

The Single Plan for Student Achievement

School: Coyle Avenue Elementary School
CDS Code: 34-67447-6034466
District: San Juan Unified School District
Principal: Donna Kenfield
Revision Date: 09/17/14

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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The District Governing Board approved this revision of the SPSA on November 18, 2014.

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School Mission

Coyle Avenue Elementary School's Mission Statement

Dedicated to strong character and embracing individual uniqueness, the mission of Coyle Avenue Community is to inspire and nurture each child to become a compassionate leader, critical thinker, and confident 21st century learner through innovative instruction and student-driven productivity in a highly collaborative, safe and relationship-centered environment.

"Take the leap!"

This wonderful mission was created by a strong team of Coyle Community members during a 2-day strategic planning session. The mission was taken back to staff and parent groups in June of 2013 for approval. Each year, this mission will be reviewed.

School Profile

Coyle Avenue Elementary is an elementary schools in the San Juan Unified School District located in Carmichael, California. The 401 students attending Coyle are 55.6 % white, 23.2 % Hispanic/Latino, 1.7 % Asian/Asian American, and 12.7 % other ethnicities. 15.2 % of our students are English Language Learners, with Spanish as a primary language, and 78.6 % of students are socioeconomically disadvantaged. We currently have 61 students identified as English Language Learners. The curriculum provided is transitioning this year to the Common Core State Standards. The school supports cultural awareness on a daily basis through its diverse literature selections and other school activities. We have 4 Preschool Autism classes that serve students ages 3 - school age. We have two State Preschool classes. We also have 2 Special Day ED Classes that serve students in grades 3 -5 who have IEPs and need support with emotional regulation. All of these programs are integrated into our general education program as appropriate to their students.

Coyle Avenue School Vision Statement:

Coyle Avenue School is dedicated to the recognition of the unique value of each person; providing active learning in a safe, supportive environment; building a partnership between home, school and community; and preparing students for the future using the Common Core State Standards through research based instruction.

Each year we revisit and revise our mission and vision statements to ensure we are completely focused on increasing our student learning.

We have made a strong commitment to provide a positive climate for learning in which all students can reach their fullest potential in academics, attitudes, athletics, and the arts. Specifically:

- We strive to create and maintain an atmosphere that fosters the healthy emotional, intellectual, social and physical growth of each student.
- We recognize the mastery of academic skills as stated in the Common Core State Standards as a primary goal.
- We value education as a process of opening our students' minds to critical thought and creative activity.
- We believe in the development of curriculum that encourages diversity, consideration for others, compassion, empathy, responsibility and self-discipline.
- We emphasize that learning is not confined to four wall of a classroom and that it does not end with the school years.
- We acknowledge that we learn best in a positive environment of sharing, caring, laughing, questioning, risk taking, learning, and growing.

Programs at Coyle:

- Rich academic instruction in Literacy, Writing, Math, Science, Social Studies, Music, Physical Education
- Multiple measure assessments: use of school based, district, and state assessments to monitor student learning
- Parent Teacher Association (P.T.A.)
- Community partnership with Mercy San Juan Medical Center and Citrus Heights Kiwanis Club,
- Band Program: meets after school on Mondays, Wednesdays, and Fridays
- K-Kids Club: school and community service club sponsored by Citrus Heights Kiwanis Club.
- B.U.G. Program: Bringing Up Grades Program sponsored by Citrus Heights Kiwanis Club. .

- Writers Workshop Program in all grades
- Accelerated Reader: computerized reading comprehension program on all computers.
- Full-time Resource Specialist and Instructional Aide: serve identified special education students and site-based students at risk of not meeting standards.
- Speech and Language Specialist: by referral.
- Adaptive Physical Education: by referral.

Technology available to classrooms

- MacBook Pro Computer Lab: 34 computers with use of wireless intranet
- * Chrome Book mobile lab with use of wireless intranet.
- Minimum of five student computers/lpads and at least 1 staff computer in every classroom.
- Promethean Boards, ELMOs and scanners in every classroom.
- * Wireless network throughout our campus

- Jump Rope for Heart school wide fund raiser for the American Heart Association on February 14th.
- Discovery Club: a before and after school child care/enrichment program serving children in kindergarten through sixth grade.
- Bridges After School Program: a free after school program that operates 3¼ hours a day, five days a week, funded through a 21st Century Community Learning Center Grant.
- Special Day Classes for Emotionally Disturbed students: when appropriate, students are mainstreamed into the regular classroom and receive additional assistance from specially trained staff.
- Preschool – Kindergarten Autism Program: Special Day Classes for students identified with autism. When appropriate, students are mainstreamed into the Early Childhood Education classroom, kindergarten, and 1st grade where they receive additional assistance from specially trained staff.
- Head Start/State Preschool Programs: These Early Childhood Education Programs provide educational and developmental opportunities for children from eligible low-income and special needs families.
- English Learner Instructional Assistant works in the classroom with English Learners

Parent and Community Involvement:

- * Coyle Cafe' offered 5 times a year. Parents and families are invited to eat lunch with their child and enjoy the recess activities.
- * A Parent's Voice is scheduled 4 times through the year to allow parents to hear about Coyle Avenue and provide input to improvements.
- * Skate Night offered 4 times a year at Sunrise Rollerland.
- * PTA events are scheduled throughout the year to build the community.
- * Regular School Site Council and English Learner Advisory Council meetings.
- * School webpage
- * Coyle Avenue K-5 Elementary Facebook page

Coyle Ave. Elementary continues to be in Program Improvement Year 2:

Our District and school are working closely to improve curriculum, instruction, and student performance. The District provides information, special help, and access to resources or PI schools, including NCLB Parent Notification on Public School Choice and SES. PI schools receive District technical assistance in:

- Analyzing various data reports for revising the school plan
- Strengthening core academic instruction
- Collaborating with parents to increase student academic achievement

Comprehensive Needs Assessment Components

Introduction

Coyle staff, parents and community members completed our Strategic Planning process in the Spring of 2013. Our goals are to align our school more fully with our SJUSD Strategic Plan and to create a cohesive set of goals and action to guide us to improve our students' learning, our parent relationships and our overall community character traits that make strong citizens.

In 2014, this plan was implemented to support the learning of students at Coyle Avenue. During the 2014-2015 year, our three tactics have become our three goal areas. Every time we meet, we focus on these tactics.

Data Analysis

Describe the use of data both during the 2 day planning meeting and action planning. Refer to research done during action planning.

The Coyle Avenue Action Team Members looked at the following data during the 2 day planning sessions: school enrollment by year from 1996 to 2012, enrollment by ethnicity, ELL enrollment, a 3 year trend analysis of economic status, and the 2011-2012 AIP and AYP. The 2012 STAR results for ELA, Math and Science were reviewed with particular attention to the scores of economically disadvantaged students, Black or African American students, Hispanic students, ELL students (with CELDT scores) and the Spring 2012 Parent Survey results.

Our students who are defined as "socioeconomically disadvantaged (the State definition is that the child qualifies for free/reduced lunch and/or neither parent graduated from high school) score significantly lower than those students NOT socioeconomically disadvantaged. Our Hispanic students showed a decrease in their math scores. Our African American students showed a high increase in scores over the last two years.

The 2013 STAR scores showed significant declines in all areas.

- * All students went from 819 to 776 (a 43 point decline).
- * White students went from 831 to 786 (a 45 point decline).
- * African American students 817 to 721
- * Hispanic students 785 to 765
- * SES students 803 to 763 (a 40 point decline)

Coyle Avenue did not meet our AYP Proficiency levels for any of our subgroups.

Parental Involvement

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

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

Parents are highly valuable as they visit, assist and support student learning with teachers. Parents participate in the Coyle School Site Council and PTA. Parents attend our Coyle Cafe's where families are invited to attend and eat lunch with their students. We have high attendance rates at our Skate Nights where we work to build our community.

While our parents are welcomed to our school site, we did see a response of 65.8% in 2013 (74.9% in 2011) of parents who signified they felt welcome to attend meeting where discussions and decisions occur about school programs and fundings. 83.9% (92.3% in 2011) of parents did receive information about upcoming events an dimportant information about the school. We had 262 responses in the Spring of 2011 and 189 responses in the Spring of 2013.

Coyle has many ways to keep parents informed and a part of our community:

- * PTA whose annual events of fundraising, Spaghetti dinner, Spring Carnival and ice cream sales help build community

- *Schoolwide folder and Planners for grades 4-5

- *Back to School "Meet the Teacher" event

- *Webpage and newly created Facebook

- * Coyle Cafe

- *Skate Nights

- * Regularly scheduled SSC and ELAC meetings

- *Newsletter and Connect Ed messages.

- * We have implemented a series of "A Parent's Voice" to allow parents a chance to visit our school, hear about programs and give input. Our Parent Liaison coordinates this program along with the school principal.

As a Title One School, Coyle has a Parent Involvement Policy that clearly establishes how our partnership between school, home and student supports learning. Our Parent Involment Compact allows each to committ anew to the goal for children's learning. This parent compact will be reviewed by groups to make the language real and meaningful to our staff, our parents and our students.

One Strategic Planning tactice embraces this challenge. Our Tactic 2: We will actively engage families and community as essential partners in the education process. To increase the involvement of our families we will develop new ways to inform our parents of school events and opportunities such as developing a Facebook page as well as implement other technologies that parents are currently using. A Parent Liaison is funded to learn about ways to enrich parent involvement and to help the principal and staff organize programs that bring parents to Coyle Avenue.

Description of Barriers and Related School Goals

Include the strongest themes from critical issues or Gap to Goal Review of Data

While Coyle Data analysis of CST in ELA showed an increase from 2011 to 2012 school wide, the data from the 2013 CST showed declines in all areas.

For the 2013 scores, we showed significant decrease in student performance as measured by the CST. Although scores fell across the district and state, our scores fell over 45 points. Decrease was seen across all areas and across all subgroups.

As a Title One school with SES of 79.5%(the 10th highest in our district), we did have the highest scores of all 19 Title One schools.

For the 2014-2015 school year, Coyle was identified with SES of 77%. (18th highest in our district).

The evidence of the decrease of scores demonstrate the need for our teaching practices to change. Professional development to all staff on how students learn as well as how to differentiate across all levels using the workshop model of instruction will help all students learn. Using a Title Coach that can work with teachers to reflect and build their instruction using student performance as

the evidence. PD on formative assessments that allow instruction to adjust to the student quickly will be a large focus for the year. What we keep doing, what we change and what we get rid of will be due to student evidence of effectiveness.

Our school population of SES had increased significantly from 58.51% in 2008 to 77% in 2014 but many of our practices of communicating with parents have not changed. Our practice of having parent help at home needed to be looked at along with how we communicate with parents with a single weekly newsletter. Having multiple ways parents can find out about school activities and how to help their child will be one way to support an increase of parent participation.

Our Strategic Planning Team identified Tactic # 3: We will model, teach, and expect the Coyle Community to exemplify positive character traits and consistently exhibit an honorable personal code of conduct. As a CEIS school, we have identified Positive Behavior Support Intervention (PBIS) to be implemented at our school with the assistance of our School Representative and our Psychologist to ensure our school wide Tier 1 routines and procedures are firmly in place for student success.

In 2013-2014, we implemented PBIS schoolwide. A team attended meetings that supported a staff training on school wide expectations and teaching behavior. School wide "Pawsitives" and compliment cards allowed any staff to recognize any student or class. A Cougar Store was implemented and staffed by parent volunteers. We will continue to build off this program for the 2014-2015 school year.

Check in and Check out (CICO) was created to support our high flyers. Students were able to benefit from having their day chunked to look at where they were successful. Staff Cheerleaders/coaches checked with them at the beginning and at the end of each day.

Sheltered recesses were established and supervised by our RSP teacher and Psychologist. Small social groups were formed to help students build skills. Individual student management plans were developed to allow students to have individualized systems to keep them at school.

Our School Representative allowed supports for students who need Strategic or Intensive behavioral interventions. The School Rep served as a staff person working with the PBIS team to support an increase of capacity of teaching Tier 1 routines and procedures in and out of the classroom.

School and Student Performance Data

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
Number Included	221	234		130	136		22	26		3	3	
Growth API	819	776		831	787		817	721				
Base API	805	819		820	831		747	816				
Target	A	A		A	A							
Growth	14	-43		11	-44							
Met Target	Yes	No		Yes	No							

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
Number Included	54	57		40	35		179	192		33	44	
Growth API	785	764		782	761		803	757		678	628	
Base API	781	785		784	780		788	803		621	682	
Target		5					5	A				
Growth		-21					15	-46				
Met Target		No					Yes	No				

Conclusions based on this data:

1. All students showed significant drops across all tests.
Our API of 776 was under the district 782.
Among Title schools, we had the highest API.
2. Our Socioeconomically Disadvantaged students had an API of 757.
SJUSD API for Socioeconomically Disadvantaged was 712.
3. Our EL students had an APT of 761.
SJUSD API for EL was 653.

School and Student Performance Data

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		100	99		97	100		100	100	
Number At or Above Proficient	135	113		81	73		12	10		--		
Percent At or Above Proficient	61.1	48.3		62.3	53.7		54.5	38.5		--	--	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
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	99		100	100		99	99		98	99	
Number At or Above Proficient	33	22		20	11		108	83		10	13	
Percent At or Above Proficient	61.1	38.6		50.0	31.4		60.3	43.2		30.3	29.5	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	Yes	No		--	--		Yes	No		--	--	

Conclusions based on this data:

1. In 2013, 48.3% of our students were proficient in ELA. (SJUSD 56%)
2. In 2013, 43.3% of our Socioeconomically Disadvantage students were proficient in ELA (SJUSD 41%)
3. In 2013, 31.4% of our English Learners were proficient in ELA (SJUSD 27%).
 In 2013, 38.5% of our African American students were proficient in ELA. (SJUSD 36%)
 In 2013, 38.6% of our Hispanic students were proficient in ELA. (SJUSD 38%)

School and Student Performance Data

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		100	99		97	100		100	100	
Number At or Above Proficient	147	139		97	85		11	10		--		
Percent At or Above Proficient	66.5	59.4		74.6	62.5		50.0	38.5		--	--	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
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	99		100	100		99	99		98	99	
Number At or Above Proficient	28	33		22	19		114	105		19	22	
Percent At or Above Proficient	51.9	57.9		55.0	54.3		63.7	54.7		57.6	50.0	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	No	No		--	--		Yes	No		--	--	

Conclusions based on this data:

1. In 2013, 59.4% of our students were proficient in Math. (SJUSD 56%)
2. In 2013, 54.7% of our Socioeconomically Disadvantaged students were proficient in Math. (SJUSD 43%)
3. In 2013, 54.3% of our English Learners were proficient in Math (SJUSD 39%)
 In 2013, 38.5% of our African American students were proficient in Math (SJUSD 32%)
 In 2013, 57.9% of our Hispanic students were proficient in Math (SJUSD 40%)

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2013-14 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
1	3	38	1	13	2	25	2	25			8
2	1	10	1	10	7	70	1	10			10
3			4	44	3	33	1	11	1	11	9
4	2	33	2	33	2	33					6
5			3	75					1	25	4
Total	6	16	11	30	14	38	4	11	2	5	37

Conclusions based on this data:

1. 66.7% of our incoming K students who are English learners enter with Beginning English skills.
2. 27.1% of our students are Early Advanced and Advanced.
3. 72% of our students are Early Intermediate or Intermediate signifying significant need for instructional strategies to build English skills.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	45	48	37
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	45	48	37
Number Met	35	27	27
Percent Met	77.8%	56.3%	73.0%
NCLB Target	56.0	57.5	59.0
Met Target	Yes	No	Yes

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	51	4	50	4	43	3
Number Met	16	--	10	--	13	--
Percent Met	31.4%	--	20.0%	--	30.2%	--
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	Yes	*	No	*	Yes	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	
Mathematics			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	

Conclusions based on this data:

1.

School and Student Performance Data

Local Assessment Data

Data Worksheet

Coyle Avenue Elementary

KR	Indicator	2010-2011	2011-2012	2012-13	2016-17
1	Writing at grade level (gr 4,7,10)	68.7	82.6	51.5	90
	African Am			72.7	90
	Hispanic	92.3	83.3	41.7	90
	Low SES	66.0	81.7	49.1	90
	English Lnr				90
	Special Ed			25.0	90
Ovl	Growth API	805.0	819.0	776.0	800
	African Am	747.0	817.0		800
	Hispanic	781.0	785.0	764.0	800
	Low SES	788.0	803.0	760.0	800
	English Lnr	784.0	782.0		800
	Special Ed	621.0	678.0		800
2	Reading on grade level (gr 2-11)	53.5	58.7	45.8	90
	African Am	29.0	51.9	30.0	90
	Hispanic	44.9	55.4	36.5	90
	Low SES	48.8	57.7	40.5	90
	English Lnr	41.7	42.4	36.4	90
	Special Ed	39.1	52.5	41.7	90
2	Math at grade level (gr 2-7)	63.4	64.3	54.6	90
	African Am	45.2	51.9	27.5	90
	Hispanic	61.2	50.8	54.0	90
	Low SES	59.1	61.9	49.8	90
	English Lnr	41.7	42.4	36.4	90
	Special Ed	39.1	52.5	41.7	90
2	Algebra 1 completed 1st time				90
	African Am				90
	Hispanic				90
	Low SES				90
	English Lnr				90
	Special Ed				90
2	Algebra 1 completed by gr 9				90
	African Am				90
	Hispanic				90
	Low SES				90
	English Lnr				90
	Special Ed				90
2	EL growth toward profic.		77.8		70
3	Pct of students abs>10% (gr K-8)	11.3	14.1	15.1	3
	African Am	13.5	18.8	27.3	3
	Hispanic	7.6	15.3	12.3	3
	Low SES	11.9	14.3	15.8	3
	English Lnr	4.3	18.8	1.8	3
	Special Ed	12.5	15.7	26.0	3
3	Pct adjusted dropouts (gr 9-12)				<5
	African Am				<5
	Hispanic				<5
	Low SES				<5
	English Lnr				<5
	Special Ed				<5
3	Cohort Graduation Rate				95
	African Am				95
	Hispanic				95
	Low SES				95
	English Lnr				95
	Special Ed				95
3	Pct of grads completing AG/CTE				70
	African Am				70
	Hispanic				70
	Low SES				70
	English Lnr				70
	Special Ed				70
5	Pct of students suspended	2.4	4.7	4.5	<2
	African Am	3.3	13.2	18.2	<2
	Hispanic	1.1		0.9	<2
	Low SES	1.7	5.6	5.3	<2
	English Lnr	2.6	1.6		<2
	Special Ed	7.8	6.1	7.8	<2

Writing: rate of gr 4 & 7 students at/above state minimally proficient on STAR and gr 10 3 or higher on CAHSEE writing.

API shown is growth API for that year; green shading indicates target was met - pink shading target not met; no shading indicates not a 'significant' group

Reading grade level (gr 2-11) are reported as the percent of students scoring proficient or advanced on the STAR ELA test taken.

Math on grade level (gr 2-7) is the percent of students scoring proficient or advanced on the STAR math test taken.

Algebra 1 completed 1st time is rate of students earning a C or higher OR scoring prof/adv on CST/CMA in Algebra 1 the first time they took the course

Algebra 1 completed by end of grade 9 is rate of 9th graders who have earned a C or higher OR scoring prof/adv on CST/CMA in Algebra 1 by the end of the year (ms rates show students who

EL growth toward proficiency is the percent of English learners who grew 1 or more levels (Source is school data from Title III)

Absence rates >10% is percent of K-8 students absent (for any reason) more than 10% of the days enrolled (indicator of dropout potential)

Dropout rate is the percent of students in grades 9-12 who disenrolled from school after the 1st Wed in October and had not reenrolled within one calendar year.

Cohort graduation rate is the rate of students who earned a diploma within 4 years of entering ninth grade (Source: DataQuest)

A-G/CTE is the rate of graduates who completed all UC/CSU requirements OR who completed a CTE sequence including the capstone course

Suspension rate is the percent of enrolled students who were suspended at home for 1+ days

NOTE: Be cautious when drawing conclusions where group populations are very small.



<i>Effective Instructional Strategies/21st Century Skills</i>	PARENT		STUDENT (gr5-11)		STAFF	
	<i>Pct Strongly Agree/Agree</i>	N Pct	N Pct	N Pct	N Pct	N Pct
Improved ability to read and understand complex text		187 84.5%			15 86.7%	
Improved written communication skills		188 78.7%			15 93.3%	
Improved spoken/oral communication skills		187 75.4%			16 87.5%	
Improved ability to solve complex problems		185 69.2%			15 73.3%	
Improved ability to use technology to find information/solve problems		185 70.3%			12 83.3%	
Improved ability at working with other students on problems/projects		185 71.9%			15 86.7%	
Improved leadership skills		189 65.6%			14 64.3%	
Encouraged to share knowledge/ideas in a creative way		185 73.5%			15 93.3%	
Curiosity/imagination is fostered		185 74.6%			16 93.8%	
School promotes academic success of all students.		188 76.6%			15 93.3%	
Personalized Learning						
	<i>Pct Strongly Agree/Agree</i>	N Pct	N Pct	N Pct	N Pct	N Pct
Academic goals have been collaboratively set and monitored.		183 61.7%			14 85.7%	
Students have a learning plan/4-year plan.		170 32.4%			14 50.0%	
Students are challenged at school through high standards of academic performance.		186 79.0%			16 100.0%	
Character Education						
	<i>Pct Most/All of the Time (character)</i>	N Pct	N Pct	N Pct	N Pct	N Pct
Students model RESPECT at this school.		187 61.5%			16 37.5%	
Students model RESPONSIBILITY at this school.		180 76.7%			16 37.5%	
Students model HONESTY at this school.		184 44.0%			16 50.0%	
Students model CARING at this school.		185 58.4%			16 50.0%	
Students model COOPERATION at this school.		185 66.5%			16 43.8%	
Students model COURAGE at this school.		180 61.1%			16 31.3%	
The school fosters an appreciation of student diversity and respect for each other.					15 100.0%	
Parent/Family Involvement						
	<i>Pct Strongly Agree/Agree</i>	N Pct	N Pct	N Pct	N Pct	N Pct
Parents are well-informed about their child's progress in school.		186 81.2%				
Teachers provide information about a child's performance to parents who speak a language other than English.		101 78.2%			14 71.4%	
Teachers promptly contact parents when he/she is concerned about their child's progress.		186 75.8%			14 78.6%	
Teachers are responsive to parents when they call or want to meet.		187 77.0%			15 93.3%	
Teachers send home work or ideas that help parents support their students at home.		185 73.5%			15 93.3%	
Adults/staff in the office are helpful when parents/students come in or call.		186 82.8%				
Translated materials (or a translator) for my language are available when parents come to school.		100 62.0%				
This school clearly outlines the parent, student and school responsibilities in educating my child (e.g., School Compact).		185 80.5%				
The school keeps parents well-informed about school activities.		186 83.9%				
I speak a language other than English and I receive general information from my student's school in my language.		101 78.2%				
This school offers parents opportunities to be involved in school and classroom activities.		187 77.5%			16 100.0%	
Parents are invited to meetings where the school's academic performance is discussed.		187 71.7%				
This school actively seeks the input of parents before making important decisions.		187 58.3%				

Conclusions based on this data:

1. There is a vast difference between staff and parent perception of the students' level of knowledge especially in writing and overall success of students.
2. There is a 20 point difference in how staff and parents perceive their children being highly challenged. Parents 79% and staff 100%
3. Staff and parents do have a common understanding on the ability of reading text.

Planned Improvements in Student Performance

Planned Improvements: Goal/Tactic #1

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

Focus: Effective instructional strategies, 21st century skills, technology integration
District Strategy:
Strategy 1: We will ensure all staff are implementing effective instructional strategies integrating technology and utilizing assessment data to actively engage each student to increase achievement on state standards 21st century skills and personal educational plans.
Goal/Tactic #1:
We will establish and implement innovative high-quality, personalized instruction that shows academic progress and personal growth. We will include embedded assessments in our instructional strategies that allow students to have individualized instruction.
Data Used to Form this Tactic During Strategic Planning:
CST ELA data shows 48.3 % of all students proficient or above. This is significantly a drop from the previous year. CST Math data shows 59.4% of all students proficient or above. This is also a significant drop from the previous year.
Findings from the Analysis of Current Data:
There was a drop across all areas of the CST areas at Coyle. This information compliments the teachers' text levels at the end of the year and their end of the year report cards. 2013 was the final time CST were administered. New data will need to be used to monitor this goal/tactic.

Related Objective and how it will be Measured:

All students will successfully demonstrate the analysis, creative thinking, problem solving, collaboration, and appropriate application of technology across all subject areas. Data analysis will no longer include STAR data, but we will look at CELDT, Text levels, and growth over time using MAP RIT scores for ELA and math. We will be testing 2nd - 5th graders 3 times a year on the MAP testing.

For 2013-14 year, school wide , 49 % of 3-5th grade students met their projected growth using the MAP RIT scores in ELA.
For 2013-14 year, school wide, 35 % of 3-5th grade students met their projected growth using the MAP RIT scores in Math.

Our goals for 2014-2015 include:

ELA

1. 60 % of our 2nd-5th grade students will meet their projected growth using the MAP RIT scores in ELA.
2. 44 % of our 2nd-5th grade students who are ELL will meet their projected growth using the MAP RIT scores in ELA.
3. 60 % of our 2nd-5th grade students who are Hispanic will meet their projected growth using the MAP RIT scores in ELA.
4. 60 % of our 2nd-5th grade students who are African American will meet their projected growth using the MAP RIT scores in ELA.
5. 60 % of our 2nd-5th grade students who are SES will meet their projected growth using the MAP RIT ELA.
6. 100% of our students will grow at least 1 level in CELDT.
7. 100% of our students will grow at least 1 level in text levels as measured by reading records.

Math

1. 50 % of our 2nd-5th grade students will meet their projected growth using the MAP RIT scores in Math.
2. 50% of our 2nd-5th grade students who are ELL will meet their projected growth using the MAP RIT scores in Math.
3. 50 % of our 2nd-5th grade students who are Hispanic will meet their projected growth using the MAP RIT scores in Math.
4. 50 % of our 2nd-5th grade students who are African American will meet their projected growth using the MAP RIT scores in Math.
5. 50% of our 2nd-5th grade students who are SES will meet their projected growth using the MAP RIT MATH.

Result Statements and Actions to be Taken to Reach This Tactic	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Section	Resources	Type	Funding Source	Amount
<p>1.1 Implement systematic and effective instructional practices that engage all students and increase academic achievement.</p> <p>Additional assignments for PD for Instructional Assistants who work with primary students</p> <p>Hire Bilingual Instructional Assistant to provide supplemental support to English Learners to access academic subject areas</p>	August 2014 through June 2015	Principal Teachers	1.1.1	6 hour day before the start of school	1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development	2300
			1.1.2	.80 CCSS teacher	1000-1999: Certificated Personnel Salaries	Title I Part A: Site Allocation	71,652
			1.1.3	Staff development/	1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development	500
			1.1.4	Release Time	1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development	8649
			1.1.5	Materials and supplies	4000-4999: Books And Supplies	Title I Part A: Site Allocation	20,118
			1.1.6	Additional assignments for PD for Instructional Assistants who work with primary students	2000-2999: Classified Personnel Salaries	Title I Part A: Site Allocation	500
			1.1.7	Bilingual Instructional Assistant - 6 hours	2000-2999: Classified Personnel Salaries	Local Control Funding Formula Supplemental Grant (LCFF)	44,521
			1.1.8	Instructional Assistant to work with primary students - 3 hours	2000-2999: Classified Personnel Salaries	Title I Part A: Site Allocation	7,982
1.2 Support and nurture improved instructional processes resulting in improved student achievement. Engage in a cycle of teacher observation	August 2014 - June 2015	Principal Staff	1.2.1	Teacher with Coaching responsibilities	1000-1999: Certificated Personnel Salaries	Title I Part A: Centralized Services	102,495

Result Statements and Actions to be Taken to Reach This Tactic	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Section	Resources	Type	Funding Source	Amount
followed by careful and reflective feedback on a variety of instructional practices (identifying the specific needs of students and appropriate actions to address those needs; collaborating on lesson design and delivery; formative and summative data collection, analysis and goal setting).			1.2.2	Release Time for coaching on data and instructional strategies.	1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development	1000
			1.2.3	Materials and supplies	4000-4999: Books And Supplies	Local Control Funding Formula Supplemental Grant (LCFF)	17,486
<p>1.3 Implement personalized academic and personal goal setting for all students using formative and summative assessment data to increase student achievement</p> <p>Design and utilize a site goal setting process.</p> <p>Establish a common set of common assessments and data to be used for goal setting using release time.</p> <p>Provide professional development focused on analysis of multiple measures and the development of targeted goals for students based on the data using MAP data 3-5 and text walls K-5.</p> <p>Implement goal setting as a school site, begin with one academic and one personal goal.</p> <p>Provide on-going collaboration</p>	August 2014 - June 2015	Staff Principal	1.3.1	Pay for teacher release time	1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development	1200

Result Statements and Actions to be Taken to Reach This Tactic	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Section	Resources	Type	Funding Source	Amount
<p>time between student and teacher in regards to goal setting and evaluation as a way to guide instruction using the conferring model.</p> <p>Communicate new goal setting and evaluating process to Coyle community.</p> <p>Evaluate student progress towards goals.</p> <p>Identify and provide appropriate intervention/ enrichment based on data analysis and student progress towards goals. (Ensure that collaboration time is allocated throughout the year to analyze assessments that will guide ongoing instruction.)</p> <p>Review, revise and update plan annually.</p>							
<p>1.4 Implement Common Core state Standards using instructional strategies, assessment and parent information.</p> <p>Coaching using Title Coach and peers</p>	August 2014 - June 2015	Principal, Staff	1.4.1	Staff Development: Conferences	5800: Professional/Consulting Services And Operating Expenditures	Common Core Site Allocation	500
			1.4.2	Materials and Supplies	4000-4999: Books And Supplies	Common Core Site Allocation	4730
			1.4.3	Release time	1000-1999: Certificated Personnel Salaries	Common Core Site Allocation	1000

Planned Improvements in Student Performance

Planned Improvements: Goal/Tactic #2

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

Focus: Parent Involvement
District Strategy:
Strategy 7: We will actively engage families as valued partners in the education process.
Goal/Tactic #2:
We will actively engage families and community as essential partners in the education process.
Data Used to Form this Tactic During Strategic Planning:
Spring 2011 and 2013 Parent Survey Parent involvement at School events: Back to School night, parent conferences, Coyle Cafe, etc. Attendance rates
Findings from the Analysis of Current Data:
From the survey, there is a difference between how staff and parents perceive academic understanding and involvement. There was not a consistent system to allow for the collection of parent involvement at school events. A survey was not done for the 2013-2014 school year to gather parent input.
Related Objective and how it will be Measured:
By 2015, at least 50% of underperforming students will become proficient or advanced in math and language arts. By May 2015, attendance rate will be at 96% with a decrease of students' tardies by 75%

Result Statements and Actions to be Taken to Reach This Tactic	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Section	Resources	Type	Funding Source	Amount
<p>2.1 Develop community partnership to support student learning.</p> <p>Continue to partner with current community resources such as Kiwanis, Mercy, Dental services, Lions and Elks</p> <p>Identify and make connections with new community resources that support the diverse communities represented at Coyle.</p> <p>Infuse community partnership into identified school activities such as PTA, Coyle cafe.</p> <p>Provide orientation and ongoing training for community partners to support the identified needs at our school.</p> <p>Survey staff and community partners to reflect on the effectiveness of participation to determine next steps.</p> <p>Review, revise, update plan.</p>	August 2014- May 2015	Principal Parents Staff					
<p>2.2 Establish positive interactions between students, staff and parents.</p> <p>Continue Coyle Cafe and look at how to expand this opportunity with parents on</p>	August 2014-June 2015.	Principal Staff	2.2.1	Hire Parent Liaison	2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	2200
			2.2.2	Purchase supplemental materials	4000-4999: Books And Supplies	Title I Part A: Site Allocation	2000

Result Statements and Actions to be Taken to Reach This Tactic	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Section	Resources	Type	Funding Source	Amount
<p>campus with community agencies and district resources.</p> <p>Morning Walk: To encourage interactions between parents, start a morning walk for all people on campus.</p> <p>Hire a parent liaison to develop webpage and face book from a parent aspect.</p> <p>Increase ways of communication to include website, connect ed, facebook.</p> <p>Continue our "A Parent Voice" meetings in the morning to allow parent voice into our program and inform parents how to help their children.</p> <p>Use weekly folders and planners for students and parents to stay informed.</p> <p>English Language Advisory Council meeting with be held 4 times a year to gain input. Spanish interpreter will be provided..</p> <p>Parent education materials will be purchased to build our family library.</p> <p>Use weekly folders and planners for students and parents to stay informed.</p>			2.2.3	Purchase supplemental materials	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,041

Result Statements and Actions to be Taken to Reach This Tactic	Timeline	Person(s) Responsible	Proposed Expenditure(s)					
			Section	Resources	Type	Funding Source	Amount	
Parent education materials will be purchased to build our family library.								
<p>2.3 Positive Attendance will be communicated and encouraged to allow students to be at school to impact student achievement to close the achievement gap.</p> <p>Establish Attendance Plan</p> <p>Establish and promote positive attendance incentives.</p> <p>Additional hours for the attendance clerk.</p> <p>Establish and promote positive attendance incentives.</p>	August 2014-June 2015.	Principal Staff	2.3.1	Pay for additional attendance clerk hours	2000-2999: Classified Personnel Salaries	Local Control Funding Formula Supplemental Grant (LCFF)	11,033	
			2.3.2	Purchase materials	4000-4999: Books And Supplies	Donations	300	

Planned Improvements in Student Performance

Planned Improvements: Goal/Tactic #3

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

Focus: Positive personal code of Conduct
District Strategy:
Strategy 6: We will identify model and integrate positive character traits as well as develop means for assessment to help our students become contributing responsible and caring members of a diverse community.
Goal/Tactic #3:
We will model, teach, and expect the Coyle Community to exemplify positive character traits and consistently exhibit an honorable personal code of conduct.
Data Used to Form this Tactic During Strategic Planning:
Suspension Data Referral Data
Findings from the Analysis of Current Data:
Students are coming to school without an understanding how to appropriately behave in the formal setting of school.
Related Objective and how it will be Measured:
By May 2015, there will be a decrease of 25% or more of students referrals to the office and school suspensions.

Result Statements and Actions to be Taken to Reach This Tactic	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Section	Resources	Type	Funding Source	Amount
<p>3.1 Implement a character education program that teaches, models, and exemplifies positive character traits (on a phase-in basis) that specifically meets the needs of Coyle’s unique community.</p> <p>Establish a committee to research and choose a character trait program that addresses the specific needs of Coyle’s diverse student, parent and staff population.</p> <ul style="list-style-type: none"> Committee facilitates implementation of the chosen character education program <p>Survey parents & staff to identify character traits that are important.</p> <ul style="list-style-type: none"> Identify and approve a set of character traits for preschool through grade 5 students, staff, and community that honors diversity. <p>Provide staff development/collaboration to implement the character ed program</p> <p>Purchase common books for staff to use as shared readings in relation to the character traits</p>			3.1.1	Purchase supplemental materials and resources	4000-4999: Books And Supplies	Title I Part A: Site Allocation	500

Result Statements and Actions to be Taken to Reach This Tactic	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Section	Resources	Type	Funding Source	Amount
<p>established.</p> <p>Communicate character ed program to the Coyle community.</p> <p>Schedule time to teach and reinforce the character traits.</p> <p>Review the effectiveness of the program and determine next steps.</p> <p>Review, revise, and update plan annually.</p>							
<p>3.2 Teach, model, and reinforce evidence-based PBIS practices that address the diverse needs of the Coyle Avenue community at each grade level.</p> <p>Establish a team to monitor implementation of a consistent, PBIS program.</p> <p>Support staff with professional development opportunities. Develop and provide ongoing training and support to staff and students for implementation of character education plan to ensure we consistently teach, model, and reinforce our plan.</p> <p>Communicate PBIS practices to the community through</p>	August 2014- June 2015	Principal Staff					

Result Statements and Actions to be Taken to Reach This Tactic	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Section	Resources	Type	Funding Source	Amount
<p>newsletters and other opportunities.</p> <p>Schedule time to teach and model PBIS in the classrooms.</p> <p>Design and implement a system that acknowledges positive behaviors on campus.</p> <p>Provide ongoing supports and reinforcement opportunities for students & staff.</p> <p>Monitor effectiveness through data collection & climate of the community and make adjustments as needed.</p> <p>Explore the use of engaging awards assemblies to acknowledge and reinforce positive character traits.</p> <p>Review, Revise, update plan annually</p>							
<p>3.3 Provide self management supports for students to build successful interactions to build academic learning.</p> <p>Hire campus representative to work with community and support positive behaviors.</p> <p>Use a data system called SWISS to see areas of high need.</p>	August 2014 - June 2015	Principal Staff	3.3.1	Hire campus representative	2000-2999: Classified Personnel Salaries	Title I Part A: Site Allocation	28,180

Result Statements and Actions to be Taken to Reach This Tactic	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Section	Resources	Type	Funding Source	Amount
Build a school wide system that rewards positive behavior							

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Local Control Funding Formula Supplemental Grant	73,040	0.00
Title I Part A: Site Allocation	130,932	0.00
Title I Part A: Professional Development	13,649	0.00
Title I Part A: Parent Involvement	3,241	0.00
Common Core Site Allocation	6,230	0.00
Title I Part A: Centralized Services	102,495	0.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Funding Source	Object Type	Total Expenditures
Common Core Site Allocation	1000-1999: Certificated Personnel Salaries	1,000.00
Common Core Site Allocation	4000-4999: Books And Supplies	4,730.00
Common Core Site Allocation	5800: Professional/Consulting Services And Operating	500.00
Donations	4000-4999: Books And Supplies	300.00
Local Control Funding Formula Supplemental Grant (LCFF)	2000-2999: Classified Personnel Salaries	55,554.00
Local Control Funding Formula Supplemental Grant (LCFF)	4000-4999: Books And Supplies	17,486.00
Title I Part A: Centralized Services	1000-1999: Certificated Personnel Salaries	102,495.00
Title I Part A: Parent Involvement	2000-2999: Classified Personnel Salaries	2,200.00
Title I Part A: Parent Involvement	4000-4999: Books And Supplies	1,041.00
Title I Part A: Professional Development	1000-1999: Certificated Personnel Salaries	13,649.00
Title I Part A: Site Allocation	1000-1999: Certificated Personnel Salaries	71,652.00
Title I Part A: Site Allocation	2000-2999: Classified Personnel Salaries	36,662.00
Title I Part A: Site Allocation	4000-4999: Books And Supplies	22,618.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Donna Kenfield	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Todd Busby	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cherie Downie	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aris Wilson	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Joanne Duplan	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kerra Brierty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Latoya Jenkins	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Natalie Jones	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jennifer Smith	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Misty Watson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category:	1	3	1	5	

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

Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed 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
 - English Learner Advisory Committee
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 October 15, 2013.

Attested:

Donna Kenfield

Typed Name of School Principal

Signature of School Principal

Date

Todd Busby

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Coyle Avenue Elementary School's Parent Involvement Policy

Parent Involvement

Having our parents and families involved at all levels is crucial to our ability as a school to provide an education for all children. Your input and your voice help us with decisions and programs to support our children.

There are many ways parents are able to give input to our staff. Informal input is always appreciated and valued. At any point of the year, parents are welcome to give input or ask questions directly with staff, through writing or through our e-mail system. (dkenfield@sanjuan.edu).

Coyle Avenue Elementary School Parent Involvement Policy

Coyle Avenue Elementary School has jointly developed a written Title I parental involvement policy with input from Title I parents. Coyle Avenue Elementary School has been a Title I school since 2010-2011. The parent involvement policy is developed by the School Site Council with input from other parent meetings throughout the year. It will be reviewed at least twice a year by different parent groups, and at least once a year during a School Site Council meeting where it is revised and approved as needed. The teacher representatives on School Site Council will report back to the staff. Staff feedback will be encouraged to report back to the SSC. The parent involvement policy will also be reviewed during ELAC meetings, and parents are encouraged to suggest changes, which will be presented to the SSC. Parents are asked for input on a needs assessment and the Single Plan for Student Achievement at School Site Council Meetings

It has distributed the policy to parents of Title I students. The policy will be distributed to parents. Starting in August 2015, the parent involvement policy will be provided for each parent at the beginning of the school year. It will also be posted in a visible place. The policy will be distributed to parents in the back-to-school packet; it will be posted on the school's website, distributed during the annual parent meeting as well as during ELAC and SSC meetings. Information and announcements will be posted in the school library parent resource area and in the school office. School newsletters are sent home the first and third week of each month. Announcements and reminders of events/meetings/classes may be posted on the marquee, sent home as a flier or by phone messaging. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program:

To involve parents in the Title I program at Coyle Avenue Elementary School, the following practices have been established.

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
- Parents are informed of the school wide program, including parent rights at the annual Back to School Night meeting.
- Information is also distributed with the ELAC and SSC meetings. Title I requirements are also included in the school's newsletter in the fall.
- During the Annual Title I meetings, parents are informed about the school/grade API and AYP scores and proficiency goals for the year, as well as information regarding curriculum purchased with Title I funds, including curriculum and/or materials purchased for ELs. (Due to the suspension of the STAR testing, other data will be used to report school progress.)
- During Back-to-School Night, each teacher provides information to the parent as to grade level, state standards (Common Core State Standards), the district approved, research-based curriculum, and district and school-based assessments.
- Additional parent meetings/trainings are provided to explain interpreting the variety of test results, and how they can help their child reach/maintain academic proficiency.
- During scheduled teacher-parent conferences, teachers will inform parents of their child's progress on reaching grade level proficiency, performance on school-based assessments, district assessments, and state assessments.

The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.

- Parents are invited to schedule an appointment with the teachers, principal and/or counselor at any time throughout the year.
- Parents are invited to attend monthly School Site Council meetings.
- Parents are informed and invited to participate in the School Site Council which meets a minimum of six times throughout the year. Parents are informed of each meeting by an annual school calendar, fliers, and phone messages.
- Parents of English Language Learners are also encouraged to participate in ELAC, which meets a minimum of four times a year, and are provided with the same information provided at SSC, including information about Title I programs.
- The school's website is another venue parents can access. All meeting minutes and programs are listed in the school's website. In addition, the school has binders of all meeting minutes in the office.

The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy.

- The Academic Program is reviewed and input is provided during School Site Council meetings.
- The Parent Involvement policy and SPSA is reviewed jointly with parents during the Annual parent meeting.
- When the SPSA needs to be reviewed, and possibly revised, parents are invited to the SSC and ELAC meetings to provide input.
- Upon identification of parental need for information in another language or in another format, the school will take steps to ensure that the parent request is fulfilled.

The school provides parents of Title I students with timely information about Title I programs.

- Parents are provided information about school wide programs at Back to School Night, School Site Council meetings, ELAC Meetings, and are welcomed to schedule an appointment with the teachers and/or principal at any time throughout the year.

The school will, with the assistance of the district, provide assistance to parents of children served by the school in understanding topics such as the following:

- The State's academic content standards,
- The State's student academic achievement standards,
- The State and local academic assessments including alternate assessments,
- The requirements of Title I,
- How to monitor their child's progress, and
- How to work with educators:

The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. The school does this during the following:

- Teachers explain the curriculum, assessment and proficiency to all students during the first week of school and to parents at the Back to School Night.
- The annual Title I parent meeting
- Regular parent/teacher conferences
- Title I meetings and Family Nights throughout the year

If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.

- Monthly School Site Council meetings are public and parents are invited to attend.
- Parents are encouraged to become involved in the joint development and review of the Single School Plan for Achievement through participation in School Site Council meetings and the English Language Advisory Committee.
- The school will build capacity and increase parent/community involvement in the planning and implementation of school programs and activities to improve student academic achievement and school performance through their participation in the School Site Council (SSC), A Parent's Voice, English Language Advisory Committee, special school events and as classroom volunteers.
- Parents are invited to schedule an appointment with the teachers and/or principal at any time throughout the year.
- Parent feedback will continue to be incorporated through surveys (ex: bi-annual District Parent and Student Survey) and discussions at meetings. Parents are invited to participate in school/community events such as: monthly Spirit
- Assemblies, classroom and school wide Writers Workshop Assemblies, fund-raising events, Parent/Teacher conferences, Back to School Night, Family Nights (for reading, math, science, etc.), student study trips and field trips, field day and other special events.
- Two-way communication between parents and the school is vital to the success of students. Parents are informed about important school wide events, meetings and schedules. The school newsletter is sent home twice a month, and a calendar of important dates and events is on the school website. Letters, phone calls, progress reports and informal and formal conferences are held concerning students' behavior, student progress and, classroom standards, test scores, work samples, and instructional goals. The administrators, staff and parents work effectively toward achieving our long-range goals.
- The annual Title I parent meeting is held in the fall.
- Regular parent/teacher conferences are held in November and March.

School-Parent-Student Compact

Coyle Avenue Elementary School distributes to parents of Title I students a school-parent-student compact. The compact, which has been jointly developed with parents, staff and students and outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students. The school's responsibility is to provide high-quality curriculum and instruction. It also includes the ways parents will be responsible for supporting their children's learning.

The importance of ongoing communication is crucial between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities.

- The School Site Council, with input from staff, students, and parents, developed (2013-2014) and will revise the school-parent compact.
- It is the belief of all stakeholders that an important part of a child's growth depends on developing self-discipline and understanding that school rules, which are adopted for the benefit of the majority. These rules are to be recognized and obeyed by everyone at all times. It is also our belief that this kind of self-discipline is the beginning of a responsible and law-abiding adult citizen in our community.

- The Parent Student Handbook is sent home at the beginning of each school year to all students. The handbook contains the Students Behavior Code, Student Discipline Policy, Parent volunteer and visitation policy and the Parent/School compact and other relevant information.
- The School Compact is to be signed by each student, parent, and teacher every year. It is then returned and filed by each teacher.

Building Capacity for Involvement

Coyle Avenue Elementary School engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

The school provides Title I parents with assistance in understanding the State's academic content standards (Common Core State Standards), assessments, and how to monitor and improve the achievement of their children.

- Parents are sent a report of their student's CST results in the mail.(When available)
- During classroom presentations at Back to School Night and Parent-Teacher conferences, teachers explain the academic content standards; assessments and how parents can assist and monitor their students' progress in each class.
- Data analysis of student assessments and achievement is presented to and reviewed by the School Site Council.
- A school-wide Annual Title I Meeting will include information regarding the school's test scores.
- A Back-to-School Night will include information regarding the school's test scores (when available)

The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.

- Newsletters include suggestions for parents to work with their children to improve their grades, attendance and performance on assessments.
- Administration and teachers are available and welcome the opportunity to meet with parents upon request.
- Trainings are provided for parents during ELAC/SSC meetings.
- Special parent meetings are conducted, upon occasion, by the school or district staff.
- Parent classes are provided by district Adult Education or Family & Community Engagement Department.

With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.

- The staff values all parent contributions and works with parents as equal partners.
- During SSC meetings, parent input is encouraged and valued.
- Bi-annual District Parent and Student Surveys/Needs Assessments are sent to the parents of all students and analyzed when making decisions and drafting the school plan.
- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, which encourage and support parents in participating more fully in the education of their children.
- Special trainings/classes are provided for parents when requested.

- The school distributes to Title I parents information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.
- Teachers are available to discuss parents' concerns when requested.

The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.

- PTA
- ELAC- English Language Advisory Meeting

The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.

- All information related to school and parent programs is provided in English and translated into Spanish. School newsletters are also translated into Russian and Ukrainian. Translation is available

The school provides support for parental involvement activities requested by Title I parents.

- Administration and teachers are available and welcome the opportunity to meet with parents upon request.
- All parent requests for reasonable support are submitted to the principal for consultation and consideration.
- FACE and Adult Education provides information for parents regarding parenting classes offered through other local agencies. Additionally, SSC meetings will update and train parents during council meetings regarding budgetary concerns, academic standards, test results, the importance of school attendance, standards-based education and other items as needed.
- Program goals and evaluations are discussed at School Site Council meetings. An annual evaluation of the content and effectiveness of the parental involvement policy is achieved during School Site Council meetings.

Accessibility

Coyle Avenue Elementary School provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, parents of homeless students, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

- Meetings are translated into Spanish, when requested.
- Spanish translation is available for parents who request it during parent-teacher conferences. Translation is provided for SST's and IEP's in languages the district supports (i.e. Spanish, Russian, and Ukrainian).
- Parents with disabilities are provided with school-wide access.

Coyle Avenue Elementary School's Parent Compact

Coyle Avenue Elementary Parent/Student/School Compact (Agreement)
for the 2014-2015 School Year was developed after discussion with staff, parents and 5th grade students.

As a Title One school, it is crucial that the school works closely with students and parents. The purpose of this compact is to review and commit to agreements between Coyle Avenue K-5 Elementary School, its parents, and students. We know that students will succeed when school and family work together. We want each child to reach his/her full potential.

Coyle Avenue School:

- 1). acknowledges the right of all parents to participate in decisions affecting their children and agrees to:
 - a. provide periodic reports on student progress.
 - b. consult with parents concerning any marked changes in student performance or behavior.
 - c. respond promptly to parent phone calls and requests for conferences.
- 2). affirms its obligation to provide a quality educational opportunity for each child and
 - a. consider and respond to individual needs children and their families.
 - b. provide a strong curriculum, preparing children for the future.
 - c. provide competent personnel who demonstrates a caring attitude toward children.
 - d. maintain a safe and secure school facility and an atmosphere conducive to quality education.
- 3). agrees to welcome parents as full partners in the educational process by:
 - a. providing opportunities to assist in making important decisions.
 - b. encouraging parent visitations and participation in school activities.
 - c. providing numerous and varied opportunities for parents to fulfill their volunteer and educational obligations.

Teacher's signature: _____ Date: _____ Principal's signature: _____ Date: _____

Coyle Avenue Parents :

- 1). agree that supervision of a child is the joint responsibility of the school and the parents: therefore, parents will:
 - a. supervise and assist in the completion of homework, providing a suitable place and schedule for its completion.
 - b. support and reinforce the school's behavior code with their children.
 - c. investigate issues fully before taking sides and communication with teacher first.
 - d. assist their child (ren) in getting to school each day on time and being prepared to work.
- 2). will communicate promptly with the school
 - a. regarding concerns about student performance, instruction, or other issues.
 - b. informing the school of matters that may affect the student's performance or behavior at school.
- 3). will participate in the ongoing life of the school community by:
 - a. attending school events including Back-To-School-Night and other programs, parent/teacher conferences , PTA meetings, and other school functions.
 - b. volunteering at school events throughout the year.

Parent's signature: _____ Date: _____ Parent's signature: _____ Date: _____

Students:

- 1). will recognize that they, and only they, have the ultimate responsibility for their learning and they will:
 - a. work hard at their studies at school and at home.
 - b. will complete all their work neatly and to the best of their ability.
 - c. come to school on time each day unless excused by illness or appointment.
- 2). will maintain a high level of conduct at all times and:
 - a. demonstrate a high level of respect toward school employees, other adults on campus, and fellow students.
 - b. demonstrate respect for school property and the property of others.
 - c. demonstrate respect for their parents and their community.
 - d. make a positive contribution to the school and community by setting a model for others to follow.

Student's signature: _____ Date: _____

Respect Responsibility Honesty Cooperation Caring Courage

Annual Program Evaluation for 2014-15 Goals & Actions

Planned Improvement Goal #1:

We will establish and implement innovative high-quality, personalized instruction that shows academic progress and personal growth. We will include embedded assessments in our instructional strategies that allow students to have individualized instruction.

Related Objective and how it will be Measured:

All students will successfully demonstrate the analysis, creative thinking, problem solving, collaboration, and appropriate application of technology across all subject areas. Data analysis will no longer include STAR data, but we will look at CELDT, Text levels, and growth over time using MAP RIT scores for ELA and math. We will be testing 2nd - 5th graders 3 times a year on the MAP testing.

For 2013-14 year, school wide , 49 % of 3-5th grade students met their projected growth using the MAP RIT scores in ELA.

For 2013-14 year, school wide, 35 % of 3-5th grade students met their projected growth using the MAP RIT scores in Math.

Our goals for 2014-2015 include:

ELA

1. 60 % of our 2nd-5th grade students will meet their projected growth using the MAP RIT scores in ELA.
2. 44 % of our 2nd-5th grade students who are ELL will meet their projected growth using the MAP RIT scores in ELA.
3. 60 % of our 2nd-5th grade students who are Hispanic will meet their projected growth using the MAP RIT scores in ELA.
4. 60 % of our 2nd-5th grade students who are African American will meet their projected growth using the MAP RIT scores in ELA.
5. 60 % of our 2nd-5th grade students who are SES will meet their projected growth using the MAP RIT ELA.
6. 100% of our students will grow at least 1 level in CELDT.
7. 100% of our students will grow at least 1 level in text levels as measured by reading records.

Math

1. 50 % of our 2nd-5th grade students will meet their projected growth using the MAP RIT scores in Math.
2. 50% of our 2nd-5th grade students who are ELL will meet their projected growth using the MAP RIT scores in Math.
3. 50 % of our 2nd-5th grade students who are Hispanic will meet their projected growth using the MAP RIT scores in Math.
4. 50 % of our 2nd-5th grade students who are African American will meet their projected growth using the MAP RIT scores in Math.
5. 50% of our 2nd-5th grade students who are SES will meet their projected growth using the MAP RIT MATH.

Data: Analysis/Findings:

Please report student achievement based on the latest assessments in respect to the identified measures noted above

Please report progress in actions implemented this year:

Actions to be Taken to Reach This Goal <i>(Do Not Edit)</i>	Progress in Actions		Additions/Modifications based on Findings
	Aug-Jan	Jan-June	
Implement systematic and effective instructional practices that engage all students and increase academic achievement. Additional assignments for PD for Instructional Assistants who work with primary students Hire Bilingual Instructional Assistant to provide supplemental support to English Learners to access academic subject areas			
Support and nurture improved instructional processes resulting in improved student achievement. Engage in a cycle of teacher observation followed by careful and reflective feedback on a variety of instructional practices (identifying the specific needs of students and appropriate actions to address those needs; collaborating on lesson design and delivery; formative and summative data collection, analysis and goal setting).			

Actions to be Taken to Reach This Goal <i>(Do Not Edit)</i>	Progress in Actions		Additions/Modifications based on Findings
	Aug-Jan	Jan-June	
<p>Implement personalized academic and personal goal setting for all students using formative and summative assessment data to increase student achievement</p> <p>Design and utilize a site goal setting process.</p> <p>Establish a common set of common assessments and data to be used for goal setting using release time.</p> <p>Provide professional development focused on analysis of multiple measures and the development of targeted goals for students based on the data using MAP data 3-5 and text walls K-5.</p> <p>Implement goal setting as a school site, begin with one academic and one personal goal.</p> <p>Provide on-going collaboration time between student and teacher in regards to goal setting and evaluation as a way to guide instruction using the conferring model.</p> <p>Communicate new goal setting and evaluating process to Coyle community.</p> <p>Evaluate student progress towards goals.</p> <p>Identify and provide appropriate intervention/ enrichment based on data analysis and student progress towards goals. (Ensure that collaboration time is allocated throughout the year to analyze assessments that will guide ongoing instruction.)</p> <p>Review, revise and update plan annually.</p>			
<p>Implement Common Core state Standards using instructional strategies, assessment and parent information.</p> <p>Coaching using Title Coach and peers</p>			

Planned Improvement Goal #2:

We will actively engage families and community as essential partners in the education process.

Related Objective and how it will be Measured:

By 2015, at least 50% of underperforming students will become proficient or advanced in math and language arts.

By May 2015, attendance rate will be at 96% with a decrease of students' tardies by 75%

Data: Analysis/Findings:

Please report student achievement based on the latest assessments in respect to the identified measures noted above

Please report progress in actions implemented this year:

Actions to be Taken to Reach This Goal <i>(Do Not Edit)</i>	Progress in Actions		Additions/Modifications based on Findings
	Aug-Jan	Jan-June	
Develop community partnership to support student learning. Continue to partner with current community resources such as Kiwanis, Mercy, Dental services, Lions and Elks Identify and make connections with new community resources that support the diverse communities represented at Coyle. Infuse community partnership into identified school activities such as PTA, Coyle cafe. Provide orientation and ongoing training for community partners to support the identified needs at our school. Survey staff and community partners to reflect on the effectiveness of participation to determine next steps. Review, revise, update plan.			

Actions to be Taken to Reach This Goal <i>(Do Not Edit)</i>	Progress in Actions		Additions/Modifications based on Findings
	Aug-Jan	Jan-June	
<p>Establish positive interactions between students, staff and parents.</p> <p>Continue Coyle Cafe and look at how to expand this opportunity with parents on campus with community agencies and district resources.</p> <p>Morning Walk: To encourage interactions between parents, start a morning walk for all people on campus.</p> <p>Hire a parent liaison to develop webpage and face book from a parent aspect.</p> <p>Increase ways of communication to include website, connect ed, facebook.</p> <p>Continue our "A Parent Voice" meetings in the morning to allow parent voice into our program and inform parents how to help their children.</p> <p>Use weekly folders and planners for students and parents to stay informed.</p> <p>English Language Advisory Council meeting with be held 4 times a year to gain input. Spanish interpreter will be provided..</p> <p>Parent education materials will be purchased to build our family library.</p> <p>Use weekly folders and planners for students and parents to stay informed.</p> <p>Parent education materials will be purchased to build our family library.</p>			

Actions to be Taken to Reach This Goal <i>(Do Not Edit)</i>	Progress in Actions		Additions/Modifications based on Findings
	Aug-Jan	Jan-June	
Positive Attendance will be communicated and encouraged to allow students to be at school to impact student achievement to close the achievement gap. Establish Attendance Plan Establish and promote positive attendance incentives. Additional hours for the attendance clerk. Establish and promote positive attendance incentives.			

Planned Improvement Goal #3:

We will model, teach, and expect the Coyle Community to exemplify positive character traits and consistently exhibit an honorable personal code of conduct.

Related Objective and how it will be Measured:

By May 2015, there will be a decrease of 25% or more of students referrals to the office and school suspensions.

Data: Analysis/Findings:

Please report student achievement based on the latest assessments in respect to the identified measures noted above

Please report progress in actions implemented this year:

Actions to be Taken to Reach This Goal <i>(Do Not Edit)</i>	Progress in Actions		Additions/Modifications based on Findings
	Aug-Jan	Jan-June	
<p>Implement a character education program that teaches, models, and exemplifies positive character traits (on a phase-in basis) that specifically meets the needs of Coyle's unique community.</p> <p>Establish a committee to research and choose a character trait program that addresses the specific needs of Coyle's diverse student, parent and staff population.</p> <ul style="list-style-type: none"> Committee facilitates implementation of the chosen character education program <p>Survey parents & staff to identify character traits that are important.</p> <ul style="list-style-type: none"> Identify and approve a set of character traits for preschool through grade 5 students, staff, and community that honors diversity. <p>Provide staff development/collaboration to implement the character ed program</p> <p>Purchase common books for staff to use as shared readings in relation to the character traits established.</p> <p>Communicate character ed program to the Coyle community.</p> <p>Schedule time to teach and reinforce the character traits.</p> <p>Review the effectiveness of the program and determine next steps.</p> <p>Review, revise, and update plan annually.</p>			

Actions to be Taken to Reach This Goal <i>(Do Not Edit)</i>	Progress in Actions		Additions/Modifications based on Findings
	Aug-Jan	Jan-June	
<p>Teach, model, and reinforce evidence-based PBIS practices that address the diverse needs of the Coyle Avenue community at each grade level.</p> <p>Establish a team to monitor implementation of a consistent, PBIS program.</p> <p>Support staff with professional development opportunities. Develop and provide ongoing training and support to staff and students for implementation of character education plan to ensure we consistently teach, model, and reinforce our plan.</p> <p>Communicate PBIS practices to the community through newsletters and other opportunities.</p> <p>Schedule time to teach and model PBIS in the classrooms.</p> <p>Design and implement a system that acknowledges positive behaviors on campus.</p> <p>Provide ongoing supports and reinforcement opportunities for students & staff.</p> <p>Monitor effectiveness through data collection & climate of the community and make adjustments as needed.</p> <p>Explore the use of engaging awards assemblies to acknowledge and reinforce positive character traits.</p> <p>Review, Revise, update plan annually</p>			
<p>Provide self management supports for students to build successful interactions to build academic learning.</p> <p>Hire campus representative to work with community and support positive behaviors.</p> <p>Use a data system called SWISS to see areas of high need.</p> <p>Build a school wide system that rewards positive behavior</p>			