

The Single Plan for Student Achievement

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

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

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

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The District Governing Board approved this revision of the SPSA on 11/19/13.

Table of Contents

School Mission	3
School Profile	3
Comprehensive Needs Assessment Components	4
Introduction	4
Data Analysis.....	4
Parental Involvement.....	5
Description of Barriers and Related School Goals	5
School and Student Performance Data.....	7
Academic Performance Index by Student Group	7
English-Language Arts Adequate Yearly Progress (AYP).....	8
Mathematics Adequate Yearly Progress (AYP)	9
CELDT (Initial Assessment) Results	10
CELDT (Annual Assessment) Results	10
CELDT (All Assessment) Results	11
Title III Accountability (School Data).....	12
Local Assessment Data.....	13
Planned Improvements in Student Performance	15
Planned Improvements: Goal/Tactic #1	15
Planned Improvements: Goal/Tactic #2	21
Planned Improvements: Goal/Tactic #3	25
Summary of Expenditures in this Plan	30
Total Allocations and Expenditures by Funding Source.....	30
Total Expenditures by Object Type and Funding Source	31
School Site Council Membership	32
Recommendations and Assurances	33
Coyle Avenue Elementary School’s Parent Involvement Policy.....	34
Coyle Avenue Elementary School’s Parent Compact.....	35
Annual Program Evaluation for 2013-14 Goals & Actions	36

School Mission

Coyle Avenue Elementary School's Mission Statement

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

"Take the leap!"

This mission was created by a team of Coyle Community members during a 2-day strategic planning session. The mission was taken back to staff and parent groups for approval.

School Profile

Coyle Avenue Elementary is an elementary schools in the San Juan Unified School District located in Carmichael, California. The 401 students attending Coyle are 55.6 % white, 23.2 % Hispanic/Latino, 1.7 % Asian/Asian American, and 12.7 % other ethnicities. 15.2 % of our students are English Language Learners, with Spanish as a primary language, and 78.6 % of students are socioeconomically disadvantaged. We currently have 58 students identified as English Language Learners. The curriculum provided is aligned to the California Content Standards but we are transitioning this year to the Common Core State Standards. The school supports cultural awareness on a daily basis through its diverse literature selections and other school activities.

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

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

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

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

Programs at Coyle:

- Rich academic instruction in Literacy, Writing, Math, Science, Social Studies, Music, Physical Education
- Multiple measure assessments: use of school based, district, and state assessments to monitor student learning
- Parent Teacher Association (P.T.A.)
- Community partnership with Mercy San Juan Medical Center, Citrus Heights Kiwanis Club, Washington Mutual Savings & Loan, SD Deacon, and PBS&J
- Band Program: meets after school on Mondays, Wednesdays, and Fridays
- K-Kids Club: school and community service club sponsored by Citrus Heights Kiwanis Club.
- B.U.G. Program: Bringing Up Grades Program sponsored by Citrus Heights Kiwanis Club. .
- Writers Workshop Program in all grades
- Accelerated Reader: computerized reading comprehension program on all computers.
- Full-time Resource Specialist and Instructional Aide: serve identified special education students and site-based students at risk of not meeting standards.
- Speech and Language Specialist: by referral.
- Adaptive Physical Education: by referral.

- Computer Instructional Assistant: 4 hours a day
- MacBook Pro Computer Lab: 34 computers with use of wireless internet
- Minimum of five student computers/Ipads and at least 1 staff computer in every classroom.
- Promethean Boards in every classroom.
- Jump Rope for Heart school wide fund raiser for the American Heart Association on February 14th.
- Reading Celebration held in May.
- Discovery Club: a before and after school child care/enrichment program serving children in kindergarten through sixth grade.
- Bridges After School Program: a free after school program that operates 3¼ hours a day, five days a week, funded through a 21st Century Community Learning Center Grant.
- Special Day Classes for Emotionally Disturbed students: when appropriate, students are mainstreamed into the regular classroom and receive additional assistance from specially trained staff.
- Preschool – Kindergarten Autism Program: Special Day Classes for students identified with autism. When appropriate, students are mainstreamed into the Early Childhood Education classroom, kindergarten, and 1st grade where they receive additional assistance from specially trained staff.
- Head Start/State Preschool Programs: These Early Childhood Education Programs provide educational and developmental opportunities for children from eligible low-income and special needs families.
- English Learner Instructional Assistant works in the classroom with English Learners

Parent and Community Involvement:

- * Coyle Cafe' offered 5 times a year. Parents and families are invited to eat lunch with their child and enjoy the recess activities.
- * Skate Night offered 4 times a year at Sunrise Rollerland.
- * PTA events are scheduled throughout the year to build the community.

Comprehensive Needs Assessment Components

Introduction

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

Data Analysis

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

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

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

Parental Involvement

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

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

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

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

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

- * PTA whose annual events of fundraising, Spaghetti dinner, Spring Carnival and ice cream sales help build community
- *Schoolwide folder and Planners for grades 4-5
- *Back to School "Meet the Teacher" event
- *Webpage and newly created Facebook
- * Coyle Cafe
- *Skate Nights
- *Newsletter and Connect Ed messages.

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

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

Description of Barriers and Related School Goals

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

Coyle Data analysis of CST in ELA showed an increase from 2011 to 2012 school wide. Our growth in our Hispanics did not match the growth of our other subgroups.

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

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

The evidence of the decrease of scores demonstrate the need for our teaching practices to change. Professional development to all staff on how students learn as well as how to differentiate across all levels using the workshop model of instruction will help all students learn. Using a Title Coach that can work with teachers to reflect and build their instruction using student performance as the evidence. PD on formative assessments that allow instruction to adjust to the student quickly will be a large focus for the year. What we keep doing, what we change and what we get rid of will be due to student evidence of effectiveness.

Our school population of SES had increased signifcantly from 58.51% in 2008 to 79.05% in 2012 but many of our practices of communicating with parents have not changed. Our practice of having parent help at home needed to be looked at along with how we communicate with parents with a single weekly newsletter. Having multiple ways parents can find out about school activities and how to help their child will be one way to support an increase of parent participation.

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

We also noted the need of having strategic instruction on student self management after looking at our suspension and referral data. There was a significant increase in the number of young students not knowing how to manage themselves while in a group of 30 other students. During our planning meetings, it was determined that common school behavior expectations needed to be implemented and that teachers need to be trained in positive behaviora interventions and systems. A School Representative position would enable supports for students who need Strategic or Intensive behavioral interventions. The School Rep will serve as a staff person working with the PBIS team to support an increase of capacity of teaching Tier 1 routines and procedures in and out of the classroom.

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	260	221	234	175	130	135	25	22	26	4	3	3
Growth API	805	819	776	820	831	786	747	817	721			
Base API	821	805	819	825	820	831	756	747	816			
Target	A	A	A	A	A	A						
Growth	-16	14	-43	-5	11	-45						
Met Target	Yes	Yes	No	Yes	Yes	No						

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	44	54	57	38	40	33	190	179	186	39	33	43
Growth API	781	785	765	784	782	752	788	803	763	621	678	623
Base API	844	781	785	829	784	780	794	788	803	648	621	682
Target			5				5	5	A			
Growth			-20				-6	15	-40			
Met Target			No				No	Yes	No			

Conclusions based on this data:

1. Our Hispanic students continued to not show growth. This subgroup had a -21 point decrease. When looking at CELDT levels, there were a number of students who did not increase their CELDT levels from 2011 to 2012.
2. Our Socioeconomically Disadvantaged students demonstrated a drop of over 40 points. The number of SES students increased by only 14 students. Our instructional strategies are not meeting their needs.
3. Although not a significant subgroup, our African American students and our students with disabilities showed drops of 98 points and 53 points.

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	98	100	99	98	100	99	100	97	100	100	100	100
Number At or Above Proficient	143	135	113	106	81	72	8	12	10	--	--	
Percent At or Above Proficient	55.4	61.1	48.3	60.9	62.3	53.3	32.0	54.5	38.5	--	--	--
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	No	Yes	No	No	Yes	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	98	100	99	100	100	100	99	99	99	91	98	98
Number At or Above Proficient	20	33	22	16	20	10	96	108	82	12	10	12
Percent At or Above Proficient	46.5	61.1	38.6	42.1	50.0	30.3	51.1	60.3	44.1	32.4	30.3	27.9
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	No	--	--	--	No	Yes	No	--	--	--

Conclusions based on this data:

1. Our Hispanic students are not meeting AYP targets with a gap to goal of 51 points.
2. Our SES students are not meeting AYP targets with a gap to goal of 45 points.
3. Our White students are not meeting AYP targets with a gap to goal of 46 points.

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	99	100	99	98	100	99	100	97	100	100	100	100
Number At or Above Proficient	167	147	139	118	97	84	12	11	10	--	--	
Percent At or Above Proficient	64.5	66.5	59.4	67.8	74.6	62.2	48.0	50.0	38.5	--	--	--
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	No	Yes	No	Yes	Yes	No	--	--	--	--	--	--

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	99	100	100	100	100	99	99	95	98	98
Number At or Above Proficient	26	28	33	24	22	17	115	114	103	15	19	21
Percent At or Above Proficient	59.1	51.9	57.9	63.2	55.0	51.5	60.8	63.7	55.4	38.5	57.6	48.8
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	--	No	No	--	--	--	Yes	Yes	No	--	--	--

Conclusions based on this data:

1. For the second year in a row, our Hispanic students are not meeting goals by 32 points. There was a slight increase from 2012 to 2013.
2. Our African American students showed the biggest decrease of 12 points.
3. All students overall showed a decrease of over 7 points.

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	33	4	67	6
2									*****	***	*****
									**		
Total							2	29	5	71	7

Conclusions based on this data:

1. There are 22 students who are Intermediate ELL students with 10 of those students in grades 3-5. Teachers need strategies to increase these students' ELD skills.

CELDT (Annual Assessment) Results

Grade	2012-13 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K					*****	***	*****	***			*****
					*		*				
1	2	17			5	42	5	42			12
2			1	10	6	60	3	30			10
3			3	27	5	45	3	27			11
4			2	33	3	50	1	17			6
5			5	71	2	29					7
Total	2	4	11	23	22	46	13	27			48

Conclusions based on this data:

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

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2012-13 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K					1	13	3	38	4	50	8
1	2	17			5	42	5	42			12
2			1	9	6	55	3	27	1	9	11
3			3	27	5	45	3	27			11
4			2	33	3	50	1	17			6
5			5	71	2	29					7
Total	2	4	11	20	22	40	15	27	5	9	55

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	0	45	48
Percent with Prior Year Data	--	100.0%	100.0%
Number in Cohort	0	45	48
Number Met	--	35	27
Percent Met	--	77.8%	56.3%
NCLB Target	54.6	56.0	57.5
Met Target	*	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	16	0	51	4	50	4
Number Met	--	--	16	--	10	--
Percent Met	--	--	31.4%	--	20.0%	--
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	*	*	Yes	*	No	*

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.

School and Student Performance Data

Local Assessment Data

Data Worksheet

Coyle Avenue Elementary

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

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

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

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



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

Conclusions based on this data:

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

Planned Improvements in Student Performance

Planned Improvements: Goal/Tactic #1

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

Focus: Effective instructional strategies, 21st century skills, technology integration
District Strategy:
Strategy 1: We will ensure all staff are implementing effective instructional strategies integrating technology and utilizing assessment data to actively engage each student to increase achievement on state standards 21st century skills and personal educational plans.
Tactic #1:
We will establish and implement innovative high-quality, personalized instruction that shows academic progress and personal growth. We will include embedded assessments in our instructional strategies that allow students to have individualized instruction.
Data Used to Form this Tactic:
CST ELA data shows 48.3 % of all students proficient or above. This is significantly a drop from the previous year. CST Math data shows 59.4% of all students proficient or above. This is also a significant drop from the previous year.
Findings from the Analysis of this Data:
There was a drop across all areas of the CST areas at Coyle. This information compliments the teachers' text levels at the end of the year and their end of the year report cards.
Related Objective and how it will be Measured:
All students will successfully demonstrate the analysis, creativet hining, problem sovling, collaboraion, and appropriate application of technology across all subject areas. Data anaysis will include STAR data, CELDT, Text levels, and growth over time using MAP RIT scores for reading and math. Schoolwide students CST scores will increase by 30 points Students in the ELL subgroup will increase by 40 points. Students in low SES subgroup will increase by 40 points. 100% of student will move up at least 1 level in CELDT. 100% of students will grow at least 1 year in reading text level, measured Fall, winter and spring. 100% of students who are "Below" will grow more than 1 year in MAP testing and in reading text level to acceleate their learning..

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.1 Implement systematic and effective instructional practices that engage all students and increase academic achievement.	May 2014	Principal Teachers	Develop common agreements around effective instructional practices during a 6 hour day before the start of school	1000-1999: Certificated Personnel Salaries	Local Control Funding Formula (LCFF)	3704.50
			Provide professional development around the agreed upon practices	None Specified		
			Provide professional development around CCSS using collaboration days.	None Specified		
			Provide on-going collaboration time around professional development and by scheduling prep with grade level partners when possible.	None Specified		
			Evaluate current resources to align curriculum to common core	None Specified		
			Acquire additional resources needed to align curriculum to CCSS.	4000-4999: Books And Supplies	Title I Part A: Site Allocation	23020
			Continue workshop model, in regards to language arts, in alignment with CCSS using TLC days.	1000-1999: Certificated Personnel Salaries	Other	2400

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Implement effective instructional practices in workshop model aligned with CCSS with intervention and coaching by Title Coach.	1000-1999: Certificated Personnel Salaries	Title I Part A: Centralized Services	61265
			Analyze student data to determine next steps in instructional implementation using MAP trainers and collaboration time.	1000-1999: Certificated Personnel Salaries	Other	
			Use coaching and feedback to support teachers in their efforts to be effective with instruction.	1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI Schools)	15,216
			Use coaching and feedback to support teachers in their effort to be effective with instruction.	1000-1999: Certificated Personnel Salaries	Title I Part A: Site Allocation	24,880
			Establish IAs to work with students in primary grades.	2000-2999: Classified Personnel Salaries	Local Control Funding Formula (LCFF)	41888
			Establish IAs to work with students in primary grades	2000-2999: Classified Personnel Salaries	Title I Part A: Site Allocation	10,944
			Spanish IA will work directly with students and teachers in and out of the classroom.	2000-2999: Classified Personnel Salaries	Local Control Funding Formula (LCFF)	32066
			Materials will be purchased to support our ELL's needs.	4000-4999: Books And Supplies	Local Control Funding Formula (LCFF)	4807.50

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.2 Utilize and integrate innovative and evidence-based technology to engage students in 21st century thinking and learning skills that show academic progress in personal growth.	May 2014	Principal Staff	Categorize 21st skills as technology based and non-technology based.	None Specified		
			Provide professional development around technological 21st century skills during CCSS modules.	None Specified		
			Evaluate site technological resources to effectively integrate technology into curriculum.	None Specified		
			Determine and purchase additional resources needed to effectively integrate technology into curriculum by hiring a 4 hour computer tech.	2000-2999: Classified Personnel Salaries	Title I Part A: Site Allocation	28000
			Provide professional development on how to integrate technological tools into curriculum.	None Specified		
			Decide as a staff how to measure success in integrating technology.	None Specified		
			Inform Coyle community regarding the integration of technology in the classroom to provide additional support to student learning.	None Specified		
				None Specified	Local Control Funding Formula (LCFF)	1400

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Examine student data to determine success, make adjustments to instruction and create new cycles of inquiry using TLC days or release days called Data Conversations	None Specified	Title I Part A: Site Allocation	1000
			Review, revise and update plan annually.	None Specified		
1.3 Implement personalized academic and personal goal setting for all students using formative and summative assessment data to increase student achievement	May 2014	Staff Principal	Design and utilize a site goal setting process.	None Specified		
			Establish a common set of common assessments and data to be used for goal setting using release time.	None Specified	Title I Part A: Site Allocation	1500
			Provide professional development focused on analysis of multiple measures and the development of targeted goals for students based on the data using MAP data 3-5 and text walls K-5.	None Specified		
			Implement goal setting as a school site, begin with one academic and one personal goal.	None Specified		
			Provide on-going collaboration time between student and teacher in regards to goal setting and evaluation as a way to guide instruction using the conferring model.			

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			<p>Communicate new goal setting and evaluating process to Coyle community.</p> <p>Evaluate student progress towards goals.</p> <p>Identify and provide appropriate intervention/enrichment based on data analysis and student progress towards goals. (Ensure that collaboration time is allocated throughout the year to analyze assessments that will guide ongoing instruction.)</p> <p>Review, revise and update plan annually.</p>			

Planned Improvements in Student Performance

Planned Improvements: Goal/Tactic #2

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

Focus: Parent Involvement
District Strategy:
Strategy 7: We will actively engage families as valued partners in the education process.
Tactic #2:
We will actively engage families and community as essential partners in the education process.
Data Used to Form this Tactic:
Spring 2011 and 2013 Parent Survey Parent involvement at School events: Back to School night, parent conferences, Coyle Cafe, etc. Attendance rates
Findings from the Analysis of this Data:
There is a differenc between how staff and parents perceive academic understanding and involvment.
Related Objective and how it will be Measured:
By 2016, at least 50% of underperfofmrng studetns will become proficient or advanced in math and language arts. By May 2014, attendance rate will be at 96% with a decrease of students' tardies by 75%

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.1 Develop community partnership to support student learning.	May2014	Principal Parents Staff	<p>Continue to partner with current community resources such as Kiwanis, Mercy, Dental services, Lions and Elks</p> <p>Identify and make connections with new community resources that support the diverse communities represented at Coyle.</p> <p>Infuse community partnership into identified school activities such as PTA, Coyle cafe.</p> <p>Provide orientation and ongoing training for community partners to support the identified needs at our school.</p> <p>Survey staff and community partners to reflect on the effectiveness of participation to determine next steps.</p> <p>Review, revise, update plan.</p>	<p>None Specified</p> <p>None Specified</p> <p>None Specified</p>		
2.3 Establish positive interactions between students, staff and parents.	May 2014	Principal Staff	<p>Continue Coyle Cafe and look at how to expand this opportunity with parents on campus with community agencies and district resources.</p>	None Specified		

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Morning Walk: To encourage interactions between parents, start a morning walk for all people on campus.	None Specified		
			Hire a parent liaison to develop webpage and face book from a parent aspect.	2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	2200
			Increase ways of communication to include website, connected, facebook.	None Specified		
			Encourage volunteering by the 50/50 program of volunteering just 50 minutes. Notice parents by publicly showcasing their names.	None Specified		
			Use weekly folders and planners for students and parents to stay informed.	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1000
			English Language Advisory Council meeting with be held 4 times a year to gain input. Spanish interpreter will be provided..	2000-2999: Classified Personnel Salaries	Local Control Funding Formula (LCFF)	
			Parent education materials will be purchased to build our family library.	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	852

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.4 Positive Attendance	May 2014	Principal Staff	Increase attendance clerk by 2 hours to allow person contact with parents and students around attendance.	2000-2999: Classified Personnel Salaries	Title I Part A: Site Allocation	7600
			Establish attendance protocols to communicate to families with poor attendance.	None Specified	Other	
			Establish and promote positive attendance incentives such as Beach ball party, BUG awards, Skate night tickets.	4000-4999: Books And Supplies	Title I Part A: Site Allocation	1000

Planned Improvements in Student Performance

Planned Improvements: Goal/Tactic #3

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

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

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.1 Implement a character education program that teaches, models, and exemplifies positive character traits (on a phase-in basis) that specifically meets the needs of Coyle's unique community.			<p>Establish a committee to research and choose a character trait program that addresses the specific needs of Coyle's diverse student, parent and staff population.</p> <ul style="list-style-type: none"> Committee facilitates implementation of the chosen character education program <p>Survey parents & staff to identify character traits that are important.</p> <ul style="list-style-type: none"> Identify and approve a set of character traits for preschool through grade 5 students, staff, and community that honors diversity. <p>Provide staff development/collaboration to implement the character ed program</p> <p>Communicate character ed program to the Coyle community.</p>	None Specified		
				None Specified		

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Purchase common books for staff to use as shared readings in relation to the character traits established.	4000-4999: Books And Supplies	Title I Part A: Site Allocation	1000
			Schedule time to teach and reinforce the character traits.	None Specified		
			Review the effectiveness of the program and determine next steps.			
			Review, revise, and update plan annually.			
			Provide additional time for our IAs to support our students beyond the school with academic and behavioral CICO.	2000-2999: Classified Personnel Salaries	Local Control Funding Formula (LCFF)	5305
3.2 Teach, model, and reinforce evidence-based PBIS practices that address the diverse needs of the Coyle Avenue community at each grade level.	May 2014	Principal Staff	1. Establish a team to monitor implementation of a consistent, PBIS program.			

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			<p>2. Support staff with professional development opportunities. Develop and provide ongoing training and support to staff and students for implementation of character education plan to ensure we consistently teach, model, and reinforce our plan.</p> <p>3. Communicate PBIS practices to the community through newsletters and other opportunities.</p> <p>4. Schedule time to teach and model PBIS in the classrooms.</p> <p>5. Design and implement a system that acknowledges positive behaviors on campus.</p> <p>6. Provide ongoing supports and reinforcement opportunities for students & staff.</p>			

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			<p>7. Monitor effectiveness through data collection & climate of the community and make adjustments as needed.</p> <p>8. Explore the use of engaging awards assemblies to acknowledge and reinforce positive character traits.</p> <p>9. Review, Revise, update plan annually</p>			
3.3 Provide self management supports for students to build successful interactions to build academic learning.	May 2014	Principal Staff	<p>Hire campus representative to work with community and support positive behaviors.</p> <p>Use a data system called SWISS to see areas of high need.</p> <p>Build a school wide system that rewards positive behavior</p>	<p>2000-2999: Classified Personnel Salaries</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>4000-4999: Books And Supplies</p>	<p>Title I Part A: Site Allocation</p> <p>Other</p> <p>Other</p>	<p>38000</p> <p>300</p> <p>700</p>

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)	89,171	0.00
Title I Part A: Parent Involvement	4,052	0.00
Title I Part A: Professional Development (PI Schools)	15,216	0.00
Title I Part A: Site Allocation	136,944	0.00
Title I Part A: Centralized Services	61265	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Local Control Funding Formula (LCFF)	89,171.00
Other	3,400.00
Title I Part A: Centralized Services	61,265.00
Title I Part A: Parent Involvement	4,052.00
Title I Part A: Professional Development (PI Schools)	15,216.00
Title I Part A: Site Allocation	136,944.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Funding Source	Object Type	Total Expenditures
Local Control Funding Formula (LCFF)	1000-1999: Certificated Personnel Salaries	3,704.50
Other	1000-1999: Certificated Personnel Salaries	2,400.00
Title I Part A: Centralized Services	1000-1999: Certificated Personnel Salaries	61,265.00
Title I Part A: Professional Development (PI Schools)	1000-1999: Certificated Personnel Salaries	15,216.00
Title I Part A: Site Allocation	1000-1999: Certificated Personnel Salaries	24,880.00
Local Control Funding Formula (LCFF)	2000-2999: Classified Personnel Salaries	79,259.00
Title I Part A: Parent Involvement	2000-2999: Classified Personnel Salaries	2,200.00
Title I Part A: Site Allocation	2000-2999: Classified Personnel Salaries	84,544.00
Local Control Funding Formula (LCFF)	4000-4999: Books And Supplies	4,807.50
Other	4000-4999: Books And Supplies	700.00
Title I Part A: Parent Involvement	4000-4999: Books And Supplies	1,852.00
Title I Part A: Site Allocation	4000-4999: Books And Supplies	25,020.00
Other	5800: Professional/Consulting Services And Operating	300.00
Local Control Funding Formula (LCFF)	None Specified	1,400.00
Title I Part A: Site Allocation	None Specified	2,500.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Donna Kenfield	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Todd Busby	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cherie Downie	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aris Wilson	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Joanne Duplan	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Heather Wickert	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Natalie Norsworthy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Penny Gardner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mandy Whelan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Maritza Alcares	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category:	1	3	1	5	

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

Recommendations and Assurances

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

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

 State Compensatory Education Advisory Committee
 English Learner Advisory Committee
4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on October 15, 2013.

Attested:

Donna Kenfield

Typed Name of School Principal

Signature of School Principal

Date

Todd Busby

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Coyle Avenue Elementary School's Parent Involvement Policy

Parent Involvement

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

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

Each spring our parents will receive an opportunity to give input through a survey that also can be accessed on line. This survey is translated into Spanish, Russian and Ukrainian. This survey is reviewed by staff and by school site council

At least once, each year, Coyle Avenue K- 5 Elementary parents will be invited to enter into focused inquiry and conversation with school staff regarding annual state assessment results, and curriculum embedded benchmark assessment results. This is usually done at a time when assessment results are newly released. For the 2013-2014 school year, we will be looking closely at the results of the trial MAP assessments and their results from September to December. The school will share their analysis of the results and elicit parent feedback regarding the school's analysis. The discussion will include how the results impact the school's PI status and the implication to the school and parents. Together staff and parents will discuss adjustments to the school academic program which are deemed necessary in response to the data analysis.

Our School Staff and then our School Site Council will analyze our school academic performance data each year. This data along with the results from our Academic Program Survey results will serve as the basis for our Single School Plan for Student Achievement. Due to the information that 2014 STAR will not be used, we will be looking at alternate ways to measure our progress.

Parents will receive an annual update of the school's program improvement status each year through a mailed correspondence. This letter will include information about parental rights to school choice beginning with year 1 of program improvement status and continuing on until the school has made the Annual Yearly Progress (AYP) benchmark proficiencies required by the No Child Left Behind (NCLB) legislation for two consecutive years.

Beginning with year 2 of program improvement status Title I parents will be advised that their child may be eligible for Supplemental Educational Service and this eligibility will continue on until the school has accomplished two consecutive years of making the AYP benchmark proficiencies stipulated by NCLB legislation.

Additionally, parents will be informed and encouraged to participate in the development of action plans which address the school's academic program needs.

Coyle Avenue will take the following actions to ensure that information related to the school and parent - programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

Our goal is to encourage and value to input of our parents at all times.

Coyle Avenue Elementary School's Parent Compact

Coyle Avenue Elementary Parent/Student/School Compact (Agreement)
for the 2013-2014 School Year

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

Coyle Avenue School:

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

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

Coyle Avenue Parents :

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

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

Students:

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

Student's signature: _____ Date: _____

Respect Responsibility Honesty Cooperation Caring Courage

Annual Program Evaluation for 2013-14 Goals & Actions

Planned Improvement Goal #1:

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

Related Objective and how it will be Measured:

All students will successfully demonstrate the analysis, creativet hining, problem sovling, collaboraion, and appropriate application of technology across all subject areas. Data anaysis will include STAR data, CELDT, Text levels, and growth over time using MAP RIT scores for reading and math.

Schoolwide students CST scores will increase by 30 points

Students in the ELL subgroup will increase by 40 points.

Students in low SES subgroup will increase by 40 points.

100% of student will move up at least 1 level in CELDT.

100% of students will grow at least 1 year in reading text level, measured Fall, winter and spring.

100% of students who are "Below" will grow more than 1 year in MAP testing and in reading text level to acceleate their learning..

Please report student achievement in respect to identified measure based on latest assessments noted above as noted in Goal 1 for the 2013-2014 Annual Program Evaluation Template. If no action taken during the reporting period mark "NA":

Data: Analysis/Findings:

Please report progress in actions implemented this year:

Actions to be Taken to Reach This Goal <i>(Do Not Edit)</i>	Progress in Actions		Additions/Modifications based on Findings
	Aug-Jan	Jan-June	
Implement systematic and effective instructional practices that engage all students and increase academic achievement.			
Utilize and integrate innovative and evidence-based technology to engage students in 21st century thinking and learning skills that show academic progress in personal growth.			
Implement personalized academic and personal goal setting for all students using formative and summative assessment data to increase student achievement			

Planned Improvement Goal #2:

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

Related Objective and how it will be Measured:

By 2016, at least 50% of underperforming students will become proficient or advanced in math and language arts.

By May 2014, attendance rate will be at 96% with a decrease of students' tardies by 75%

Please report student achievement in respect to identified measure based on latest assessments noted above as noted in Goal 1 for the 2013-2014 Annual Program Evaluation Template. If no action taken during the reporting period mark "NA":

Data: Analysis/Findings:

Please report progress in actions implemented this year:

Actions to be Taken to Reach This Goal <i>(Do Not Edit)</i>	Progress in Actions		Additions/Modifications based on Findings
	Aug-Jan	Jan-June	
Develop community partnership to support student learning.			
Establish positive interactions between students, staff and parents.			
Positive Attendance			

Planned Improvement Goal #3:

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

Related Objective and how it will be Measured:

Please report student achievement in respect to identified measure based on latest assessments noted above as noted in Goal 1 for the 2013-2014 Annual Program Evaluation Template. If no action taken during the reporting period mark "NA":

Data: Analysis/Findings:

Please report progress in actions implemented this year:

Actions to be Taken to Reach This Goal <i>(Do Not Edit)</i>	Progress in Actions		Additions/Modifications based on Findings
	Aug-Jan	Jan-June	
Implement a character education program that teaches, models, and exemplifies positive character traits (on a phase-in basis) that specifically meets the needs of Coyle's unique community.			
Teach, model, and reinforce evidence-based PBIS practices that address the diverse needs of the Coyle Avenue community at each grade level.			
Provide self management supports for students to build successful interactions to build academic learning.			