

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Annual Program Evaluation - 2013-14

School: Browns Valley Elementary School

Principal: Lisa Goodman

School Site Council Certification

The SSC annually determines if the needs of all children have been met by the strategies used, particularly the needs of low-achieving students and those at risk of not meeting state academic content standards. (20 USC 6314[b][1][2], 6315[c][2]; EC 64001[7])

Annual Program Evaluation Reviewed by the School Site Council on 5/21/14.

Principal's Signature: Lisa Goodman

SSC Chair Signature: Camille Ellyn

GOAL #1

Improving Student Performance in English Language Arts and Math:

All students will improve their California Standards Test (CST) scores for English Language Arts and Math by 5% with our targeted students (those performing below proficient) increasing by at least one performance band.

Note: When this goal was created last June, it was not known whether or not the CSTs would be administered. Obviously, the CSTs were not utilized to determine student success, but other forms of assessment were used by teachers to measure student learning progress, inform future instruction, create intervention plans to differentiate instruction, and provide communication about student progress. District benchmarks were also not utilized as we transitioned into the Common Core State Standards.

What data did you use to form this goal (findings from data analysis)? • The California Standards Tests for ELA and Math • District Benchmark Assessments for ELA and Math • AYP Data for ELA and Math	What did the analysis of the data reveal that led you to this goal? While almost 75% of our 2nd – 6th grade students are performing at or above the proficient level in ELA (73.7%), approximately ¼ of our students are not (26.3%) according to last year's AYP data. District benchmarks also reveal that not all of our students are performing at grade level. In fact, according to the K - 6th grade assessments, only 64.8% of our students are at or above the proficiency level for ELA. According to last year's AYP data for Math, 87% of our 2nd – 6th grade students are performing at or above the proficient level and 13% are not working at grade level. District benchmarks, though, do not concur with this. This data shows that only 81.4% of our K - 6th grade students and 75.8% of our 2nd – 6th grade students are at or above the proficient level in Math.
Who are the focus students and what is the expected growth? We will be focusing on all students in K – 6th grades with a stronger emphasis on students who scored below proficient on the CST English Language Arts and Math assessments and on the District Benchmarks and/or program assessments. It is expected that students who scored at or above proficient will maintain this level of proficiency while students achieving below proficient will increase proficiency by at least one performance band.	What data will be collected to measure student achievement? • The California Standards Tests for ELA and Math • District Benchmark Assessments and program assessments • Classroom formative assessments • CELDT results • Student progress towards mastery of standards as measured by the standards-based report cards

What process will you use to monitor and evaluate the data? • Academic conferences between teachers and the principal • PLC collaboration time • Edusoft spreadsheets to analyze data • Academic and goal setting conferences between students and the principal • Review of CSTs for ELA and Math, District Benchmark assessments, program assessments, classroom formative assessments, CELDT results, and student progress towards mastery of standards as measured by the standards-based report card	Actions to improve achievement to exit program improvement (if applicable). Not applicable.
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Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.1 Reading promoted through a comprehensive literacy program through direct interaction with students including: reading to students, assisting students with appropriate book selections, assisting students develop research skills, introducing students to a variety of literature genres including informational text, supporting the ELA Common Core State Standards, monitoring students' progress on Accelerated Reader, and providing technology support and keyboarding skills.	Every student visited the library on a weekly basis and checked out books within their individualized reading range. Of the 130 first - sixth grade students who participated in the Accelerated Reader program, 93 of the students are reading at or above grade level according to the STAR Reading formative assessment and all 130 students demonstrated reading growth from the beginning of the year to the last time the assessment was administered. This date varied from March to May depending on the teacher. Fluency tests were administered at least each trimester by a retired teacher. All 1st - 6th grade students improved their reading fluency over the course of the year. Through the Accelerated Reader program, students earn points based on the number of books they read and the comprehension tests they successfully take. In April, the points earned in 1st grade ranged from 1.3 - 38.1, in 2nd grade from 11.3 - 118.5, in 3rd grade from 28.8 - 171.5, from 4th grade 22.7 - 291.2, 5th grade ranged from 4.0 - 400.0 and 6th grade from 7.0 - 159.9 (It is not required in the 6th grade curriculum.) Based on this information, the majority of our students read a multitude of books throughout the year. There seems to be a direct correlation between the amount of books read by individual students and their overall success in reading and ELA. Interest and motivation for reading is obviously a factor in this, as well. It is believed that the part-time Literacy Resource Technician and the checking out of library books on a weekly basis contributed greatly to the reading growth achieved by our students.
1.2 Provide before and/or after school tutoring targeting students who are below proficient in ELA and Math as a form of intensive intervention to preteach and reteach essential standards, promote critical thinking skills, and reinforce academic language.	Categorical funding was not used to support this goal.

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.3 Provide technology components and supplies to support and compliment the implementation of the district adopted ELA and Math curriculum and supplementary curriculum via the SmartBoard and ELMO. This will support the Common Core State Standards, enhance active student engagement, and develop the technology skills necessary for college and career readiness. This also includes continuing the supplemental Renaissance Place contract for Accelerated Reader / Accelerated Math and the Waterford contract through Pearson to help improve ELA and Math skills. These programs will provide students with ongoing support to master grade level standards and comprehension skills and will provide teachers with critical data to identify students needing additional intervention to promote proficiency of the CCSS.	See evaluation for Goal 1.1 to determine the effectiveness of Accelerated Reader and Waterford, even though categorical funding was not used for Accelerated Reader. Waterford is an early reading program, which focuses on phonemic awareness and other important reading skills. This technology-based program gives students individualized and independent practice with these critical skills. It is believed that this plays a big role in helping students learn to read, as does effective classroom instruction. Waterford, Accelerated Reader, and overall success in reading go hand in hand. The Smartboard, the ELMO, and classroom computers were used on a regular basis as instructional strategies and as tools to enhance student engagement. There is not specific data to disaggregate this type of learning from the rest, but technology usage is considered to be a critical instructional strategy and is utilized by all staff members. As our students participated in the Smarter Balanced Assessment, we found that the technology components were much easier for our students than expected because of the classroom experiences they have had involving computers and the interactive Smartboard applications. This year, a few iPads and Chromebooks were purchased to support our students as they worked their way through the Common Core State Standards. District Wi-Fi and these technology resources became available at the end of April, so our students were not able to access them for the entire year. Because of this, it is difficult to determine the impact these tools had on student achievement. From what was observed during the 6 weeks the resources were utilized and from what I know from previous research, it is believed that this strategy and intervention will significantly impact student achievement AND student engagement. Next year, we will have more information to determine technology's role in closing the achievement gap.
1.4 To vary instructional strategies and provide equitable educational opportunity for all students, provide supplementary instructional materials that support the district adopted curriculum and the Common Core State Standards. This will allow teachers to present core concepts through multiple avenues to move students toward mastery, as well as target students who are not proficient in ELA and Math.	There were only a few dollars from categorical funding set aside for supplementary instructional materials (\$271.00.) These materials were used to increase reading comprehension and reading fluency for students who were not reading at grade level. See the evaluation for Goal 1.1 to determine the overall effectiveness of the strategies used to improve these areas.
1.5 To more effectively support English Learners and their language needs, provide supplementary materials that are aligned with the ELD standards and the Common Core State Standards. Provide release time to focus on EL strategies. Provide additional hours for monitoring EL students' progress. Assist with parent and teacher communication to close the achievement gap for EL students.	Earphones and CDs were purchased for our English Learners, so that they could listen to the stories in the Open Court anthology prior to reading the story in class with their peers. Students also listened to other stories to build listening and reading comprehension. Based on these students' STAR Reading Growth Reports, all students made significant growth based on their pre and post test scores. While this intervention was probably beneficial in supporting this growth, it cannot be determined if this was solely the reason for the increase in reading achievement.
1.6 Continue maintenance contracts for the school copiers and RISO machine to produce enhancement pieces to the core curriculum. Provide paper for copies to support learning beyond the pages of the textbooks. Supplementary assignments make learning fun, actively engage students, and make the content more relevant to students as the teacher varies and improves instructional strategies.	Categorical funding was not used to support this goal.

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.7 Provide highly engaging books and resources to supplement the Library. Emphasis will be on informational text resources. This will motivate students to read and as a result, improve ELA skills.	Categorical funding was not used to support this goal.
1.8 Facilitate academic conferencing between teachers and the principal to review student progress data and monitor student achievement. Facilitate academic and goal-setting conferences between individual students and the principal to review individual student progress, determine measures of success, set achievable goals and create action plans.	Categorical funding was not used to support this goal.

GOAL #2

Shared Responsibility Through School Community Involvement:

Establish a positive school climate built on shared responsibility for student learning through student, parent and community involvement. This will support our student achievement goal which states that all students will improve their California Standards Test (CST) scores for English Language Arts and Math by 5% with our targeted students (those performing below proficient) increasing by at least one performance band.

Note: When this goal was created last June, it was not known whether or not the CSTs would be administered. Obviously, the CSTs were not utilized to determine student success, but other forms of assessment were used by teachers to measure student learning progress, inform future instruction, create intervention plans to differentiate instruction, and provide communication about student progress. District benchmarks were also not utilized as we transitioned into the Common Core State Standards.

What data did you use to form this goal (findings from data analysis)? • Perceptual data from students and parents • Parent attendance in school-related functions • Student attendance data through Aeries • Discipline records • Review of parent communication tools (notes, School Messenger, phone logs, etc.)	What did the analysis of the data reveal that led you to this goal? According to the perceptual data from parents and students, both groups are fairly pleased with what is happening at Browns Valley School. Some parents, though, believe that school to home communication can be improved, as well as student safety. Some students believe that they do not have much freedom and choice in school and that students do not always treat each other with respect. These concerns will be addressed in this goal. While participation in school-related functions is relatively high, there are still some parents who are not actively involved. Our goal is to get all parents involved at some level. According to the SchoolCity data, average student attendance is fairly high at 96.8%. Attendance plays a critical role in student success, so we will continue to seek ways to improve student attendance.
Who are the focus students and what is the expected growth? We will be focusing on all students in K – 6th grades with a stronger emphasis on students who scored below proficient on the CSTs and on the District Benchmarks and/or program assessments. It is expected that students who scored at or above proficient will maintain this level of proficiency while students achieving below proficient will increase proficiency by at least one performance band. It is believed that improved academic growth and performance will transpire, as well as improved attendance through a strong sense of belonging in the school community and shared responsibility for student learning through student, parent, and community involvement.	What data will be collected to measure student achievement? • The California Standards Tests for Math • District Benchmark Assessments and program assessments • Classroom formative assessments • CELDT results • Student progress towards mastery of standards as measured by the standards-based report card

What process will you use to monitor and evaluate the data? • Perceptual data from students and parents • Parent attendance in school-related functions • Student attendance data through Aeries • Discipline records and behavioral referrals • Review of parent communication tools (notes, School Messenger, phone logs, etc.) • Academic performance correlations with attendance during academic conferences • School Site Council meetings	Actions to improve achievement to exit program improvement (if applicable). Not applicable.
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Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal		Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
2.1	Continue to keep the school community informed about classroom activities, school-related functions and meetings, community events, suggestions on how to improve student academic success in the home, parent involvement handouts, the Common Core State Standards etc. through monthly newsletters, weekly notices, the school web site, email, and phone calls to provide ongoing communication with parents.	Improved parent communication was a school-wide goal. Notes were sent home on a regular basis, parent conferences were held at least twice during the school year, a minimum of weekly phone messages were sent through the school messenger system, emails and conference calls were utilized by the PTA, and many face-to-face connections were made on a daily basis. These strategies helped to keep the school community informed.
2.2	Provide communication with parents regarding grade level standards, the Common Core State Standards, progress toward meeting the standards, and developing individual plans for mastery of grade level expectations.	Categorical funding was not used to support this goal.
2.3	Facilitate Back-to-School Night, the Winter Program, Open House, Grandparents' Day, and Parents' Day to showcase Browns Valley School's strengths and accomplishments.	Categorical funding was not used to support this goal.
2.4	Facilitate parent workshops and curriculum nights, which will provide parents with ELA, Math, Science, Social Science, P.E., technology, and discipline strategies to incorporate at home to support students in building academic success. These strategies will be aligned with the Common Core Standards used in the classroom to create a stronger home/school connection. Workshops will also be translated into primary languages, if needed.	Categorical funding was not used to support this goal.
2.5	Facilitate monthly awards assemblies which invite parents and community members to recognize students for academic achievement, behavior, citizenship, attitude, and attendance and celebrate shared responsibility for student success.	Categorical funding was not used to support this goal.
2.6	Use of parent and community volunteers in the classroom to provide small group intervention to targeted students and assistance as needed.	Categorical funding was not used to support this goal.
2.7	Facilitate school community meetings in which students, parents, teachers, and community members will share their input, individual perspectives, and have a voice in shared decision-making. Develop a student leadership team so that decisions can be made based on student perspectives and action plans for change can be created and facilitated by students.	Categorical funding was not used to support this goal.

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
2.8 Provide an enrichment program in which students can choose an elective based on students' strengths and interests such as art, music, drama, gardening, technology, yearbook, photography, etc. These electives will offer an engaging and motivational balance from the rigorous academic setting and will allow students to explore new opportunities and interests. This will also offer parents and community members an opportunity to share areas of expertise through greater funds of knowledge. Create an outdoor classroom / school and community garden to help students learn about the life sciences, environmental education, and also develop respect for living things through a hands-on approach to learning. Staff, students, parents and community member will take an active and participatory role in this project.	Categorical funding was not used to support this goal.

GOAL #3

Professional Learning Communities:

Staff members will work together collaboratively in a Professional Learning Community with the purpose of helping all students learn and achieve at a high level. This collaboration will build staff capacity, purposeful teamwork, improve instructional strategies and positively impact student achievement. This will support our student achievement goal which states that all students will improve their California Standards Test (CST) scores for English Language Arts and Math by 5% with our targeted students (those performing below proficient) increasing by at least one performance band.

Note: When this goal was created last June, it was not known whether or not the CSTs would be administered. Obviously, the CSTs were not utilized to determine student success, but other forms of assessment were used by teachers to measure student learning progress, inform future instruction, create intervention plans to differentiate instruction, and provide communication about student progress. District benchmarks were also not utilized as we transitioned into the Common Core State Standards.

What data did you use to form this goal (findings from data analysis)? • The California Standards Tests for ELA and Math • District Benchmark Assessments for ELA and Math • AYP Data for ELA and Math	What did the analysis of the data reveal that led you to this goal? While almost 75% of our 2nd – 6th grade students are performing at or above the proficient level in ELA (73.7%), approximately ¼ of our students are not (26.3%) according to last year's AYP data. District benchmarks also reveal that not all of our students are performing at grade level. In fact, according to the K – 6th grade assessments, only 64.8% of our students are at or above the proficiency level for ELA. According to last year's AYP data for Math, 87% of our 2nd – 6th grade students are performing at or above the proficient level and 13% are not working at grade level. District benchmarks, though, do not concur with this. This data shows that only 81.4% of our K – 6th grade students and 75.8% of our 2nd – 6th grade students are at or above the proficient level in Math. Through our work as a professional learning community, teachers will be gathering evidence for current levels of student learning, developing strategies and ideas to build on strengths and address growth areas in student learning, implement new instructional strategies, analyze the impact of the changes to find out what was effective and what was not, and apply what was learned in the next cycle of continuous improvement.
Who are the focus students and what is the expected growth? We will be focusing on all students in K – 6th grades with a stronger emphasis on students who scored below proficient on the CST English Language Arts and Math assessments and on the District Benchmarks and/or program assessments. It is expected that students who scored at or above proficient will maintain this level of proficiency while students achieving below proficient will increase proficiency by at least one performance band.	What data will be collected to measure student achievement? • The California Standards Tests for ELA and Math • District Benchmark Assessments and program assessments • Classroom formative assessments • CELDT results • Student progress towards mastery of standards as measured by the standards-based report card

What process will you use to monitor and evaluate the data? • Academic conferences between teachers and the principal • PLC collaboration time • Edusoft spreadsheets to analyze data • Academic and goal setting conferences between students and the principal • Analyzing growth over time through improved practices and student learning • Review of CSTs for ELA and Math, District Benchmark assessments, program assessments, classroom formative assessments, CELDT results, and student progress towards mastery of standards as measured by the standards-based report card	Actions to improve achievement to exit program improvement (if applicable). Not applicable.
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Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
3.1 Dedicate time each month for ongoing Professional Learning Communities (PLC) and academic conferencing each trimester to discuss student progress, pace and develop curriculum that is aligned with the Common Core State Standards, determine current levels of understanding, determine intervention groups, collaborate on instructional strategies that support the CCSS, analyze assessment results, and set goals for all students' academic achievement.	Categorical funding was not used to support this goal.
3.2 Provide professional development opportunities, training, and peer observations to support teacher knowledge of effective teaching strategies within the Common Core State Standards to positively impact student achievement.	The Browns Valley School teachers determined that they needed training in technology to be able to utilize this resource as an effective instructional strategy to impact student achievement. Rather than hire a consultant, they decided that there was enough collective expertise within the group to be able to support the growth of others if time and commitment was a priority. Each teacher was allowed 6 hours for technology-based professional development and each was expected to take the lead at some point. From these trainings, I observed teachers utilizing the SmartBoard more effectively to engage and support students through the learning process, students creating Prezi presentations rather than using basic PowerPoint, teachers using trial technology-based resources for the purpose of reporting back to others, teachers supporting each other as they navigated through the iPad and the Chromebook, and teachers creating their own performance tasks based on technology resources. This collaborative professional development has already positively impacted teaching and learning.

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Annual Program Evaluation - 2013-14

School: Cordua Elementary School

Principal: Lisa Goodman

School Site Council Certification

The SSC annually determines if the needs of all children have been met by the strategies used, particularly the needs of low-achieving students and those at risk of not meeting state academic content standards. (20 USC 6314[b][1][2], 6315[c][2]; EC 64001[f])

Annual Program Evaluation Reviewed by the School Site Council on 5/27/14.

Principal's Signature: Lisa Goodman

SSC Chair Signature: [Signature]

GOAL #1

Improving Student Performance in English Language Arts and Math:

All students will improve their California Standards Test (CST) scores for English Language Arts and Math by 5% with our targeted students (those performing below proficient) increasing by at least one performance band.

Note: When this goal was created last June, it was not known whether or not the CSTs would be administered. Obviously, the CSTs were not utilized to determine student success, but other forms of assessment were used by teachers to measure student learning progress, inform future instruction, create intervention plans to differentiate instruction, and provide communication about student progress. District benchmarks were also not utilized as we transitioned into the Common Core State Standards.

What data did you use to form this goal (findings from data analysis)? • The California Standards Tests for ELA and Math • District Benchmark Assessments for ELA and Math • AYP Data for ELA and Math	What did the analysis of the data reveal that led you to this goal? Only 66% of our 2nd – 5th grade students are performing at or above the proficient level in ELA, and 34% of our students are not according to last year's AYP data. District benchmarks also reveal that not all of our students are performing at grade level. In fact, according to the K - 5th grade assessments, only 51.8% of our students are at or above the proficiency level. According to last year's AYP data for Math, 69.5% of our 2nd – 5th grade students are performing at or above the proficient level and 30.5% are not performing at grade level. District benchmarks show that only 66% of our K - 5th grade students and 58% of our 2nd – 5th grade students are at or above the proficient level. It is believed that our students have the potential to perform at a much higher level of proficiency than that.
Who are the focus students and what is the expected growth? We will be focusing on all students in K – 6th grades with a stronger emphasis on students who scored below proficient on the CST English Language Arts and Math assessments and on the District Benchmark and/or program assessments. It is expected that students who scored at or above proficient will maintain this level of proficiency while students achieving below proficient will increase proficiency by at least one performance band.	What data will be collected to measure student achievement? • The California Standards Tests for ELA and Math • District Benchmark Assessments and program assessments • Classroom formative assessments • CELDT results • Student progress towards mastery of standards as measured by the standards-based report card

What process will you use to monitor and evaluate the data? • Academic conferences between teachers and the principal • PLC collaboration time • Edusoft spreadsheets to analyze data • Academic and goal setting conferences between students and the principal • Review of CSTs for ELA and Math, District Benchmark assessments, program assessments, classroom formative assessments, CELDT results, and student progress towards mastery of standards as measured by the standards-based report card	Actions to improve achievement to exit program improvement (if applicable). Not applicable.
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Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal	
1.1 Reading promoted through a comprehensive literacy program through direct interaction with students including: reading to students, assisting students with appropriate book selections, assisting students to develop research skills, introducing students to a variety of literature genres including informational text, supporting the ELA Common Core State Standards, monitoring students' progress on Accelerated Reader, and providing technology support and keyboarding skills.	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above. Every student visited the library on a weekly basis and checked out books within their individualized reading range. Of the 62 first - fifth grade students who participated in the Accelerated Reader program, 26 of the students are reading at or above grade level according to the STAR Reading formative assessment, but 55 students demonstrated reading growth from the beginning of the year to the last time the assessment was administered in May. For the first/second grade class, the average grade equivalency score increased by .76 grade levels with an average GE of 2.3, for the 3rd/4th grade the GE increased by 0.8 grade levels with the average GE being 3.6, and for the 4th/5th grade classroom the change was .8 with an average GE of 5.0. While only 42 % of our students are reading at or above grade level based on this assessment, 89% demonstrated reading growth. It is believed that the part-time Literacy Resource Technician and the checking out of library books on a weekly basis significantly contributed to this reading growth and overall reading success.
1.2 Provide before and/or after school tutoring targeting students who are below proficient in ELA and Math as a form of intensive intervention to preteach and reteach essential standards, promote critical thinking skills, and reinforce academic language.	Categorical funding was not used to support this goal.

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.3 Provide technology components and supplies to support and complement the implementation of the district adopted ELA and Math curriculum and supplementary curriculum via the SmartBoard and ELMO. This will support the Common Core State Standards, enhance active student engagement, and develop the technology skills necessary for college and career readiness. This also includes continuing the supplemental Renaissance Place contract for Accelerated Reader / Accelerated Math and the Waterford contract through Pearson to help improve ELA and Math skills. These programs will provide students with ongoing support to master grade level standards and comprehension skills and will provide teachers with critical data to identify students needing additional intervention to promote proficiency of the CCSS.	In addition to the evaluation for Action 1.1, which is directly aligned with Action 1.3, our students utilized the Accelerated Reader program and the Waterford program on a daily basis. Accelerated Reader points ranged from 2.3 - 388.2. This year, we had a total of 60 students attend the Accelerated Reader field trip for reaching their goal and 27 students went above and beyond the reading expectation. These numbers were higher than previous years. Waterford is an early reading program, which focuses on phonemic awareness and other important reading skills. This technology based program gives students individualized and independent practice with these critical skills. It is believed that this plays a big role in helping students learn to read, as does effective classroom instruction. Waterford, Accelerated Reader, and overall success in reading go hand in hand. The Smartboard, the ELMO, and classroom computers were used on a regular basis as instructional strategies and as tools to enhance student engagement. There is not specific data to disaggregate this type of learning from the rest, but technology usage is considered to be a critical instructional strategy and is utilized by all staff members. As our students participated in the Smarter Balanced Assessment, we found that the technology components were much easier for our students than expected because of the classroom experiences they have had involving computers and the interactive Smartboard applications. This year, 10 iPads and 30 Chromebooks were purchased to support our students as they worked their way through the Common Core State Standards. District Wi-Fi and these technology resources became available in May, so our students were not able to access them for the entire year. Because of this, it is difficult to determine the impact these tools had on student achievement. From what was observed during the 6 weeks the resources were utilized and from what I know from previous research, it is believed that this strategy used on a regular basis and as an intervention will significantly impact student achievement AND student engagement. Next year, we will have more information to determine technology's role in closing the achievement gap.
1.4 To vary instructional strategies and provide equitable educational opportunity for all students, provide supplementary instructional materials that support the district adopted curriculum and the Common Core State Standards. This will allow teachers to present core concepts through multiple avenues to move students toward mastery, as well as target students who are not proficient in ELA and Math.	Supplementary materials were used to increase reading comprehension and reading fluency for students who were not reading at grade level. See the evaluation for Goal 1.1 to determine the overall effectiveness of the strategies used to improve these areas. It is difficult to determine which intervention is responsible for supporting the overall reading growth. It is believed that the combination of interventions along with effective classroom instruction facilitated this growth.
1.5 To more effectively support English Learners and their language needs, provide supplementary materials that are aligned with the ELD standards and the Common Core State Standards. Provide release time to focus on EL strategies. Provide additional hours for monitoring EL students' progress. Assist with parent and teacher communication to close the achievement gap for EL students.	Categorical funding was not used to support this goal.

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.6 Continue maintenance contracts for the school copiers to produce enhancement pieces to the core curriculum. Provide paper for copies to support learning beyond the pages of the textbooks. Supplementary assignments make learning fun, actively engage students, and make the content more relevant to students as the teacher varies and improves instructional strategies.	Supplementary instructional materials created by teachers were used to support the core curriculum and fill in the achievement gaps for students through whole class, small group and individualized settings. Teacher-created formative assessments show that students are making progress toward the Common Core State Standards and it is expected that next year's district benchmarks will reflect this growth.
1.7 Provide highly engaging books and resources to supplement the Library. Emphasis will be on informational text resources. This will motivate students to read and as a result, improve ELA skills.	Categorical funding was not used to support this goal.
1.8 Facilitate academic conferencing between teachers and the principal to review student progress data and monitor student achievement. Facilitate academic and goal-setting conferences between individual students and the principal to review individual student progress, determine measures of success, set achievable goals, and create action plans.	Categorical funding was not used to support this goal.

GOAL #2

Shared Responsibility Through School Community Involvement:

Establish a positive school climate built on shared responsibility for student learning through student, parent, and community involvement. This will support our student achievement goal which states that all students will improve their California Standards Test (CST) scores for English Language Arts and Math by 5% with our targeted students (those performing below proficient) increasing by at least one performance band.

Note: When this goal was created last June, it was not known whether or not the CSTs would be administered. Obviously, the CSTs were not utilized to determine student success, but other forms of assessment were used by teachers to measure student learning progress, inform future instruction, create intervention plans to differentiate instruction, and provide communication about student progress. District benchmarks were also not utilized as we transitioned into the Common Core State Standards.

What data did you use to form this goal (findings from data analysis)? • Perceptual data from students and parents • Parent attendance in school-related functions • Student attendance data through Aeries • Discipline records • Review of parent communication tools (notes, School Messenger, phone logs, etc.)	What did the analysis of the data reveal that led you to this goal? According to the perceptual data from parents and students, both groups are fairly pleased with what is happening at Cordua School. Some parents, though, believe that school to home communication can be improved, as well as student respect for other students. Some students believe that they do not have much freedom and choice in school and that students do not always treat each other with respect. These concerns will be addressed in this goal. While participation in school-related functions is relatively high, there are still some parents who are not actively involved. Our goal is to get all parents involved at some level. According to the SchoolCity data, average student attendance is fairly high at 95.6%. Attendance plays a critical role in student success, so we will continue to seek ways to improve student attendance.
Who are the focus students and what is the expected growth? We will be focusing on all students in K – 6th grades with a stronger emphasis on students who scored below proficient on the CSTs and on the District Benchmarks/ program assessments. It is expected that students who scored at or above proficient will maintain this level of proficiency while students achieving below proficient will increase proficiency by at least one performance band. It is believed that improved academic growth and performance will transpire, as well as improved attendance through a strong sense of belonging in the school community and shared responsibility for student learning through student, parent, and community involvement.	What data will be collected to measure student achievement? • The California Standards Tests for Math • District Benchmark Assessments and program assessments • Classroom formative assessments • CELDT results • Student progress towards mastery of standards as measured by the standards-based report card

What process will you use to monitor and evaluate the data? • Perceptual data from students and parents • Parent attendance in school-related functions • Student attendance data through Aeries • Discipline records and behavioral referrals • Review of parent communication tools (notes, School Messenger, phone logs, etc.) • Academic performance correlations with attendance during academic conferences • School Site Council meetings	Actions to improve achievement to exit program improvement (if applicable). Not applicable.
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Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
2.1 Continue to keep the school community informed about classroom activities, school-related functions and meetings, community events, suggestions on how to improve student academic success in the home, parent involvement handouts, the Common Core State Standards, etc. through monthly newsletters, weekly notices, the school web site, email, and phone calls to provide ongoing communication with parents.	Improved parent communication was a school-wide goal. Notes were sent home on a regular basis, parent conferences were held at least twice during the school year, 28 phone messages were sent through the school messenger system, emails, and many face-to-face connections were made on a daily basis. These strategies helped to keep the school community informed.
2.2 Provide communication with parents regarding the Common Core State Standards, progress toward meeting the standards, and developing individual plans for mastery of grade level expectations.	Categorical funding was not used to support this goal.
2.3 Facilitate Back-to-School Night, the Winter Program, Open House, Grandparents' Day, and Parents' Day to showcase Cordova School's strengths and accomplishments.	Categorical funding was not used to support this goal.
2.4 Facilitate parent workshops and curriculum nights, which will provide parents with ELA, Math, Science, Social Science, P.E., technology, and discipline strategies to incorporate at home to support students in building academic success. These strategies will be aligned with the Common Core State Standards used in the classroom to create a stronger home/school connection. Workshops will also be translated into primary languages, if needed.	Categorical funding was not used to support this goal.
2.5 Facilitate awards assemblies which invite parents and community members to recognize students for academic achievement, behavior, citizenship, attitude, and attendance and celebrate shared responsibility for student success.	Awards assemblies were held each month to recognize students for their academic and behavioral accomplishments. These assemblies were very well-attended by parents and grandparents of the students receiving awards. Many awards were given to acknowledge our students and every student was recognized a number of times throughout the year. We believe that celebrating student success motivates our students to continue to work hard and honors the effort and shared responsibility of the entire learning community.
2.6 Use of parent and community volunteers in the classroom to provide small group intervention to targeted students and assistance as needed.	There were 15 parent volunteers that assisted in the classroom on a regular basis and/or attended field trips throughout the year. Many of these parents were actively involved in the Parent Teacher Organization and Site Council. Two parents needed financial support to pay for the fingerprinting fees required to be a volunteer. The Site Council willingly approved this expenditure to encourage and support parent volunteers.

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
2.7 Facilitate school community meetings in which students, parents, teachers, and community members will share their input, individual perspectives, and have a voice in shared decision-making. Develop a student leadership team so that decisions can be made based on student perspectives and action plans for change can be created and facilitated by students.	Categorical funding was not used to support this goal.
2.8 Provide a weekly enrichment program in which students can choose an elective based on students' strengths and interests such as art, music, drama, gardening, technology, yearbook, photography, etc. These electives will offer an engaging and motivational balance from the rigorous academic setting and will allow students to explore new opportunities and interests. This will also offer parents and community members an opportunity to share areas of expertise through greater funds of knowledge. Create an outdoor classroom / school and community garden to help students learn about the life sciences, environmental education, and also develop respect for living things through a hands-on approach to learning. Staff, students, parents and community member will take an active and participatory role in this project.	Categorical funding was not used to support this goal.

GOAL #3

Professional Learning Communities:

Staff members will work together collaboratively in a Professional Learning Community with the purpose of helping all students learn and achieve at a high level. This collaboration will build staff capacity, purposeful teamwork, improve instructional strategies and positively impact student achievement. This will support our student achievement goal which states that all students will improve their California Standards Test (CST) scores for English Language Arts and Math by 5% with our targeted students (those performing below proficient) increasing by at least one performance band.

Note: When this goal was created last June, it was not known whether or not the CSTs would be administered. Obviously, the CSTs were not utilized to determine student success, but other forms of assessment were used by teachers to measure student learning progress, inform future instruction, create intervention plans to differentiate instruction, and provide communication about student progress. District benchmarks were also not utilized as we transitioned into the Common Core State Standards.

What data did you use to form this goal (findings from data analysis)? • The California Standards Tests for ELA and Math • District Benchmark Assessments for ELA and Math • AYP Data for ELA and Math	What did the analysis of the data reveal that led you to this goal? Only 66% of our 2nd – 5th grade students are performing at or above the proficient level in ELA, and 34% of our students are not according to last year's AYP data. District benchmarks also reveal that not all of our students are performing at grade level. In fact, according to the K - 5th grade assessments, only 51.8% of our students are at or above the proficiency level. According to last year's AYP data for Math, 69.5% of our 2nd – 5th grade students are performing at or above the proficient level and 30.5% are not performing at grade level. District benchmarks show that only 66% of our K - 5th grade students and 58% of our 2nd – 5th grade students are at or above the proficient level. It is believed that our students have the potential to perform at a much higher level of proficiency than that. Through our work as a professional learning community, teachers will be gathering evidence for current levels of student learning, developing strategies and ideas to build on strengths and address growth areas in student learning, implement new instructional strategies, analyze the impact of the changes to find out what was effective and what was not, and apply what was learned in the next cycle of continuous improvement.
Who are the focus students and what is the expected growth? We will be focusing on all students in K – 6th grades with a stronger emphasis on students who scored below proficient on the CST English Language Arts and Math assessments and on the District Benchmarks/program assessments. It is expected that students who scored at or above proficient will maintain this level of proficiency while students achieving below proficient will increase proficiency by at least one performance band.	What data will be collected to measure student achievement? • The California Standards Tests for ELA and Math • District Benchmark Assessments and program assessments • Classroom formative assessments • CELDT results • Student progress towards mastery of standards as measured by the standards-based report card

What process will you use to monitor and evaluate the data? • Academic conferences between teachers and the principal • PLC collaboration time • Edusoft spreadsheets to analyze data • Academic and goal setting conferences between students and the principal • Analyzing growth over time through improved practices and student learning • Review of CSTs for ELA and Math, District Benchmark assessments, program assessments, classroom formative assessments, CELDT results, and student progress towards mastery of standards as measured by the standards-based report card	Actions to improve achievement to exit program improvement (if applicable). Not applicable.
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Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal		Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
3.1	Dedicate time each month for ongoing Professional Learning Communities (PLC) and academic conferencing each trimester to discuss student progress, pace and develop curriculum that is aligned with the Common Core State Standards, determine current levels of understanding, determine intervention groups, collaborate on instructional strategies that support the CCSS, analyze assessment results, and set goals for all students' academic achievement.	Categorical funding was not used to support this goal.
3.2	Provide professional development opportunities, training, and peer observations to support teacher knowledge of effective teaching strategies within the Common Core State Standards to positively impact student achievement.	Categorical funding was not used to support this goal.