

SPSA 2017-18

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Oak Grove Elementary District

The Academy

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

CDS Code: 43696256117014

Principal: Oscar Ortiz, Director - ESD

Superintendent: José Manzo

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Goals and Actions	Start Date	Completion Date	Amount	Fund Source	Fund Source Code
» SUBJECT: Attendance					
› GOAL: New Goal					
› LCAP GOALS: <ul style="list-style-type: none"> • Not Aligned 					
» SUBJECT: Mathematics					
› GOAL: Ensure students receive grade level math standards					
› LCAP GOALS: <ul style="list-style-type: none"> • Not Aligned 					
› ACTION: Purchase of new textbooks	07/12/2008	10/20/2008	\$4,197.00		

Total Annual Expenditures for Current Site Plan: \$4,197.00

GOALS**» GOAL: NEW GOAL**

GOAL AREA: ATTENDANCE

State Priorities:

- Not Aligned

LCAP Goal:

- Not Aligned

Goal Statement:

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

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

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

Strategy:

» GOAL: ENSURE STUDENTS RECEIVE GRADE LEVEL MATH STANDARDS

GOAL AREA: MATHEMATICS

State Priorities:

- Not Aligned

LCAP Goal:

- Not Aligned

Goal Statement:

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

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

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

Strategy:



ACTION: PURCHASE OF NEW TEXTBOOKS

Means of Achievement: [Alignment of instruction with content standards](#)

- **Task:**

Purchase new adoption - McMillan McGraw-Hill, Glencoe grade 7, HOLT and Pearson books

- **Measures:**

Purchase and distribution

- **People Assigned:**

Teachers

Start Date: [07/12/2008](#)

Completion Date: [10/20/2008](#)

» FUNDING PROGRAMS INCLUDED IN THIS PLAN

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

Total Site Plan Budget :	\$0.00
Total Annual Expenditures for Current School Plan:	(\$4,197.00)
Balance:	(\$4,197.00)

Funding Resource Code	Funding Source	Allocation / Expenditure
6060	Child Development: State General Child Care, Center Based	\$0.00
	Balance:	\$0.00

» SCHOOL SITE COUNCIL MEMBERSHIP

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

Name	Represents	Contact Info	Reviewed Plan Date
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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	0	0	0	0	0

» RECOMMENDATIONS AND ASSURANCES

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

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

State Compensatory Education Advisory Committee	_____	Signature
Special Education Advisory Committee	_____	Signature
School Health Council	_____	Signature
Gifted and Talented Education Advisory Committee	_____	Signature
English Learner Advisory Committee	_____	Signature

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

Attested:

<u>Oscar Ortiz, Director - ESD</u> Typed name of School Principal	_____ Signature of School Principal	_____ Date
_____ Typed name of SSC Chairperson	_____ Signature of SSC Chairperson	_____ Date



ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

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

Interim assessments are conducted annually in ELA, math and writing. Data are loaded into a data warehouse (School Plan) which is supported through the Santa Clara County Office of Education. The School Plan data warehouse holds all annual and interim assessment data that can be disaggregated by race, ethnicity, program, and gender on an ongoing basis. Continuous Improvement meetings are conducted with the school principal and staff members relative to developing a plan for continuous improvement. In compliance with the NCLB requirements, student performance data are determined through a multiple-assessment model, including norm-referenced assessment, performance-based assessment and teacher judgment. Individual student success is determined relative to District- and state-established standards of performance. These results are analyzed, compared and aligned to school and program objectives to determine overall student success and are reported annually to the California State Department of Education through the Consolidated Application process. Annually, data are disaggregated by gender, ethnicity and program and are collected, compared, analyzed and disseminated as appropriate. Student performance data along with formal and informal parent and student input, as well as input from other components of the community at large is analyzed. Results of the assessment are used to evaluate the prior year's program effectiveness and to plan the next year's program. The CAT 6 (given at 7th grade only) and Content Standards Tests (2nd – 6th grade) data referenced above is used in determining the school's Adequate Yearly Progress (AYP) and Annual Performance Index (API) which is reported to the public. The AYP and API are used to determine the school's success in meeting annual student achievement targets. The District has adopted a Board Policy on Promotion and Retention which considers the above factors along with others such as attendance, report cards, teacher recommendation, end of chapter or unit tests, etc. This allows the school to consider a variety of student data for determining student success. Individual student assessment results are shared with parents through progress reports and annual standardized testing reporting, on report cards where parents are informed as to whether their child is at, above, or below standards, and/or during parent conferences. Data for each school is available to parents in the School Accountability Report, through the Great Schools Project and through parent newsletters.

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

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

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

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

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

Principal and teacher staff development is focused on the standards and tracked through a DataWorks process that has been modified to meet our needs. All staff development is focused on instruction, curriculum, discussions about assessment results, and on a focused staff development program and process. Oak Grove works collaboratively with the local IHE and a neighboring school district to offer intern programs and to assist with training staff to become highly qualified. State and federal categorical dollars support training for staff that are not fully certified. The District is also working with a collaborative in developing the new state credential and induction process (SB2042). 100% of the The Academy staff are highly qualified. Strategies for attracting highly qualified staff to high need schools (E) are partially implemented and more consideration in this area is in process. Concepts such as bonuses and so forth are being discussed but will not likely be implemented during the current fiscal crisis at the state level. Technology training is another area where a local partnership with a West Valley college has provided

superior training around delivery of the technology standards and project based learning. Induction models of BTSA staff development design are in place. District staff are accessing AB 466 and AB75 training as money is available. Demonstration classrooms are being set up and the Cycle of Inquiry (COI) was presented as an improvement model in June of 2004. Further, a Continuous Improvement Team which includes the principal and department representatives have been trained in the COI process this summer. Continuous Improvement meetings will be scheduled four times during the year with emphasis on analyzing interim assessment, planning staff development activities, and modifying the instructional program. Key Planners meet to assess the effectiveness of interim assessment and to modify the process as needed. Interim assessment is loaded into the district data warehouse in a timely manner so results can be used by staff. Currently, work is being done to allow for a quicker item analysis to occur. School staffs identify children below standard by name and monitor their performance on a continual basis to ensure modifications and extra time is provided in a timely manner. The Academy School is committed to professional development that results in whole school change. This philosophy results in careful planning in focus areas, continuing integration of learning through reflection, dialogue and teaming, new teacher support and collaboration with local universities. All members of the school community (certificated, classified, parents, and volunteers) are seen as teachers and learners. The school community believes changing behavior is an intense and on-going process. To that end, training which utilizes peer support, coaching, mentoring, and on-going follow through is designed whenever training is planned and delivered. Examples include the commitment of time to do training (School Loop, SChool Plan, reciprocal teaching, content literacy, Frontloading, Systematic ELD, and AVID). The needs of the school were identified based upon the district and school goals and the performance data of students. The performance data includes interim assessments, and Content Standards (STAR) data. Specific training has been and will be provided as follows: -AVID -Culturally Responsive Teaching -State ELA and math content standards -Technology (SChool Plan, School Loop) -Differentiated instruction -Systematic ELD, GLAD, Frontloading Evaluation of the effectiveness of all in-services will take place surveys/evaluations of the participants. Self-evaluations by the staff and monitoring by the administration will check the degree of learning and implementation of strategies taught in training sessions. The ultimate evaluation will be the success of students as measured by standardized tests, performance assessments and teacher judgment (report card).

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

Over five thousand Oak Grove students who are English learners are placed with CLAD credentialed teachers. Over 95% of the teachers are CLAD certified through LDS, Hughes Bill, or the CLAD process. Oak Grove has ELD Centers at seven elementary schools and all three intermediate schools. The ELD Centers support English learners in grades 4-8 at CELDT levels of 1, 2 and low 3.

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

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

Oak Grove (LEA) Alignment: District Vision: During the 1993-1994 school year, a Vision Task Force of some 50 individuals representing community (parents and business), students, and employees participated in a year long planning process that assimilated input from approximately 2000 parents, community members, staff, and students. The first step in the process was to define the core values of the District. The five identified values serve as the basic principles that guide the decisions of the organization with adherence to these values being an important factor in the successful operation of the organization. The five core values are as follows: -Student Learning- We value a safe, nurturing, child-centered environment in which student learning is the major focus. -Positive Interdependence- We value a cooperative environment of mutual support, teamwork, shared responsibility, and success. -Quality Performance- We value commitment to creativity, innovation, initiative, continuous growth, and a strong work ethic. -Integrity-We value ethical and honest interactions. -Respect- We value and respect the individual differences and diversity of our students, employees, and community. Following the establishment of the core values, vision statements were adopted. They are: -We have visible standards of excellence -We can make a difference -We are interconnected (Community, schools, family, and employees) Six vision elements which serve to focus District actions and decisions were identified and are as follows: -Communication-Communication is the clear and concise exchange of information, ideas, and feelings in a non-threatening environment where all persons of the OGS and community at large are involved. - Student Success-The successful student is a responsible, cooperative, productive member of the school and community who is focused and engaged in lifelong learning. Students have attained mastery of academics, developed critical thinking, communication, and interpersonal skills and are prepared to make a positive, productive contribution to society. -Quality Instruction- Quality Instruction provides balanced curriculum to all students; adapts to student needs using a variety of

instructional strategies; enables students to access, analyze, and communicate information; ensures equal access to needed resources; constructs student-centered environment which enables maximum lifelong learning promoting social responsibility; values and supports the instructional role of parents and community in student success. The most important interaction in any educational institution is between teacher and student. -Maximum Use of Resources-Maximum use of resources incorporates time, money, and materials into an efficiently planned program to best utilize people and facilities. -Exemplary Staff-A group of diverse, caring people contributing to a common goal, self-motivated and dedicated to providing for each child a comprehensive education. -Innovative Spirit-Developing a community of learners through collaborative partnerships (district employees, parents, students, and community) where everyone is free to risk in a dynamic and supportive environment inspiring a contagious enthusiasm for highly creative endeavors. Oak Grove (LEA) Five-Year Plan The District adopted a five year plan covering the years 2001 through 2008. The plan provides specificity to the District Vision elements by defining short term, intermediate term and long term priorities along with measurable objectives. The plan addressed safety, student learning, employee relations, and infrastructure support. No Child Left Behind (NCLB): Oak Grove School District (OGSD), in compliance with the NCLB assessment and accountability requirements, has established a multiple-assessment model to provide continuous, relevant and comparable student performance data. OGSD has elected to assess all students K-8 using this model and overall student success Alignment of curriculum, instruction and materials to content and performance standards: The Academy staff plans, implements, and evaluates articulated, balanced educational programs which ensure students are successful. Instructional practices utilized in the school are based on reform strategies and best practices as outlined in the research, the District Literacy Plan, and exemplary programs as identified through state and federal projects. Strategies include those identified as effective in improving the achievement of children and the integration of vocational and academic learning where appropriate. All students receive the same core curriculum based on state and district frameworks in the areas of language arts, social studies, science, math, physical education, and exploratory. Teachers in each academic area share common goals, hold high expectations, and have collaborative conversations. Focal areas are Writing Across the Curriculum, literacy and math. To insure that curriculum builds upon student's prior educational experience, we receive extensive anecdotal records and scores from our elementary feeder schools. Greater curricula articulation and development, kindergarten through eighth grade, has been possible through collaboration within our learning community. Standards based skills are emphasized. These are the basic building blocks that students need to pass the high school exit exams and qualify for college entrance. The foundation upon which all curricula are based is the state standards. The district guidelines, department curriculum, state-selected textbooks, and instructional materials are used to implement the standards. The teacher evaluation process is aligned with the necessary instructional practices to effectively deliver the state framework. With the framework as a base, the curriculum grows from there and expands to many different ideas, approaches, and concepts. The middle school students are at an age where they are exploring and questioning their world. To try to give them directions in life, they are provided with many possibilities in the exploratory and academic programs. They can choose to explore music with a keyboarding class and continue to become part of an award-winning jazz, stage, or concert band. In Guidance they learn skills to help them deal with the pressures of adolescence (e.g., refusal skills and conflict resolutions skills). These classes both open the world to the students and help them cope with their problems, concerns, and their future. Moreover, strategies for addressing the needs of historically underserved populations and align to content standards, which are utilized by the staff, include: • Guided Language Acquisition Design (GLAD) strategies • Content Literacy • Reciprocal Teaching • SDAIE methods • Differentiation of the Curriculum • Closing the Achievement Gap Strategies (inclusion/TESA strategies and Walkthroughs) • Culturally Responsive Instruction • Use of assessment wall to track student performance • Focal Student Strategy • Cycle of Inquiry • AVID All students have access to curricula, which is designed to prepare them to succeed in high school. In preparation for high school, students receive information from several sources. The "Futures" pamphlet was distributed and discussed in homeroom classes. Registration materials and information regarding magnet programs offered by East Side Union High School District (ESUHSD) are mailed to students. Students view a video presentation describing the magnet programs. Presentations by current magnet participants and faculty advisory provide The Academy student's opportunities for interaction and discussion. Several programs designed to target students are available. Among these programs are AVID, Si Se Puede, Project AAIYME (Asian American Initiative for Youth Motivation and Empowerment), The Jose Valdes Summer Math Institute, Project Access (Accessing the Core Curriculum Equals Student Success), Equity 2000, Saturday Literacy Academy, Summer School, and Proficiency Summer School. A variety of real-world experiences are available to students at The Academy School. These experiences are provided through such programs as The Academy Learning Community, tutors (including professionals from business, parents, students from Santa Teresa High School), and student teachers from San Jose' State University. Real-world experiences are likewise available to students through the guidance classes. They have opportunities to serve the community by tutoring at the elementary feeder schools, providing manpower for mailers for non-profit organizations, maintaining the school's atrium, volunteering in senior citizen and rehabilitation centers, cleaning neighborhood graffiti, providing child care for the Parent Academy classes, and working in the County Program to assist handicapped students. Guest speakers from the community enrich real-world experiences: Santa Clara County Health Department, NASA, and motivational speakers. Students are also encouraged to visit their parent at work on a nationally designated day to provide exposure to the world of work. Teachers regularly discuss connections between curriculum and real-world applications such as job options. For example, weekly science labs incorporate math curriculum to support experiments involving real life situations such as measurement of

chemicals or the use of algebraic formulas for the calculation of inertia. Some of the science experiences may include growing plants, testing the chemical content of foods, and experimenting with properties of physics. "Women in Technology" Program brings IBM female engineers into the school environment to gain an understanding of what job opportunities are available while completing a hands-on activity such as a power point. The staff at The Academy School realizes the importance of student support and offers a variety of teaching and learning opportunities to meet the needs of individual learners. Prevention and intervention strategies ensure that special needs and at-risk students have access to and success in the core curriculum. Students are identified by name and tracked by teacher and school administration. Additionally, practices have been developed and are periodically reviewed to ensure for maximum use of instructional time. Student punctuality is monitored and encouraged. Interruptions during the instructional day are minimized. Homework is assigned based upon District Policy, the child's ability and instructional level. All students are expected to complete their assignments. Homework will be reviewed and returned in a timely manner. The schoolwide discipline plan that is in practice is consistent with district guidelines and policies. Students are taught the school and classroom rules and positive and negative consequences (i.e. Detention, Friday School) and are held accountable for reasonable standards of behavior. Parents will annually receive the District student handbook, which will also include numerous legally mandated notices as well as a description of the consequences for various infractions such as detention during lunch or after school. Adults will model leadership, conflict resolution, and cooperative behaviors that they expect from children. Students are encouraged through extensive and consistent awards, recognition, and individual teacher encouragement to achieve to the best of their ability and to establish academic practices that will provide a sound foundation for future endeavors. Schoolwide procedures for frequent recognition of and awards for student achievement and citizenship and staff contributions are employed so that each student has the opportunity to be recognized for good citizenship and significant achievement. An atmosphere will be encouraged where students and staff can develop to, and be appreciated for, realization of their full potential. Student awards include: • Principal's List and 4.0 GPA • Honor Roll • Block H • Student of the Month • Patriot Bucks • California Junior Scholastic Foundation • Alliance of Black Educators/ Hispanic Students Awards • District Vision Awards • Association of California School Administrators "Every Student Succeeding" • Honor's Night Recognition Program State adopted instructional materials have been purchased and implemented for the four content areas. Each adoption addresses the needs of students below standards as well as those above standards. Materials were developed around effective methods and instructional strategies that are scientifically based. The instructional program is consistent with and designed to have students meet state standards.

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

A limitation of the current program to enable under performing students to meet standards is the issue of mobility. When we analyze data within the Oak Grove Five-Year Plan, we look at students who have been in the district for more than three years. That number has decreased rapidly due to economic situations. With students moving in and out of our school daily, weekly and yearly, it is a limitation on how to provide a sustained quality program with a change student population.

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

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

State approved materials have been adopted and are used on a daily basis to drive the instructional program. Administration realizes instruction of standards is greatly enhanced when those most closely impacted are involved in planning. Thus, planning is in place to ensure extensive teacher involvement in the development, refinement, and revision of the instruction and core curriculum: grade level meetings; weekly adjusted days; participation on various school and district committees which encourages inclusion by all staff and a collaborative process. Core curricula are aligned with state standards and frameworks. Curricular area profiles are as follows: Language Arts-The language arts program/standards includes seven strands which integrates listening, speaking, reading, writing, and thinking in meaningful contexts. The established standards for reading and language arts serve as the backbone in allowing all staff to determine the level of expectation for all students in the acquisition and demonstration of these skills. It is OGSD expectation that all students be reading at grade level by grade 3; this is supported and emphasized through the K-3 Literacy plan. Substantial time is devoted to actual reading and to reading instruction. Instruction which is based upon assessment and evaluation is focused in the areas of: phonemic awareness; systematic phonics instruction; diagnosis of a pupil's ability to decode; word-attack skills instruction; spelling vocabulary instruction; explicit instruction in comprehension skills; effective integration of listening, speaking, reading, and writing; promotion of independent reading with literature, and language arts activities; Literacy learning is supported through meaningful

interaction with other learners and various texts. Students are immersed in the four types of reading and writing which permeate the instructional program. To support instruction, the HOLT standards based reading and language arts series has been adopted as of August, 2003. A core literature list is in place for English, Vietnamese and Spanish. English Language Learners (ELL) and Specially Designed Academic Instruction in English (SDAIE) - The District's goal is to develop the proficiency in English that will enable students to function successfully in the general school curriculum. Through daily instruction in English, students begin to develop basic literacy skills. Listening, speaking, reading, and writing skills in English are all emphasized as the students systematically move through the levels of language acquisition: pre-production, early production, speech emergence, and intermediate fluency. Content standards are developed for all ELL students. OGSD believes that all students will succeed, and all students will be evaluated based upon the established District level of performance. Specific standards are used to determine and evaluate all ELL students in their process of acquiring a second language within an academic environment. SDAIE instruction is thematic and literature based. Meaningful communication in both real life and academic setting is emphasized. Instruction combines communicative, content-rich activities with language awareness activities in order to develop the cognitive academic language skills necessary to succeed in the mainstream. Math- The goal of the math program is to produce students who think and communicate, drawing on mathematical ideas and using mathematical tools and techniques. Adopted series is HOLT in grades 7-8. Pearson is the grade 8 Algebra Readiness Program. Thinking refers to intellectual activity and includes analyzing, classifying, planning, comparing, investigating, designing, inferring, and deducing, making hypothesis and mathematical models, and testing and verifying them. Communication refers to coherent expression of one's mathematical processes and results while ideas refer to content e.g. mathematical concepts such as addition, proportional relationships, geometry, counting, and limits. We will be adopting a new math textbook for 2008-09. The district adopted multiple-assessment model is used to continuously evaluate all students' progress and success in the acquisition of these skills. The common language of standard level of performance will allow all staff to coherently articulate and describe student performance across classrooms, grades, and schools. Tools and techniques extend from literal tools such as calculators and compasses and their effective use to figurative tools e.g. computational algorithms and making visual representations of data. Math content includes eight strands of mathematical content: number, measurement, geometry, patterns and function, statistics and probability, logic and language, algebra and discrete mathematics. Science-The science program addresses three basic fields of study- physical, earth, and life sciences. Major themes of energy, evolution, patterns of change, scale and structure, stability, and systems and interactions are developed using a thematic approach. These themes occur in the sciences, for example, whether studying ecology, meteorology, or chemistry. Science is also presented in connection with its application to technology and implications for the advancement of society. Students study the content of science through inquiry, investigation, and experimentation. Scientific inquiry is guided by theory, facts, hypothesis, and observation. The adopted texts to support the curriculum include Harcourt Brace K-5 and Prentice Hall for grades 6-8. History-Social Science-The study of continuity and change is the main focus of the History/Social Science Curriculum. It is an exploration of the ways in which ideas, events, individuals, and groups of people interact and change over time. The knowledge provided by the curriculum enables students and teachers to recognize and appreciate cultural perspectives, as well as conditions and forces that shape our lives and maintain continuity within human societies. Goals of the program fall into three broad areas: 1) Knowledge and cultural understanding, incorporating learning from history and the other humanities, geography, and the social sciences; 2) Democratic understanding and civic values incorporating an understanding of national identity, constitutional heritage, civic values, and rights and responsibilities; and 3) Skills attainment and social participation, including basic study skills, critical thinking, and participation skills that are essential for effective citizenship. Physical and Health Education- Physical education is a vital element of any comprehensive, well-balanced educational curriculum. The emphasis of the program is to introduce students to a variety of planned activities which they can continue throughout their lives. The curriculum includes opportunities to develop students' maximum potential for physical fitness and good health; to acquire knowledge and skills in the area of lifetime sports; to participate in physical activities as an individual and as a member of a team; to experience competition and to practice cooperation; to express oneself creatively through physical activity; and to progress from beginning to advanced skill levels. All students in grades 5 and 7 are also assessed using the state determined Prudential Fitnessgram test, with results reported to the State Department every other year. Results are available to parents. The purpose of health education is to enable students to become informed individuals who will take the responsibility for incorporating related knowledge into their daily health practices. The health education program will develop an understanding of personal and family health, nutrition, mental/emotional health, use and misuse of substances, diseases and disorders, consumer health accident prevention, safety, first aid, community health, and environmental health. Technology-The District's Technology Plan goes beyond computer awareness and facilitates implementation of the goals and objectives into all curricular areas through the mastery of a continuum which focuses on Desktop Publishing, Research Skills, Multimedia, and Data Organizing and Analyzing.

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

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

The use of time in the instructional day (modification of the daily schedule) as well as extended day programs are made available to students who are underperforming. Students below standard are tracked by name and periodically a student matrix and discussion by student study team are utilized to assist in providing extra support for children. Special Education The following supplemental services are available to students with identified special educational needs. These services are intended to support the core curriculum and provide necessary assistance to students in order for them to achieve academic success. Non-instructional support (health, counseling) is available to ensure the well being of the student and support his/her ability to be ready to learn. Programs for individuals with exceptional needs are under the direction of credentialed special education personnel, but services may be provided by personnel not funded by special education monies, provided that all services specified in the individualized education program are received by the pupil. The IEP team monitors the progress of students served outside of the special education program. Resource Specialist Program After all necessary modifications have been implemented and a student has been reviewed through the Student Study Team process, mandated assessment for eligibility for special education services occurs. When students with specific learning disabilities have met eligibility criteria for services, they are placed in the Resource Specialist program. This program is designed to provide support to students who are placed in a regular education classroom for more than 50% of the school day. The specially designed instruction program, as identified through the Individual Education Plan (IEP), is developed in consultation with parents and school staff. The Resource Specialist may provide direct instruction as a pull out to a separate classroom or may work directly in the general education classroom. The instruction may be individualized or small group. In addition, Adapted Physical Education (APE) is utilized when appropriate. Instructional support may be offered in combination with non-identified students. The RSP instructional assistant may provide direct instruction in the general education classroom to identified and non-identified students. The instructional assistant works under the supervision of the RSP. The RSP provides ongoing assistance to the general education teachers as needed. Students are evaluated yearly to review progress and determine placement in the least restrictive environment. Special /Full Inclusion Program Unless otherwise indicated, students are expected to comply with standard school rules and regulations. Students are evaluated yearly to review progress and determine placement in the least restrictive environment. At Ledesma School, all special education students are fully included into the educational program. Speech Students with diagnosed speech and language difficulties receive services from the Speech and Language Pathologist. The frequency and manner of service delivery are identified through the Individual Education Plan (IEP) process. The program is designed in consultation with parents and school staff. Students may receive services as a pull out from general education class or may be included in the classroom. The speech and language pathologist works in collaboration with general education classroom teacher to provide a language-enriched program. Students are evaluated yearly to review progress. Psychologist Services & Counseling Support Services Students with a need for mandated psycho-educational testing receive the services of the school psychologist. Psychologists may also provide counseling for students. Psychologists provide support to the general education teacher regarding appropriate behavior intervention techniques in the classroom. Health Services from the school/District nurses are available upon request. Students participate in mandated screening by the school nurse in vision, hearing and scoliosis at specified grade levels. School nurses coordinate the Family Life Education program for fifth and sixth grade students. School nurses and health clerks provide support to families in need of services by linking them with possible health care providers or health support agencies in the community. English Language Learner Services English Language Development/Specially Designed Academic Instruction In English (ELD/SDAIE) Centers provide opportunities for upper grade children to receive core instruction through SDAIE techniques. Five centers are in place throughout the District to service English Language Learners in grades 4-6. All teachers at Ledesma are properly credentialed for working with ELL students. Therefore, all English Language Learners (ELL) will be placed in a classroom where the teacher is certified with CLAD/BCLAD, LDS, or Hughes Bill. Materials and training to support the program are provided by the District. Students meeting specific criteria are redesignated to "fluent English proficient" and their progress is monitored by ELD staff. Assessment of student performance/success is conducted with linguistically appropriate tools. District-wide Literacy assessment tools have been translated into Spanish. Systematic ELD, Frontloading, Guided Language Acquisition Design (GLAD) and Sheltered Instruction are examples of how teachers adjust the instructional program to meet the students' learning needs. Word walls in classrooms display high frequency words throughout the year. Teachers reinforce reading skills using this strategy. These teaching and learning strategies utilize all learning modalities and meet the needs of second language learners. Academic counseling is provided to our students by two counselors and is supplemented by classroom teachers, interdisciplinary teams, special presentations and guest speakers. Every student is assigned a counselor who monitors the student's academic progress. If a student's GPA falls below a 2.0, the counselor begins the academic intervention process. This process includes parent contact to set up a conference, discussion of graduation requirements, weekly grade checks, and continued monitoring. The counselor will also provide information on programs available for students experiencing academic difficulty. These include the Homework Center, noontime tutoring, and afternoon and evening tutoring offered at the high school. All students participate in a daily fifteen-minute homeroom advisory period. Students are given an assignment notebook (Binder Reminder). The homeroom

teacher has weekly binder checks to help students stay organized. In addition, the homeroom teacher distributes and monitors the six-week progress reports and counsels students about ways in which they can improve their academic performance. The staff and support personnel work in close contact with the counselors. The staff checks on the academic progress of their students. When teachers perceive a sudden change in work habits or behavior, they alert the counselor to request a student intervention and/or parent meeting. Parents and students in need of extra help are encouraged to take advantage of the support programs, counseling, progress checks, phone/email communications, classroom visits, etc. More effective and regular Parent-Teachers communication was identified on our most recent Parent Survey as an area needing improvement. We are attempting more frequent parent contact to inform parents of student's successes and positive behavior. The Academy School has implemented numerous programs that incorporate prevention and intervention strategies to ensure that special needs and at risk students have access to and success in the core curriculum. Further, students who are functioning below standard and are having difficulty mastering standards are given timely assistance that will increase learning. These Safety Nets are: • Homework Centers (extended day and lunchtime) • Library is open before school and during lunch (extended day) • Friday School (extended week) • Literacy and Math Academy (extended week) • GATE Seminars • Summer School (extended year) • Jose Valdes Summer Math Program (extended year) • Lunch study halls • Test taking skills support • SST Process, parent counseling • African American History Club • Parent meetings

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

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

Categorical dollars are spent to provide supplementary programs to support student achievement through restructuring of the instructional day, by means of extended day/week/year programs. Interim assessment is monitored and adjustments to the instructional program occur on a regular basis. Coordination of supplemental programs (e.g. Special Education, English Language Learner Services, GATE, etc.) occurs through the Student Study Team (SST), during grade level meetings, during planning time as part of adjusted days, and during various staff development offerings where standards, assessment and performance are discussed. . A description of the school's supplemental support services follows.

Fiscal support (EPC):

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

The Academy Parent Faculty Association: The PFA is an active volunteer organization that supports the educational programs at The Academy School. Their financial assistance from fundraisers provides for computers, computer programs, library books, and classroom supplies. A monthly newsletter is sent by the PFA to all parents. Volunteer Program: Along with PFA and School Site Council, parents are invited to volunteer time in the classrooms, tutoring students, assisting teachers, chaperoning fieldtrips or helping with assemblies. Home/school communication: The Parent Newsletter goes home weekly along with other District flyers. Teachers contact parents on a regular basis through newsletters, the Monday envelope, 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 support programs and to communicate to other parents. School Site Council: Parents and staff participate in the school's planning and budget process through the school site council. The team works together to develop and implement the Single Plan for Student Achievement that includes approving the SIP budget and overseeing the expenditures to ensure the plan is being followed. Parent contact regarding student progress: Parent are provided six week progress reports and two semester report cards. The Support Staff meets on a weekly basis to discuss individual student performance and help parents and teachers' best meet students' needs. Most importantly, all members of the school community are aware of the need for The Academy School to create its own culture, to develop its own identity within the Oak Grove School District community. Students and their families come from many different schools within the district, from other public schools, from home schooling, and from private schools. The need to create a cohesive unit from so many diverse parts has been an important focus each school year. Staff, parents and students are aware of establishing precedents and creating a program which will serve to create a unified, safe school environment. Research findings tell us that students do better academically when parents take an active role in their children's learning, and students are more successful in school when schools have strong linkages with, and respond to, the needs of the communities they serve. The communication component of the vision has resulted in an inclusive parent involvement plan that addresses the cultural and linguistic needs of the The Academy School community. Strategies to increase parent involvement

include: • School Loop • Connect Ed • Weekly Parent Email Bulletin • Sending material home translated in one or more languages • Seventh Grade Parent/Child Orientation and Back to School Night • Welcome to The Academy Orientation and BBQ • School Site Council • Parent/Teacher conference • Parent Faculty Club • Focused Fundraising • Chaperoning dances, After school Sports, and field trips • Campus Clean-up Days • Disabilities Awareness involving parents from the COE program • Parent Involvement Night Activities • District ESL Classes for parents • International Day and Cinco de Mayo • Volunteering in classrooms or duplicating of materials • Library assistance • An annual survey soliciting parent volunteerism • Latino and AA Parent Involvement Days/Koffee Klatches Numerous local and district committees and parent training programs are in place to gather input from parents as well as to provide training and information.

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):