The Single Plan for Student Achievement

School: Harry Dewey Fundamental Elementary School

CDS Code: 34-67447-6034516

District: San Juan Unified School District

Principal: Holly Cybulski

Revision Date:

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:

Contact Person: Holly Cybulski

Position: Principal

Phone Number: (916) 867-2020

Address: 7025 Falcon Road
                      Fair Oaks CA, 95628

E-mail Address: hcybulski@sanjuan.edu

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

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School Mission

Harry Dewey Fundamental Elementary School's Mission Statement
The mission of Harry Dewey Fundamental Elementary School, created collaboratively with staff, parents, and community through site strategic planning is as follows:

Valuing community and academic excellence, the mission of Harry Dewey Fundamental Elementary School is to inspire and educate each child to be a vibrant part of a community of life-long learners who embrace stewardship of their world, and develop creative problem-solving skills and confidence through a focus on the whole child—mind, body, heart—that includes innovative instruction, strong character development and essential family participation in a safe, supportive environment.

School Profile

Harry Dewey Fundamental Elementary is one of 35 elementary schools in the San Juan Unified School District. The 558 students attending Dewey are 82% white, 13% Hispanic or Latino, 2% Asian, & 3% other ethnicities. 28 of our students are English Learners with Russian & Ukraine as the primary language. 84 of our students receive special education services and 146 of our students are socioeconomically disadvantaged. 18 of our students are identified as Gifted and Talented (GATE).

The curriculum at Dewey is aligned to California Content Standards, but is in the process of realigning to California Common Core Standards. Dewey's programs reflect the interests and needs of its community and offers many different programs to families.
SCHOOL PROGRAMS
School Wide Character Education program
Through the Harper for Kids Foundation and One School One Book grant, we are utilizing the book by Coach John Wooden, Inch and MIles, the Journey to Success to guide our character education program. We are using class meetings, family nights, and rich literature among other tools to weave character eduction into the very foundation of our school.

Technology
Dewey has a state of the art computer lab that is kept up to date through generous funding by our very active Parent Faculty Organization. Students are expected to utilize the computer lab to research topics of interest using different forms of media and technology.
Teachers use interactive white boards and ELMO's for their instruction which enables them to create lessons that are highly engaging, provide visual support, and develop 21st Century skills students will need to be successful in their world as they grow. Dewey also has a set of 34 iPads that teachers use to develop students' technology skills and support their classroom instruction.

Sign Language
One of Dewey's gems is the Deaf and Hard of Hearing program that is housed on our site. We have students that are deaf and hard of hearing and they are mainstreamed out into our general education classrooms. This provides a very unique opportunity for all of our students to learn a different culture and language. We offer an after school club called Dewey Student Signers whose primary goal is to develop Sign Language vocabulary in our students. We also have a River Cats signing team that learns the National Anthem and performs at a River Cats baseball game once a year.

Olweus Anti Bullying Program
We are currently working toward implementing the Olweus Anti Bullying program. This program actively uses all members of our community in our crusade against bullying. While bullying is not a pervasive part of our campus, it is imperative to us that we remain vigilant and ahead of the bullying epidemic sweeping schools. This program primarily uses class meetings, extensive staff training, student learning, & parent learning to respond to bullying. This will officially kick off in January 2014.

Public Speaking
Dewey has a long tradition of developing students' public speaking skills through many different formats. We utilize oral reports, reciprocal teaching and others beginning in Kindergarten. When our students leave us, they leave with very developed public speaking skills

Awards Assemblies
Each trimester, our staff and parents recognize students at an awards ceremony. Awards include attendance, homework, academic

performance, citizenship and others at the teacher's choosing.

Family Engagement
We are a family engagement school. Research shows achievement is higher for those students whose families are engaged in the educational process. We ask that families spend 12 hours in the classroom or within the school in some other capacity per trimester per child. We depend on our parents and value their time and energies that they devote to our school and our students. We truly believe that our school is a partnership with the homes.

Band
We offer two bands for our students. One is a beginning band and the other is a more advanced jazz band. Students perform at school concerts in addition to their practice times at school. Research shows that students involved in music and fine arts stay in school longer and tend to do better than students not engaged in the fine arts.

School Site Council (SSC)
The School Site Council is the parent voice in school governance. The SSC function and requirements are mandated by the state. It is composed of equal parts: parents, teachers and the school principal. School improvement decisions are made through the School Site Council. The SSC reviews test scores, provides ongoing analysis of educational programs, monitors the budget, and helps to develop our school vision and mission. Members are elected for a two year term.

Family Nights
Family nights are held at many different times during the school year. Some are purely fun-based while others are science or math based. These programs allow our school to come together in a large setting to learn and play together. Some of our traditional evenings include Fall Festival, Santa's Night, Science Night, & Ceramics Night.

Strategic Planning
Dewey staff and parents completed our strategic planning process in Spring of 2012. Our goals are to align ourselves more fully with our district strategic plan and to create a cohesive set of goals and actions to guide us to where we want to be. Because of this process we have tightened our focus and created a map that mirrors our strategic plan.

Comprehensive Needs Assessment Components

Introduction

The strategic planning team was initially made up of staff, parents, and community members joining together to create the blueprint for Dewey's next years. Once the initial plan was created, action teams came together to take the plan from theory into actuality. Both teams grounded their planning and decisions in research. Our initial planning team designed 3 tactics for the school community to focus on; Character Education, Family Engagement, & Innovative Instruction. The Character Education team spent time researching other successful character education program both in SJUSD as well as around the country. They were specifically looking for effective components of programs and which of those components had the biggest impact on desirable student behavior. The Family Engagement team spent time researching other schools in SJUSD as well as around the country with successful family engagement. They focused on effective methods of communication, fundraising, and family outreach. The Innovative Instruction team spent time researching what innovative instruction actually entails and how that would fit into Dewey's philosophy. The team spent time focused on project based learning, formative/summative assessment, student goal setting, and research based instructional strategies.

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

Dewey uses many different data points to signal our progress in our journey. We use CST data, API/AYP data, MAP testing, text level data, running record data, attendance, behavioral data, and anecdotal data. Our Character Education team uses attendance and behavioral data as well as anecdotal data to provide feedback on our efficacy in program. The Family Engagement team looks at attendance data of both students and families, as well as behavioral data to help point us in the direction we need to go in regards to our family engagement. The Innovative Instruction team uses many data points. We believe in multiple measures and not one specific data point to provide feedback on our instructional program. As we move toward full implementation of the California Common State Standards (CCSS) our data points will continue to evolve and change. Currently, we use CST data, MAP testing data, text level data, running record data, & different benchmark data points to provide the feedback we need to inform our program.

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)

Dewey has long been a family engagement destination school. We encourage families to be an active partner in the educational process. This can look different in each family. Some families donate their time to the school either in the classroom or in a variety of other ways on campus. Sometimes its a family night, yard duty, car line, or field trips. Some families make donations to the classrooms or school and still others donate their talents in some way to benefit the students. We believe our active family engagement is a large piece of our success and excellent students. We felt it was a critical piece of our school community that couldn't be lost, and in fact should be built upon.

Description of Barriers and Related School Goals

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

Data shows that some of our areas of need lie in ELA; specifically word analysis and reading comprehension. This is one of the focuses of our Innovative Instruction team as we move toward CCSS implementation and goal setting. We are continuing to implement and refine the Comprehensive Literacy model of teaching reading and writing. Teachers are using different data points to identify what students need and construct learning opportunities within the area of need. The area of math has long been a strength at Dewey and this continues today. We do want to ensure that we address math in our CCSS implementation and currently have 7 teacher leaders attending a year long CCSS math institute at CSUS.

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	351	361		288	298		6	5		11	9	
Growth API	865	824		873	836					891		
Base API	877	864		878	872					978	892	
Target	A	A		A	A							
Growth	-12	-40		-5	-36							
Met Target	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
Number Included	39	41		26	23		101	108		56	65	
Growth API	802	748		874	815		797	751		691	597	
Base API	824	802		894	874		777	798		681	690	
Target							5	2				
Growth							20	-47				
Met Target							Yes	No				

Conclusions based on this data:

1. Number of students significantly increased from 2011 to 2013 test years.

2. Our socioeconomically disadvantaged and students with disability also decreased.

3. Overall, all of our groups dropped in their proficiency levels.

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	99	98		99	98		88	60		100	100	
Number At or Above Proficient	244	227		206	194		--			7		
Percent At or Above Proficient	70.1	63.8		72.0	65.8		--	--		63.6	--	
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	No	No		No	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		97	95		95	91	
Number At or Above Proficient	22	19		17	13		56	54		22	20	
Percent At or Above Proficient	56.4	46.3		65.4	56.5		57.1	52.4		41.5	33.3	
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		--	No	

Conclusions based on this data:

1. All groups failed to make growth in the AYP categories.

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	98	97		98	96		100	100		100	100	
Number At or Above Proficient	272	245		225	214		--			11		
Percent At or Above Proficient	78.8	69.4		79.8	73.8		--	--		100.0	--	
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	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		99	98		97	87	
Number At or Above Proficient	25	16		21	16		71	59		35	23	
Percent At or Above Proficient	64.1	39.0		80.8	69.6		71.0	55.1		64.8	40.4	
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		--	--	

Conclusions based on this data:

1. All groups failed to make growth on this test in math.

2. Our Low SES population had huge growth in math from 2011 to 2012, but that dropped back this year.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2013-14 CELDT (Annual Assessment) Results										Number Tested
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		
	#	%	#	%	#	%	#	%	#	%	#
1			1	14	5	71			1	14	7
2	1	11	1	11	3	33	2	22	2	22	9
3	1	20	2	40			1	20	1	20	5
4			********	***	********	***					********
5			********	***					********	***	********
6			********	***							********
Total	2	7	8	30	9	33	3	11	5	19	27

Conclusions based on this data:

1. 27 ELL students shows that ELL students at Dewey is increasing each year.

2. 5 students at the Beginning level in grades 1-3 shows that almost 20% of our ELL students are in the very early stages of acquiring English.

3. Early Advanced and Intermediate is Dewey's largest group of ELL students at 63%.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2011-12	**2012-13**	**2013-14**
Number of Annual Testers	17	19	27
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	17	19	27
Number Met	--	--	--
Percent Met	--	--	--
NCLB Target	56.0	57.5	59.0
Met Target	*	*	--

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	21	1	22	1	31	3
Number Met	--	--	--	--	8	--
Percent Met	--	--	--	--	25.8%	--
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	*	*	*	*	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. Our EL population grew & also made significant growth in their language development.

School and Student Performance Data

Local Assessment Data

Data Worksheet — Harry Dewey Fund. Elementary

KR	Indicator	2010-2011	2011-2012	2012-13	2016-17	
1	Writing at grade level (gr 4,7,10)	74.2	95.6	81.5	90	Writing: rate of gr 4 & 7 students at/above state minimally proficient on STAR and gr 10 3 or higher on CAHSEE writing.
	African Am				90	
	Hispanic		90.0		90	
	Low SES	80.0	95.0	77.3	90	
	English Lnr				90	
	Special Ed			21.4	90	
Ovl	Growth API	877.0	865.0	823.0	800	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
	African Am				800	
	Hispanic	824.0	802.0		800	
	Low SES	777.0	797.0	756.0	800	
	English Lnr	894.0	874.0		800	
	Special Ed	681.0	691.0		800	
2	Reading on grade level (gr 2-11)	70.8	69.1	63.1	90	Reading grade level (gr 2-11)are reported as the percent of students scoring proficient or advanced on the STAR ELA test taken.
	African Am				90	
	Hispanic	53.8	55.8	46.3	90	
	Low SES	52.9	55.8	50.9	90	
	English Lnr			41.7	90	
	Special Ed	53.8	59.2	38.0	90	
2	Math at grade level (gr 2-7)	80.5	77.4	68.2	90	Math on grade level (gr 2-7) is the percent of students scoring proficient or advanced on the STAR math test taken.
	African Am				90	
	Hispanic	69.2	60.5	41.5	90	
	Low SES	60.3	67.5	54.7	90	
	English Lnr			41.7	90	
	Special Ed	53.8	59.2	38.0	90	
2	Algebra 1 completed 1st time				90	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
	African Am				90	
	Hispanic				90	
	Low SES				90	
	English Lnr				90	
	Special Ed				90	
2	Algebra 1 completed by gr 9				90	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
	African Am				90	
	Hispanic				90	
	Low SES				90	
	English Lnr				90	
	Special Ed				90	
2	EL growth toward profic.				70	EL growth toward proficiency is the percent of English learners who grew 1 or more levels (Source is school data from Title III
3	Pct of students abs >10% (gr K-8)	5.8	5.8	5.0	3	
	African Am		28.6	7.7	3	Absence rates >10% is percent of K-8 students absent (for any reason) more than 10% of the days enrolled (indicator of dropout potential)
	Hispanic	13.3	11.5	15.3	3	
	Low SES	13.3	13.8	7.8	3	
	English Lnr				3	
	Special Ed	11.3	6.6	7.1	3	
3	Pct adjusted dropouts (gr 9-12)				<5	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.
	African Am				<5	
	Hispanic				<5	
	Low SES				<5	
	English Lnr				<5	
	Special Ed				<5	
3	Cohort Graduation Rate				95	Cohort graduation rate is the rate of students who earned a diploma within 4 years of entering ninth grade (Source: DataQuest)
	African Am				95	
	Hispanic				95	
	Low SES				95	
	English Lnr				95	
	Special Ed				95	
3	Pct of grads completing AG/CTE				70	A-G/CTE is the rate of graduates who completed all UC/CSU requirements OR who completed a CTE sequence including the capstone course
	African Am				70	
	Hispanic				70	
	Low SES				70	
	English Lnr				70	
	Special Ed				70	
5	Pct of students suspended	1.0	1.1	0.9	<2	Suspension rate is the percent of enrolled students who were suspended at home for 1+ days
	African Am				<2	
	Hispanic				<2	
	Low SES	2.5	2.2	2.2	<2	
	English Lnr			3.7	<2	
	Special Ed	10.3	1.1	2.7	<2	

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

Effective Instructional Strategies/21st Century Skills	PARENT		STUDENT (gr5-11)		STAFF	
Pct Stongly Agree/Agree	N	Pct	N	Pct	N	Pct
Improved ability to read and understand complex text	307	85.3%	92	88.0%	16	81.3%
Improved written communication skills	305	83.0%	91	84.6%	16	68.8%
Improved spoken/oral communication skills	307	82.7%	89	78.7%	16	81.3%
Improved ability to solve complex problems	307	79.8%	92	81.5%	16	62.5%
Improved ability to use technology to find information/solve problems	308	76.0%	92	83.7%	15	86.7%
Improved ability at working with other students on problems/projects	306	75.5%	92	84.8%	16	87.5%
Improved leadership skills	308	68.5%	92	78.3%	16	81.3%
Encouraged to share knowledge/ideas in a creative way	307	84.4%	91	78.0%	16	87.5%
Curiosity/imagination is fostered	308	83.1%	91	84.6%	16	93.8%
School promotes academic success of all students.	307	85.7%			17	94.1%

Personalized Learning	PARENT		STUDENT (gr5-11)		STAFF	
Pct Stongly Agree/Agree	N	Pct	N	Pct	N	Pct
Academic goals have been collaboratively set and monitored.	286	63.6%	91	74.7%	14	78.6%
Students have a learning plan/4-year plan.	257	30.4%	92	39.1%	13	15.4%
Students are challenged at school through high standards of academic performance.	307	87.0%	92	83.7%	17	94.1%

Character Education	PARENT		STUDENT (gr5-11)		STAFF	
Pct Most/All of the Time (character)	N	Pct	N	Pct	N	Pct
Students model RESPECT at this school.	305	77.7%	92	83.7%	17	88.2%
Students model RESPONSIBILITY at this school.	304	83.2%	92	68.5%	17	76.5%
Students model HONESTY at this school.	303	56.1%	92	81.5%	17	88.2%
Students model CARING at this school.	302	70.2%	92	85.9%	17	88.2%
Students model COOPERATION at this school.	300	78.3%	92	70.7%	17	82.4%
Students model COURAGE at this school.	299	62.2%	92	66.3%	17	76.5%
The school fosters an appreciation of student diversity and respect for each other.			90	86.7%	17	88.2%

Parent/Family Involvement	PARENT		STUDENT (gr5-11)		STAFF	
Pct Stongly Agree/Agree	N	Pct	N	Pct	N	Pct
Parents are well-informed about their child's progress in school.	304	87.5%				
Teachers provide information about a child's performance to parents who speak a language other than English.	110	80.9%			15	80.0%
Teachers promptly contact parents when he/she is concerned about their child's progress.	304	80.6%			14	100.0%
Teachers are responsive to parents when they call or want to meet.	304	87.8%			15	100.0%
Teachers send home work or ideas that help parents support their students at home.	304	84.2%			13	92.3%
Adults/staff in the office are helpful when parents/students come in or call.	304	85.2%	91	75.8%		
Translated materials (or a translator) for my langauge are available whenparents come to school.	101	53.5%				
This school clearly outlines the parent, student and school responsibilities in educating my child (e.g., School Compact).	301	91.7%				
The school keeps parents well-informed about school activities.	303	94.1%				
I speak a language other than English and I receive general information from my student's school in my language.	111	83.8%				
This school offers parents opportunities to be involved in school and classroom activities.	303	93.1%			16	87.5%
Parents are invited to meetings where the school's academic performance is discussed.	304	86.2%				
This school actively seeks the input of parents before making important decisions.	304	77.0%				

Conclusions based on this data:

1. Writing had a jump in 2011-12, but dropped this year. It is still higher than the 2011-2012 year.

2. Reading and math both dropped according to this data.

3. Students and families are generally satisfied with the school.   We can work on goal setting which is in the strategic plan and being addressed this year.

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: Innovative Instruction & Common Core State Standards
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 ensure that all teaching staff implement innovative instruction through the adoption and use of Common Core State Standards (CCSS) and use data to meet each student's unique needs.
Data Used to Form this Tactic During Strategic Planning:
Dewey met it's API goals and some of its AYP goals in many areas. However, we want to continue to reach all students and ensure students are college and career ready by the time they leave 12th grade. We'd like to see a 3% increase in proficiency in all subgroups in ELA specifically. Our ELL students continue to struggle in ELA. Dewey staff will need to target ELL students in a purposeful manner to continue ELL growth.

Findings from the Analysis of Current Data:

MAP Testing Results (grades 3-6)
52% of all students in grades 3-5 met individual growth targets in reading as measured by Spring 2014 MAP test.
50.6% of 4th grade students met or exceeded growth targets as measured in 3rd grade.
36.2% of 5th grade students met or exceeded growth targets as measured in 4th grade.
40.9% of 6th grade students met or exceeded growth targets as measured in 5th grade.

Of the 12 ELL students in grades 3-5, 75% of them met or exceeded their growth targets.
Of the 83 low SES students in grades 3-5, 48.2% of them met or exceeded their growth targets.

Benchmark Text Levels/Running Records (grades K-2)
53% of all students in grades k-2 met grade text level target during the final 13-14 test cycle.
53% of all first grade students met grade text level target as measured during the final 13-14 test cycle in kindergarten.
42% of all second grade students met grade text level target as measured during the final 13-14 test cycle in first grade.
72% of all third grade students met grade text level target as measured during the final 13-14 test cycle in second grade.
Of the 24 ELL students in grades k-2, 33.3% of them met grade text level target during the final 13-14 test cycle.
Of the 78 low SES students in grades k-2, 23.1% of them met grade text level target during the final 13-14 test cycle.

As we are beginning to teach using the Common Core State Standards, students will be expected to engage in and show proficiency in critical thinking and problem solving as well as deeper, more rigorous content. Teachers will need to address the learning needs of all students, not only the students that fit into the "grade level" mold. We know that new and different teaching strategies are needed to address the gaps in proficiency of all students, but especially our ELL students, Special Education students, and Low SES students. The personalization of education will address the needs of our diverse learners and will assist in narrowing the achievement gaps that exists among all of our students.

Related Objective and how it will be Measured:

1. By May of 2015, at least 70% of all students will meet their growth target as measured in MAP testing for grades 3-6 & benchmark text level/running record reading assessments in K-6.
2. By May of 2015, at least 80% of ELL students will meet their growth target as measured in MAP testing for grades 3-6 & benchmark text leve/running record reading assessments in K-6.
3. By May of 2015, at least 60% of students in the Socioeconomically disadvantaged subgroup will meet their growth target as measured in MAP testing for grades 3-6 & benchmark text level/running record eading assessments in K-6.

Result Statements and Actions to be Taken to Reach This Tactic	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Section	Resources	Type	Funding Source	Amount
1.1 Implementation of Common Core - Unpacking and Alignment of Common Core Provide all students with quality first instruction by teachers that are knowledgeable about literacy best practices through Comprehensive Literacy. We will devote and schedule time to unpack CCSS and map out pacing. We will realign current curriculum materials/resources to support CCSS. We will identify and obtain materials/resources needed to supplement CCSS.	2014-2017	All teachers	1.1.1	Books	4000-4999: Books And Supplies	Other	400.00
1.2 Implementation of Common Core - Ensure Staff is Trained in CCSS Through focused professional development in comprehensive literacy, with connections to the CCSS, the staff is continuing to refine skills in oral language, interactive read alouds, shared reading, guided reading, and workshop model of instruction across content areas. Resources will continually be needed to provide books, teacher professional development, and materials. Engage in Just Think Literacy	2014-2017	All teachers	1.2.1	Release time for teachers	1000-1999: Certificated Personnel Salaries	General Fund	2800.00

Result Statements and Actions to be Taken to Reach This Tactic	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Section	Resources	Type	Funding Source	Amount
paradigm of teaching and learning. Engage in CCSS report card pilot.							
1.3 Implementation of Common Core - Common Assessments Staff and students will continue to train in and utilize computer adaptive testing to ensure readiness for CCSS assessment practices. Teachers and students will use common growth measure assessments, rubrics, and tools to formatively and summatively assess proficiency on CCSS. Purchase 5 chrome books for each classroom in 2nd-6th grade.	2014-2017	3rd-6th teachers, computer lab volunteer	1.3.1	Release time	1000-1999: Certificated Personnel Salaries	General Fund	1100.00
			1.3.2	Chromebooks	4000-4999: Books And Supplies	Local Control Funding Formula Supplemental Grant (LCFF)	8686.00
			1.3.3	Chromebooks	4000-4999: Books And Supplies	Common Core Site Allocation	5,600.00
			1.3.4	Chromebooks	4000-4999: Books And Supplies	Donations	2700.00
1.4 Implementation of Common Core - Computer Adaptive Assessments Teachers in grades 3-6 will continue to use NWEA MAP testing to pinpoint student need and student strength to inform instruction.	November, February, April, 2014-2015	3-6 teachers, computer lab volunteer	1.4.1	Release Time	1000-1999: Certificated Personnel Salaries	General Fund	1000.00
1.5 ELL, Foster Youth, & Low SES Students - Teachers and staff will use specific ELL strategies to	2014-2017	Teachers, support staff, administration	1.5.1	Educational Software	4000-4999: Books And Supplies	Donations	2000.00

Result Statements and Actions to be Taken to Reach This Tactic	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Section	Resources	Type	Funding Source	Amount
continue to support our ELL students. These would include mentor texts, software to support visual vocabulary acquisition, and leveled texts to support reading comprehension.			1.5.2	Leveled Texts	4000-4999: Books And Supplies	Local Control Funding Formula Supplemental Grant (LCFF)	25,000.00
1.6 Provide students with a rich and diverse set of fiction and non-fiction books available in both independent reading time as well as guided reading time.	November 2014	Teachers, support staff, administration	1.6.1	Purchase leveled texts	4000-4999: Books And Supplies	Common Core Site Allocation	4200.00

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: Character Education
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 #2:
We will explicitly teach, model, and integrate positive character traits so that all students will become leaders in and stewards of their community.
Data Used to Form this Tactic During Strategic Planning:
Dewey has a very low behavioral suspension rate. We believe that that comes from our partnership with families and character education program. We see a direct correlation in these areas with student achievement. We will continue to use office referrals, time out rooms, and suspension rates to track our progress in this area.
Findings from the Analysis of Current Data:
During the 2013-2014 school year, there were 65 behavioral incidents reported to the office. Of these, 70% were on the playground and 30% were in the classroom. Indications are that students are not able to self-regulate their behavior in free time. A consistent model and expectations of character traits needs to continue to help build community outside of the classroom. Staff will develop a plan for students to set, monitor, and reflect on student goals. School attendance has been consistently very high for the past number of years with last year being a high of 96.7%. Our ELL and low SES have very low absenteeism rates with 9.1% of absences being chronic in our ELL group. Overall, parents and staff agree that students consistently show respect, honesty, and leadership. Surveys show that students have a relative weakness in the areas of courage 68% and responsibility 76%.
Related Objective and how it will be Measured:
1. By May of 2015, students will take responsibility for their actions by showing a decrease from 65 office referrals to 45 office referrals as measured by Dewey RAP sheet and Zangle reports. 2. By May of 2015, Dewey will increase our attendance rate to 97% as measured by attendance program in Q. 3. By May of 2015, surveys will show an increase to 85% of families believing students show courage and responsibility on a regular basis.

Result Statements and Actions to be Taken to Reach This Tactic	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Section	Resources	Type	Funding Source	Amount
2.1 Increase Awareness of and participation in our Character Education Program A brochure will be created to market the character education program at San Juan Central as well as to families currently enrolled at Dewey. A video will be created and hosted at San Juan Central, and Dewey which will highlight and explain our strengths and unique focus on "mind, body, heart". We will implement a One Book program, an article in the Tiger Tale highlighting the program and providing family resources around character development.	2014-2017	Action Team 1	2.1.1	Inch and Miles: the Journey to Success Books for new families	4000-4999: Books And Supplies	Donations	800.00
2.2 Character Education - Family Involvement Staff and PFO will work together to create family nights that center around the pillar of character education the school is working on. These family nights will provide resources and ideas for families to support character development.	2014-2017	PFO, staff	2.2.1	Supplies related to family nights	4000-4999: Books And Supplies	Other	250.00
2.3 Using a phase in model, we will teach, model, and reinforce evidence based character	2014-2017	Action team 2, 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
education practices that implement school wide norms and expectations for positive social behavior and problem solving skills to create an environment of stewardship at Dewey. We will utilize Coach John Wooden's Pyramid of Success to teach and model positive character traits. Teachers will use class meetings to address ongoing problems and strategies for students to use to solve them.							
2.4 Provide continuous conversation and teaching to students in all classrooms everyday throughout the day through embedded and explicit lessons.	2014-2017	Teachers, staff, Action team 1	2.4.1	Books & literature to support class meetings based on character traits.	4000-4999: Books And Supplies	Donations	400.00
2.5 Provide students with ample opportunities for recognition of desirable character behavior through individual classroom processes as well as public recognition.	2014-2017	Teachers, staff, Action Team 1	2.5.1	Awards, certificates, and/or photos	4000-4999: Books And Supplies	Donations	200.00

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: Actively Engage Families
District Strategy:
Strategy 7: We will actively engage families as valued partners in the education process.
Goal/Tactic #3:
We will actively engage families as valued and essential partners in the educational process. We will do this through establishing and implementing a protocol for meeting, welcoming, and informing new families about the Dewey community.
Data Used to Form this Tactic During Strategic Planning:
Families have long been an integral piece of the Dewey community. Families had been voicing some discontent on school environment and feeling welcome in parent circles and in the school as a whole. This was determined through surveys and polls of families. We believe that families are a necessary piece of the educational journey of a student & therefore needed to be addressed.

Findings from the Analysis of Current Data:

MAP Testing Results (grades 3-6)
52% of all students in grades 3-5 met individual growth targets in reading as measured by Spring 2014 MAP test.
50.6% of 4th grade students met or exceeded growth targets as measured in 3rd grade.
36.2% of 5th grade students met or exceeded growth targets as measured in 4th grade.
40.9% of 6th grade students met or exceeded growth targets as measured in 5th grade.

Of the 12 ELL students in grades 3-5, 75% of them met or exceeded their growth targets.
Of the 83 low SES students in grades 3-5, 48.2% of them met or exceeded their growth targets.

Benchmark Text Levels/Running Records (grades K-2)
53% of all students in grades k-2 met grade text level target during the final 13-14 test cycle.
53% of all first grade students met grade text level target as measured during the final 13-14 test cycle in kindergarten.
42% of all second grade students met grade text level target as measured during the final 13-14 test cycle in first grade.
72% of all third grade students met grade text level target as measured during the final 13-14 test cycle in second grade.
Of the 24 ELL students in grades k-2, 33.3% of them met grade text level target during the final 13-14 test cycle.
Of the 78 low SES students in grades k-2, 23.1% of them met grade text level target during the final 13-14 test cycle.

As we are beginning to teach using the Common Core State Standards, students will be expected to engage in and show proficiency in critical thinking and problem solving as well as deeper, more rigorous content. Teachers will need to address the learning needs of all students, not only the students that fit into the "grade level" mold. We know that new and different teaching strategies are needed to address the gaps in proficiency of all students, but especially our ELL students, Special Education students, and Low SES students. The personalization of education will address the needs of our diverse learners and will assist in narrowing the achievement gaps that exists among all of our students.

2013 San Juan Unified School District Parent survey results show that parents value education and appreciate the school efforts, but would like to have an increased presence in decision making and activities. Although our Parent Faculty Organization (PFO) is extremely active and supportive, it is a relatively small group of parents who continually volunteer for events and activities.

Related Objective and how it will be Measured:

1. By May of 2015, at least 70% of all students will meet their growth target as measured in MAP testing for grades 3-6 & benchmark text level/running record reading assessments in K-6.
2. By May of 2015, at least 80% of ELL students will meet their growth target as measured in MAP testing for grades 3-6 & benchmark text leve/running record reading assessments in K-6.
3. By May of 2015, at least 60% of students in the Socioeconomically disadvantaged subgroup will meet their growth target as measured in MAP testing for grades 3-6 & benchmark text level/running record reading assessments in K-6.

Result Statements and Actions to be Taken to Reach This Tactic	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Section	Resources	Type	Funding Source	Amount
3.1 Develop and provide welcoming materials at San Juan Central and on campus On campus we will: develop and implement an informational and welcoming binder for Dewey families. This will be handed out and updated annually at Back to School Night. We will also implement a 30 day New Family Satisfaction and Information survey. This will provide the school with information about what's going well and what could be done better. At San Juan Central we will: develop and provide to central enrollment, a parent participation flyer to be inserted into our strategic planning document to be given to all families who enroll or are interested in enrolling at Dewey. This will welcome families and provide information on parent participation and community involvement at Dewey.	August 2014-August 2017	Action team 2	3.1.1	Create binders with information and materials to support families at Dewey	4000-4999: Books And Supplies	Donations	200.00
3.2 Back to School Night Protocols We will develop and implement protocols for Back to School Nights to ensure families are welcomed and informed about parent involvement	August 2014-August 2017	PFO, staff, administration	3.2.1	Magnets and merchandise to increase affiliation with Dewey.	4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC)	300.00

Result Statements and Actions to be Taken to Reach This Tactic		Timeline	Person(s) Responsible	Proposed Expenditure(s)				
				Section	Resources	Type	Funding Source	Amount
	opportunities and hear coordinated messages from the school and PFO. These protocols will include set up, greeting, stickers or magnets with PFO information, and incentives.							
3.3	Encourage parent/family volunteering through teacher newsletters and tracked through volunteer binders housed in classrooms.	August 2014-2017	Teachers, office staff, PFO	3.3.1	Binders to track hours	4000-4999: Books And Supplies	Donations	100.00

Planned Improvements in Student Performance

Planned Improvements: Goal/Tactic #7

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:
District Strategy:
Goal/Tactic #7:
Data Used to Form this Tactic During Strategic Planning:
Findings from the Analysis of Current Data:
Related Objective and how it will be Measured:

Result Statements and Actions to be Taken to Reach This Tactic	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Section	Resources	Type	Funding Source	Amount

Planned Improvements in Student Performance

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:
District Strategy:
Goal/Tactic #8:
Data Used to Form this Tactic During Strategic Planning:
Findings from the Analysis of Current Data:
Related Objective and how it will be Measured:

Result Statements and Actions to be Taken to Reach This Tactic	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Section	Resources	Type	Funding Source	Amount

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
Local Control Funding Formula Supplemental Grant	33,686	0.00
Common Core Site Allocation	9,800	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	4000-4999: Books And Supplies	9,800.00
Donations	4000-4999: Books And Supplies	6,400.00
General Fund	1000-1999: Certificated Personnel Salaries	4,900.00
Local Control Funding Formula Supplemental Grant (LCFF)	4000-4999: Books And Supplies	33,686.00
Other	4000-4999: Books And Supplies	650.00
Parent Teacher Association/Parent Faculty Club	4000-4999: Books And Supplies	300.00

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
Taryn Dyke	[ ]	[ ]	[X]	[ ]	[ ]
Deeanna Butts	[ ]	[X]	[ ]	[X]	[ ]
Holly Cybulski	[X]	[ ]	[ ]	[ ]	[ ]
Howard Snyder	[ ]	[ ]	[ ]	[X]	[ ]
Donna Corey	[ ]	[X]	[ ]	[ ]	[ ]
Julie Vojnovich	[ ]	[X]	[ ]	[ ]	[ ]
Jim Harcharik	[ ]	[ ]	[ ]	[X]	[ ]
Tim Zajic (Chair)	[ ]	[ ]	[ ]	[X]	[ ]
Cristen Short	[ ]	[ ]	[ ]	[X]	[ ]
Numbers of members of each category:	**1**	**3**	**1**	**5**	

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

Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed 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
   [X]   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 9/16/2014.

Attested:

Holly Cybulski
      Typed Name of School Principal   Signature of School Principal   Date

Tim Zajic
      Typed Name of SSC Chairperson   Signature of SSC Chairperson   Date

Harry Dewey Fundamental Elementary School's Parent Involvement Policy

Parent involvement is an essential component of the Dewey Fundamental School philosophy. We have a large group of very able and willing volunteers that enable us to offer a core enriched program and ease the burden of a very hard working staff. We believe that by working together we can provide the best education for our children.

Areas of opportunity for parents to volunteer include but are not limited to:
Tiger Tale staff
Library assistant
Room parents
Classroom helpers, including correcting papers or getting projects ready at home
Computer lab assistants
PFO board members, committees, fund-raisers, activities
Fall festival/carnival helpers
Fund-raiser committee members
School Site Council members
Noon Duty supervision
Field trip organizer/chaperones

In addition, annual community service projects provide a wide variety of opportunities for involvement. Our community services include a fall clothing drive, a holiday canned food drive and "Give-Up-a-Gift" program, Pennies for Patients (benefits Leukemia patients), BATH SALTS collection of sample size soaps and toiletries for a local women's shelter and other projects as needs arise in our school population.

Harry Dewey Fundamental Elementary School's Parent Compact

Please see attachments.

Annual Program Evaluation for 2014-15 Goals & Actions

Planned Improvement Goal #1:

We will ensure that all teaching staff implement innovative instruction through the adoption and use of Common Core State Standards (CCSS) and use data to meet each student's unique needs.

Related Objective and how it will be Measured:

1. By May of 2015, at least 70% of all students will meet their growth target as measured in MAP testing for grades 3-6 & benchmark text level/running record reading assessments in K-6.
2. By May of 2015, at least 80% of ELL students will meet their growth target as measured in MAP testing for grades 3-6 & benchmark text leve/running record reading assessments in K-6.
3. By May of 2015, at least 60% of students in the Socioeconomically disadvantaged subgroup will meet their growth target as measured in MAP testing for grades 3-6 & benchmark text level/running record eading assessments in K-6.

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 *(Do Not Edit)*	Progress in Actions		Additions/Modifications based on Findings
	Aug-Jan	**Jan-June**	
Implementation of Common Core - Unpacking and Alignment of Common Core Provide all students with quality first instruction by teachers that are knowledgeable about literacy best practices through Comprehensive Literacy. We will devote and schedule time to unpack CCSS and map out pacing. We will realign current curriculum materials/resources to support CCSS. We will identify and obtain materials/resources needed to supplement CCSS.			

Actions to be Taken to Reach This Goal *(Do Not Edit)*	Progress in Actions		Additions/Modifications based on Findings
	Aug-Jan	**Jan-June**	
Implementation of Common Core - Ensure Staff is Trained in CCSS Through focused professional development in comprehensive literacy, with connections to the CCSS, the staff is continuing to refine skills in oral language, interactive read alouds, shared reading, guided reading, and workshop model of instruction across content areas. Resources will continually be needed to provide books, teacher professional development, and materials. Engage in Just Think Literacy paradigm of teaching and learning. Engage in CCSS report card pilot.			
Implementation of Common Core - Common Assessments Staff and students will continue to train in and utilize computer adaptive testing to ensure readiness for CCSS assessment practices. Teachers and students will use common growth measure assessments, rubrics, and tools to formatively and summatively assess proficiency on CCSS. Purchase 5 chrome books for each classroom in 2nd-6th grade.			
Implementation of Common Core - Computer Adaptive Assessments Teachers in grades 3-6 will continue to use NWEA MAP testing to pinpoint student need and student strength to inform instruction.			
ELL, Foster Youth, & Low SES Students - Teachers and staff will use specific ELL strategies to continue to support our ELL students. These would include mentor texts, software to support visual vocabulary acquisition, and leveled texts to support reading comprehension.			
Provide students with a rich and diverse set of fiction and non-fiction books available in both independent reading time as well as guided reading time.			

Planned Improvement Goal #2:
We will explicitly teach, model, and integrate positive character traits so that all students will become leaders in and stewards of their community.

Related Objective and how it will be Measured:
1. By May of 2015, students will take responsibility for their actions by showing a decrease from 65 office referrals to 45 office referrals as measured by Dewey RAP sheet and Zangle reports.
2. By May of 2015, Dewey will increase our attendance rate to 97% as measured by attendance program in Q.
3. By May of 2015, surveys will show an increase to 85% of families believing students show courage and responsibility on a regular basis.

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 *(Do Not Edit)*	Progress in Actions		Additions/Modifications based on Findings
	Aug-Jan	**Jan-June**	
Increase Awareness of and participation in our Character Education Program A brochure will be created to market the character education program at San Juan Central as well as to families currently enrolled at Dewey. A video will be created and hosted at San Juan Central, and Dewey which will highlight and explain our strengths and unique focus on "mind, body, heart". We will implement a One Book program, an article in the Tiger Tale highlighting the program and providing family resources around character development.			
Character Education - Family Involvement Staff and PFO will work together to create family nights that center around the pillar of character education the school is working on. These family nights will provide resources and ideas for families to support character development.			

Actions to be Taken to Reach This Goal *(Do Not Edit)*	Progress in Actions		Additions/Modifications based on Findings
	Aug-Jan	**Jan-June**	
Using a phase in model, we will teach, model, and reinforce evidence based character education practices that implement school wide norms and expectations for positive social behavior and problem solving skills to create an environment of stewardship at Dewey. We will utilize Coach John Wooden's Pyramid of Success to teach and model positive character traits. Teachers will use class meetings to address ongoing problems and strategies for students to use to solve them.			
Provide continuous conversation and teaching to students in all classrooms everyday throughout the day through embedded and explicit lessons.			
Provide students with ample opportunities for recognition of desirable character behavior through individual classroom processes as well as public recognition.			

Planned Improvement Goal #3:

We will actively engage families as valued and essential partners in the educational process. We will do this through establishing and implementing a protocol for meeting, welcoming, and informing new families about the Dewey community.

Related Objective and how it will be Measured:

1. By May of 2015, at least 70% of all students will meet their growth target as measured in MAP testing for grades 3-6 & benchmark text level/running record reading assessments in K-6.

2. By May of 2015, at least 80% of ELL students will meet their growth target as measured in MAP testing for grades 3-6 & benchmark text leve/running record reading assessments in K-6.

3. By May of 2015, at least 60% of students in the Socioeconomically disadvantaged subgroup will meet their growth target as measured in MAP testing for grades 3-6 & benchmark text level/running record reading assessments in K-6.

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 *(Do Not Edit)*	Progress in Actions		Additions/Modifications based on Findings
	Aug-Jan	**Jan-June**	
Develop and provide welcoming materials at San Juan Central and on campus On campus we will: develop and implement an informational and welcoming binder for Dewey families. This will be handed out and updated annually at Back to School Night. We will also implement a 30 day New Family Satisfaction and Information survey. This will provide the school with information about what's going well and what could be done better. At San Juan Central we will: develop and provide to central enrollment, a parent participation flyer to be inserted into our strategic planning document to be given to all families who enroll or are interested in enrolling at Dewey. This will welcome families and provide information on parent participation and community involvement at Dewey.			

Actions to be Taken to Reach This Goal *(Do Not Edit)*	Progress in Actions		Additions/Modifications based on Findings
	Aug-Jan	**Jan-June**	
Back to School Night Protocols We will develop and implement protocols for Back to School Nights to ensure families are welcomed and informed about parent involvement opportunities and hear coordinated messages from the school and PFO. These protocols will include set up, greeting, stickers or magnets with PFO information, and incentives.			
Encourage parent/family volunteering through teacher newsletters and tracked through volunteer binders housed in classrooms.			

Planned Improvement Goal #4:

Related Objective and how it will be Measured:

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 (Do Not Edit)	Progress in Actions		Additions/Modifications based on Findings
	Aug-Jan	**Jan-June**	

Planned Improvement Goal #5:

Related Objective and how it will be Measured:

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 *(Do Not Edit)*	Progress in Actions		Additions/Modifications based on Findings
	Aug-Jan	**Jan-June**	

Planned Improvement Goal #6:

Related Objective and how it will be Measured:

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 *(Do Not Edit)*	Progress in Actions		Additions/Modifications based on Findings
	Aug-Jan	**Jan-June**	