Jefferson School

7500 W. Linne Rd

Tracy, CA 95304

Plan Period: 7/1/2017 - 6/30/2018

Contact:
Alyssa Wooten
Principal
209 835-3053
awooten@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 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 Mission is to take collective responsibility to empower all students to reach their fullest academic, physical, and social potential. 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. Our school programs also include a multi-tiered system of support (MTSS), DARE program for our 5th grade students, science camp for our 6th grade students, Artist in Residence, STEAM based electives, etc. This coming school year, we will focus on year two implementation of Positive Behavior Intervention Support (PBIS) in conjunction with restorative practices. These efforts will directly correlate to an increase of student engagement and decrease in disciplinary action.

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. Recently, Jefferson School's ASB has joined forces and created a partnership with Tracy High Bulldog Project. The mission of the Bulldog Project is to promote anonymous reporting of bullying, revitalize school spirit, and teach others about social issues. With this partnership, we will all work collaboratively and in conjunction with Tracy Crime Stoppers. Our goals include

raising awareness and providing students with resources and support to deal with emotional and social issues.

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.

The Jefferson School staff is working on the implementation of the PLC process. We have finalized our school Mission, and will finalize our Vision and Collective Commitments during the 2017-2018 school year. Furthermore, we are focusing on individualized intervention and a tiered intervention program (MTSS). Through research, we are questioning grading strategies, implementing common formative assessments, reviewing data for re-teaching opportunities and working together to reach our mission. Our goal is to meet student needs on a by student, by standard basis; meaning we will intervene for each child and for each essential standard they need to reach. Interventions for EL, special population and GATE students will be differentiated in the classroom as well as with outside support. Our efforts are not only to intervene academically. We strive to meet behavioral needs as well. Discipline is based on restorative practices and students have multiple opportunities and paths to learn from behaviors. Our on-site therapist provides students and families support for mental health needs, trauma, etc. Our PLC implementation and behavior processes are reviewed throughout the school year by small committees made of Jefferson staff and parents.

Currently our school is composed of approximately 430 students, with demographics as follows: 40.0% Hispanic or Latino, 35.1% White, 10.8% Asian,4.5% Filipino, 3.3% African American, 0.9% Pacific Islander, and 5.4% Two or More Races.

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), in the Spring of 2017. In the Spring of 2018, all students will be administered the CAASPP and 5th and 8th grade students will be taking the California Science Test (CAST). The CAST is aligned with the California Next Generation Science Standards (NGSS). Jefferson School continues to work on finding strategies to identify and provide interventions for English Learners and Socioeconomically Disadvantaged students.
- 18.81% decrease in 5th grade ELA
- 6% decrease in 5th grade Math
- 6th grade Math shows an increase trend with over 13% gains over three years
- 9% increase in 6th grade ELA with a core class above 73% of students meeting mastery.
- 10.94% increase in 7th grade ELA
- 12.20% increase in 7th grade Math
- 6.86% decrease in 8th grade ELA
- 11.39% decrease in 8th grade Math

Conclusions from Parent, Teacher and Student Input

The School Site Council (SSC) reviews 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 2017 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.

Suggestions/Actions to address conclusions from Student Performance Data Analysis
- Teachers will utilize interim CAASSP assessments throughout the year
- Provide support for 8th grade students in mathematics
- Utilize consistent high performing classrooms as model classrooms
- Plan vertically in ELA, Math and Science to ensure essential standards are being addressed at the appropriate level.
- Implement NGSS to prepare for upcoming CAST.

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. In addition to Chromebooks in the classroom, students can use Chromebooks before, during and after school in the office and library. 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 and 2017 a group of Jefferson teachers attended the Professional Learning Community conference in San Jose. Several of these teachers are part of the Jefferson School Site Leadership Team and lead content area meetings on minimum days. Their goals are to create formative assessments, essential standards, use research to make decisions, and use the data to plan for intervention and enrichment programs. 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 part time 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.

Therapist: The district contracts with Valley Community Counseling for two days per week of counseling services. The therapist works on a referral basis and consults with staff who have identified students with emotional needs that can interfere with learning in the classroom. The therapist contacts families and provides information about resources and services available outside of the school district. Students meet with the therapist individually or in small groups for a limited number of sessions. The therapist 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

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 lesson. ALEKS and IXL.com are used to intervene in the basic areas of need (such as number sense and basic mathematic computation).

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. Currently our staff is working on a schedule to allow for tier three intervention during the school day. Currently teachers are working with small groups during the school day and after school to intervene by-student-by-standard. Ideally we would want to use funding to support a multi-tiered program during the school day and for all students.

Students who are learning English are given primary instruction by the classroom teacher. At Jefferson School, all teachers 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. Furthermore, grade levels have identified essential standards and teachers meet to vertically align standards to be covered in each grade level. The data from these assessments, both formative and summative, allow staff to look at their year long pacing to 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 hosted their first Oral Interpretation Fair and this tradition will continue every year. This is an opportunity for students to express themselves through literature. We also have incorporated several family nights: Science night (which is a joint effort with Monticello School) and movie nights which are held in our gymnasium.

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

We have recently adopted new ELA curriculum which covers the concern of lack of ELD components from the years past. However, the math curriculum lacks materials for EL students as well as entry level assessments by standard to evaluate which specific areas students are lacking foundational knowledge. We utilize supplemental resources to address these areas of need.

Analyze Instructional Programs

Instructional Programs

Conclusions from Analysis of Instructional Programs

English/Language Arts
1. Current ELA adoption, Study Sync, addresses prior concern of lack of ELD support.
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.
5. Teachers have defined essential standards based on CAASPP data and curriculum suggestions. Teams will vertically align essential standards.
6. Teachers have implemented standards based grading across ELA classes.

Math
1. Teachers continue to utilize adopted curriculum and implementing the technology portion of the curriculum.
2. Continue to develop a program (and/or utilize supplemental resources) 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 grouping are created, differentiated instruction occurs, and reteaching of that specific standard takes place until all students have mastered the standard.
4. 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.
5. Teachers have implemented a standards based grading practice and students are aware of which standards they need to continue to master.

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 or jazz band, 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 and then move on to the district spelling bee. This year, 1 student will participate in the county spelling bee at SJCOE.
6. 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.
9. All students are invited and encouraged to attend weekly ASB meetings to provide input and help make decisions for Jefferson School's student body.

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 need to continue behavioral interventions through training and implementation of PBIS (Positive Behavior Intervention Support) and Restorative Practices.

SCHOOL GOALS FOR IMPROVING STUDENT ACHIEVEMENT

1.0 Increased Learning for All Students

Goal: 1.1 Increase Schoolwide ELA Proficiency

Increase by at least 20 points each year the average score, for all subgroups, as reported on the CAASPP in ELA.

Goal: 1.2 Increase Schoolwide Math Proficiency

Increase by at least 20 points each year the average score, for all subgroups, as reported on the CAASPP in Mathematics.

Goal: 1.3 Increase Redesignation Rate of ELs

Jefferson will increase the yearly re-designation rate for English Learners by 5% 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 and to use restorative practices for disciplinary action when appropriate.

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 at least 20 points each year the average score, for 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

Scores and projected scores (according to goal):

2016
5th ELA - 2526 (Met Standard)
6th ELA - 2533 (Met Standard)
7th ELA - 2559 (Met Standard)
8th ELA - 2597 (Met Standard)

2017
5th ELA - 2492 (Nearly Met Standard)
6th ELA - 2550 (Met Standard)
7th ELA - 2579 (Met Standard)
8th ELA - 2588 (Met Standard)

Goals for 2018
5th ELA - 2512 (Met Standard)
6th ELA - 2570 (Met Standard)
7th ELA - 2599 (Met Standard)
8th ELA - 2608 (Met Standard)

Goals for 2019
5th ELA - 2522 (Met Standard)
6th ELA - 2590 (Met Standard)
7th ELA - 2619 (Met Standard)
8th ELA - 2628 (Met Standard)

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 2017/2018 we will specifically discuss essential standards, analyze areas of growth to ensure our target goals are reached.

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

Ongoing progress toward goal objectives will be measured by:
1. Formative Classroom Assessments
2. Summative Classroom Assessments and Checking for Understanding (CFUs)
3. District Benchmark Assessments
4. CAASPP Practice Asssessments
5. 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

7/1/2017 - 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

7/1/2017 - 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 2018, test out new schedule, make changes, and implement for 2018/2019 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

07/01/2017 - 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. GLAD/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

7/1/2017 - 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

7/1/2017 - 6/30/2018

Funding Source	Description	Cost
SIP	GATE Field Trip	$3,000.00

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

7/1/2017 - 6/30/2018

Funding Source	Description	Cost
GATE	Math/Science Olympiad Class Staffing	$1,960.00
GATE	Math/Science Olympiad Resources	$182.00

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

06/30/2017 - 07/01/2018

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

06/30/2017 - 07/01/2018

Funding Source	Description	Cost
SIP	AR Renewal Subscription	$3,650.00

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 at least 20 points each year the average score, for 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

Scores and projected scores (according to goal):

2016
5th Math - 2526 (Nearly Met Standard)
6th Math - 2552 (Met Standard)
7th Math - 2546 (Nearly Met Standard)
8th Math - 2610 (Met Standard)

2017
5th Math - 2511 (Nearly Met Standard)
6th Math - 2564 (Met Standard)
7th Math - 2578 (Met Standard)
8th Math - 2570 (Nearly Met Standard)

Goals for 2018
5th Math - 2531 (Met Standard)
6th Math - 2584 (Met Standard)
7th Math - 2598
8th Math - 2590

Goals for 2019
5th Math - 2551 (Met Standard)
6th Math - 2610 (Exceeded Standard)
7th Math - 2618 (Met Standard)
8th Math - 2610 (Met Standard)

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

06/30/2017 - 07/01/2018

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

06/30/2017 - 07/01/2018

Goal: Goal: 1.3 Increase Redesignation Rate of ELs

ISSUE STATEMENT

As of August 2017 Jefferson School has 59 English learners. As of October 2017 5 students have met requirements for re-designation, as measured by the most recent CELDT test and district requirements of grades and teacher recommendation.

GOAL OBJECTIVE

Jefferson will increase the yearly re-designation rate for English Learners by 5% each year.

STUDENT GROUPS PARTICIPATING IN THIS GOAL

English Learners

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

2017/2018 5/59 8.5%
2018/2019 7/54 13%

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. CAASPP 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

6/30/2017 - 7/1/2018

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

6/30/2017 - 7/1/2018

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%
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%
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%
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%
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%
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%
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

07/01/2017 - 06/30/2018

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

07/01/2017 - 06/30/2018

Funding Source	Description	Cost
Art/Dance/Theater	Artist in Residence	$1,740.00
Art/Dance/Theater	Personnel - Before/After School Performances	$1,500.00
Career Readiness	Elective Materials	$1,000.00
SIP	CAASPP Incentives Field Trip	$4,000.00
SIP	Oral Interpretation Fair Incentives	$250.00
SIP	CAASPP Treats	$2,000.00
SIP	STEAM/Makers Space Materials	$1,110.00

2.0 Safe, Positive, Well-maintained Schools

Goal: Goal: 2.1 Maintain a Safe School Environment

ISSUE STATEMENT

In 2016 - 2017, Jefferson School had 15 suspensions. 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 and to use restorative practices for disciplinary action when appropriate.

GROUPS PARTICIPATING IN THIS GOAL

1. PBIS Committee
2. Staff
3. All students

PERFORMANCE GAINS EXPECTED FOR THESE GROUPS

2017-2018 8 or fewer

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 November 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

7/1/2017 - 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

07/01/2017 - 06/30/2018

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

07/01/2017 - 06/30/2018

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

07/01/2017 - 06/30/2018

Funding Source	Description	Cost
Safety	Lunch Time Intramural Sports Supplies	$250.00

2.1.3.5 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

07/01/2017 - 06/30/2018

Funding Source	Description	Cost
Character Education	CREED Ticket Incentives	$570.00
Character Education	Project Wisdom	$300.00

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 weekly 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

07/01/2017 - 06/30/2018

Funding Source	Description	Cost
Safety	Update Walkie Talkies	$1,200.00
Safety	Rolling Table Racks	$1,030.00
Safety	Lock down window covers	$1,000.00

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
2017-2018 - Increase professional collaboration time 60 minutes per month, including grade level/content area time, vertical planning, STEAM collaboration, Intervention collaboration.

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

07/01/2017 - 06/30/2018

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

07/01/2017 - 06/30/2018

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

07/01/2017 - 06/30/2018

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 and families with education and orientation opportunities.

Actions

4.2.1.1 Classes/Orientations

Tasks

1. Develop 2 classes/orientations per year
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

7/1/2017 - 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	$3,240.00
Career Readiness	$1,000.00
Character Education	$870.00
GATE	$2,142.00
Safety	$3,480.00
SIP	$15,660.00

SCHOOL SITE COUNCIL MEMBERS

Name	Represents	Contact Info	Reviewed Plan Date
Chris Potts	Community Liasion		11/7/2017
Paul Fern	Teachers		11/7/2017
Shawntai Robertson	Parents		11/7/2017
Alyssa Wooten	Administration		11/7/2017
Angela Hewey	Parent/SSC Member		11/7/2017
Bertha Ramon	Classified / SSC Member		11/7/2017
Lauren Beith	Classified		11/7/2017
Andrea Jennings	Teachers		11/7/2017
Sarah McNamara	Parent/SSC Member		11/7/2017

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.	9/15/2017
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.	9/15/2017
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.	11/7/2017
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.	11/7/2017
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:	11/7/2017
Public Notice Due Date:	11/7/2017
District Governing Board Review Due Date:	11/14/2017
School Site Plan Approved:	11/7/2017
Attested by School Principal:	11/7/2017
Attested by School Site Council Chairperson:	11/7/2017

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: 7/1/2017 - 6/30/2018

Contact:
Emily Stroup
Principal
209-833-9300
estroup@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**

School/Home/Community Partnerships and Communication

- **Attendance**

Safe, Positive School Environment

- **Safe School Environment**

Character Education

- **Increase Positive Student Choices**

Plan Budget

Committees

Approvals and Assurances

ABOUT THIS SCHOOL

Monticello Elementary 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 once 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 district's outstanding reputation.

Monticello Elementary opened its doors in January of 1991 with a mid-year transfer of all Kindergarten through third grade students from the original Jefferson campus. In subsequent years, Monticello Elementary has housed students ranging from Kindergarten to fifth grade, with the grade level configurations changing from year to year to meet growth of the district. Monticello Elementary will continue to house students from the nearby neighborhoods and rural areas, currently serving students in grades Transitional Kindergarten through fourth grade.

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

We are fortunate to have a very active and supportive Parent Faculty Club. Their contributions of time, creativity, and fund raising continue to enhance our educational programs and learning opportunities for students.

Monticello Elementary is proud of the many contributions it makes to our local community throughout the year, supporting various non-profit organizations such as Pennies for Patients, Brighter Christmas, Caps for Kids, Jump Rope for Heart (American Heart Association), and our local Animal Shelter.

The goal of Monticello Elementary's School Site Council is to facilitate, implement, and make significant funding decisions with the intent of supporting the provision of high quality, well-balanced learning opportunities. Monticello staff has the goal of increasing individual student learning with the implementation of Common Core strategies, thus promoting the cultivation of critical, collaborative, argumentative, and evident based thinking. Our Response to Intervention (RTI) and Intensive Intervention programs provide additional ELA support, focusing on our English language learner and socio-economically disadvantaged student population, as well as our low performing students.

The current vision of Monticello Elementary is to continually improve our ability to deliver a quality, well-rounded education to each student that is reflective in the implementation of Common Core thinking skills and the CAASPP (California Assessment of Student Performance Progress). The CAASPP assessment has been implemented district wide in grades third through eighth.

The current mission of Monticello Elementary 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." Monticello Elementary's mission statement is:
- To facilitate, implement and make sound funding decisions that affect Monticello Elementary School's quality education program as governed by the school plan.
- To enhance and support student, staff and district objectives.
- To continually improve the school's ability to deliver a quality education to each student with an emphasis on safe school practices, Common Core instruction, and character-education traits.
- To represent our school community, students, school staff, and parents and guardians.

All Monticello Elementary students are given the research based DIBELS (Dynamic Indicators of Basic Early Literacy Skills) assessment at the beginning and end of the school year, with a midyear assessment given to those students exhibiting a particular need. Results of both DIBELS and Daze (a DIBELS comprehension assessment) assist in driving intervention implementation by addressing the individual needs of each student. Monticello Elementary prides itself on creating a safe, positive, and well maintained school environment. Each year, our character education program, Character Counts, focuses on the six pillars of character, emphasizing

the following traits: Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship. Each character trait is showcased during the school year via a variety of learning modalities, such as posters, presentations, classroom activities, and structured lessons. Character Counts complements our district wide program, Project Wisdom. Project Wisdom is a character program presented via daily words of wisdom read aloud each morning in conjunction with the morning announcements.

Monticello Elementary is in the initial stages of implementing a PBIS (Positive Behavior Interventions and Supports) program. PBIS focuses on the utilization of positives behavior reinforcements and restorative justice, as opposed to punitive punishments, as a means of behavior modification and improvement. We are in the process of altering our progressive discipline protocols to match these ideals. Full implementation of PBIS is expected to occur in the spring of 2018.

PLCs (Professional Learning Communities) have been successfully implemented both school and district wide. Our grade level teams collect data and monitor student progress on a continual basis. The teams' decisions and progression center around four essential questions of learning. What do we want students to learn? How will we know if they have learned? What will we do if they didn't learn? What will we do if they already know it?

Our progress indicators consist of:
• CAASPP (California Assessment of Student Performance Progress) - given one time per year.
• Dynamic Indicators of Basic Early Literacy Skills (DIBELS) - a reading fluency test for kindergarten through fourth grade.
• DAZE (DIBELS test for comprehension) – a reading comprehension test for grades first through third.
• General Education Progress Reports
• English Learner Progress Reports
• Trimester report cards

Monticello Elementary places a strong emphasis on the academic achievement of its students. Various programs are offered on our campus to foster the academic success of all students. Programs offered at Monticello include: Rigorous academic curriculum, a strong special education program, after school academic support classes (as funding allows), ELAC (English Learner Advisory Committee), a growing GATE (Gifted and Talented Education) program, Science Olympiad, 1:1 technology integration, an Associated Student Body and student council, RTI (Response To Intervention), and Intensive Intervention. Monticello supports a strong English Learner Program, a remediation program with an intervention specialist, a resource classroom, one SDC (Special Day Class), and two county SDC classes. Our students are also exposed to a general education music program, as well as a physical education program taught by a credentialed physical education teacher beginning in the fourth grade.

Literacy is an important goal at Monticello Elementary. With the recent adoption of the McGraw-Hill Wonders curriculum, Monticello Elementary students are receiving a more rigorous and comprehensive ELA curriculum than ever before. Monticello staff implement numerous engagement strategies on a continual basis, consistent amongst classrooms and across grade levels. Certificated staff focus on the use of common formative assessments, the calibration of assignments, and grading alignment.

During the 2014-2015 school year, the Jefferson School District adopted Houghton Mifflin Harcourt Go Math! curriculum. Go Math! is taught in grades kindergarten through eighth, district wide. The Go Math! Curriculum utilizes engaging and interactive lesson design, offered in a variety of mediums, encouraging students to think critically about their results and understand the rationale behind the Math concepts being taught. Go Math! employs numerous interactive technology components, differentiates for each grade level. To better support the technology components associated with Go Math!, Monticello Elementary's School Site Council purchased mini i-pads in 2015 for each classroom teacher, our intervention specialist, and our English Learner instructional aide.

The provision of a balanced curriculum is of the utmost importance to the Monticello Elementary staff. Physical Education is taught at all grade levels for an average of 200 minutes every two weeks. Music appreciation is taught to transitional kindergarten through fourth grade students. Additional visual and performing art classes are taught at all grade levels, providing students with a wide variety of learning opportunities. Students are encouraged to hone their listening and speaking skills within each subject matter. A great emphasis is placed on the use of critical, collaborative, and evidence based thinking skills on a daily basis within the classroom setting. The expectation is that every child is provided the opportunity to succeed at a high level.

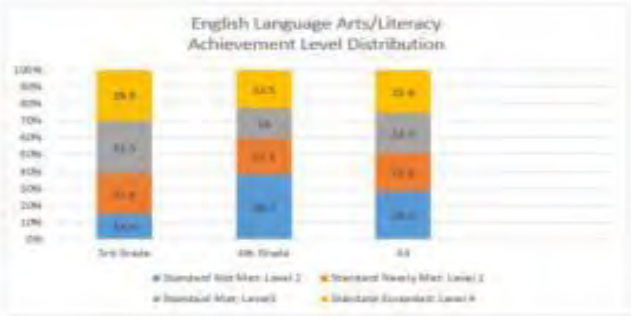
AREAS OF ANALYSIS

Analyze Student Performance

Student Performance

Conclusions from Student Performance Data Analysis

Monticello Elementary students in third and fourth grade take the CAASPP (California Assessment of Student Performance Progress) each spring. With the provision of Chromebooks at a one to one ratio, students receive ample practice taking digital assessments throughout the school year. All CAASPP assessments are completed utilizing the provided Chromebooks. Both the Wonders ELA and Go Math! curriculum offer digital assessment components, thus CAASPP preparation begins in Kindergarten with technology exposure.



Conclusions from Parent, Teacher and Student Input

The Monticello Elementary School Site Council (SSC) will review all of the CAASPP data. The Monticello Elementary community (Families, staff, and students) will use the results from the CAASPP assessment as a tool to intervene and ensure all students learn the essential standards. We will continue to support our student population through the use of technology, Decisions made within grade level Professional Learning Communities (PLC), and through the implementation of behavioral and academic interventions.

Analyze Educational Practices

Educational Practices

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

The Monticello Elementary instructional process is designed to ensure that all students show progress and develop the skills necessary to become contributing members of society. A collaborative partnership among staff, students, parents/guardians, and our community assist in each student's educational success. PLC (Professional Learning Communities) assists with the provision of a cohesive curriculum throughout each grade level classroom.

ENGLISH/LANGUAGE ARTS

McGraw-Hill Wonders is utilized in kindergarten through fourth grade. This district adopted series provides universal access to all students. Student progress is measured via summative and theme based skills assessments, formative assessments, classroom assignments, and DIBELS fluency results.

Monticello Elementary has implemented a RTI program (Response to Intervention) that occurs four to five days a week (depending on grade level) in 45 minute sessions to assist all students in meeting, as well as exceeding the essential ELA standards. During these sessions, students are grouped by ability. RTI services are provided via push-in services, by our site intervention specialist, our English Learner instructional aide, classroom instructional aides, and our credentialed classroom teachers. Student groups are fluid and flexible, reviewed on a regular basis and based upon the progress of each individual student. In addition to push-in RTI services, students demonstrating exceptional need receive pull-out Intensive Intervention services. Intensive Intervention occurs four to five times a week in 45 minute sessions in a small group setting. Every effort is made to keep grade level groups at a size of four to six students to one intervention aide. Intensive Intervention focuses on the recouping of skills necessary to fully access grade level ELA curriculum.

Students receiving special education services 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 on specific goals that have been created to meet the individual learning needs of each student. Monticello Elementary uses a combined pull-out and push-in Response to Intervention (RTI) and English Lerner intervention model. Students identified as at-risk receive services four to five times per week.

MATH

The district adopted Go Math! curriculum is utilized in kindergarten through fourth grade at Monticello Elementary. This program, aligned with the Common Core Standards, assists in achieving success through teacher differentiated instruction and technology integration. Supplemental Math materials might include Daily Math Review and/or various online videos. After school Math intervention will occur, as funding allows.

HISTORY/SOCIAL SCIENCES

The History/Social Science curriculum utilized at Monticello Elementary is Scott Foresman. This program is aligned with state standards and addresses social skills in grades kindergarten through third grade. Students study social skills as they pertain to school, neighborhood, community, and region. The program exposes students to exploratory activities related to geography, economics, and local history. Fourth grade students study California state history. Within this Social Sciences program, current events are addressed, as well as cultural activities and character traits. Monticello recognizes patriotic days, reflects on Project Wisdom's Words of Wisdom quotes, participates in multi-cultural activities, organizes community service projects, and celebrates our diverse student population. Each year, our fourth grade students participate in Walk Through California; an interactive on-site field trip that takes our students through California's rich history. Our third grade students participate in a simulation of Pioneer life, culminating with a field trip to a one room school house dating back to the 1800s.

SCIENCE

Monticello Elementary utilizes the Scott Foresman Science curriculum. Students are encouraged to participate in a hands-on learning approach. Monticello Elementary utilizes the Great Valley Museum to supplement lessons in physical,

earth, and life Sciences. There are on-sight field trips in the area of Science. The strategic implementation of NGSS (Next Generation Science Standards) continues, with numerous teachers exploring and utilizing various lessons within their classrooms. Monticello Elementary staff is receiving mini NGSS development sessions at various site staff meetings throughout the 2017-2018 school year. The plan is to fully implement NGSS in the 2018-2019 school year.

TECHNOLOGY

Monticello Elementary continues to integrate technology throughout all curriculum areas. Students in first through fourth grade have one to one Chromebook access within the classroom, while Transitional Kindergarten and Kindergarten classroom are provided with ten Chromebooks a piece. There is currently a computer lab available to all students, as well. All classrooms are equipped with document cameras, as well as projectors. Certificated staff members are provided with a personal lap top computer.

FINE ARTS

In 2007 the district hired a certificated music teacher to provide music instruction one day per week to all students Transitional Kindergarten through fourth grade at Monticello Elementary. Students participate in many activities, including a school wide sing along, a winter program presentation and various musicals throughout the school year. An Artist in Residence program has been a part of our school curriculum for over twenty years. This program is wildly popular with staff and students alike. The Artist in Residence program occurs, as funding allows, in the areas art and/or dance.

PHYSICAL EDUCATION

Fourth grade students are provided a comprehensive physical education program, taught by 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, providing students with a minimum of 200 minutes of instruction every ten school days. Student goals also include fitness concepts that align with state testing which begins in the fifth grade.

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

All students at Monticello Elementary have the opportunity of equal access to all instructional materials appropriate to student groups. Our student population includes a 19% (approximately 78 students) English Learner population for the 2017-2018 school year. We utilize each and every funding source available, ensuring that our students are provided an optimal learning environment. All students are given equal access to curriculum taught at their grade level. Teachers utilize thematic skills based tests, chapter assessments, and curriculum provided benchmark assessments to monitor student progress.

Board Policy guides the text selection process in the district. 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- 2017 (McGraw-Hill Wonders)
Mathematics- 2014 (Houghton Mifflin Harcourt Go Math!)
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:
Site Instructional Leadership Team
District Instructional Leadership Team
PBIS (Positive Behavior Intervention Support) Team
Engagement Strategies Implementation
Great Valley Writing Project
Professional Development Opportunities
Minimum Day Mondays - Site and District Level PLC meetings
Site Staff Meetings - Professional Development Component

Professional Learning Community training - July 2017
Illuminate Training (on-going)
Teacher Mission Statements
Development of School Mission and Vision statements
Grade Level and Cross Grade Level Meetings
Next Generation Science Standards, implemented in 2018-2019
Common Core State Standards - Full Implementation
GLAD Training- Third and fourth grade training (Winter of 2017), Transitional Kindergarten - second grade 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. Students receiving additional after school intervention are serviced by a credentialed teacher. Our transportation department has been very supportive of our after school programs, working with the site to provide busing home after intervention sessions. Teachers consistently differentiate with their students to ensure educational success.

GATE (Gifted and Talented Education Program) - Children in third and fourth grade are tested in the fall and spring of each school year using the OLSAT testing tool. In addition, a portfolio process is used in second through fourth grade, to assist with the identification of GATE students. To be considered for GATE, students must meet the criteria outlined in the district's comprehensive GATE plan. GATE program opportunities vary at Monticello Elementary, dependent on the number of identified students. The program currently includes daily differentiated instruction in the classroom setting, along with clustered students, at their respective grade level, in a designated classroom. As funding allows, additional resources are offered, such as field trips and after school enrichment programs. Teachers consistently differentiate with their students to ensure educational success.

Monticello Elementary provides services to our special education population in a variety of ways. We currently have one resource teacher, providing both push-in and pull-out services in accordance with IEP specifications. She is assisted by one instructional aide. In addition, Monticello Elementary houses a Mild/Moderate Special Day Class (SDC), providing services for the district's kindergarten and first grade students. Students within our SDC program participate in general education mainstreaming activities with their peers, as permitted/identified per their IEP.

Monticello Elementary has one full time Speech and Language pathologist on site. Services are provided to student in Transitional Kindergarten through fourth grade per their IEP specifications. Additional speech services are provided, via an RTI (Response to Intervention) model, to those students identified through the SST (Student Succes Team) process as needing additional general education supports. In addition, Monticello Elementary currently houses an on-site pre-school speech program, serving a portion of our district's special education students not yet enrolled in compulsory education. At the beginning of the 2017-2018 school year, an additional County Special Education classroom was added to the Monticello Elementary campus. There are now two classrooms serving students in Kindergarten through fourth grade. Students are mainstreamed with their grade level peers as appropriate. School based counseling services are provided at Monticello Elementary two days per week for 6.0 hours each day, supporting students with special issues that may deter them from being successful within the school setting.

Monticello Elementary has one bilingual instructional paraprofessional who assists our EL (English Learner) student population for 5.75 hours per day. Our students requiring EL services are identified via the Home Language Survey information provided upon a student's initial enrollment in school. Students are assessed in English through oral, written, and reading skills using the CELDT (California English Language Development Test). Those students identified as limited in their English language development receive additional English language instruction, as well as instruction in the core curriculum, within a regular classroom setting from the classroom teacher. The classroom teacher is supported by the English Learner Instructional aide.

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

Learning intervention opportunities at Monticello Elementary have been implemented after school, as funding allows. Students receiving additional after school intervention are serviced a credentialed teacher. Our transportation department has been very supportive of our after school programs, working with the site to provide busing home after intervention sessions. Student interventions currently being utilized are standard and research-based. These interventions are tailored to address the identified areas of need for each student.

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

Teachers monitor student growth utilizing both formative and summative assessments. Such assessments are collaborated upon throughout the PLC (Professional Learning Communities) process within each grade level.

During the 2016-2017 school year, Monticello Elementary grade level teams implemented the 'three wishes' process. This is a way by which grade levels identify three areas of non-negotiables, i.e. student "must knows", for continuation into the next grade level. This assists with the vertical planning process between grade levels.

Throughout the school year, students are assessed utilizing a variety of assessment tools, including but not limited to: DIBELS, DAZE, McGraw-Hill Wonders, and Houghton Mifflin Harcourt Go Math!. All assessments align with Common Core Standards. The California Assessment of Student Performance and Progress (CAASPP) is given each year in the spring to students in third and fourth grade.

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

All teachers have equitable access to students meeting the criteria of low-performing students in association with their respective classroom and grade level.

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

Monticello Elementary maintains open and assessable communication amongst school staff, teachers and parents/guardians. The communication system, Aeries LOOP, is utilized to disseminate information en masse via phone message, text message, and email. Our school maintains an open door policy, allowing parents/guardians to visit and/or volunteer on our site on an as-needed basis. Our school holds annual parent/guardian-teacher conferences, and produces a weekly staff/school newsletters sent via Aeries LOOP and posted online. Staff members communicate by phone, text, and email on a consistent basis with the parents/guardians of their respective students.

Classroom teachers invite community members to speak in their classrooms, presenting various materials such as career related information and various available community programs and activities.

Throughout the school year, Monticello sponsors fundraisers in support of various charities to raise awareness within our school community. Examples of such charities include: Food Drives, Brighter Christmas, and Pennies for Patients.

Monticello Elementary participates in an annual Jump Rope for Heart fundraiser, supporting the American Heart Association whilst promoting student outdoor activity and exercise.

The Monticello Elementary community assists with and participates in a variety of activities throughout the school year. Those activities may include: The Winter Program, Jump Rope for Heart, Holiday Gift Shop, Book Fair, classroom plays, Monticello/Jefferson Carnival, Spring Sing, PFA (Parent Faculty Association) Movie Nights, and our Parent Volunteer Program.

School, district and community barriers to improvements in student achievement

Transportation is the primary barrier for our Monticello Elementary students. Should students in Kindergarten through third grade receive after school interventions or participate in an after school program, they have the option of riding the 3:00pm bus home with the fourth grade students. Our fourth grade students do not currently have transportation allowing for their participation in any after-school programs if they do not have other means of transportation home.

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

Previous curriculum lacked a comprehensive ELD component in ELA. With the adoption of the McGraw-Hill Wonders curriculum this year, we hope to see improvement in its ability to address the needs of students at all CELDT levels.

Analyze Instructional Programs

Instructional Programs

Conclusions from Analysis of Instructional Programs

English/Language Arts

1. Teacher are implementing newly adopted ELA curriculum - McGraw-Hill Wonders
2. Teachers are meeting on a weekly basis within their PLC groups to address best practices, create formative Assessments, collect and analyze data, and address teaching practices to ensure all students are learning at high levels.
3. English Learners continue to make great progress on the CELTD test as a result of both the provision of daily interventions from the EL Instructional Aide, as well as daily RTI (Response to Intervention) and Intensive Intervention as needed.

Math

1. Teachers are in the third year of GoMath! implementation. They continue to work on the utilization of the technology components of the curriculum.
2. An after school math intervention program is offered for students performing below grade level. (As funding allows)

Extended Learning Opportunities

1. Students are enrolled in reading intervention during school hours based on assessment of need.
2. Science Olympiad – Third and fourth grade students will participate in the SJCOE Science Olympiad this year. This Enrichment program involves parents, teachers and science coaches.
3. Spelling Bee: Fourth grade students participate in a school spelling bee, with winners moving to the district spelling bee.
4. Students in Kindergarten through fourth grade will be given the opportunity to compete in an oral interpretation fair. Students will be scored based on their ability to memorize and interpret a piece of literature in front of an audience.

Areas of Need

1. The school needs to continue to evaluate the current reading intervention program being used in order to ensure that all students are receiving services that best suit their needs.
2. The school will continue to evaluate and improve upon behavioral interventions through the implementation of our PBIS (Positive Behavior Interventions Support) program.

SCHOOL GOALS FOR IMPROVING STUDENT ACHIEVEMENT

Increased Learning for All Students

Increase Schoolwide ELA Proficiency

Increase the overall scale score by 15 points each year, as reported on the CAASPP in ELA.

Students in Kindergarten through second grade will demonstrate an increase of 10% or more (cumulative) in fluency and comprehension scores as measured in DIBELS Next and DIBELS Daze.

Increase Schoolwide Math Proficiency

Increase the overall scale score by 15 points each year, as reported by the CAASPP in Math.

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, Parent Faculty Association and site principal.

Safe, Positive School Environment

Safe School Environment

Monticello Elementary's goal is to lower suspensions of all students, specifically those that have more than one suspension, to less than 10 suspensions for the 2017-2018 school years. This is possible with the provision of school based counseling, positive behavior intervention support, and the continual use of restorative justice.

Character Education

Increase Positive Student Choices

Promote positive student behavior within the school community, with all students in all social settings.

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

Increased Learning for All Students

Goal: Increase Schoolwide ELA Proficiency

ISSUE STATEMENT

In analyzing the 2016-2017 CAASPP data, fifty percent of our third and fourth grade students did not score within the Standard Met or Standard Exceeded range. CAASPP data is broken into four areas as defined by scaled score ranges: Standard Exceeded, Standard Met, Standard Nearly Met and Standard Not Met. Monticello Elementary must continue to focus on ELA proficiency at all grade levels in order to meet future goals.

GOAL OBJECTIVE

Increase the overall scale score by 15 points each year, as reported on the CAASPP in ELA.

Students in Kindergarten through second grade will demonstrate an increase of 10% or more (cumulative) in fluency and comprehension scores as measured in DIBELS Next and DIBELS Daze.

STUDENT GROUPS PARTICIPATING IN THIS GOAL

Students in third and fourth grades will participate in this CAASPP goal. All students at Monticello Elementary, including kindergarten through second grade, who will be identified by individual levels using DIBELS, summative, formative assessments, and classroom work.

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

An overall scale score increase of 15 points will be expected for third and fourth grade, as reported by CAASPP data. An overall increase of 10% or more (cumulative) in fluency will be expected in Kindergarten through second grade.

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

Monticello Elementary 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. DIBELS (Dynamic Indicators of Basic Early Literacy Skills) fluency scores, as well as DIBELS Next scores will be recorded and evaluated. CELDT test scores will be used to note progress among our English Learner population. CAASPP test score results are used to note progress and deficits in third and fourth grade.

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

Ongoing progress toward goal objectives will be measured by:
1. Formative and Summative Classroom Assessments
2. DIBELS and DIBELS Next scores
3. CAASPP Practice Assessments
4. CELDT Results

All components of the newly adopted McGraw-Hill Wonders ELA curriculum assist in addressing the needs of our socio-economically disadvantaged students, EL students, GATE students, intervention students and the general education student population of Monticello Elementary.

Strategies

Supporting Student Needs

Monticello Elementary will monitor the implementation of the recently adopted ELA curriculum, McGraw-Hill Wonders. Data will be analyzed at all areas (Administrative, Grade Level, and Teachers) in an effort to improve the quality of instruction and increase overall student achievement.

Actions

Intervention

Tasks

Support the RTI (Response to Intervention) program, classroom teacher, the Intervention Specialist, and EL aide with the implementation and utilization of adopted materials in an effort to assist all students, especially our English Learner and socio-economically disadvantaged population.

Measures

1. DIBELS NEXT and DIBELS DAZE score.
2. Curriculum Assessments
3. CELDT scores
4. Formative and Summative Assessments
5. CAASPP Interim Assessments

People Assigned

1. Principal
2. Grade Level Representatives and Teachers
3. Intervention Specialist
4. English Learner Instructional Aide.

Start Date - End Date

8/1/2017 - 6/30/2018

Funding Source	Description	Cost
GATE	Enrichment Opportunities	$306.00
SIP	Technology - Applications	$2,000.00
SIP	Intervention Program	$1,000.00
Title I	Supplemental Reading Materials	$17,397.00
Title I	After School Intervention Program	$10,000.00

Goal: Increase Schoolwide Math Proficiency

ISSUE STATEMENT

In analyzing the 2016-2017 CAASPP data, approximately thirty nine percent of our third and fourth grade students did not score within the Standard Met or Standard Exceeded range. CAASPP data is broken into four areas as defined by scaled score ranges: Standard Exceeded, Standard Met, Standard Nearly Met and Standard Not Met. Monticello Elementary must continue to focus on Math proficiency at all grade levels in order to meet future goals.

GOAL OBJECTIVE

Increase the overall scale score by 15 points each year, as reported by the CAASPP in Math.

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-economically disadvantaged and English Learner student population. Monticello Elementary will use formative and summative assessments to guide instruction and identify students in need. It is expected that teachers will be teaching differentiated lessons within their classrooms to assist all students in understanding the various essential Math concepts. Common formative and summative assessments will be utilized to identify those students requiring additional supports. An after school intervention program has been proposed, as funding allows.

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

Students will be expected to achieve an increase in scale score by fifteen points, as reported by the CAASPP. Students demonstrating exceptional need will receive assistance from our EL Instructional aide, site intervention aides, resource teacher, instructional aide and classroom teacher to assist in an effort to address student Math deficiencies.

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

Monticello Elementary will utilize several sources of data available to evaluate progress toward these goals. Professional Learning Communities (PLC), collect and share student data and information regarding student progress. These meetings will assist teachers in advancing students into the next level of their Mathematic ability. CELDT test scores will be used to note progress among our English Learner population. CAASPP test score results are used to note progress and deficits in third and fourth grade. Teachers will utilize differentiated instruction within the classroom setting. Measures of evaluating progress will also include CAASPP results in 2016-2017.

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

Ongoing progress toward goal objectives will be measured by:

1. Formative and Summative Classroom Assessments
2. DIBELS and DIBELS Next scores
3. CAASPP Practice Assessments
4. CELDT Results
5. Chapter and Unit Assessments

Strategies

Supporting Student Needs

Monticello Elementary will support the district adopted Mathematics curriculum, Go Math!, taught daily in each classroom. Monticello Elementary will continue to emphasize the nurturing of critical, collaborative, evidentiary and argumentative thinking skills with students, as defined by Common Core strategies. Students will be supported with an after school Math Intervention program, as funding and personnel allows.

Actions

Intervention

Tasks

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

Measures

1. Curriculum Assessments
2. CELDT scores
3. Formative and Summative Assessments
4. CAASPP Interim Assessments

People Assigned

1. Principal
2. Grade Level Representatives and Teachers

Start Date - End Date

7/1/2017 - 6/30/2018

Funding Source	Description	Cost
SIP	Math Support for Intervention	$1,000.00
Title I	Technology Equipment	$5,000.00
Title I	Math Intervention Program - Technology	$5,000.00
Title I	After School Intervention Program	$10,000.00

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 Elementary must increase their daily attendance rate so that quality instruction is able to be received by all students each day. Monticello Elementary'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, Parent Faculty Association and 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 a school wide attendance rate 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 phones the parent/guardian of students who have several tardies (less than 30 minutes), to encourage them to be at school on time. Student attendance notices are sent to the parents of students with excessive absences. Attendance review meetings are held as necessary.

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.
Perfect attendance awards are presented to those students with perfect attendance on a trimester basis.

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

Student Attendance Review Board
Monthly Attendance Reports
Yearly Attendance Reports

Strategies

Student Incentive

Attendance will be monitored by the school attendance clerk and site principal. Students will be honored with individual rewards presented at the trimester awards assemblies. PBIS incentives are given to students in the class with the least number of tardies and absences.

Actions

Collection of Data

Tasks

Student attendance will be monitored on a daily basis, in addition to monthly attendance reports. The SARB (Student Attendance Review Board) process will be implemented as needed. Those student with excellent attendance will be rewarded.

Measures

Student attendance will be monitored on a daily basis, in addition to monthly attendance reports. The SARB (Student Attendance Review Board) process will be implemented as needed. Those student with excellent attendance will be rewarded.

People Assigned

Site Attendance Clerk
Classroom Teacher
Site Principal

Start Date - End Date

7/1/2017 - 6/30/2018

Funding Source	Description	Cost
Character Education	Incentives for students with excellent attendance	$490.00

Safe, Positive School Environment

Goal: Safe School Environment

ISSUE STATEMENT

In 2016-2017, Monticello Elementary had 7 suspensions. In order to meet our established goal, it is imperative that Monticello Elementary provides a positive and effective learning environment. Monticello Elementary must decrease incidents, so that suspension incidents will be below 7 by 2018.

GOAL OBJECTIVE

Monticello Elementary's goal is to lower suspensions of all students, specifically those that have more than one suspension, to less than 10 suspensions for the 2017-2018 school years. This is possible with the provision of school based counseling, positive behavior intervention support, and the continual use of restorative justice.

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. This will be expected as we continue to implement PBIS strategies in conjunction with the character education program already in place. Parents/Guardians are informed, via a phone call, email or note home, each time their child receives any form of disciplinary action.

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

Consistent decrease in bench passes, behavior referrals, and overall suspensions. All behavioral infractions are recorded in Aeries.

DATA NEEDED TO MEASURE ACADEMIC GAINS:

Aeries behavior reports are generated to measure student behavior infractions.

Strategies

Discipline

Monticello Elementary will continue to follow a progressive discipline model, insuring a safe, responsible, and respectful learning environment of all students. Administration will send positive notes home to students and make positive phone calls to families.

Actions

Discipline

Tasks

Parents/guardians will receive information regarding student discipline issues.
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.
Families will also receive notification from staff and administration regarding positive student behavior.

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 in Aeries.
Record all students who have had zero behavioral issues.
Reward students who have been making positive choices.
Student behavior data.

People Assigned

All staff

Start Date - End Date

7/1/2017 - 6/30/2018

Funding Source	Description	Cost
Character Education	Project Wisdom	$350.00
SIP	Incentives for positive student behavior	$2,500.00

Student Behavior Incentive

Tasks

Purchase: PBIS incentive prizes.
Create certificates for students.
Issue "Paws" for good news for students who make great choices daily.

Measures

Number of Jaguar Den tickets given to students
Behavior choices logged in Aeries
Track number bench passes given.
"Paws" for good news log.

People Assigned

Classified staff
Administration
Certificated staff

Start Date - End Date

7/1/2017 - 6/30/2018

Funding Source	Description	Cost
SIP	Student incentives	$1,206.25

Character Education

Goal: Increase Positive Student Choices

ISSUE STATEMENT

Students will continue to participate in our character education program, Character Counts, focusing on the following six character education traits: Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship. We will also focus on our anti-bullying policies 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, with full implementation planned for spring of 2018.

GOAL OBJECTIVE

Promote positive student behavior within the school community, with all students in all social settings.

GROUPS PARTICIPATING IN THIS GOAL

All students and staff will participate 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 the negative behavior of students at school, resulting in students making better choices in all facets of life.

DATA NEEDED TO MEASURE ACADEMIC GAINS:

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 participate in the Character Counts character education program. Students will be recognized for the positive choices they make. Our character education PBIS committee, will continuously work on the development of new and innovative ways to provide character education to our students.

Actions

Program

Tasks

Students will participate in a school wide character education program to assist 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, in classroom and where appropriate throughout campus. PBIS encourages our students to make good choices by being responsible, respectable and safe.

Measures

Decrease in suspensions and disciplinary issues per Aeries data.

People Assigned

All staff
All students

Start Date - End Date

7/1/2017 - 6/30/2018

Funding Source	Description	Cost
Performing Arts	Support Character Education Program	$3,180.00
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.

District Funding Sources	Amount
Character Education	$840.00
GATE	$306.00
Performing Arts	$3,180.00
SIP	$8,706.25
Title I	$47,397.00

SCHOOL SITE COUNCIL MEMBERS

Name	Represents	Contact Info	Reviewed Plan Date
Lindsey Cecilio	Parent Population	209-833-9300	
Morgan Gama	Parent Population	209-833-9300	
Jennifer Pereira	Parent Population	209-833-9300	
Emily Stroup	Staff	209-833-9300	
Teresa Davidson	Staff	209-833-9300	
Scott Huber	Staff	209-833-9300	
Andrea Pedigo	Staff	209-833-9300	
Anna Crivello	Parent Population	209-833-9300	
Patricia Blackwell	Staff	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.

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:

Emily Stroup		
Typed Name of School Principal	Signature of School Principal	Date

Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

Tom Hawkins Elementary School

475 Darlene Lane

Tracy, CA 95377

Plan Period: 11/14/2017 - 11/14/2018

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 to 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.

2.3 Increase parental involvement, especially with subgroup populations.

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

District Mission Statement:
We take collective responsibility for ensuring all students achieve at high levels.

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 2001-2002 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 731 students in grades TK-8, including a special day class for 3rd - 5th grades. 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:
In the 2017-2018 school year, 16.5% 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 – 42%
Hispanic- 33.8%
Asian- 11.7%
African American, not of Hispanic Origin – 4%
Pacific Islander - 0.7%
Filipino – 2.6%
American Indian or Native Alaskan - 0.6%
Two or More Races - 4.1%
Not Reported - 0.6%

Technology:
Technology is a fundamental instructional tool and all staff. One-to-one Chromebook sets are utilized in all 1st-8th grade classrooms. Transitional Kindergarten and Kindergarten classrooms have Chromebooks at a 2:1 ratio. 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. All 5th-8th grade classrooms are equipped with SMART projectors. The school has purchased a mobile set of 20 iPads. 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, basketball, and soccer. The Hawkins community

continues to value music and art instruction. TK-4th 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

Percentage of Students Meeting or Exceeding Standard on CAASPP

English Language Arts-
3rd Grade:
2015: 51%
2016: 58%
2017: 57.14%

4th Grade:
2015: 42%
2016: 57%
2017: 56.97%

5th Grade:
2015: 43%
2016: 43%
2017: 47.67%

6th Grade:
2015: 57%
2016: 50%
2017: 59.31%

7th Grade:
2015: 63%
2016: 62%
2017: 58.89%

8th Grade:
2015: 50%
2016: 48%
2017: 63.33%

Overall:
2015: 51%
2016: 53%
2017: 57.29%

Mathematics-
3rd Grade:
2015: 41%
2016: 76%
2017: 61.43%

4th Grade:
2015: 26%
2016: 50%
2017: 58%

5th Grade:
2015: 28%
2016: 18%
2017: 30.42%

6th Grade:
2015: 44%
2016: 43%
2017: 41.86%

7th Grade:
2015: 39%
2016: 39%
2017: 43.34%

8th Grade:
2015: 39%
2016: 43%
2017: 34.4%

Overall:
2015: 36%
2016: 43%
2017: 44.29%

Average Scale Score by Grade Level (Change from 2016)

English Language Arts:
3rd Grade: 2432.4 (-10.3)
4th Grade: 2473.9 (+3.9)
5th Grade: 2492.4 (+9.4)
6th Grade: 2536.0 (+10.0)
7th Grade: 2566.9 (-3.4)
8th Grade: 2595.4 (+26.9)

Mathematics:
3rd Grade: 2446.6 (-10.8)
4th Grade: 2485.0 (+4.2)
5th Grade: 2489.6 (+24.0)
6th Grade: 2537.9 (+8.3)
7th Grade: 2543.5 (-10.2)
8th Grade: 2549.1 (-15.8)

Specific Conclusions Drawn from Data:
ELA-
*All grade levels except 5th grade fell into the "Met" standards Scale Score Range.

*Grades 4, 6, and 8 made gains in their average scale scores.
*There was a 4.29% improvement overall in English Language Arts. In 2016, 53% of students met or exceeded the standard. In 2017, 57.29% of students met or exceeded the standard.
Math-
*Math achievement is an area of concern.
*Two of six grade levels achieved scale scores in the "Met" standard range.
*There was a 1.29% improvement overall in Mathematics. In 2016, 43% of students met or exceeded the standard. In 2017, 44.29% of students met or exceeded the standard.

Conclusions from Parent, Teacher and Student Input

Parents, staff, and students identified the following obstacles to student achievement:
*Difficulty transferring concepts to application based assessments.
*Need for additional mathematics foundational skills.
*Lack of benchmark assessment aligned to the CAASPP assessment.
*Data analysis of CAASPP data is limited. Teacher PLC teams are unable to analyze by student, by standard to make important instructional decisions.
*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 Wonders by McGraw Hill
6th-8th grade uses Springboard by Collegeboard

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 California 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 Residence program in each classroom. School-wide performances include the Winter Program, Patriotic Spring Concert, and multiple band performances. 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

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(ILT) 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 common formative assessments, district benchmark assessments, Reading Lions Fluency Assessments, DIBELS, CAASPP data, and CELDT scores to identify their learning needs. After benchmark assessments are administered, grade levels meet 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. In addition grade level PLCs meet weekly to review student progress, compare results of common formative assessments and strategizing on interventions to implement to support students. We have 2 Intervention Specialists and one EL Aide that provide this small group and individualized instruction. Several grade levels are working with certificated faculty to provide targeted instruction and intervention to students identified through the assessment process. 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. Free planners are provided to each student in grades 4-8.

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. The 3rd-8th Grade teachers will be GLAD trained over the next two years.

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 – One counselor contracted from Valley Mountain Regional Resources, is at our school three days a week. 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. 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. The PAWS Committee has created an acronym B.A.R.K. which stands for Behavior, Attitude, Responsibility, and Kindness. BARKing certificates are giving to students as an award for demonstrating behavior relating to these characteristics. The committee has also identified 10 character traits to focus on monthly - Cooperation, Creativity, Sportsmanship, Leadership, Perseverance, Excellence, Safety, Trustworthiness, Compassion, and Respect. These traits are emphasized daily through morning announcements, weekly Unity assemblies, character assemblies and classroom activities.

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. 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.

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 embedded curriculum 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. The ELA Wonders curriculum has online assessments and analytical tool designed to help teachers diagnose learning deficits and adjust instruction accordingly.

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, text messages, and emails to keep students and parents informed and focused on success. In addition, we utilize Aeries Loop 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 and text through Aeries Loop 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 counselor is 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 pathologist is on site four days a week, one Resource Specialist is on site full time, and four 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. This year, students raised over $2000 in their Huskeys for Harvey, hurricane relief coin drive.

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. 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.

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

The 2017-18 school year marks the first use of California Standards aligned curriculum. The district has adopted rigorous new curriculum which will certainly be beneficial to the students. A limitation is the lack of training provided for the implementation of this curriculum. Teachers require further training and coaching to effectively gain full implementation and maximize student performance.
Teachers still need to be provided with further training and experience with the 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 School Site Council reviewed a three year comparison of data from the California Assessment of Performance and Progress (CAASPP). Anaylsis of various subgroups was done in order to identify areas of strength and weakness to determine which actions are necessary to improve student outcomes.

Percentage of Students Meeting or Exceeding Standard on CAASPP

English Language Arts-

Overall:
2017: 51.29%

African American: 52.38%
Asian: 64.81%
American Indian: NA
Filipino: 71.43%
Hispanic: 45.67%
White: 64.81%
Two or More Races: 52.38%
Students with Disabilities: 19.51%
English Learners: 26.31%

Mathematics-

Overall:
2017: 44.29%

African American: 42.86%
Asian: 57.41%
American Indian: NA
Filipino: 42.85%
Hispanic: 34.69%
White: 49.07%
Two or More Races: 38.10%
Students with Disabilities: 14.64%
English Learners: 26.31%

It was determined that significant gaps exist between Students with Disabilities and Students with No Identified Disabilities.
There is a significant gap between the performance of English Learners and English Only students. In order to address this gap, a pilot is underway for an online intervention program for English Learner students to help support their continued improvement.

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 2018, 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 a set of Music Posture Chairs to help support correct posture and reduce discomfort so students can focus on instruction.

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

By 2019, 50% of students will meet or exceed standards on the math CAASPP test.

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.

2.3 Increase parental involvement, especially with subgroup populations.

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 2018, 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 and administrators help facilitate PLC meetings.
3. Illuminate utilized to review and analyze data by the teams.

People Assigned

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

Start Date - End Date

-

Funding Source	Description	Cost
SIP	Instructional support for teachers	$2,000.00

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

ISSUE STATEMENT

Currently, the young musicians in the Hawkins Band program sit on metal folding chairs. These chairs are not conducive to proper instruction including a focus of correct posture.

GOAL OBJECTIVE

Hawkins will own a set of Music Posture Chairs to help support correct posture and reduce discomfort so students can focus on instruction.

STUDENT GROUPS PARTICIPATING IN THIS GOAL

All 5th-8th Grade Band and Percussion students will benefit from this goal.

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

Acquisition of music skills and an improvement in correct posture will increase.

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

Students participating in the band program will steadily increase along with the quality and quantity of performances.

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

Ongoing progress towards goal objectives will be measured by:
1. Rates of band participation
2. Performance quality

Actions

Music Posture Chairs

Tasks

Students will be able to utilize music posture chairs during band instruction.

Measures

1. Student posture will improve.
2. Increased comfort will allow for more focused music instruction.

People Assigned

1. Teacher, Administrator

Start Date - End Date

-

Funding Source	Description	Cost
SIP	Wenger Music Posture Chairs	$4,500.00

Actions

Visual and Performing Arts

Tasks

Measures

People Assigned

Start Date - End Date

-

Funding Source	Description	Cost
Art, Dance, Theater	Visual and Performing Arts Program	$4,420.00

Actions

Provide resources for afterschool GATE program.

Tasks

Measures

People Assigned

Start Date - End Date

-

Funding Source	Description	Cost
GATE	After School GATE Classes	$612.00

Ensure students have access to a broad course of study.

Tasks

Students will have access to a real world elective offerings including STEAM, Music Production, and Leadership.

Measures

1. Courses designed to provide students with real world experiences will have adequate funding.
2. Course request packets for real world electives will increase by 10% in the spring of 2018.

People Assigned

1. Administrators, teachers
2. Students, Administrators, teachers

Start Date - End Date

-

Funding Source	Description	Cost
College and Career Readiness	Supplies for real world electives	$1,000.00

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

ISSUE STATEMENT

When analyzing student data for the 2017 CAASPP test, 44.29% of 3rd through 8th grade students are meeting standards in mathematics. The school must strategically focus on improvement on math interventions.

GOAL OBJECTIVE

By 2019, 50% of students will meet or exceed standards on the math CAASPP test.

STUDENT GROUPS PARTICIPATING IN THIS GOAL

Students in grades 3-8 are participating in this goal.

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

All Students who Met/Exceeded Standard:
Current scores: 44.29%
2018/19: 50%

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

School Site Council will evaluate achievement of this goal by analyzing CAASPP data.

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

Ongoing progress towards goal objectives will be measured by:
1. Common Formative Assessment data
2. IAB Data

Actions

Purchase subscriptions to online math intervention software.

Tasks

Improve intervention program focused on the acquisition of math skills.

Measures

1. 3rd-8th Grade students will have access to timely math intervention.
2. Assessments scores

People Assigned

1. Teachers
2. Teachers, Intervention Specialists, Administrators

Start Date - End Date

-

Funding Source	Description	Cost
Remediation	After School Interventions	$11,680.00
SIP	Subscriptions to online math intervention program	$3,448.91

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: 57.29%
2017/18 increase 5% to 62%

Current Math:44.29%
2017/18 increase 5% to 49%

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	Purchasing of Scholastic Magazine Subscription	$5,160.56
SIP	Purchasing of Studies Weekly Journal for Science and Social Studies	$1,391.49

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 50% reduction in total suspendable incidents in grades TK-8. The goal is to have fewer than 20 suspensions by the end of the 2017-2018 school year and fewer than 10 suspension by the end of the 2018-2019 school year.

Actions

School PBIS values will be promoted through a variety of media.

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
Character Education	Project Wisdom	$350.00
Character Education	Character Education Incentives	$1,110.00
SIP	BARK Signage	$1,271.94
SIP	BARKing Passes Character Recognition Certificates	$1,002.10

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

Reduction in student recess discipline

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	Peaceful Playgrounds	$5,000.00

Goal: 2.3 Increase parental involvement, especially with subgroup populations.

Actions

Inclusion events

Tasks

Plan and execute engaging parental outreach events to promote inclusion of subgroup families.

Measures

1. Increase in participation among subgroup families in school committees (ELAC, School Site Council, HPFC).
2. Improved relationships with families in a variety of subgroups.

People Assigned

1. Administrator, ELAC, School Site Council, HPFC

Start Date - End Date

-

Funding Source	Description	Cost
SIP	Family inclusion events	$1,000.00

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

Creation of parking lot signage

Tasks

Signage for parking lot directions will be created and utilized.

Measures

1. Traffic incidents will decrease.
2. Arrival and dismissal times will decrease.

People Assigned

1. Administrators

Start Date - End Date

-

Funding Source	Description	Cost
SIP	Parking lot signs	$1,500.00

Actions

Campus Aide Training

Tasks

The quality of campus aide training will improve and increase in frequency.

Measures

1. There will be fewer conflicts between campus aides and students.
2. Decrease in lunch time conflicts and injuries.

People Assigned

1. Administrators, campus aide staff

Start Date - End Date

-

Funding Source	Description	Cost
School Safety	Bi-monthly campus aide training	$2,690.00

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.

District Funding Sources	Amount
Art, Dance, Theater	$4,420.00
Character Education	$1,460.00
College and Career Readiness	$1,000.00
GATE	$612.00
Remediation	$11,680.00
School Safety	$2,690.00
SIP	$26,275.00

SCHOOL SITE COUNCIL MEMBERS

Name	Represents	Contact Info	Reviewed Plan Date
Christina Orsi	Principal	corsi@sjcoe.net	11/6/2017
Stefani Payne	Parents	stefanipayne@yahoo.com	11/6/2017
Deanna Kitchuck	Certificated Staff	dkitchuck@sjcoe.net	11/6/2017
Matt Smith	Certificated Staff	msmith@sjcoe.net	11/6/2017
Yolanda Caro	Classified Staff	ycaro@sjcoe.net	11/6/2017
Perla Gomez Ibanez	Parent/ELAC/Community	agomez@talyorfams.com	11/6/2017
Teresa Soto	Parents/Community	TRE2@pge.com	11/6/2017
Christine Ward	Parents	cl1227@yahoo.com	11/6/2017

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.	11/6/2017
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.	11/6/2017
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.	11/6/2017
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.	11/6/2017
The school site council sought and considered all recommendations from the following groups or committees before adopting this plan:	
Certificated and Classified Staff	11/6/2017
School Site Council	11/30/2017
Approval	
The school plan was adopted by the council on:	11/30/2017
Public Notice Due Date:	11/8/2017
District Governing Board Review Due Date:	11/14/2017
School Site Plan Approved:	11/14/2017
Attested by School Principal:	11/8/2017
Attested by School Site Council Chairperson:	11/8/2017

Attested:

Christina Orsi		
Typed Name of School Principal	Signature of School Principal	Date
Deanna Kitchuck		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

Tom Hawkins Elementary School

2017-2018 Budget by Expenditure

Total Plan Budget:	$48,137.00
Total Plan Expenditures:	$48,137.00

Funding Source: Art, Dance, Theater **Resource Code: 1081**

Expenditure	Amount	Amount Available	Goal		Action	Amount Remaining	Actual Amount
		$4,420.00				$0.00	--
Visual and Performing Arts Program	$4,420.00		1.2 Provide all students access to enrichment activities that focus on real-world experiences, performing arts, and technology.	Action	Visual and Performing Arts		

Funding Source: Character Education **Resource Code: 1061**

Expenditure	Amount	Amount Available	Goal		Action	Amount Remaining	Actual Amount
		$1,460.00				$0.00	--
Character Education Incentives	$1,110.00		2.1 Provide research based Character Education program based on the PBIS model at Hawkins and celebrate good character.	Action	School PBIS values will be promoted through a variety of media.		
Project Wisdom	$350.00		2.1 Provide research based Character Education program based on the PBIS model at Hawkins and celebrate good character.	Action	School PBIS values will be promoted through a variety of media.		

Funding Source: College and Career Readiness **Resource Code: 1071**

Expenditure	Amount	Amount Available	Goal		Action	Amount Remaining	Actual Amount
		$1,000.00				$0.00	--
Supplies for real world electives	$1,000.00		1.2 Provide all students access to enrichment activities that focus on real-world experiences, performing arts, and technology.	Action	Ensure students have access to a broad course of study.		

Tom Hawkins Elementary School

2017-2018 Budget by Expenditure

Funding Source: GATE **Resource Code: 0714**

Expenditure	Amount	Amount Available	Goal		Action	Amount Remaining	Actual Amount
		$612.00				$0.00	--
After School GATE Classes	$612.00		1.2 Provide all students access to enrichment activities that focus on real-world experiences, performing arts, and technology.	Action	Provide resources for afterschool GATE program.		

Funding Source: Remediation **Resource Code: 1801**

Expenditure	Amount	Amount Available	Goal		Action	Amount Remaining	Actual Amount
		$11,680.00				$0.00	--
After School Interventions	$11,680.00		1.3 Provide differentiated instruction, remediation, and intervention to improve student achievement.	Action	Purchase subscriptions to online math intervention software.		

Funding Source: School Safety **Resource Code: 0405**

Expenditure	Amount	Amount Available	Goal		Action	Amount Remaining	Actual Amount
		$2,690.00				$0.00	--
Bi-monthly campus aide training	$2,690.00		3.1 Provide highly qualified staff, standards aligned curriculum, up to date technology, and modern school facilities that are maintained in good repair.	Action	Campus Aide Training		

Funding Source: SIP **Resource Code: 0395**

Expenditure	Amount	Amount Available	Goal		Action	Amount Remaining	Actual Amount
		$26,275.00				$0.00	--
BARK Signage	$1,271.94		2.1 Provide research based Character Education program based on the PBIS model at Hawkins and celebrate good character.	Action	School PBIS values will be promoted through a variety of media.		
BARKing Passes Character Recognition Certificates	$1,002.10		2.1 Provide research based Character Education program based on the PBIS model at Hawkins and celebrate good character.	Action	School PBIS values will be promoted through a variety of media.		
Subscriptions to online math intervention program	$3,448.91		1.3 Provide differentiated instruction, remediation, and intervention to improve student achievement.	Action	Purchase subscriptions to online math intervention software.		

Instructional support for teachers	$2,000.00	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.	Action	Professional Development for Teachers
Wenger Music Posture Chairs	$4,500.00	1.2 Provide all students access to enrichment activities that focus on real-world experiences, performing arts, and technology.	Action	Music Posture Chairs
Peaceful Playgrounds	$5,000.00	2.2 Implement alternative means of correction prior to suspending or expelling students when appropriate.	Action	Reduction in student recess discipline
Purchasing of Scholastic Magazine Subscription	$5,160.56	1.4 Increase school wide proficiency in ELA and Math.	Action	Promotion of close reading of informational text aligned to California State Standards recommended Lexile levels
Purchasing of Studies Weekly Journal for Science and Social Studies	$1,391.49	1.4 Increase school wide proficiency in ELA and Math.	Action	Promotion of close reading of informational text aligned to California State Standards recommended Lexile levels
Parking lot signs	$1,500.00	3.1 Provide highly qualified staff, standards aligned curriculum, up to date technology, and modern school facilities that are maintained in good repair.	Action	Creation of parking lot signage
Family inclusion events	$1,000.00	2.3 Increase parental involvement, especially with subgroup populations.	Action	Inclusion events

Anthony C. Traina Elementary

4256 Windsong Drive

Tracy, CA 95377

Plan Period: 7/1/2017 - 6/30/2018

Contact:
Ken Silman
Principal
209 839-2379
ksilman@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

Goal 1.1 Provide teachers teams with time to collaborate around data to implement a sustainable curriculum that enables all learners to achieve at high levels. (implement new ELA and Science curriculum, grade level meetings to evaluate CFAs and design re-teach, observe other classrooms).

1.0 Pupil Outcomes

Goal 1.2 Provide students with dynamic instruction and top-notch technology and curriculum

1.0 Pupil Outcomes

Goal 1.3 Increase School Wide Proficiency in Language Arts and Mathematics

2.0 Engagement

Goal 2.1 Provide Academic Enrichment Experiences and Opportunities

3.0 Conditions of Learning

Goal 3.1 School Safety

Goal 3.2 School Climate

3.0 Conditions of Learning

Goal 3.3 Character Development

Plan Budget

Committees

Approvals and Assurances

ABOUT THIS SCHOOL

ABOUT THIS SCHOOL

Traina's mission was developed during the 2016-17 school year through a collaborative process led by the instructional leadership team and is as follows:

The Traina staff takes collective responsibility to guarantee all students learn at high levels.

Traina's vision was developed after the mission was adopted a was agreed to in May of 2017 and is as follows;

In order to achieve our mission, we envision a school in which the staff unite to achieve a common purpose by:
• Using data and assessment to drive instruction
• Working together – interdependently – in collaborative teams focused on student-centered learning
• Seeking out and implementing a variety of best practices to improve student achievement
• Addressing the specific needs and learning styles of all students
• Demonstrating a personal commitment to the whole child in order to achieve academic success
• Partnering with the school community to better enrich the lives of our students
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 had 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. Eighth grade was added the following year.

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

In the late Spring of 2016, construction was completed in the new Traina Gym and band room. 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.

Who attends Anthony C. Traina School

The Traina community is a diverse one full of lively and enthusiastic students, who enjoy learning and extra-curricular activities. The population is officially made up of the following groups: African Americans 7.5%, American Indian 0.1%, Asian 18.4%, Filipino 7.6%, Hispanic/Latino 36.8%, Pacific Islander 1.7%, White 22.8%, 2 or more ethnicities 4.9%, Not reported 0.3%.

The state of California also tracks other subgroups on campuses. Traina has 25.2% English Language Learners and 31.2% socio-economically disadvantaged, which qualifies the school as a targeted Title I school.

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

Technology:
The Jefferson School District and Traina Elementary place a high priority on technology. One-to-one Chromebook carts are utilized in all 1st-8th grade Chromebooks. The use of technology is an essential tool for 21st century learning, and the use of Chromebooks, document cameras, teacher laptops, wireless routers and projectors give the staff multiple tools to increase learning. In 2017-18, interactive smartboards were added for grades 5-8 as a way to increase student engagement and learning.

School Wide Programs:
The Traina staff is focused on teaching the whole child, meaning it offers wide variety academic and extra-curricular activities as well as making sure the social and health needs of the children are also addressed. This is evident in that all 10 grade levels on campus receive instruction from a credentialed music teacher. The elective band program in grades 5-8 has 145 students. The after-school choir program serves 80 students per session (two sessions a year). The school runs 5th-8th grade soccer, volleyball, girls basketball and boys basketball teams that include several hundred students. The school runs Science Olympiad and Math Olympiad teams. For the past several years, the School Site Council has elected to fund the Artist in Residence program in order to provide visual and performing arts to multiple grade levels of students. The school's RTI program serves students grades K-6 in small groups and grades 7-8 with one on one intervention and ELD support.
The majority of the staff has been trained in GLAD. The schools ASB program provides real-life learning activities for its team and fun school activities including rallies, dances and other events for all grades TK-8. The PBIS team worked with the staff to create a school-wide character education program that promotes positive behaviors, positive messaging in classes and opportunities for improve the overall school climate. Programs like DARE (fifth grade), Pioneer school (third grade) and science camp (sixth grade) and others allow students to learn in hands-on fashions. The school is also in our second year of full-day kindergarten.

AREAS OF ANALYSIS

Analyze Student Performance

Student Performance

Conclusions from Student Performance Data Analysis

Specific Conclusions Drawn from Data:

*There was a 2.93% drop in the number of students who met or exceeded the English Language Arts standards on the CAASP test from 2015-16 to 2016-17 (Dropping from 52% to 49.07%). However, we are still up 1.07% from where we were in 2014-15 (48%).

*There was a 3.39% drop in the number of students who met or exceeded the Math standards on the CAASP test from 2015-16 to 2016-17 (Dropping from 39% to 35.61%). However, we are still up 0.61% from where we were in 2015-16 (35%).

*7th and 8th grade math dropped a combined 21.84% in the number of students who met or exceeded standard.

We need to continue to work with our socio-economically disadvantaged students, our English learners and our students with disabilities. All three categories scored lower in 2016-17 than they did the year before in both ELA and math.

*While the scores are also up from the 2014-15 school year, there was a dip of 5.9% in the number of socio-economically disadvantaged students who meet or exceeded the English Language Arts standards on the CAASP test from 2015-16 to 2016-17 (Dropping from 47% to 41.01%), thus increasing the achievement gap.

*The number of socio-economically disadvantaged students who have not met standard (the lowest scoring category) in ELA has increased to 30.90% of the socio-economically disadvantaged up from 24% in 2015-16 and 28 percent in 2014-15. Similarly, the the number of socio-economically disadvantaged students who have not met standard in math increased to 41.01% up from 24% in 2015-16 and 39% in 2014-15.

*We have seen growth each of the past two years in the number of students performing above standard in "Demonstrating understanding of literary and non-fictional texts.

*We also saw growth annually in the percentage of students who scored above standard in "Concepts & Procedures: Applying mathematical concepts and procedures."

Conclusions from Parent, Teacher and Student Input

Parents and staff identified the following obstacles to student achievement:
*Consistency in staffing in upper grade mathematics
*Lack of math intervention/remediation
*Student understanding of the math programs, since the upper grade students started in the old standards and switched in the middle grades
*One suggestion was to do math nights for parents, so that they can learn the concepts in order to understand and assist their students.

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 Wonders
6-8 Collegeboard Springboard
K-8 Step-Up-to-Writing (Cambium Learning, Sopris West)

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 37 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. During the summer of 2017, Traina sent another 18 staff members to the PLC conference, meaning 57 percent of the teachers had been to the conference at the start of the year, plus both administrators and the Speech and Language Pathologist.
The Traina Instructional Leadership Team (TILT), comprised of grade-level leads, department leaders, administrators and the instructional coach, meets twice a month and works to guide the PLC meetings weekly and collaborate on staff development and school-wide initiatives that are delivered in staff meetings, grade level meetings and other locations. The team also created a book studies and other collaborative opportunities.
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 an induction program for two years.
Teachers very frequently pursue professional development opportunities outside of those provided by the school and district. The district and site pay for other professional development opportunities.

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. There is a one to one Chromebook to student ratio in grades 1 – 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.

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 four 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, APEX fun run, 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.

Analyze Instructional Programs

Instructional Programs

Conclusions from Analysis of Instructional Programs

The staff, District Instructional Leadership Team, Administration Instructional Leadership Team, the district cabinet and the Traina School Site Council reviewed the CAASPP data from 2016-17. The data was compared to numbers from 2014-15 and 2015-16. We also looked at multiple subgroup outcomes over the past three years to look at the achievement gap. We learned that there is still a gap in achievement for our socio-economically disadvantaged students, our students with learning disabilities and our English Language Learners.

We can utilize our SIP dollars and our title I money to build in remediation opportunities and to purchase curriculum and programs to help students grow academically through targeted intervention. Utilizing our PLC teams, we are identifying essential standards and working on common formative assessments to identify areas of growth and re-teaching opportunities to make sure all students are learning at high levels.

When students struggle we utilize the RTI process to intervene during the course of the school day, the SST process to utlize the bridge between the school and home to create a plan for growth and targeted after-school programs to supplement where needed.

SCHOOL GOALS FOR IMPROVING STUDENT ACHIEVEMENT

1.0 Pupil Outcomes

Goal 1.1 Provide teachers teams with time to collaborate around data to implement a sustainable curriculum that enables all learners to achieve at high levels. (implement new ELA and Science curriculum, grade level meetings to evaluate CFAs and design re-teach, observe other classrooms).

Using weekly collaboration, professional development opportunities, outside and inside trainings, new supplies and materials and common prep time, Anthony Traina will increase student learning across the board and identify students who need more time and provide targeted intervention within the class and through intervention models. To provide more time, materials and programs for improving all students learning.

1.0 Pupil Outcomes

Goal 1.2 Provide students with dynamic instruction and top-notch technology and curriculum

To increase the use and quality of technology instruction in the classroom and to effectively implement the new ELA curriculum and start to move toward the NGSS science standards.

1.0 Pupil Outcomes

Goal 1.3 Increase School Wide Proficiency in Language Arts and Mathematics

All Students in ELA: Increase percentage that meet or exceed standard by 13% over the next three years.
2017-18: Increase percentage that meet or exceed standard by 5% (New goal 54.07%)
2018-19: Increase 5% (New goal 59.07%)
2019-20: Increase 3% (New goal 62.07%)

All Students in Math Increase percentage that meet or exceed standard by 15% over the next three years.
2017-18: Increase by 6% (New goal 41.61%)
2018-19: Increase by 5% (New goal 46.61%)
2019-20: Increase by 4% (New goal 50.61%)

2.0 Engagement

Goal 2.1 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.

3.0 Conditions of Learning

Goal 3.1 School Safety

Goal 3.2 School Climate

3.0 Conditions of Learning

Goal 3.3 Character Development

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

1.0 Pupil Outcomes

Goal: Goal 1.1 Provide teachers teams with time to collaborate around data to implement a sustainable curriculum that enables all learners to achieve at high levels. (implement new ELA and Science curriculum, grade level meetings to evaluate CFAs and design re-teach, observe other classrooms).

ISSUE STATEMENT

The Traina team believes that through the PLC process, which includes reviewing data from formative and assumptive assessments, we can target intervention to help all students succeed at high levels. Creating those opportunities for collaboration and for staff development and analysis of those programs will result in improved student success.

GOAL OBJECTIVE

Using weekly collaboration, professional development opportunities, outside and inside trainings, new supplies and materials and common prep time, Anthony Traina will increase student learning across the board and identify students who need more time and provide targeted intervention within the class and through intervention models. To provide more time, materials and programs for improving all students learning.

STUDENT GROUPS PARTICIPATING IN THIS GOAL

All students Transitional Kindergarten through eighth grade will be impacted by this goal with an extra focus on our identified at-risk students.

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

All Students in ELA: Increase percentage that meet or exceed standard by 13% over the next three years.
2017-18: Increase percentage that meet or exceed standard by 5% (New goal 54.07%)
2018-19: Increase 5% (New goal 59.07%)
2019-20: Increase 3% (New goal 62.07%)

All Students in Math Increase percentage that meet or exceed standard by 15% over the next three years.
2017-18: Increase by 6% (New goal 41.61%)
2018-19: Increase by 5% (New goal 46.61%)
2019-20: Increase by 4% (New goal 50.61%)

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

Progress toward this goal will be monitored by data collected from formative assessments and PLC work product. 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

2017-18 CAASPP results
Formative and Summative classroom test data.

Strategies

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. (Implement new ELA and Science curriculum, grade level meetings to evaluate CFAs and design re-teach, observe other classrooms.

Utilize classroom teachers, 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. Use formative assessments and other forms of progress monitoring to make sure students placed correctly in the ELA intervention program and that we are focused on targeted areas of need. Implement a robust after school intervention program to target the needs of specific students in ELA and Mathematics.

Actions

Interventions

Tasks

* Provide professional development opportunities for staff
* Provide opportunities for teachers to observe other classrooms and work with the coach
* Provide time/opportunities for teachers to collaborate and work with PLC teams and to work on new ELA and Science curriculum
* Facilitate and create opportunities for staff to work together outside the normal work day

Measures

* TILT (Traina Instructional Leadership Team) will meet at least two times a month
* TILT and other members will meet above in beyond our normal time to create programs targeted at our at-risk populations
* Staff members will prep those activities and opportunities for students
* Formative and summative assessments
* CAASPP results

People Assigned

Principal
Vice Principal
Teachers
Intervention Specialists
Instructional Coach

Start Date - End Date

8/1/2017 - 5/24/2018

Funding Source	Description	Cost
SIP	Professional Development that isn't necessarily targeting our at-risk group, but rather more site-wide	$2,000.00
SIP	Meeting and Professional Development supplies	$1,000.00
Title I	Extra hours for certificated staff to provide intervention after school	$8,000.00
Title I	Professional Development and extra hours for teachers to work on plans to intervene with our lowest performing students. Pay for subs so teams can create targeted plans for lowest students.	$7,000.00
Title I	Additional Books and Materials for ELD and at-risk students	$7,000.00
Title I	Salary and Benefits for one part time Intervention Specialists.	$6,000.00
Title I	Academic Library. Purchase of texts for an academic library that is targeted for improving student learning (with a focus on at-risk student populations and PLC work)	$4,000.00
Title I	Salary and Benefits for ELD Intervention Paraprofessional	$2,033.00
Title I	Intervention room and tracking system (Development of Individual Learning Plans for At-Risk students). Will include teacher time, interventionist time, supplies and materials	$10,000.00

1.0 Pupil Outcomes

Goal: Goal 1.2 Provide students with dynamic instruction and top-notch technology and curriculum

ISSUE STATEMENT

We have 1-to-1 Chromebooks in grades 1-8, and during the 2017-18 school year, interactive smartboards were added to all 5th-8th grade classrooms. With new technology comes new learning opportunities, but in order to be effective, teachers will need training and resources for the new equipment. Likewise, with new ELA curriculum and new science standards, teachers are working hard to find the best modes of deliver to increase student learning.

GOAL OBJECTIVE

To increase the use and quality of technology instruction in the classroom and to effectively implement the new ELA curriculum and start to move toward the NGSS science standards.

STUDENT GROUPS PARTICIPATING IN THIS GOAL

All students

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

Progress toward this goal will be monitored through informal and formal observations of the sites programs. Grade level and content area teams will meet in collaborative to make instructional decisions based on student outcomes and data.

Strategies

1.2 Provide Students with dynamic instruction and top-notch technology and curriculum

Using our instructional coach, professional development and new forms of instructional strategies and technology, we will provide students with dynamic instruction that will increase engagement and learning. We will also individualize instruction for those who need more time to reach grade level and for those who are excelling.

Actions

Intervention

Tasks

* Utilize coach to observe and work with teachers, veteran and new, on instructional strategies
* Provide staff development opportunities and research-based books to help teachers work with our at-risk population
* Create opportunities with new technology, updates of old technology and necessary curriculum
* Provide targeted curriculum for students who are one or more grade levels below
* Provide training on working with students in our subgroups

Measures

Check of curriculum and technology opportunities
CAASPP scores
Formative and summative assessments

People Assigned

Teachers
Administrators
Paraprofessionals
Instructional Coach

Start Date - End Date

8/1/2017 - 5/24/2018

Funding Source	Description	Cost
Remediation	Additional Hours for certificated and classified Staff for after school intervention	$5,000.00
SIP	Additional equipment, training and/or programs for Chromebooks and Interactive Smartboards	$3,000.00
SIP	GLAD expenses (supplies, training, sub time)	$2,000.00
Title I	Additional technology access and programs. (I.e. chromebook cart for the library, progress monitoring programs i.e. Lexia, prodigy, etc.)	$8,000.00
Title I	Additional Materials for Math Instruction	$1,000.00

1.0 Pupil Outcomes

Goal: Goal 1.3 Increase School Wide Proficiency in Language Arts and Mathematics

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

All Students in ELA: Increase percentage that meet or exceed standard by 13% over the next three years.
2017-18: Increase percentage that meet or exceed standard by 5% (New goal 54.07%)
2018-19: Increase 5% (New goal 59.07%)
2019-20: Increase 3% (New goal 62.07%)

All Students in Math Increase percentage that meet or exceed standard by 15% over the next three years.
2017-18: Increase by 6% (New goal 41.61%)
2018-19: Increase by 5% (New goal 46.61%)
2019-20: Increase by 4% (New goal 50.61%)

STUDENT GROUPS PARTICIPATING IN THIS GOAL

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

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

All Students in ELA: Increase percentage that meet or exceed standard by 13% over the next three years.
2017-18: Increase percentage that meet or exceed standard by 5% (New goal 54.07%)
2018-19: Increase 5% (New goal 59.07%)
2019-20: Increase 3% (New goal 62.07%)

All Students in Math Increase percentage that meet or exceed standard by 15% over the next three years.
2017-18: Increase by 6% (New goal 41.61%)
2018-19: Increase by 5% (New goal 46.61%)
2019-20: Increase by 4% (New goal 50.61%)

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

Progress toward this goal will be monitored by data collected from formative assessments and PLC work product. 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

2017-18 CAASPP results
Formative and Summative classroom assessment data.

Strategies

Increase School Wide Proficiency in Language Arts and Mathematics

Utilize classroom teachers, 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. Use formative assessments and other forms of progress monitoring to make sure students placed correctly in the ELA intervention program and that we are focused on targeted areas of need. Implement a robust after school intervention program to target the needs of specific students in ELA and Mathematics.

Actions

Academic supports

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

8/1/2017 - 5/24/2018

Funding Source	Description	Cost
Remediation	Supplies, programs, software and people for after school rememdiation	$7,000.00
SIP	Meeting and professional development supplies	$1,000.00
Title I	Improve classroom libraries for all classes at all grade levels. Different level readers, fiction and non-fiction texts.	$20,000.00
Title I	After School Intervention	$10,000.00

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

-

Funding Source	Description	Cost
Title I	Purchase additional reading books for low readers	$7,000.00
Title I	Purchase additional technology, software and supplies for use in intervention	$4,000.00
Title I	EL Aide time	$3,000.00

2.0 Engagement

Goal: Goal 2.1 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. The staff will seek out programs and activities that enrich the educational experience.

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

-

Funding Source	Description	Cost
Art Instruction - Services	Resident Artists Dance and Art Instruction for K-3	$3,032.00
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	Supplmentary art instruction and supplies	$2,000.00
SIP	Additional staff time to provide enrichment opportunities outside the school day	$2,000.00
SIP	Contract with Art Instructor for additional Art instruction	$2,000.00
SIP	Misc. Arts and STEAM instruction. Supplies for elective STEAM classes and for potential drama program.	$1,488.00
SIP	Additional aide help for Choir due to increased student population	$1,000.00

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

-

Funding Source	Description	Cost
Gate	GATE Field Trips	$0.00
Gate	Provide After School GATE Instruction and materials	$0.00

3.0 Conditions of Learning

Goal: Goal 3.1 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 and EmergencySupplies	$760.00
School Safety	Other Services and Operational Expenses School Safety	$2,030.00

Goal: Goal 3.2 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
- Continue to support rewards program for positive behavior
- Create positive rewards activities at lunch time and after school

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

-

Funding Source	Description	Cost
SIP	Awards and Incentives and PBIS Store supplies	$5,000.00

3.0 Conditions of Learning

Goal: Goal 3.3 Character Development

Strategies

School Character Assemblies

3.2 Provide research based character education programs for students led by our PBIS team and program on campus, while including Second Step character education, Project Wisdom and the Tiger Truths. Positive behavior work over the past two years has reduced suspensions and other discipline problems, and continuing to support those efforts through the Tiger Store and school-wide character education should continue that. We will also look at Anti-bullying programs.

Actions

Character Assemblies and Programs

Tasks

Words of Wisdom, through Project Wisdom will be presented to all students in the daily announcements.
#Icanhelp or 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

-

Funding Source	Description	Cost
Character Education	Anti-bullying program (i.e. #Icanhelp)	$1,516.00
SIP	Character education assembly (Additional money not covered by character ed)	$600.00

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
Art Instruction - Services	$0.00
Title I	$100,118.00
District Funding Sources	**Amount**
Art Instruction - Staff	$1,500.00
Career Readiness	$1,000.00
Character Education	$1,516.00
Gate	$561.00
Remediation	$12,128.00
School Safety	$2,790.00
SIP	$27,288.00

SCHOOL SITE COUNCIL MEMBERS

Name	Represents	Contact Info	Reviewed Plan Date
Cristin Halverson	Parent	(707) 479-0870	
Alma Morley	Classified	(209) 607-7069	
Madeline Arroyo	Parent	(209) 222-8477	
Rachel Gmeiner	Parent	(909) 292-3394	
Stacey Wolfe	Parent	(925) 890-6223	
Karen McMahon	Teacher	(209) 839-2379	
Ken Silman	Principal	(209) 839-2379	
Katrina Balsano	Teacher	(209) 839-2379	
Aliena Nicole Porter	Parent	(408) 762-9299	
Kirsten Bowles	Teacher	(209) 839-2379	

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.	11/7/2017
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.	11/7/2017
The school site council sought and considered all recommendations from the following groups or committees before adopting this plan:	
ELAC	11/7/2017
Approval	
The school plan was adopted by the council on:	11/7/2017
Public Notice Due Date:	
District Governing Board Review Due Date:	11/14/2017
School Site Plan Approved:	
Attested by School Principal:	
Attested by School Site Council Chairperson:	

Attested:

Ken Silman		
Typed Name of School Principal	Signature of School Principal	Date

Karen McMahon		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date