

The Single Plan for Student Achievement

School: Arlington Heights Elementary School
CDS Code: 34-67447-6034367
District: San Juan Unified School District
Principal: Tanya Reaves
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:

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School Mission

Arlington Heights Elementary School's Mission Statement

The mission of Arlington Heights Elementary School created collaboratively with staff, parents and community through site strategic planning is as follows:

In partnership with families and community the mission of Arlington Heights Elementary School is to ensure that each student builds a strong, innovative academic foundation by instilling an appreciation for human values, utilizing challenging and engaging instruction and inspiring life long learners.

School Profile

Arlington Heights Elementary is one of 35 elementary schools in the San Juan Unified School District. The 300 students attending Arlington Heights are 69.7% white, 14.0% Hispanic/Latino, 6.5% African American, and 9.8% other ethnicities. Thirty of our students are English language learners, with Spanish, Russian and Ukrainian being the predominate languages, and 53% of students are socioeconomically disadvantaged. Additionally, 6.7% are receiving special education services.

The curriculum provided is aligned to the California Content Standards. The school supports cultural awareness on a daily basis through its diverse literature selections and other school activities. Arlington Heights's programs reflect the interests and needs of its students and the surrounding community.

Second Step Violence Prevention

Our primary classes (K-2) use this curriculum on a weekly basis to help students develop empathy toward their peers. Empathy is the key social foundation which is the basis for problem solving and conflict resolution. This curriculum provides students the opportunity to learn and practice social skills through role playing different social scenarios and applying empathy or problem solving steps to resolve the conflict. Grades 3-5 have weekly class meetings with a specific skill focus on prosocial behaviors. Class meetings provide the context for students to learn the prosocial skills that will foster collaboration through discussion and role playing to increase self-esteem and positive problem solving strategies.

Universal Access

During our two hour Language Arts block 30-40 minutes, 4 days/week students are working independently on previously taught skills, reading AR/leveled books, extension activities or projects. Some students are working in small groups with the teacher to reinforce or reteach literacy skills. Teachers use formative assessment and progress monitoring to determine how to personalize instruction during Universal Access.

Writing Workshop

Writing Workshop is being implemented this year in all grades aligned with the Common Core State Standards. Teachers explicitly teach students how to become writers by applying the writing process and using authentic examples from children's literature written by "real" authors and nonfiction books. Students are provided a writer's notebook to collect their memories and topics of interest to them. Writing Workshop is a structured time of day where students learn that through their writing - thoughts and feelings matter.

Awards Assemblies

Each trimester our school has grade level assemblies. Awards are given for citizenship, academic achievement and attendance.

Community Building Assembly - Mustang Rally

Twice a month we will hold an all school assembly to focus on positive awards for citizenship, character education, classroom recognition and school spirit. During the assembly, students who have earned Arli-Caught You slips will be placed in a drawing to spin a prize wheel. As needed, we will also teach school-wide expectations for recess rules and procedures.

Bridges Afterschool Program for Grades 1-5

Bridges is a free after school program provided by San Juan Unified School District and Sunrise Parks and Recreation District. Bridges provides homework support, school enrichment activities and recreation/games.

Band/Choir/Violin

Students in third through fifth grade have an opportunity to participate in our before school Performing Arts programs.

Comprehensive Needs Assessment Components

Introduction

In January and May 2012, a group of 12 planning team members, representing Arlington Heights teachers, classified staff, parents, and community members met for a total of three days to outline the direction and focus for our school for the next three years. This process, known as strategic planning, helped us identify a mission statement that reflects our shared values; develop concrete, measurable objectives impacting student achievement and success; and create tactics and action plans that are essential to accomplishing our mission. In creating this focus, the planning team looked at multiple data points such as enrollment trends, demographic data, CST data, and other academic measures. What the team found was that along with Arlington Heights' declining API, there was a gap in achievement in Language Arts and math between students of low socio-economic status, English language learners and their peers who do not have those designations. In order to respond to both issues, tactic teams conducted extensive research to identify and develop key actions to be implemented over a three year period addressing academics, student connectedness, and family and community engagement.

Data Analysis

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

During the initial two day planning meeting, the team looked at multiple data points and performance measures to assess progress and identify areas of needs. The data points they looked at came from a variety of sources such as Academic Performance Index (API) and Annual Yearly Progress (AYP), California Standards Test (CST), California English Language Development Test (CELDT), student behavior, parent/student surveys and demographics. The data reviewed provoked several key discussions regarding achievement for all students. Specifically the team analyzed and discussed the multiyear trend of students from a low socio-economic background and English language learners scoring significantly lower in proficiency than their peers without those factors. The team saw an opportunity emerge from the need revealed in the data and felt that if Arlington Heights could focus on student connectedness and academic engagement then we could ensure that all students will be successful, life-long learners prepared for the 21st century. As a result, two key tactics emerged focusing on innovative instructional practice and diverse learning opportunities within our school and community.

Our planning teams conducted research during the action planning phase in the areas of incorporating technology as an instructional tool, diversity of learning styles and project based learning. All three of these innovative practices lead to students making connections to real life, develop higher order thinking skills, increase self esteem and motivation for learning.

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)

The planning team also reviewed and discussed trends in enrollment, available financial and volunteer resources, parent/staff/student surveys, enrollment trends, demographics, and attendance and found that student enrollment was declining along with volunteerism, financial resources, and family engagement. The planning team felt that motivating our families and community to be involved in our school was critical to increasing achievement for all students and eliminating the achievement gap. As a result of this conversation, a key tactic was developed to address family and community engagement.

We conducted research and investigated the feasibility of developing and implementing a Parent Resource Room, establishing activities on campus during the day and evening in partnership with our Parent Teacher Club and local businesses/agencies.

Description of Barriers and Related School Goals

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

A discussion of critical issues arose among the planning team while reviewing the data. The critical issues discussed involved the persistent achievement gap between students with low socio-economic status, English language learners and students without that designation as well as the lack of improvement in API scores. This issue coupled with concerns around enrollment, volunteerism and dwindling resources prompted the team to identify three key tactics within the strategic plan that addressed the implementation of innovative instructional practices and the engagement of families, students, staff, and the community in the learning process.

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	264	215	194	190	150	133	19	13	14	6	7	5
Growth API	778	804	788	784	802	804	717	815	821			
Base API	764	778	803	775	784	801	745	717	815	828		
Target	5	5	A	5	5	A						
Growth	14	26	-15	9	18	3						
Met Target	Yes	Yes	No	Yes	Yes	Yes						

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	34	31	26	36	31	27	146	115	111	41	27	20
Growth API	718	764	728	711	782	696	742	789	742	578	712	699
Base API	695	723	764	671	716	783	729	742	788	522	570	710
Target							5	5	5			
Growth							13	47	-46			
Met Target							Yes	Yes	No			

Conclusions based on this data:

1. Students designated as English Learners experienced a significant drop in performance as measured by the Growth API. Our goal #1 and goal #3 will directly address instruction and interventions which will support increased growth this year for our EL students.
2. Students designated as Socioeconomically Disadvantaged experienced a significant drop in performance as measured by the Growth API. The actions items outlined in goal #1 and goal #3 will provide additional training for teachers and support for students needing to make growth.

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		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	99	100	100	99	99	100	100	100	100	100	100
Number At or Above Proficient	127	108	94	100	76	66	4	7	9	--	--	
Percent At or Above Proficient	48.1	50.2	48.5	52.6	50.7	49.6	21.1	53.8	64.3	--	--	--
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	Yes	Yes	No	Yes	No	No	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	97	100	99	99	100	100	94	96
Number At or Above Proficient	9	11	9	10	15	7	58	57	45	9	11	8
Percent At or Above Proficient	26.5	35.5	34.6	27.8	48.4	25.9	39.7	49.6	40.5	22.0	40.7	40.0
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	--	--	--	--	--	--	Yes	Yes	No	--	--	--

Conclusions based on this data:

1. These data results show that we have much work to do in order to meet the No Child Left Behind federal targets as measured by Adequate Yearly Progress in English Language Arts. We are using this information to target our professional development. This year, we are focusing our staff development training to address the shifts in national learning standards defined in the Common Core State Standards. Teachers are receiving training in Writer's Workshop and Critical Literacy both of which focus on instructional strategies aligned to the Common Core which students will be measured against in the spring of 2015.

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		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	99	98	100	98	97	100	100	100	100	100	100
Number At or Above Proficient	165	144	117	122	98	86	6	8	6	--	--	
Percent At or Above Proficient	62.5	67.0	61.3	64.2	65.3	66.2	31.6	61.5	42.9	--	--	--
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	Yes	Yes	No	Yes	Yes	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	97	100	99	98	100	100	94	96
Number At or Above Proficient	19	21	14	21	23	14	85	74	57	14	15	9
Percent At or Above Proficient	55.9	67.7	53.8	58.3	74.2	51.9	58.2	64.3	51.4	34.1	55.6	45.0
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	--	--	--	--	--	--	Yes	Yes	No	--	--	--

Conclusions based on this data:

1. These data results show that we have much work to do in order to meet the No Child Left Behind federal targets as measured by Adequate Yearly Progress in Mathematics. We are using this information to target our professional development. This year, we are focusing our staff development training to address the shifts in national learning standards defined in the Common Core State Standards. Teachers are utilizing math notebooks in the classroom for student note taking about math concepts and student writing about math concepts.

School and Student Performance Data

CELDT (Initial Assessment) Results

Grade	2012-13 CELDT (Initial Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K					***** *	***	***** *	***			*****
2							***** *	***			*****
4					***** *	***					*****
Total					2	50	2	50			4

Conclusions based on this data:

1.

CELDT (Annual Assessment) Results

Grade	2012-13 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
1	1	13	2	25	1	13	2	25	2	25	8
2	1	14	1	14			3	43	2	29	7
3	3	30	2	20	1	10	4	40			10
4			1	25	3	75					4
5			3	60	2	40					5
Total	5	15	9	26	7	21	9	26	4	12	34

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2012-13 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K					***** *	***	***** *	***			*****
1	1	13	2	25	1	13	2	25	2	25	8
2	1	13	1	13			4	50	2	25	8
3	3	30	2	20	1	10	4	40			10
4			1	20	4	80					5
5			3	60	2	40					5
Total	5	13	9	24	9	24	11	29	4	11	38

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	43	38	34
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	43	38	34
Number Met	10	30	18
Percent Met	23.3%	78.9%	52.9%
NCLB Target	54.6	56.0	57.5
Met Target	No	Yes	No

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	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	45	12	37	10	30	6
Number Met	1	--	5	--	11	--
Percent Met	2.2%	--	13.5%	--	36.7%	--
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	No	*	No	*	Yes	*

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2010-11	2011-12	2012-13
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. Review of this AMAO1 data indicates that 80% of our English language learners are experiencing a years growth in reading, listening, speaking, writing and English conventions as measured by the California English Language Development Test. The additional support provided by the classroom teacher during Universal Access (small groups) and the interventions provided by our Bilingual Instructional Assistant contributed to these positive results.
2. The AMAO2 data indicates that we needed three additional students to be reclassified as Fluent English Proficient to meet Federal targets.

School and Student Performance Data

Local Assessment Data

Data Worksheet

Arlington Heights Elementary

KR	Indicator	2010-2011	2011-2012	2012-13	2016-17
1	Writing at grade level (gr 4,7,10)	68.2	87.1	47.1	90
	African Am				90
	Hispanic				90
	Low SES	65.7	87.8	43.3	90
	English Lnr				90
	Special Ed				90
Ovl	Growth API	778.0	804.0	786.0	800
	African Am	717.0	815.0		800
	Hispanic	738.0	764.0		800
	Low SES	742.0	789.0	745.0	800
	English Lnr	711.0	782.0		800
	Special Ed	578.0	712.0		800
2	Reading on grade level (gr 2-11)	46.9	49.1	48.5	90
	African Am	18.2	44.4	55.0	90
	Hispanic	25.6	35.5	32.1	90
	Low SES	39.3	47.0	40.7	90
	English Lnr	33.3	61.9	35.0	90
	Special Ed	29.7	41.7	31.8	90
2	Math at grade level (gr 2-7)	60.0	65.6	59.6	90
	African Am	27.3	47.4	40.0	90
	Hispanic	53.5	67.7	50.0	90
	Low SES	54.9	63.8	50.8	90
	English Lnr	33.3	61.9	35.0	90
	Special Ed	29.7	41.7	31.8	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.	23.3	78.9		70
3	Pct of students abs>10% (gr K-8)	14.4	10.5	9.4	3
	African Am	21.9	23.7	16.2	3
	Hispanic	14.5	14.5	13.8	3
	Low SES	19.0	13.6	12.8	3
	English Lnr	13.0	7.0	9.4	3
	Special Ed	14.6	17.5	9.8	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 A/G/CTE				70
	African Am				70
	Hispanic				70
	Low SES				70
	English Lnr				70
	Special Ed				70
5	Pct of students suspended	4.0	6.3	4.9	<2
	African Am	8.6	4.9	5.4	<2
	Hispanic	5.2	5.5	3.4	<2
	Low SES	6.2	7.1	6.2	<2
	English Lnr		2.6	3.1	<2
	Special Ed	7.5	10.3	9.8	<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 EIA 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.



Effective Instructional Strategies/21st Century Skills	PARENT		STUDENT (gr5-11)		STAFF		
	<i>Pct Strongly Agree/Agree</i>	N	Pct	N	Pct	N	Pct
Improved ability to read and understand complex text		16	81.3%			10	80.0%
Improved written communication skills		16	62.5%			9	77.8%
Improved spoken/oral communication skills		16	50.0%			10	80.0%
Improved ability to solve complex problems		16	75.0%			10	50.0%
Improved ability to use technology to find information/solve problems		16	56.3%			10	50.0%
Improved ability at working with other students on problems/projects		16	43.8%			10	70.0%
Improved leadership skills		16	37.5%			10	70.0%
Encouraged to share knowledge/ideas in a creative way		16	56.3%			9	100.0%
Curiosity/imagination is fostered		16	56.3%			9	88.9%
School promotes academic success of all students.		16	37.5%			10	90.0%
Personalized Learning							
	<i>Pct Strongly Agree/Agree</i>	N	Pct	N	Pct	N	Pct
Academic goals have been collaboratively set and monitored.		16	50.0%			9	88.9%
Students have a learning plan/4-year plan.		15	13.3%			9	11.1%
Students are challenged at school through high standards of academic performance.		16	87.5%			9	88.9%
Character Education							
	<i>Pct Most/All of the Time (character)</i>	N	Pct	N	Pct	N	Pct
Students model RESPECT at this school.		16	81.3%			10	60.0%
Students model RESPONSIBILITY at this school.		16	68.8%			10	60.0%
Students model HONESTY at this school.		16	81.3%			10	60.0%
Students model CARING at this school.		16	93.8%			10	70.0%
Students model COOPERATION at this school.		16	87.5%			10	40.0%
Students model COURAGE at this school.		14	64.3%			10	40.0%
The school fosters an appreciation of student diversity and respect for each other.						10	90.0%
Parent/Family Involvement							
	<i>Pct Strongly Agree/Agree</i>	N	Pct	N	Pct	N	Pct
Parents are well-informed about their child's progress in school.		16	68.8%				
Teachers provide information about a child's performance to parents who speak a language other than English.		2	#####			10	70.0%
Teachers promptly contact parents when he/she is concerned about their child's progress.		16	75.0%			9	100.0%
Teachers are responsive to parents when they call or want to meet.		16	87.5%			10	100.0%
Teachers send home work or ideas that help parents support their students at home.		16	56.3%			9	88.9%
Adults/staff in the office are helpful when parents/students come in or call.		16	56.3%				
Translated materials (or a translator) for my language are available when parents come to school.		2	#####				
This school clearly outlines the parent, student and school responsibilities in educating my child (e.g., School Compact).		16	75.0%				
The school keeps parents well-informed about school activities.		16	68.8%				
I speak a language other than English and I receive general information from my student's school in my language.		2	#####				
This school offers parents opportunities to be involved in school and classroom activities.		16	87.5%			9	100.0%
Parents are invited to meetings where the school's academic performance is discussed.		16	62.5%				
This school actively seeks the input of parents before making important decisions.		16	43.8%				

Conclusions based on this data:

- 1.

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: Academic Achievement: Language Arts & Mathematics
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.
Tactic #1:
We will integrate effective instructional strategies by implementing technology, using innovative instructional techniques, and encouraging creative thinking to increase student achievement.
Data Used to Form this Tactic:
Emerging Literacy Survey (K-1), Oral Language Fluency (K-1), Fountas and Pinnell Text Level assessment, STAR Reading (2-5), CST Results for 2012-2013 (2-5)
Findings from the Analysis of this Data:
Students in the categories of English Learners and Socioeconomically Disadvantaged are below standards in foundational reading skills and comprehension.
Related Objective and how it will be Measured:
By 2015, we will reduce the number of students who are not performing at the proficient and advanced levels in English Language Arts and Math by at least 50%. This objective will be measured by: Analyzing Common Formative assessments Analyzing Progress Monitoring Data CST results for 2012-2013 Analyzing MAP testing results

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1.1 Universal Access</p> <p>Implement Tier 1 interventions in core curriculum for Language Arts utilizing the universal access model for small group instruction.</p>	8/27/2012 - 6/5/2014	All teachers - implement 30-40 minutes 4 days per week	Assessment day in 1st trimester for one-on-one testing		Other	1000.00
<p>1.2 Accelerated Reading Incentive</p> <ul style="list-style-type: none"> Develop a schoolwide incentive program for Accelerated Reading to motivate students to increase independent reading. Renew license for Renaissance Learning (\$2400.00) Develop an incentive program for K-1 students to meet grade level fluency and accuracy goals (text level reading passage and high frequency word list) 	8/27/2012 - 6/5/2014	Teachers in grades 2-5 - establish individual reading goals for each student. Monitor progress.	Renew license for Renaissance Learning		Other	2400.00
<p>1.3 Writing Through the Common Core</p> <p>Continue implementation of Writer's Workshop with community building, room environment and writer's notebook. Plan writing units by incorporating Common Core State Standards.</p>	8/27/2012 - 6/5/2014	All teachers K-5 - maintain a Writer's Workshop 30 -40 minute block 4 times per week	Materials needed: chart paper and writing notebooks		Other	750.00

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1.4 Assessment Literacy</p> <p>Examine key elements of formative assessment as it applies to Interactive Read-alouds and Shared Reading. Training for Critical Literacy will assist us in developing our understanding and application in the classroom.</p>	1/15/2013 - 6/5/2014	Leadership Team Members	Purchase additional mentor books as needed.		Other	300.00
<p>1.5 Targeted Teaching Point using Comprehensive Literacy</p> <p>Training and coaching to define targeted teaching points incorporated during interactive read alouds and shared reading across curriculum areas. This action begins the transition to move away from HM practice book pages by using the Gradual Release of Instruction model and aligning to the Common Core State Standards.</p>	08/27/2013-6/5/2013	Leadership Team Members	Grade level planning and collaboration - 1/2 day 2nd trimester.		Other	500.00

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: Collaborative Culture/Safe School Climate: Collaborative Cultures
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.
Tactic #2:
We will identify and create diverse learning opportunities to increase student self worth and support individuals in becoming caring and contributing members of their community.
Data Used to Form this Tactic:
SWIS Behavior Report data Suspension rates Attendance rates Parent participation data California Healthy Kids Survey Student survey data
Findings from the Analysis of this Data:
More than 90% of our students attend school regularly and follow school rules and behavior expectations for successful learning.
Related Objective and how it will be Measured:
Regular monitoring of SWIS data by the Positive Behavior Support committee members, attendance data, and staff and community responses to actions.

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2.1 Parent Involvement</p> <p>Develop a parent involvement policy to increase parent involvement in school activities and improve communication between school and community. Policy will be developed in collaboration with the Parent Teacher Club (PTC), School Site Council (SSC) and English Learner Advisory Committee (ELAC) and approved by their members. Utilize the Strategic Planning Tactic 1 and corresponding Action Plans 1 and 2 to develop the parent involvement policy.</p>	8/27/2012 - 6/5/2014	PTC, SSC, ELAC - developing/approving parent involvement plan				
<p>2.2 Attendance Improvement Program</p> <p>Develop attendance improvement strategies, improve parent communication, student incentives and assemblies to increase school attendance.</p>	10/15/2012 - 6/5/2014	Teachers, Parents				
<p>2.3 Homeless Support</p> <p>Provide information on community services to families of homeless students through San Juan Cental and the Attendance Improvement Program site liasion.</p>						

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2.4 Community Building Assembly</p> <p>Utilize Strategic Planning Tactic 2 and the cooresponding action plan 1 to develop a plan and implement a school wide assembly. Twice a month we will hold an all school assembly to focus on positive awards for citizenship, character education, classroom recognition and school spirit. During the assembly, students who have earned Arli Caught You slips will be placed in a drawing to win a prize. As needed, we will also teach school-wide expectations for recess rules and procedures.</p>	8/27/2012 - 6/5/2014	Principal, Teachers	Rewards and prizes for classes and individual students.		Other	300.00

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: Personalized Instruction: Language Arts & Mathematics
District Strategy:
Strategy 4: We will design and implement a system that creates challenging personal educational plans at each appropriate level in collaboration with students families and staff.
Tactic #3:
All students will understand the learning expectations for language arts and math at their grade level. Students not meeting grade level standards will receive small group interventions targeted at their specific learning goals.
Data Used to Form this Tactic:
DIBELS STAR reading SRI - Scholastic Reading Inventory Fountas and Pinnell leveled Reading Assessment MAP testing results
Findings from the Analysis of this Data:
Students not meeting grade level standards need to make improvement in their foundational reading skills (phonics/decoding, oral language fluency) and comprehension. Regular progress monitoring allows teachers to determine if interventions used are being effective.
Related Objective and how it will be Measured:
Analyzing common formative assessments Analyzing observational data Analyzing progress monitoring data

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>3.1 English Language Learners</p> <p>Provide Instructional Assistant to provide instructional support for EL students in their vocabulary development for Language Arts, Social Studies, and Science.</p>	8/16/2012 - 6/5/2014	Principal	Bilingual Instructional Assistant		Local Control Funding Formula (LCFF)	31,000.00
<p>3.2 Grade Level Workshops</p> <p>Provide a half day collaboration time for grade level teams during the first and second trimester to evaluate data, plan differentiated instruction and intervention groups. Provide an assessment day in the 1st for administering K-2 reading assessments.</p>	10/1/2012 - 6/5/2014	Leadership Team, Principal	Substitutes		Other	1500
<p>3.3 Student Intervention Review</p> <p>Define and implement an assessment for Universal Screening at each grade level.</p> <p>Define and implement the process for providing academic assistance/intervention for students performing below proficient.</p> <p>Grade level teachers define the intervention plan and complete the first level of the Student Intervention Review process.</p>	8/16/2012 - 6/5/2014	Grade Level Team, Principal				

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
After 6-8 weeks of intervention with progress monitoring, the grade level team and principal reviews the SIR to consult on how to adjust the plan to meet individual student's academic and behavior needs.						
3.4 Tier 1 interventions Utilize Daily 5 or UA structures to provide Tier 1 interventions in the general education classroom for at risk students identified through standards assessments, RTI goals and progress monitoring. Develop and implement a menu of strategies for Tier 1 support at each grade level. Purchase materials necessary to support the Tier 1 interventions.	8/16/2012 - 6/5/2014	Teachers, Principal			Other	500

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 (LCFF)	23,967	-7,033.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Local Control Funding Formula (LCFF)	31,000.00
Other	7,250.00

Total Expenditures by Object Type and Funding Source

Funding Source	Object Type	Total Expenditures
Local Control Funding Formula (LCFF)		31,000.00
Other		7,250.00

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
Robert Carey	[]	[]	[]	[X]	[]
Ericka Mitchell	[]	[]	[]	[X]	[]
Susan Emerick	[]	[]	[]	[X]	[]
Jennifer Einweck	[]	[]	[X]	[]	[]
Lynne Sharpe	[]	[X]	[]	[]	[]
Tanya Reaves	[X]	[]	[]	[]	[]
Connie Beentjes	[]	[X]	[]	[]	[]
Shannon Dawley	[]	[]	[]	[X]	[]
Shemika Jones	[]	[]	[]	[X]	[]
Kristine Osterberg	[]	[]	[]	[X]	[]
Suzanne Febowitz	[]	[X]	[]	[]	[]
Numbers of members of each category:	1	3	1	6	

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 .

Attested:

<u>Tanya Reaves</u> Typed Name of School Principal	_____ Signature of School Principal	_____ Date
_____ Typed Name of SSC Chairperson	_____ Signature of SSC Chairperson	_____ Date

Arlington Heights Elementary School's Parent Involvement Policy

- The Arlington Parent Teacher Club is extremely active in supporting the school financially as well as with school wide activities such as, staff appreciation luncheon, field trips, assemblies, Winterfest, Jog-a-thon, Author Day, Red Ribbon Week, and Family Fun Night.
- Classroom Volunteers- We have tremendous support from our parents as classroom and school volunteers.
- Site Council – Cooperative teacher/parent body that facilitates updates to school goals, programs and the Safe School Plan.
- Parents of English language learners are encouraged to attend our English Language Advisory Committee (ELAC).
- A parent represents the school by attending the Superintendent's Parent Advisory Committee (SPAC).

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Arlington Heights Elementary school office at 971-5234.

Parent Involvement Policy to be developed this year to increase parent involvement in school activities and improve communication between school and community. Policy will be developed in collaboration with the Parent Teacher Club (PTC), School Site Council (SSC) and English Learner Advisory Committee (ELAC) and approved by their members. We will utilize the Strategic Planning Tactic 1 and corresponding Action Plans 1 and 2 to develop the parent involvement policy.