

The Single Plan for Student Achievement

School: Gateway Elementary School
CDS Code: 15-73742-6110712
District: Sierra Sands Unified School District
Principal: Margaret H. Bergens
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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School Vision and Mission

Gateway Elementary School's Vision and Mission Statements

VISION

LEARNING, THINKING, DOING...BUILDING A GATEWAY TO THE FUTURE

MISSION

WE VALUE LEARNING: Learning is a lifelong, active process where thinking and action are encouraged and creates individuals who are academically literate...both culturally and scientifically.

WE SHARE A CONTAGIOUS EXCITEMENT ABOUT LEARNING: The climate serves as a magnet to draw students, parents and staff together as a team that works as partners to create the best climate for learning.

WE ARE A UNIFIED TEAM OF STUDENTS, PARENTS AND STAFF WHO ENCOURAGE ONE ANOTHER TO ACHIEVE OUR MAXIMUM POTENTIAL: We recognize each member of the team has unique gifts and all participants are valued for their contribution.

WE SUPPORT AN ENVIRONMENT IN WHICH ALL TEAM MEMBERS ARE SAFE: We are safe to play, work, discuss and take risks in thinking and sharing.

WE ARE PART OF MANY COMMUNITIES: We are an active, responsible participant of the school, community, city, state, country and world communities and do our part in making each a better place.

TO CARRY OUT THIS MISSION, AT GATEWAY SCHOOL WE BELIEVE IN...

THE JOY OF LEARNING: We believe working and learning together is exciting, challenging and fun.

LIFE-LONG LEARNING: We are committed to continual improvement of ourselves. We teach students to value the pursuit of knowledge and to become life-long learners.

MUTUAL RESPECT: We respect each other, our students, parents and the community. We teach students to respect each other.

TEAMWORK: We work as a team. We teach students the importance and value of cooperation and collaboration. We encourage parents and the community to work in partnership with us.

EXCELLENCE AND INTEGRITY: We are professionals, dedicated to teaching and committed to innovation. We conduct ourselves in an honest, principled manner. We teach students the value of doing their best work and being their best "self".

School Profile

Gateway Elementary School opened in August 1992 and currently has 420 students. There are two SDC preschool classes. Gateway School has a full-time school counselor. We have Student Support Teams which provide an opportunity for teachers and parents to examine resources available to students and families. Working with the teacher and family, the team develops a plan of assistance in meeting both academic and social needs. Gateway School has limited access to a district nurse and a full time vocal vision speech and language therapist. District psychologists are available to conduct testing on a referral basis if preliminary screening warrants it.

Gateway Elementary School has teacher leaders and classified support staff who instill positive attitudes and values to students and provide critical skills that enable them to be responsible citizens. Gateway School is proud of its collaborative leadership that has been the basis of decision making. The staff utilizes a problem-solving model for decision making in all aspects of planning and organization of the school. This process is utilized in developing and refining the discipline policies, disaster plans, technology plans, and other school improvement efforts. The team is dedicated to the idea that the education of our students involves the interaction of all others and works jointly with parents and the larger school community. The organizational structure includes a school site council of 10 members, an English Language Advisory Council, and a PTO board. These three groups provide the major input into Gateway's programs and areas related to the school. Parents and other members of the community are encouraged to become involved with a variety of school activities including Back-to-School Night, Open House, parent-teacher conference days, and

assemblies. The School Site Council plays an advisory role in planning the school's improvement program. The PTO organizes many activities and supports the mission of the school. Community groups play an active role in supporting the school. Many community resources provide the school with special help. The school benefits regularly from activities provided by the Kiwanis Club, Maturango Museum docents, and the Indian Wells Valley Concert Association. Parent volunteers assist with Junior Olympics and participate in the annual Kiwanis Walk-A-Thon. In addition, many classroom volunteers help classroom teachers. These groups work together to assist school leadership and staff in providing additional activities and support for the school.

The staff at Gateway Elementary School continues to provide the best educational opportunities possible for all of its students and feels the most important learning activities take place in the classroom. To provide excellent classroom instruction, teachers set high expectations, both academically and behaviorally. Universal expectations are posted in each classroom stating expected behaviors. There are also expectations posted in the library, restrooms, cafeteria and office. Each teacher has established a parent communication plan. The school has a Parent-Student folder which contains not only general school information but also playground standards and behavior. Noon duty supervisors are provided with classroom rules and game rules as well. The purpose of these rules and regulations is to assure that students have the opportunity to obtain an excellent education. Students are not only accountable for behavior but for rigorous classroom expectations in each subject area. Teachers work together at grade level to set a standard of achievement. Classroom teachers follow the district-adopted curriculum and utilize the district-adopted textbooks and materials. All students in K-5 are administered district benchmark assessments.

Gateway students and staff participate in numerous opportunities for rewards and incentives for behavior. In addition to each classroom teacher providing periodic reports to parents on behavior. Students receive recognition for participation in the Kiwanis Walk-A-Thon, the Presidential Academic Fitness Program, Presidential Academic Awards, and Junior Olympics at both the site and city levels, and the school basketball program. Monthly award assemblies recognize students for academic achievement and excellent behavior. Third through fifth grade students are recognized each trimester with Kevin McCarthy Awards, Gateway was recognized as a Gold Ribbon and Title I Achieving School in 2016-17.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

Gateway is a school wide Title 1 elementary school. We utilize an annual Title 1 Parent Survey in the spring. The Title 1 Parent Survey is comprised of questions regarding parental feedback on school culture, parent/community involvement, home/school communication, standards and assessment, and teaching and learning. The Academic Program Survey (APS) was also completed with input from staff in order to identify areas of growth for instructions and professional development needs.

Classroom Observations

There are formal observations done for all certificated teachers. Unscheduled walk-throughs are conducted for all teachers. Teachers set annual goals and develop professional development plans for themselves. Teachers are provided with continual feedback and given guidance if areas of improvement are noted. Peer mentors are available if necessary. Teachers are implementing common core standards so shifts in instruction and lesson delivery are being made.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Standards, Assessment, and Accountability

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

School-wide results of state and district assessments in math and language arts (SBAC, CELDT, benchmarks) are reviewed to identify the school's focus. District pacing calendars in Language Arts and Math as well as the State Curriculum Frameworks and blueprint standards, are used as planning guides. Test data is warehoused in Illuminate and data is available by school, by teacher, by student group, and by student. This information is used to identify students at risk and to plan instruction and/or re-teaching. Teachers also work in grade level collaboration meetings to analyze student data, develop curriculum, create action plans and discuss, model, and observe best practices.

Teachers use benchmark results in Language Arts and Mathematics as well as classroom formative assessments to monitor and modify instruction, then plan interventions.

A new K-5 ELA adoption was purchased for 2017-18 in response to ever increasing accountability targets, data analysis results, and staff input. This ELA adoption better meets the needs of our students and is aligned with the Common Core Standards. In addition, the Benchmark Advance ELL components were adopted for use K-5 and materials were purchased for all special education programs.

A new K-5 math adoption was purchased for 2013-14 to enable staff to address Common Core Standards.

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

Teachers use benchmark results in Language Arts and Mathematics as well as classroom formative assessments to monitor and modify instruction and plan interventions. Teachers also work in grade level professional learning communities to analyze student data, develop curriculum, create action plans and discuss, model, and observe best practices.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

Under ESEA, the latest guidance no longer requires Section 1119, the Highly Qualified Teacher (HQT) Guide is not applicable for the 2016–17 school year.

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

Three teachers are not credentialed. These teachers are provided with peer coaches and they also attend the district professional development training provided three times a year. New teachers are also provided with a grade level mentor.

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

Staff development is based on district initiatives, individual school and teacher needs. Student performance data, teacher surveys, and principal observations help determine professional needs. The focus of Gateway school's staff development will be in Common Core Standards and the shifts needed in instructional delivery and student responses especially in math, along with common formative assessments. We also will provide training in Whole Brain Teaching (WBT) and learning to address the changing needs of students. Technology integration will also be a focus. Our primary teachers have received Orton Gillingham training to ensure quality first instruction in language arts. All teachers will be provided Step Up to Writing training to ensure

quality direct instruction in the writing process.

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

The District provides BTSA coaches for new teachers. New teachers attend professional development workshops taught by the BTSA Resource Teachers. The coaches work with teachers on the California Standards for the Teaching Profession. Other content experts and instructional coaches who provide instructional assistance and support for teachers are the district ELA and math coaches, technology coach, ELD Teacher Coordinators, and Special Education Program Support Teachers. They support site teachers by assisting in reading instruction, offering model lessons, and providing feedback on best practices, providing professional development in writing, and ELD strategies. In addition, technology training and staff professional development days are used to train in topics such as Benchmark Advance, Illuminate, Aeries, Google, benchmark tests/ analysis, and textbook adoptions in order to assist teachers in planning instruction. We also have a full-time Project Teacher who works with grade level designed intervention groups of students in ELA and math.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Our teachers have professional learning community meetings most Wednesday mornings during which they review benchmark assessments, analyze results, plan re-teaching and examine the progress of target students. Teachers have attended training to learn to analyze data and design intervention strategies. Three times a year district grade level collaborations are used to address modifying benchmarks, creating CCSS aligned lessons, and other relevant issues associated with the transition to Common Core. In grades 1-5, grade level collaboration is built into our master schedule which provides grades 1-3 with 90 minutes of during school collaboration and grades 4-5 with 60 minutes of during school collaboration. The collaboration time is lead by the Title 1 Projects teacher who leads the collaborative inquiry: assess, plan, act, and reflect.

Teaching and Learning

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

All teachers use state adopted textbooks & supplementary materials, California Common Core Standards, grade level expectations, the district pacing calendar and blueprints to prepare for weekly lesson plans and guide instruction in Language Arts, Math and ELD throughout the year. Grade level teams collaborate together using data from the curriculum based assessments, and teacher assessments to analyze student performance and adjust instruction accordingly.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Our school follows the California Framework and Sierra Sands USD recommended instructional minutes. Every teacher has a daily and yearly plan to ensure that students receive the appropriate amount of instructional time for each subject to not only meet legal requirements but also meet the individual needs of students.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Teachers are guided to pace instruction according to the district pacing guides. Pacing guides are being refined in ELA and math to closely address identified needs and match the new adoptions. Report cards have also been adjusted. Math and ELA pacing guides are being revised to align with the Common Core State Standards.

Our school gives three trimester benchmark assessments during the school year that assess mastery of skills after they are taught. Additional re-instruction is provided to students not meeting their targets. Instruction is individualized to ensure that each student excels at the appropriate level to attain proficiency on grade level standards. Staff is working together during local professional development days to ensure that all elements of the new ELA and math adoptions (i.e. pacing, reporting, benchmarking, writing assessments) are aligned to maximize student success. Outside resources are also utilized.

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

All students have access to standards-based instructional materials in all core subject areas.

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

Current adopted instructional materials for our site are included in a chart located at the back of this document. Sufficient materials are available. Please refer to SARC/Curriculum and Instruction/Textbooks for more detailed information.

Opportunity and Equal Educational Access

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

All students receive standards-based instruction at their appropriate grade level. In classrooms, teachers provide additional access to the curriculum through small group instruction. During reading and ELD, students are grouped by instructional level, assessed and regrouped appropriately. Teachers are encouraged to examine student work samples and meet at grade-level and/or department level meetings to ensure that students are mastering standards. They also determine student needs, adjust instruction and plan re-instruction accordingly. Intervention action plans are developed when appropriate. The Student Study Team process is used to identify and monitor students at risk. Interventions are agreed upon and implemented by the classroom teacher in collaboration with the student's family.

14. Research-based educational practices to raise student achievement

Staff has been trained in Common Core State Standards. ELA and math SBE approved materials are implemented with fidelity to ensure mastery of standards.

Parental Involvement

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

District, community, family, and school resources available to assist underachieving students:

- District Nurse, School Psychologist, Librarian
- Resource Teachers: Special Education
- Peer Tutors
- Instructional Aides (special education)
- Parent Volunteers
- School Attendance Review Board (SARB)
- School Counselor
- Translator
- School Resource Officer
- Academic Intervention Classes
- Full-Time Title I Teacher
- Computer Paraprofessional
- Others (i.e. Family Resource Center, service groups, partnerships, PTO, after school clubs)

Our school communicates with parents through:

- Parent informational meetings and visitations
- Back-To- School Nights/ Open Houses
- Superintendent's Council
- Parent Teacher Conferences
- School Site Council
- ELAC meetings
- PTO
- School Newsletter
- School web page
- Parent Square
- Other resources: Marquee

Our School Site Council meets state requirements for parity and consists of (number):

- 1 Principal
- 3 Classroom teachers
- 1 Other staff
- 5 Parents and community members

At SSC meetings, we participate in the planning and approval of the school plan revision, budget, monitoring and evaluation. Each year the SSC attends training and leadership participates in training to learn how to analyze data, set goals and plan interventions. Parents are encouraged to participate in governance activities. Parents are encouraged to participate in an annual survey that serves as an evaluation of services.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The School Site Council, including an equal representation of parents and staff, analyzes data including the annual parent survey, budget expenditures, parent involvement and makes educational decisions to ensure the students are meeting content standards. They also evaluate the educational program for its effectiveness at least annually.

Funding

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

Categorical services focused on the under-performing students at this school include after school intervention and Title I services, including a full-time Title 1 Projects teacher and a computer paraprofessional. Teachers work with struggling students to set goals, check progress, and celebrate successes. Translation services (Spanish) are provided as a centralized service. A counselor provides support through individual and small group sessions focusing on improving behavior.

18. Fiscal support (EPC)

Fiscal support is provided by the district, reflected in the action items, and allocated to the site based on enrollment and need.

Description of Barriers and Related School Goals

An upward trend of additional Socio-Economically Disadvantaged (SED) students as well as our English Learners not progressing has impacted the site's needs. The district has increased our mental health care by providing a full-time school counselor to support all students. To assist parents and provide information, monthly family nights are held, including technology in order to share educational sites that can be accessed at home. To assist students not meeting math standards, a before and after school intervention was added four days a week in the computer lab. The district math project teacher is also providing assistance to teachers to ensure quality first instruction. A lack of keyboarding skills hinders students success while completing tests, so the computer paraprofessional has added keyboarding skills to her schedule for all students. Supporting the needs of our English Learners is being addressed through the use of district project teachers modeling lessons for teachers. During grade-level collaborations, teacher create interventions based upon data to meet the needs of all students. We will continue to target and intervene in both ELA and math with our SED and EL populations to monitor progress.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	71	58	65	67	57	65	67	57	65	94.4	98.3	100
Grade 4	75	68	70	73	68	70	71	68	70	97.3	100	100
Grade 5	73	76	69	71	74	68	70	74	68	97.3	97.4	98.6
All Grades	219	202	204	211	199	203	208	199	203	96.3	98.5	99.5

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2411.3	2395.2	2425.0	21	14	26.15	21	11	20.00	28	32	26.15	30	44	27.69
Grade 4	2463.9	2456.6	2447.2	25	18	10.00	26	31	25.71	15	21	28.57	32	31	35.71
Grade 5	2470.0	2492.2	2487.4	6	23	14.71	34	23	33.82	18	20	25.00	41	34	26.47
All Grades	N/A	N/A	N/A	17	19	16.75	27	22	26.60	20	24	26.60	34	36	30.05

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 3	19	14	23.08	46	42	40.00	34	44	36.92	
Grade 4	30	24	14.29	35	50	60.00	35	26	25.71	
Grade 5	10	22	8.82	49	43	69.12	41	35	22.06	
All Grades	20	20	15.27	43	45	56.65	37	35	28.08	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	12	9	32.31	51	54	33.85	37	37	33.85
Grade 4	23	18	15.71	49	56	55.71	28	26	28.57
Grade 5	16	30	26.47	47	38	47.06	37	32	26.47
All Grades	17	20	24.63	49	49	45.81	34	32	29.56

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	19	14	26.15	61	70	58.46	19	16	15.38
Grade 4	18	15	10.00	58	69	62.86	24	16	27.14
Grade 5	14	19	13.24	59	58	64.71	27	23	22.06
All Grades	17	16	16.26	59	65	62.07	24	19	21.67

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	18	9	27.69	48	51	40.00	34	40	32.31
Grade 4	17	13	11.43	37	62	64.29	25	25	24.29
Grade 5	19	30	20.59	60	47	50.00	21	23	29.41
All Grades	18	18	19.70	48	53	51.72	27	29	28.57

Conclusions based on this data:

1. For overall ELA achievement for all students in 3rd grade; 46.15% of the students "Met" standards and 53.84% of the students did Not meet" standards.

In 4th grade 35.71% of the students "Met" standards and 64.28% of the students did "Not Meet" standards.

In 5th grade 48.53% of the students "Met" standards and 51.47% of the students did "Not Meet" standards.

2. Based upon the the 3rd grade Reporting Achievement Level descriptors for ELA:

Reading 40% or 26/65 students are at or near standards.

Writing 33.85% or 22/65 students are at or near standards.

Listening 58.46% or 38/65 students are at or near standards.

Research/Inquiry 40% or 26/65 students are at or near standards.

Based upon the the 4th grade Reporting Achievement Level descriptors for ELA:

Reading 60% or 42/70 students are at or near standards.

Writing 55.71% or 39/70 students are at or near standards.

Listening 62.86% or 44/70 students are at or near standards.

Research/Inquiry 64.29% or 45/70 students are at or near standards.

Based upon the the 5th grade Reporting Achievement Level descriptors for ELA:

Reading 69.12% or 47/68 students are at or near standards.

Writing 47.06% or 32/68 students are at or near standards.

Listening 64.71% or 44/68 students are at or near standards.

Research/Inquiry 50% or 34/68 students are at or near standards.

3. To address the needs, grade-level collaborations and district and site professional development days will be used to intentionally design and implement:

Systems so that everyone is learning;

Focus on learning and pedagogical improvements;

Identify students' strengths and weaknesses with targeted instruction to ensure mastery in standards;

Build a growth mindset to support implementation of the new ELA adoption;

Create specific goals and indicators that are measurable;

Be flexible and dynamic to meet emerging needs; and

Create systems that are sustainable.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	71	58	65	68	58	65	68	58	65	95.8	100	100
Grade 4	75	68	70	71	68	70	70	68	70	94.7	100	100
Grade 5	73	76	69	71	74	68	70	74	68	97.3	97.4	98.6
All Grades	219	202	204	210	200	203	208	200	203	95.9	99	99.5

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2413.4	2385.9	2424.4	10	3	16.92	29	19	21.54	34	24	33.85	26	53	27.69
Grade 4	2458.6	2462.8	2449.1	15	13	7.14	24	22	22.86	32	46	42.86	27	19	27.14
Grade 5	2470.9	2487.6	2478.0	8	16	14.71	17	18	13.24	35	32	33.82	38	34	38.24
All Grades	N/A	N/A	N/A	11	12	12.81	23	20	19.21	34	35	36.95	30	35	31.03

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 3	19	9	24.62	43	36	44.62	38	55	30.77	
Grade 4	24	19	15.71	33	43	41.43	43	38	42.86	
Grade 5	19	20	17.65	30	35	25.00	51	45	57.35	
All Grades	21	17	19.21	35	38	36.95	44	46	43.84	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	24	7	26.15	43	41	50.77	34	52	23.08
Grade 4	16	19	8.57	50	46	48.57	34	35	42.86
Grade 5	7	16	16.18	50	49	44.12	43	35	39.71
All Grades	15	15	16.75	48	46	47.78	37	40	35.47

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	16	5	18.46	65	52	53.85	19	43	27.69
Grade 4	20	22	11.43	43	38	50.00	37	40	38.57
Grade 5	9	19	7.35	41	38	57.35	50	43	35.29
All Grades	15	16	12.32	50	42	53.69	36	42	33.99

Conclusions based on this data:

1. For overall Math achievement for all students in 3rd grade; 38.46% of the students "Met" standards and 61.54% of the students did "Not Meet" standards.

In 4th grade 30% of the students "Met" standards and 70% of the students did "Not Meet" standards.

In 5th grade 27.95% of the students "Met" standards and 72.06% of the students did "Not Meet" standards.

2. In 3rd-5th grade, especially those at or near standard in math claim area of Problem Solving & Modeling/Data Analysis, teachers will provide activities and word problems to enrich the Depth of Knowledge (DOK) from a DOK 1 to a DOK 3.
3. To address the needs, grade-level collaborations and district and site professional development days will be used to intentionally design and implement:

Systems so that everyone is learning;
 Focus on learning and pedagogical improvements;
 Identify students' strengths and weaknesses with targeted instruction to ensure mastery in standards;
 Build a growth mindset to support implementation of the new ELA adoption;
 Create specific goals and indicators that are measurable;
 Be flexible and dynamic to meet emerging needs; and
 Create systems that are sustainable.

In grades 3-5, math will be the focus for school-wide interventions. Four key steps will be adopted into the collaboration agenda: Assess, Plan, Act, and Reflect.

Assess- In collaboration the grade-level teams will use common formative assessments (CFA) that will be administered at the beginning and ending in the mathematics claim areas: Concepts and Procedures; Problem Solving/Modeling and Data Analysis; and Communicating Reasoning.

Plan- The teams will develop a targeted learning design based upon the CFA.

Act- The teams will implement the learning design in grade-level interventions and in their classrooms. They provide adjustments as needed over the targeted learning design session, administer the CFA as a culminating task, and bring these work samples to collaboration.

Reflect- The team collaboratively assess student CFAs and identifies the next steps needed for student learning. The team engages in reflection to determine the effectiveness of the learning design and ways to support student learning.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K	0	***		0	***		***	***		0	***		0	***	***
1	0	17		***	50	33	***	33	67	0			0	0	
2	0	***	14	43	***	14	57	***	43	0	***	14	0	***	14
3	0	0		0	33	***	***	67	***	0	0		0	0	
4	0	0		20	0	25	40	50	38	20	25	13	20	25	25
5	0	***	***	***	***		***	***	***	0	***		0	***	
Total		9	8	32	36	23	58	41	46	5	9	8	5	5	15

Conclusions based on this data:

1. It was observed that 25% of our fourth grade EL students are performing at an early advanced level. It is noted that for 2017-18, there is one 4th grade EL student enrolled at Gateway.
2. There were not enough students tested in the other grades to determine any trends.
3. The 30 minutes of designated instruction needs to be delivered by CELDT levels and not by grade levels.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K					14		29	29		71	29			29	
1		13		50	38		50	25						25	
2		25		50	25		50	25			25				
3					29		***	57					***	14	
4				20			40	50		20	25		20	25	
5				***	***		***								
Total		6		29	28		43	34		21	13		7	19	

Conclusions based on this data:

1. The school will provide targeted services to English Learners to increase the number of English Learners reaching English proficiency.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2014-15	2015-16	2016-17
Number of Annual Testers	19	22	
Percent with Prior Year Data	100%	100.0%	
Number in Cohort	19	22	
Number Met	10	15	
Percent Met	52.6%	68.2%	
NCLB Target	60.5	62.0%	
Met Target	No	Yes	

AMAO 2	Attaining English Proficiency					
	2014-15		2015-16		2016-17	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	23	2	27	2		
Number Met	6	--	9	--		
Percent Met	26.1%	--	33.3%	--		
NCLB Target	24.2	50.9	25.4%	52.8%		
Met Target	Yes	--	Yes	--		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2014-15	2015-16	2016-17
English-Language Arts			
Met Participation Rate	--		
Met Percent Proficient or Above	--		
Mathematics			
Met Participation Rate	--		
Met Percent Proficient or Above	--		

Conclusions based on this data:

1. Based upon the data, the school will provide targeted services to English Learners to increase the number of English Learners reaching English proficiency.
2. Based upon data, the district will provide targeted support to Long Term English Language Learners.
3. Considering the years of each EL in the EL program and the number of ELs attaining English proficiency, the school will provide targeted support to Long Term English Language Learners in an effort to work towards the reclassification of each English Learner.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2014-15	2015-16	2016-17
Number of Annual Testers	307	352	
Percent with Prior Year Data		100	
Number in Cohort	307	352	
Number Met	164	221	
Percent Met	53.4	62.8	
NCLB Target	60.5	62.0%	
Met Target	No	N/A	

AMAO 2	Attaining English Proficiency					
	2014-15		2015-16		2016-17	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	225	144	238	158		
Number Met	49	54	69	77		
Percent Met	21.8	37.5	29	48.7		
NCLB Target	24.2	50.9	25.4%	52.8%		
Met Target	No	No	N/A	N/A		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2014-15	2015-16	2016-17
English-Language Arts			
Met Participation Rate	100		
Met Percent Proficient or Above	N/A		
Mathematics			
Met Participation Rate	99		
Met Percent Proficient or Above	N/A		
Met Target for AMAO 3		N/A	

Conclusions based on this data:

1. Considering the years of each EL in the EL program and the number of ELs attaining English proficiency, the district will provide targeted support to Long Term English Language Learners in an effort to work towards the reclassification of each English Learner.
- 2.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: LEAP # 1, State Priority #2-Implementation of Common Core State Standards
LEA GOAL:
Provide an academic program aligned with the Common Core State Standards that supports all students with equal opportunity for educational growth and creativity while preparing them for a productive future.
SCHOOL GOAL #1:
Provide an academic program aligned with the Common Core State Standards that supports all students with equal opportunity for educational growth and creativity while preparing them for a productive future.
Data Used to Form this Goal:
Academic Program Survey (APS) Implementation Rubric (Scale 1-4)
Findings from the Analysis of this Data:
Baseline data indicates Level 2 CCSS implementation in both ELA/ELD and math
How the School will Evaluate the Progress of this Goal:
Annual target for 2017 APS Rubric 3 for ELA/ELD and math

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Collaborate with grade level professionals to implement Common Core best practices	August to May 2017-18	District Coaches Principal Staff	Principal and teachers will attend district and site level collaborations meetings		District Funded	
			Substitute teachers for teachers to attend district training in Benchmark Advance and Math		District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase/implement standards based computer programs that support learning and interventions	August to May 2017-18	Principal, Projects teacher and Computer paraprofessional	Renaissance Place Reading Eggs More Starfall Moby Max Illuminate Math Seeds IXL Math and Language (1 yrs)	5000-5999: Services And Other Operating Expenditures	District Funded Title I Part A: Allocation District Funded District Funded	362.51
Identify best practices of CCSS	August to May 2017-18	District Coaches Principal Staff	Teachers will observe best practices in classrooms, reflect on implementation in their own classrooms, and share with the grade level partners of their practice in order to meet the needs of all students	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	Title I Part A: Allocation Title I Part A: Allocation	2000.00 200.00
Provide technology training/coaching support	September to May 2017-18	Principal, Staff, District Projects Teachers	Provide training on benchmarks, electronic grade book		District Funded	
Whole Brain Teacher Workshop	November to May 2017-18	Staff	Presenter Supplies	5000-5999: Services And Other Operating Expenditures 4000-4999: Books And Supplies	Title I Part A: Allocation Title I Part A: Allocation	500.00 500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Step Up to Writing Training	September to May 2017-18	Staff	Substitutes		District Funded	
			Materials	4000-4999: Books And Supplies	Title I Part A: Allocation	250.00
Provide supplemental resources to enhance instruction of common core standards	September to May 2017-18	principal	Additional supplemental common core aligned materials (i.e. Standards Plus)	4000-4999: Books And Supplies	Title I Part A: Allocation	8000.00
			Standards Plus Teacher Editions	4000-4999: Books And Supplies	Title I Part A: Allocation	500.00
Provide staff opportunities to attend conferences on CCSS and instructional strategies	September to May 2017-18	Staff	Substitutes	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	3000.00
			Benefits	3000-3999: Employee Benefits	Title I Part A: Allocation	300.00
			Conference Fees	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	3025.00
			Supplemental Materials	4000-4999: Books And Supplies	Title I Part A: Allocation	500.00
District computer paraprofessional to provide web-based, supplemental ELA/math interventions to students	September to May 2017-18	Computer paraprofessional	Instructional aide salary		District Funded	

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: LEAP # 1 and #2, State Priority # 2 Implementation of Common Core
LEA GOAL:
Provide a variety of student programs, opportunities, strategies, and targeted interventions that support College and Career readiness.
SCHOOL GOAL #2:
Provide a variety of student programs, opportunities, strategies, and targeted interventions that support College and Career readiness.
Data Used to Form this Goal:
2017 SBAC Data
Findings from the Analysis of this Data:
In ELA, district wide, 46.15% of 3rd grade students, 35.71% of 4th grade students, and 48.53% of 5th grade students met or exceeded standards. In math, district wide, 38.48% of 3rd grade students, 30% of 4th grade students, and 27.95% of 5th grade students met or exceeded standards. District growth targets are to increase ELA and math performance for all students by 1% and subgroups (SED, EL, and SPED) by 2%.
How the School will Evaluate the Progress of this Goal:
Analysis of 2017 SBAC base to growth data and site benchmark data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Project Teacher will provide targeted intervention to at risk students	December-May 2017-18	Project Teacher	Salary	1000-1999: Certificated Personnel Salaries	District Funded	
			Benefits	3000-3999: Employee Benefits	District Funded	
			Supplies	4000-4999: Books And Supplies	Title I Part A: Allocation	500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Computer paraprofessional will provide targeted intervention to at risk students based upon data analysis	September -May	Computer Paraprofessional	Salary	2000-2999: Classified Personnel Salaries	District Funded	
			Benefits	3000-3999: Employee Benefits	District Funded	
Student Support Team Meetings for students not meeting standards	September-May	staff	Substitutes	1000-1999: Certificated Personnel Salaries	General Unrestricted	1800
			Benefits	3000-3999: Employee Benefits	General Unrestricted	200
Provide kindergarten classes with Instructional Support (3 hours/day, 5 days/wk)	August-May 2017-18	Kindergarten paraprofessional aide	Title I Paraprofessional	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	6534.53
				3000-3999: Employee Benefits	Title I Part A: Allocation	1476.96
Supplemental ELA Materials	October-May 2017-18	staff	Orton Gillingham supplemental materials	4000-4999: Books And Supplies	Title I Part A: Allocation	1500
Support Before and After School Interventions	September to May 2017-18	All Staff	In grade level collaborations, the team members will identify students At Risk and provide before or after school interventions	1000-1999: Certificated Personnel Salaries	Intervention (BS/AS)	4500.00
				3000-3999: Employee Benefits	Intervention (BS/AS)	500.00

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: LEAP # 4, State Priority #1-Basic Services
LEA GOAL:
Provide safe, well-maintained, and adequately equipped schools to ensure a positive learning environment.
SCHOOL GOAL #3:
Provide safe, well-maintained, and adequately equipped schools to ensure a positive learning environment. Work with custodians and maintenance to keep our campus clean and well-maintained. Update safety plan and equipment.
Data Used to Form this Goal:
Spring 2016 District Student Survey results
Findings from the Analysis of this Data:
Data is used to create goals and to set targets as the district looks towards determining consistent survey instrument.
How the School will Evaluate the Progress of this Goal:
Annual Target for 2017

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Collaborate with district personnel to communicate staffing needs.	August to May 2017-18	Principal	Notify district if staffing changes			
Provide snacks for each classroom in case of lock down.	August to May 2017-18	PTO	Purchase nonperishable snacks		Parent Teacher Association	200
Provide custodial supplies	August to May 2017-18	Custodian(s)	Purchase custodial supplies and school-wide supplies for students, staff, classrooms	4000-4999: Books And Supplies	General Unrestricted	8000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Support use of technology such as Eno Boards, printers etc.	August to May 2017-18	Principal, Information Technology Dept.	IT requisitions to support technology	5000-5999: Services And Other Operating Expenditures	District Funded	
Provide teachers with access to instructional materials	August to May 2017-18	Principal Office Manager	Ink/Toner	4000-4999: Books And Supplies	General Unrestricted	5000
			Paper	4000-4999: Books And Supplies	General Unrestricted	6500
			Supplies	4000-4999: Books And Supplies	General Unrestricted	2095
			Printshop	5000-5999: Services And Other Operating Expenditures	General Unrestricted	4000
			Supplies		Parent Teacher Association	1900
19 teachers warehouse orders	4000-4999: Books And Supplies	General Unrestricted	2000.00			
Provide computer lab with support materials	August to May 2017-18	Principal Office Manager	Headphones/mice/tech nology supplies	4000-4999: Books And Supplies	General Unrestricted	500
			Supplies		Parent Teacher Association	100
Provide library with books and support materials	August to May 2017-18	Librarian	Books	4000-4999: Books And Supplies	General Unrestricted	1000
			Supplies	4000-4999: Books And Supplies	General Unrestricted	500
Implement first year technology plan and tools as needed	September to May 2017-18	Principal, Staff, Computer paraprofessional, and district technology technicians	Teacher desk computers, blue tooth pens, projectors, digital document cameras, Chromebooks, etc., with replacement of technology items as necessary due to usage in the classroom and computer lab	4000-4999: Books And Supplies	General Unrestricted	7000.00

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: LEAP # 4 , State Priority # 3 Parent Involvement
LEA GOAL:
Provide opportunities for community input and educational advocacy through communication of goals, activities, and accomplishments in order to represent the desire and the capabilities of our unique community.
SCHOOL GOAL #4:
Provide opportunities for community input and educational advocacy through communication of goals, activities, and accomplishments.
Data Used to Form this Goal:
Eight State Priority Metrics SSUSD Data Portrait/3 Year Data Trend Ongoing District Progress Reports
Findings from the Analysis of this Data:
Continue to maintain/improve opportunities for stakeholder engagement.
How the School will Evaluate the Progress of this Goal:
Analysis of opportunities for community input and educational advocacy at the site.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Review student/staff/parent survey responses and discuss concerns	August to May 2017-18	Principal Staff	Title 1 Parent survey printed and collated using Illuminate	4000-4999: Books And Supplies	Title I Part A: Allocation	75.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Develop and implement strategies to improve school connectedness	August to May	Principal Staff	Gator Day		Parent Teacher Association	200
			Battle of the Books		Parent Teacher Association	
			Junior Olympics		Parent Teacher Association	150
			Chess Club		Parent Teacher Association	200
			Assemblies		Parent Teacher Association	1500
Implement PBIS	August to May	Principal Staff	Multiplication and Accelerated Reading medals	4000-4999: Books And Supplies	Title I Part A: Allocation	307
			K-5 student recognition awards	4000-4999: Books And Supplies	Title I Part A: Allocation	2000
Counselor provides social skills, conflict resolution, and bully prevention strategies	August to May	Counselor	Personnel	1000-1999: Certificated Personnel Salaries	District Funded	
			Benefits	3000-3999: Employee Benefits	District Funded	
			Supplies	4000-4999: Books And Supplies	Title I Part A: Allocation	450
Parent Involvement and Communication (general Title 1 communications supplies)	August to May	Principal Staff	Communication Folders	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1198
			Monthly Calendar on Parent Square		Title I Part A: Parent Involvement	
			Family Nights	4000-4999: Books And Supplies	Title I Part A: Allocation	1000
			4th and 5th grade planners	4000-4999: Books And Supplies	Title I Part A: Allocation	400
			Calendar Magnets	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Support Parent Project Classes	November 2017 to May 2018	Counselor	Personnel	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	District Funded	

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: LEAP # 2, State Priority #5, State Priority #6
LEA GOAL:
Annually increase percent of English Language Learners making progress in learning English to 60.5% by 2017 (AMAO 1-CELDT).
SCHOOL GOAL #5:
Annually increase percent of English Language Learners making progress in learning English.
Data Used to Form this Goal:
2015-16 Annual AMAO 1 (CELDT) Results
Findings from the Analysis of this Data:
2015-16 AMAO 1-CELDT: 53.4%
How the School will Evaluate the Progress of this Goal:
Annual target for 2016-17: AMAO 1 CELDT: 60.5%

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide professional development to teachers and administrators on ELA/ELD instructional model (CCSS instruction along with Designated and Integrated instruction)	September to May 2017-18	District Coaches	ELD instructional model training		District Funded	
Create and implement school ELD plan	October to May 2017-18	Principal Staff	Create ELD instructional plan			

Planned Improvements in Student Performance

School Goal #6

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #6:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #7

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #7:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Services for Planned Improvements in Student Performance

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #1:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
General Unrestricted	38,595.00	0.00
Title I Part A: Allocation	33,381.00	0.00
Title I Part A: Parent Involvement	1,698.00	0.00
Intervention (BS/AS)	5,000.00	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
General Unrestricted	38,595.00
Intervention (BS/AS)	5,000.00
Parent Teacher Association	4,250.00
Title I Part A: Allocation	33,381.00
Title I Part A: Parent Involvement	1,698.00

Summary of Expenditures in this Plan

Total Centralized Services Expenditures by Funding Source

Total Centralized Services Expenditures by Funding Source	
Funding Source	Total Expenditures

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	11,300.00
2000-2999: Classified Personnel Salaries	6,534.53
3000-3999: Employee Benefits	2,676.96
4000-4999: Books And Supplies	50,637.51
5000-5999: Services And Other Operating Expenditures	7,525.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	General Unrestricted	1,800.00
3000-3999: Employee Benefits	General Unrestricted	200.00
4000-4999: Books And Supplies	General Unrestricted	32,595.00
5000-5999: Services And Other Operating	General Unrestricted	4,000.00
1000-1999: Certificated Personnel Salaries	Intervention (BS/AS)	4,500.00
3000-3999: Employee Benefits	Intervention (BS/AS)	500.00
	Parent Teacher Association	2,350.00
	Parent Teacher Association	1,900.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	5,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	6,534.53
3000-3999: Employee Benefits	Title I Part A: Allocation	1,976.96
4000-4999: Books And Supplies	Title I Part A: Allocation	16,344.51
5000-5999: Services And Other Operating	Title I Part A: Allocation	3,525.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,698.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	19,137.51
Goal 2	17,011.49
Goal 3	38,795.00
Goal 4	7,980.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Margaret H. Bergens	X				
Sandi King			X		
Cheryl Eldred		X			
Debra Martin		X			
Dorolyn Groshens		X			
Leslie Rowland				X	
Jessica Kisor				X	
Nicole Treat				X	
Ashley Ferguson-Gorwood				X	
Rachel Kimbler				X	
Numbers of members of each category:	1	3	1	5	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on November 6, 2017.

Attested:

Margaret H. Bergens _____ *Margaret H. Bergens* _____ 11-6-17
Typed Name of School Principal Signature of School Principal Date

Rachel Kimbler _____ *Rachel Kimbler* _____ 11-6-17
Typed Name of SSC Chairperson Signature of SSC Chairperson Date

Elementary Curriculum

Reading/Language Arts	Benchmark Advance (2017)
Mathematics	Go Math! Houghton Mifflin (2015)
Science	California Science (2008)
History-Social Science	History-Social Science for California (2006)
Health	Health and Fitness (2005)
Visual and Performing Arts	California Spotlight on Music (2007) SRA Art Connections (2007)

Middle School Curriculum

Reading/Language Arts	Glencoe: Literature Course 1 (2010) Holt: Literature and Language Arts (2010)
Mathematics	Go Math! Houghton Mifflin (2015) California Alg. 1: Concepts, Skills, & Problem Solving (2008)
Science	Concepts and Challenges/Science (2003) Holt California Science (2007)
History-Social Science	History Alive! The Ancient World (2006) History Alive! The Medieval World and Beyond (2006) History Alive! The United States Through Industrialism (2006)
Foreign Language	Ven conmigo! Level 1 (2004)
Health	Health & Wellness Adopted (2005)

Visual and Performing Arts

Glencoe Middle School Art (2007)

Silver Burdette Making Music (2007)

Standard of Excellence Enhanced Band Method
Artistry in Strings (2007)

High School Curriculum

Reading/Language Arts

The Language of Composition (2008)

Expository Reading and Writing (2013)

An Introductory to Poetry (2002)

High Point (Hampton Brown) (2002)

Holt Literature and Language Arts (2003)

SRA Corrective Reading (2002)

The Readers Choice (2002)

Timeless Voices Timeless Themes (2002)

Mathematics

Algebra I/Geometry/Algebra II California AGA
Houghton Mifflin (2015)

Trigonometry 8th Edition-Cengage (2011)

The Practice of Statistics BFW Freeman (2015)

Pre-Calculus with Limits, A Graphing Approach-
Houghton Mifflin (2008)

Calculus of a Single Variable, Houghton Mifflin-
8th Edition (2006)

Pacemaker: Basic Mathematics, 3rd Edition (2000)

Pacemaker, Pre-Algebra, 2nd Edition (2001)

Life Skills Math (2003)

Math for the World of Work (2002)

Science

The Central Science (AP Chemistry) Pearson Prentice Hall (2013)

Biology (AP) (2006)

Biology (Conceptual) (2008)

Biology: Concepts & Connections (Honors) (2006)

Biology: (CP) (2007)

Conceptual Physics (2006)

Essentials of Anatomy and Physiology (2007)

Forensic Science: An Introduction (2008)

Holt Earth Science (2007)

Holt Physics (2004)

Pacemaker: Biology (2004)

Prentice Hall Chemistry (2007)

Zoology (2007)

History-Social Science

American Anthem: Modern American History (CP) (2007)

American Government (AP) (2006)

Economics (2003)

Economics (AP) (2005)

Modern World History: Patterns of Interaction (CP) (2006)

Pacemaker: American Government (2005)

Pacemaker: Economics (2001)

Pacemaker: World Geography and Cultures (2002)

Pacemaker: World History (2002)

The American Pageant (AP) (2007)

United States Government: Democracy in Action (2006)

World Geography (2006)

World History Modern Times (Honors) (2006)

World History: The Modern World (2007)

Foreign Language

Ven conmigo! Holt, Rinehart, Winston (2005)

Ven conmigo! Nuevas Vistas: Course 1 Holt, Rinehart, Winston (2005)

Health

Health and Wellness Glencoe (2009)

Visual and Performing Arts Art in Focus
Glencoe/McGraw-Hill (2008)

Art Talk Glencoe/McGraw-Hill (2008)

Creating and Understanding Drawing Glencoe/McGraw-Hill (2008)

Gardner's Art Through the Ages Thomson/Wadsworth (2008)