

The Single Plan for Student Achievement

School: Nipomo Elementary School
CDS Code: 40-68759-6043061
District: Lucia Mar Unified School District
Principal: Julia Bowles
Revision Date: October 19, 2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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School Vision and Mission

Nipomo Elementary School's Vision and Mission Statements

Teaching students to develop a strong work ethic and to treat others respectfully will lead to success in school and beyond.

School Profile

Welcome to the Nipomo Elementary School. Nearly 420 Tigers attend this happy TK-6 campus nestled in the heart of the Nipomo community. Ours is a school with high academic expectations for all students and a commitment to life-long learning that is not only fostered but also modeled by staff. Community members visiting Nipomo Elementary find a teaching staff dedicated to their profession and a support staff dedicated to the families who attend here. We have a mix of veteran staff members as well as new teachers.

One of the first things visitors notice about the student population at our school is the beautiful blend of cultures and backgrounds. Because of this wonderful mix, we practice building respect for each other's similarities and differences. This exercise has created a very harmonious environment where children feel safe to learn and play. This year we are implementing Mindfulness into our curriculum. Mindfulness is simply staying aware of our thoughts before they become words or actions. We integrate empathy into every teachable moment. Visitors to our campus often mention the kindness and happiness which they encounter with students and staff, while here.

Nipomo Tigers experience a curriculum built upon California's current rigorous state standards. Our goal is to have all of our students reading, writing, and doing math at or above grade level by the time they leave for middle school. To do this, we use sound literacy instruction which is supported by intervention teachers. We are a data-driven school that utilizes district and school-level, common formative assessments. We use this information to fine-tune our instruction to the specific needs of our individual students. Our students have also set goals for themselves and are excited to watch themselves grow academically. We have learned the best teaching practices and continue to implement them. Our highly qualified teachers work toward fine-tuning instructional practices in each and every classroom. To accomplish this, our professional development Teachers on Special Assignment, as well as our Grade Span Leaders who make up our Instructional Leadership Team, provide ongoing professional development in weekly Late Start Monday meetings, designed to improve teacher skills and student achievement. This is followed up with classroom support for any interested teachers and specific feedback focused on specific individual teacher needs, provided by the principal. We are building a community of good citizens through our daily morning message, scholar assemblies which spotlight character education, as well as various anti-bullying assemblies featuring Retro Bill and Anne-Louise Sterry. We are developing our 21st-century, Science, Technology, Engineering, Arts and Math (STEAM) skills through Destination Imagination (DI) Instant Challenge practice, our GATE robotics instruction, and we invite various artists of different mediums to present dance, art, and drama to our students. The addition of before and after school tutoring and enrichment through our Bright Futures program creates an environment where all is being done to support our students. If you wish to participate in any organized opportunities for parental involvement, or if you would like additional information, please call the school office. We are an Advancement Via Individual Determination (AVID) School with our fourth-sixth grade teachers, as well as an Intervention Teacher, Resource Teacher and SDC teacher all trained in AVID strategies. The AVID approach is one that embodies the best teaching practices that prepare students for college through a growth mindset.

School Mission Statement

Teaching students to develop a strong work ethic and to treat others respectfully will lead to success in school and beyond.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

ELAC surveys were given to families of EL students. We learned that parents need more learning about the significance of reclassification and that they may offer input on LCFF/LCAP spending. Parents of our EL students also requested that we spend any extra monies on Visual and Performing Arts.

Classroom Observations

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

The principal visits classrooms throughout the year for either informal or formal observations. Formal observations result in a formal evaluation one to two times a year according to the LMUTA contract. Following formal observations, teachers are encouraged to reflect upon their lessons. The principal meets with each teacher to provide feedback and to discuss the positive aspects of the lessons, as well as talk about changes that could be made to improve future lessons.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

End of the year CAASPP assessment in ELA and Math in 3rd-6th grades provides summative data used by teachers to track student performance year to year, informing teachers, parents, students, and administrators of overall student growth, achievement levels, as well as site goal and program decision making.

MAP (Measures of Academic Progress) formative student data is used by teachers to inform/modify instruction, to determine intervention groups and to improve student achievement. Our WonderWorks Intervention Program is aligned with our ELA Wonders materials. Intervention student progress is monitored systematically via WonderWorks assessments and Fountas and Pinnell reading Benchmark assessments.

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

End of the year CAASPP assessment in ELA and Math in 3rd-6th grades provides summative data used by teachers to track student performance year to year, informing teachers, parents, students, and administrators of overall student growth, achievement levels, as well as site goal and program decision making.

MAP (Measures of Academic Progress) formative student data is used by teachers to inform/modify instruction, to determine intervention groups and to improve student achievement. NWEA MAP Assessments are given three times yearly to grades 1-6. The results of those assessments are used to set goals with students. Our WonderWorks Intervention Program is aligned with our ELA Wonders materials. Student progress is monitored systematically via WonderWorks assessments and Fountas and Pinnell reading Benchmark assessments.

Staffing and Professional Development

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

100% of the Nipomo Elementary Teaching Staff meet requirements for a highly qualified staff.

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

100% of the general education credentialed teachers at Nipomo Elementary School engage in weekly Professional Development (PD) which is delivered by our PD Teachers on Special Assignment (TOSA) on late start Mondays. The schedule followed was approved by the Teachers' Association.

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

The Late Start Monday PD supports our new Investigations Math Program, Thinking Maps (TM) Write From the Beginning and Beyond writing program implementation, rigorous state math and ELA standards, Fountas and Pinnell (F&P) Benchmark Assessment data & NWEA MAP Data, ELD Instruction, Next Generation Science Standards and technology - which makes the PD specific to our school population's needs.

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

Our PD TOSAS (two, .2 FTE) lead weekly professional development. By teacher request, the the PD TOSAS are available to come in to classes to support teachers in any way they would like, including: co-planning lessons, modeling lessons, co-teaching lessons, and field testing lessons. Nipomo Elementary School also has 2.4 (FTE) Intervention Teachers to support students.

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

Weekly PD is delivered to small groups of teachers: TK-3rd and 4th-6th in order to allow those teachers to collaborate and to differentiate the PD to meet their needs.

Teaching and Learning

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

Our curriculum is aligned to the current rigorous state standards.

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

Nipomo Elementary School meets or exceeds the recommended number of instructional minutes for reading/language and mathematics, prescribed by California Ed. Code.

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

Our schedule allows for a sufficient number of intervention classes with 2.4 FTE Intervention Teachers.

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

Appropriate standards-based instructional materials are available and accessible to all students.

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

We use SBE adopted and standards-aligned instructional and intervention materials.

Opportunity and Equal Educational Access

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

Our regular program includes integrated and designated ELD instruction, intervention support as provided by Intervention Teachers, Literacy Support Tutors, before school math tutoring, after school homework clubs, and the Nipomo Elementary Student Success Team (SST) process.,

14. Research-based educational practices to raise student achievement

Research-based educational practices are used in all classrooms. These include: Kagan, ELD, GATE and AVID structures.

Parental Involvement

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

Resources are available for families to assist under-achieving students. These include: SAFE, Special Education Services, and Student & Safety Support Services.

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

Parents, community representatives, classroom teachers, other school personnel, are involved in the planning, implementation and evaluation of District Con App programs.our Single Plan for Student Achievement and School Safety Plan.

Funding

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

Services that are provided by funds to assist under-performing students to meet standards, include: Highly qualified, credentialed Intervention Teachers; noon-duty supervisors to ensure student safety; our returning, and Instructional Assistants for Classroom Support.

18. Fiscal support (EPC)

The fiscal support for our school includes General Fund, Title I, Title II, Title III, LCFF, and PTA funding sources.

Description of Barriers and Related School Goals

1) We are working on transforming our thought processes to those of a growth mindset, in which we believe that students can and will achieve. Our Tiger families are hard-working which leaves little time for extra school involvement. Parent involvement activities are planned which include Back To School Night, Parent Education Program (PEP) held at Nipomo High School, Parent-teacher Conferences, PTA Meetings, School Site Council (SSC) Meetings, English Language Acquisition Committee (ELAC) meetings. AVID Parent Night, Informational Math for Parents Nights, Math Family Game Nights, Open House. We hope to bring back Latino Family Literacy Nights.

2) Dated facilities which do not, altogether, support 21st Century Learning could be a contributing barrier to achievement. We are pleasantly anticipating our new classrooms and modernization which will be provided through Measure I funds, over the next seven years.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	59	63	50	57	62	50	57	62	50	96.6	98.4	100
Grade 4	60	60	67	58	59	67	58	58	67	96.7	98.3	100
Grade 5	81	69	60	78	69	59	78	69	59	96.3	100	98.3
Grade 6	59	81	73	59	80	73	59	80	73	100.0	97.6	100
All Grades	259	273	250	252	270	249	252	269	249	97.3	98.5	99.6

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2380.3	2377.7	2403.0	4	10	14.00	23	15	20.00	35	29	32.00	39	47	34.00
Grade 4	2437.6	2426.2	2426.8	19	9	17.91	14	19	10.45	28	24	22.39	40	48	49.25
Grade 5	2459.8	2459.9	2459.6	6	7	10.17	19	23	30.51	35	23	11.86	40	46	47.46
Grade 6	2522.9	2510.5	2517.2	12	9	10.96	41	29	34.25	31	40	35.62	17	23	19.18
All Grades	N/A	N/A	N/A	10	9	13.25	24	22	24.10	32	30	25.70	34	40	36.95

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	11	11	16.67	35	39	39.58	54	50	43.75
Grade 4	16	10	14.93	41	41	46.27	43	48	38.81
Grade 5	8	9	6.78	50	42	44.07	42	49	49.15
Grade 6	8	6	15.07	58	51	50.68	34	43	34.25
All Grades	10	9	13.36	46	44	45.75	43	47	40.89

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	4	10	16.00	47	39	48.00	49	51	36.00
Grade 4	19	10	14.93	53	47	40.30	28	43	44.78
Grade 5	9	12	10.34	56	50	46.55	35	38	43.10
Grade 6	27	14	20.55	47	56	47.95	25	30	31.51
All Grades	14	12	15.73	52	49	45.56	34	40	38.71

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	7	11	16.33	65	55	51.02	28	34	32.65
Grade 4	16	7	8.96	57	74	59.70	28	19	31.34
Grade 5	4	7	8.47	68	67	71.19	28	26	20.34
Grade 6	14	14	15.07	71	69	61.64	15	18	23.29
All Grades	10	10	12.10	65	66	61.29	25	24	26.61

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	5	11	16.67	68	47	52.08	26	42	31.25
Grade 4	14	16	14.93	53	45	49.25	33	40	35.82
Grade 5	15	16	18.64	59	59	45.76	26	25	35.59
Grade 6	17	28	27.40	69	60	54.79	14	13	17.81
All Grades	13	18	19.84	62	54	50.61	25	28	29.55

Conclusions based on this data:

1. As a school we are working on Tier 2 Vocabulary. This will help students understand what questions on standardized tests are asking.
2. We are including a focus on grammar in English Language Arts, along with writing and reading.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	59	63	50	58	62	50	58	62	50	98.3	98.4	100
Grade 4	60	60	67	58	59	67	58	59	67	96.7	98.3	100
Grade 5	81	69	60	78	69	59	78	69	59	96.3	100	98.3
Grade 6	59	81	73	59	80	73	59	80	73	100.0	97.6	100
All Grades	259	273	250	253	270	249	253	270	249	97.7	98.5	99.6

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2401.6	2407.5	2422.7	5	5	10.00	24	29	36.00	40	34	28.00	31	32	26.00
Grade 4	2454.6	2437.3	2438.4	5	5	5.97	31	17	19.40	38	39	41.79	26	39	32.84
Grade 5	2465.1	2483.0	2452.1	5	13	3.39	13	23	10.17	38	29	35.59	44	35	50.85
Grade 6	2520.7	2506.5	2494.8	17	11	8.22	25	19	19.18	31	31	34.25	27	39	38.36
All Grades	N/A	N/A	N/A	8	9	6.83	23	22	20.48	37	33	35.34	33	36	37.35

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	16	16	20.00	38	35	48.00	47	48	32.00
Grade 4	16	10	14.93	40	36	34.33	45	54	50.75
Grade 5	9	22	6.78	32	41	25.42	59	38	67.80
Grade 6	24	16	16.67	42	36	30.56	34	48	52.78
All Grades	15	16	14.52	38	37	33.87	47	47	51.61

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	17	16	16.00	47	47	44.00	36	37	40.00
Grade 4	16	7	8.96	43	46	47.76	41	47	43.28
Grade 5	8	12	5.08	42	39	45.76	50	49	49.15
Grade 6	10	6	8.22	49	54	50.68	41	40	41.10
All Grades	12	10	9.24	45	47	47.39	43	43	43.37

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	5	16	18.00	67	61	64.00	28	23	18.00
Grade 4	14	8	8.96	45	47	50.75	41	44	40.30
Grade 5	5	14	3.39	53	42	52.54	42	43	44.07
Grade 6	22	13	13.70	53	54	50.68	25	34	35.62
All Grades	11	13	10.84	54	51	53.82	35	36	35.34

Conclusions based on this data:

1. Our K-5 Math program, Investigations will support students in understanding math concepts.
2. Our sixth graders are using Dreambox online math support materials.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K						50	***	***	25	***	***	25		***	
1	15	8		23	15	45	38	62	36	15	8	14	8	8	5
2	4	17		13	8		46	50	53	21	25	27	17		20
3				23	8	8	58	42	62	15	29	15	4	21	15
4	12	7	8	19	22	13	42	56	46	19	7	21	8	7	13
5	14		20	38	40	36	31	40	32	10	10	8	7	10	4
6		5	14	33	29	27	42	52	45	8	5	9	17	10	5
Total	8	5	8	24	21	25	44	49	43	16	14	15	9	11	9

Conclusions based on this data:

1. Teachers are receiving PD on Designated and Integrated ELD Instruction.
2. Some newcomers and beginning level CELDT scorers will work on Rosetta Stone. Fewer than 20% of our English Learners performed at CELDT Levels 1-2. Some of these students are also identified as Special Education Students.
3. 78% of our English Language Learners are performing at CELDT Levels 3-5. These students are making progress toward reclassification.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K	5					17	27	25	26	41	38	35	27	38	22
1	15	8		23	15	48	38	62	32	15	8	16	8	8	4
2	4	14		12	7	6	46	57	53	23	21	24	15		18
3			7	22	12	7	56	40	53	19	28	20	4	20	13
4	13	7	8	17	21	16	43	57	44	17	7	20	10	7	12
5	13		23	44	39	35	28	39	31	9	9	8	6	13	4
6		5	13	33	29	30	42	52	43	8	5	9	17	10	4
Total	7	4	8	22	17	25	40	45	39	19	18	18	12	16	10

Conclusions based on this data:

1. Teachers are receiving PD on Designated and Integrated ELD instruction.
2. Some newcomers and beginning level CELDT scorers receive instruction on Rosetta Stone.

District Assessments

NWEA MAP

Reading

Grade	Achievement Status				Growth Level		
	Fall		Spring		Growth		
	Mean RIT	Percentile	Mean RIT	Percentile	Observed Growth	Projected Growth	Percent Met Projected Growth
3	185.3	33	198.4	53	13.2	9.7	72
4	190.3	11	200.5	23	10.3	7.4	65
5	196.7	8	203.4	11	6.7	5.8	53
6	205.4	19	211.5	27	6.1	4.5	62

Math

Grade	Achievement Status				Growth Level		
	Fall		Spring		Growth		
	Mean RIT	Percentile	Mean RIT	Percentile	Observed	Projected	Percent Met
1	158.4	24	175.1	28	16.7	16.3	49
2	181.6	79	188.7	40	7.1	13.4	25
3	183.9	13	200.2	40	16.4	11.1	79
4	195.4	14	205	16	9.6	9.5	46
5	202.1	9	208.5	7	6.4	7.7	42
6	210.4	16	216.5	16	6.1	6.2	47

District Writing Assessment (DWA)

Grade	Average Score
4	5.23
5	5.62
6	5.90

ReadiStep College and Career Readiness

Grade	2016		2015		2014	
	Count	Percent	Count	Percent	Count	Percent
Eighth						

PSAT College and Career Readiness

Grade	2016		2015		2014	
	Count	Percent	Count	Percent	Count	Percent
Sophomores						

School District Goals

Lucia Mar Unified School District Goals

Student Success: LMUSD will ensure that all students are prepared for college and career choices by meeting the Common Core State Standards with an emphasis on 21st Century Skills while ensuring a safe, nurturing and positive learning environment.

Goal #1: **Student Achievement** - All Lucia Mar students will meet or exceed their individualized learning targets while utilizing the Four C's of 21st Century Learning: Communication; Creativity, Critical Thinking and Collaboration. Learning targets may be defined in Individualized Education Plans for District set learning targets for all students or groups of students as appropriate.

Goal #2: **School Climate** - Lucia Mar schools will support the growth of the whole child and their families by providing social-emotional support and parent education.

Goal #3: **Future Ready** - Lucia Mar students and staff will utilize technology as a tool in the learning/work environment to allow students and staff to learn and work using personalized, research-based digital learning strategies in order to equip all students with skills to problem solve, work collaboratively and utilize technology and 21st Century facilities in order to achieve their full potential.

Goal # 4: **Organizational Excellence** - Lucia Mar staff will work together to upgrade District policies and procedures to support increased efficiencies, student learning, as well as student & staff safety.

How the Single Plan for Student Achievement is aligned to the District Goals:

Nipomo Elementary's goals directly relate to the District Goals for Student Success, School Culture, Technology and Organizational Excellence. Teachers receive PD on best teaching practices coupled with the rigor of our current State Standards. We have a strong ELAC who meet monthly at Principal Coffees. These are caring parents who want the best for their students. They are eager to learn how they can best support their children as part of Nipomo Elementary's team, at home. We are fortunate to continue to have two PD TOSAs. We are continuing our Professional development on Late Start Mondays to focus on Math Investigations, Growth Mindset, Mindfulness, Positive behavior Interventions and Support, Google Classroom, English Language Development. We work with the District to keep things running smoothly and the lines of communication open to help our students achieve and to keep our students safe.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional programs at our school. Academic performance is measured through state, district, and site assessments as well as other multiple measures that are used to identify the growth our students make during the year. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting their state and local growth targets.

SUBJECT: Achievement
Lucia Mar Unified School District Goal:
All Lucia Mar students will meet or exceed their individualized learning targets while utilizing the 4C's of 21 st Century Learning: Communication, Creativity, Critical Thinking, and Collaboration. Learning targets may be defined in Individualized Education Plans or District set learning targets for all students or groups of students as appropriate.
SCHOOL GOAL #1:
By June 2017, 60% - 100% of K-6 students will demonstrate grade-level proficiency or above as measured by Fountas & Pinnell Benchmark Assessment System (BAS). (Achievement Goal)
In addition, all K-2 students will make at least one year's growth or more as measured by F&P. (Growth Goal)
By June 2017, all students in each grade level 3rd-6th will reach or exceed projected growth goals in reading as measured by fall to spring grade-level Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) Assessments. (Growth Goal)
1b) Writing
By June 2017, 60% - 100% TK-2 students will demonstrate grade level proficiency or above in writing as measured by District Rubrics and/or Thinking Maps Write From the Beginning and Beyond grade-level rubrics. (Achievement Goal)
By June 2017, 60% - 100% 4-6 students will demonstrate grade level proficiency or above in writing as measured by the District Writing Assessment (DWA). (Achievement Goal)
1c) Math
By June 2017, all students in each grade level (1st-6th) will reach or exceed projected growth goals in mathematics as measured by fall to spring grade-level Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) Assessments. (Growth Goal)
Data Used to Form this Goal:
This goal was formed by assessing the following data 2016-2017 : fall to spring MAP reading and math results; 2017 spring ELA and Mathematics CAASPP results; Fountas & Pinnell (F&P) 2017 spring results; District Writing Rubrics and College Board (aka. DWA) Writing Rubrics.

Findings from the Analysis of this Data:

3rd-6th MAP data shows that all grade levels had growth in the areas of Reading, Language, and Math. This growth varied from 4.6% to 16.8%.

District Writing Assessments (DWA) provide a baseline for improvement for grades 4-6.

How the School will Evaluate the Progress of this Goal:

ILT and staff will analyze the data to drive instruction as well as to determine proper interventions for students in need. Students being a part of the process of goal setting will also play a big role in actions to be taken to narrow the achievement gap.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Teachers will design lessons that align instruction to California’s rigorous state standards, implementing the best teaching practices which will allow students to regularly learn and use 21st Century skills (critical thinking, communication, creativity, collaboration, etc.) Best practices will be modeled for teachers through Late Start Monday (LSM) Professional Development (PD), as well as through teacher-requested, individual support from Professional Development Teachers on Special Assignment (TOSA) or Principal.</p> <p>Teachers will utilize F & P and MAP data to determine instructional levels of students and will provide students with differentiated instruction. Teachers will work collaboratively in grade level span groups, to determine effective ways to improve instruction, based on that data, with guidance from principal and Grade Level Span Leaders.</p> <p>Students in grades K-6 who are below</p>	Ongoing	K-6th grade teachers, ILT, Principal, Intervention Teachers, LSTs	1 LST to provide student support for non proficient students in Common Core standards	1000-1999: Certificated Personnel Salaries	District Funded	
			1 additional Grade Span Leader to support PD learning.	1000-1999: Certificated Personnel Salaries	3010	2750.00
			1 LST to support large K and 2nd grades class sizes	1000-1999: Certificated Personnel Salaries	District Funded	
			supplemental instructional materials to support implementation of Core standards	4000-4999: Books And Supplies	District Funded	
			Substitutes to cover classes while all teachers 3rd-6th administer running record reading assessments (Fountas & Pinnell) to their classes.	1000-1999: Certificated Personnel Salaries	0709	1133.00
			Hire .8FTE Intervention Teacher to support supplemental instruction	1000-1999: Certificated Personnel Salaries	3010	33593.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>grade level, will receive small group intervention instruction, primarily using the Wonderworks intervention program. Students who have an instructional level which is more than two grade levels below actual grade level, will receive differentiated intervention instruction from Interventions Teachers with programs such as LLI or working individually or in small groups with Literacy Support Tutors (LSTs) .</p> <p>English Learners (EL) who score 1 on the California English Language Development Test (CELDT) may receive extra assistance through Rosetta Stone.</p> <ul style="list-style-type: none"> • A District-funded LST to provide student support for non-proficient students in area of English Language Development • Purchase instructional materials to support the implementation of rigorous state standards. • Continue the use of Chromebooks for upper-grade classrooms to support rigorous state standards specifically Reading Literature (RL) and Reading Informational Text (RIT) anchor standard 7 "Integrate and evaluate content presented in diverse media and formats..." • Continue with 4 Grade Span 			1 LST to provide student support for 6th grade classrooms who have 34-36 students	1000-1999: Certificated Personnel Salaries	District Funded	
			Kindergarten Instructional IA to support ELL and at risk kindergarten students	2000-2999: Classified Personnel Salaries	0709	10000.00
			Transitional Kindergarten (TK) Instructional Assistant to support EL and at risk TK students	2000-2999: Classified Personnel Salaries	District Funded	
			Substitutes to cover classes while all teachers 3rd-6th administer running record reading assessments (Fountas & Pinnell) to their classes.	1000-1999: Certificated Personnel Salaries	3010	3125.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Leaders members of our ILT to support cluster learning and school wide teacher support (0709)</p> <p>The Fountas and Pinnell Benchmark Assessments will be given at least two times a year in grades three-six, and at least three times a year to all students in grades one-two, and as appropriate in grades TK-K. Students receiving intervention instruction will be assessed more frequently to monitor growth and progress. Review of F & P implementation will be regularly given throughout the year at LSM PD, to reiterate the importance for inter-rater reliability across grade levels.</p>						
Support at risk programs with supplemental materials	Ongoing	K-6th grade teachers, ILT, Principal, Intervention Teachers, LSTs	Purchase supplemental software to support intervention programs	4000-4999: Books And Supplies	0709	1400.00
Copier and paper costs	Ongoing	Principial, Secretaty, Custodian, Teachers	Paper for reproduction of needed materials.	4000-4999: Books And Supplies	0709	3231.00
Teacher Assessment Days Grade 4-6 Teachers	3 x yearly	Teachers	Sub days	1000-1999: Certificated Personnel Salaries	4035	1600.00
				3000-3999: Employee Benefits	0709	600.00
				1000-1999: Certificated Personnel Salaries	0709	200.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Employee Benefits	Ongoing			3000-3999: Employee Benefits	0709	3080.00
Professional Development Tool	2016-17	PD TOSA	iPad data plan	5000-5999: Services And Other Operating Expenditures	3010	200.00
Additional Supplementary Materials	2017-18 School Year	Principal, Teachers		4000-4999: Books And Supplies	3010	3517.00
Visual and Performing Arts Opportunities for students	2017-18 School Year	Principal, Parents		5800: Professional/Consulting Services And Operating Expenditures	0709	6000.00
Teacher Pacing and Planning	2017-18 School Year	Teachers	Substitutes to cover for Grade Level Planning Days	1000-1999: Certificated Personnel Salaries	0709	3520.00
Purchase additional supplies and materials	2017-18 School Year	Teachers, Principal, Secretary	Materials and supplies	4000-4999: Books And Supplies	0709	12957

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional programs at our school. Academic performance is measured through state, district, and site assessments as well as other multiple measures that are used to identify the growth our students make during the year. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting their state and local growth targets.

SUBJECT: School Climate
Lucia Mar Unified School District Goal:
Lucia Mar schools will support the growth of the whole child and their families by providing social-emotional support and parent education.
SCHOOL GOAL #2:
By June 2017, all elementary students will receive character education through effective school-wide programs and activities in an effort to increase student safety and engagement.
2b) Parent Education & Involvement By June 2017, Nipomo Elementary School will provide effective and regular communication to our parents and the community about district/site events and offer parent education events based on site-specific needs, such as, Parent Education Program (PEP) Nights with Nipomo Area Schools - held at Nipomo High School, Parent/ Guardian Math Information Night, Family Math Nights, AVID Nights, Back to School Nights and Parent/Teacher Conferences, Facebook and Homelink, and the hope to bring back Latino Family Literacy Nights.
2c) After-school Programs By June 2017, Nipomo Elementary school will design and implement quality before- or after-school opportunities, as well as extra enrichment during the school day, to provide both academic support and/or enrichment for all learners.
Data Used to Form this Goal:
Student Success Team (SST) data, school disciplinary data, teacher and parent referrals. By June 2017, Nipomo Elementary School will increase stakeholder communication via the Lucia Mar Online Parent Application, Facebook and Homelink.
Findings from the Analysis of this Data:
Our students need more social emotional support from counselors and a continued focus on character education/bully prevention efforts.
How the School will Evaluate the Progress of this Goal:
Sign in sheets will portray participation in these various offerings. Diminished discipline referrals may show effectiveness of the character education programs, as well as parent involvement. Counselors' scheduled visits with students.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
*GREAT (Gang Resistance Education)	October-December	Principal, 6th grade	No expenditure		Grant	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
And Training) *Retro Bill Anti-bullying and Character Education Assemblies *Anne-Louise Sterry Anti-bullying and Character Education Assemblies		teachers, SLO County Sheriff's Department, Whole School	No expenditure Anti-bullying Funds	5800: Professional/Consulting Services And Operating Expenditures	Grant District Funded	1500.00
Principal will work in collaboration with school staff and parents to identify students who need counseling and make appropriate referrals and follow-ups. We will have a District Academic Counselor and a Community Counselor.	2017-18 School year	Principal, SST, LMUSD, Counselors, Teachers	No expenditure Cost of CCC Counselor	1000-1999: Certificated Personnel Salaries 5800: Professional/Consulting Services And Operating Expenditures	District Funded District Funded	
Analyze our school culture/student behavior management practices in order to continue to improve our school climate. Principal will continue work with the Nipomo Principals' PLC. SST and ILT will analyze our practices in the following areas: classroom, playground, office, school wide. We will continue to add effective and omit ineffective practices as we develop our PBIS program.	2017-18 School Year	Principal, SST, ILT	No expenditure.			
Work with students, staff and parents on Positive Behavior Interventions and Supports (PBIS).	2017-18 School Year	Principal, ILT, Teachers, Student Leaders	Copy Costs at Repro Dept for Individual pages and posters	5000-5999: Services And Other Operating Expenditures	0709	100.00
Hold noon duty supervisor monthly meetings to address playground issues and anti-bullying initiatives.	2017-18 School Year	Principal Noon duty Supervisors	Hourly pay - noon duty staff - anti bullying funds; Raffle tickets	2000-2999: Classified Personnel Salaries	District Funded	170
Offer an AVID Parent Education Nights, as well as Parent Math Nights to educate parents regarding best practices to encourage College and Career Readiness.	2017-18 School Year	AVID Team	Extra duty - Certificated Staff; copy costs, refreshments for families	1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	400

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide before and after school intervention tutoring a maximum of 3 hours per week for grades 1-6 targeting reading, writing, and/or math skills.	2017-18 School Year	Principal and Teachers	Teacher hourly rate	1000-1999: Certificated Personnel Salaries	District Funded	
Provide after school classes in STEAM and/or Robotics, one - two days per week for GATE and advanced students - space permitting.	2017-18 School Year	Principal and Teachers	Teachers hourly rate Robotics stipends; Robotics Teams will also fund raise.	1000-1999: Certificated Personnel Salaries	District Funded	1200
			GATE TEACHER hourly time sheet STEAM Materials - some purchased by PTA;	1000-1999: Certificated Personnel Salaries	District Funded	2400
Supplemental time for secretary 1 to support communication after school.				2000-2999: Classified Personnel Salaries	4203	4579
Anne-Louise Sterry No Place For Hate Assemblies	October 2017	Principal, Asst. Supt. of Curriculum, Elem. Ed. Director, Anne-Louise Sterry	Outside Consultant	5800: Professional/Consulting Services And Operating Expenditures	District Funded	500
Tiger Tickets; Student Pledge, Spirit/Character Award Assemblies, etc. AVID Store, Roar drawer prizes	Ongoing	Principals, Teachers	; Principal will have Tiger Ticket earners come to the office to receive prizes from the Roar Drawer; Character Traits awards certificates will be distributed, AVID store items	4000-4999: Books And Supplies	0709	400
(LST)	2016-17 School Year	Principal/, Teachers, (LST) "MST"	LST		District Funded	
Continue enrichment through Destination Imagination Instant Challenges	2017-18 School Year	Principal, Classroom Teachers, Maggie Summers	Instant Challenges encompass all 21st century Skills (GATE) for six classrooms		District Funded	
Training for Latino Family Literacy Nights	Nov-Dec 2016	Principal, Family Liaison, Teachers	Liaison Training	2000-2999: Classified Personnel Salaries	0709	200

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Principal training	1000-1999: Certificated Personnel Salaries	0709	200
			Latino Family Literacy Nights - Liaison to teach lessons	2000-2999: Classified Personnel Salaries	0709	616
			Teacher to assist with he lessons	1000-1999: Certificated Personnel Salaries	0709	1200
			Refreshments for the families	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	100
			Materials for Latino Family Literacy Nights	4000-4999: Books And Supplies	4203	1495
Facebook posts	ongoing	No expenditure				
Principal Coffees/ELAC Meetings	once monthly	Principal, EL Site Rep., ELAC Chair, Parents, Secretary or Parent Llaison for translation	Refreshments for parents	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	116
Peach jar app/ Blackboard	ongoing	No expenditure				
Copier and paper costs for necessary materials	Ongoing	Principal, Secretary, Custodian, Teachers, LSTs	Paper for reproduction of needed materials.	4000-4999: Books And Supplies	4035	1539
AVID Team Meetings	1x monthly	Pricipal, Teachers who attended AVID training	Team plans staff PD on AVID, roll out of AVID strategies, plans Parent Night	1000-1999: Certificated Personnel Salaries	0709	1200
Employee Benefits	Ongoing			3000-3999: Employee Benefits	4203	2439

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional programs at our school. Academic performance is measured through state, district, and site assessments as well as other multiple measures that are used to identify the growth our students make during the year. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting their state and local growth targets.

SUBJECT: Future Ready Education
Lucia Mar Unified School District Goal:
Lucia Mar students and staff will utilize technology as a tool in the learning/work environment to allow students and staff to learn and work using personalized, research-based digital learning strategies in order to equip all students with skills to problem solve, work collaboratively and utilize technology and 21st Century facilities in order to achieve their full potential.
SCHOOL GOAL #3:
By June 2017, Nipomo Elementary School will provide professional development opportunities and increased technology access to promote future-ready education for all learners.
Data Used to Form this Goal:
District technology surveys to determine staff and student knowledge, familiarity and access to technology. Ratio of devices to students.
Findings from the Analysis of this Data:
It was determined that a majority of Nipomo Elem. staff and students have knowledge and access to technology.
How the School will Evaluate the Progress of this Goal:
Staff will continue to receive regular and ongoing technology-based PD by our LSM PD Technology TOSA. (.2 FTE). Devices will be purchased: as needed to complete additional 4-6 grade classroom sets of Chromebooks. Two more TV monitors will be purchased to supplement classroom learning. Additional Chromebooks will be purchased for K-3 teachers as well as Intervention classrooms. Intervention software will be purchased to help our lower- achieving students.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
ILT will help plan Staff PD for PD TOSAs to deliver on LSM.	2017-18 School Year	K-6 Teachers, Principal, ILT, Tech PD TOSA	.2 (FTE) TOSA will deliver Tech-based PD to our staff	1000-1999: Certificated Personnel Salaries	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase additional big screen monitors for two classrooms	October 2017	Principal, ITS, FMO	Big Screen monitors allow all students to clearly view instruction/BF share funding for library monitor	4000-4999: Books And Supplies	0709	3272
Purchase Chromebooks for Intervention Classroom	November, 2017	Principal, Intervention teacher	Chromebooks to facilitate new Intervention Apps/mini-grant	4000-4999: Books And Supplies	0709	750
Purchase App for intervention Classroom	November, 2017	Principal, Intervention teacher	App for Chromebooks/mini-grant	4000-4999: Books And Supplies	0709	300
Purchase App for Intervention Students	November, 2017	Principal & Resource Teacher	App for Chromebooks/mini-grant	4000-4999: Books And Supplies	0709	612
Purchase Chromebooks and cart for TK-3 classrooms	February, 2018	Principal	Chromebooks and Carts	4000-4999: Books And Supplies	0709	14000
PD tool	ongoing	TOSA	iPad data plan	5000-5999: Services And Other Operating Expenditures	3010	200

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional programs at our school. Academic performance is measured through state, district, and site assessments as well as other multiple measures that are used to identify the growth our students make during the year. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting their state and local growth targets.

SUBJECT: Organizational Excellence
Lucia Mar Unified School District Goal:
Lucia Mar staff will work together to upgrade District policies and procedures to support increased efficiencies, student learning, as well as student and staff safety.
SCHOOL GOAL #4:
Nipomo Elementary School will continue staff training on upgraded district policies and procedures to support increased efficiencies, student learning as well as student and staff safety.
Data Used to Form this Goal:
Various reports by LMUSD. Suspension and Intervention data.
Findings from the Analysis of this Data:
Nipomo Elementary School's staff is working on developing our Positive Behavior Intervention and Support (PBIS) system. We are continuing to practice being prepared for unusual occurrences on campus, as well as fire and disaster. The principal will continue to collaborate with middle and high school principals in order to promote vertical articulation among the Nipomo Schools.
How the School will Evaluate the Progress of this Goal:
Nipomo Elementary School Staff will have a PBIS system in place by June 2018. We will continue drills for Unusual Occurrences on campus, with the accompaniment of a Resource Officer, as well as fire and disaster drills.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
PBIS Training	September, 2017	Principal, Teachers, Student Services	Workshop for ILT	5800: Professional/Consulting Services And Operating Expenditures	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Alternate to suspension training	September, 2017	Principal	Hotel, daily espenses	5800: Professional/Consulting Services And Operating Expenditures	0709	175
Streamline and improve Safety Plan	Ongoing	Principal and all staff	No Expenditure			
PBIS Materials	2017-18 School Year	Principal	Purchase PBIS 1 & 2 Books for ILT	4000-4999: Books And Supplies	0709	400

Planned Improvements in Student Performance

School Goal: Non-Academic

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional programs at our school. Academic performance is measured through state, district, and site assessments as well as other multiple measures that are used to identify the growth our students make during the year. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting their state and local growth targets.

SUBJECT: Sustainability
Lucia Mar Unified School District Goal:
We will be mindful of how our actions have an effect on the earth.
SCHOOL GOAL:
We will continue our Friday recycling program. We will continue to monitor our trash and electrical usage. We will utilize our grant from One Cool Earth - building a school garden though NGSS aligned learning and materials through various grants which we have received. It is also our desire to work the Horticulture Class from Nipomo High School on our garden area.
Data Used to Form this Goal:
We will continue our Friday recycling program. We will continue to monitor our trash and electrical usage. We are fortunate to have received many garden grants from various sources. We will utilize our grant from One Cool Earth - building a school garden though NGSS aligned learning and materials through various grants, including Lowe's, which we have received. It is also our desire to work the Horticulture Class from Nipomo High School on our garden area.
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Facebook posts	Ongoing	Principal, Secretary, LMUSD Communications Specialist	No expenditure			
LMUSD Peachjar App	by June 2017	Principal, STA, LMUSD Communications Specialist	No expenditure		District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent Liaison to communicate with EL families	2016-2017 School Year	Principal, Parent Liaison, Office Staff	No expenditure	2000-2999: Classified Personnel Salaries	District Funded	

Centralized Services: Preliminary Budget – District

Centralized Services	2016-2017 Projected Preliminary Categorical Budget								5/25/16
	Carryover (distributed in October)	\$95,295.00	\$ 14,542.00		\$56,404.00	\$31,490.00			\$297,731.00
	Preliminary 2016-2017	\$200,000.00	\$219,629.00	\$79,437.00	\$192,559.00	\$54,693.00		\$42,376.00	\$788,694.00
	Hold Harmless 15%								
	Available Resources for Planning	\$ 295,295.00	\$334,171.00	\$79,437.00	\$248,963.00	\$ 86,183.00		\$42,376.00	\$1,086,425.00
	Site Budgets:	Program 3010	Program 3010-1202	Program 3010-1202-0300	Program 4035	Program 4203		Program 3060	\$
	Description								
	Resource Codes	Title I	Title I Program Improvement	Title I PD	Title II	Title III	Immigrant	Migrant	
Object Codes									
1110	Teachers Full Time				39,077	19,539			\$58,616.00
1130	Teachers Hourly (LST/CSR)		150,000						\$150,000.00
1150	Teacher Extra Duty		68,500	25,000	30,000				\$123,500.00
1160	Teacher Substitutes	61,000		20,000	22,500				\$103,500.00
2700	Administrators	60,104			64781				\$124,885.00
2100	Inst. Assistant Salary								
2130	Inst. Assistant Hourly								
2150	Inst. Assistant Extra Duty								
2160	Inst. Assistant Sub								
2400	Clerical Salaries	21,742				21,742		22827	\$66,311.00
2420	Clerical Part-Time								
2460	Clerical Substitute								
2470	Clerical Overtime								
2930	Other Classified Hourly Extra Duty								

2960	Other Classified Hourly Sub	2,500							\$2,500.00
3000	Certificated Benefits 16.70%	20,224	36,490	7,515	15,293	3,263			\$82,785.24
3000	Cert H&W (\$10,000) (add for each employee if applicable)	5,000			10,000	5,000			\$20,000.00
3000	Classified Benefits 25.32%	6,138				5,505		5,780	\$17,422.95
3000	Class H&W (District cost of H&W package) (add for each employee if applicable)	5,000				5,000		10000	\$20,000.00
3000	Total Benefits	36,362	36,490	7,515	25,293	18,768	-	15,780	\$140,208.19
Subtotal	1000-3000's	181,708	254,990	52,515	181,651	60,049	-	38,607	\$769,520.19
For Page 2	4000-6000's	\$113,587	\$79,182	\$26,922	\$67,312	\$26,134	\$0	\$3,769	\$316,904.81
2017-2018 Projected Preliminary Categorical Budget									
Remaining \$	For 4000 - 6000	113,587	79,182	26,922	67,312	26,134			\$313,135.61
	Site Budgets:	Program 3010	Program 3010-1202	Program 3010-1202-0300	Program 4035	Program 4203		Program 3060	5/25/17
	Description								
	Resource Codes	Title I	Title I Program Improvement	Title I PD	Title II	Title III	Immigrant	Migrant	
Object Code									
4200	Books and Reference Materials	5000		5000					\$10,000.00
4220	Library Books								
4300- 1000	Instructional/Classroom Materials	10,000	816	5,000				2769	\$18,585.00
4300 - 2700	Program Supplies								
4323	Technology under \$500								
4423	Technology over \$500								
4400	Non Capital (equipment/technology over \$500)								
5200	Travel and Conference			16,000	10,908				\$26,908.00
5230	Mileage	1,000						1000	\$2,000.00
5300	Dues and Professional Memberships								

5621	Rentals/Copier Leases/Monthly Charges								
5640	Repairs/Maintenance Equipment								
5670	Software Support Contracts (ongoing yearly)								
5713	Field Trips (district bus)								
5716	Duplicating (Repro Dept)	1,000		922					\$ 1,922.00
5760	Food Service (order from Food Servces)								
5800	Consultants (need consulting agreements)								
5840	Fingerprinting	1,292							\$1,292.00
5855	Outside Printing								
5861	Car rental/Outside Vendor Bus								
5912	Communication/ IPAD Data Plans								
5921	Communication/Cell Phones								
5930	Postage/Meter								
5899	Holdback	95,295	78,365		56,404	26,134			\$256,198.00
4000 - 6000	Total 4000-5000's	113,587	79,181	26,922	67,312	26,134	-	3,769	\$316,905.00
Must match	Total								

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
3010	43385	0.00
Title I Part A: Parent Involvement	616	0.00
4203	8513	0.00
0709	65546	0.00
4035	3139	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
0709	65,546.00
3010	43,385.00
4035	3,139.00
4203	8,513.00
District Funded	5,770.00
Title I Part A: Parent Involvement	616.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	52,521.00
2000-2999: Classified Personnel Salaries	15,565.00
3000-3999: Employee Benefits	6,119.00
4000-4999: Books And Supplies	44,089.00
5000-5999: Services And Other Operating Expenditures	500.00
5800: Professional/Consulting Services And Operating	8,175.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	0709	7,453.00
2000-2999: Classified Personnel Salaries	0709	10,816.00
3000-3999: Employee Benefits	0709	3,680.00
4000-4999: Books And Supplies	0709	37,322.00
5000-5999: Services And Other Operating	0709	100.00
5800: Professional/Consulting Services And	0709	6,175.00
1000-1999: Certificated Personnel Salaries	3010	39,468.00
4000-4999: Books And Supplies	3010	3,517.00
5000-5999: Services And Other Operating	3010	400.00
1000-1999: Certificated Personnel Salaries	4035	1,600.00
4000-4999: Books And Supplies	4035	1,539.00
2000-2999: Classified Personnel Salaries	4203	4,579.00
3000-3999: Employee Benefits	4203	2,439.00
4000-4999: Books And Supplies	4203	1,495.00
1000-1999: Certificated Personnel Salaries	District Funded	3,600.00
2000-2999: Classified Personnel Salaries	District Funded	170.00
5800: Professional/Consulting Services And	District Funded	2,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	400.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	216.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	86,906.00
Goal 2	20,354.00
Goal 3	19,134.00
Goal 4	575.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Julia Bowles	X				
Leigh Anna Groshart (Chair)		X			
Howard Hemen (Vice-chair)		X			
Sierra Bekham		X			
Carmen Hernandez (ELAC President)				X	
Charla Olivares				X	
Kim Redmond				X	
Erika Morales		X			
Lorna Castillo			X		
Fabiola Moreno				X	
Bertha Casteneda				X	
Numbers of members of each category:	1	4	1	5	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on November 2, 2017.

Attested:

Julia Bowles

Typed Name of School Principal

Signature of School Principal

Date

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

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Signature

X English Learner Advisory Committee

Carmen Hebz
Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

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Other committees established by the school or district (list):

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Attested:

Julia Bowles
Typed Name of School Principal

Julia Bowles
Signature of School Principal

11/2/17
Date

Kim Redmond
Typed Name of SSC Chairperson

[Signature]
Signature of SSC Chairperson

11/2/17
Date

Nipomo Elementary School
 School Advisory Council
 School Site Council
 Minutes
 November 2, 2017

I. Call to Order _____ by: Julia Bowles

II. Selection of members of the SSC

Members in Attendance:

Administration	P/NP	Staff	P/NP	Parents	P/NP
Julia Bowles	P	Leigh Anna Groshart	P	Kim Redmond	P
		Sierra Beckham	P	Carmen Hernandez	P
		Howard Hemen	P	Charla Olivares	P
		Erika Morales	P	Fabiola Moreno	NP
		Lorna Castillo	NP	Bertha Casteneda	NP

III. SAC/SSC

IV. Committee Reports

ELAC Update - ELAC Board was voted upon. ELAC would like to see funds spent on VPA..

V. New Business

- A. Election of Officers: Kim Redmond, Chair; Sierra Beckham, Vice-chair; Leigh Anna Groshart, Secretary - all nominated and voted in unanimously.
- B. Annual Notifications
- C. Bylaws
- D. Parent Involvement Plan - Compact
- E. Definition of Title I
- F. The Single Plan for Student Achievement
- G. School Safety Plan
- H. Other:

VI. Record of Voting

Discussion notes: Combine SAC with SSC

Motion: Statement I move to approve that the Site Advisory Council (SAC) be blended with School Site Council (SSC).

Motioned by: Howard Hemen Seconded by Kim Redmond

Vote:	Administration	Staff	Parents
For	I	III	III
Against			

Discussion notes: Single Plan for Student Achievement -the SPSA was discussed funding for an extra hour of secretarial staff, a 0.8 FTE Intervention Teacher, ELAC's desire for money to go towards VPA, subs for teachers for assessments and planning, purchasing software/apps and Chromebooks, materials and supplies, etc.

Motion: Statement I move to approve the Single Plan for Student Achievement

Motioned by: Charla Olivares

Seconded by Leigh Anna Groshart

Vote:	Administration	Staff	Parents
For	I	III	III
Against			

Discussion notes: Re. School Site Safety Plan for Nipomo Elementary School - Kim asked about parent notification during an emergency situation. Julia explained protocol and emphasized student safety is most important and described a number of ways that the parents will be notified.

Motion: Statement: I move to approve the School Site Safety Plan for Nipomo Elementary School.

Motioned by: Charla Olivares Seconded by: Leigh Anna Groshart

Vote:	Administration	Staff	Parents
For	I	III	III
Against			

VII. Meeting Adjournment _____ Time: 8:36 by: Kim Redmond

Nipomo Elementary School
 School Advisory Council
 School Site Council
 Agenda
 November 2, 2017

I. Call to Order _____ by:

II. Selection of members of the SSC

Members in Attendance:

Administration	P/NP	Staff	P/NP	Parents	P/NP

III. SAC/SSC

IV. Committee Reports

ELAC Update

Other Committees

V. New Business

- A. Annual Notifications
- B. Bylaws
- C. Parent Involvement Plan - Compact
- D. Definition of Title I
- E. The Single Plan for Student Achievement
- F. School Safety Plan
- G. Other:

VI. Record of Voting

Discussion notes:

Motion: Statement

Motioned by: Seconded by

Vote:	Administration	Staff	Parents
For			
Against			

Discussion notes:

Motion: Statement

Motioned by:

Seconded by

Vote:	Administration	Staff	Parents
For			
Against			

Discussion notes:

Motion: Statement

Motioned by: Seconded by

Vote:	Administration	Staff	Parents
For			
Against			

VII. Meeting Adjournment _____ Time: _____ by: _____

Escuela - Padre/Guardián - Estudiante PACTO PARA EL ÉXITO DE LOS

¿Qué es un pacto de escuelas y padres?

Un Pacto de Escuela y Padres para el Éxito es un acuerdo que los padres, estudiantes y maestros crean juntos. Explica cómo los padres y maestros trabajarán juntos para asegurar que todos los estudiantes alcancen o superen los estándares de nivel de grado.

Los pactos efectivos:

- Sirven de enlace para las metas del plan de mejoras en la escuela
- Se enfocan en aptitudes de aprendizaje del estudiante
- Describen cómo ayudarán los maestros a los estudiantes a desarrollar esas aptitudes con plan de estudio y enseñanza de alta calidad
- Comparten estrategias que los padres de familia pueden utilizar en casa
- Explican cómo los maestros y padres comunicarán el avance del estudiante
- Describen oportunidades para que los padres sean voluntarios, observen, y participen en el salón

Desarrollado en conjunto

Los padres, estudiantes, y personal de la Escuela Primaria Nipomo se reúnen anualmente en juntas del concilio escolar, juntas de padres de estudiantes que están aprendiendo inglés, juntas de PTA, y juntas del equipo de liderazgo para hablar de las necesidades de aprendizaje de los estudiantes basándose en datos actuales de los niveles de grado y de la escuela. Las estrategias de aprendizaje para el hogar se comparten con los padres en conferencias de padres, juntas de SST, IEP, y noches de educación para padres. Los estudiantes identifican formas de apoyar su aprendizaje hablando con sus maestros y estableciendo metas y estrategias para lograrlas.

Actividades para crear asociaciones

Cada mes, la Escuela Primaria Nipomo ofrece una actividad para que los padres participen. Estas actividades ayudan a que las familias tengan estrategias útiles o formas divertidas de conectarse con su comunidad escolar. A continuación están algunas de las actividades del año escolar 2017-18.

Noche de Regreso a Clases
 Noche de Alfabetización de Familias Latinas
 Noches de Película en Familia
 Noches Familiares de Mapas de Pensamiento
 Desfile del Día de Carácter
 Graduación del programa GREAT
 Maratón
 Apreciación de voluntarios
 Feria de Ciencia
 Casa Abierta
 Ceremonia de Promoción del Grado 6^o

Comunicación acerca del progreso de los estudiantes

La Escuela Primaria Nipomo está comprometida a frecuentar una comunicación bidireccional con las familias acerca del aprendizaje de los niños. Algunas de las formas en que los padres y maestros se comunican todo el año son:

- Carpetas de tarea semanal
- Reportes de progreso y calificaciones
- Correo electrónico / llamadas telefónicas
- Actualizar la página escolar en internet y Facebook
- Conferencias de padres/maestros en octubre y en marzo
- Mañanitas de café con la directora/padres
- Boletín escolar
- Avisos por medio de llamadas automáticas
- Juntas de uno a uno con los maestros o con la directora
- Juntas del equipo de éxito estudiantil- SST
- Juntas de IEP
- Próximamente: Homelink

PRIMARIA NIPOMO



Escuela-Padre/Guardián-
Estudiante

PACTO PARA EL ÉXITO DE
LOS ESTUDIANTES
2017/2018

Nuestras metas para el aprovechamiento estudiantil

ÉXITO DE ESTUDIANTES Y DEL PERSONAL

I. Al terminar el año escolar 2015-2016, todos los estudiantes alcanzarán sus metas de lectura establecidas por las Medidas de Rendimiento Académico (MAP) de la Asociación de Evaluaciones del Noroeste (NWEA) en tercero a sexto grado, y aumentarán por lo menos cuatro niveles utilizando el sistema de evaluación Fountas and Pinnell (F&P) (Grados TK-6.)

II. Al terminar el año escolar 2015-2016, todos los estudiantes mejorarán sus habilidades de escritura y demostrarán su conocimiento por medio de rúbricas de escritura específicas por grado y con la Evaluación de Escritura del Distrito (DWA).

III. Al terminar el año escolar 2017-18, todos los estudiantes mejorarán sus habilidades de matemáticas medido por medio de pruebas previas y posteriores, referencias, y tareas de rendimiento, y alcanzando sus metas de matemáticas establecidas con la Medida de Rendimiento Académico (MAP) de Asociación de Evaluaciones del Noroeste (NWEA) grados 3-6, y evaluaciones de matemáticas CAASPP (grados 3-6).

IV. Al terminar el año escolar 2017-18, todos los estudiantes habrán participado por lo menos en dos unidades de ciencia alineadas con los estándares de ciencia *Next Generation*.

V. La Escuela Primaria Nipomo ofrecerá un ambiente de aprendizaje seguro y solidario para todos los estudiantes.

ÉXITO DE LA COMUNIDAD

VI. Todo el personal trabajará en colaboración para aumentar la participación de los padres.

EXCELENCIA DE LA ORGANIZACIÓN

VII. Al personal de la Escuela Primaria Nipomo se le ofrecerá desarrollo profesional efectivo, basado en investigación, y apoyo individualizado para cumplir las necesidades de los estudiantes y del personal.

VIII. Sostenibilidad: La Escuela Primaria Nipomo trabajará en colaboración para reducir el consumo y desperdicio de energía.

Maestros, Padres, Estudiantes – ¡Unidos para Triunfar!

En el salón de clases

Los maestros de la Escuela Primaria Nipomo trabajarán con los estudiantes y sus familias para apoyar el éxito en alcanzar o superar los rigurosos estándares estatales en lectura, escritura, y matemáticas. Algunas de las principales formas que utilizaremos para cumplir las necesidades de los estudiantes y para conectarnos con las familias serán:

- Instrucción diferenciada lo más posible para que cada niño sea estimulado a su nivel de instrucción. Comunicar el progreso y los niveles de grado a los padres.
- Utilizar herramientas tales como Mapas de Pensamiento para ayudar a los estudiantes a organizar su pensamiento crítico. Hacer que los estudiantes compartan esto con sus familias.
- Utilizar estrategias de *Write from the Beginning and Beyond* para fortalecer habilidades de escritura de los estudiantes. Explicar el proceso a los padres.
- Ayudar a los estudiantes a poner metas de lectura, escritura, y matemáticas y compartirlas con los padres con ideas de cómo apoyar éstas metas.
- Medir frecuentemente el progreso de los estudiantes y comunicar a los padres las preocupaciones y logros.

En casa

Los padres de familia la Escuela Primaria Nipomo desarrollaron las siguientes ideas de cómo es que las familias pueden apoyar el éxito de los estudiantes en lectura, escritura, y matemáticas:

- Hacer que los niños a practiquen la lectura todas las tardes y hablar de lo que leyeron para aumentar las habilidades de comprensión
- Asistir a las noches de educación para padres y conferencias de padres para obtener habilidades e ideas de cómo apoyar a mis hijos
- Celebrar los logros

Estudiantes

Como estudiante de la Escuela Primaria Nipomo:

- Voy a obedecer las reglas escolares – Ser amable, seguro, hacer siempre lo mejor que pueda
- Voy a asistir a la escuela preparado para aprender.
- Voy a poner metas para mí mismo y hacer mi parte por alcanzarlas.
- Voy a pedir ayuda cuando no entienda algún concepto o trabajo.

¡Tigres de Nipomo!

Respetuosos

En su trabajo

Siempre seguros

Responsables

School-Parent/Guardian-Student

What is a School-Parent Compact?

A *School-Parent Compact for Achievement* is an agreement that parents, students and teachers develop together. It explains how parents and teachers will work together to make sure all our students reach or exceed grade-level standards.

Effective compacts:

- Link to goals of the school improvement plan
- Focus on student learning skills
- Describe how teachers will help students develop those skills using high-quality curriculum and instruction
- Share strategies parents can use at home
- Explain how teachers and parents will communicate about student progress
- Describe opportunities for parents to volunteer, observe, and participate in the classroom

Jointly Developed

The parents, students, and staff of Nipomo Elementary meet yearly at School Site Council Meetings, English Learner Parent Meetings, PTA meetings, and Instructional Leadership Team Meetings to discuss student learning needs based on current grade level and school data. Home learning strategies are discussed with parents at parent conferences, SSTs, IEPs, and parent education nights. Students identify ways they will support their learning by meeting with their teachers and setting learning goals and strategies to meet them.

COMPACT FOR STUDENT ACHIEVEMENT

Activities to Build Partnerships

Each month, Nipomo Elementary offers a parent involvement activity. These activities help give families useful strategies or fun ways to get connected to the school community. Here are some of the activities for the 2015/2016 school year:

Back to School Night
 Family Math Nights
 Thinking Maps Family Nights
 Character Day Parade
 GREAT Graduation
 Jog-a-thon
 Volunteer Appreciation
 AVID Parent Nights
 Open House
 6th Grade Promotion Ceremony

Communication about Student Learning

Nipomo Elementary School is committed to frequent two-way communication with families about children's learning. Some of the ways parents and teachers communicate all year are:

- Homelink
- Weekly homework folders
- Progress reports and report cards
- Email / phone calls
- Updates on school website and Facebook
- Parent/Teacher conferences in October and March
- Parent/Principal Coffees
- School Newsletter
- Auto-call announcements
- One-on-one meetings with teacher or principal
- Student success team meetings
- IEP Meetings
- Facebook

Do you have questions about your child's progress? Contact your child's teacher at (805) 474-3780

NIPOMO ELEMENTARY



School-Parent/Guardian-Student

COMPACT FOR STUDENT
ACHIEVEMENT 2017/2018

Our Goals for Student Achievement

STUDENT AND STAFF SUCCESS

I. By the end of the 2015-2016 school year, all students will reach their reading goals as set by the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) in grades third through sixth, and will grow at least four levels using the Fountas and Pinnell (F & P) Benchmark Assessment System (Grades TK-6.)

II. By the end of the 2015-2016 school year, all students will improve their writing skills and demonstrate proficiency as measured by grade specific writing rubrics and the District Writing Assessments (DWA).

III. By the end of the 2015-2016 school year, all students will improve their math skills as measured by grade level pre and post-tests, benchmarks and performance tasks, as well as reaching their math goals as set by the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) grades 3-6, and CAASPP Mathematics Assessments (Grades 3-6).

IV. By the end of the 2015-2016 school year, all students will have participated in at least two Next Generation Science Standards aligned science units.

V. Nipomo Elementary School will provide a safe and caring learning environment for all students.

COMMUNITY SUCCESS

VI. All staff will work collaboratively to increase parent involvement.

ORGANIZATIONAL EXCELLENCE

VII. Nipomo Elementary School staff will be provided with effective, research-based PD and offered individualized support to meet student and staff needs.

VIII. Sustainability: The Nipomo Elementary School Community will work collaboratively to reduce energy consumption and waste.

Teachers, Parents/Guardians Students

Together for Success

In the Classroom

The teachers of Nipomo Elementary will work with students and their families to support students' success in meeting or exceeding the rigorous state standards in reading, writing, and math. Some of our key ways to meet students' needs and connect with families will be to:

- Differentiate instruction as much as possible so that each child is challenged at his/her instructional level. Communicate progress and reading levels to parents.
- Use tools such as Thinking Maps to help students organize their critical thinking. Have students share those with their families.
- Use Write from the Beginning and Beyond to strengthen students' writing skills. Explain the writing process with parents.
- Help students set goals in reading, writing, and math and share those with parents with ideas of how they can support those goals.
- Measure student progress frequently and communicate with parents concerns and successes.

At Home

Nipomo Elementary parents developed the following ideas about how families can support students' success in reading, writing, and math:

- Have child practice reading each night and have conversations about what was read to boost comprehension skills
- Attend parent education nights and parent conferences to obtain skills and ideas of how to support my child.
- Celebrate successes

Students

As a Nipomo Elementary student:

- I will follow school rules – Be kind. Be safe. Always do my best.
- I will come to school prepared to learn.
- I will set goals for myself and do my part to reach them.
- I will ask for help when I don't understand a concept or assignment.

Nipomo Tigers Roar!

Respectful

On Task

Always safe

Responsible