

SPSA 2017-18

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Oak Grove Elementary District



Anderson (Alex) Elementary

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

CDS Code: 43696256048086

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Goals and Actions	Start Date	Completion Date	Amount	Fund Source	Fund Source Code
» SUBJECT: Reading/Language Arts					
› GOAL: Reading, Writing and ELD Achievement					
› LCAP GOALS:					
<ul style="list-style-type: none"> • All students will be proficient in meeting and/or exceeding all Common Core State Standards. • We will accelerate the academic achievement toward meeting standards for EL, low socio-economic students, Foster Youth and students with special needs. 					
› ACTION: Alignment of Instruction	07/03/2017	06/29/2018	\$0.00		
› ACTION: Strategies and Materials	07/03/2017	06/29/2018	\$11,354.50		
			\$9,976.00	ACTION: Local Control Funding Formula State Compensatory Education	790
			\$1,378.50	ACTION: Local Control Funding Formula State Compensatory Education	790
› ACTION: Extended Learning Time	07/03/2017	06/29/2018	\$0.00		
› ACTION: Increased Opportunity	07/03/2017	06/29/2018	\$0.00		
› ACTION: Staff Development	07/03/2017	06/29/2018	\$6,974.00		
			\$6,974.00	ACTION: Local Control Funding Formula State Compensatory Education	790
› ACTION: Involvement of Staff & Parents	07/03/2017	06/29/2018	\$500.00		
			\$500.00	ACTION: Local Control Funding Formula State Compensatory Education	790
› ACTION: Auxiliary Services	07/03/2017	06/29/2018	\$0.00		
› ACTION: Monitoring Programs and Results	07/03/2017	06/29/2018	\$0.00		

Goals and Actions	Start Date	Completion Date	Amount	Fund Source	Fund Source Code
» 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	\$11,354.50		
			\$9,976.00	ACTION: Local Control Funding Formula State Compensatory Education	790
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› ACTION: Auxiliary Services	07/03/2017	06/29/2018	\$0.00		
› ACTION: Monitoring Program and Results	07/03/2017	06/29/2018	\$0.00		
› ACTION: Involvement of Staff and Parents	07/03/2017	06/29/2018	\$500.00		
			\$500.00	ACTION: Local Control Funding Formula State Compensatory Education	790
» SUBJECT: School Climate/Parent Engagement					
› GOAL: PBIS and Parent Engagement					

Goals and Actions	Start Date	Completion Date	Amount	Fund Source	Fund Source Code
› 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	\$500.00		
			\$500.00	ACTION: Local Control Funding Formula State Compensatory Education	790
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› ACTION: Auxiliary Services	07/03/2017	06/29/2018	\$0.00		
› ACTION: Monitoring Programs and Results	07/03/2017	06/29/2018	\$0.00		
Total Annual Expenditures for Current Site Plan: \$38,157.00					

GOALS**» GOAL: READING, WRITING AND ELD ACHIEVEMENT****GOAL AREA: READING/LANGUAGE ARTS****LEA Goal:**

- Students will be proficient in core subjects.

State Priorities:

- 2 - Implementation of State Standards
- 4 - Pupil Achievement
- 5 - Pupil Engagement

LCAP Goal:

- All students will be proficient in meeting and/or exceeding all Common Core State Standards.
- We will accelerate the academic achievement toward meeting standards for EL, low socio-economic students, Foster Youth and students with special needs.

Goal Statement:

Anderson students will demonstrate independence at grade level in reading and writing in order to be career and college ready. The Common Core State Standards require much more reading and writing using informational texts. Students will read a range of grade level materials and respond appropriately. We will also focus on ensuring all students are making at least one year of growth on the English Language Development test.

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

The data used to form this goal include the California Assessment of Student Performance and Progress (CAASPP), the Common Core State Standards (CCSS), and iReady diagnostic data in reading. In addition, Anderson teachers will review running records, Engage New York module assessments and teacher observations of student work to inform instruction. We reviewed the California English Language Development Test (CELDT) results of English Language (EL) learning students, and continue to monitor students who are long-term English-learners.

Ethnicity Subgroups	Students Tested			Avg. SS	Avg. Standard Error	Standard Not Met			Standard Nearly Met			Standard Met			Standard Exceeded		
	#	%				#	%	#	%	#	%	#	%	#	%		
All Test Takers	266	100%	2474.48	22.21	80	30.1%	70	27.44%	42	22.31%	48	18.08%					
Hispanic or Latino	120	45.11%	2430.15	23.92	56	46.67%	35	29.17%	21	17.5%	8	6.67%					
Asian	74	27.82%	2530.92	20.19	9	12.16%	18	24.32%	19	25.68%	28	37.84%					
White	33	12.41%	2475	21.7	6	18.18%	11	33.33%	10	30.3%	4	12.12%					
Two or more races	15	5.64%	2480	21.53	4	26.67%	5	33.33%	6	40%	2	13.33%					
Pacific	12	4.51%	2553.92	19.67	1	8.33%	2	16.67%	5	41.67%	4	33.33%					
Native Hawaiian or Pacific Islander	7	2.63%	2435.28	24.71	4	57.14%	1	14.29%	1	14.29%	1	14.29%					
Black or African American	5	1.88%	2489.2	19.4	1	20%	3	60%	0	0%	1	20%					

Performance Level Summary	#	%
Number of Students Tested:	216	
1 - Beginning	40	18.52%
2 - Early Intermediate	30	13.98%
3 - Intermediate	60	27.84%
4 - Early Advanced	71	32.82%
5 - Advanced	15	6.88%



Performance Level Summary	#	%
Number of Students Tested:	252	
1 - Standard Not Met	80	31.75%
2 - Standard Nearly Met	53	20.99%
3 - Standard Met	73	28.97%
4 - Standard Exceeded	46	18.29%



Other Subgroups	Students Tested			Avg. SS	Avg. Standard Error	Standard Not Met			Standard Nearly Met			Standard Met			Standard Exceeded		
	#	%				#	%	#	%	#	%	#	%	#	%		
All Test Takers	266	100%	2474.48	22.21	80	30.1%	70	27.44%	42	22.31%	48	18.08%					
Hispanic or Latino	120	45.11%	2430.15	23.92	56	46.67%	35	29.17%	21	17.5%	8	6.67%					
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Native Hawaiian or Pacific Islander	7	2.63%	2435.28	24.71	4	57.14%	1	14.29%	1	14.29%	1	14.29%					
Black or African American	5	1.88%	2489.2	19.4	1	20%	3	60%	0	0%	1	20%					
Hispanic or Latino - English Learner	10	3.76%	2430.15	23.92	5	50%	5	50%	0	0%	0	0%					
Hispanic or Latino - Not English Learner	110	41.35%	2430.15	23.92	51	46.36%	30	27.27%	21	19.09%	8	7.27%					
Asian - English Learner	6	2.25%	2530.92	20.19	0	0%	0	0%	0	0%	0	0%					
Asian - Not English Learner	68	25.57%	2530.92	20.19	9	13.24%	18	26.34%	19	27.79%	28	41.15%					
White - English Learner	0	0%	2475	21.7	0	0%	0	0%	0	0%	0	0%					
White - Not English Learner	33	12.41%	2475	21.7	6	18.18%	11	33.33%	10	30.3%	4	12.12%					
Two or more races - English Learner	0	0%	2480	21.53	0	0%	0	0%	0	0%	0	0%					
Two or more races - Not English Learner	15	5.64%	2480	21.53	4	26.67%	5	33.33%	6	40%	2	13.33%					
Pacific - English Learner	0	0%	2553.92	19.67	0	0%	0	0%	0	0%	0	0%					
Pacific - Not English Learner	12	4.51%	2553.92	19.67	1	8.33%	2	16.67%	5	41.67%	4	33.33%					
Native Hawaiian or Pacific Islander - English Learner	0	0%	2435.28	24.71	0	0%	0	0%	0	0%	0	0%					
Native Hawaiian or Pacific Islander - Not English Learner	7	2.63%	2435.28	24.71	4	57.14%	1	14.29%	1	14.29%	1	14.29%					
Black or African American - English Learner	0	0%	2489.2	19.4	0	0%	0	0%	0	0%	0	0%					
Black or African American - Not English Learner	5	1.88%	2489.2	19.4	1	20%	3	60%	0	0%	1	20%					

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

In 2016, 40.4% of students in grades three through six met or exceeded standards in English Language Arts. In comparison, our 2017 data revealed that 183 students in third through sixth grade were tested on the California Assessment of Student Performance and Progress (CAASPP), and 45.42% of our students met or exceeded standard. Thirty one students exceeded, forty five students met, 35 students nearly met and 72 students did not meet the standards for English Language Arts. We found that 37.70% of students did not meet standard in reading and 41.53% of students did not meet standard in writing. Staff are analyzing the California Assessment of Student Performance and Progress results and iReady diagnostics to determine if students are able to read independently and write constructive response answers. We are finding that most students are not entering third grade reading independently at their grade level. Students are able to write short answers, but do not demonstrate the stamina for writing essays on the Chromebooks. Teachers need to ensure that students have the typing skills and stamina to write longer essays.

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

The principal and leadership team will meet monthly to review common core aligned data to determine if students are able to complete grade level tasks with independence and are citing appropriate evidence. Grade level Professional Learning Communities (PLCs) will meet regularly to review student work. In addition, all grade level teams will meet for a minimum of three times per year to review summative data in the areas of reading, writing, listening and speaking using the Cycle of Inquiry (COI) process and iReady diagnostic data. Instructional walk throughs will be conducted using rubrics for monitoring rigorous instruction with EL considerations for academic discussion, high level questioning and thoughtful work.

Strategy:

The instructional shifts in CCSS for ELA are close reading, text dependent questions, and students communicating and collaborating. We will continue to implement research-based best practices such as guided reading, shared reading, close reading, and independent reading and writing, and phonics and foundational skills instruction. In addition, staff will implement iReady lessons, Raz Kids, Reading A-Z, Accelerated Reader and Engage New York/Expeditionary Learning materials. Students will use the Chromebooks and Google Apps for Education to practice reading and writing skills. In grades 4-6, teachers will use Project Based Learning (PBL) where students research and write on interdisciplinary projects. Kindergarten - third grade teachers will implement Sobrato Early Academic Language (SEAL) strategies. Read180 and/or System 44 are used as tier 2 interventions. Teachers will implement Integrated and Designated ELD strategies within the content area and during small group instruction.



ACTION:ALIGNMENT OF INSTRUCTION

Means of Achievement: Alignment of instruction with content standards

- **Task:**

The district ELA coach and English Learner Teacher Partner (ELTP) will support all grade levels through SEAL and Project Based Learning Strategies. The coaches will be utilized to co-teach, model and coach the teachers on an on-going basis. Teachers will implement Designated and Integrated ELD to support the English Language Learners and the English-only learners to develop stronger language skills. Teachers will use Guided Reading during their teaching day to improve the students' instructional and independent reading levels. Teachers TK-3 will participate in the SEAL model and practice the strategies with their students.

- **Measures:**

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

- **People Assigned:**

All staff are responsible for implementing Common Core strategies and materials. Principal will monitor student achievement through benchmark assessments and cycle of inquiry process.

Start Date: 07/03/2017

Completion Date: 06/29/2018

> ACTION:STRATEGIES AND MATERIALS

Means of Achievement: Improvement of instruction strategies and materials

- **Task:**

Tasks include the purchase of classroom supplies, rentals, leases, licenses, print shop and repairs as well as other operating expenses. Additionally, we will utilize support for Technology equipment (Laptops, Chromebooks, Document Cameras and LCD Projectors), purchase non fiction guided reading books, Reading A-Z (books and supplies), iReady, professional development conferences, in house presenters that support specific core subject areas (Ancient Artifacts), and incentives for staff and students that relate to academics and supplies. Program Reserves will be used if available.

Anderson School also has the Oak Grove School District Spanish Two-Way Bilingual Immersion Program. Their program uses instructional strategies and materials appropriate for the immersion language approach.

- **Measures:**

We will use district and state assessments to monitor student growth on adaptive technology software.

- **People Assigned:**

Principal and staff are responsible for monitoring student growth and using the materials appropriately.

Start Date: 07/03/2017

Completion Date: 06/29/2018

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Supplies and Materials	\$9,976.00
Local Control Funding Formula State Compensatory Education	Supplies and Materials for Two-Way Bilingual Program	\$1,378.50

> ACTION:EXTENDED LEARNING TIME

Means of Achievement: Extended learning time

- **Task:**

The tasks include providing a variety of before/after school interventions funded by district academy money. We also house an Oak Grove Before and After School Enrichment Center (BASE).

- **Measures:**

We will monitor data from academies.

- **People Assigned:**

The principal is responsible for monitoring the results of afterschool programs.

Start Date: 07/03/2017

Completion Date: 06/29/2018

> ACTION:INCREASED OPPORTUNITY

Means of Achievement: Increased educational opportunity

- **Task:**

Tasks include district-funded after school academies for students reading below grade level, iReady and other on-line programs provided to students both during school and at home, and READ 180/System 44 provided for 5th and 6th grade students reading well below grade level.

- **Measures:**

Measures include Rigby, iReady, running records and increased student engagement.

- **People Assigned:**

The principal and staff are responsible for monitoring the results of students in the different 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 providing release time for teachers TK-3 participating in SEAL model training, release time for teachers 4-6 participating in Project Based Learning with consultant, professional materials for SEAL and PBL teachers, and release time for teachers to meet with grade level colleagues across schools.

Teacher leaders will participate in the District Literacy Team (DLT) and will share information with colleagues.

- **Measures:**

We will monitor SEAL and PBL implementation through classroom observation and Professional Learning Community/Cycle of Inquiry Notes (COI) 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	Sub-Release Time for Teachers	\$6,974.00

> ACTION: INVOLVEMENT OF STAFF & PARENTS

Means of Achievement: Involvement of staff, parents and community

- **Task:**

Parent Involvement Component includes SEAL Parent Workshops. 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. There is a very active Two Way-Bilingual (TWBI) Parent Group as well.

- **Measures:**

We will see improved student achievement based on District assessments and teacher observation. Improved parent involvement will be measured by improved attendance as well as sign in sheets noting the number of parents attending school and community-building events. One of the events we will measure will be a Student Literacy Night.

- **People Assigned:**

The principal, Community Liaison and the Leadership Team are responsible for increased family engagement.

Start Date: 07/03/2017

Completion Date: 06/29/2018

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Parent Engagement Nights	\$500.00

> ACTION: AUXILIARY SERVICES

Means of Achievement: Auxiliary services for students and parents

- **Task:**

Translator will translate parent and community documents. 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

Means of Achievement: Monitoring program implementation and results

- **Task:**

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

- **Measures:**

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

- **People Assigned:**

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

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:

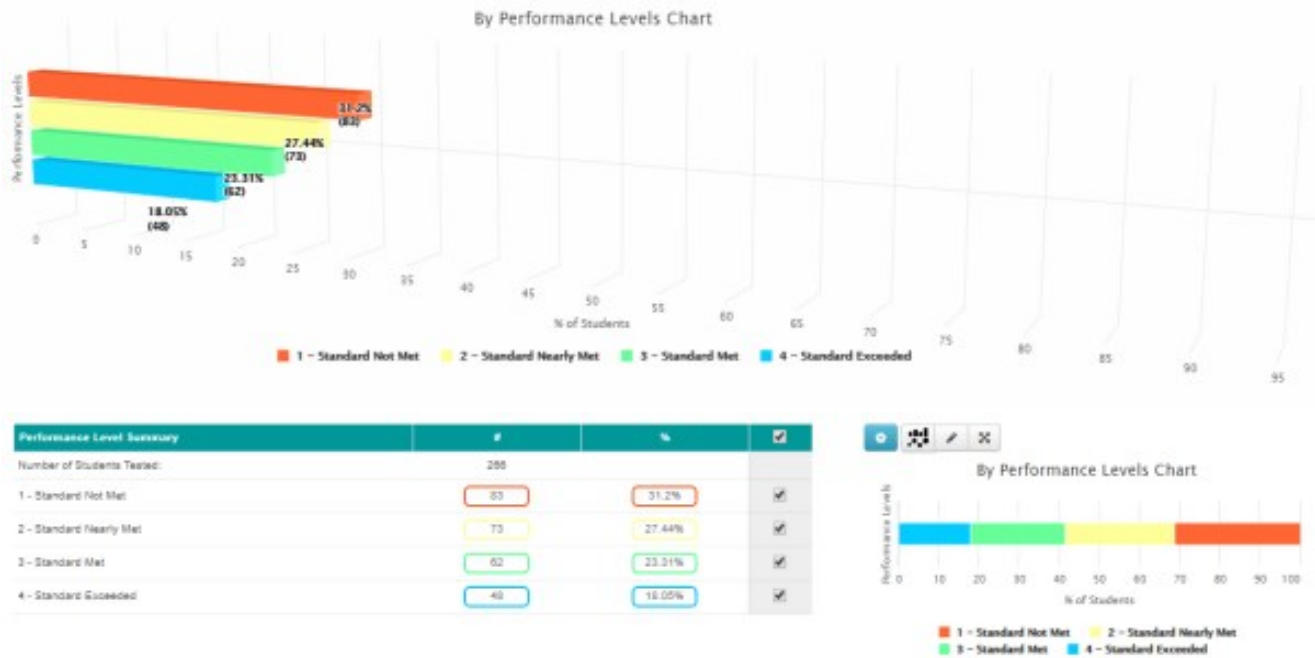
- All students will be proficient in meeting and/or exceeding all Common Core State Standards.

Goal Statement:

Students will understand mathematical concepts to construct viable arguments and critique the reasoning of others in mathematics.

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

35.60 percent of Anderson students tested on the SBAC in 2015-16 met or exceeded standard in Math. In 2016-17, 41.36% of Anderson students in third through sixth grade met or exceeded standards. Anderson staff used the CAASPP data, CCSS description for students who are career and college ready and mathematically proficient, adaptive software data, mid and end of module assessments (Engage New York), and student work in mathematics.



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

Staff are analyzing the CCSS Engage New York Module assessments, iReady Math Assessments, and student work samples from number talks. We are focusing on the constructed responses to ensure students are able to construct viable arguments and justify their answers in math. We find they are able to do the math problems, but have difficulty explaining their reasoning.

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

Staff will review the Engage New York Module assessments, iReady Math Diagnostic Tests and number talk data to determine if students are able to construct viable arguments. In addition, the Two Way Bilingual Immersion (TWBI) program will use Engage New York Math, the Children's Progress Academic Assessment (CPAA), and Dreambox to monitor student learning. Grade level teams will meet, at a minimum of 1 time monthly, to assess the needs of students based on the assessment results, and formulate or adjust strategies and action plans as appropriate.

Strategy:

Strategies include number talks three times weekly (minimum), daily collaborative observations, and reviewing written explanations of math problems. Students will work as individuals as well as in collaborative groups during math.



ACTION: ALIGNMENT OF INSTRUCTION

Means of Achievement: Alignment of instruction with content standards

- **Task:**

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

- **Measures:**

Staff will use iReady, CPAA, Dreambox, or end of lesson assessments, end of Module tests, and exit tickets to measure student achievement and the alignment of instruction with content standards.

- **People Assigned:**

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

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. We will continue implementation of Engage New York Math, and we will provide iReady math (Dreambox or CPAA for the Two-Way Bilingual Program students) for each student. Other support materials, such as B.L.A.S.T., Moving with Math, and Front Row Math will continue to be explored.

- **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 and Materials	\$9,976.00
Local Control Funding Formula State Compensatory Education	Supplies and Materials for the Two-Way Bilingual Program	\$1,378.50

> ACTION: EXTENDED LEARNING TIME

Means of Achievement: Extended learning time

- **Task:**

After school district-funded math academies will be provided for students not at standard in grades K-6. Tutorials for students and parents to access iReady, Dreambox or Children's Progress Academic Assessment (CPAA) and other on-line math programs at home will be offered.

- **Measures:**

We will monitor growth by analyzing data from attendance sheets at the academies, as well as pre and post assessments before and after the academies.

- **People Assigned:**

The principal is responsible for monitoring the after school programs.

Start Date: 07/03/2017

Completion Date: 06/29/2018

> ACTION: INCREASED OPPORTUNITY

Means of Achievement: Increased educational opportunity

- **Task:**

Tasks include:

- ◊ After school district-funded academies will be provided for students below grade level.
- ◊ Teachers will provide small group instruction for students scoring below grade level.
- ◊ In-class opportunities for iReady lessons.
- ◊ Teachers will plan and support collaborative group work within the math instruction block.
- ◊ Teachers will have the opportunity to differentiate lessons or activities for students who are performing below grade level.

- **Measures:**

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

- **People Assigned:**

The principal and staff are responsible for monitoring the increased opportunities for students.

Start Date: 07/03/2017

Completion Date: 06/29/2018

> ACTION: STAFF DEVELOPMENT

Means of Achievement: Staff development and professional collaboration

- **Task:**

School Math Liaison will attend the DMT Meetings at the District level and report information back to colleagues monthly. Teachers will meet regularly at site grade level meetings to ensure CCSS concepts are being taught. Professional Development around Engage New York math strategies, CCSS math standards, and iReady will occur at least four times during the year after school (Tuesdays) provided by District Math Coaches and iReady consultants. Teachers participate in CCSS Math Training at the County Office of Education. District math coaches and other guests model/demonstrate CCSS in the classroom lessons.

- **Measures:**

We will monitor math implementation through classroom observation, and Professional Learning Communities/Cycle of Inquiry (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	Math Training and Planning for Teachers	\$6,974.00

> ACTION:AUXILIARY SERVICES

Means of Achievement: Auxiliary services for students and parents

- **Task:**

The district translator will translate parent and community documents, and 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 AND RESULTS

Means of Achievement: Monitoring program implementation and results

- **Task:**

Principal, coaches and teachers meet 5-7 times yearly to discuss student achievement. Staff will analyze student assessments including iReady Math, CPAA (an assessment for the TWBI program), student work samples, and teacher created tests to modify practice, inform planning of future instruction, and develop specific interventions based on student needs.

- **Measures:**

Meetings and observations by administrator and Support Team (ELTP coach, RSP, Speech, Psychologist) will assist use in determining if student results are increasing throughout the year.

- **People Assigned:**

The principal, Support Staff, and Leadership Team will monitor the programs and student results. All staff are responsible for implementing best practices and monitoring student achievement.

Start Date: 07/03/2017

Completion Date: 06/29/2018



ACTION: INVOLVEMENT OF STAFF AND PARENTS

Means of Achievement: Alignment of instruction with content standards

- **Task:**

Anderson provides a SEAL Parent Involvement Component which includes Parent Workshops. Our 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. Improved parent involvement will be measured by improved attendance as well as sign in sheets noting the number of parents attending school and community-building events. One of the events we will measure will be a Family Math Night.

- **People Assigned:**

The principal and Leadership Team will monitor the family engagement and involvement.

Start Date: 07/03/2017

Completion Date: 06/29/2018

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Parent Engagement Nights	\$500.00



GOAL: PBIS AND PARENT ENGAGEMENT

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:

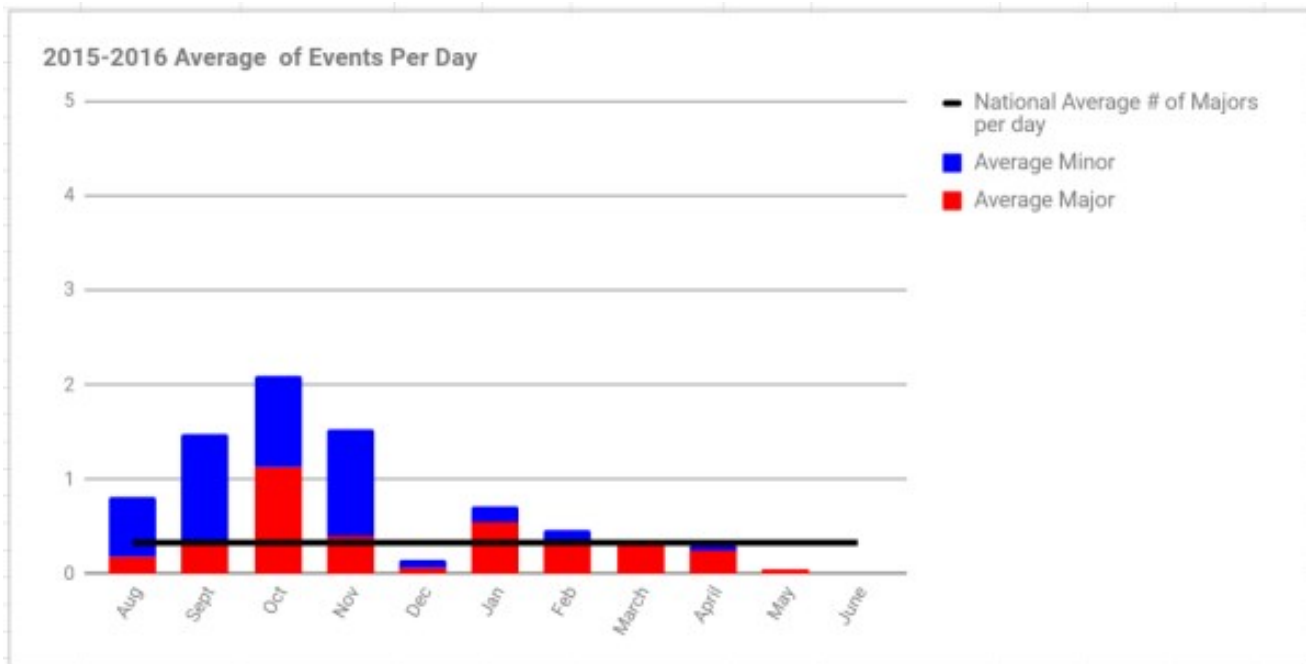
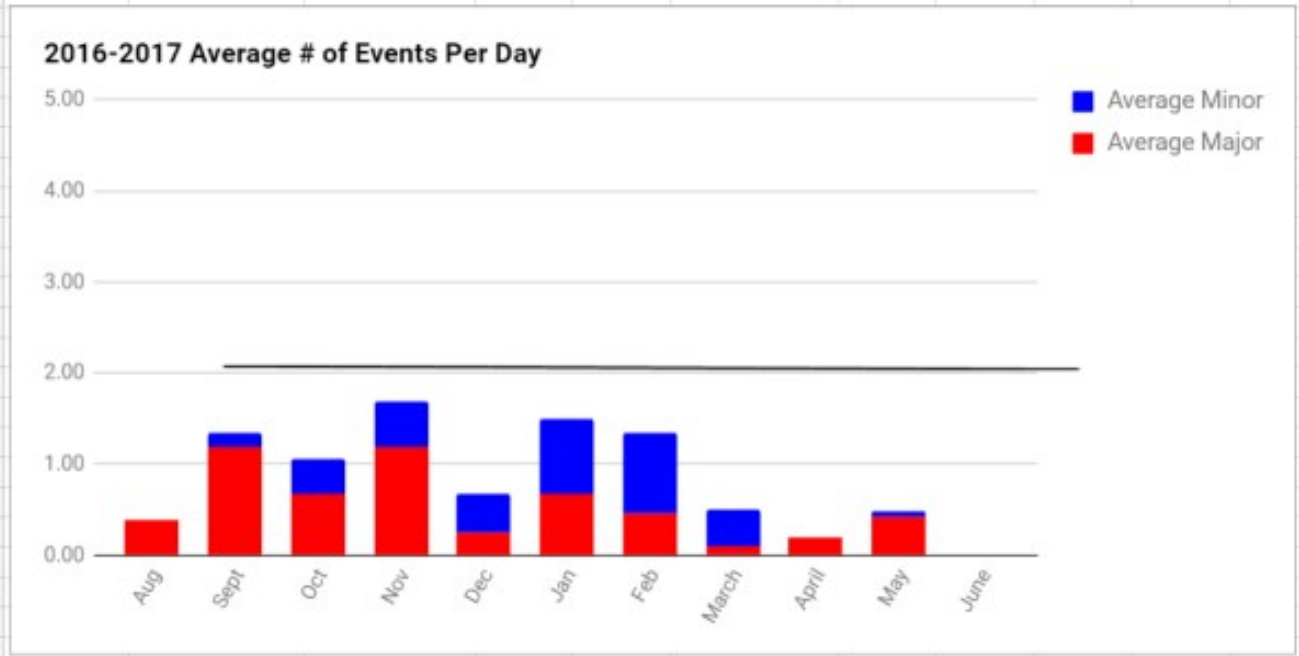
- School and classroom environments support learning, creativity, safety and engagement.

Goal Statement:

The staff, students, and parents/community will create and maintain a welcoming, positive, safe, and nurturing learning environment with increased family/community involvement in order to increase student achievement and career and college readiness.

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

Staff used monthly recorded behavioral data to inform the decision to implement parent engagement activities, increased number of parent informational opportunities, a *Rhythm and Moves* music program for the Two-Way Bilingual Immersion Program (TWBI) and acknowledgement of desired behavior.



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

Anderson data revealed that parents felt disconnected from the academic activities performed by students. This data is based on feedback from various parent groups.

Using the PBIS data from inputted Major and Minor events, behavior events were most likely to occur in the classroom, line and on the playground.

Anderson student behavior events were above the national average for seven of the ten months in 2015-2016 but showed significant improvement in 2016-2017. However, we would like to keep this goal to show continued sustained growth for at least another year.

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

The PBIS and Parent Engagement PLCs, leadership team, and administration will review monthly behavior event data through Infinite Campus and document attendance at parent engagement/informational events. A parent survey at the end-of-the-year will provide data to evaluate progress toward this goal.

Strategy:

We will provide Parent Engagement Activity nights 6 times per year, encourage monthly participation in one of our various parent groups, and implement Principal Information Nights 3 times per year, monitor student behavior data monthly, and implement a weekly process to publicly acknowledge students who model our desired behaviors (Be Safe, Academic, Respectful and Kind).



ACTION:ALIGNMENT OF INSTRUCTION

Means of Achievement: Alignment of instruction with content standards

- **Task:**

Classroom teachers teach and reinforce all desired behaviors in all geographic locations using the staff-created matrix during the first 2 weeks of school, and re-teach lessons as necessary throughout the year. All staff will utilize their training and materials to reinforce the PBIS mantra in order to increase positive student behavior in the classroom, in line and on the playground. Weekly acknowledgement of students modeling desired behaviors will be announced and rewarded to promote positive behavior, using varied reward systems.

- **Measures:**

Measures include monthly analysis of behavior data entered into Infinite Campus to monitor behavior events by title, location, and time of day.

- **People Assigned:**

Teachers, Principal, Community Liaison, Support Staff, Classified Staff, and Noon Duties are assigned.

Start Date: 07/03/2017

Completion Date: 06/29/2018



ACTION:STRATEGIES AND MATERIALS

Means of Achievement: Improvement of instruction strategies and materials

- **Task:**

Staff will evaluate the lesson plans for teaching desired behaviors in each geographical area, and make changes and updates as needed. Money will be allocated in the budget to purchase spirit sticks and BARK key chains/spirit stick holders. Purple BARK (Be Safe, Academic, Respectful, Kind) slips will be handed out to students, collected in classroom "doghouses", and counted on a regular basis to earn class incentives/rewards. Those students will be recognized weekly during morning announcements. Noon duties and other staff will hand out pink BARK slips to reinforce desired behaviors in the cafeteria. Check-in and Check-out (CICO) is implemented as a Tier 2 support for students needing advanced levels of behavior support. Activities and events will be scheduled monthly to involve parents in the learning process for students and to create an inclusive and welcoming community environment.

- **Measures:**

All staff will hand out Bulldog "B.A.R.K." slips to students demonstrating safe, academic, respectful and kind behavior. Teachers will send one BARK slip to the office on Friday to be announced during the Monday morning announcements. Those students announced will receive a spirit stick and/or key chain, receive V.I.P. status during lunch and lunch recess for a week. All students rewarded will be documented by the principal. Incentives for staff to encourage passing out BARK slips will be explored.

- **People Assigned:**

Principal, teachers, support staff, parents, students, classified staff and noon duties are assigned.

Start Date: 07/03/2017

Completion Date: 06/29/2018

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Incentives and PBIS Materials	\$500.00



ACTION:EXTENDED LEARNING TIME

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

- **Task:**

Third through sixth grade students have the opportunity to be involved in Student Council, fifth and sixth grade students have the opportunity to represent Anderson on the Bulldog Basketball Team afterschool, and fifth and sixth grade students may also choose to be a member of the Safety Patrol. Other activities, such as peer-tutoring, conflict managing, and buddy classes are incorporated daily, weekly or monthly. All of these activities provide leadership opportunities, improved behavior data, and further opportunities to learn outside the classroom. Through various parent engagement and community building events, students will have opportunities to involve parents in the learning process.

- **Measures:**

The number of disciplinary incidents and referrals will decrease due to the motivation to participate in these activities. Student academic performance will increase as a result of the positive climate on campus.

- **People Assigned:**

Principal, teachers, staff, student volunteers and parent volunteers (coaches) are assigned.

Start Date: 07/03/2017

Completion Date: 06/29/2018

> ACTION:INCREASED OPPORTUNITY

Means of Achievement: Increased educational opportunity

- **Task:**
PBIS offers Tier III support for students who need additional behavior support plans.
- **Measures:**
Behavior support plans have specific goals and objectives for individual students.
- **People Assigned:**
Support Staff and Principal monitor students needing Tier III supports.

Start Date: 07/03/2017

Completion Date: 06/29/2018

> ACTION:STAFF DEVELOPMENT

Means of Achievement: Staff development and professional collaboration

- **Task:**
New teachers receive PBIS training at the August orientation. Additionally, all staff review data and protocols five times a year. We also review the strategies and lessons in August with all staff. The PBIS and Special Education coaches are available to teachers who need additional support in classroom management and learning environment strategies. Professional Learning Community (PLCs) groups have been assigned to all certificated staff based on professional growth interests in the areas of health and wellness, parent engagement, PBIS, special education, and the Two-Way Bilingual Immersion (TWBI) program. Additional training to be provided as necessary.
- **Measures:**
The California Standards for the Teaching Profession include goals classroom management and the learning environment which are identified on teachers' evaluation documents. Using behavior event data and daily instructional walk-throughs we are able to monitor staff who need additional support and professional development. Additionally, individual classrooms set goals for earning classroom "B.A.R.K" slips, and adjust or increase this goal based on the number of slips previously earned.
- **People Assigned:**
The principal is responsible for monitoring the classroom learning environments and ensuring staff receive support as needed.

Start Date: 07/03/2017

Completion Date: 06/29/2018

> ACTION:INVOLVEMENT OF STAFF & PARENTS

Means of Achievement: Involvement of staff, parents and community

- **Task:**

The entire staff was involved in developing the behavioral expectations. We share with parents the behavioral expectations at the school and encourage them to use the same expectations in their home. Our Community Liaison provides parent training on how to extend PBIS strategies (expectations and incentives) at home. The newsletter shares monthly behavior data and school-wide goals for the upcoming month.

- **Measures:**

In August, we review the behavioral expectations with the staff, and at monthly meetings we provide teachers with the behavior events by count, location and time. We also share monthly behavior data with students at our PBIS rallies. This allows us to re-teach the expectations throughout the year.

- **People Assigned:**

The entire staff is involved in PBIS implementation.

Start Date: 07/03/2017

Completion Date: 06/29/2018

> ACTION:AUXILIARY SERVICES

Means of Achievement: Auxiliary services for students and parents

- **Task:**

Tasks include bringing in supplementary programs such as art, music, and afterschool enrichment programs, including Bulldog Basketball, Safety Patrol, student leadership, dance, soccer and tennis. In addition, tasks include creating opportunities for parents to engage with their students academically, through SEAL parent workshops, community building events, and parent Read-Aloud Fridays, and acknowledging students and parents for modeling desired behaviors at home, school and in the community.

- **Measures:**

We will continue to monitor student behavior in Infinite Campus, reinforce PBIS behavior, and solicit feedback from parent groups.

- **People Assigned:**

Principal, staff, parents and students are all involved in implementing parent engagement and auxiliary activities as well as PBIS.

Start Date: 07/03/2017

Completion Date: 06/29/2018

> ACTION:MONITORING PROGRAMS AND RESULTS

Means of Achievement: Monitoring program implementation and results

- **Task:**

Every year a School-wide Evaluation Tool (SET) survey is conducted at your school in order to evaluate the implementation of Tier 1 within the PBIS framework. The SET involves:

- Campus observation: looking for visuals, PBIS posters, etc.
- Classroom observations: 20-30 min observation in 3-4 classes: looking for # of times behavior expectation language is used, # positives vs. correctives, reward/acknowledgement system (either school-wide or classroom specific)
- Documentation of PBIS: Looking through school's teaching matrix, PBIS lesson plans, PBIS discipline flow chart, teaching schedule and reward system.
- Admin Interview: 15 min Interview with Principal
- Student Interviews: Asking students 3 questions during their recess and lunch: What are the behavior expectations? What do they mean? Have you been acknowledged/rewarded in the last 2 weeks for showing these expectations?
- Staff Interviews: 7 question survey with the staff (10 questions for staff on the PBIS team) about the implementation of PBIS as well as safety procedures

- **Measures:**

The SET data is provided to the principal in the Fall of each year. That data is shared with the Leadership Team and staff for review.

- **People Assigned:**

PBIS Coach and the entire staff are involved in the evaluation of the SET data.

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 :	\$28,154.00
Total Annual Expenditures for Current School Plan:	(\$38,157.00)
Balance:	(\$10,003.00)

Funding Resource Code	Funding Source	Allocation / Expenditure
790	Local Control Funding Formula State Compensatory Education	\$28,154.00
	Strategies and Materials	(\$9,976.00)
	Strategies and Materials	(\$1,378.50)
	Staff Development	(\$6,974.00)
	Involvement of Staff & Parents	(\$500.00)
	Strategies and Materials	(\$9,976.00)
	Strategies and Materials	(\$1,378.50)
	Staff Development	(\$6,974.00)
	Involvement of Staff and Parents	(\$500.00)
	Strategies and Materials	(\$500.00)
	Balance:	(\$10,003.00)
790	LCFF-SCE	\$0.00
	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
Christy Flores	Principal	408-225-6556	10/16/2017
Georga Mc Cauley	Other School Staff	408-225-6556	10/16/2017
Olivia Rocha	Parent or Community Member	408-373-4190	10/16/2017
Veronica Diaz	Parent or Community Member	408-204-2649	10/16/2017
David Tran	Parent or Community Member	408-758-4307	10/16/2017
Melanie Manning	Parent or Community Member	408-889-3979	10/16/2017
Doug Vaplon	Classroom Teacher	408-225-6556	10/16/2017
Norma Corton	Classroom Teacher	408-225-6556	10/16/2017

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	2	1	4	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:

Gifted and Talented Education Parent meeting	_____	Signature
Site English Learner Advisory Committee (SELAC)	_____	Signature
Hispanic Parent Group	_____	Signature
African American Koffee Klatch	_____	Signature
Staff Meeting	_____	Signature

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

10/16/2017

Attested:

Christy Flores, Principal	_____	_____
Typed name of School Principal	Signature of School Principal	Date

Veronica Diaz	_____	_____
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):

Staff plans, implements, and evaluates aligned curriculum and instruction which ensure students are mastering the Common Core Standards and other content areas. 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.

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.

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 Common Core standards. Activities/actions funded must supplement the core educational program for students not yet meeting proficiency.

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. When appropriate, students with special needs use System 44 or Read 180. READ 180, the most effective reading intervention program, is a comprehensive system of curriculum, instruction, assessment, and professional development proven to raise reading achievement for struggling readers. 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, 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. At the intermediate schools, there are support classes provided. 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.

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.