

SPSA 2017-18

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Oak Grove Elementary District

Taylor (Bertha) Elementary

The District Governing Board approved this revision of the School Plan on:

CDS Code: 43696256097430

Principal: Lauryce Haney, Principal

Superintendent: José Manzo

Address: 410 Sautner Dr.
San Jose, CA 95123-5252

Phone: (408) 226-0462

Email: lhane@ogsd.net

Web Site: <https://taylor.ogsd.net>



Goals and Actions	Start Date	Completion Date	Amount	Fund Source	Fund Source Code
» SUBJECT: Reading/Language Arts					
› GOAL: English Language Arts					
› LCAP GOALS:					
• All students will be proficient in meeting and/or exceeding all Common Core State Standards.					
› ACTION: Alignment of Instruction	07/03/2017	06/29/2018	\$2,150.00		
			\$1,950.00	ACTION: Local Control Funding Formula State Compensatory Education	790
			\$200.00	ACTION: Local Control Funding Formula State Compensatory Education	790
› ACTION: Strategies and Materials	07/03/2017	06/29/2018	\$6,182.00		
			\$4,557.00	ACTION: Local Control Funding Formula State Compensatory Education	790
			\$1,500.00	ACTION: Local Control Funding Formula State Compensatory Education	790
			\$125.00	ACTION: Local Control Funding Formula State Compensatory Education	790
› ACTION: Extended Learning Time	07/03/2017	06/29/2018	\$0.00		
› ACTION: Increased Opportunity	07/03/2017	06/29/2018	\$873.00		

Goals and Actions	Start Date	Completion Date	Amount	Fund Source	Fund Source Code
			\$873.00	ACTION: Local Control Funding Formula State Compensatory Education	790
› ACTION: Staff Development	07/03/2017	06/29/2018	\$812.00		
			\$250.00	ACTION: Local Control Funding Formula State Compensatory Education	790
			\$312.00	ACTION: Local Control Funding Formula State Compensatory Education	790
			\$250.00	ACTION: Local Control Funding Formula State Compensatory Education	790
› ACTION: Involvement of Staff & Parents	07/03/2017	06/29/2018	\$0.00		
› ACTION: Monitoring Program & Results	07/03/2017	06/29/2018	\$0.00		
› ACTION: Auxiliary Services	07/03/2017	06/29/2018	\$0.00		
» SUBJECT: English Language Development					
› GOAL: Accelerate Proficiency for ELLs					
› LCAP GOALS:					
<ul style="list-style-type: none"> We will accelerate the academic achievement toward meeting standards for EL, low socio-economic students, Foster Youth and students with special needs. 					
› ACTION: Alignment of Instruction	07/03/2017	06/29/2018	\$2,250.00		
			\$1,950.00	ACTION: Local Control Funding Formula State Compensatory Education	790

Goals and Actions	Start Date	Completion Date	Amount	Fund Source	Fund Source Code
			\$300.00	ACTION: Local Control Funding Formula State Compensatory Education	790
› ACTION: Strategies and Materials	07/03/2017	06/29/2018	\$6,182.00		
			\$4,557.00	ACTION: Local Control Funding Formula State Compensatory Education	790
			\$1,500.00	ACTION: Local Control Funding Formula State Compensatory Education	790
			\$125.00	ACTION: Local Control Funding Formula State Compensatory Education	790
› ACTION: Extended Learning Time	07/03/2017	06/29/2018	\$0.00		
› ACTION: Increased Opportunity	07/03/2017	06/29/2018	\$0.00		
› ACTION: Staff Development	07/03/2017	06/29/2018	\$812.00		
			\$250.00	ACTION: Local Control Funding Formula State Compensatory Education	790
			\$312.00	ACTION: Local Control Funding Formula State Compensatory Education	790

Goals and Actions	Start Date	Completion Date	Amount	Fund Source	Fund Source Code
			\$250.00	ACTION: Local Control Funding Formula State Compensatory Education	790
› ACTION: Involvement of Staff & Parents	07/03/2017	06/29/2018	\$0.00		
› ACTION: Auxiliary Services	07/03/2017	06/29/2018	\$0.00		
› ACTION: Monitoring Program and Results	07/03/2017	06/29/2018	\$0.00		
» SUBJECT: Mathematics					
› GOAL: Math					
› LCAP GOALS:					
<ul style="list-style-type: none"> • All students will be proficient in meeting and/or exceeding all Common Core State Standards. • Students will use technology to master 21st Century Skills of collaboration, communication, critical thinking, and creativity. • School and classroom environments support learning, creativity, safety and engagement. • We will accelerate the academic achievement toward meeting standards for EL, low socio-economic students, Foster Youth and students with special needs. 					
› ACTION: Alignment of Instruction	07/03/2017	06/29/2018	\$2,150.00		
			\$1,950.00	ACTION: Local Control Funding Formula State Compensatory Education	790
			\$200.00	ACTION: Local Control Funding Formula State Compensatory Education	790
› ACTION: Strategies and Materials	07/03/2017	06/29/2018	\$6,182.00		
			\$1,500.00	ACTION: Local Control Funding Formula State Compensatory Education	790

Goals and Actions	Start Date	Completion Date	Amount	Fund Source	Fund Source Code
			\$4,557.00	ACTION: Local Control Funding Formula State Compensatory Education	790
			\$125.00	ACTION: Local Control Funding Formula State Compensatory Education	790
› ACTION: Extended Learning Time	07/03/2017	06/29/2018	\$1,872.00		
			\$872.00	ACTION: Local Control Funding Formula State Compensatory Education	790
			\$1,000.00	ACTION: Local Control Funding Formula State Compensatory Education	790
› ACTION: Increased Opportunity	07/03/2017	06/29/2018	\$0.00		
› ACTION: Staff Development	07/03/2017	06/29/2018	\$812.00		
			\$250.00	ACTION: Local Control Funding Formula State Compensatory Education	790
			\$312.00	ACTION: Local Control Funding Formula State Compensatory Education	790
			\$250.00	ACTION: Local Control Funding Formula State Compensatory Education	790

Goals and Actions	Start Date	Completion Date	Amount	Fund Source	Fund Source Code
› ACTION: Involvement of Staff & Parents	07/03/2017	06/29/2018	\$0.00		
› ACTION: Auxiliary Services	07/03/2017	06/29/2018	\$0.00		
› ACTION: Monitoring Program & Results	07/03/2017	06/29/2018	\$0.00		
» SUBJECT: School Climate/Parent Engagement					
› GOAL: 21st Century Skills					
› LCAP GOALS:					
<ul style="list-style-type: none"> • All students will be proficient in meeting and/or exceeding all Common Core State Standards. • We will accelerate the academic achievement toward meeting standards for EL, low socio-economic students, Foster Youth and students with special needs. • Students will use technology to master 21st Century Skills of collaboration, communication, critical thinking, and creativity. • School and classroom environments support learning, creativity, safety and engagement. • We will actively engage parents and community members in supporting the implementation of CCSS instruction. 					
› ACTION: Alignment of Instruction	07/03/2017	06/29/2018	\$2,250.00		
			\$1,950.00	ACTION: Local Control Funding Formula State Compensatory Education	790
			\$300.00	ACTION: Local Control Funding Formula State Compensatory Education	790
› ACTION: Strategies and Materials	07/03/2017	06/29/2018	\$8,682.00		
			\$4,557.00	ACTION: Local Control Funding Formula State Compensatory Education	790
			\$1,500.00	ACTION: Local Control Funding Formula State Compensatory Education	790

Goals and Actions	Start Date	Completion Date	Amount	Fund Source	Fund Source Code
			\$125.00	ACTION: Local Control Funding Formula State Compensatory Education	790
			\$2,500.00	ACTION: Local Control Funding Formula State Compensatory Education	790
› ACTION: Extended Learning Time	07/03/2017	06/29/2018	\$0.00		
› ACTION: Increased Opportunity	07/03/2017	06/29/2018	\$0.00		
› ACTION: Staff Development	07/03/2017	06/29/2018	\$812.00		
			\$250.00	ACTION: Local Control Funding Formula State Compensatory Education	790
			\$312.00	ACTION: Local Control Funding Formula State Compensatory Education	790
			\$250.00	ACTION: Local Control Funding Formula State Compensatory Education	790
› ACTION: Involvement of Staff & Parents	07/03/2017	06/29/2018	\$0.00		
› ACTION: Auxiliary Services	07/03/2017	06/29/2018	\$0.00		
› ACTION: Monitoring Program and Results	07/03/2017	06/29/2018	\$0.00		
Total Annual Expenditures for Current Site Plan: \$42,021.00					

GOALS**» GOAL: ENGLISH LANGUAGE ARTS**

GOAL AREA: READING/LANGUAGE ARTS**LEA Goal:**

- Students will be proficient in core subjects.

State Priorities:

- 2 - Implementation of State Standards

LCAP Goal:

- All students will be proficient in meeting and/or exceeding all Common Core State Standards.

Goal Statement:

In the English Language Arts (ELA) Writing Claim, Taylor School CAASPP data, including subgroup data, will reflect an increase in proficiency, with 5% upward movement.

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

The data we used to form this goal was primarily 2016-17 CAASPP data. We also looked at 2015-16 CAASPP data to look for any significant changes, or what might be the beginning of patterns, that need to be addressed.

Name	#Tested	ELA Overall				Reading			Writing			Listening			Research & Inquiry		
Oak Grove School District	5203	27.31%	22.04%	29.21%	21.43%	28.75%	47.22%	23.79%	27.91%	44.01%	27.50%	20.14%	63.00%	16.51%	23.45%	46.60%	29.44%
Taylor School	247	20.24%	22.27%	22.27%	35.22%	21.86%	43.32%	34.82%	24.70%	37.25%	36.00%	12.50%	63.50%	23.69%	17.41%	46.56%	30.03%
Grade 3	1	100.00%	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%	100.00%	0.00%
Grade 4	97	17.53%	29.90%	13.40%	39.18%	25.77%	37.11%	37.11%	22.68%	39.19%	38.14%	11.34%	50.79%	26.87%	20.62%	47.42%	31.96%
Grade 5	78	28.21%	21.70%	20.51%	29.49%	19.23%	53.85%	26.92%	34.62%	39.74%	25.64%	16.67%	67.95%	15.36%	23.06%	43.50%	33.33%
Grade 6	71	14.00%	12.68%	30.62%	36.62%	18.31%	40.85%	40.85%	15.49%	32.39%	52.11%	9.00%	63.36%	26.70%	7.04%	47.86%	45.07%

Summary

Ethnic Subgroups	# Tested	ELA Overall			
		Overall			
All	247	20.24%	22.27%	22.27%	35.22%
White	81	16.05%	25.93%	20.99%	37.04%
Asian	66	15.15%	12.12%	27.27%	45.45%
Hispanic or Latino	63	33.33%	28.57%	22.22%	15.87%
Two or more races	27	11.11%	18.52%	18.52%	51.85%
Filipino	4	0.00%	50.00%	0.00%	50.00%
Black or African American	3	33.33%	33.33%	33.33%	0.00%
Native Hawaiian or Pacific Islander	3	66.67%	0.00%	0.00%	33.33%

Other Subgroups	# Tested	ELA Overall			
		Overall			
English Learner	41	39.02%	24.39%	24.39%	12.20%
Socioeconomic Disadvantage	32	40.63%	25.00%	21.88%	12.50%
Special Education	17	76.47%	0.00%	0.00%	23.53%

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

The chart above shows that writing is an area of need for Taylor. Of all ELA claims, the largest percentage of students who performed in "Standard Not Met" is in the Writing Claim. Overall, 25% of Taylor students have not met standard in writing, while 35% of current 5th grade students have not met standard. Since writing scores went down 1% from 2015-16 to 2016-17, and this year's 5th graders went from 24% not meeting standard in 3rd grade to 35% not meeting standard in 4th grade, this is an appropriate area of focus, as we need to stop and hopefully reverse this trend. Since the Common Core State Standards (CCSS) include writing across the content areas, this focus will impact all areas of learning and achievement for students.

Also, when looking at overall ELA scores, 33% of Taylor's African American and Latino students did not meet standard, which is significantly greater than than the Asian and Caucasian populations, which were 15% and 16% respectively. 39% of EL Learners were not proficient, as compared to 20% of English Only students. Socio-economically disadvantaged students and those in special education programs struggled considerably. ELA is clearly an area with need for improvement.

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

In order to monitor and evaluate student progress, we will use CAASPP data, three 'on-demand' writing prompts throughout the year, and on-going formative and summative classroom assessments, including data gathered from conferring with students. The process will be to compare students' achievement levels from where they score initially to the results of subsequent assessments throughout the school year.

Strategy:

The strategies we will use include Writer's Workshop (WW), especially differentiated individual and small group instruction within the WW model, and Project-Based Learning (PBL). Teachers will analyze student work produced in WW to determine the focus of mini lessons and to group students according to need in order to provide targeted, individualized instruction. PBL presentations will provide data on students' ability to apply skills to real-world situations.



ACTION:ALIGNMENT OF INSTRUCTION

Means of Achievement: Alignment of instruction with content standards

- **Task:**

The teachers and principal will participate in continued implementation of Writer's Workshop in grades K-6 for all students, sharing successes and challenges to maximize the effectiveness of instruction. Teachers will have opportunities for collaboration through grade level release days and District Directed Site Meeting (DDSM) time. Teachers will integrate language arts, especially writing, into other content areas, emphasizing the use of Project-Based Learning. Frequent checks for understanding and formative assessments will ensure that students are mastering the basic skills necessary to reach their full potentials by applying these skills to real-life situations.

- **Measures:**

We will utilize the following measures:

- ◊ Daily work
- ◊ Data gathered from teachers conferring with students
- ◊ In-class formative assessments, including on-demand writing
- ◊ CAASPP data

- **People Assigned:**

The following people are assigned:

- ◊ Classroom teachers
- ◊ District Partners in Academic Learning (PALs), District English Learner Teacher Partners (ELTPs), and outside consultants, as needed
- ◊ Principal

Start Date: 07/03/2017

Completion Date: 06/29/2018

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Sub-Release for Teaching Planning Time	\$1,950.00
Local Control Funding Formula State Compensatory Education	Instructional Coaching	\$200.00

> ACTION:STRATEGIES AND MATERIALS

Means of Achievement: Improvement of instruction strategies and materials

- **Task:**

Teachers will provide a variety of instructional resources to improve student achievement and to align to CCSS. All students will use technology, primarily Chromebooks, as a resource for acquiring and processing information, and for creating innovative and creative evidence of learning. Videos, books, and other resources, as deemed necessary by the classroom teacher, will further support instruction, to make curriculum more relevant and accessible. In addition, students will have access to Raz-Kids, Reading A-Z, and iReady, which serve to support literacy, and will in turn, contribute to improved writing skills. Teachers will also use the ELD/ELA framework as outlined in CCSS.

- **Measures:**

The following measures will be used:

- Writing in content areas
- In-class formative and summative assessment writing pieces, including on-demand writing
- CAASPP data

- **People Assigned:**

The following people will be assigned:

- Classroom teachers
- Principal

Start Date: 07/03/2017

Completion Date: 06/29/2018

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Technology Upgrades	\$4,557.00
Local Control Funding Formula State Compensatory Education	Instructional Supplies	\$1,500.00
Local Control Funding Formula State Compensatory Education	Print Shop Expenses	\$125.00

> ACTION:EXTENDED LEARNING TIME

Means of Achievement: Extended learning time

- **Task:**

The following tasks are assigned:

- ◊ Before and after school tutoring center
- ◊ Before and after school academies
- ◊ iReady lessons

- **Measures:**

The following measures will be used:

- ◊ End of unit tests
- ◊ In-class formative assessments
- ◊ CAASPP data
- ◊ District (iReady) assessments
- ◊ Attendance sheets
- ◊ On-line tracking of usage hours for iReady

- **People Assigned:**

The following people are assigned:

- ◊ Classroom teachers
- ◊ Principal
- ◊ Additional personnel/staff as needed

Start Date: 07/03/2017

Completion Date: 06/29/2018



ACTION: INCREASED OPPORTUNITY

Means of Achievement: **Increased educational opportunity**

- **Task:**

The following tasks are assigned:

- ◊ Weekly Support Staff Meetings (Resource Specialist, psychologist, speech therapist, principal)
- ◊ Before and after school academies
- ◊ Differentiated, targeted small group instruction

- **Measures:**

The following measures are assigned:

- ◊ Daily work in content areas
- ◊ In-class formative assessments
- ◊ CAASPP data
- ◊ District (iReady) assessments
- ◊ Meeting notes
- ◊ Student attendance sheets
- ◊ On-line tracking of iReady usage

- **People Assigned:**

The following people are assigned:

- ◊ Classroom teachers, Resource Specialist when appropriate
- ◊ After school personnel
- ◊ Principal

Start Date: 07/03/2017

Completion Date: 06/29/2018

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Supplies, materials and supports as needed	\$873.00



ACTION:STAFF DEVELOPMENT

Means of Achievement: Staff development and professional collaboration

- **Task:**

The following tasks are assigned:

- ◊ Staff development during DDSMs
- ◊ Instructional Coaching
- ◊ Instructional Walk-Throughs
- ◊ Planning Days
- ◊ After school planning time
- ◊ Conferences, webinars and workshops, as available and appropriate

- **Measures:**

The following measures are assigned:

- ◊ Participation in coaching and walk-throughs
- ◊ Attendance sheets for professional development
- ◊ End of unit tests
- ◊ In-class formative assessments
- ◊ CAASPP
- ◊ District (iReady) assessments

- **People Assigned:**

The following people are assigned:

- ◊ Classroom teachers
- ◊ Principal
- ◊ District coaches

Start Date: 07/03/2017

Completion Date: 06/29/2018

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Conferences	\$250.00
Local Control Funding Formula State Compensatory Education	Roving Sub	\$312.00
Local Control Funding Formula State Compensatory Education	Professional Development	\$250.00



ACTION: INVOLVEMENT OF STAFF & PARENTS

Means of Achievement: Alignment of instruction with content standards

- **Task:**

The following tasks are assigned:

- ◊ Principal's Coffees and community classroom visits, focused on pre-determined instructional strategies (Welcome Wednesdays)
- ◊ District / Site Parent and Community Meetings: Hispanic Advisory Board for Language and Assessment (HABLA), Koffee Klatch, District Advisory Committee (DAC), Parent Teacher Association (PTA)
- ◊ Instructional Rounds/Walk-Throughs with staff and principals

- **Measures:**

The following measures will be used:

- ◊ Attendance Sheets
- ◊ Community and Staff Informal Feedback
- ◊ CAASPP
- ◊ District (iReady) assessments

- **People Assigned:**

The following people are assigned:

- ◊ Classroom teachers
- ◊ District Leaders
- ◊ Principal

Start Date: 07/03/2017

Completion Date: 06/29/2018

> ACTION: MONITORING PROGRAM & RESULTS

Means of Achievement: [Alignment of instruction with content standards](#)

- **Task:**

The following tasks will be used:

- ◊ Monthly Data Meetings
- ◊ Weekly Support Staff Meetings
- ◊ On-line tracking of student iReady usage
- ◊ On-line tracking of student growth and progress
- ◊ In class formative assessments

- **Measures:**

The following measures will be used:

- ◊ End of unit tests
- ◊ In-class formative assessments
- ◊ CAASPP
- ◊ District (iReady) assessments
- ◊ In-class formative assessments

- **People Assigned:**

The following people are assigned:

- ◊ Classroom teachers
- ◊ Support Staff
- ◊ Principal

Start Date: 07/03/2017

Completion Date: 06/29/2018

> ACTION:AUXILIARY SERVICES

Means of Achievement: Auxiliary services for students and parents

- **Task:**

The following tasks will be used:

- ◊ Weekly email and phone blasts
- ◊ Monthly letters from principal and PTA
- ◊ Translation of materials, meetings, and oral and written communication from principal
- ◊ Childcare for meetings and community events

- **Measures:**

The following measures will be used:

- ◊ Parent surveys
- ◊ Attendance sheets

- **People Assigned:**

The following people are assigned:

- ◊ Classroom teachers
- ◊ Principal
- ◊ Noon-duty staff (paid for evening child care)
- ◊ Translators

Start Date: 07/03/2017

Completion Date: 06/29/2018

» GOAL: ACCELERATE PROFICIENCY FOR ELLS

GOAL AREA: ENGLISH LANGUAGE DEVELOPMENT

LEA Goal:

- Students will be proficient in core subjects.

State Priorities:

- 2 - Implementation of State Standards

LCAP Goal:

- We will accelerate the academic achievement toward meeting standards for EL, low socio-economic students, Foster Youth and students with special needs.

Goal Statement:

All English Learners (ELs) will increase a minimum of one proficiency level on CAASPP English Language Arts and Math Assessments.

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

Results from 2015-16 and 2016-17 CAASPP data were used to form this goal.

English Proficiency	ELA				Math			
	# Tested	Overall		# Tested	Overall			
English Only	207	42.03%	57.97%	207	49.28%	50.73%		
I-FEP	49	12.24%	87.75%	49	14.28%	85.71%		
EL	47	65.96%	34.05%	47	55.32%	44.68%		
Other Subgroups	ELA				Math			
	# Tested	Overall		# Tested	Overall			
English Learner	41	63.41%	36.59%	41	65.85%	34.14%		

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

The data revealed that ELs' proficiency dropped from 2015-16 to 2016-17 in both English Language Arts and Math. There was a significant 12% drop in math and a 3% drop in ELA.

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

California English Language Development Test (CELDT) data will be used to inform instruction, but it cannot be used as an indicator of growth since CELDT will be replaced by English Language Proficiency Assessments for California (ELPAC) in the spring, and there has been no indication of alignment between the two assessments as of now. We will use District designated diagnostic assessments (iReady), on-going formative assessments, and ultimately CAASPP data to evaluate student progress. We will evaluate data monthly during staff meetings, and when available, we will compare 2017-18 CAASPP data to 2015-16 and 2016-17 CAASPP data to determine student growth over the year. We would like to include ELPAC data as a measure when we have two years of data to compare.

Strategy:

The following strategies will be implemented:

- ◊ Foundational literacy embedded into Project-Based Learning units
- ◊ Writing workshop with targeted conferring with students both 1:1 and in small group settings
- ◊ Targeted basic, foundational English language skills instruction
- ◊ Technology integration and supports (Google translate, videos, Dreambox, iReady, Rosetta Stone and more)
- ◊ Consultation with English Language Teacher Partner (ELTP) Coach
- ◊ On-going ELD/ELA Framework professional development with staff



ACTION: ALIGNMENT OF INSTRUCTION

Means of Achievement: Alignment of instruction with content standards

- **Task:**

Staff collaboration and professional development will be used to create Project Based Learning (PBL) units aligned to standards while integrating foundational skills and technology.

- **Measures:**

The following measures will be used:

- ◊ CELDT
- ◊ CAASPP
- ◊ On-going formative assessments (running records, writing samples, etc.)
- ◊ District iReady assessments

- **People Assigned:**

The following people are assigned:

- ◊ Classroom teachers
- ◊ Principal

Start Date: 07/03/2017

Completion Date: 06/29/2018

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Sub-Release Teacher Planning	\$1,950.00
Local Control Funding Formula State Compensatory Education	Instructional Coaching	\$300.00



ACTION:STRATEGIES AND MATERIALS

Means of Achievement: Improvement of instruction strategies and materials

- **Task:**

- ◊ Staff will participate in ELD/ELA framework training to be provided by district ELD coach.
- ◊ Teachers will create differentiated small groups to address ELD needs.
- ◊ Teachers will use technology to support classroom learning.
- ◊ Teachers will integrate 21st century skills to explicitly teach students process and social skills.

- **Measures:**

The following measures will be used:

- ◊ CAASPP
- ◊ CELDT/ELPAC
- ◊ District (iReady assessments)
- ◊ Formative Assessments

- **People Assigned:**

The following people will be assigned:

- ◊ Classroom teachers
- ◊ Principal
- ◊ District Coach

Start Date: 07/03/2017

Completion Date: 06/29/2018

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Technology Upgrades	\$4,557.00
Local Control Funding Formula State Compensatory Education	Instructional Supplies	\$1,500.00
Local Control Funding Formula State Compensatory Education	Print Shop Expenses	\$125.00

> ACTION: EXTENDED LEARNING TIME

Means of Achievement: Extended learning time

- **Task:**

The following will be offered:

- ◊ Before and after school tutoring center
- ◊ Before and after school academies

- **Measures:**

The following measures will be used:

- ◊ District (iReady) Assessment
- ◊ On-going Formative Assessments
- ◊ Monthly Data Meetings
- ◊ CELDT/ELPAC
- ◊ CAASPP

- **People Assigned:**

The following people are assigned:

- ◊ Staff
- ◊ Principal

Start Date: 07/03/2017

Completion Date: 06/29/2018

> ACTION:INCREASED OPPORTUNITY

Means of Achievement: Increased educational opportunity

- **Task:**

The following tasks will be used:

- ◊ Continued implementation and refinement of school-wide K-6 writing program (Writer's Workshop)
- ◊ Use of targeted, small group, differentiated instruction
- ◊ Focus on on-going, formative feedback
- ◊ Inclusion of basic, foundational skills
- ◊ Incorporate foundational skills into Project-Based Learning
- ◊ Integrate technology into instruction

- **Measures:**

The following measures will be used:

- ◊ District (iReady) Assessment
- ◊ On-going formative assessments
- ◊ Monthly Data Meetings
- ◊ CELDT/ELPAC
- ◊ CAASPP

- **People Assigned:**

The following people are assigned:

- ◊ Classroom teachers
- ◊ Principal
- ◊ Support Staff

Start Date: 07/03/2017

Completion Date: 06/29/2018

> ACTION:STAFF DEVELOPMENT

Means of Achievement: Staff development and professional collaboration

- **Task:**

The following practices will be used:

- ◊ Writer's Workshop refinement through sharing of best practices
- ◊ PLC planning time
- ◊ Bernal Learning Community (BLC) collaborative focus on supporting English Language Learners
- ◊ Principal walk-throughs and follow up discussions
- ◊ District provided ELA/ELD framework professional development

- **Measures:**

The following measures will be used:

- ◊ District (iReady) Assessments
- ◊ On-going formative assessments
- ◊ Monthly Data Meetings
- ◊ CELDT/ELPAC
- ◊ Rosetta Stone
- ◊ CAASPP

- **People Assigned:**

The following people are assigned:

- ◊ Classroom teachers
- ◊ Principal
- ◊ District ELD/ELA Coach

Start Date: 07/03/2017

Completion Date: 06/29/2018

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Conferences	\$250.00
Local Control Funding Formula State Compensatory Education	Roving Sub	\$312.00
Local Control Funding Formula State Compensatory Education	Professional Development	\$250.00

ACTION: INVOLVEMENT OF STAFF & PARENTS

Means of Achievement: [Involvement of staff, parents and community](#)

- **Task:**

The following practices will be used:

- ◊ Monthly "Welcome Wednesday" events (Principal's coffee and classroom visitations with focus on a designated signature practice)
- ◊ Community Celebration of Learning (Open House) to hear/see student exhibitions
- ◊ English Learner Advisory Committee (ELAC) and Hispanic Advisory Board for Language & Assessment (HABLA) Meetings
- ◊ Regular community socials
- ◊ Facebook, Website, Newsletter communication in addition to weekly email and voicemail blasts (in Spanish and English)
- ◊ Inviting families to PBL exhibitions throughout the year

- **Measures:**

The following measures will be used:

- ◊ Sign-in sheets
- ◊ Survey feedback
- ◊ Meeting discussion feedback

- **People Assigned:**

The following people are assigned:

- ◊ Principal
- ◊ Classroom teachers
- ◊ Community Liaison
- ◊ Students
- ◊ Parent group leaders

Start Date: 07/03/2017

Completion Date: 06/29/2018

> ACTION:AUXILIARY SERVICES

Means of Achievement: Auxiliary services for students and parents

- **Task:**

The following tasks will be used:

- ◊ Childcare provided at meetings
- ◊ Translation provided
- ◊ Treats provided by PTA (coffee, pastries)

- **Measures:**

The following measure will be used:

- ◊ Increased parent attendance and involvement (tracked through sign-in sheets)

- **People Assigned:**

The following people are assigned:

- Principal
- Translators

Start Date: 07/03/2017

Completion Date: 06/29/2018



ACTION: MONITORING PROGRAM AND RESULTS

Means of Achievement: Monitoring program implementation and results

- **Task:**

The following tasks will be used:

- ELTP coach coordinates CELDT testing in order to group students for ELD instruction
- ELPAC Testing will provide additional data, when available
- Principal and support staff meet weekly to monitor student progress
- Staff monitors progress through monthly data meetings

- **Measures:**

The following measures will be used:

- Meetings and observations by administrator, classroom teachers and support staff

- **People Assigned:**

The following people are assigned:

- Classroom teachers
- Principal
- Support Staff
- Instructional Assistant
- Community Liaison

Start Date: 07/03/2017

Completion Date: 06/29/2018

» GOAL: MATH

GOAL AREA: MATHEMATICS

LEA Goal:

- Students will be proficient in core subjects.

State Priorities:

- 1 - Basic Services
- 2 - Implementation of State Standards
- 4 - Pupil Achievement
- 5 - Pupil Engagement

LCAP Goal:

- All students will be proficient in meeting and/or exceeding all Common Core State Standards.
- Students will use technology to master 21st Century Skills of collaboration, communication, critical thinking, and creativity.
- School and classroom environments support learning, creativity, safety and engagement.
- We will accelerate the academic achievement toward meeting standards for EL, low socio-economic students, Foster Youth and students with special needs.

Goal Statement:

In the Concepts & Procedures Claim, Taylor School CAASPP Data, including subgroup data, will reflect an increase in proficiency with 5% upward movement.

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

We used 2016-17 CAASPP data to form this goal. In all grade levels, the Concepts and Procedures claim has the highest percentage of students not meeting standard, 29.80% overall.

Name	# Tested	Math Overall	Concepts & Procedures	Problem Solving and Modeling & Data Analysis	Communicating Reasoning
Oak Grove School District	5213	56.17% / 43.83%	38.85% / 61.06%	30.27% / 69.66%	29.52% / 70.40%
Taylor School	245	44.49% / 55.51%	28.98% / 71.02%	20.82% / 79.19%	24.49% / 75.51%
Grade 3	1	100.00% / 0.00%	100.00% / 0.00%	100.00% / 0.00%	100.00% / 0.00%
Grade 4	96	40.63% / 59.38%	28.13% / 71.88%	16.67% / 83.33%	19.79% / 80.21%
Grade 5	78	51.29% / 48.72%	28.21% / 71.79%	21.79% / 78.20%	28.21% / 71.80%
Grade 6	70	41.43% / 58.57%	30.00% / 70.00%	24.29% / 75.71%	25.71% / 74.28%

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

Analysis of the data showed that students need the foundational basis of understanding mathematical concepts and accurately applying mathematical procedures. Also, progress in this claim will likely affect progress within the other math claims. When the foundational skills are more readily accessible, students will be better able to succeed in problem solving, modeling, data analysis, and communicating reasoning. These skills will be practiced and learned authentically in tandem, with special attention given to Concepts and Procedures.

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

To track this goal, we will use the iReady diagnostic and other formative assessment measures such as teacher observations, in-class assignments, discussions, exit tickets and quizzes. The staff will meet monthly to review student data, including work samples, as well as the iReady diagnostic. Staff can also use weekly support meetings, SST process, and grade level planning days to further monitor student progress and plan appropriate next steps.

Strategy:

The following strategies will be used:

- ◊ DreamBox (online math program)
- ◊ iReady (online math program)
- ◊ Engage New York (district adopted curriculum)
- ◊ Cognitively Guided Instruction (school-wide teaching strategy)
- ◊ Differentiated, small group instruction (target students who are struggling, and challenge students who are high achieving)
- ◊ Academies and homework clubs (additional intervention)
- ◊ Project Based Learning (to allow students to apply learning and connect it to real-world problems and situations)
- ◊ On-going professional development



ACTION:ALIGNMENT OF INSTRUCTION

Means of Achievement: Alignment of instruction with content standards

• Task:

- ◊ Teachers will use EngageNY math, the district adopted curriculum.
- ◊ Teachers in TK-3 will use Counting Collections to help build number sense and concepts.
- ◊ Teachers will integrate math into PBL where applicable.
- ◊ Teachers will use number talks and Cognitively Guided Instruction (CGI) to support the integration of language into math as well as concept development and application of math in real-world settings.
- ◊ Teachers will integrate technology into math using technologies including, but not limited to: Dreambox, iReady, Khan Academy, Google Classroom (docs, sheets, sites, etc).

• Measures:

The following measures will be used:

- ◊ End of unit tests
- ◊ In-class formative assessments
- ◊ District (iReady) assessments
- ◊ Tracking of online programs where possible (usage of hours & lessons)
- ◊ CAASPP

- **People Assigned:**

The following people are assigned to this task:

- ◊ Classroom teachers
- ◊ Principal

Start Date: 07/03/2017

Completion Date: 06/29/2018

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Sub-Release for Teaching Planning Time	\$1,950.00
Local Control Funding Formula State Compensatory Education	Instructional Coaching	\$200.00



ACTION: STRATEGIES AND MATERIALS

Means of Achievement: Alignment of instruction with content standards

- **Task:**

Purchase support materials and technologies to supplement the curriculum currently being utilized while teaching CCSS.

- **Measures:**

The following measures will be used:

- ◊ End of unit tests
- ◊ In-class formative assessments
- ◊ District (iReady) assessments
- ◊ CAASPP

- **People Assigned:**

The following are assigned to this task:

- ◊ Classroom teachers
- ◊ Principal

Start Date: 07/03/2017

Completion Date: 06/29/2018

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Instructional Supplies	\$1,500.00
Local Control Funding Formula State Compensatory Education	Technology Upgrades	\$4,557.00
Local Control Funding Formula State Compensatory Education	Print Shop Expenses	\$125.00

> ACTION:EXTENDED LEARNING TIME

Means of Achievement: Alignment of instruction with content standards

- **Task:**

The following tasks will be used:

- ◊ Before and after school tutoring center
- ◊ Before and after school academies
- ◊ Dreambox and iReady online learning

- **Measures:**

The following measures will be used:

- ◊ End of unit tests
- ◊ In-class formative assessments
- ◊ District (iReady) assessments
- ◊ CAASPP

- **People Assigned:**

The following people are assigned:

- ◊ Classroom teachers
- ◊ Principal

Start Date: 07/03/2017

Completion Date: 06/29/2018

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Supplies, materials and supports as needed	\$872.00
Local Control Funding Formula State Compensatory Education	Tutoring Center	\$1,000.00

> ACTION:INCREASED OPPORTUNITY

Means of Achievement: Alignment of instruction with content standards

- **Task:**

The following tasks will be used:

- ◊ Before school tutoring center
- ◊ Before and after school academies
- ◊ In-class opportunities for additional iReady lessons
- ◊ Targeted, differentiated small group instruction

- **Measures:**

The following measures will be used:

- ◊ Attendance sheets
- ◊ On-line data tracking for iReady usage
- ◊ End of unit tests
- ◊ Daily work
- ◊ In-class formative assessments
- ◊ District (iReady) assessments
- ◊ CAASPP

- **People Assigned:**

The following people are assigned:

- ◊ Classroom teachers
- ◊ Instructional Assistants
- ◊ Principal

Start Date: 07/03/2017

Completion Date: 06/29/2018

 **ACTION:STAFF DEVELOPMENT**

Means of Achievement: Staff development and professional collaboration

- **Task:**

The following tasks are assigned:

- ◊ Teachers to attend district trainings for common core math and iReady implementation
- ◊ Teachers to participate in collaborative planning
- ◊ On-going professional development around CGI (cognitively guided instruction) through monthly meetings and instructional rounds

- **Measures:**

The following measures are assigned:

- ◊ Staff Meeting Agendas
- ◊ Professional Development Sign-In Sheets
- ◊ Lesson Plans
- ◊ Principal Observation and Feedback
- ◊ BLC Principal Walk-Throughs and Collaborative Discussions

- **People Assigned:**

The following people are assigned:

- ◊ Classroom teachers
- ◊ Principal
- ◊ Other BLC Principals

Start Date: 07/03/2017

Completion Date: 06/29/2018

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Conferences	\$250.00
Local Control Funding Formula State Compensatory Education	Roving Sub	\$312.00
Local Control Funding Formula State Compensatory Education	Professional Development	\$250.00

> ACTION: INVOLVEMENT OF STAFF & PARENTS

Means of Achievement: Involvement of staff, parents and community

- **Task:**

The following tasks are being used:

- ◊ Monthly Principal's Coffees/discussion followed by classroom visitations (Welcome Wednesday events)
- ◊ District and site parent group meetings: HABLA, ELAC, Koffee Klatch and PTA
- ◊ Regular communication through: Weekly email and phone blasts, monthly newsletters, Facebook posts, Website

- **Measures:**

The following measures are being used:

- ◊ Sign-In Sheets
- ◊ Agendas
- ◊ Discussion and Feedback

- **People Assigned:**

The following people are assigned:

- ◊ Principal
- ◊ Classroom teachers

Start Date: 07/03/2017

Completion Date: 06/29/2018

> ACTION:AUXILIARY SERVICES

Means of Achievement: Auxiliary services for students and parents

- **Task:**

The following tasks will be used:

- ◊ Translation services to be provided as needed
- ◊ Childcare for parent meetings/community events

- **Measures:**

The following measures will be used:

- ◊ Increased parent involvement through sign-in sheets

- **People Assigned:**

The following people are assigned:

- ◊ Principal
- ◊ Parent leaders
- ◊ Classroom teachers
- ◊ Translators
- ◊ Community Liasson

Start Date: 07/03/2017

Completion Date: 06/29/2018

> ACTION:MONITORING PROGRAM & RESULTS

Means of Achievement: Monitoring program implementation and results

- **Task:**

The following assessments are being used:

- ◊ End of unit tests
- ◊ Daily work
- ◊ In-class formative assessments
- ◊ District (iReady) assessments
- ◊ Monthly staff data meetings
- ◊ CAASPP

- **Measures:**

The following measures are being used:

- ◊ End of unit tests
- ◊ Daily work
- ◊ In-class formative assessments
- ◊ District (iReady) assessments
- ◊ CAASPP

- **People Assigned:**

The following people are assigned:

- ◊ Classroom teachers
- ◊ Principal

Start Date: 07/03/2017

Completion Date: 06/29/2018



GOAL: 21ST CENTURY SKILLS

GOAL AREA: SCHOOL CLIMATE/PARENT ENGAGEMENT

LEA Goal:

- Students will acquire 21st century skills.

State Priorities:

- 2 - Implementation of State Standards
- 3 - Parent Involvement
- 4 - Pupil Achievement
- 5 - Pupil Engagement
- 6 - School Climate

LCAP Goal:

- All students will be proficient in meeting and/or exceeding all Common Core State Standards.
- We will accelerate the academic achievement toward meeting standards for EL, low socio-economic students, Foster Youth and students with special needs.
- Students will use technology to master 21st Century Skills of collaboration, communication, critical thinking, and creativity.
- School and classroom environments support learning, creativity, safety and engagement.
- We will actively engage parents and community members in supporting the implementation of CCSS instruction.

Goal Statement:

Students will become proficient and skilled at:

- ◊ Communication and Collaboration
- ◊ Creativity and Innovation
- ◊ Critical Thinking and Problem Solving
- ◊ Information and Media Literacy
- ◊ Flexibility & Adaptability
- ◊ Initiative and Self Direction
- ◊ Social and Cross Cultural Skills
- ◊ Productivity and Accountability
- ◊ Leadership and Responsibility

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

The 21st Century Skills listed in our Goal Statement have been identified based on data that indicates which skills will be most valuable and necessary in occupations of the future. More information can be found at the following website:

<https://www.weforum.org/agenda/2016/03/21st-century-skills-future-jobs-students/>

CAASPP data also indicated that there is room for growth in claims such as Speaking & Listening and Communicating Reasoning.

Name	# Tested	Math Overall	Concepts & Procedures	Problem Solving and Modeling & Data Analysis	Communicating Reasoning
Dak Grove School District	5218	56.10% 43.81%	33.87% 66.13%	33.30% 66.70%	29.55% 70.45%
Taylor School	245	44.49% 55.51%	28.98% 71.02%	20.82% 79.18%	24.49% 75.51%
Grade 3	1	100.00% 0.00%	100.00% 0.00%	100.00% 0.00%	100.00% 0.00%
Grade 4	66	40.83% 59.17%	28.12% 71.88%	18.67% 81.33%	19.70% 80.30%
Grade 5	78	51.28% 48.72%	28.21% 71.79%	21.79% 78.21%	28.21% 71.79%
Grade 6	70	41.43% 58.57%	38.00% 62.00%	24.29% 75.71%	25.71% 74.29%

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

Common core standards call for students to be able to synthesize information and integrate skills and content in more real world applications. The 21st Century Skills listed in our Goal Statement are widely regarded as those that are needed for personal and professional success in the future. Our students will be working and producing in occupations that may not even exist today. While it is important to attain academic skill mastery, being proficient in these skills will ensure that our students are ready and able to compete in an ever-changing world.

CAASPP data indicated that there is room for growth in claims such as Speaking & Listening and Communicating Reasoning. These skills will be greatly enhanced when practiced and honed in the realm of 21st Century Skill acquisition.

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

- ◊ Teachers will monitor student progress towards 21st Century Skill acquisition. Progress will be celebrated at monthly school-wide assemblies.
- ◊ Teachers will evaluate PBL Presentations, which include demonstration of 21st Century Skills.
- ◊ 2017-18 CAASPP Data will demonstrate the degree to which Speaking and Listening and Communicating Reasoning have improved with this focus on 21st Century Skills. The data and classroom practices that have contributed to it will be discussed whole group and in grade level PLCs.

Strategy:

Taylor School staff will work to accelerate student learning through creating real-word problems to engage and challenge students. These lessons and opportunities will integrate core academic subjects (math, reading, writing, science, and social studies) with 21st Century Skills.

The strategies we will utilize include:

- ◊ Monthly developmentally appropriate principal-led assemblies (TK/K, 1/2, 3/4, 5/6) to introduce the skill and strategies to hone it.
- ◊ Teacher follow up in class to practice the skill within integrated academic areas
- ◊ Project-Based Learning
- ◊ Technology Integration
- ◊ Cognitively Guided Instruction (math)
- ◊ Tiger of the Month Awards Assemblies for 21st Century Skills
- ◊ Sharing 21st Century Skill information and resources with families through the Taylor website, email and voicemail blasts, newsletters, monthly principal coffees, Facebook, and marquee information.
- ◊ Develop student leadership opportunities to support practice and application of 21st Century Skills.

ACTION:ALIGNMENT OF INSTRUCTION

Means of Achievement: Alignment of instruction with content standards

- **Task:**

Principal will plan and deliver age-appropriate 21st Century Skills assemblies to TK/K, 1/2, 3/4 and 5/6 students and their teachers. Teachers will reteach as needed and integrate into content areas and projects. Students will concentrate on developing a skill each month, but the skill will not be forgotten at the end of each month. Instead, students will be encouraged to enhance their existing skill set with the newly introduced skill until they become proficient in the skills necessary to thrive in the modern world.

- **Measures:**

The following measures will be used:

- ◊ All classes have 1-4 Tigers of the Month to honor students who are excelling or improving in skill implementation.
- ◊ Teachers will evaluate work, including degree to which 21st Century Skills are utilized.
- ◊ Principal will include a focus on 21st Century Skill acquisition during formal and informal classroom observations.

- **People Assigned:**

The following people are assigned:

- ◊ Classroom teachers
- ◊ Principal

Start Date: 07/03/2017

Completion Date: 06/29/2018

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Sub-Release for Teaching Planning Time	\$1,950.00
Local Control Funding Formula State Compensatory Education	Instructional Coaching	\$300.00

> ACTION:STRATEGIES AND MATERIALS

Means of Achievement: Improvement of instruction strategies and materials

- **Task:**

Student behavior will be acknowledged with Taylor Tiger Tickets. We will offer incentives at the student store (to be 'purchased' weekly with Taylor Tiger Tickets).

- **Measures:**

The following measures will be used:

- ◊ Office behavior referrals
- ◊ Taylor Tiger Tickets collected at the student store
- ◊ Improved academic performance and attendance due to positive school climate

- **People Assigned:**

The following people are assigned:

- ◊ Classroom teachers
- ◊ Student council
- ◊ Principal

Start Date: 07/03/2017

Completion Date: 06/29/2018

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Technology Upgrades	\$4,557.00
Local Control Funding Formula State Compensatory Education	Instructional Supplies	\$1,500.00
Local Control Funding Formula State Compensatory Education	Print Shop Expenses	\$125.00
Local Control Funding Formula State Compensatory Education	Maintenance Agreements for Technology	\$2,500.00

> ACTION:EXTENDED LEARNING TIME

Means of Achievement: Extended learning time

- **Task:**

We will offer:

- ◊ Before and after school tutoring center
- ◊ Before and after school academies
- ◊ iReady lessons

- **Measures:**

The following measures will be used:

- ◊ Sign-in sheets
- ◊ In-class formative assessments
- ◊ CAASPP
- ◊ District (iReady) assessments

- **People Assigned:**

The following people are assigned:

- ◊ Classroom teachers
- ◊ Instructional assistant
- ◊ Principal

Start Date: 07/03/2017

Completion Date: 06/29/2018



ACTION: INCREASED OPPORTUNITY

Means of Achievement: Increased educational opportunity

- **Task:**

We will utilize a before and after school tutoring center, as well as provide access to additional iReady lessons. During the school day, we will increase each student's opportunity for success through differentiated, targeted instruction and support as needed in developing 21st Century Skills. We have a school psychologist, SJSU intern and principal who meet with students in need of emotional and behavioral support and coach teachers on methods and supports to help them succeed.

- **Measures:**

The following measures will be used:

- ◊ Sign-in sheets
- ◊ In-class formative assessments
- ◊ CAASPP
- ◊ District (iReady) assessments

- **People Assigned:**

The following people are assigned:

- ◊ Classroom teachers
- ◊ Instructional Assistants
- ◊ Principal

Start Date: 07/03/2017

Completion Date: 06/29/2018

> ACTION:STAFF DEVELOPMENT

Means of Achievement: Staff development and professional collaboration

- **Task:**

Teachers will participate in PBIS trainings, and PBIS behavior data will be shared monthly with staff. Principal will work with teachers and provide feedback on 21st Century Skills implementation, and principal, psychologist, and SJSU intern will support them with behavioral support strategies. Teachers will attend 21st Century Skills assemblies with their students and use the content as a springboard for lessons and learning activities in the classroom.

- **Measures:**

The following measures will be used:

- ◊ Sign-in sheets
- ◊ Reduced office referrals
- ◊ Teacher evaluation of student implementation of 21st Century Skills

- **People Assigned:**

The following people are assigned:

- ◊ Classroom teachers
- ◊ Principal
- ◊ School psychologist, SJSU intern
- ◊ District PBIS coach, as needed

Start Date: 07/03/2017

Completion Date: 06/29/2018

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Conferences	\$250.00
Local Control Funding Formula State Compensatory Education	Roving Sub	\$312.00
Local Control Funding Formula State Compensatory Education	Professional Development	\$250.00

> ACTION: INVOLVEMENT OF STAFF & PARENTS

Means of Achievement: Involvement of staff, parents and community

- **Task:**

We will include the staff and parents in the following:

- ◊ PBIS trainings for teachers
- ◊ Noon duty and volunteer trainings for PBIS procedures
- ◊ Tiger of the Month community assemblies where 21st Century Skills are highlighted
- ◊ Teachers attending 21st Century Skills Assemblies with students and using the content as a springboard for classroom lessons and activities
- ◊ Parents and community members visiting classrooms to observe students in action

- **Measures:**

The following measures will be used:

- ◊ Tiger of the Month Assemblies/certificates to honor students; parents invited
- ◊ Office referrals
- ◊ Parent attendance/sign-in sheets
- ◊ Teacher observations and evaluations of students' implementation of 21st Century Skills

- **People Assigned:**

The following people are assigned:

- ◊ Classroom teachers
- ◊ Principal

Start Date: 07/03/2017

Completion Date: 06/29/2018

> ACTION: AUXILIARY SERVICES

Means of Achievement: Auxiliary services for students and parents

- **Task:**

We will offer translation for meetings and materials, as well as childcare for meetings and events so that parents are able to access information about 21st Century Skills and student behavior. School psychologist and SJSU intern are available to support children with behavioral needs, and principal will work in close collaboration with students and families to ensure that students are ready to learn and capable of working together effectively.

- **Measures:**

We will measure this by considering:

- ◊ office referrals
- ◊ students receiving support services
- ◊ teacher and parent assessment of student progress

- **People Assigned:**

The following people are assigned:

- ◊ Classroom teachers
- ◊ Principal
- ◊ School psychologist, SJSU interns

Start Date: 07/03/2017

Completion Date: 06/29/2018



ACTION: MONITORING PROGRAM AND RESULTS

Means of Achievement: Monitoring program implementation and results

- **Task:**

In order to monitor program implementation and results, we will:

- ◊ Monitor office referrals monthly
- ◊ Survey parents
- ◊ Look at CAASPP data to see student progress in Speaking & Listening and Communicating Reasoning
- ◊ Take note of student progress on Project Based Learning (PBL) Projects, incorporating more 21st Century Skills as the school year progresses
- ◊ Track parent attendance of Principal's Coffee and classroom visits
- ◊ Principal will gauge parent understanding via pre and post-observation conversations around 21st Century Skills as they relate to academic focus of observation

- **Measures:**

The following measures will be used:

- ◊ Collect behavior/discipline data in Infinite Campus
- ◊ Discuss data in PBIS Meetings and provide this data to staff
- ◊ Monitor office referrals monthly
- ◊ Analyze parent survey data
- ◊ Compare CAASPP data from 2017-18 to previous years to note student progress in Speaking & Listening and Communicating Reasoning
- ◊ Teacher evaluation of student progress on PBL Projects, incorporating more 21st Century Skills as the school year progresses
- ◊ Track parent attendance of Principal's Coffee and classroom visits
- ◊ Principal will gauge parent understanding via pre and post-observation conversations around 21st Century Skills as they relate to academic focus of observation

- **People Assigned:**

The following people are assigned:

- ◊ Classroom teachers
- ◊ Support Staff
- ◊ Principal

Start Date: 07/03/2017

Completion Date: 06/29/2018

» FUNDING PROGRAMS INCLUDED IN THIS PLAN

- Each state and federal categorical program in which the school participates.

Total Site Plan Budget :	\$42,021.00
Total Annual Expenditures for Current School Plan:	(\$42,021.00)
Balance:	\$0.00

Funding Resource Code	Funding Source	Allocation / Expenditure
790	Local Control Funding Formula State Compensatory Education	\$42,021.00
	Alignment of Instruction	(\$1,950.00)
	Alignment of Instruction	(\$300.00)
	Strategies and Materials	(\$4,557.00)
	Strategies and Materials	(\$1,500.00)
	Strategies and Materials	(\$125.00)
	Strategies and Materials	(\$2,500.00)
	Staff Development	(\$250.00)
	Staff Development	(\$312.00)
	Staff Development	(\$250.00)
	Alignment of Instruction	(\$1,950.00)
	Alignment of Instruction	(\$200.00)
	Strategies and Materials	(\$1,500.00)
	Strategies and Materials	(\$4,557.00)
	Strategies and Materials	(\$125.00)
	Extended Learning Time	(\$872.00)
	Extended Learning Time	(\$1,000.00)
	Staff Development	(\$250.00)
	Staff Development	(\$312.00)
	Staff Development	(\$250.00)
	Alignment of Instruction	(\$1,950.00)
	Alignment of Instruction	(\$300.00)

Funding Resource Code	Funding Source	Allocation / Expenditure
	Strategies and Materials	(\$4,557.00)
	Strategies and Materials	(\$1,500.00)
	Strategies and Materials	(\$125.00)
	Staff Development	(\$250.00)
	Staff Development	(\$312.00)
	Staff Development	(\$250.00)
	Alignment of Instruction	(\$1,950.00)
	Alignment of Instruction	(\$200.00)
	Strategies and Materials	(\$4,557.00)
	Strategies and Materials	(\$1,500.00)
	Strategies and Materials	(\$125.00)
	Increased Opportunity	(\$873.00)
	Staff Development	(\$250.00)
	Staff Development	(\$312.00)
	Staff Development	(\$250.00)
Balance:		\$0.00

» SCHOOL SITE COUNCIL MEMBERSHIP

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

Name	Represents	Contact Info	Reviewed Plan Date
Michael Murphy	Parent or Community Member	mauimurph@yahoo.com	10/12/2017
Christina Conner	Classroom Teacher	cconner@ogsd.net	10/12/2017
Erin Chapman	Parent or Community Member	echapman@scusd.net	10/12/2017
Lauryce Haney	Principal	lhane@ogsd.net	10/12/2017
Tiffany Lloyd-Lofton	Parent or Community Member	tkonzem@yahoo.com	10/12/2017
Pat Mathiasen	Other School Staff	pmathiasen@ogsd.net	10/12/2017
Jacinta Gomes	Classroom Teacher	jgomes@ogsd.net	10/12/2017
Alicia LaMarche	Parent or Community Member	alicia.lamarche@gmail.com	10/12/2017
Julie Stenton	Classroom Teacher	jstenton@ogsd.net	10/12/2017
Christie Uribe	Parent or Community Member	christieuribepta@gmail.com]	10/12/2017

TOTAL NUMBER OF SCHOOL SITE COUNCIL MEMBERS

	Principal	ClassRoom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Number of members of each category	1	3	1	5	0

» **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:

English Learner Advisory Committee (ELAC)

_____ Signature

Taylor Staff

_____ Signature

Taylor PTA

_____ 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 here in 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:

10/12/2017

Attested:

Lauryce Haney, Principal

Typed name of School Principal

Signature of School Principal

Date

Michael Murphy

Typed name of SSC Chairperson

Signature of SSC Chairperson

Date



ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

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

The California Student Performance and Progress (CAASPP): The CAASPP System is intended to provide parents and students more accurate and actionable information about what students are learning. Because the Smarter Balanced Assessments, which are administered as part of the CAASPP System, are computer adaptive, these assessments will also provide better information about the needs and successes of individual students. The Smarter Balanced Assessment Consortium (Smarter Balanced) is a state-led consortium working to develop next-generation assessments that accurately measure student progress toward college-and-career-readiness. Oak Grove staff and students use on-going formative assessments to inform the instruction in the classroom. iReady is used three times per year to measure levels in math and ELA for grades K-8. Some staff are also using Smarter Balanced Interim Assessments.

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

Teachers will continue to meet as Professional Learning Communities (PLCs) using the Cycle of Inquiry (COI) process to monitor student progress. Teachers will monitor students' reading levels through Guided Reading Running Records and/or iReady assessments. During the Cycle of Inquiry process, teachers will modify their instruction to meet the needs of students. Through Number Talks and Math Tasks, staff will gain insight on students' understanding of mathematical practices. The ELA and Math formative assessments will provide information for staff and students as to where to modify instruction and align to the Common Core State Standards.

Status of meeting requirements for highly qualified staff (ESEA):

Oak Grove works collaboratively with the local colleges and a neighboring school district to assist with training staff to become highly qualified. All teachers in Oak Grove are highly qualified.

Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC):

The principal has completed all required coursework, and receives additional professional development through Curriculum and Instruction Meetings.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC):

Oak Grove provides an Induction Program for teachers new to the profession that aligns with the California Standards for the Teaching Profession. Teachers hired with experience are required to show evidence that they are highly qualified and have received the appropriate coursework prior to employment in Oak Grove.

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

Teacher leaders meet regularly to review student work and assessments. Continuous Equity Improvement and/or Leadership Team meetings are scheduled once per month with an emphasis on analyzing assessments and student work, planning staff development activities, and modifying the instructional program. The principal and the Leadership Team determine how to support staff with implementation of instructional strategies.

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

There are district coaches who support teachers in integrating technology in all content areas, implementing Positive Behavior Intervention Support (PBIS), CCSS Mathematics strategies and materials, and Project Based Learning and CCSS ELA materials. The English-Language Development Teaching Partners (ELTPs) assist teachers throughout the District in the implementation of the ELA/ELD Framework.

Teacher collaboration by grade level (K-8) and department (9-12) (EPC):

Teacher leaders meet regularly to review student work and assessments. Continuous Equity Improvement (Leadership) Team meetings are scheduled once per month with an emphasis on analyzing assessments, student work, planning staff development activities, and modifying the instructional program. Grade level/department collaboration occurs weekly, as well as on the adjusted days. Teachers use the Cycle of Inquiry process to analyze data, reflect and plan.

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

Staff plans, implements, and evaluates aligned curriculum and instruction which ensure students are learning the standards.

Instructional practices are best practices as outlined in the research, and exemplary programs as identified through State and federal projects. Strategies include those identified as effective in improving the achievement of children in preparation for career, college and citizen readiness.

One focus is to have students learn to read and read to learn. Daily practice in reading and writing is a top priority. The staff realizes the importance of student support and offers a variety of teaching and learning opportunities to meet the needs of individual learners as it aligns to standards. Standards based materials are provided to each student and the standards are addressed on an ongoing basis through the curriculum mapping process. State adopted instructional materials have been purchased and implemented for the four content areas. Each adoption addresses the needs of students below standards as well as those above standards. Materials were developed around effective methods and instructional strategies that are scientifically researched-based.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K-8) (EPC):

The principal reviews daily schedules, and ensures that there are the appropriate amount of instructional minutes for English Language Arts, Mathematics, Science, History Social Science (embedded or integrated), and Physical Education.

Lesson pacing schedule (K-8) and master schedule flexibility for sufficient numbers of intervention courses (EPC):

The instruction of grade level CCSS in ELA and math are mapped out prior to the start of the year. The standards are broken into integrated units of study (the integration of ELA with science and social studies is a goal of Common Core Standards). The daily schedule established by grade level or department teams provides flexibility for interventions throughout the day such as Guided Reading in the elementary schools.

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

All students have access to the standards-based core instructional materials. Prevention and intervention strategies ensure that students in the general education classroom and students with special needs have access to the core curriculum and can achieve access. Students who experience difficulty mastering standards are given timely additional assistance, and increased learning time is offered.

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

At the beginning of each year, staff completes the Williams Bill textbook audit to ensure all students have access to Board approved instructional materials. The curriculum also provides intervention materials to support students needing additional

resources in learning the standards. Oak Grove students and staff will implement the Common Core State Standards, including aligned formative and summative assessment and instructional strategies.

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

The use of time in the instructional day as well as extended day programs are made available to students who are underperforming. Students below standard are identified and instructional decisions are based on student work and assessment results. For example, elementary students are grouped by reading level for guided reading. Students meeting specific criteria are reclassified to "fluent English proficient," and their progress is monitored by English-Language Development (ELD) staff.

Research-based educational practices to raise student achievement at this school (ESEA):

Rigor, relevance, and relationships are three elements that provide the hallmark for education today. These three elements are integrally connected; if one is missing in a teacher's teaching practices, he or she is not doing his or her best to prepare students for success in school and in life. To ensure the inclusion of both rigor and relevance, the International Center created the Rigor/Relevance Framework for teachers to use to examine curriculum and plan instruction and assessment. The framework consists of four quadrants that reflect these two dimensions of higher standards and student achievement: (1) "Knowledge taxonomy," which describes the increasingly complex ways in which we think; and (2) Application Model developed by the International Center, which describes five levels of relevant learning.

Positive Behavior Intervention Support (PBIS) is a process for creating safer and more effective schools. It is a systems approach to enhancing the capacity of schools to educate all children by developing research-based, school-wide, and classroom behavior support systems. The process focuses on improving a school's ability to teach and support positive behavior for all students. Rather than a prescribed program, PBIS provides systems for schools to design, implement, and evaluate effective school-wide, classroom, non-classroom, and student specific plans. PBIS includes school-wide procedures and processes intended for all students and all staff in all settings. PBIS is not a program or a curriculum. It is a team-based process for systemic problem solving, planning, and evaluation. It is an approach to creating a safe and productive learning environment where teachers can teach and all students can learn.

Fiscal support (EPC):

The Oak Grove Business Services Division meets annually with the principal to establish projected budgets. The meeting ensures coordination of all school funds for the following year. The projected budget is then brought to the School Site Council for approval as part of the SPSA approval process. Expenditure of funds must be used to raise the academic achievement of students to the level of State standards. Activities/actions funded must supplement the core educational program for students not yet meeting proficiency.

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

The Parent Teacher Association is an active volunteer organization that supports the educational programs at school. Their financial assistance from fundraisers provides for field trips, science assemblies, computers, computer programs, library books, science camp, and classroom supplies. Home/school communication: The Parent Newsletter goes home along with other District flyers. Teachers contact parents on a regular basis through newsletters, the weekly envelope, phone calls, and conferences. Back to School Night and Open House offer parents an opportunity to view school programs and student products. Parents are invited to serve on various site and District committees to gain additional information about support programs.

Parent conferences to review student report cards are held in the Fall and in the Spring. Students and their families come from many different schools within the District, from other public schools, from home schooling, and from private schools. The need to create a cohesive unit from so many diverse parts has been an important focus each school year. Staff, parents, and students are aware of establishing precedents and creating a program which will serve to create a unified and safe school environment.

Research findings tell us that students do better academically when parents take an active role in their children's learning, and

students are more successful in school when schools have strong linkages with, and respond to, the needs of the communities they serve. We inform parents/guardians that they can directly affect the success of their children's learning and provide those techniques and strategies that they may use to improve their children's academic success. We initiate consistent and effective two-way communication between the home and school so that parents/guardians may know when and how to help their children in support of classroom learning activities.

Strategies to increase parent involvement include:

- Sending materials home translated in Spanish and Vietnamese
- Book faire/multi-media night
- Parent Involvement Day Activities
- Parent involvement in multicultural activities around the campus
- Parent involvement in District and Site committees such as School Site Council and District Advisory Council
- Home and School Club, Faculty Association, District Advisory Committee, Hispanic Parent Meetings, and African-American Koffee Klatches

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of consolidated application programs. (5 CCR 3932):

We encourage parents/guardians to serve as volunteers in the schools and participate in site councils, advisory councils, and other activities in which they may undertake governance, advisory, and advocacy roles. School Site Council (SSC) is one of the advisory councils. The council is composed of the principal and representatives: 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. The council is constituted to ensure parity between (a) the principal, classroom teachers and other school personnel; and (b) parents or other community members selected by parents. The purpose of the Single Plan for Student Achievement (SPSA) is to raise the academic performance of all students to the level of state achievement standards. The SPSA must integrate the purposes and requirements of all categorical programs in which the school participates. The SPSA must be based on an analysis of verifiable State-level data, including results of the CAASPP and the California English Language Development Test (CELDT), as well as district assessments. The SPSA template contains sample tables of state- and local-level data on student performance. Using such measures of student performance, the school site council must identify significant low performance among all student groups. The SSC should then decide which data summaries to include in the plan as most informative and relevant to school goals adopted by the council. The SSC next considers the relationship between the current instructional program and conclusions reached from the analysis of student data. This analysis will help determine those program areas that need to be addressed to raise the performance of student groups not meeting academic standards. An accurate assessment and thoughtful analysis of the current instructional program is essential to raising academic performance among identified groups of students. The district and school administration is responsible for implementing the SPSA as approved by the Board of Trustees. Administration of the plan includes assigning, directing, and supervising project staff; purchasing materials and equipment; and accounting for project funds. The administration also may support the planning process by providing training and information to the council. Once the plan is approved, the responsibility of the SSC is to monitor the effectiveness of planned activities and modify those that prove to be ineffective. Monitoring will be made easier if the plan specifies actions, dates, and estimated costs.

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

Programs are provided to support student achievement through restructuring of the instructional day, and by means of extended day/week/year programs. Assessments are monitored and adjustments to the instructional program occur regularly. Coordination of supplemental programs (e.g. Special Education, English Learner Services, GATE, etc.) occurs through the Cycle of Inquiry and Student Success Team (SST) process, during grade level/department meetings, during planning time as part of adjusted days, and during various staff development offerings where standards, assessment, and performance are discussed. All students, including general education, English Learner (EL), Fluent English Proficient (FEP), GATE, and Special

Education students participate in the core curriculum, and receive supplementary activities/assistance.