds, and each teacher receives \$500 in lottery funds. Categorical funds include School and Library Improvement Program funds of \$4462 for 2013-2014 (and a carry over of \$14274), Economic Impact Aid/Limited English Learner funds of \$2573 for 2013-2014 (and a carry over of \$5882), Art and Music Block Grant funds \$804, and Gifted and Talented Education funds \$653.

Description of Barriers and Related School Goals

Chronic tardiness and absenteeism with students that need extra support

Some family environments have been affected due to the economic downturn which have affected tardiness, absenteeism and student achievement

Some language barriers

Limited categorical funds and programs to assist students that need extra support

Expenses associated with copying support materials

Limited intervention/support staff to address academic and behavior concerns

Limited support materials to address underperforming students

Summer School (when available) takes place after the child failed the school year

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	325	343	337	216	231	233	10	11	8	7	8	9
Growth API	870	860	865	883	865	868		804				
Base API	854	870	860	862	883	865			805			
Target	A	A	A	A	A	A						
Growth	16	-10	5	21	-18	3						
Met Target	Yes	Yes	Yes	Yes	Yes	Yes						

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	58	62	55	13	17	16	70	67	65	46	48	40
Growth API	813	845	865	730	776	767	802	819	806	803	729	818
Base API	823	813	845	867	730	776	824	802	819	735	803	729
Target		A	A				A	A	A			
Growth		32	20				-22	17	-13			
Met Target		Yes	Yes				Yes	Yes	Yes			

Conclusions based on this data:

1. The white subgroup and all students are close in achievement. The Hispanic subgroup's achievement gap has closed compared to all students.
2. A gap exists with English Language Learners, and their score has dropped. A gap continues between Students with Disabilities compared to all students, but their scores have increased.
3. Scores dropped from 2011 to 2012 and increased in 2013.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	219	226	231	156	153	164	--	4		--	--	
Percent At or Above Proficient	67.4	65.9	68.5	72.2	66.2	70.4	--	36.4	--	--	--	--
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	Yes	No	Yes	Yes	No	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	99	100	100	100	100	100	100	100	100	99	100
Number At or Above Proficient	30	43	39	5	10	5	35	40	35	25	21	30
Percent At or Above Proficient	51.7	69.4	70.9	38.5	58.8	31.3	50.0	59.7	53.8	54.3	43.8	75.0
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	No	Yes	Yes	--	--	--	No	Yes	No	--	--	--

Conclusions based on this data:

1. The percent proficient/advanced dropped with the following subgroups - Socio Economically Disadvantaged Students, White Students, All Students
2. The percent proficient/advanced increased with the following subgroups - English Language Learners, Hispanic Students, Students with Disabilities
3. An achievement gap exists with English Language Learners and Socio Economically Disadvantaged Students compared to All Students. The gap has narrowed between Students With Disabilities, White and Hispanic Students when compared to All Students.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	239	245	238	163	170	168	--	6		--	--	
Percent At or Above Proficient	73.5	71.4	70.6	75.5	73.6	72.1	--	54.5	--	--	--	--
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	Yes	No	No	Yes	No	No	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	99	99	100	100	100	100	100	100	100	99	98
Number At or Above Proficient	40	39	36	4	7	8	42	40	37	28	24	28
Percent At or Above Proficient	69.0	62.9	65.5	30.8	41.2	50.0	60.0	59.7	56.9	60.9	50.0	70.0
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	Yes	No	Yes	--	--	--	No	No	No	--	--	--

Conclusions based on this data:

1. The following subgroups showed an increase in percent proficient/advanced - Hispanic, English Language Learners, Students with Disabilities.
2. The following subgroups showed a decrease in percent proficient/advanced - All Students, White, Socio Economically Disadvantaged.
3. An achievement gap exists between the English Language Learners and All Students. A slight gap exists between the Socio Economically Disadvantaged and All Students. The gap continues to close between the Students with Disabilities and the Hispanic subgroups as compared to All Students.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2012-13 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#

Conclusions based on this data:

1. CELDT data cannot be reported because there are not enough students in the test group.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2012-13 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#

Conclusions based on this data:

1. CELDT data cannot be reported because there are not enough students in the test group.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	17	19	
Percent with Prior Year Data	100.0%	100.0%	
Number in Cohort	17	19	
Number Met	--	--	
Percent Met	--	--	
NCLB Target	54.6	56.0	57.5
Met Target	*	*	

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	17	3	20	2		
Number Met	--	--	--	--		
Percent Met	--	--	--	--		
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	*	*	*	*		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2010-11	2011-12	2012-13
English-Language Arts			
Met Participation Rate	--	--	--
Met Percent Proficient or Above	--	--	--
Mathematics			
Met Participation Rate	--	--	--
Met Percent Proficient or Above	--	--	--

Conclusions based on this data:

1. CELDT data cannot be reported because there are not enough students in the test group.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	614	639	
Percent with Prior Year Data	100	99.4	
Number in Cohort	614	635	
Number Met	339	400	
Percent Met	55.2	63.0	
NCLB Target	54.6	56.0	57.5
Met Target	Yes	Yes	

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	530	222	515	251		
Number Met	113	104	122	142		
Percent Met	21.3	46.8	23.7	56.6		
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	Yes	Yes	Yes	Yes		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2010-11	2011-12	2012-13
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Met Target for AMAO 3	No	No	

Conclusions based on this data:

1. English Language Learners in Western Placer Unified School District met the annual NCLB growth targets for AMAO 1 for 2010-11 and exceeded the target for 2011-12.
2. English Language Learners in Western Placer Unified School District met the criteria for attaining English Proficiency set in AMAO2.
3. English Language Learners in Western Placer Unified School District met the participation rate for testing and did not meet the percent proficient or above and therefore did not meet the AMAO3 target.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Reading
LEA GOAL:
Develop and continually upgrade a well articulated K-12 academic program
SCHOOL GOAL #1:
By June 2014, students scoring in the strategic and intensive ranges on the beginning of the year district fluency assessment will see an increase of at least 30% or more on the end of the year district fluency assessment.
Data Used to Form this Goal:
District fluency assessment
Findings from the Analysis of this Data:
Beginning of the year fluency assessment results who that approximately 20% of the students scored at the strategic or intensive ranges (below grade level benchmark), and approximately 80% of the students scored at or above grade level benchmark.
How the School will Evaluate the Progress of this Goal:
Grade levels and School Site Council will review fluency scores each trimester to determine those students that are making progress towards the goal and to intervene for those that are not. Grade levels and School Site Council will compare beginning of the year to end of the year district fluency assessment results to determine progress towards the school goal.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Alignment of instruction with content standards: A. Grade levels review established Essential Standards, pace the standards to set target dates for student mastery in the area of English/Language Arts. B. Grade levels create SMART goals that will include grade level wide and sub group goals to contribute to the	2013-2014	Staff/Admin	D. Cost of instructional materials for science	4000-4999: Books And Supplies	School and Library Improvement Program Block	400
			E. Cost of instructional materials for music and art	4000-4999: Books And Supplies	Art and Music Grant	404

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>school improvement plan goals.</p> <p>C. Walkthrough observations monitor instruction aligned to content standards and strategies to address needs of subgroup populations.</p> <p>D. Science lab lessons include targeted opportunities to enhance reading/writing across the curriculum and to address the needs of sub groups.</p> <p>E. Music and Art are paced to ensure instruction is matched to standards at each grade level.</p> <p>F. Teachers/students set Accelerated Reader goals each trimester and regularly monitor progress towards those goals to help students increase reading fluency.</p> <p>G. Individual Education Plans (IEP's) for special education students are aligned with content standards in English Language Arts and are created using a county online resource.</p> <p>H. English Language Learners are assessed and monitored to ensure student progress towards district and state standards.</p>						
<p>Improvement of instructional strategies and materials:</p> <p>I. Professional Learning Communities</p>	2013 - 2014	Staff/Admin	K. Renaissance Learning Subscription	5000-5999: Services And Other Operating Expenditures	School and Library Improvement Program Block	3080

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>analyze student assessment data to monitor progress and develop action plans to meet students' needs.</p> <p>J. Student Success Team (SST) and grade levels meet regularly to develop action plans to address students' needs.</p> <p>K. Accelerated Reader allows students daily independent reading practice and allows staff to conference with students to monitor progress.</p> <p>L. Library resources address various needs by allowing students to select materials at their reading levels.</p> <p>M. Supplemental materials and supplies help to differentiate instruction to address the differentiated needs of the learners.</p> <p>N. Students use technology resources for solving problems and making informed decisions in technology infused mathematics, science, social studies, language arts.</p>			K. Renaissance Learning Subscription	5000-5999: Services And Other Operating Expenditures	Economic Impact Aid/Limited English Proficient (EIA-LEP)	1320
			L. Cost to increase library circulation, incentives, supplies	4000-4999: Books And Supplies	School and Library Improvement Program Block	4000
			M. Paper, copy costs	5000-5999: Services And Other Operating Expenditures	School and Library Improvement Program Block	3000
			M. Paper, copy costs	5000-5999: Services And Other Operating Expenditures	Economic Impact Aid/Limited English Proficient (EIA-LEP)	
			M. Supplemental Material	5000-5999: Services And Other Operating Expenditures	Gifted and Talented Education	
			N. Technology program/ materials/ software/ hardware	5000-5999: Services And Other Operating Expenditures	School and Library Improvement Program Block	3057
			N. Technology program/ materials/ software/ hardware	5000-5999: Services And Other Operating Expenditures	Economic Impact Aid/Limited English Proficient (EIA-LEP)	
<p>Extended Learning Time: O. Homework Club allows under-performing students the opportunity to receive additional assistance in the content areas.</p> <p>P. Grade level teams collaborate to provide intervention during the school day to meet students' learning needs.</p>	2013 - 2014	Staff/Admin	O. Hourly rate of certificated staff 3 days per week, 45 mins each session at \$35 per hour.	1000-1999: Certificated Personnel Salaries	School and Library Improvement Program Block	500
			O. Hourly rate of certificated staff 3 days per week, 45 mins each session at \$35 per hour.	1000-1999: Certificated Personnel Salaries	Economic Impact Aid/Limited English Proficient (EIA-LEP)	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Q. After school activities allow students to participate in after school enrichment programs.</p> <p>R. After school choir extends the core curriculum presented during music instruction.</p>			<p>Q. Hourly rate of certificated staff at \$35 per hour.</p> <p>R. Hourly rate of certificated staff, materials and supplies</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>Gifted and Talented Education</p> <p>Art and Music Grant</p>	<p>653</p> <p>400</p>
<p>Increased educational opportunity: S. Grade level differentiation blocks allow teams of teachers/staff to address the needs of students below, at and above grade level standards.</p> <p>T. Accelerated Reader provides daily reading practice at students' ZPD (Zone of Proximal Development).</p> <p>U. The computer lab supports instruction in the content areas.</p> <p>V. Identified special education students receive support (based on their IEP goals) from their classroom teacher and the Resource Specialist Program (RSP) and Special Day Class teachers.</p> <p>W. Adopted Language Arts curriculum includes components to address needs of sub group populations.</p>	2013 - 2014	Staff/Admin	<p>V. Substitute costs for collaboration meetings between special ed, regular ed staff and admin at the beginning of the year to understand the IEP components.</p>	<p>1000-1999: Certificated Personnel Salaries</p>	<p>Economic Impact Aid/Limited English Proficient (EIA-LEP)</p>	100
<p>Staff Development and Professional Collaboration:</p> <p>X. Staff members participate in site/district and outside workshops.</p> <p>Y. Professional Learning Communities</p>	2013 - 2014	Staff/Admin	<p>X. One ½ day meeting per teacher</p> <p>X. One ½ day meeting per teacher</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>1000-1999: Certificated</p>	<p>School and Library Improvement Program Block</p> <p>Economic Impact Aid/Limited English</p>	<p>1000</p> <p>500</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>collaborate to further develop strategies to differentiate instruction and to understand targeted populations.</p> <p>Z. Grade level teams meet with the district curriculum coach to review math curriculum and alignment to essential standards and and to examine Common Core Standards/ strategies to prepare for implementation in 2014/2015.</p>				Personnel Salaries	Proficient (EIA-LEP)	
<p>Involvement of Staff, Parents and Community:</p> <p>AA. Principal reports at PTO meetings focus on school activities and student achievement.</p> <p>BB. Standards and grading format are presented to parents.</p> <p>CC. School Site Council (SSC) reviews school achievement data to monitor school program success.</p> <p>DD. Teachers meet with parents during parent/conference times to share individual student progress towards district standards and to develop action plans that involve school and home for students at-risk of retention.</p> <p>EE. Parents receive reports associated with Accelerated Reader that update them regarding student progress.</p> <p>FF. Student Success Team meetings</p>	2013 - 2014	Staff/Admin				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>include the parents' input in development of individual learning plans.</p> <p>GG. SSC's data review includes analyzing progress of sub group populations to monitor school program success.</p>						
<p>Auxiliary services for students and parents:</p> <p>HH. Kindergarten orientation is held prior to the beginning of a new school year.</p> <p>II. Parents are a vital part of the Student Study Team (SST).</p> <p>JJ. Back to School and November conferences provide opportunities for parents and teachers to communicate.</p> <p>KK. Transition meetings are held for special education students entering Kindergarten and promoting to middle school.</p>	2013 - 2014	Staff/Admin	KK. Cost of substitute teachers for staff to attend transition IEP meetings.	1000-1999: Certificated Personnel Salaries	Economic Impact Aid/Limited English Proficient (EIA-LEP)	250
<p>Monitoring program implementation and results:</p> <p>KK. Teachers meet during staff and grade level meetings to review student assessment data to determine program effectiveness.</p> <p>LL. SSC reviews student progress to monitor program effectiveness.</p>	2013 - 2014	Staff/Admin/ School Site Council				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Reading
LEA GOAL:
Develop and continually upgrade a well articulated K-12 academic program
SCHOOL GOAL #2:
By June 2014, there will be an 11% decrease in students at the 2nd through 5th grades scoring in the strategic/intensive range on the Renaissance Learning STAR Diagnostic Reading Assessment (from 41% to 30%) and an increase of 11% of 2nd through 5th grade students scoring at/above grade level (from 59% to 70%) on the Renaissance Learning STAR Diagnostic Reading Assessment.
Data Used to Form this Goal:
Beginning of the year Renaissance Learning STAR Diagnostic Reading Assessment
Findings from the Analysis of this Data:
Beginning of the year Renaissance Learning STAR Diagnostic Data shows that 59% of students in grades 2nd through 5th score below the 50th %ile (strategic and intensive ranges) and 41% of the students in grades 2nd through 5th score at the 50th %ile or above (at or above grade level).
How the School will Evaluate the Progress of this Goal:
Students take the STAR Diagnostic Assessment at the end of each trimester. Teachers monitor their progress and intervene to help students that score in the strategic and intensive ranges. School Site Council, grade levels and teachers review end of the year STAR Diagnostic Assessment to determine progress towards the goal.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Alignment of instruction with content standards:</p> <p>A. Grade levels review established Essential Standards, pace the standards to set target dates for student mastery in the area of English/Language Arts.</p> <p>B. Grade levels create SMART goals that will include grade level wide and sub group goals to contribute to the</p>	2013 - 2014	Staff/Admin	See goal #1			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>school improvement plan goals.</p> <p>C. Walkthrough observations monitor instruction aligned to content standards and strategies to address needs of subgroup populations.</p> <p>D. Science lab lessons include targeted opportunities to enhance reading/writing across the curriculum and to address the needs of sub groups.</p> <p>E. Music and Art are paced to ensure instruction is matched to standards at each grade level.</p> <p>F. Teachers/students set Accelerated Reader goals each trimester and regularly monitor progress towards those goals.</p> <p>G. Individual Education Plans (IEP's) for special education students are aligned with content standards in English Language Arts and are created using a county online resource.</p> <p>H. English Language Learners are assessed and monitored to ensure student progress towards EL and state standards.</p>						
<p>Improvement of instructional strategies and materials:</p> <p>I. Professional Learning Communities analyze student assessment data to monitor progress and develop action</p>	2013 - 2014	Staff/Admin	M. Supplemental materials and supplies	4000-4999: Books And Supplies	Economic Impact Aid/Limited English Proficient (EIA-LEP)	2421

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>plans to meet students' needs.</p> <p>J. Student Success Team (SST) and grade levels meet regularly to develop action plans to address students' needs.</p> <p>K. Accelerated Reader allows students daily independent reading practice and allows staff to conference with students to monitor progress.</p> <p>L. Library resources address various needs by allowing students to select materials at their reading levels.</p> <p>M. Supplemental materials and supplies help to differentiate instruction to address the differentiated needs of the learners.</p> <p>N. Students use technology resources for solving problems and making informed decisions in technology infused mathematics, science, social studies, language arts.</p>						
<p>Extended Learning Time:</p> <p>O. Homework club allows under-performing students the opportunity to receive additional assistance in the content areas.</p> <p>P. Grade level teams collaborate to provide intervention during the school day to meet students' learning needs.</p> <p>Q. After school activities allow</p>	2013 - 2014	Staff/Admin	See goal #1			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>students to participate in after school enrichment programs.</p> <p>R. After school choir extends the core curriculum presented during music instruction.</p>						
<p>Increased educational opportunity: S. Grade level differentiation blocks allow teams of teachers/staff to address the needs of students below, at and above grade level standards.</p> <p>T. Accelerated Reader provides daily reading practice at students' ZPD (Zone of Proximal Development) to help develop reading skills.</p> <p>U. The computer lab supports instruction in the content areas.</p> <p>V. Identified special education students receive support (based on their IEP goals) from their classroom teacher and the Resource Specialist Program (RSP) and Special Day Class teachers.</p> <p>W. Adopted Language Arts curriculum includes components to address needs of sub group populations.</p>	2013 - 2014	Staff/Admin	See goal #1			
<p>Staff Development and Professional Collaboration: X. Staff members participate in district and outside workshops.</p> <p>Y. Professional Learning Communities collaborate to further develop</p>	2013 - 2014	Staff/Admin	See goal #1			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>strategies to differentiate instruction and to understand targeted populations.</p> <p>Z. Grade level teams meet with the district curriculum coach to review math curriculum and alignment to essential standards and and to examine Common Core Standards/ strategies to prepare for implementation in 2014/2015.</p>						
<p>Involvement of Staff, Parents and Community:</p> <p>AA. Principal reports at PTO meetings focus on school activities and student achievement.</p> <p>BB. Standards and grading format are presented to parents.</p> <p>CC. School Site Council (SSC) reviews school achievement data to monitor school program success.</p> <p>DD. Teachers meet with parents during parent/conference times to share individual student progress towards district standards and to develop action plans that involve school and home for students at-risk of retention.</p> <p>EE. Parents receive reports associated with Accelerated Reader that update them regarding student progress.</p> <p>FF. Student Success Team meetings include the parents' input in</p>	2013 - 2014	Staff/Admin/SSC	See goal #1			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>development of individual learning plans.</p> <p>GG. SSC's data review includes analyzing progress of sub group populations to monitor school program success.</p>						
<p>Auxiliary services for students and parents:</p> <p>HH. Kindergarten orientation is held prior to the beginning of a new school year.</p> <p>II.. Parents are a vital part of the Student Study Team (SST).</p> <p>JJ. Back to School and November conferences provide opportunities for parents and teachers to communicate.</p>	2013 - 2014	Staff/ Admin	See goal #1			
<p>Monitoring program implementation and results:</p> <p>KK. Teachers meet during staff and grade level meetings to review student assessment data to determine program effectiveness.</p> <p>LL. SSC reviews student progress to monitor program effectiveness.</p>	2013 - 2014	Staff/Admin/ School Site Council	See goal #1			

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: School Environment
LEA GOAL:
Foster a safe, caring environment where individual differences are valued and respected.
SCHOOL GOAL #3:
By June 2014, formal suspensions and school citations will decrease by 5% as compared to June 2013.
Data Used to Form this Goal:
Aeries discipline data
Findings from the Analysis of this Data:
During 2012 - 2013, two formal suspensions and one informal suspension occurred. Fifty-six citations were recorded - 6 at grade one, 3 at grade two, 22 at grade three, 12 at grade four and 13 at grade five.
How the School will Evaluate the Progress of this Goal:
School Site Council and staff will monitor progress by reviewing Aeries discipline information.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Improvement of instructional strategies and materials: A. A school-wide behavior plan, including rewards and consequences, promotes consistent enforcement of school discipline. B. Assemblies/presentations funded by the Parent Teacher Organization focus on social skills, self-esteem and appropriate choices reinforce the school-wide behavior plan. C. Positive Action, a character	2013 - 2014	Staff/Admin				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>education curriculum, focuses on positive reinforcement and preventative intervention</p> <p>D. Caught Ya Being Good tickets are provided to students for making positive choices and are chosen weekly by staff to recognize students from each classroom.</p> <p>E. Trimester awards highlight students for efforts and achievement in citizenship, effort, academics, attendance.</p>						
<p>Extended learning time: F. A school psychologist works with small groups of students (referred by their teachers or parents) to reinforce social skills.</p> <p>G. Families have the opportunity to connect with the school community through family nights funded by the Parent Teacher Organization.</p>	2013 - 2014	Staff/Admin				
<p>Increased educational opportunity: H. After school programs funded by the Parent Teacher Organization and school site in music, drama, art, math and science. enhance the learning environment.</p>	2013 - 2014	Staff/Admin				
<p>Staff development and professional collaboration: I. Staff participate in district workshops relating to behavior intervention.</p>	2013 - 2014	Staff/Admin				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
J. Staff participate in outside workshops relating to behavior intervention and discipline as funds allow.						
<p>Involvement of staff, parents and community:</p> <p>K. Weekly newsletter sent home from the principal highlighting school events as well as student and teacher accomplishments</p> <p>L. Parent/teacher/student conferences during first trimester of school to review assessment results and develop plans to address students' academic and social needs.</p> <p>M. Staff send reports to parents to keep them abreast of students' progress.</p> <p>N. Volunteers participate in the W.A.T.C.H. DOGS (Dads of Great Students) to contribute to a positive school climate.</p>	2013 - 2014	Staff/Admin	K. Postage	4000-4999: Books And Supplies	School and Library Improvement Program Block	300
<p>Auxiliary services for students and parents:</p> <p>O. Parent information at Back to School Night to share assessment data, school goals, vision, etc.</p> <p>P. Kindergarten Orientation Day to be held prior to the beginning of school to help orient kindergarteners as well as their parents with our program</p>	2013 - 2014	Staff/Admin				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Monitoring program implementation and results:</p> <p>Q. Administration monitors behavior and works with staff and parents to implement strategies to support positive behavior.</p> <p>R. Staff/administration monitors effectiveness of school behavior plan and Positive Action program to modify as necessary.</p>	2013 - 2014	Staff/Admin				

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Math
LEA GOAL:
Develop and continually upgrade a well articulated K-12 academic program
SCHOOL GOAL #4:
By June 2014, 80% of students in grades 2 - 5 will score at or above benchmark on the district math facts assessment.
Data Used to Form this Goal:
District math facts assessment.
Findings from the Analysis of this Data:
Approximately 20% of students in grades 2 - 5 score at or above end of the year benchmark on the district math facts assessment. Approximately 80% of students in grades 2 - 5 score below end of the year benchmark on the district math facts assessment.
How the School will Evaluate the Progress of this Goal:
2nd through 5th grade students will take the district math facts assessment at the end of the first and second trimesters to allow staff and School Site Council to monitor progress towards the end of the year goal. Students will also take the math facts assessment at the end of the school year to allow staff and School Site Council to measure progress towards the year-long goals.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Alignment of Instruction with Content Standards: A. Supplemental materials and supplies help to differentiate instruction to address the differentiated needs of the learners. B. Grade levels review math progress, compare math curriculum with essential standards, District pacing guides.	2013-2014	School/Admin				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>C. Individual Education Plans (IEP's) for special education students are aligned with content standards in math and are created using a county online resource.</p> <p>D. Individual Learning plans are developed for GATE identified students to meet their needs in the area of math.</p>						
<p>Improvement of Instructional Strategies and Materials:</p> <p>E. Professional Learning Communities meet to analyze student progress towards standards, modify strategies and intervention to support student learning for sub group populations.</p> <p>F. Supplemental technology software/hardware, materials and supplies help to differentiate math instruction to meet the needs of the sub group populations as they transition to Common Core State Standards.</p> <p>G. Supplemental materials and supplies help to differentiate instruction to address the different needs of the learners.</p>	2013-2014	Staff/Admin	<p>F. Programs, software, hardware</p> <p>G. Paper, copy costs</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>Economic Impact Aid/Limited English Proficient (EIA-LEP)</p> <p>School and Library Improvement Program Block</p>	<p>2614</p> <p>3299</p>
<p>Extended Learning Time:</p> <p>H. After school activities allow students to participate in after school enrichment programs related to math and science.</p>	2013-2014	Staff/Admin				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Increased Educational Opportunity:</p> <p>I. Adopted math materials include components to address the needs of sub group populations.</p> <p>J. Grade level differentiation blocks allow teachers to work in teams to address the needs of students below, at and above grade level.</p>	2103-2014	Staff/Admin				
<p>Staff Development and Professional Collaboration:</p> <p>K. Staff participate in district workshops with the curriculum coach to transition to the Common Core State Standards.</p>	2013-2014	Staff/Admin				
<p>Involvement of Staff, Parents and Community:</p> <p>L. Staff meet with parents of Special Education, English Language Learners and students at-risk of retention to develop plans to address their needs.</p> <p>M. SSC's data review includes analyzing progress of sub group populations to monitor school program success.</p> <p>N. Parents are a part of the Individual Education Plan (IEP) development.</p> <p>O. Parents provide input during Student Study Team (SST) meetings.</p>	2013-2014	Staff/Admin/SSC	L/N. Costs for translators	2000-2999: Classified Personnel Salaries	Economic Impact Aid/Limited English Proficient (EIA-LEP)	500
<p>Auxiliary services for students and parents:</p> <p>P. Transition meetings are held for</p>	2013-2014	Special & General Education Staff/Admin	P. Substitutes to release teachers to attend transition IEP meetings.	1000-1999: Certificated Personnel Salaries	Economic Impact Aid/Limited English Proficient (EIA-LEP)	250

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
special education students entering Kindergarten and students promoting to middle school.						
<p>Monitoring program implementation and results:</p> <p>Q. SSC monitors program and school effectiveness.</p> <p>R. Administration works with staff to monitor students identified under the district's Promotion/Retention policy.</p> <p>S. Administration works with the English Learner District Coordinator to monitor student progress according to assessment data.</p>	2013-2014	Staff/Admin/ School Site Council	Q. Cost of electronic school survey	5000-5999: Services And Other Operating Expenditures	School and Library Improvement Program Block	100

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Arts
SCHOOL GOAL #1:
80% of EL students will increase their tested CELDT levels by one level by October 2014.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Coordinate EL programs with District Program Specialists for Interventions.	2013-2014	Principal	Bi-monthly monitoring of EL students through CPM assessment.	1000-1999: Certificated Personnel Salaries	Economic Impact Aid/Limited English Proficient (EIA-LEP)	170

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	Art and Music Grant	400.00
1000-1999: Certificated Personnel Salaries	Economic Impact Aid/Limited English	1,600.00
1000-1999: Certificated Personnel Salaries	Gifted and Talented Education	653.00
1000-1999: Certificated Personnel Salaries	School and Library Improvement Program	1,500.00
2000-2999: Classified Personnel Salaries	Economic Impact Aid/Limited English	500.00
4000-4999: Books And Supplies	Art and Music Grant	404.00
4000-4999: Books And Supplies	Economic Impact Aid/Limited English	2,421.00
4000-4999: Books And Supplies	School and Library Improvement Program	4,700.00
5000-5999: Services And Other Operating	Economic Impact Aid/Limited English	3,934.00
5000-5999: Services And Other Operating	School and Library Improvement Program	12,536.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
Art and Music Grant	804.00
Economic Impact Aid/Limited English Proficient (EIA-LEP)	8,455.00
Gifted and Talented Education	653.00
School and Library Improvement Program Block	18,736.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	4,153.00
2000-2999: Classified Personnel Salaries	500.00
4000-4999: Books And Supplies	7,525.00
5000-5999: Services And Other Operating Expenditures	16,470.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	19,164.00
Goal 2	2,421.00
Goal 3	300.00
Goal 4	6,763.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Kelly Castillo	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barbara Springborn	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kendra Colflesh	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Debra Azar	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Julie Miller	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jamie Watkins	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Becky Schmich	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Yvonne Cornog	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jennie Rogers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category:	1	3	1	4	

At elementary schools, the school site council 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.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) 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):**

- | | |
|---|---|
| <input type="checkbox"/> State Compensatory Education Advisory Committee | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input type="checkbox"/> English Learner Advisory Committee | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input type="checkbox"/> Special Education Advisory Committee | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input type="checkbox"/> District/School Liaison Team for schools in Program Improvement | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input type="checkbox"/> Compensatory Education Advisory Committee | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input type="checkbox"/> Departmental Advisory Committee (secondary) | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input checked="" type="checkbox"/> Other committees established by the school or district (list):
Grade Level Teams | <hr style="border: 0; border-top: 1px solid black;"/> 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 11/19/2013.

Attested:

Kelly Castillo		
Typed Name of School Principal	Signature of School Principal	Date

Kendra Colflesh		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date