



King Avenue Elementary

630 King Ave.
Yuba City, CA 95991-2808

Plan Period: 8/15/2013 - 6/6/2014

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EXECUTIVE SUMMARY

About This School

An Executive Summary of the school containing the Mission Statement, summary of school site demographics and unique characteristics as well as highlights of the school site's unique academic characteristics and accomplishments.

Areas of Analysis

This section provides a summary of key indicators of student achievement including an analysis of student performance data, instructional programs, curriculum, and staff development.

Analyze Student Performance

Analyze Educational Practices

Analyze Instructional Programs

Education Improvement Goals

School goals are based upon an analysis and synthesis of verifiable state data, local measures of student achievement, and the effectiveness of current instructional programs, curriculum, and staff development.

Mathematics

Increase Proficiency in Math

School Climate

Continue to Develop Optimum Learning Environment

Parent Involvement/Communication Goal

Instructional Excellence

Improve Our First Best Teaching

English Language Development

English Language Learners Yearly Growth Target

Reading/Language Arts

Comprehension/Fluency/Writing

Technology

Full implementation of YCUSD Technology Plan

Plan Budget

Committees

Approvals and Assurances



ABOUT THIS SCHOOL

King Avenue School serves preschool through 5th grade students in the Yuba City Unified School District. We strive to provide a comprehensive educational experience for every student with an ongoing goal that all students will be proficient in ELA and Math. We value having a long term commitment to offering each student a targeted educational plan. We use evidence about what works to make instructional decisions and our focus is on our job of teaching and learning. We are proud of our well-trained and caring staff who work collaboratively with each other, parents, and community to meet all students' diverse needs. Our students are remarkable. They work hard to be the best students they can be. We strive to create an environment where students are safe, responsible and respectful. This is a great place to learn!



AREAS OF ANALYSIS

Analyze Student Performance

Student Performance

Conclusions from Student Performance Data Analysis

King Avenue's CST scores have continue to grow over the past school years as we have put into plan a number of school wide plans to address individual student needs. All students are assessed regularly in math and ELA and are placed in appropriate groups based on data.

Additionally, our curriculum embedded assessments have shown steady growth for each grade level since our adoption of Treasures three years ago. This growth is due to an increase in the study of instructional practices and regular teacher collaboration.



Analyze Educational Practices

Educational Practices

Alignment of curriculum, instruction and materials to content and performance standards

State adopted curriculum is used in all instructional areas. Instruction is planned to meet state grade level content standards. Ongoing assessments are in alignment with all CORE content and overall performance standards as measured on CST. Treasures is used for K-5 ELA, Scott Foresman enVision Math, Science, and Social Studies are used K-5.

Availability of standards-based instructional materials appropriate to all student groups

All students K-5 are provided grade level standards-based instructional materials and CORE text books. Targeted interventions are available based on identified student needs and are research/standards based materials.

Alignment of staff development to standards, assessed student performance and professional needs

All staff development is based on district and site goals for overall improvement of student performance based on standards and professional needs of the general staff and individuals.

Services provided by the regular program to enable under-performing students to meet standard

Students are provided within the regular school day one hour daily ELA or ELD interventions based on ability/need. Many grade level teachers invite students before or after school for extra help in identified areas. Teachers use differentiated groupings, instruction, and other modifications to meet student needs. The regular education staff works with special education staff to provide targeted/prescribed interventions within the school day. Regular education teachers provide homework for the purpose of practice/reinforcement of daily concepts taught. They work with afterschool staff to ensure homework expectations are clear and that students are provided a homework hour daily.

Services provided by categorical funds to enable under-performing students to meet standards

Additional support personnel and or support materials are provided through the use of categorical funds to supplement instruction and provide increased access to learning for under performing students based on identified needs and ongoing monitoring of student progress by all who work with these students. A daily after school program is provided with funding from ASES.

Use of the state and local assessments to modify instruction and improve student achievement

Teachers administer state and local assessments. They evaluate, analyze, plan future instruction and interventions on a regular basis (multiple times a month) based upon the results of those assessments. Ability groups are arranged and rearranged to focus instruction on specific student needs.

Number and percentage of teachers in academic areas experiencing low student performance

All teachers at King Avenue School work with low performing students.

Family, school, district and community resources available to assist these students

Regular education teachers provide classroom instruction with numerous supports to assist student learning including targeted, strategic, and intensive interventions as needed determined by student performance and ongoing monitoring. Additional school supports include Special Education Services, outside supports through mental health, Systems of Care (SOC), Family Intervention and Community Services (FICS), School Readiness, State Preschool, ELLI literacy grant through Sutter County Library, ASES funding for after school intervention programs, Family Soup, Cornerstone Church, and other outside support agencies.

School, district and community barriers to improvements in student achievement

Decreased funding sources for the 2013-2014 school year could impact the ability to deliver services to students. Many King Avenue students come from socioeconomically challenged homes and their parent educational background is mostly high school graduate or less. They often have little to no preschool experience before entering kindergarten.



Limitations of the current program to enable under performing student to meet standards

Response to Intervention (RTI) is a process at King Avenue that clearly articulates and defines how to meet students' needs (academic and behavior). We strive to identify needs and provide interventions at the earliest possible identification of failure to meet grade level proficiency standards. Program review of existing interventions is needed to assess effectiveness of the interventions for improvement in student performance. Additionally, the current process for measuring and monitoring progress in interventions needs to be consistent and clarified school wide.



Analyze Instructional Programs

Instructional Programs

Conclusions from Analysis of Instructional Programs

King Avenue School met all safe harbor targets in English Language Arts on the most recent CST. Our focus will continue to be ELA so that we can maintain increased proficiency in that area. Additionally, we will focus on math instruction and make changes that are proven to advance our goals of math proficiency. We will continue a school wide commitment to interactive learning in math with a focus on daily writing in math.

All King Avenue School's instructional program decisions are made based on our King Avenue Core Values. We continue to make informed instructional decisions that target each students' individual needs.



SCHOOL GOALS FOR IMPROVING STUDENT ACHIEVEMENT

Mathematics

Increase Proficiency in Math

Refine our full implementation of the adopted Math text in its fifth year of use at King Avenue. Teachers will continue to work collaboratively with grade level teams on a school wide basis to identify students (individuals and groups) and their math areas of need and provide strategic/intensive targeted interventions at the earliest identifications for need. Teachers will refine and adjust their teaching to match district/grade level pacing guides to ensure all materials are taught in a timely and effective manner by all teachers. Grade levels will develop a system for ensuring a regular daily emphasis on math facts aligned with grade level math standards expectations. Teachers will ensure daily interactive learning and math writing.

Continue to focus on the explicit teaching of math vocabulary, and use English Language Development principles in all math classes to ensure ELL students have access to CORE math and achieve at the highest levels.

Identify students at each grade level in need of target math intervention such as pull out or small group.

School Climate

Continue to Develop Optimum Learning Environment

Establish and reinforce school-wide routines and procedures for students. Acknowledge excellence on a regular basis and reinforce the establishment of an excellent learning environment. Develop a school-wide system that promotes academic excellence among students in all grade levels. Recognize high achieving students on a regular basis.

Maintain consistent classroom and playground procedures. Through a teacher committee, meet regularly to revisit school rules and procedures, making revisions as necessary and needed.

Parent Involvement/Communication Goal

King Avenue will increase parent involvement and communication.



Instructional Excellence

Improve Our First Best Teaching

Our goal is to improve our teaching using all the YCUSD principles of instructional excellence across all subject matter.

We will:

- Use overt/covert student active participation strategies
- Formulate measurable student objectives
- Teach explicitly to objectives in all CORE areas
- Check for understanding / monitoring progress
- Develop lessons using backwards mapping
- Differentiate instruction

English Language Development

English Language Learners Yearly Growth Target

English Language Learners will make at least one CELDT level growth in English Language Development in one year's time.

Progress will be measured by CELDT and other site, district, and state assessment measures.

English Language Development principles will be taught across the curriculum and with all teachers.

Reading/Language Arts

Comprehension/Fluency/Writing

Improve student literacy by implementing research-based teaching strategies in vocabulary, fluency, and reading comprehension to meet the benchmark set by the NCLB target of all student groups meeting a proficiency rate of 100%. King Avenue School has set a goal for each student to raise their level of proficiency by one level each year, with the ultimate goal of being proficient.

Articulate writing goals and implement grade level benchmarks through the use of writing samples included in the core program.

Provide interventions for targeted students as identified in program-embedded assessments. Assess, monitor, and modify instruction as necessary based on student progress. Administer diagnostic tests on a 6 week cycle and plan instruction for students based on these assessments.



Technology

Full implementation of YCUSD Technology Plan

All classrooms at King Avenue are now in compliance with the standard classroom technology set forth by YCUSD: a SmartBoard system, a laptop and a ceiling-mounted projector. In addition, all classrooms have access to video streaming, contain wireless amplification systems, and have access to web-based components of the CORE curriculum, including Pearson SuccessNet (mathematics support); Scott Foresman History & Social Sciences; and Scott Foresman Science. In the 4 ELD support classrooms, students also use a handheld wireless microphone to enhance language acquisition and facilitate frequent oral practice.

Our goal is to further increase the use of the foregoing classroom resources, and to provide time and training to facilitate greater use in classroom technology resources to enhance instruction. Each classroom has a minimum of two student computers and the computer lab was replaced in 2012.

Using technology as a tool for instruction, communication, intervention and productivity continues to be our school-wide goals. We continue to seek new ways to use technology best practices to more fully engage all students in learning.



PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

School Climate

Goal: Continue to Develop Optimum Learning Environment

ISSUE STATEMENT

King Avenue's student population needs ongoing positive support with well articulated academic and behavior expectations in order to be successful in all areas of school. With approximately 95% free and reduced lunch count as well as a high number of single parent families, we are dedicated to providing predictable structure and sound instruction in order for students to access CORE academics.

GOAL OBJECTIVE

Establish and reinforce school-wide routines and procedures for students. Acknowledge excellence on a regular basis and reinforce the establishment of an excellent learning environment. Develop a school-wide system that promotes academic excellence among students in all grade levels. Recognize high achieving students on a regular basis.

Maintain consistent classroom and playground procedures. Through a teacher committee, meet regularly to revisit school rules and procedures, making revisions as necessary and needed.

STUDENT GROUPS PARTICIPATING IN THIS GOAL

All preschool through 5th grade students

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

Increased overall ADA

Decrease in student suspensions and behavior referrals

Increased parent involvement, communication, support for learning, and their student(s) success

Increased academic successes and student proficiency in all CORE areas

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

Actual ADA data; suspension/behavior referral data; parent involvement data(attendance at school functions, P/T conferences, SSTs & IEP attendance); increased student academic achievement as measured by CST, CELDT, local assessments.

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

Actual ADA data; suspension/behavior referral data; parent involvement data(attendance at school functions, P/T conferences, SSTs & IEP attendance); CST, CELDT, local assessment results.



Strategies

Response to Intervention

K-5 teachers and all staff will work together using an RTI approach to identify student needs in the areas of CORE academics, attendance, behavior, and family support issues related to student's educational success.

All Staff will continue to work on ongoing explicit communication to parents/community and solicit communication from them to us at school.

School Site Council and King Avenue Parent Teacher Organization will continue to increase parents' knowledge of procedures at King Avenue School. We will solicit their perspectives regarding overall educational and parent involvement and their needs to ensure maximum success for all students.

Students will learn and follow school-wide procedures from preschool through fifth grade to ensure a safe and respectful learning environment. They will have leadership opportunities via Student Council, Cross-age tutors and more. They will continue to be acknowledged on a monthly basis for their academic progress to proficient levels in all CORE subjects and in the areas of attendance and behavior.

Actions

Provide Excellent Learning Environment

Tasks

Monitor, reward, and increased proficiencies in CST, CELDT, Reading/Language Arts, Math, Writing, attendance, citizenship, and improvement in academics/behavior via Student Awards (monthly, trimester & annually)

Staff will re-visit/refine school wide student procedures

Provide consistent supervision of students during non-instructional recess/lunch times

Increase communication, support and parent involvement. King Avenue School will be provided direct services for parent involvement activities including parent universities, translation/interpretation services for parents who don't speak English, and ELAC and other parent meeting child care.

Implement initiatives for good attendance. Give students awards for daily, weekly, and monthly perfect attendance and award the class with the best monthly attendance with a pizza and balloon party. Classes with the highest attendance rate are announced school wide on a daily basis.



Measures

On going support for and follow through on student attendance by attendance clerk, teachers, support staff, principal and parents via attendance data

Suspension/behavior referral data

Parent Involvement records/data

Attendance data

Student Council records

Leadership team records

People Assigned

All staff

Start Date - End Date

8/15/2013 - 6/6/2014

| Funding Source | Description | Cost |
|----------------|-----------------------------------|-------------|
| ASES | Classified Salaries | \$5,125.00 |
| ASES | Employee Benefits | \$2,450.00 |
| ASES | Materials and Supplies | \$2,205.00 |
| ASES | After School Operational Expenses | \$1,432.00 |
| ASES | Classified Support Salary | \$13,538.00 |
| EIA-LEP | Employee Benefits | \$8,917.00 |
| EIA-LEP | School Counselor | \$23,215.00 |
| SBLIG | Yard Duty | \$9,142.00 |
| SBLIG | Internet | \$364.00 |
| SBLIG | Library Clerk | \$3,322.00 |
| SBLIG | Materials and Supplies | \$101.00 |
| Title I | Library Clerk | \$9,454.00 |
| Title I | Employee Benefits | \$5,783.00 |
| Title I | Materials and Supplies | \$2,139.00 |
| Title I | Service Contracts | \$1,000.00 |

Preschool Transition

King Avenue School has School Readiness and State Preschool programs on our site. It is important that these students smoothly transition into our regular Kindergarten program. Incoming kindergarten students are invited to the district Smart Start program the summer prior to entering kindergarten.



Actions

Kindergarten Transition

Tasks

Staff from Kindergarten, School Readiness and preschool programs collaborate regularly on student readiness issues, SST(Student Success Team) meetings, IEPs with parents for optimum student support. All programs participate in school events (i.e. Back to School Nights, orientations, Open House, Parent trainings/family events, student assemblies, etc.)

Measures

Ongoing data from unit, topic and other assessments

People Assigned

Preschool and Kindergarten staff and parents

Start Date - End Date

8/15/2013 - 6/6/2014



Goal: Parent Involvement/Communication Goal

ISSUE STATEMENT

King Avenue is a Title I school and is therefore required to ensure that a Parent Involvement Policy and Compact are developed in coordination with parents and staff. King Avenue values their families' involvement in the education of their children and welcomes parent input.

GOAL OBJECTIVE

King Avenue will increase parent involvement and communication.

GROUPS PARTICIPATING IN THIS GOAL

1. Site Principal
2. Site Staff
3. Parents

PERFORMANCE GAINS EXPECTED FOR THESE GROUPS

1. Increased performance on CST and curriculum embedded assessments.
2. Decreased behavior referrals.

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

1. Increased participation at parent teacher conferences, school functions, PTSA, and site council.

DATA NEEDED TO MEASURE ACADEMIC GAINS:

1. CST and curriculum embedded assessment data.
2. Number of annual suspensions



Mathematics

Goal: Increase Proficiency in Math

ISSUE STATEMENT

In order to meet/exceed NCLB standards (100% of all students need to be proficient) we will need to continue our growth gains in math across all grade levels.

We have determined that a school wide focus on math facts and targeted interventions will be our next steps to help us achieve desired gains. Additionally, a focus on math vocabulary, as well as the use of ELD principles in all math classes will assist ELL students to reaching proficiency.

GOAL OBJECTIVE

Refine our full implementation of the adopted Math text in its fifth year of use at King Avenue. Teachers will continue to work collaboratively with grade level teams on a school wide basis to identify students (individuals and groups) and their math areas of need and provide strategic/intensive targeted interventions at the earliest identifications for need. Teachers will refine and adjust their teaching to match district/grade level pacing guides to ensure all materials are taught in a timely and effective manner by all teachers. Grade levels will develop a system for ensuring a regular daily emphasis on math facts aligned with grade level math standards expectations. Teachers will ensure daily interactive learning and math writing.

Continue to focus on the explicit teaching of math vocabulary, and use English Language Development principles in all math classes to ensure ELL students have access to CORE math and achieve at the highest levels.

Identify students at each grade level in need of target math intervention such as pull out or small group.

STUDENT GROUPS PARTICIPATING IN THIS GOAL

All kindergarten through 5th grade students will increase their math proficiency. Additionally, K-5th students, as identified through on-going assessments, who need additional help to achieve proficiency in the area of math will receive appropriate and early targeted interventions. ELL students will have increased access and demonstrate proficiency in math at grade level.

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

We will aim for an increase in overall student proficiency in math in all subgroups by all students increasing one level of proficiency and meeting safe harbor targets.

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

Scott Foresman enVision topic tests, benchmark assessments, CST, teacher lesson plans, grade level & school wide meeting and principal formal/informal observations.

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

Scott Foresman enVision Topic and Benchmark assessment results, CST test results, math facts test data results and teacher strategies/measurements for checking for understanding



Strategies

Math Strategies

Staff development in the use of math facts, interactive learning and math writing as effective and proven strategies.

Staff development in principles of successful strategies for checking for understanding, and adjusting instruction to meet identified student needs at earliest point of confusion or need.

Staff development in developing and planning for the use of targeted math interventions.

Staff development in effective teaching principles and ELD principles related to the instruction of math.

RTI monitoring of student progress and responses to targeted intervention.

Actions

Staff Development

Tasks

Staff development in the area of common core standards, interactive learning and math writing.
Staff development in targeted interventions, instructional excellence principles, and ELD principles in relation to mathematics.

Staff development in the use of technology to support the instruction of math.

Grade level teams will systematically organize procedures and strategies for checking for understanding to more closely monitor student ongoing progress in math and in targeted math interventions.

School wide awards to recognize student proficiency on CORE assessments.

Grade level parent trainings/informational presentations on the math program and math facts. Also, encouraging the importance of parent support in the area of math.

Measures

Overall student progress on CORE math assessments and CST. Teacher lesson plans will reflect explicit planning in the identified areas (specifically for math facts, targeted interventions, full implementation of the program based on grade level pacing guides, technology supports, etc)

Staff and grade level meetings and training agendas & minutes. Formal and informal observations, peer reviews, and team teaching plans.

People Assigned

Principal, school staff

Start Date - End Date

8/15/2013 - 6/6/2014



| Funding Source | Description | Cost |
|----------------|-----------------------------|-------------|
| ASES | Classified Salaries | \$5,125.00 |
| ASES | Employee Benefits | \$2,450.75 |
| ASES | Materials and Supplies | \$2,205.80 |
| ASES | Classified Support Salaries | \$13,538.00 |
| EIA-SCE | Literacy Coach | \$25,489.00 |
| EIA-SCE | Employee Benefits | \$12,310.00 |
| Title I | Intervention Teacher | \$7,721.67 |

Increase Math Proficiency

Tasks

School wide identification and development of strategic/intensive interventions in concept building/applied math/ automaticity of math facts to improve overall math skills of students K-5th grades.

Increase the use of supplemental intervention games/materials from enVision Math CORE text, and technology supports.

Increase collaboration of regular day program and after school interventions with a focus on specific identified needs and targeted interventions

Measures

Goals/objectives and trainings/meetings/observations; teacher lesson plans; school wide & grade level meeting agendas/minutes; principal formal/informal observations; enVision Math Test Data & CST Test Data; after school intervention data

People Assigned

Teachers, Principal, Intervention Teachers and Instructional Coach

Start Date - End Date

8/15/2013 - 6/6/2014



Instructional Excellence

Goal: Improve Our First Best Teaching

ISSUE STATEMENT

We will continue to focus on YCUSD Instructional Excellence Principles. Our focus will be on refinement with a particular emphasis on backwards mapping related to development of objectives at all grade levels collaboratively. Additionally, school-wide we will emphasize the practice of checking for understanding in a more systematic manner and for the purpose of monitoring and adjusting teacher instruction for students. We will monitor the effectiveness of our instruction through at least 3 Academic Conferences throughout the year. We will have the opportunity to conduct peer observations through release days as part of our professional development.

GOAL OBJECTIVE

Our goal is to improve our teaching using all the YCUSD principles of instructional excellence across all subject matter.

We will:

- Use overt/covert student active participation strategies
- Formulate measurable student objectives
- Teach explicitly to objectives in all CORE areas
- Check for understanding / monitoring progress
- Develop lessons using backwards mapping
- Differentiate instruction

STUDENT GROUPS PARTICIPATING IN THIS GOAL

All students will benefit from the improved teaching strategies, the explicit planning for instruction and ongoing checking for understanding.

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

Students' performance will increase due to the consistent and committed implementation of these strategies.

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

Formal and informal observations by the administrator. Self evaluations and lesson plans by teachers. Observation and peer coaching with Literacy Coach. Grade level meeting agendas, minutes, and action plans. Overall student performance on theme, topic and summative tests in CORE subject areas.

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

Illuminate reports in ELA and Math will be used to show students' gains in these subject areas and chapter tests in Social Studies and Science may be used. CST, CELDT and CORE and District assessments will show students' gains.

Strategies

Effective Teaching

King Ave Staff will work collaboratively through staff development opportunities under the direction of the principal, Instructional Coach, and Technology Facilitator. We will continue our focus on covert/overt active participation, 50/50 and "push" (YCUSD ELD Principles) related to these objectives and our teaching. We will focus on all instruction and instructors including paraprofessionals and after school intervention staff being in alignment with effective teaching practices to refine our efforts to improve our overall teaching strategies.



Actions

Staff Development

Tasks

Instructional Coach, Technology Facilitator, principal, and other district and outside resources will provide continued training for all staff on the YCUSD Instructional Excellence Principles via early release Wednesdays, staff meetings and grade level collaborative meetings. Additionally, paraprofessionals and after school intervention staff will be trained in these same principles.

King Avenue School will be provided direct services for the following programs that are being provided by the district office, (Instructional Excellence, illuminate, and APCs and Literacy Coaches)

Measures

Calendars; meeting agendas, minutes & action plans; attendance rosters; formal & informal observations; coach reviews; teacher lesson plans; student work & surveys. Student performance on all CORE, CST, CELDT and other formal and informal assessments will indicate improvement due to improved instructional strategies, academic conference data, peer observation notes

People Assigned

Principal, Academic Coach, all staff and district/outside resources.

Start Date - End Date

8/15/2013 - 6/6/2014

| Funding Source | Description | Cost |
|----------------|------------------------|------------|
| SBLIG | Internet | \$364.00 |
| SBLIG | Materials and Supplies | \$1,295.00 |



English Language Development

Goal: English Language Learners Yearly Growth Target

ISSUE STATEMENT

English Language Development is provided across all grade levels, every day and all day long in order for our students to become Fluent English Proficient students while at King Avenue School.

GOAL OBJECTIVE

English Language Learners will make at least one CELDT level growth in English Language Development in one year's time.

Progress will be measured by CELDT and other site, district, and state assessment measures.

English Language Development principles will be taught across the curriculum and with all teachers.

STUDENT GROUPS PARTICIPATING IN THIS GOAL

All English Language Learners will participate in this school wide goal.

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

Our EL students will make at least one CELDT level growth in their attainment of the English Language as measured by the annual CELDT.

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

CELDT annual assessment scores.

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

CELDT Scores; Treasures RLA Unit Test scores(illuminate); YCUSD ELD checklist and report cards.

Strategies

English Language Development

Revisit YCUSD ELD Principles and the Literacy Template on a yearly basis at beginning of school year.

Principal, Instructional Coach, and English Language Development teacher team will evaluate student data to determine the level of support students' need and assign ELD instructional assistance as appropriate.

Include EL students in our intervention classes at each grade level.



Actions

Staff Development

Tasks

The Instructional Coach and principal will review YCUSD ELD Principles and Literacy Template with entire staff including all support personnel. Grade levels will collaborate specifically related to the teaching of ELD and/or using strategies to assist ELD students in CORE subject matter across all subjects on an ongoing basis.

Staff will be monitored to ensure implementation of all of the components of this goal.

Continue with ELD intervention (1 hour daily ELD instructional groups with combined grade levels with no more than 2 CELDT levels). Teachers will be using YCUSD Literacy Template.

Measures

CELDT test results, illuminate reports/CORE ongoing assessments, student work samples, ELD checklists, CST results, and report cards.

People Assigned

Principal, Academic Coach, ELD intervention teachers, all teachers, ELD paraprofessional & Intervention Teachers

Start Date - End Date

08/15/2013 - 06/06/2014

| Funding Source | Description | Cost |
|----------------|--|-------------|
| ASES | Classified Salaries | \$5,125.00 |
| ASES | Employee Benefits | \$2,450.75 |
| ASES | Materials and Supplies | \$2,162.35 |
| ASES | Classified Support Salaries | \$13,583.00 |
| EIA-LEP | Materials and Supplies | \$454.00 |
| EIA-SCE | Materials and Supplies | \$867.00 |
| SBLIG | Internet | \$364.00 |
| Title I | Intervention Teacher | \$7,721.66 |
| Title I | Employee Benefits | \$5,783.00 |
| Title I | After School/During the Day Intervention | \$5,018.00 |
| Title I | Literacy Coach | \$22,875.00 |

ELD support

ELD teacher leadership team will review CST, CELDT, and other data to determine explicit needs and plan for interventions for ELL students based on the results of the current data together as a school wide plan and with their respective grade level teams .



Reading/Language Arts

Goal: Comprehension/Fluency/Writing

ISSUE STATEMENT

This area continues to be a high need based on ongoing Treasures assessment results and CST scores. Comprehension, fluency and vocabulary development will continue to be the reading focus in order to improve student understanding and overall performance in reading. The focus in the area of writing will be refined to include systematic calibration and grade level review of On Demand Student Writing samples at every trimester.

GOAL OBJECTIVE

Improve student literacy by implementing research-based teaching strategies in vocabulary, fluency, and reading comprehension to meet the benchmark set by the NCLB target of all student groups meeting a proficiency rate of 100%. King Avenue School has set a goal for each student to raise their level of proficiency by one level each year, with the ultimate goal of being proficient.

Articulate writing goals and implement grade level benchmarks through the use of writing samples included in the core program.

Provide interventions for targeted students as identified in program-embedded assessments. Assess, monitor, and modify instruction as necessary based on student progress. Administer diagnostic tests on a 6 week cycle and plan instruction for students based on these assessments.

STUDENT GROUPS PARTICIPATING IN THIS GOAL

All kindergarten through 5th grade students

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

We will meet the ELA proficiency benchmarks of all students raising their level of proficiency by one level or 100% as set by NCLB. Our students will demonstrate significant improvement in comprehension, fluency, and writing skills. Grade levels will have a clear understanding of writing rubric and student benchmarks in writing.

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

Treasures unit/summative test results, CST results, student timed reading results, teacher informal data, student on demand writing samples, principal formal/informal observation & evaluations, Instructional Coach peer reviews, model teaching lessons, and staff development.

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

CST test data, Treasures test data, student writing samples, grade level scoring rubrics, teacher records of intervention, ELD checklists for ELL students.



Strategies

Staff Development

Staff Development for all teachers, paraprofessionals, and after school staff in the development of student measurable objectives, and congruent responses, actions and questions across all subjects in the areas of comprehension, fluency & writing. Teachers will be trained in the use of checking for understanding systematically embedded in Reading Language Arts. Staff development will occur at the whole school early release times, grade level collaborative meetings and other district/outside trainings.

Universal Access/Differentiation in all subject areas is based on students' needs. Targeted Interventions, RtI (intervention hour for all students). After-school interventions and assistance with homework

Instructional Coach support, modeling, and monitoring. Principal and other district and outside sources will provide training in the above areas.

Actions

Reading/Language Arts Proficiency

Tasks

School wide focus on the overall improvement of Reading/Language Arts through intensive/strategic interventions in comprehension and fluency for all K-5th grade students.

Review and refine the full implementation of YCUSD Literacy Template and Treasures CORE reading program

Implementation of after school programs for students identified with areas of specific need in ELA. Continued dedicated 1 hour daily intervention time, RtI, for all grades 1st-5th grades.

Refine the school wide focus on writing to include ongoing grade level writing prompts, grade level, and cross grade level reviews of student writing.

Principal/Literacy Coach will provide staff development/trainings in these areas.

Grade level collaboration will concentrate on using data to understand students needs and to develop/implement appropriate interventions for groups and individual students at earliest point of identified need. Grade levels will monitor & modify interventions and document student levels of success.

Increased articulation to parents and students related to levels of proficiency via Goal Setting/Progress Monitoring Conferences, SSTs, IEPs, student monthly academic awards, and all other available opportunities to share grade level expectations/student progress.

Grade level teachers will collaborate and coordinate with after school intervention staff to focus on all the identified needs/interventions and planned supports for success.

Measures

CST test results, Treasures test results, student writing samples, timed reading test results, teacher lesson plans, school wide/grade level meeting agendas/minutes, and student monthly academic award data.



People Assigned

Instructional Coach
 Intervention Teachers
 All teachers
 Principal

Start Date - End Date

8/15/2013 - 6/6/2014

| Funding Source | Description | Cost |
|----------------|-----------------------------|-------------|
| ASES | Classified Salaries | \$5,125.00 |
| ASES | Employee Benefits | \$2,450.75 |
| ASES | Materials and Supplies | \$2,205.80 |
| ASES | Classified Support Salaries | \$13,538.00 |
| EIA-LEP | Literacy Coach | \$3,921.00 |
| SBLIG | Internet | \$364.00 |
| Title I | Intervention Teacher | \$7,721.67 |
| Title I | Employee Benefits | \$5,783.00 |



Technology

Goal: Full implementation of YCUSD Technology Plan

ISSUE STATEMENT

Technology is a tool to teach in ways which fully engage our students, to communicate with staff members, colleagues worldwide, and parents; and as a tool for our students to use in demonstrating their academic knowledge.

GOAL OBJECTIVE

All classrooms at King Avenue are now in compliance with the standard classroom technology set forth by YCUSD: a SmartBoard system, a laptop and a ceiling-mounted projector. In addition, all classrooms have access to video streaming, contain wireless amplification systems, and have access to web-based components of the CORE curriculum, including Pearson SuccessNet (mathematics support); Scott Foresman History & Social Sciences; and Scott Foresman Science. In the 4 ELD support classrooms, students also use a handheld wireless microphone to enhance language acquisition and facilitate frequent oral practice.

Our goal is to further increase the use of the foregoing classroom resources, and to provide time and training to facilitate greater use in classroom technology resources to enhance instruction. Each classroom has a minimum of two student computers and the computer lab was replaced in 2012.

Using technology as a tool for instruction, communication, intervention and productivity continues to be our school-wide goals. We continue to seek new ways to use technology best practices to more fully engage all students in learning.

STUDENT GROUPS PARTICIPATING IN THIS GOAL

All students kindergarten through fifth grades

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

Students will gain by having visual representations to connect known and unknown information to their new learning. They will be able to receive instruction differentiated to meet their identified needs whether it be reteaching or extending their learning. They will, at higher grades, be able to use technology to represent their own thoughts and ideas. Additionally, the use of technology will help many students to better attend/focus to concepts being taught. Ultimately, all of this will transfer to increased academic achievement as represented on CORE assessments, writing samples, CELDT, CST and more.

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

Teacher lesson plans, grade level meeting agendas/minutes, staff training agendas & attendance records; after school schedules, principal/Instructional Coach/Tech Facilitator observations and trainings, student work samples; computer instruction records/print outs, CORE, CELDT, CST test results

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

CST test data; CORE test data; student writing samples; other data as available

Strategies

Using Technology as a Tool

Ongoing staff development will train staff in the effective use of existing and new technologies available at our school. Emphasis will be placed on use in assessment, data analysis, direct student instruction, audio/visual resources to augment CORE curriculum, and the role of technology in providing Response To Intervention (RTI).



Actions

Implement fully YCUSD Technology Plan / use technology as a tool

Tasks

King Avenue fully implemented (and exceeded) the YCUSD technology plan expectations for this school year (see YCUSD Tech Plan for specifics), particularly in the area of equipping all classrooms to meet the District's standard for technology in classrooms. In the coming year, we will meet the Technology Plan's increased expectations for the 13-14 school year. Also in the coming school year, the technology facilitator or other designee will work with the district office personnel to re-launch a school website to greater facilitate parent communication.

Measures

All teachers will use projectors with video streaming, online CORE curriculum websites, and SmartBoard technology to increase effectiveness of instruction, as observed by Instructional Coach, principal, and the Technology Facilitator.

All staff will increase their use of technology (current and new deployments) as instructional tools, as observed by Instructional Coach, Principal and Technology Facilitator.

The Auto-Dialer, YCUSD website, King Avenue website, email, and other technology will be used to communicate with parents, as evidenced by Auto-Dialer logs, websites, and other available documentation.

People Assigned

All teachers, Instructional Coach, Technology Facilitator, district support technology assistant, library aide, principal, after school intervention staff.

Start Date - End Date

8/15/2013 - 6/6/2014

| Funding Source | Description | Cost |
|----------------|------------------------|------------|
| ASES | Materials and Supplies | \$2,205.80 |

**CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL**

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds (listed under 'Other') may be allocated to the school in accordance with district policy.

| Federal Funding Sources | | Amount |
|---------------------------------|--|---------------|
| Title I | | \$81,000.00 |
| State Funding Sources | | Amount |
| ASES | | \$96,916.00 |
| EIA-LEP | | \$36,507.00 |
| EIA-SCE | | \$38,666.00 |
| SBLIG | | \$15,316.00 |
| District Funding Sources | | Amount |
| Per pupil | | \$0.00 |

**SCHOOL SITE COUNCIL MEMBERS**

| Name | Represents | Contact Info | Reviewed Plan Date |
|----------------|-------------------|---------------------|---------------------------|
| Darcie Hudson | Classified | 822-5250 | 5/16/2013 |
| Neymi Leon | Parent | 740-3175 | 5/16/2013 |
| Sara Nowinski | Principal | 822-5250 | 5/16/2013 |
| Wendy Jenks | Certificated | 822-5250 | 5/16/2013 |
| Linda Pruitt | Parent | 301-1088 | 5/16/2013 |
| Louise Miller | Certificated | 822-5250 | 5/16/2013 |
| Robyn McIntyre | Parent | 548-0073 | 5/16/2013 |
| Kina Huck | Parent | 713-9234 | 5/16/2013 |
| Meagan Bolton | Certificated | 822-5250 | 5/16/2013 |



ASSURANCES

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

**Approval
Date**

Assurances

The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.

The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.

This school plan is based upon 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.

The school site council sought and considered all recommendations from the following groups or committees before adopting this plan:

Certificated Staff 5/14/2013

English Learner Advisory Committee

KingAve Parent teacher organization 5/16/2013

Approval

The school plan was adopted by the council on: 5/16/2013

Public Notice Due Date:

District Governing Board Review Due Date:

School Site Plan Approved: 5/16/2013

Attested by School Principal: 5/16/2013

Attested by School Site Council Chairperson: 5/16/2013

Attested:

| | | |
|--------------------------------|-------------------------------|------|
| Sara Nowinski | | |
| Typed Name of School Principal | Signature of School Principal | Date |
| Kina Huck | | |
| Typed Name of SSC Chairperson | Signature of SSC Chairperson | Date |