

2018-2019 Single Plan for Student Achievement for Blossom Hill Elementary



A Resource for the School Site Council

The Single Plan for Student Achievement Template

School: Blossom Hill Elementary School

District: Los Gatos Union School District

County-District School (CDS) Code: 4369526

Principal: Lisa Reynolds

Date of this revision: May 24, 2018

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 _____

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Form A: 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 grade level benchmark 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:

- **LEA GOAL #1: Utilize best practices to maximize proficiency in English Language Arts (includes reading, writing, and language development) for all students with a focus on upward mobility.**

SCHOOL GOAL: By June 2019, all students will demonstrate upward mobility in student achievement, as measured by local and state assessments.

LCAP PRIORITY AREAS: #1 Basic Services, #2 Implementation of Common Core, #4 Pupil Achievement, #7 Course Access

ALIGNMENT TO STRATEGIC PLAN:

Strategic Focus #1 LEARNING Engage, Educate & Support the Whole Child

Strategic Goal 1.1 Provide a balanced educational program focused on academic excellence, love of learning and resiliency

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Analysis of Kinder Benchmark Data (Spring 2018)	Kinder Benchmark data reveals 71 of the 81 students are achieving grade level proficiency or above in Reading.	Monitor local assessment data
Analysis of DRA2 Assessment Data (Spring 2018) (Grades: 1-2)	DRA2 data Grade 1 reveals 73 of the 96 students are achieving grade level proficiency or above in Reading.	
Analysis of Local Reading Assessments (Spring 2018) (Grades 3-5)	<p>DRA2 data Grade 2 reveals 77 of the 93 students are achieving grade level proficiency or above in Reading.</p> <p>AR STAR data Grade 3 reveals 81 of the 95 students are achieving grade level proficiency or above in Reading.</p>	

<p>Analysis of Spring 2018 SBAC Data (Grades: 3-5)</p>	<p>AR STAR data Grade 4 reveals 107 of the 118 students are achieving grade level proficiency or above in Reading.</p> <p>AR STAR data Grade 5 reveals 100 of the 120 students are achieving grade level proficiency or above in Reading.</p> <p>Data in Grades 3-5 reveals %, %, and % of students are achieving grade level proficiency or above in reading, respectively.</p>	<p>Spring 2018 CAASP data will be analyzed in September 2018 for grades 3-5 and the percentages will be included at that time</p>
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STRATEGY: Align ELA curriculum and establish assessments (Diagnostic, Formative, Summative) to Common Core State Standards (CCSS) and Year Long Context Maps to inform instruction and increase student achievement.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>Review and analyze Fall Assessment Data (FAD) to develop grade level plans. (Fall 2018)</p>	<p>Teachers Principal</p>	<p>Examine Student Data (Aug. – Sept. 2018) Write grade level plan to respond to student needs and strengths. Align plans for professional development and material needs with district goals and site budget</p>	<p>District Funds Site Funds HSC Grants</p>
<p>Ongoing refinement of ELA Curriculum Maps aligned with CCSS and newly adopted <i>National Geographic</i> ELA materials.</p>	<p>Classroom Teachers Teacher Leaders Principal CIA Task Force District-wide Grade Level Teams</p>	<p>Refine Year Long Context Maps (2018-2019).</p>	

<p>(2018-19)</p> <p>By June 2019, refine benchmark assessments aligned to CCSS.</p> <p>Provide differentiated instruction in alignment with Common Core Standards. (Ongoing)</p> <p>Continue to align assessments with standards-based report cards for the District.</p> <p>Implement new ELA adopted curriculum</p>		<p>Refine district benchmark assessments (2018-2019).</p> <p>Refine common assessments aligned to standards-based report cards</p> <p>Follow established district assessment calendar to monitor reading progress.</p> <p>Integrate the use of technology to enhance instruction, differentiation and assessment (applications to be used for core instruction as well as intervention and extension support).</p> <p>Update technology/software in the Computer Lab, grade 2 and grade 5</p> <p>Provide Grade Level Release Days for Professional Development to implement <i>National Geographic</i> adoption</p>	<p>H & SC Grants</p>
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<p>Students not meeting benchmarks will participate in a research-based literacy intervention program. (2018-2019 school year)</p>	<p>Classroom Teachers Literacy Specialist Read Naturally Coordinator Principal</p>	<p>Follow district guidelines/calendar for K-5 DRA2 assessments. Complete grade level analysis of results and develop action plans for students performing below benchmark. Including Tier 2 Intervention services with Literacy Specialist & Read Naturally Coordinator</p>	<p>District Funds LGEF Grant</p>
<p>Ongoing professional development</p>	<p>Principal Classroom Teachers</p>	<p>Secure teacher release days to complete assessments and analysis in a timely manner. Provide licensing for Raz Kids, Core 5, Reading A to Z, and other electronic supplemental support systems/materials.</p>	<p>Site Funds Site Budget HSC Grant District Funds</p>
<p>Provide differentiated instruction to meet the needs of all students. (Ongoing)</p>	<p>Teachers</p>	<p>Provide additional supplementary materials to support mastery of ELA standards</p>	<p>HSC Grant Site Funds</p>
<p>Provide extension opportunities to students performing at advanced levels</p>	<p>Teachers Principal</p>	<p>Participate in in ELA Professional Development, aligned with CIA Scope of Work. Participate in site specific professional development to include the possible use of consultants and/or attendance at conferences/workshops.</p>	<p>HSC Grant Site Funds</p>
<p>Attend Professional Development in ELA instructional strategies (2018-19)</p>	<p>Teachers Principal</p>	<p>Provide release days for teachers to attend Professional Development in research supported ELA instructional strategies. Provide funding for conference registrations or consultant fees in the area of ELA</p>	<p>HSC Grant Site Funds</p>

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<p>Local Grade Level Writing Samples</p>	<p>Grade level writing samples are inconsistent across grade levels and elementary sites</p> <p>As units are aligned to CCSS in the Year Long Context, writing assessments and rubrics will need to be developed, implemented, and analyzed.</p> <p>Kindergarten: 61 of the 81 students are at or above grade level standards</p> <p>Grade 1: - 46 of the 96 students are at or above grade level standards</p> <p>Grade 2: - 65 of the 93 students are at or above grade level standards</p> <p>Grade 3: 93 of the 95 students are at or above grade level standards</p> <p>Grade 4: - 113 of the 118 students are at or above grade level standards</p> <p>Grade 5: - 98 of the 120 students are at or above grade level standards</p>	<p>Monitor development of common grade level writing assessments across the elementary sites</p>

STRATEGY: Align instruction and assessments to Common Core Standards

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Review and analyze Fall Assessment Data (FAD) to develop grade level plans. (Fall 2018)	Grade Level Teams Principal CIA Task Force	Examine Student Data (Aug.– Sept. 2018) Write grade level plan to respond to student needs and strengths. Align plans for professional development and material needs with district goals and site budget	District Funds Site Funds HSC Grant
Refine Writing Units in the Year Long Context Maps. (Ongoing)	Classroom Teachers Principal CIA Task Force	Implement instructional units developed from the Year Long Context Maps.	
Provide differentiated instruction to meet the needs of all students. (Ongoing)		Identify grade level assessments and rubrics to be used to monitor progress.	
		Vertically align expectations and come to agreement on mastery levels at each grade level.	
		Provide licensing for electronic supplemental support systems/materials as identified by grade level teams	
		Provide additional supplementary materials to support mastery of ELA standards	
Attend Professional Development in ELA instructional strategies		Participate in in ELA Professional Development, aligned with CIA Scope of Work. Participate in site specific professional development to include the possible use of consultants and/or attendance at conferences/workshops.	
		Provide release days for teachers to attend Professional Development in research supported ELA instructional strategies.	

LEA GOAL #2: Utilize best practices to maximize proficiency in Science for all students with a focus on upward mobility

SCHOOL GOAL: By June 2019, all fifth grade students will demonstrate upward mobility in student achievement, as measured by local assessments.

LCAP PRIORITY AREAS: #1 Basic Services, #2 Implementation of Common Core, #4 Pupil Achievement, #7 Course Access

ALIGNMENT TO STRATEGIC PLAN:

Strategic Focus #1 LEARNING Engage, Educate & Support the Whole Child

Strategic Goal 1.1 Provide a balanced educational program focused on academic excellence, love of learning and resiliency

Strategic Goal 1.2 Integrate digital literacy and enhance STEAM approaches to student learning

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<p>Local assessment data tied to <i>Mystery Science, Foss Kits, Amplify Science</i></p> <p>If accessible, 2018 CAASP data will be analyzed in September 2018</p>	<p>Students are being exposed to NGSS content</p>	<p>Monitor student progress on assessments and their alignment to NGSS</p>

STRATEGY: Become familiar with the Next Generation Science standards and identify grade level changes from California State Standards.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>Review Next Generation Science Standards and compare with former CA Content Standards</p> <p>Provide differentiated instruction to meet the needs of all students.</p>	<p>Classroom Teachers Principal CIA Task Force</p>	<p>Identify the changes from former California Content Standards.</p> <p>Integrate the use of technology to enhance instruction. Utilize <i>Mystery Science</i> online curriculum for Grades K-5.</p> <p>Provide additional supplementary materials to support mastery of NGSS standards including GIZMOS simulations for grades 3-5</p>	<p>District Funds Site Funds HSC Grant</p>

<p>Support Science focused field trips and guest speakers</p> <p>Participate in NGSS implementation ~ Phase 1 as rolled-out by the CIA Task Force (2018-2019)</p>	<p>CIA Task Force Principal Teachers</p>	<p>Provide study trips and guest speakers aligned with Next Generation Science Studies</p> <p>Participate in site specific professional development to include the possible use of consultants and/or attendance at conferences/workshops.</p> <p>Participate in in STEAM specific Professional Development, aligned with CIA Scope of Work.</p>	
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LEA GOAL #3: Utilize best practices to maximize proficiency in mathematics for all students with a focus on upward mobility (focused on a balanced math curriculum).

SCHOOL GOAL: By June 2019, all students will demonstrate upward mobility in student achievement, as measured by local and state assessments.

LCAP PRIORITY AREAS: #1 Basic Services, #2 Implementation of Common Core, #4 Pupil Achievement, #7 Course Access

ALIGNMENT TO STRATEGIC PLAN:
Strategic Focus #1 LEARNING Engage, Educate & Support the Whole Child
Strategic Goal 1.1 Provide a balanced educational program focused on academic excellence, love of learning and resiliency

<p>What data did you use to form this goal?</p> <p>Local assessment data for grades K-5</p>	<p>What were the findings from the analysis of this data?</p> <p>Data reveal the following are proficient or advanced in Math for all grades:</p> <p>Kindergarten: 74 of the 81 students are at or above grade level standards</p> <p>Grade 1: - 79 of the 96 students are at or above grade level standards</p>	<p>How will the school evaluate the progress of this goal?</p> <p>Analyze local and district benchmark assessments, as well as 2018 SBAC data (Sept. 2018)</p>
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<p>Analysis of 2018 CAASP Data for grades 3-5</p>	<p>Grade 2: - 83 of the 93 students are at or above grade level standards</p> <p>Grade 3: 83 of the 95 students are at or above grade level standards</p> <p>Grade 4: - 94 of the 118 students are at or above grade level standards</p> <p>Grade 5: - 97 of the 120 students are at or above grade level standards</p> <p>Data in Grades 3-5 reveals %, %, and % of students are achieving grade level proficiency or above in mathematics, respectively.</p>	<p>Spring 2018 CAASP data will be analyzed in September 2018 for grades 3-5 and the percentages will be included at that time</p>
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STRATEGY: Align mathematics instruction and assessment to Common Core State Standards (CCSS) and Year Long Context Maps.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Review and analyze Fall Assessment Data (FAD) to develop grade level plans. (Fall 2018)	Teachers Principal	Examine Fall assessment data Write grade level plan to respond to student needs and strengths. Align plans for professional development and material needs with district goals and site budget	District Funds Site Funds HSC Grant LGEF Grant
Refine district Mathematics Benchmark Assessments	CIA Task Force Members Grade Level Teams	Collaborate at grade levels and district level to refine benchmark assessments each trimester	
Ongoing refinement of Math Curriculum Maps aligned with CCSS		Identify/Create/Refine grade level diagnostic, summative, and District benchmark assessments aligned to the year long context and standards based report cards	
Provide differentiated instruction to meet the needs of all students. (Ongoing)	Classroom Teachers	Integrate the use of technology to enhance instruction, differentiation and assessment (applications to be used for core instruction as well as intervention and extension support).	
Provide extension opportunities to students performing at advanced levels		Provide additional supplementary materials to support mastery of mathematics standards Develop/Refine 1-5 assessments and benchmark guidelines. Complete grade level analysis of results and develop action plans for students performing below benchmark using CAT process Follow district guidelines/calendar for K-5 math	

LEA GOAL #4: Utilize best practices to maximize proficiency for all limited English-Proficient students with a focus on upward mobility in the areas of English Language Arts and mathematics,

SCHOOL GOAL: By June 2019, all English learner students will increase proficiency levels, as measured by local and state assessments.

LCAP PRIORITY AREAS: #4 Pupil Achievement

ALIGNMENT TO STRATEGIC PLAN:

Strategic Focus #1 LEARNING Engage, Educate & Support the Whole Child

Strategic Goal 1.1 Provide a balanced educational program focused on academic excellence, love of learning and resiliency

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Analysis of 2017-18 CELDT and classroom data of EL identified students.	2017-18 data qualifications English Learner (EL): 23 Initially Fluent English Proficient (IFEP): 21 Reclassified Fluent English Proficient (RFEP): 10	The staff will monitor annual English Language Proficiency Assessment for California (ELPAC) data and grade level assessments to ensure students are making annual progress.

STRATEGY: Provide a quality ELD program to all English learner students.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Review and analyze ELPAC data to develop grade level plans to specifically address the needs of EL students	Principal EL Teacher Classroom Teachers	Examine Student ELPAC Data (Fall 2018)	District Funds Site Funds

<p>Provide English Language Development activities. (Ongoing)</p> <p>Provide differentiated instruction to meet the needs of all students. (Ongoing)</p>		<p>Classroom Teachers will provide Daily ELD instruction – minimum thirty minutes per day. Provide Academic Vocabulary Lessons. (Ongoing)</p> <p>Integrate the use of technology to enhance instruction.</p> <p>Purchase additional software and/or apps as they are identified.</p> <p>Provide additional supplementary materials to support ELD</p>	
Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>Provide literacy intervention support.</p>	<p>EL Teacher Literacy Support Specialist</p> <p>Principal Teachers Literacy Specialist</p> <p>Principal Teachers</p>	<p>Provide intervention in Literacy skills including Lexia & Core 5 access.</p> <p>Provide Tier 2 support with Literacy Specialist, as needed</p> <p>Identify a teacher at each grade level to serve as a direct communication link to ELL Specialist</p> <p>As appropriate, group students in general ed. classrooms to optimize learning opportunities and friendships</p>	<p>District Funds Site Funds</p>

LEA GOAL #5 Utilize best practices to ensure all students will be educated in a safe, orderly, and developmentally responsive environment that is conducive to learning.

SCHOOL GOAL: For the 2018-189 academic year, the school environment will reflect a school culture that supports a safe learning environment for all students.

LCAP PRIORITY AREAS: #1 Basic Services, #3 Parent Involvement, #5 Pupil Engagement, #6 School Climate

ALIGNMENT TO STRATEGIC PLAN:

Strategic Focus #1 LEARNING Engage, Educate & Support the Whole Child

Strategic Goal 1.1 Provide a balanced educational program focused on academic excellence, love of learning and resiliency

Strategic Goal 1.3 Strengthen parent and community partnerships encompassing safety and wellness

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Student Behavioral Data Suspension Data,	Zero students have been formally suspended this year. Approximately 95 have been referred to the principal for behavioral intervention.	Suspension and behavioral data will be monitored.
Staff and Parent Volunteer anecdotal feedback regarding the ABC Reader Program	Teachers and parents anecdotally report parent-led monthly ABC lessons are supporting the development of developmental assets and social skills. School wide themes and accompanying vocabulary are highlighted and reinforced by staff	
Caring School Climate Survey	Students report high comfort levels with safety, connection to school and school engagement	Results of the Fall/Spring surveys will be analyzed by staff and student focus groups and modifications to practices will be implemented/refined

STRATEGY: Implement the ABC Readers program and *Second Step* instructional units to foster student engagement and support social/emotional development.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>Align Project Cornerstone ABC Readers' lessons with the sequence followed throughout Santa Clara County.</p> <p>Purchase Project Cornerstone books.</p> <p>Teacher Liaison to provide lesson plans and monthly trainings for parent volunteers to prepare them to read and lead classroom discussions</p> <p>Classroom teachers and the Cornerstone Team will identify ABC Readers</p> <p>During the trainings, a school wide theme will be identified and strategies will be shared to connect students with the theme</p> <p>ABC Readers will be encouraged to go directly from training (last</p>	<p>Principal, Teacher Liaison and Parent ABC Reader Coordinator</p>	<p>Continue implementing the Project Cornerstone ABC Reader program.</p> <p>Purchase books in August 2018</p> <p>7 times a year</p> <p>7 times a year</p> <p>7 times a year</p>	<p>HSC Grant Site Funds</p> <p>Site Funds</p>

<p>Thursday of each month, 8:15-9:00am) to the classroom making for more consistency in timing of message and simplifying job for working parents.</p> <p>Plans will be shared with faculty via email and a monthly overview will be provided during staff meetings.</p> <p>An additional lesson will be added to the schedule (last Thursday in May), specifically for reviewing the year's books and lessons.</p> <p>Expand scope of the program and encourage teacher involvement by offering lesson cards to encourage review of the monthly lesson.</p>		7 times a year	
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Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
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<p>An opportunity will be provided for parent volunteers and staff to offer feedback from the previous month's lesson</p> <p>The Kindergarten Book List will be customized to include books that build the foundational skills for common conceptual understanding and vocabulary K-5</p> <p>An ABC Reader link to the H & SC website will provide parents with a monthly update.</p> <p>A community bulletin board located at the front entrance of the school will spotlight the books and skills being developed each month.</p> <p>Monthly letters will be emailed to parents highlighting the ABC Readers' Book of the Month and accompanying Developmental Assets explored and reinforced in the lesson.</p>		<p>7 times a year</p> <p>August 2018-June 2019</p> <p>August 2017-June 2018</p> <p>7 times a year</p> <p>Ongoing</p>	
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<p>Buzz Club – Students in Grades 3-5 will have a variety of on-site volunteer opportunities including: cross-age tutoring, food & clothing drives, assisting with promotions for school events such as the Science Fair, Author’s Visit, Harvest Festival, & Family Movie Night.</p>			
<p>Continue to implement the <i>Second Step</i> program.</p> <p>Promote and celebrate perfect attendance.</p> <p>Promote student safety and healthy habits</p> <p>Continue to support Mileage Club</p> <p>Support new families with opportunities to connect with BH community</p>	<p>Teachers</p> <p>Principal Admin. Assistants Teachers</p> <p>Principal 5th Grade Student Representatives</p> <p>Principal Teachers H & SC</p> <p>Principal Staff Admin. Assistants</p>	<p>Provide opportunities for grade level teams to collaborate on selecting <i>Second Step</i> lessons that address the ongoing individual social and emotional needs of the classrooms.</p> <p>Perfect attendance recognition assembly to include certificates and pencils</p> <p>Wednesday Morning Announcements</p> <p>Organize and execute Mileage Club in Spring 2019</p> <p>Welcome Coffee First Day of School New Family Coffee held in early September 2018 & January 2019</p>	<p>HSC Grant</p>

<p>Support new families with descriptions and rules to playground games</p>	<p>HSC Principal Office Team</p>	<p>Outreach to new families Kindergarten Orientation in Spring 2019 Kindergarten Visitation Meetings in Spring 2019 Variety of HSC community building sponsored events such as: Movie Night, Harvest Festival, & Science Fair School website Hard copy pamphlet</p>	
<p>Continue Fun Friday program.</p>	<p>Principal Parent Volunteers</p>	<p>Provide games and activities during lunch recess.</p>	

<p>Continue to expand the SR2S Program by:</p> <p>Promote parent awareness at Welcome Back Coffee, Back-to-School Night</p> <p>Continue to refine & implement Honeybee Barcode Program with 4 scanners</p>	<p>Principal SR2S Committee School Safety Committee Principal SR2S Committee School Safety Committee Principal SR2S Committee Buzz Club or Student Council</p>	<p>Prepare and present information about SR2S Program in August 2018</p> <p>Once a week, scan Honeybee Barcode cards for all students who carpool or use People Power to get to school from August 2018 through June 2019</p>	
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Promote Honeybee Barcode Program to Kindergarten classes	SR2S Committee	Greet students and parents at Kindergarten gates with scanners, sample cards, & program registration forms in August 2018	
Introduce incoming 2019 Kindergarten parents to the SR2S Program at both the Kindergarten Orientation & Kindergarten Visitation	Principal Admin Assistants SR2C Committee H & SC Reps LGEF Rep	Prepare and present information about SR2S Program in May 2019	
Provide Kindergarten classes with educational presentations promoting pedestrian safety	Principal SR2S Committee	Present classroom lessons in fall 2018	
Sponsor Bicycle Rodeo for 3 rd grade classes	Principal SR2S Committee	Coordinate Bicycle Rodeo with support from local agencies and parent volunteers in September 2018	
Hold Helmet Safety Workshop for all 4 th grade students	Principal, 4 th Grade Teachers, Fisher Students	Coordinate Helmet Safety Workshop with student volunteers from Fisher Middle School in winter 2019	
Provide Bicycle Safety Presentation to 5 th grade students in concert with Fisher Middle School Presentation	Principal SR2S Committee	Coordinate and present Bicycle Safety keynote in April 2019	
Provide SR2S tips and information in <i>Beehive</i> newsletter	SR2S Committee	Monthly	
Coordinate efforts with all			

district schools by participating in quarterly SR2S meetings and contributing to the SR2S Newsletter	SR2S Committee	Ongoing	
Host <i>The Swarm</i> (K-5 team building event)	Principal H & SC BH staff H & SC Parent Volunteers	Purchase color coded t-shirts for each grade level	HSC Grant
Update site Emergency Plan	Principal Safety Coordinator BH Staff SSC	Complete review and revision process by 9/1/18 Purchase any needed supplies to support plan	
Refine procedures for supporting substitutes awareness of safety protocols	Principal Safety Coordinator BH Staff		
Update SB 187 Comprehensive School Safety Plan	Principal Safety Coordinator BH Staff SSC	Complete review and revision process by 3/1/19	
Participate on district-	Principal	Plan and execute best safety practices district-wide	

wide Safety Committee & Sub-committees	Safety Coordinator Classified & Certificated Representatives		
Explore Kagan Cooperative Learning Structures	Principal Teachers	Provide opportunities for staff to learn about structures through observations and participation in professional development	Site Budget H & SC Grant
Provide teacher-referred and teacher-directed after school Homework Center for students in grades 3-5	Principal Teachers	Twice per week September-May	Site Budget
Host Principal Chats for Parents	Principal	One chat per trimester	

LEA GOAL #6: Continue to build capacity for site based instructional teams focused on distributed leadership & collaborating in a professional learning community.

SCHOOL GOAL: For the 2018-19 school year, the site based leadership team and grade level teams will collaborate with the district's CIA Task Force to meet both district and site goals.

LCAP PRIORITY AREAS: #2, 4, 6, 7, 8

ALIGNMENT TO STRATEGIC PLAN:

Strategic Focus #2 TEACHING Create a Culture of Collaboration and Continuous Improvement

Strategic Goal 2.1 Engage in high-quality professional development and training for all

Strategic Goal 2.3 Promote organizational learning and innovation built on promising practices

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
CIA Task Force 2018-19 Scope of Work	<p>Rollout of English Language Arts Curriculum (National Geographic)</p> <p>The process for refining Standards Based Grading Practices and implementing Standards-Based Report Cards across all grade levels needs to continue.</p> <p>There is a need to prepare for the implementation of the Next Generation Science Standards</p>	<p>Monitor implementation and student achievement data</p> <p>Collaboration agendas /minutes from faculty meetings, grade level meetings, district level meetings</p> <p>Monitor process and stakeholder feedback</p> <p>Completion of tasks aligned to this goal</p>

STRATEGY: Site based leadership team and grade level teams will collaborate with the CIA Task Force

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
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LEA GOAL #7: Using data to inform instruction, continue to build and refine site-based formative and summative assessments.

SCHOOL GOAL: For the 2018-19 school year, continue to use data to inform instruction using formative and summative assessments.

LCAP PRIORITY AREAS: # 2, 4, 5, 7
ALIGNMENT TO STRATEGIC PLAN:
Strategic Focus #2 TEACHING Create a Culture of Collaboration and Continuous Improvement
Strategic Goal 2.1 Engage in high-quality professional development and training for all
Strategic Goal 2.3 Promote organizational learning and innovation built on promising practices

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<p>Review of local assessment data</p> <p>CIA Task Force 2018-19 Scope of Work Refine and calibrate ELA & Mathematics Grade Level Benchmarks</p>	<p>There is a need to continue to develop/refine common formative/summative assessments at all grade levels to support student achievement as a focus on upward mobility</p> <p>The process for implementing Standards-Based Report Cards across all grade levels needs to continue</p> <p>There is a need to prepared for full implementation of the NGSS</p>	<p>Monitor student achievement and analyze the results of local assessments and benchmark assessments</p> <p>Monitor process and stakeholder feedback throughout the year</p>

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STRATEGY: Use data to monitor student understanding and adjust instruction to ensure ongoing, incremental growth.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Continue to develop and refine assessments aligned to prioritized standards (2018-2019)	Principal Teachers	Refine/Develop formative and summative assessments to support best instructional practices and differentiated instruction during collaboration meetings and grade level release days (Ongoing)	Site Budget

Form B: Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
1. District support for EL Students	8/18-6/19	Salaries Benefits, instructional materials	\$78,400	LCFF
2. Professional Development in the area of English Language Arts and Science (NGSS)	8/18-6/19	Consultants, Substitute teacher release time, Teacher Leaders	\$39,000	TITLE II
3. Assist Immigrant students to achieve grade level standards	8/18-6/19	Salaries of staff and instructional materials	\$16,000	Title III
4. ELA staff development and Science (NGSS)	8/18-6/19	Substitute Time	\$16,100	LCFF

Note: Centralized services may include the following direct services:

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches
- After-School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress

Centralized services do not include administrative costs.

¹ See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

² List the date an action will be taken, or will begin, and the date it will be completed.

Form C: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility), which are described at: <http://www.cde.ca.gov/fg/aa/co/ca12squiappcatprog.asp>

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education Purpose: Assist expectant and parenting students to succeed in school	\$
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) Purpose: Help educationally disadvantaged students succeed in the regular program	\$
<input type="checkbox"/> Economic Impact Aid/Limited English Proficient (EIA-LEP) Purpose: Develop fluency in English and academic proficiency of English learners	\$
<input type="checkbox"/> Peer Assistance and Review Purpose: Assist teachers through coaching and mentoring	\$
<input type="checkbox"/> Professional Development Block Grant Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$
<input type="checkbox"/> Pupil Retention Block Grant Purpose: Prevent students from dropping out of school	\$
<input type="checkbox"/> Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$
<input type="checkbox"/> School and Library Improvement Program Block Grant Purpose: Improve library and other school programs	\$
<input type="checkbox"/> School Safety and Violence Prevention Act Purpose: Increase school safety	\$
<input type="checkbox"/> Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$
<input type="checkbox"/> List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], Gifted and Talented Education [GATE])	\$
Total amount of state categorical funds allocated to this school	\$

Federal Programs		Allocation
<input type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$
<input type="checkbox"/>	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$
<input type="checkbox"/>	For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$
<input type="checkbox"/>	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly-qualified teachers and principals	\$
<input type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$
<input type="checkbox"/>	For School Improvement Schools only: School Improvement Grant (SIG) Purpose: To address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$
<input type="checkbox"/>	Other federal funds (list and describe)	\$
<input type="checkbox"/>	Other federal funds (list and describe)	\$
<input type="checkbox"/>	Other federal funds (list and describe)	\$
Total amount of federal categorical funds allocated to this school		\$
Total amount of state and federal categorical funds allocated to this school		\$

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

Form D: 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.³ The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Lucia Arredondo		X			
Jenelle Bertucelli		X			
Julia Chan				X	
Ling Law				X	
Fran Mastroianni		X			
Malea Mordant				X	
Meena Nathan				X	
Lisa Reynolds	X				
Julie Sheehan			X		
Francine Shore				X	
Additional Regular Participants (non-voting)					
Kerry Perkins					
Home & School Club Board Members					
Numbers of members in each category	1	3	1	5	

³ EC Section 52852

Form E: Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):
 - State Compensatory Education Advisory Committee _____ Signature
 - English Learner Advisory Committee _____ Signature
 - Special Education Advisory Committee _____ Signature
 - Gifted and Talented Education 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: 05/24/2018.

Attested:

Mrs. Lisa Reynolds
Typed name of School Principal



Signature of School Principal

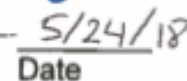


Date

Meena Nathan
Typed name of SSC Chairperson



Signature of SSC Chairperson



Date

Annual Evaluation: To be completed in 2017-18 School Year

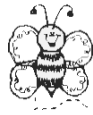
Form F: Single Plan for Student Achievement Annual Evaluation

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.



Blossom Hill Elementary

A Common Core Standards-based School

16400 Blossom Hill Road • Los Gatos, CA 95032 • Phone: 408-335-2100



Single Plan for Student Achievement Update Fall 2017 Data Analysis

SBAC ELA & Mathematics focus for 2017-18

Grade 3

ELA: Claim #3

Students can employ effective speaking and listening skills for a range of purposes and audiences.

Target:

4: Listen/Interpret: Interpret and use information delivered orally

Standards:

3.SL.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Best Practice Strategies:

1. Post-its- make notes during a presentation to be able to ask questions about the conclusion
2. Think Marks
3. Interview practice with family and peers
4. ++ Self-talk and rehearsal
5. Use sentence starters to form questions to ask to ask
6. Reflect by looking at strategies

Reason for selecting this focus:

This was an area on the SBAC where we could achieve growth.

Math: Claim #2: Problem Solving

Students can solve a range of well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies.

Target:

A: Apply mathematics to solve well-posed problems in pure mathematics and arising in everyday life, society, and the workplace.

Standards:

3.OA.3: Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

Best Practice Strategies:

1. Vocabulary development
2. QTIPS –Problem-solving strategy
3. Hands-on problem solving with manipulatives
4. Games (arrays/visualize representations)
5. Number Talks

Reason for selecting this focus:

It is an area that is a constant struggle for third graders.

Grade 4

ELA: Claim #2

Students can produce effective writing for a range of purpose and audiences.

Target:

3a: Write brief texts: Write one or more informational/explanatory paragraphs demonstrating ability to organize ideas by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting evidence and elaboration, or writing body paragraphs, or a conclusion that is appropriate to purpose and audience and related to the information or explanation presented.

Standards:

- 4.W.2b: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- 4.W.2c: Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- 4.W.2d: Use precise language and domain-specific vocabulary to inform about or explain the topic.
- 4.W.2e: Provide a concluding statement or section related to the information or explanation requested.
- 4.W.9b: Apply grade 4 Reading Standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

Best Practice Strategies:

1. Graphic organizers – organization skills
2. Brainstorming
3. Scaffolding
4. Nonfiction Comprehension
5. Integrate Technology Resources to read/write online

Reason for selecting this focus:

We see opportunity for growth in our students. We also feel it is important to build and encourage strong writers.

Math: Claim #3

Communicating Reasoning

Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.

Target:

F. Base arguments on concrete references such as objects, drawings, diagrams, and actions.

Standards:

4.NBT.5: Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Best Practice Strategies:

1. Number Talks
2. Math Notebooks
3. Real World performance Tasks

Reason for selecting this focus:

Students need to apply what they are learning to their everyday lives to make it meaningful. This claim most relates to real life use of mathematics through word problems and problem solving.

Grade 5

ELA: Claim #2

Students can produce effective writing for a range of purpose and audiences.

Target(s):

Write Brief Texts: Write one or more paragraphs demonstrating specific narrative techniques (use of dialogue, sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).

Standards:

5.W.3a: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

5.W.3b: Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

5.W.3d: Use concrete words and phrases and sensory details to convey experiences and events precisely.

5.W.3e: Provide a conclusion that follows from the narrated experiences or events.

Best Practice Strategies:

1. Continuous modeling of good writing practice
2. Revision and feedback from teacher and peer editors
3. Isolation of key elements in text

Reason for selecting this focus:

Students struggle with writing. Teachers feel focusing on this Claim will improve our teaching for improved student learning.

Math: Claim #1 Concepts and Procedures

Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.

Target:

G. Convert like measurement units within a given measurement system; H: Represent and interpret data; I: Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition; J: Graph points on the coordinate plane to solve real-world and mathematical problems; K: Classify two-dimensional figures into categories based on their properties

Standards:

5.MD.1: Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.

5.MD.2: Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally. HS, MC, EQI: Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

5.MD.3: Recognize volume as an attribute of solid figures and understand concepts of volume measurement.

5.MD.5: Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.

5.G.1: Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates.

Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).

5.G.2: Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

Best Practice Strategies:

Within these strands, which cross several curriculum areas, it is important to identify the areas of need in planning our curriculum. For example, attention to be paid to measurement in metrics and making a line plot with fractions. More curriculum needs to be selected to address those content areas. Time should be spent during collaboration meetings to address which areas in this Target area need discussion. It may also be necessary to use the interim tests during the SBAC testing period to review test questions and answers with students.

Fall 2017 Data Analysis for Primary Grades

Kindergarten

Kinder Benchmark data reveals 18 out of 79 students are below the beginning of the year benchmark for Letter Identification & Rhyming

Best Practice Strategies:

Modeled writing, alphabet puppets, one-on-one support with partner teacher, small group instruction with teacher and/or parent volunteers, Letter Recognition games, Letter Sound games, Rhyming games

Kinder Benchmark data reveals 18 out of 79 students are below the beginning of the year benchmark for writing

Best Practice Strategies:

Provide opportunities for fine motor development
Oral sequencing practice
Think Aloud
Guided Writing
One-on-one support with partner teacher, small group instruction with teacher and/or parent volunteers

Kinder Benchmark data reveals 29 out of 79 students are below the beginning of the year benchmark for Number Recognition

Best Practice Strategies:

Daily counting
Use of Class Number Line
Math Workshop with Number Sense games

Grade 1

DRA2 data reveals 17 out of 92 students are below the beginning of the year benchmark for reading

Best Practice Strategies:

Guided reading groups (differentiated instruction)
Explicitly teach text to self, text to world, etc. connections
Small group and 1:1 instruction
Utilize CAT Process as needed

Benchmark data reveals 16 out of 92 students are below the beginning of the year benchmark for writing

Best Practice Strategies:

Modeled daily writing

Implement *Handwriting without Tears* with fidelity

Journaling

Writers Workshop

Explicit focus on pencil group

Provide activities that promote fine motors skills and stamina building

Benchmark data reveals 11 out of 92 students are below the beginning of the year benchmark for math

Best Practice Strategies:

Strategy Instruction

Problem Solving Instruction

Fluency Practice

Differentiated Instruction

Grade 2

DRA2 data reveals 25 out of 96 students are below the beginning of the year benchmark for reading

Best Practice Strategies:

Small, leveled reading groups

Close and consistent monitoring

Teaching students how to select “Good Fit” books

Utilize CAT process as needed

Benchmark data reveals 34 out of 96 students are below the beginning of the year benchmark for writing

Best Practice Strategies:

Small group & individual editing

Think It! Say It! Write It!

Teacher edits and individualized instruction

Sharing ideas

Group brainstorms & Pair/Share

Direct instruction on sentence writing

Closed sentence writing

Anchor Charts for parts of speech

Rainbow sentences to learn parts of speech

Benchmark data reveals 11 out of 96 students are below the beginning of the year benchmark for math.

Best Practice Strategies:

Small group instruction
Close and consistent monitoring
Focus on Number Sense & Math Fact Fluency
Teach alternate strategies and methods
Utilize CAT process as needed

Additional Updates:

Full implementation of *Handwriting Without Tears* for grades K-2
Purchase of instructional & consumable materials

Purchase of K-5 supplemental materials to support Standards-based instruction in the areas of:
Science, Reading, Writing, Mathematics and PE

Articulation of K-5 Science Units with a focus on alignment to Next Generation Science Standards

Professional Development ~ Kagan Cooperative Learning Structures for interested teachers

Participation on District-wide Emergency Committee
Principal, Safety Coordinator, Administrative Assistant & Teacher
Complete Intruder on Campus Table Top Exercise

Participation in Caring School Climate Survey ~ grades 4 & 5
Fall 2017 Spring 2018

Quarterly Principal Chats