The Single Plan for Student Achievement

SCHOOL: Palmer Way

County-District School CDS Code
37-68221-6038814

Principal: Deborah Hernandez

Date of this revision: November 2013

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. 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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National School District

The District Governing Board approved this revision of the SPSA on January 22, 2014

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Overview of the Single Plan for Student Achievement

In 2001, the California legislature amended the planning requirements for schools that participate in state and federal categorical programs funded through the Consolidated Application process, creating the Single Plan for Student Achievement (SPSA). Its stated purpose is to "improve the academic performance of all students to the level of the performance goals, as established by the Academic Performance Index." The Academic Performance Index (API) is a rating of schools based on their performance on state academic assessments. The requirements for monitoring these categorical programs are part of the same legislation. The SPSA planning process and local compliance monitoring are directly related.

This legislation established the following eight requirements for school plans:

1. School districts must assure "that school site councils have developed and approved a plan, to be known as the Single Plan for Student Achievement for schools participating in programs funded through the consolidated application process, and any other school program they choose to include…"
2. School plans must be developed "with the review, certification, and advice of any applicable school advisory committees…"
3. Any plans required by programs funded through the Consolidated Application and NCLB Program Improvement must be consolidated into a single plan.
4. The content of the plan must be aligned with school goals for improving student achievement
5. School goals must be based upon "an analysis of verifiable state data, including the Academic Performance Index…and the English Language Development test…and may include any data voluntarily developed by districts to measure student achievement.."
6. The plan must address how Consolidated Application funds will be used to "improve the academic performance of all students to the level of the performance goals, as established by the Academic Performance Index."
7. The plan must be "reviewed annually and updated, including proposed expenditures of funds allocated to the school through the Consolidated Application, by the school site council…"
8. 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.

Analysis of Current Educational Practice

This document is a single, comprehensive school plan designed to improve the academic performance of students. Its use requires collection and analysis of student performance data, setting priorities for program improvements, rigorous use of effective solution strategies, and ongoing monitoring of results. The plan provides a structured means to improve teaching and learning to meet state content and performance standards. To accomplish this purpose, the plan includes elements found by educational research and professional practice to be essential to the success of plans to improve student academic performance.

Palmer Way Elementary School operates a School-Based Coordinated Program, which provides coordinated instructional and auxiliary services to meet the special needs of English learners, educationally disadvantaged pupils, E.S.E.A. Title I pupils, gifted and talented pupils, and pupils with exceptional needs. This plan describes the strategies that provide all children opportunities to reach proficient and advanced levels of academic achievement, using methods that are based upon scientific research or proven practice. Staff providing targeted services to these pupils will communicate regularly, collaborate regarding the provision of services to insure seamless curriculum delivery, and regularly review student progress. These staff members use the SST (Student Study Team) and the RtI (Response to Intervention) process to insure communication and coordination of services. The school also complies with all requirements for school participating in the School Based Coordinated Program as outlines in Ed Code Sections 52850-52863.

National School District Vision and Mission

The National School District is committed to developing successful learners NOW. To support that goal, we have developed the following core values.

- We believe that all students will learn
- We believe that student success is everyone's responsibility
- We believe that our community's cultural diversity enriches learning opportunities

- We promise a safe, nurturing learning environment
- We promise an active partnership with parents and community
- We promise a solid foundation in reading, writing, problem-solving
- We promise a focus on individual student achievement

Palmer Way School Vision
We at Palmer Way have adapted the words from Carl Glickman as our vision for continued success for all students at Palmer Way.

"To fully educate a student, teachers need to do their best during the temporary time together and to care just as much about the educational experiences that the student had before coming and experiences that the student will have after leaving. To believe that the job of the classroom teacher is to operate solely in the present with his or her immediate charge is to deny a school the opportunity to provide a cumulative purposeful effect."

District Demographic Profile
National City is a diverse community composed of mostly low-income, underemployed residents. The city has the highest poverty level in San Diego County ($16,276 per year for a family of four), and is the 13th poorest city in the nation, and the second poorest in California. More than 40% of our adult population lacks a high school diploma. The demographics of the National School District (NSD) reflect a 95% minority population and an

extremely high percentage of English Language Learners (55% district wide). One in three of our students live below the poverty level.

School Profile

Palmer Way Elementary School has a total enrollment of 620 students. Our school community is comprised of 64% of Latino students, 17% Filipino students, 4% White and 3% African-American students.

Students attend school for 177 days per school year. Average instructional minutes per day for all students are 305 per day. There are 37 minimum days per school year, which are used for teacher planning, professional development, instructional data team meetings and program articulation.

Preschool opportunities are available to students both through the Head Start and Quality Preschool Initiative (QPI). Very few private preschools are located in the city, with many of our parents using licensed-exempt childcare providers for their preschool aged children. We estimate that district wide, approximately one-third of our kindergarten students attended our State Preschool Program, one-third attended Head Start and one-third of our students had no preschool experience.

As a result of the commitment and dedication of the Palmer Way staff, Palmer Way has met/exceeded all API and AYP expectations for the past five years. Palmer Way has achieved and exceeded the California State Benchmark of 800. Our API is now 831.

Palmer Way staff works collaboratively to identify and develop school wide priorities each year. These are our overarching guiding principles. We focus on four essential areas that are core to our school wide vision and beliefs. We feel that by targeting (1) Academics, (2) The Cumulative Effect of Instruction, (3) The Whole Child and (4) The Use of Technology, we are ensuring a well-rounded experience for our students. The following are our agreed-upon priorities for this school year.

Academic Focus

Ongoing expectations:
- Classroom daily schedule visible with corresponding California State Standards Based Instruction highlighted
- Differentiated Instruction , Student Engagement and Vocabulary Development

Laser-like focus:
- Writing: Common Core, argument/opinion/judgment
- Rigor: Independent work, Project/Problem Based Learning
- English Language Development: Chaining, Targeted Language Lessons w Language Objectives identified, Instructional Rounds

The Cumulative Effect of Instruction

Ongoing Expectations:
- Response to Intervention (academic and behavioral)
- Regular Site Data Team and Instructional Data Team focusing on student results and achievement

Laser-like focus
- Create a flow chart for our RtI Process to share with staff and parents
- Define Tier II & Tier III supports for both academics and behavior
- Model specific instructional strategies during instructional data team meetings, i.e. GLAD strategies.

The Whole Child

Ongoing Expectations:
- ➢ Continue art in the classroom
- ➢ SWPBIS (School Wide Positive Behavior Intervention Support)

Laser-like focus
- ➢ Create Science, Social Studies and Physical Education in to daily instruction
- ➢ Continue Art Festival with added in-services opportunities and training.
- ➢ 21st Century Skills Development

The Use of Technology

Ongoing Expectations:
- ➢ Ongoing technology and Promethean support (both district and site levels).
- ➢ Technology support
- ➢ Continue targeted supplemental software usage to meet student's needs. (Success Maker, Read About, Imagine Learning, IXL)

Laser-Like focus:
- ➢ Update technology in K-2nd grade
- ➢ Update technology plan to include mobile technology
- ➢ Provide training and planning time for Defined Stem Learning (Project Based Learning software, 3rd – 6th grade)

The above priorities are displayed and discussed in all staff meetings, are part of the evaluation cycle and are universally implemented.

Our Site Leadership Team has developed an extensive staff development plan to support our school wide priorities and will emphasize 21st Century skills.

Training will include:
- Student Collaboration/Project Based Learning
- Common Core Writing
- Common Core Academic Vocabulary
- Close Reading (Text dependent questions)
- Higher order questioning and answers
- 21st Century Skills (4 C's: Collaboration, Communication, Creativity, Critical Thinking)

Educational Practices

The following statements characterize instructional practice at Palmer Way:

1. **Instructional Practices:**

Palmer Way Elementary has worked with the National School District to align curriculum, instruction and materials closely to a standards based system. Committees comprised of teachers, resource staff and administrators have identified essential language arts and mathematics standards at each grade level. The essential standards have been integrated into the district standards-based report card. Assessment takes place four times per year and is based on a series of comprehensive, criterion referenced tasks and tests. Assessments are aligned with the California State Standards and STAR. Site and Instructional Data Teams analyze data and create adult actions to align student outcome with proficient performance standards regularly with on-the-clock release time.

2. **Instructional Time:**

Palmer Way Elementary is involved in standards based language arts and mathematics instruction for all students through the combination of published and computer based instruction. The Houghton Mifflin Medallion is used for English Language Arts and the EnVision Mathematics programs are used district wide. The McGraw Hill *Cuentamundos* series is utilized to meet the needs of students in the Kindergarten – 2nd grade bilingual program. English Language Development (ELD) is addressed through the use of Rigby. Supplementary ELD instruction is supported through SRA. This year, we will trained in and use Systematic ELD as our core curriculum. The Houghton Mifflin *Transitions to English* series is utilized by staff in the 3rd and 4th grade transition classrooms to engage students with English phonics, grammar, vocabulary, and writing skills. Our commitment to providing targeted software continues with the use of Imagine Learning for all bilingual students in K-3rd grade and additional students who remain in the lower levels of CELDT; targeting our Long Term English Learners. We've carefully placed targeted students on this software using multiple data points. Based upon last year's successes, our site has committed to purchasing additional *Imagine Learning* Licenses so we can continue to match our students' needs with the appropriate software. The Pearson's *Success Maker* software suite also supports the standards-based curriculum at **Palmer Way Elementary** both in the classrooms and in a lab setting. Last year, we upgraded to the online version for all 3-6th grade students. The hardware was also upgraded for all kindergarten through third grades. Palmer Way had moved to uses Accelerated Reader, a program that emphasizes reading comprehension and vocabulary development.

3. **Credentialed Teachers and Teacher Professional Develop Opportunity:**

The staff at **Palmer Way Elementary** is involved in a program of ongoing professional development linked to California state standards and student success. Instructional planning is driven by the review of student outcomes on assessments, which target essential grade level standards. District level staff development focuses on the key areas in language arts, mathematics and ELD grade level objectives and instructional practices to optimize student performance.

Palmer Way Elementary Site Leadership Team meets regularly. In addition, the leadership team discusses best practices and decides on the focus of staff development.

This year, staff development has been coordinated to support (1) English Language Learners and (2) peer collaboration and Project Based Learning (3) Response to Intervention. Our professional growth days, school site days, and district staff development days have been focused on increasing our teacher's knowledge-base so that they can in turn continue to create exemplary learning opportunities for our students.

In addition, **Palmer Way** has developed a professional development plan that focuses on staff input and needs assessment. All collaborative days have been devoted to collegial and professional discussions and training to increase our teachers' repertoire of strategies.

Newly assigned teachers have the option to be coached and supported through the National School District's Induction program. A personal Support Provider is assigned to the new staff member to provide comprehensive support in the California Standards for the Teaching Profession and State Standards. Additional support is provided through the site language arts resource teacher and through grade level peers.

4. Student Achievement and Monitoring System:

Students who have not met proficiency levels on STAR and local assessments are supported through our "Response to Intervention" tiered approach. It is a school wide expectation that all teachers provide the primary Tier I support by delivering exemplary classroom lessons that are focused, structured and differentiated. In addition to teachers developing standards-based instructional plans based on comprehensive assessment outcomes, additional attention is focused on struggling students. Grade level meetings, Instructional Data Teams (regular, on-the-clock Professional Learning Community meetings), administrator/teacher conferences, site and district personnel are used to understand the best ways to assist under-performing students.

For students who continue to experience difficulties despite regular Tier I interventions, the Student Study Team (SST) meets regularly to involve the knowledge of a team of experts: the principal, reading specialists, speech therapist, school psychologist, school counselor, resource specialist, classroom teacher and parents come together to decide on more prescriptive academic and behavioral interventions. The student, parent and school collaborate on a learning plan emphasizing student/parent accountability and weekly communication. In addition to classroom interventions, additional resources may include before school language arts and math classes, the Winners Growing Strong (WINGS) After School Program, math tutoring, and reading assistance.

For the past few years, Palmer Way has focused on creating "Strategic Professional Learning Communities" to improve instructional strategies. This practice has evolved into Site Data Team (SDT) and Instructional Data Team (IDT) meetings. They are teacher led meetings to analyze data, discuss adult actions and improve student achievement. This year, teachers continue to meet on-the-clock regularly to analyze data, identify focus areas in English Language Arts, Math and Writing, create SMART goals, create "Adult Action" plans and to discuss next steps. At the forefront of their practice is the belief that (1) using data to guide instruction is necessary to create change and (2) the adult actions that ensues after the IDT time is the most important.

Palmer Way Elementary is consistently involved in professional development and in refining instructional practices to support English Language Learners. Careful attention is taken to review their performance on all assessments. We have examined the California English Language Development Test (CELDT) data and have set goals for growth in proficiency level. Although our growth for ELL students was substantial last year, through deep data analysis, we found that our Hispanic students still lagged behind our English Language Learners and All student subgroups. Our school wide focus highlights this. We've identified three areas of focus: Improve reading comprehension for Hispanic students, Improve Number Sense for Hispanic students and improve writing strategies for all students.

5. Ongoing Instructional Assistance and Support for Teachers:

Palmer Way Elementary provides a variety of categorical services to students who are formally identified as under-performing. **Palmer Way Elementary** participates on a school wide program to assess and deliver services to students under the Title 1 and Title 3 federally-funded program. Additionally, struggling students are supported through the Economic Impact Aid (EIA) program. Administrators, resource staff and teaching staff identify student groups at the outset of each year who are priorities for additional services.

This year, Palmer Way opted to hire additional impact teachers to specialize and provide support to our upper grade students. This will enhance our comprehensive school wide approach. Six credentialed "Impact" teachers work with students individually and in small groups both on a consultation model basis in the classroom and outside the classroom. The primary content areas served include literacy skills, mathematics and English Language Development. Specialized focus and consideration are taken for our transitioning students from bilingual to English Only classrooms.

6. Collaboration:

As discussed previously, **Palmer Way Elementary** makes a full commitment to collaborating on the analysis of data through Site and Instructional Data Teams to plan instructional strategies, share ideas and concerns and to explore solutions to common problems. Through the weekly bulletin, at staff meetings, on early release days and at leadership meetings, staff has the opportunity to analyze and discuss standardized test outcomes, AR STAR Language Arts and Math assessments and ELD levels. Areas of strength and weaknesses are identified. Primary grades focus on DIBELS and diagnostic assessment outcomes related to phonemic awareness, word recognition and reading fluency. Upper grades focus on benchmark data, STAR Reading and Math, Topic test results and strategies for implementing a consistent focus on writing. Staffs in grades Kindergarten through 2nd grade in bilingual classrooms monitor student progress on literacy skills through Spanish District Benchmarks focusing and on new Spanish English Biliteracy Transference implementation strategies.

Palmer Way Elementary draws upon vital information in a number of state and local assessments to guide instruction for improved student outcomes. Extensive data is assembled on a district electronic database relating to the STAR, CELDT, District Benchmarks and the Learning Headquarters' assessments. Perhaps most unique, is the ability for staff to configure data on the District Warehouse and OARS to efficiently evaluate individual, class wide and grade level student performance for instructional planning. Data can be viewed both in numerical/table formats and can be merged into graphical representations.

The National School District continues to develop a "Data Warehouse" to house and sort a variety of data to support schools in their efforts to improve student achievement. This data warehouse allows principals and teachers to analyze many sets of data including STAR, District Benchmarks, CELDT, Attendance, etc. to better make decisions regarding our instructional programs.

7. Family, school, district and community resources available to assist our students:

In addition to the services provided by the school in the regular and categorical program a number of schools, district and community services are accessible for students, parents and families to strengthen the school experience.

There are three Family Resource Centers in National City; **Palmer Way Elementary** is being serviced from the Summercrest location that is across the street in the apartment complex, as well as the Lincoln Acres Center. Each center supports families by making it easier to get health care, social services, job training, etc. There are also many educational opportunities, including *Citizenship classes, English classes, job Counseling, parenting classes, nutrition classes* as well as after-school tutoring and immunization clinics. This year we invited CalWorks and CalFresh to our site to share information and to give parents an opportunity to apply for support.

A school psychologist is at Palmer Way three days a week to assist students and their parents in the areas of testing and counseling.

For the 2013-2014 School Year, **Palmer Way** has hired a school counselor for 3 days a week, demonstrating our commitment to a safe school environment. Our counselor has been instrumental in implementing our focus on School Wide Positive Behavior Intervention Support and Bullying Prevention.

A speech and language specialist serves our school to work with children who have speech and language needs.

Our after school WINGS program provides academic tutoring and enriched learning/recreational opportunities for our students and families.

Gifted and Talented Education

In 2010, Palmer Way created a formalized GATE program which adheres to the "Standards for Gifted and Talented Students" which are based on CA State Board of Education Recommendations. Our GATE students are served in both "Academy" and "Cluster" Classes. GATE students also join before and after school technology and multi-media classes. Students are taught web-based coding, post information regularly and complete project based learning experiences. In addition, these students are given the responsibility to design, create, publish and distribute our annual Palmer Way Yearbook. Another opportunity is for students to learn to play and write their own music using a variety of instruments, which was funded by donations and grants. Teachers have committed to ongoing professional development in the Visual and Performing Arts, through the introduction of an Art Show and other student performances. Last school year, 2012-2013, with the assistance of our GATE Steering Committee, we completed a 3 year strategic plan which will guide us.

STUDENT PERFORMANCE DATA SUMMARY

Below are graphs showing the percentage of students in advanced, proficient, basic, below basic and far below basic. Results indicate increasing number of students reaching advanced and proficient and lower number of students in below basic and far below basic. However, Palmer Way must remain focused on instruction for all students and particularly our English Learners and Hispanic/Latino Students. Our English Learners score predominately below the 50% across all grade levels in Language Arts.

For the 2013-2014 school year, Palmer Way has implemented a focused and intentional instructional and intervention program for our under-performing student.

California State Standards Language Arts 2009- 2013

STATE STANDARDS PERFORMANCE Language Arts 2009					
GRADE	Advanced	Proficient	Basic	Below Basic	Far Below Basic
PW 2	21%	35%	26%	14%	5%
DIST2	10%	29%	30%	21%	9%
PW 3	15%	32%	33%	13%	1%
DIST3	9%	21%	37%	23%	11%
PW 4	39%	24%	30%	7%	0%
DIST4	26%	34%	29%	8%	3%
PW 5	14%	38%	35%	6%	6%
DIST5	18%	33%	36%	9%	4%
PW 6	17%	42%	26%	10%	6%
DIST6	16%	38%	32%	10%	3%
STATE STANDARDS PERFORMANCE Language Arts 2010					
GRADE	Advanced	Proficient	Basic	Below Basic	Far Below Basic
PW 2	16%	37%	28%	13%	6%
DIST2	14%	26%	31%	19%	10%
PW 3	22%	32%	24%	16%	6%
DIST3	12%	24%	32%	21%	10%
PW 4	23%	32%	27%	8%	10%
DIST4	26%	30%	30%	9%	5%
PW 5	14%	31%	30%	14%	10%
DIST5	21%	35%	30%	11%	3%
PW 6	14%	31%	40%	12%	2%
DIST6	20%	38%	33%	9%	1%

STATE STANDARDS PERFORMANCE Language Arts 2011					
GRADE	Advanced	Proficient	Basic	Below Basic	Far Below Basic
PW 2	**19%**	**32%**	**31%**	**16%**	**3%**
DIST2	14%	28%	30%	16%	11%
PW 3	**21%**	**35%**	**30%**	**11%**	**4%**
DIST3	10%	27%	33%	21%	10%
PW 4	**31%**	**26%**	**26%**	**12%**	**5%**
DIST4	26%	29%	30%	11%	4%
PW 5	**23%**	**32%**	**26%**	**10%**	**10%**
DIST5	22%	27%	32%	13%	7%
PW 6	**17%**	**33%**	**35%**	**12%**	**2%**
DIST6	23%	31%	35%	9%	2%

STATE STANDARDS PERFORMANCE Language Arts 2012					
GRADE	Advanced	Proficient	Basic	Below Basic	Far Below Basic
PW 2	**16%**	**25%**	**30%**	**18%**	**10%**
DIST2	16%	28%	30%	15%	11%
PW 3	**18%**	**38%**	**25%**	**13%**	**6%**
DIST3	11%	28%	32%	18%	10%
PW 4	**36%**	**38%**	**20%**	**5%**	**1%**
DIST4	26%	32%	29%	10%	3%
PW 5	**21%**	**38%**	**25%**	**10%**	**7%**
DIST5	21%	36%	28%	10%	6%
PW 6	**37%**	**33%**	**22%**	**5%**	**3%**
DIST6	23%	34%	33%	8%	2%

STATE STANDARDS PERFORMANCE Language Arts 2013					
GRADE	Advanced	Proficient	Basic	Below Basic	Far Below Basic
PW 2	**16%**	**24%**	**32%**	**13%**	**6%**
DIST2	16%	30%	28%	16%	10%
PW 3	**22%**	**34%**	**27%**	**14%**	**3%**
DIST3	12%	25%	33%	19%	11%
PW 4	**52%**	**23%**	**17%**	**5%**	**3%**
DIST4	30%	30%	27%	10%	3%
PW 5	**25%**	**35%**	**26%**	**7%**	**7%**
DIST5	20%	34%	31%	10%	5%
PW 6	**19%**	**45%**	**23%**	**6%**	**6%**
DIST6	21%	37%	28%	10%	4%

Language Arts CST Analysis

Palmer Way students continue to maintain consistent scores Language Arts.   We've made a noticeable improvement in all grade levels, except in 2nd grade where 19% remained Below Basic and Far Below Basic. In four out of the five grades, we exceeded district scores and outperformed students in the National School District. We did especially well in fourth grade where 75% of our students were Advanced and Proficient. This is evident in both our AYP and API.

Plans/Next Steps: Development of school wide priorities in Language Arts

- ➢ Daily schedule displayed in every classroom. Language objectives are posted for English Language Development.
- ➢ Tier 1 support is expected in all grade levels; including differentiated small group instruction in to meet the needs of our diverse student population.
- ➢ Tier II and intervention support based on student needs via data analysis.
- ➢ Daily writing instruction based on the Learning Headquarters' Writing Program; including the essential lesson elements of modeled writing, vocabulary and powerful sentences. Collaborative scoring with other teachers in a "sister" school in our district to support calibration and to perpetuate our cumulative effect.
- ➢ Intentional and purposeful utilization of Success Maker, Read About and Imagine Learning software programs.
- ➢ Focused and intentional English Language Instruction. This includes grouping for language ability during English Language Development and instructional strategies to support English Learners during core content instruction.
- ➢ Identified, posted and shared daily Language Objectives for English Language Development

The school wide priorities were developed to create a school wide consistency of instruction creating a cumulative effect of instruction. We expect our students to have seven (eight if in Transitional Kindergarten) years of rigorous, intentional and purposeful (standards' based) instruction to prepare them for middle school, high school and through college.

STUDENT PERFORMANCE DATA SUMMARY – (continued)

California Standards Tests (CST) – Mathematics 2009 - 2013

STATE STANDARDS PERFORMANCE Math 2009					
GRADE	Advanced	Proficient	Basic	Below Basic	Far Below Basic
PW 2	24%	29%	23%	21%	3%
DIST2	20%	29%	27%	20%	3%
PW 3	53%	34%	10%	3%	0%
DIST3	29%	31%	24%	15%	2%
PW 4	28%	39%	25%	9%	0%
DIST4	38%	30%	21%	9%	1%
PW 5	16%	23%	31%	21%	9%
DIST5	24%	34%	23%	16%	3%
PW 6	16%	33%	36%	11%	4%
DIST6	19%	29%	33%	16%	3%

STATE STANDARDS PERFORMANCE Math 2010					
GRADE	Advanced	Proficient	Basic	Below Basic	Far Below Basic
PW 2	26%	22%	27%	23%	2%
DIST2	23%	28%	25%	19%	5%
PW 3	59%	24%	8%	6%	3%
DIST3	31%	26%	24%	16%	2%
PW 4	30%	31%	24%	12%	4%
DIST4	34%	32%	23%	10%	1%
PW 5	15%	32%	23%	25%	4%
DIST5	26%	35%	22%	14%	3%
PW 6	11%	24%	40%	22%	2%
DIST6	21%	31%	32%	14%	3%

STATE STANDARDS PERFORMANCE Math 2011					
GRADE	Advanced	Proficient	Basic	Below Basic	Far Below Basic
PW 2	27%	33%	23%	15%	3%
DIST2	19%	33%	21%	20%	6%
PW 3	49%	26%	18%	6%	1%
DIST3	35%	30%	22%	11%	3%
PW 4	39%	19%	25%	10%	6%
DIST4	40%	28%	20%	11%	2%
PW 5	31%	33%	22%	12%	2%
DIST5	28%	31%	23%	15%	3%
PW 6	21%	39%	30%	6%	4%
DIST6	26%	33%	26%	12%	3%

STATE STANDARDS PERFORMANCE
Math 2012

GRADE	Advanced	Proficient	Basic	Below Basic	Far Below Basic
PW 2	**16%**	**34%**	**25%**	**11%**	**13%**
DIST2	20%	31%	24%	17%	8%
PW 3	**56%**	**29%**	**13%**	**3%**	**0%**
DIST3	38%	29%	19%	12%	2%
PW 4	**48%**	**20%**	**25%**	**7%**	**0%**
DIST4	37%	27%	22%	13%	1%
PW 5	**36%**	**43%**	**7%**	**11%**	**3%**
DIST5	24%	36%	22%	15%	3%
PW 6	**48%**	**32%**	**15%**	**5%**	**1%**
DIST6	27%	31%	25%	13%	3%

STATE STANDARDS PERFORMANCE
Math 2013

GRADE	Advanced	Proficient	Basic	Below Basic	Far Below Basic
PW 2	**17%**	**33%**	**25%**	**16%**	**9%**
DIST2	26%	32%	20%	16%	6%
PW 3	**40%**	**34%**	**14%**	**12%**	**0%**
DIST3	34%	31%	20%	12%	2%
PW 4	**66%**	**20%**	**7%**	**7%**	**0%**
DIST4	43%	30%	18%	8%	1%
PW 5	**33%**	**31%**	**21%**	**13%**	**2%**
DIST5	30%	35%	17%	15%	3%
PW 6	**23%**	**47%**	**16%**	**9%**	**5%**
DIST6	24%	34%	24%	15%	4%

Math CST Analysis

Although Palmer Way compared favorably with the National School District in mathematics, we saw a decline in student performance. In most cases, Palmer Way had greater percentages of students in advanced and proficient than the average in the district.

Plan/Next Steps Development of school wide priorities in Mathematics

➢ Daily schedule displayed in every classroom. The schedule includes the specific standards taught for the day.
➢ Daily math instruction using our core curriculum, EnVision for a minimum of 75 minutes.
➢ Instructional focus on math academic vocabulary development.
➢ Emphasis on metacognition.
➢ Math content based writing.
➢ School wide focus on the California State Standards/Common Core Standards in Mathematics.
➢ Small group instruction in all grade levels to better meet the needs of all students.
➢ School wide focus on instruction and lesson design including focused and specific instruction, modeling, guided practice, modeling, independent practice and assessment.

➢ Intentional and purposeful utilization of Success Maker. Students receive at least 20 hours of math software instruction.
➢ Targeted intervention, both during and after school, to support struggling students.
➢ Provide Tier II math intervention support for students who score "Basic" and below targeting combination classes to ensure grade level standards' based instruction.

CST Analysis of our Target Groups

Over the past three years, Palmer Way made significant gains in the percentage of students reaching proficient or advanced in all target groups. Our school wide effort targeting English Learners last year has made a difference. Last year, due to the lack of growth in our English Language Learner group, we are considered Program Improvement, year 2.

ELA

AYP Groups	2009	2010	2011	2012	2013
School Wide	54%	53%	58.4%	62.9%	60.4%
Hispanic/Latino	46%	43%	47.6%	52.1%	54.4%
English Language Learners	46%	47.9%	47.8% (P1)	60.5%	61.6%

Our continued rigorous math instruction can be seen in our school wide percentages for Mathematics:

Math

AYP Group	2009	2010	2011	2012	2013
School Wide	62%	56%	67%	75.1%	69.9%
Hispanic/Latino	52%	47%	60%	68.9%	61.6%
English Language Learner	61%	53%	63%	74.4%	67.1%

Target Group Analysis

Palmer Way continues to show growth in our Hispanic/Latino and English Learner students in Language Arts. Although this year showed a dip, our ELA and Math scores have increased through the 5 year analysis.

Plan/Next Steps Development of school wide priorities in instruction of target groups

➢ Daily, target language acquisition levels in English Language Development instruction.
➢ Focus on second and third grade students in the Bilingual component to aide in their transition into mainstream English only classes.
➢ Instructional focus on vocabulary development for all second language learners.
➢ Utilize two impact teachers to work with bilingual and the newcomer class.
➢ All classes are devoted to providing targeted English Language Development instruction.
➢ Intentional usage of technology resources for the English Language Learners, specifically using the Imagine Learning software in Bilingual and Transition classrooms on the CELDT annual assessment and with all English Language Learners who score Intermediate or below.
➢ Ongoing Imagine Learning student usage for "Priority" students and professional development for teachers.
➢ Continue to provide on-the-clock release time for all teachers to discuss Response to Intervention students, review SMART goals and plan for next steps.
➢ Plan professional development around core curriculum and data analysis of student quarterly benchmark assessments.

CELDT K-6 : Annual Assessment - All Students

2009 - 2010

Grades	K	1	2	3	4	5	6	Total
Performance Level	**Number and Percent of Students at Each Overall Performance Level**							
Advanced	0 / 0.0%	4 / 6.0%	1 / 2.0%	4 / 10.0%	9 / 17.0%	3 / 8.0%	9 / 19.0%	30 / 9.0%
Early Advanced	1 / 2.0%	12 / 20.0%	11 / 18.0%	6 / 15.0%	16 / 31.0%	18 / 45.0%	20 / 43.0%	84 / 23.0%
Intermediate	7 / 13.0%	21 / 36.0%	28 / 47.0%	19 / 48.0%	20 / 38.0%	10 / 25.0%	7 / 15.0%	112 / 32.0%
Early Intermediate	26 / 46.0%	11 / 19.0%	14 / 23.0%	8 / 20.0%	2 / 4.0%	2 / 5.0%	2 / 4.0%	65 / 18.0%
Beginning	22 / 39%	11 / 19.0%	6 / 10.0%	3 / 7.0%	5 / 10.0%	7 / 18.0%	9 / 19.0%	63 / 18.0%
Number Tested	56 / 100%	59 / 100.0%	60 / 100.0%	40 / 100.0%	52 / 100.0%	40 / 100.0%	47 / 100.0%	354 / 100.0%

2010-2011

Grades	K	1	2	3	4	5	6	Total
Performance Level	**Number and Percent of Students at Each Overall Performance Level**							
Advanced	1 / 2.0%	2.0%	4 / 7.0%	6 / 10.0%	10 / 19.0%	4 / 10.0%	5 / 12.0%	31 / 8.0%
Early Advanced	3 / 5.0%	17 / 27.0%	16 / 29.0%	12 / 20.0%	0 / 17.0%	19 / 46.0%	13 / 31.0%	89 / 24.0%
Intermediate	14 / 22.0%	21 / 34.0%	22 / 40.0%	27 / 46.0%	16 / 31.0%	8 / 20.0%	9 / 21.0%	117 / 31.0%
Early Intermediate	16 / 25.0%	11 / 18.0%	9 / 16.0%	9 / 15.0%	5 / 10.0%	3 / 7.0%	6 / 14.0%	59 / 16.0%
Beginning	29 / 46%	12 / 19.0%	4 / 7.0%	5 / 8.0%	12 / 23.0%	7 / 17.0%	9 / 21.0%	78 / 21.0%
Number Tested	63 / 100%	62 / 100.0%	55 / 100.0%	59 / 100.0%	52 / 100.0%	41 / 100.0%	42 / 100.0%	374 / 100.0%

2011-2012

Grades	K	1	2	3	4	5	6	Total
Performance Level	**Number and Percent of Students at Each Overall Performance Level**							
Advanced	0.0%	0.0%	4 / 9.0%	8 / 17.0%	11 / 27.0%	3 / 12.0%	7 / 23.0%	33 / 14.0%
Early Advanced	0.0%	6 / 14.0%	10 / 21.0%	19 / 40.0%	16 / 39.0%	14 / 54.0%	14 / 47.0%	79 / 34.0%
Intermediate	0.0%	19 / 44.0%	24 / 51.0%	17 / 35.0%	13 / 32.0%	7 / 27.0%	6 / 20.0%	86 / 37.0%
Early Intermediate	0.0%	14 / 33.0%	5 / 11.0%	2 / 4.0%	1 / 2.0%	2 / 8.0%	2 / 7.0%	26 / 11.0%
Beginning	0.0%	4 / 9.0%	4 / 9.0%	2 / 4.0%	0 / 0.0%	0 / 0.0%	1 / 3.0%	11 / 5.0%
Number Tested		43 / 100.0%	47 / 100.0%	48 / 100.0%	41 / 100.0%	26 / 100.0%	30 / 100.0%	235 / 100.0%

CELDT Analysis

Due to the lack of growth in our the annual growth of our ELL students (AYP) in 2011 as demonstrated in the chart below, we were in Program Improvement, Year 1.

2011 – 2012 Comparison

Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning	
2011	2012	2011	2012	2011	2012	2011	2012	2011	2012
8%	14%	24%	34%	31%	37%	16%	11%	21%	5%

Palmer Way has 48% of their students performing at Advanced and Early Advanced levels.

Plans/Next Steps: Development of school wide priorities in English Language Development

- Using the ELD components in Houghton Mifflin, Macmillan-McGraw Hill , enVision Math and in Social Studies adoption to support English Learners during core instruction.
- Plan and implement school-wide instructional strategies, scheduling and activities to better meet the needs of English Language Learners
- Strong Tier 1 support in all classrooms
- Utilize formative data to differentiate instruction for English Learners
- Utilize data to focus instruction for every student. Know every student by name and provide appropriately leveled instruction.
- Focus second grade English Language Instruction including regularly scheduled grade group meetings.
- Create on-the-clock planning time for Kindergarten, First & Second Grade Bilingual Teachers
- Utilize Imagine Learning computer software for ALL Intermediate, Early Intermediate and Beginning level students.
- Provide before school opportunities for identified students to access Imagine Learning computer software to increase usage time.
- Provide impact support for identified English Language Learners that need additional assistance

Annual Measurable Achievement Objectives Goals

AMAO 1: 69.8% or more of the English Learners at Palmer Way Elementary School will meet the criteria for AMAO I (Beginning, Early Intermediate, Intermediate will increase one overall proficiency level, Early Advanced/Advanced not proficient will become EA/A proficient)

AMAO 2 (a) (b): 27.7% or more of the ELs at Palmer Way Elementary School who have been in US less than 5 years will become proficient on the CELDT. Likewise, 65.3% or more of the ELs who have been in US 5 years or more will become proficient on the CELDT.

Year	AMAO 1	AMAO 2 (a)	AMAO 2 (b)
2010-2011	65.1%	25.2%	55.6%
2011-2012	69.8%	27.7%	65.3%
2012-2013	65.4%	24.6%	72.9%

Fourth Grade Writing Assessment

Year	Below Basic	Basic	Proficient	Advanced
2010-2011	19%	34%	31%	16%
2011-2012	8%	14%	48%	34%
2012-2013	2%	20%	59%	20%

Analysis:

Seventy-nine percent of our 4th grade students are proficient and above while twenty-two percent are basic and below. Our students performed well above the district's average of 62% Advanced/Proficient.

Plans/Next Steps: Development of school wide priorities in Writing

➢ Continue the school wide expectations for daily writing instruction using the Learning Headquarters' Writing Program to provide a comprehensive approach.
➢ Monitor explicit, purposeful, Common Core writing.
➢ Raise expectations and focus on exemplar Common Core writing.
➢ Support teachers in using the writing "pacing guide".
➢ Utilize multiple types of writing instruction including content-based writing.
➢ Create a cumulative effect of instructions with quality writing beginning in kindergarten.
➢ Meet regularly with teachers from our "sister" school to plan instruction and calibrate scoring.

RECOMMENDATIONS BASED ON DATA ANALYSIS 2013-2014

Site Data Team Workshop, July 2013
Grade level representatives met for a full-day workshop to analyze end of year student performance data. The purpose revolved around creating a school wide common purpose and focus, to design, implement and monitor school wide data, to coordinate the focus of instructional data team collaborations and to create student improvement plans, action plans and create SMART goals. Site Data Team meetings are scheduled quarterly while Instructional Data Teams are scheduled every four weeks.

School Wide Focus
Once the Site Data Team analyzed school wide performance data, they came up with the following school wide focus areas:

➢ ELA: Improve reading comprehension for all students, targeting Hispanic English Language Learners.
➢ Math: Improve number sense for all students, targeting Hispanic English Language Learner's
➢ Writing: Improve writing strategies for all students.

Each grade level examined specific data and created the following SMART goals in response to their analysis.

School Goals for Improving Student Achievement

Goal #1   Create an effective parent, teacher and student organization. Increase parent attendance and leadership and communication with all parent groups.

Goal #2   Create an effective cumulative approach that includes teacher, parent and administrative involvement.

Goal # 3   Improve English Language Development for all English Learners. Growth will be measure by one year's growth on CELDT test.

Goal # 4   Increase the number of students scoring at proficient or advanced levels in reading as measured by CST. In addition, all students will move one level as measured by CST.

Goal # 5   Improve and develop Writing Fluency and Skills. Increase the percentage of students scoring 3 out of 4 as measured by the Learning Headquarters Writing assessment and by CST.

Goal # 6   Increase the number of students scoring at proficient or advanced in math as measured by CST. In addition, all students will move one level as measured by CST.

Goal #7   Continue School Wide Positive Behavior Intervention Support, including counselor and school psychologist services to improve school climate and to provide proactive interventions.

Form A: PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index and the English Language Development Test, and include local measures of pupil achievement. The school site council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The council also obtained and considered the input of the school community. Based upon this analysis, the council, as well as our Comprehensive Action Plan Team established through the II/USP process, has developed the following performance improvement goals, actions and expenditures.

Palmer Way School
2012- 2013 Comprehensive Action Plan

District Priority Actions from Strategic Plan- Instruction	*From* Our current reality (Today)	*To* Our Desired Reality (2017)
-Define core instructional strategies and practices through professional development in the NSD 4-D Instructional Model	*Current instructional strategies:* *Palmer Way teachers adhere to the National School District's expectation of providing exemplar instructional model for educating students. Using the district's pacing and alignment guides, teachers ensure that students are given standard's based instruction. School wide expectations guide classroom focus and include strong Tier I differentiated support, student engagement and targeting English Language Learners using researched based foundations.*	*Desired Instructional strategies:* *Palmer Way teachers believe that we are strongest and most successful when we adhere to the "cumulative effect"; which is mentioned in our vision statement. Our long term goals include:* • *Teachers and support staff will define elements of the NSD 4-D Instructional Model.* • *Through professional development and collaboration, teachers will develop non-negotiable 4-D instructional strategies.* • *A cycle of reflection will determine next steps.*

- Define common language and meeting format for Data Teams	*This is Palmer Way's fourth year of Site and Instructional Data Team implementation. We follow the Center for Performance Assessment's five-step structure:* 1. *Collect and Chart Data* 2. *Analyze Strengths and Obstacles* 3. *Establish Goals: Set, Review, Revise* 4. *Select Instructional Strategies* 5. *Determine Results Indicators* *Currently, teachers and support staff meet every 4 weeks to review current student results. During this time, teachers collaborate on both Response to Intervention (RtI) and student outcomes. This year, we will continue to utilize the following additional components: targeted and strategic school wide Professional Development and grade level coaches. These were recommendations from our teachers. The grade level coaches facilitate IDT meetings, provided lesson coaching and feedback on agreed-upon adult actions. This not only adheres to our distributed leadership model, it also provides an efficient process. Our discussions and collaboration exemplify the importance of focusing on adult actions and student outcomes.*	*Palmer Way teachers embody the belief that Data Teams are an ever-evolving process. As we look towards the future, we consider the following as long term goals.* • *Through continual usage and professional development, teachers will become proficient in creating common formative assessments.* • *Teachers will share facilitation and coaching duties.* • *Transparency will build as teachers share best practices.* • *Agreed upon effective instructional strategies and effective professional practices will be identified and used universally.* *Teachers will continue to be active members in the development and evolution of our Data Team structures.*
District Priority Actions from Strategic Plan- Safe and Healthy Environments **-**Develop district-wide Positive Behavior Interventions and Supports plan and related site PBIS plans	*During the 2010-2011 school year, Palmer Way Elementary School took the first steps in developing a focus on School Wide Positive Behavior Intervention Support. Our first year focus included:* • *Establishing a leadership team.* • *Creating parent and staff surveys.* • *Identifying a school wide target area.* • *School wide anti-bullying campaign.* • *Words of Wisdom morning messages.* • *Positive Panther Cards.*	*Palmer Way's School Wide Positive Behavior Intervention Support goal revolves around establishing an exemplar system for our school community. We will continue to reflect on our practice and to strategically plan our next steps. Our long term goals include:* • *Teacher created and led classroom lessons that target expected school wide behaviors, positive character traits, etc.* • *Parent initiated and led meetings that target and identify positive behavior*

During the 2011-2012 school year, we continued our focus by creating and implementing the following:

- *Low Level Referrals*
- *Office Referrals*
- *Identified a second school wide target area.*
- *Implemented school wide assemblies to address and share common expectations*
- *Continue school wide anti bullying campaign*
- *Continue Words of Wisdom morning messages*
- *Continue Positive Panther Cards*

During last school year, 2012-2013, our leadership team developed the following focus:

- *Support staff attended a "booster" PBIS trainin.*
- *Provide three teacher professional developments on the fundamentals of behavior, Applied Behavioral Analysis and behavior documentation.*
- *Provide three parent trainings on behavior support and bullying*
- *Provide three classroom/student trainings on school wide expectations and anti-bullying(TK – 6th grades)*
- *Provide a Tiered approach to student behavior support*
- *Create a teacher resource folder*
- *Create a SWPBIS Handbook*
- *Create SWPBIS trifold to communicate our school wide focus to all stakeholders*
- *Continue school wide assemblies and anti-bullying campaign*
- *Continue Words of Wisdom morning messages*
- *Continue Positive Panther Cards and school*

- *Identifying and establishing site coaches to assist with challenging behavior*
- *Students created Public Service Announcement, posters, newsletters, etc. to share with student population*
- *Create/establish a district wide support group for parents*
- *Invite community members to be guest speakers to share information about SWPBIS and bullying*
- *Complete SWPBIS trifold to share with all stakeholders*
- *Complete, train teachers and share SWPBIS handbook with all stakeholders.*

	wide incentive programs *This year, we will continue to focus on and complete the above program elements.*	
English Language Development	*Background Information:* *Palmer Way teachers have established classroom environments which highlight providing universal access for English Learners to core curricular areas. Using instructional strategies, such as SDAIE, frontloading vocabulary and Checking for Understanding (CFU), teachers are skillful at providing additional support for their English Learners. Prior to the 2012-2013 school year, teachers planned and implemented "in house" English Language Development programs which often times were an extension of a language arts activity or included an under-represented core area such as science. Due to being notified that we did not meet the expected growth for our English Learners for a second year in a row and were in Program Improvement, year 1, we developed a task force to address this area.* *During the latter part of the 2011-2012 school year, a group of teachers came together to research best practices in creating an exemplar English Language Development program. Using, "Improving Education for English Learners: Research-Based Approaches" from the California Department of Education as a resource, we created a strategic plan for ELD implementation at our site. At the end of last year, we created our ELD vision, Key Success Measures and a prioritized Action Plan.* *2012-2013: The following were recommendations*	*Desired English Language Development Program:* *Teachers agree that our ultimate goal is to provide targeted English Language Development to support all students. With that in mind, we will continue to research and explore best current practices in the educational industry. A large part of our ELD program will continue to focus on:* • *Setting goals* • *Providing targeted instruction(Adult actions)* • *Monitoring student achievement* • *Assessing results* • *Evaluating program elements* • *Planning for next steps* *Our desired ELD program goals also include the following:* • *Identified and implemented ELD core curriculum that addresses specific language acquisition levels.* • *Teacher created vocabulary, sentence frames, etc. that are consistently utilized Transitional Kindergarten through sixth grade.* • *Parent workshops/training on how to support ELD at home* • *Improve the usage of reporting elements in software that targets language acquisition, such as Imagine Learning, to guide classroom instruction.*

and agreed upon actions for Year 1 implementation: • *Teachers will provide ELD instruction for a minimum of 30 minutes daily for K-3 and 45 minutes daily for 4-6th grades. Grade level spans will create common times for ELD instruction which will maximize impact and resource support.* • *Students will be grouped according to instructional language levels that are determined by a baseline assessment.* • *Create an English Language Development Professional Development Calendar* • *Collaborative days will be dedicated to ELD to build teacher capacity. Time will also be allotted for teacher planning.* • *Student growth will be analyzed regularly to guide student grouping and instruction.* *2013-2014:* • *The ELD Task force will meet to create this year's Key Success Measures.*	• *Create an English Language Development yearly Language Fair to highlight progress and celebrate success.* • *Continue to celebrate student growth on state and local assessments.*

School Goal # 1 ELA:

The percentage of "ALL" students scoring proficient and higher in English Language Arts will increase from 52% t 57‰o (+15students) by May 2014 as measured by AR STAR ELA assessment administered during the final testing window.

What data did you use to form this goal (findings from data analysis)? *This goal was formed after analyzing student AR STAR ELA results.*	How does this goal align to your Local Educational Agency Plan/Strategic Plan goals? *This goal directly aligns with our strategic plan in supporting all students through careful analysis of student results.*
What did the analysis of the data reveal that led you to this goal? *Overall, we either maintained or decreased our growth towards students that performed proficient and advanced. As a site, we've established grade level targets that align with the school wide goals.*	Which stakeholders were involved in analyzing data and developing this goal? *Teachers collaborate and analyze school wide results. This happens in many formats. Our Site Data Team reviews student results and created our school wide goals. Teachers and support staff meet regularly to analyze summative and current data*
Who are the focus students and what is the expected growth? *Focus students are considered any students who have not met the expected growth and end of year expectations. We continue to target our Hispanic/ELL students.*	What data will be collected to measure student achievement? *Ongoing summative, formative and diagnostic assessments will monitor student growth. These include OARS Blueprint, Renaissance (AR) STAR ELA Reading, DIBELS/IDEL, HM Theme and teacher created assessments (OARS Inspect-Targeting specific standards.).*
What process will you use to monitor and evaluate the data? *Site and Instructional Data Teams will meet regularly to analyze student outcomes. The Instructional Data Team process includes:* • *Setting SMART ELA goals* • *Provide specific instruction (Adult Actions)* • *Assess Results* • *Evaluate/adjust: Plan for next steps*	Actions to improve achievement to exit program improvement (if applicable). *Teachers will continue to target Hispanic/ELL students to support AYP growth.*

Strategies/Actions to Implement this Goal	Start/Completion Date/Personnel	Each Funding Source/Amount	Process for Evaluation of Implementation
Instructional Practices consistent with Content Standards and Strategic Plan:	Continue targeted student support that promotes collaboration, data analysis and ongoing-reflection. Continue Site Data Teams (SDT) and Instructional Data Teams (IDT). July 2013 – June 2014 Identified Data Team members: • Site Date Team = one grade level representative, RSP teacher, RLAS, Counselor, Speech and School Counselor • Instructional Data Team Members: Grade level teams; including grade team lead teacher • Credentialed Impact Teacher Support • Reading Language Art's Specialist • Technology Liaison	Impact teachers will release teachers so they can meet in grade level meetings. Cost is embedded. Site Data Team meeting teacher compensation not to exceed $1,000, Title 1 funds. $66,000 • $35,900, Title 1 • $35,900, EIA-SCE • $35,900 EIA-LEP $110,000, • $29,000 Title 1 • $22,900 EIA-SCE • $43,956 EIA-LEP $1,125, Title 1	Grade level teams will be released monthly to participate in Instructional Data Teams. Site Data Team members will meet quarterly. These meetings are monitored and follow a continuous cycle of improvement, including: • Goal setting • Instruction designed through data reflection • Results assessment • Plan for next steps • End of quarter and End of Year Reflection. Quarterly evaluation of performance. Concurrent with evaluation cycle.

| Professional Development and Data Team Collaboration: | Professional Development (PD) will occur (1) during Instructional Data Team meetings and (2) on Collaboration/Site Thursdays.

(1) Instructional Data Team Meetings: Two levels of PD have been developed and will be implemented this year. (This is new this year.)
• Strategically, the first will be imbedded in each IDT meeting to all teaching staff. This level of PD will target data analysis via our new data management system OARS, creating formative assessments, English Language Learner student data analysis and Response to Intervention Behavior Management.
• The second level of PD will be identified by each grade level as a part of their Adult Action Plans. This targets individual grade level needs based on their SMART goals.

(2) Collaboration/Site Thursdays:
• A professional development calendar has been created by our leadership team with the explicit input of our teaching staff. We are following the PRESS Forward model for planning professional development by Williamson and Blackburn as stated below. | August 2013 – June 2014

Based upon IDT and Collaboration/Site Thursday Calendars.
Teachers are released by impact teachers to join IDT meetings.

Cost is embedded.

Teachers are released early every Thursday.

Cost is embedded. | The Site Data Team meets quarterly to review PD elements and to make adjustments as needed.

An end of year evaluation occurs and provides all teachers an opportunity to make recommendations for next steps. |

	Purpose		
	Relationships and Connections		
	Expected Outcomes		
	Steps to Take		
	Support Needed		
	Forward		
Supplemental Education Services	Being categorized as a Program Improvement School for two years, students qualify to receive additional educational support services.	October 2013 – April 2014	The program provides ongoing assessments.
Extended Learning Time:	Extended Learning opportunities have been established to support students who are not meeting grade level expectations. These include before/after school classes, additional Success Maker/ Imagine Learning software usage, small group and one-on-one support.	October 2013 – April 2014. ASES grant	Students in all extended learning intervention classes receive a pre/post assessment. Student results are analyzed regularly to ensure that students are making progress towards their individual goals. End of year reflection includes student, teacher and parent survey and recommendations.
Increased Educational Opportunity:	Palmer Way has created an individualized software usage plan to support all students. - Students who are Basic, Below Basic and Far Below Basic must meet the minimum requirements for usage on Success Maker software (40 hours combined). - Students who have been identified as Beginning, Early Intermediate and Intermediate on the CELDT assessment must utilize Imagine Learning in lieu of Success Maker. We are especially focusing on our Long Term English Learners	September 2013 – May 2014. $28,611 Success Maker $7,153, Title I $7,153, EIA-SCE $14,305 EIA-LEP $10,000 Imagine Learning, Centralized Service, Title III $25,343 Imagine Learning, Site purchase (Includes perpetual licenses.)	Teachers will analyze student usage reports regularly. Continued reflection on student performance.

	(LTELs). • Students who are Advanced /Proficient on the CST will utilize other software, such as IXL and will adhere to the required minimum minutes.		
Involvement of Parents, Staff and Community:	Stakeholder Involvement: • A parent involvement plan has been created by a core team of teachers and support staff. Included in this plan are regular parent meetings, a Literacy Night and a computer training which will provide a forum to share our school wide plan and targeted ways parents can support these emphasis. • Positive Parenting classes and workshops. Provided in English, Spanish and Tagalog. • Regular School Site Council meetings • English Language Advisory Committee Meetings • GATE Steering Committee • Imagine Learning Parent Computer Lab Classes • Coffee with the Principal w targeted parent generated topics.	Not to exceed $5,000 Title 1 funds Imagine Learning Adult Site Licenses, cost already accounted for.	Beginning of the year interest survey Regular feedback encouraged through session feedback forms Yearly end of year parent survey on needs and recommendations for next steps.
Instructional Technology	Palmer Way continues to utilize instructional technologies to complement our school wide goals. Students have been strategically placed on tailored software to best meet their academic needs and goals. Success Maker (ELA):	Cost already accounted for.	Weekly review of student usage and results. Yearly review of student usage, student outcomes and student gains.

	- Kinder through second grades utilize the original network-based version. - Third through sixth grade have been upgraded to the web-based version - English Language Arts and Math - Student usage: Cumulative 40 hours	Cost already accounted for.	
	Imagine Learning (Student/Parent) - Priority students have been identified to utilize this software. These are our English Learners (EL's) and Students with Disabilities (SWD). - A parent group of English Language Learners will begin using this software in January 2013.	Cost already accounted for.	
	Accelerated Reader - Accelerated Reader has been purchased this year and is used as a student incentive for reading. Students earn points as they read and take online tests.	$2,500 , Title	
	IXL - Students who are Advanced /Proficient on the CST's have the option of using IXL. This is a web-based, CA Standards program that encourages mastery.	Individual classes.	

Other: Technology Hardware	Student Computers: Purchase 30 computers to update computer lab and/or update necessary classroom computers. • Currently, all classes have at least five computers which are at varying levels and capabilities. Some are unable to utilize web-based programs due to their memory and specific functions. • Our computer lab houses 33 student computers and one teacher computer. Many of these are outdated an unable to successfully run current software, such as web-based Success Maker and Imagine Learning.	$43,325, Title I, EIA/LEP, Title III/LEP	Technology committee, technology liaison, administration
Other: Teacher Laptops	In order to access the Promethean board and to provide engaging lessons, teachers need to use a laptop. Many laptops have been breaking down and are unable to handle the additional requirements for updated versions of software. Our plan for new laptops for **all** teachers by 2014-2015. Year 1 = 14 laptops, Year 2 = 14 laptops	Estimated purchase, 2012-2013 = $7,200, Title 1 & EIA SCE funds	Technology committee, technology liaison, administration
Other: Mobile technology	The purchase of mobile technology is a part of our school plan. Our Technology Committee will meet to determine purchases.	$10,000, Title 1 & EIA-SCE	Technology committee, technology liaison, administration

School Goal # 2: Mathematics

The percentage of "ALL" students scoring proficient and higher in Mathematics will increase from 64% to 70% (+19 students) by May 2014 as measured by the AR STAR Math Assessment administered during the final testing window.

What data did you use to form this goal (findings from data analysis)? *This goal was formed after analyzing student AR STAR results.*	How does this goal align to your Local Educational Agency Plan/Strategic Plan goals? *This goal directly aligns with our strategic plan in supporting all students through careful analysis of student results.*
What did the analysis of the data reveal that led you to this goal? *Overall, we maintained or decreased AR STAR scores towards students that performed proficient and advanced. As a site, we've established grade level targets that align with the school wide goals.*	Which stakeholders were involved in analyzing data and developing this goal? *Teachers collaborate and analyze school wide results. This happens in many formats. Our Site Data Team reviews student results and created our school wide goals. Teachers and support staff meet regularly to analyze summative and current data*
Who are the focus students and what is the expected growth? *Focus students are considered any students who have not met the expected growth and end of year expectations. We are targeting our Hispanic and or Hispanic English Learners as they underperformed.*	What data will be collected to measure student achievement? *Ongoing summative, formative and diagnostic assessments will monitor student growth. These include OARS Math Blueprint, AR STAR Math,, EnVision Topic , Success Maker Math student performance and teacher created assessments (OARS Inspect-Targeting specific standards.).*
What process will you use to monitor and evaluate the data? *Site and Instructional Data Teams will meet regularly to analyze student outcomes. The Instructional Data Team process includes:* • *Setting SMART Math goals* • *Provide specific instruction (Adult Actions)* • *Assess Results* • *Evaluate/adjust: Plan for next steps*	Actions to improve achievement to exit program improvement (if applicable). *Teachers will continue to target Hispanic/ELL students to support AYP growth.*

Strategies/Actions to Implement this Goal	Start/Completion Date/Personnel	Each Funding Source/Amount	Process for Evaluation of Implementation
Instructional Practices consistent with Content Standards and Strategic Plan:	Continue targeted student support that promotes collaboration, data analysis and ongoing-reflection. Continue Site Data Teams (SDT) and Instructional Data Teams (IDT). August 2013 – June 2014 Identified Data Team members: • Site Date Team = one grade level representative, RSP teacher, RLAS, Counselor, Speech and School Counselor • Instructional Data Team Members: Grade level teams	Impact teachers will release teachers so they can meet in grade level meetings. Cost is embedded. Cost already accounted for.	Grade level teams will be released monthly to participate in Instructional Data Teams. Site Data Team members will meet quarterly. These meetings are monitored and follow a continuous cycle of improvement, including: • Goal setting • Instruction designed through data reflection • Results assessment • Plan for next steps • End of quarter and End of Year Reflection.
Professional Development and Data Team Collaboration:	Professional Development (PD) will occur (1) during Instructional Data Team meetings and (2) on Collaboration/Site Thursdays. (1) Instructional Data Team Meetings: Two levels of PD have been developed and will be implemented this year. (This is new this year.) • Strategically, the first will be imbedded in each IDT meeting to all teaching staff. This level of PD will target data analysis via our new data management system OARS, creating formative assessments, English Language Learner student data analysis. Teachers will be trained to create formative CA	August 2013 – June 2014 Based upon IDT and Collaboration/Site Thursday Calendars. Teachers are released by impact teachers to join IDT meetings. Cost is embedded.	The Site Data Team meets quarterly to review PD elements and to make adjustments as needed. An end of year evaluation occurs and provides all teachers an opportunity to make recommendations for next steps.

	standard's based assessments. • The second level of PD will be identified by each grade level as a part of their Adult Action Plans. This targets individual grade level needs based on their SMART goals.		
Supplemental Education Services	Being categorized as a Program Improvement School for two years, students qualify to receive additional educational support services.	October 2013 – April 2014.	The program provides ongoing assessments.
Extended Learning Time:	Extended Learning opportunities have been established to support students who are not meeting grade level expectations. These include after school classes, additional Success Maker software usage, small group and one-on-one support.	October 2013 – April 2014. ASES grant	Students in all extended learning intervention classes receive a pre/post assessment. Student results are analyzed regularly to ensure that students are making progress towards their individual goals. End of year reflection includes student, teacher and parent survey and recommendations.
Increased Educational Opportunity:	Palmer Way has created an individualized software usage plan to support all students. • Students who are Basic, Below Basic and Far Below Basic must meet the minimum requirements for usage on Success Maker software (Math = 20 hour). • Students who have been identified as Beginning, Early Intermediate and Intermediate on the CELDT assessment must utilize Imagine Learning in lieu of Success Maker. We are especially focusing on our Long Term English Learners (LTELs). • Students who are Advanced /Proficient on the CST will utilize other software, such as IXL Math	September 2013 – May 2014. Cost already accounted for.	Teachers will analyze student usage reports regularly. Continued reflection on student performance.

	and will adhere to the required minimum minutes.		
Involvement of Parents, Staff and Community:	Stakeholder Involvement: • A parent involvement plan has been created by a core team of teachers and support staff. This year, this includes a Math Night.. • Positive Parenting classes and workshops. Provided in English, Spanish and Tagalog. • Regular School Site Council meetings • English Language Advisory Committee Meetings • GATE Steering Committee • Imagine Learning Parent Computer Lab Classes	Cost already accounted for.	Beginning of the year interest survey Regular feedback encouraged through session feedback forms Yearly end of year parent survey on needs and recommendations for next steps.
Instructional Technology	Palmer Way continues to utilize instructional technologies to complement our school wide goals. Students have been strategically placed on tailored software to best meet their academic needs and goals. Success Maker (Math): • Kinder through second grades utilize the upgraded web-based version • Third through sixth grade have been upgraded to the web-based version • English Language Arts and Math • Student usage: Math = 20 hours IXL • Students who are Advanced /Proficient on the CST's have the option of using IXL. This is a web-based, CA Standards program that encourages mastery.	Cost already accounted for. Individual classes purchase per student licenses	Weekly review of student usage and results. Yearly review of student usage, student outcomes and student gains.

School Goal # 3: English Learners (AYP School Targets)

The percentage of "English Learner" students scoring proficient and higher in English Language Arts will increase from 35% to 39% (+4 students) by May 2014 as measured by AR ELA STAR assessment administered during the testing window.

The percentage of "English Learner" students scoring proficient and higher in Mathematics will increase from 57% to 73% (+7 students) by May 2014 as measured by the AR Math STAR assessment administered during the testing window.

What data did you use to form this goal (findings from data analysis)?	How does this goal align to your Local Educational Agency Plan/Strategic Plan goals?
This goal was created after analyzing ELL student AR STAR results.	*This goal directly aligns with our strategic plan in supporting all students through careful analysis of student results.*
What did the analysis of the data reveal that led you to this goal?	Which stakeholders were involved in analyzing data and developing this goal?
Overall, we maintained growth towards students that performed proficient and advance with our ELL students. As a site, we've established grade level targets that align with the school wide goals.	*Teachers collaborate and analyze school wide results. This happens in many formats. Our Site Data Team reviews student results and created our school wide goals. Teachers and support staff meet regularly to analyze summative and current data*
Who are the focus students and what is the expected growth?	What data will be collected to measure student achievement?
Focus students are considered English Learners who have not met the expected growth and end of year expectations. We are targeting our Hispanic English Learners as they underperformed.	*Ongoing disaggregated summative, formative and diagnostic assessments will monitor English Learner's growth. These include OARS ELA and Math Blueprint, Renaissance STAR Reading and Math,, EnVision Topic , Success Maker ELA/Math student performance, Imagine Learning student performance and teacher created assessments (OARS Inspect-Targeting specific standards.).*
What process will you use to monitor and evaluate the data?	Actions to improve achievement to exit program improvement (if applicable).
Site and Instructional Data Teams will meet regularly to analyze English Learner performance outcomes. The Instructional Data Team process includes: • *Setting SMART goals for ELL students*	*Teachers will continue to target Hispanic/ELL students to support AYP growth.*

- *Provide specific instruction (Adult Actions)*
- *Assess Results*
- *Evaluate/adjust: Plan for next steps*

Strategies/Actions to Implement this Goal	Start/Completion Date/Personnel	Each Funding Source/Amount	Process for Evaluation of Implementation
Instructional Practices consistent with Content Standards and Strategic Plan:	Palmer Way has implemented a school wide plan to support all English Learners. - January 2011: ELD Leadership Task Force created to research best practices and to make school wide recommendation. Using "Improving Education for English Learners: Research-Based Approaches (CDE, Sacramento, 2010), The task force created site recommendations. - May 2011: ELD Leadership team creates ELD vision, identifies key success measures and presents recommendations to staff. - July – October 2012: Professional Development calendar created. Staff is trained on Systematic English Language Development foundational elements - October 9, 2012: Students are grouped according to their language acquisition levels. Teachers begin to provide daily level-appropriate English Language Development instruction. - November 2012: Common expectations are identified and monitored: (1) Daily ELD instruction, (2) Daily Language	Cost already accounted for.	During the 2012 – 2013 school year, teachers participated in ten Collaborative Thursday a year. In addition, there are six site days. During our time together, teachers share insights, concerns and feedback. As with our other team meetings, these meetings are monitored and follow a continuous cycle of improvement, including: - Goal setting - Instruction designed through data reflection - Results assessment - Plan for next steps - End of quarter and End of Year Reflection.

<table>
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• Objectives are created, posted and shared with students, (3) Gradual release of instruction daily lesson template is utilized by all teachers to guide lesson planning, (4) teachers work with team to plan thematic lessons.
• October- May 2013: Ongoing professional development
• May 2013: End of Year reflection and next year's recommendations
• Ongoing formal and informal observations during ELD time.

2013 – 2014
• The ELD Task Force met at the beginning of the year to update our ELD annual strategic plan.
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Professional Development:	Professional Development (PD) will be embedded in our Collaborative and Site Thursdays. • Our English Language Development Leadership team created a yearlong plan based upon "A focused approach to Systematic English Language Development " (Dutro, 2008). • PW staff will be trained in Systematic ELD curriculum.	August 2013 – June 2013 Based upon Collaboration/Site Thursday Calendars. Cost is embedded.	The ELD Leadership Team meets quarterly to review strategic plan and to make adjustments as needed. An end of year evaluation occurs and provides all teachers an opportunity to make recommendations for next steps.
Extended Learning Time:	Extended Learning opportunities have been established to support students who are not meeting grade English Language growth expectations.	October 2013 – April 2014. Impact teacher, Title I funds, embedded	Students in all extended learning intervention classes receive a pre/post assessment. Student results are analyzed regularly to ensure that students are making progress towards their individual goals.

	Before school class, additional Imagine Learning software usage, small group and one-on-one support.		End of year reflection includes student, teacher and parent survey and recommendations.
Increased Educational Opportunity:	Palmer Way has created an individualized software usage plan to support all students. • Students who have been identified as Beginning, Early Intermediate and Intermediate on the CELDT assessment utilize Imagine Learning in lieu of Success Maker. We are especially focusing on our Long Term English Learners (LTELs). Target usage time = 100 minutes per week	September 2013 – May 2014. Cost already accounted for.	Teachers will analyze student usage reports regularly. Continued reflection on student performance.
Involvement of Parents, Staff and Community:	Stakeholder Involvement: • A parent involvement plan has been created by a core team of teachers and support staff. Included in this plan are regular parent meetings, Literacy and Math Nights and a computer training which will provide a forum to share our school wide plan and targeted ways parents can support these emphasis. • Imagine Learning Parent Computer Lab Classes • Regular English Language Advisory Committee meetings (ELAC) • Regular District English Language Advisory Committee Language meetings (DELAC)	Cost already accounted for.	Beginning of the year interest survey Regular feedback encouraged through session feedback forms Yearly end of year parent survey on needs and recommendations for next steps.
Instructional Technology	Palmer Way continues to utilize instructional technologies to complement our school wide goals. Students have been	Cost already accounted for.	Weekly review of student usage and results. Yearly review of student usage, student

strategically placed on tailored software to best meet their academic needs and goals.		outcomes and student gains.
• Students, who are Beginning, Early Intermediate and Intermediate on the CELDT assessment, will utilize Imagine Learning in lieu of Success Maker for English Language Arts. Goal = 100 minutes per week.		

School Goal # 4: Special Education

The percentage of "ALL" Special Education students scoring proficient and higher in ELA will increase from by 23% to 25% May 2014 as measured by the AR STAR assessment administered during the testing window.

The percentage of "ALL" Special Education students scoring proficient and higher in Mathematics will increase from 29 % to 32% by May 2014 as measured by the AR STAR assessment administered during the testing window.

What data did you use to form this goal (findings from data analysis)? *This goal was formed after analyzing student AR STAR results.*	How does this goal align to your Local Educational Agency Plan/Strategic Plan goals? *This goal directly aligns with our strategic plan in supporting all students through careful analysis of student results.*
What did the analysis of the data reveal that led you to this goal? *Overall, students with disabilities have increased significantly over the past 3 years. Last year we saw a decrease in student achievement. Our Reading Specialist and classroom Special Day Class teacher have established grade level targets that align with the school wide goals.*	Which stakeholders were involved in analyzing data and developing this goal? *Teachers collaborate and analyze school wide results. This happens in many formats. Our Site Data Team reviews student results and created our school wide goals. Teachers and support staff meet regularly to analyze summative and current data*
Who are the focus students and what is the expected growth? *Focus students are considered any students who have not met the expected growth and end of year expectations. We are targeting our Hispanic and or Hispanic English Learners as they underperformed.*	What data will be collected to measure student achievement? *Ongoing summative, formative and diagnostic assessments will monitor student growth. These include OARS Math Blueprint, AR STAR Math,, EnVision Topic , Success Maker Math student performance and teacher created assessments (OARS Inspect-Targeting specific standards.).*

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What process will you use to monitor and evaluate the data?		Actions to improve achievement to exit program improvement (if applicable).	
Site and Instructional Data Teams will meet regularly to analyze student outcomes. Our SDC teacher will participate in The Instructional Data Team process includes: • *Setting SMART Math goals* • *Provide specific instruction (Adult Actions)* • *Assess Results* • *Evaluate/adjust: Plan for next steps*		*Teachers will continue to target all special day class students to support AYP growth.*	
Strategies/Actions to Implement this Goal	Start/Completion Date/Personnel	Each Funding Source/Amount	Process for Evaluation of Implementation
Instructional Practices consistent with Content Standards and Strategic Plan:	Continue targeted student support that promotes collaboration, data analysis and ongoing-reflection. Continue Site Data Teams (SDT) and Instructional Data Teams (IDT) analyzing disaggregated data. August 2013 – June 2014 Identified Data Team members: • Site Date Team = one grade level representative, RSP teacher, RLAS, Counselor, Speech and School Counselor • Instructional Data Team Members: Grade level teams (SDC teacher is released with 2nd grade teachers.)	Impact teachers will release teachers so they can meet in grade level meetings. Cost is embedded. Cost already accounted for.	Grade level teams will be released monthly to participate in Instructional Data Teams. Site Data Team members will meet quarterly. These meetings are monitored and follow a continuous cycle of improvement, including: • Goal setting • Instruction designed through data reflection • Results assessment • Plan for next steps • End of quarter and End of Year Reflection.
Professional Development and Data Team	Professional Development (PD) will occur (1) during Instructional Data Team meetings and (2) on Collaboration/Site	August 2013 – June 2014	The Site Data Team meets quarterly to review PD elements and to make adjustments as needed.

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Collaboration:	Thursdays. (1) Instructional Data Team Meetings: Two levels of PD have been developed and will be implemented this year. (This is new this year.) - Strategically, the first will be imbedded in each IDT meeting to all teaching staff. This level of PD will target data analysis via our new data management system OARS, creating formative assessments, English Language Learner student data analysis. Teachers will be trained to create formative CA standard's based assessments. - The second level of PD will be identified by each grade level as a part of their Adult Action Plans. This targets individual grade level needs based on their SMART goals.	Based upon IDT and Collaboration/Site Thursday Calendars. Teachers are released by impact teachers to join IDT meetings. Cost already accounted for.	An end of year evaluation occurs and provides all teachers an opportunity to make recommendations for next steps.
Extended Learning Time:	Extended Learning opportunities have been established to support students who are not meeting grade level expectations. These include before/after school classes, summer/intersession classes, additional Success Maker software usage, small group and one-on-one support.	July 2013 – June 2014.	Students in all extended learning intervention classes receive a pre/post assessment. Student results are analyzed regularly to ensure that students are making progress towards their individual goals. End of year reflection includes student, teacher and parent survey and recommendations.
Increased Educational Opportunity:	- Students are provided district approved, specialized core replacement curriculum to meet their individual goals. - Grade level CA State Standards are used as guidelines to ensure students are receiving grade		Continued reflection on student performance.

	appropriate curriculum.		
Involvement of Parents, Staff and Community:	Stakeholder Involvement: • A parent involvement plan has been created by a core team of teachers and support staff. Included in this plan are regular parent meetings, a Literacy Night and a computer training which will provide a forum to share our school wide plan and targeted ways parents can support these emphasis. • Positive Parenting classes and workshops. Provided in English, Spanish and Tagalog. • Regular School Site Council meetings • English Language Advisory Committee Meetings • GATE Steering Committee • Imagine Learning Parent Computer Lab Classes • LEA meetings	Cost already accounted for.	Beginning of the year interest survey Regular feedback encouraged through session feedback forms Yearly end of year parent survey on needs and recommendations for next steps.
Instructional Technology	Palmer Way continues to utilize instructional technologies to complement our school wide goals. Students have been strategically placed on tailored software to best meet their academic needs and goals. • Special Education students use both Success Maker and Imagine Learning software programs to support their individual goals.	Cost already accounted for.	Weekly review of student usage and results. Yearly review of student usage, student outcomes and student gains.

Form C: Programs Included in this Plan

The School Site Council intends for this school to participate in the following programs: (Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
☐ Economic Impact Aid/State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program	$ 72,126
☐ Economic Impact Aid/English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners	$ 111,305
☐ EIA State Compensatory Education Carryover 2011-12	$ 53,269
☐ EIA English Learner Program Carryover 2011-12	$ 123,136
Total amount of state categorical funds allocated to this school	$ 361,836

Federal Programs under the Elementary Secondary Education Act	Allocation
☐ Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	$ 108,941
☐ Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	$ 23,955
☐ Title I Part A: Schoolwide Program 2012-13 Carryover	$ 23,581
☐ Title III, Part A: LEP 2012-13 Carryover	$ 81,441
Total amount of federal categorical funds allocated to this school	$ 237,918
Total amount of state and federal categorical funds allocated to this school	$ 599,754

Form B: Centralized Support for Planned Improvements in Student Performance

The School Site Council has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of students not yet meeting

state standards.

Program Support Goal # 1: National School District will exit Program Improvement by 2013-2014	
Groups participating in this goal (e.g., students, parents, teachers, administrators): • English Learners • Students with Disabilities • All Students	Anticipated annual growth for each group: District Safe Harbor Targets are: • The percentage of district students scoring proficient or above on ELA CST will increase from 51% to 56% • The percentage of student scoring proficient or above on math CST will increase from 60% to 65%.
Means of evaluating progress toward this goal: • Using Data Warehouse and OARs systems, District staff will assess progress of student subgroups	Group data to be collected to measure gains: • OARS Blueprint exams • Renaissance STAR universal exams • Learning Headquarters writing assessments • Site Assessments- HM, EnVision, Writing on demand assessments • Teacher generated assessments

Actions to be Taken to Reach This Goal[1] Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date[2] Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
• Imagine Learning Computer Program will be used as additional support for English Learners • Success Maker will be used to support ELA and math instructional programs • Tech support for computers • Accelerated Reader to support promote increased reading comprehension • CELDT Assessment Support	8-12 through 6-13 8-12 though 6-13 8-12 through 6-13 8-12 through 6-13 8-12 through 9-12	Imagine Learning Licenses Success Maker Licenses Salaries of technicians Accelerated Reader Licenses Assessment Team personnel	$10,000 $ 24,650 $ 7,480 $ 2,500 $ 3,810	EIA/LEP EIA/SCE EIA/SCE EIA/SCE EIA/SCE EIA/LEP

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[1] See Appendix B: Chart of Requirements for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

[2] List the date an action will be taken, or will begin, and the date it will be completed.

SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member
Deborah Hernandez	X			
Wendy Eagle		X		
Sarah Collins		X		
Rochelle Peterman		X		
Anamaria Garcia			X	
Martha Soto-Garcia (Secretary)				X
Mrs. Isabel Vega				X
Mrs. Ines Vazquez (Vice Chair)				X
Mrs. Francisca Palacios (Chairperson)				X
Elizabeth Maria Vasquez				X
Numbers of members of each category	**1**	**3**	**1**	**5**

Form E: Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures 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

    ___ Gifted and Talented Education Advisory Committee _____Signature

    ___ Compensatory Education Advisory Committee _____ 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: _____.

Attested:

_____   _____   _____
Typed name of School Principal   Signature of School Principal   Date

_____   _____   _____
Typed name of SSC Chairperson   Signature of SSC Chairperson   Date

Palmer Way School
Technology Action Plan

I. Vision and Goals

To create an environment that integrates technology as a natural part of the educational experience, and provides all learners with the skills to access knowledge that will build a foundation for their future.

Palmer Way Technology Goals
Palmer Way has identified seven long-term goals for integrating technology. These goals will guide the technology planning process and the implementation of the plan.

These goals are:

- Integrate technology into the curriculum aligned with the California State Frameworks and Academic Content and Performance Standards
- Provide ongoing communication with and between the Board, Cabinet, other administration, teachers, students, parents, and the community
- Demonstrate the impact of technology on student learning and achievement
- Provide ongoing staff development for the implementation and use of technology
- Establish District standards for hardware, software, and communications
- Increase access to technology for the learning community of NSD

- Identify the resources necessary to implement the technology plan

- Develop a summative and formal evaluation plan for technology use

II. Planning Process and Stakeholders
Palmer Way School brought together a small committee to write our school technology plan. Members of the committee were:

- Deborah Hernandez, Principal
- Sarah Flora, Language Arts Specialist/ Technology Liaison
- Leadership Committee (various teachers)

The committee worked with input from the entire staff at Palmer Way.

III. Curriculum Component
At Palmer Way School technology is an integral part of our teaching and learning environment and community. Currently all kindergarten through sixth grade classrooms have at least a minimum of five computers. Palmer Way also has Promethean Boards in all classrooms, docu-cams per grade level and five digital cameras. In addition, two of our modular buildings have small computer labs consisting of five and

ten computers respectively. We have a computer lab with 33 student and one teacher computer. Finally, our school library has seven computers, a large screen, a video camera, a Docu-camera and two LCD projectors.

Overall District Emphasis: Palmer Way School and the National School District have identified two major curricular emphases for our students—*Reading/Language Arts* and *Mathematics*. Our goal is to bring all students up to proficient or advanced as measured by STAR. We have devised special goals and strategies to reach this level of achievement.

Software Usage:

GOAL # 1 : **Success Maker Software (K-2)**
All kindergarten through second grade students will complete a minimum of 40 hours of combined Success maker software usage (Math and Reading) by June 2013. They will continue to utilize the original version.

Specific Actions: Teachers will create rotation schedules and analyze usage data reports.

GOAL # 2: Success Maker (3-6)
All third through sixth grade students who are basic or below on CSTs, will complete a minimum of 40 hours of combined Success Maker software (Math and Reading) usage by June 2013. They will use the new web-based version.

Specific Actions: Teachers will continue to create rotation schedules and routines. Teachers will also utilize the computer lab to assist in meeting time goal.

GOAL # 3: Imagine Learning Software

English Language Learners growth will be monitored by analyzing their results on the annual CELDT assessment. Students will be prioritized according the following criteria:
- Second through sixth grade students who remain in the Intermediate level for more than 2 years
- Fourth through sixth grade students who remain in the Beginning, Early Intermediate levels
- Newcomers and bilingual classes
- Kindergarten and first grade students who are Beginning, Early Intermediate and Intermediate

The identified students will be placed on Imagine Learning in lieu of Success Maker for a minimum of 20 minutes per day. Additional time will be allotted before/after school in the computer lab.

Specific Action:

Once the prioritized list is compiled, classroom teachers will set classroom goals and create rotation schedules and routines. Student usage reports will be monitored for time and course results.

III. Recommendations for 2013-2014 technological purchases:
- Classroom docu-cams (for teachers to scan papers to create flip charts on the Promethean Board).
- Student computers
- Teacher Laptops

GOAL #1
Kindergarten through second grade students will be introduced to digital technology.

Specific Actions: Kindergarten through second grade students will take digital pictures and incorporate them into a word processing document.

GOAL #2
Third and fourth grade students will continue to utilize and explore digital technology.

Specific Actions: Third and fourth grade students will produce projects using a variety of tools including PowerPoint, Life Touch images, digital video and still images, and other web-based technologies.

GOAL #3
Fifth and sixth grade students will work in small groups to complete a research-based project that involves using technology for research, collaboration, creation and presentation of their projects.

Specific Actions: Fifth and sixth grade teachers will plan together how best to accomplish this goal, striving to maximize sharing of resources and collaboration. Teachers may create project teams, based on individual strengths. Projects will include writing and editing with 6-Traits, on-line research techniques, and multi-media presentations.

IV. Professional Development Component
We currently have a range of technology skills proficiency among our staff. A few teachers are easily at 'advanced' or 'proficient' levels, while others are at 'intermediate' or 'beginning' levels. We continue to focus on providing professional development and support to for teachers to raise their levels of technology proficiency. Ongoing Technology support is given by our technology liaisons.

V. Infrastructure, Hardware, Technical Support and Software Component
Currently, teachers and students access to technology tools is consistent and comprehensive. Our kindergarten, first and second grade classrooms are equipped with 5 computers and a printer. Our third, fourth, fifth and sixth grade teachers received four and sometimes five classroom computers.

We currently have two small reading labs that contain ten and five computers respectively. Each lab has a laser printer. Our library has a small lab set up with ten computers. These computers are available to students during all recesses and before and after school.

Palmer Way School will continue to invest in classroom computer hardware in order to increase students' access to technology tools.

Specific Actions

- The computer lab at Palmer Way School will continually be upgraded to increase students' access to technology tools.

- Palmer Way School will support student created multimedia projects at the site, including video production and creation of newsletters and web pages.

- Palmer Way School will increase on-site technology support for students and teachers. This includes upgrading hardware to meet the demands of Promethean Boards and Docu-cams.

- Palmer Way School will fund a Technology Liaison.

- Palmer Way School will plan and budget for replacement of non-functioning classroom printers.

- Palmer Way School will survey all classrooms, fix what can be fixed, and purchase new printers and computers where needed.

VI. Funding and Budget Component

Item	Funding Source	Amount
Classroom Computer Purchase	Title 1, EIA	$20,000
Tech Liaison Support	Title 1	$1,125
Teacher Laptop Purchase	Title 1, Title III	$7,200
Mobile Devices	Title 1, Title III	$10,000

Timeline for Implementation:

Item	Complete By	Person Responsible
Technology Liaison support	Select teacher, 7/2013	Coordinated by Principal
Classroom Computer Purchases	January 2014	Principal, Technology Liaison
Mobile Devices	January 2014	Principal, Technology Liaison
Purchase Teacher Laptops	January 2014	Principal, Technology Liaison

The school site planning committee will meet regularly during the year to monitor the progress of implementation and recommend actions required to get the job done.

VII. Monitoring and Evaluation Component

We will measure our goal of improving ELA and reading skills of our students by using the reporting function of the Success Maker software. Success will be indicated by 80% of kindergarten students increasing their reading level by at least 1.5. Progress will be monitored three times per year, with intermediate benchmarks established for each period.

We will gauge the growth of a specially targeted group of low readers who participate in our before school program by looking at a specific set of measures: Lexile levels, Success Maker reading levels, Imagine Learning levels, CELDT growth and CST Reading total scores.

Palmer Way GATE Academy and GATE Cluster Program

1. Brief narrative description of the program:

PW has designed a multi-tiered GATE approach to implementing a formal program. Included in the program elements are the GATE Academy, GATE Cluster classrooms and a focus on school wide participation. Designed to not only meet the needs of our GATE identified students, it also emphasizes the philosophy to support ALL Palmer Way students and staff members.

GATE Academy

The National School District identifies GATE students using the following criteria: California State Test Language Arts and or Math scores at Proficient or Advanced. Additionally, students must have a RAVEN score of 90 or above. For Palmer Way, this equated to approximately 120 students for the upcoming 2010-2011 school year.

In an effort to create a focused program, PW adopted the following criteria for the GATE Academy students: CST LA & M scores are both Advanced and the RAVEN score at 99+. Additional GATE indicators were used to provide an additional layer of identification. This equates to approximately 64 students.

The PW GATE Academy includes grades 4-5-6 and is designed and committed to following the students from Grade 4 through graduation; progressively, in one program. The academy is divided into a 4/5 and a 5/6 combination classes led by two GATE certified teachers. (Support is also provided from a third GATE certified teacher outside the classroom.)

The Academy Classes focuses on writing across the curriculum, math - both compacted grade-level and advanced mathematical thinking, grade-level mastery of grade-level language arts standards, and in-depth exploration of science and social studies standards through ongoing research and higher level thinking applications. Technology is an integrated component of everything in the Academy Classes through the class web portal, interactive shared collaboration (e.g. zoho), and multimedia content synthesis. , Shakespeare studies and performance attendances, web-design and online porfolios, service learning projects, and student business education and creation. Regular meeting throughout the year with "Academy" parents will take place. Parents will be integrated into the program through frequent email communication and involvement in classroom work and projects like a student council. Students will take leadership positions in the school serving as liaisons to the office staff and custodial staff. Students will also be act as peer coaches and tutors.

GATE Cluster Classrooms

The three certified GATE teachers will also serve to support GATE Clusters of 4-8 students in regular education classrooms, supporting the teachers and students to help meet the needs of all GATE identified students at Palmer Way. Regular support meetings, trainings and ongoing professional growth opportunities that highlight teaching Gifted Students will be available for all teachers. Future goals include our certified GATE teachers becoming peer coaches providing lesson planning support and demonstrating modeled lessons to regular classroom teachers with GATE Clusters. Three workshops have been planned and will be conducted by the certified teachers.

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GATE School Wide Focus

GATE Steering Committee

The GATE Steering Committee is comprised of the three certified GATE teachers, other teachers from 2nd, 3rd, and 6th grade, parents from each Academy class, and student representatives from each Academy class. The purpose of the Steering Committee is to define the direction of the GATE program at Palmer Way as it effects not only the GATE population but the entire school. The Steering Committee will explore ways in which the existence of the multi-tiered GATE program can serve as a fully integrated leadership hub for the entire Palmer Way community.

GATE updates to staff

The Steering Committee will be responsible for updating the general staff and PTSO as to the directions GATE at Palmer Way is taking and use these opportunities to even further extend the inclusion of the entire Palmer Way staff and community in making what happens in the development of GATE.

Parent meetings

As evidenced by the 94% attendance at our parent, GATE Academy Parents will lead the effort for substantially greater parent involvement not only from the GATE Academy and Cluster students, but also from the parents school-wide. In addition to regular parent meetings and special project and committee parent meetings, we will begin the year with a Parent/Teacher/Child study of [The Seven Habits of Highly Effective Teens](modified as need be for upper-elementary age students) which will operate in the form of a Book Club Group and then be applied with coordinated language at home and in the classroom.

School Site Council

Palmer Way's SSC has been involved in the GATE planning process since the program's inception. They have approved our current focus and program elements. At least (1) member of the GATE Steering committee will sit on the SSC to add diverse insights, communicate and to give updates. All final decisions about our GATE program will be approved by the SSC.

2. **Differentiated curriculum** offered to meet desired outcomes a) state standards b) development of critical creative, problem solving, and research skills c) depth and complexity of content and pacing d) materials and technology used

The GATE Cluster and Academy groups will rest on the foundation of California grade-level standards as the driving force behind the academic work. Best researched practices will be implemented and includes specific techniques, such as compacting, contracting and deep content focus. For mathematics and some language arts standards, this includes compacting the curriculum in order to identify previously mastered standards and easier isolation of standards not yet mastered. In writing, social studies, and science, a deepening of exploration of these standards for mastery on an advanced level is cultivated and incorporated in the overall GATE program.

Critical, creative problem solving will be addressed and infused with Bloom's Taxonomy foundations to promote higher levels of thinking. Students will constantly be engaged in research and the grade-level standards for research practices. Writing will serve as a foundation for the students to not only research and report on many deeper areas of content, but to effectively become masters of organized, effective research and production. Production will vary in accordance with best practices for GATE students allowing for interest choice and variance of work.

3. **Assessment** to be used (CSTs, questionnaires, and other performance-based measures)

GATE students will be monitored regularly and frequently assessed on grade-level inquisition to ensure grade-level mastery and on a higher level in accordance with the higher level thinking, content mastery, and production that will be expected of them. Math and writing assessments will be in accordance with the district adoptions and school collaborative practices, but further assessments will be given in compacting, science and history content, and language arts progression. Formative assessments that are not standardized will be given in accordance with the variety of work being performed and could range from a short answer written assessment to a performance assessment depending on the work. Students will still be prepared in class for CSTs and other standardized assessments to ensure that their alternative studies do not blur their state and district expectations.

4. **GATE Funds ($3,000,)**

Each year, a funding proposal will be created by eliciting recommendations, prioritizing and aligning GATE goals. Our GATE parent group, the steering committee and our GATE certified teachers will be included in this process. Once completed, it will be presented to the School Site Council for approval. Areas of interests include, but are not limited to, field trips, guest specialist teachers of fine arts, classroom books and supplies, curricular materials, online accesses, investment for further fundraising, and software.