The Single Plan for Student Achievement

School: Gateway Elementary School

CDS Code: 15-73742-6110712

District: Sierra Sands Unified School District

Principal: Lisa Decker

Revision Date: October 20, 2014

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 January 15, 2015.

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School Vision and Mission

Gateway Elementary School's Vision and Mission Statements
VISION
LEARNING, THINKING, DOING...BUILDING A GATEWAY TO THE FUTURE

MISSION
WE VALUE LEARNING: Learning is a lifelong, active process where thinking and action are encouraged and creates individuals who are academically literate...both culturally and scientifically.

WE SHARE A CONTAGIOUS EXCITEMENT ABOUT LEARNING: The climate serves as a magnet to draw students, parents and staff together as a team that works as partners to create the best climate for learning.

WE ARE A UNIFIED TEAM OF STUDENTS, PARENTS AND STAFF WHO ENCOURAGE ONE ANOTHER TO ACHIEVE OUR MAXIMUM POTENTIAL: We recognize each member of the team has unique gifts and all participants are valued for their contribution.

WE SUPPORT AN ENVIRONMENT IN WHICH ALL TEAM MEMBERS ARE SAFE: We are safe to play, work, discuss and take risks in thinking and sharing.

WE ARE PART OF MANY COMMUNITIES: We are an active, responsible participant of the school, community, city, state, country and world communities and do our part in making each a better place.

TO CARRY OUT THIS MISSION, AT GATEWAY SCHOOL WE BELIEVE IN...

THE JOY OF LEARNING: We believe working and learning together is exciting, challenging and fun.

LIFE-LONG LEARNING: We are committed to continual improvement of ourselves. We teach students to value the pursuit of knowledge and to become life-long learners.

MUTUAL RESPECT: We respect each other, our students, parents and the community. We teach students to respect each other.

TEAMWORK: We work as a team. We teach students the importance and value of cooperation and collaboration. We encourage parents and the community to work in partnership with us.

EXCELLENCE AND INTEGRITY: We are professionals, dedicated to teaching and committed to innovation. We conduct ourselves in an honest, principled manner. We teach students the value of doing their best work and being their best "self".

School Profile

Gateway Elementary School was opened in August 1992 and currently has a population of 428 students. There are three SDC preschool classes on site along with two, first through 5th grade SDC classes. Gateway School has a school counselor two days a week. We have Student Support Teams which provide an opportunity for teachers and parents to examine resources available to students and families. Working with the teacher and family, the team develops a plan of assistance in meeting both academic and social needs. Gateway School has limited access to a district nurse and a full time speech therapist. District psychologists are available to conduct testing on a referral basis if preliminary screening warrants it.

Gateway Elementary School has teacher leaders and classified support staff who instill positive attitudes and values to students and provide critical skills that enable them to be responsible citizens. Gateway School is very proud of its collaborative leadership that has been the basis of decision making. The staff utilizes a problem-solving model for decision making in all aspects of planning and organization of the school. This process is utilized in developing and refining the discipline policies, disaster plans, technology plans, and other school improvement efforts. The entire team is dedicated to the idea that the education of our students involves the interaction of all others and works jointly with parents and the larger school community. In addition, the organizational structure includes a school site council of 12 members, an English Language Advisory Council, and a PTO board. These three groups provide the major input into Gateway's programs and areas related to the school. Parents and other members of the community are

encouraged to become involved with a variety of school activities including Back-to-School Night, Open House, parent-teacher conference days, assemblies, and programs. The School Site Council plays an advisory role in planning the school's improvement program. The PTO organizes many activities and supports the mission of the school. Community groups play an active role in supporting the school. Many community resources provide the school with special help. The school benefits regularly from activities provided by the Kiwanis Club, Maturango Museum docents, and the Indian Wells Valley Concert Association. Parents assist with Gator Day activities provided to students to acknowledge excellent behavior and attendance. Parent volunteers assist with Junior Olympics and participate in the annual Walk-A-Thon. In addition, many classroom volunteers help classroom teachers. These groups work together to assist school leadership and staff in providing additional activities and support for the school.

The staff at Gateway Elementary School continues to provide the best educational opportunities possible for all of its students and feels the most important learning activities take place in the classroom. To provide excellent classroom instruction, teachers set high expectations, both academically and behaviorally. Universal expectations are posted in each classroom stating expected behaviors. There are also expectations posted in the library, restrooms, cafeteria and office. Each teacher has established and identified a parent communication plan. The school has a Parent-Student folder which contains not only general school information but also playground standards and behavior. Noon duty supervisors are provided with a list of classroom rules and game rules as well. The purpose of these rules and regulations is to assure that students will have the opportunity to obtain an excellent education. Students are not only accountable for behavior but for rigorous classroom expectations in each subject area. Teachers work together at grade level to set a standard of achievement. Each teacher and parent has copies of the District's learning expectations for each grade level. Classroom teachers follow the district-adopted curriculum and utilize the district-adopted textbooks and materials. All students in K-5 are administered district benchmark assessments.

Positive Behavior Support assemblies are held to review the 3 big rules (Be Respectful, Be Responsible, and Be Safe). Gateway students and staff participate in numerous opportunities for rewards and incentives for behavior. In addition to each classroom teacher providing periodic reports to parents on behavior, each month students participate in Gator Day activities to celebrate their excellent behavior and attendance and receive a certificate if they have had no referrals to the principal, have good classroom behavior, have no unexcused absences or tardies and no more than one excused tardy in a month. Students also receive recognition for participation in the Kiwanis Walk-A-Thon, the Presidential Academic Fitness Program, and the Presidential Physical Fitness Program, Junior Olympics at both the site and city levels, and the school basketball program.

Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
Each spring parents are asked to complete a satisfaction survey. Last year only 24 surveys were completed. With the transition to Common Core only 58% of parents agree that they know the standards their children must meet and only 52% of parents agree that they understand how their child's work will be graded. There will be parent nights to address this issue. Parents are also requesting more frequent communication with teachers and other staff members. Parents would also like activities and meetings scheduled at more convenient times and places. Student discipline was an area of concern because only 66% of parents felt discipline was appropriate. It was not noted whether it was too strict or too lenient so more data needs to be gathered.

Classroom Observations
There are formal observations done for all certificated teachers. Unscheduled walk-throughs are conducted for all teachers. Teachers set annual goals and develop professional development plans for themselves. Teachers are provided with continual feedback and given guidance if areas of improvement are noted. Peer mentors are available if necessary. Teachers are in the process of implementing common core standards so shifts in instruction and lesson delivery are being made. District instructional norms were implemented last year and teachers are utilizing those.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

   School-wide results of state and district assessments in math and language arts (CAASP, CELDT, benchmarks) are reviewed to identify the school's focus. District pacing calendars in Language Arts and Math as well as the State Curriculum Frameworks and blueprint standards, are used as planning guides. Test data is warehoused in Illuminate and data is available by school, by teacher, by student group, and by student. This information is used to identify students at risk and to plan instruction and/or re-teaching. Teachers also work in grade level collaboration meetings to analyze student data, develop curriculum, create action plans and discuss, model, and observe best practices. Teachers use benchmark results in Language Arts and Mathematics as well as classroom formative assessments to monitor and modify instruction and plan interventions. Teachers also work in grade level professional learning communities to analyze student data, develop curriculum, create action plans and discuss, model, and observe best practices. A new K-5 ELA adoption was purchased for 2011-12 in response to ever increasing accountability targets, data analysis results, and staff input. This ELA adoption better meets the needs of our students and is tied to both the CA standards and the Common Core Standards. In addition, the Treasures ELL components were adopted for use K-5 and materials were purchased for all special education programs.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

   Teachers use benchmark results in Language Arts and Mathematics as well as classroom formative assessments to monitor and modify instruction and plan interventions. Teachers also work in grade level professional learning communities to analyze student data, develop curriculum, create action plans and discuss, model, and observe best practices.

   The staff repeated the Academic Program Survey (APS) this fall to analyze current curriculum and instruction since a new K-5 ELA adoption was purchased for 2011-12 and a new math adoption in 2013-14 in response to ever increasing accountability targets, data analysis results, and staff input. The ELA adoption and math adoption better meet the needs of our students and is tied to both the CA standards and the Common Core Standards. In addition, the Treasures ELL components were adopted for use K-5 and materials were purchased for all special education programs.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

   All teachers are highly qualified. All paraprofessionals are highly qualified.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

   All teachers are credentialed.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

   Staff development is based on district initiatives and individual school and teacher needs. Student performance data, teacher surveys, and principal observations help determine professional needs. The focus of Gateway school's staff development will be predominantly in the area of Common Core Standards and the shifts needed in instructional delivery and student responses.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The District provides BTSA coaches for new teachers. New teachers attend professional development workshops taught by the BTSA Resource Teachers. The coaches work with teachers on the California Standards for the Teaching Profession. Other content experts and instructional coaches who provide instructional assistance and support for teachers are the district ELA and math coaches, technology coach, ELD Teacher Coordinators, and Special Education Program Support Teachers. They support site teachers by assisting in reading instruction, offering model lessons, and providing feedback on best practices, providing professional development in writing, and ELD strategies. In addition, technology trainings and staff professional development days are used to train in topics such as Illuminate, Aeries, benchmark tests/ analysis, and textbook adoptions in order to assist teachers in planning instruction. We also have a part-time Project Teacher who works with small groups of students in ELA and math 3 days a week.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Our teachers have professional learning community meetings bimonthly during which they review benchmark assessments, analyze results, plan re-teaching and examine the progress of target students. They also meet to collaborate in cross grade level teams bimonthly. Teachers in selected grade levels have attended training to learn to analyze data and design intervention strategies.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All teachers use state adopted textbooks & supplementary materials, California Common Core Standards, grade level expectations, the district pacing calendar and blueprints to prepare for weekly lesson plans and guide instruction in Language Arts, Math and ELD throughout the year. Grade level teams collaborate together using data from the benchmark assessments, and teacher assessments to analyze student performance and adjust instruction accordingly.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Our school follows the California Framework and Sierra Sands USD recommended instructional minutes. Every teacher has a daily and yearly plan to ensure that students receive the appropriate amount of instructional time for each subject to not only meet legal requirements but also meet the individual needs of students.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Teachers are guided to pace instruction according to the district pacing guides. Pacing guides are being refined in ELA and math to more closely address identified needs and match the new adoptions. Report cards have also been adjusted. Math and ELA pacing guides are being revised to align with the Common Core Standards.
Our school gives three trimester benchmark assessments during the school year that assess mastery of skills after they are taught. Additional re-instruction is provided to students not meeting their targets. Instruction is individualized to ensure that each student excels at the appropriate level to attain proficiency on grade level standards. Staff is working together during local professional development days to ensure that all elements of the new ELA and math adoptions (i.e. pacing, reporting, benchmarking, writing assessments) are aligned to maximize student success. Outside resources are also utilized.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to standards-based instructional materials in all core subject areas.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Current adopted instructional materials for our site are included in a chart located at the back of this document. Sufficient materials are available. Please refer to SARC/Curriculum and Instruction/Textbooks for more detailed information.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

All students receive standards-based instruction at their appropriate grade level. In classrooms, teachers provide additional access to the curriculum through small group instruction. During reading and ELD, students are grouped by instructional level, assessed and regrouped appropriately. Teachers are encouraged to examine student work samples and meet at grade-level and/or department level meetings to ensure that students are mastering standards. They also determine student needs, adjust instruction and plan re-instruction accordingly. Intervention action plans are developed when appropriate. The Student Study Team process is used to identify and monitor students at risk. Interventions are agreed upon and implemented by the classroom teacher in collaboration with the student's family.

14. Research-based educational practices to raise student achievement

Staff has been trained in CELL/ExLL strategies, Lindamood Bell Visualizing and Verbalizing, whole brain training, and PLC. ELA and math SBE approved materials are implemented with fidelity to ensure mastery of standards.

Parental Involvement

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

District, community, family, and school resources available to assist underachieving students:
- District Nurse, School Psychologist, Librarian
- Resource Teachers: Special Education
- Peer Tutors
- Instructional Aides (special education)
- Parent Volunteers
- School Attendance Review Board (SARB)
- School Counselor
- Translator
- School Resource Officer
- Academic Intervention Classes
- Part time Title I Teacher
- Part time Computer Paraprofessional
- Others (i.e. Family Resource Center, service groups, partnerships, PTO, after school clubs)

Our school communicates with parents through:
- Parent informational meetings and visitations
- Back-To- School Nights/ Open Houses
- Superintendent's Council
- Parent Teacher Conferences
- School Site Council
- ELAC meetings
- PTO
- School Newsletter
- School web page
- Automated phone system
- Other resources: Marquee

Our School Site Council meets state requirements for parity and consists of (number):
__1__ Principal
__4__ Classroom teachers
__1__ Other staff
__6__ Parents and community members

At SSC meetings, we participate in the planning and approval of the school plan revision, budget, monitoring and evaluation. Each year the SSC attends training and leadership participates in training to learn how to analyze data, set goals and plan interventions. Parents are encouraged to participate in governance activities. Parents are encouraged to participate in an annual survey that serves as an evaluation of services.

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

The School Site Council, including an equal representation of parents and staff, analyzes data including the annual parent survey, budget expenditures, parent involvement and makes educational decisions to ensure the students are meeting content standards. They also evaluate the educational program for its effectiveness at least annually.

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

    Categorical services focused on the under-performing student at this school include after school intervention and Title I services including a part time projects teacher and a part time computer paraprofessional. Teachers work with struggling students to set goals, check progress and celebrate successes.   Translation services (Spanish) are provided as a centralized service. This centralized service is presented to each SSC on a yearly basis for discussion and approval. A counselor provides support through individual and small group sessions focusing on improving behavior.

18. Fiscal support (EPC)

    Fiscal support is provided by the district, reflected in the action items, and allocated to the site based on enrollment and need.

Description of Barriers and Related School Goals

The ongoing funding cuts make it critical to use the funding received in the most effective way possible. To ensure children are ready to learn we now offer a second breakfast at the morning recess break for students. We have also increased our mental health care by increasing the number of days we have a counselor with the help of a district grant. To educate parents and provide information, monthly family nights are held, including technology to share helpful educational sites that can be accessed at home. To assist students not meeting math standards a lunch time intervention was added four days a week in the computer lab.

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	260	261		166	168		17	12		7	9	
Growth API	846	844		860	845		752	819				
Base API	851	846		856	861		842	749				
Target	A	A		A	A							
Growth	-5	-2		4	-16							
Met Target	Yes	Yes		Yes	Yes							

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	58	60		26	26		117	127		26	44	
Growth API	827	839		829	863		804	798		757	694	
Base API	833	826		845	830		814	803		761	757	
Target	A	A					A	A				
Growth	-6	13					-10	-5				
Met Target	Yes	Yes					Yes	No				

Conclusions based on this data:

1. It was observed that our African American subgroup showed a significant increase in growth. Therefore we have concluded those students will continue to be targeted for intensive intervention with the project teacher and after school.

2. It was observed that after adding two Special Day Classes to the campus our students with disabilities showed a significant decrease in growth. Therefore we have concluded those students will need intensive intervention and accomodations.

3. It was observed that our English Learners subgroup showed a significant increase in growth. Therefore we have concluded those students will continue to be targeted for intensive intervention with the project teacher and after school.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	170	165		117	108		7	5		--		
Percent At or Above Proficient	65.4	63.2		70.5	64.3		41.2	41.7		--	--	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	Yes	No		Yes	No		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	33	39		15	18		63	67		14	14	
Percent At or Above Proficient	56.9	65.0		57.7	69.2		53.8	52.8		53.8	31.8	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	Yes	Yes		--	--		Yes	No		--	--	

Conclusions based on this data:

1. It was observed that our socioeconomically disadvantaged students continue to perform well below the other significant subgroups. Therefore intensive interventions will be offered with the projects teacher and after school.
2. It was observed that our ELA performance decreased due to a school-wide focus on math in response to possible program inprevement status. Therefore equal emphasis will be placed on math and ELA.
3. It was observed that our Hispanic and English Learners subgroups showed growth compared to other significant subgroups. Therefore three more students were re-designated fluent this fall.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	174	186		115	118		8	10		--		
Percent At or Above Proficient	67.2	71.3		69.7	70.2		47.1	83.3		--	--	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	No	Yes		No	Yes		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	38	43		19	19		67	79		16	23	
Percent At or Above Proficient	65.5	71.7		73.1	73.1		57.3	62.2		61.5	52.3	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	No	Yes		--	--		No	Yes		--	--	

Conclusions based on this data:

1. It was observed that most significant subgroups showed growth in math. Therefore continued emphasis will be placed on providing a variety of opportunities for math intervention for students not meeting standards.
2. It was observed that our students continue to perform better in math than ELA. Therefore an analysis of instructional minutes devoted to both subject areas and possible professional development in ELA instruction is warranted.
3. It was observed that an achievement gap still exists with our socioeconomically disadvantaged students. Therefore targeted intervention should be offered with the projects teacher and after school.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2013-14 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
1					4	67	2	33			6
2	2	40	1	20	2	40					5
3					2	50	1	25	1	25	4
4					********	***					********
5					********	***					********
Total	2	13	1	6	8	53	3	20	1	6	15

Conclusions based on this data:

1. It was observed that 40% of our second through fifth grade EL students are performing at an advanced level. Therefore they should be redesignated fluent in the fall.
2. It was observed that 100% of the third grade EL students are performing at a lower level. Therefore targeted language intervention should be offered with the project teacher or after school.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K			******* *	***			******* *	***	****** **	***	********
1			1	14	4	57	2	29			7
2	2	40	1	20	2	40					5
3					2	50	1	25	1	25	4
4					******* *	***					********
5					******* *	***					********
Total	2	10	3	14	10	48	4	19	2	10	21

Conclusions based on this data:

1. It was observed that 60% of the second graders are progressing at least one level per year and therefore should be re-designated as fluent third graders.
2. It was observed that 100% of the third graders are performing at lower levels and therefore should be targeted for language intervention with the project teacher.
3. It was observed that 71% of the first graders are performing at higher levels and therefore the integrated and designated daily instruction will be continued with the classroom teachers.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2011-12	**2012-13**	**2013-14**
Number of Annual Testers	25	19	17
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	25	19	17
Number Met	--	--	--
Percent Met	--	--	--
NCLB Target	56.0	57.5	59.0
Met Target	*	*	--

AMAO 2	Attaining English Proficiency					
	2011-12		**2012-13**		**2013-14**	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	25	4	24	1	16	2
Number Met	--	--	--	--	--	--
Percent Met	--	--	--	--	--	--
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	*	*	*	*	--	--

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

Conclusions based on this data:

1. Sub group data is too small to analyze school level Title III results.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	**2012-13**	**2013-14**
Number of Annual Testers	358	321	306
Percent with Prior Year Data	99.7	100.0	100.0
Number in Cohort	357	321	306
Number Met	213	173	178
Percent Met	59.7	53.9	58.2
NCLB Target	56.0	57.5	59.0
Met Target	**Yes**	**No**	**No**

AMAO 2	Attaining English Proficiency					
	2011-12		**2012-13**		**2013-14**	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	253	167	231	145	213	146
Number Met	57	81	51	71	42	69
Percent Met	22.5	48.5	22.1	49.0	19.7	47.3
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	**Yes**	**Yes**	**Yes**	**Yes**	**No**	**No**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	**2012-13**	**2013-14**
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	Yes	Yes
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	Yes	Yes
Met Target for AMAO 3	**No**	**Yes**	**Yes**

Conclusions based on this data:

1. 2013-14 data indicates that the district did not meet its AMAO 1 for annual growth or AMAO 2 for attaining English Proficiency but did meet AMAO 3 for adequate yearly progress. Based on this data the district will continue to provide targeted services to English Learners to support increased success.

Planned Improvements in Student Performance

The School 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 school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

School Goal #1

SUBJECT: LEAP # 4, State Priority #1-Basic Services

LEA GOAL:

Provide safe, well-maintained, and adequately equipped schools to ensure a positive learning environment.

SCHOOL GOAL #1:

Work with custodians and maintenance to keep our campus clean and well-maintained. Update safety plan and equipment.

Data Used to Form this Goal:

Spring 2014 District Student Survey results

Findings from the Analysis of this Data:

District Survey data indicates that 40% of students agree that schools are clean, safe, and in good condition.

How the School will Evaluate the Progress of this Goal:

Annual Target for 2015
Increase student survey results to 43% agree

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Collaborate with district personnel to communicate staffing needs.	August to May	Principal	Notify district if staffing changes			
Provide snacks for each classroom in case of lock down	October	PTO	Purchase nonperishable snacks	None Specified	Parent Teacher Association	277
Provide custodial supplies	August to May	Custodian	Purchase custodial supplies	4000-4999: Books And Supplies	General Unrestricted	7530
Support use of technology such as Eno Boards, Chrome Books, etc.	August to May	Principal Technology Dept.	Technology Equipment	4000-4999: Books And Supplies	General Unrestricted	7500
			Chrome Books	None Specified	Parent Teacher Association	2000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide teachers with access to instructional materials	August to May	Principal Office Manager	Ink/Toner	4000-4999: Books And Supplies	General Unrestricted	3000
			Paper	4000-4999: Books And Supplies	General Unrestricted	6000
			Supplies	4000-4999: Books And Supplies	General Unrestricted	3000
			Printshop	5000-5999: Services And Other Operating Expenditures	General Unrestricted	5000
			Supplies	None Specified	Parent Teacher Association	2900
Provide computer lab with support materials	August to May	Principal Office Manager	Headphones	4000-4999: Books And Supplies	General Unrestricted	405
			Supplies	None Specified	Parent Teacher Association	200
Provide staff with radios	November	Principal	Radios	4000-4999: Books And Supplies	General Unrestricted	455
Provide staff training on systematic supervision	January to May	Principal	Systematic Supervision DVDs	None Specified	District Funded	
Provide library with books and support materials	August to May	Librarian	Books, supplies	4000-4999: Books And Supplies	General Unrestricted	2223
			Supplies	None Specified	Parent Teacher Association	600

Planned Improvements in Student Performance

School Goal #2

The School 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 school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: LEAP #1, State Priority #2-Implementation of Common Core State Standards
LEA GOAL:
Provide an academic program fully aligned to the Common Core State Standards
SCHOOL GOAL #2:
Implement ELA and Math CCSS using Treasures and Go Math. Provide staff professional development to fully implement CCSS
Data Used to Form this Goal:
Academic Program Survey (APS) Implementation Rubric (Scale 1-4)
Findings from the Analysis of this Data:
Baseline data indicates minimal (Rubric 1) CCSS implementation in ELA/ELD and math
How the School will Evaluate the Progress of this Goal:
Annual target for 2015 APS Rubric 2

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source	Amount
Develop Common Core instructional materials	August to May	District Coaches Principal Staff	Attend grade level collaborations			
Adopt/Purchase Common Core instructional materials	August to May	District				
Develop and implement Common Core common assessments	September to May	District Coaches Principal Staff	Attend district and site grade level collaborations			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Identify best practices of CCSS	January to May	Principal Staff	Book "Text Dependent Questions: Pathways to Close and Critical Reading" for 3rd-5th grade	4000-4999: Books And Supplies	Title I Part A: Allocation	370
			Book "K-2 Chart Sense" for K-2	4000-4999: Books And Supplies	Title I Part A: Allocation	215
			Other references or professional development resources	4000-4999: Books And Supplies	Title I Part A: Allocation	2000
Identify and roll out resources and technological tools as needed	September to May	Principal	IXL Math and Language for SDC classes	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	550
			Unique Learning for SDC classes	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	600
			Reading Eggs	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	3000
			Research based supplemental computer based instruction for ELA and math	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	5000
Provide Illuminate training/coaching support	August to May	District Coaches	Provide training on benchmarks, electronic grade book			
Provide supplemental resources to enhance instruction of common core standards	August to May	principal	Flocabulary	5000-5999: Services And Other Operating Expenditures	General Unrestricted	441
			Common Core student folders	4000-4999: Books And Supplies	Title I Part A: Allocation	915
			Scholastic News 3rd grade	4000-4999: Books And Supplies	Title I Part A: Allocation	445
			Additional supplemental common core aligned materials (i.e. Bellworks)	4000-4999: Books And Supplies	Title I Part A: Allocation	10000

12/19/14

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Project Teacher will provide targeted intervention to at risk students	August to May	Project Teacher	Salary	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	41220.00
			Benefits	3000-3999: Employee Benefits	Title I Part A: Allocation	13067.37
Computer paraprofessional will provide targeted intervention to at risk students	August to May	Computer Paraprofessional	Salary	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	7791.91
			Benefits	3000-3999: Employee Benefits	Title I Part A: Allocation	1594.89
Provide staff opportunities to attend conferences on CCSS and instructional strategies	December to May	Principal Staff	Substitutes	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	2000
				3000-3999: Employee Benefits	Title I Part A: Allocation	200
			Supplemental materials	4000-4999: Books And Supplies	Title I Part A: Allocation	1000
			Conference Fees- Integrating Movement	5000-5999: Services And Other Operating Expenditures	General Unrestricted	463
Computer Paraprofessional will provide additional intervention based on data analysis	January to May	Computer Paraprofessional	Salary	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	3000
			Benefits	3000-3999: Employee Benefits	Title I Part A: Allocation	600
Provide families with information on common core	January to May	Principal	Parent handbook "Understanding Common Core Standards"	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide After School Intervention	October to May	Staff	Fall ELA and Math Intervention	1000-1999: Certificated Personnel Salaries	Intervention (BS/AS)	4500
				3000-3999: Employee Benefits	Intervention (BS/AS)	500
			Spring ELA and math Intervention	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	4500
				3000-3999: Employee Benefits	Title I Part A: Allocation	500
Student Support Team Meetings for students not meeting standards	September to May	Staff	Substitutes	1000-1999: Certificated Personnel Salaries	General Unrestricted	1800
				3000-3999: Employee Benefits	General Unrestricted	200

Planned Improvements in Student Performance

School Goal #3

The School 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 school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: LEAP # 1, #3, and #5, State Priority #3-Parent Involvement, State Priority #4-Student Achievement, State Priority #7-Course Access

LEA GOAL:	
Reduce rate of students receiving a D or F in a core course	
SCHOOL GOAL #3:	
Not Applicable for Elementary	
Data Used to Form this Goal:	
Findings from the Analysis of this Data:	
How the School will Evaluate the Progress of this Goal:	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #4

The School 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 school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: LEAP # 4, State Priority #3-Parent Involvement, State Priority #4-Student Achievement, State Priority #7-Course Access
LEA GOAL:
Improve school connectedness and school climate for students
SCHOOL GOAL #4:
Implement PBIS and continue acknowledging students for good behavior, perfect attendance, and excellent work habits
Data Used to Form this Goal:
2014 District Student Survey 2012-13 Data: Suspension Rate Expulsion Rate Attendance Rate Dropout Rate Graduation Rate
Findings from the Analysis of this Data:
District Survey data indicates that 60% of students agree that they look forward to coming to school each day.2014 District Student Survey 2012-13 Data: Suspension Rate: 8.8% Expulsion Rate: 0.5% Attendance Rate: 95% Dropout Rate: 1.0% Graduation Rate: 92.7%

How the School will Evaluate the Progress of this Goal:

Annual Targets for 2015

District Survey data indicates that 60% of students agree that they look forward to coming to school each day.2014 District Student Survey

2012-13 Data:

Suspension Rate: 6.8%

Expulsion Rate: 0.4%

Attendance Rate: At or above 95%

Dropout Rate: Decrease or maintain 1.0%

Graduation Rate: 93.7%

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Review student/staff/parent survey responses and discuss concerns	August to May	Principal Staff				
Develop and implement strategies to improve school connectedness	August to May	Principal Staff	Gator Day	None Specified	Parent Teacher Association	450
			Battle of the Books	None Specified	Parent Teacher Association	95
			Junior Olympics	None Specified	Parent Teacher Association	300
			Movie License	None Specified	Parent Teacher Association	900
			Chess Club	None Specified	Parent Teacher Association	600
			Assemblies	None Specified	Parent Teacher Association	2000
			K-Kids	None Specified	Parent Teacher Association	100

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Description	Type	Funding Source	Amount
Implement PBIS	August to May	Principal Staff	Purchase student recognition awards	4000-4999: Books And Supplies	General Unrestricted	750
			Multiplication medals	4000-4999: Books And Supplies	Title I Part A: Allocation	307
			K-5 student recognition for increasing benchmark performance from trimester one to two and trimester two to three	4000-4999: Books And Supplies	Title I Part A: Allocation	2000
			Stipends for paraprofessionals, noon duties, support staff to watch systematic supervision videos	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	800
				3000-3999: Employee Benefits	Title I Part A: Allocation	200
Counselor provides social skills, conflict resolution, and bully prevention strategies	August to May	Counselor	Personnel	None Specified	District Funded	
			Benefits	None Specified	District Funded	
			Supplies	4000-4999: Books And Supplies	General Unrestricted	200
Parent Involvement and Comunication	August to May	Principal Staff	Communication Folders	None Specified	Parent Teacher Association	700
			Monthly Newsletter	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	200
			Family Nights	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1500
			4th and 5th grade planners	4000-4999: Books And Supplies	Title I Part A: Allocation	500
			Home School Connection	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	219
			Nutrition Nuggets	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	219

Planned Improvements in Student Performance

School Goal #5

The School 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 school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: LEAP # 2, State Priority #5, State Priority #6

LEA GOAL:

Annually increase percent of English Language Learners attaining English proficiency to 25.1% by 2017 (AMAO 2-CELDT)

SCHOOL GOAL #5:

Provide integrated and designated instruction to all English Learners according to CELDT levels and intervention as needed

Data Used to Form this Goal:

2012-13 Annual AMAO 2 (CELDT) Results

Findings from the Analysis of this Data:

2012-13
AMAO 2-CELDT: 22.1%

How the School will Evaluate the Progress of this Goal:

Annual target for 2015:
AMAO 2-CELDT: 23.1%

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source	Amount
Provide professional development to teachers and administrators on ELA/ELD instructional model (CCSS instruction along with Designated and Integrated instruction)	September to May	District Coaches	ELD instructional model training	None Specified	District Funded	
Create and implement school ELD plan	October to May	Principal Staff	Create ELD instructional plan			

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
General Unrestricted	38,967	0.00
Title I Part A: Allocation	130,158	27,343.83
Title I Part A: Parent Involvement	1,714	-1,486.00
Intervention (BS/AS)	5,000	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
General Unrestricted	38,967.00
Intervention (BS/AS)	5,000.00
Parent Teacher Association	11,122.00
Title I Part A: Allocation	102,814.17
Title I Part A: Parent Involvement	3,200.00

Summary of Expenditures in this Plan

Total Centralized Services Expenditures by Funding Source

Total Centralized Services Expenditures by Funding Source	
Funding Source	Total Expenditures

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	54,020.00
2000-2999: Classified Personnel Salaries	11,591.91
3000-3999: Employee Benefits	16,862.26
4000-4999: Books And Supplies	52,015.00
5000-5999: Services And Other Operating Expenditures	15,492.00
None Specified	11,122.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	General Unrestricted	1,800.00
3000-3999: Employee Benefits	General Unrestricted	200.00
4000-4999: Books And Supplies	General Unrestricted	31,063.00
5000-5999: Services And Other Operating	General Unrestricted	5,904.00
1000-1999: Certificated Personnel Salaries	Intervention (BS/AS)	4,500.00
3000-3999: Employee Benefits	Intervention (BS/AS)	500.00
None Specified	Parent Teacher Association	11,122.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	47,720.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	11,591.91
3000-3999: Employee Benefits	Title I Part A: Allocation	16,162.26
4000-4999: Books And Supplies	Title I Part A: Allocation	17,752.00
5000-5999: Services And Other Operating	Title I Part A: Allocation	9,588.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	3,200.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	41,090.00
Goal 2	107,973.17
Goal 4	12,040.00

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
Lisa Decker	[X]	[ ]	[ ]	[ ]	[ ]
Barbara Vijay	[ ]	[X]	[ ]	[ ]	[ ]
Dorolyn Groshens	[ ]	[X]	[ ]	[ ]	[ ]
Lisa Mitchell	[ ]	[X]	[ ]	[ ]	[ ]
Denise O'Connell	[ ]	[X]	[ ]	[ ]	[ ]
Maryann Lupton	[ ]	[ ]	[X]	[ ]	[ ]
Adriana Castro	[ ]	[ ]	[ ]	[X]	[ ]
Dung Bui	[ ]	[ ]	[ ]	[X]	[ ]
Angie Reynolds	[ ]	[ ]	[ ]	[X]	[ ]
Patti Svika	[ ]	[ ]	[ ]	[X]	[ ]
Jennifer Sherpa	[ ]	[ ]	[ ]	[X]	[ ]
Ginger Haskin	[ ]	[ ]	[ ]	[X]	[ ]
Numbers of members of each category:	**1**	**4**	**1**	**6**	

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

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)s 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	_____ Signature
[ ]	English Learner Advisory Committee	_____ Signature
[ ]	Special Education Advisory Committee	_____ Signature
[ ]	Gifted and Talented Education Program Advisory Committee	_____ Signature
[ ]	District/School Liaison Team for schools in Program Improvement	_____ Signature
[ ]	Compensatory Education Advisory Committee	_____ Signature
[ ]	Departmental Advisory Committee (secondary)	_____ Signature
[ ]	Other committees established by the school or district (list):	_____ Signature

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 December 1, 2014.

Attested:

Lisa Decker	_Lisa Decker_	_12-1-14_
Typed Name of School Principal	Signature of School Principal	Date
Patty Svika	_Patti Svika_	_12-1-14_
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

Title I School-Level Parental Involvement Policy
Gateway Elementary School 2014-15

Gateway Elementary School has developed a written Title I parental involvement policy with input from Title I parents. Parents and other school site members are asked to preview the policy and come prepared to give input for revisions to the policy. Following the approval of the School Site Council, the policy is printed and distributed at the next School Site Council meeting which is open to the public. The policy describes the means for carrying out the following Title I parental involvement requirements [*20 USC* 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program

To involve parents in the Title I program at Gateway Elementary School, the following practices have been established:

The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.

- *Parents of Title I student are invited to attend the first Title I meeting of the school year. A flyer is sent out which states the date, location, and time of the annual Title I meeting.*
- *At the annual Title I Parent Meeting, parents are invited to request more Title I parent meetings. Days and times are discussed. In addition, parents are encouraged to attend the School Site Council meetings to further learn about Gateway programs and for parents to express continuing input concerning academic programs. Parents are also encouraged to feel comfortable to communicate with their child's teacher concerns about their child's progress.*

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

- *All parents are invited to attend the School Site Council meetings which are held four to five times throughout the school year. Parents are informed of the meeting dates via email, newsletter, and school website, and posting of meeting notices in the office. The agenda is posted in the school office at least 72 hours in advance of the meeting.*
- *Title I parents are invited to request a Title I meeting. This is announced at the annual Title I parent meeting.*

The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy. The planning, review, and improvement of Title I programs is discussed at the School Site Council meetings which are held four to five times throughout the school year. The posted School Site Council agenda notifies parents when the Title I programs will be discussed and when the parent involvement policy will be reviewed for revisions. The members of the School Site Council, which includes representation of Title I students, are given a copy of the current policy for review and asked to come prepared with suggestions to improve the policy.

- *Parents of Title I students are provided timely information about Title I programs at:*
  - *Parent Teacher Conferences*
  - *Title I Parent Meetings*
  - *School Site Council Meetings*
  - *English Learner Advisory Committee Meeting*

-

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

- *Back to School Night*
- *Parent Conferences*
- *Student Study Teams*
- *School Site Council Meetings*
- *English Learner Advisory Committee (ELAC) Meetings*

- *School Plan for Student Achievement*

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

- *All parents are welcome and invited to attend the School Site Council meetings which are held 4-5 times throughout the school year. SSC meetings are announced at the school office via postings and an agenda is posted 72 hours prior to the meeting*
- *All parents are encouraged to request a meeting with their child's teacher at any time throughout the school year. A meeting can be requested via a phone call, email, or letter.*
- *Parent conferences are especially designed to address student needs. Formal Parent conferences occur two times per school year (November and March as needed). At least one week prior to the scheduled conferences, a notice is given to the students to give to their parents. These notices are provided in English and Spanish. Parents can request a translator if needed. Parents are also reminded of parent conferences via auto-dialer, newsletter, email, school website, and marquee. If a parent cannot attend a meeting, a phone conference is encouraged. On some occasions, teachers will reschedule a parent conference to meet the parent's needs.*
- *Parents and staff can request a Student Study Team meeting to discuss student concerns.*
- *Scheduled meetings are planned for students with Individual Educational Plans (IEPs) and/or 504 Plans.*