

Emma Wilson Elementary

School-wide plan

Date: March 3, 2016	
School: Emma Wilson Elementary	
District: Chico Unified School District	
Principal: Kimberly Rodgers	
Email: krodgers@cusd.org	
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City: Chico	Zip: 95926
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Coordinator Email: jbohanan@chicousd.org	
If revision was requested, Date of Previous Submission:	
TITLE I School: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

Please indicate your school's most recent NCLB/AYP status:

<input checked="" type="checkbox"/> Met AYP <input type="checkbox"/> I Warning <input type="checkbox"/> School Improvement II	<input type="checkbox"/> Making Progress in School Improvement <input type="checkbox"/> Corrective Action II (1 st year) <input type="checkbox"/> Making Progress in Corrective Action I
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School Demographics

Low Income Percentage	47.1%
Ethnic/Racial Breakdown	
White	58.6%
Black	4.1%
Hispanic	22.1%
Asian/Pacific Islander	8.7%
Native American	8%

School Grade Span:	K	to	6
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School Enrollment	611
IEP Students	14.4%
ELL Students	9%
Migratory Students	0%
Homeless Students	6%

Highly Qualified Teachers	100%
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If not all teachers are highly qualified, funds must be set aside and used to ensure that all teachers become highly qualified. See Teacher Quality and Professional Development Section.

If Not Making AYP Identify Group(s) Not Meeting Targets (Circle All That Apply)				
Graduation		Attendance		
Reading:				
All	IEP	ELL	ECD	Racial/Ethnic*:
Math:				
All	IEP	ELL	ECD	Racial/Ethnic*:

CAASPP Data	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Reading	25%	28%	27%	19%
Math	32%	28%	29%	11%
Science				

*Identify the Racial/Ethnic group(s) not meeting AYP targets using the following:

W= White B= Black H= Hispanic A= Asian NA= Native American

Schoolwide Planning Information

Planning: An effective Title I schoolwide plan must include the involvement and input of members of the school community in order for plans to be comprehensive and effective. A planning team must be assembled to develop and implement a Title I schoolwide program. NCLB requires a year-long planning period prior to the implementation of a Title I schoolwide plan, unless the LEA can demonstrate that less time was needed to properly develop and implement the plan. Below, provide information regarding the planning and development of the Title I schoolwide plan.

Note: Section 1114 (b)(2)(B) of the Title I law requires that the Plan be developed with the involvement of parents and other members of the community to be served, as well as teachers, principals and administrators.

Planning Team:

Name of Team Member	Position/Representation
Sara Pardini	Title I Support
Laurie Barnes	Primary Teacher
Margaret Tebo	Intermediate Teacher
Kimberly Rodgers	Administrator: School Principal
Kelly Morrison	Intermediate Teacher
Diane Clark	Primary Teacher
Jen Leighty	Resource Specialist Teacher
Katie Alves	Parent

Needs Assessment

The basis of a solid schoolwide plan must be the results of a comprehensive needs assessment. The needs assessment should consider the needs of all members of the school community: teachers, students, parents, principals, administrators. Use the guiding questions below to describe the comprehensive needs assessment administered for the school.

1. Briefly describe the current educational program and offerings in the school. (Include information on core curriculum, supplemental programs, assessments, interventions, professional development and parent involvement.) This description should not go into great detail, but should capture the salient information needed to provide a snapshot of the school's programs.

Core:

Treasure Language Arts Program

Everyday Math

Supplemental Programs:

Road to the Code

Phonemic Awareness in Young Children

SIPPS (Beginning, Extension, Challenge levels)

Anita Archer Phonics for Reading

Signs for Sounds

SRA Corrective Reading

Quick Reads

Read Naturally

i-Ready

Accelerated Reading

SRA Expressive Writing

SRA Connecting Math Concepts

Primary: BPST, High Frequency Words, Benchmark Assessment System, PSI, Curriculum Based Measurements, Common Core State Standards District Benchmarks

Professional Development:

Nurtured Heart, Positive Behavioral Interventions and Supports, Code Red Training, Conscious Discipline, Chromebook Training, Ongoing District Professional Development, State Standards Trainings, DOK Training

Parent Involvements:

Newsletters, School Wide Meetings including: English Language Advisory Council

District Language Advisory Council

Parent Teacher Student Association

School Site Council

Positive Behavioral Interventions and Supports

2. What types of assessments/tools were utilized during the needs assessment to gather data about the school?

Student Achievement Data

3-6 SBAC
District Assessments
Academic Program Survey (APS) 4th – 6th
Student LCAP Survey 4th-6th
Annual Healthy Climate Survey

Teacher Data

Academic Program Survey (APS)
Staff Discussions, PLC's
SMART Goals
PLC bi-monthly collaboration
Healthy Climate Survey

Parent Involvement Data

Academic Program Survey (APS)
Monthly PTSA and School Site Council Meetings
LCAP Meetings
Education for the Future Surveys
Healthy Climate Survey

Leadership Data

Representative Leadership Team review of Staff surveys/trimester assessments/PLC summaries
Trimester Schoolwide District Data Analysis for the school/district
Weekly Staff Meetings; Walk through/Observations

3. Provide a general summary of the steps taken to conduct the school's needs assessment. (Include areas of school/community included, date needs assessment began, numbers of meetings, types of analysis that occurred, etc.)

In 2014, staff leadership team discussed need for full Title 1 implementation. Staff then requested that the director of Categorical Programs come to a staff meeting to give an overview of Title 1 program benefits and responsibilities. Staff unanimously voted to begin Title 1 fact finding data analysis for targeted Title 1. This data analysis during the SBIT process and PLC meetings occurred and identified areas of student curricular, social-emotional and staff support needs.

In that year, a Part-Time Title 1 Coordinator was hired to gather data about struggling students and school needs for intervention. The Coordinator also made district wide visits to various Title 1 programs, made extensive contacts with district Title 1 teachers, and collected information about Title 1 program functions and curriculum use. She then shared that information at staff meetings and with school intervention providers and administration. We used that information to guide changes in program organization and services.

Meetings were conducted to analyze and identify students in need of intervention as well as to analyze the progress of students receiving intervention. Teachers/staff placed students in flexible groups for specific instruction, planned instruction and began seeing groups. Students' progress has been monitored and we continue to identify changing needs. The Academic Program Survey (APS) taken by all certificated personnel in February 2016 identified areas of strength and growth needs.

4. Based on the data gathered and the analysis done, discuss the areas of strength and the weakness that were identified.

Strengths	Areas of Growth
<ul style="list-style-type: none"> • The school/district provides locally adopted, standards aligned, basic core instructional program and materials in RLA/ELD/Math in every classroom with materials for every student. • The school provides adequate access to computers and technology for students to use on a daily basis • The school allocates adequate instructional time in RLA without interruption. • The school provides adequate additional time for strategic and intensive intervention support in RLA. • The school provides adequate instructional time within the school day for ELD. • The school provides adequate instructional time in Mathematics and is given priority and protected from interruption. • The school distributes and monitors the use of an annual district instructional/assessment pacing guide for each grade level for the locally adopted standards aligned RLA/ELD/Mathematics in order for all teachers to follow a common sequence of instruction and assessment. • The district provides adequate professional development for administrators and staff focused on leadership, support and monitoring locally California State Standards, technology, behavior management and instructional strategies. • The school staff is credentialed and highly qualified. • The school uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the locally adopted curriculum in content areas. • The school facilitates and supports monthly structured collaboration meetings in order for subject matter/course level teachers to analyze, discuss and utilize the results of the district assessments, student progress in all content areas. • The school's general and categorical funds are coordinated, prioritized and allocated to align with the full implementation of the EPC in RLA/ELD/Mathematics and the single plan for students. 	<ul style="list-style-type: none"> • The school needs to provide intensive intervention programs and materials in RLA/ELD/Mathematics K-6. • The school needs to provide adequate instructional time in Mathematics without interruption. • The school needs to provide additional time for strategic and intensive intervention support in Mathematics. • The school needs to provide before and/or after school tutoring. • The school/district needs to align and prepare assessments in Mathematics to meet the California State Standards and our adopted curriculum. • The school needs to provide more professional development in Mathematics. • The school needs to provide advanced training with trained coaches, content experts and specialists who are knowledgeable in core content and work inside the classrooms to support teachers and deepen their knowledge about content and delivery of instruction in RLA/ELD/Mathematics. • The school needs to provide adequate staff for intervention and instructional support. • The school needs to provide professional development to augment awareness of varied student needs in order to differentiate instruction. • The school needs to provide professional development to support teacher implementation of RTI strategies. • The school needs to provide ongoing professional development in utilizing technology in the classroom. • The school needs to articulate grade level pacing in core subjects for each grade level for the locally adopted standards aligned RLA/ELD/Mathematics in order for all teachers to follow a common sequence of instruction and assessment. • Provide additional parent communication regarding student intervention and enrichment.

ELA Assessments 3rd Trimester 2014-2015

Assessment	BPST		BAS		HFW		CBM		STAR	
	% Below	% At/Above	% Below	% At/Above	% Below	% At/Above	% Below	% At/Above	% Below	% At/Above
Grade										
Kindergarten	21.5	78.5	54.7	45.3	21.5	78.5				
1st	23	77	36.5	63.5	16.2	83.8				
2nd	16.5	83.5	46.2	53.8			32.6	67.4	43.5	56.5
3rd	27.4	72.6					57.5	42.5	64.3	35.7
4th							40.4	59.6	71.9	28.1
5th							33.3	66.6	51.2	48.7
6th							56.7	43.3	67.9	32.1

Math Assessments 3rd Trimester 2014-2016

Assessment	Addition & Subtraction				Counts to 100				Writes Numbers				Addition				Subtraction			
	% Below	% At/Above	% Below	% At/Above	% Below	% At/Above	% Below	% At/Above	% Below	% At/Above	% Below	% At/Above	% Below	% At/Above	% Below	% At/Above	% Below	% At/Above	% Below	% At/Above
Grade Kindergarten	32.3	67.7	40	60	28.1	71.9														
1st													18.9	81.1	36.5	63.5				
2nd													41.9	58.1	40	60				
3rd																				
4th													56.1	43.9	78.9	21.1				
5th																				
6th																				

Assessment	Multiplication				Division				Multi-Digit Multiplication				Multi-Digit Division				Decimal Operations			
	% Below	% At/Above	% Below	% At/Above	% Below	% At/Above	% Below	% At/Above	% Below	% At/Above	% Below	% At/Above	% Below	% At/Above	% Below	% At/Above	% Below	% At/Above	% Below	% At/Above
Grade Kindergarten																				
1st																				
2nd																				
3rd	38.4	61.6	47.9	52.1																
4th	75.4	24.6	87.7	12.3																
5th	30.8	69.2	33.3	66.6					62.8	37.2										
6th											90.7	9.3	100	0						

CAASPP Results (All Students) 2014-2015

English Language Arts/Literacy

Overall Achievement

Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	83	82	98.8	82	2396.7	15	20	29	37
Grade 4	60	60	100.0	60	2476.6	25	25	32	18
Grade 5	89	83	93.3	83	2514.8	23	35	25	17
Grade 6	86	86	100.0	86	2509.4	16	29	28	27
All Grades	318	311	97.8	311		19	27	28	25

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	16	55	29	11	44	45	18	56	26	13	51	35
Grade 4	22	62	17	22	53	25	20	75	5	13	57	12
Grade 5	25	54	20	33	43	24	20	72	7	28	61	11
Grade 6	14	49	37	26	40	35	17	65	17	20	60	20
All Grades	19	54	27	23	44	33	19	67	14	19	58	20

CAASPP Results (All Students)

Mathematics

Overall Achievement

Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	83	82	98.8	82	2409.1	10	29	24	37
Grade 4	60	60	100.0	60	2462.4	7	37	37	20
Grade 5	89	84	94.4	84	2506.7	17	29	30	25
Grade 6	86	84	97.7	84	2490.7	11	24	24	42
All Grades	318	310	97.5	310		11	29	28	32
Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	29	28	43	16	39	45	17	50	32
Grade 4	17	43	40	10	60	30	23	50	27
Grade 5	26	42	32	19	51	30	18	56	26
Grade 6	18	26	56	15	43	42	14	51	35
All Grades	23	34	43	15	47	37	18	52	30

CELDT (Annual Assessment) Results

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K			*****	***							*****
1			*								
			1	13	3	38	2	25	2	25	8
2	1	14	2	29	3	43			1	14	7
3			1	20	1	20	1	20	2	40	5
4			2	29	3	43	1	14	1	14	7
5			2	50	2	50					4
6			*****	***	*****	***					*****
			*		*						
Total	1	3	11	31	13	37	4	11	6	17	35

CELDT (All Assessment) Results

Grade	2014-15 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K			2	20	1	10	5	50	2	20	10
1			1	13	3	38	2	25	2	25	8
2	1	10	2	20	4	40	1	10	2	20	10
3			1	17	1	17	1	17	3	50	6
4			2	29	3	43	1	14	1	14	7
5			2	40	3	60					5
6			*****	***	*****	***					*****
			*		*						
Total	1	2	11	22	17	35	10	20	10	20	49

Title III Accountability (School Data)

AMAO 1	Annual Growth					
	2012-13		2013-14		2014-15	
Number of Annual Testers	37		35		35	
Percent with Prior Year Data	100.0%		100.0%		100.0%	
Number in Cohort	37		35		35	
Number Met	16		23		20	
Percent Met	43.2%		65.7%		57.1%	
NCLB Target	57.5		59.0		60.5%	
Met Target	No		Yes		No	
AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	33	18	38	11	38	6
Number Met	2	--	9	--	9	--
Percent Met	6.1%	--	23.7%	--	23.7%	--
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	No	*	Yes	--	No	--
AMAO 3	Adequate Yearly Progress for English Learner Subgroup					
	2012-13		2013-14		2014-15	
English-Language Arts						

Met Participation Rate	--		--
Met Percent Proficient or Above	--		--
Mathematics			
Met Participation Rate	--		--
Met Percent Proficient or Above	--		--

Title III Accountability (District Data)

AMAO 1	Annual Growth					
	2012-13		2013-14		2014-15	
Number of Annual Testers	1,059		968		941	
Percent with Prior Year Data	99.8		99.2		99.9	
Number in Cohort	1,057		960		940	
Number Met	633		545		590	
Percent Met	59.9		56.8		62.8	
NCLB Target	57.5		59.0		60.5%	
Met Target	Yes		No		Yes	
AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	720	532	713	449	671	443
Number Met	137	267	153	228	162	248
Percent Met	19.0	50.2	21.5	50.8	24.1	56.0
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	No	Yes	No	Yes	No	Yes
AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level					
	2012-13		2013-14		2014-15	
English-Language Arts						
Met Participation Rate	Yes		Yes			
Met Percent Proficient or Above	No		No			
Mathematics						
Met Participation Rate	Yes		Yes			
Met Percent Proficient or Above	No		No			
Met Target for AMAO 3	No		No			

5. Of the needs identified, which will be focused on during the first year of the Title I schoolwide program? (If more than 3-4 areas of need were identified, it is recommended that you only focus on the 3-4 highest priority goals in year 1.)

Area of Need to Be Addressed	Data Source #1	Data Source #2	Data Source #3
1. Materials & Technology	Inventory of student to device ratio	Teacher Inquiry	
2.Designing CSCI Instruction for All Students	Surveys	Staff Meeting Discussions	School Leadership Team
3.Supporting High Levels of Student Achievement	District Benchmark & CSCI Data	CAASPP Data	CELDT Data

6. Describe the goals for year 1 that the schoolwide planning team agreed upon for each of the areas of need listed above.

Goal for Need #1 Above:

Materials and Technology to Support Instruction and Intervention

- EWE will reduce the ratio of students to device from 1.8 students to every device to 1.2.
- EWE will provide additional intervention materials at all grade levels

Goal for Need #2 Above:

Designing CSCO Instruction for All Students

Students will receive high-quality instruction increasingly aligned with the California State Content Standards and CAASPP that is differentiated in order to support all students.

- All certificated personnel will meet in PLC's a minimum of 10 times to analyze student achievement data to design and individualize classroom instruction and intervention.

Goal for Need #3 Above:

Support High Levels of Student Achievement

- Decrease the number of students on the High Concern list by 20% by the end of the school year.
- EWE will increase the percent of students in grades K-6 reaching end of year benchmarks in ELA, Math, and ELD as reported on the Data Dashboard.
- EWE will increase by 5% the number of all students who score a 3 or 4 on the SBAC end of year assessment in ELA and Math.

Scientifically-Based Solutions

Provide details about the scientifically based programs, strategies and interventions (solutions) the schoolwide team has selected to address the goals identified in the previous step. Explain how these solutions will strengthen the core reading, mathematics and science programs of the school and provide for the identification of and assistance to students failing to meet achievement standards.

Goal #1—Solution(s)

1. Purchase and maintain Chromebook and iPad carts.
2. Provide an IT tech for teacher support.
3. Provide professional development opportunities.

Goal #2—Solution(s)

1. Teachers will analyze data from District Benchmarks, formative assessments and Standardized Assessments to work in PLC's and develop rigorous instruction/intervention.
2. Grade Level Teams/SBIT will monitor high concern students and provide quality interventions.
3. Information obtained through student use of iReady and Accelerated Reader will be analyzed to assist in targeted intervention and enrichment.
4. Staff will use and analyze assessment data to monitor academic progress at various times throughout the year and compare to other sites within the district and state.
5. Staff will utilize PLC's and the SBIT team to monitor high concern students

Goal #3—Solution(s)

1. Purchase intervention materials to support student learning in reading, language arts and math.
 - a. Fast Track 2nd through 4th grade levels – Comprehension
 - b. Do the Math – Concept review and reteach
 - c. Quick Reads Level B – Fluency
2. Site will employ support teachers to provide quality intervention instruction.
3. English Learners will receive ELD instruction at their level.
4. Site will employ a bilingual aide, parent aides and additional aides to provide targeted instruction at all levels.
5. Students will use iReady to target individual needs.
6. Site will employ a .4 Title 1 Coordinator to design and organize a cohesive intervention program

In order to assist students in meeting challenging achievement goals, increased instructional time is a necessity. Please indicate the options for increased instructional time that students will have access to if identified as at-risk of failing or failing to meet achievement standards:

☒ Extended School Day/Tutoring Programs

- ✓ Reading
- ✓ Math
- Science
- Before School
- ✓ After School
- Lunch/Study Periods

☐ Summer School Program

- Reading
- Math
- Science

☒ In-class Instructional Support

☒ Pull Out Instructional Support

Plan Implementation

Once the goals of year 1 of the schoolwide plan have been determined and the solutions selected, the planning team must determine how to effectively implement the plan in order to ensure success for students, teachers and parents. Implementation plans must include administrators, teachers, and parents.

ADMINS

1. What steps will building-level administrators take to ensure that implementation is occurring effectively?
In conjunction with the needs assessment and ongoing data collection, the following categories will be used to determine whether implementation is occurring effectively:
 - Meeting performance goals
 - Exceeding performance goals
 - Not meeting performance goals
2. What types of milestones and timelines have been established for year 1 to help building-level administrators gauge progress toward year 1 goals?
In order to gauge progress we will be monitoring District Trimester assessments based on high concern (compilations of ELA benchmark targets for specific assessments) and growth data reports to indicate progress made between Trimesters.
3. What measures/data will be reviewed throughout year 1 to inform building-level administrators of progress toward goals?
Throughout the year, discussion of each of the previous statements should result in succinct and focused findings along with information gathered from district benchmark and district CCSS assessment data. Benchmark tests are administered based on Chico Unified School District’s essential standards in Mathematics and English Language Arts. These tests are administered 4 times a year at baseline and trimester report card periods during an assigned testing window. District CCSS assessments are administered two times per year in grades 2-6.

Formative Assessments	Benchmark Assessments
Chapter and Unit Assessments	CUSD Reading Assessments
	CUSD Math Assessments
	CUSD Writing Assessments
Summative Assessments	
CAASPP	
CST Science 5 th Grade	
CCSS District Assessments	Other Assessments

4. How will administrators ensure that data gathered from the above sources throughout the year is shared with classroom teachers, reviewed, analyzed and changes to instruction made?

This data will be shared with teachers and staff at the school site during regularly scheduled staff and grade level PLC meetings. After gathering and disseminating Trimester benchmark data, grade level teams will work collaboratively to dis-aggregate data. The Title 1 Coordinator and Resource Specialist Teacher will assist staff in using these most recent results from illuminate, BPST, BAS, CBM, STAR reading, and CCSS assessments along with others to establish appropriate interventions for all students. This may include identifying instructional modifications in the classroom for students not meeting grade level benchmark proficiency, grade level in-classroom RTI services, and/or pull-out interventions in the Learning Center. Schedules and curriculum for service will then be assigned, shared, and updated on a Trimester basis as student needs change or earlier if immediate individual student needs arise.

TEACHERS

1. How were teachers informed of the development of the schoolwide plan?
 - Staff meetings and discussion
 - Staff survey
2. How will teachers be involved in the implementation of the plan?
 - School Site Council will discuss and vote on funding regarding to the plan.
 - Teachers will be involved in discussions at staff meetings and PLC's regarding the plan.
 - Teacher Leadership Team will relay information between staff and administration regarding implementation.
3. How will feedback from teachers be obtained throughout the year?
 - Staff meetings, PLC's, Staff Surveys

PARENTS

1. How were parents informed of the development of the schoolwide plan?
 - Monthly School Site Council meeting
 - Monthly PTSA meetings
 - Site Newsletters with meeting notifications for LCAP, Title 1, ELAC meetings.
2. How will parents be involved in the implementation of the plan?
 - School Site Council will discuss and vote on funding regarding to the plan.
 - District Survey information
 - Communication meetings and forums for discussion.
 - Questions and Answer forums including parents and administration.
3. How will feedback from parents be obtained throughout the year?
 - Surveys, personal meetings, parent concern slips, requests in the newsletters,

STUDENTS

(While this section is not a requirement, a student-results-centered plan should involve the student body. Please answer the following questions as they relate to your planning process.)

1. Were students informed of the development of the schoolwide plan?
 - Students (4th-6th) were asked to take surveys and participate in discussions with administration regarding school planning and implementation.
2. Were students involved in the implementation?
 - Student surveys (4th-6th)
 - Student LCAP meeting and discussions (4th-6th)
 - Student Leadership
3. Will feedback from students be obtained?
 - Annual surveys
 - Students discussion forums

Teacher Quality & Professional Development

On Page 1 of the SWP Template, if you indicated that less than 100% of your current teaching staff is not highly-qualified, please describe the actions to be taken to help these teachers become highly qualified. Include the amount of funding to be set aside and used to support these efforts.

- Our site consists of all highly-qualified teachers.

Describe the methods and strategies the LEA will be implementing to attract and retain teachers who are high-quality, highly-qualified.

- Our site provides support systems for new teachers in addition to the state mandated Induction program.
- Professional Development opportunities are available to all teachers.
- PLC's are designed to help staff work together to develop best practices and support grade level team members.
- Potential staff will be evaluated and screened through the application and interview process to determine the appropriate candidate for each position.

Based on the results of the needs assessment, describe the ongoing, sustained professional-development activities to be conducted in Year 1. These activities should be in support of the goals identified earlier in the plan. (Please include the total number of PD days, topics covered, people included and methods of evaluating the use of strategies covered within the classroom.)

9/9/15 - Trauma/De-escalation – Nurtured Heart

9/2/15 – Close Reading w/Sunday Cummings

10/13/15 – Conscious Discipline

10/20/15 – Reading Pals, PBIS

10/27/15 – Code Red, Close Reading

11/17/15 – PBIS Training

12/1/15 – Reading Pals

12/8/15 – PBIS Training

1/12/16 – PBIS Training, iReady Training

2/2/16 – PBIS Training

3/8/16 – iReady Training

*On-going district professional development opportunities.

Parent Involvement Activities

Describe the parent involvement activities to be conducted during Year 1 of the Title I Schoolwide Program. (Include information on the number of meetings held, topics to be covered, parents to be invited and method of evaluating effectiveness of activities.)

1. Monthly PTSA meetings open to all parents to discuss a variety of school issues including activities, fundraising, student achievement, reviewing data and community development.
2. Monthly School Site council meetings for elected members to discuss school issues related to the budget.
3. DELAC, ELAC, Title 1 and LCAP parent meetings to inform parents about funding, intervention supports and different programs available.

Describe the methods to be used to keep individual parents informed of their child's academic achievement and the expectations of both students and parents. (Include frequency of activity or communication, information to be shared, follow-up to be conducted and methods for making necessary changes to activities or communications.)

1. Newsletters from classroom teachers
2. Parent conferences throughout the year
3. Calls home from teachers and/or administration
4. Trimester report cards
5. SST and SBIT Meetings
6. IEP Meetings
7. Intervention progress reports
8. Accelerated Reader, iReady, Home Connect, Aeries Gradebook, independent teacher websites and Remind (app) to notify parents of their student's progress and upcoming events or information

Parent communications must be done in a way that is easily understood by parents. Does the school provide parent notifications in more than one language? If no, please explain.

We only have 6% of our students who receive ELD service and therefore do not translate weekly newsletters into different languages. We do provide translators for conferences, and site meetings to inform parents regarding ELAC and Title 1 in addition to letters in home languages for these meeting