

# The Single Plan for Student Achievement

## **Burton C. Tiffany Elementary School**

School Name

37-68023-6095020

CDS Code

Date of this revision: November 12, 2014

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 No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

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

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## **Chula Vista Elementary School District**

School District

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The District Governing Board approved this revision of the School Plan on .

## **II. School Mission, Vision and Values**

At Burton C. Tiffany Elementary School, students, staff, parents and community are committed to this shared vision.

Tiffany's learning community believes in an environment where all stakeholders are valued and respected, where learning is a life-long process, and where we empower character development and celebrate cultural diversity. We take pride in our school and provide instruction based on clear academic standards and high expectations. We believe that the learning and working environment should be safe and nurturing.

Students are provided with the tools and strategies to become proficient in English Language Arts, Mathematics, Social Studies, Science, and the Fine Arts. With the guidance of their teachers, students will become self-starters that are civic minded and socially responsible. All our students will be given the opportunity to be exposed to multiple modes of learning.

Teachers and staff are provided with opportunities to effectively practice and enhance their teaching. We are committed to working as a team to support one another as leaders in our learning community.

At Tiffany School, students, staff, parents and the community are encouraged to give input, work together as a team, and demonstrate professionalism and personal integrity. We will take responsibility for bringing our vision to reality so that all of our students can reach their personal and academic goals.

### III. School Profile

Chula Vista Elementary School District is located in the southernmost county of California and is the largest kindergarten through grade six district in the state. It serves a rapidly growing community that features a blend of residential areas, recreational facilities, open space, and light industry.

Burton C. Tiffany Elementary School is the 28th elementary school in the Chula Vista School District. Burton C. Tiffany opened for students in 1975. The school is located on the Eastern section of the City of Chula Vista, in the vicinity of Southwestern Community College. Residents of the school area are employed in a wide variety of jobs resulting in a community of multi-level incomes. The military plays an important role in our community as 10% of our families are in the armed forces, primarily the Navy.

Burton C. Tiffany Elementary School has 28 classrooms (26 in use as teaching classrooms and 1 as the Parent-Teacher Room), 4 resource rooms (English Language Learners, Speech, Psychologist, Resource Specialist Program), a library, 1 computer lab, 1 music room, a multipurpose room, and an administration area. The school enrollment is 576 students.

Student Ethnic Breakdown (As of September 16, 2014):

African American	7.47%
Asian	2.08%
Caucasian	19.79%
Filipino	12.85%
Hispanic	55.21%
Native American	0.0%
Two or More Races	1.39%
No Response	0.87%

National School Lunch Program-Free and Reduced Lunch

Burton C. Tiffany 32.8%

School District 46%

#### PERSONNEL

\*Fully Paid by Tiffany Elementary

\*\*Partially Paid by Tiffany, Partially Paid by District

\*\*\*Fully Paid by District

#### FULL-TIME CERTIFICATED STAFF

\*\*\*21 general education classroom teachers

\*\*\*3 Special Day Class (SDC) Teachers (K-6)

\*\*\*2 Special Day Class Teachers (Preschool)

\*\*\*1 Resource Specialist

\*\*\*2 Speech Teachers (1 Full Time Equivalent)

#### PART-TIME CERTIFICATED STAFF

\*\*\*2 Nurses (1 FTE)

\*\*\*1 Psychologist

\*1 Physical Education Teacher (.2 FTE)

\*1 Music Teacher (.2FTE)

\*1 Computer Teacher (.2 FTE)

#### CLASSIFIED SUPPORT STAFF

\*\*\*1 School Secretary (1 FTE)

\*\*\*2 Attendance Secretary/Health Specialist (1 FTE & .14 FTE)

\*\*1 Library Media Technician (.57 FTE)

\*1 Computer Technician (.54 FTE)

\*\*\*7 Special Education Instructional Assistants (.83 FTE each)

\*\*\*2 Full time Custodians

\*\*\*3 Child Nutrition Service workers (1 Managers, 2 Assistants)

- \*1 Classroom Instructional Assistant (.52 FTE)
- \*6 Student Supervisors/Noon Duties (1.71 FTE combined)

PRESCHOOL DIAGNOSTIC TEAM FOR SPECIAL EDUCATION

- \*\*\*1 SDC Teacher
- \*\*\*1 Preschool Teacher
- \*\*\*2 Speech Teachers (1 FTE)
- \*\*\*1 Occupational Therapy (.6 FTE)
- \*\*\*1 Nurse (.6 FTE)
- \*\*\*1 Instructional Assistant
- \*\*\*1 Psychologist

Special Programs/Services include:

- Special classes for children with learning disabilities
- 1 Computer Lab
- 3 Rolling Laptop Carts
- GATE program
- Teaching Garden
- High School Cross-Age Tutors
- Active Parent-Teacher Association
- Student Council
- Safety Patrol
- A.C.E. Student Awards in partnership with U.S. Navy
- Run/Jog/Walk Track Program
- Fully functioning library
- Preschool Diagnostic Program
- RISE tutoring program
- Early Reader tutoring program

After school program on site:

- YMCA
- Chorus
- Guitar
- Orchestra
- DASH

## **IV. Comprehensive Needs Assessment Components**

### **A. Data Analysis (See Appendix A)**

A critical component of Tiffany's success is using assessment data to guide planning and instruction. As part of the commitment to creating life-long learners, the Tiffany community has devoted resources to meeting the needs of a diverse population through quality instruction based on student assessment and reflection. The current evaluation of students includes a combination of state, district and site-based assessments to measure student growth toward meeting common core state standards and to inform instruction.

### **B. Surveys**

District-wide, the Hanover Survey is administered every year to all staff, school parents, select community members, 4th-6th grade students. This survey gathers input in a wide variety of areas including facility adequacy, parent involvement in decision making, and satisfaction with all aspects of the school program including transportation, curriculum, school and district management, food services and the classroom environment. Data from this survey is analyzed to determine change over time and plan the broad as well as specific aspects of the school program.

Hanover Survey data shows an overall satisfaction with the academic content and instruction from parents, students and staff. All stakeholders voiced a need for improved technology in the classroom; teachers voiced a need for training in technology.

### **C. Classroom Observations**

The principal is in classrooms daily to observe curriculum delivery and alignment to common core content standards. Feedback is given to teachers regarding teaching strategies, room environment, differentiation, procedures and routines, student learning behaviors, and assessments.

Classroom observations are focused on the learning environment, implementation of common core standards-based instruction, Gradual Release of Responsibility (especially the Focus Lesson for tier 1\* instruction), balanced literacy and math, and evidence of small group instruction (tier 2\*\* and tier 3\*\*\*) and intervention, and student engagement.

\*Tier 1 instruction refers to lessons for all students, whole group, based on grade level learning targets.

\*\*Tier 2 instruction refers to lessons for some students, small group, usually grouped by similar needs.

\*\*\*Tier 3 instruction refers to lessons for one student, one-on-one, based on individual need.

### **D. Student Work and School Documents**

In the area of English Language Arts, assessment data and student work samples indicate that the greatest need is for our students identified as English Language Learners (ELL), especially students identified as Long Term English Learners (LTEL), and Special Education\* (Resource Program & Special Day Class). Reading Comprehension and Writing Strategies continue to be areas of focus.

In the area of Mathematics, assessment data and student work samples indicate the greatest need is for students that are English Language Learners and Special Education, although all students are adapting to new instructional strategies under common core. Key areas of focus are Math Foundational Skills and Standard Math Practices.

\*Special Education refers to students who have an Individualized Education Plan (IEP), granting them the right to special services per federal and state laws. Programs of instruction vary based on the individual students' needs and placement in the least restrictive environment.

### **E. Analysis of Current Instructional Program (See Appendix B)**

Collaboration is evident throughout Tiffany School. From Instructional Leadership Team meetings and staff development to biweekly grade level meetings, staff work together to deliver a quality, research-based educational program based on the Common Core State Standards in the four core subject areas of language arts, math, social studies, and science.

A current challenge is a lack of curriculum and materials that are state adopted along with appropriate, sustained training during this transition to Common Core.

## V. Description of Barriers and Related School Goals

Tiffany School barriers to improvement in student achievement as discussed at staff meetings in September 2014:

1. Combo classes present challenging circumstances that affect a teacher's ability to properly plan, prepare, and implement differentiated instruction (given the wide spectrum of academic levels present in one classroom).
2. The larger classroom numbers in grades four to six, 31 to 1, also limit the amount of personal attention children receive. In the primary grades we currently have an average student to teacher ratio of 24 to 1; in previous years primary class size averaged 20:1 students.
3. There is a lack of sustainable funds available to meet the needs of students:
  - In tier II and tier III--students who have been identified as below grade level.
4. Current challenges include a lack of state-adopted curriculum, materials, and access to technology
5. Access to, and availability of staff willing, for district-paid tutoring of at-risk students before and after school.
6. In depth parent education in adapting to the common core expectations, and providing in-services.
7. More GATE enrichment opportunities for students along with earmarked funds for such projects.
8. Appropriate training for teachers, to ensure increased skill set, during this transition to Common Core.

We use data from our formative and summative assessments to best meet the needs of our students. This cycle of data inquiry and instruction utilizing technology, databases, and collaboration is a best practice at Tiffany. We are establishing a professional development plan to ensure that teachers have sufficient knowledge and training to do the necessary modifications for 1) teaching common core and 2) teaching our targeted groups. Currently there is a lack of sufficient non-fiction materials available to all grade levels for rigorous exploration of expository text structures, features and critiques.

## VI. Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

### SMARTeGoal #1

(Based on conclusions from Analysis of Program Components and Student Data pages)

#### \*READING\* CAASPP 3-6

By June 2015, the percent of ALL students including EL, SWD, SED, GATE, LTEL, and Foster in grades 3-6 meeting Proficiency on ELA section of the CAASPP will be 40%. (This is a baseline year.)

By June 2019, the percent of ALL students including EL, SWD, SED, GATE, LTEL, and Foster in grades 3-6 meeting Proficiency on ELA section of the CAASPP will be 80%

#### \*READING\* K-1

By June 2015, the percent of ALL students in grades K-1 meeting Proficiency on Reading Local Measures Assessment will increase from 73% to 80%.

By June 2015, the percent of SWD students in grades K-1 meeting Proficiency on Reading Local Measures Assessment will increase from 33% to 45%.

By June 2015, the percent of SED students in grades K-1 meeting Proficiency on Reading Local Measures Assessment will increase from 68% to 75%.

N/A Foster Goal

#### \*READING\* 2-6 LEXILE

By June 2015, the percent of ALL students in grades 2-6 meeting Proficiency on Reading Lexile Local Measures Assessment will increase from 57% to 63%.

By June 2015, the percent of SWD students in grades 2-6 meeting Proficiency on Reading Lexile Measures Assessment will increase from 13% to 30%.

By June 2015, the percent of SED students in grades 2-6 meeting Proficiency on Reading Lexile Local Measures Assessment will increase from 44% to 53%.

By June 2015, the percent of LTEL students in grades 2-6 meeting Proficiency on Reading Lexile Local Measures Assessment will increase from 13% to 30%.

By June 2015, the percent of Foster students in grades 2-6 meeting Proficiency on Reading Lexile Local Measures Assessment will increase from 25% to 50%.

Student groups and/or grade levels to participate in this goal	Identify real numbers of students from data
Third- Sixth	367
Kinder - First	128
Second - Sixth	448

### 1. 3-5 Actions to be taken to reach this goal

#### Tier I

Actions To Be Taken	Start Date/Completion Date	Proposed Expenditures
a. Utilizing the Gradual Release of Responsibility framework, teachers will model, guide, and develop in students 1) mastery of common core state standards in language arts and 2) the ability to closely read complex text through the implementation of a balanced literacy program, which includes A) daily read alouds, B) shared readings, C) guided reading, and D) independent reading--utilizing discussion, questioning techniques, and engagement strategies to facilitate comprehension and critical thinking. .	July 2014/June 2015	ACT Now! Books grades 3-6th grade \$4,500 [0100-3010- 4301]
b. Teachers will participate in grade level collaboration to plan and monitor instruction, and analyze data, in English Language Arts according to all students' needs. .	July 2014/June 2015	\$40,000- Ancillary Program: [0100-3010- 4301] , LCFF/SCE [0100-0980-1134], LCFF/LEP [0100-0981-1134]
c. Collaboration: Teachers will be released from one full-day of teaching per quarter to map out a common core standards-based curriculum-- or instructional scope and sequence-- in English language arts, integrating social studies and science. .	July 2014/June 2015	\$10,000 [0100-3010- 4301]
d. Kindergarten teachers will implement the Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) program in kindergarten..	Aug 2014/ June 2015	\$0 District provided resource
e. Teachers will utilize core literature in grades K,3-6 for daily shared reading lessons and for teaching grade level common core standards in context..	July 2014/June 2015	Reading A-Z \$100 [0100-3010- 4301] [repeated expense]
f. Teachers will utilize basal literature in grades 1-2 for daily shared reading lessons and for teaching grade level common core standards in context..	July 2014/June 2015	
g. Teachers will utilize supplemental non-fiction short texts in all grades for daily shared reading lessons and for teaching grade level common core standards. .	July 2014/June 2015	Reading A-Z \$100 [0100-3010- 4301] [repeated expense]

**Tier II**

Actions To Be Taken	Start Date/Completion Date	Proposed Expenditures
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**Tier II**

<b>Actions To Be Taken</b>	<b>Start Date/Completion Date</b>	<b>Proposed Expenditures</b>
<p>a. Teachers will deepen students' understanding of core content, provide remediation, and enrichment through daily, differentiated small group instruction during Universal Access*.</p> <p>Groupings of students are both flexible (changing based on a specific need or lesson purpose) and leveled (Separate groups of Benchmark, Strategic, Intensive students based on academic levels in relation to overall grade expectations). English learners also constitute a distinct group based on similar language needs.</p> <p>*Universal Access is a daily dedicated time, ranging from 30-60 minutes, for differentiated instruction (including the use of varied strategies and materials matched to meet students' needs) after Tier 1 whole group teaching that enables all students to reach their full potential.</p>	July 2014/June 2015	\$100 Reading A-Z [0100-3010-4301] \$3,000 Paper Cost [0100-0000-4301]  Text Connections- Grades K, 1, 3 \$6,000- Title 1 [0100-3010- 4301]
<p>b. Targeted instruction for "Benchmark learners"</p> <p>*Benchmark learners is defined as being on track to (or even advanced learners) make adequate progress. They may have temporary or minor difficulties that are not critical, but must be addressed to prevent frustration. This short-term, nonintrusive intervention can be accomplished by a quick reteaching session or a small-group work session focusing on the particular need. The teacher may also provide added time and practice. Parents can assist with this group, as can peers during specially structured peer or companion teaching time. For these students assessment every 6–8 weeks is usually sufficient.</p>	July 2014/June 2015	Reading A-Z \$100 (expense already noted)



### Tier III

Actions To Be Taken	Start Date/Completion Date	Proposed Expenditures
a. ILE will be utilized for language development for Special Education students and English learners; teacher will provide individual data-driven remediation during Universal Access.	August 2014/June 2015	\$0 District purchased
b. Students will utilize i-READY computer technology learning program to engage in common core based tutorials, practice lessons, and quizzes at their independent level in language arts.	October 2014/January 2015	4 months of free schoolwide license with unlimited access (proposed budget expenditure for year would be \$15,000) [0100-3010- 4301]
c. Students will utilize RAZ-Kids computer technology program, including its built in scaffolds, to practice reading at the independent level and make consistent improvement.	July 2014/June 2015	\$2,500 [0100-3010- 4301]
d. Students will utilize Accelerated Reader (AR) to practice reading at the independent level; Standardized Test for Assessment of Reading (STAR) will be utilized to measure progress in reading comprehension every quarter.	July 2014/June 2015	\$4,500 Title [4301]
e. Teacher will conference and provide constructive, corrective feedback to individual students during daily Universal Access and as needed throughout the day.	July 2014/June 2015	

## 2. Teacher Collaboration

- a. **Horizontal:** Biweekly grade level meetings are scheduled so that teachers may plan instruction based on Common Core State Standards using District Pacing Guides, Tiffany Curriculum Maps, Benchmark Assessment data, and Online Assessment Reporting System (OARS) / INSPECT / Amplify assessment data. In addition, teachers will use their grade level collaboration time to 1) Analyze Student Data 2) Plan Instruction 3) Create Formative Assessments and 4) Discuss Business Items. Planning meaningful instruction involves looking at student work together, being informed by formative assessments results, including but not limited to Accelerated Reader (AR), Imagine Learning English (ILE), and Reading Foundational Skills Assessment (RFSA) results/progress.
- b. **Vertical:** Periodic Vertical Planning opportunities will be provided at staff meetings and during quarterly full-day collaborations. Classroom observations and walkthroughs will be conducted during the school year. The Instructional Leadership Team (ILT) will lead discussions of consistent and best practices across campus on a bi-weekly schedule.

## 3. Professional Development Plan (including training & follow up coaching)

Staff Development will be conducted during Friday staff meeting dates throughout the 2014- 2015 school year. Our focus will be on improving students' reading comprehension by using Annotation to foster comprehension of text across the curriculum. We will continue to refine our practice of 1) Deconstructing and Integrating Curriculum Mapping of Common Core Standards in Grade Level Collaboration 2) Balanced Literacy 3) Balanced Math 5) Utilizing technology and software programs to enhance teaching and learning. Tiffany School will be participating in the district's trainings on common core implementation.

## 4. Funding Source (i.e., Site, LEP, Title I, etc.)

Site Control (SC), Local Control Funding Formula (LCFF)/Limited English Proficient (LEP), LCFF/State Compensatory Education (SCE), Title 1

## 5. Engagement of Parents and community in supporting goals

Monthly meetings: Coffee with the Principal Forums, ELAC Meetings, SSC Meetings, and PTA Meetings; GATE Parent Nights, Parent/Teacher Conferences, Curriculum Nights, A.C.E. AWARDS, and Achievement Festival. School academic progress and

initiatives will be shared out at all these meetings with input taken from various stakeholders. Literacy strategies, content standards, and web-based learning will be offered to parents to engage them in supporting their child with literacy activities that can be implemented at home.

## **6. Accountability**

### **a. Means of evaluating progress towards this goal (i.e., every 6-8 weeks):**

- 1) Quarterly Language Arts Assessments to mirror CAASPP and measure progress on CCSS for ELA (In process)
  - Grades 3-6: Formative/Benchmark Assessments created-- through Amplify, a.k.a Intel-Assess, INSPECT, Ready Common Core and/or other resources--and based on Curriculum Maps/Grade Level Standards
- 2) Standardized Test for the Assessment of Reading (STAR) to assess reading progress: Instructional Reading Level (IRL), Zone of Proximal Development (ZPD), and Points (Factoring Time on Reading and Text Difficulty) - 1-6 Grade
- 3) Imagine Learning English to ascertain the language acquisition of English Learners
- 4) Response to Intervention (RTI) Program: K-6 as needed
  - Read Naturally Passages for Fluency
  - Fry's List/Dolch Words/CVESD High Frequency Site Words List
  - Fry's Phrase Fluency
  - Signs for Sounds for Phonics Instruction
  - RFSA (Reading Foundational Skills Assessment)
- 5) i-Ready for monitoring grade level progress according to CCSS (October 2014 through January 2015)
- 6) Ready Common Core Publisher Interim Assessments
- 7) Achieve3000 Lexile LevelSet Test
- 8) Act Now! Publisher Quizzes
- 9) Teacher created weekly quizzes aligned to instruction
- 10) Time on and progress in reading level based on RAZ-KIDS (K-2, 3-6 as needed)

### **b. Create plans and hold people accountable for follow through:**

- 1) Evidence by way of principal observation and evaluation of daily standards-based lessons and small group instruction across campus.
- 2) Grade level teams will turn in Quarterly Integrated Curriculum Maps for 1) Reading/Social Studies/Science and 2) Math
- 3) Principal will monitor assessment results and data from technology programs on a weekly basis (AR, STAR, ILE, IXL MATH, RAZ-KIDS, i-READY, quizzes) and quarterly basis (Quarterly Assessments mirroring CAASP, Fluency, RFSA, etc).
- 4) Principal will monitor classroom instruction daily and provide feedback to individual teachers with the opportunity for improvement and assistance.
- 5) Grade level teams and teachers have identified VIP students (Students who will move from strategic to benchmark or intensive to strategic) and created proficiency target goals. Teachers will closely monitor the progress of these students using assessment data.

## VI. Planned Improvements in Student Performance (continued)

### SMARTeGoal #2

(Based on conclusions from Analysis of Program Components and Student Data pages)

#### \*MATH\* CAASPP 3-6

By June 2015, the percent of ALL students including EL, SWD, SED, GATE, LTEL, and Foster in grades 3-6 meeting Proficiency on MATH section of the CAASPP will be 40%. (This is a baseline year).

By June 2019, the percent of ALL students including EL, SWD, SED, GATE, LTEL, and Foster in grades 3-6 meeting Proficiency on MATH section of the CAASPP will be 80%.

#### \*MATH\* K-2 DISTRICT LOCAL MEASURES

By June 2015, the percent of ALL students in grades K-2 meeting Proficiency on Math Local Measures Assessment will increase from 57% to 63%.

By June 2015, the percent of SWD students in grades K-2 meeting Proficiency on Math Local Measures Assessment will increase from 18% to 34%.

By June 2015, the percent of SED students in grades K-2 meeting Proficiency on Math Local Measures Assessment will increase from 54% to 61%.

By June 2015, the percent of LTEL students in grades K-2 meeting Proficiency on Math Local Measures Assessment will increase from 40% to 50%.

By June 2015, the percent of Foster students in grades K-2 meeting Proficiency on Math Local Measures Assessment will be 100%. (currently 1 student at 100%)

#### Student groups and/or grade levels to participate in this goal

#### Identify real numbers of students from data

(Kinder - Second)	203
(Third - Sixth)	367

### 1. 3-5 Actions to be taken to reach this goal

#### Tier I

Actions To Be Taken	Start Date/Completion Date	Proposed Expenditures
a. All students will develop a balance of math fluency skills and conceptual understanding through daily focus lessons: 1) aligned to Common Core State Standards and 2) that follow the Gradual Release of Responsibility teaching framework 3) Incorporate the 8 math practices.	July 2014/ June 2015	\$3,600 [0100-3010- 4301] Math Manipulatives
b. Grade level collaboration to plan, monitor plan, analyze data and reteach in Math according to students' needs and curriculum map.	July 2014/June 2015	\$40,000 Ancillary Program (expense already noted in Goal #1)
c. Collaboration full release for curriculum mapping and planning instruction..	July 2014/June 2015	\$10,000 (expense already noted in Goal #1)

## Tier II

Actions To Be Taken	Start Date/Completion Date	Proposed Expenditures
a. Students will deepen their understanding of math content through structured small group, guided instruction and guided math groups during Universal Access.	July 2014/ June 2015	\$2,000- Paper, journals, white boards, erasers, markers [0100-0000- 4301]

## Tier III

Actions To Be Taken	Start Date/Completion Date	Proposed Expenditures
a. Teacher will conference and provide corrective feedback to individual students during daily Universal Access and as needed..	July 2014/ June 2015	\$0
b. Students will utilize i-READY computer technology program to engage in common core based lessons at their independent level in math. .	July 2014/June 2015	4 months of free schoolwide license with unlimited access (proposed budget expenditure for one year would be \$15,000) (possible expense already noted in goal #1)
c. Students will utilize IXL Math computer technology program to engage in common core based lessons at grade level in math. .	July 2014/June 2015	\$2,000 [0100-7090/7091-4301]

## 2. Teacher Collaboration

- a. **Horizontal:** Biweekly grade level meetings are scheduled so that teachers may plan instruction based on Common Core State Standards using District Pacing Guides, Tiffany Curriculum Maps, Benchmark Assessment data, and Online Assessment Reporting System (OARS) / Intel-Assess assessment data. In addition, teachers will use their grade level collaboration time to 1) Analyze Student Data 2) Plan Instruction 3) Create Formative Assessments and 4) Discuss Business Items. Planning meaningful instruction involves looking at student work together, being informed by formative assessments results, Accelerated Reader (AR), Imagine Learning English (ILE), and Reading Foundational Skills Assessment (RFSA) results/progress.
- b. **Vertical:** Periodic Vertical Planning opportunities will be provided at staff meetings and during quarterly full-day collaboration. Classroom observations and walkthroughs will be conducted during the school year. The Instructional Leadership Team (ILT) will lead discussions of consistent and best practices across campus on a bi-weekly schedule.

## 3. Professional Development Plan (including training & follow up coaching)

Staff Development will be conducted during Friday staff meeting dates throughout the 2014- 2015 school year. Our in-house focus will be on six major initiatives: 1) Deconstruction and Integrated Curriculum Mapping of Common Core Standards in Grade Level Collaboration 2) Reading comprehension with a focus on Complex Text 3) Balanced Literacy 4) Balanced Math 5) Using Annotation to foster comprehension of text across the curriculum . 6) Utilizing technology and software programs to enhance teaching and learning. Tiffany School will be participating in the district's trainings on common core implementation.

## 4. Funding Source (i.e., Site, LEP, Title I, etc.)

Site Control (SC), Local Control Funding Formula (LCFF)/Limited English Proficient (LEP), LCFF/State Compensatory Education (SCE), Title 1

## 5. Engagement of Parents and community in supporting goals

Monthly meetings: Coffee with the Principal Forums, ELAC Meetings, SSC Meetings, and PTA Meetings; GATE Parent Nights, Parent/Teacher Conferences, Curriculum Nights, A.C.E. AWARDS, and Achievement Festival. School academic progress and initiatives will be shared out at all these meetings with input taken from various stakeholders. Literacy strategies, content standards, and web-based learning will be offered to parents to engage them in supporting their child with literacy activities that can be implemented at home.

## 6. Accountability

### a. Means of evaluating progress towards this goal (i.e., every 6-8 weeks):

- 1) Quarterly Math Assessments to mirror CAASSP and measure progress on CCSS for MATH (In process)
  - Grades 3-6: Formative/Benchmark Assessments created-- through Amplify, a.k.a Intel-Assess, INSPECT, Ready Common Core and/or other resources--and based on Curriculum Maps/Grade Level Standards
- 2) Response to Intervention (RTI) Program: K-6 as needed
  - i-Ready for monitoring grade level progress according to CCSS (October 2014 through January 2015)
- 3) Ready Common Core Publisher Interim Assessments (as needed)
- 4) Mc-Graw Hill Chapter Tests (as needed)
- 5) Eureka Math End of Module Tests (K-6)
- 6) Teacher created weekly quizzes aligned to instruction
- 7) Time on and progress using IXL Math

### b. Create plans and hold people accountable for follow through:

- 1) Evidence by way of principal observation and evaluation of daily standards-based lessons and small group instruction across campus.
- 2) Grade level teams will turn in Quarterly Integrated Curriculum Maps for 1) Reading/Social Studies/Science and 2) Math
- 3) Principal will monitor assessment results and data from technology programs on a weekly basis (AR, STAR, ILE, IXL MATH, RAZ-KIDS, i-READY, quizzes) and quarterly basis (Quarterly Assessments mirroring CAASP, Fluency, RFSA, etc).
- 4) Principal will monitor classroom instruction daily and provide feedback to individual teachers with the opportunity for improvement and assistance.
- 5) Grade level teams and teachers have identified VIP students (Students who will move from strategic to benchmark or intensive to strategic) and created proficiency target goals. Teachers will closely monitor the progress of these students using assessment data.

## VI. Planned Improvements in Student Performance (continued)

### SMARTeGoal #3

(Based on conclusions from Analysis of Program Components and Student Data pages)

#### \*WRITING\* CAASPP 3-6

By June 2015, the percent of ALL students including EL, SWD, SED, GATE, LTEL, and Foster in grades 3-6 meeting Proficiency on the Performance Task for Writing on CAASPP will be 40%. (This is a baseline year.)

By June 2019, the percent of ALL students including EL, SWD, SED, GATE, LTEL, and Foster in grades 3-6 meeting Proficiency on the Performance Task for Writing on CAASPP will be 80%.

#### \*WRITING\* DISTRICT LOCAL MEASURES K-2

By June 2015, the percent of ALL students in grades K-2 meeting Proficiency on Writing Local Measures Assessment will increase from 53% to 60%.

By June 2015, the percent of SWD students in grades K-2 meeting Proficiency on Writing Local Measures Assessment will increase from 18% to 34%.

By June 2015, the percent of SED students in grades K-2 meeting Proficiency on Writing Local Measures Assessment will increase from 21% to 36%.

By June 2015, the percent of LTEL students in grades K-2 meeting Proficiency on Writing Local Measures Assessment will increase from 26% to 40%.

By June 2015, the percent of Foster students in grades K-2 meeting Proficiency on Writing Local Measures Assessment will be 100%. (only 1 student)

#### Student groups and/or grade levels to participate in this goal

#### Identify real numbers of students from data

Third - Sixth	367
Kinder - Second	203

### 1. 3-5 Actions to be taken to reach this goal

#### Tier I

Actions To Be Taken	Start Date/Completion Date	Proposed Expenditures
a. Teachers will model, guide, and develop in students the ability to write well in all 3 text types of Narrative, Informative/Explanatory, Opinion/Argument, through the implementation of a balanced literacy program/writers workshop program: 1) modeled writing 2) shared/interactive writing, and 3) independent writing with conferencing. .	July 2014/ June 2015	\$500- Writing Journals- Site \$1,000- Science/Social Studies Weekly Readers for Content for Writing [0100-3010-4301]
b. Use of district-adopted analytical writing rubrics aligned to common core for 3 text types to guide lessons and as a criteria for what makes a writing piece proficient. .	July 2014/June 2015	\$0

### Tier I

<b>Actions To Be Taken</b>	<b>Start Date/Completion Date</b>	<b>Proposed Expenditures</b>
c. Use of Step Up to Writing program across all grades to teach the mechanics and structure to the 3 writing text types. .	July 2014/June 2015	\$4,000 - copy paper \$2,000 - writing supplies [0100-0000-4301]
d. Use of Ready Common Core materials to teach common core based lessons in writing. .	July 2014/June 2015	\$5,000 - teacher and student booklets in grades 4, 5, 6 - [0100-3010-4301]

### Tier II

<b>Actions To Be Taken</b>	<b>Start Date/Completion Date</b>	<b>Proposed Expenditures</b>
a. Students will deepen their understanding and skill of writing through structured small group instruction and during Universal Access, with a focus on revision and editing in the writing process. .	July 2014/ June 2015	\$0
b. Teachers will modify writing lessons in order to differentiate the needs for groups of students. .	July 2014/June 2015	\$0

### Tier III

<b>Actions To Be Taken</b>	<b>Start Date/Completion Date</b>	<b>Proposed Expenditures</b>
a. Teacher will conference and provide corrective feedback to individual students during daily Universal Access and as needed, with a focus on revision and editing in the writing process.	July 2014/ June 2015	\$0

## 2. Teacher Collaboration

- a. **Horizontal:** Biweekly grade level meetings are scheduled so that teachers may plan instruction based on Common Core State Standards using District Pacing Guides, Tiffany Curriculum Maps, Benchmark Assessment data, and Online Assessment Reporting System (OARS) / Intel-Assess assessment data. In addition, teachers will use their grade level collaboration time to 1) Analyze Student Data 2) Plan Instruction 3) Create Formative Assessments and 4) Discuss Business Items. Planning meaningful instruction involves looking at student work together, being informed by formative assessments results, Accelerated Reader (AR), Imagine Learning English (ILE), and Reading Foundational Skills Assessment (RFSA) results/progress.
- b. **Vertical:** Periodic Vertical Planning opportunities will be provided at staff meetings and during quarterly full-day collaboration. Classroom observations and walkthroughs will be conducted during the school year. The Instructional Leadership Team (ILT) will lead discussions of consistent and best practices across campus on a bi-weekly schedule.

## 3. Professional Development Plan (including training & follow up coaching)

Staff Development will be conducted during Friday staff meeting dates throughout the 2014- 2015 school year. Our in-house focus will be on six major initiatives: 1) Deconstruction and Integrated Curriculum Mapping of Common Core Standards in Grade Level Collaboration 2) Reading comprehension with a focus on Complex Text 3) Balanced Literacy 4) Balanced Math 5) Using Annotation to foster comprehension of text across the curriculum . 6) Utilizing technology and software programs to enhance teaching and learning. Tiffany School will be participating in the district's trainings on common core implementation.

## 4. Funding Source (i.e., Site, LEP, Title I, etc.)

Site Control (SC), Local Control Funding Formula (LCFF)/Limited English Proficient (LEP), LCFF/State Compensatory Education (SCE), Title 1

## 5. Engagement of Parents and community in supporting goals

Monthly meetings: Coffee with the Principal Forums, ELAC Meetings, SSC Meetings, and PTA Meetings; GATE Parent Nights, Parent/Teacher Conferences, Curriculum Nights, A.C.E. AWARDS, and Achievement Festival. School academic progress and initiatives will be shared out at all these meetings with input taken from various stakeholders. Literacy strategies, content standards, and web-based learning will be offered to parents to engage them in supporting their child with literacy activities that can be implemented at home.

## **6. Accountability**

### **a. Means of evaluating progress towards this goal (i.e., every 6-8 weeks):**

- 1) Quarterly Enhanced Writing Task to measure progress on 3 Text Types for Writing
- 2) Language Arts Assessments to mirror CAASSP and measure progress on CCSS for Writing (In process)
- 3) i-Ready for monitoring grade level progress according to CCSS (October 2014 through January 2015)
- 4) Ready Common Core Publisher Interim Assessments
- 5) Act Now! Publisher Writing Tasks

### **b. Create plans and hold people accountable for follow through:**

- 1) Evidence by way of principal observation and evaluation of daily standards-based lessons and small group instruction across campus.
- 2) Grade level teams will turn in Quarterly Integrated Curriculum Maps for 1) Reading/Social Studies/Science and 2) Math
- 3) Principal will monitor assessment results and data from technology programs on a weekly basis (AR, STAR, ILE, IXL MATH, RAZ-KIDS, i-READY, quizzes) and quarterly basis (Quarterly Assessments mirroring CAASP, Fluency, RFSA, etc).
- 4) Principal will monitor classroom instruction daily and provide feedback to individual teachers with the opportunity for improvement and assistance.
- 5) Grade level teams and teachers have identified VIP students (Students who will move from strategic to benchmark or intensive to strategic) and created proficiency target goals. Teachers will closely monitor the progress of these students using assessment data.

## VI. Planned Improvements in Student Performance (continued)

### SMARTeGoal #4

(Based on conclusions from Analysis of Program Components and Student Data pages)

#### GIFTED AND TALENTED (GATE)

##### \*CAASPP\* 3-6

By June 2015, the percent of GATE students in grades 3-6 meeting Proficiency on ELA section of the CAASPP will be 70%. (This is a baseline year.)

By June 2019, the percent of GATE students in grades 3-6 meeting Proficiency on ELA section of the CAASPP will be 100%.

By June 2015, the percent of GATE students in grades 3-6 meeting Proficiency on MATH section of the CAASPP will increase will be 70%. (This is a baseline year.)

By June 2019, the percent of GATE students in grades 3-6 meeting Proficiency on MATH section of the CAASPP will increase will be 100%.

By June 2015, the percent of GATE students in grades 3-6 meeting Proficiency on Writing Performance Task section of the CAASPP will be 70%. (This is a baseline year.)

By June 2010, the percent of GATE students in grades 3-6 meeting Proficiency on Writing Performance Task section of the CAASPP will be 100%.

##### \*READING\* 3-6 LEXILE

By June 2015, the percent of Gate students in grades 3-6 meeting Proficiency on Reading Lexile Local Measures Assessment will increase from 84% to 88%.

#### Student groups and/or grade levels to participate in this goal

#### Identify real numbers of students from data

Third - Sixth

367

### 1. 3-5 Actions to be taken to reach this goal

#### Tier I

##### Actions To Be Taken

##### Start Date/Completion Date

##### Proposed Expenditures

- a. Teachers will model, guide, and develop in students the ability to closely read complex text through the implementation of a balanced literacy program, which includes read alouds, shared readings, guided reading, and independent reading.

July 2014 / July 2015

ACT Now! Books grades 3-6th grade \$4,500 (Expenditure already noted in Goal #1)

#### Tier II

##### Actions To Be Taken

##### Start Date/Completion Date

##### Proposed Expenditures

## Tier II

<b>Actions To Be Taken</b>	<b>Start Date/Completion Date</b>	<b>Proposed Expenditures</b>
a. Teachers will challenge GATE students during small group instruction by providing differentiated group work and extension activities.	July 2014 / June 2015	\$0 Use of pre-existing "challenge" and "extension" materials that come with adopted curriculum
b. Science Field Day enrichment opportunity for students in grades 3-6 to further science skills through hands-on events.	Dec 2014/ June 2015	\$500 SD County fee and supplies [0100-0000-4301]

## Tier III

<b>Actions To Be Taken</b>	<b>Start Date/Completion Date</b>	<b>Proposed Expenditures</b>
a. Teacher will conference and provide corrective feedback to individual students during daily Universal Access and as needed.	July 2014 / July 2015	\$0 Using student's own work

## 2. Teacher Collaboration

- a. **Horizontal:** Biweekly grade level meetings are scheduled so that teachers may plan instruction based on Common Core State Standards using District Pacing Guides, Tiffany Curriculum Maps, Benchmark Assessment data, and Online Assessment Reporting System (OARS) / Intel-Assess assessment data. In addition, teachers will use their grade level collaboration time to 1) Analyze Student Data 2) Plan Instruction 3) Create Formative Assessments and 4) Discuss Business Items. Planning meaningful instruction involves looking at student work together, being informed by formative assessments results, Accelerated Reader (AR), Imagine Learning English (ILE), and Reading Foundational Skills Assessment (RFSA) results/progress.
- b. **Vertical:** Periodic Vertical Planning opportunities will be provided at staff meetings and during quarterly full-day collaboration. Classroom observations and walkthroughs will be conducted during the school year. The Instructional Leadership Team (ILT) will lead discussions of consistent and best practices across campus on a bi-weekly schedule.

## 3. Professional Development Plan (including training & follow up coaching)

Staff Development will be conducted during Friday staff meeting dates throughout the 2014- 2015 school year. Our in-house focus will be on six major initiatives: 1) Deconstruction and Integrated Curriculum Mapping of Common Core Standards in Grade Level Collaboration 2) Reading comprehension with a focus on Complex Text 3) Balanced Literacy 4) Balanced Math 5) Using Annotation to foster comprehension of text across the curriculum . 6) Utilizing technology and software programs to enhance teaching and learning. Tiffany School will be participating in the district's trainings on common core implementation.

## 4. Funding Source (i.e., Site, LEP, Title I, etc.)

Site Control (SC), Local Control Funding Formula (LCFF)/Limited English Proficient (LEP), LCFF/State Compensatory Education (SCE), Title 1

## 5. Engagement of Parents and community in supporting goals

Monthly meetings: Coffee with the Principal Forums, ELAC Meetings, SSC Meetings, and PTA Meetings; GATE Parent Nights, Parent/Teacher Conferences, Curriculum Nights, A.C.E. AWARDS, and Achievement Festival. School academic progress and initiatives will be shared out at all these meetings with input taken from various stakeholders. Literacy strategies, content standards, and web-based learning will be offered to parents to engage them in supporting their child with literacy activities that can be implemented at home.

## 6. Accountability

**a. Means of evaluating progress towards this goal (i.e., every 6-8 weeks):**

- 1) Quarterly Language Arts Assessments to mirror CAASSP and measure progress on CCSS for ELA (In process)
  - Grades 3-6: Formative/Benchmark Assessments created-- through Amplify, a.k.a Intel-Assess, INSPECT, Ready Common Core and/or other resources--and based on Curriculum Maps/Grade Level Standards
- 2) Standardized Test for the Assessment of Reading (STAR) to assess reading progress: Instructional Reading Level (IRL), Zone of Proximal Development (ZPD), and Points (Factoring Time on Reading and Text Difficulty) - K-6 Grade
- 3) Imagine Learning English to ascertain the language acquisition of English Learners
- 4) Response to Intervention (RTI) Program: K-6 as needed
  - Read Naturally Passages for Fluency
  - Fry's List/Dolch Words/CVESD High Frequency Site Words List
  - Fry's Phrase Fluency
  - Signs for Sounds for Phonics Instruction
  - RFSA (Reading Foundational Skills Assessment)
- 5) i-Ready for monitoring grade level progress according to CCSS (October 2014 through January 2015)
- 6) Ready Common Core Publisher Interim Assessments
- 7) Achieve3000 Lexile LevelSet Test
- 8) Act Now! Publisher Quizzes
- 9) Teacher created weekly quizzes aligned to instruction
- 10) Time on and progress in reading level based on RAZ-KIDS (K-2, 3-6 as needed)

**b. Create plans and hold people accountable for follow through:**

- 1) Evidence by way of principal observation and evaluation of daily standards-based lessons and small group instruction across campus.
- 2) Grade level teams will turn in Quarterly Integrated Curriculum Maps for 1) Reading/Social Studies/Science and 2) Math
- 3) Principal will monitor assessment results and data from technology programs on a weekly basis (AR, STAR, ILE, IXL MATH, RAZ-KIDS, i-READY, quizzes) and quarterly basis (Quarterly Assessments mirroring CAASP, Fluency, RFSA, etc).
- 4) Principal will monitor classroom instruction daily and provide feedback to individual teachers with the opportunity for improvement and assistance.
- 5) Grade level teams and teachers have identified GATE students (Students who will move from strategic to benchmark or intensive to strategic) and created proficiency target goals. Teachers will closely monitor the progress of these students using assessment data.

## VI. Planned Improvements in Student Performance (continued)

### SMARTeGoal #5

(Based on conclusions from Analysis of Program Components and Student Data pages)

#### ENGLISH LEARNERS

##### AMAO 1

- By June 2015, the percent of English Learners making annual Growth as measured by CELDT will increase from 67.4% to 75%.

##### AMAO 2

###### Less than 5 years

- By June 2015, the percent of English Learners attaining English proficient level as measured by CELDT will increase from 22.8% to 30%.

###### More than 5 years

- N/A

##### AMAO 3-English Language Arts

- By June 2015, the percentage of English Learner students in Grades K-1 meeting proficiency on the District Local Measures assessment in reading will increase from 48% to 56%.
- By June 2015, the percentage of English Learner students in Grades 2-6 meeting proficiency on the Lexile Level Set end of year assessment will increase from 14.1% to 30%.
- By June 2015, the percentage of English Learners in Grades K-2 meeting proficiency on the Local Measures Writing will increase from 26.8% to 40%.
- By June 2015, the percentage of English Learner students in Grades 3-6 meeting proficiency on the CAASPP Assessment in English Language Arts will be 40%. (This is a baseline year.)
- By June 2019, the percentage of English Learner students in Grades 3-6 meeting proficiency on the CAASPP Assessment in English Language Arts will be 80%.

##### AMAO 3-Math

- By June 2015, the percentage of English Learner students in Grades K-2 meeting proficiency on the District Local Measures assessment in math will increase from 28% to 41%.
- By June 2015, the percentage of English Learner students in Grades 3-6 scoring at proficiency on the CAASPP Assessment in Math will be 40%. (This is a baseline year.)
- By June 2019, the percentage of English Learner students in Grades 3-6 scoring at proficiency on the CAASPP Assessment in Math will be 80%.

##### Reclassification

- By June 2015, the percentage of English Learners in Grades 3-6 reclassified to Fluent English Proficient will increase from 7% to 22%.

#### Student groups and/or grade levels to participate in this goal

#### Identify real numbers of students from data

Kindergarten - Sixth	106
Second - Sixth	88
Kindergarten - First	18
Third - Sixth	72

## 1. 3-5 Actions to be taken to reach this goal

### Tier I

Actions To Be Taken	Start Date/Completion Date	Proposed Expenditures
<p>a. Teachers will implement a balanced literacy program, which includes read alouds, shared readings, guided reading, and independent reading, with multiple opportunities for preview, review, and reteaching of lessons.</p>	July 2014/June 2015	<p>ACT Now! Books grades 3-6th grade \$4,500 (expense already noted in goal #1)</p>
.		<p>Text Connections- Common Core Literature- (Benchmark Press), Grades K, 1, 3 \$6,500 (expense already noted in goal #1)</p>
.		<p>Reading A-Z Teacher &amp; Student reading resource materials- \$100 license fee (expense already noted in goal #1)</p>
<p>b. Teachers to implement Specially Designed Academic Instruction in English (SDAIE) strategies including frontloading of theme, content, key vocabulary terms in order to build background knowledge for students to access text and foster comprehension..</p>	July 2014/June 2015	<p>Refresher Training, \$1000 [0100-3010-5833]</p>

### Tier II

Actions To Be Taken	Start Date/Completion Date	Proposed Expenditures
<p>a. Teachers will provide 30 minutes of daily English Language Development (ELD) small group instruction in primary grades and 45 minutes in upper grades targeting the needs of EL students.</p>	July 2014/June 2015	<p>Reading A-Z Teacher &amp; Student reading resource materials- \$100 license fee ( expense already noted in goal #1)</p>
.		<p>Houghton-Mifflin (HM) Readers \$0- district provided</p>
.		<p>HM EL support materials \$0</p>

### Tier III

Actions To Be Taken	Start Date/Completion Date	Proposed Expenditures
<p>a. Teacher will conference and provide corrective feedback to individual students during daily Universal Access and as needed. .</p>	July 2014/June 2015	\$0
<p>b. CELDT level students 1-2 will utilize Imagine Learning English (ILE) for an average of 80 minutes per week. .</p>	July 2014/June 2015	\$0 District provided resource
<p>c. Students will utilize i-READY computer technology program to engage in common core based lessons at their independent level in language arts and math. .</p>	October 2014/January 2015	\$0 - Promotional Free License (already noted in Goal #1)
<p>d. Students will utilize IXL Math computer technology program to engage in common core based lessons at grade level in math. .</p>	July 2014/June 2015	\$2,300 license fee [0100-3010-4301]

### Tier III

<b>Actions To Be Taken</b>	<b>Start Date/Completion Date</b>	<b>Proposed Expenditures</b>
e. Students will utilize RAZ-Kids computer technology program to practice reading at the independent reading level. .	July 2014/June 2015	\$2,500 license fee [0100-3010-4301]

## 2. Teacher Collaboration

- a. **Horizontal:** Biweekly grade level meetings are scheduled so that teachers may plan instruction based on Common Core State Standards using District Pacing Guides, Tiffany Curriculum Maps, Benchmark Assessment data, and Online Assessment Reporting System (OARS) / Intel-Assess assessment data. In addition, teachers will use their grade level collaboration time to 1) Analyze Student Data 2) Plan Instruction 3) Create Formative Assessments and 4) Discuss Business Items. Planning meaningful instruction involves looking at student work together, being informed by formative assessments results, Accelerated Reader (AR), Imagine Learning English (ILE), and Reading Foundational Skills Assessment (RFSA) results/progress.
- b. **Vertical:** Periodic Vertical Planning opportunities will be provided at staff meetings and during quarterly full-day collaboration. Classroom observations and walkthroughs will be conducted during the school year. The Instructional Leadership Team (ILT) will lead discussions of consistent and best practices across campus on a bi-weekly schedule.

## 3. Professional Development Plan (including training & follow up coaching)

Staff Development will be conducted during Friday staff meeting dates throughout the 2014- 2015 school year. Our in-house focus will be on six major initiatives: 1) Deconstruction and Integrated Curriculum Mapping of Common Core Standards in Grade Level Collaboration 2) Reading comprehension with a focus on Complex Text 3) Balanced Literacy 4) Balanced Math 5) Using Annotation to foster comprehension of text across the curriculum . 6) Utilizing technology and software programs to enhance teaching and learning. Tiffany School will be participating in the district's trainings on common core implementation.

## 4. Funding Source (i.e., Site, LEP, Title I, etc.)

Site Control (SC), Local Control Funding Formula (LCFF)/Limited English Proficient (LEP), LCFF/State Compensatory Education (SCE), Title 1

## 5. Engagement of Parents and community in supporting goals

Monthly meetings: Coffee with the Principal Forums, ELAC Meetings, SSC Meetings, and PTA Meetings; GATE Parent Nights, Parent/Teacher Conferences, Curriculum Nights, A.C.E. AWARDS, and Achievement Festival. School academic progress and initiatives will be shared out at all these meetings with input taken from various stakeholders. Literacy strategies, content standards, and web-based learning will be offered to parents to engage them in supporting their child with literacy activities that can be implemented at home.

## 6. Accountability

**a. Means of evaluating progress towards this goal (i.e., every 6-8 weeks):**

- 1) Quarterly Language Arts Assessments to mirror CAASSP and measure progress on CCSS for ELA (In process)
  - Grades 3-6: Formative/Benchmark Assessments created-- through Amplify, a.k.a Intel-Assess, INSPECT, Ready Common Core and/or other resources--and based on Curriculum Maps/Grade Level Standards
- 2) Standardized Test for the Assessment of Reading (STAR) to assess reading progress: Instructional Reading Level (IRL), Zone of Proximal Development (ZPD), and Points (Factoring Time on Reading and Text Difficulty) - K-6 Grade
- 3) Imagine Learning English to ascertain the language acquisition of English Learners
- 4) Response to Intervention (RTI) Program: K-6 as needed
  - Read Naturally Passages for Fluency
  - Fry's List/Dolch Words/CVESD High Frequency Site Words List
  - Fry's Phrase Fluency
  - Signs for Sounds for Phonics Instruction
  - RFSA (Reading Foundational Skills Assessment)
- 5) i-Ready for monitoring grade level progress according to CCSS (October 2014 through January 2015)
- 6) Ready Common Core Publisher Interim Assessments
- 7) Achieve3000 Lexile LevelSet Test
- 8) Act Now! Publisher Quizzes
- 9) Teacher created weekly quizzes aligned to instruction
- 10) Time on and progress in reading level based on RAZ-KIDS (K-2, 3-6 as needed)

**b. Create plans and hold people accountable for follow through:**

- 1) Evidence by way of principal observation and evaluation of daily standards-based lessons and small group instruction across campus.
- 2) Grade level teams will turn in Quarterly Integrated Curriculum Maps for 1) Reading/Social Studies/Science and 2) Math
- 3) Principal will monitor assessment results and data from technology programs on a weekly basis (AR, STAR, ILE, IXL MATH, RAZ-KIDS, i-READY, quizzes) and quarterly basis (Quarterly Assessments mirroring CAASP, Fluency, RFSA, etc).
- 4) Principal will monitor classroom instruction daily and provide feedback to individual teachers with the opportunity for improvement and assistance.
- 5) Grade level teams and teachers have identified VIP students (Students who will move from strategic to benchmark or intensive to strategic) and created proficiency target goals. Teachers will closely monitor the progress of these students using assessment data.

**VI. Planned Improvements in Student Performance (continued)**

**SMARTeGoal #6**

**(Based on conclusions from Analysis of Program Components and Student Data pages)**

N/A

Student groups and/or grade levels to participate in this goal	Identify real numbers of students from data

**1. 3-5 Actions to be taken to reach this goal**

**Tier I**

Actions To Be Taken	Start Date/Completion Date	Proposed Expenditures
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**Tier II**

Actions To Be Taken	Start Date/Completion Date	Proposed Expenditures
---------------------	----------------------------	-----------------------

**Tier III**

Actions To Be Taken	Start Date/Completion Date	Proposed Expenditures
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**2. Teacher Collaboration**

- a. Horizontal:
- b. Vertical:

**3. Professional Development Plan (including training & follow up coaching)**

**4. Funding Source (i.e., Site, LEP, Title I, etc.)**

**5. Engagement of Parents and community in supporting goals**

**6. Accountability**

- a. Means of evaluating progress towards this goal (i.e., every 6-8 weeks):
- b. Create plans and hold people accountable for follow through:

**VI. Planned Improvements in Student Performance (continued)**

**SMARTeGoal #7**

**(Based on conclusions from Analysis of Program Components and Student Data pages)**

N/A
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<b>Student groups and/or grade levels to participate in this goal</b>	<b>Identify real numbers of students from data</b>

**1. 3-5 Actions to be taken to reach this goal**

**Tier I**

<b>Actions To Be Taken</b>	<b>Start Date/Completion Date</b>	<b>Proposed Expenditures</b>
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**Tier II**

<b>Actions To Be Taken</b>	<b>Start Date/Completion Date</b>	<b>Proposed Expenditures</b>
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**Tier III**

<b>Actions To Be Taken</b>	<b>Start Date/Completion Date</b>	<b>Proposed Expenditures</b>
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**2. Teacher Collaboration**

- a. **Horizontal:**
- b. **Vertical:**

**3. Professional Development Plan (including training & follow up coaching)**

**4. Funding Source (i.e., Site, LEP, Title I, etc.)**

**5. Engagement of Parents and community in supporting goals**

**7. Accountability**

- a. **Means of evaluating progress towards this goal (i.e., every 7-8 weeks):**
- b. **Create plans and hold people accountable for follow through:**

**VI. Planned Improvements in Student Performance (continued)**

**SMARTeGoal #8**

**(Based on conclusions from Analysis of Program Components and Student Data pages)**

N/A

Student groups and/or grade levels to participate in this goal	Identify real numbers of students from data

**1. 3-5 Actions to be taken to reach this goal**

**Tier I**

Actions To Be Taken	Start Date/Completion Date	Proposed Expenditures
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**Tier II**

Actions To Be Taken	Start Date/Completion Date	Proposed Expenditures
---------------------	----------------------------	-----------------------

**Tier III**

Actions To Be Taken	Start Date/Completion Date	Proposed Expenditures
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**2. Teacher Collaboration**

- a. Horizontal:
- b. Vertical:

**3. Professional Development Plan (including training & follow up coaching)**

**4. Funding Source (i.e., Site, LEP, Title I, etc.)**

**5. Engagement of Parents and community in supporting goals**

**8. Accountability**

- a. Means of evaluating progress towards this goal (i.e., every 8-8 weeks):
- b. Create plans and hold people accountable for follow through:

## Appendix A - School and Student Performance Data Forms

**Table 1: Academic Performance Index by Student Group**

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
<b>Number Included</b>	368	406		69	76		17	27		8	12	
<b>Growth API</b>	893	860		938	923		801	791			943	
<b>Base API</b>	868	893		911	938		817	801				
<b>Target</b>	A	A		A	A							
<b>Growth</b>	25	-33		27	-15							
<b>Met Target</b>	Yes	Yes		Yes	Yes							

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
<b>Number Included</b>	218	233		82	99		109	176		60	75	
<b>Growth API</b>	875	828		859	795		839	791		743	652	
<b>Base API</b>	847	875		814	857		801	839		713	743	
<b>Target</b>	A	A		A	A		A	A				
<b>Growth</b>	28	-47		45	-62		38	-48				
<b>Met Target</b>	Yes	Yes		Yes	No		Yes	No				

**Appendix A - School and Student Performance Data Forms (continued)**

**Table 2a: Title III Accountability (Burton C. Tiffany Elementary School)**

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	90	103	95
Percent with Prior Year Data	100.0	100.0%	100.0%
Number in Cohort	90	103	95
Number Met	69	47	64
Percent Met	76.7	45.6%	67.4%
NCLB Target	56.0	57.5	59.0
Met Target	<b>Yes</b>	<b>No</b>	<b>Yes</b>

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less than 5	5 or More	Less Than 5	5 or More	Less Than 5	5 or More
Number in Cohort	90	16	104	30	86	25
Number Met	43	--	26	9	25	--
Percent Met	47.8	--	25.0%	30.0%	29.1%	--
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	<b>Yes</b>	*	<b>Yes</b>	<b>No</b>	<b>Yes</b>	--

**Table 2b: Title III Accountability (District Data)**

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	6,901	6,877	6,959
Percent with Prior Year Data	99.8	100.0	100.0
Number in Cohort	6,888	6,874	6,958
Number Met	4,824	4,399	4,694
Percent Met	70.0	64.0	67.5
NCLB Target	56.0	57.5	59.0
<b>Met Target</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	6,826	1,626	6,928	1,572	6,955	1,573
Number Met	2,247	961	2,135	965	2,254	1,031
Percent Met	32.9	59.1	30.8	61.4	32.4	65.5
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
<b>Met Target</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	2012-13	2013-14
<b>English-Language Arts</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	No	No
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
<b>Met Target for AMAO 3</b>	<b>No</b>	<b>No</b>	<b>No</b>

Appendix A - School and Student Performance Data Forms (continued)

**Table 3: English-Language Arts Adequate Yearly Progress (AYP)**

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	99		99	98		100	100		100	100	
Number At or Above Proficient	283	275		60	62		10	16		--	9	
Percent At or Above Proficient	76.9	67.7		87.0	81.6		58.8	59.3		--	75.0	
<b>ES/MS</b>	<b>78.4</b>	<b>89.2</b>	<b>100.0</b>	<b>78.4</b>	<b>89.2</b>	<b>100.0</b>	<b>78.4</b>	<b>89.2</b>	<b>100.0</b>	<b>78.4</b>	<b>89.2</b>	<b>100.0</b>
Met AYP Criteria	Yes	No		Yes	No		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		99	97	
Number At or Above Proficient	158	138		53	49		69	92		27	24	
Percent At or Above Proficient	72.5	59.2		64.6	49.5		63.3	52.3		45.0	32.0	
AYP Target: ES/MS	<b>78.4</b>	<b>89.2</b>	<b>100.0</b>	<b>78.4</b>	<b>89.2</b>	<b>100.0</b>	<b>78.4</b>	<b>89.2</b>	<b>100.0</b>	<b>78.4</b>	<b>89.2</b>	<b>100.0</b>
Met AYP Criteria	Yes	No		Yes	No		Yes	No		--	No	

Appendix A - School and Student Performance Data (continued)

**Table 4: Mathematics Adequate Yearly Progress (AYP)**

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	99		99	98		100	100		100	100	
Number At or Above Proficient	292	300		60	64		8	17		--	11	
Percent At or Above Proficient	79.3	73.9		87.0	84.2		47.1	63.0		--	91.7	
ES/MS	<b>79.0</b>	<b>89.5</b>	<b>100.0</b>	<b>79.0</b>	<b>89.5</b>	<b>100.0</b>	<b>79.0</b>	<b>89.5</b>	<b>100.0</b>	<b>79.0</b>	<b>89.5</b>	<b>100.0</b>
Met AYP Criteria	Yes	No		Yes	No		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		99	97	
Number At or Above Proficient	167	156		60	66		76	111		28	24	
Percent At or Above Proficient	76.6	67.0		73.2	66.7		69.7	63.1		46.7	32.0	
ES/MS	<b>79.0</b>	<b>89.5</b>	<b>100.0</b>	<b>79.0</b>	<b>89.5</b>	<b>100.0</b>	<b>79.0</b>	<b>89.5</b>	<b>100.0</b>	<b>79.0</b>	<b>89.5</b>	<b>100.0</b>
Met AYP Criteria	Yes	No		Yes	No		Yes	No		--	No	

**Appendix A - School and Student Performance Data Forms (continued)**

**Table 5: California English Language Development (CELDT) Data**

Grade	California English Language Development Test (CELDT) Results for 2013-14										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
<b>1</b>	2	13	5	31	3	19	1	6	5	31	16
<b>2</b>	1	9	3	27	5	45	1	9	1	9	11
<b>3</b>	1	6	4	25	7	44	3	19	1	6	16
<b>4</b>	2	10	8	40	6	30	2	10	2	10	20
<b>5</b>	2	11	7	39	6	33	2	11	1	6	18
<b>6</b>	1	7	6	43	4	29	2	14	1	7	14
<b>Total</b>	9	9	33	35	31	33	11	12	11	12	95

## **Appendix B - Analysis of Current Instructional Program**

The following statements are adapted from No Child Left Behind (NCLB), Title I, Part A and the California Essential Program Components (EPC). These statements were used to discuss and develop findings that characterize the instructional program at this school for students:

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

Special consideration was given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs. A synopsis of the discussion is provided.

### **Standards, Assessment, and Accountability**

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)
2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Tiffany School is using assessment data to guide planning and instruction. As part of the commitment to creating life-long learners, the Tiffany community has devoted resources to meeting the needs of a diverse population through quality instruction. The current evaluation of students includes a combination of State, district and site-based assessments to measure student growth toward meeting state content standards and to inform instruction.

State assessments (grades 3-6) include: CAASP (California Assessment of Student Performance and Progress) and Smarter Balanced Assessment (SBA), CELDT (California English Language Development Test), and STS (given to students whose home language surveys indicates Spanish and who have been here 12 months or less), 4th grade Standardized Testing and Reporting (STAR) writing exam, 5th grade STAR science and 5th grade CA State Physical Fitness Test.

Chula Vista Elementary School District "local measures" allow the school community to examine more than just standardized test results. This data allows us to gauge a students' progress toward standards in English language arts, math and reading comprehension/fluency. In conjunction with the standardized data, the staff is able to gain a comprehensive view of our learners. The results of these assessments are communicated to parents through conferences and report cards.

Tiffany uses a variety of summative and formative assessments to measure academic growth and inform instruction/planning. Students that fall below grade level receive immediate and explicit literacy interventions from the classroom teacher, and at times from the Resource Program (RSP) Teacher.

Data from standardized and multiple-measure sources are then analyzed by each grade level to identify "critical" areas which in turn are used as a focus for instruction for students at all performance levels. This "critical" data protocol enables grade level teams to address the needs of below-proficient learners in order to move the students toward proficiency.

Pre-Assessment are used to differentiate instruction and guide flexible groupings.

### **Staffing and Professional Development**

3. Status of meeting requirements for highly qualified staff (NCLB)
4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)
5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)
6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)
7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)
8. Teacher collaboration by grade level (EPC)

All teachers at Tiffany are highly qualified as outlined in No Child Left Behind requirements. Tiffany does not have a problem recruiting and hiring such teachers. Staff Development topics are determined by a careful evaluation of assessment data each Spring. Collaboration is evident throughout Tiffany. From Instructional Leadership Team meetings and staff development to grade level meetings, staff work together to deliver a quality, research-based educational program based on the Common Core State Standards in Language Arts and Mathematics. Staff development for the 2014-2015 school year is focusing on:

- 1) Deconstruction of Grade Level Common Core Standards and Curriculum Mapping
- 2) Continue with Gradual Release of Responsibility
- 3) Balanced Literacy and Balanced Math
- 4) Text Complexity and Close Reading
- 5) Reading Comprehension supported through Annotation
- 6) 8 Standards of Math Practice (SMPs)
- 7) Using Data to Drive Instruction (Including the use of OARS system to analyze data and inform instruction)

Instructional support for staff development is provided by the Principal, Specialists within the CVESD Instructional Services, Support Department, and District-approved consultants.

### **Teaching and Learning**

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)
10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)
11. Lesson pacing schedule (EPC)
12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)
13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

Tiffany provides its students with materials in curricular areas that are standards and research based, have been adopted by the State Board of Education, in addition to supplementary materials. The English Language Arts adoption of Houghton-Mifflin is a balanced literacy program that provides all students with the opportunity for reading, writing, listening and speaking. We are currently awaiting a new adoption that is aligned to the Common Core State Standards. The adopted math series is Mc-Graw Hill. For this "gap year", Tiffany has decided to continue using Mc-Graw Hill in addition to using Eureka Math and Ready Common Core. We are currently awaiting a district adopted math curriculum aligned to Common Core State Standards. The History/Social Science program continues to be the one provided by the district and teachers supplement as needed. Grade level teams collaborate to create events that will allow all students the opportunity to participate in real-life experiences.

### **Opportunity and Equal Educational Access**

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)
15. Research-based educational practices to raise student achievement at this school (NCLB)
16. Opportunities for increased learning time (Title I SWP and PI requirement)
17. Transition from preschool to kindergarten (Title I SWP)

Assessments done every quarter in Language Arts and Math help teachers to identify students in need of additional differentiated instruction. During Instructional Leadership Team meetings, staff development and grade level meetings, the staff ensures that students receive a quality, research-based educational program based on the Common Core State Standards in Language Arts, Math, and based on California standards in Science and History/Social Science.

### **Involvement**

18. Resources available from family, school, district, and community to assist under-achieving students (NCLB)
19. Strategies to increase parental involvement (Title I SWP)
20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

Parents are encouraged and welcome to play an integral part in their child's education. School Site Council, English Language Acquisition Committee, and the Parent Teacher Association are all avenues for parents to be involved in decisions regarding policies and procedures at Tiffany. Meetings are held periodically and advertised in our office. The Student Study Team process affords parents and teachers the opportunity to work collaboratively to develop and implement interventions and modifications to improve student learning. If these interventions and modifications prove to be unsuccessful over a period of approximately 24 weeks, the child may be referred for additional assessments.

Tiffany partners with the Family Resource Center to provide families with support in such areas as parenting classes, family advocacy, medical services, and housing assistance and counseling.

## **Funding**

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)
22. Fiscal support (EPC)

Students in need of additional support and instruction as identified through the quarterly assessments/benchmarks and/or spiral quizzes in reading and math are provided with a variety of services and materials through categorical funds.

Categorical funding is provided as follows:

Site, LCAP/SCE, Title I, LCFF/LEP Funds are allocated to:

- Standards based classroom instructional materials
- Classroom and school library books
- Technology support personnel
- Computer hardware and software
- Instructional aide support for English Language Learners
- Teacher training and collaboration
- Formative Assessments
- Upper grade release time (one day per quarter) to accommodate larger student to teacher ratio, as per contract agreement
- Grade level collaboration (during ancillary) to curriculum map and analyze data
- Computer Technology hardware and software programs
- Full release days for grade level teams to Curriculum Map every quarter

## Appendix C - Programs Included in this Plan

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
<input checked="" type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program. LCFF/SCE	\$48,232
<input checked="" type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners. LCFF/LEP	\$34,316
<input type="checkbox"/> High Priority Schools Grant Program <u>Purpose:</u> Assist schools in meeting academic growth targets.	\$
<input type="checkbox"/> Instructional Time and Staff Development Reform <u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas.	\$
<input type="checkbox"/> School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs.	\$
<input checked="" type="checkbox"/> School Allocation Unit SITE	\$
<input type="checkbox"/> Visual & Performing Arts Grant	\$
<input type="checkbox"/> English Learner Acquisition Program (ELAP)	\$
<input type="checkbox"/> List Other State or Local funds (list and describe):	\$
Total amount of state categorical funds allocated to this school	\$82,548

Federal Programs under No Child Left Behind (NCLB)	Allocation
<input type="checkbox"/> Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$
<input checked="" type="checkbox"/> Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$69,869
<input type="checkbox"/> Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	\$
<input type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$
<input type="checkbox"/> Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	\$
<input type="checkbox"/> Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students Title V	\$
Total amount of federal categorical funds allocated to this school	\$69,869
<b>Total amount of state and federal categorical funds allocated to this school</b>	<b>\$152,417</b>

## Appendix D - Recommendations and Assurances (Burton C. Tiffany Elementary School)

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

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

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee

Community Advisory Committee for Special Education Programs

Gifted and Talented Education Program Advisory Committee

Other (**list**)

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan 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 school plan was adopted by the school site council on: 11/12/2014

Attested:

Joel Tapia

\_\_\_\_\_  
Typed name of school principal

\_\_\_\_\_  
Signature of school principal

\_\_\_\_\_  
Date

Catherine Price

\_\_\_\_\_  
Typed name of SSC chairperson

\_\_\_\_\_  
Signature of SSC chairperson

\_\_\_\_\_  
Date

## **Appendix E - California Reading First Plan: Assurance Statements**

This section applies only to Title I schools and, if applicable can be found in the Title I addendum to the SPSA

## **Appendix F - Home/School Compact**

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

### **Student Pledge:**

To be determined...

### **Parents Pledge:**

To be determined...

### **Staff Pledge:**

To be determined...

## Appendix G - School Site Council Membership (Burton C. Tiffany Elementary School)

Education Code Section 64001 requires that the SPSA 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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Joel Tapia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Catherine Price	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gloria Stevens	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Nancy Amaya	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ramon Castro	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Adriana Hobson (alternate)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
John Hoyt	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Susie Balistreri	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chris Hollands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Heidi McInnish	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rose Thorton	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Numbers of members of each category</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>6</b>	

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