

SPSA 2016-17

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Oak Grove Elementary District

Oak Ridge Elementary



Oak Ridge is a safe and respectful community,
collaborating to inspire and engage the whole
child through a balanced curriculum.



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

CDS Code: 43696256088306

Principal: Sheetal Singh, Principal

Superintendent: José Manzo

Address: 5920 Bufkin Dr.
San Jose, CA 95123-4308

Phone: (408) 578-5900

Email: ssingh@ogsd.net

Web Site:



Goals and Actions	Start Date	Completion Date	Amount
» Reading/Language Arts			
› English Language Arts			
• Alignment of Instruction	07/01/2016	06/30/2017	\$0.00
• Strategies and Materials	07/01/2016	06/30/2017	\$6,223.00
• Extended Learning Time	07/01/2016	06/30/2017	\$0.00
• Increased Opportunity	07/01/2016	06/30/2017	\$0.00
• Staff Development	07/01/2016	06/30/2017	\$13,625.00
• Involvement of Staff and Parents	07/01/2016	06/30/2017	\$0.00
• Auxiliary Services	07/01/2016	06/30/2017	\$0.00
• Monitoring Programs and Results	07/01/2016	06/30/2017	\$0.00
» Mathematics			
› Mathematics			
• Alignment of Instruction	07/01/2016	06/30/2017	\$0.00
• Strategies and Materials	07/01/2016	06/30/2017	\$1,000.00
• Extended Learning Time	07/01/2016	06/30/2017	\$0.00
• Increased Opportunity	07/01/2016	06/30/2017	\$0.00
• Staff Development	07/01/2016	06/30/2017	\$4,000.00
• Involvement of Staff and Parents	07/01/2016	06/30/2017	\$0.00
• Auxiliary Services	07/01/2016	06/30/2017	\$0.00
• Monitoring Program and Results	07/01/2016	06/30/2017	\$0.00
» School Climate			
› Positive Behavior Intervention Support (PBIS)			
• Alignment of Instruction	07/01/2016	06/30/2017	\$0.00
• Strategies and Materials	07/01/2016	06/30/2017	\$0.00
• Extended Learning Time	07/01/2016	06/30/2017	\$0.00
• Increased Opportunity	07/01/2016	06/30/2017	\$525.00
• Staff Development	07/01/2016	06/30/2017	\$250.00
• Involvement of Staff and Parents	07/01/2016	06/30/2017	\$0.00
• Auxiliary Services	07/01/2016	06/30/2017	\$0.00
• Monitoring Program and Results	07/01/2016	06/30/2017	\$0.00
» Technology			
› Technology			

Goals and Actions	Start Date	Completion Date	Amount
• Alignment of Instruction	07/01/2016	06/30/2017	\$0.00
• Strategies and Materials	07/01/2016	06/30/2017	\$4,000.00
• Extended Learning Time	07/01/2016	06/30/2017	\$0.00
• Increased Opportunity	07/01/2016	06/30/2017	\$6,050.00
• Staff Development	07/01/2016	06/30/2017	\$0.00
• Involvement of Staff and Parents	07/01/2016	06/30/2017	\$0.00
• Auxiliary Services	07/01/2016	06/30/2017	\$0.00
• Monitoring Program and Results	07/01/2016	06/30/2017	\$0.00
Total Annual Expenditures for Current Site Plan: \$35,673.00			

GOALS

» GOAL: ENGLISH LANGUAGE ARTS

GOAL AREA: READING/LANGUAGE ARTS

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 CAASPP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

LEA Goal:

- Students will be proficient in core subjects.

LCAP Priorities:

- 2 - Implementation of State Standards

LCAP Goal:

- All students will be proficient in all subject areas.

Goal Statement:

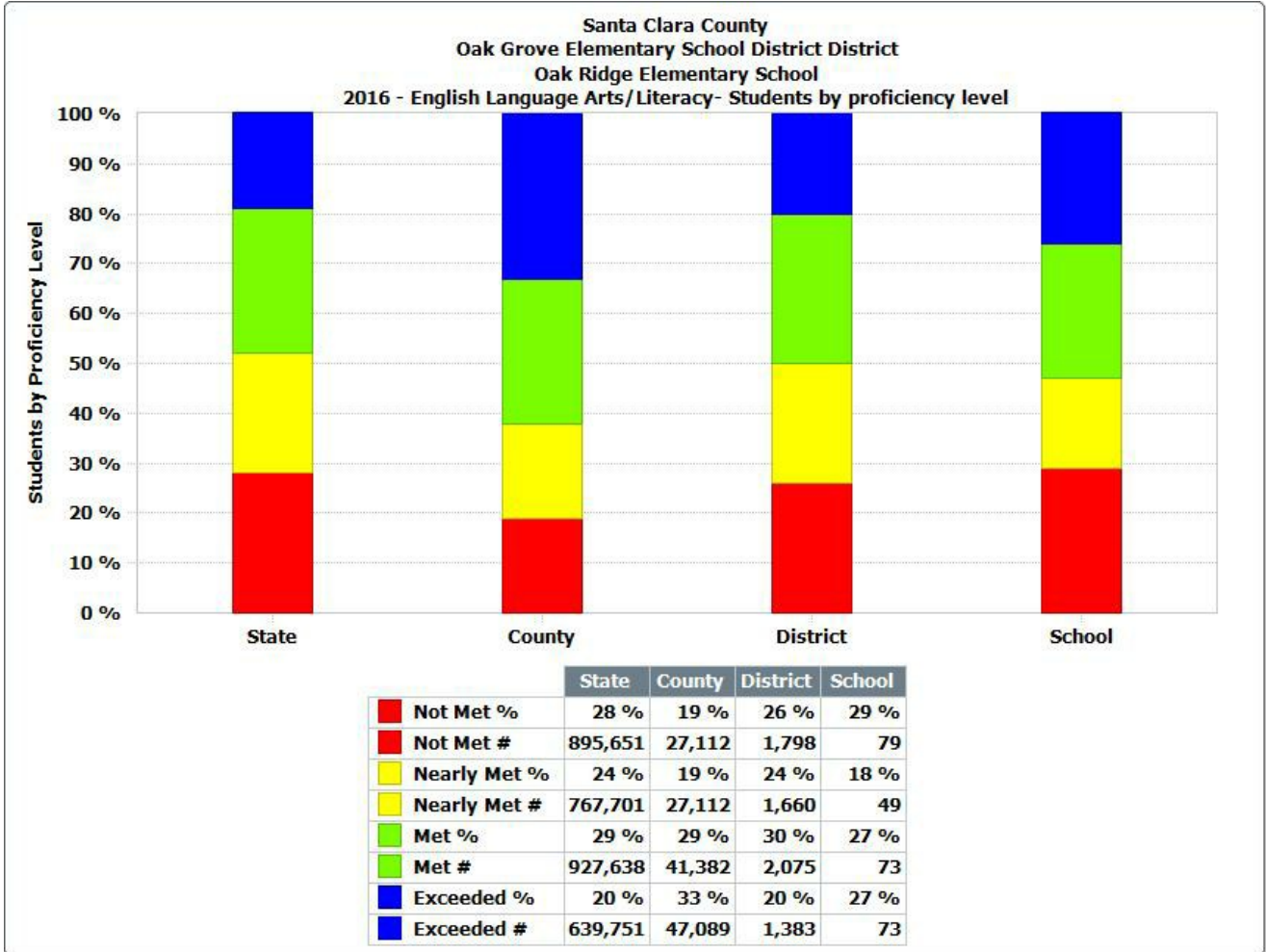
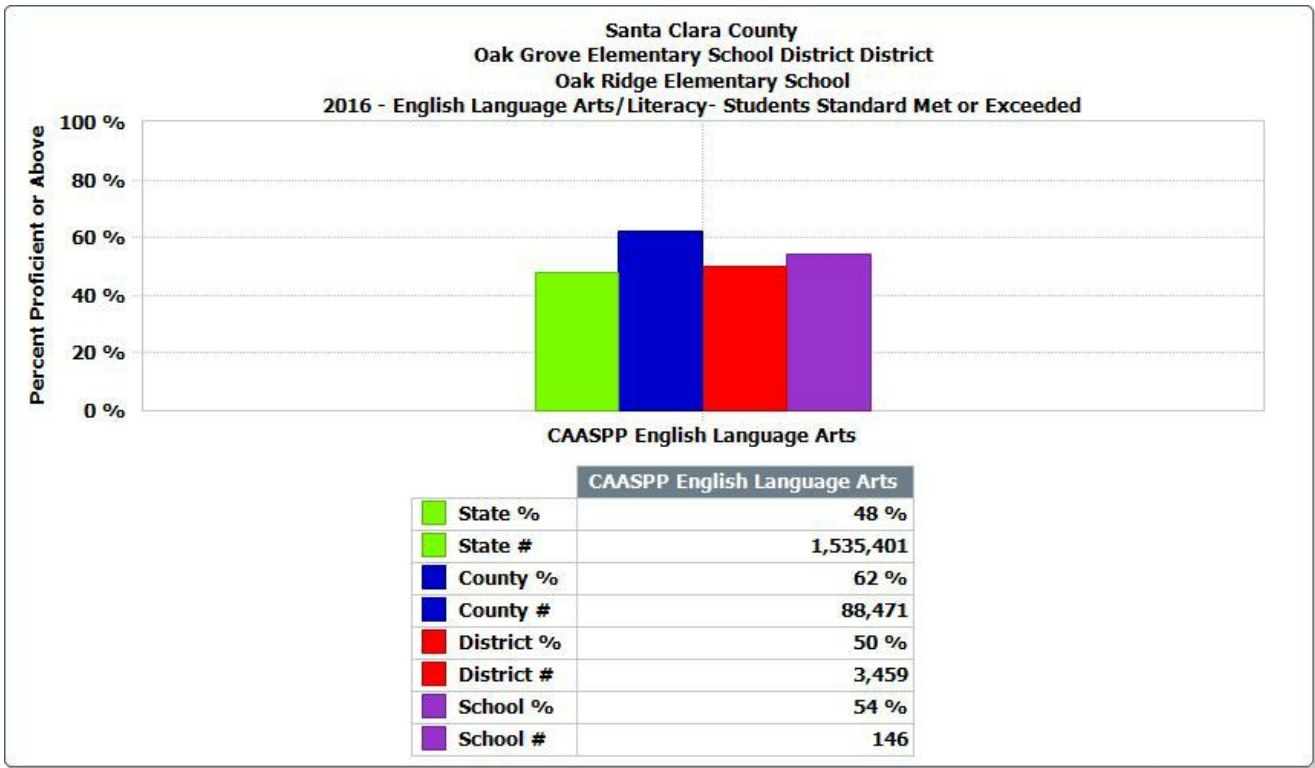
Oak Ridge teachers will implement the Common Core state standards for English Language Arts. Oak Ridge students will demonstrate independent thinking and cite supporting evidence within the standards. They will read a range of grade level materials and respond appropriately. Student proficiency on the English Language Arts portion of the CAASPP (California Assessment of Student Performance and Progress) will increase by a minimum of 7%.

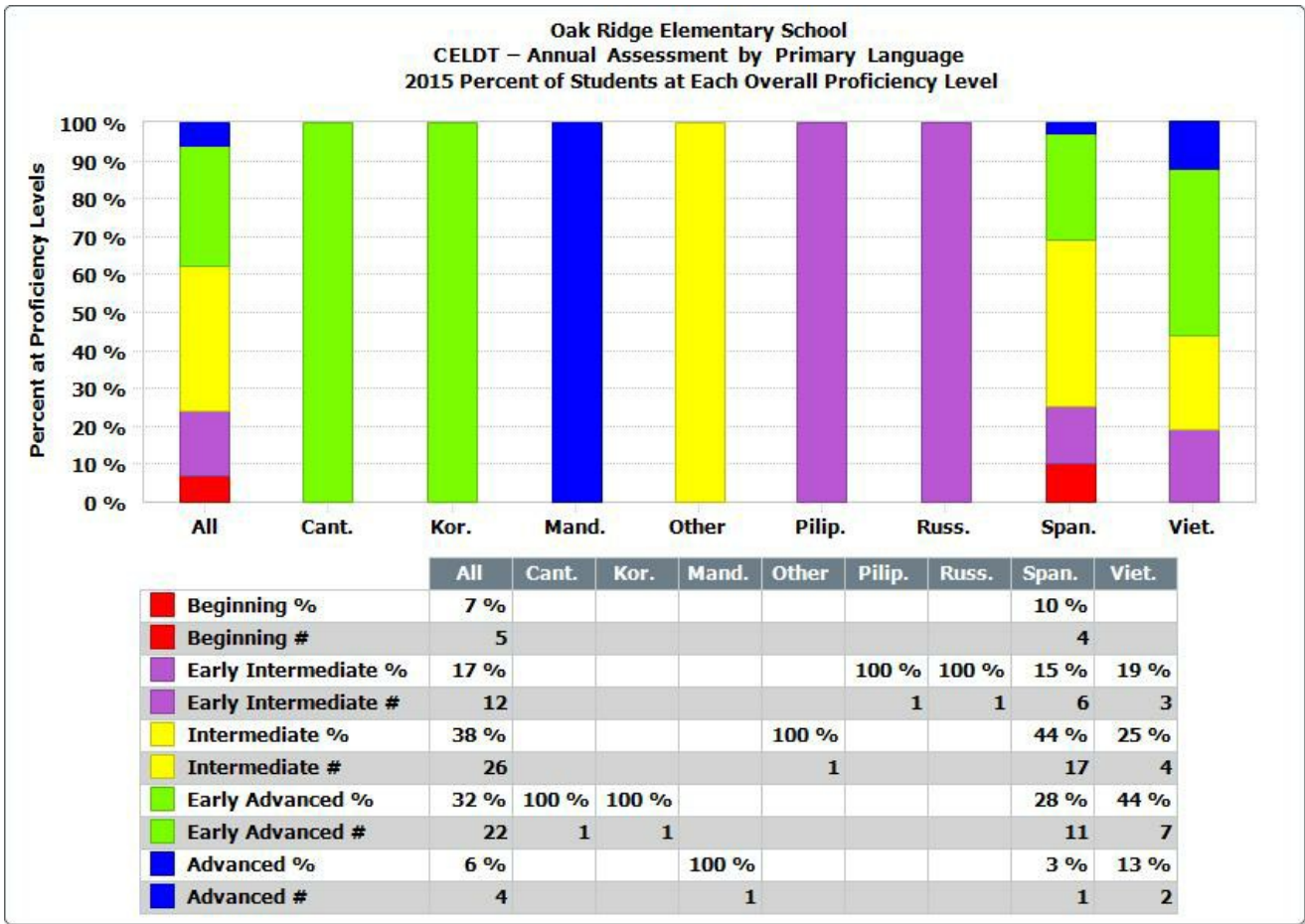
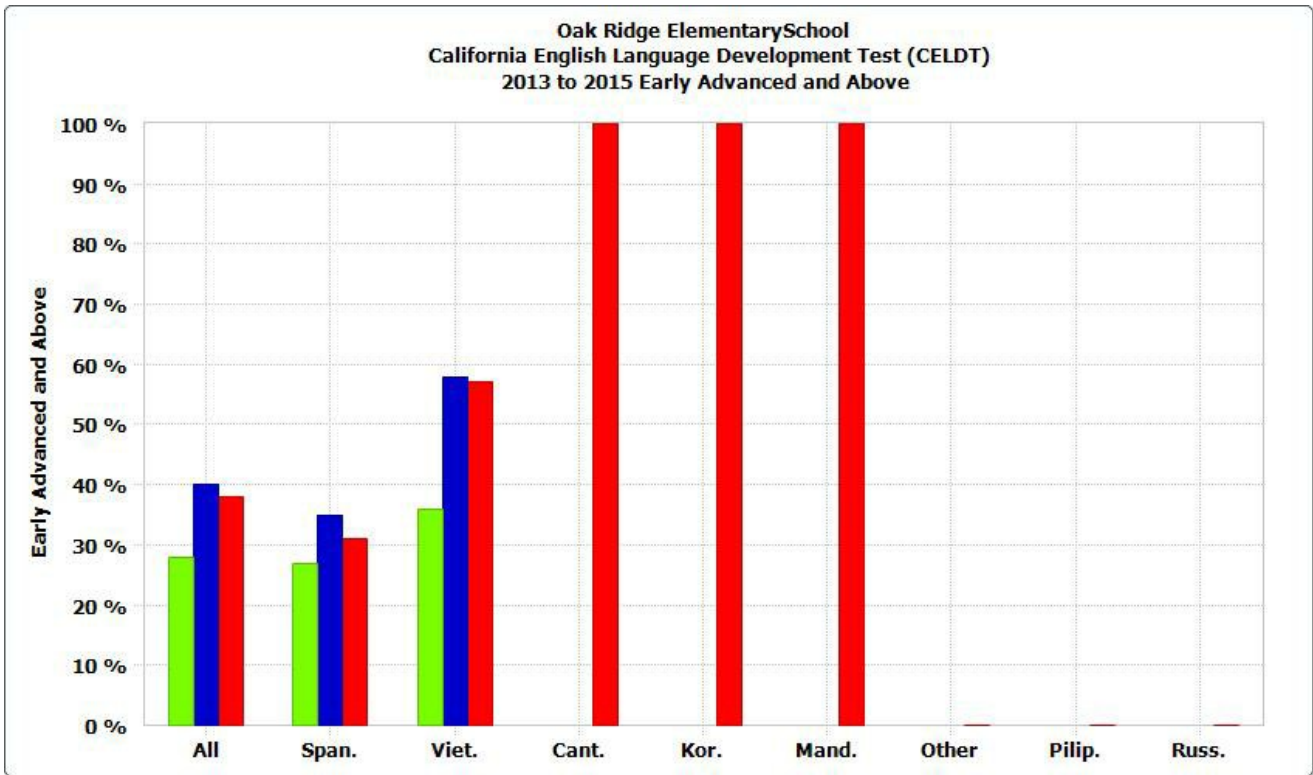
What data did you use to form this goal (findings from data analysis)?

The data used to form this goal include California Assessment of Student Performance and Progress (CAASPP), Common Core State Standards (CCSS), and iReady diagnostic data in reading. In addition to this, Oak Ridge staff are analyzing data using Reader's and Writer's Workshop student notebooks, strategy groups, conferring notes, Accelerated Reader reading assessments, Rigby reading assessments, Running Records and teacher observations.

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

In 2016, 54% of Oak Ridge students met or exceeded standard in English Language Arts on the California Assessment of Student Performance and Progress (CAASPP). At the end of the 2015-2016 school year, 44% of all students were on grade level or above level on the iReady Reading Spring Diagnostic Assessment.





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

The Oak Ridge principal and leadership team will meet monthly to review Common Core aligned data to determine if students are able to complete them with independence and are citing appropriate evidence. Grade level teams will be meeting monthly as a professional learning community to review student work. In addition, all grade level teams will be meeting three times a year to review Common Core summative data in the areas of writing, reading, listening, and speaking using the Cycle of Inquiry process and iReady data.

Strategy:

The strategies and researched-based best practices that are being used at Oak Ridge include (but are not limited to): Reader's and Writer's Workshop, Shared Reading, Guided Reading, Close Reading, Read 180 Universal, iReady lessons, Hooked on Phonics, System 44, Phonics Instruction, Words Their Way, Reading A-Z and Kids A-Z.

ACTION:ALIGNMENT OF INSTRUCTION

Means of Achievement: Alignment of instruction with content standards

Action Type:Form A: Planned Improvements in Student Performance

- **Task:**

1. Oak Ridge general education teachers will implement Reader's and Writer's Workshop in grades K-6 for all students.
2. Oak Ridge special education teachers in grades 3-6 will implement System 44 and Read 180 to support students with Individualized Education Plan (IEP) goals in the areas of reading, writing, vocabulary and reading comprehension.
3. Oak Ridge teachers will use Guided Reading and strategy groups during their teaching day to improve the students' instructional and independent reading levels.
4. Oak Ridge teachers will implement Designated and Integrated English Language Development (ELD) to support the English Language Learners (ELL's) and the English-only learners to develop stronger language skills.

- **Measures:**

Oak Ridge staff will use iReady diagnostic assessments, student work samples, running records, student reading and writing notebooks, Scholastic Phonics Inventory, Scholastic Reading Inventory, California Assessment of Student Performance and Progress (CAASPP) and California English Language Development (CELDT) data to measure student progress.

- **People Assigned:**

The Oak Ridge principal and teaching staff will be responsible for monitoring the implementation and alignment of reading and writing instruction.

Start Date: 07/01/2016

Completion Date: 06/30/2017

ACTION:STRATEGIES AND MATERIALS

Means of Achievement: Improvement of instruction strategies and materials

Action Type:Form A: Planned Improvements in Student Performance

- **Task:**

At Oak Ridge, we will provide a variety of instructional materials and supplies to improve student achievement in reading and writing and align to the Common Core State Standards.

1. Oak Ridge students have access to a variety of multimedia materials such as Chromebooks, teacher iPads, and videos to use in the classroom.
2. All Oak Ridge students have access to engaging and relevant non-fiction texts to make curriculum more accessible in the classroom, library and online through paid subscriptions such as Reading A-Z, Kids A-Z, Newsela, etc.
2. Oak Ridge staff and students have access to Lucy Calkins Reader's and Writer's Kits, System 44/Read 180 Universal workbooks and online software, Kids A-Z, iReady workbooks and software and Reading A-Z online licenses.

- **Measures:**

Oak Ridge staff will monitor increased performance as measured by Principal walk throughs and observations, classroom assessments, Rigby running records, iReady reading diagnostic assessments, Read180 Universal and Systems 44 data, student work samples and online iReady usage data.

- **People Assigned:**

The Oak Ridge principal, secretary and staff will be responsible to ensure materials are used appropriately.

Start Date: 07/01/2016

Completion Date: 06/30/2017

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Supplemental Curriculum and Guided Reading Books	\$2,278.00
Local Control Funding Formula State Compensatory Education	Print Shop Materials	\$750.00
Local Control Funding Formula State Compensatory Education	Reading A-Z and Raz Kids	\$1,145.00
Local Control Funding Formula State Compensatory Education	Classroom Supplies and Materials	\$2,050.00

ACTION:EXTENDED LEARNING TIME

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

Action Type:[Form A: Planned Improvements in Student Performance](#)

- **Task:**

1. Oak Ridge staff will provide a variety of before/after school interventions (Academies, informal tutoring, Super Saturday academies, etc.) to extend the learning time outside of the school day.
2. Outside Tech Consultant and Tech Liaison will maintain the Chromebooks, computer lab and classroom computers on network.
3. Oak Ridge GATE teacher lead and volunteer GATE parents will provide after school seminars for GATE students.
4. Oak Ridge on site YMCA will provide before and after school services which include homework support and extended time for student learning on campus to support student learning.
5. Oak Ridge teachers will provide access to iReady and Kids A-Z and login information for students to access online lessons outside of the instructional day.

- **Measures:**

Oak Ridge staff will monitor data from academies, GATE participation through sign in sheets, iReady data, Kids A-Z usage and iReady reading diagnostics.

- **People Assigned:**

The Oak Ridge principal, classroom teachers and on site YMCA staff are responsible for providing extended learning time.

Start Date: 07/01/2016

Completion Date: 06/30/2017

> ACTION: INCREASED OPPORTUNITY

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

Action Type: [Form A: Planned Improvements in Student Performance](#)

- **Task:**

1. Oak Ridge teachers will provide in class small group instruction to increase opportunity (i.e. guided reading, reading/writing strategy groups, conferring groups, English Language development lessons, etc.)
2. To increase the Lexile reading level for special education students, Oak Ridge staff will use iReady, Systems 44 and Universal Read 180 strategies and materials.
3. Oak Ridge teacher volunteers will be paid to provide before and after school academies.

- **Measures:**

Oak Ridge staff will use the iReady diagnostics, running records, guided reading levels, Scholastic Phonics and Reading Inventory assessments to monitor student progress.

- **People Assigned:**

The Oak Ridge principal and staff are responsible for the implementation of these programs.

Start Date: 07/01/2016

Completion Date: 06/30/2017

> ACTION: STAFF DEVELOPMENT

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

Action Type: [Form A: Planned Improvements in Student Performance](#)

- **Task:**

1. Oak Ridge teachers and principal will collaborate and engage in the Cycle of Inquiry monthly in addition to on professional development days.
2. Oak Ridge teachers will be given release days to work with grade level teammates to review data and plan instruction, engage in common core professional development and implementation, collaborate around the needs of special ed students and observe best practices. Substitute teachers will release each classroom teacher for 3 days throughout the school year to allow time for professional development, Cycle of Inquiry, analyzing student work, setting goals, backwards mapping, IEP meetings and planning.
3. The district English Language Teacher Partner (ELTP) will provide coaching and professional development to the classroom teachers on the use of EL strategies for implementation of common core and California English Language Development Standards in TK classrooms.
4. Oak Ridge teachers will have the opportunity to participate in Reader's and Writer's workshop training provided by the county, district, outside trainers and the COTSEN Foundation to support instruction in reading and writing.
5. New Oak Ridge teachers in grades K, 4, 5, 6 will participate in Project Based Learning training at the district office. Sub days will be provided by the district office.

- **Measures:**

Oak Ridge principal and staff will use Engage NY assessments, Reader's and Writer's Notebooks, IEP goals, Read 180/System 44 reports and assessments to monitor student progress. CELDT, district assessments, ongoing class assessments and student work will be used to monitor student progress.

- **People Assigned:**

The Oak Ridge principal and staff are responsible for the staff development.

Start Date: 07/01/2016

Completion Date: 06/30/2017

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Sub-Release time for teacher professional development and planning	\$12,125.00
Local Control Funding Formula State Compensatory Education	Travel and Conference/Workshops	\$1,500.00

ACTION: INVOLVEMENT OF STAFF AND PARENTS

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

Action Type: **Form A: Planned Improvements in Student Performance**

- **Task:**

1. Oak Ridge teachers will receive release time for teachers in grades K and 4-6 participating in Project Based Learning with consultant.
2. Oak Ridge teachers will receive release time for teachers to meet with grade level colleagues across schools, cross-grade level teachers and district coaches to support with planning.
3. Oak Ridge primary and upper grade leaders will participate in the District Literacy Team (DLT) and shares information with colleagues.
4. Oak Ridge teachers will receive professional development in Reader's and Writer's Workshop for all in K-6.
5. Oak Ridge principal will engage parents through informal meetings, parent nights and district/site community meetings which include Home and School Club Meetings, District Advisory Committee, Hispanic Parent Club, School Site Council, Student Council, Hispanic Advisory Board for Learning and Assessment (HABLA), English Learner Advisory Committee, and Koffee Klatch.

- **Measures:**

The Oak Ridge principal and staff will measure engagement of parents and staff through classroom observations, data collection and professional learning community notes, informal feedback and sign in sheets.

- **People Assigned:**

The principal will ensure Oak Ridge staff and parents are involved based on informal surveys, informal feedback from staff and parents, staff development based on teacher/leadership team input and attendance sheets.

Start Date: 07/01/2016

Completion Date: 06/30/2017

> ACTION:AUXILIARY SERVICES

Means of Achievement: Auxiliary services for students and parents

Action Type:Form A: Planned Improvements in Student Performance

- **Task:**

1. Oak Ridge will translate parent and community documents (i.e. memos home to the community, monthly newsletters, etc.).
2. Childcare will be provided at all parent meetings at Oak Ridge (i.e. Home and School Club Meeting, Hispanic Parent Club Meeting and School Site Council).

- **Measures:**

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

- **People Assigned:**

The Oak Ridge principal will ensure the services are provided.

Start Date: 07/01/2016

Completion Date: 06/30/2017

> ACTION:MONITORING PROGRAMS AND RESULTS

Means of Achievement: Monitoring program implementation and results

Action Type:Form A: Planned Improvements in Student Performance

- **Task:**

1. Oak Ridge principal and teachers meet monthly to discuss student achievement and review student data using the cycle of inquiry process.
2. Oak Ridge staff will analyze student assessments including Rigby assessments, running records, iReady data, System 44/Read 180 data, writing samples, readers notebooks, student work samples, and teacher created tests.

- **Measures:**

Weekly support staff meetings and observations by principal and Support Team (Resource teacher, Speech teacher, school psychologists) will assist in determining if student results are increasing throughout the year. Teachers and principal will also review student data every other week and monthly as a whole staff.

- **People Assigned:**

All Oak Ridge staff are responsible for monitoring the program implementation and student results.

Start Date: 07/01/2016

Completion Date: 06/30/2017



GOAL: MATHEMATICS

GOAL AREA: MATHEMATICS

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 CAASPP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

LEA Goal:

- Students will be proficient in core subjects.

LCAP Priorities:

- 2 - Implementation of State Standards

LCAP Goal:

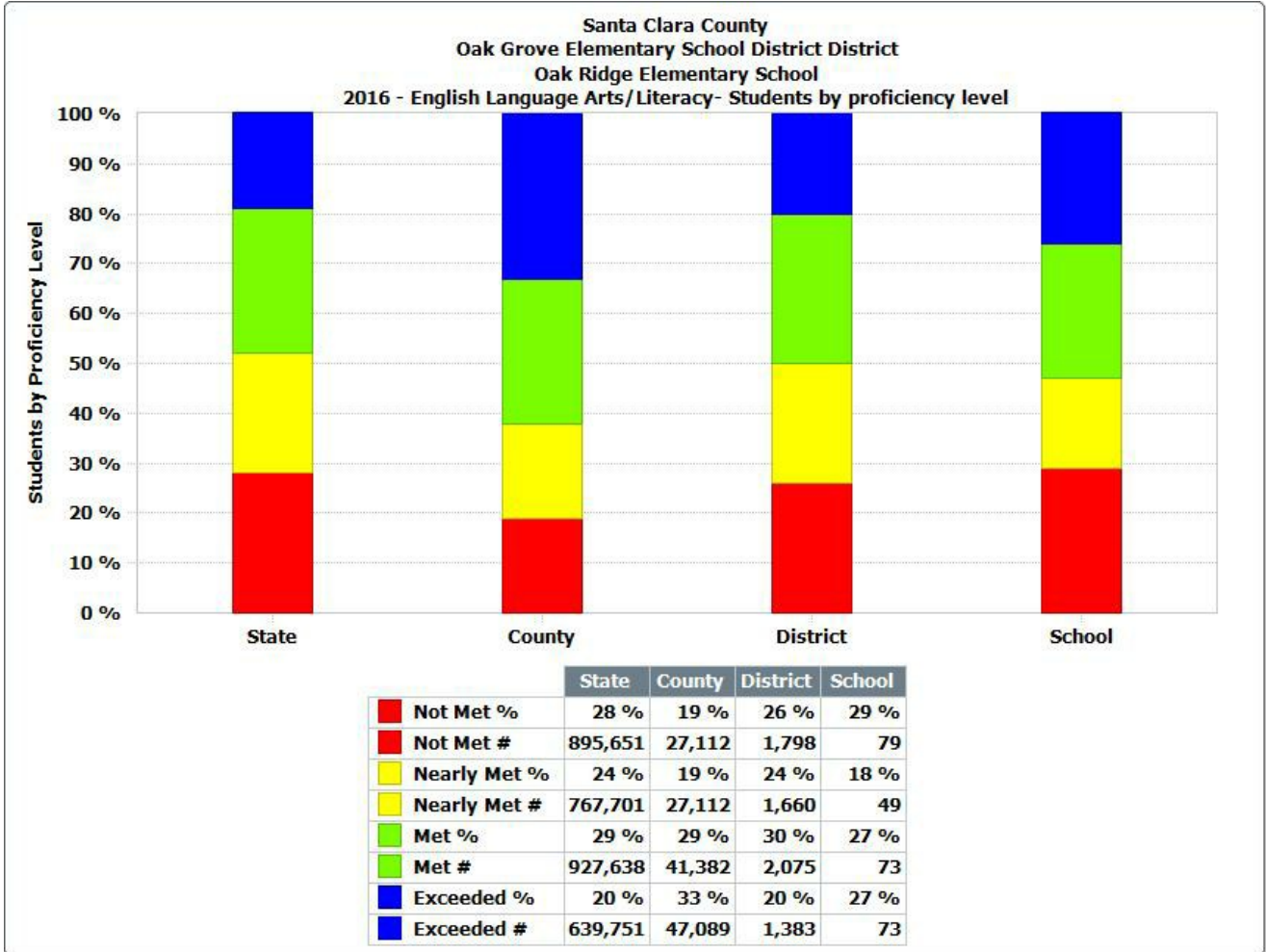
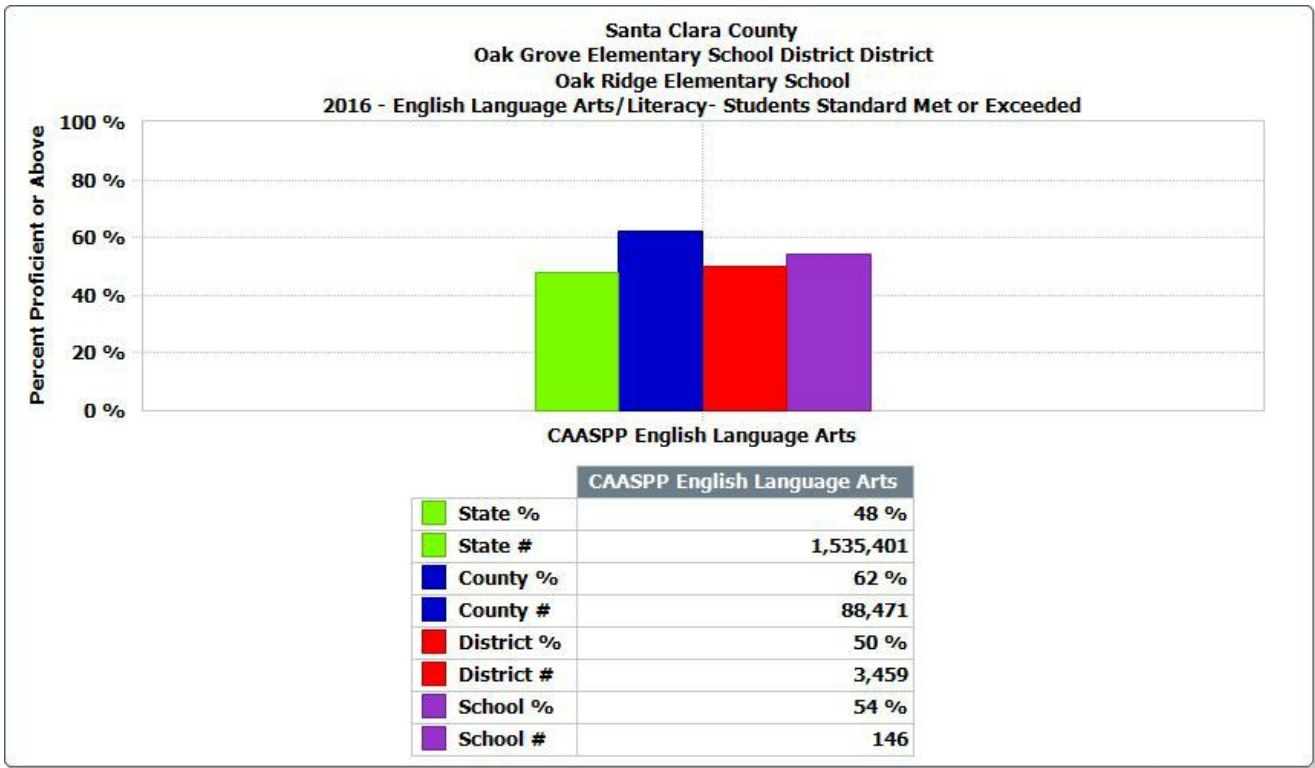
- All students will be proficient in all subject areas.

Goal Statement:

Oak Ridge teachers will implement the Common Core state standards for Mathematics. Oak Ridge teachers will implement the Common Core Math Standards and Math Practices focusing on students making sense of problems and persevering in solving them. Student proficiency on the mathematics portion of the CAASPP (California Assessment of Student Performance and Progress) will increase by a minimum of 7%.

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

The data that we used to form this goal include the California Assessment of Student Performance and Progress mathematics data from 2015 and 2016, Common Core State Standard description for students who are Career and College Ready, Dreambox and iReady math data. In addition to this, Oak Ridge staff are analyzing data using iReady Diagnostic assessments, Cognitively Guided Instruction (CGI) problems, Problem of the Week, Engage New York assessments, exit tickets (or tickets out the door), Bridges workplaces, Number Talks, Dreambox online usage and teacher observations of students using manipulatives.



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

In 2016, 50% of Oak Ridge students met or exceeded standard in Mathematics on the California Assessment of Student Performance and Progress (CAASPP). At the end of the 2015-2016 school year, 48% of all students were on grade level or above level on the iReady Math Spring Diagnostic Assessment.

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

The Oak Ridge principal and leadership team will meet monthly to review Common Core aligned data to determine if students are making sense of problems and persevering in solving them. Grade level teams will be meeting monthly as a professional learning community to review student work. In addition, all grade level teams will have full day grade level release days three times a year to review Common Core summative data in the area of mathematics using the Cycle of Inquiry process and iReady Diagnostic Data.

Strategy:

The strategies and researched-based best practices that are being used at Oak Ridge include (but are not limited to): Direct Instruction, Modeling, Number talks, Counting Collections, Cognitively Guided Instruction (CGI), Engage New York lessons and resources, Bridges and writing explanations to math problems.

> ACTION: ALIGNMENT OF INSTRUCTION

Means of Achievement: Alignment of instruction with content standards

Action Type: Form A: Planned Improvements in Student Performance

- **Task:**

1. All Oak Ridge teachers will provide a Daily Math Block to teach the Common Core State Standards in Mathematics.
2. All Oak Ridge teachers will provide time each week for students to access the math lesson on iReady.
3. All Oak Ridge students will participate in Daily Number Talks to explain their mathematical reasoning.
4. Oak Ridge teachers will implement a combination of Engage NY Lessons, Bridges math lessons and Cognitively Guided Instruction to all students.
5. Oak Ridge teachers will implement Designated and Integrated English Language Development (ELD) to support the English Language Learners (ELLs) and the English-only learners to develop stronger language skills and math vocabulary within the area of mathematics.

- **Measures:**

Oak Ridge staff will use iReady diagnostic assessments, teacher observations, student work samples, California Assessment of Student Performance and Progress (CAASPP), End of Module tests, Cognitively Guided Instruction problems and Exit Tickets.

- **People Assigned:**

The Oak Ridge principal and teaching staff will be responsible for monitoring the implementation and alignment of mathematics instruction.

Start Date: 07/01/2016

Completion Date: 06/30/2017

> ACTION:STRATEGIES AND MATERIALS

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

Action Type:**Form A: Planned Improvements in Student Performance**

- **Task:**

At Oak Ridge, we will provide a variety of instructional materials and supplies to improve student achievement in mathematics and align to the Common Core State Standards.

1. All Oak Ridge students will have access to a variety of multimedia materials such as Chromebooks, iPads, and videos to use in the classroom.
2. All Oak Ridge staff and students have access to Engage NY lessons and math manipulatives for grades K-6.
3. All Oak Ridge staff and students have online access to iReady mathematics lessons and Dreambox lessons.

- **Measures:**

Oak Ridge staff will monitor increased performance as measured by principal walk throughs and observations, classroom assessments, iReady math diagnostic assessments, student work samples, teacher observations, Dreambox lessons and Dreambox / iReady usage data.

- **People Assigned:**

The Oak Ridge principal, secretary and staff are responsible for ensuring materials are used appropriately.

Start Date: 07/01/2016

Completion Date: 06/30/2017

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Classroom materials and supplies	\$1,000.00

> ACTION:EXTENDED LEARNING TIME

Means of Achievement: **Extended learning time**

Action Type:**Form A: Planned Improvements in Student Performance**

- **Task:**

1. Oak Ridge staff will provide a variety of before/after school interventions (Academies, informal tutoring, Super Saturday academies, etc.) to extend the learning time outside of the school day.
2. Outside Tech Consultant and Tech Liaison will maintain the Chromebooks, computer lab and classroom computers on network.
3. Oak Ridge on-site YMCA will provide before and after school services which include homework support and extended time for student learning on campus to support student learning.
4. Oak Ridge teachers will provide access to iReady and Dreambox and login information for students to access online lessons outside of the instructional day.

- **Measures:**

Oak Ridge staff will monitor data from math academies, iReady data, Dreambox usage and iReady math diagnostics.

- **People Assigned:**

The Oak Ridge principal, classroom teachers and on-site YMCA staff are responsible for providing extended learning time.

Start Date: 07/01/2016

Completion Date: 06/30/2017

> ACTION: INCREASED OPPORTUNITY

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

Action Type: [Form A: Planned Improvements in Student Performance](#)

- **Task:**

1. Oak Ridge teachers will provide in class small group instruction to increase opportunity (i.e. guided math groups, math talks, small group math instruction, etc.).
2. Oak Ridge teachers will provide in-class opportunities for students to access Dreambox and iReady math lessons on the Chromebooks.
3. Oak Ridge teachers will provide before and after school academies.

- **Measures:**

Oak Ridge staff will use the iReady math diagnostics, Dreambox online usage reports, teacher observations and informal math assessments to monitor student progress.

- **People Assigned:**

The Oak Ridge principal and staff are responsible for the implementation of these programs.

Start Date: 07/01/2016

Completion Date: 06/30/2017

> ACTION: STAFF DEVELOPMENT

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

Action Type: [Form A: Planned Improvements in Student Performance](#)

- **Task:**

1. Oak Ridge teachers and principal will collaborate and engage in the Cycle of Inquiry monthly in addition to on professional development days.
2. Oak Ridge teachers will be given release days to work with grade level teammates to review data and plan instruction, engage in common core professional development and implementation, collaborate around the needs of special education students and observe best practices. Substitute teachers will release each classroom teacher for 3 days throughout the school year to allow time for professional development, Cycle of Inquiry, analyzing student work, setting goals, backwards mapping, IEP meetings and planning.
3. The district mathematics coach will provide coaching and professional development to the classroom teachers on the use of math strategies for implementation of Common Core Mathematics Standards in TK-6 classrooms.
4. New Oak Ridge teachers in grades K-6 will participate in Math Talk training at the site and district level facilitated by the district math coach.

- **Measures:**

Oak Ridge principal and staff will use Engage NY assessments, IEP goals, iReady data and informal teacher assessments to monitor student progress.

- **People Assigned:**

The Oak Ridge principal and staff are responsible for the staff development.

Start Date: 07/01/2016

Completion Date: 06/30/2017

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Teacher Professional Development (Travel and Conference)	\$1,000.00
Local Control Funding Formula State Compensatory Education	Professional Development	\$3,000.00

ACTION: INVOLVEMENT OF STAFF AND PARENTS

Means of Achievement: Involvement of staff, parents and community

Action Type: Form A: Planned Improvements in Student Performance

- **Task:**

1. Oak Ridge teachers will receive release time for teachers to meet with grade level colleagues across schools, cross-grade level teachers and district math coaches to support with planning.
3. Oak Ridge primary and upper grade leaders will participate in the District Math Team (DMT) and share information with colleagues.
4. Oak Ridge teachers will receive professional development in Math Talks for grade TK-6.
5. Oak Ridge principal will engage parents through informal meetings, parent nights and district/site community meetings which include Home and School Club Meetings, District Advisory Committee, Hispanic Parent Club, School Site Council, Student Council, English Learner Advisory Committee and Koffee Klatch.
6. Oak Ridge teachers will participate in Common Core Math Trainings at the County Office of Education (as applicable).
7. District math coaches will model/demonstrate in classrooms.

- **Measures:**

The Oak Ridge principal and staff will measure engagement of parents and staff through classroom observations, data collection and professional learning community notes, informal feedback and sign in sheets.

- **People Assigned:**

The principal will ensure Oak Ridge staff and parents are involved based on informal surveys, informal feedback from staff and parents, staff development based on teacher/leadership team input and attendance sheets.

Start Date: 07/01/2016

Completion Date: 06/30/2017

> ACTION:AUXILIARY SERVICES

Means of Achievement: Auxiliary services for students and parents

Action Type:Form A: Planned Improvements in Student Performance

- **Task:**

1. Oak Ridge will translate parent and community documents (i.e. memos home to the community, monthly newsletters, etc.).
2. Childcare will be provided at all parent meetings at Oak Ridge (i.e. Home and School Club Meeting, Hispanic Parent Club Meeting and School Site Council).

- **Measures:**

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

- **People Assigned:**

The Oak Ridge principal will ensure the services are provided.

Start Date: 07/01/2016

Completion Date: 06/30/2017

> ACTION:MONITORING PROGRAM AND RESULTS

Means of Achievement: Monitoring program implementation and results

Action Type:Form A: Planned Improvements in Student Performance

- **Task:**

1. Oak Ridge principal and teachers meet monthly to discuss student achievement and review student data using the cycle of inquiry process.
2. Oak Ridge staff will analyze student assessments including iReady Math, Mathematics Assessment Resource Service (MARS) Tasks, Cognitively Guided Instruction problems, student work samples, and teacher created tests.

- **Measures:**

Weekly support staff meetings and observations by principal and Support Team (Resource teacher, Speech teacher, school psychologists) will assist in determining if student results are increasing throughout the year. Teachers and principal will also review student data every other week and monthly as a whole staff.

- **People Assigned:**

All Oak Ridge staff are responsible for monitoring the program implementation and student results.

Start Date: 07/01/2016

Completion Date: 06/30/2017

» GOAL: POSITIVE BEHAVIOR INTERVENTION SUPPORT (PBIS)**GOAL AREA: SCHOOL CLIMATE****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 CAASPP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

LEA Goal:

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

LCAP Priorities:

- 6 - School Climate

LCAP Goal:

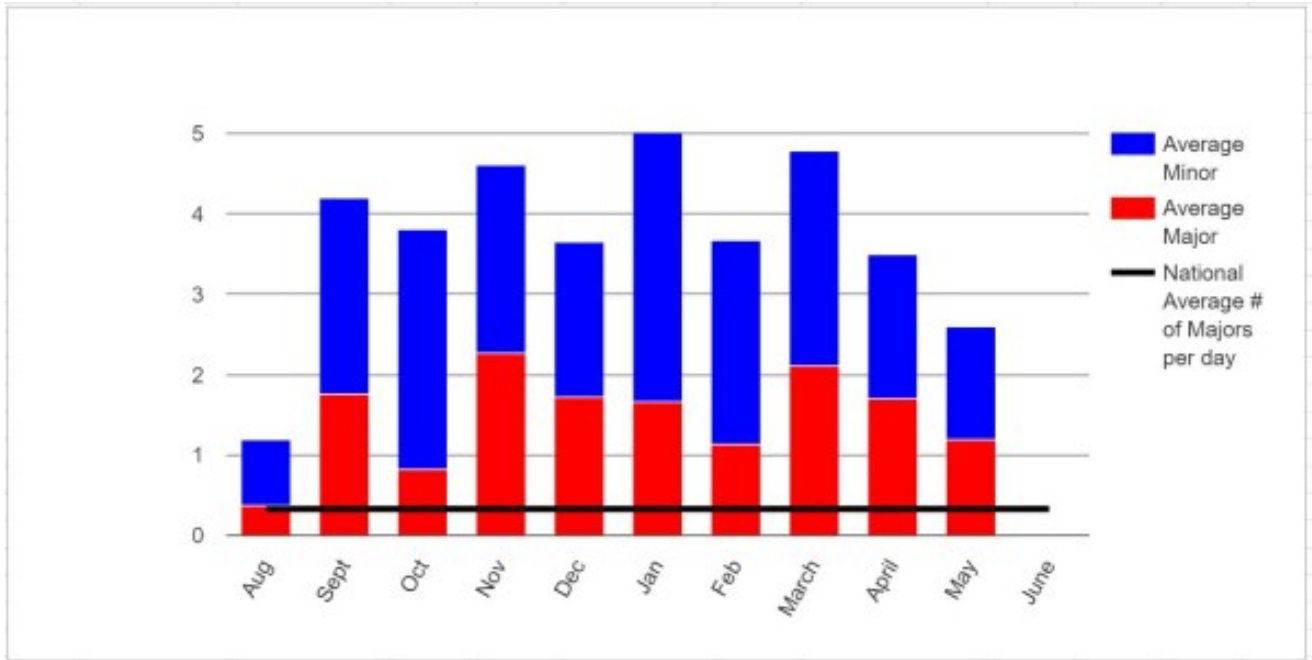
- School and classroom environments support learning, creativity, safety and engagement.

Goal Statement:

Oak Ridge will create a positive school culture that is predictable and consistent with clear, school-wide behavioral expectations consistent with the Positive Behavior Interventions and Supports (PBIS) program supported by the district. By implementing systematic procedures and explicitly teaching our behavioral expectations in different school-related settings, we strive to decrease student suspensions and referrals and have a positive effect on student achievement.

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

The data used to form this goal include Infinite Campus discipline data, attendance data and principal/teacher observations. In addition to this, members of the Oak Ridge PBIS team are analyzing student data using minor and major referral data and teacher observations.



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

During the 2015-2016 school year, Oak Ridge was above the national average for major referrals. It should be noted that Oak Ridge is the only elementary campus in the district to have 5 special day classes with 2 special day classes for students with behavior challenges. (Note: Suspensions are included in majors in the data provided).

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

The Oak Ridge PBIS team evaluates monthly discipline data to identify areas of concern and determine next steps and interventions. The team will review the behavior events monthly by count, location and time. The team will also monitor the number of suspensions by month. The data is shared with the staff and parents through Home and School Club and School Site Council.

Strategy:

Teachers create and then explicitly teach lesson plans that are being developed to support expected student behavior in various settings on the Oak Ridge campus (i.e. library, classroom, playground, bathroom, etc.). Oak Ridge's behavioral expectations are "Be Respectful, Be Responsible, Be Safe". The goal is to have all staff, teachers, and community members involved in praising students regularly for being respectful, responsible, and safe using tangible rewards and incentives. The Oak Ridge PBIS team has created a school wide matrix and behavior lesson plans that were taught to all students at the start of the school year. Students and staff were all trained in the Stop, Walk, Talk protocol, in addition to the Check In/Check Out system that is used by the Oak Ridge Support Staff. Students and staff will be rewarded with positive incentives including Panther Paws, 'PAWS'itive referrals, prize box, weekly drawings, class points, verbal praise, Student of the Month, etc.



ACTION:ALIGNMENT OF INSTRUCTION

Means of Achievement: Alignment of instruction with content standards

Action Type:Form A: Planned Improvements in Student Performance

- **Task:**

The Oak Ridge staff will provide students with a positive, predictable, consistent, and safe learning environment through Positive Behavioral Interventions and Supports (PBIS) three tier system.

- **Measures:**

The Oak Ridge principal and PBIS team will monitor the number of acknowledgements given to students for following the behavioral expectations, and the number of behavioral events that occur monthly.

- **People Assigned:**

The Oak Ridge principal and staff will be responsible for monitoring the implementation and alignment of PBIS.

Start Date: 07/01/2016

Completion Date: 06/30/2017

> ACTION:STRATEGIES AND MATERIALS

Means of Achievement: Improvement of instruction strategies and materials

Action Type:Form A: Planned Improvements in Student Performance

- **Task:**

1. PBIS is a three tiered system implemented fully at Oak Ridge.
2. Oak Ridge's school wide expectations are Be Respectful, Be Responsible, Be Safe. The expectations are taught on a regular basis and are posted throughout the school, and all Oak Ridge staff provide students with "Panther Paw" incentives for the expectations.
3. A key component of PBIS is Bully Proofing. At Oak Ridge, we teach students the strategy of saying "Stop," walking away, and seeking help if needed ("Stop, Walk, Talk" Bullyproofing protocol).

- **Measures:**

At Oak Ridge, the PBIS team and principal monitor the number of acknowledgements given to students for following the behavioral expectations, and the number of behavioral events that occur monthly.

- **People Assigned:**

The Oak Ridge principal and staff (certificated and classified) are responsible for the implementation of PBIS.

Start Date: 07/01/2016

Completion Date: 06/30/2017

> ACTION:EXTENDED LEARNING TIME

Means of Achievement: Extended learning time

Action Type:Form A: Planned Improvements in Student Performance

- **Task:**

Oak Ridge support staff offers Tier II support for some students at the beginning and end of the day. The process is called Check In and Check Out.

- **Measures:**

Check In and Check Out has an individual student data system.

- **People Assigned:**

The Oak Ridge principal and support staff monitors students on Check In and Check Out to determine which students need the Tier II support, and when students no longer need Check In and Check Out.

Start Date: 07/01/2016

Completion Date: 06/30/2017

> ACTION: INCREASED OPPORTUNITY

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

Action Type: [Form A: Planned Improvements in Student Performance](#)

- **Task:**

1. At Oak Ridge, substitutes will be provided to cover the class of a Teacher in Charge when the principal is out for 1/2 day or more. Sub coverage will be provided to support professional development opportunities for principal (including conferences, trainings, etc.), goal setting/evaluation and/or principal planning time with teachers. By providing a teacher in charge, staff and students have support consistently in the front office to support PBIS.
2. Oak Ridge will provide behavior support plans for students who need Tier III behavior support.

- **Measures:**

The Oak Ridge PBIS team and principal will monitor, the number of behavior incidents on days when the principal is off campus or unavailable. In addition, behavior support plans have specific goals and objectives for individual students which will be monitored through the IEP process by the student's case manager (usually resource teacher, special day class teacher or school psychologist).

- **People Assigned:**

The Oak Ridge principal and staff are responsible for the implementation of these programs and are all assigned to the safety of the students.

Start Date: 07/01/2016

Completion Date: 06/30/2017

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Sub Release time for Teacher in Charge	\$525.00

> ACTION: STAFF DEVELOPMENT

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

Action Type: [Form A: Planned Improvements in Student Performance](#)

- **Task:**

1. All new teachers to Oak Ridge will receive PBIS training at the August new teacher orientation.
2. The Oak Ridge principal will review the strategies and lessons in August with all staff.
3. All members of the PBIS team attend meetings to support lesson planning, school wide behavior implementation planning, school discipline data analysis and collaboration around PBIS implementation.
4. District PBIS and Special Education coaches are available to teachers who need additional support in classroom management and learning environment strategies.

- **Measures:**

The California Standards for the Teaching Profession include classroom management and the learning environment. Through the behavior event data pulled from Infinite Campus (major/minor referrals), the Oak Ridge principal and district coaches are able to monitor staff who need additional support and professional development.

- **People Assigned:**

The principal is responsible for monitoring the classroom learning environments and ensuring staff receive support as needed.

Start Date: 07/01/2016

Completion Date: 06/30/2017

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	PBIS Training	\$250.00

> ACTION: INVOLVEMENT OF STAFF AND PARENTS

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

Action Type: [Form A: Planned Improvements in Student Performance](#)

- **Task:**

1. The Oak Ridge certificated, classified and noon duty staff were all involved in developing the behavioral expectations.
2. The Oak Ridge principal shares with parents the behavioral expectations at Back to School Night and in the monthly newsletters and school communications and encourages them to use the same expectations in their home.
3. The Oak Ridge principal shares the monthly PBIS updates with the various staff and parent groups including Home and School Club, School Site Council, Hispanic Parent Club and Oak Ridge Leadership Team.

- **Measures:**

In August, the Oak Ridge staff reviews the behavioral expectations with the staff, and at monthly meetings provide teachers with the behavior events by count, location and time. This allows us to reteach the expectations throughout the year.

- **People Assigned:**

The entire Oak Ridge staff is involved in PBIS implementation with the support of the PBIS coach at the district level.

Start Date: 07/01/2016

Completion Date: 06/30/2017

ACTION:AUXILIARY SERVICES

Means of Achievement: Auxiliary services for students and parents

Action Type:Form A: Planned Improvements in Student Performance

- **Task:**

1. A counselor provided by Community Solutions will work with referred students individually and/or in small groups.
2. Oak Ridge school psychologists will provide behavior support and counseling for students needing Tier II or Tier III behavior support.
3. Oak Grove School District provides a PBIS Coach who supports the Oak Ridge school staff with the implementation of the three tiered support systems.
4. The Oak Ridge Support Staff supports student who need additional behavioral support plans.
5. Oak Grove School District provides a social worker intern who supports groups of Tier II Oak Ridge students with social skills groups which include support with anger management, social skills, peer influences, etc.

- **Measures:**

Oak Ridge PBIS Team reviews staff and student feedback, observations, and discipline data monthly. The PBIS Coach attends some of the PBIS team meetings when we are discussing our PBIS implementation, and provides the team with feedback and support ideas.

- **People Assigned:**

The people assigned to support these auxiliary services include the district PBIS Coach, principal, Community Solutions counselor, district social worker intern, school support staff and PBIS team.

Start Date: 07/01/2016

Completion Date: 06/30/2017

ACTION:MONITORING PROGRAM AND RESULTS

Means of Achievement: Monitoring program implementation and results

Action Type:Form A: Planned Improvements in Student Performance

- **Task:**

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

The School-wide Evaluation Tool involves:

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

- **Measures:**

The School-wide Evaluation Tool data is provided to the Oak Ridge principal and PBIS Team in the Fall of each year. That data is shared with the Leadership Team and staff for review.

- **People Assigned:**

The district PBIS Coach and the entire Oak Ridge School staff are involved in the evaluation of the School-wide Evaluation Tool data.

Start Date: 07/01/2016

Completion Date: 06/30/2017

» GOAL: TECHNOLOGY

GOAL AREA: TECHNOLOGY

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 CAASPP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

LEA Goal:

- Students will acquire 21st century skills.

LCAP Priorities:

- 4 - Pupil Achievement

LCAP Goal:


- Students will use technology to master 21st Century Skills of collaboration, communication, critical thinking, and creativity.

Goal Statement:

Oak Ridge students will use technology daily to master the Common Core 21st Century Skills of collaboration, communication, critical thinking, and creativity. They will master the grade level technology skills and standards.

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

The Oak Grove School District completed a student and staff technology survey in 2015-16.

 Students are asked to collect and analyze data

Oak Grove School District

FRAMEWORK: Technology & Learning

DATA FROM: Jul 1, 2015 To Dec 31, 2015

DOMAIN: Classroom

FILTERED TO:

SUCCESS INDICATOR: Student Use Of The 4Cs

VARIABLE: Student Critical Thinking



Why This Matters

The urgency of using traditional skills, such as distinguishing sources and understanding plagiarism, have become heightened due to the overwhelming amounts of information available on the web (Microsoft Education Team, 2010).

Citation

Microsoft Education Team. (2010). From search to research: Developing critical thinking through web research skill. Retrieved from <http://download.microsoft.com/download/A/6/4/A645E848-4937-4564-9CF6-16A57EF8BF4B/CriticalThinking.pdf>

 **Students are asked to conduct research**

Oak Grove School District

FRAMEWORK: Technology & Learning

DATA FROM: Jul 1, 2015 To Dec 31, 2015

DOMAIN: Classroom

FILTERED TO:

SUCCESS INDICATOR: Student Use Of The 4Cs

VARIABLE: Student Critical Thinking



Why This Matters

The urgency of using traditional skills such as distinguishing sources and understanding plagiarism have become heightened due to the overwhelming amounts of information available on the web (Microsoft Education Team, 2010).

Citation

Microsoft Education Team. (2010). *From search to research: Developing critical thinking through web research skill*. Retrieved from <http://download.microsoft.com/download/A/6/4/A645E848-4937-4564-9CF6-16A57EF8BF4B/CriticalThinking.pdf>

 **Students are asked to identify and solve authentic problems**

Oak Grove School District

FRAMEWORK: Technology & Learning

DOMAIN: Classroom

SUCCESS INDICATOR: Student Use Of The 4Cs

VARIABLE: Student Critical Thinking

DATA FROM: Jul 1, 2015 To Dec 31, 2015

FILTERED TO:



25%
At least weekly



24%
Monthly



22%
Every few months



29%
Never

Why This Matters

The ability to solve problems and challenges enables young learners to develop the skills to enter a flexible workforce and compete in a global market (Gresham, 2014).

Citation

Gresham, P (2014). Fostering creativity through digital storytelling. *English Teachers Association of NSW*, 1, 47-57.



Students are asked to conduct experiments or perform measurements

Oak Grove School District

FRAMEWORK: Technology & Learning

DOMAIN: Classroom

SUCCESS INDICATOR: Student Use Of The 4Cs

VARIABLE: Student Critical Thinking

DATA FROM: Jul 1, 2015 To Dec 31, 2015

FILTERED TO:



Why This Matters

When students participate in an authentic scientific experiment or investigation that calls for the use of technology, fluency in both scientific inquiry and innovative technologies are improved (Ebenezer et al., 2011).

Citation

Ebenezer, J., Kaya, O., & Ebenezer, D. (2011). Engaging students in environmental research projects: Perceptions of fluency with innovative technologies and levels of scientific inquiry abilities. *Journal of Research in Science Teaching*, 48(1), 94-116.

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

The Oak Grove School District completed a student and staff technology survey in 2015-2016.

62% of the students in grades 4-8 were asked to use technology to conduct research. 35-51% of the students were asked to use technology to problem solve, collect and analyze data or do experiments at least monthly.

The data shows that over half of the students in grades 4-6 used technology as a critical thinking tool less than once a month.

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

Oak Ridge teachers will monitor students' use of technology weekly through classroom walk throughs and student interviews. Oak Grove School District will repeat the survey to compare results from 2015-2016 to 2016-2017.

Strategy:

The new mission of schools is to prepare students for college and to work at jobs that do not yet exist, creating ideas and solutions for products and problems that have not yet been identified, using technologies that have not been invented. We must be prepared to embrace a landscape where technology in teaching and learning becomes part of the fabric of modeling, observation sharing, communication, collaboration and critical thinking.

> ACTION:ALIGNMENT OF INSTRUCTION

Means of Achievement: Alignment of instruction with content standards

Action Type:Form A: Planned Improvements in Student Performance

- **Task:**

There are specific grade level Common Core Technology Skills and Standards. Education technology will be an effective and productive tool in the school learning environment. We focus on technology implementation to make effective use and integration of technology into all content areas through all the grade levels.

- **Measures:**

Through frequent walk throughs, the Oak Ridge principal will monitor the implementation of Common Core standards. These standards include the integration of the technology skills.

- **People Assigned:**

The Oak Ridge principal, Tech Mentor and staff are responsible for monitoring the implementation.

Start Date: 07/01/2016

Completion Date: 06/30/2017

> ACTION:STRATEGIES AND MATERIALS

Means of Achievement: Improvement of instruction strategies and materials

Action Type:Form A: Planned Improvements in Student Performance

- **Task:**

1. The Oak Grove School District has provided Chromebooks for students in grades TK-5 (two-to-one ratio), and in grades 6-8 (one-to-one ratio).
2. All Oak Ridge students have a Google account which provides them access to Google Apps for Education (e.g. GAFE: Google Docs, Google Slides, Google Classroom). The Chromebooks and Google provide students valuable tools which support learning in all the content areas.

- **Measures:**

The Oak Grove School District IT department monitors the network bandwidth to support the two-to-one and one-to-one computing done by students. Tech Mentors and the EdTech Specialist monitor the students' Chromebooks and GAFE accounts.

- **People Assigned:**

The Oak Grove School District Tech Mentors, IT and EdTech staff monitor the needed repairs and Google account issues.

Start Date: 07/01/2016

Completion Date: 06/30/2017

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Technology Devices	\$4,000.00

> ACTION:EXTENDED LEARNING TIME

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

Action Type:[Form A: Planned Improvements in Student Performance](#)

- **Task:**

1. Oak Ridge students have access to their Google accounts after school and at home.
2. At Oak Ridge, we are implementing iReady (which provides lessons in reading and mathematics) and Dreambox (mathematics only). Both of these programs can be accessed at anytime during the school day and at home.
3. On the Oak Grove School District webpage are other resources students may use both at school and at home.
4. Oak Ridge has implemented a "BYOD" (bring your own device) program for all students in grades 2-6 (with parent permission) which allows students access before and after school with their own devices using our district WiFi access.

- **Measures:**

The Oak Grove School District IT team and EdTech team are exploring ways to increase home access for families who do not have the internet or devices at home. Currently, our after school program and the public libraries do provide that access.

- **People Assigned:**

The Oak Grove School District IT and EdTech staff are evaluating and monitoring the home access.

Start Date: [07/01/2016](#)

Completion Date: [06/30/2017](#)

> ACTION:INCREASED OPPORTUNITY

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

Action Type:[Form A: Planned Improvements in Student Performance](#)

- **Task:**

1. Oak Ridge students will have access to the Dreambox Math site license for the entire school, grades TK-6, for use of math instruction geared at each student's level.
2. The Oak Ridge principal will publish a list of online websites and resources for students to use at home in the Panther Paws monthly newsletter.

- **Measures:**

Increased use of technology within the classroom for instruction and by students for the 21st century skills (both at school and at home) will be measured through the Dreambox and iReady usage reports

- **People Assigned:**

Principal, Tech Mentor and Teachers will monitor the use and success of Dreambox and iReady math.

Start Date: 07/01/2016

Completion Date: 06/30/2017

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Online licenses for Dreambox Math	\$6,050.00

> ACTION:STAFF DEVELOPMENT

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

Action Type:[Form A: Planned Improvements in Student Performance](#)

- **Task:**

1. The district will provide professional development, classroom modeling and coaching to enhance classroom technology integration throughout all our classes. The focus has been on learning and implementing Google Docs, Google, Slides, Google Classroom, and this year Google Spreadsheets and Forms.
2. The EdTech Team also models lesson on coding, and works with site Tech Mentors on troubling shooting issues that may arise.
3. The Oak Ridge tech mentor and principal will provide one on one staff development to teachers to help access sites to support student learning and data collection such as Schoolcity, Google Drive, Infinite Campus, etc.

- **Measures:**

The Oak Ridge principal, staff and EdTech Team meet to discuss specific site needs in professional development. Teachers can request individual help or classroom lesson modeling by emailing the EdTech Team.

- **People Assigned:**

The principal and EdTech Team monitor the needs of professional development at each school.

Start Date: 07/01/2016

Completion Date: 06/30/2017

> ACTION:INVOLVEMENT OF STAFF AND PARENTS

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

Action Type:[Form A: Planned Improvements in Student Performance](#)

- **Task:**

1. The Oak Grove School District EdTech Team provides parent trainings. On March 21, 2017, they will present at the Oak Grove Parent Involvement Night.
2. Oak Ridge parents attend Project Based Learning and Writers'/Readers' workshop culminating activities. During these activities parents can see the technology their children have used during the project.
3. Oak Ridge parents are invited to attend Open House in May of every school year to see projects and papers students have created with access to technology.

- **Measures:**

Through conversations with the Oak Ridge School Site Council, Home and School Club, Hispanic Parent Club, and other parent conversations, we will determine if parents are aware of the technology students are using.

- **People Assigned:**

The Oak Ridge principal and teachers are responsible for keeping the parents informed of the instructional strategies including integrated technology.

Start Date: 07/01/2016

Completion Date: 06/30/2017

> ACTION:AUXILIARY SERVICES

Means of Achievement: Auxiliary services for students and parents

Action Type:Form A: Planned Improvements in Student Performance

- **Task:**

1. The infrastructure (network cabling and switches) are critical to the success of integrated technology in every classroom. The Oak Grove School District IT department upgraded all the switches in every classroom in 2016.
2. During the summer of 2017, all cabling will be upgraded. These upgrades are part of the Bond Measure that the voters approved for Oak Grove.

- **Measures:**

The Oak Grove Director of Information Technology monitors the internet access and use daily.

- **People Assigned:**

The Oak Grove Director of Information Technology is responsible for ensuring students have the appropriate access to the internet.

Start Date: 07/01/2016

Completion Date: 06/30/2017

> ACTION:MONITORING PROGRAM AND RESULTS

Means of Achievement: Monitoring program implementation and results

Action Type:Form A: Planned Improvements in Student Performance

- **Task:**

1. As part of the Oak Grove School District Local Control and Accountability Plan (LCAP), students and staff are surveyed regarding the use of technology as a Common Core instructional tool.
2. The results of that survey are shared with principals.

- **Measures:**

The Director of Technology (ESD) and the Director of Information Systems annually monitor the implementation of 21st Century Learning. The stakeholders also provide input into the Oak Grove School District LCAP. The LCAP includes a goal focusing on integrated technology in Common Core instruction.

- **People Assigned:**

The Oak Grove School District Director of Technology (ESD) and the Director of Information Systems complete the monitoring and evaluate the results.

Start Date: 07/01/2016

Completion Date: 06/30/2017

» FUNDING PROGRAMS INCLUDED IN THIS PLAN

- Each state and federal categorical program in which the school participates.

Total Site Plan Budget :	\$35,673.00
Total Annual Expenditures for Current School Plan:	(\$35,673.00)
Balance:	\$0.00

Funding Resource Code	Funding Source	Allocation / Expenditure
790	Local Control Funding Formula State Compensatory Education	\$35,673.00
	Strategies and Materials	(\$2,278.00)
	Strategies and Materials	(\$750.00)
	Strategies and Materials	(\$1,145.00)
	Strategies and Materials	(\$2,050.00)
	Staff Development	(\$12,125.00)
	Staff Development	(\$1,500.00)
	Strategies and Materials	(\$1,000.00)
	Staff Development	(\$1,000.00)
	Staff Development	(\$3,000.00)
	Increased Opportunity	(\$525.00)
	Staff Development	(\$250.00)
	Increased Opportunity	(\$6,050.00)
	Strategies and Materials	(\$4,000.00)
	Balance:	\$0.00

**SCHOOL SITE COUNCIL MEMBERSHIP**

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the School through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Name	Represents	Contact Info	Reviewed Plan Date
Sheetal Singh	Principal	408-578-5900	12/06/2016
Jolenta Guevara	Classroom Teacher	408-578-5900	12/06/2016
Cori Paul	Other School Staff	408-578-5900	12/06/2016
Lisa Jarnskog	Parent or Community Member	408-578-5900	12/06/2016
Aimee Vaughan	Parent or Community Member	408-578-5900	12/06/2016
RoseAnn Griffin	Classroom Teacher	408-578-5900	12/06/2016
Gertrud Walker	Parent or Community Member	408-578-5900	12/06/2016
Andrew Wong	Parent or Community Member	408-578-5900	12/06/2016
Quentin Tagara	Classroom Teacher	408-578-5900	12/06/2016
Kenny Carter	Parent or Community Member	408-578-5900	12/06/2016

TOTAL NUMBER OF SCHOOL SITE COUNCIL MEMBERS

	Principal	ClassRoom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Number of members of each category	1	3	1	5	0



ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

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

- Goal 1: All students will be proficient in all subject areas.
- Goal 5: We will actively engage parents and community members in supporting the implementation of CCSS instruction.

The California Student Performance and Progress (CAASPP): The CAASPP System is intended to provide parents and students more accurate and actionable information about what students are learning. Because the Smarter Balanced Assessments, which are administered as part of the CAASPP System, are computer adaptive, these assessments will also provide better information about the needs and successes of individual students. The Smarter Balanced Assessment Consortium (Smarter Balanced) is a state-led consortium working to develop next-generation assessments that accurately measure student progress toward college-and-career-readiness. Oak Grove staff and students use on-going formative assessments to inform the instruction in the classroom. iReady is used three times per year to measure levels in math and English Language Arts (ELA) for grades K-6. Some staff are also using Smarter Balanced Interim Assessments.

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

- Goal 1: All students will be proficient in all subject areas.
- Goal 5: We will actively engage parents and community members in supporting the implementation of CCSS instruction.

Oak Ridge teachers will continue to meet as Professional Learning Communities (PLCs) using the Cycle of Inquiry (COI) process to monitor student progress. Teachers will monitor students' reading levels through Guided Reading, Running Records and/or iReady assessments. During the Cycle of Inquiry process, teachers will modify their instruction to meet the needs of students. Through Number Talks and Math Tasks, Oak Ridge staff will gain insight on students' understanding of mathematical practices. The ELA and Math formative assessments will provide information for staff and students as to where to modify instruction and align to the Common Core State Standards.

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

- Goal 1: All students will be proficient in all subject areas.

Oak Grove works collaboratively with the local colleges and a neighboring school district to assist with training staff to become highly qualified. All teachers in Oak Grove and at Oak Ridge are highly qualified.

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

- Goal 1: All students will be proficient in all subject areas.

The Oak Ridge principal has completed all required coursework, and receives additional professional development through Curriculum and Instruction Meetings.

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

- Goal 1: All students will be proficient in all subject areas.

Oak Grove provides an Induction Program for teachers new to the profession that aligns with the California Standards for the Teaching Profession. Teachers hired with experience are required to show evidence that they are highly qualified and have received the appropriate coursework prior to employment in Oak Grove.

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

- Goal 1: All students will be proficient in all subject areas.
- Goal 2: We will accelerate the student proficiency for English Learners (EL), low socio-economic, Foster Youth, students of color, and students with disabilities.
- Goal 5: We will actively engage parents and community members in supporting the implementation of CCSS instruction.

Oak Ridge teacher leaders meet regularly to review student work and assessments. Oak Ridge Leadership Team meetings are scheduled once per month with an emphasis on analyzing assessments and student work, planning staff development activities, and modifying the instructional program. The Oak Ridge principal and the Leadership Team determine how to support staff with implementation of instructional strategies.

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

- Goal 1: All students will be proficient in all subject areas.
- Goal 2: We will accelerate the student proficiency for English Learners (EL), low socio-economic, Foster Youth, students of color, and students with disabilities.
- Goal 3: Students will use technology to master 21st Century Skills of collaboration, communication, critical thinking, and creativity.
- Goal 5: We will actively engage parents and community members in supporting the implementation of CCSS instruction.

There are district coaches who support teachers in integrating technology in all content areas, implementing Positive Behavior Intervention Support (PBIS), Common Core Mathematics strategies and materials, and Project Based Learning and Common Core ELA materials. The English-Language Development Teaching Partners (ELTPs) assist teachers throughout the District in the implementation of the ELA/ELD Framework.

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

- Goal 1: All students will be proficient in all subject areas.
- Goal 5: We will actively engage parents and community members in supporting the implementation of CCSS instruction.

Oak Ridge teacher leaders meet monthly to review student work and assessments. Continuous Equity Improvement

(leadership) Team meetings are scheduled once per month with emphasis on analyzing assessments, student work, planning staff development activities, and modifying the instructional program. Grade level/department collaboration occurs weekly, as well as on the adjusted days. Oak Ridge teachers use the Cycle of Inquiry process to analyze data, reflect and plan.

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

- Goal 1: All students will be proficient in all subject areas.
- Goal 2: We will accelerate the student proficiency for English Learners (EL), low socio-economic, Foster Youth, students of color, and students with disabilities.
- Goal 5: We will actively engage parents and community members in supporting the implementation of CCSS instruction.

Oak Ridge staff plans, implements, and evaluates aligned curriculum and instruction which ensure students are learning the Common Core State Standards. Instructional practices are best practices as outlined in the research, and exemplary programs as identified through State and federal projects. Strategies include those identified as effective in improving the achievement of children in preparation for career and college readiness. One focus is to have students learn to read and read to learn. Daily practice in reading and writing is a top priority. The Oak Ridge staff realizes the importance of student support and offers a variety of teaching and learning opportunities to meet the needs of individual learners as it aligns to standards. Materials and resources are selected around effective methods and instructional strategies that are scientifically researched-based.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K-8) (EPC):

- Goal 1: All students will be proficient in all subject areas.

The Oak Ridge principal reviews daily schedules, and ensures that there are the appropriate amount of instructional minutes for English Language Arts, Mathematics, Science, History Social Science (embedded or integrated), and Physical Education.

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

- Goal 1: All students will be proficient in all subject areas.
- Goal 5: We will actively engage parents and community members in supporting the implementation of CCSS instruction.

The instruction of grade level Common Core State Standards in ELA and math are mapped out prior to the start of the year. The standards are broken into integrated units of study (the integration of ELA with science and social studies is a goal of Common Core Standards). The daily schedule established by grade level or department teams provides flexibility for interventions throughout the day such as Guided Reading and small group instruction at Oak Ridge.

Fiscal support (EPC):

- Goal 1: All students will be proficient in all subject areas.

The Oak Grove Business Services Division meets annually with the Oak Ridge principal to establish projected budgets. The meeting ensures coordination of all school funds for the following year. The projected budget is then brought to the School Site Council for approval as part of the Single Plan for Student Achievement approval process. Expenditure of funds must be used to raise the academic achievement of students to the level of State standards. Activities/actions funded must supplement the core educational program for students not yet meeting proficiency.

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

- Goal 1: All students will be proficient in all subject areas.
- Goal 5: We will actively engage parents and community members in supporting the implementation of CCSS instruction.

All Oak Ridge students have access to the standards-based core instructional materials. Prevention and intervention strategies ensure that students in the general education classroom and students with special needs have access to the core curriculum and can achieve success. Students who experience difficulty mastering standards are given timely additional assistance, and increased learning time is offered through programs such as Literacy and/or Math Academies (extended day/week). The Safe School Specialist and Community Liaisons assist in ensuring good student attendance. Assessment data for Gifted And Talented Education (GATE) students is disaggregated. Three staff meetings are scheduled by the District each year to share ideas and brainstorm GATE program options. GATE students may participate in site-based programs developed by staff, site administration, and parents. Teachers, parents, or site administrators refer students for consideration for the GATE program. Referral packets are available in English, Spanish, and Vietnamese. The identification process consists of search, nomination, screening, selection, and review. The search for students with outstanding intellectual, academic, and creative potential begins at third grade. Typically, students begin to receive GATE services in fourth grade. In the spring every third grader is screened for GATE. Once group testing is completed, all data are sent to the District Office where the information is processed and reviewed. Students with test scores that are inconsistent with parent or teacher perceptions receive special consideration. Student Success Teams (SST) have the ability to make a provisional placement for one year in order to evaluate the student's ability to benefit from the program. When appropriate, students with special needs use System 44 or Read 180. READ 180, the most effective reading intervention program, is a comprehensive system of curriculum, instruction, assessment, and professional development proven to raise reading achievement for struggling readers. Designed for any student reading two or more years below grade-level, READ 180 leverages adaptive technology to individualize instruction for students and provide powerful data for differentiation to teachers.

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

- Goal 1: All students will be proficient in all subject areas.
- Goal 5: We will actively engage parents and community members in supporting the implementation of CCSS instruction.

At the beginning of each year, Oak Ridge staff completes the Williams Bill textbook audit to ensure all students have access to Board approved instructional materials. The curriculum also provides intervention materials to support students needing additional resources in learning the standards. Oak Grove students and staff will implement the Common Core State Standards, including aligned formative and summative assessment and instructional strategies.

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

- Goal 5: We will actively engage parents and community members in supporting the implementation of CCSS instruction.

The use of time in the instructional day as well as extended day programs are made available to Oak Ridge students who are underperforming. Students below standard are identified and instructional decisions are based on student work and assessment results. For example, Oak Ridge students are grouped by reading level for guided reading and small group instruction. Students meeting specific criteria are reclassified to "fluent English proficient," and their progress is monitored by English-Language Development (ELD) staff.

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

- **Goal 1: All students will be proficient in all subject areas.**
- **Goal 5: We will actively engage parents and community members in supporting the implementation of CCSS instruction.**

Rigor, relevance, and relationships are three elements that provide the hallmark for education today. These three elements are integrally connected; if one is missing in a teacher's teaching practices, he or she is not doing his or her best to prepare students for success in school and in life. To ensure the inclusion of both rigor and relevance, the International Center created the Rigor/Relevance Framework for teachers to use to examine curriculum and plan instruction and assessment. The framework consists of four quadrants that reflect these two dimensions of higher standards and student achievement: (1) "Knowledge taxonomy," which describes the increasingly complex ways in which we think; and (2) Application Model developed by the International Center, which describes five levels of relevant learning.

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

- **Goal 4: School and classroom environments support learning, creativity, safety and engagement.**

The Oak Ridge Home and School Club, Hispanic Parent Club and other parent organizations at Oak Ridge are active volunteer organizations that support the educational programs at school. Their financial assistance from fundraisers provides for field trips, science assemblies, computers and technology, online resources, library books, science camp, and classroom supplies. Oak Ridge Parent/Family communication includes: The Panther Paws Newsletter, teachers contacting parents on a regular basis, the weekly envelope, emails, phone calls, and conferences. Back to School Night and Open House offer parents an opportunity to view school programs and student products. Parents are invited to serve on various site and District committees to gain additional information about the instructional programs.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of consolidated application programs. (5 CCR 3932):

- **Goal 4: School and classroom environments support learning, creativity, safety and engagement.**

We encourage parents/guardians to serve as volunteers in the schools and participate in site councils, advisory councils, and other activities in which they may undertake governance, advisory, and advocacy roles. The Oak Ridge School Site Council (SSC) is one of the advisory councils. The council is composed of the principal and representatives: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents. The council is constituted to ensure parity between (a) the principal, classroom teachers and other school personnel; and (b) parents or other community members selected by parents. The purpose of the Single Plan for Student Achievement (SPSA) is to raise the academic performance of all students to the level of state achievement standards. The SPSA must integrate the purposes and requirements of all categorical programs in which the school participates. The SPSA must be based on an analysis of verifiable State-level data, including results of the CAASPP and the California English Language Development Test (CELDT), as well as district assessments. The SPSA template contains sample tables of state- and local-level data on student performance. Using such measures of student performance, the school site council must identify significant low performance among all student groups. The SSC should then decide which data summaries to include in the plan as most informative and relevant to school goals adopted by the council. The SSC next considers the relationship between the current instructional program and conclusions reached from the analysis of student data. This analysis will help determine those program areas that need to be addressed to raise the performance of student groups not meeting academic standards. An accurate assessment and thoughtful analysis of the current instructional program is essential to raising academic performance among identified groups of students. The district and school administration is

responsible for implementing the SPSA as approved by the Board of Trustees. Administration of the plan includes assigning, directing, and supervising project staff; purchasing materials and equipment; and accounting for project funds. The administration also may support the planning process by providing training and information to the council. Once the plan is approved, the responsibility of the SSC is to monitor the effectiveness of planned activities and modify those that prove to be ineffective. Monitoring will be made easier if the plan specifies actions, dates, and estimated costs.

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

- Goal 1: All students will be proficient in all subject areas.

Programs are provided to support Oak Ridge student achievement through restructuring of the instructional day, and by means of extended day/week/year programs. Assessments are monitored and adjustments to the instructional program occur regularly. Coordination of supplemental programs (e.g. Special Education, English Learner Services, GATE, etc.) occurs through the Cycle of Inquiry and Student Success Team (SST) process, during grade level/department meetings, during planning time as part of adjusted days, and during various staff development offerings where standards, assessment, and performance are discussed. All students, including general education, English Learner (EL), Fluent English Proficient (FEP), GATE, and Special Education students participate in the core curriculum, and receive supplementary activities/assistance through the supplemental or categorical funds to support and extend the core program.