

# SPSA 2017-18

## SINGLE PLAN FOR STUDENT ACHIEVEMENT

Oak Grove Elementary District

**Frost (Earl) Elementary**

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

CDS Code: 43696256048110

Principal: Rebecca Costello, Principal

Superintendent José Manzo

:

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Goals and Actions	Start Date	Completion Date	Amount	Fund Source	Fund Source Code
» <b>SUBJECT: Reading/Language Arts</b>					
› GOAL: Increasing ELA 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	\$250.00		
			\$250.00	ACTION: Local Control Funding Formula State Compensatory Education	790
› ACTION: Strategies and Materials	07/03/2017	06/29/2018	\$2,955.00		
			\$2,955.00	ACTION: Local Control Funding Formula State Compensatory Education	790
› ACTION: Extended Learning Time	07/03/2017	06/29/2018	\$2,000.00		
			\$2,000.00	ACTION: Local Control Funding Formula State Compensatory Education	790
› ACTION: Increased Opportunity	07/03/2017	06/29/2018	\$4,487.00		
			\$4,487.00	ACTION: Local Control Funding Formula State Compensatory Education	790
› ACTION: Staff Development	07/03/2017	06/29/2018	\$8,925.00		
			\$8,925.00	ACTION: Local Control Funding Formula State Compensatory Education	790
› ACTION: Involvement of Staff & 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 Programs and Results	07/03/2017	06/29/2018	\$0.00		
» <b>SUBJECT: Mathematics</b>					
› GOAL: Increasing Mathematics Achievement					
› LCAP GOALS:					
<ul style="list-style-type: none"> <li>All students will be proficient in meeting and/or exceeding all Common Core State Standards.</li> </ul>					
› ACTION: Alignment of Instruction	07/03/2017	06/29/2018	\$9,997.00		
			\$9,997.00	ACTION: Local Control Funding Formula State Compensatory Education	790
› ACTION: Strategies and Materials	07/03/2017	06/29/2018	\$11,678.00		
			\$11,678.00	ACTION: Local Control Funding Formula State Compensatory Education	790
› ACTION: Extended Learning Time	07/03/2017	06/29/2018	\$350.00		
			\$350.00	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	\$2,100.00		
			\$2,100.00	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		

Goals and Actions	Start Date	Completion Date	Amount	Fund Source	Fund Source Code
› ACTION: Monitoring Program & Results	07/03/2017	06/29/2018	\$0.00		
» <b>SUBJECT: School Climate/Parent Engagement</b>					
› GOAL: School Climate					
› LCAP GOALS:					
• School and classroom environments support learning, creativity, safety and engagement.					
› ACTION: Alignment of Instruction	07/03/2017	06/29/2018	\$0.00		
› ACTION: Strategies and Materials	07/03/2017	06/29/2018	\$562.00		
			\$549.00	ACTION: Local Control Funding Formula State Compensatory Education	790
			\$13.00	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	\$4,000.00		
			\$1,000.00	ACTION: Local Control Funding Formula State Compensatory Education	790
			\$3,000.00	ACTION: Local Control Funding Formula State Compensatory Education	790
› ACTION: Staff Development	07/03/2017	06/29/2018	\$0.00		
› ACTION: Involvement of Staff and Parents	07/03/2017	06/29/2018	\$0.00		
› ACTION: Auxiliary Services	07/03/2017	06/29/2018	\$0.00		
› ACTION: Monitoring Programs & Results	07/03/2017	06/29/2018	\$0.00		

Goals and Actions	Start Date	Completion Date	Amount	Fund Source	Fund Source Code
<b>Total Annual Expenditures for Current Site Plan: \$47,304.00</b>					

## GOALS

### » GOAL: INCREASING ELA ACHIEVEMENT

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#### GOAL AREA: READING/LANGUAGE ARTS

##### LEA Goal:

- Students will be proficient in core subjects.

##### State Priorities:

- 4 - Pupil Achievement

##### LCAP Goal:

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

##### Goal Statement:

Frost and Indigo students will establish a base knowledge across subject matter and become proficient in core curricular areas.

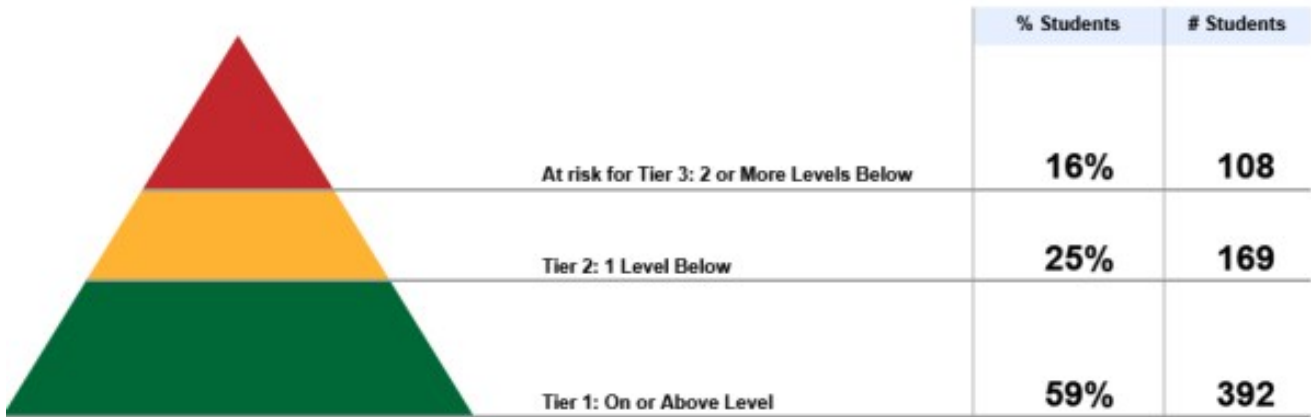
- ◊ Frost teachers will implement the Common Core state standards for English Language Arts. Frost students will demonstrate independent thinking and cite supporting evidence within the standards. They will read a range of grade level materials and respond appropriately.
- ◊ Indigo students will build skills and base knowledge through project-based, problem-based, and place-based learning and research, developing their habits of mind and initiated by their curiosity, self-evaluation, and personal goal setting. Teachers use reader's and writer's workshop to differentiate skill building.

Frost and Indigo students will be 21st Century learners, becoming strong communicators, collaborators as well as critical and creative thinkers.

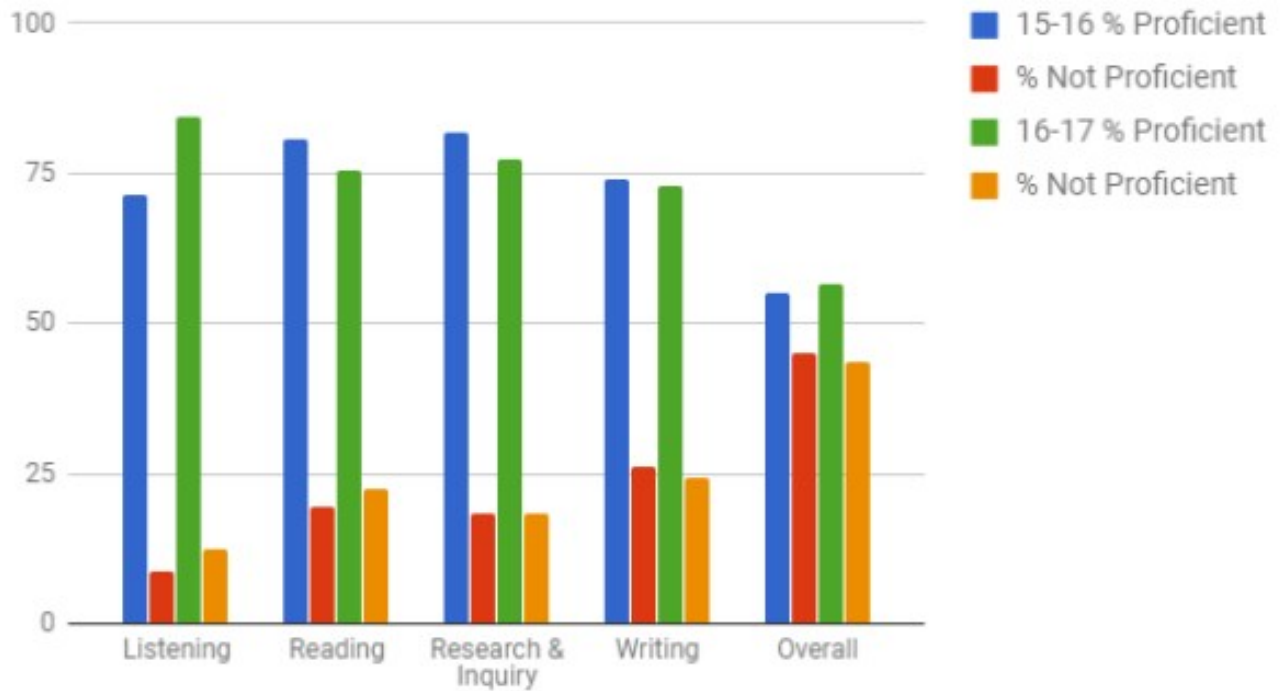
##### What data did you use to form this goal (findings from data analysis)?

We used the California Assessment of Student Performance and Progress (CAASPP), the California Modified Assessment (CMA), the California English Language Development Test (CELDT), and i-Ready Benchmark Data to form this goal.

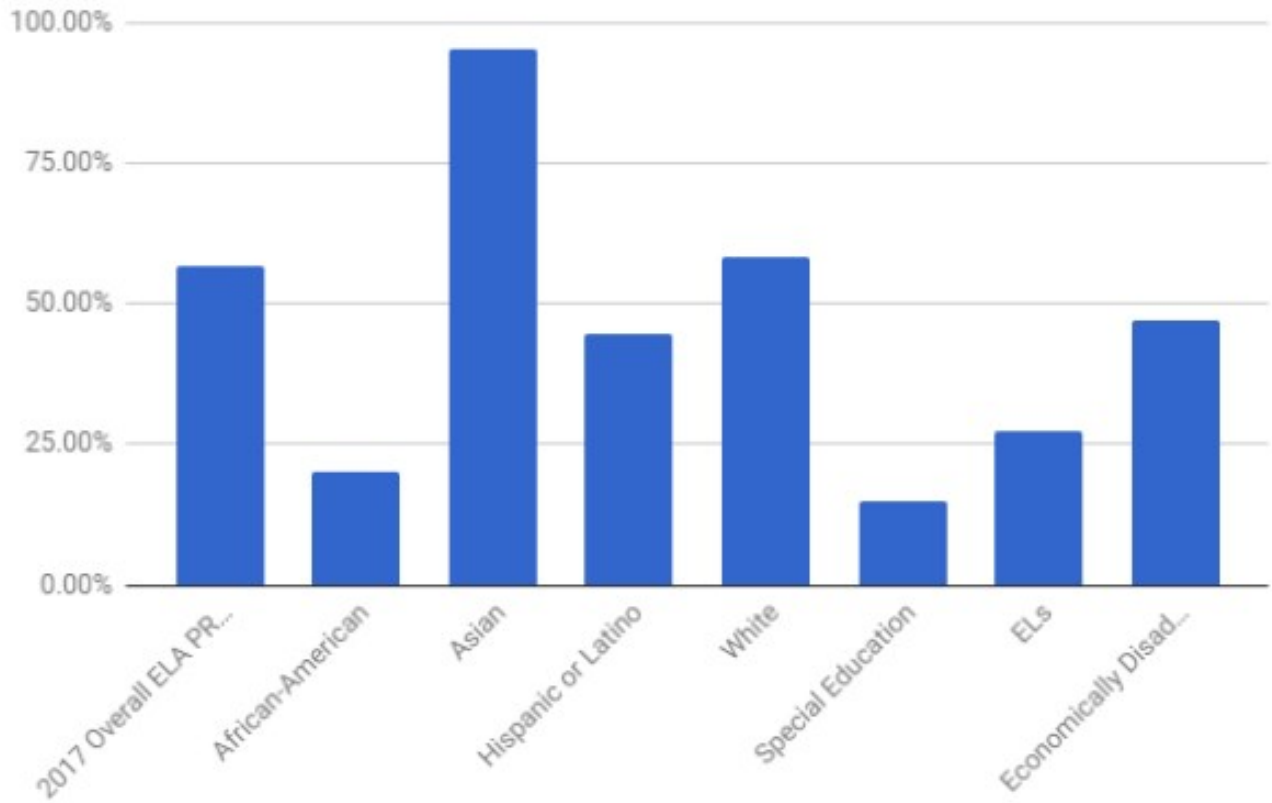
669 out of 671 Students Tested



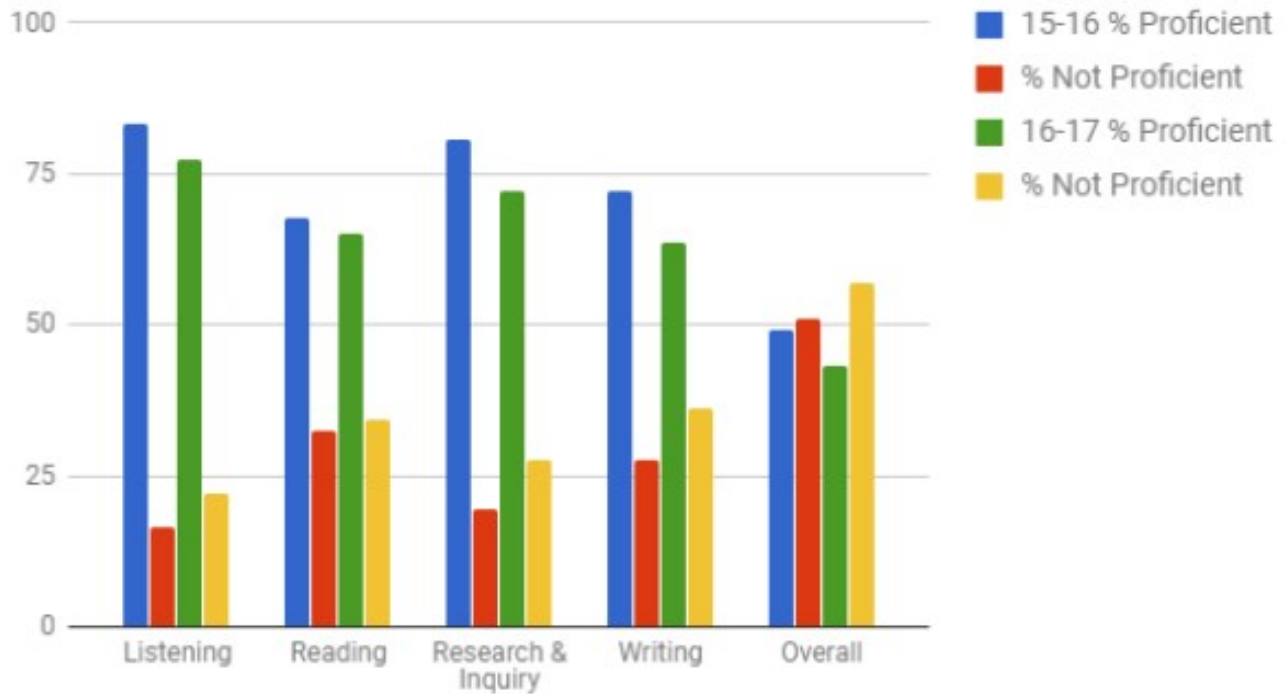
Indigo ELA Proficiency by Strand



16-17 Indigo CAASPP ELA by Subgroup

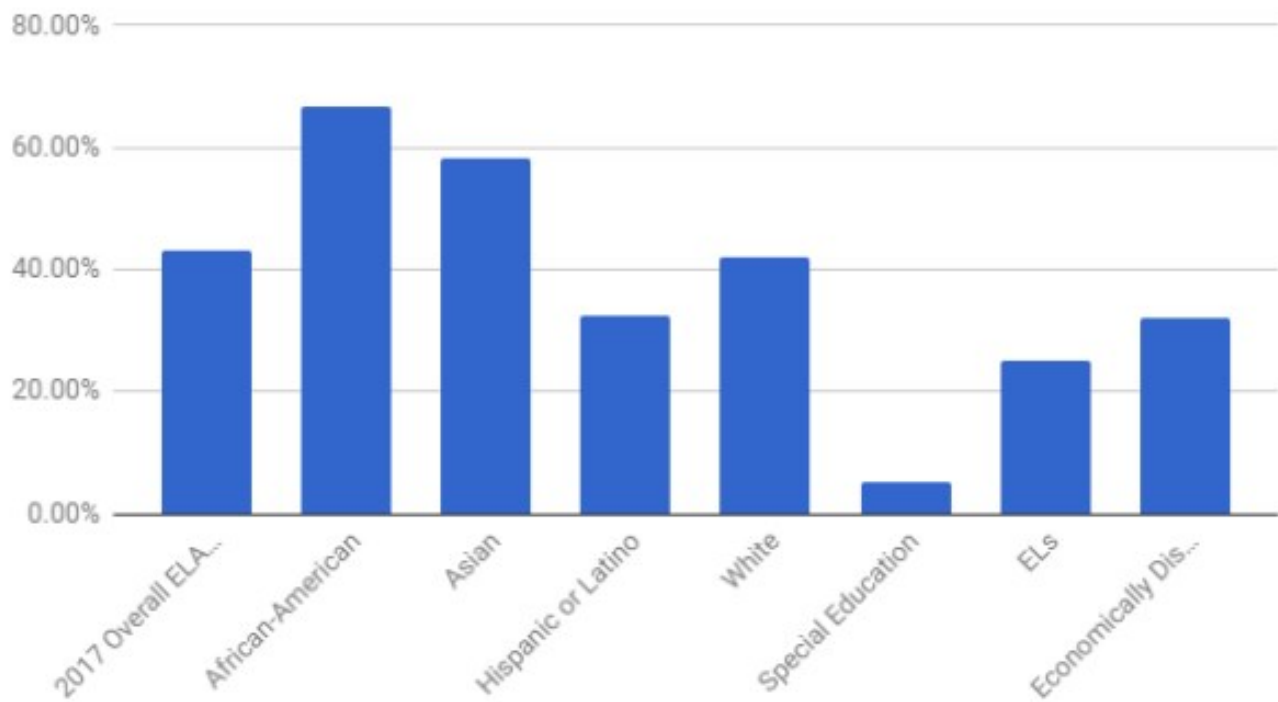


Frost ELA Comparison by Strand





## 16-17 Frost ELA by Subgroup



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

In reviewing the data, especially the CAASPP data and iReady data, Frost & Indigo noted a "needed improvement" in Non-Fiction Reading and Writing.

- ◊ Indigo asserts that attention to noting evidence, connections, viewpoints, and relevance (habits of mind) for comprehending a non-fiction text and leading to deep understanding is critical.
- ◊ Frost teachers will provide culturally responsive material through close readings to solidify mastery in the following areas: identifying type of text, author's purpose, citation of evidence and comprehension of text topic.

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

- ◊ Indigo teachers will collect on-the-go assessments and evaluate student projects, work samples, and iReady Diagnostics to determine student progress. Students at Indigo will also engage in regular peer-critique and self-evaluation of work using rubrics. Teachers will collaboratively analyze the data during cycles of inquiry using a Professional Learning Community Process.
- ◊ Frost's principal and leadership team will meet monthly to review Common Core aligned data to determine if students are able to complete them with independence and are citing appropriate evidence. Grade level teams will meet monthly as a professional learning community to review student work. In addition, all grade level teams will meet three times a year to review Common Core summative data in the areas of writing, reading, listening, and speaking using the Cycle of Inquiry process and iReady data.

## Strategy:

Teachers are using Guided Reading, Close Reading, Projects, and thematic units based on the California Common Core State Standards (CCSS).

- ◊ Teachers at Indigo are focusing on the Habits of Mind during reading (Evidence, Connections, Viewpoint, Extension, Relevance & Reflection) to increase the development of the 21st Century Skills of Communication, Collaboration, Critical Thinking, and Creativity in addition to skill building using Reader's and Writer's Workshop and balanced literacy practices.
- ◊ Teachers at Frost are focused on the strategies and researched-based best practices that are being used. They include (but are not limited to): Sobrato Early Academic Language (SEAL), Project Based Learning (PBL), Engage New York, Shared Reading, Guided Reading, Close Reading, iReady lessons, Phonics Instruction, Words Their Way, Reading A-Z and RAZ Kids.

## ACTION: ALIGNMENT OF INSTRUCTION

### Means of Achievement: Alignment of instruction with content standards

- **Task:**

Frost:

1. The Literacy Coach and English Learner Teacher Partner will support all grade levels through SEAL and Project Based Learning strategies.
2. The coaches will co-teach, model and coach the teachers on an ongoing basis.
3. Teachers will implement designated and integrated ELD to support the English Language Learners and English-only learners to develop stronger language skills.
4. Teachers will use targeted IReady lessons and Guided Reading during their day to improve the students' instructional and independent reading levels.
5. Teachers K-3 will participate in the SEAL model and practice the strategies with their students.

Indigo:

1. Indigo teachers will collaboratively plan and implement integrated project-based learning units K-8.
2. Teachers will use parent support, targeted iReady lessons, guided reading, reader's & writer's workshop, book groups and collaborative groups during the day to improve students' instructional and independent reading levels.
3. Teachers will implement designated and integrated ELD to support the English Language Learners and English-only learners to develop stronger language skills.

- **Measures:**

Teachers and students will use Rigby, Running Records, iReady, PBL presentations/rubrics, and student work to evaluate and monitor progress.

- **People Assigned:**

- ◊ Frost will use Literacy and ELTP coaches, principal, and classroom teachers.
- ◊ Indigo will use principal, classroom teachers, and parent support.

**Start Date: 07/03/2017**

**Completion Date: 06/29/2018**

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Print Shop - Instructional	\$250.00

## › ACTION:STRATEGIES AND MATERIALS

### Means of Achievement: Improvement of instruction strategies and materials

- **Task:**

1. Both Frost and Indigo will provide a variety of instructional materials to improve student achievement and align to the Common Core State Standards.
2. All students will use a variety of multimedia materials such as chromebooks, videos, DVDs, and iPads to increase skills.
3. All students will participate in integrated or Project Based Learning Instruction using integrating ELD and designated ELD.
4. The school will provide licenses and access to Reading A-Z, RAZ kids, and iReady.
5. Staff will collaborate with district and school Ed Tech and Tech support to manage technology issues that arise and integrate the use of instructional technology to enhance instruction.

- **Measures:**

We will use the California Assessment of Student Performance and Progress (CAASPP), Rigby scores, iReady, administrator walk-throughs and observation, teacher formative assessment, and student work samples to show increase in student performance.

- **People Assigned:**

The people assigned to this task are teachers, principals, coaches, EdTech coaches, and district help desk support.

Start Date: 07/03/2017

Completion Date: 06/29/2018

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Reading A-Z Licenses	\$2,955.00

## › ACTION:EXTENDED LEARNING TIME

### Means of Achievement: Extended learning time

- **Task:**

Tasks include:

1. Provide a variety of before, during and/or after school interventions.
2. Outside Tech Consultant and Tech Liaison will maintain the Chromebooks, computer lab and classroom computers on network.
3. Provide before/after school seminars for GATE students.

- **Measures:**

We will monitor data from academies.

- **People Assigned:**

The entire staff is responsible for monitoring the results of students who attended the academies.

Start Date: 07/03/2017

Completion Date: 06/29/2018

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Reading Recovery Support	\$2,000.00

## > ACTION: INCREASED OPPORTUNITY

### Means of Achievement: Increased educational opportunity

- **Task:**

Tasks include:

- After school academies for students reading below grade level, iReady and other on-line programs will be provided to students both during school and at home.
- Students will attend the school library once a week.

- **Measures:**

Student instructional levels will grow as measured by Rigby, iReady, and running records. We will also monitor increased student engagement.

- **People Assigned:**

The entire staff is responsible for monitoring the results of students using the different programs.

Start Date: 07/03/2017

Completion Date: 06/29/2018

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Library Support	\$4,487.00

## > ACTION: STAFF DEVELOPMENT

### Means of Achievement: Staff development and professional collaboration

- **Task:**

**Frost:**

1. Release time for teachers TK-3 participating in SEAL model training.
2. Release time for teachers 4-6 participating in Project Based Learning with consultant.
3. Professional materials for SEAL and PBL teachers.
4. Release time for teachers to meet with grade level colleagues across schools; coaches.
5. Teacher leader participates in the District Literacy Team (DLT) and shares information with colleagues.
6. Professional Development for all teachers in Writers' Workshop.

**Indigo:**

1. Release time for all K-8 teachers to plan integrated Project/Problem Based Learning Units.
2. Professional Development and materials for PBL, 6+1 Traits/Writers Workshop, and Common Core implementation.
3. Release time for teachers to meet with grade level colleagues across schools; coaches.
4. Teacher leader participates in the District Literacy Team (DLT) and shares information with colleagues.

- **Measures:**

**Frost:**

We will monitor SEAL and PBL implementation through classroom observation and PLC/COI notes.

**Indigo:**

We will monitor PBL implementation through classroom observation, instructional rounds and PLC/COI data & notes.

- **People Assigned:**

The principal will ensure staff receive the needed professional development based on student results and staff input.

Start Date: 07/03/2017

Completion Date: 06/29/2018

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Teacher Overtime, Planning, & Training	\$8,925.00

## **ACTION: INVOLVEMENT OF STAFF & PARENTS**

### Means of Achievement: **Involvement of staff, parents and community**

- **Task:**

**Frost:** Parent Involvement Component (SEAL): SEAL Parent Workshops are offered.

**Indigo:** Parents support small group instruction and are invited to student-led project exhibitions/presentations.

**Both sites:** Community Liaison will work with staff, parents and students in providing information from school to home and from home to school. She will translate information in Spanish, and interpret at parent meetings. She will conduct home visits and make phone calls home to increase communication with parents.

- **Measures:**

We will see improved student achievement based on District assessments and teacher observation.

- **People Assigned:**

The principal will monitor the engagement and involvement of families.

Start Date: 07/03/2017

Completion Date: 06/29/2018

## > ACTION:AUXILIARY SERVICES

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Means of Achievement: [Auxiliary services for students and parents](#)

- **Task:**

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

- **Measures:**

We will increase parent involvement as measured by increased numbers at meetings (sign in sheet).

- **People Assigned:**

The principal is responsible for ensuring the services are provided.

Start Date: 07/03/2017

Completion Date: 06/29/2018

## > ACTION:MONITORING PROGRAMS AND RESULTS

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Means of Achievement: [Monitoring program implementation and results](#)

- **Task:**

1. Principal, coaches and teachers meet 3-5 times yearly to discuss student achievement.
2. Staff will analyze student assessments including Rigby, running records, iReady data, student work samples, and teacher created assessments.

- **Measures:**

Meetings and observations by administrator and Support Team (ELTP coach, Resource Specialist Program (RSP) teacher, Speech, and school psychologist) will assist us in determining if student results are increasing throughout the year.

- **People Assigned:**

The principal and Leadership Team will monitor the programs and student results.

Start Date: 07/03/2017

Completion Date: 06/29/2018

## » GOAL: INCREASING MATHEMATICS ACHEIVEMENT

### GOAL AREA: MATHEMATICS

#### LEA Goal:

- Students will be proficient in core subjects.

#### State Priorities:

- 4 - Pupil Achievement

#### LCAP Goal:

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

#### Goal Statement:

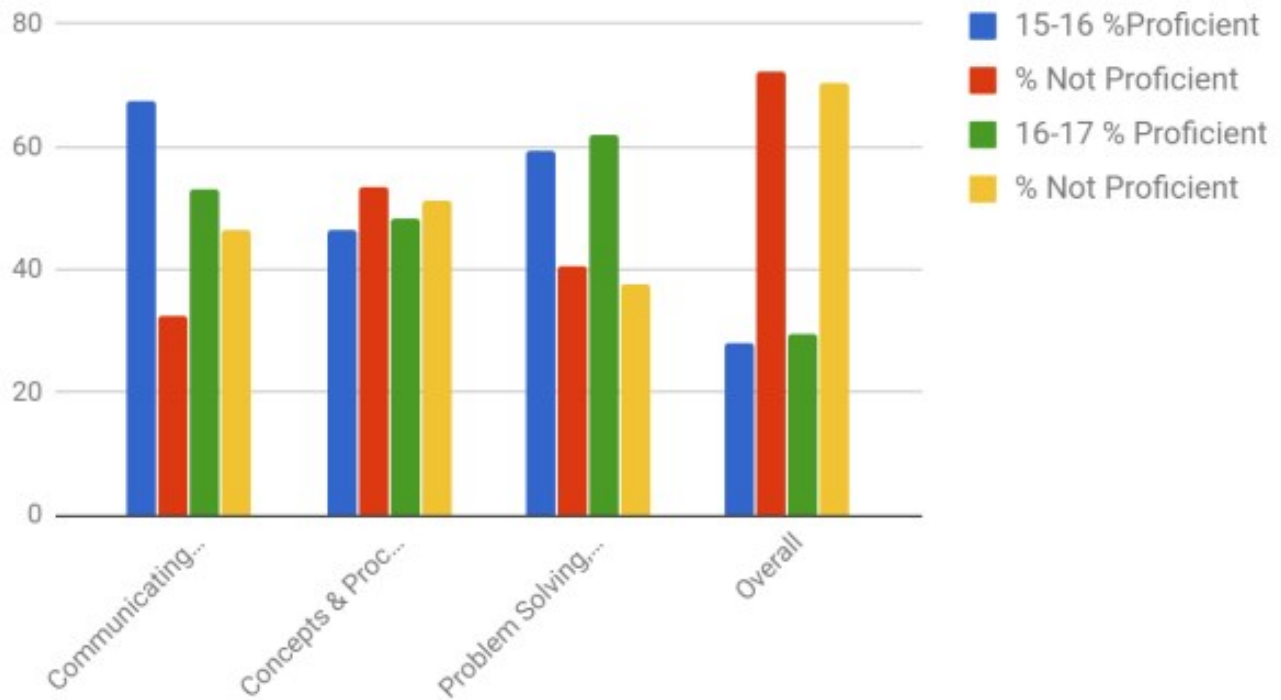
Frost and Indigo students will achieve at grade level in mathematics, according to the Common Core State Standards. Students will be fluent and proficient in the Standards for Mathematical Practice, and will be able to apply knowledge and reasoning skills to real world situations, as well as explain their reasoning by constructing viable arguments. Student proficiency on the California Assessment of Student Performance and Progress (CAASPP) will increase by a minimum of 5%.

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

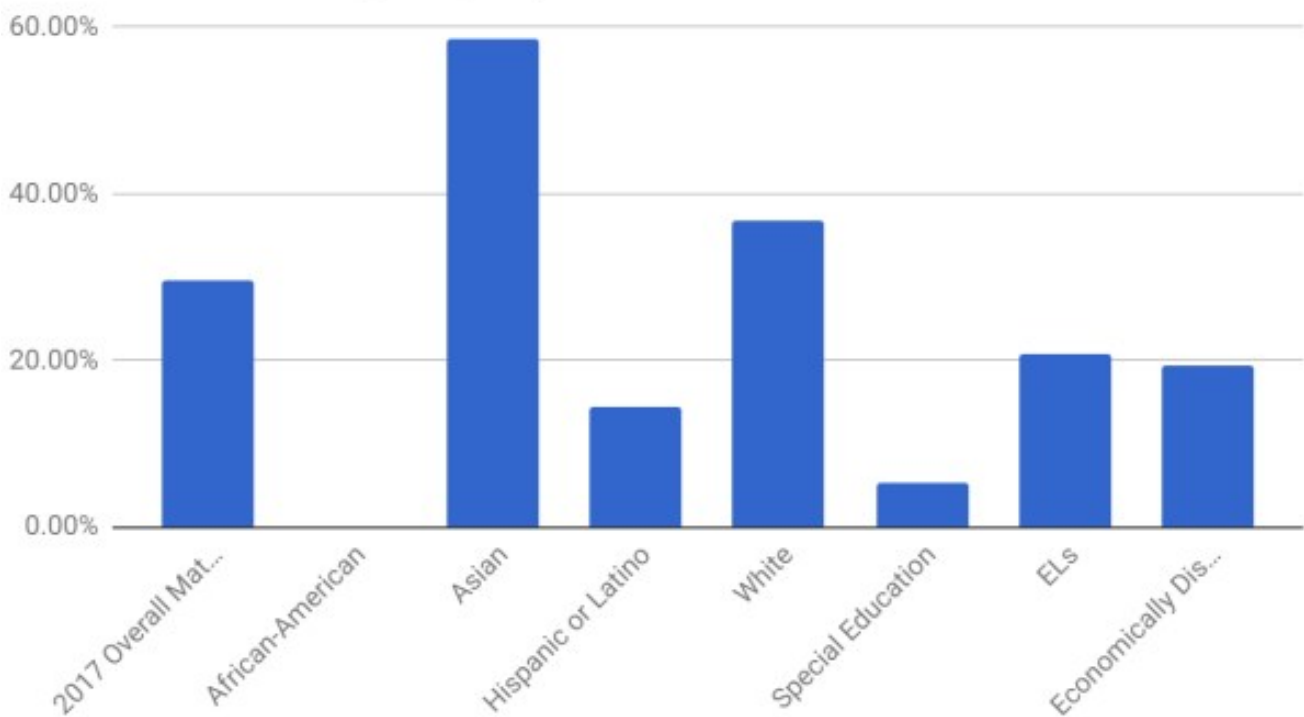
We used CAASPP data, our school wide summative assessment, to select this goal. To track this goal, we will use the iReady diagnostic and other formative assessment measures such as teacher observations, in-class assignments, discussions, exit tickets, performance tasks and quizzes.



Frost Math Comparison by Strand

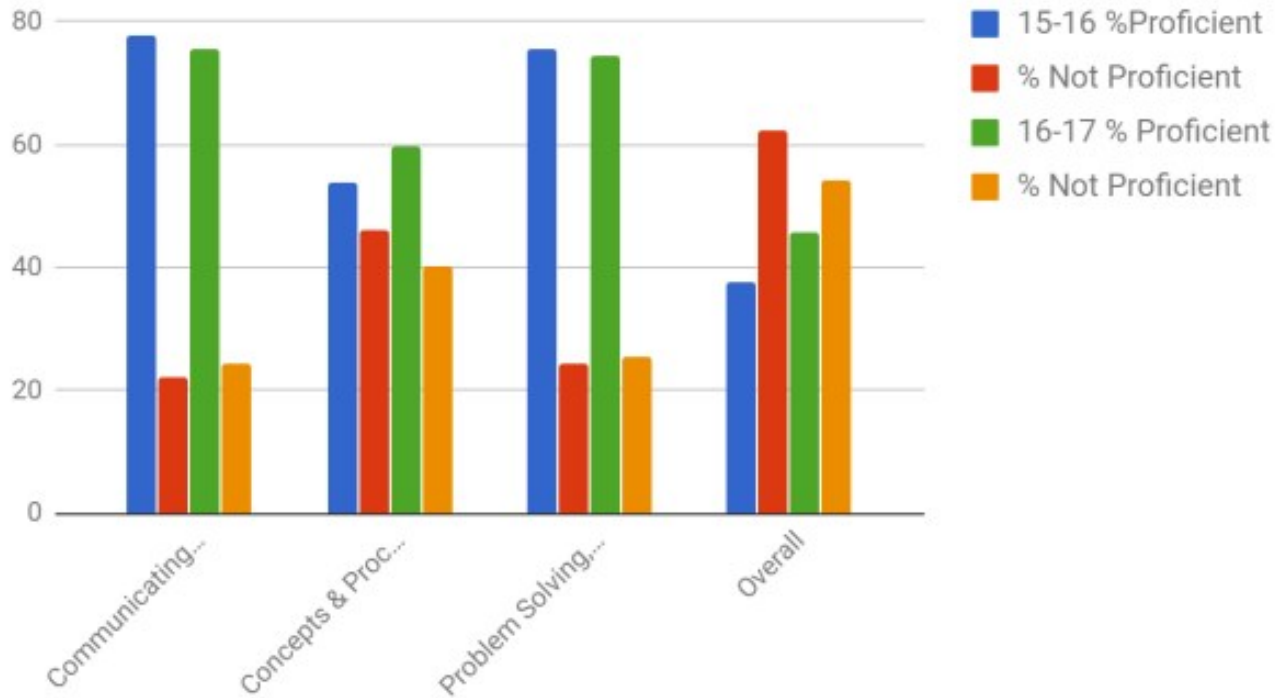


Frost CAASPP Math by Subgroup

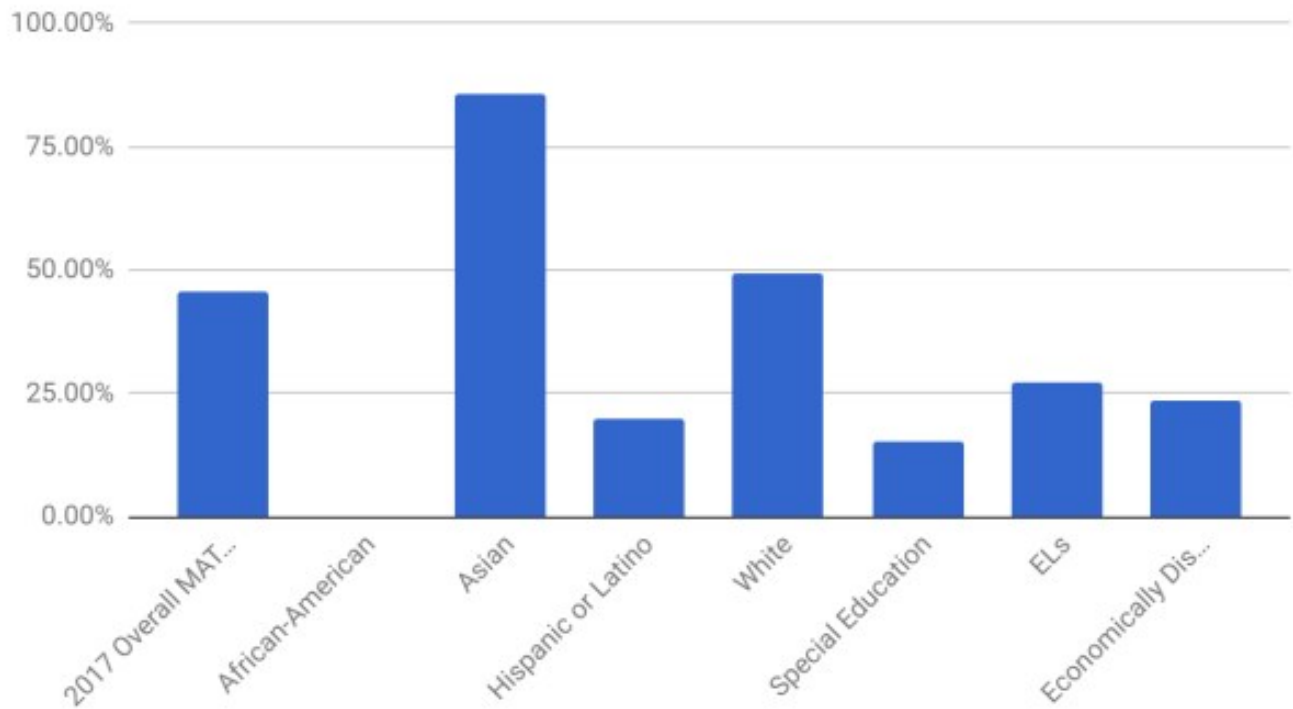




### Indigo Math Strand Proficiency



### Indigo CAASPP Math by Subgroup



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

In 2016-2017, 29.56% of Frost students Met or Exceeded Standard on the Smarter Balanced CAASPP Summative Assessment, an improvement of 1.7% from the 2015-2016 assessment. Similarly, in 2016-2017, 45.65% of Indigo students Met or Exceeded Standard on the Math CAASPP Summative Assessment, an improvement of 8.98% from the 2015-2016 assessment.

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

Frost and Indigo teachers will collect and review the following items to support cycle of inquiry work: student work samples, projects, on-the-go items, performance tasks, iReady Diagnostics, iReady Growth Monitoring, and other formative assessments.

#### Strategy:

Frost and Indigo teachers will implement instructional strategies such as Number Talks, hands-on Real World math, differentiated instruction, and purposeful writing in mathematics. In addition, teachers will integrate technology tools and resources offered through iReady.

Indigo teachers are also implementing Cognitively Guided Instruction (CGI) and looking at Math assessments in their Professional Learning Community (PLC) Teams as a regular cycle of Inquiry.

## > ACTION:ALIGNMENT OF INSTRUCTION

### Means of Achievement: Alignment of instruction with content standards

- **Task:**

1. All teachers will utilize the Engage New York Modules to help with pacing the CCSS in Mathematics.
2. All teachers will provide a Daily Math Block to teach the CCSS.
3. All students will participate in Daily Number Talks to explain their mathematical reasoning.
4. All teachers will provide time each week for students to access the math lessons on iReady.

- **Measures:**

Staff use iReady end of lesson assessments, End of Module tests, Exit Tickets, Cognitively Guided Instruction (CGI) problems and Performance Tasks to measure student achievement.

- **People Assigned:**

The entire staff is responsible for implementing CCSS strategies and materials.

Start Date: 07/03/2017

Completion Date: 06/29/2018

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Supplies, Instructional	\$9,997.00

## > 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. We will also continue implementation of Engage New York Math. We will provide iReady math for each student.

- **Measures:**

Staff will monitor increased performance as measured by End of Module Tests and iReady Math results.

- **People Assigned:**

The entire staff is responsible for implementing CCSS strategies and materials

Start Date: 07/03/2017

Completion Date: 06/29/2018

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Supplies	\$11,678.00

## > ACTION:EXTENDED LEARNING TIME

### Means of Achievement: [Extended learning time](#)

- **Task:**

After school math academies will be provided for students not at standard in grades 1-6.

- **Measures:**

We will monitor data from attendance sheets at the academies.

- **People Assigned:**

The principal is responsible for monitoring the after school programs.

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 (Floating Days)	\$350.00

## > ACTION:INCREASED OPPORTUNITY

### Means of Achievement: [Increased educational opportunity](#)

- **Task:**

Tasks include:

1. After school academies will be provided for students below grade level.
2. Teachers will provide small group instruction for students scoring below grade level.
3. In-class opportunities for iReady lessons will be provided.
4. Teachers will plan and support collaborative group work within the math instruction block.

- **Measures:**

Student results will be monitored using iReady Math results during the school year.

- **People Assigned:**

The principal is responsible for monitoring the after school programs.

Start Date: 07/03/2017

Completion Date: 06/29/2018

## > ACTION:STAFF DEVELOPMENT

### Means of Achievement: Staff development and professional collaboration

- **Task:**

Tasks include:

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 regularly at site grade level meetings to ensure CCSS concepts are being taught.
3. Professional Development around how to support English Language Learners in Math and Mathematical communication will happen at least four times annually including AB Teacher Development Days and Tuesday staff meetings.
4. Teachers will participate in CCSS Math Training at the County Office of Education as needed.
5. District math coaches model/demonstrate in classroom.  
(Indigo) - staff will participate in instructional rounds focusing on Standards for Mathematical Practice & Unit tuning protocols around Math units.

- **Measures:**

We will monitor math implementation through classroom observation and PLC/COI notes.

- **People Assigned:**

The principal is responsible for providing staff professional development based on student results and staff input.

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, Instructional Rounds (Floating Subs)	\$2,100.00

## > ACTION:INVOLVEMENT OF STAFF & PARENTS

### Means of Achievement: Involvement of staff, parents and community

- **Task:**

Parent Involvement Component (SEAL): SEAL Parent Workshops are offered. The Community Liaison will work with staff, parents and students in providing information from school to home and from home to school. She will translate information in Spanish, and interpret at parent meetings. She will conduct home visits and make phone calls home to increase communication with parents.

- **Measures:**

We will see improved student achievement based on District assessments and teacher observation.

- **People Assigned:**

The principal, Leadership Team and Community Liaison will monitor the engagement and involvement of families.

Start Date: 07/03/2017

Completion Date: 06/29/2018

## > ACTION:AUXILIARY SERVICES

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### Means of Achievement: Auxiliary services for students and parents

- **Task:**

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

- **Measures:**

We will increase parent involvement as measured by increased numbers at meetings (sign in sheet).

- **People Assigned:**

The principal is responsible for providing the services.

Start Date: 07/03/2017

Completion Date: 06/29/2018

## > ACTION:MONITORING PROGRAM & RESULTS

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### Means of Achievement: Monitoring program implementation and results

- **Task:**

1. Principal, coaches and teachers meet 3-5 times yearly to discuss student achievement.
2. Staff will analyze student assessments including iReady Math, Mathematics Assessment Resource Services (MARS) Tasks, student work samples, and teacher created tests.

- **Measures:**

Meetings and observations by administrator and Support Team ( ELTP coach, Resource Specialist Program (RSP) teacher, Speech, and school psychologist) will assist us in determining if student results are increasing throughout the year.

- **People Assigned:**

The principal and Leadership Team will monitor the programs and student results.

Start Date: 07/03/2017

Completion Date: 06/29/2018

# » GOAL: SCHOOL CLIMATE

## GOAL AREA: SCHOOL CLIMATE/PARENT ENGAGEMENT

### LEA Goal:

- Students will have a sense of relatedness, belonging and voice.

### State Priorities:

- 6 - School Climate

### LCAP Goal:

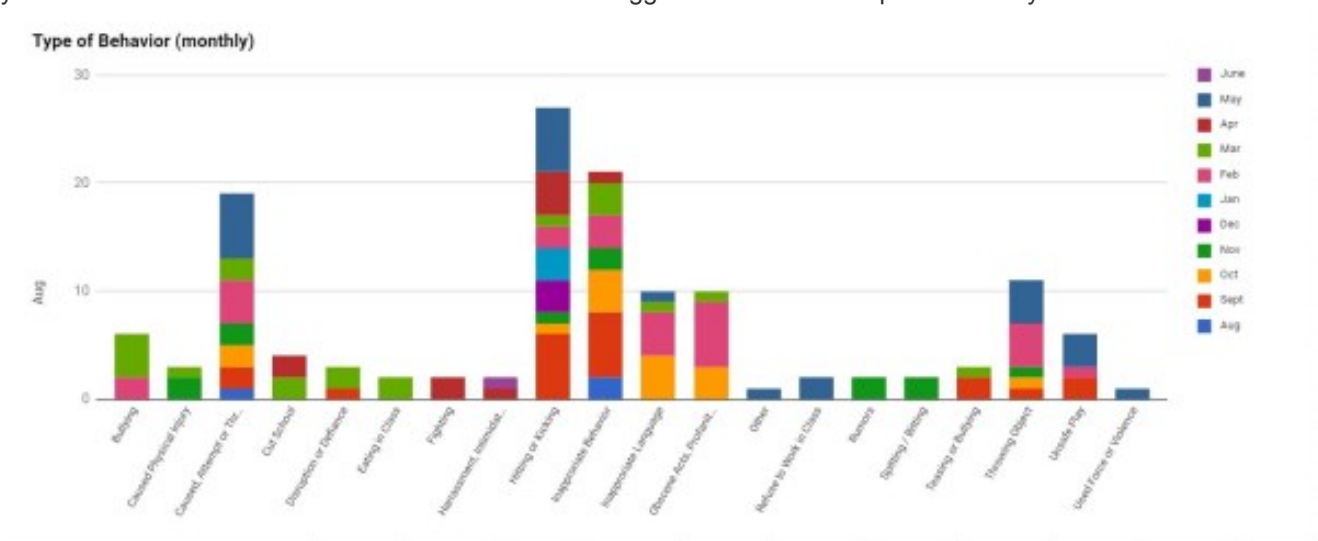
- School and classroom environments support learning, creativity, safety and engagement.

### Goal Statement:

The staff, students, parents and administration will focus on a positive and inclusive school climate at Frost & Indigo. A positive school climate will serve to improve morale, emphasize school as community, involve the school community and offer students chances to excel in both academic and non-academic success.

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

Surveys were taken from staff and behavior incidents were logged into Infinite Campus and analyzed.

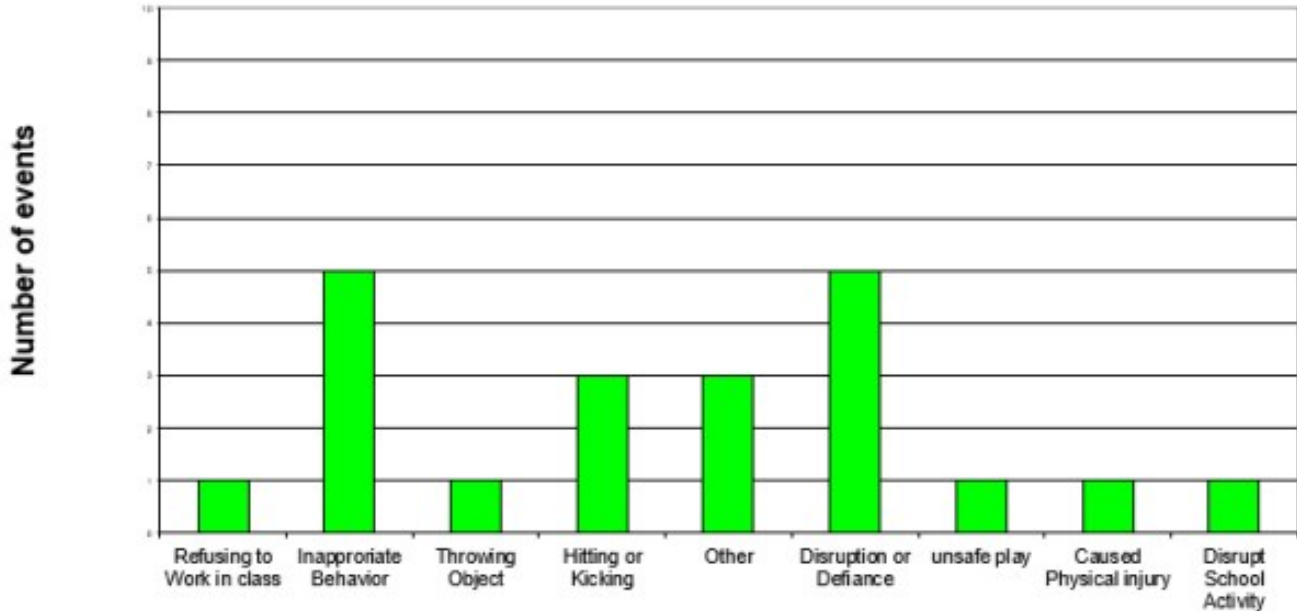


This is a summary of data taken from the WE Survey by ICLE in the 2014-2015 school year and a google forms survey the administrator gave to the staff in January 2017

**Indigo School**

Statement	2014-2015 total in agreement (n=9)	2016-2017 total in agreement (n=9)
The school administration clearly communicates the goals of the school to staff	33%	100%
Principal holds true and consistently translate our vision and goals into practice		100%
Teachers are supported to grow professionally	44%	100%
School administration takes action on staff suggestions and concerns	22%	89%
Time is available to collaborate with other teachers	11%	100%
School administration implements change without undue stress	33%	55%
Administration effectively creates a climate of trust	33%	89%

## Indigo Events of March



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

The Leadership team analyzes the discipline report monthly.

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

Discipline data is entered as it happens; monthly meetings of the leadership team reviews progress; monthly reports are sent to all staff as well as presented to parent groups.

### Strategy:

The strategies we will use include:

- ◊ Daily recognition and appreciation of students displaying desired behaviors. (Responsibility, Respect, Safety, Good Choices).
- ◊ Extra support staff to support and provide counseling opportunities to support student mental health.
- ◊ Frost offers weekly and monthly school-wide PBIS celebrations.
- ◊ Indigo provides Communication Lab (including Respect Basics for 6-8 and Project Cornerstone for K-5) 3 days each month in the classrooms.
- ◊ Indigo aims to engage students in self-reflection and evaluation and peer critique to keep students focused on academic, tenacity, and social emotional goals. Research findings shows that disruption and inappropriate behavior happen less often when students are focused on their goals and why they're important.

## ACTION: ALIGNMENT OF INSTRUCTION

Means of Achievement: Alignment of instruction with content standards



- **Task:**

Frost:

1. Teachers teach all desired behaviors in all geographic locations at the beginning of the year, and re-teach as necessary. For example, "What does it look like to be SAFE on the playground?"
2. Teachers will use their training and materials to reinforce PBIS (Positive Behavior Intervention and Support) in order to increase positive student behavior in the classroom and on campus.
3. Assemblies will be held monthly to promote the positive behavior expectations.

Indigo:

1. Teachers teach all desired behaviors in all geographic locations at the beginning of the year, and re-teach as necessary. For example, "What does it look like to be SAFE on the playground?"
2. Teachers will use their Positive Discipline training and materials to reinforce positive choices in order to increase positive student behavior in the classroom and on campus.
3. Class meetings implemented in all classrooms daily, or in the upper grades several times weekly, promote positive expectations and enable the class to problem-solve issues as they arise.

- **Measures:**

Frost/Indigo:

- Measures will show a decrease in the number of referrals for behavior.

- **People Assigned:**

Principals of Frost & Indigo, teachers, support staff, classified staff, parent volunteers, and students are all assigned to this task.

Start Date: 07/03/2017

Completion Date: 06/29/2018

## › ACTION: STRATEGIES AND MATERIALS

### Means of Achievement: Improvement of instruction strategies and materials

- **Task:**

Frost:

1. Weekly incentives, Falcon feathers, etc. for use with PBIS (Positive Behavior Intervention and Support) will be purchased on an on-going basis.
2. Falcon Feathers are handed out daily by teachers & staff.
3. Students are recognized publicly in a weekly drawing.

Indigo:

1. Trained parent volunteers implement K-8 Communication Lab/Respect Groups curriculum that was developed by parent leaders using data and input and includes resources from Project Cornerstone and Positive Discipline.
2. Parent Teacher Association purchases curricula (Project Cornerstone, Respect Groups Expect Respect), and supporting posters and materials.

• **Measures:**

Frost:

1. All staff will give Falcon Feathers to students demonstrating safety, respect, responsibility, and good choices.
2. Teachers will send one Falcon Feather to the office once per week to be announced in the afternoon announcement.
3. Students announced get photo taken and student incentives.

Indigo:

1. Students participate in Communication Lab 3 times monthly starting in the month of October (September for grades 6-8 Respect Groups) and continuing through May. Communication Lab & Respect Groups are facilitated by trained parent volunteers.
2. Weekly announcements are made over the loud speaker reinforcing common language and appreciation for positive behavior.
3. Daily/Weekly class meetings are held where students and teachers compliment and appreciate each other on their safe, respectful and responsible good choices.

• **People Assigned:**

The people assigned to this task are the principals of both sites, teachers, support staff, classified staff and the parent faculty groups.

Start Date: 07/03/2017

Completion Date: 06/29/2018

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Debt Services - Principal	\$549.00
Local Control Funding Formula State Compensatory Education	Debt Services - Interest	\$13.00

**ACTION: EXTENDED LEARNING TIME**

Means of Achievement: [Extended learning time](#)

• **Task:**

Frost:

- ◊ The 4th - 6th grade students have the opportunity to be involved in Student Council.

Indigo:

- ◊ 6-8th grade students have the opportunity to be involved in Student Council.
- ◊ K-8 students have the opportunity to be "class ambassadors" to visitors & guests.
- ◊ 4-8th grade students have the opportunity to be tour guides and presenters at Indigo's Open Houses.
- ◊ All students participate in Communication Lab, Enrichment Centers, and Class Meetings.

- **Measures:**

Frost/Indigo:

- ◊ The number of disciplinary incidents and referrals will decrease.
- ◊ Student academic performance will increase as a result of the positive climate on campus.

- **People Assigned:**

Principals, teachers, staff, parents & volunteers are assigned to this task.

Start Date: 07/03/2017

Completion Date: 06/29/2018

## ACTION: INCREASED OPPORTUNITY

Means of Achievement: Increased educational opportunity

- **Task:**

Frost:

1. Students in K-6 have the opportunity to participate in the 360 PE program.
2. Students in 4th, 5th, and 6th grades participate in Vocal and Performing Arts.

Indigo:

1. Students in K-5 participate in weekly art, music, and enrichment classes.
2. Students in 6-8 have the opportunity to participate in a variety of student centered electives including Maker's Lab, Band, Studio Art, and Event Planning.

- **Measures:**

Students at both sites will show increases in positive behavior and decision making as a result of these engaging activities as measured by a decrease in discipline referrals.

- **People Assigned:**

Principal, district art & music instructors, Indigo PTA, Frost HSC, 360 Program, Music For Minors, Indigo Art & Music Teachers, Parents & Volunteers are responsible for implementation and funding.

Start Date: 07/03/2017

Completion Date: 06/29/2018

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Maintenance Agreement	\$1,000.00
Local Control Funding Formula State Compensatory Education	Social Work Intern	\$3,000.00

## > ACTION:STAFF DEVELOPMENT

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Means of Achievement: [Staff development and professional collaboration](#)

- **Task:**

Frost:

- Teachers will participate in Positive Behavior Intervention and Support (PBIS) Trainings.
- Staff will discuss PBIS and data at staff meetings and leadership meetings.

Indigo:

- Teachers will participate in Positive Discipline Trainings.
- Staff will discuss school climate data (such as citation data) and Positive Discipline in staff meetings and leadership meetings.

- **Measures:**

Data will be reviewed at staff meetings and leadership meetings as evidenced by meeting agendas and/or notes.

- **People Assigned:**

The principal, teachers, and all staff are responsible for this task.

Start Date: [07/03/2017](#)

Completion Date: [06/29/2018](#)

## > ACTION:INVOLVEMENT OF STAFF AND PARENTS

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

- **Task:**

Frost and Indigo:

- ◊ All staff will work to create a climate where parents feel safe and welcome on campus, in classrooms, at events, and on field trips.
- ◊ Principal will meet with parents regarding Parent Involvement. Parents will give input for school actions.
- ◊ Staff will work with Frost Home and School Club and Indigo Parent Teacher Association to meet the needs of all students and families.
- ◊ Community Liaison will work with staff, parents and students in providing information from school to home, make home visits, and make phone calls home to increase communication with parents.

Frost:

- ◊ Monthly Newsletters will be sent home in the Tuesday Envelopes.
- ◊ In K-3, parents are invited to Sobrato Early Academic Literacy presentations.

Indigo:

- ◊ Parent Education in positive discipline and progressive education will be provided in English and Spanish once per month by the Parent Teacher Association.
- ◊ Parent volunteer commitments will become increasingly more flexible to meet the diverse needs of the Indigo community.
- ◊ Indigo Parent Groups (Koffee Klatch, Hispanic Parent Group, and English Language Advisory Council) will work on recruitment and support for families as they come to Indigo.
- ◊ Monthly Linger Longer sessions are held where parents are invited to stay on campus and chat with each other to build relationships and connectivity.
- ◊ Summer Park Days are scheduled to promote the deepening of positive out of school relationships and interactions.
- ◊ The Vision Committee, comprised of parents, teachers, and principal, serves as a research and development committee of progressive education school practices and processes.
- ◊ A monthly school newspaper will be written and published by parents and students, called the Indigo INK!
- ◊ Weekly classroom/community newsletters are sent home communicating community and class events.

- **Measures:**

1. Inclusion of families will increase attendance at school wide events (Back to School Night, Open House, Event Nights, Home and School Club, Parent Teacher Association Meetings, Indigo Parent Education series).
2. There will be increased attendance at parent/teacher conferences and parent meetings.
3. Student attendance will increase. Completion of classroom assignments and class participation will increase due to communication between home and school.

- **People Assigned:**

The principal, classroom teachers, school secretaries, and parent club board members are assigned to this task.

**Start Date: 07/03/2017**

**Completion Date: 06/29/2018**

## > ACTION:AUXILIARY SERVICES

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### Means of Achievement: Auxiliary services for students and parents

- **Task:**

1. Noon duty supervisors will be provided to supervise Kinder- 8th graders at Frost & Indigo.
2. Additional Indigo Parent Volunteers will be scheduled to support with Indigo recesses, primary lunch, and Frost & Indigo upper grade lunch.
3. Students will be referred to Counseling Services on an as-needed basis.

- **Measures:**

1. The number of referrals and behavior incidents will be reduced.
2. Support Staff notes and counseling service referrals will be used to monitor and document student behavior needs and progress.

- **People Assigned:**

The Principals, Noon Duty Supervisors, and Support Staff Members will be assigned to this task

Start Date: 07/03/2017

Completion Date: 06/29/2018

## > ACTION:MONITORING PROGRAMS & RESULTS

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### Means of Achievement: Monitoring program implementation and results

- **Task:**

1. Behavior data will be reviewed by each site leadership team and staff on a monthly basis
2. Anonymous Indigo (Incident type, time of day, and location) behavior data will be reviewed by the Indigo Vision Committee.

- **Measures:**

Administration and secretarial staff will collect data in Infinite Campus and provide printouts for staff.

- **People Assigned:**

The principals, leadership teams, classroom teachers, and school secretaries are responsible for this task.

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 :	<b>\$47,304.00</b>
Total Annual Expenditures for Current School Plan:	<b>(\$47,304.00)</b>
Balance:	<b>\$0.00</b>

Funding Resource Code	Funding Source	Allocation / Expenditure
790	Local Control Funding Formula State Compensatory Education	<b>\$47,304.00</b>
	Alignment of Instruction	(\$9,997.00)
	Strategies and Materials	(\$11,678.00)
	Extended Learning Time	(\$350.00)
	Staff Development	(\$2,100.00)
	Alignment of Instruction	(\$250.00)
	Strategies and Materials	(\$2,955.00)
	Extended Learning Time	(\$2,000.00)
	Increased Opportunity	(\$4,487.00)
	Staff Development	(\$8,925.00)
	Strategies and Materials	(\$549.00)
	Strategies and Materials	(\$13.00)
	Increased Opportunity	(\$1,000.00)
	Increased Opportunity	(\$3,000.00)
	<b>Balance:</b>	<b>\$0.00</b>

## » 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
<b>Genvieve Dorsey</b>	Principal		09/14/2017
<b>Brianne Blackford</b>	Parent or Community Member		09/14/2017
<b>Donna Taniguchi</b>	Other School Staff		09/14/2017
<b>Tiffany MacDowell</b>	Parent or Community Member		09/14/2017
<b>Cheryl Caton</b>	Other School Staff		09/14/2017
<b>Anna Burde</b>	Parent or Community Member		09/14/2017
<b>Nicole Tieche</b>	Parent or Community Member		09/14/2017
<b>Angelika Ward</b>	Classroom Teacher		09/14/2017
<b>Shelby Roy</b>	Parent or Community Member		09/14/2017
<b>Reina Cruz</b>	Classroom Teacher		09/14/2017
<b>Rebecca Costello</b>	Principal		09/14/2017
<b>Amanda Bishop</b>	Classroom Teacher		09/14/2017
<b>Sarah Klynn</b>	Parent or Community Member		09/14/2017
<b>Lisa Crossman</b>	Parent or Community Member		09/14/2017

### TOTAL NUMBER OF SCHOOL SITE COUNCIL MEMBERS

	Principal	ClassRoom Teacher	Other School Staff	Parent or Community Member	Secondary Student
<b>Number of members of each category</b>	2	3	2	7	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:

<b>Site English Learner Advisory Committee (SELAC)</b>		Signature
<b>Staff Meeting</b>		Signature
<b>PTA / HSC</b>		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:

09/14/2017

Attested:

<b>Rebecca Costello, Principal</b>		
Typed name of School Principal	Signature of School Principal	Date
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 and grades TK-3 with Sobrato Early Language Academic (SEAL) strategies.

### 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 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. 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. 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 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 and/or small group instruction or support classes at the intermediate 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 success. Students who experience difficulty mastering standards are given timely additional assistance, and increased learning time is offered through programs such as Literacy and/or Math Academies (extended day/week). The Safe School Specialist and Community Liaisons assist in ensuring good student attendance. Assessment data for Gifted And Talented Education (GATE) students is disaggregated. Three staff meetings are scheduled by the District each year to share ideas and brainstorm GATE program options. GATE students may participate in site-based programs developed by staff, site administration, and parents. Teachers, parents, or site administrators refer students for consideration for the GATE program. Referral packets are available in English, Spanish, and Vietnamese. The identification process consists of search, nomination, screening, selection, and review. The search for students with outstanding intellectual, academic, and creative potential begins at third grade. Typically, students begin to receive GATE services in fourth grade. In the spring every third grader is screened for GATE. 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 perceptions receive special consideration. Student Success Teams (SST) have the ability to make a provisional placement for one year in order to evaluate the student's ability to benefit from the program.

### 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. The instruction is intended to support the core curriculum and provide necessary assistance to students in order for them to achieve academic success. 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.

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

Home and School Clubs and Parent Faculty Clubs/Associations are an active volunteer organization that supports the educational programs at school. Their financial assistance from fundraisers provides for field trips, science assemblies, computers and technology, online resources, library books, science camp, and classroom supplies. Parent/Family communication includes: The Parent Newsletter, teachers contacting parents on a regular basis, the weekly envelope, emails, 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 the instructional programs.

### 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.

### 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.