SPSA 2017-18

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Oak Grove Elementary District

Herman (Leonard) Intermediate

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

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SchoolCity

Goals and Actions	Start Date	Completion Date	Amount	Fund Source	Fund Source Code
» **SUBJECT: English-Language Arts**					
› GOAL: Reading and Writing Achievement					
› 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	$0.00		
› ACTION: Strategies and Materials	07/03/2017	06/29/2018	$12,000.00		
			$6,000.00	ACTION: Local Control Funding Formula State Compensatory Education	790
			$6,000.00	ACTION: Local Control Funding Formula State Compensatory Education	790
› ACTION: Extended Learning Time	07/03/2017	06/29/2018	$6,000.00		
			$6,000.00	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	$12,000.00		
			$7,000.00	ACTION: Local Control Funding Formula State Compensatory Education	790
			$5,000.00	ACTION: Local Control Funding Formula State Compensatory Education	790
› ACTION: Involvement of Staff and Parents	07/03/2017	06/29/2018	$0.00		

Goals and Actions	Start Date	Completion Date	Amount	Fund Source	Fund Source Code
› 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 Achievement					
› 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	$0.00		
› ACTION: Strategies and Materials	07/03/2017	06/29/2018	$4,733.00		
			$4,733.00	ACTION: Local Control Funding Formula State Compensatory Education	790
› ACTION: Extended Learning Time	07/03/2017	06/29/2018	$5,500.00		
			$5,500.00	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	$8,500.00		
			$4,500.00	ACTION: Local Control Funding Formula State Compensatory Education	790
			$4,000.00	ACTION: Local Control Funding Formula State Compensatory Education	790
› ACTION: Involvement of staff, parents and community	07/03/2017	06/29/2018	$0.00		
› ACTION: Auxiliary Services	07/03/2017	06/29/2018	$0.00		

Goals and Actions	Start Date	Completion Date	Amount	Fund Source	Fund Source Code
› ACTION: Monitoring Program and Results	07/03/2017	06/29/2018	$0.00		
» **SUBJECT: English Language Development**					
› GOAL: Accelerate the results of English learners					
› LCAP GOALS: • 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	$0.00		
› ACTION: Strategies and Materials	07/03/2017	06/29/2018	$7,000.00		
			$7,000.00	ACTION: Local Control Funding Formula Limited English Proficient	791
› ACTION: Extended Learning Time	07/03/2017	06/29/2018	$500.00		
			$500.00	ACTION: Local Control Funding Formula Limited English Proficient	791
› ACTION: Increased Opportunity	07/03/2017	06/29/2018	$0.00		
› ACTION: Staff Development	07/03/2017	06/29/2018	$4,000.00		
			$2,000.00	ACTION: Local Control Funding Formula Limited English Proficient	791
			$2,000.00	ACTION: Local Control Funding Formula Limited English Proficient	791
› ACTION: Involvement of Staff and Parents	07/03/2017	06/29/2018	$0.00		
› ACTION: Auxiliary Services	07/03/2017	06/29/2018	$100.00		

Goals and Actions	Start Date	Completion Date	Amount	Fund Source	Fund Source Code
			$100.00	ACTION: Local Control Funding Formula Limited English Proficient	791
› ACTION: Monitoring Program and Results	07/03/2017	06/29/2018	$0.00		
Total Annual Expenditures for Current Site Plan: $60,333.00					

GOALS

» GOAL: READING AND WRITING ACHIEVEMENT

GOAL AREA: ENGLISH-LANGUAGE ARTS

LEA Goal:

- Students will acquire 21st century skills.

State Priorities:

- 2 - Implementation of State Standards

LCAP Goal:

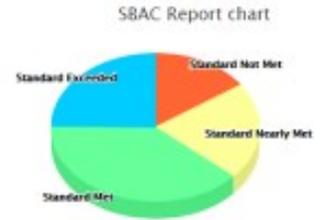- All students will be proficient in meeting and/or exceeding all Common Core State Standards.

Goal Statement:

Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are independently able to discern a speaker's key points, request clarification, and ask relevant questions. They build on others' ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials. Students build strong content knowledge and demonstrate independence. Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking. Students respond to the varying demands of audience, task, purpose, and discipline. Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science). Students comprehend as well as critique. Students are engaged and open-minded —but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author's or speaker's assumptions and premises and assess the veracity of claims and the soundness of reasoning.   Students value evidence. Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence. Students use technology and digital media strategically and capably. Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn through technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and media and can select and use those best suited to their communication goals. Students come to understand other perspectives and cultures. Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different from their own.

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

Students will be formally assessed in each content area three times a year for their comprehension and writing skills using the Smarter Balance writing rubrics for Argument, Expository and Narrative. Language Arts classes will also use the Engage New York module assessments which are given four times a year. We will also look at Smarter Balance results for ELA (English Language Arts) to make sure students are progressing towards standard.

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

85% of students performed at a level 3 or 4 on the Smarter Balance Argumentative Rubric and 90% of students are reading at their corresponding grade level lexile score. 65% of students scored at standard or above standard on the SBAC (Smarter Balance Accountability Consortium) ELA (English Language Arts) test for the 2016-2017 school year.

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

The Principal and teachers will evaluate the progress throughout the year using the Cycle of Inquiry process twice a month as well as with formal writing samples 3 times per year in each content area.

Strategy:

The strategies we will use are Close Reading, Non-Fiction Reading, and Argumentative Writing.

› ACTION:ALIGNMENT OF INSTRUCTION

Means of Achievement: Alignment of instruction with content standards

- Task:

    1. The Continuous Improvement Equity Team (CIET) will support all grade levels through Common Core Standards in Reading and Writing Across the Curriculum (WAC) and Project Based Learning (PBL) strategies.
    2. The coach will be utilized to co-teach, model and coach the teachers on an on-going basis.
    3. Teachers will implement Writing Across the Curriculum three times a year as well as one integrated PBL unit.

- Measures:

Measures will include WAC rubrics, iReady end of lesson assessments, PBL presentations, student work, and other District measures as determined.

- People Assigned:

People assigned to this task are teachers, the Instructional Coach, CIET Team and Administration.

Start Date: 07/03/2017   Completion Date: 06/29/2018

› ACTION:STRATEGIES AND MATERIALS

Means of Achievement: Improvement of instruction strategies and materials

- Task:

1. Provide a variety of instructional materials to improve student achievement and align to the Common Core State Standards (CCSS) in all content areas.
2. Provide subscriptions to additional materials such as magazines, Scope, Weekly Reader, etc.
3. All students will participate in Writing Across the Curriculum (WAC) three times a year.
4. Provide licenses and access to iReady for ELA and use the assessment three times a year as well as weekly lessons.

- Measures:

Measurements will be an increased performance as measured by CCSS, WAC Rubric, iReady, Administrator walk-throughs and observations, teacher observation, and student work samples.

- People Assigned:

People assigned to the task are teachers, administrators, Instructional Coach, and the CIET Team.

Start Date: 07/03/2017   Completion Date: 06/29/2018

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Materials, Supplies and Subscriptions	$6,000.00
Local Control Funding Formula State Compensatory Education	Subscriptions - Magazines	$6,000.00

› ACTION:EXTENDED LEARNING TIME

Means of Achievement: Extended learning time

- Task:

After-school homework center is provided for students who are not at standard, three days a week. We will provide iReady lessons and access to computers after-school for those students not at standard.

- Measures:

Measurements will include iReady assessments and homework center sign-in sheets.

- People Assigned:

People assigned to the task are teachers and administrators.

Start Date: 07/03/2017   Completion Date: 06/29/2018

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Homework Center	$6,000.00

› ACTION:INCREASED OPPORTUNITY

Means of Achievement: Increased educational opportunity

- Task:

1. iReady and other on-line programs are provided to students both during school and at home.
2. READ 180/System 44 are provided for students reading well below grade level.

- Measures:

Student instructional levels will grow as measured by iReady.

- People Assigned:

People assigned to the task are teachers and the Principal.

Start Date: 07/03/2017   Completion Date: 06/29/2018

› ACTION:STAFF DEVELOPMENT

Means of Achievement: Staff development and professional collaboration

- Task:

1. Teachers will meet bimonthly during Cycle of Inquiry to ensure CCSS concepts are being taught and re-addressed.
2. Professional development for new staff around Engage NY and PBL will be provided.
3. Release days for planning and observing lessons will also be provided.

- Measures:

The measures will include:
Lesson plans, unit plans, unit tests, iReady assessments 3 times a year, and student work.

- People Assigned:

People assigned to the task are teachers, Instructional Coach and Principal.

Start Date: 07/03/2017   Completion Date: 06/29/2018

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Staff Release Time for Planning and Observations	$7,000.00
Local Control Funding Formula State Compensatory Education	Professional Development - conferences/consultant/trainings	$5,000.00

› ACTION:INVOLVEMENT OF STAFF AND PARENTS

Means of Achievement: Involvement of staff, parents and community

- Task:

Parent informational sessions on success in middle school and monthly parent meetings will be held. Translation of all documents in primary language for our Spanish speaking families will be provided.

- Measures:

Measures include sign-in attendance sheets for parent meetings.

- People Assigned:

People assigned to the task are the Principal, teachers and the Community Liaison.

Start Date: 07/03/2017   Completion Date: 06/29/2018

› ACTION:AUXILIARY SERVICES

Means of Achievement: Auxiliary services for students and parents

- Task:

District run informational series of speakers are available for parent groups.

- Measures:

Measures include a sign-in attendance sheet at parent sessions and meetings.

- People Assigned:

People assigned to the task are the District Educational Services Division, Consultants, Trainers and Guest Speakers.

Start Date: 07/03/2017   Completion Date: 06/29/2018

› ACTION:MONITORING PROGRAM AND RESULTS

Means of Achievement: Monitoring program implementation and results

- Task:

  1. Principal, coach and teachers review WAC and iReady 3 times yearly to discuss student achievement.
  2. Staff will analyze student assessments including WAC, iReady data, student work samples, and teacher created tests.

- Measures:

  Measures include WAC rubrics, student work samples, iReady, and teacher assessments.

- People Assigned:

  People assigned to the task are teachers, Instructional Coach and administrators (principal and assistant principal).

Start Date: 07/03/2017   Completion Date: 06/29/2018

» GOAL: MATH ACHIEVEMENT

GOAL AREA: MATHEMATICS

LEA Goal:

- Students will use critical thinking and problem-solving.

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:

1) Students make sense of problems and persevere in solving them. Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.   2) Students reason abstractly and quantitatively. Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.   3) Students construct viable arguments and critique the reasoning of others. Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and

build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, and distinguish between correct logic or reasoning. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades.   4) Students model with mathematics. Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and react on whether the results make sense, possibly improving the model if it has not served its purpose.   5) Student use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.   6) Students attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.   7) Students look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well-remembered 7 × 5 + 7 × 3, in 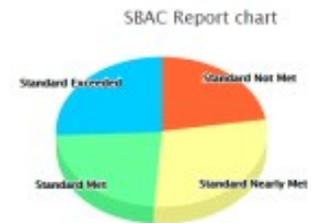preparation for learning about the distributive property.   8) Students look for and express regularity in repeated reasoning. Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation (might lead them to the general formula for the sum of a geometric series). As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details.

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

Student iReady scores 3 times a year and the annual Smarter Balance scores are used to form the goal of mastery of mathematical concepts.

SBAC Report chart

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

52% of students met or exceeded standard on the Smarter Balance Assessment for the 2016-2017 school year. We will continue support with daily math talks, implementation of CPM (College Preparatory Math) curriculum, math workshop classes for those struggling, and we will also operate math homework center three days a week.

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

Principal and teachers will evaluate the progress throughout the year through the Cycle of Inquiry process.

Strategy:

Engage New York and CPM curriculum along with Math Talks, Problem of the Month and Writing Across the Curriculum will be used.

› ACTION:ALIGNMENT OF INSTRUCTION

Means of Achievement: Alignment of instruction with content standards

- ### Task:

  1. All teachers will utilize the Engage New York Module in grade 5 and CPM in grades 6-8th to help with pacing of the CCSS in Mathematics.
  2. All teachers will be provided a math tool kit to teach the CCSS.
  3. Number Talks will be incorporated weekly into math classes.
  4. All teachers will provide time for students to access lessons on iReady.

- ### Measures:

  Measurements include end of unit tests, exit tickets, Mathematics Assessment and Resource Service (MARS) tasks and problem of the month, iReady diagnostics three times a year and iReady lesson post-tests.

- ### People Assigned:

  People assigned include the Principal, classroom teachers, Instructional Coach, and the District Math Liaison/Coaches.

Start Date: 07/03/2017   Completion Date: 06/29/2018

› ACTION:STRATEGIES AND MATERIALS

Means of Achievement: Improvement of instruction strategies and materials

- Task:

We will purchase support material to supplement the curriculum currently being utilized while teaching CCSS in addition to the adopted curriculum from Engage New York Math, CPM Math, and iReady.

- Measures:

Measures will show improved scores on end of unit tests and iReady assessments.

- People Assigned:

People assigned include the Principal, classroom teachers and the Instructional Coach for Math.

Start Date: 07/03/2017   Completion Date: 06/29/2018

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Math Supplies	$4,733.00

› ACTION:EXTENDED LEARNING TIME

Means of Achievement: Extended learning time

- Task:

1. After school math homework center will be provided for students not at standard.
2. Tutorials for students and parents to access iReady and other on-line math programs at home will be offered (and can be accessed through school web page).
3. District Elevate after-school math program will be offered to students near standard.

- Measures:

Measures include attendance sheets, exit tickets, classroom and district math assessments, and classroom work.

- People Assigned:

People assigned include the Principal, classroom teachers and the support team.

Start Date: 07/03/2017   Completion Date: 06/29/2018

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	After-school Homework Center	$5,500.00

› ACTION:INCREASED OPPORTUNITY

Means of Achievement: Increased educational opportunity

- ### Task:

    1. After school homework center will be provided for students below grade level.
    2. Teacher will provide small group instruction for students scoring below standard.
    3. In-class opportunities for iReady lessons will be provided.
    4. Teachers will plan and support collaborative group work as necessary.

- ### Measures:

    Attendance sheets, lesson plans, observations, student work, unit test scores, and iReady assessments will be used as measures.

- ### People Assigned:

    Principal, classroom teachers, coaches, and Support Staff are assigned to this goal.

    Start Date: 07/03/2017   Completion Date: 06/29/2018

› ACTION:STAFF DEVELOPMENT

Means of Achievement: Staff development and professional collaboration

- ### Task:

    1. School Math Liaison will attend the District Math Team (DMT) Meetings at the District level and report information back to colleagues monthly.
    2. Teachers will meet bi-monthly during Cycle of Inquiry to ensure CCSS concepts are being taught and re-addressed.
    3. Professional Development for new staff around Engage New York and CPM will be held.
    4. Release days for planning around Engage New York math and CPM, strategies, CCSS math standards, and iReady will occur at least two times during the year on release days.
    4. Teachers participate in East Side Alliance professional development.

- ### Measures:

    Staff meetings, lesson plans, observations, student work, and iReady assessments three times a year are all measurements.

- ### People Assigned:

    Principal, classroom teachers, Instructional Coach, and consultants will support this goal.

    Start Date: 07/03/2017   Completion Date: 06/29/2018

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Teacher Release - Planning and Observation	$4,500.00
Local Control Funding Formula State Compensatory Education	Professional Development - Conference, Consultant, Training	$4,000.00

› ACTION:INVOLVEMENT OF STAFF, PARENTS AND COMMUNITY

Means of Achievement: Involvement of staff, parents and community

- Task:

  1. Parents will be sent their children's results on iReady three times a year.
  2. Translation of all necessary documentation will be provided.
  3. School wide data will be reviewed at Back to School Night and with various parent groups.

- Measures:

  Meetings will provide information to parents.

- People Assigned:

  Principal, teachers, and counselors will support this goal.

Start Date: 07/03/2017   Completion Date: 06/29/2018

› ACTION:AUXILIARY SERVICES

Means of Achievement: Auxiliary services for students and parents

- Task:

  1. Translator will be provided for meetings, and the translation of documents as needed.
  2. Child care will be provided for parent meetings.
  3. Community Liaison will work with our parent groups.

- Measures:

  Increased parent involvement will be measured by increased numbers at meetings (sign in sheets).

- People Assigned:

  Community Liaison, translators, Child Care Providers, and administrators will support this goal.

Start Date: 07/03/2017   Completion Date: 06/29/2018

› ACTION:MONITORING PROGRAM AND RESULTS

Means of Achievement: Monitoring program implementation and results

- Task:

  1. Students will be assessed using unit tests and iReady assessments.
  2. Results of assessments will be analyzed by principal and staff.
  3. Student achievement will be discussed at staff meetings and during bi-monthly Cycle of Inquiry meetings.

- Measures:

Evidence will be in the student achievement level increases. Student work, observations, End of module tests, Exit tickets, and iReady assessments will be used as measures.

- People Assigned:

People assigned are the classroom teacher, site administrators and Instructional and district coaches.

Start Date: 07/03/2017   Completion Date: 06/29/2018

» GOAL: ACCELERATE THE RESULTS OF ENGLISH LEARNERS

GOAL AREA: ENGLISH LANGUAGE DEVELOPMENT

LEA Goal:

- We will close the achievement gap, and accelerate learning for all student groups.

State Priorities:

- 4 - Pupil Achievement

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:

We will accelerate the results of English Learners by meeting AMAO (Annual Measure Accountability Objective) 2 and 3 targets. We will implement a language objective and the use of sentence frames throughout the school using language functions and vocabulary.

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

CELDT (California English Language Development Test) results along with reclassification data were used. Teachers also collected writing samples using Smarter Balance Rubrics for ELA and Mathematics Assessment Resource Service (MARS) Tasks for Math results.

Test Results	Objective Analysis	Demographics Profile	Summary	
Performance Level Summary	#	%	☑	
Number of Students Tested:	113			
1 - Beginning	5	4.42%	✔	
2 - Early Intermediate	8	7.08%	✔	
3 - Intermediate	34	30.09%	✔	
4 - Early Advanced	45	39.82%	✔	
5 - Advanced	21	18.58%	✔	

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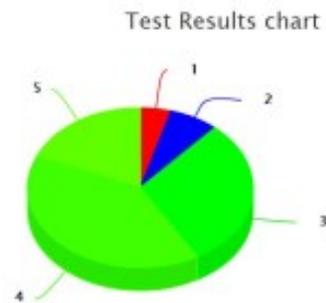
What did the analysis of the data reveal that led you to this goal?

Reclassification for students stuck at level 3 on CELDT focuses on Math or the Writing. Students have an easier time progressing on CELDT with reading and speaking.

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

We will utilize the Cycle of Inquiry process during staff and department meetings.

Strategy:

We will utilize Read 180 for level 1-2 CELDT, English 3D (E3D) for level 3-4 CELDT. Homework center and Wednesday Tutoring by the ELD IA will also be provided.

› ACTION:ALIGNMENT OF INSTRUCTION

Means of Achievement: Alignment of instruction with content standards

- Task:

    1. Teachers will implement Designated ELD for English Learner (EL) students.
    2. Teachers will implement Integrated ELD throughout the day in all subject areas as appropriate.
    3. ELD teacher works with all teachers to provide integrated and designated ELD as appropriate.
    4. ELD teacher will implement and monitor the English Language Proficiency Assessments for California (ELPAC) testing process on site.

- Measures:

    CELDT results are reviewed annually for progress and monitoring.

- People Assigned:

    The people assigned are teachers, ELD teacher, the instructional aide and the site administrators.

    Start Date: 07/03/2017   Completion Date: 06/29/2018

› ACTION:STRATEGIES AND MATERIALS

Means of Achievement: Improvement of instruction strategies and materials

- Task:

    1. Materials will be purchased to supplement instruction (non-fiction texts, leveled readers, manipulatives, trade books, Scholastic Magazine).
    2. Researched-based English Learner strategies will be used by teachers and instructional assistants.
    3. Teachers will use technology to support classroom learning.

- Measures:

    CELDT, iReady results, teacher observation, and student samples are all measures.

- People Assigned:

Classroom teachers, ELD Teacher, principal, and instructional assistants are all assigned.

Start Date: 07/03/2017   Completion Date: 06/29/2018

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula Limited English Proficient	Supplies and Materials for the ELD Program	$7,000.00

› ACTION:EXTENDED LEARNING TIME

Means of Achievement: Extended learning time

- Task:

Provide English Learner after-school academies and access to homework center.

- Measures:

Attendance rosters and sign in sheets are used as a measure.

- People Assigned:

People assigned are teachers, ELD teacher and the ELD aide.

Start Date: 07/03/2017   Completion Date: 06/29/2018

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula Limited English Proficient	Supplies for the Academy	$500.00

› ACTION:INCREASED OPPORTUNITY

Means of Achievement: Increased educational opportunity

- Task:

The staff provides multiple opportunities for small group instruction for the students performing below grade level. The English Language Development (ELD) Teacher will push into general education ELA classes and follow-up with support during the English 3D (E3D) class.

- Measures:

Teacher observations of student progress on iReady and WAC will be used as measures.

- People Assigned:

People assigned include teachers, ELD teacher, and the ELD aide.

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 will occur:
1. PLC work/Cycle of Inquiry, planning and student data analysis bi-monthly.
2. Release time for PLC (Professional Learning Community) work including data review and lesson/unit planning.
3. Release time for ELD professional development will be provided.

- Measures:

Increase in achievement as measured by teacher observations and district assessments will be reviewed.

- People Assigned:

People assigned are teachers and ELD teachers.

Start Date: 07/03/2017   Completion Date: 06/29/2018

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula Limited English Proficient	Teacher Release Time for Planning and Observations	$2,000.00
Local Control Funding Formula Limited English Proficient	Professional Development	$2,000.00

› ACTION:INVOLVEMENT OF STAFF AND PARENTS

Means of Achievement: Involvement of staff, parents and community

- Task:

Parent informational monthly meetings in home language for our English Learner (EL) families will be provided. Staff presentations to parents at Hispanic Parent meetings will be provided.

- Measures:

Sign-in attendance sheets will be reviewed as a measure.

- People Assigned:

People assigned are site administrators, teachers, counselors and our Community Liaison.

Start Date: 07/03/2017   Completion Date: 06/29/2018

› ACTION:AUXILIARY SERVICES

Means of Achievement: Auxiliary services for students and parents

- Task:

  1. Translator will translate parent and community documents as needed.
  2. Childcare will be provided at parent meetings.

- Measures:

  Measures will be the sign-in attendance sheets.

- People Assigned:

  People assigned include the site administrators, teachers, counselors and the Community Liaison.

  Start Date: 07/03/2017   Completion Date: 06/29/2018

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula Limited English Proficient	Translation Services	$100.00

› ACTION:MONITORING PROGRAM AND RESULTS

Means of Achievement: Monitoring program implementation and results

- Task:

  1. ELD Teacher coordinates CELDT and English Language Proficiency Assessments for California (ELPAC) testing in order to group students for ELD instruction.
  2. Administrator and Support Team meet regularly to discuss student progress.
  3. Staff will analyze student assessments including CELDT, ELPAC, iReady, Read180, student work samples and teacher made tests.

- Measures:

  Meetings and observations by administrator and support team will be reviewed.

- People Assigned:

  Classroom teachers, site administrators, ELD teacher, and support team will support the goal.

  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 : $60,333.00

Total Annual Expenditures for Current School Plan: ($60,333.00)

Balance: $0.00

Funding Resource Code	Funding Source	Allocation / Expenditure
790	**Local Control Funding Formula State Compensatory Education**	$48,733.00
	Strategies and Materials	($4,733.00)
	Extended Learning Time	($5,500.00)
	Staff Development	($4,500.00)
	Staff Development	($4,000.00)
	Strategies and Materials	($6,000.00)
	Strategies and Materials	($6,000.00)
	Extended Learning Time	($6,000.00)
	Staff Development	($7,000.00)
	Staff Development	($5,000.00)
	Balance:	$0.00
791	**Local Control Funding Formula Limited English Proficient**	$11,600.00
	Strategies and Materials	($7,000.00)
	Extended Learning Time	($500.00)
	Staff Development	($2,000.00)
	Staff Development	($2,000.00)
	Auxiliary Services	($100.00)
	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
Laura Rodrigues Meusel	Principal	Herman	09/14/2017
Maria McDuff	Parent or Community Member	Adventure	09/14/2017
Alka Podder	Parent or Community Member	SSC Chairperson	09/14/2017
Maria Arellano	Parent or Community Member	HABLA/DELAC	09/14/2017
Mariana Garcia	Classroom Teacher	Adventure	09/14/2017
Patrick Malone	Classroom Teacher	Herman	09/14/2017
Joanna Gaeta	Classroom Teacher	Herman	09/14/2017
Alain Mowad	Parent or Community Member	Herman	09/14/2017
Jeremiah Podczaszy	Other School Staff	Herman	09/14/2017
Faatemeh Lubinsky	Parent or Community Member	Herman/Adventure	09/14/2017

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:

    Leadership Team   _____ Signature

    Site English Learner Advisory Committee (SELAC)   _____ Signature

    School Site Council   _____ 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:

                                                                                    09/21/2017

Attested:

Laura Meusel, Principal		
Typed name of School Principal	Signature of School Principal	Date

Alka Podder		
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 Smarter Balanced Assessment Consortium (Smarter Balanced) is a state-led organization working to develop next-generation assessments that accurately measure student progress toward college- and career-readiness. Oak Grove School District selected highly acclaimed iReady assessments aligned to CCSS in math and ELA, which are examined three times a year.

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

Herman staff rigorously monitors student progress bi-monthly, where teachers collaboratively meet as Professional Learning Communities (PLCs) to attentively apply the Cycle of Inquiry (COI) process in the following successive manner:

- review data of reading levels utilizing Read 180 SRI and/or iReady diagnostics,

- analyze writing performance while examining rubrics aligned to the CCSS in Narrative, Informational and Opinion/Argumentative in each major subject area,

- modify instruction according to data revealed, and

- adjust plans of action for focused implementation.

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

Oak Grove diligently works collaboratively with the local colleges and neighboring school districts to assist with training new staff to become highly qualified. All teachers in Oak Grove meet federal and state requirements for highly qualified staff.

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

The principal has completed the appropriate training to clear her administrative credential. She receives ongoing professional development during Curriculum and Instruction meetings at the District Office regarding State Board of Education adopted instructional materials as well as topics related to the district focus on math and leadership training on "Rigor, Relevance, and Engagement," through the International Center of Leadership in Education (ICLE).

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

The Oak Grove Human Resource Department employs effective strategies for attracting highly qualified staff. New staff receives New Teacher Induction support and staff development to meet state guidelines. All staff receives AB 466 training on State Board of Education-adopted instructional materials provided by the district and county office of education. Special Education staff benefit from district professional development as well as support from the district special education coach.

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

The needs of Herman were identified based upon the district and school goals as well as the performance data of students. Specific training includes the following:

- Project Based Learning

- Engage New York

- Text Complexity and Text Dependent Questions

- Number Talks

- Cycle of Inquiry

- Reading and Writing Across the Content Areas

- Culturally Responsive Teaching and Culturally Relevant Material

- Engagement of students, specifically Hispanic ELs and students of color

- Technology (Chrome books, Google Apps for Education, School City STARS Suite, iReady, Infinite Campus, Google Docs, use of technology in the classroom)

- Differentiated instruction and Response to Intervention

- Designated ELD/Integrated

- Constructing Meaning

- Positive Behavioral Interventions and Supports (PBIS)

- Student Success Team Process

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

Herman immensely benefits from the site based coach for curriculum learning as well as district coaches for Positive Behavior Intervention Support (PBIS) and special educational services. In addition, teachers have the collegial opportunity to visit other classrooms throughout the District to gather ideas to enhance instruction for student success.

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

The Continuous Equity Improvement Leadership Team meets regularly to analyze assessments and student work, plan staff development activities, and modify the instructional program. These leaders facilitate grade level and department meetings on monthly adjusted days to further review student work with the entire staff. Teachers in turn use the Cycle of Inquiry process to analyze data, reflect and adjust plans for improved student performance with a laser sharp focus.

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

Staff reviews CCSS based instructional materials and seamlessly align curriculum and instruction with thoughtful planning and implementation to ensure students are learning the CCSS. 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 and college readiness. Daily practice in higher level reading comprehension 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. Materials and resources are selected 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 at Herman Intermediate School ensures that English-language arts, Mathematical instruction and physical education classes adhere to the recommended instructional minutes by the California Department of Education.

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

Herman utilizes the CCSS standards-based lesson pacing guide from Engage New York where the standards are categorized in modules and units. Flexibility in the master schedule accommodates students who may receive more than one period of English-language arts or mathematics for intensive intervention courses.

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. As part of the SPSA process, the projected budget is reviewed with the School Site Council for approval. Expenditure of funds aligns to raise the academic achievement of students to the level of State standards of criteria. Activities/actions funded supplement the core educational program for students not yet meeting proficiency. Up to 15 percent are spent for administrative costs, including indirect costs, incurred at the school and district office in support of these programs.

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

All students have access to the standards-based core instructional materials with Engage New York and College Preparatory Math. Prevention and intervention strategies ensure that general education and students with disabilities have equal access and success in the core curriculum. Students who experience difficulty mastering standards are given timely additional assistance and increased learning time is offered through Literacy Academies (extended day/week).

Gifted and Talented Education (GATE) is offered at each site. GATE programs are developed by staff, administration, and parents. The identification process begins in third grade, which consists of search, nomination, screening, selection, and review of students with outstanding intellectual, academic, and creative potential. Any staff, parent or administrator may refer students. Referral packets are available in English, Spanish, and Vietnamese. In the spring, every third grader is screened for GATE utilizing district criteria that aligns with state guidelines. Once group testing is completed, all data are sent to the District Office where the information is processed and reviewed. Students with test scores that are inconsistent with parent or teacher opinion receive consideration for entry into the program through the Student Study Team process, in which a provisional placement for a year can be examined to evaluate the ability of students benefiting from the program.

When appropriate, students with special needs may received intensive level IV reading and math programs: System 44 or Read 180 and/or Math 180. READ 180, an effective CCSS reading intervention program, is a comprehensive system of curriculum, instruction, assessment, and professional development proven to raise reading achievement for struggling readers in grades 4–12+. Designed for any student reading two or more years below grade-level, READ 180 leverages adaptive technology to individualize instruction for students and provide powerful data for differentiation to teachers.

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, Herman participates in the Williams Bill textbook audit to ensure all students have access to state approved textbooks and receive rigorous instruction for implementation of the Common Core State Standards and tests. To note, the adopted materials include focused interventions based on specific student performance to support students needing additional resources in learning the Common Core State Standards.

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

Students who are underperforming may receive collaborative staff assistance during the instructional day as well as during extended day programs. Every student below standards is identified and receive instructional intervention based on student work and assessment results. Progress is monitored through the Cycle of Inquiry (COI) process previously described.

To ensure English learners have equal access and success with CCSS, teachers implement "The California English Language Development Standards," where specific language objectives with use of the gradual release technique as well as strategies from "Constructing Meaning" are thoughtfully planned. Students meeting specific criteria are redesignated to "fluent English proficient," and their progress is monitored by teachers and ELD staff. Assessment of student performance/success is conducted with linguistically appropriate tools.

Students with Disabilities: As required by state, federal, and board policy, students who under perform must be identified immediately and begin interventions through the Response to Intervention (RTI) process beginning in the classroom by the teacher of the student. After all necessary modifications have been implemented (Level 1 and 2 RTI), those who continue to under perform and are monitored through the Student Success Team may be referred for a comprehensive assessment to determine eligibility for special education services. The least restrictive environment along with a continuum of services and placement is considered when students meet eligibility criteria for services. The specially designed instruction program, as identified through the Individualized Education Plan (IEP), is developed in consultation with parents and school staff. Students in the Resource Specialist Program (RSP) may receive services in a variety of ways, which may include direct instruction in a specialized class, in a pull out to a separate classroom or push into the general education classroom. The RSP instructional assistant may provide direct instruction in the general education classroom or as a Response to Intervention support, who works under the supervision of the RSP. The RSP provides ongoing assistance to the general education teachers as needed. Students are evaluated annually to review progress and determine placement in the least restrictive environment. Unless otherwise indicated, students are expected to comply with standard school rules and regulations.

Speech: Students with diagnosed speech and language difficulties receive services from the Speech and Language Pathologist. The frequency and manner of service delivery are identified through the Individualized Education Plan (IEP) process. The program is designed in consultation with parents and school staff. Students may receive services as a pull out from general education class or may be included in the classroom. The speech and language pathologist works in collaboration with general education classroom teachers to provide a language-enriched program. Students are evaluated yearly to review progress.

Psychologist Services and Counseling Support Services: Students with a need for psycho-educational testing receive the services from the school psychologist. Psychologists may also provide counseling for students. Psychologists provide support to the general education teacher regarding appropriate behavior intervention techniques in the classroom.

Health: Services from the school/District nurses are available upon request. Students participate in mandated screening by the school nurse in vision, hearing, and scoliosis at specified grade levels. School nurses and health clerks provide support to families in need of services by linking them with possible health care providers or health support agencies in the community.

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

The Oak Grove School District Closing the Achievement Gap (CTAG) Plan addresses the needs of the historically underserved populations. At Herman, the Continuous Equity Improvement Team is responsible for overseeing the activities and training associated with the CTAG Plan. Furthermore, Herman provides an array of services to support student achievement including parent training, educational programs, and counseling services. Educational practices are based on Culturally Responsive Teaching by Geneva Gay, Teacher Expectation and Student Achievement (TESA), Creating Highly Motivating Classrooms for all Students by Margery Ginsberg, and Courageous Conversations by Glenn Singleton.

Guided by the International Center for Leadership in Education (ICLE), Herman is currently learning to implement Quadrant D instruction in regards to high "Rigor, Relevance, and Engagement," for all students.

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

Home and School Club (HSC) is an active volunteer organization that supports the educational programs at school. HSC financial assistance from fundraisers provides for field trips, science assemblies, computers, computer programs, library books, classroom supplies, etc.

Home/school communication regularly includes: a parent newsletter, district flyers, School Loop, emails, Facebook, phone calls, and conferences. In addition, Back to School Night and Open House offers parents opportunities to view school programs and student products. Parents are invited to serve on various site and district committees to participate and gain information about educational programs. Furthermore, it should be noted that students and their families come from many different schools within the District, other public schools outside the district, homeschooling, independent study, and private schools. The need to create a cohesive unit from the variety of constituents has been an important focus annually. Research findings reveal that students do better academically when parents take an active role in the learning of their children, 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 in the learning of their children and provide those techniques and strategies that they may use to improve academic success. We initiate consistent and effect 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.

Additionally, the school utilizes the following strategies for acquiring additional assistance, which may be available to the student at the school and elsewhere in the community
•Other community involvement (e. g. Boys and Girls' Club, San Jose Public Library)
•Involvement with Community Agencies (e.g. District Attorney Truancy Project, Gang Mediation, Clean Neighborhood/School)
•Campus Projects (e.g. Campus Beautification)

Numerous local and district committees and parent training programs are in place to gather input from parents as well as to provide training and information. English-language development for parents is offered through Oak Grove School District.

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 through the supplemental or categorical funds to support and extend the core program.