Jefferson School

7500 W. Linne Rd

Tracy, CA 95304

Plan Period: 7/1/2015 - 6/30/2018

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EXECUTIVE SUMMARY

About This School

An Executive Summary of the school containing the Mission Statement, summary of school site demographics and unique characteristics as well as highlights of the school site's unique academic characteristics and accomplishments.

Areas of Analysis

This section provides a summary of key indicators of student achievement including an analysis of student performance data, instructional programs, curriculum, and staff development.

Analyze Student Performance

Analyze Educational Practices

Analyze Instructional Programs

Education Improvement Goals

School goals are based upon an analysis and synthesis of verifiable state data, local measures of student achievement, and the effectiveness of current instructional programs, curriculum, and staff development.

1.0 Increased Learning for All Students

- **Goal: 1.1 Increase Schoolwide ELA Proficiency**
- **Goal: 1.2 Increase Schoolwide Math Proficiency**
- **Goal: 1.3 Increase Redesignation Rate of ELs**
- **Goal: 1.4 Increase Physical Fitness Proficiency**
- **Goal: 1.5 Provide all students access to enrichment activities**

2.0 Safe, Positive, Well-maintained Schools

- **Goal: 2.1 Maintain a Safe School Environment**
- **Goal: 2.2 Well-maintained Facilities**

3.0 Quality Staff Providing Quality Service

- **Goal: 3.1 Highly Qualified Staff**

4.0 School/Home/Community Partnerships and Communication

- **Goal: 4.1 Increase Communication Among School, Home, and Community**
- **Goal: 4.2 Increase Parent Education Opportunities**

Plan Budget

Committees

Approvals and Assurances

ABOUT THIS SCHOOL

Jefferson School's vision is to have every child prepared for (higher education) (college, career, and civic responsibility) by eighth grade. To fulfill this vision, Jefferson is committed to educating students to be competent in algebraic thinking, able to write and present persuasive arguments, read and have a deep comprehension of grade level fiction and texts, complete qualitative and quantitative research, and understand their role in our democracy. We are a values-driven school and our five core values include the following:

1. Be Responsible
2. Do Your Best Each Day
3. Think Before You Speak
4. Put Others First
5. Avoid Conflict

Jefferson School was founded in 1878 as a one room school house serving the farmers south of Tracy. It has survived moving three times, burning to the ground, and closing once due to low enrollment. From 1929 until 1993 Jefferson School served as the only K-8 school in this small rural farming community with an average enrollment of about 200 students. Teachers grew accustomed to students going to Jefferson from kindergarten to eighth grade and being able to use flexible groupings to help all children be successful. Parents also played a very active role in their children's education. Daily, mothers volunteered in the classrooms and fathers came on weekends or during the downtime in farming to repaint the school or make repairs.

Starting in 1991 the District began to grow due to new housing construction. With it came tremendous growth and lack of continuity of the learning program. The school went from a tight knit community of 200 students to one of over 500 with both parents commuting to the Bay Area. The school was required to adapt and change to meet the students' needs. The School Site Council developed a series of after school interventions, Response to Intervention classes, and required each teacher to be CLAD certified. With this added support students at Jefferson School are beginning to close the achievement gap. The school continues to compete in Math Olympiad, Science Olympiad, TOPS Science, and other academic competitions. In addition, the school continues to send Tracy High School the majority of International Baccalaureate students. Jefferson School received the California Distinguished School award in 1989, 2009, and 2013.

While the school is known for its academic accomplishments, a strong emphasis is placed upon fostering well rounded students. Jefferson School offers students the opportunity to learn and compete in volleyball, basketball, and soccer. The Jefferson School advanced band has been performing for over sixty years and is an excellent public relations tool for our school. Annually they perform in at least three parades or competitions, including the Tracy High School Homecoming Parade, Ripon Almond Blossom, Alameda and Merced Band Reviews. In 2016 the band also attended a special trip to Disneyland and marched down Main Street of Disney's California Adventure Park. Over the past seven years two different associated student body (ASB) advisors have taken our leadership program from average to exemplary. Starting in 2004, the ASB leadership team began attending the California Association of Directors of Activities leadership camp. This camp provided the students and advisors with the foundation to improve student engagement on campus. The ASB regularly put on rallies, competitions, dances, spirit weeks, and fundraisers for charities.

In November 2010 voters passed Measure J which allowed for a new Jefferson School and gymnasium. The school went under constructions and 5th - 8th grade students were housed off site. All students and staff returned to the newly build campus in January of 2016.

AREAS OF ANALYSIS

Analyze Student Performance

Student Performance

Conclusions from Student Performance Data Analysis

Jefferson students in grades fifth, sixth, seventh, and eighth were administered the California Assessment of Student Performance Progress (CAASPP), the recently adopted state assessment, in Spring of 2016. This was the second time students took this test and the first time we were able to compare scores to baseline data. Furthermore, students in fifth and eighth grades were administered the California Standards Test (CST) in science. Jefferson School continues to work on finding strategies to identify and provide interventions for English Learners and Socioeconomically Disadvantaged students. In the Spring of 2017, students will be taking a new pilot State Science Assessment in lieu of the CST in Science.

Conclusions from Parent, Teacher and Student Input

The School Site Council (SSC) will review all of the academic data including: CAASPP, CST, the California Healthy Kids Survey, and Physical Fitness Test. The Jefferson community (families, staff, and students) will use the results from the 2016 CAASPP assessments as a tool to intervene and ensure students learn essential standards. We will continue to support our student population through the use of technology, through Professional Learning Community (PLC) dialogue and decisions, and through strategic academic and behavioral interventions.

Analyze Educational Practices

Educational Practices

Alignment of curriculum, instruction and materials to content and performance standards

At Jefferson School, instruction is designed to ensure all students develop critical thinking skills, read fluently, are able to apply mathematical concepts, and learn values that are essential to a democratic society. Rigorous academic state standards are aligned with adopted curriculum, professional development, and assessments to ensure student success. A collaborative partnership among teachers, parents, students, and the community is the cornerstone to Jefferson School's success.

Availability of standards-based instructional materials appropriate to all student groups

Jefferson School provides each student with access to their own standards-based textbook as well as a Chromebook in each classroom so that students can access the technology that part of the adopted curriculum. During the first week of school each student is assigned a textbook for each content area and an assurance is sent to the Board of Education for approval.

Alignment of staff development to standards, assessed student performance and professional needs

Teachers are provided staff development through minimum days, after-school courses, staff meetings, and professional development courses. The Coordinator of Curriculum and Instruction in conjunction with the site principal, develop course offerings aligned with new textbook adoptions and the individual needs of each site. The principals are responsible for providing professional development throughout the year to improve standards-based instruction.

Over the Summer of 2016 a Jefferson School leadership team attended a Professional Learning Community conference in San Jose. This team (Instructional Leadership Team - ILT) facilitates content area meetings on minimum days and discusses formative assessments, essential standards, makes research based decisions, and uses the data to plan for intervention and enrichment for each student. Also, these teams meet at a district level to align common practices and have dialogue regarding learning expectations.

Services provided by the regular program to enable under-performing students to meet standard

Jefferson School provides homework for the following three purposes: (1) to give students opportunities to practice skills, (2) to prepare students for a new topic, or (3) to elaborate on introduced material.

GATE: Students identified as GATE are clustered in each class to provide opportunities for differentiated instruction. In addition, they are given opportunities to participate in after-school GATE classes and attend GATE field trips.

Speech Pathologist: The school has one part-time Speech and Language Pathologist on staff. Students are identified through the SST process and then assessed through special education.

Special Education: The school has one resource teacher as well as two five and a half hour aides. The team assists special education students and academically at-risk students in the regular education classroom under the direction of the resource teacher. Students that are identified as needing special day instruction attend the site or county special day classes located at Jefferson School.

Counselor: The district contracts with Valley Community Counseling for two days per week of counseling services. The counselor works on a referral basis and consults with teachers who have identified students with emotional needs that can interfere with learning in the classroom. The counselor contacts families and provides information about resources and services available outside of the school district. Students meet with the counselor individually or in small groups for a limited number of sessions. The counselor works closely with the Student Study Team to provide services for students when needed.

Services provided by categorical funds to enable under-performing students to meet standards

Services provided by categorical funds Jefferson School uses supplemental intervention curriculum to accelerate learning. The Accelerated Reader program is used as a motivator to help student gain individual practice reading. Language and READ 180 are used to increase fluency, build vocabulary, and increase comprehension. In the area of math the core adopted curriculum is frontloaded to help students be prepared for the upcoming lessons.

Students receiving level two intervention in fifth grade receive it during the RtI period that occurs daily before lunch. Students in sixth, seventh and eighth grade receive the same intervention provided during their elective period. In 2016 we changed the master schedule to allow sixth through eighth grades to have a more fluid intervention program. Our EL Specialist, Intervention Specialist, elective teacher(s) and academic intervention teacher are part of an Intervention PLC that meets regularly to review data and ensure students are receiving the appropriate support during their elective time.

Students who are learning English are given primary instruction by the classroom teacher. At Jefferson School, all teachers except band hold a CLAD or equivalent credential. Jefferson has one bilingual paraprofessional, working 6 hours per day. She provides students that are level one or two on the CELDT with one period per day of additional instruction in reading and language arts. For students scoring three through five on the CELDT she provides classroom support to students and teachers.

Use of the state and local assessments to modify instruction and improve student achievement

On minimum days, teachers meet in grade level or content area teams to review state and local assessments to determine if students are making progress at each grade level. This summative data allows staff to look at their year long pacing and plan and how it relates to the essential standards they have defined.

Number and percentage of teachers in academic areas experiencing low student performance

All teachers have equitable access to students that would meet the criteria of low performing students in a classroom. Teachers have support from our EL Specialist, Intervention Specialist and Instructional Coach.

Family, school, district and community resources available to assist these students

Jefferson School has a number of opportunities for parents to be a part of the school. The staff works to keep communication between the school, teacher, and parents open and accessible, having regular parent/teacher conferences, school newsletter, website, automated phone message, and email lists.

Students participate in Jump/Hoops for Heart a fundraiser for the American Heart Association. During the holidays students also take part in a food and hygiene drive to help gather supplies for Brighter Christmas.

During each school year there are a number of parent student nights. The most highly attended event is the Math/Science night where students and parents come to explore math and science related topics. Jefferson also holds College Week each year. Parents also attend the Spring Musical, Winter Program, GATE field trips, and the PFA Carnival. In Spring of 2017 Jefferson School will be hosting their first Oral Interpretation Fair. This is an opportunity for students to express themselves through literature.

Throughout the school year, there are assemblies that bring community members into the school. Eighth grade parents are also asked to come in and participate in their student's portfolio exit interview. In addition, the school holds awards assemblies and an eighth grade honors night.

School, district and community barriers to improvements in student achievement

The primary barrier that Jefferson School faces is its rural location. The location of the school site makes it difficult to hold after school intervention programs because students do not have transportation to get home.

Limitations of the current program to enable under performing student to meet standards

The current adoptions of Houghton/Mifflin ELA and Holt ELA both lack a comprehensive ELD component. The programs don't adequately address the learning needs of students performing at all CELDT levels. In addition, both programs have writing programs that are disconnected from the reading program and provide limited support for students. We are currently piloting ELA curriculum and this adoption will affect the above limitation. The math curriculum also lacks materials for EL students.

Analyze Instructional Programs

Instructional Programs

Conclusions from Analysis of Instructional Programs

English/Language Arts
1. Teachers are piloting new ELA curriculum.
2. Teachers are meeting weekly in PLC meetings to discuss best practices, create formative assessments, collect data, and shift teaching practices where necessary to ensure all students are learning.
3. Pacing guides need to be created, adopted, and reviewed at each grade level to ensure a consistent curriculum and provide staff with opportunities to collaborate around common assessment data (California Common Core Standard Based).
4. English Learners continue to make progress on the CELDT test. This is a direct result of students at CELDT level one and two receiving daily reading and writing intervention from the bilingual aide.

Math
1. Teachers are are in the second year of GoMath! and are diving into the technology portion of the curriculum more in depth.
2. Develop a program for front-loading math concepts and standards to those students performing below grade level.
3. Teachers are developing weekly formative standards based quizzes for immediate data and feedback. Intervention groupings are created, differentiated instruction occurs, and reteaching of that specific standard takes place until all students have mastered the standard.
5. Seventh and eighth grade math teachers are meeting weekly to discuss best practices, create formative assessments, review data, and shift teaching practices to ensure all students are learning.

Extended Learning Opportunities
1. Students are enrolled in reading intervention, math intervention, academic intervention during school hours if they are in danger of failing and based on their areas of need.
2. Students can participate in choir, which is offered twice a week before school.
3. Science Olympiad: Fifth through eighth grade students will participate in the SJCOE Science Olympiad this year. This enrichment program involves parents, teachers, and science coaches.
4. Math Olympiad: Fifth through eighth grade students will participate in the SJCOE Math Olympiad this year.
5. Spelling Bee: Fifth through eighth grade students participate in a school spelling bee then move on to the district spelling bee. This year, 1 student will participate in the county spelling bee at SJCOE.
6. Jefferson School will be hosting the first Oral Interpretation Fair. Students in all grades will have an opportunity to compete through literature by memorizing and interpreting the piece in front of an audience.
7. Game Days take place every Friday in the library for all students.
8. Fifth through eighth grade students can participate in after school art classes.

Areas of Need
1. Master schedule needs to be aligned to offer an enrichment and intervention course offering each period to ensure students are provided with support within their class schedule.
2. The school needs to continue to evaluate the math and reading intervention, as well as academic intervention and enrichment classes to ensure effectiveness.
3. The school needs to continue to collect data and evaluate the reading intervention curriculum being used to ensure that students exit the program at an appropriate time.
4. The school needs to revisit behavioral interventions through training and implementation of PBIS (Positive Behavior Intervention Support).

SCHOOL GOALS FOR IMPROVING STUDENT ACHIEVEMENT

1.0 Increased Learning for All Students

Goal: 1.1 Increase Schoolwide ELA Proficiency

Increase by 5% each year the number of students meeting or exceeding standards, in all subgroups, as reported on the CAASPP in ELA.

Goal: 1.2 Increase Schoolwide Math Proficiency

Increase by 5% each year the number of students meeting or exceeding standards, in all subgroups, as reported on the CAASPP in Mathematics.

Goal: 1.3 Increase Redesignation Rate of ELs

Jefferson will increase the yearly redesignation rate for English Learners by 3% each year.

Goal: 1.4 Increase Physical Fitness Proficiency

By the year 2018, a minimum of 85% of students in all subgroups will pass 5 out of 6 test components on the California Physical Fitness Test.

Goal: 1.5 Provide all students access to enrichment activities

2.0 Safe, Positive, Well-maintained Schools

Goal: 2.1 Maintain a Safe School Environment

To lower incidents of suspension to less than 8 by the year 2018.

Goal: 2.2 Well-maintained Facilities

To complete a minimum of two safety walks per month, on student attendance days.

3.0 Quality Staff Providing Quality Service

Goal: 3.1 Highly Qualified Staff

Jefferson will increase teacher collaboration in Professional Learning Communities on a weekly basis to discuss best practices, create formative assessments, review assessment data, and refine teaching practices.

4.0 School/Home/Community Partnerships and Communication

Goal: 4.1 Increase Communication Among School, Home, and Community

Increase community parnterships by encouraging community organizations, businesses, and families to support Jefferson School.

Goal: 4.2 Increase Parent Education Opportunities

Increase the number of site-level parent education opportunities regarding:

1. Graduation requirements (Back to School Night and Parent Teacher Conferences)
2. Grade-level requirements (Back to School Night and Parent Teacher Conferences)
3. Improving the achievement of their student
4. Common Core Curriculum and Strategies
5. Homework/Studying support
6. How to use Online Communication Tools and Gradebook
7. Bullying
8. Positive Behavior Intervention Support (PBIS)

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

1.0 Increased Learning for All Students

Goal: Goal: 1.1 Increase Schoolwide ELA Proficiency

ISSUE STATEMENT

When analyzing the 2016/2017 CAASPP data, not all students and statistically significant sub-groups scored within the Standard Met or Standard Exceeded ranges. The school must continue to focus on ELA proficiency in all grades and for all subgroups in order to meet future targets. CAASPP data is broken into four score ranges: Standard Exceeded, Standard Met, Standard Nearly Met and Standard Not Met.

GOAL OBJECTIVE

Increase by 5% each year the number of students meeting or exceeding standards, in all subgroups, as reported on the CAASPP in ELA.

STUDENT GROUPS PARTICIPATING IN THIS GOAL

Students in fifth through eighth grades currently identified as those not meeting or nearly meeting Common Core State Standards.

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

White subgroup
Current: 66%
2016/2017 increase to 71% standard met or exceeded
2017/2018 increase to 76% standard met or exceeded

Hispanic subgroup
Current: 46%
2016/2017 increase to 51% standard met or exceeded
2017/2018 increase to 56% standard met or exceeded

English Learner subgroup
Current: 25%
2016/2017 increase to 30% standard met or exceeded
2017/2018 increase to 35% standard met or exceeded

Economically Disadvantaged subgroup
Current: 47%
2016/2017 increase to 52% standard met or exceeded
2017/2018 increase to 57% standard met or exceeded

Students with Disabilities subgroup
Current: 14%
2016/2017 increase to 19% standard met or exceeded
2017/2018 increase to 24% standard met or exceeded

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

At the end of each unit, teachers will use the assessments contained in the adopted curriculum to monitor progress towards standards. Each trimester, grade level teams will collect benchmark data and report progress toward this goal in a PLC meeting. This data will also be used to identify Level 2 and 3 RtI participants and for teachers to structure their classroom objective to reach these goals. In 2016/2017 we will specifically discuss essential standards, analyze areas of growth to ensure our target goals are reached because they were not met in the year 2015/2016.

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

Ongoing progress toward goal objectives will be measured by:
1. Formative Classroom Assessments
2. District Benchmark Assessments
3. CAASPP Practice Asssessments
3. CELDT Results

Strategies

1.1.1 Using Data to Guide Decisions

Data will be analyzed at all levels (Administrative, Grade Levels, and Teachers) to improve the quality of instruction and increase student achievement.

Actions

1.1.1.1 Data Analysis

Tasks

1. Analyze State Summative Assessment Data from the previous school year
2. Present Annual State Summative Assessment Data to Staff and Community
3. Analyze District Formative Benchmark Assessments each Trimester
4. Analyze Curriculum Benchmark Assessments following each assessment cycle

Measures

1. District Benchmark Assessments
2. Curriculum Assessments

People Assigned

1. Principal
2. Principal
3. Grade Level Representatives and Teachers
4. Grade Level Representatives and Teachers, Intervention Specialist, and EL Aide

Start Date - End Date

7/1/2015 - 6/30/2018

1.1.2 RtI-Extended Learning Opportunities

Extended Learning Opportunities (ELO) at Jefferson will be aligned to the multi-tiered Response to Intervention program. Students will receive Tier Two or Three interventions through an extended learning opportunity. ELO's will be based on their academic weakness and previously tiered intervention, as it pertains to the California State Standards for their grade level and the RtI program. Students will have the opportunity for extended learning opportunities before, during, or after school.

Actions

1.1.2.1 Extended Learning Opportunities

Tasks

1. Identify students who need Before and After School Academic Assistance
2. Purchase instructional supplies, curriculum materials, and on-line content subscriptions
3. Inform parents of the program

Measures

1. Student data reviewed and students identified by the second week of each trimester
2. Purchase instructional supplies, curriculum materials, and on-line content subscriptions by the fourth week of the school year
3. Parents informed a minimum of two weeks before the start of the intervention

People Assigned

1. Principal, Grade Level Representatives, and Teachers
2. Principal, EL Teacher, Principal's Secretary
3. Principal, Principal's Secretary

Start Date - End Date

7/1/2015 - 6/30/2018

1.1.3 Interventions

Interventions at Jefferson will be aligned to the multi-tiered Response to Intervention program. Students will receive Tier One, Two or Three interventions during the school day. Interventions will be based on their academic weakness and previously tiered intervention as it pertains to the Common Core State Standards for their grade level.

Actions

1.1.3.1 Response to Intervention (RtI)

Tasks

1. Analyze all student assessment data within two weeks of the end of each trimester.
2. Build master schedule in early Spring of 2017, test out new schedule, make changes, and implement for 2017/2018 school year.
3. Determine teachers for intervention classes and intervention pull out programs by June 1.
4. Assign students to the proper intervention program before the start of each trimester.
5. Parents and students need to be notified of their placement into intervention classes and intervention pull out programs.
6. Instructional materials and curriculum needs to be purchased for classes by August 1.

Measures

1. CAASPP/SBAC Data
2. District Benchmark Assessments
3. Curriculum Assessments
4. Classroom Formative Assessments/Data

People Assigned

1. Principal
2. Principal
3. Principal
4. Principal, Grade Level Representatives and Teachers
5. Principal's Secretary
6. Principal's Secretary

Start Date - End Date

7/1/2015 - 6/30/2018

1.1.4 Differentiation

Language Arts instruction will be differentiated to meet the needs of all students.

Actions

1.1.4.1 Differentiated Instruction

Tasks

1. GATE, RSP, SDC, ELD, students are clustered together for whole group instructions
2. SDAIE Strategies for ELD students
3. Direct instruction
4. Small group instruction
5. Collaborative groups
6. Individual instruction with instructional aide for Special Education and ELD students
7. Independent study

Measures

1. Review class placements
2. Classroom observations at least once per week
3. IEP for all Special Education and ELD students

People Assigned

1. Principal
2. Teachers
3. Teachers
4. Teachers
5. Teachers
6. Teachers
7. Special Education Teacher and EL Aide

Start Date - End Date

7/1/2015 - 6/30/2018

1.1.5 Student Enrichment

Students will be provided with enrichment opportunities to enhance the learning in our standards based instructional program.

Actions

1.1.5.1 Field Trips

Tasks

1. Determine destination and coordinate transportation
2. Invite students
3. Send and receive permission slips
4. Take students on the educational opportunity and connect it to the standards

Measures

1. Determine destination, check standards connections, reserve transportation/admission a minimum of one month prior
2. Invite students one month prior
3. Permission slips one month prior

People Assigned

1. Grade Level Representative or SSC
2. Grade Level Representative or Teacher
3. Grade Level Representative or Teacher

Start Date - End Date

7/1/2015 - 6/30/2018

Funding Source	Description	Cost
GATE	GATE Field Trip	$1,500.00
SIP	GATE Field Trip	$1,500.00

1.1.5.2 Math/Science Olympiad

Tasks

1. Hire coaches
2. Identify students
3. Recruit parent volunteers
4. Purchase supplies
5. Conduct after school classes
6. Compete

Measures

1. Participation logs
2. Competition results

People Assigned

1. Principal
2. Principal and coaches
3. Coaches
4. Principal's secretary
5. Coaches and parent volunteers
6. Coaches, parent volunteers, and students

Start Date - End Date

7/1/2015 - 6/30/2018

Funding Source	Description	Cost
GATE	Math/Science Olympiad Resources	$366.00
GATE	Math/Science Olympiad Class Staffing	$1,500.00

1.1.5.3 TOPS Scientist

Tasks

1. Meet with TOPS Science Coordinator
2. Select TOPS Scientist
3. Meet with TOPS Scientist
4. Schedule days for TOPS Scientist to come

Measures

1. Monitor use of TOPS Scientist
2. Student and teacher feedback

People Assigned

1. Principal and teachers
2. Principal and teachers
3. Principal and teachers
4. Principal and teachers

Start Date - End Date

7/1/2015 - 6/30/2016

Funding Source	Description	Cost
SIP	TOPS Coordinator	$1,650.00

1.1.6 Learning Resources

Students will be provided access to a library with sufficient books, magazines, reference materials, and online resources.

Actions

1.1.6.1 Learning Resources

Tasks

1. Provide for teacher classroom supplies
2. Continue to purchase novels for the library
3. Renew and acquire new magazine subscriptions
4. Renew Accelerated Reader subscription
5. Pilot or start a digital library.

Measures

1. Techers have necessary supplies to teach
2. Book inventory
3. Magazine inventory
4. AR use logs and reports

People Assigned

1. Teachers and principal
2. Librarians and principal
3. Librarians and principal
4. Principal

Start Date - End Date

7/1/2015 - 6/30/2018

Goal: Goal: 1.2 Increase Schoolwide Math Proficiency

ISSUE STATEMENT

When analyzing the 2016/2017 CAASPP data, not all students and statistically significant sub-groups met the targets or scoring within the Standard Met or Standard Exceeded range. The school must continue to focus on Math proficiency in all grades and for all subgroups in order to meet future targets. The CAASPP is broken into four score ranges: Standard Not Met, Standard Nearly Met, Standard Met and Standard Exceeded.

GOAL OBJECTIVE

Increase by 5% each year the number of students meeting or exceeding standards, in all subgroups, as reported on the CAASPP in Mathematics.

STUDENT GROUPS PARTICIPATING IN THIS GOAL

Students in fifth through eighth grades currently identified as those not meeting or nearly meeting Common Core State Standards.

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

White subgroup
Current: 58%
2016/2017 increase to 63% standard met or exceeded
2017/2018 increase to 68% standard met or exceeded

Hispanic subgroup
Current: 39%
2016/2017 increase to 44% standard met or exceeded
2017/2018 increase to 49% standard met or exceeded

English Learner subgroup
Current: 8%
2016/2017 increase to 13% standard met or exceeded
2017/2018 increase to 18% standard met or exceeded

Economically Disadvantaged subgroup
Current: 37%
2016/2017 increase to 42% standard met or exceeded
2017/2018 increase to 47% standard met or exceeded

Students with Disabilities subgroup
Current: 3%
2016/2017 increase to 8% standard met or exceeded
2017/2018 increase to 13% standard met or exceeded

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

At the end of each unit, teachers will use the assessments contained in the adopted curriculum to monitor progress towards standards. Each trimester, grade level teams will collect benchmark data and report progress toward this goal in a Professional Learning Community (PLC) meetings. This data will also be used to identify Level 2 and 3 RtI participants. Teachers will use PLC time to create formative assessments based on essential standards, look at collected data, reteach and refine practices on a weekly basis to help increase mastery of standards tested on the CAASPP.

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

1. Go Math assessments
2. CELDT
3. District Benchmark Assessments
4. State Summative Assessments
5. Teacher formative assessments/data

Strategies

1.2.1 Using Data to Guide Decisions

Data will be analyzed at all levels (Administrative, Grade Levels, and Teachers) to improve the quality of instruction and increase student achievement.

Actions

1.2.1.1 Data Analysis

Tasks

1. Analyze State Summative Assessment Data from the previous school year by 9/1
2. Present Annual State Summative Assessment Data to Staff and Community by 10/1
3. Analyze District Formative Benchmark Assessments each Trimester
4. Analyze Curriculum Assessments once a month

Measures

1. SBAC/CAASPP
2. District Benchmark Assessments
3. Curriculum Assessments

People Assigned

1. Principal
2. Principal
3. Grade Level Representatives and Teachers
4. Grade Level Representatives and Teachers, Intervention Specialist, and EL Aide

Start Date - End Date

7/1/2015 - 6/30/2018

1.2.2 RtI-Extended Learning Opportunities

Extended Learning Opportunities (ELO) at Jefferson will be aligned to the multi-tiered Response to Intervention program. Students will receive Tier Two or Three interventions through an extended learning opportunity. ELO's will be based on their academic weakness and previously tiered intervention, as it pertains to the California State Standards for their grade level and the RtI program. Students will have the opportunity for extended learning opportunities before and after school.

Actions

1.2.2.1 Extended Learning Opportunities

Tasks

1. Identify students who need Before and After School Academic Assistance
2. Hire teachers and classified support staff
3. Purchase instructional supplies, curriculum materials, and on-line content subscriptions
4. Inform parents of the program
5. Fully implement the program

Measures

1. Student data reviewed and students identified by the second week of each trimester
2. Teachers and support staff hired by the end of the third week of the school year
3. Purchase instructional supplies, curriculum materials, and on-line content subscriptions by the fourth week of the school year
4. Parents informed a minimum of two weeks before the start of the intervention

People Assigned

1. Principal, Grade Level Representatives, and Teachers
2. Principal
3. Principal's Secretary
4. Principal and ELO Staff

Start Date - End Date

7/1/2015 - 6/30/2018

Goal: Goal: 1.3 Increase Redesignation Rate of ELs

ISSUE STATEMENT

As of 2015-2016, Jefferson's redesignation rate for English Learners is 33%, as measured on the most recent CELDT test. To meet AYP, Jefferson must continually increase the redesignation rate. In 2015/2016 16/35 students were redesignated.
In order to reach our goals, we need to ensure that a minimum of 21/43 of our students are successful and meet or exceed expectations to be redesignated in 2016/2017.

GOAL OBJECTIVE

Jefferson will increase the yearly redesignation rate for English Learners by 3% each year.

STUDENT GROUPS PARTICIPATING IN THIS GOAL

English Learners

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

2015-2016 45%
2016-2017 48%
2017-2018 51%

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

Ongoing progress toward goal objectives will be measured by:
1. Formative Classroom Assessments
2. District Benchmark Assessments
3. State Summative Assessments
4. CELDT Results

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

1. Knowledge gains from classroom formative assessments
2. District Benchmark Assessment Results
3. State Summative Assessment Results
4. CELDT Results

Strategies

1.3.1 Using Data to Guide Decisions

Data will be analyzed at all levels (Administrative, Grade Levels, and Teachers) to improve the quality of instruction and increase student achievement.

Actions

1.3.1.1 Data Analysis

Tasks

1. Analyze State Summative Assessment Data from the previous school year by 9/1
2. Present Annual State Summative Assessment Data to Staff and Community by 10/1
3. Analyze District Formative Benchmark Assessments each Trimester
4. Analyze Curriculum Assessments once a month

Measures

1. CELDT Data
2. STAR Data
3. District Benchmark Assessments
4. Curriculum Assessments

People Assigned

1. Principal
2. Principal
3. Grade Level Representatives and Teachers
4. Grade Level Representatives and Teachers, Intervention Specialist, and EL Aide

Start Date - End Date

7/1/2015 - 6/30/2018

1.3.2 Extended Learning Opportunities

Students will have the opportunity for extended learning opportunities before and after school.

Actions

1.3.2.1 Extended Learning Opportunities

Tasks

Extended Learning Opportunities (ELO) at Jefferson will be aligned to CELDT Levels and the District EL plan. Students will receive EL support through an extended learning opportunity. ELO's will be based on their academic weakness and previously tiered intervention, as it pertains to the California State Standards for their grade level. Students will have the opportunity for extended learning opportunities before and after school.

Measures

1. Student data reviewed and students identified by the second week of each trimester
2. Teachers and support staff hired by the end of the third week of the school year
3. Purchase instructional supplies, curriculum materials, and on-line content subscriptions by the fourth week of the school year
4. Parents informed a minimum of two weeks before the start of the intervention

People Assigned

1. Principal, Grade Level Representatives, and Teachers
2. Principal
3. Principal's Secretary
4. Principal's Secretary
5. Principal and ELO Staff

Start Date - End Date

7/1/2015 - 6/30/2018

Goal: Goal: 1.4 Increase Physical Fitness Proficiency

ISSUE STATEMENT

When analyzing recent Physical Fitness (PFT), not all students and statistically significant sub-groups met the targets. The school must continue to focus on increasing physical fitness and help students attain high standards.

GOAL OBJECTIVE

By the year 2018, a minimum of 85% of students in all subgroups will pass 5 out of 6 test components on the California Physical Fitness Test.

STUDENT GROUPS PARTICIPATING IN THIS GOAL

Students in fifth and seventh grades currently identified as not passing 5 out of 6 test components on the California Physical Fitness Test.

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

2016/2017 data is not yet available

All subgroups
Current: 72.65%
2015-2016 increase to 76.7% students passing 5 out of 6 components
2016-2017 increase to 80.9% students passing 5 out of 6 components
2017-2018 increase to 85% students passing 5 out of 6 components

White subgroup
Current: 69.95%
2015-2016 increase to 74.9% students passing 5 out of 6 components
2016-2017 increase to 79.9% students passing 5 out of 6 components
2017-2018 increase to 85% students passing 5 out of 6 components

Hispanic subgroup
Current: 70.15%
2015-2016 increase to 75.1% students passing 5 out of 6 components
2016-2017 increase to 80.1% students passing 5 out of 6 components
2017-2018 increase to 85% students passing 5 out of 6 components

Socioeconomically Disadvantaged
Current: 66.6%
2015-2016 increase to 72.7% students passing 5 out of 6 components
2016-2017 increase to 78.9% students passing 5 out of 6 components
2017-2018 increase to 85% students passing 5 out of 6 components

Male
Current: 77.75%
2015-2016 increase to 80.5% students passing 5 out of 6 components
2016-2017 increase to 83.3% students passing 5 out of 6 components
2017-2018 increase to 85% students passing 5 out of 6 components

Female
Current: 69.45%
2015-2016 increase to 74.6% students passing 5 out of 6 components
2016-2017 increase to 79.8% students passing 5 out of 6 components
2017-2018 increase to 85% students passing 5 out of 6 components

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

At the end of each trimester, teachers will use the PFT assessment to monitor progress towards standards. Each trimester, grade level teams will collect benchmark data and report progress toward this goal in a grade level meeting with the principal.

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

PFT Benchmark Assessments

Strategies

1.4.1 Increased Physical Fitness Performance

Students will be focused on improving their level of physical fitness as assessed by the California Physical Fitness Test.

Actions

1.4.1.1 Instructional Strategies

Tasks

1. Select, purchase, and implement a physical education/health program
2. Implement SPARK physical education philosophy (Aerobics vs. Team sports)
3. Develop comprehensive intramural sports program at lunch and after school

Measures

1. Principal observation and staff meeting notes
2. Teacher observation and data team meeting notes
3. Assessment results

People Assigned

1. All Physical Education teachers, Grade Level Teams, and Principal
2. All Physical Education teachers, Grade Level Teams, and Principal
3. Principal

Start Date - End Date

7/1/2015 - 6/30/2018

Goal: Goal: 1.5 Provide all students access to enrichment activities

Strategies

1.5.1 Extended Learning Opportunities

Increase instruction focus to real-world experiences, performing arts, and technology.

Actions

1.5.1.1 Extended Learning Opportunities

Tasks

Provide extended learning opportunities at Jefferson that are aligned with the district LCAP goal. Students will receive support through drama, orchestra, STEM, robotics, coding, Winter and Spring musicals, and technology. Increase incentives for proficiency on CAASPP assessment.

Measures

1. Students will be provided opportunities to have elective courses in these areas.
2. Master schedule will include courses
3. Before/After school extended learning opportunities available to students
4. Purchase instructional supplies, curriculum materials to support these courses and before/after school activities
5. Field Trip for students that meet or exceed standards on CAASPP.
6. Incentives during the week of CAASPP testing.

People Assigned

1. Principal, Grade Level Teachers
2. Principal, Principal's Secretary
3. Principals, Grade Level Teachers
4. Principal's Secretary

Start Date - End Date

7/1/2015 - 6/30/2018

Funding Source	Description	Cost
Art/Dance/Theater	Artist in Residence	$1,644.00
Art/Dance/Theater	Personnel - Before/After School Performances	$1,500.00
Career Readiness	Elective Materials	$750.00
Career Readiness	Oral Interpretation Fair Incentives	$250.00
SIP	CAASPP Incentives Field Trip	$4,000.00
SIP	CAASPP Treats	$3,000.00

2.0 Safe, Positive, Well-maintained Schools

Goal: Goal: 2.1 Maintain a Safe School Environment

ISSUE STATEMENT

In 2015-2016, Jefferson School had 14 suspensions. In order to meet established Adequate Yearly Progress (AYP), Jefferson must provide a positive and effective learning environment. Jefferson must decrease incidents, so that suspension incidents will be below 8 by 2018.

GOAL OBJECTIVE

To lower incidents of suspension to less than 8 by the year 2018.

GROUPS PARTICIPATING IN THIS GOAL

1. PBIS Committee
2. Staff
3. All students

PERFORMANCE GAINS EXPECTED FOR THESE GROUPS

2016-2017 12 or less
2017-2018 8 or less

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

Weekly and monthly discipline reports.

DATA NEEDED TO MEASURE ACADEMIC GAINS:

1. Knowledge gains from classroom formative assessments
2. District Benchmark Assessment Results
3. State Summative Assessment Results

Strategies

2.1.1 Develop and Implement Safety Plan

Jefferson School's Safety Plan will be developed annually with input from all stakeholders. Implementation of the Safety Plan will be on-going daily, with revisions made when needed. Plan will be complete by October 1.

2.1.2 Develop and Implement Crisis Component

Jefferson School will develop crisis procedures with input from the school safety team and local law enforcement. These procedures will be practiced school wide, through a series of drills held monthly on campus.

2.1.3 Develop and Implement Discipline Component

Jefferson School will provide students with a safe and positive learning environment everyday. In order for this to happen, a strict code of discipline will be enforced daily. The code of discipline will be developed from input from teachers, staff, students, parents, and community members, and will be enforced by students, teachers, staff, administration, and law enforcement when needed. Per Ed. Code 49079, at the beginning of each every trimester or any time new students enroll, administration will provide teachers with a discipline report of any of their students who have been suspended or expelled for violation of Ed. Code 48900, 48900.2, 48900.3, 48900.4, or 48900.7.

Actions

2.1.3.1 Code of Discipline Contract

Tasks

1. Attend PBIS training (2 year program, starting in the 2016/2017 school year)
2. Create Behavioral Expectations
3. Send expectation home to parents and students.
4. Obtain signatures from parents students.
5. Post expectations around school.

Measures

1. Send home by the end of the first week of school
2. Return by the end of the second week of school
3. File all by the end of the first month of school

People Assigned

1. Teachers and Office Staff
2. Teachers, Students, and Parents
3. Office Staff

Start Date - End Date

7/1/2015 - 6/30/2018

2.1.3.2 Behavior Expectation Assemblies

Tasks

1. Calendar assemblies for the school year
2. Inform teachers
3. Hold assemblies

Measures

1. Calendar by August 1
2. Inform teachers by the first day of school
3. Hold assemblies by the end of the first week of each trimester

People Assigned

1. Principal
2. Principal
3. Principal and Teachers

Start Date - End Date

7/1/2015 - 6/30/2018

Funding Source	Description	Cost
Safety	Assembly Guest Speakers	$822.00

2.1.3.3 Behavior Expectation Classes

Tasks

1. Identify class components
2. Develop process for student identification
3. Notify parents and students when required to take the course
4. Conduct the course

Measures

1. Identification is on-going
2. Seek input from teachers and parents
3. Send communication to parents
4. Implement when needed

People Assigned

1. Teachers and principal
2. Teachers, principal and parents
3. Principal
4. Principal or designee

Start Date - End Date

7/1/2015 - 6/30/2018

2.1.3.4 Lunch Time Intramural Sports

Tasks

1. Develop an intramural lunch time schedule
2. Advertise and create teams
3. Hire teacher and recruit student helpers
4. Hold games/tournament

Measures

1. Review number of lunch time referrals
2. Number of students participating

People Assigned

1. Principal and teachers
2. Principal and teachers
3. Principal
4. Principal and teachers

Start Date - End Date

7/1/2015 - 6/30/2018

Funding Source	Description	Cost
Safety	Lunch Time Intramural Sports Supplies	$1,000.00

Positive Behavior Intervention Support

Tasks

1. Develop a PBIS Team
2. Attend PBIS Training
3. Enhance Jefferson CREED with positive reinforcement and student accountability program
4. Post Expectations in all settings
5. Provide parent information nights

Measures

1. Attend PBIS Training during 2016-2017 school year (following steps take place post training)
2. Create positive reinforcement and student accountability program.
3. Post expectations

People Assigned

1. Principal
2. PBIS Team Members

Start Date - End Date

7/1/2015 - 6/30/2018

Funding Source	Description	Cost
SIP	PBIS Awards/Signage	$3,000.00

Goal: Goal: 2.2 Well-maintained Facilities

ISSUE STATEMENT

To increase student achievement, facilities need to be maintained at all times. In order for facilities to be maintained, monthly safety walks need to be conducted.

GOAL OBJECTIVE

To complete a minimum of two safety walks per month, on student attendance days.

STUDENT GROUPS PARTICIPATING IN THIS GOAL

Principal, ASB student representative, and custodians

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

1. Less student created facility problems
2. Quicker response time for submitted work orders

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

1. Safety walk data
2. Status checks of pending work orders

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

1. Knowledge gains from classroom formative assessments
2. District Benchmark Assessment Results
3. State Summative Assessment Results

Strategies

2.2.1 Using Data to Drive Decision-making

Data will be collected twice a week on the conditions of the physical plant, in order to make sure Jefferson students are learning in a well maintained physical plant.

Actions

2.2.1.1 Well Maintained Physical Plant

Tasks

1. Twice per month walk to check facilities
2. Appropriate work orders will be written
3. Monitor pending work orders
4. Monitor student use of facilities
5. Maintain landscape
6. Appropriate sanitation provided

Measures

1. Bi-weekly safety walks
2. Work orders when needed
3. Monitoring
4. Student use
5. Weekly landscaping
6. Sanitation daily

People Assigned

1. Custodian and principal
2. Principal's secretary
3. Principal's secretary
4. Campus Aides, Teachers, and Principal
5. Landscaper
6. Custodians

Start Date - End Date

7/1/2015 - 6/30/2018

3.0 Quality Staff Providing Quality Service

Goal: Goal: 3.1 Highly Qualified Staff

ISSUE STATEMENT

Having highly qualified teachers in the classroom providing quality instruction is the best way to increase student achievement. Jefferson School currently has 100% of its certificated teaching staff, "Highly Qualified", as defined by NCLB.

GOAL OBJECTIVE

Jefferson will increase teacher collaboration in Professional Learning Communities on a weekly basis to discuss best practices, create formative assessments, review assessment data, and refine teaching practices.

STUDENT GROUPS PARTICIPATING IN THIS GOAL

All students

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

All Teachers
2016-2017 - Increase professional collaboration time by 60 minutes per month.
2017-2018 - Increase professional collaboration time 90 minutes per month.

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

Ongoing progress toward goal objectives will be measured by:
1. Observations
2. Teacher Surveys
4. Formative Classroom Assessment
5. District Benchmark Assessment

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

1. Observation Data
2. Staff Survey Results
3. Classroom Assessment Results
4. District Benchmark Assessment Results
5. CELDT Results

Strategies

3.1.1 Site Professional Development Focus

Jefferson School's Professional Development focus is on improving the quality of instruction in the classroom by providing training in the following areas:
1. Professional Learning Communities
2. Common Formative Assessments
3. Implementation of Common Core Language Arts/Math
2. Critical Thinking/Big Ideas
3. Collaborative Thinking
4. Student Engagement
5. Writing to Learn
6. Data Analysis
7. Classroom Management/Character Development

Actions

3.1.1.1 Professional Development

Tasks

1. Analyze data
2. Research best practices
3. Determine type of professional development needed
4. Process POs
5. Attend/Complete professional development

Measures

1. Analyze data monthly
2. Research is on-going
3. Determine type of development as needed
4. Process POs when needed
5. Complete PD when needed

People Assigned

1. Teachers and principal
2. Teachers and principal
3. Teachers and principal
4. Principal's secretary
5. Teachers and principal

Start Date - End Date

7/1/2015 - 6/30/2018

3.1.1.2 Minimum Days

Tasks

1. Brainstorming with staff to develop a focus based on student assessment data
2. Compile feedback
3. Set professional development days, obtain required resources
4. Sent information to teachers regarding PD opportunities

Measures

1. Complete brainstorming at the beginning of every school year
2. Compile feedback
3. Obtain required resources for trainings
4. Set PD days for staff and provide information for PD off site

People Assigned

1. Teachers and principal
2. Principal
3. Teachers
4. Principal
5. Principal
6. Principal or presenter

Start Date - End Date

7/1/2015 - 6/30/2018

4.0 School/Home/Community Partnerships and Communication

Goal: Goal: 4.1 Increase Communication Among School, Home, and Community

ISSUE STATEMENT

Every student will be supported, and relationships enhanced, through open communication with parents, students, colleagues and the community to develop partnerships.

GOAL OBJECTIVE

Increase community parnterships by encouraging community organizations, businesses, and families to support Jefferson School.

GROUPS PARTICIPATING IN THIS GOAL

MJPFA
Community Partners
Businesses
Parents

PERFORMANCE GAINS EXPECTED FOR THESE GROUPS

1. Increase partnerships from one to three
2. Increase attendance on all committees including: MJPFA, ELAC, and SSC
3. Increase attendance at award's assemblies, Back to School Night, Open House, parent conferences, Winter Program, parenting classes, and orientations
4. Provide school/grade level parent education and orientation nights

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

1. Attendance at events/meetings
2. Feedback
3. Logs

DATA NEEDED TO MEASURE ACADEMIC GAINS:

1. Attendance at events/meetings
2. Feedback
3. Logs

Strategies

4.1.1 Using Data to Guide Decisions

Data will be analyzed in an effort to get more parents involved at Jefferson School.

Actions

4.1.1.1 Parent Involvement

Tasks

1. Hold parent informational meetings
2. Collect input/feedback from parent, students, teachers, and community members
3. Create a parental involvement plan from feedback
4. Purchase resources, develop programs to increase parental involvement based on the input
5. Implement resources/programs to educate, inform, and involve parents in Jefferson School

Measures

1. Hold parent meeting monthly
2. Collect on-going input
3. Create plan by June 1
4. Purchase by September 1 and based on student need
5. Implementation is on-going

People Assigned

1. Principal
2. Principal, parents, students, and teachers
3. Principal, parents, teachers, and students
4. Principal
5. Principal and teachers

Start Date - End Date

7/1/2015 - 6/30/2018

Goal: Goal: 4.2 Increase Parent Education Opportunities

ISSUE STATEMENT

It is imperative to have parents trained to support their student reach proficiency.

GOAL OBJECTIVE

Increase the number of site-level parent education opportunities regarding:

1. Graduation requirements (Back to School Night and Parent Teacher Conferences)
2. Grade-level requirements (Back to School Night and Parent Teacher Conferences)
3. Improving the achievement of their student
4. Common Core Curriculum and Strategies
5. Homework/Studying support
6. How to use Online Communication Tools and Gradebook
7. Bullying
8. Positive Behavior Intervention Support (PBIS)

GROUPS PARTICIPATING IN THIS GOAL

All parents

PERFORMANCE GAINS EXPECTED FOR THESE GROUPS

Increased attendance at events

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

Ongoing progress toward goal objectives will be measured by:
1. Formative Classroom Assessments
2. District Benchmark Assessments
3. CELDT Results
4. Parent night attendance logs

DATA NEEDED TO MEASURE ACADEMIC GAINS:

1. Knowledge gains from classroom formative assessments
2. District Benchmark Assessment Results
3. CELDT Results
4. Parent night attendance logs

Strategies

4.2.1 Parent Classes/Orientations

Provide parents with education and orientation opportunities.

Actions

4.2.1.1 Classes/Orientations

Tasks

1. Develop 2 classes/orientations per trimester
2. Conduct classes/orientations

Measures

1. Parent feedback
2. Attendance logs

People Assigned

1. Principal, Teachers, SSC members
2. Principal, Teachers, SSC members

Start Date - End Date

7/1/2015 - 6/30/2018

CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds (listed under 'Other') may be allocated to the school in accordance with district policy.

State Funding Sources	Amount
Art/Dance/Theater	$3,144.00
Career Readiness	$1,000.00
Character Education	$822.00
GATE	$3,366.00
Safety	$3,170.00
SIP	$14,796.00

SCHOOL SITE COUNCIL MEMBERS

Name	Represents	Contact Info	Reviewed Plan Date
Angela Hewey	Parent/SSC Member		
John Mihaila	Parent/SSC Member		
Lauren Beith	Classified		
Sarah McNamara	Parent/SSC Member		
Chris Potts	Community Liasion		
Alyssa Wooten	Administration		
Bertha Ramon	Classified / SSC Member		
Shawntai Robertson	Parents		
Andrea Jennings	Teachers		
Dennis Fritts	Teachers		

ASSURANCES

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

Approval Date

Assurances

The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.

The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.

This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

The school site council sought and considered all recommendations from the following groups or committees before adopting this plan:

Approval

The school plan was adopted by the council on:

Public Notice Due Date:

District Governing Board Review Due Date:

School Site Plan Approved:

Attested by School Principal:

Attested by School Site Council Chairperson:

Attested:

Alyssa Wooten		
Typed Name of School Principal	Signature of School Principal	Date

Shawntai Robertson		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

Monticello Elementary

1001 Cambridge

Tracy, CA 95377

Plan Period: 11/16/2016 - 11/16/2018

Contact:
Leslie Adair
Principal
209-833-9300
ladair@sjcoe.net

EXECUTIVE SUMMARY

About This School

An Executive Summary of the school containing the Mission Statement, summary of school site demographics and unique characteristics as well as highlights of the school site's unique academic characteristics and accomplishments.

Areas of Analysis

This section provides a summary of key indicators of student achievement including an analysis of student performance data, instructional programs, curriculum, and staff development.

- **Analyze Student Performance**
- **Analyze Educational Practices**
- **Analyze Instructional Programs**

Education Improvement Goals

School goals are based upon an analysis and synthesis of verifiable state data, local measures of student achievement, and the effectiveness of current instructional programs, curriculum, and staff development.

- **Increased Learning for All Students**
  - **Increase Schoolwide ELA Proficiency**
  - **Increase Schoolwide Math Proficiency**
- **Safe, Positive School Environment**
  - **Safe School Environment**
- **School/Home/Community Partnerships and Communication**
  - **Attendance**
- **Character Education**
  - **Increase Positive Student Choices**

Plan Budget

Committees

Approvals and Assurances

ABOUT THIS SCHOOL

Monticello is one of four schools in the Jefferson School District in Tracy, California. Our district is located at the southern boundaries of Tracy and continues into the foothills. Jefferson was a one school district, housing Kindergarten through eighth grades, from 1898-1991. It is steeped in tradition with many area farming families and those who have bought or built in the area because of the school's outstanding reputation.

We are fortunate to have a very active and supportive Parents' Club. Their contributions of time, creativity, and fund raising continue to enhance our programs for students, which include Artist in Residence.

Monticello School also prides itself on its altruistic contributions to our local community as well as other non-profit organizations that we support. Examples might be Pennies for Patients, recycling for our local Animal Shelter, Brighter Christmas, Caps for Kids, and Jump Rope for Heart.

In January of 1991, the Monticello site opened with a mid-year transfer of all Kindergarten through third grades. In subsequent years, Monticello has housed the district's K-5 students with the grade level configuration changing from year to year to meet growth needs of the district. Monticello will continue to house students from the nearby neighborhoods and rural areas. The plan was for Monticello School to eventually become a K-5 school.

Within the 1998-1999 school year the library building was completed. This building consists of a computer lab, library, nine general education classrooms along with a Special Education and English Learner classroom. During the 1999-2000 school year, Monticello's construction was finalized with the completion of the multi-purpose room.

We are currently an elementary school that educates Kindergarten through fourth grade students.

The goals of Monticello's School Site Council are to facilitate, implement, and make significant funding decisions affecting the quality, well-balanced curriculum of Monticello's School Plan. Monticello staff has the goal to increase individual student learning with the implementation of Common Core strategies, which promote the cultivation of critical thinkers, collaborative thinking, argumentative thinking and evident based thinking. These Common Core thinking skills begin with our incoming Kindergarten students with our strong extra support system in Language Arts and the implementation of our extra support system in Mathematics with the 2010-2011 school year. This extra support focuses on our English learner and socio-economically disadvantaged student population, as well as our low performing students.

The current vision of Monticello is to continually improve the ability to deliver a quality, well-rounded education for each student that is reflective in the implementation of Common Core thinking skills and the CAASPP (California Assessment of Student Performance Progress), which was field tested in 3rd and 4th grades in March 2014. CAASPP test has been implemented district wide. All Monticello students also participate in the research based DIBELS (Dynamic Indicators of Basic Early Literacy Skills), at the beginning and end of the year. The middle of the year DIBELS assessment is also given to those students with a particular need. Results of both DIBELS and Daze (DIBELS comprehension assessment), assist in driving the needs of individual students and their successes. Monticello also prides itself with creating a safe, positive, and well maintained school environment. Each year, our character education pillars which include these traits: Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship are showcased for an equal amount of time during the school year, approximately 30 school days each trait. Some activities that have been implemented with our character education program are: Anti-bullying posters, orange ribbons for the month of October (anti-bullying reminder), skits presented by our Student Council officers, be a hero posters, whole school pledge to stop bullying now, play with me song, sung to adult community after our fall parade, a newly implemented Monticello chant and more. Student Council officers are an instrumental component when getting out information for students to make good choices. This also complements our district wide program, Project Wisdom, where a designated employee,

typically the administrator, reads words of advice each day to students, encouraging them to make good choices. We represent our community, which includes our principal, teachers, school personnel, and parent population.

We are also in the infant stage of implementing PBIS (Positive Behavior Interventions and Supports), where students focus on the six character education pillars as well as being responsible, respectful, and safe. We are in the process of altering our progressive discipline protocols to match these traits. Full implementation of PBIS is expected to occur in the 2017-2018 school year.

The current mission of Monticello School is taken from a quote from Thomas Edison, “The most necessary task of civilization is to teach people how to think. It should be the primary purpose of our public schools. The mind of a child is naturally active, it develops through exercise. Give a child plenty of exercise, for body and brain. The trouble with our way of educating is that it does not give elasticity to the mind. It casts the brain into a mold.”

We have also implemented PLC (Professional Learning Communities) successfully within our school. Our productive teams monitor and ponder the 4 critical questions of learning continually. They are: What we expect students to learn, how will we know they have learned the material, how will we respond if they don't learn the material, and what do we do when students know the material presented? Monticello fondly refers to our 4 critical questions of learning with this self created acronym, GAIG (Goal expectations, Assessments, Intervention and Gifted).

Our progress indicators consist of CAASPP (California Assessment of Student Performance Progress), which is given one time per year. The Dynamic Indicators of Basic Early Literacy Skills (DIBELS), reading fluency test for kindergarten through fourth grades are administered to students one on one, two times per year and possibly three times as needed. We have implemented another time frame to administer DIBELS for students who may need extra support. This occurs every 6 weeks. DAZE, which is a DIBELS test for comprehension, is also given two to three times per year to students in grades first through third. District assessments are also given to students approximately every six weeks. District bench mark assessments are also given three times per year. The district assessments are scanned or hand in-putted in Illuminate, our data assessment management system. General Education Progress Reports, English Learner Progress Reports, and report cards are also disbursed three times per year.

The programs that exist within our school student population are: Strong general education and special education programs where staff collaborate consistently to best meet the needs of all students. If funding allows, there will be an after-school program for students who need a little more support with academics. Our ELAC (English Learner Advisory Committee), has requested this accommodation for English Learner students. The after school program will be welcome for all, but will have limited space.
There is a strong intervention program that occurs during the school day, which assists students at risk of retention and or lower performing students.
Where funding allows, there will be an after school GATE program, which focuses on academic areas such as science Olympiad, technology, Math Common Core related activities, as well as the arts. Monticello supports a strong English Learner Program, a remediation program with an intervention specialist, a resource classroom, and one SDC (Special Day Class). We also have a general education music program where all students participate in music appreciation. PE is taught by a specialist beginning in fourth grade.

Literacy is an important goal at Monticello Elementary. There is currently pilot programs in English Language Arts, district wide. A newly adopted curriculum may be implemented in the 2017-2018 school year. Monticello School implemented our Reading Rotation Program school wide at Monticello Elementary in 2007, which continues to this day. Students rotate into classrooms grouped by ability using the district's DIBELS in grades Kindergarten through fourth. We also have a comprehensive reading program that begins in Kindergarten with total immersion in Language Arts that consist of phonics and phonemic awareness skills that move our student population from emergent to fluent with consistency. Staff and students are focusing also on Engagement Strategies as well as Common Core Strategies that have been implemented on a continual basis, within each

classroom and grade level. Certificated staff is also focusing on common formative assessments and calibration of assignments, so grading aligns.

The Jefferson School District implemented a mathematics curriculum in the 2014-2015 school year. Go Math is taught in grades kindergarten through eighth, district wide. Go Math includes Common Core and Engagement Strategies teaching students to think about their results and truly understand the reason behind the Math concepts that are taught. Go Math also has an interactive technology piece that has been fully implemented within each grade level. Instrumental in implementation of Go Math as well as all academic areas is the on-going use of document cameras and their projectors. School Site Council purchased mini i-pads in 2015, for each teacher, intervention and English Learner aide, to support a technology component of Go Math and other applications that supplement our core curriculum.

When appropriate, GATE students are clustered within the classroom setting at Monticello School. This clustering allows students to work with their peer groups.

A balanced curriculum is extremely important to our Monticello School staff. Physical Education is taught at all grade levels an average of 200 minutes every two weeks. There is music appreciation taught in transitional kindergarten through fourth grades. Special visual and performing art classes are taught to assist with public speaking within the grade levels, another Common Core strategy. Students are learning how to use their skills to speak on a subject presented either for or against the subject (Argumentative Thinking). They are using their Critical, Collaborative, and Evidence based thinking skills to assist them each day within the classroom setting. A well rounded curriculum is provided for our students at Monticello, so that every child has the opportunity to succeed and shine, utilizing their own personal strengths.

Students participate in Artist in Residence (all students 4 weeks- Art, 8 weeks Dance), supported by our Parent Faculty Association, School Site Council, and district funds.

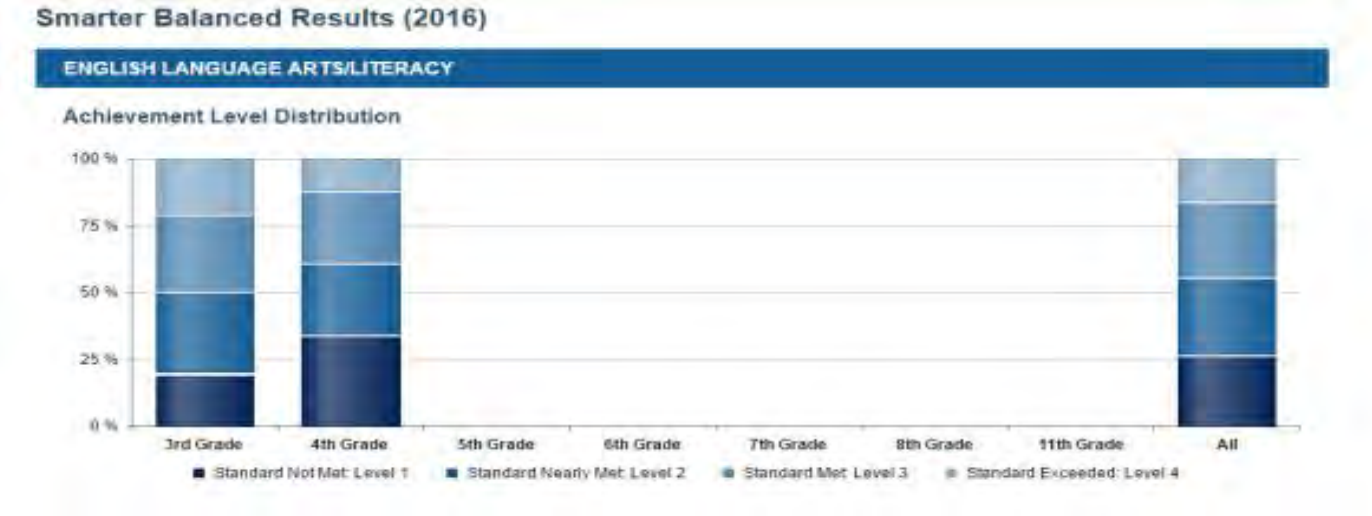
AREAS OF ANALYSIS

Analyze Student Performance

Student Performance

Conclusions from Student Performance Data Analysis

Monticello Students in grades third and fourth took the CAASPP (California Assessment of Student Performance Progress). This state assessment was newly adopted in March 2015. With the purchase of chrome books district wide, students will become more familiar with daily usage and will continually practice their skills on them. Chrome books are utilized during the CAASPP assessment. Students will also practice their typing skills beginning in transitional with a typing skills program which will be adopted school wide. Practice using the format of CAASPP will also be completed by third and fourth grade students. Students in second grade will begin to be exposed to the academic language used within this state test. Third and fourth grade will also be learning about the academic language used within this assessment, AKA soft skills.



MATHEMATICS

Achievement Level Distribution

California English Language Development Test (CELDT)
MONTICELLO ELEMENTARY

Year: 2015-2016
State: CALIFORNIA
County: SAN JOAQUIN
District: JEFFERSON ELEMENTARY
School: MONTICELLO ELEMENTARY
Assessment: Annual Assessment
Subgroup: All Students
Report Type: Test Results
Research Files

Note: The first row in each table contains numbers 1 through 12 which represent Grade 1 through Grade 12 respectively. Additionally, K stands for Kindergarten

Number and Percent of Students at Each Overall Performance Level

Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Advanced	***	1 (8.0%)	1 (20.0%)	1 (10.0%)	1 (6.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	4 (9.0%)
Early Advanced	***	9 (69.0%)	3 (60.0%)	3 (30.0%)	5 (29.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	20 (43.0%)
Intermediate	***	2 (15.0%)	1 (20.0%)	3 (30.0%)	9 (53.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	17 (36.0%)
Early Intermediate	***	1 (8.0%)	(0.0%)	2 (20.0%)	1 (6.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	4 (9.0%)
Beginning	***	(0.0%)	(0.0%)	1 (10.0%)	1 (6.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	2 (4.0%)
Number Tested	2 (100.0%)	13 (100.0%)	5 (100.0%)	10 (100.0%)	17 (100.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	47 (100.0%)

Domain Mean Scale Scores

Domain	K	1	2	3	4	5	6	7	8	9	10	11	12
Listening	***	479.5	524.2	494.7	535.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Speaking	***	468.5	509.2	492.9	565.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Reading	*****	407.3	501.2	483.2	506.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Writing	*****	416.5	497.0	473.1	516.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Notes:

- Subgroup options vary by year.
- Summary data is not provided when there are a total of three or fewer students tested in a particular subgroup (indicated by three asterisks "***").

Conclusions from Parent, Teacher and Student Input

The Monticello School community acknowledges that the student population has a general understanding of Common Core goals. An obstacle to obtain positive student achievement is the use of technology daily within the classroom setting. The newly purchased chrome books for each grade level, will assist with this obstacle. Our English Learner population as well as our socio-economically disadvantaged student population continue to be our focal point. We will also support all students using the PLC four critical questions, so that every child learns. Students will be supported through the learning that will take place with our district adopted curriculum and supplemental support. As previously stated, the full implementation of chrome books at each grade level will be used within the classroom setting. Basic typing skills will be taught school wide using the same program beginning in January 2017.

Analyze Educational Practices

Educational Practices

Alignment of curriculum, instruction and materials to content and performance standards

The Monticello Elementary School instructional process is designed to ensure that all students show progress and develop the skills necessary to become contributing members of society. There is a collaborative partnership among staff, students, parents/guardians, and our community to assist in each student's educational process. The newly implemented PLC (Professional Learning Communities), has assisted with the cohesiveness of curriculum taught within the classroom setting as well as shared ideas within each grade level.

ENGLISH/LANGUAGE ARTS

Level One

The Language Arts core text utilized in kindergarten through fourth grades is Houghton Mifflin, Medallions. This district adopted series provides universal access to all students. Grade level teams use classroom based summative and theme skills tests, formative assessments, classroom assignments, and DIBELS fluency results in kindergarten through fourth grades. Level Two student access is determined by formative and summative testing as well as DAZE (Comprehension), and DIBELS (Fluency), assessments. Level One strategies consist of intervention in Language Arts within a small group setting. Reading Lions (Fluency) assessments will be given district wide as another indicator for leveling groups.

Common Core, strategies that surround consistent interaction with students, will continue as well as small group collaboration. Benchmark assessments will align with Common Core standards.

We are currently in the process of piloting a new English Language Arts series which may be adopted in the 2017-2018 school year.

Level Two

Monticello Elementary has implemented a reading rotation program that occurs three days each week in 45 minute sessions to assist all students in reaching their goals established in Language Arts. Students are ability-grouped during these sessions. Our intervention specialist, resource teacher, English Learner aides, and instructional aide assist all students, specifically those with special needs, who have been identified with Language Arts deficiencies at their perspective levels. Students are grouped at their challenge level with the understanding that the grouping is flexible and has the ability to change dependent upon the progress of each individual student.

The SRA Program was implemented during the 2010-2011 school year with our English Learner and Intervention students along with the continuance of the SRA Language Arts program for our kindergarten and first grade English Learner students. The pull out and push in format occurs five days a week for thirty minute sessions for these students who meet the "at risk" criteria. We also support our English Learners with the Read Naturally fluency and comprehension program, Signs for Sounds as well as the Hampton Brown and Newcomer programs. Chromebooks and iPads are in the hands of our teachers and EL and Intervention aides to assist with curriculum taught as well as for our English Learner population.

Level Three

This level consists specifically of students who have qualified for special education services. These students work in small clusters or one-on-one for their designated amount of time as defined within student IEP's. The resource teacher and support staff work with the specific goals that have been created and are implemented for these students through the IEP process.

MATH

The Jefferson School District adopted Go Math series in grades kindergarten through fourth at Monticello School and kindergarten through eighth grades district wide. This program, which is aligned with the Common Core Standards, assists in achieving success through teacher differentiated instruction as well as small group assistance from an instructional aide. Supplemental Math materials could include Daily Math Review and various online videos. We have recently phased in a Math intervention program within the school day to assist our lower performing students in small group settings. We will continue with this program if funding allows.

HISTORY/SOCIAL SCIENCES

The curriculum that is utilized for History/Social Science at Monticello Elementary is Scott Foresman. This program is aligned to the state standards and addresses social skills in grades kindergarten through third. Students study the school, neighborhood, community, and region. The program serves as the field for exploratory activities related to geography, economics, and local history. Fourth grade students study California state history. Within this Social Sciences program, current events are discussed, cultural activities and character traits are taught. Our school also recognizes patriotic days that include September 11th and Constitution Day activities, daily Project Words of Wisdom quotes, monthly multi-cultural activities, altruistic projects such as food drives for the needy, along with plays honoring our diversified student population. Students in fourth grade participate in the interactive Walk Through California program each year. Third grade students participate in a simulation of Pioneer Life with a culminating field trip to a school house in the area that has moved back to the 1800s. These presentations are all-inclusive regarding our student grade level population. Only these grade levels may attend these field trips.

SCIENCE

The Science curriculum taught at Monticello School is Scott Foresman. Students are encouraged to participate in the hands-on approach staff utilizes while teaching Science. This Science curriculum is supported by the yearly replenishing of materials as needed. Monticello School also utilizes the Great Valley Museum to supplement lessons in physical, earth, and life Sciences. There are on-sight field trips regarding Science with an example being magnets for our second grade students. All curriculum is state adopted and will soon be directly tied to Common Core Standards. There has been a Science cart created for student use. NGSS (Next Generation Science Standards), is slowly being implemented into our school with the same premise as Common Core Standards, taking minimal concepts, going deeper to explore the wonders of Science. NGSS (Next Generation Science Standards), have been approached, with teachers aligning curriculum taught to these standards as well. The next two years will be transitional years with NGSS full implementation expected in the 2018-2019 school year.

TECHNOLOGY

Monticello Elementary continues to integrate technology throughout all curriculum areas. Students have the opportunity to access the computer lab at least one day per week. They are given opportunities to develop projects using computer software and are able to hone in and practice skills necessary for success in all academic areas. All certificated staff have document cameras and projectors within the classroom setting. All certificated staff have a lap top. All students have access to a chromebook. The computer lab is still utilized at all grade levels.

HANDWRITING PROGRAM

The Zaner-Bloser Handwriting program was adopted at Monticello Elementary School during the 2009-2010 school year to assist students with the correct formation of letters and to be consistent with writing across grade levels in grades kindergarten through third.

FINE ARTS

The district hired a music teacher in 2007 who provides music instruction one day per week for transitional kindergarten and first through fourth grades at Monticello Elementary. Students participate in many activities that include: a school wide sing along, winter program presentation, and various musicals throughout the school year. Artist in Schools has also been a part of our school climate for the past 20 plus years. This program is wildly popular with students and staff, and supports one of our school community focal points, a balanced curriculum within the classroom. Artist in Schools (AKA Artist in Residence), occurs when funding allows for 8 weeks each year, dance and 4 weeks each year art lessons.

PHYSICAL EDUCATION

Fourth grade students are provided a comprehensive physical education program with a credentialed physical education teacher five days per week for a forty-five minute period each day. Students in kindergarten through fourth grade adhere to the standards and guidelines by providing a minimum of 200 minutes of instruction every ten school days. Student goals also include fitness that align with state testing that begins in fifth grade.

Availability of standards-based instructional materials appropriate to all student groups

All students within Monticello School have the opportunity of equal access to all instructional materials appropriate to student groups. Our student population includes a 19.5% (81 students) English Learner population for the 2016-2017 school year. We utilize all and every funding source available, so that our students benefit and work to their potential. All students have equal access to curriculum taught at their grade level. This begins at the district level and continues on into the classrooms.

Board Policy guides the text selection process in the district. To assist with testing the validity and effectiveness of core and supplemental instructional materials, teachers utilize theme skills tests, chapter tests, and district benchmark assessments that monitor the progress of our students.

The local board of the Jefferson School District certified in November 2006 that each pupil in the district has equal access to textbooks or basic instructional materials in each of the following areas. Monthly meetings provide opportunity to share Williams Act concerns.
The board adoption years for each subject area are as follows:
Language Arts- 2010- (Medallions)
Mathematics- 2014
History/Social Science- 2006
Science- 2007

Alignment of staff development to standards, assessed student performance and professional needs

The instructional needs of staff are met through professional development and actions completed that may include:
Instructional Leadership Team
PBIS-Positive Behavior Intervention Support Team
Engagement Strategies Implemented and Posted in Classrooms
Pacing Guide Team
Great Valley Writing
Writing to Learn
Full Day Professional Development
Minimum Day Mondays- Site and District
Staff Meetings- Professional Development Component
Professional Learning Community training 2015-2016
Professional Learning Community training July 2016
Illuminate Training (on-going)
Teacher Mission Statements
Working on School Mission and Vision statements- 2016-2017
Grade Level and Cross Grade Level Meetings
Instructional Leadership Team (District level)
Next Generation Science Standards, implemented in 2018-2019
Common Core Standards- Full Implementation
GLAD Training- transitional kindergarten- second grades in 2016

Services provided by the regular program to enable under-performing students to meet standard

Learning intervention opportunities at Monticello Elementary have been implemented after school, as funding allows, and during the school day for those students who are unable to arrange for transportation after sessions are completed. There is one 5.75 hour intervention specialist to service our students during the school day. For our after school program (when funding allows), the transportation department has been very supportive busing students home after intervention has been completed. Teachers consistently differentiate with their students to ensure educational success.

GATE (Gifted and Talented Education Program) - Children in third through eighth grades are tested in the fall and spring of each school year using the OLSAT testing tool. We also utilize the portfolio process in grades second through fourth, which assists with the identification of GATE students. Students must meet the criteria outlined in the district's comprehensive GATE plan. The OLSAT test is another qualifier for the GATE program. At Monticello, the GATE program opportunities vary. It concretely includes daily differentiated instruction in the classroom setting, along with clustered students at their grade level in a designated classroom area for small group instruction. GATE student monitoring occurs each year in fall and spring.

Monticello School also hosted its first speech pre-school on-site for a portion of our district special education students beginning in the 2009-2010 school year.

Special Education- Monticello Elementary has one resource teacher and one instructional aide who assist in the Special Education resource classroom setting. This team works with Special Education students and may also work with students who fall within the level two criteria in Language Arts and Math. Monticello also houses an SDC (Special Day Class), for the district's kindergarten through second grade students with the possibility of extending the grade levels to third and fourth as needed. These students participate in any and all general education mainstreaming activities that are permitted and governed by their specific IEP's.

Speech/Language pathologist- Monticello School has one full time Speech/Language pathologist on site. Students are identified for special services through data discussed at PLC's, that roll into a possible referral for an SST, Student Study Team. If a student qualifies for special services, they are provided appropriate therapy and strategies for student success in the areas of articulation and language processing difficulties.

We have one county class based at Monticello that services kindergarten through fourth grade students. Students are mainstreamed as appropriate.

Counselor- There are two site counselors at Monticello Elementary three days per week for 6.0 hours each day, to assist students with special issues that may deter them from being successful within the school setting. (One therapist- 6 hours, One therapist- 12 hours)

EL Aide- There is one bilingual paraprofessional who assists our EL (English Learner), student population on site for 5.75 hours per day. These students are identified through the Home Language Survey which is information provided when a student is initially enrolled in a school. Students who have been identified are assessed in English through oral, written, and reading skills using the CELDT (California English Language Development Test). Those students who are evaluated as limited in their English language development receive English language instruction and instruction in the core curriculum within the regular classroom setting from the classroom teacher. The classroom teacher is supported by the EL aide. The programs, Newcomer, Hampton Brown's Into English, SRA, Signs for Sounds, Word Sorts, and Read Naturally as well as supplemental materials promote language proficiency that enhances student self-confidence within our Kindergarten classrooms. Kindergarten staff also assist students with the EL Program on an as-needed basis to support student total immersion in English.

Services provided by categorical funds to enable under-performing students to meet standards

Learning intervention opportunities at our site have been implemented after school (as funding and personnel allow), and during the school day for those students who are unable to arrange for transportation after sessions are completed. The transportation department has been very supportive busing students home after student school hours. Teachers consistently differentiate with their students to ensure educational success. The student interventions currently utilized are standard and research-based. These interventions are tailored to meeting the needs of the student and are aligned with the identified student deficits.

The RISE after-school Program, as previously stated, was implemented as an intervention, in the 2010 school year, to assist students who were performing below academic standards. It will continue as funding and personnel allow.

Use of the state and local assessments to modify instruction and improve student achievement

Teachers monitor student growth using assessments that are both formative and summative on a continual cycle during their PLC (Professional Learning Communities), at each grade level and also periodically through vertical planning.

The three wishes was implemented within the 2016-2017 school year. This idea came from our grade level teams. Teams decided what are the three areas of non-negotiables, student "must knows" as they continue onto the next grade level in both ELA and Math at this point.

Students at Monticello are assessed utilizing DIBELS in grades second, third, and fourth. Students in kindergarten and first grades utilize the district adopted Houghton Mifflin series theme tests and DIBELS Next to measure deficits and successes among our student population. All students are currently assessed using the district adopted Reading Lions benchmarks in fluency. District assessments that align with Common Core Standards with be developed and implemented to our students. The current state assessment CAASPP, will be administered at a designated time during each school year in grades third and fourth.

Number and percentage of teachers in academic areas experiencing low student performance

All teachers have equitable access to students that would meet the criteria of low-performing students in their respective classroom and grade level.

Family, school, district and community resources available to assist these students

Monticello Elementary keeps communication between school, teacher and parent/guardian open and accessible. We utilize Blackboard Connect to disseminate information en masse through email and phone communication. Our school has an open door policy which allows parents/guardians to visit our site on an as-needed basis as long as the visit has been previously arranged as contract allows, with the classroom teacher. Our school has regular parent/guardian-teacher conferences, staff/ school newsletters, posted on-line and sent to parents by staff, and phone calls home so that parents have access to information and updates to student progress occurring in classrooms. Staff also communicates by phone, text, and email consistently with our parent/guardian population. There is a newly implemented communication to our English Learner parents. A portion of Monticello's newsletter is translated to Spanish each week. This task occurred because of a request made by our ELAC committee.

Classroom teachers invite community members to speak in classrooms regarding jobs and available programs in our community.

Monticello sponsors fundraisers for various charities each year to raise awareness within our school community. Food Drives, Brighter Christmas, and Pennies for Patients are two examples.

We have an annual Turkey Trot and Fun'd Run to promote student outdoor activity and exercise.

We recycle various items through Student Council that benefit our local animal shelter. We also collect items for the animal shelter.

The school community assists with activities that may include: The Winter Program, Fun'd Run, Holiday Shop, Book Fair, classroom plays, Monticello/Jefferson Carnival, Spring Sing, Movie Night, and our very popular Parent Volunteer Program.

Our district implemented a Healthy Choices program in 2006 that continues today. The Healthy Choices program is a living document that is visited each school year. Students play before eating lunch and participate in organized games and walks during recess throughout the school year. Buddies in different grade levels walk the track for up to 20 minutes on any given day to promote a healthy lifestyle.

Our Fun'd Run to support student programs and healthy choices was implemented in May 2010 and has become an annual event. This event is sponsored by the Parent Faculty Association.

School, district and community barriers to improvements in student achievement

The barriers that hinder improvement in student achievement would continue to be our socio-economically disadvantaged and our diverse ethnic student population. To assist in making a level playing field, students who receive no assistance at home, due to English language difficulty, are encouraged to participate in our after-school programs (when funding allows) designed to assist these students. Transportation is also an issue. Our students in grades first through third are allowed to ride the bus home at the 3:00pm dismissal time. Our fourth grade students do not currently have transportation allowance for after-school programs. This will occur as funding and personnel allows.

Limitations of the current program to enable under performing student to meet standards

The limitations of our current curricular programs to meet the needs of under performing students would include the lack of prompts in state-adopted curriculum whether they be "pictorial" or "spiraling" concepts. The rapidity in which the state standards require to complete the series is another hindrance. There is also limited English Learner curriculum available. In the 2009-2010 school year, Monticello purchased and will continue to support, a school adopted handwriting program, which is essential to students in kindergarten through second grades. We purchased the fluency/comprehension program, Read Naturally, in 2010 for first grade. In 2012, Read Naturally was purchased to accommodate all grade levels and is utilized daily as support material for students.

Analyze Instructional Programs

Instructional Programs

Conclusions from Analysis of Instructional Programs

The overall plan for student improvement will consist of raising assessment scores in both English Language Arts and Math. Engagement and Common Core strategies will continue to be implemented with an emphasis on student independent learning. Chromebooks have been purchased for students in grade transitional kindergarten through fourth so students may practice their typing skills, which will assist with student successes. We will adopt keyboarding curriculum district-wide.

Progress monitoring occurs every 6 weeks with our students who are currently in intervention to measure student progress.

Parents are encouraged to participate in SSC (School Site Council), PFA (Parent Faculty Association), and ELAC (English Learner Advisory Committee).

SCHOOL GOALS FOR IMPROVING STUDENT ACHIEVEMENT

Increased Learning for All Students

Increase Schoolwide ELA Proficiency

The baseline scores for CAASPP (California Assessment of Student Performance Progess), began with the spring 2015 test. By the year 2017, performance gains expectancy for students goal will be to increase in CAASPP performance results by students in third and fourth grades will be in increments of 5%. This school year 2016-2017, the goal is for all students to increase in fluency and comprehension scores as measured in DIBELS Next and DIBELS Daze by 10% or more (cumulative), or "some risk" as defined by DIBELS and DAZE. The exception will be students who are at low risk and are performing at higher academic levels. Their goal will be to make considerable reasonable progress within their band consistently.

Increase Schoolwide Math Proficiency

By the year 2017, performance gains expected for students will be at a 20% increase at each of their respective levels. Students will also have a clearer understanding of critical thinking skills across all academic areas. This will be within both grade levels. Our goal is to have 75% of our students meeting the achievement standard in third and fourth grades with the 2017 CAASPP assessment results.

Safe, Positive School Environment

Safe School Environment

Monticello's goal is to lower suspensions of all students but specifically those that have more than one suspension to less than 3% for the 2016-2017 school years. The trend will be to have a continual decrease of 1% of suspensions per year. This goal was achieved in the 2011-2012 school year. We believe in the counseling, support, and rehabilitation of both general education students and students with special needs. The support of a detention area where students come to re-focus on the negative decisions that occur during the course of the school day has been a success, along with rewarding students who do not receive negative attention. The focal point will always be on the good choices that make students more productive within the classroom setting. Administration is very familiar with students and their names. Specific and positive re-direction of students will continue to occur.

Personnel will continue to support students in emotion and academic need within the classroom setting.

Students will understand what to do in potential emergency situations.

School/Home/Community Partnerships and Communication

Attendance

Increase average daily attendance by 1.0% each year utilizing incentives coordinated by the attendance clerk, School Site Council, and the site principal.

Character Education

Increase Positive Student Choices

The goal objective is to promote positive student behavior at school and in the community. We would want this to extend to students in all social settings.

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

Increased Learning for All Students

Goal: Increase Schoolwide ELA Proficiency

ISSUE STATEMENT

Goal Area: English/Language Arts

Monticello School will focus on ELA proficiency in all grades kindergarten through fourth in order to meet goals as defined by Jefferson School District as governed by the LCAP (Local Control Accountability Plan) In the 2014-2015 school year with the steady implementation of Common Core, our program will shift to thematic units, going deeper with thought processes, formative and summative assessments, and critical thinking skills. These strategies will assist with teaching students to make additional deep thinking decisions with the ultimate goal for our student population to be successful college students and contributing members of society. We will also use Read Naturally, SRA program, Newcomer, DIBELS NEXT, DIBELS DAZE, and thematic unit supports, plus other supplemental materials to support our goals for student achievement. This goal is also designed to support and target our English Learner students.

GOAL OBJECTIVE

The baseline scores for CAASPP (California Assessment of Student Performance Progess), began with the spring 2015 test. By the year 2017, performance gains expectancy for students goal will be to increase in CAASPP performance results by students in third and fourth grades will be in increments of 5%. This school year 2016-2017, the goal is for all students to increase in fluency and comprehension scores as measured in DIBELS Next and DIBELS Daze by 10% or more (cumulative), or "some risk" as defined by DIBELS and DAZE. The exception will be students who are at low risk and are performing at higher academic levels. Their goal will be to make considerable reasonable progress within their band consistently.

STUDENT GROUPS PARTICIPATING IN THIS GOAL

Students in third and fourth grades will participate in this CAASPP goal. All students at Monticello, which would include transitional kindergarten through second grades, who will be identified by individual levels using DIBELS, summative, formative assessments, and classroom work. Monticello will be utilizing the Reading Rotation program that is all inclusive to our student population. All students in all subgroups will participate in this goal.

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

An overall goal of 5% gain will be expected. The student goal of those performing at or above grade level will be to make considerable reasonable progress within their band consistently. Student groups who have not met the criteria based on performance gains will have assistance from our EL Aide, Resource Teacher, Instructional Aide, Intervention Specialist, and classroom teacher to assist in obtaining their appropriate academic levels. This will occur as personnel allows.

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

Monticello will utilize several sources of data available to evaluate progress toward these goals. There will be Professional Learning Communities (PLC), to collect and share student data and information regarding student progress. These will occur on Monday minimum days. DIBELS (Dynamic Indicators of Basic Early Literacy Skills), fluency scores for kindergarten through fourth grade will be utilized, as well as DIBELS Next for grades second through fourth. We will also utilize CELDT test scores to note improved progress with our English Learner population. CAASPP test score results are used to note progress and deficits beginning with the 2016-2017 school year in grades third and fourth.

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

The measuring of group data to achieve academic goals will include CAASPP assessment results, ELA test scores in 2016-2017, progress reports, report cards, DIBELS scores, fluency tests, theme skills tests, CELDT scores, and both formative and summative classroom assessments as well as district bench mark assessments that will be eventually be aligned with Common Core.

All components of the ELA state adopted series are utilized in the Houghton Mifflin Reading Program for our socio-economic disadvantaged students EL students, GATE students, intervention students and the general student population of Monticello Elementary.

Strategies

Supporting Student Needs

Monticello will monitor the adaptation of the district adopted English Language Arts curriculum, Houghton Mifflin, that is taught daily in each classroom to align with Common Core Standards. There is currently a pilot program occurring to determine adoption of ELA curriculum. Writing to learn and learning to write activities will be a focal point. Engagement Strategies will also be a continued focus, and the Common Core Standards that were implemented in the 2013-2014 school year. Monticello will also use programs such as Read Naturally, Word Sorts, Signs for Sounds, GLAD strategies, SRA program, and other supplemental materials to support our goals for student achievement. Monticello is also focusing on technology and the supports needed for a successful implementation in all grade levels as well as our lab. This would include a need to support color copies for ELA and thematic units, laminating machine, computers that are both mobile and stationary, DVD players, document projectors, speakers, adaptive cords and cameras and DVD's that are aligned to Common Core Standards. A sound system was purchased in the 2014-2015 school year that has been utilized by staff for plays, programs, and sing-a-longs.

Monticello will also adopt a typing curriculum that will begin in transitional kindergarten and go through fourth grade.

Actions

Intervention

Tasks

Support the Reading Rotation grade level groups, the Intervention Specialist, and EL aide by the continued use of English Language Arts materials such as leveled readers, Read Naturally, SRA Programs, ELA and Math computer programs, along with English Learner materials to assist at risk students such as our English Learner and socio-economically disadvantaged population. There is also a definite need for technology at all grade levels. The plan will be to have professional development on the usage of chromebooks and google documents during the 2016-2017 school year, with on-going professional development occurring thereafter as well.

Measures

The measuring of group data to achieve academic goals would include progress reports, report cards, DIBELS NEXT and DIBELS DAZE scores, comprehension theme skilled tests, CELDT scores, and other formative and summative classroom assessments, and district benchmark assessments. In the 2013-2014 school year, CAASPP field tests were given.

All components of the ELA district adopted series will be adapted and adjusted to reflect Common Core strategies in the Houghton Mifflin reading program for English Learners and all students.

People Assigned

Monticello staff
District personnel (This would include teachers at other sites with expertise, especially in the area of technology.)

Start Date - End Date

11-16-16 - 11-16-17

Funding Source	Description	Cost
SIP	Intervention Program	$500.00
SIP	Technology - Applications	$2,000.00

Goal: Increase Schoolwide Math Proficiency

ISSUE STATEMENT

Monticello School will focus on positive progress in all grade levels regarding the Go Math program, which has been a large adjustment in the why of Math and various strategies used. The focus will be on grades three and four since the implementation of the adopted Math program, Go Math. "All" will be defined to include socio-economic and English Learner population.

GOAL OBJECTIVE

By the year 2017, performance gains expected for students will be at a 20% increase at each of their respective levels. Students will also have a clearer understanding of critical thinking skills across all academic areas. This will be within both grade levels. Our goal is to have 75% of our students meeting the achievement standard in third and fourth grades with the 2017 CAASPP assessment results.

STUDENT GROUPS PARTICIPATING IN THIS GOAL

Students in third and fourth grades will participate in this goal equally, with the focal point being our socio-economic and English Learner student population. Monticello will use formative and summative assessments to guide instruction and identify students in need. It is expected that teachers will be teaching lessons within lessons to assist students in understanding these concepts in their newly adopted Math series. District bench mark assessments aligned with Common Core standards will also assist to identify students who need additional assistance. There is an after school intervention proposed as funding allows for students who need assistance in Math.

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

Students will be expected to achieve a 10% gain in third grade and 20% in fourth grade using district benchmark assessments and CAASPP results in 2016-2017. These students who have not met the criteria in our ability grouped pods will have assistance from our EL aide, intervention aides, resource teacher, instructional aide and classroom teacher to assist with addressing the deficiencies in Math.

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

Professional Learning Communities (PLC), will meet together on designated dates to collect data of students and report progress toward goals. These meetings will assist teachers in advancing students into the next level of their Mathematic ability. Teachers will utilize differentiated instruction within the classroom setting. Measures of evaluating progress will also include CAASPP results in 2016-2017 and district benchmark assessments.

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

The measuring of group data to achieve academic goals will include report cards, Math chapter and unit tests, and class assignments, along with other summative and formative assessments. District benchmark assessments will be used to measure academic goals as well as CAASPP assessment results.

Strategies

Supporting Student Needs

Monticello staff will support the newly district adopted Mathematics curriculum, Go Math, which is taught daily in each classroom with the technology supports in operable condition for teacher use. Monticello will continue to emphasize the nurturing of critical, collaborative, evidentiary and argumentative thinking skills with students as defined by Common Core strategies. Engagement strategies will also be a focal point. Students will use these skills to successfully transition in this new wave of independent thinkers and problem solvers. Students will be supported with after school Math program as funding and personnel allows. Grade levels may level Math in the 2016-2017 school year to better target students and their individual needs.

Actions

Intervention

Tasks

Support Math students at risk of failure and move forward students who are at or above grade level.

Measures

The measuring of group data to achieve academic goals would include report cards, comprehension chapter and unit tests, district bench mark assessment scores, and both formative and summative classroom activities and assessments. In the 2016-2017 school year, Common Core data will also be utilized to measure student success.
Components of the Mathematmics district adopted series are taught as designated by the newly adopted series, Go Math.

People Assigned

Monticello Staff

Start Date - End Date

11-16-16 - 11-16-17

Funding Source	Description	Cost
SIP	Math Support for Intervention	$1,000.00

School/Home/Community Partnerships and Communication

Goal: Attendance

ISSUE STATEMENT

Students must be present in school to benefit from the daily instruction in the classroom. Monticello must increase their daily attendance rate so that quality instruction is able to be received by all students each day. Monticello's most effective attendance year was in 2014-2015, which was at 98.02%. Our goal is to increase our daily attendance rate to 99.0% by the year's end of 2017-2018.

GOAL OBJECTIVE

Increase average daily attendance by 1.0% each year utilizing incentives coordinated by the attendance clerk, School Site Council, and the site principal.

STUDENT GROUPS PARTICIPATING IN THIS GOAL

All students will participate in this goal.

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

Students will maintain an attendance rate school wide of 99.0% by May 2018. The goal will be to improve attendance by 1% each school year. We did not meet this goal in the 2014-2015 or 2015-2016 school year, but we did make a valiant effort. Administration phoned parents of students who had several tardies (less than 30 minutes), to encourage them to be at school on time.

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

Monthly and yearly percentage attendance summary reports generated from Aeries.
PBIS incentives for students who are not tardy or absent by class.

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

Student Attendance Review Board
Monthly Attendance Reports
Year Attendance Reports

Strategies

Student Incentive

Attendance will be monitored by the school clerk and site principal. Students will be honored with individual rewards will be given throughout the school year. PBIS incentives given to students by class who have the least amount of tardies and absences.

Actions

Collection of Data

Tasks

Students will be monitored regarding attendance each month. SARB process will be implemented as needed. Students will be rewarded for excellent attendance.

Measures

Aeries will be our measure.

Office staff and certificated staff will keep administration informed regarding students who are habitually tardy or absent. Principal will get information from clerk pertaining to attendance to phone parents and speak them regarding students who are tardy or absent from school.

People Assigned

Office assistants
Administration

Start Date - End Date

11-16-16 - 11-16-17

Funding Source	Description	Cost
Character Education	Incentives for students with excellent attendance	$500.00

Safe, Positive School Environment

Goal: Safe School Environment

ISSUE STATEMENT

Specific positive student reinforcement occurred beginning in the 2012 school year and will continue indefinitely. Students are given golden tickets for making good choices from staff with a random selection lottery to have lunch with the principal each month on the stage in the multi-purpose room or in another designated area. Students receive a good choice badge or a dog tag type necklace, and a treat from administration during their lunch along with a certificate. They are also first in line to go to lunch.

Monticello began sending home discipline bench passes with parent signature requested. Parents return each discipline referral to school. The returned referrals are kept and recorded for the school year. Detention has a similar pattern. Parents are notified through mail that their child will serve detention after three bench passes are given. Students who don't receive any type of referral during the school year receive a special award at the end of the school year.

Monticello has also began the implementation of PBIS (Positive Behavior Intervention Support). We We will continue with our Character Education Traits that are implemented and monitored daily. Students are encouraged to be safe, respectful, and responsible. We have a Monticello chant encouraging students to do their very best that the whole school has learned. When we gather as a school, it is recited.

Monticello School will assist our student population who need emotional and academic support on an as-needed basis.

Students will participate in safety drills each month.

GOAL OBJECTIVE

Monticello's goal is to lower suspensions of all students but specifically those that have more than one suspension to less than 3% for the 2016-2017 school years. The trend will be to have a continual decrease of 1% of suspensions per year. This goal was achieved in the 2011-2012 school year. We believe in the counseling, support, and rehabilitation of both general education students and students with special needs. The support of a detention area where students come to re-focus on the negative decisions that occur during the course of the school day has been a success, along with rewarding students who do not receive negative attention. The focal point will always be on the good choices that make students more productive within the classroom setting. Administration is very familiar with students and their names. Specific and positive re-direction of students will continue to occur.

Personnel will continue to support students in emotion and academic need within the classroom setting.

Students will understand what to do in potential emergency situations.

GROUPS PARTICIPATING IN THIS GOAL

Students
Certificated staff
Support staff
Administration

PERFORMANCE GAINS EXPECTED FOR THESE GROUPS

Bench pass, behavior referrals, and suspensions have shown a drastic decrease since implementing our Character Education Program as well as our detention program. This will be expected as we continue to implement PBIS strategies along with our character education program already in place. Parents/Guardians have also been informed, in writing, each time their child received a bench pass. The administrator checks and signs each bench pass that goes home and counsels students as needed. The office staff records all bench passes and detentions. Paperwork is sent home each week with a letter regarding the student's negative choice, our encouragement to make better choices as defined in our character education program, and a fresh start each and every day of school. Monticello focuses on positive student choices. The negative behavior exhibited will not define the student. The behavior and the student are separated. For example, good students can make poor choices. The choice a student makes and the student, are separate issues. The student is still a good student. The behavior needs to be corrected.

It is the goal of personnel to assist students until no longer necessary.

Performance gains expected within these groups will be 100% participation with 100% success. In a true emergency, we cannot have less than 100% success for our students.

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

Consistent decrease in bench pass, behavior referrals, and suspensions. Behavioral referrals and suspensions are recorded in Aeries. Bench passes and behavioral referrals are also kept in a separate binder in the office to look for trends in student behavior.

Students will not need assistance after an indefinite period of time.

Means of evaluating this goal will be subjective, but will include time frames of the completion of the emergency drill and students/staff following the specific protocols.

DATA NEEDED TO MEASURE ACADEMIC GAINS:

Aeries behavior reports are generated to measure the decrease in negative behavior on a consistent basis.

Strategies

Discipline

Monticello will continue the progressive discipline program that insures safe, responsible, and respectful positive learning environment of all students. This includes a designated detention area. Students also have the opportunity to earn good choice tickets which will give them the opportunity to have lunch with administration each month. The administration will send positive notes home to students and make positive phone calls to families.

Monticello will continue to support personnel who assist students in need whether it be academic or emotional. This will occur within the general education classroom setting.

Actions

Discipline

Tasks

If applicable, parents/guardians will receive bench pass given to students each week. The paperwork will typically go home on a Monday.
Students who receives three bench passes will receive a behavior referral to be mailed home, signed by parent, and returned to the school office.
Student will receive detention with that third bench pass.
Student will receive a specific reward if they receive zero infractions all year and will be supported with "Paws" for good news for students making good choices. These will be displayed in our school multi-purpose room.

Families will also receive post cards in the mail from administration and staff regarding positive behavior. There will also be emails and phone calls made for positive progress students make at school both academically and socially.

Measures

Record all negative student behavioral issues.
Record all students who have had zero behavioral issues.
Reward students who have been making positive choices.
Look for decreases in negative student behavior.
Goal is to contact 20% of our family population through some sort of communication which includes email, post cards, letters, and phone calls each school year. We will increase this goal to over 30% as goals are met.

People Assigned

All staff

Start Date - End Date

11-16-16 - 11-16-17

Funding Source	Description	Cost
SIP	Incentives for positive student behavior	$2,500.00

Student Behavior Incentive

Tasks

Purchase: Necklaces with our paw print good choice logo. Create certificates for students. Get assistance from PFA to decorate the cafeteria stage for our luncheons once a month. Work on "Paws" for good news for students who make great choices daily. Recognize them.

Measures

Number of golden tickets given to students
Behavior choices logged in the school office as well as with administration
Keep track of increase or decrease in bench passes given.
"Paws" for good news log to be located in the multi-purpose room

People Assigned

Classified staff
Administration
Certificated staff

Start Date - End Date

11-16-16 - 11-16-17

Funding Source	Description	Cost
SIP	Student incentives	$1,000.00

Character Education

Goal: Increase Positive Student Choices

ISSUE STATEMENT

Students will continue to participate in our character education program, Character Counts, focusing on the six character education traits, Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship. We will also focus on our anti-bullying policies in October and throughout the school year. Students will focus on helping and supporting each other to be the best that they can be. PBIS (Positive Behavior Intervention Support) is in it's implementation stage in 2016-2017.

GOAL OBJECTIVE

The goal objective is to promote positive student behavior at school and in the community. We would want this to extend to students in all social settings.

GROUPS PARTICIPATING IN THIS GOAL

All students and staff will particiate in this goal.

PERFORMANCE GAINS EXPECTED FOR THESE GROUPS

Positive student behavior will be gained from our character education program, Project Wisdom, and PBIS.

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

Decrease in negative behavior of students at school that will filtrate into making the best choice whether at school or out in society.

DATA NEEDED TO MEASURE ACADEMIC GAINS:

Aeries- A noted decrease in suspensions and discipline incidents.

Strategies

Character Education

Students will participate in a character education program that assists them in making sound positive decisions that will steer them toward a productive life outside of the school setting. Students will wear colors of the character education program to show school spirit. There will be plays presented by students that are character education themed. Students will be recognized when excellent choices are made. There will also be more outreach to the community for community support as Monticello progresses in a positive manner toward the achievement of our character education goals. Our character education PBIS committee, will discover new and innovative ways to get our character education traits known and implemented.

Actions

Program

Tasks

Students and parents will participate in a school wide character education program to assist students in making positive and productive choices. The school year will be divided into six parts with each character education theme given the same emphasis. The character education visuals are placed in the multi-purpose room, library, and where appropriate on campus. Students will present plays, raps, songs and more to our student population and at times our community. PBIS will also encourage our students to make good choices by being responsible, respectable and safe.

Measures

Decrease in suspensions and disciplinary issues that are recorded.

People Assigned

All staff
All students

Start Date - End Date

11-16-16 - 11-16-17

Funding Source	Description	Cost
Performing Arts	Support Character Education Program	$1,500.00
SIP	Support Character Education Program	$1,000.00

CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds (listed under 'Other') may be allocated to the school in accordance with district policy.

State Funding Sources	Amount
GATE	$0.00
SIP	$0.00
Title III	$0.00
District Funding Sources	**Amount**
	$0.00
Character Education	$0.00
Performing Arts	$0.00

SCHOOL SITE COUNCIL MEMBERS

Name	Represents	Contact Info	Reviewed Plan Date
Leslie Adair	Staff	209-833-9300	
Anna Crivello	Parent Population	209-833-9300	
Rachel Henley	Staff	209-833-9300	
Shari Ramirez	Parent Population	209-833-9300	
Erin Castle	Staff	209-833-9300	
Karri Gonsales	Parent Population	209-833-9300	
Scott Huber	Staff	209-833-9300	
Amy Thomatis	Parent Population	209-833-9300	

ASSURANCES

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

	Approval Date
Assurances	
The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.	11/4/2016
The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.	11/4/2016
The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.	11/4/2016
This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.	11/4/2016
The school site council sought and considered all recommendations from the following groups or committees before adopting this plan:	

Approval

The school plan was adopted by the council on:

Public Notice Due Date:

District Governing Board Review Due Date:

School Site Plan Approved:

Attested by School Principal:

Attested by School Site Council Chairperson:

Attested:

Leslie Adair		
Typed Name of School Principal	Signature of School Principal	Date

Amy Thomatis		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

ASSURANCES

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Approval Date

Assurances

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The school plan was adopted by the council on:

Public Notice Due Date:

District Governing Board Review Due Date:

School Site Plan Approved:

Attested by School Principal:

Attested by School Site Council Chairperson:

Attested:

Leslie Adair	Leslie Adair	11.7.16
Typed Name of School Principal	Signature of School Principal	Date
Amy Thomatis	Amy Thomatis	11/7/16
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

Tom Hawkins Elementary School

475 Darlene Lane

Tracy, CA 95377

Plan Period: 11/15/2016 - 11/1/2017

Contact:
Christina Orsi
Principal
209-839-2380
corsi@sjcoe.net

EXECUTIVE SUMMARY

About This School

An Executive Summary of the school containing the Mission Statement, summary of school site demographics and unique characteristics as well as highlights of the school site's unique academic characteristics and accomplishments.

Areas of Analysis

This section provides a summary of key indicators of student achievement including an analysis of student performance data, instructional programs, curriculum, and staff development.

Analyze Student Performance

Analyze Educational Practices

Analyze Instructional Programs

Education Improvement Goals

School goals are based upon an analysis and synthesis of verifiable state data, local measures of student achievement, and the effectiveness of current instructional programs, curriculum, and staff development.

1.0 Pupil Outcomes

1.1 Provide teacher teams with time to collaborate around data to implement a sustainable curriculum that enables all learners to achieve at high levels.

1.2 Provide all students access to enrichment activities that focus on real-world experiences, performing arts, and technology.

1.3 Provide differentiated instruction, remediation, and intervention improve student achievement.

1.4 Increase school wide proficiency in ELA and Math.

2.0 Engagement

2.1 Provide research based Character Education program based on the PBIS model at Hawkins and celebrate good character.

2.2 Implement alternative means of correction prior to suspending or expelling students when appropriate.

3.0 Conditions of Learning

3.1 Provide highly qualified staff, standards aligned curriculum, up to date technology, and modern school facilities that are maintained in good repair.

Plan Budget

Committees

Approvals and Assurances

ABOUT THIS SCHOOL

Mission Statement:
Tom Hawkins Elementary School is composed of a dedicated staff committed to providing the highest standards of education, developing the whole child, school safety, and continuously striving for improvement. The staff and parent community value programs of instruction in art, music, physical education and character and know that all students have individual paths to success. Tom Hawkins students are leaders in and outside of school and leave the halls of the school prepared for high school and success in the 21st century.

History:
The school opened in August, 2000, as a K-3 neighborhood walking school, serving approximately 200 students. The student population was projected to increase due to the area's population growth. During the 01-02 school year, Hawkins added 7 portables and served K-5 grades with 326 students. The permanent school was completed in June, 2002, and opened with 519 K-6 students in August 2002. Due to growth we reopened the portable campus for the 2003- 2004 school year. In August 2005, our 6th-8th grade students moved into a brand new wing. The school currently has approximately 736 students in grades TK-8, including a special day class for 3rd - 5th grade. The school is named after Mr. Tom Hawkins. For over 30 years, Mr. Hawkins served as teacher, principal, and superintendent for Jefferson School District. He was an integral part of the Tracy education community, involved in many Tracy service clubs, community programs, and Tom Hawkins School. Mr. Hawkins' core values help shape the culture of Tom Hawkins Elementary School and is regarded as a role model for staff and students. The school colors are royal blue, gray, and white and the mascot is the Husky.

Who Attends Tom Hawkins:
Currently, 117 (16%) students are identified as Limited English Proficient. Approximately 25% of students are qualified for free and reduced lunch. Current enrollment information shows the following breakdown of students by ethnic background:

White, not of Hispanic Origin – 43.3%
Hispanic- 31%
Asian- 10.1%
African American, not of Hispanic Origin – 6%
Pacific Islander - 0.9%
Filipino – 4.8%
American Indian or Native Alaskan - 0.5%
Two or More Races - 2.8%
None Reported - 0.6%

Technology:
Technology is a fundamental instructional tool and all staff. One-to-one Chromebook sets are utilized in all 3rd-8th grade classrooms. Students have access to computer labs on campus. It is a core belief at Tom Hawkins that every student has a right to technology enhanced instruction. All classrooms are equipped with LCD projectors, document cameras, and wireless routers. The school has purchased a mobile set of 20 iPads and conducts training for their use in instruction. The District and Hawkins site personnel maintain the district website at jeffersonschooldistrict.com with a link to Hawkins Elementary School.

School Wide Programs:
The staff of Tom Hawkins tries to provide programs to address the strengths of all learners. A robust athletic program offers students the opportunity to play volleyball and basketball. The Hawkins community continues to value music and art instruction. TK-4 grade students receive weekly music instruction and 5th - 8th grades may choose to participate in the band program. For the past several years, School Site Council and the Hawkins Parent Faculty Club have elected to fund the Artist in Residence program in order to provide visual and performing arts instruction to all students. An organized Response to Intervention Program in grades K-6

provides additional support for students in need of Language Arts intervention. Study skills classes are available to 7th and 8th grade students.

AREAS OF ANALYSIS

Analyze Student Performance

Student Performance

Conclusions from Student Performance Data Analysis

Specific Conclusions Drawn From Data:
*There was a 2% improvement overall in English Language Arts between 2015-2016. In 2015, 51% of students met or exceeded the standard. In 2016, 53% of students met or exceeded the standard.
*The most significant areas of improvement were in the Writing and Research/Inquiry Claims, which had a 4% and 6% increase, respectively, in students scoring Above Standard.
*There was a 7% improvement over all in Mathematics between 2015-2016. In 2015, 36% of students met or exceeded the standard. In 2016, 43% of students met or exceeded the standard.

CELDT Scores:
Beginning - 3%
Early Intermediate - 11%
Intermediate - 29%
Early Advanced - 46%
Advanced - 12%

*58% of EL students are Early Advanced and Advanced and can be serviced through ELD instruction in their mainstream classroom.
*Beginning through Intermediate students are serviced on a push-in or pull-out system by a EL Specialist.

Conclusions from Parent, Teacher and Student Input

Parents, staff, and students identified the following obstacles to student achievement:
*Difficulty with transitioning to deeper thinking skills and application based assessments.
*Lack of mathematics intervention/remediation for general education students.
*District Benchmark assessments are not aligned to classroom instruction and SBAC assessments.
*Data analysis of SBAC data is limited to Claim data. Teacher PLC teams are unable to analyze by student, by standard.
*Teachers require additional professional development in mathematics concepts as well as instruction.
*Current adopted ELA curriculum is not aligned to California State Standards.
*Teaching practices are not equitable in all classrooms at each grade level.

Analyze Educational Practices

Educational Practices

Alignment of curriculum, instruction and materials to content and performance standards

Language Arts
The Language Arts program promotes a balanced literacy approach to Reading, Writing, Listening, and Speaking. The District's adopted curriculum is aligned to the state standards and frameworks. The adopted curriculum is as follows:

Grades K-5 use Houghton Mifflin
6th-8th grade uses Holt Literature and Language Arts by Holt, Rhinehart and Winston
Grades K-3 are currently utilizing the Open Court Phonics program.

Teachers in grades K-8 are currently piloting new ELA curriculum.

The teachers of Tom Hawkins also believe strongly in generating a life long love of reading through the use of core novels to supplement the adopted ELA curriculum.

History/Social Science
The History/Social Science adopted curriculum is aligned to the state standards and frameworks. The district supports the goals and curriculum strands with supplemental materials and teaching strategies that help students learn knowledge and skills that are inter-related with history, geography, humanities and the social sciences. The curriculum goal of skills attainment and social participation is pursued by developing student's participation skills, critical thinking skills, and basic study skills.

Grades K-5 use Scott Foresman
Grades 6-8 use Holt, Rhinehart, and Winston

Math
The district core curriculum is organized as a balanced and integrated curriculum that follows the guidelines of the Common Core State Standards and framework. Students are provided a balanced instructional program that promotes rigor by applying conceptual understanding, procedural fluency and real world application. Students develop higher order thinking skills and utilize the Standards for Mathematical Practices.

The adopted curriculum is as follows:
Grades K-8 use Go Math! by Houghton Mifflin

Physical Education/Health
As two components in a comprehensive school health system, physical education and health education should complement each other. Health education focuses on four unifying ideas of health literacy: (1) acceptance of personal responsibility for lifelong health; (2) respect for and promotion of the health of others; (3) an understanding of the process of growth and development; and (4) the informed use of health-related information. Physical education focuses on three goals: (1) movement skills and movement knowledge; (2) self-image and personal development; and (3) social development. A variety of materials and supplies are used to meet the state Frameworks.

Science
The science curriculum is aligned with the state framework and standards, and is balanced among the three disciplines: Life, Earth, and Physical Science. The curriculum uses the foundations of the scientific process. A combination of textbook and hands-on instructional materials is utilized in grades K-8. Science teachers in grades 6-8 are working collaboratively to design instruction that coincides with the Next Generation Science Standards.

The adopted curriculum is as follows:

Grades K-6 use Scott Foresman
Grades 7th - 8th use Glencoe

Visual and Performing Arts
Visual and Performing Arts encompass four components, which are artistic perception, creative expression, historical and cultural context, and aesthetic values. These components are incorporated throughout the classroom's daily activities which would include: plays, musical programs, choral readings, reader's theater, art appreciation, improvisation, stage props and crafts, and student art exhibits. Students in grades TK – 3 receive 30 minutes per week of classroom music from a credentialed music teacher, and students in grade 4 receive one 45 minute session per week in classroom music from a credentialed music teacher. Students in grades 5 – 8 have the opportunity to receive instruction in how to play an instrument and participate in playing in the school band. The program is also enhanced through the use of the Artist in the Schools program in each classroom. School-wide performances include the Winter Program. Grade levels and individual classes perform Reader's Theater, plays, songs, and movement activities.

The adopted curriculum is as follows:
Grades TK – 3 uses Share the Music

This school year teachers will be using supplementary curriculum in all content areas that is aligned with our California State Standards. Teachers meet weekly in professional learning communities to collaborate on guaranteed curriculum, formative assessment, data analysis, and intervention planning.

Availability of standards-based instructional materials appropriate to all student groups

All students have access to the core curriculum, including students in RSP, SDC, GATE, EL and Speech. The Coordinator of Curriculum, classroom teachers, and site administrators assist in the standards-based instructional materials adoption process. The local Board certifies that each pupil in the district has been provided with a standards-aligned textbook or basic instructional materials each year. Classrooms are equipped with core novels and reading libraries.

Alignment of staff development to standards, assessed student performance and professional needs

The Jefferson School District instituted Professional Learning Communities across several levels of stakeholder groups. There is a Administration/Coach level Instructional Leadership Team that meets monthly. This team is comprised of district and site level administrators, as well as the Instructional Coaches. There is a District Instructional Leadership Team that meets periodically. This team is comprised of teacher leaders, administrators, and coaches from across the district. There is Hawkins Instructional Leadership Team that meets bimonthly. This team is comprised of teacher leaders from various grade levels in both Special and General Education, a school psychologist, instructional coach, and administrators.

The Hawkins ILT team members facilitate grade level and content area Professional Learning Communities. These teams of teachers meet weekly on campus and across the district. The purpose of the teams is to determine what students need to learn, how that learning will be measured, and collaborate on strategies for what to do when student require intervention or enrichment. Each grade level participates in weekly meetings to review student data, student placement in intervention and plan to ensure that all students are learning at high levels.

Services provided by the regular program to enable under-performing students to meet standard

Each student receives instruction in grade level standards using the district adopted core curriculum through effective first instruction. To make certain that all students reach their potential, we use classroom-based assessments, PLC created assessments, district benchmark assessments, Reading Lions Fluency Assessments, CAASPP data, and CELDT scores to identify their learning needs. After benchmark assessments are administered, each grade level meets to identify those students who may need strategic or intensive intervention and those that are meeting grade level standards. Each student is placed according to their needs during the Response to Intervention time. The student groups then receive instruction based on their identified needs. We have 2 Intervention Specialists and one EL Aide that provide this small group and individualized instruction. Hawkins also offers Study Skills in Middle School to support struggling learners.

Homework is an extension of the learning that occurs during the regular school day. Each grade level has a homework system that helps students organize their time and assignments. The folder system in kindergarten through third grade is consistent from week to week, building strong homework habits. In the fourth through eighth grades, students write their daily assignments in a planner, and are encouraged to take responsibility for their homework.

GLAD - Guided Language Acquisition Design is a researched based system to improve language development, academic achievement, and cross-cultural skills. Teachers in TK-2nd grades have received Tier 1 GLAD certification. They are working diligently to implement strategies into their classrooms to promote language acquisition for English Learners, as well as struggling learners.

Speech Pathologist – The school has one full time Speech and Language pathologist on staff. Students are identified through the SST process then through the special education assessment process. The pathologist works closely with teachers to identify and then provide appropriate therapy and strategies for students with articulation and language processing difficulties.

Special Education – The school has one full time Education Specialist, one full time Special Day Class teacher, as well as four part time instructional aides. The team assists Special Education students and academically at-risk students in the regular education classroom under the direction of the Resource teacher. Students that are identified as needing special day instruction attend the special day class. The classroom teacher provides the primary instruction with additional special education inclusion services and instructional support.

Counselors – Two counselors, contracted from Valley Mountain Regional Resources, are at our school three days a week. The counselors work on a referral basis and consult with teachers who have identified students with emotional needs that can interfere with learning in the classroom. The counselor contacts families and provides information about resources and services available outside of the school district. Students meet with the counselor individually or in small groups. The counselor provides emotional support that students need in order to be academically and socially successful. The counselor works closely with the Student Study Team to provide services for students when needed.

PBIS - This is our Positive Behavioral Interventions & Supports program. The PAWS Committee uses PBIS principles as its foundation in creating a positive school wide behavior system. We have also implemented Young Men's and Young Women's Leadership Groups. This group focuses on providing positive role models for at-risk young men and women. The club meets at lunch and performs a variety of community and school service projects.

Services provided by categorical funds to enable under-performing students to meet standards

Tom Hawkins Elementary has a robust intervention system. Students in K-6 receive quality first direct instruction using the district adopted curriculum and have an instructional coach available for their support. Each student is given benchmark assessments. Teachers meet after each benchmark is administered to analyze student data and then provide intervention to students according to their needs during the designated RTI time. Students are then given an extra 30-48 minutes of focused instruction based on their needs whether they are strategic, intensive or need to be challenged. These meetings happen weekly to ensure there is flexible and fluid groupings. Students are monitored during their intervention time every 4 -6 weeks to track progress. This intervention time is above and beyond their core instructional time.

We currently have one EL paraprofessional, working 5.75 hours per day, who provides classroom support for English learners performing below grade level in the content areas, as well as extra small group, supplemental support during the RTI time. Two 5.5 hour intervention specialists instruct students working below benchmark in ELA and/or Math during the RTI time. All Intervention Specialists and teachers are supported by an Instructional Coach to enhance first instruction and active engagement strategies to ensure all students are receiving quality instruction.

Use of the state and local assessments to modify instruction and improve student achievement

There is a close link between assessment, evaluation, and planning. Teachers use a continual assessment process to monitor student growth, evaluate effectiveness of instruction, and adjust instruction to ensure students have the best possible opportunity to reach a thorough mastery of grade-level standards.

In ELA, students are assessed through curriculum embedded assessments, Reading Lions fluency assessments, and district benchmark assessments. Through PLC teams, teachers are also developing formative assessments to monitor student learning and drive instructional decisions and modify pacing. There is a strong emphasis on formative assessments happening daily in all content areas and grade levels.

The district uses Illuminate for teachers and administrators to identify strengths, weaknesses, and areas that require additional focus. Teachers and the site administration use these tools to modify and plan instruction during Professional Learning Community (PLC) meetings. In addition, teachers use Go Math online assessment and data analysis tools to track student progress.

Number and percentage of teachers in academic areas experiencing low student performance

All teachers have students that would be considered low performing according to district standards. The school places students carefully to ensure that each classroom is balanced.

Family, school, district and community resources available to assist these students

Tom Hawkins Elementary School has a wealth of opportunities to assist students and their families. We work to keep communication between school, teacher, and parents open and accessible. We have regular parent/teacher conferences, weekly newsletters, and phone calls home, and emails to keep students and parents informed and focused on success. In addition, we utilize Blackboard Connect to inform parents of upcoming events or schedule changes. We have a weekly newsletter that includes a Principal's Corner to help keep parents fully informed of school activities. The weekly newsletters are sent over email through Blackboard Connect to our parents. They are also posted on the Hawkins website. The school works closely with the Hawkins Parent Faculty Club to communicate with parents through social media including a Facebook page.

Student health and safety is a focus. Office clerks (2) are trained to provide medical treatment of minor injuries. The counselors are available 3 days a week, and the district psychologist is on call and available to students at any time. The district employs a part time school nurse. The speech and language pathologis is on site four days a week, one Resource Specialist is on site full time, and two special education instructional aides provide services to students in Special Education. Other support staff include: district technology staff support (1.5) and two library part time aides. The Hawkins library is open 5 days a week during school hours.

Extra Curricular Activities/Community Involvement
Our students participate in Jump Rope for Heart – a fundraiser for the American Heart Association. Students are also participants in the National Walk to School Day. Periodically, our school donates specific items to Tracy Interfaith Ministries, a non-profit community organization helping those in need. Brighter Christmas, a community holiday program, also receives student and staff assistance providing toys and food for needy families during the holidays.

Students have opportunities not only to show support for the community, but also the environment. The ASB Student Council leads a recycling campaign in order to allow students to protect the earth and raise money for our school. The fifth grade classes participate in DARE and are required to perform community service hours through this program.

During each school year, Hawkins hosts a science night featuring student projects, hands on experiments by our Science department, and Starlab. In addition, Hawkins celebrates Red Ribbon Week and National Walk to School Day, 4-5 grade Walk Through America, and an 8 week Artist in Residence program for all TK-8 graders. Third graders participate in Pioneer School. National Day of the Writer is celebrated with activities that emphasize the importance of writing. Traditionally, Hawkins student participate in local, county and state competitions such as the Spelling Bee, Science and Math Olympiad, and Science Fair.

Hawkins has an active ASB student council that meets every other week and plans school wide events and assemblies. They plan and execute TK-5th grade Fun Fridays, 6th-8th grade dances, school wide rallies, community service projects, and assemblies.

The Hawkins Parent Faculty Club supports students by selling food items before Back to School Night, as well as Open House. They also offer family movie nights during the school year. HPFC conducts fundraisers during the year, such as the Hawkins Fund Run, See's Candy, SHARE card program through Savemart grocery stores, and dinner night out events. All proceeds go back to the students and school activities. HPFC provides gently used spirit wear to students in need through the Husky Hand-Me-Down program. The club also hosts a bimonthly booth for the selling of snacks, spirit wear, and the collection of box tops.

Throughout the school year, we have assemblies that bring community members to our school. Tracy police and fire personnel present safety tips to students. The Bulldog Project focuses on anti-bullying and student confidence. Teen Truth Live presents an anti-bullying, school violence awareness program. A BMX School assembly focuses on making positive choices.

School, district and community barriers to improvements in student achievement

The greatest barriers to improvement in student achievement at school are inconsistent implementation of instructional strategies, lack high level questioning strategies, physical space, scheduling, and student/staff time. Some families have difficulty scheduling transportation for after school programs. Transitioning to the California State Standards has been challenging in language arts due to lack of aligned curriculum; however, teachers have begun to collaborate on creating instructional units and lessons aligned to the new standards.

Limitations of the current program to enable under performing student to meet standards

The adopted Houghton Mifflin and Holt ELA programs do not have an adequate writing component and are not aligned to the California State Standards. At this time, aligned ELA curriculum is being piloted at each grade level.
Teachers still need to be provided with further training and experience with the newly adopted Go Math! curriculum and have not fully implemented the Standards for Mathematical practices in all classrooms.

Analyze Instructional Programs

Instructional Programs

Conclusions from Analysis of Instructional Programs

The staff, District Instructional Leadership Team, Hawkins Instructional Leadership Team, and School Site Council reviewed the CAASPP data from 2016. The data was viewed comprehensively and also disaggregated by subgroup. The teams analyzed multi-year cohort comparisons as well as reviewed performance in comparison to schools across the district, county and state. After reviewing data, the participants learned that overall, student achievement increased. School wide Language Arts performance improved by 2%. School wide Mathematics performance improved by 7%.

Mathematics was of particular concern after analyzing the data. The plan to improve performance in this area focuses around PLC teams meeting weekly to target areas of concern, create formative assessments, and provide interventions in student deficit areas. Continued staff development in this area is necessary in order to provide improved differentiated instruction, Response to Intervention services, and pre-SST interventions.

SCHOOL GOALS FOR IMPROVING STUDENT ACHIEVEMENT

1.0 Pupil Outcomes

1.1 Provide teacher teams with time to collaborate around data to implement a sustainable curriculum that enables all learners to achieve at high levels.

By 2017, teachers will meet weekly in Professional Learning Communities to create formative assessments, analyze student data, and plan strategic interventions.

1.2 Provide all students access to enrichment activities that focus on real-world experiences, performing arts, and technology.

Hawkins will own appropriate equipment and provide support to teachers to improve technology instruction

1.3 Provide differentiated instruction, remediation, and intervention improve student achievement.

By 2017, 80% of students will arrive at 3rd grade at grade level in reading as measured by a score of Benchmark or higher on the 3rd Grade Week 6 fluency assessment.

1.4 Increase school wide proficiency in ELA and Math.

By 2018, 68% of students will meet or exceed standards on the ELA CAASPP assessment and 58% of students will meet or exceed standards on the Math CAASPP assessment.

2.0 Engagement

2.1 Provide research based Character Education program based on the PBIS model at Hawkins and celebrate good character.

2.2 Implement alternative means of correction prior to suspending or expelling students when appropriate.

3.0 Conditions of Learning

3.1 Provide highly qualified staff, standards aligned curriculum, up to date technology, and modern school facilities that are maintained in good repair.

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

1.0 Pupil Outcomes

Goal: 1.1 Provide teacher teams with time to collaborate around data to implement a sustainable curriculum that enables all learners to achieve at high levels.

ISSUE STATEMENT

The staff is in consensus that in order to effectively improve students achievement, teacher teams must meet to analyze student data, implement interventions, monitor progress and adjust instruction on a regular basis.

GOAL OBJECTIVE

By 2017, teachers will meet weekly in Professional Learning Communities to create formative assessments, analyze student data, and plan strategic interventions.

STUDENT GROUPS PARTICIPATING IN THIS GOAL

All students in Transitional Kindergarten through 8th grade including at risk students, English Language Learners, Special Education Students, and GATE students.

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

All Students
2015-16 % of students who met or exceeded standard on CAASPP ELA: 53%
2016/17 increase 5% to 58%
2017/18 increase 10% to 68%

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

Teachers will meet weekly in their Professional Learning Community (PLC) teams to set performance goals, analyze the results of formative assessments, fluidly move students in and out of interventions, and plan effective instructional strategies.

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

Progress towards this goal will be measured by:
1. Progress on PLC SMART goals
2. Results of Formative Classroom Assessments
3. District Benchmark Assessments - Illuminate, Reading Lions, Dibels
4. CAASPP Data
5. CELDT Data

Actions

Professional Development for Teachers

Tasks

Support will be provided to teachers through Grade Level Lead teachers, instructional coaching, observations, and evaluations.

Measures

1. Hawkins Instructional Leadership Team members will meet biweekly.
2. Hawkins Instructional Leadership Team, Instructional Coach, and administrators help facilitate PLC meetings.
3. Illuminate utilized to review and analyze data by the teams.
4. Instructional Coach works with each grade level to move students in and out of interventions and provide transformational coaching.

People Assigned

1. Instructional Leadership members, administrators, Instructional Coach, School Psychologist
2. Instructional Leadership members, administrators, Instructional Coach, teaching staff
3. District office staff, teachers, Instructional Coach, administrators
4. Teaching staff, Instructional Coach, administrators

Start Date - End Date

-

Goal: 1.2 Provide all students access to enrichment activities that focus on real-world experiences, performing arts, and technology.

ISSUE STATEMENT

Currently, the school has a 1:1 Chromebook ratio in grades 3-8 and a two carts per grade level in TK-2. However, teachers do not currently have the proper equipment to project from the Chromebooks which would greatly enhance instruction.

GOAL OBJECTIVE

Hawkins will own appropriate equipment and provide support to teachers to improve technology instruction

STUDENT GROUPS PARTICIPATING IN THIS GOAL

All students in Transitional Kindergarten through 8th grade including at risk students, English Language Learners, Special Education Students, and GATE students.

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

Chromebook Instruction Occurring for 100% of Hawkins students on a weekly basis.

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

Staff will receive professional development and support in the implementation of Chromebooks in the classroom, Chromebook and cart management training, student login support, and digital citizenship training.

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

Ongoing progress towards goal objectives will be measured by:
1. Rates of student technology use
2. Staff competency with technology instruction

Actions

Training and Support for Staff

Tasks

Teachers will be able to utilize Chromebooks as instructional tools.

Measures

1. Teachers will be able to present technology lessons from Chromebooks.

People Assigned

1. Teachers, Instructional Coaches, Administrators

Start Date - End Date

-

Funding Source	Description	Cost
SIP	Staff will be provided with training, support, and equipment necessary to implement Chromebooks in the classroom effectively.	$300.00

Goal: 1.3 Provide differentiated instruction, remediation, and intervention improve student achievement.

ISSUE STATEMENT

When analyzing student data for the 2015 CAASPP test, 47% of students were near or below standard in ELA. The school must strategically focus on improvement of instruction in order to meet growth targets, especially for struggling learners and English Learners in TK-2 classrooms in order to assure they arrive in 3rd grade at grade level.

GOAL OBJECTIVE

By 2017, 80% of students will arrive at 3rd grade at grade level in reading as measured by a score of Benchmark or higher on the 3rd Grade Week 6 fluency assessment.

STUDENT GROUPS PARTICIPATING IN THIS GOAL

Students in grades TK-2 are participating in this goal.

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

All Students who Met/Exceeded Standard:
Current 3rd Grade Reading Lions Week 6 Assessment: 75%
2017/18 increase 5% to 80%

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

Teacher will evaluate progress towards goal by analyzing fluency assessment data.

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

Ongoing progress towards goal objectives will be measured by:
1. Reading Lions assessment data
2. Dibels data
3. Formative assessment data

Actions

Purchase instructional materials for GLAD workroom

Tasks

Improve primary literacy program by supporting and funding the implementation of GLAD.

Measures

1. TK-2nd Grade PLCs will be weekly to plan and implement GLAD strategies and analyze formative assessment data.
2. Fluency data will be monitored every 6 weeks to create flexible groupings of intervention students.

People Assigned

1. Teachers
2. Teachers, Intervention Specialists, Instructional Coach, Administrtors

Start Date - End Date

-

Funding Source	Description	Cost
SIP	Purchase of new di-cut tools for GLAD anchor charts	$2,000.00
SIP	27" Laminator for GLAD workroom	$2,000.00
SIP	Color Printers/ink for GLAD implementation	$1,308.14
SIP	GLAD supplies for workroom	$1,000.00

Goal: 1.4 Increase school wide proficiency in ELA and Math.

ISSUE STATEMENT

Upon analyzing CAASPP data, not all students have met or exceeded standards in ELA and Math. Professional development will continuously focus on improving school wide proficiency in these two content areas.

GOAL OBJECTIVE

By 2018, 68% of students will meet or exceed standards on the ELA CAASPP assessment and 58% of students will meet or exceed standards on the Math CAASPP assessment.

STUDENT GROUPS PARTICIPATING IN THIS GOAL

Students in grades 3-8 who are participating in the CAASPP assessments.

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

All Students who Met/Exceeded Standard:
Current ELA: 53%
2016/17 increase 5% to 58%
2017/18 increase 5% to 63%

Current Math:43%
2016/17 increase 5% to 48%
2017/18 increase 5% to 53%

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

At PLC meetings teams of teacher will use benchmark data and classroom assessment to analyze and report progress towards this goal.

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

Online progress towards goal objectives will be measured by:
1. Classroom assessment data
2. District benchmark data
3. CAASPP Interim assessment data

Actions

Promotion of close reading of informational text aligned to California State Standards recommended Lexile levels

Tasks

Teachers will implement close reading strategies using a variety of non-fiction and fiction text.

Measures

1. Teachers will utilize non-fiction periodicals to teach close reading.
2. Teachers will adopt supplemental classroom literature aligned to California State Standards Lexile levels.
3. Teachers will utilize appropriate selection criteria when selecting texts based on Lexile level, text complexity, and instructional tasks.

People Assigned

1. Teachers
2. Teachers, Administrator
3. Teachers, Administrator

Start Date - End Date

-

Funding Source	Description	Cost
SIP	Expansion of classroom library and reading selections that focus on text complexity and grade appropriate Lexile levels.	$9,000.00
SIP	Purchasing of Studies Weekly Journal for Science and Social Studies	$628.32
SIP	Purchasing of Scholastic Magazine Subscription	$5,377.94

2.0 Engagement

Goal: 2.1 Provide research based Character Education program based on the PBIS model at Hawkins and celebrate good character.

Strategies

PBIS

By 2018, there will be a 10% reduction in total suspendable incidents in grades TK-8.

Actions

School PBIS values will be promoted through light pole banners

Tasks

Staff and students will collaboratively identify and promote character pillars.

Measures

1. Staff and students will work collaboratively to identify character pillars that will serve as behavior exemplars.
2. Character pillars will be promoted around campus through assemblies, instruction, and signage.
3. Discipline data will be tracked and reviewed by staff monthly.

People Assigned

1. Hawkins Instructional Leadership Team, Hawkins ASB
2. Hawkins Instructional Leadership Team, Teachers, Administrators
3. Teachers, Administrators

Start Date - End Date

-

Funding Source	Description	Cost
SIP	Light Pole Character Trait Banners	$1,000.00

Goal: 2.2 Implement alternative means of correction prior to suspending or expelling students when appropriate.

Strategies

Provide behavior interventions and remediation to at-risk students

By 2017, there will be a 10% reduction in bullying offenses in grades 6-8.

Actions

Student Anti-Bullying and School Violence Prevention Assembly

Tasks

Incidents of bullying will be reduced by increasing awareness and instruction of anti-bullying strategies.

Measures

1. Students and staff will attend assemblies focused on anti-bullying strategies.
2. Students will received systematic character education instruction.
3. Student discipline data will be tracked and reviewed monthly.

People Assigned

1. Students, Teachers, Administrators
2. Students, Teachers
3. Administators

Start Date - End Date

-

Funding Source	Description	Cost
SIP	Teen Truth Live Assembly	$1,192.00

3.0 Conditions of Learning

Goal: 3.1 Provide highly qualified staff, standards aligned curriculum, up to date technology, and modern school facilities that are maintained in good repair.

Actions

Installation of a privacy guard in front of middle school bathrooms

Tasks

Privacy guards blocking the front of the middles school bathrooms will be installed.

Measures

1. Entrances to all middles school bathrooms will be concealed to allow students to utilize all facilities.

People Assigned

1. Administrators, Custodial Staff

Start Date - End Date

-

Funding Source	Description	Cost
SIP	Privacy Guard	$1,200.00

Actions

Window Coverings

Tasks

All classrooms and offices will be equipped with window coverings to effectively conceal window openings during lockdown.

Measures

1. All classrooms will be equipped with window coverings.

People Assigned

1. Administrators

Start Date - End Date

-

Funding Source	Description	Cost
SIP	B.A.R.K. Lockdown Magnets	$1,209.60
SIP	Pull Down Roller Shades	$1,000.00

CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds (listed under 'Other') may be allocated to the school in accordance with district policy.

State Funding Sources	Amount
Art & Music Instruction	$3,024.00
Career Readiness	$1,000.00
Character Education	$1,512.00
EIA	$0.00
GATE	$2,295.00
Remediation	$12,096.00
School Safety	$2,804.00
SIP	$27,216.00

SCHOOL SITE COUNCIL MEMBERS

Name	Represents	Contact Info	Reviewed Plan Date
Cori Hoverter	Teacher	coverter@sjcoe.net	11/8/2016
Christina Orsi	Principal	corsi@sjcoe.net	11/8/2016
Edie Gardner	Parent	jettgardner@yahoo.com	11/8/2016
Denise Holmes	Teacher	dholmes@sjcoe.net	11/8/2016
Perla Gomez Ibanez	Parent/ELAC	agomez@talyorfams.com	11/8/2016
Lorena Mendoza	Parent	lmendoza@sjcoe.net	11/8/2016
Rahila Amani	Classified	ramani@sjcoe.net	11/8/2016

ASSURANCES

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

	Approval Date
Assurances	
The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.	11/8/2016
The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.	11/8/2016
The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.	11/8/2016
This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.	11/8/2016
The school site council sought and considered all recommendations from the following groups or committees before adopting this plan:	
Certificated and Classified Staff	11/7/2016
School Site Council	11/8/2016
Approval	
The school plan was adopted by the council on:	11/8/2016
Public Notice Due Date:	11/10/2016
District Governing Board Review Due Date:	11/15/2016
School Site Plan Approved:	11/15/2016
Attested by School Principal:	11/8/2016
Attested by School Site Council Chairperson:	11/8/2016

Attested:

Christina Orsi		
Typed Name of School Principal	Signature of School Principal	Date
Edie Gardner		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

ASSURANCES

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

	Approval Date
Assurances	
The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.	11/8/2016
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School Site Plan Approved:	11/15/2016
Attested by School Principal:	11/8/2016
Attested by School Site Council Chairperson:	11/8/2016

Attested:

Christina Orsi		11/8/16
Typed Name of School Principal	Signature of School Principal	Date
Edie Gardner	Edie Gardner	11-8-16
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

Anthony C. Traina Elementary

4256 Windsong Drive

Tracy, CA 95377

Plan Period: 8/8/2016 - 5/26/2017

Contact:
David Olson
Principal
209 839-2379
daolson@sjcoe.net

EXECUTIVE SUMMARY

About This School

An Executive Summary of the school containing the Mission Statement, summary of school site demographics and unique characteristics as well as highlights of the school site's unique academic characteristics and accomplishments.

Areas of Analysis

This section provides a summary of key indicators of student achievement including an analysis of student performance data, instructional programs, curriculum, and staff development.

- **Analyze Student Performance**
- **Analyze Educational Practices**
- **Analyze Instructional Programs**

Education Improvement Goals

School goals are based upon an analysis and synthesis of verifiable state data, local measures of student achievement, and the effectiveness of current instructional programs, curriculum, and staff development.

- **English Language Arts**
  - **Increase School Wide English Language Arts Proficiency**
- **Mathematics**
  - **Increase School Wide Math Proficiency**
- **English Language Development**
  - **Support English Language Acquisition in all grades**
- **Academic Enrichment**
  - **Provide Academic Enrichment Experiences and Opportunities**
- **School Safety and Culture**
  - **School Safety**
  - **School Climate**
- **Character Education**
  - **Character Development**

Plan Budget

Committees

Approvals and Assurances

ABOUT THIS SCHOOL

School History

Anthony C. Traina Elementary School is the newest of four schools comprising the Jefferson School District located in Tracy, California. It bears the name of the now deceased, long time Tracy resident and Jefferson School District Trustee; Anthony C. Traina, a man that has championed the cause of education in this District for several years. Construction on Phase I of Traina School began in mid 2004, in response to the influx of residents moving into the master planned subdivision, Edgewood, in southern Tracy.

At that time staff, parents and students were surveyed to decide the school spirit colors and mascot. Since many of Traina School students and staff were transferred from the other three schools in the district, one color was selected representing each of the other three school sites as one of the two choices for spirit colors. The results of the survey determined that Traina students would be called “The Traina Tigers” and would show their school spirit by wearing the colors purple (Monticello), yellow (Jefferson), and gray (Hawkins).

The school opened in August 2004 as a K-8 neighborhood walking school, serving approximately 289 students in grades K-3. The campus consisted of 14 portable classrooms, 1 administration portable, 1 cafeteria portable, and 1 restroom portable.

Phase II completion of the permanent campus suffered setbacks due to poor weather conditions, trade union disputes, etc. In August 2005 to prepare for the transition into the permanent site, Traina 4th-6th grade students were identified and taught by Traina teachers in self contained classrooms at the Monticello and Jefferson campuses. A Vice Principal was hired in the 05/06 school year to help meet the academic and discipline needs of a growing Traina School community both on and off campus. The move into the permanent site did not begin until the last week of May 2006. The new campus opened the following August serving students in Kindergarten through seventh grades.

The facility consists of 32 classrooms, a library, cafeteria, computer lab and administration offices. The portables from Phase I are available as enrollment fluctuates from year to year. The Physical Education department is housed in the Phase 1

In the late Spring of 2016, construction was completed in the new Traina Gym. This new facility offers a large indoor space for athletics and school or community gatherings. It also has an attached music room which doubles as a large stage.

At Present

Traina School is a special place to educate children. All of our staff members, certificated as well as classified, truly care and want what is best for each and every child. Several parent community members are active participants in our Parent Teacher Association and as classroom volunteers supporting the exceptional education our children receive. Traina School continues to maintain its academic excellence through a well-balanced curriculum. Our dedicated staff continues to seek out creative and innovative techniques to deliver the curriculum that is taught each day in the classroom. Traina School is an extraordinary place to learn and work. The values of our community play a significant role in all that we do. These values are encapsulated in our Tiger Truths which are:
Trustworthy
Inclusive
Grateful
Empathetic
Respectful
Thoughtful

Responsible
Unselfish
Truthful
Honorable
Self Control

The Anthony Traina School Site Council is comprised of members that represent the stakeholders of the school community as a whole which includes families, the administration, teachers, school support personnel and our future leaders. The Council's Mission is as follows:

- To facilitate, implement and make significant funding decisions affecting the quality of curriculum,instruction and programs offered at Traina Elementary School

- To enhance staff objectives and continually improve the school's ability to deliver a quality education to each student

- To strive to create a learning atmosphere that nurtures a life long love of learning and a sense of pride in exemplary character in every Traina student

AREAS OF ANALYSIS

Analyze Student Performance

Student Performance

Conclusions from Student Performance Data Analysis

The data being analyzed for the development of this plan are from the 2015 and 2016 administration of the California Assessment of Student Progress and Performance (CAASPP). 2015 was the first time that the CAASPP was administered and established a base line for growth measurement.
The goal set for the school for the 2016 CAASPP in English Language Arts was for a 5% increase in the total percentage of students scoring "Met Standard" or "Exceeded Standard." In English Language Arts the total percent of students who Met or Exceeded the standard was 52%. This represents a 4% increase over the 2015 administration of the test and indicates that as a school we narrowly missed our goal of 5%.
Thirty-nine percent of the students at Traina either Met or Exceeded the mathematics standard. Forty percent Nearly Met the standard and 21% Did Not Meet the standard. The 39% of students who Met or Exceeded indicate a 4% increase in the overall proficiency of students at our school. The target of 5% growth was missed by 1%.
The Department of Education tracks what they refer to as the subgroups within a school's population. The term "subgroup" is defined as "at least 50 students who make up 15 percent or more of the school's population with valid test scores, or at least 100 students with valid test scores. The subgroups at Anthony Traina Elementary are: Hispanic, Asian, White, Socioeconomically Disadvantaged (SED), and English Learners

These students are represented in our population as follows:
36% Hispanic
26% Asian
23% White
30% Socioeconomically Disadvantaged
21% English Learners

The percentage of students in our subgroups that scored Met Standard or Exceeded Standard is as follows:

Hispanic
ELA – Increased to 48% from 44% (4% increase)
Math – Increased to 34% from 30% (4% increase)
Asian
ELA – Increased to 56% from 44% (12% increase)
Math Increased to 48% from 39% (9% Increase)
White
ELA – Increased to 59% from 56% (3% increase)
Math – Increased to 44% from 40% (4% increase)
SED:
ELA – Increased to 47% from 38% (9% increase)
Math - Increased to 30% from 24% (7% Increase)

English Learners
ELA – Increased to 42% from 35%. (7% increase)
Math – Remained at 29% (no gain or loss)

That data indicate increases in achievement for nearly all of our significant subgroups, but still shows an achievement gap for our English Learners, and Hispanic students in both ELA and Math.

The California English Language Development Test (CELDT) is administered every year to students who are designated as English Learners. These are students who's primary language upon entering school is any language other than English. Each year, students are assessed on their levels in the following categories: Listening, Speaking, Reading, Writing, and Comprehension. In each of these categories, students are classified depending on their current ability in the category as being: Beginning, Early Intermediate, Intermediate, Early Advanced, or Advanced. The program for English Learners is assessed by the percentage of designated English Learner students in the school that make progress in these categories and classifications from Beginning toward Advanced. The targets set by the Department of Education are referred to as Annual Measurable Achievement Objectives (AMAOs).

AMAO 1 is the objective relating to the percentage among all English Learners of those who make progress within the classifications. The target set for Traina in 2015-16 was 62%. We exceeded that target by achieving a "Percent met" rate of 84%.

AMAO 2 refers to the progress of students in cohorts within our English Learner population. There are two cohorts: those who have been in school for less than 5 years, and those who have been in school for more than 5 years.
Our AMAO 2 target for students who have been in school for less than 5 years was 25.5%. The percentage of students in this cohort at Traina who met AMAO 2 was 54%
Our AMAO 2 target for students who have been in school for more than 5 years was 52.8%. The percentage of students in this cohort at Traina who met AMAO 2 was 94%.

CELDT data indicates increasing progress for our English Learner students. In the Fall of 2015, 14 students were Reclassified as Fluent English Proficient. In the Fall of 2016, 38 students were Reclassified as Fluent English Proficient.

CAASPP ELA and Math

10/28/2016 View Reports

Menu

‹ Back to Search
Print Test Results | Get Research Files

Test Results for:

Anthony C. Traina Elementary School

CDS Code: 39-68544-0105718

Jefferson Elementary District

San Joaquin County

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year: 2016

Select Group/Subgroup: All Students (Default)

Apply Selections

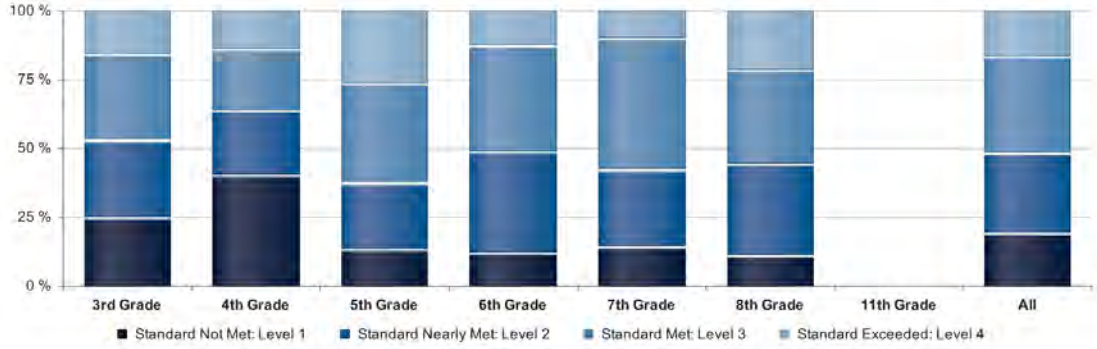
To learn more about the results displayed below, please visit Understanding Smarter Balanced Assessment Results.

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on Internet test results where 10 or fewer students had valid test scores.

Smarter Balanced Results (2016)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



English Language Arts/Literacy Achievement Level Descriptors

All Students (accessible data)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	91	87	96	96	94	99	N/A	563

http://caaspp.cde.ca.gov/sb2016/ViewReport?ps=true&IstTestYear=2016&IstTestType=B&IstGroup=1&IstCounty=39&IstDistrict=68544-000&IstSchool=0105718# 1/4

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Tested	87	86	94	95	90	97	N/A	549
# of Students With Scores	87	86	94	95	90	97	N/A	549
Mean Scale Score	**2417.9**	**2442.8**	**2532.9**	**2533.0**	**2557.3**	**2585.0**	**N/A**	**N/A**
Standard Exceeded: Level 4	16 %	14 %	27 %	13 %	10 %	22 %	N/A	17 %
Standard Met: Level 3	31 %	22 %	36 %	39 %	48 %	34 %	N/A	35 %
Standard Nearly Met: Level 2	28 %	23 %	24 %	37 %	28 %	33 %	N/A	29 %
Standard Not Met: Level 1	25 %	41 %	13 %	12 %	14 %	11 %	N/A	19 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	18 %	17 %	30 %	14 %	24 %	31 %	N/A	23 %
Near Standard	54 %	47 %	49 %	69 %	49 %	51 %	N/A	53 %
Below Standard	28 %	36 %	21 %	17 %	27 %	19 %	N/A	24 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	17 %	16 %	31 %	19 %	31 %	34 %	N/A	25 %
Near Standard	53 %	47 %	56 %	66 %	54 %	48 %	N/A	54 %
Below Standard	30 %	37 %	13 %	15 %	14 %	18 %	N/A	21 %

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	15 %	10 %	28 %	19 %	16 %	23 %	N/A	19 %
Near Standard	69 %	73 %	65 %	73 %	71 %	69 %	N/A	70 %
Below Standard	16 %	16 %	7 %	8 %	13 %	8 %	N/A	11 %

RESEARCH/INQUIRY: How well can students find and present information about a topic?

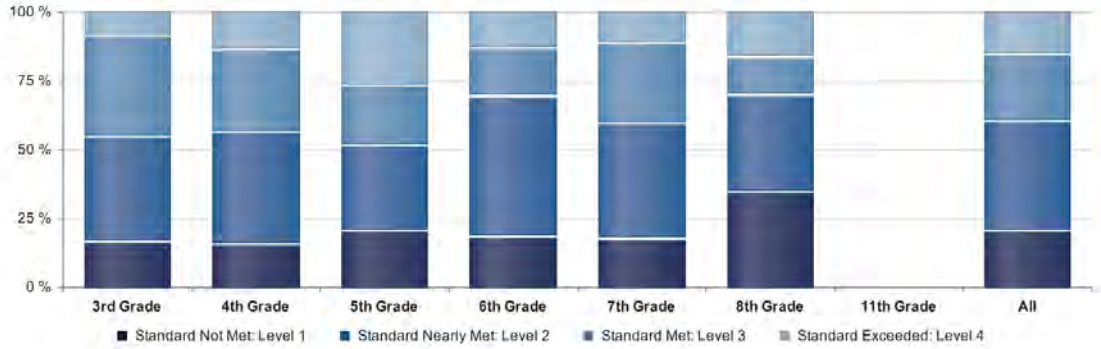
Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	16 %	13 %	35 %	21 %	23 %	32 %	N/A	24 %

Near Standard	62 %	59 %	59 %	64 %	62 %	49 %	N/A	59 %
Below Standard	22 %	28 %	6 %	15 %	14 %	19 %	N/A	17 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

All Students (accessible data)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	91	87	96	96	94	99	N/A	563
# of Students Tested	87	86	94	95	90	97	N/A	549
# of Students With Scores	87	86	94	95	90	97	N/A	549
Mean Scale Score	**2430.5**	**2472.5**	**2521.4**	**2522.4**	**2543.6**	**2556.6**	**N/A**	**N/A**
Standard Exceeded: Level 4	8 %	13 %	27 %	13 %	11 %	16 %	N/A	15 %
Standard Met: Level 3	37 %	30 %	21 %	17 %	29 %	13 %	N/A	24 %
Standard Nearly Met: Level 2	38 %	41 %	31 %	52 %	42 %	35 %	N/A	40 %
Standard Not Met: Level 1	17 %	16 %	21 %	19 %	18 %	35 %	N/A	21 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All

Above Standard	23 %	24 %	33 %	18 %	26 %	21 %	N/A	24 %
Near Standard	52 %	42 %	34 %	51 %	40 %	38 %	N/A	43 %
Below Standard	25 %	34 %	33 %	32 %	34 %	41 %	N/A	33 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	23 %	9 %	26 %	13 %	12 %	14 %	N/A	16 %
Near Standard	46 %	59 %	46 %	48 %	64 %	63 %	N/A	54 %
Below Standard	31 %	31 %	29 %	39 %	23 %	23 %	N/A	29 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	18 %	21 %	22 %	14 %	19 %	21 %	N/A	19 %
Near Standard	62 %	53 %	56 %	65 %	66 %	56 %	N/A	60 %
Below Standard	20 %	26 %	21 %	21 %	16 %	24 %	N/A	21 %

Mathematics Area Achievement Level Descriptors

CELDT AMAO

Based on the 2016 criteria set by the California Department of Education (CDE), the tables below summarize the AMAO 1 and AMAO 2 results for: Anthony Traina Elementary School

AMAO 1 - Percentage of English Learners Making Annual Progress in Learning English	
# of 2015-16 Annual CELDT Takers	156
# with Required Prior CELDT Scores	152
% with Required Prior CELDT Scores	97%
# in Cohort Meeting Annual Growth Target	128
% Meeting AMAO 1 at District / Site	84%
MET 2016 TARGET FOR AMAO 1 (Target=62.0%)	Yes

AMAO 2 - Percentage of ELs Attaining the English Proficient Level on the CELDT			
Less than 5 Years Cohort		5 Years or More Cohort	
# of 2015-16 English Learners in Cohort	102	# of 2015-16 English Learners in Cohort	72
# in Cohort Attaining the English Proficient Level	55	# in Cohort Attaining the English Proficient Level	68
% in Cohort Attaining the English Proficient Level	54%	% in Cohort Attaining the English Proficient Level	94%
MET 2016 TARGET FOR AMAO 2 (Target=25.5%)	Yes	MET 2016 TARGET FOR AMAO 2 (Target=52.8%)	Yes

Title III of the No Child Left Behind Act (NCLB) Act provides funding to help English Learners (ELs) and immigrant students. Districts receiving funds must meet 3 Annual Measurable Achievement Objectives (AMAOs) each year. AMAO 1 requires EL students to show progress in attaining English proficiency, as measured by the California English Language Development Test (CELDT). AMAO 2 requires EL students to demonstrate Proficiency on the CELDT. AMAO 3 requires the EL subgroup to meet Adequate Yearly Progress (AYP) objectives at the District level: participation and proficiency in both ELA and Mathematics on the CAHSEE (grade 10) or STAR (all other grade levels). See the "CELDT and AYP: AMAOs and Title III Accountability" lesson for specifics on how AMAOs are calculated.

Analyze Educational Practices

Educational Practices

Alignment of curriculum, instruction and materials to content and performance standards

Traina Elementary utilizes State adopted curriculum that is aligned to the California State Content Standards in Kindergarten through 8th grades. State Frameworks, Content Standards and research-based curriculum are continually referenced and reviewed as a means of guiding instruction. Ongoing formative, summative and criterion-referenced assessments identify student progress and individual student needs. Classroom instruction is differentiated to meet the needs of all students.
In the 2015-2016 school year, the school days were adjusted to allow for early release on every Monday to provide collaboration of teacher teams. These teams are dedicated to improving academic results through developing formative assessments which provide data that can be used to adjust and improve instruction.

Availability of standards-based instructional materials appropriate to all student groups

In compliance with the Williams Act, all Traina Elementary students have equal access to standards-aligned instructional materials, safe and decent school facilities and highly qualified teachers. The Jefferson School District has adopted the following curricula for Kindergarten through 8th grades:
History/Social Sciences:
K-5 History-Social Science for California (Scott Foresman)
6 Ancient Civilizations (Holt, Rinehart & Winston)
7 Medieval To Early Modern Times, (Holt, Rinehart & Winston)
8 US History (Holt, Rinehart & Winston)

Science:
K-5 California Sciences, (Scott Foresman)
6 California Earth Science, (Scott Foresman)
7 Focus on Life Science, (Glenco)
8 Focus on Physical Science, (Glenco)

Mathematics:
K-8 GoMath, (Houghton Mifflin)

Reading/Language Arts
K-5 Houghton Mifflin Medallions Reading Series, (Houghton Mifflin)
6-8 Holt Literature & Language Arts, (Holt Rinehart & Winston May)
K-8 Step-Up-to-Writing (Cambium Learning, Sopris West)
In addition to these texts, this is an adoption year, and the District is piloting materials in order to make a decision on new ELA curriculum.

Visual & Performing Arts/Music:
K-4 Spotlight On Music, (Macmillan/McGraw Hill)

Alignment of staff development to standards, assessed student performance and professional needs

Traina's teaching staff consists of 36 classroom teachers, one resource teacher, one special day teacher, one shared school psychologist, one part-time general music teacher, one full time band/general music teacher and 2.5 physical education teachers. Traina also has the following personnel on staff: a principal, a vice-principal, school secretary, one full and one part-time office clerk, two part-time intervention specialists, two part-time EL instructional aides, two part time SDC instructional aides, three part time Resource instructional aides, one speech therapist, three custodians, one full time and three part-time cafeteria workers, six part-time campus aides, and two part-time librarians. Additional district supported personnel include: one full-time instructional coach, one part-time school therapist and one part-time school counselor.

A variety of staff development activities address professional needs. In the summer of 2016, the Traina Instructional Leadership Team (TILT) attended a Professional Learning Communities institute from Solution Tree. This institute provided inspiring and dynamic professional development which gave the members of the TILT tools, ideas and motivation to share with their grade-level and subject teams as the school community continues to grow into a more effective and vibrant Professional Learning Community. The TILT is preparing specifically targeted professional learning activities to present to the staff on Mondays during the "Site Collaboration" time.
A District Buy Back Day at the beginning of the school year provided teachers with professional development on technology and the integration of technology and Google Apps for Education into the classroom, developing and using formative assessments and other classes which the teachers were able to elect to attend based on interest and need.
The majority of the teachers at Traina have been trained in the use of Guided Language Acquisition Design (GLAD). This year, the district has begun the process of training the teachers at the other sites. In addition to those teachers, some of the new staff at Traina were trained in order to continue the plan of having a completely GLAD-trained staff. There are plans in the next school year to train those who were not able to be trained this school year.
New teachers participate in the Beginning Teacher Support and Assessment (BTSA) program for two years.
Teachers very frequently pursue professional development opportunities outside of those provided by the school and district.

Services provided by the regular program to enable under-performing students to meet standard

• Classroom teachers use a wide variety of strategies and materials to provide differentiated instruction to all sub-groups in all subject areas. Multiple modality teaching strategies are utilized in an effort to reach all learning styles.
• Technology is incorporated whenever possible as it is a preferred mode of learning for many. Anthony Traina School currently has a fully functioning computer lab housing 33 computers.
• There is a one to one Chromebook to student ratio in grades 2 – 8.
• The results of on-going progress monitoring tools (DIBELS) to place and tailor learning programs for all students. These assessments also allow the teaching staff to monitor progress and if necessary, begin the process of referring students for additional services.
• Participation in the Accelerated Reader and STAR Reader Program is highly emphasized. Students receive award certificates, books, public recognition, medals and earned reading celebration flex time. These programs are proven effective in increasing reading fluency.
• There are many award and incentive programs which motivate our students academically.
• Daily "Words of Wisdom" are presented to develop student character. Additionally, Tiger Truths are emphasized and students receive rewards for exemplifying the spirit of these truths.
• Students have access to a district provided counselor and therapist through Valley Community Counseling Services.
• Traina shares a school psychologist with another site.
• A full time speech pathologist provides services to those students who are identified as needing Speech Services
• There is a school Gifted And Talented Education (GATE) program for those students who qualify.
• READ 180 is a remedial reading program which is designed to accelerate the acquisition of reading skills for those in grades 6 through 8 who have fallen behind.

Services provided by categorical funds to enable under-performing students to meet standards

The following categorical funded positions and programs help under-performing students to meet standards (ESEA)
• A robust after school intervention program which is being instituted in phases. This program utilizes certificated staff (Teachers), classified staff (Intervention Specialists and EL Aides), Advanced Placement High School Students and the 7th and 8th grade Leadership Students. The program is offered three days a week for up to 2 hours after school, and provides targeted intervention in academics for students who are identified as needing extra support. Students are identified by multiple indicators including: Grade Point Average, test data, individual class grades, teacher recommendation, parent recommendation, and student request.
• Professional development in the latest and best practices for improving student achievement is sought, identified and funded using these funds.
• Supplementary instructional materials for use in interventions, both during the school day and after school, are funded using these materials.
• Professional Development materials for Certificated and Classified staff are funded using these materials.

Use of the state and local assessments to modify instruction and improve student achievement

Students in the third through eighth grades are assessed annually by the Smarter Balance Assessment Consortium. Students scoring “Standard Not Met” or “Standard Nearly Met” in ELA and/or math are identified for the purpose of targeted assistance programs. Students in this sub-group receive intervention services (ELA, math, and if applicable EL) by way of RTI and/or small group pull-out and differentiated instruction in the classroom. Additionally, teachers use classroom tests and quizzes as well as formative assessments developed by grade level teams to identify student needs and respond to them. DIBELS will be used to identify and progress monitor student performance. EL students are assessed annually on the CELDT. Special education students are evaluated annually and tri-annually based upon legal guidelines and progress made on I.E.P. goals. Fifth and Seventh grades participate in the California Physical Fitness Testing program.

Number and percentage of teachers in academic areas experiencing low student performance

All teachers at Anthony Traina School have “low performing” students in their classrooms.

Family, school, district and community resources available to assist these students

Parent volunteers in classrooms provide one-on-one or small group support for struggling students. Our Parent Teacher Association provides assemblies and activities to enhance our students' educational experiences. Family Literacy Night, Science Night, After School Remediation, Summer Bridge Camp, Math Night, Scholastic Book Fair, Back to School Night, Open House and Science Camp are just a few of the programs and activities Traina students and their families participate in each year.

School, district and community barriers to improvements in student achievement

• Lack of time. There are more students in need of remedial help than can adequately be serviced by the intervention staff in the allotted time.
• Some instructional teams are so small that meaningful collaboration and peer support is nearly impossible.
• The need to more frequently gather and act on student data within grade level and subject matter teams.
• Many EL students have difficulty receiving academic support at home due to language challenges.

Limitations of the current program to enable under performing student to meet standards

Currently, budget reductions at the state level have required that we monitor our spending closely and while no programs have been eliminated and class size reduction has been maintained with modifications we are still mindful of funding availability . Staffing additional programs to remediate underperforming students is a challenge as well. The availability of space on the Traina campus is an additional challenge when considering adding programs.
The current adoptions of Houghton/Mifflin and Holt ELA both lack a comprehensive writing component.

Analyze Instructional Programs

Instructional Programs

Conclusions from Analysis of Instructional Programs

A well balanced program is paramount to student academic success. Understanding the importance of empowering students with the confidence to express themselves through positive outlets is a priority. The teachers use a variety of visual and performing arts activities to encourage and promote self confidence among students. All First through Fourth grade students receive general music from a music teacher once a week. All Fifth through Eighth grade students are eligible to participate in group and whole band instruction.

Annual participation by grades K-3 in the Artists in Residence Program encourages students to explore both traditional and new art mediums including dance or visual arts. Teachers utilize poetry, short plays, individual and group reports, as well as various hands-on activities to enhance all curriculum areas. Students prepare for and participate in the Winter Program and various other class activities where both visual and performing arts are the focus. Parents/guardians and the public are invited to attend these events which afford students the opportunity to perform for an audience. As students progress through each grade level, they learn to use materials, methods, and techniques from both visual and performing arts. An art cart is provided stocked with materials and supplies for use by all teachers.

The Traina Elementary Physical Education program is based on the state-adopted framework and standards. The Physical Education program develops each student's physical fitness and wellness, as well as the knowledge, skills, and values that encourage lifetime awareness of personal fitness and good health.

Students are taught to recognize the relationship that exists between wellness, good nutrition, proper hygiene, lifestyle and physical fitness. Core teachers integrate health education across disciplines, such as Science and Language Arts. Classroom teachers at the Kindergarten through third-grade level provide the PE program for their students. All 5th and 7th grade students participate in the California Physical Fitness Tests yearly and the California Healthy Kids Survey as mandated.

After school sports are available to students in 5th through 8th grades. Depending upon the season, Traina students have the opportunity to participate in volleyball, soccer and basketball.

SCHOOL GOALS FOR IMPROVING STUDENT ACHIEVEMENT

English Language Arts

Increase School Wide English Language Arts Proficiency

By June 2016, the percentage of students in all significant subgroups at Anthony Traina who either meet or exceed standards as measured by the CAASPP will increase by 5%.

Mathematics

Increase School Wide Math Proficiency

By June 2016, the percentage of students in all significant subgroups at Anthony Traina who either meet or exceed standards as measured by the CAASPP will increase by 5%.

English Language Development

Support English Language Acquisition in all grades

By June 2016, All English Learners will increase in attainment of English language by a minimum of one proficiency level each year to ensure reclassification within five years as measured by the California English Language Development Test.

Academic Enrichment

Provide Academic Enrichment Experiences and Opportunities

The Educational Program at Traina will provide opportunities for students to participate in activities which compliment the academic program through experiences which may expose students to art, music, nature, business, or other human or cultural activities which the staff determine may be of value to the overall development of our students.

School Safety and Culture

School Safety

School Climate

Character Education

Character Development

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

English Language Arts

Goal: Increase School Wide English Language Arts Proficiency

ISSUE STATEMENT

An analysis of data from multiple sources indicate that not all students at Anthony Traina Elementary School are meeting or exceeding their grade level Common Core State Standards as indicated on the California Assessment of Student Performance and Progress (also known as the Smarter Balanced Assessment Consortium). In order to ensure that all of our students have the skills they need to be successful it is imperative that we focus on improving learning in English Language Arts.

GOAL OBJECTIVE

By June 2016, the percentage of students in all significant subgroups at Anthony Traina who either meet or exceed standards as measured by the CAASPP will increase by 5%.

STUDENT GROUPS PARTICIPATING IN THIS GOAL

All students in all subgroups 3rd through 8th grade will participate in improving CASPP scores in ELA.

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

White
Current: 59%
2016 Target: 64%

Hispanic
Current: 48%
2016 Target: 53%

Asian
Current: 56%
2016 Target 61%

English Learners
Current: 42%
2016 Target: 47%

Socioeconomically disadvantaged
Current: 47%
2016 Target: 52%

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

Progress toward this goal will be monitored by data collected from classroom work and assessments as well as District Benchmark test results. Grade level and content area teams will meet in collaborative groups to respond to data using the Professional Learning Community cycle of inquiry. The teacher teams will collaboratively make instructional decisions based on the data to ensure that the goal will be met.

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

2016 CAASPP results
Formative and Summative classroom test data.
District Benchmark data

Strategies

Increase School Wide English Language Arts Proficiency

Utilize intervention specialists, resource specialists as well as the site instructional coach to meet the needs of low performing students. Differentiate Instruction within the classroom using Project GLAD strategies as well as instructional norms to meet individual student needs. Progress monitor all students using DIBELS and SRI assessment components to ensure all students are learning and placed correctly in the ELA intervention program. Implement a robust after school intervention program to target the needs of specific students in ELA and Mathematics.

Actions

Interventions

Tasks

- Continue to implement writing strategies and Instructional Norms TK-8.
- Continue to support Accelerated Reader.
- Continue to support development of the whole child which includes the arts.
- Continue to support home/school communication via planners, communication folders, web sites, Google Classroom, and AERIES.
- Continue to support Kindergarten Bridge Camp activities, community outreach and curriculum purchases.
- Continue to support targeted after school intervention programs.
- Purchase literature books, leveled readers and other support materials to enhance the ELA program.
- Continue to support academically relevant field trips.
- Continue to purchase supplementary books and magazines.
- As appropriate professional development opportunities and materials, instructional materials, intervention programs and supplies are identified, they will be funded to the best extent possible.

Measures

SBAC scores
DIBELS/SRI
SRA benchmark scores
Grades
Teacher input
Reading Lions-progress monitoring
ELA benchmarks

People Assigned

Principal
Vice Principal
Teachers
Intervention Specialists
Instructional Coach

Start Date - End Date

8/1/2016 - 5/26/2017

Funding Source	Description	Cost
SIP	Meeting and Professional Development supplies	$1,000.00
Title I	Extra hours for certificated staff to provide intervention after school	$7,000.00
Title I	Salary and Benefits for one part time Intervention Specialists.	$6,000.00
Title I	Additional Books and Materials for ELD students	$500.00
Title I	Salary and Benefits for ELD Intervention Paraprofessional	$2,033.00

Mathematics

Goal: Increase School Wide Math Proficiency

ISSUE STATEMENT

An analysis of data from multiple sources indicate that not all students at Anthony Traina Elementary School are meeting or exceeding their grade level Common Core State Standards as indicated on the California Assessment of Student Performance and Progress (also known as the Smarter Balanced Assessment Consortium) in Math. In order to ensure that all of our students have the skills they need to be successful it is imperative that we focus on improving learning in Mathematics.

GOAL OBJECTIVE

By June 2016, the percentage of students in all significant subgroups at Anthony Traina who either meet or exceed standards as measured by the CAASPP will increase by 5%.

STUDENT GROUPS PARTICIPATING IN THIS GOAL

All students in all subgroups 3rd through 8th grade.

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

White
Current: 44%
2016 Target: 49%

Hispanic
Current: 34%
2016 Target: 39%

Asian
Current: 48%
2016 Target 53%

English Learners
Current: 29%
2016 Target: 34%

Socioeconomically disadvantaged
Current: 31%
2016 Target: 36%

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

Progress toward this goal will be monitored by data collected from classroom work and assessments as well as District Benchmark test results. Grade level and content area teams will meet in collaborative groups to respond to data using the Professional Learning Community cycle of inquiry. The teacher teams will collaboratively make instructional decisions based on the data to ensure that the goal will be met.

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

2016 CAASPP results
Formative and Summative classroom test data.
District Benchmark data

Strategies

Math Intervention

Hire staff or allocate additional hours for staff to provide an after school Math intervention program.
Grade level teams will work collaboratively with administration to address student needs in mathematics. These teams will develop after school intervention programs which will target students in need of help with focused re-teaching of concepts which they have either struggled with in class, or have not mastered in previous years.

Actions

Intervention

Tasks

- Provide after school math intervention.
- Identify and Purchase supplemental math intervention materials.
- As needs for training, instructional materials, and supplies are identified, they will be funded to the best extent possible.

Measures

Math CAASPP scores
Classroom and district assessment data
Teacher input

People Assigned

Teachers
Administrators
Paraprofessionals
Instructional Coach
High School Student Volunteers
Student Volunteers

Start Date - End Date

8/9/2016 - 5/26/2017

Funding Source	Description	Cost
Title I	Additional Materials for Math Instruction	$5,000.00
Title I	Additional Hours for certificated and classified Staff for after school intervention	$20,528.00

English Language Development

Goal: Support English Language Acquisition in all grades

ISSUE STATEMENT

*Some expenses related to this goal may be listed under the English Language Arts Goal.
All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in Reading/Language Arts.

GOAL OBJECTIVE

By June 2016, All English Learners will increase in attainment of English language by a minimum of one proficiency level each year to ensure reclassification within five years as measured by the California English Language Development Test.

STUDENT GROUPS PARTICIPATING IN THIS GOAL

All students Kindergarten through 8th grade designated at CELDT levels 1, 2, and 3.

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

CELDT score growth

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

CELDT score
DIBELS assessment scores
Reading Lions scores
Improved classroom grades

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

CELDT score comparison

Strategies

Guided Language Acquisition Design

Use CELDT, DIBELS, and Reading Lions data and teacher/EL specialist to group students for EL instruction, monitor growth, and provide extended learning opportunities. The Jefferson School District has decided to train all district teachers in GLAD Strategies. As such, the expense of the continued training of our teachers is not accounted for in this plan.
We are currently in Year 5 of our Project GLAD six year plan:

Year 4: 2015-2016

School Wide
GLAD strategies
Integrated into staff development
Classroom instruction
New staff trained

Grade Level
Grades 6-8 receive GLAD training- 2 day & 4 day
Implement
Focus/motivation
Input
Grades 3-5 Guided Oral Practice
Grades K-2 fully implementing GLAD

Year 5: 2016-2017
School Wide
Grades K-2 fully implement GLAD
Time provided during Data Teams to collaborate & refresh training
Grades 3-5 fully implement GLAD
Grades 6-8 Guided Oral Practice

Year 6: 2017-2018
School Wide
Full implementation across all grade levels

EL Support and Professional Development

EL Paraprofessionals will be part of our intervention team during the school day and provide pull out support for our EL students as well as serve as a resource for our teachers and students. These paraprofessionals will be provided professional development opportunities and training on best practices to meet the needs of our EL population.

Actions

EL Support

Tasks

Increase EL Aide time to 3.5 hours from 2.75 hours.
Evaluate research proven CDE adopted ELD programs and implement them to fidelity.
As needs for training, instructional materials, and supplies are identified, they will be funded to the best extent possible.

Measures

CELDT
DIEBLS
Reading Lions
Classroom assessments
SBAC

People Assigned

EL Specialist
Principal
Vice-Principal
Teachers
Instructional Coach

Start Date - End Date

8/9/2016 - 5/26/2017

Funding Source	Description	Cost
Title I	Purchase additional reading books for low readers	$500.00
Title I	EL Aide time	$2,500.00
Title I	Purchase additional technology, software and supplies for use in intervention	$2,500.00

Academic Enrichment

Goal: Provide Academic Enrichment Experiences and Opportunities

ISSUE STATEMENT

The Jefferson School District and Anthony Traina School hold as a core value the education of the entire child. It is imperative that the focus on academic achievement not cause the educational program to exclude those aspects of an education that reflect the creative, expressive and social needs of the student.

GOAL OBJECTIVE

The Educational Program at Traina will provide opportunities for students to participate in activities which compliment the academic program through experiences which may expose students to art, music, nature, business, or other human or cultural activities which the staff determine may be of value to the overall development of our students.

STUDENT GROUPS PARTICIPATING IN THIS GOAL

All Students at Traina

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

Though no specific performance gains may be realized, research shows that students who have a rich experience outside of academia generally excel academically.

Strategies

Field Trips and Educational Experiences

The staff will seek out experiences which directly compliment the academic standards at their grade level.

Actions

Field Trips and Experiences

Tasks

- Research and determine field trips and other experiences which will compliment the academic curriculum.
- Provide experiences for our students which will prepare them for college and/or a career after high school graduation.

Measures

Teachers will review the goals and standards for their content and grade level. They will make work with administration to make determinations of what opportunities are available which will enhance their curriculum and broaden the experiences of their students.

People Assigned

Teachers
Administrators

Start Date - End Date

8/1/2016 - 5/26/2017

Funding Source	Description	Cost
Art Instruction - Services	Resident Artists Dance and Art Instruction for K-3	$2,856.00
Art Instruction - Staff	Substitutes for Teacher Release for Arts PD	$200.00
Art Instruction - Staff	Contracted Choir Teacher	$1,300.00
Career Readiness	College or Business Tour Fieldtrips	$1,000.00
SIP	Star Lab Substitutes and Fees	$500.00
SIP	Walk Through History Events	$2,700.00
SIP	Contract with Art Instructor for additional Art instruction	$2,000.00
SIP	Additional staff time to provide enrichment opportunities outside the school day	$2,000.00
SIP	Supplmentary art instruction and supplies	$2,000.00

Gifted And Talented Education

The needs of the highest achieving students require that the school provide enriching experiences and opportunities that go above and beyond what is provided by the general curriculum. As such, the GATE teacher will research and select activities for those qualifying students to engage in.

Actions

GATE

Tasks

- Identify GATE students
- Investigate enrichment opportunities
- Offer after school classes or field trips which are oriented to the advanced student

Measures

People Assigned

Teachers
Administrators

Start Date - End Date

8/9/2016 - 5/26/2017

Funding Source	Description	Cost
Gate	GATE Field Trips	$938.00
Gate	Provide After School GATE Instruction and materials	$1,000.00

School Safety and Culture

Goal: School Safety

Strategies

School Safety

It is necessary to provide a safe learning environment for our students and staff. In order to do so, it is necessary to provide training for staff and keep emergency supplies available and stocked.

Actions

School Safety

Tasks

- Train Staff in CPR and First Aid
- Maintain First Aid Kits and Emergency Supplies in each wing/class and the Office.

Measures

People Assigned

Office Staff

Start Date - End Date

Funding Source	Description	Cost
School Safety	First Aid/CPR Training	$500.00
School Safety	First Aid and EmergencySupplies	$1,970.00

Goal: School Climate

Strategies

Behavior Interventions

A necessary component in providing a climate conducive to instruction and learning is a classroom atmosphere which lends itself to the pursuit of study. One facet of creating a school climate which fosters this atmosphere is to have in place behavior interventions which support and reinforce the rules which govern the classroom and the school. It is also important to provide incentives and recognition for students who excel in both academics and citizenship.

Actions

Behavior Intervention

Tasks

- Collaborate with staff to plan an acceptable progressive discipline model
- Provide appropriate consequences for poor behavior.
- Instruct students on appropriate choices for their behavior

Measures

Student Discipline Data in AERIES

People Assigned

Office Staff
Teachers
Administrators

Start Date - End Date

Funding Source	Description	Cost
SIP	Hourly pay for staff to provide behavior interventions.	$1,000.00

Awards and Incentives

Tasks

Purchase appropriate awards and incentives for students who perform exceptionally in academics and/or citizenship.
Purchase items to stock the Positive Behavior Intervention Supports "stores".

Measures

Student Grade Reports will be used to determine academic awards.
Attendance data will be used to verify attendance awards.
Discipline data as well as staff observation will be used to determine the effectiveness of PBIS strategies.

People Assigned

Teachers
Administrators
Office Staff

Start Date - End Date

8/9/2016 - 5/26/2016

Funding Source	Description	Cost
SIP	Awards and Incentives and PBIS Store supplies	$3,000.00

Character Education

Goal: Character Development

Actions

Character Assemblies and Programs

Tasks

Words of Wisdom, through Project Wisdom will be presented to all students in the daily announcements.
Teen Truth Live will present their program (anti bullying and teen culture) to the 7th and 8th grades.
Power of One (anti bullying) will present their program to TK through 6th grades.

Measures

People Assigned

Administration

Start Date - End Date

8/1/2016 - 5/26/2017

Funding Source	Description	Cost
Character Education	Power of One Assembly and Presentation	$885.00
Character Education	Teen Truth Live	$418.00
Character Education	Project Wisdom	$287.00
SIP	Teen Truth Live	$774.00

CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds (listed under 'Other') may be allocated to the school in accordance with district policy.

Federal Funding Sources	Amount
Title I	$46,561.00
District Funding Sources	**Amount**
Art Instruction - Services	$3,180.00
Art Instruction - Staff	$1,500.00
Career Readiness	$1,000.00
Character Education	$1,590.00
Gate	$1,938.00
Remediation	$12,720.00
School Safety	$2,880.00
SIP	$28,620.00

SCHOOL SITE COUNCIL MEMBERS

Name	Represents	Contact Info	Reviewed Plan Date
Allen Riddle	Parent	(925) 980-2732	11/2/2016
David Olson	Principal	(209) 839-2379	11/2/2016
Alma Morley	Classified	(209) 607-7069	11/2/2016
Carlie Hartley	Parent	(510) 303-2294	11/2/2016
Karen McMahon	Teacher	(209) 839-2379	11/2/2016
Erica Contreras	Parent	(209) 830-0725	11/2/2016
Katrina Balsano	Teacher	(209) 839-2379	11/2/2016
Rachel Gmeiner	Parent	(909) 292-3394	11/2/2016
Kirsten Bowles	Teacher	(209) 839-2379	11/2/2016
Madeline Arroyo	Parent	(209) 222-8477	11/2/2016

ASSURANCES

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

	Approval Date
Assurances	
The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.	9/1/2016
The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.	9/1/2016
The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.	10/5/2016
This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.	11/2/2016
The school site council sought and considered all recommendations from the following groups or committees before adopting this plan:	
ELAC	11/2/2016

Approval

The school plan was adopted by the council on:

Public Notice Due Date:

District Governing Board Review Due Date:

School Site Plan Approved:

Attested by School Principal:

Attested by School Site Council Chairperson:

Attested:

David Olson		
Typed Name of School Principal	Signature of School Principal	Date

Carlie Hartley		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date