

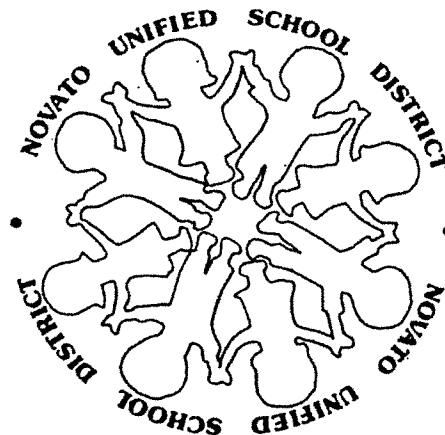
Loma Verde Elementary School

Novato Unified School District

Single Plan for Student Achievement

2014-2016
Implementation
2015-2016 Annual Update

Loma Verde Elementary School



Superintendent

Jim Hogeboom

Board Members

Derek Knell, Board President

Tom Cooper, Board Vice President

Maria Aguila

Debbie Butler

Greg Mack

Ross Millerick

Shelly Scott

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Loma Verde Elementary School

SCHOOL PROGRAM IDENTIFICATION

School Name: Loma Verde Elementary	CDS	County		District					School				
	Code	2	1	6	5	4	1	7	6024509				

For additional information on our school programs contact the following:

Principal: Tehniat Cheema	E-mail address: tcheema@nUSD.org
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Contact Person: Tehniat Cheema	Position: Principal	E-mail address: tcheema@nUSD.org
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Address: 399 Alameda de la Loma, Novato, CA 94949	Telephone Number: 415-883-4681
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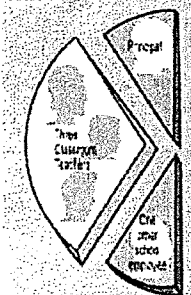

Indicate which of the following Federal, State and Local Programs are consolidated in this plan:

- ☒ Title I Schoolwide Program (SWP)
- ☐ Title I Targeted Assistance School (TAS)
- ☐ Title III English Language Acquisition, Language Enhancement, and Academic Achievement
- ☐ MCF Grant Pre-K to 3rd Grade
- ☒ Other MCF Grant Transformational Grant
- ☐ Other

The District Governing Board approved this revision to update the <i>Single Plan for Student Achievement</i> on:
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Loma Verde Elementary School

Site Leadership Team Composition (SLT) EC 52012, 52852

<p>Total 5</p> 	<p style="text-align: center;">Elementary</p> <p>In elementary schools, half of the members are the principal, classroom teachers, and other school personnel; half are parents or other community members. Classroom teachers are a majority of the first group. (EC 52852)</p>	<p>The membership of the SLT shall be no fewer than 10 members.</p>	<p>Total 6</p> 	<p style="text-align: center;">Secondary</p> <p>In secondary schools, half of the members are the principal, classroom teachers, and other school personnel; half are students and parents or other community members. Classroom teachers are a majority of the first group; students make up one-half of the second group (EC 52852)</p>	<p>The membership of the SLT shall be no fewer than 12 members. *</p> <p>* A Site Leadership Team at the middle school may, but is not required to, include student representatives (EC 33133-C).</p>
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Part A – School Staff				Part B – Parents/Community			
Name	Principal	Classroom Teacher	Other Personnel	Name	Parent	Community	Student
Tehniat Cheema	X			Martha Ocegura	X		
Brenda Pfeifer		X		Lisa Westin	X		
Tom Martin		X		Marina Pena	X		
Gail Petrucelli		X		Joe Donner	X		
Robin Horenstein		X		Camille Posada	X		
Becky Carlsen			X	Victoria Wertz	X		

Total number in each column 1 4 1

Total number in Part A 6

Total number in each column 6 _____

Total number in Part B 6

Joe Donner Parent
 Name of SLT Chairperson Position (e.g., Parent, Teacher)

Tehniat Cheema
 Name of Principal

Charina Valencia 1-8-16
 Signature of SLT Chairperson Date

Tehniat Cheema 1-8-16
 Signature of Principal Date

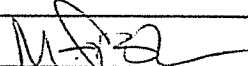
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COMMITTEE RECOMMENDATIONS AND ASSURANCES

The Site Leadership Team recommends this school plan and its related expenditures to the district governing board for approval and assures the board of the following:

1. Site Leadership Teams have developed and approved, and will monitor the plan, to be known as the *Single Plan for Student Achievement* for schools participating in programs funded through the consolidated application process.
2. School plans must be developed "with the review, certification, and advice of any applicable school advisory committees."

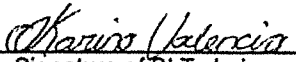
The Site Leadership Team sought and considered all recommendations from the following groups or committees before adopting this plan. Signatures are requested for those advisory committees/groups providing input in the development of this plan.

Committees	Chairperson		Check		Date of recommendation
	Print Name	Signature	Parent/Community	Staff	
English Learner Advisory Committee (ELAC)	Karina Martinez		x		1-8-16
Other (list)					
PTA President	Mariah Fisher		x		1-8-16

3. The content of the plan must be aligned with school goals for improving student achievement.
4. The plan must be reviewed annually and updated, including proposed categorical expenditures of funds allocated to the school through the consolidated application, by the site leadership team.
5. Plans must be reviewed and approved by the governing board of the local educational agency "whenever there are material changes that affect the academic programs for students covered by programs" funded through the consolidated application.
6. The school minimizes the removal of identified children during the regular school hours for supplemental Title I instruction. (Targeted Assistance Schools only)
7. This school plan was adopted by the Site Leadership Team on: 12-14-15
Date

Attested:

Joe Donner Kanna Valencia
Typed name of SLT chairperson


Signature of SLT chairperson

1-8-16
Date

Tehnat Cheema
Typed name of school principal


Signature of school principal

1-8-16
Date

Directions: Check which groups or committees participated in the plan writing process.

- ☒ Grade Level Teams
☐ WASC Focus Groups
☐ PTSA/Leadership
☐ MCF Design Team

- ☒ Teaching Staff
☐ Departments
☐ Other: _____
☐ Other: _____

Loma Verde Elementary School

Novato Unified School District Profile

District Mission Statement

The Novato Unified School District is an innovative and effective educational system that provides diverse academic experiences to meet individual student needs, and challenges students to realize their educational potential.

District Local Control and Accountability Plan Goals and Progress Indicators:

GOAL: 1	Effectively implement the State Standards.		Related State and/or Local Priorities: 1X 2X 3__ 4__ 5__ 6__ 7X 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	Our students need access to rigorous curriculum and innovative instruction that is aligned to the Common Core State Standards			
Goal Applies to:	Schools:	All Schools		
	Applicable Pupil Subgroups:	All Pupils		
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	Williams Report- Student lacking own copy of textbook rate Increased student achievement on the CAASPP Learning Walks/Instructional Rounds		Evidence of Math CCSS Implementation CCSS aligned elementary report card CCSS Implementation for EL	
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Instructional coaches to provide imbedded professional development Purchase of Common Core State Standards materials Maintain level of instructional leaders to guide instruction		LEA-Wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____	Instructional Coaches \$561,223 ^{1,7} CCSS materials \$396,834 ⁷ Inst. Leaders \$4,639,272 ^{3,9}
Increase the participation level of sub-groups in specialized programs such as STEM, AVID, GATE, MSA, AP courses (No Cost) Community Liaisons		Low Income Pupils; English Learners; Foster Youth; Re-designated FEP	__ALL OR: X Low Income pupils X English Learners X Foster Youth X Re-designated fluent English proficient __Other Subgroups:(Specify)_____	Community Liaisons \$206,740 ^{2,7}
GOAL: 2	Provide instruction that ensures that all students have the opportunity to make one year's growth in one year's time.		Related State and/or Local Priorities: 1X 2__ 3__ 4__ 5X 6X 7__ 8X COE only: 9__ 10__ Local : Specify _____	
Identified Need :	Our students need great teachers, leaders and supporting staff. Our students need to attend school every day and be on time.			
Goal Applies to:	Schools:	All Schools		
	Applicable Pupil Subgroups:	All Pupils		
LCAP Year 1: 2015-16				

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Expected Annual Measurable Outcomes:	Class Sizes Exhibit K-NFT Contract Number of combination classes Class configuration Student to device ratio Attendance Rate Chronic Absenteeism Rates	Pupil Suspension/Expulsion Rates Dropout Rates Middle School Dropout Rates High School Graduation Rates SART SARB North Bay Security Group Interventions	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Class sizes will be monitored (No Cost) Grades 4/5 will be moved to an average of 27 Increase student achievement through increased attendance (Aeries) and Monitor attendance/ absenteeism (SART/SARB) Continued vendor relationship with North Bay Security to provide data, home visits, and intervention	LEA-Wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____	Increase of 4 teachers at grade 4/5 \$300,000 ^{3,7} Increase Attendance \$85,810 ^{4,7} North Bay Security \$255,111 ^{4,7}

GOAL: 3	Increase professional development to elevate student achievement and engagement, cultural competency and proficiency.			Related State and/or Local Priorities: 1 <u>X</u> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :		Our students need teachers that have effective, research-based, on-going professional development. Our students need instructional delivery methods based in technology to be ready for college and careers.			
Goal Applies to:		Schools:	All Schools		
		Applicable Pupil Subgroups:	All Pupils		
LCAP Year 1: 2015-16					
Expected Annual Measurable Outcomes:		Professional Development Plan Teacher Professional Development Attendance PD feedback forms		Agendas from teacher collaboration time Instructional Coaches Technology Mentors	
Actions/Services		Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures
Provide ongoing professional development		LEA-Wide	<u>X</u> ALL		Prof. Develop. \$368,055 ^{5,9} Instructional Coaches \$561,223 ^{1,7}
Instructional coaches to provide staff development in the use of technology in the classroom			OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____		
Access to Comcast reduced internet service for academic support at home (No Cost)					
Continue to offer professional development in GLAD, SIOP, the National		Low Income	__ALL		Add'l Prof. Develop,

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Equity Project	Pupils; English Learners; Foster Youth; Re-designated FEP	OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$118,345 ^{5,9}
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GOAL: 4	Assess students regularly to evaluate levels of proficiency and determine individual learning needs for targeted intervention.	Related State and/or Local Priorities: 1__ 2__ 3__ 4X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need :	Our students need grade level proficiency in core academic areas.		
Goal Applies to:	Schools:	All Schools	
	Applicable Pupil Subgroups:	All Pupils	

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Measure of Academic Progress Scores Improve student achievement on common writing and math assessments CAHSEE ELA Proficient or above CAHSEE Math Proficient or above EL Reclassification Rate CELDT Percent in Cohort Attaining English Proficient Level (AMAO 2 <5 Years) CELDT Percent in Cohort Attaining English Proficient Level (AMAO 2 >=5 Years) Percent AP Exam Score of 3 or higher Increase number of students taking AP Exams	STAR/CAASPP ELA STAR/CAASPP Math STAR/CAASPP Science STAR/CAASPP History/Social Studies EAP ELA College Ready Rate EAP Math College Ready Rate API Score API Growth
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GOAL: 5	Identify, attract, retain, and build the capacity of teachers, leaders and classified staff to provide an innovative educational experience for all students.	Related State and/or Local Priorities: 1X 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need :	Our students need great teachers, leaders, and supporting staff.		
Goal Applies to:	Schools:	All Schools	
	Applicable Pupil Subgroups:	All Pupils	

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Competitive Salaries and benefits: District and regional comparative Teacher Missassignment Rate Teacher turnover rate	Teachers with BCLAD (Bilingual) Teachers with administrative credentials
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Review quarterly and continue monitor the Credential Monitoring Report	LEA-Wide	<input checked="" type="checkbox"/> ALL	Cred. Monitor

Loma Verde Elementary School

(MCOE)		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Re-designated fluent English proficient __ Other Subgroups:(Specify)_____	\$80,368 ^{1,7} Salary/Benefit \$61,661,047 ^{3,9}
Continue to compare salaries and benefits to comparative and regional districts in order to maintain a competitive salary and benefit schedule			
Seek and hire more Bilingual employees through attendance at hiring fairs at strategic location (no cost/ cost included in other items)	Low Income Pupils; English Learners; Foster Youth; Re-designated FEP	__ALL	Conv. Spanish \$4,000 ⁸
Provide conversational Spanish classes for employees		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient __ Other Subgroups:(Specify)_____	

GOAL: 6	Increase the frequency of maintenance and update facilities to provide a clean, safe learning environment.	Related State and/or Local Priorities:	
		1X 2__ 3__ 4__ 5__ 6__ 7__ 8__	
		COE only: 9__ 10__	
		Local : Specify _____	

Identified Need :	Our students need clean, well-maintained facilities.		
Goal Applies to:	Schools:	All Schools	
	Applicable Pupil Subgroups:	All Pupils	

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Parent Survey Student Survey	Overall Facility Rating	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase the maintenance of bathrooms		<input checked="" type="checkbox"/> ALL	Bathroom Maint. \$5,000 ⁷
Maintain clean and safe facilities		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Re-designated fluent English proficient __ Other Subgroups:(Specify)_____	
Analyze data to determine training and staffing needs (no cost)			Clean/Safe Facilities \$7,239,101 ^{3,7}
Open facilities to families who need additional instruction or the use of technology (computers, etc) (No cost)	Low Income Pupils; English Learners; Foster Youth; Re-designated FEP	__ALL	
		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient __ Other Subgroups:(Specify)_____	

GOAL: 7	Provide access to a broad course of study and strengthen the college and career readiness program for all students.	Related State and/or Local Priorities:	
		1__ 2__ 3__ 4X 5__ 6__ 7X 8__	
		COE only: 9__ 10__	
		Local : Specify _____	

Identified Need :	Our students need access to the right courses.		
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Goal Applies to:	Schools:	All Schools
	Applicable Pupil Subgroups:	All Pupils
LCAP Year 1: 2015-16		
Expected Annual Measurable Outcomes:	Increase offerings of CTE Courses Percent completing a CTE course sequence College and Career participation Total course offerings AP Enrollment AVID Enrollment	Enrollment in A-G courses Algebra Academy (Summer Program) Newcomer Academy (Summer Program) Camp University (Summer Program) Concurrent Enrollment (COM, SRJC)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Analyze data to determine if current level of service is adequate to meet the needs of all students (Guidance Counseling) Provide outreach and training parents regarding the use of Naviance to monitor and support student post-secondary plans AVID Program at secondary level Early Intervention Program	LEA-Wide	<u>X</u> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Re-designated fluent English proficient ___ Other Subgroups:(Specify)_____	Guid. Coun. \$1,035,738 ^{3,8} Naviance \$26,300 ^{6,7} AVID \$276,482 ⁸ Early Interv. \$731,384 ^{3,8}
Community Liaisons Implement Camp University, EL Newcomer Academy, and Algebra Academy	Low Income Pupils; English Learners; Foster Youth; Re-designated FEP	___ ALL OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Re-designated fluent English proficient ___ Other Subgroups:(Specify)_____	Community Liaisons \$206,740 ^{2,7} Summer Programs \$82,115 ⁶

GOAL: 8	Increase parent participation by engaging them in their child's learning activities and providing parent education opportunities to support student learning.	Related State and/or Local Priorities:
		1__ 2__ 3 <u>X</u> 4__ 5__ 6__ 7__ 8__
		COE only: 9__ 10__ Local : Specify _____

Identified Need :	Our students need their families to feel welcomed and able to support their educational success.	
Goal Applies to:	Schools:	All Schools
	Applicable Pupil Subgroups:	All Pupils
LCAP Year 1: 2015-16		
Expected Annual Measurable Outcomes:	Parent Survey School Site Survey California Healthy Kids Survey (CHKS)	Promotion of Parental Participation Community Forums

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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Identify preferred methods of communication for all families (no cost) Conduct parent surveys regarding communication, pupil engagement and safety (Communication) Provide outreach and training parents regarding the use of Naviance to monitor and support student post-secondary plans	LEA-Wide	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Re-designated fluent English proficient __ Other Subgroups:(Specify) _____	Communication \$112,567 ^{3,7} Naviance \$26,300 ^{6,7}
Community Liaisons	Low Income Pupils; English Learners; Foster Youth; Re-designated FEP	__ ALL OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Re-designated fluent English proficient __ Other Subgroups:(Specify) _____	Community Liaisons \$206,740 ^{2,7}

GOAL: 9	Strengthen community partnerships to provide additional services to students and families.	Related State and/or Local Priorities: 1__ 2__ 3 <u>X</u> 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need :	Our students need adequate housing, food and social-emotional support.		
Goal Applies to:	Schools:	All Schools	
	Applicable Pupil Subgroups:	All Pupils	

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Number of families participating in food banks Number of students participating in counseling services Support for Special Education students and families Healthy Novato Novato Blue Ribbon Coalition for Youth (NBRCY) Novato Youth Center	Restorative Justice Marin Community Foundation Marin Promise Partnership Parent Institute for Quality Education (PIQE) Boys and Girls Club
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue and expand partnerships with community agencies to ensure youth and families are connected to safety net services (No Cost/ costs included in other items) Social-Emotional Counseling Services Partnerships with YMCA and Boys and Girls Club of San Francisco (No Cost)	LEA Wide	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Re-designated fluent English proficient __ Other Subgroups:(Specify) _____	Social Emotional Counseling \$245,850
Increase services to students in need to provide essentials such as food,	Low Income	__ ALL	Food Services

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after school opportunities and other meaningful family services	Pupils; English Learners;	OR:	\$178,964 ⁸
Community Liaisons	Foster Youth;	<input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	Community Liaisons
Continue San Francisco and Marin Food Bank programs (No cost)	Re-designated FEP	<input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient __Other	\$206,740 ^{2,7}
		Subgroups:(Specify) _____	

GOAL: 10	Meet the needs of our underserved population with additional staff, resources and engagement.	Related State and/or Local Priorities: 1__ 2__ 3X 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need :	Our underserved students have additional needs that can be met with additional staff, support and services.		
Goal Applies to:	Schools:	All Schools	
	Applicable Pupil Subgroups:	Targeted Students	

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Homeless Student Support Foster Student Support	Number of families being served by community liaison	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase family involvement through parent outreach and support to increase student learning (No cost/cost included in other items)	LEA-Wide	__ALL	Community Liaisons \$206,740 ²
Community Liaisons			Increased Sections \$247,424 ³
Increased number of sections at secondary level to provide specialized instruction		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient __Other Subgroups:(Specify) _____	Kevin Clark Consulting \$65,500
Consultants (Kevin Clark) to inform EL program			National Equity Project \$88,000 ⁵
National Equity Project			
EL Coordinator			

COMPREHENSIVE NEEDS ASSESSMENT

A comprehensive needs assessment incorporates several components, including data analysis related to student achievement, professional development, school-family relationships, attendance, and suspensions/expulsions.

Directions: Place or reference the documents which were used to analyze data in order to formulate School Goals and Key Strategies. Based upon the data, determine actions/tasks that will help improve teaching and increase student achievement. Appropriate data should be attached to this document.

- Review of SPSA (13-14)
- District Needs Assessment
- Local Control Accountability Plan
- WASC documents
- Assessment data reports (CELDT, CST, CAHSEE, MAP, CHKS, Suspension/Expulsion data, attendance reports, etc)

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Novato Unified School District 2014-2016 Single Plan for Student Achievement Goal Matrix English Language Arts

LEA Goal: All students will make progress towards mastery of Common Core State Standards in English Language Arts as demonstrated by multiple measures.

***School Goal:** Each student at Loma Verde will increase their level of proficiency in English Language Arts for the school year 2014-2016 using Measures of Academic Progress (MAP) data. Each student, that is currently proficient or advanced will make a minimum of one year's growth as demonstrated by an increased RIT score, and each student below proficient will make a minimum of 1.5- 2 years growth as demonstrated by an increased RIT score. The percentage of 3rd – 5th Grade Students meeting and exceeding standards on the CAASPP will increase a minimum of 5% from May 2015 to May 2016. The percentage of students b

Identify data used to form this goal: MAP, CAASPP, DIBELS, ESGI, CELDT

☒ Measure of Academic Progress Data (MAP)
☒ CELDT
☐ CAHSEE

☐ ACT/SAT or EAP college readiness indicators
☐ CAASPP
☐ Other _____

☐ Student Grades
☐ Local Assessment (District Writing Assessment)

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

The MAPs data shows growth by all students based on the more rigorous Common Core State Standards (CCSS). It also points out the discrepancy between our subgroups. This data will guide our curriculum and instructional strategies, with a goal of closing this Achievement Gap.

1st Grade DIBELS Oral Reading Fluency

Fluency	Proficient and Advanced	Basic	Below Basic
All	81%	4%	15%
EL	61%	10%	29%
English	97%	0%	3%

2nd Grade Proficient Spring 189-202

Reading	Fall 2013 Mean RIT	Spring 2014 Mean RIT	Growth Points
All	175.1	185.8	10.7
Hispanic	170.1	179.8	9.7
Caucasian	179.5	195.8	16.3

2nd Grade Proficient Spring 191-204

Language	Fall 2013	Spring 2014	Growth Points
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Who are the focus students and what is the expected growth?

Based on the data LV will focus on our underperforming subgroup students. We will continue to develop differentiated lesson plans and instructional strategies to meet the needs of our diverse student base.

The Focus is on providing the additional scaffolding and programs needed for EL students to reach ELA and ELD Standards.

Kindergarten students, regardless of subgroup, will be expected to master the key standards for beginning reading.

First Grade: Fluency goal of each student reading at a minimum of 40 – 60 words per minute. Students with fluency below 20 words per minute are expected to increase to 40 words per minute by year end. Students with fluency between 20wpm and 60wpm are expected to increase to 60wpm by year end. Students 60wpm or above are expected to increase to 80wpm. Students above 80wpm are expected to reach 100wpm by year- end.

Third to Fifth: Percent of students Meeting and Exceeding Standards must increase a minimum of 5 Students that have not met standards must increase a minimum of 8%. Parents are provided an update each trimester

English Learners are expected to increase a minimum of one level in each area of the CELDT: listening, speaking, reading and writing.

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	Mean RIT	Mean RIT	
All	176.7	190.1	13.4
Hispanic	170.1	182.2	12.1
Caucasian	183.4	199.9	16.5

3rd Grade Proficient Spring 203-207

Reading	Fall 2013 Mean RIT	Spring 2014 Mean RIT	Growth Points
All	194.5	202.6	8.1
Hispanic	185	196	11
Caucasian	205	213.2	8.2

3rd Grade Proficient Spring 205-218

Language	Fall 2013 Mean RIT	Spring 2014 Mean RIT	Growth Points
All	198.7	205.9	7.2
Hispanic	188.2	199.4	11.2
Caucasian	207.7	215.4	7.7

4th Grade Proficient Spring 204-214

Reading	Fall 2013 Mean RIT	Spring 2014 Mean RIT	Growth Points
All	201.1	209.6	8.5
Hispanic	196.9	207	9.9
Caucasian	205.4	214.8	9.4

4th Grade Proficient Spring 205-216

Language	Fall 2013 Mean RIT	Spring 2014 Mean RIT	Growth Points
All	204.6	212.5	7.9
Hispanic	200.7	209.7	9
Caucasian	208.8	218.2	9.4

5th Grade Proficient Spring 213-224

Reading	Fall 2013 Mean RIT	Spring 2014 Mean RIT	Growth Points

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All	207.9	212	4.1
Hispanic	199.2	202.8	3.6
Caucasian	213.4	217.6	4.2

5th Grade Proficient Spring 213-224

Language	Fall 2013 Mean RIT	Spring 2014 Mean RIT	Growth Points
All	213	215.7	2.7
Hispanic	207	209	2
Caucasian	216.5	220.2	3.7

OVERALL CELDT SCORE FALL 2013 → FALL 2014

	Total Students Tested	Increased one level +1	Increased two levels +2	Increased three levels +3
TK → K	8	63%	25%	
K → 1 st	34	41%	32%	
1 st → 2 nd	27	19%		
2 nd → 3 rd	24	33%		
3 rd → 4 th	18	50%	11%	
4 th → 5 th	19	16%	52%	16%

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

Loma Verde Elementary will assess students using the MAP program multiple times during the year to measure growth on CCSS.

The kindergarten students will be assessed using Educational Software for Guiding Instruction (ESGI). This program measures beginning literacy skills. First grade students will be assessed using school Benchmarks and DIBELS. Loma Verde will use the MAP Correlation Chart to measure growth using the cut score for each performance level.

Actions to improve achievement to exit program improvement (if applicable):

Loma Verde Elementary will monitor student progress through the Instructional Leadership Team. Each grade level team will share data related to student progress with the team and the team will then determine if the individualized programs and/or intervention classes are increasing student achievement. Immediate placement changes for Flex Reading Groups and/or intervention classes will be made.

Item	LCAP Goal(s) Addressed	Actions/Tasks to accomplish Strategy(ies)** (Actions/Tasks must address subgroup needs.) Including Start/Completion Dates	How will the school monitor the actions/tasks?	Staff Responsible
1a	Goal 1: Effectively implement the Common Core State Standards	<p>2014 –2016: Curriculum and Instruction Committee will meet monthly to review, reflect on, and plan on-site professional development.</p> <p>2014 –2016: Teachers will continue to develop and implement integrated thematic units that embed the ELA CCSS and ELD standards within social studies and Next Generation science content. Coaching will include use of assessments to form small groups for ELD scaffold instruction, and differentiate for students at all levels, including struggling and advanced learners.</p> <p>2014 –2016: Reading Specialist and ELD Instructor work with EL students daily to develop conversational English, academic oral English with an emphasis on vocabulary development, along with English reading and writing to acquire English. The Reading Specialist will provide explicit daily instruction in an</p>	CELDT scores, MAPs data, ESGI data, DIBELS data, LEXIA, Accelerated Reader, Pearson Unit Assessments, Fluency Rankings, writing rubrics	<p>Tehniat Cheema, Principal</p> <p>Reading Specialist</p>

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		<p>integrated, thematic approach using Language! and Language4. Daily instruction will include oral language practice, teacher modeling, questioning to guide students to garner factual evidence and inferential interpretation of texts, emphasis on non-fiction texts, listening comprehension, and vocabulary development.</p> <p>2014 – 2016: ELD instructor, under the supervision of the reading specialist, teaches a structured ELD class three days a week. The ELD class is provided to newcomers and non- or limited English speakers. ELD small group instruction targets vocabulary development and oral and written English. ELD instructional materials includes Pearson Language Central ELD Newcomer Language! Everyday English for Newcomers to English.</p> <p>2015 – 2016: P.E. teacher provides 30 minutes four times per week to each kinder student and 30 minutes one time per week to the transitional kinder students. This class is based on brain research for developing the executive functioning skills needed for focusing and attention. The class also is based on developing basic movement skills. Provides classroom teachers the ability to level groups and provide differentiated CCSS ELA/ELD instruction.</p> <p>September 2014 – June 2016: Kindergarten instructional support provided for small group differentiated instruction to master CCSS Foundational Skills and Language standards.</p> <p>September 2014 – June 2015: 1st grade and 2nd grade flexible skill groups enable teachers to differentiate instruction to master CCSS Foundational Skills and Language standards.</p> <p>2014 –2016: Academy after-school ELA intervention for 4th grade students.</p> <p>2014 –2016: P.E. teacher provides morning instruction at 7:30am which provides fifty additional minutes of Differentiated Goal Attainment time during the school day each week for 4th and 5th grade students to work on individual CCSS ELA learning goals.</p> <p>2014 – 2016: 4th and 5th grade students receive leveled small group support with Writing Specialist. Provides classroom teachers the ability to level groups and provide differentiated/ELD instruction.</p>	<p>Lesson plans will incorporate Common Core standards and instruction will mirror these</p>	<p>ELD Instructor</p> <p>ELD Instructor</p> <p>P.E. teacher</p> <p>Certificated Teacher</p> <p>Instructional Aide</p> <p>College Bound Academy Teachers</p> <p>P.E. Teacher</p> <p>Writing Specialist</p>
1b	<p>Goal 3: Increase professional development to elevate student achievement & engagement, cultural competency and proficiency</p>	<p>Staff development will be focused on the implementation of the Common Core, and the corresponding instructional strategies. Implementation will be linked to the continued development of thematic units embedded with GLAD (Guided Language Acquisition by Design) strategies. Teacher leaders participated in Lucy Calkins Writing Workshop trainings. These teacher leaders provide professional development workshops and ongoing coaching for staff.</p> <p>2014—October 2016: Teachers will use “Webb’s Depth of Knowledge Wheel” to provide a vocabulary and a frame of reference when thinking about students and how they engage with the content.</p> <p>2014 –2016 – Instructional Coaches support teachers with implementation of Thematic Units based on Common Core ELA and ELD standards, with GLAD strategies embedded.</p> <p>2015 - 2016: New hires will be provided the initial GLAD training (two days of strategies and four days of classroom training)</p> <p>2015 – 2016: Teacher leaders attend FirstSchool Summer Institute, Data Loop Training and Cultural Proficiency Training as part of the P3 Initiative.</p>	<p>Lesson plans will incorporate Common Core standards and instruction will mirror these</p> <p>Teachers will invite Instructional Coaches into their classrooms and future lessons will reflect what they learned.</p>	<p>Principal</p> <p>NUSD Instructional Coaches</p> <p>Principal, Classroom Teachers</p> <p>Instructional Coaches Principal</p> <p>Teacher Leaders</p>

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1c	Goal 4: Assess students regularly to evaluate levels of proficiency and determine individual learning needs for targeted intervention	<p>2014- 2016 - Continue to implement rubrics for reading and writing strategies for Writing Workshop.</p> <p>August 2014 – June 2016 (Fall, Winter, Spring): Students will be assessed using MAPs, ESGI, and DIBELS benchmark assessments multiple times each year. Teachers will use this data as evidence of progress towards Common Core standards, to set individual/small group/class goals, and plan differentiated instruction.</p> <p>August 2014 – June 2016: Grade level teams will be provided time each month to work as a Professional Learning Community (PLC) to develop learning units and analyze student learning. Teachers will continue to guide students to set goals and reflect on evidence of progress.</p>	<p>Instructional Leadership Teeam will meet at a miniumum of 5 times during the school year to review assessments and to discuss student outcomes.</p>	<p>Classroom Teachers</p> <p>Classroom Teachers</p>
1d	Goal 10: Meet the needs of our underserved population with additional staff, resources and engagement.	<p>2014 –2016 (Fall, Winter, Spring): Students will be assessed using MAPs benchmark assessments three times each year. Teachers will use this data as evidence of progress towards Common Core standards, to set individual/small group/class goals, and plan differentiated instruction.</p> <p>2014 –2016: All students are provided access to LEXIA Core 5 software. The computer lab is open before school for at-risk students 2nd grade-5th grade needing intervention. As well, at-risk first grade students are invited to participate in after school intervention classes three times each week.</p> <p>2014-2016: 3rd-5th teachers were trained to use Google Classrooms which will enable teachers to create and organize assignments quickly, provide feedback efficiently, and easily communicate with their students. Teachers were also trained AR360.</p>		<p>Classroom Teachers</p> <p>Classroom Teachers, Support Staff</p> <p>Classroom Teachers</p>

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Novato Unified School District 2014-2016 Single Plan for Student Achievement Goal Matrix Mathematics

LEA Goal: All students will make progress towards mastery of Common Core State Standards in mathematics as demonstrated by multiple measures.																																			
*School Goal:	Each 2 nd – 5 th grade student at Loma Verde will increase their level of proficiency in Mathematics for the school years 2014-2016 using Measures of Academic Progress (MAP) data. Each student, that is currently proficient or advanced will make a minimum of one year's growth as demonstrated by an increased RIT score, and each student below proficient will make a minimum of 1.5- 2 years growth as demonstrated by an increased RIT. The percentage of 3 rd – 5 th Grade Students meeting and exceeding standards on the CAASPP will increase a minimum of 5% from May 2015 to May 2016. The percentage of students b																																		
Identify data used to form this goal: MAP Data & Unit Assessments ESGI will measure Kinder Proficiency 1 st to 5 th will use MAP to determine achievement levels	<input checked="" type="checkbox"/> Measure of Academic Progress Data (MAP) <input type="checkbox"/> ACT/SAT or EAP college readiness indicators <input type="checkbox"/> Student Grades <input type="checkbox"/> CAASPP <input type="checkbox"/> Local Assessment (MARS) <input type="checkbox"/> CAHSEE <input checked="" type="checkbox"/> Other_Unit Assessments _____																																		
What did the analysis of the data reveal that led you to this goal? 2nd Grade Proficient Spring 189-199 <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <th style="width: 25%;">Mathematics</th> <th style="width: 15%;">Fall 2013 Mean RIT</th> <th style="width: 15%;">Spring 2014 Mean RIT</th> <th style="width: 15%;">Growth Points</th> </tr> <tr> <td>All</td> <td>174.7</td> <td>188</td> <td>13.3</td> </tr> <tr> <td>Hispanic</td> <td>170.5</td> <td>184.2</td> <td>13.7</td> </tr> <tr> <td>Caucasian</td> <td>179.1</td> <td>195.4</td> <td>16.3</td> </tr> </table> 3rd Grade Proficient Spring 201-212 <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <th style="width: 25%;">Mathematics</th> <th style="width: 15%;">Fall 2013 Mean RIT</th> <th style="width: 15%;">Spring 2014 Mean RIT</th> <th style="width: 15%;">Growth Points</th> </tr> <tr> <td>All</td> <td>195.2</td> <td>204.1</td> <td>8.9</td> </tr> <tr> <td>Hispanic</td> <td>189</td> <td>197.3</td> <td>8.3</td> </tr> <tr> <td>Caucasian</td> <td>202</td> <td>213.3</td> <td>11.3</td> </tr> </table> 4th Grade Proficient Spring 214-225	Mathematics	Fall 2013 Mean RIT	Spring 2014 Mean RIT	Growth Points	All	174.7	188	13.3	Hispanic	170.5	184.2	13.7	Caucasian	179.1	195.4	16.3	Mathematics	Fall 2013 Mean RIT	Spring 2014 Mean RIT	Growth Points	All	195.2	204.1	8.9	Hispanic	189	197.3	8.3	Caucasian	202	213.3	11.3	Who are the focus students and what is the expected growth? What process will you use to monitor and evaluate the data? Based on the data LV will focus on our EL and Hispanic students. We will continue to develop differentiated lesson plans and instructional strategies to meet the needs of our diverse student base. The Focus is on providing the additional scaffolding and programs needed for EL students to reach Math Standards. Kindergarten students, regardless of subgroup, will be expected to master the key standards for mathematics. Kinder teachers will use ESGI throughout the school year, as well as unit assessments to determine Achievement Levels. First to Fifth grade teachers will use both the Unit Assessments and MARS Tasks to determine growth towards mathematic standards. On line program data will be monitored as well, including Reflex Math and Khan Academy. CAASPP DATA: Third to Fifth: Percent of students Meeting and Exceeding Standards must increase a minimum of 5 Students that have not met standards must increase a minimum of 8%. Parents are provided an update each trimester.		
Mathematics	Fall 2013 Mean RIT	Spring 2014 Mean RIT	Growth Points																																
All	174.7	188	13.3																																
Hispanic	170.5	184.2	13.7																																
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Caucasian	202	213.3	11.3																																

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Mathematics	Fall 2013 Mean RIT	Spring 2014 Mean RIT	Growth Points
All	206.5	218	11.5
Hispanic	201.9	213.6	11.7
Caucasian	211.5	223.8	12.3

5th Grade Proficient Spring 223-236

Mathematics	Fall 2013 Mean RIT	Spring 2014 Mean RIT	Growth Points
All	218	223.4	5.4
Hispanic	211.7	216.7	5
Caucasian	220.3	226.7	6.4

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

Loma Verde Elementary will assess students using the MAP web program multiple times during the year to measure growth on CCSS.
 Loma Verde will also use the CAASPP Data to measure yearly progress for 3rd through 5th grade students.
 The kindergarten students will be assessed using Educational Software for Guiding Instruction (ESGI). This program measures beginning numeracy skills. Loma Verde will use the MAP Correlation Chart to measure growth using the cut score for each performance level.

Actions to improve achievement to exit program improvement (if applicable):

Loma Verde Elementary will monitor student progress through the Instructional Leadership Team. Each grade level team will share data related to student progress with the team and the team will then determine if the individualized programs and/or intervention classes are increasing student achievement. Parents will be informed if students are requested to attend before school Computer Lab to master math concepts.

Item	LCAP Goal(s) Addressed	Actions/Tasks to accomplish Strategy(ies)** (Actions/Tasks must address subgroup needs.)	How will the school monitor the actions/tasks?	Staff Responsible
2a	Goal 1: Effectively implement the Common Core State Standards	<p>2014 – 2016: Instructional Leadership Team will meet monthly to review, reflect on, and plan on-site professional development.</p> <p>August 2015 – June 2016: P.E. teacher provides 30 minutes four times per week to each kinder student and 30 minutes one time per week to the transitional kinder students. This class is based on brain research for developing the executive functioning skills needed for focusing and attention. The class also is based on developing basic movement skills. Provides classroom teachers the ability to level groups and provide differentiated CCSS Mathematics instruction.</p> <p>2014 – 2016: Kindergarten instructional support provided for small group differentiated instruction to master CCSS Math standards.</p> <p>2014 – 2016: Academy after-school math intervention for 4th grade students.</p> <p>2014 – 2016: P.E. teacher provides morning instruction at 7:30am, which provides fifty additional</p>	<p>CELDT scores, MAPs data, ESGI data, Khan Academy reports, REFLEX Math reports, Math Expressions benchmark assessments,</p>	<p>Principal, ILT, P.E teacher, Classroom Teachers</p> <p>K Teachers, Instructional Aide</p> <p>4th/5th Teachers</p>

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		<p>minutes of Differentiated Goal Attainment time during the school day each week for 4th and 5th grade students. Students work on individual CCSS ELA learning goals.</p> <p>2014 – 2016: 4th and 5th grade students receive leveled small group support with Writing Specialist. This provides classroom teachers the ability to level groups and provide differentiated CCSS Mathematics instruction.</p> <p>2014 – 2016: 2nd and 3rd grade students receive small group advanced math instruction that is designed to challenge problem solving and critical thinking skills. Provides classroom teachers the ability to level groups and provide differentiated instruction.</p> <p>2014 – 2016: Math instruction will include the following components:</p> <ol style="list-style-type: none"> 1) Problem solving approaches that develop and build upon conceptual understandings without reliance on standard algorithms 2) Students engage in Math Talk to peer share and teach alternative strategies to solve problems 3) Various tools to solve problems 4) Emphasis on the importance of learning from mistakes 5) Develop students' ability to explain their thinking as well as justifications for their solutions 6) Work cooperatively and independently to solve problems and develop conceptual knowledge of CCSS <p>2014 – 2016: 4th and 5th grade students participate in Math Olympiads, an after school class that provides challenges for students in the form of international competition to deepen their knowledge, build perseverance, and enhance their problem solving abilities in a collaborative manner.</p>		<p>P.E. Teacher 4th/5th Teachers</p> <p>Writing Specialist, 4th/5th Teachers</p> <p>Professional Expert, 2nd grade Teachers</p> <p>Classroom Teachers Intervention Specialist</p> <p>Parent Volunteers</p>
2b	Goal 3: Increase professional development to elevate student achievement & engagement, cultural competency and proficiency	<p>September 2014 – October 2014: Teachers will attend district workshops to study and backwards map new Math Expressions curriculum. Focus is placed on understanding CCSS Mathematical Practices, appropriate assessment/evidence, and measurement of mastery.</p> <p>September 2014 – June 2015: Teachers plan instruction with an emphasis placed on providing multiple opportunities within each unit of study for students to solve problems and practice explaining their thinking verbally and in writing. Teachers will collect evidence of student competency in explaining mathematical processes and analyze growth over time in their PLC meetings on a monthly basis.</p> <p>2015 – 2016: Time in PLCs will be provided for teachers to review evidence of student learning and set next steps for teaching based on this evidence.</p> <p>2015 – 2016 – Teacher Leaders participating in the CAMSP Grant through MCOE to improve Math and Science Instruction.</p>	Teachers will share out at staff meetings how implementation of new curriculum and instructional strategies is going.	<p>Principal, NUSD Instructional Coaches, Classroom Teachers</p> <p>Classroom Teachers</p> <p>Principal, Classroom Teachers</p> <p>Classroom Teachers</p>
2c	Goal 10: Meet the needs of our underserved population with additional staff, resources and engagement.	<p>2014 – 2016: Blended Learning will focus on problem solving and math facts fluency.</p> <p>2014 – 2016: Teachers will continue to facilitate students' practice with Mathematical Practices.</p> <p>S2014 – 2016: Students continue to use the Khan Academy online program to learn and practice specific mathematical concepts. Teachers will monitor student work and use evidence of student learning to drive their curriculum, as well as, small group interventions and enrichments.</p>		<p>Classroom Teachers Intervention Specialist</p> <p>Classroom Teachers</p>

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		<p>September 2014 – June 2016: Students will continue to use Reflex Math to increase math fluency and automaticity with facts.</p> <p>2014 –2016: Technology committee will meet regularly to discuss alignment of technology usage with the LV technology mission statement and continue to develop an articulation plan K – 5 for technology standards related to 21st Century Learning Skills.</p>		<p>Classroom Teachers</p> <p>Classroom Teachers</p> <p>Principal, Tech Committee Teacher Reps</p>
2d	<p>Goal 4: Assess students regularly to evaluate levels of proficiency and determine individual learning needs for targeted intervention</p>	<p>2014 –2016: Grade level teams will be provided time each month to work as a Professional Learning Community (PLC) to develop common assessments and analyze evidence of student learning. Teachers will continue to guide students to set goals and reflect on evidence of progress.</p> <p>2014 –2016: Teachers will frequently review data reports from online programs, such as Reflex Math and Khan Academy, to monitor student learning, provide feedback to students and families, and plan instruction, that includes small group interventions and enrichments.</p> <p>September 2014 – June 2016: Teachers will be supported by Instructional Coaches in the following ways: Team teaching, model lessons, backwards mapping of units, reflection on student learning. Coaches will mentor teachers as needed to assist them in making the transition to implementing the Eight Mathematical Practices that enable the students to access the rigor of the CCSS.</p>	<p>Requires MAP assessments multiple times a year.</p> <p>Monitor CELDT Testing</p> <p>Classroom visitations weekly.</p>	<p>Principal, Classroom Teachers</p> <p>Classroom Teachers</p> <p>Instructional Coaches</p>

Novato Unified School District 2014-2016 Single Plan for Student Achievement Goal Matrix School Culture

<p>LEA Goal: All schools will provide a positive learning environment that promotes engagement and collaboration between students, staff and parents as evidenced by multiple measures.</p>	
<p>*School Goal:</p>	<p>Empower our diverse parent community, school staff and student body to work together as active partners in strengthening the Loma Verde school climate, to further develop a culture focused on closing the achievement gap as measured by test scores. A focus will be to empower students through development of emotional intelligence and positive identity development.</p>

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Identify data used to form this goal: MAP Scores, PTA, ELAC, School Culture Committee, and Charlas Con Café Discussions.	<input type="checkbox"/> Suspension/Expulsion <input type="checkbox"/> Attendance <input type="checkbox"/> Other _____	<input type="checkbox"/> Parent/Student/Staff Surveys <input type="checkbox"/> Graduation Rate	<input type="checkbox"/> CA Healthy Kids Survey (CHKS) <input type="checkbox"/> Drop-out Rate
What did the analysis of the data reveal that led you to this goal? Data shows that parent involvement is increasing in most areas. However, more work needs to be done to form strong partnerships that build continue to engage parents in meaningful ways.		Who are the focus students and what is the expected growth? What process will you use to monitor and evaluate the data? Based on the data LV will focus on our EL and Hispanic students. We will continue to develop relationships with all stakeholders with emphasis on parents and families. Our Bilingual Educator will continue to reach out to include all parents of second language learners as well as parents from other backgrounds to provide the group with diverse perspectives.	
What process will you use to monitor and evaluate the data? Use Healthy Kids Survey to continue to compare responses from students district wide with student responses from LV. Maintain sign in sheets for ELAC, PTA and Charlas Con Café. Observe parent participation in school wide events like the College Bound BBQ, Watch DOG kick off event, International Dinner and all major school events. Review sign in sheets from Back to School Night and Open House to determine levels of participation from all population groups.		Actions to improve achievement to exit program improvement (if applicable): <div style="border: 1px solid black; padding: 5px;"> Increase inclusion and participation levels within the Loma Verde Community, including students, staff and families through an intentional effort of reaching out to families through face to face contact, e-news, printed newsletters and informational tables outside the office and in the kindergarten area. Purpose of this strategy is to empower all stakeholders to be active participants all phases of the educational process. The reaching out effort will zoom in on inviting parents to all groups including PTA, ELAC, Charlas con Café, Watch DOGS and all community events. </div>	

Item	LCAP Goal(s) Addressed	Actions/Tasks to accomplish Strategy(ies)** (Actions/Tasks must address subgroup needs.)	How will the school monitor the actions/tasks?	Staff Responsible
3a	Goal 8: Increase parent participation by engaging them in their child's learning activities and providing parent education opportunities to support student learning.	<p>2014 –2016: Principal and Bilingual Parent Educator meet with incoming families from other school sites to explain the culture of Loma Verde. Conversations include rules and expectations between student, parents and staff to help provide a smooth transition.</p> <p>2014 – 2016: Loma Verde in Motion brings Loma Verde Community together daily through motion from 8:30 – 8:45 a.m. 15 minutes of group exercise and learning set to fun and inspiring music. Students, staff, and parents participate in this healthy community building activity.</p> <p>2014 – 2016: Charlas Con Café (Coffee Chat) is hosted by our Bilingual Parent Educator. Latina women to come together and discuss challenges in their daily life. The facilitator provides the resources and presenters from the community that can bring them information on the issues the women bring to the group. Topics that have been scheduled with speakers include: Bully prevention, suicide prevention, health & nutrition, underage drinking, discrimination in Fair Housing, technology, and using Aeries.</p>	Healthy Kids Survey, Parent Survey, feedback from PTA, ELAC, and Charlas con Café.	Principal, Bilingual Parent Educator P.E. Teacher Principal, Bilingual Parent Educator Bilingual Parent

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	<p>2014 – 2016 – The Bilingual Parent Educator will set up Rosetta Stone accounts for parents who will participate in classes to improve their English proficiency.</p> <p>2014 – 2016: The School Culture Committee meets monthly to reflect on current status of school culture. It also plans events that encourage our diverse population to come together as one to celebrate student successes, Red Ribbon Week, holidays, track and field events, school musicals, fundraisers, International dinner etc. The committee also problem solves current school community issues as well as addresses areas of need in communication to ensure all families are up to date on events and happenings at the school.</p> <p>2014 –2016: Weekly playgroup meets on Tuesday mornings for two hours. Children and parents are taught songs, letters, numbers, and introduced to literacy through stories and books. These children are incoming kindergarteners that do not have access to preschool.</p> <p>November 2014 – June 2015: Student leadership is facilitated by the teacher leaders. Students strive for good citizenship and academic excellence, share ideas to make our school the best it can be in regards to academic behavior and campus cleanliness, and promote inclusion in our school.</p> <p>2014 – 2015: Partners Program, Doc of the Day Program. Individual and group counseling will be provided on a weekly basis to students struggling with social and emotional behaviors. Immediate intervention will be provided daily to any students struggling with behaviors or an emotional crisis. Counselors will provide parents support services as needed.</p> <p>August 2014 – June 2015: Garden instructor will provide lessons that target CCSS and Next Generation science with garden activities. Parents will be involved in after school gardening club.</p> <p>August 2014 – June 2015: Raising a Reader Program engage caregivers in a routine of book sharing with their children from birth through age eight to foster healthy brain development, healthy relationships, a love of reading, and the literacy skills critical for school success.</p> <p>November 2014: Literacy Week. Parents and community members read to students. Families attended the Raising a Reader Literacy Carnival that linked children's literature to learning games.</p> <p>2015 – 2016: Young Imaginations will work with students to teach them dances from various countries. Students will perform at the International Dinner.</p> <p>Spring 2016: Lunch and Learning Day. Families eat lunch with students and participate in classroom CCSS learning activities.</p>	<p>Educator</p> <p>School Culture Committee</p> <p>Bilingual Parent Educator</p> <p>Teachers</p> <p>Principal, Partner Program Interns</p> <p>Garden Instructor</p> <p>Principal, Raising a Reader Coordinator</p> <p>Principal, Teacher Leaders</p> <p>Raising a Reader Coordinator</p> <p>Young Imaginations</p> <p>Classroom Teachers</p>
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**TITLE I SCHOOLWIDE PROGRAM SCHOOLS/NCLB 1114 (PI—Section 1116)
COMPONENTS FOR IMPLEMENTATION**

ACADEMIC ACHIEVEMENT

Which reform strategy generated the highest overall measurable increase in student achievement?

- Opening the computer lab at 7:30 a.m. five days per week to allow time for students to work with the on line programs in a supervised environment.
- Continued implementation of Guided Language Acquisition Design (GLAD) strategies and development of integrated units.
- Intentionally linking ELA and ELD standards into all content areas.
- School Wide Agreements on implementing engagement strategies.
- Before school reading interventions.
- Providing the Language! 4 program for students two years below reading level.
- Having P.E. before school, allowing for 45 minutes of differentiated learning for fourth grade students during the school day each week and 45 minutes of differentiated learning for 5th grade students during the school day each week. This differentiation time during the school day is called College Bound Time, with the focus being on individualized goals.
- Use of on line programs providing individualized instruction based on student needs.

Which instructional intervention had the slightest or no measurable impact on overall student achievement?

Homework Club did not produce measurable results because there was not enough support for the struggling students. Some of the parent volunteers did not have the skills to manage the students and as a result, the students' level of focus was minimal at times.

Revisions to plans

-4th Grade Teachers will be paid to facilitate College Bound Academy classes for their grade level

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- 1st grade teachers will share the responsibility for having students stay one half hour after school to work on Lexia, monitored by the teacher.
- Increase the amount of ELA and ELD instruction directly linked to content areas such as science and social studies.
- Increase use of “Exit Tickets” as a formative assessment tool on a daily basis. Use this evidence to pull small groups or work one on one with students. Use this tool as a way to determine level of understanding prior to quizzes and exams.
- Continue before school programs, including the computer lab for on-line programs.
- Increase level of student talk, training students to explain their thinking and justify their answers. Use instructional coaches to model “math talk” and train teachers to have students consistently focus on the eight mathematical practices.
- Flex groups and differentiated small groups for reading and English Language Development (ELD)
- Fourth and Fifth grade will continue to be provided “College Bound Time.” Focus will be to expand on the small group interventions and enrichments during the College Bound Time, zooming in on specific Common Core State Standards for Reading and Writing.
- Students will receive differentiated instruction through both small groups facilitation and on-line programs

SAFETY-NET

Which action produced a notable improvement in the procedure in which students who need additional assistance to meet grade level standards are helped?

Continued focus Professional Learning Communities (PLC) and linking the results of the team’s analysis of student work to the work of the Progress Monitoring Team.

Providing teachers with time to: agree on specific standards to be taught, develop assessments to measure growth, agree on instructional strategies and criteria to be used to measure proficiency levels.

Progress Monitoring Team provided resources and support to teams needing assistance with students not yet meeting standards.

Which action was the least influential in transforming the way in which students who are not meeting grade level are helped?

The College Bound Program that met on Fridays after school was not as effective as it was the original year it began. Students did not view belonging as prestigious and in fact some felt stigmatized. This was not the intent and this impression did not help students take the program seriously. The connection between classroom teachers and the mentors was not developed as strongly as it could be. Therefore, the number of students meeting grade level goals did not provide the results expected.

The reflection process at the end of the year provided an opportunity to revamp this entire program and out of this emerged a powerful College Bound Academy that was implemented in August 2014. The 4th and 5th grade teachers used data to select the students they believed would need the most academic supports to achieve grade level standards. These students were invited to join The College Bound Academy. They will attend before school programs 5 days per week and after school programs 4 days per week. These programs will be run by grade level staff, thus linking grade level goals and providing the specific supports needed.

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PROFESSIONAL DEVELOPMENT

What one action advanced the implementation of methods to improve the connection between instruction and academic achievement?

The continued process of staff meeting before the beginning of the school year and agreeing on school wide commitments for instructional practices, programs, behavior standards, protocols for Professional Learning Communities, goal setting requirements and engagement strategies, as well as curriculum established a culture of high expectations and camaraderie. This process set the tone for the year and the cross grade level articulation and commitment to similar standards also benefited students because of the consistency of implementation. The school wide agreements were posted in the staff room and teachers could see the chart that was created throughout the discussion. Staff periodically reviewed the commitments and shared out how the strategies were working in their classrooms or grade level.

What professional practice did not result in a significant improvement enhancing instructional technique?

One of the School Wide Agreements was to use icons for depth and complexity for all students to increase critical thinking skills. This strategy was not influential this past year because teachers were not provided the time to learn how to connect the strategy to their instructional strategies. To remedy this situation, an instructional coach was brought in at the beginning of the 2014 school year to work with each grade level teaching team to help them learn more about the purpose of icons and how to integrate them throughout the curriculum. We have learned that when too many new strategies are introduced teachers do not have enough time to practice and develop new habits. As a result, this learning process is ineffective.

PARENTAL INVOLVEMENT

Which reform strategy significantly increased the involvement of parents as members of the learning community?

The School Culture Committee continues to become an integral part of the transformation of the parent community. Parents and staff both participated on this committee, with their mission being to embrace the diversity of the community and celebrate the differences, at the same time as developing a culture of tolerance for multiple perspectives, customs, and belief systems.

Unifying our families continues to be an important task for LV. Our goal is to transform the way people communicate with each other. The committee planned Red Ribbon Week, anti-bullying procedures, and an International Dinner. The dinner was an unforgettable evening that brought the community together in a meaningful way. Parents worked together as a team, regardless of social status, ethnicity, or age, to make the evening a success. Parents, students, and staff learned more about the backgrounds of each other. Parents learned more about the academic programs available at Loma Verde through the Charlas con Café, PTA, and ELAC. Parents were invited into the classrooms for Lunch and Learning.

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Which reform strategy had the least impact increasing parents as stakeholders in the learning community?

Implementation of Charlas con Café by the Bilingual Educator continued to bring Hispanic parents together in a casual environment, and brought them speakers on a regular basis. The speakers focused on drug awareness, safety, anti-bullying, health and nutrition, college readiness strategies and parenting skills. Participants became empowered over the course of the school year and became more actively involved in their children's education. In addition, this past year, a Zumba class has brought the parents together. There are a significant number of families that participate in the Zumba class and they have requested ELAC meetings to be on Fridays following this class. The class brings the parents together in a fun setting and they enjoy meeting both formally and informally after this class.

The intent of the Charlas con Café was to bring together all parents in the LV community. However, mostly Hispanic parents attended and the Bilingual Educator was disappointed with the lack of diversity in the meetings. The few times that the PTA members joined these sessions it was much more powerful because the perspectives were more varied and learning between cultures was more apparent. The goal for 2014- 2015 is to increase the number of parents attending and to broaden the diversity of the attendees.

COORDINATION AND INTEGRATION OF FUNDS –

How did Title I funds provide help to reach one objective?

Title I funds were combined with funds from a grant to pay for the LV Reading Specialist. The Specialist works with our most struggling readers on a daily basis through a first and second grade “booster” class in the afternoons, provides a before school reading intervention class and a Language! Program for 3rd graders and Language4! Program for 4th and 5th graders. These programs help LV reach the objective of significantly increase the ELA proficiency level of EL students and struggling readers.

What action supported by Title I funds did not improve academic achievement for students?

Loma Verde Elementary purchased a number of online programs. The Study Island Program was cancelled and the school purchased Scoot Pad. This change of programs did not improve academic achievement. The program was not as flexible as other on-line programs the school has used in the past. It was also more difficult to monitor students and to individualize the work based on student needs. The teachers did not feel comfortable using this program and it was cancelled at the end of the 2013-2014 school year.

Budget- Expenditures as outlined in the Single Plan for Student Achievement

SPSA Goal	Item	NUSD LCAP Goal	Proposed Expenditures for Activities and Strategies to Implement this Goal	Estimated Cost	Budget Year	Category	Funding Source
Goal 1 - ELA	a	Goal 1	Reading Intervention Before and After School	\$37,223.00	2015-16	Certificated Salaries (1000-1999)	MCF Grant PreK-3 (9284)
Goal 2- Math	a	Goal 1	Morning computer lab	\$10,309.00	2015-16	Classified Salaries (2000-2999)	MCF Grant PreK-3 (9284)
Goal 1 - ELA	d	Goal 10	Lexia Afterschool for 1st grade	\$1,126.13	2015-16	Certificated Salaries (1000-1999)	MCF Grant PreK-3 (9284)
Goal 2- Math	c	Goal 10	4th grade instructional aide	\$7,226.00	2015-16	Classified Salaries (2000-2999)	MCOE CTE Pathway Grant (9240)
Goal 1 - ELA	a	Goal 10	Homework Club after school	\$2,639.00	2015-16	Certificated Salaries (1000-1999)	MCF Grant PreK-3 (9284)
Goal 2- Math	a	Goal 10	Homework Club after school	\$1,717.00	2015-16	Classified Salaries (2000-2999)	MCF Grant PreK-3 (9284)
Goal 1 - ELA	a	Goal 1	1st grade small group	\$2,634.42	2015-16	Classified Salaries (2000-2999)	MCF Grant PreK-3 (9284)
Goal 2- Math	a	Goal 10	Intervention Teacher	\$27,836.00	2015-16	Certificated Salaries (1000-1999)	LCFF Targeted (0290)
Goal 1 - ELA	a	Goal 1	Differentiation Teacher Reading - small groups 3rd/4th	\$9,380.00	2015-16	Certificated Salaries (1000-1999)	LCFF Targeted (0290)
Goal 1 - ELA	a	Goal 1	ELL Teacher - EL development for new comers	\$3,555.00	2015-16	Classified Salaries (2000-2999)	LCFF Targeted (0290)
Goal 2- Math	a	Goal 1	Differentiation Teacher Math - small groups	\$6,750.00	2015-16	Certificated Salaries (1000-1999)	MCF Grant PreK-3 (9284)

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Goal 3 Climate	a	Goal 8	Garden Instructor	\$4,000.00	2015-16	Classified Salaries (2000-2999)	MCF Grant PreK-3 (9284)
Goal 3 Climate	a	Goal 8	Garden Instructor	\$6,000.00	2015-16	Classified Salaries (2000-2999)	Other
Goal 2- Math	a	Goal 1	Differentiation teacher with small groups	\$4,480.00	2015-16	Certificated Salaries (1000-1999)	MCF Grant PreK-3 (9284)
Goal 1 - ELA	a	Goal 1	College Bound - 4th grade	\$9,009.00	2015-16	Classified Salaries (2000-2999)	MCF Grant PreK-3 (9284)
Goal 3 Climate	a	Goal 8	Partners Doc of the Day	\$30,000.00	2015-16	Classified Salaries (2000-2999)	MCF Grant PreK-3 (9284)
Goal 3 Climate	a	Goal 8	Community Liason	\$17,638.00	2015-16	Classified Salaries (2000-2999)	MCF Grant PreK-3 (9284)
Goal 1 - ELA		Goal 1	Purchase Spelling City/Accelerated Reader	\$2,832.89	2015-16	Books and Supplies (4000-4999)	Unrestricted (0300)
Goal 1 - ELA		Goal 1	Reading Specialist	\$42,586.00	2015-16	Certificated Salaries (1000-1999)	MCF Grant PreK-3 (9284)
				\$6,105.00	2015-16	Employee Benefits (3000-3999)	MCF Grant PreK-3 (9284)
				\$6,634.00	2015-16	Employee Benefits (3000-3999)	LCFF Targeted (0290)
				\$48,022.00	2015-16	Certificated Salaries (1000-1999)	LCFF Targeted (0290)
Goal 1 - ELA		Goal 1	Tech and Lab Supplies	\$6,576.26	2015-16	Books and Supplies (4000-4999)	Unrestricted (0300)
Goal 3 Climate		Goal 10	Stand up Desks and Stools	\$2,143.40	2015-16	Books and Supplies (4000-4999)	Unrestricted (0300)

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Goal 3 Climate		Goal 8	LV in Motion	\$9,691.00	2015-16	Certificated Salaries (1000- 1999)	LCFF Targeted (0290)
Goal 1 - ELA			Project Coordinator/CELDT Coordinator	\$24,793.00	2015-16	Classified Salaries (2000- 2999)	Title I (3010)
Goal 1 - ELA			Project Coordinator/CELDT Coordinator	\$6,634.00	2015-16	Employee Benefits (3000- 3999)	Title I (3010)
TOTAL				\$337,540.10			

[illegible]

\$37,000.00

\$374,540.10