

Part II: The Single Plan for Student Achievement Template

School: Mira Catalina Elementary School

District: Palos Verdes Peninsula Unified School District

County-District School (CDS) Code: 19-64865-6021273

Principal: Mr. Brett Egan

Date of this revision: October 25, 2017

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:

Contact Person:	Mr. Brett Egan
Position:	Principal
Telephone Number:	310-377-6731 x 200
Address:	30511 Lucancia Drive Rancho Palos Verdes, CA 90275
E-mail Address:	eganb@pvpusd.net

The District Governing Board approved this revision of the SPSA on January 17, 2018.



Table of Contents	
II. Template for the Single Plan for Student Achievement	
Form A: Planned Improvements in Student Performance	1
Form B: Centralized Services for Planned Improvements in Student Performance	8
Form C: Programs Included in This Plan	9
Form D: School Site Council Membership	12
Form E: Recommendations and Assurances	13
Form F: Budget Planning Tool	14
Form G: Single Plan for Student Achievement Annual Evaluation	19

Form A: Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL 1: Maintain district facilities and a highly skilled staff to deliver TK-12 curriculum aligned with the CA State Standards giving all students access to required college and career readiness

State Priority 1: Basic Necessities
State Priority 7: Course Access

SCHOOL GOAL: Provide staff development to staff to enhance student achievement as measured by a growth in ELA & Math CAASPP assessment data.

Data utilized	Baseline measure from the previous year	Change and analysis of data	How sites will use data moving forward
1. CAASPP test scores 2. Report Cards 3. Teacher feedback	LCAP identifies priority focus and site action to meet district goals.	Through the analysis of data it was evident that we need to continue to improve student performance in CCSS as measured by CAASPP.	Identify Professional Development needs for 2018-2019;

STRATEGY: We will utilize staff development time and district resources (TOSA's, conferences, BTSA, etc.) to continue to develop our teachers instructional strategies.

Actions Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditures			
			Description of what \$ will be used for	Budget Category	Funding Source	Amount

<ol style="list-style-type: none"> 1. Monthly staff/grade level meetings to review instruction and assessments results. 2. Review Standardized test scores & report cards to identify students not meeting or exceeding standards. 3. Training of teachers in daily five and other instructional and assessment strategies to improve student performance. 	<p>Meet monthly to collaborate on curriculum and instruction.</p>	<p>Grade-level team reps, administrator, teachers,</p>	<p>Release time for planning and staff development from professional development funds</p>	<p>Services and other Operating Expenditures</p>	<p>Site Discretionary</p>	<p>\$500</p>
---	---	--	--	--	---------------------------	--------------

LEA GOAL 2: Provide an instructional program which raises achievement for all students in the four core content areas (ELA, Math, Science and Social Studies)

State Priority 2: Implementation of the California State Standards (English Language Arts/Literacy)

State Priority 4: Pupil Achievement

State Priority 8: Other Pupil Outcomes

SCHOOL GOAL: Percent of students in Grades 2-5 that met or exceeded the standards will improve by 2% in 2017

Data utilized	Baseline measure from the previous year	Change and analysis of data	How sites will use data moving forward
<ol style="list-style-type: none"> 1. CAASPP Scores 2. CCSS based formative assessments 3. Report Cards 4. Teacher feedback 5. Aimsweb results (RTI screening) 	Site to determine baseline data Fall 2017	Schoolwide ELA scores could improve and we are looking for growth in the areas of Language Arts to best meet the needs of our students. This is based on reviewing standardized test scores, Aimsweb scores, and review of report cards.	Identify patterns of consistent proficiency as well as identify areas to improve instruction

STRATEGY: Identify students within grades 1-5 who have not met or exceed the standards in Language Arts & Math and implement targeted strategies (RTI tiered instruction) within the classroom setting to improve academic skills.

Actions Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditures			
			Description of what \$ will be used for	Budget Category	Funding Source	Amount
<ul style="list-style-type: none"> • Provide tiered reading instruction (RtI) 	2017-18 SY	Principal GE Teachers Case Carrier Psychologist	Hiring of para-educators for targeted small group instruction	Classified & Certificated personnel salaries	Title 1 & Supplemental	\$32,000.00

<ul style="list-style-type: none"> • Integrate technology into teaching and learning practices • Grade level planning to develop multiple measures to instruct towards and assess proficiency (ongoing SY 2015-16) 	<p>2017-18 SY</p> <p>2017-18 SY</p>	<p>Principal GE Teachers</p>				
<p>Implement an instructional model which supports EL development</p>	<p>2017-18 SY</p>	<p>Principal GE Teachers ELL Support Aide</p>	<p>Hiring of ELL Aide to assist and support students in small groups.</p>		<p>Supplemental</p>	<p>\$16,000</p>
<p>Implement an instructional model which supports Title One students development</p>	<p>2017-18 SY</p>	<p>Principal GE Teachers Title One Aide</p>	<p>Hiring of Title I Aide to support students in small groups.</p>		<p>Title One</p>	<p>\$16,000</p>

LEA GOAL 3: Provide an instructional program which raises achievement for all students who are identified as English Learners, receiving Special Education services or identified as Gifted and Talented (GATE)

**State Priority 4: Pupil Achievement
 State Priority 5: Pupil Engagement
 State Priority 7: Courses Access
 State Priority 8: Other Pupil Outcomes**

SCHOOL GOAL: Percent of students in Grades 1-5 that are identified as EL, receive Special education services, identified as Title I, or are identified as GATE that meet or exceeded the standards in ELA & Math will improve by 5% in in 2017

Data utilized	Baseline measure from the previous year	Change and analysis of data	How sites will use data moving forward
1. CAASPP Scores 2. CCSS based formative assessments 3. Report Cards 4. Teacher feedback	CAASPP Scores & Aims web screening data	In our subgroups (EL GATE & SPED) ELA & Math scores need to improve. We will target instruction for these subgroups to improve the percentage of students who meet or exceed the standard.	Identify patterns of consistent proficiency as well as identify areas to improve instruction

STRATEGY: Work with identified students in a small group setting to deliver instruction with targeted strategies to raise achievement.

Actions Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditures			
			Description of what \$ will be used for	Budget Category	Funding Source	Amount
<ul style="list-style-type: none"> Provide tiered reading instruction (Rtl) 	2017-18 SY	Principal GE Teachers Case Carrier Psychologist				

<ul style="list-style-type: none"> Integrate technology into teaching and learning practices 	2017-18 SY	Principal GE Teachers				
<ul style="list-style-type: none"> Implement an instructional model which supports Title One students development 	2017-18 SY	Principal GE Teachers Title One Teacher	Hiring of Title I Teacher to instruct students in small groups.		Title I	\$16,000

LEA GOAL 4: Provide a school environment which fosters physical and emotional security, encourages community involvement, and focuses the school climate on creating opportunities for student engagement

State Priority 3: Parental Involvement
State Priority 5: Student Engagement
State Priority 6: School Climate

SCHOOL GOAL: The percentage of students that report feeling “safe” or “very safe” on the Healthy Kids Survey will increase from the last survey.

Data utilized	Baseline measure from the previous year	Change and analysis of data	How sites will use data moving forward
California Healthy Kids Survey		Based on the data we received we would like to increase the number of students who feel “safe” or “very safe”	This school goal will be evaluated every other year when CHKS results are reviewed

STRATEGY: Weave in character education via PBIS to make students feel secure at school

Actions Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditures			
			Description of what \$ will be used for	Budget Resource/ Code	Funding Source	Amount
<ul style="list-style-type: none"> Opportunities for Community & Parent involvement 	2017-2018 SY	Principal PTA Leadership SSC Chairperson				
<ul style="list-style-type: none"> PBIS 	2017-2018 SY	Principal Teachers Classified Staff				

Form B: Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

LEA Goal: All students will be proficient in core academic areas.

Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
Staffing	8/28/17 through 6/7/18	Instructional Staff at Title I Schools	\$291,000	Title I
Professional Development	8/28/17 through 6/7/18	Staff Development – K-12	\$0	Title II
Staffing		Teacher on Special Assignment	\$112,547	Title II
Teaching and Learning	6/19/17 through 7/27/17	Summer School – ELD student K-12	\$22,230	Title III
Staffing		English Language Development Coordinators	\$42,189	Title III
		Teacher on Special Assignment	\$35,577	Title III
Teaching and Learning		Instructional materials and software for ELD students	\$15,870	Title III
Career Readiness	8/28/17 through 6/7/18	Purchase classroom equipment (computers, software, cameras, etc.) and instructional materials to grow CTE program	\$32,576	Perkins
Staffing	7/1/17 through 6/30/18	Teacher on Special Assignment	\$81,704	Educator Effectiveness
		Teacher on Special Assignment	\$83,013	Supplemental Grant

¹ See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

² List the date an action will be taken, or will begin, and the date it will be completed.

Form C: Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at <http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc>.

Of the four following options, please select the one that describes this school site:

- This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
- This site operates a SWP but does not consolidate its funds as part of operating a SWP.
- This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
- This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State Programs	Allocation	Consolidated in the SWP
<input type="checkbox"/> California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners	\$	<input type="checkbox"/>
<input type="checkbox"/> Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>

<input type="checkbox"/>	Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>
<input type="checkbox"/>	School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
<input type="checkbox"/>	School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$	<input type="checkbox"/>
<input type="checkbox"/>	List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.)	\$	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$	
Federal Programs		Allocation	Consolidated in the SWP
<input type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$	<input type="checkbox"/>
<input type="checkbox"/>	For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$	<input type="checkbox"/>

<input type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$	Title III funds may not be consolidated as part of a SWP ³
<input type="checkbox"/>	For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school		\$	
Total amount of state and federal categorical funds allocated to this school		\$	

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

³ Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

Form D: 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.⁴ The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Brett Egan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Suellen Walker	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bryan Godbold	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wendy Ackerman	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Art DeLaCruz	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Paula Stapleton	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Dru Olton	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Emmeli Bruno	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="1"/>	<input type="text" value="4"/>	<input type="text" value=""/>

⁴ EC Section 52852

Form E: 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 **(Check those that apply)**:

- State Compensatory Education Advisory Committee _____ Signature
- English Learner Advisory Committee _____ Signature
- Special Education Advisory Committee _____ Signature
- Gifted and Talented Education 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 October 25, 2017.

Attested:

Brett Egan
Typed name of School Principal


Signature of School Principal

10/25/17
Date

Bryan Godbold
Typed name of SSC Chairperson


Signature of SSC Chairperson

10/25/17
Date

SPSA Form F: Budget Planning Tool

School: Mira Catalina

District: Palos Verdes Peninsula Unified School District

CDS Code: 19648656021240

Administrator: Mr. Brett Egan, Principal

Date of Revision:

Operating Schoolwide Program (SWP)? No

Fiscal Year Allocation for Funding Sources	Funding Sources	Total of Estimated Expenditures from Funding Source	Remaining Balance for Funding Source
\$ 33,607.00	Supplemental	\$ 32,000.00	\$ 1,607.00
\$ 20,258.00	Title I, Part A	\$ 16,000.00	\$ 4,258.00
\$ 1,875.00	Professional Development	\$ -	\$ 1,875.00
\$ 12,715.00	Discretionary	\$ 500.00	\$ 12,215.00

Budget/Resource Code Descriptions	Budget/Resource Codes	Estimated Expenditures for All Goals by Code Type
Unrestricted	0000	
Unrestricted Locally Defined	0001-0999	
Certificated Personnel Salaries	1000-1999	
Classified Personnel Salaries	2000-2999	
Employee Benefits	3000-3999	
Books and Supplies	4000-4999	
Services and other Operating Expenditures	5000-5999	
Transfers of Direct Costs	5700-5799	
Professional/Consulting Services and Operating Expenditures	5800	
Communications	5900	
Capital Outlay	6000-6999	
Other Outgo	7000-7439	

SPSA Form F: Budget Planning Tool

GOAL1

School: Mira Catalina

District: Palos Verdes Peninsula Unified School District

CDS Code: 19648656021240

Administrator: Mr. Brett Egan, Principal

Date of Revision:

Operating Schoolwide Program (SWP)? No

Goal 1: Maintain district facilities and a highly skilled staff to deliver TK-12 curriculum aligned with the CA State Standards giving all students have access to required college and career readiness

		Funding Source	Supplemental	Title I, Part A	Professional Development	Discretionary
		Estimated Costs per Funding Source	\$ -	\$ -	\$ -	\$ 500.00
Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs	Estimated Costs	Estimated Costs	Estimated Costs
Staff Development	Services and other Operating Expenditures	5000-5999	\$ -	\$ -	\$ -	\$ 500.00
			\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -

SPSA Form F: Budget Planning Tool

GOAL2

School: Mira Catalina

District: Palos Verdes Peninsula Unified School District

CDS Code: 19648656021240

Administrator: Mr. Brett Egan, Principal

Date of Revision:

Operating Schoolwide Program (SWP)? No

Goal 2: Provide an instructional program which raises achievement for all students in the four core content areas

		Funding Source	Supplemental	Title I, Part A	Professional Development	Discretionary	Perkins
		Estimated Costs per Funding Source	\$ 32,000.00	\$ -	\$ -	\$ -	\$ -
Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs	Estimated Costs	Estimated Costs	Estimated Costs	Estimated Costs
Hiring of para-educators for targeted small group instruction	Classified Personnel Salaries	2000-2999	\$ 32,000.00	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -

SPSA Form F: Budget Planning Tool

GOAL3

School: Mira Catalina

District: Palos Verdes Peninsula Unified School District

CDS Code: 19648656021240

Administrator: Mr. Brett Egan, Principal

Date of Revision:

Operating Schoolwide Program (SWP)? No

Goal 4: Provide an instructional program which raises achievement for all students who are identified as English Learners, receiving Special Education services or identified as Gifted and Talented (GATE)

		Funding Source	Supplemental	Title I, Part A	Professional Development	Discretionary
		Estimated Costs per Funding Source	\$ -	\$ 16,000.00	\$ -	\$ -
Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs	Estimated Costs	Estimated Costs	Estimated Costs
Hiring of credentialed teachers for small group instruction	Certificated Personnel Salaries	1000-1999	\$ -	\$ 16,000.00	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -

SPSA Form F: Budget Planning Tool

GOAL4

School: **Mira Catalina**

District: Palos Verdes Peninsula Unified School District

CDS Code: 19648656021240

Administrator: **Mr. Brett Egan**, Principal

Date of Revision:

Operating Schoolwide Program (SWP)? **No**

Goal 5: Provide a school environment which fosters physical and emotional security, encourages community involvement, and focuses the school climate on creating opportunities for student engagement

		Funding Source	Supplemental	Title I, Part A	Professional Development	Discretionary
		Estimated Costs per Funding Source	\$ -	\$ -	\$ -	\$ -
Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs	Estimated Costs	Estimated Costs	Estimated Costs
			\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -

Form G: Single Plan for Student Achievement Annual Evaluation

School Priorities

- 1. Improving student achievement in the area of ELA (specifically reading fluency & comprehension)**
- 2. Improving student achievement in the area of Math (math reasoning specifically)**

1. Hiring of personnel to instruct students in small group settings for both ELA & Math

Plan Implementation

- RTI Tiered instruction for Reading in grades 2-5 with a double dose of reading instruction for students who need it in grades K & 1.
- Tiered math instruction in grades 4 & 5 which leads to small group instruction.

Strategies and Activities

- Small group instruction was very effective in increasing student achievement. This was evident by reviewing report cards and assessment data from CAASPP. We have expanded this by having RTI tiered academic instruction in the area of reading in grades 2-5. The student to teacher ratio is by far less by doing this and students are getting small group instruction for a minimum of forty five minutes a day for four times a week in the area of reading. We have expanded this tiered approach to instruction in the area of mathematics in grades 4 & 5. We have expanded this program to address an achievement gap that was apparent in our CAASPP Data in the area of math.
- The targeted approach to instruction in tiers 1, 2, & 3 will lead to improvement in achievement.

Involvement/Governance

- All stakeholders were involved in creating our plan (teachers, parents, etc.) and the School Site Council had input as to the plan. We have seen positive results thus far and anecdotally have received positive feedback from all stakeholders.

Outcomes

- Our goals in the area of reading growth and math were met and exceeded last year. We have expanded our program that we implemented in reading (increased number of students receiving small group instruction). We have also used the same strategy to tier instruction in the area of math to increase small group instruction. We anticipate with our tiered reading instruction program in grades 2-5 and tiered math instruction in grades 4 & 5 we will lead a higher percentage of students meeting or exceeding the standard (77% of students meeting or exceeding standard in ELA & 69% of students meeting or exceeding the standard in Math).