

2014-15  
SINGLE PLAN FOR STUDENT ACHIEVEMENT



**Orchard Elementary School**

**Orchard Elementary District**

The District Governing Board  
approved this revision of the School  
Plan on: **6/17/2014**

**CDS Code:**

**43696336048185**

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Orchard Elementary 2014-15  
Single Plan For Student Achievement Report

Goals and Actions	Start Date	Completion Date	Amount
<b>Mathematics</b>			
<b>Increase Proficiency in Math</b>			
Extended Day/Year Intervention and Tutoring	8/20/2014	6/10/2015	\$20,080
Benchmark Assessment	8/20/2014	6/10/2015	\$8,810
K-8 ST Math JiJi	8/20/2014	6/10/2015	\$3,232
6-8 Grade Math Extension	8/20/2014	6/10/2015	\$1,500
<b>English-Language Arts</b>			
<b>Increase Proficiency in ELA</b>			
Benchmark Assessment	8/20/2014	6/10/2015	\$2,000
Extended Day/Year Intervention and Tutoring	8/20/2014	6/10/2015	\$24,200
K-5 DRA Implementation	8/20/2014	6/10/2015	\$3,875
6-8 Grade ELA Extension	8/20/2014	6/10/2015	\$34,569
Accelerated Reader Program	8/20/2014	6/10/2015	\$7,075
K-5 Writers Workshop	8/20/2014	6/10/2015	\$7,462
<b>Other</b>			
<b>English Language Development</b>			
EL Parent Involvement	8/20/2014	6/10/2015	\$1,767
Instructional Strategies and Supportive Technologies	8/20/2014	6/10/2015	\$59,000
ELD	8/20/2014	6/10/2015	\$34,476
<b>Professional Development</b>			
<b>TK - 8th Grade Professional Development</b>			
Teaching and Learning	8/20/2014	6/10/2015	\$2,983
Developmental Reading Assessment - DRA	8/20/2014	6/10/2015	\$3,000
Reading and Writing Workshop	8/20/2014	6/10/2015	\$27,547
ELD	8/20/2014	6/10/2015	\$6,704
Technology	8/20/2014	6/10/2015	\$5,000
Math	8/20/2014	6/10/2015	\$7,731
ELA	8/20/2014	6/10/2015	\$4,368
<b>Total Annual Expenditures for Current Site Plan: \$265,379.00</b>			

**Goals**

LEA Goal:

Not Aligned

**Goal Area : Mathematics**  
**School Goal : Increase Proficiency in Math**

By June, 2015, 70% of Orchard students, in grades TK through 8, will meet grade level proficiencies in Mathematics as measured by benchmarks and grades.

Essential Program Components									
EPC#	1	2	3	4	5	6	7	8	9
Have	✓	✓	✓	✓	✓		✓	✓	✓

**What data did you use to form this goal (findings from data analysis)?**

The findings from our data are that our Asian students continue to outperform our Latino students. At Orchard School we have an Achievement/Opportunity Gap of 35% as measured by the June 2013 CST.

**How does this goal align to your Local Educational Agency Plan goals?**

LEA goal #1: All students are valued and will be provided opportunities to reach their full potential through innovative and well balanced education using the Common State Standards.

**What did the analysis of the data reveal that led you to this goal?**

The findings from our data is that our Asian students continue to out perform our Latino students. While the Achievement/Opportunity Gap has closed at Orchard School, we still have a gap of 35%.

**Which stakeholders were involved in analyzing data and developing this goal?**

The Stakeholders involved were: •Staff •SSC Committee •ELAC Committee •Administrators

**Who are the focus students?**

Focus students include: •School-wide •Asian •Hispanic •Socioeconomic Disadvantaged Students•English Learners

**What is the expected growth?**

An increase of 5% for all students and a 5% decrease in the Achievement/Opportunity Gap.

**What data will be collected to measure student achievement?**

• Assessments embedded in the adopted curriculum. • Progress on District K-8 Math Benchmarks•Grades

**What process will you use to monitor and evaluate the data?**

• Staff participation in data analysis and planning. • An increase in the number of proficient students in math.

**Actions to improve achievement to exit program improvement (if applicable).**

•Implementation of interventions such as ST Math JiJi, Board Math, Extended Day/Year Intervention •Use of state adopted standards aligned textbooks.

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Strategy:

Implement the CCSS aligned units from EngageNY.

Action Title: Extended Day/Year Intervention and Tutoring

Means of Achievement: Extended learning time

Action Type : Form A: Planned Improvements in Student Performance.

Tasks :

- Use formative assessments to diagnose individual students' needs • Identify students not meeting grade level benchmarks and provide interventions • Structure program and administer ongoing assessments to monitor progress

Measures :

- Benchmark Assessments • Curriculum Embedded Assessments

People Assigned :

- Teachers • Principal • Assistant Principal

Start Date : 8/20/2014

Completion Date : 6/10/2015

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Extended Day/year Interventions	\$15,500
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Instructional Aid Hourly	\$1,000
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	ST Math - JiJi License	\$3,580

**Action Title: Benchmark Assessment**

**Means of Achievement: Monitoring program implementation and results**

**Action Type :** Form A: Planned Improvements in Student Performance.

**Tasks :**

Create and maintain District Benchmark Assessments

**Measures :**

Quarterly benchmark assessments loaded in the DMM before the start of the school year,; student data available one week after the testing window closes for teachers, parents/guardians and students.

**People Assigned :**

- Teachers • Principal • Assistant Principal

**Start Date :** 8/20/2014

**Completion Date :** 6/10/2015

Funding Resources	Related Expenditures	Estimated Cost
Common Core State Standards Implementation Funds	Materials and Supplies	\$2,500
Common Core State Standards Implementation Funds	Travel and Conference	\$1,000
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	SchoolCity Inc. License	\$5,310

**Action Title: K-8 ST Math JiJi**

**Means of Achievement: Increased educational opportunity**

**Action Type :** Form A: Planned Improvements in Student Performance.

**Tasks :**

- A block of time will be scheduled for students to engage in JiJi Math

**Measures :**

- ST Math JiJi Data

**People Assigned :**

- Teachers • Principal • Assistant Principal

**Start Date :** 8/20/2014

**Completion Date :** 6/10/2015

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Professional Development for staff	\$1,000
Common Core State Standards Implementation Funds	Classroom/Office Supplies	\$1,000
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Exended Duty	\$1,232

Action Title: 6-8 Grade Math Extension

**Means of Achievement: Extended learning time**

**Action Type :** Form A: Planned Improvements in Student Performance.

**Tasks :**

- 6th - 8th grade students who are not meeting grade level benchmarks receive two periods of math.

**Measures :**

- Benchmark Assessments • Curriculum embedded assessments

**People Assigned :**

- Teachers • Principal • Assistant Principal

**Start Date :** 8/20/2014

**Completion Date :** 6/10/2015

Funding Resources	Related Expenditures	Estimated Cost
Economic Impact Aid (EIA): State Compensatory Education (SCE)	Classroom/Office Supplies	\$500
Common Core State Standards Implementation Funds	Materials and Supplies	\$1,000

# Orchard Elementary 2014-15

## Single Plan For Student Achievement Report

**LEA Goal:**

Not Aligned

**Goal Area : English-Language Arts**

**School Goal : Increase Proficiency in ELA**

By June, 2015, 75% of Orchard students, in grades TK through 8, will meet grade level proficiency in reading as measured by the DRA and in writing as measured by writing rubric. 100% of all students will make progress towards grade level proficiency in reading and in writing.

Essential Program Components									
EPC#	1	2	3	4	5	6	7	8	9
Have	✓	✓	✓	✓	✓	✓	✓	✓	✓

**What data did you use to form this goal (findings from data analysis)?**

The finding from our data is that our Asian students continue to outperform our Latino students. At Orchard School we have an Achievement/Opportunity Gap of 35.0% as measured by the 2013 CST in ELA.

**How does this goal align to your Local Educational Agency Plan goals?**

LEA goal #1: All students are valued and will be provided opportunities to reach their full potential through innovative and well balanced education using the Common Sore State Standards.

**What did the analysis of the data reveal that led you to this goal?**

The findings from our data are that our Asian students continue to outperform our Latino students. At Orchard School we have an Achievement/Opportunity Gap of 35.0% as measured by the 2013 CST in ELA.

**Which stakeholders were involved in analyzing data and developing this goal?**

The Stakeholders involved were: •Staff •SSC Committee •ELAC Committee •Administrators

**Who are the focus students?**

The focus students are: •Schoolwide •Asian •Hispanic •Socioeconomic Disadvantaged Students•English Learners

**What is the expected growth?**

100% of all students will make progress towards grade level proficiency in reading and in writing.

**What data will be collected to measure student achievement?**

• Assessments embedded in adopted curriculum. • Progress on District K-8 ELA Benchmarks • DRA K-5 • Star Reading 6-8 • Grades

**What process will you use to monitor and evaluate the data?**

• Staff participation in data analysis and planning. • An increase in the number of proficient students in ELA.

**Actions to improve achievement to exit program improvement (if applicable).**

Implementation of Extended Day/Year Interventions • Guided Reading • Reach • Accelerated Reader

**Strategy:**

A focus on reading and writing across all content areas in TK through 8th grade.

**Action Title: Benchmark Assessment**

**Means of Achievement: Monitoring program implementation and results**

**Action Type :** Form A: Planned Improvements in Student Performance.

**Tasks :**

Create and maintain District Benchmark Assessments

**Measures :**

Quarterly benchmark assessments loaded in the DMM before the start of the school year; student data available one week after the testing window closes for teachers, parents/guardians, and students.

**People Assigned :**

• Principal • Assistant Principal

**Start Date :** 8/20/2014

**Completion Date :** 6/10/2015

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Materials and Supplies	\$500
Common Core State Standards Implementation Funds	Materials and Supplies	\$1,500

**Action Title: Extended Day/Year Intervention and Tutoring**

**Means of Achievement: Extended learning time**

**Action Type :** Form A: Planned Improvements in Student Performance.

**Tasks :**

• Use formative assessments to diagnose individual students' needs • Identify students not meeting benchmarks • Provide extended day/year interventions for identified student • Administer ongoing assessments to monitor student's progress

**Measures :**

• Benchmark assessments • Curriculum Embedded Assessments • DRA

**People Assigned :**

Teachers • Principal • Assistant Principal

**Start Date :** 8/20/2014

**Completion Date :** 6/10/2015

Funding Resources	Related Expenditures	Estimated Cost
Economic Impact Aid (EIA): State Compensatory Education (SCE)	Extended Day/Year Interventions	\$3,463
Economic Impact Aid (EIA): State Compensatory Education (SCE)	Instructional Aid Hourly	\$1,000
Common Core State Standards Implementation Funds	Materials and Supplies	\$3,000
Common Core State Standards Implementation Funds	Extended Duty Pay	\$16,737



Action Title: K-5 DRA Implementation

**Means of Achievement: Monitoring program implementation and results**

Action Type : Form A: Planned Improvements in Student Performance.

Tasks :

K-5 teachers will implement the DRA to inform reading instruction and monitor student progress. -Purchase DRA Kits -Provide PD - Provide release time to test and collaborate

Measures :

DRA

People Assigned :

• K-5 Teachers • Principal

Start Date : 8/20/2014

Completion Date : 6/10/2015

Funding Resources	Related Expenditures	Estimated Cost
Common Core State Standards Implementation Funds	Materials and Supplies	\$2,875
Economic Impact Aid (EIA): State Compensatory Education (SCE)	Materials and Supplies	\$1,000

Action Title: 6-8 Grade ELA Extension

**Means of Achievement: Extended learning time**

Action Type : Form A: Planned Improvements in Student Performance.

Tasks :

Students who are below grade level in ELA in grades 6th - 8th receive two periods of ELA.

Measures :

• Curriculum Embedded Assessments • ELA Benchmarks • STAR Test • Writing

People Assigned :

• 6th - 8th Teachers • Principal • Assistant Principal

Start Date : 8/20/2014

Completion Date : 6/10/2015

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Program Coordinator	\$33,569
Common Core State Standards Implementation Funds	Classroom/Office Supplies	\$1,000

Action Title: Accelerated Reader Program

**Means of Achievement: Increased educational opportunity**

Action Type : Form A: Planned Improvements in Student Performance.

Tasks :

1st - 8th students have access to the Accelerated Reader Program.

Measures :

• AR Test • STAR Test

People Assigned :

• Teachers • Library Clerk • Principal • Assistant Principal

Start Date : 8/20/2014

Completion Date : 6/10/2015

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	AR Program	\$7,075

Action Title: K-5 Writers Workshop

**Means of Achievement: Alignment of instruction with content standards**

Action Type : Form A: Planned Improvements in Student Performance.

Tasks :

Implement a daily block of time for Writers Workshop

Measures :

Writing

People Assigned :

K-5 Teachers • Principal • Assistant Principal

Start Date : 8/20/2014

Completion Date : 6/10/2015

Funding Resources	Related Expenditures	Estimated Cost
Economic Impact Aid (EIA): State Compensatory Education (SCE)	Materials and Supplies	\$2,232
Common Core State Standards Implementation Funds	Mentor Text	\$5,230

# Orchard Elementary 2014-15

## Single Plan For Student Achievement Report

LEA Goal:

Not Aligned

Goal Area : Other

School Goal : English Language Development

By June, 2015 70% of English Language Learners will meet or exceed the NCLB Title III Accountability standards known as AMAO I and 60% will meet or exceed AMAO II as measured by CELDT (California English Language Development Test) in the 5 years or more cohort and 28% in the less than 5 year cohort.

Essential Program Components									
EPC#	1	2	3	4	5	6	7	8	9
Have	✓	✓	✓	✓	✓	✓	✓	✓	✓

What data did you use to form this goal (findings from data analysis)?

Our findings were based on the results from the 2014 CELDT annual Assessment .

How does this goal align to your Local Educational Agency Plan goals?

LEA goal #1: All students are valued and will be provided opportunities to reach their full potential through innovative and well balanced education using the Common Sore State Standards.

What did the analysis of the data reveal that led you to this goal?

•Low reading comprehension skills•Low writing skills

Which stakeholders were involved in analyzing data and developing this goal?

The Stakeholders involved were: •Staff •SSC Committee •ELAC Committee •Administrators

Who are the focus students?

All K-8 English Language Learners

What is the expected growth?

•AMAO I: 70% or more English Language Learners will increase one CELDT level •60% will meet or exceed AMAO II as measured by CELDT (California English Language Development Test) in the 5 years or more cohort and 28% in the less than 5 year cohort.

What data will be collected to measure student achievement?

•CELDT annual assessment •Assessments embedded in adopted curriculum •Progress on District K-8 ELA Benchmarks•Writing•DRA

What process will you use to monitor and evaluate the data?

• Staff participation in data analysis and planning. • An increase in the number of students redesigned English proficient

Actions to improve achievement to exit program improvement (if applicable).

Implementation of daily ELD, Extended Day/Year Interventions, Guided Reading, Reach, Writing

Strategy:

Use the ELD standards in tandem with the CCSS, including the Next Generation Science Standards.

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Action Title: EL Parent Involvement

**Means of Achievement: Auxiliary services for students and parents**

Action Type : Form A: Planned Improvements in Student Performance.

Tasks :

- Provide EL parents knowledge of the instructional programs and parent participation
- Provide parent education workshops so parents can support student learning

Measures :

- Sign-in Sheets
- Participation in ELAC and SSC
- Survey

People Assigned :

Teachers • Principal • Assistant Principal

Start Date : 8/20/2014

Completion Date : 6/10/2015

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Materials and Supplies	\$767
Economic Impact Aid (EIA): State Compensatory Education (SCE)	Travel and Conference	\$1,000

Action Title: Instructional Strategies and Supportive Technologies

**Means of Achievement: Increased educational opportunity**

Action Type : Form A: Planned Improvements in Student Performance.

Tasks :

Teachers will engage students in meaningful, authentic, and rigorous work through the use of innovative instructional practices and supportive technologies that will support English language acquisition.

Measures :

- CELDT
- AMAO 1 - 2
- Redesignation

People Assigned :

Teachers • Principal • Assistant Principal

Start Date : 8/20/2014

Completion Date : 6/10/2015

Funding Resources	Related Expenditures	Estimated Cost
Economic Impact Aid (EIA): State Compensatory Education (SCE)	Materials and Supplies	\$2,000
Economic Impact Aid (EIA): State Compensatory Education (SCE)	Travel/Conferences	\$1,000
Common Core State Standards Implementation Funds	Technology Equipment	\$55,000
Common Core State Standards Implementation Funds	Materials and Supplies	\$1,000

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Action Title: ELD

**Means of Achievement: Alignment of instruction with content standards**

Action Type : Form A: Planned Improvements in Student Performance.

**Tasks :**

Students will receive daily ELD instruction.

**Measures :**

- Instructional Schedule

**People Assigned :**

- Teachers • Principal • Assistant Principal

Start Date : 8/20/2014

Completion Date : 6/10/2015

Funding Resources	Related Expenditures	Estimated Cost
Common Core State Standards Implementation Funds	Classroom/Office Supplies	\$1,850
NCLB: Title II, Part A, Teacher Quality	Travel/Conferences	\$1,000
NCLB: Title III, Limited English Proficiency (LEP) Student Program	Instructional Aide	\$3,472
NCLB: Title III, Limited English Proficiency (LEP) Student Program	Program Manager	\$10,319
NCLB: Title III, Limited English Proficiency (LEP) Student Program	Counselor	\$17,000
NCLB: Title III, Limited English Proficiency (LEP) Student Program	Contracted Services	\$835

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LEA Goal:

Not Aligned

Goal Area : Professional Development  
School Goal : TK - 8th Grade Professional Development

•Staff will participate in professional development in order to develop competencies and optimize all resources for student success.

Essential Program Components									
EPC#	1	2	3	4	5	6	7	8	9
Have	✓	✓	✓	✓	✓	✓	✓	✓	✓

What data did you use to form this goal (findings from data analysis)?

• 2013 CST • CELDT • Site assessments • Staff input

How does this goal align to your Local Educational Agency Plan goals?

LEA goal #2: All staff is valued and respected by providing and ensuring opportunities to attract, support, and retain exemplary staff.

What did the analysis of the data reveal that led you to this goal?

• The need to define, develop, and promote effective teaching practices that maximize rigor and meaningful engagement for all students. • The need for a more uniform approach to teaching and learning across our school.

Which stakeholders were involved in analyzing data and developing this goal?

The Stakeholders involved were: •Staff •SSC Committee •ELAC Committee •Administrators

Who are the focus students?

All TK- 8th grade students

What is the expected growth?

• The expected growth is for all students to achieve proficiently at federal mandated levels through NCLB • Enhance teachers' and administrators' expertise

What data will be collected to measure student achievement?

• CELDT • Benchmark Assessments • DRA • Curriculum Embedded Assessments • Writing

What process will you use to monitor and evaluate the data?

• Learning walks to assess progress towards implementation of the state standards and best teaching practices • Attendance at PD opportunities • PD evaluations

Actions to improve achievement to exit program improvement (if applicable).

On going professional development to continue to build staff expertise and a common knowledge base.

Strategy:

To implement data driven Professional Learning Communities.

**Action Title: Teaching and Learning**

**Means of Achievement: Staff development and professional collaboration**

**Action Type :** Form A: Planned Improvements in Student Performance.

**Tasks :**

K-8th grade classroom have daily Content and Language Objectives based on the state standards including ELD and NGSS. These are to be imbedded into problem or project based learning.

**Measures :**

- Learning walks • Students will be able to explain the daily Content and Language Objectives to administration during weekly walk through, and to parents each evening. • The objectives will be posted the entire day where students and staff will be able to read them.

**People Assigned :**

Teachers • Principal • Assistant Principal

**Start Date :** 8/20/2014

**Completion Date :** 6/10/2015

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Classroom/Office Supplies	\$483
Common Core State Standards Implementation Funds	Teacher Substitutes	\$1,000
Common Core State Standards Implementation Funds	Professional Development	\$1,500

**Action Title: Developmental Reading Assessment - DRA**

**Means of Achievement: Staff development and professional collaboration**

**Action Type :** Form A: Planned Improvements in Student Performance.

**Tasks :**

Provide K-5 teachers PD on the use and implementation of the DRA assessment.

**Measures :**

- Implementation of the DRA • Use of data for instructional planning

**People Assigned :**

• K-5 Teachers • Principal • Assistant Principal

**Start Date :** 8/20/2014

**Completion Date :** 6/10/2015

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title II, Part A, Teacher Quality	Professional Development for staff	\$1,000
NCLB: Title II, Part A, Teacher Quality	Teacher Substitutes	\$1,000
Common Core State Standards Implementation Funds	Teacher Substitutes	\$1,000

Action Title: Reading and Writing Workshop

Means of Achievement: Staff development and professional collaboration

Action Type : Form A: Planned Improvements in Student Performance.

Tasks :

- K-8 teachers receive PD on writing across the curriculum
- K-5 Teachers attend the writing and/or reading workshop at Teachers college
- 6-8 teachers attend the Expository Reading and Writing Course training

Measures :

- Instructional Schedule
- Walkthroughs
- Writing
- DRA
- STAR Reading

People Assigned :

- Teachers
- Principal
- Assistant Principal

Start Date : 8/20/2014

Completion Date : 6/10/2015

Funding Resources	Related Expenditures	Estimated Cost
Common Core State Standards Implementation Funds	Materials and Supplies	\$2,000
Common Core State Standards Implementation Funds	Travel and Conference	\$10,000
NCLB: Title II, Part A, Teacher Quality	Travel and Conference	\$2,000
NCLB: Title II, Part A, Teacher Quality	Contracted Services	\$5,000
Common Core State Standards Implementation Funds	Teacher Substitutes	\$1,500
Common Core State Standards Implementation Funds	Teacher Substitut	\$2,079
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Professional Development	\$1,000
NCLB: Title II, Part A, Teacher Quality	Materials and Supplies	\$1,505
NCLB: Title II, Part A, Teacher Quality	Extended Duty Pay	\$2,463



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Action Title: ELD

Means of Achievement: Staff development and professional collaboration

Action Type : Form A: Planned Improvements in Student Performance.

Tasks :

- Teachers will receive PD on the ELD Standards, A Look at Learning, and the ELA/ELD core curriculum

Measures :

- ELD Schedule • AMAO 1 & 2 • Redesignation Rates • Walkthroughs

People Assigned :

- Teachers • Principal • Assistant Principal

Start Date : 8/20/2014

Completion Date : 6/10/2015

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Professional Development for staff	\$2,668
Economic Impact Aid (EIA): State Compensatory Education (SCE)	Teacher Substitutes	\$2,000
NCLB: Title II, Part A, Teacher Quality	Professional Development for staff	\$1,000
NCLB: Title III, Limited English Proficiency (LEP) Student Program	Materials and Supplies	\$1,036

Action Title: Technology

Means of Achievement: Staff development and professional collaboration

Action Type : Form A: Planned Improvements in Student Performance.

Tasks :

- Teachers will receive PD on the use of the new technology equipment in their classrooms • Teachers will receive PD on the integration of technology across all content areas

Measures :

- Use and integration of technology in the classroom • Learning Walks

People Assigned :

- Teachers • Principal • Assistant Principal

Start Date : 8/20/2014

Completion Date : 6/10/2015

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Professional Development for staff	\$1,000
Common Core State Standards Implementation Funds	Classroom/Office Supplies	\$1,000
Common Core State Standards Implementation Funds	Travel/Conference	\$3,000

Action Title: Math

**Means of Achievement: Staff development and professional collaboration**

**Action Type :** Form A: Planned Improvements in Student Performance.

**Tasks :**

- Staff will participate in PD for the CCSS, EngageNY, ST JiJi Math, and Board Math

**Measures :**

- Benchmark Assessments • Curriculum Embedded Assessments

**People Assigned :**

- Teachers • Principal • Assistant Principal

**Start Date :** 8/20/2014

**Completion Date :** 6/10/2015

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Professional Development for staff	\$1,000
Common Core State Standards Implementation Funds	Materials and Supplies	\$1,000
NCLB: Title II, Part A, Teacher Quality	Professional Development for staff	\$1,000
NCLB: Title II, Part A, Teacher Quality	Substitutes	\$1,231
Common Core State Standards Implementation Funds	Professional Development	\$1,500
NCLB: Title II, Part A, Teacher Quality	Extended Duty Pay	\$2,000

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Action Title: ELA

**Means of Achievement: Staff development and professional collaboration**

**Action Type :** Form A: Planned Improvements in Student Performance.

**Tasks :**

• Professional development around the new Common Core State Standards through our partnership with SCCOE and participation with the County's Curriculum Leadership Council- CLC • Kindergarten-3rd grade will focus on all students learning to read at grade level by the end of 3rd grade, 4th-8th grade will focus on literacy across the content areas

**Measures :**

• Benchmarks • Writing • STAR Reading • DRA

**People Assigned :**

Teachers • Principal • Assistant Principal

**Start Date :** 8/20/2014

**Completion Date :** 6/10/2015

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	ProfessionalDevelopment	\$1,000
Economic Impact Aid (EIA): State Compensatory Education (SCE)	Materials and Supplies	\$368
Common Core State Standards Implementation Funds	Professional Development	\$3,000

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Funding Programs Included in this Plan

Each state and federal categorical program in which the school participates.

Total Site Plan Budget : \$265,379

Total Annual Expenditures for Current School Plan: (\$265,379)

Balance: \$0

Funding Resource Code	Funding Source	Allocation / Expenditure
3010	<b>NCLB: Title I, Part A, Basic Grants Low-Income and Neglected</b>	<b>\$76,684</b>
	Action: 6-8 Grade ELA Extension	(\$33,569)
	Action: Accelerated Reader Program	(\$7,075)
	Action: Benchmark Assessment	(\$5,810)
	Action: EL Parent Involvement	(\$767)
	Action: ELA	(\$1,000)
	Action: ELD	(\$2,668)
	Action: Extended Day/Year Intervention and Tutoring	(\$20,080)
	Action: K-8 ST Math JiJi	(\$2,232)
	Action: Math	(\$1,000)
	Action: Reading and Writing Workshop	(\$1,000)
	Action: Teaching and Learning	(\$483)
	Action: Technology	(\$1,000)
	<b>Balance:</b>	<b>\$0</b>
4035	<b>NCLB: Title II, Part A, Teacher Quality</b>	<b>\$19,199</b>
	Action: Developmental Reading Assessment - DRA	(\$2,000)
	Action: ELD	(\$2,000)
	Action: Math	(\$4,231)
	Action: Reading and Writing Workshop	(\$10,968)
	<b>Balance:</b>	<b>\$0</b>
4203	<b>NCLB: Title III, Limited English Proficiency (LEP) Student Program</b>	<b>\$32,662</b>
	Action: ELD	(\$32,662)
	<b>Balance:</b>	<b>\$0</b>
7090	<b>Economic Impact Aid (EIA): State Compensatory Education (SCE)</b>	<b>\$14,563</b>
	Action: 6-8 Grade Math Extension	(\$500)
	Action: EL Parent Involvement	(\$1,000)
	Action: ELA	(\$368)
	Action: ELD	(\$2,000)

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	Action: Extended Day/Year Intervention and Tutoring	(\$4,463)
	Action: Instructional Strategies and Supportive Technologies	(\$3,000)
	Action: K-5 DRA Implementation	(\$1,000)
	Action: K-5 Writers Workshop	(\$2,232)
	<b>Balance:</b>	<b>\$0</b>
<b>7405</b>	<b>Common Core State Standards Implementation Funds</b>	<b>\$122,271</b>
	Action: 6-8 Grade ELA Extension	(\$1,000)
	Action: 6-8 Grade Math Extension	(\$1,000)
	Action: Benchmark Assessment	(\$5,000)
	Action: Developmental Reading Assessment - DRA	(\$1,000)
	Action: ELA	(\$3,000)
	Action: ELD	(\$1,850)
	Action: Extended Day/Year Intervention and Tutoring	(\$19,737)
	Action: Instructional Strategies and Supportive Technologies	(\$56,000)
	Action: K-5 DRA Implementation	(\$2,875)
	Action: K-5 Writers Workshop	(\$5,230)
	Action: K-8 ST Math JiJi	(\$1,000)
	Action: Math	(\$2,500)
	Action: Reading and Writing Workshop	(\$15,579)
	Action: Teaching and Learning	(\$2,500)
	Action: Technology	(\$4,000)
	<b>Balance:</b>	<b>\$0</b>

**School Site Council Membership**

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the School through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Name	Represents	Contact Info	Reviewed Plan Date
Gargi sengupta	Classroom Teacher	gsengupta@orchardsd.	6/3/2014
Greg Dake	Classroom Teacher	gdaket@orchardsd.o	6/3/2014
Mildred Arellano	Principal	marellano@orchardsd.	6/3/2014
Ga Lao	Classroom Teacher	glao@orchardsd.org	6/3/2014
Shirley Li	Parent or Community Member		6/3/2014
Amelia Wang	Parent or Community Member		6/3/2014
Michelle Liu	Parent or Community Member		6/3/2014
Matt de Cesare	Other School Staff	mdecesare@orchardsd.	6/3/2014
Mari Mora	Parent or Community Member		6/3/2014
Leah Olaivar	Parent or Community Member		6/3/2014

**Total Number of Committee Members**

	Principal	ClassRoom Teacher	Other School Staff	Parent or Community Member	Secondary Student
<b>Number of Members of each Category</b>	1	3	1	5	

**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.

State Compensatory Education Advisory Committee	_____	Signature
Special Education Advisory Committee	_____	Signature
School Health Council	_____	Signature
Gifted and Talented Education Advisory Committee	_____	Signature
English Learner Advisory Committee	_____	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.

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5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed here in 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:

6/17/2014

Attested:

Mildred Arellano, Principal

\_\_\_\_\_  
Typed name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Ga Lao

\_\_\_\_\_  
Typed name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date

### Analysis of Current Educational Practice

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

State Assessments:

School wide results of state assessments in math and language arts will be reviewed in late August of 2015 to identify the school's focus. State Curriculum Frameworks and state standards will be used as planning guides.

Local Assessments:

Teachers use district benchmark results in Language Arts and Mathematics to monitor and modify instruction. This information is used to identify students at risk, to plan instruction and/or re-teaching, as well as identify areas of practice that teachers will need to address through their own professional development. Teachers also implement on going formative classroom assessments to monitor students progress, differentiate instruction, and plan for small group and/or one to one interventions.

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

After benchmark assessments are given, grade level teams analyze trends and develop re-teaching/reengagement activities. One strategy for reengagement is based on reviewing the data for an attractive distracter. Our school focus is to develop daily content objectives, implement interventions such as Boardmath, Accelerated Reader (AR), REACH, guided reading, and ST Math Jiji, and to provide differentiated instruction for students not meeting mastery. Our staff continuously analyzes the formative school benchmark assessments throughout the school year. Teachers have identified goals in these areas and will work in grade level groups to improve teacher practice.

School visits and peer coaching continues to be a strategy for school improvement however our focus has turned to implementation of strategies and professional development through our SCCOE partnership. Teachers have identified goals in these areas and will work in grade level groups to improve teacher practice. Formative Data/Assessments- District Benchmarks continue to look at attractive distracters and reengagement strategies for our students.

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

Teacher recruitment, hiring and evaluation focus on meeting NCLB criteria. As a result, 100% of our teachers are NCLB compliant. We have 7 teachers who are working on their BTSA and are currently on track to complete the program.

#### 4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC):

The Principal, Mildred Arellano, has completed the training program (AB 75) Module 1 instructional materials, Module 2 and 3..

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The Assistant Principal, Matt deCesar, has yet to complete the program or it's equivalent to date. He is working on clearing his credential.

#### 5.Sufficiency of credentialed teachers and teacher professional development (e.g. access to AB 466 training on SBE-adopted instructional materials) (EPC):

Some of our staff has participated in the equivalent to AB466 which is the MIM (Mathematics Instructional Materials Training- 16 hours) through the Santa Clara County Office of Education in 2010. With our new ELA adoption, our staff has participated in the professional development provided by the textbook company and included with the adoption. Additionally, we have had professional development provided by the SCCOE's Curriculum and Instruction department.

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

We have a comprehensive staff development program that is supported with our school plan goals. This includes monthly professional development activities and collaboration time in various settings.

The Academic Performance Survey (APS) process supports our analysis of data to establish goals for the following year. Our quarterly Data Management Module (DMM) benchmarks will continue to be evaluated and are aligned to the standards. Data from the DMM and the APS will be used to plan future instruction and our focus of differentiated instructional practices will be implemented to support students' needs.

At Orchard, we have a modified day every Wednesday which allows for 2 hours for collaboration time. This time is used for the following types of collaboration: Key Planners, Grade level Collaboration, Vertical Team Collaboration, and all teaching staff Professional Development Meetings (formerly Staff Meetings).

Key Planners meet at the beginning of the year, monthly, for a mini-retreat mid way through the year and an end of the year retreat to reflect on the year and plan for the school year to come.

Grade Level Collaboration meets weekly for 1 to 2 hours to look at student data such as attractive distracters and to brainstorm reengagement activities. This is where the lion share of the school's collaboration is accomplished.

Vertical Teams look at standards across grade levels to align teaching and learning. They meet approximately every month, mostly during the Professional Development Meeting.

Professional Development Meetings (formerly Staff Meetings) occur monthly. They are in conjunction with the Key Planner's retreat meetings in which each grade level team presents with technical support for our county office partners in the C&I Department. These presentations focus on continuing the cycle of inquiry around topics such as Content & Language Objectives, the new Common Core State Standards, and Lesson and Units designed with Building Background Knowledge (BBK).

This year data driven Professional Learning Communities will be established at each grade level with a focus on math.

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

Staff development is based on district initiatives and individual school and teacher needs. Student performance data, teacher surveys, and principal observations help determine professional needs. The focus of our staff development has been predominantly in the area of math, English language arts, and English Language Development. Teachers also work in grade level collaboration meetings to analyze student data, create action plans and discuss, model and observe best practices. New teachers participate in BTSA, with activities that focus on the use of standards-based reading and math materials.

Content experts and instructional coaches are provided by the Santa Clara Office of Education. On staff we have BTSA/Professional Development Coaches, Principal Mildred Arellano, and Assistant Principal Matt deCesar. Together they work with the Key Planners and Grade Level Collaboration on content, instructional practices to provide support and instructional assistance for teachers.

#### 8.Teacher collaboration by grade level (K-8) and department (9-12) (EPC):

Our teachers in grades K-8 have grade level meetings after each benchmark during which they review benchmark assessments, analyze results, plan re-teaching and examine the progress of target students. They also meet to collaborate in cross grade level teams once a month.

#### 9.Alignment of curriculum, instruction, and materials to content and performance standards (ESEA):



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Orchard School staff and administration are committed to ensuring that our curriculum and instruction are aligned with state standards and that materials support these efforts. All teachers use state adopted textbooks & supplementary materials, state standards, and curriculum guides to backward plan, prepare for weekly lesson plans and guide instruction in Language Arts, Math, ELD, Science, Social Science, and PE throughout the year. Grade level teams collaborate using data from the benchmark assessments and site assessments to analyze student performance and adjust instruction accordingly.

With our past school wide focus on math instruction, all teachers participated in the MIM (Mathematics Instructional Materials Training- 16 hours) through the Santa Clara County Office of Education and Board Math Training by a certified instructor from Taft Elementary, and training on ST Mind Jiji Math intervention program. This year teachers will participate in EngageNY training.

With our new ELA adoption, the focus is now including a closer look at ELA. Our staff has participated in the professional development provided by the textbook company included with the adoption. Additionally, we have had professional development provided by the SCCOE's Curriculum and Instruction department. We purchased the REACH reading intervention program for middle school students. We looked at our assessment data to identify struggling readers who would participate in this program. One of our goals with the Orchard/SCCOE partnership is that all students will be reading at grade level by the end of 3rd grade.

#### 10. Adherence to recommended instructional minutes for reading/language arts and mathematics (K-8) (EPC):

Our school follows the California recommended instructional minutes. All students are receiving the recommended instructional minutes. In addition, as a professional learning community, we continue to investigate strategies and programs that will close the achievement/opportunity gap and elevate achievement for all of our students. Please refer to SARC/Instructional Minutes for more detailed information.

#### 11. Lesson pacing schedule (K-8) and master schedule flexibility for sufficient numbers of intervention courses (EPC):

Teachers are guided to pace instruction according to the curriculum pacing guide. Our school gives four benchmark assessments during the school year that assess mastery of skills after they are taught. Additional re-instruction is provided to students not meeting their targets.

JiJi math is an intervention/acceleration computer program we use. The recommended time for Jiji is 90 minutes a week. The K-5th grade teachers schedule time in the lab so all students can participate in the intervention.

In middle school, students who are identified as struggling based on assessment data are scheduled an extra 50 minute period a day of Math Extension in which they receive the 90 minutes a week of Jiji. Similarly, students who are identified as struggling in ELA are scheduled an extra 50 minute period of Language Arts Extension. The program that they use is the REACH program which is also a state adopted ELD program.

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

Standards-aligned textbooks and instructional materials for all students are sufficient in quality and quantity in each subject area. Please refer to SARC/Curriculum and Instruction/Textbooks for more detailed information.

Orchard School has adopted new math materials Harcourt Brace California HSP Math in 2009 (K-5) and Glencoe McGraw-Hill California Mathematics (MS). For ELA we adopted Excursions in 2011 (K-5) and Holt in 2010 (MS). This year we will also use the EngageNY math units.

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

Standards-aligned textbooks and instructional materials for all students are sufficient in quality and quantity in each subject area.

Orchard School has adopted new math materials Harcourt Brace California HSP Math in 2009 (K-5) and Glencoe McGraw-Hill California Mathematics (MS). For ELA we adopted Excursions in 2011 (K-5) and Holt in 2010 (MS).

All adoptions are SBE approved and standards-aligned instructional materials and include intervention materials.

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

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All students receive an intensive standards-based instruction at their appropriate grade level. Daily un-interrupted instructional time is scheduled for language arts, ELD and math. In classrooms, teachers differentiate instructional practices and provide Universal Access through small group instruction. Teachers regularly examine student work samples and data at grade-level meetings to ensure that students are mastering standards. They also determine student needs, adjust instruction and plan re-teaching accordingly. Intervention action plans are developed when appropriate. The SST process is used to identify and monitor students at risk. Interventions are agreed upon and implemented by the classroom teacher in collaboration with the student's family. RSP teachers support students with intensive needs in grades K-8.

Professional development opportunities have been and will continue to be provided for staff to investigate best practices and implement them consistently. We continue to visit other schools to collaborate around supporting our under-performing students.

#### 15. Research-based educational practices to raise student achievement at this school (ESEA):

Content and Language Objectives  
Early Intervention programs for math and reading  
Formative Assessments  
Key Planners, Grade level Collaboration, Vertical Team Collaboration, and ongoing Professional Development  
Data Driven Professional Learning Communities (PLCs)

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

District, community, family and school resources available to assist underachieving students include:

RSP teachers, speech teacher, library media assistant, Counselor

v Our school communicates with parents through:

v School Compacts

v Parent informational meetings and visitations

v Parent Education

v Back-To- School Nights

v Parent Teacher Conferences

v Literacy & Math Nights

v Principal's Coffee Meetings

v School Site Council

v ELAC

v PTA

v School Newsletter

v Other resources: PARENTLINK, school web site, SST, Orientations for Kindergarten and sixth grades.

#### 17. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of consolidated application programs. (5 CCR 3932):

Our School Site Council meets state requirements for parity and consists of (number):

1 Principal

3 Classroom teachers

1 Other staff

5 Parents and community members

At SSC meetings, we participate in the planning and approval of the school plan revision, budget, monitoring and evaluation.

Orchard School has also embarked on the Parent Leadership Program Trainers of Trainers at the SCCOE and Project Cornerstone.

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

Categorical services include certificated staff, Library Clerk, and a counselor. They work with struggling students and provide intervention classes, check student progress, and set goals. The counselor provides support to our under performing students, at-risk students, and does crisis intervention. Extended day, week and year intervention programs in language arts, ELD and/or math are funded by categorical funds. We also use categorical funds to purchase supplemental intervention materials and provide professional development.

#### 19. Fiscal support (EPC):

Implementation of Fiscal Support aligned to full implementation of Educational Practice.