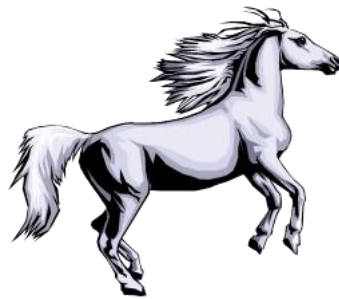


# 2013 Single Plan for Student Achievement

## Rio Plaza Elementary School



Prepared by: Mr. Robert Guynn, Principal

February 2013

# The Single Plan for Student Achievement

School: Rio Plaza Elementary

District: Rio School District

County-District School (CDS) Code: 5672561-6055511

Principal: Robert Guynn

Date of this revision: February 7, 2014

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on February 19, 2014

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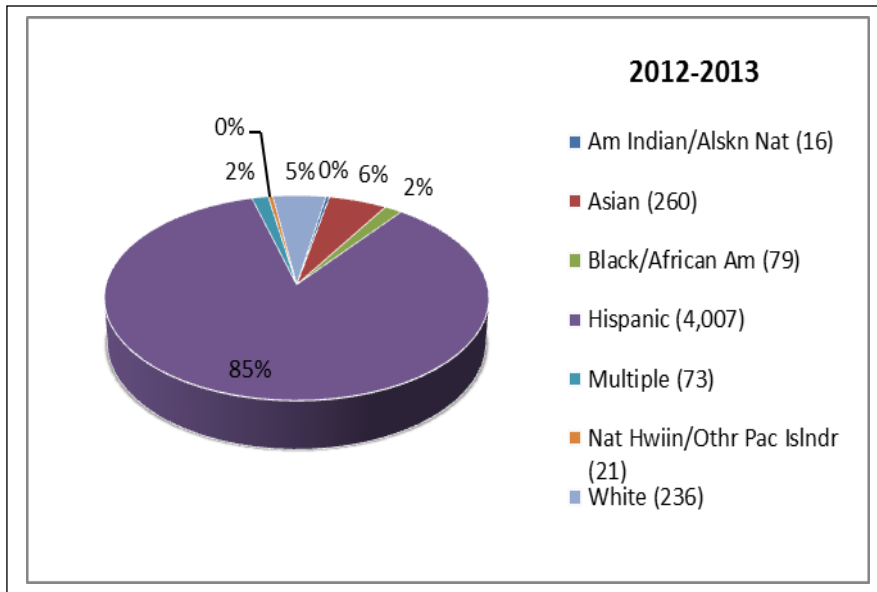
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## DISTRICT PROFILE

The mission of the Rio School District (RSD) is to educate learners for the 21<sup>st</sup> Century.

Approximately 4600 students attend RSD. The six K-5 elementary schools and two 6-8 middle schools in the district range in size from 490 to 750. The ethnic distribution of the District is diverse, as represented in the chart below. CST results from 2011-2012 reflect a socio-economically disadvantaged population in Grades 2-8 of 65%, with 2,002 students receiving free or reduced lunches. All schools receive Title I funding.



Over 20 languages are represented in the district. Approximately 46 % RSD students are identified as English Language Learners (ELLs), 94% of whom speak Spanish as their primary language.

During the 2012-13 school year, RSD identified students with IEPs in 8 categories of primary disability “Specific Learning were the predominant disabilities reported.

Of the 91 students with IEPs for Specific Learning Disabilities, (89%) were Hispanic; of the 138 students with IEPs for Speech and Language, (91%) were

Hispanic. As illustrated in the chart, the percentage of Hispanic students in the district was approximately 85 %.

One hundred percent of RSD teachers meet the NCLB highly qualified criterion. Of the 177 district teachers, 45% hold Master’s Degrees, and another 42% have attained a Baccalaureate Degree plus 30 units of higher education credit. The average years of teaching service in the district is 11, and the average years of service is 13.

The district average class size in K-8 is 30.

### **District English Language Arts Goals**

- Goal 1:** The district will meet annual AYP requirements for English Language Arts during the 2013-14 school year, both district wide and for all significant subgroups.
- Goal 5:** The district will provide all teachers with strategic professional development, collaboration opportunities and support to understand the progression of CCSS ELA and Mathematics goals and expectations. Teachers will be prepared with the skills and knowledge necessary to fully transition and align instructional practice to CCSS by 2014-15.
- Goal 6:** The district will provide all teachers with professional development, collaboration opportunities and support to utilize the resources available through the Smarter Balanced Assessment System (assessments and digital library) to provide appropriate instruction and intervention for all students. All teachers will be prepared to meaningfully utilize the SBAC resources by 2014-15.

### **District Mathematics Goals**

- Goal 2:** The district will meet annual AYP requirements for Mathematics during the 2013-14 school year, both district-wide and for all significant subgroups.
- Goal 5:** The district will provide all teachers with targeted professional development, collaboration opportunities and support to understand the progression of CCSS ELA and Mathematics goals and expectations. Teachers will be prepared with the skills and knowledge necessary to fully transition and align instructional practice to CCSS by 2014-15.
- Goal 6:** The district will provide all teachers with professional development, collaboration opportunities and support to utilize the resources available through the Smarter Balanced Assessment System (assessments and digital library) to provide appropriate instruction and intervention for all students. All teachers will be prepared to meaningfully utilize the SBAC resources by 2014-15.

### **District High Priority Students – English Language Learner Goals**

- Goal 3:** The district will meet or exceed CELDT requirements for AMAOs 1, 2 and 3 during the 2013-14 and 2014-15 school years.

### **District High Priority Students – Special Education Goals**

- Goals 1 & 2:** The district will meet or exceed annual AYP requirements for ELA and Math for the SWD subgroup during the 2013-14 school year.

### **District High Priority Students – Intervention Goals**

- Goal 4:** The District will create a systematic approach to tiered intervention to ensure that all students have access and support to achieve academic proficiency in ELA and Mathematics.

## SCHOOL PROFILE

Rio Plaza Elementary School is a K-5 school with an enrollment of approximately 530 students. The grade level distribution of students is shown in figure 1. The school also offers a Head Start program and a Transitional Kindergarten program. The ethnic distribution is almost exclusively Hispanic/Latino as shown in figure 2.

English (31.9%), Spanish (62.7%), and Mixteco (5.4%) are the primary languages spoken by students. 68.1% of students are English Language Learners and 9% of students are Fluent English Proficient (RFEP). The staff is comprised of 18 FTE certificated regular education classroom teachers. The ethnic distribution of these teachers is shown in figure 3. The certificated support staff is comprised of 1 ½-time Resource Specialist teacher and 1 ½-time Speech and Language Pathologist. All certificated staff is NCLB compliant. The school also has the services of 1 ½-time counselor. The classified staff is comprised of 3 paraprofessionals, 2 office personnel, and 5 other employees.

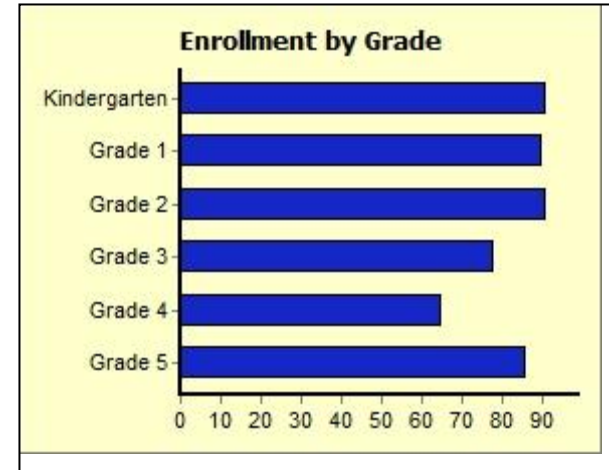


Figure 1

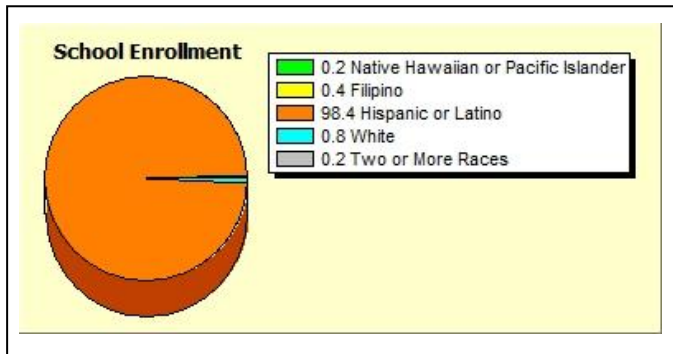
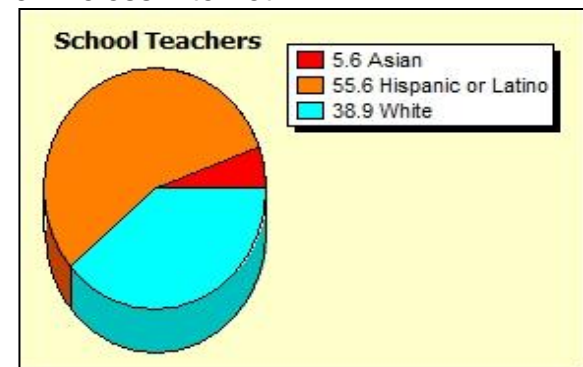


Figure 2

The school currently has a total of 375 student computers which is comprised of 35 desktops (computer lab and library) and 340 notebooks/netbooks for student use, for a computer to student ratio of 0.7:1. All classrooms and office spaces have wireless Internet accessibility.



Rio Plaza has an afterschool program which is funded through the California Proposition 49 After School Education and Safety Program and the Federal 21<sup>st</sup> Century Learning grants. The program serves approximately 250 students on a daily basis with enrollment determined by academic need.

## **Needs Assessment Process**

As part of our professional practice at Rio Plaza Elementary School, California Standards Test data has been reviewed in detail. In particular, a detailed analysis of content cluster performance has been reviewed by our stakeholders. Overall performance, as measured by California Standards Test results, indicate that improvement in the area of Language Arts and Mathematics needs improvement.

The principal, teacher leaders, School Site Council members, and English Language Advisory Council members reviewed Adequate Yearly Progress and Academic Performance Index data. Based upon achievement trends, we have done the following:

- Established a teacher leadership team
- Established a School Site Council
- Developed a professional development strategy
- Analyzed achievement trends
- Enhanced the use of technology
- Developed a series of interventions designed to help struggling learners

## **Needs and Data Analysis of Data**

As the Adequate Yearly Progress requirements continue to increase, it is clear that a number of subgroups have had difficulty making adequate growth. While some subgroups have shown growth, it has not been enough to satisfy the requirements of Safe Harbor, as evidenced by the tables below. Some groups have shown growth from 2012 to 2013. School-wide achievement increased slightly in English Language Arts. The Hispanic or Latino subgroup also saw growth in English Language Arts and Mathematics from 2012 to 2013. English Learners saw the most significant decrease in English Language Arts and Mathematics.

## Adequate Yearly Progress (AYP)

### English Language Arts

District-wide and Subgroups	2009-10 (Target = 56.8%)		2010-11 (Target = 67.6%)		2011-12 (Target = 78.4%)		2012-13 (Target = 89.5%)	
	Adv / Prof %	Met AYP	Adv / Prof %	Met AYP	Adv / Prof %	Met AYP	Adv / Prof %	Met AYP
School-wide	21.7	No	39.5	Yes	36.7	Yes	31.3	No
Black or African American*	---	---	---	---	---	---	---	---
Hispanic or Latino	21.6	No	28.8	Yes	35.6	Yes	30	No
White*	---	---	---	---	---	---	---	---
Socioeconomically Disadvantaged	20.4	No	29.9	Yes	36.7	Yes	31	No
English Learners	22	No	28.8	Yes	35.2	Yes	28.4	No
Students with Disabilities	---	---	---	---	---	---	---	---

**Key: Green: Met    Yellow: Met through alternative means    Red: Did not meet    Blue: No data available**

**\* Not a numerically significant subgroup**



## Adequate Yearly Progress (AYP)

### Mathematics

District-wide and Subgroups	2009-10 (Target = 58%)		2010-11 (Target = 68.5%)		2011-12 (Target = 79%)		2012-13 (Target = 89.5%)	
	Adv / Prof %	Met AYP	Adv / Prof %	Met AYP	Adv / Prof %	Met AYP	Adv / Prof %	Met AYP
School-wide	39.7	No	43.8	Yes	54	Yes	50.3	No
Black or African American*	---	---	---	---	---	---	---	---
Hispanic or Latino	40.6	No	44.1	Yes	53.8	Yes	49.8	No
White*	---	---	---	---	---	---	---	---
Socioeconomically Disadvantaged	38.7	No	44.1	Yes	54	Yes	50.3	No
English Learners	22.0	No	44.7	Yes	52.1	Yes	47.0	No
Students with Disabilities	---	---	---	---	---	---	---	---

**Key: Green: Met    Yellow: Met through alternative means    Red: Did not meet    Blue: No data available**

**\* Not a numerically significant subgroup**

**Academic Performance Index (API) – District-wide by Subgroup**

	<b>2011</b>	<b>2012</b>	<b>2013</b>
<b>Rio Plaza Elementary School</b>	696	747	716
<b>Subgroups</b>			
Black or African American	*	*	*
Asian	*	*	*
Filipino	*	*	*
Hispanic or Latino	694	743	711
White	*	*	*
Socioeconomically Disadvantaged	699	747	716
English Learners	689	733	699
Students with Disabilities	*	*	*

*\* Not a numerically sufficient subgroup size*

### AMAO 1: Annual Progress Learning English

2010-2011			2011-2012			2012-2013		
54.6%			56%			57.5%		
# Tested	# Making Growth	% Making Growth	# Tested	# Making Growth	% Making Growth	# Tested	# Making Growth	% Making Growth
267	112	41.9%	272	157	57.7%	279	164	58.8%

### AMAO 2 < 5 years: Progress attaining English Language Proficiency

2010-2011			2011-2012			2012-2013		
18.7%			20.1%			21.4%		
# Tested	# Making Growth	% Making Growth	# Tested	# Making Growth	% Making Growth	# Tested	# Making Growth	% Making Growth
307	30	9.8%	320	40	12.5%	302	41	13.6%

### AMAO 2 - ≥ 5 years: Progress attaining English Language Proficiency

2010-2011			2011-2012			2012-2013		
43.2%			45.1%			47%		
# Tested	# Making Growth	% Making Growth	# Tested	# Making Growth	% Making Growth	# Tested	# Making Growth	% Making Growth
46	22	47.8%	42	13	12.5%	52	22	42.3%

Key: Green: Met    Yellow: Met through alternate means    Red: Did not meet

**AMAO 3 – ELL Subgroup Meeting AYP Requirements  
English Language Arts**

	2010-2011			2011-2012			2012-2013		
	<b>67%</b>			<b>78.4%</b>			<b>79%</b>		
	# Tested	# Making Growth	% Making Growth	# Tested	# Making Growth	% Making Growth	# Tested	# Making Growth	% Making Growth
<b>District</b>	<b>1656</b>	<b>456</b>	<b>27.5%</b>	<b>1734</b>	<b>559</b>	<b>32.2%</b>	<b>1854</b>	<b>484</b>	<b>27.3%</b>
Rio Plaza	226	65	28.8%	219	77	35.2%	232	66	28.4%

Key: Green: Met    Yellow: Met through alternate means    Red: Did not meet

**AMAO 3 – ELL Subgroup MEETING AYP Requirements  
Mathematics**

	2010-2011			2011-2012			2012-2013		
	<b>68.5%</b>			<b>79%</b>			<b>89.5%</b>		
	# Tested	# Making Growth	% Making Growth	# Tested	# Making Growth	% Making Growth	# Tested	# Making Growth	% Making Growth
<b>District</b>	<b>1654</b>	<b>618</b>	<b>37.4%</b>	<b>1734</b>	<b>687</b>	<b>39.6%</b>	<b>1774</b>	<b>680</b>	<b>38.3%</b>
Rio Plaza	226	101	44.7%	219	114	52.1%	232	109	47%

Key: Green: Met    Yellow: Met through alternate means    Red: Did not meet

Rio Plaza  
Content Clusters  
**AREAS THAT INDICATE AREAS OF FURTHER ANALYSIS**  
2013 STAR California Standards Tests

**LANGUAGE ARTS**

Grade 2	Grade 3	Grade 4	Grade 5
63% Literary Response and Analysis  *6 questions	67% Word Analysis And Vocabulary Development  *20 questions	67% Word Analysis And Vocabulary Development  *18 questions	59% Written Conventions  *17 questions
63% Word Analysis and Vocabulary Development  *22questions	60% Literary Response and Analysis  *8 questions	58% Written Conventions  *18 questions	58% Word Analysis and Vocabulary Development *14 questions
60% Written Conventions  *14 questions	58% Reading Comprehension  *15 questions	48% Literary Response  *9 questions	58% Reading Comprehension  *16 questions
53% Writing Strategies  *8 questions	56% Written Conventions  *13 questions	54% Reading Comprehension  *15 questions	53% Literary Response  *12 questions
52% Reading Comprehensions  *15 questions	51% Writing Strategies  *9 questions	47% Writing Strategies  *15 questions	50% Writing Strategies  *16 questions

Rio Plaza  
 Content Clusters  
**AREAS OF FURTHER ANALYSIS**  
 Fall 2013 STAR California Standards Tests

**MATHEMATICS**

Grade 2	Grade 3	Grade 4	Grade 5
79% Measurement and Geometry  *14 questions	81% Statistics, Data Analysis and Probability  *5 questions	77% Algebra and Functions  *18 questions	72% Statistics, Data Analysis and Probability  *4 questions
74% Algebra and Functions  *6 questions	76% Algebra and Functions  *12 questions	77% Decimals, Fractions and Negative Numbers *17 questions	67% Algebra and Functions  *17 questions
71% Multiplication, Division and Fractions *23 questions	74% Measurement and Geometry  *16 questions	72% Operations and Factoring  *14 questions	61% Operations with Fractions and Decimals  *17 questions
66% Statistics, Data Analysis and Probability  *7 questions	73% Place Value, Fractions and Decimals  *16 questions	72% Statistics, Data Analysis  *4 questions	57% Estimation  *12 questions
61% Place Value, Addition and Subtraction *15 questions	70% Addition, Subtraction and Multiplication *16 questions	68% Measurement and Geometry  *12 questions	55% Measurement and Geometry  *15 questions

## School Goals, Strategies and Action Steps

### Strengths:

- Established a collaborative system to carry out district and site initiatives. The site leadership team, comprised of grade level teacher leaders, support initiative implementation.
- Professional learning is a strong focus. Much of this is developed on Learning Thursdays, but certainly is evident throughout each week.
- The Intervention Progress Team monitor and support student learning and outcomes.
- Differentiated learning occurred on many levels. Students with IEP and 504 plans are provided specialized instruction and/or accommodations. Teachers accommodate differing learning styles and abilities in daily lessons.
- Kindergarten classes receive 4.8 hours of extra support on a daily basis from a credentialed hourly teacher on regular school days and 4.5 hours on minimum days. This allowed for individualized instruction and small group targeted instruction to occur on a daily basis.
- Technology is embraced. Students and teachers rapidly acquire skills. All grade levels integrate technology into classroom lessons on a regular basis to help students make meaning of lesson and as a tool for collaboration.
- The percentage of students reaching proficiency in math and language arts increased at some grade levels.
- The Student Council members take a leadership role in the school.
- Peace Coaches supported fellow students through the guidance of the school counselor.

### Needs:

- A number of subgroups did not make adequate growth in attaining proficiency in ELA or math.
- An analysis of CST cluster scores indicated that Writing Strategies and Reading Comprehension are of high need.
- Increase the literacy skills of students through reading a balance of fiction and non-fiction is noted as an area of need.
- Implement SELD with fidelity to address the greatest decrease in Academic Performance Index scores by English Learners.

## **School Goals**

The action steps in this plan were developed to ensure that all students make significant academic progress and all teacher are provided with the professional development, tools, and resources needed to provide and facilitate high quality instruction. The following achievement goals align with the district vision and LEA Plan.

Goal 1: All students will, on average, improve reading performance and make at least one grade level equivalent year of growth as measured by the STAR test (Renaissance Learning).

Goal 2: 80% of all students will earn at least an average of 2.0 (progressing toward the standard) on the trimester 3 reports card (average of sub-scores on each math standard included on the report cards).

Goal 3: All students will be educated in learning environments that are safe, drug-free, and conducive to learning

## **Research Base Used In The Development Of This Plan**

Common Core State Standards documents, including the ELA and Math Content Standards.

Susan Dutro, Co-founder and CEO of E.L. Achieve; A Focused Approach to Systematic ELD.

Accelerated Reader data and Renaissance Learning STAR data. This data can be used to monitor progress and provide feedback to students, parents, and teachers.



## Rio Plaza English Language Arts Goals

- Goal 1:** Rio Plaza will increase the reading level of students in grades 2-5 by one grade level as measured by the STAR Reading assessment.
- Goal 2:** Rio Plaza will decrease the percentage of “1-Not meeting standards” and increase the percentage of “2-Progressing towards the standard” and “3-Meeting the standard” as indicated by report card grades.
- Goal 3:** Rio Plaza will support district initiatives in transitioning to the English Language Arts Common Core State Standards by providing support to teachers in implementing Close Reading and journal writing strategies in the classroom. Data from walkthroughs will be provided to teachers for the purpose of professional reflection and analysis to gauge implementation with fidelity. Further, Rio Plaza will provide professional development and coaching for the strategic CCSS site level initiatives of collaboration and communication related to the 4C’s.
- Goal 4:** Rio Plaza will provide site level professional development related to the Claims and Targets of the Smarter Balanced assessments in order to prepare teachers to understand the relationship of classroom practices, CCSS and SBAC assessments.

## Rio Plaza Mathematics Goals

- Goal 1:** Rio Plaza will decrease the percentage of “1-Not meeting standards” and increasing the percentage of “2-Progressing towards the standard” and “3-Meeting the standard” as indicated by report card grades.
- Goal 2:** Rio Plaza will support district initiatives in transitioning to the mathematics Common Core State Standards by providing support to teachers in implementing Number Talks and journal writing strategies in the classroom. Data from walkthroughs will be provided to teachers for the purpose of professional reflection and analysis to gauge implementation with fidelity. Further, Rio Plaza will provide professional development and coaching for the strategic CCSS site level initiatives of collaboration and communication related to the 4C’s.
- Goal 3:** Rio Plaza will provide site level professional development related to the Claims and Targets of the Smarter Balanced assessments in order to prepare teachers to understand the relationship of classroom practices, CCSS and SBAC assessments.

### **Rio Plaza High Priority Students – English Language Learner Goals**

**Goal 1:** Rio Plaza will provide Systematic ELD in order for students to grow a minimum of 2% in order to meet or exceed AMAO1 for 2013-2014. Progress will be monitored using ADEPT results.

### **Rio Plaza High Priority Students – Special Education Goals**

**Goal 1:** Rio Plaza will increase the percent proficient and advanced in English Language Arts and mathematics as indicated by IEP goals.

### **Rio Plaza High Priority Students – Intervention Goals**

**Goal 1:** Rio Plaza will continue systematic Response to Intervention to address the needs of students in Tier 1, 2, and 3. Students will have access to support from regular classroom and support staff in specific areas of need identified through multiple measures and the IPT/IEP process in order for students to attain academic proficiency in ELA and Mathematics.

## Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth 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:** The district will meet annual AYP requirements for English Language Arts during the 2013-14 school year, both district wide and for all significant subgroups.

**ELA SCHOOL GOAL 1:** Rio Plaza will increase the reading level of students in grades 2-5 by one grade level as measured by the STAR Reading assessment.

**ELA SCHOOL GOAL 2:** Rio Plaza will decrease the percentage of “1-Not meeting standards” by increasing the percentage of “2-Progressing towards the standard” and “3-Meeting the standard” as indicated by report card grades.

<b>What data did you use to form this goal?</b>	<b>What were the findings from the analysis of this data?</b>	<b>How will the school evaluate the progress of this goal?</b>
CST data to include AYP and API, CELDT	Examining the data over a 5 year period and analyzing growth trends, the data showed growth from 2009 to 2013, inclusive.	Students will be evaluated by their increase in Grade Level Equivalent (GE) as indicated by their results from the STAR Reading test and by examination of report card grades.

**STRATEGY 1:** Rio Plaza teachers will identify the specific needs of all students and differentiate instruction in the regular classroom to increase student achievement in ELA.

<b>Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
<p>by September 30, 2012</p> <p>Identify specific student needs and screen and select research-based intervention programs in order to differentiate instruction in the classroom to meet the needs of all students.</p>	<p>Robert Guynn, Principal; Classroom Teachers; Intervention Teachers</p>	<p><b>As Required:</b> Collect and analyze district- and school-level summative and formative ELA and English learner data; identify students from each grade level to differentiate instruction to meet their specific literacy needs.</p> <p><b>Daily:</b> Use existing criteria for implementing research-based reading intervention programs that are designed to meet individual literacy needs of struggling students and English learners, measure growth, and accelerate reading comprehension.</p>	<p><b>EIA LEP \$300</b> Substitutes for teachers for data meetings</p>

**STRATEGY 2:** The district will employ a librarian to assist students with choosing appropriate reading materials and taking Accelerated Reader tests.

<b>Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
<p>2013-2014 school year</p> <p>The librarian will assist students with Accelerated Reader and with students checking out books at the appropriate reading level.</p>	<p>Robert Guynn, Principal</p>	<p><b>Daily:</b> The library is accessible to students during recess, lunch, and before and after school in order for students to check out books and complete Accelerated Reader tests so that students can meet or exceed their monthly reading goals.</p>	<p><b>EIA LEP \$5,477</b> Salary</p>

**STRATEGY 3:** The school will subscribe to Accelerated Reader and STAR reading in order to increase literacy skills.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2013-2014 school year  Students will be assessed for their reading levels using STAR Reading and use Accelerated Reader to increase their reading skills.	Robert Guynn, Principal; Classroom Teachers; Intervention Teachers	<b>Three times per year:</b> Students will complete the STAR Reading Assessment in order to determine students reading levels. Data will be analyzed  <b>Daily:</b> Students will use accelerated reader to take and pass quizzes on library books read in order to increase their reading skills.	<b>EIA LEP \$3,310</b> Subscription cost

**STRATEGY 4:** The school will use a paraprofessional to provide students with support in the computer lab for intervention.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2013-2014 school year  The paraprofessional will direct, assist and monitor students in the computer lab.	Robert Guynn, Principal; Classroom Teachers; Intervention Teachers; Paraprofessional	<b>Daily:</b> The computer lab paraprofessional will direct the operations within the computer lab to assure that students are accessing the appropriate software program and using it correctly.	<b>Title I \$3,099</b> <b>EIA LEP \$9,295</b> for payroll

**STRATEGY 5:** The school will purchase an annual subscription to Waterford (early literacy) software and support.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2013-2014 school year  Kindergarten through Second grade students will be assessed and practice their foundational literacy skills using Waterford software.	Robert Guynn, Principal; Classroom Teachers; Intervention Teachers; Paraprofessional	<b>Daily:</b> Students will use Waterford software to assess and practice their foundational literacy skills.	<b>EIA LEP \$14, 863</b> Annual subscription

**STRATEGY 6:** The school will purchase an annual subscription to Success Maker software and support.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2013-2014 school year  Third through fifth grade students will be assessed and practice their literacy skills using Success Maker	Robert Guynn, Principal; Classroom Teachers; Intervention Teachers; Paraprofessional	<b>Daily:</b> Students will use Success Maker software to instruct and assess their foundational literacy skills as determined by the school's master intervention schedule.	<b>EIA LEP \$7,207</b> Annual subscription

**STRATEGY 7:** The school will continue the lease of 3 laptop carts for the 4 year lease which terminates in 2016.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2013-2014 school year  Teachers will integrate technology into instruction as part of the Common Core State Standards	Robert Guynn, Principal; Classroom Teachers	<b>Daily:</b> Students will have opportunities to integrate technology in the classroom by using spreadsheets, word processor and presentation programs. Additionally, students will access the Internet and use apps to perform research and access information related to ELA.	<b>EIA LEP \$20,047</b> Lease cost per year (shared with mathetics)

**STRATEGY 8:** The school will use DIBELS information system for student progress monitoring.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2013-2014 school year  Teachers will determine students ELA foundational skills using DIBELS assessments	Robert Guynn, Principal; Classroom Teachers	<b>Annual:</b> The school will subscribe to DIBELS online information system to track student progress. <b>Monthly:</b> Students will use DIBELS assessments to assess students in foundational ELA principals and develop appropriate differentiated instruction and intervention. Teachers will enter data into the DIBELS information system and analyze student progress.	<b>EIA LEP \$300</b> for DIBELS information system

**SRATEGY 9:** The school will participate in the Scripps spelling bee.

<b>Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
<p>2013-2014 school year</p> <p>Students will participate in the Scripps Spelling Bee in order to help students increase their spelling accuracy.</p>	<p>Robert Guynn, Principal; Classroom Teachers</p>	<p><b>January 31, 2014:</b> Teachers will conduct classroom level spelling bees in order to determine the best qualified spellers to compete in the school site spelling bee.</p> <p><b>February 28, 2014:</b> The spelling bee teacher liaison will conduct a school wide spelling bee to determine the candidates for the county spelling bee.</p>	<p><b>EIA SCE \$120</b> for registration</p>

**STRATEGY 10:** The school will use for substitutes for data meetings to analyze student progress as needed.

<b>Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
<p>2013-2014 school year</p> <p>Substitute teachers will be used to relieve teachers during the regular instructional day in order to meet together and/or with the principal to discuss student progress.</p>	<p>Robert Guynn, Principal; Classroom Teachers</p>	<p><b>As needed:</b> Substitute teachers will relieve regular classroom teachers for the purpose of data meetings to discuss student progress in ELA. Meetings may or may not include the principal or support staff.</p>	<p><b>EIA LEP \$300</b> for substitutes for data meetings</p>

**STRATEGY 11:** The school will participate in appropriate professional development activities to support student achievement in English language arts.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>2013-2014 school year</p> <p>Staff will participate in the appropriate professional development in order to increase student achievement in ELA.</p>	<p>Robert Guynn, Principal; Classroom Teachers; Support Staff</p>	<p><b>Monthly:</b> Teachers/support staff will participate in district wide Learning Thursday Professional development.</p> <p><b>Monthly:</b> Teachers/support staff will participate in site level professional development (2x per month)</p> <p><b>As Needed:</b> Teachers/support staff will participate in appropriate professional development focused on ELA.</p>	<p><b>EIA LEP \$300</b> for supplies and materials</p>

**STRATEGY 12:** The school will administer Kindergarten placement test for students prior to the start of school.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>August 1, 2013 – August 23, 2013</p> <p>Kindergarten teachers will assess students in order to place students in the appropriate classroom.</p>	<p>Kindergarten teachers</p>	<p><b>August 1, 2013 – August 23, 2013:</b> Kindergarten teachers will assess students in fundamental ELA skills in order to determine appropriate class placement.</p>	<p><b>EIA LEP \$300</b> for teacher cost (shared with mathematics assessment cost)</p>



**STRATEGY 13:** The school will use a technology coordinator to assist teachers with the implementation of technology.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2013-2014 school year  The technology coordinator will assist teachers in implementing technology in the classroom.	Robert Guynn, Principal; Technology Coordinator	<b>As Needed:</b> The technology Coordinator will assist teachers with the implementation of technology in the classroom.	<b>EIA LEP \$750</b> stipend for teacher (shared 50/50 with mathematics goals)

**STRATEGY 14:** The school will purchase technology as appropriate to support student achievement in English language arts.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2013-2014 school year  Technology will be purchased to support student learning for ELA.	Robert Guynn, Principal; Classroom Teachers; Support Staff	<b>As Needed:</b> Technology needs will be discussed among staff members in order to identify, repair or replace existing technology, or to identify new technology to support student achievement in in ELA.	<b>Title I \$4,345</b> <b>EIA LEP \$8,153</b> (cost shared with mathematics goals)

**STRATEGY 15:** The school will use proctors to assist teachers with SBAC testing.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
March 1, 2014 – April 30, 2014:  The school will use proctors to assist teachers in administering the SBAC test.	Robert Guynn, Principal; Classroom teachers	<b>March 1, 2014 – April 30, 2014:</b> Proctors will be used to assist teachers with the administration of the SBAC test.	<b>EIA LEP \$300</b> (cost shared with mathematics goals)

**STRATEGY 16:** The school will purchase materials and supplies outside the core materials to support student instruction.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2013-2014 school year  Materials and supplies will be used to supplement core materials for instruction in ELA.	Robert Guynn, Principal; Classroom teachers	<b>As Needed:</b> Materials and supplies will be purchased to supplement core instruction in ELA.	<b>Title I \$1,684</b> <b>EIA LEP \$5,050</b> for supplemental materials

**LEA GOAL:** The district will provide all teachers with strategic professional development, collaboration opportunities and support to understand the progression of CCSS ELA goals and expectations. Teachers will be prepared with the skills and knowledge necessary to fully transition and align instructional practice to CCSS by 2014-15.

**ELA SCHOOL GOAL 3:** Rio Plaza will support district initiatives in transitioning to the English Language Arts Common Core State Standards by providing support to teachers in implementing Close Reading and journal writing strategies in the classroom. Data from walkthroughs will be provided to teachers for the purpose of professional reflection and analysis to gauge implementation with fidelity. Further, Rio Plaza will provide professional development and coaching for the strategic CCSS site level initiatives of collaboration and communication related to the 4C's.

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?
Common Core State Standards	Analysis of the standards indicated high yield strategies tied to reading and writing.	Materials, agendas and sign-in records will indicate training sessions. Data from classroom walkthroughs will indicate implementation of strategies.

**STRATEGY 1:** The school will participate in appropriate professional development in order to provide a quick transition to the Common Core and implement 4C strategies.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>2013-2014 school year</p> <p>Teachers will implement school wide initiatives of Close Reading, journaling, communication, and collaboration, and analyze the fidelity of implementation.</p>	<p>Robert Guynn, Principal; Classroom teachers</p>	<p><b>Daily:</b> Teachers will use journaling in the classroom.</p> <p>The principal will collect data related to the implementation of Close Reading, journaling, communication, and collaboration during classroom walkthroughs.</p> <p><b>Monthly:</b> Teachers will have students perform Close Reading in the classroom. Teachers will also work with students on collaboration and communication skills using established rubrics.</p> <p>Teachers will examine walkthrough data in order to chart implementation of Close Reading, Number Talks, journaling, communication, and collaboration.</p> <p><b>As Needed:</b> As materials/supplies are identified to support the implementation of school wide initiatives.</p>	<p><b>EIA LEP \$300</b> for supplies to support initiatives</p>
<p>2013-2014 school year</p> <p>Staff will participate in the appropriate professional development in order to increase student achievement in ELA.</p>	<p>Robert Guynn, Principal; Classroom Teachers; Support Staff</p>	<p><b>Monthly:</b> Teachers/support staff will participate in District wide Learning Thursday Professional development.</p> <p><b>Monthly:</b> Teachers/support staff will participate in site level professional development (2x per month)</p> <p><b>As Needed:</b> Teachers/support staff will participate in appropriate professional development focused on ELA.</p>	<p><b>EIA LEP \$300</b> for supplies to support professional development activities</p>

**LEA GOAL:** The district will provide all teachers with professional development, collaboration opportunities and support to utilize the resources available through the Smarter Balanced Assessment System (assessments and digital library) to provide appropriate instruction and intervention for all students [in ELA]. All teachers will be prepared to meaningfully utilize the SBAC resources by 2014-15.

**ELA SCHOOL GOAL 4:** Rio Plaza will provide site level professional development related to the Claims and Targets of the Smarter Balanced assessments in order to prepare teachers to understand the relationship of classroom practices, CCSS and SBAC assessments.

<p><b>What data did you use to form this goal?</b></p> <p>Smarter Balanced test information from SBAC training and website.</p>	<p><b>What were the findings from the analysis of this data?</b></p> <p>The staff needs to prepare instruction and assessment aligned to SBAC testing.</p>	<p><b>How will the school evaluate the progress of this goal?</b></p> <p>Materials, agendas and sign-in records will indicate training sessions. Data from classroom walkthroughs will indicate implementation of strategies.</p>
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**STRATEGY 1:** The school will participate in appropriate professional development in order for teachers to understand the relationship between the CCSS and SBAC claims and targets.

<b>Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
<p>February 1, 2014 – June 20, 2014:</p> <p>The school site will conduct professional development for teachers to understand the relationship of the Common Core State Standards and the SBAC assessment.</p>	<p>Robert Guynn, Principal; Classroom Teachers; Support Staff</p>	<p><b>February 1, 2014 – June 20, 2014:</b> Teachers and support staff will participate in professional development for staff to understand the relationship between Common Core State Standards and SBAC testing.</p> <p><b>As Needed:</b> As materials/supplies are identified to support the implementation and professional development for the Common Core and 4C's, materials/supplies will be purchased.</p>	<p><b>EIA LEP \$300</b> for supplies to support professional development activities</p>

**STRATEGY 2:** The school will purchase the appropriate materials related to professional development and implementation of Common Core and 4C's for ELA.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2013-2014 school year  In order to support implementation of school wide initiatives, appropriate materials will be purchased to support instruction and training.	Robert Guynn, Principal; Classroom Teachers; Support Staff	<b>As Needed:</b> As materials/supplies are identified to support the implementation and professional development for the Common Core and 4C's, materials/supplies will be purchased.	<b>EIA LEP \$300</b> for supplies and materials

**STRATEGY 3:** The school will use My Writing Access software to gauge the progress of students in all writing genres in order to increase critical thinking and increase achievement in ELA and mathematics.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2013-2014 school year  Subscription to My Access Writing program for all students in grades 3-5.	Robert Guynn, Principal; Classroom Teachers;	<b>As Scheduled:</b> Teachers will have students perform writing tasks to gauge student progress in writing in all genres.	<b>EIA LEP \$990</b> (90 subscriptions x \$11 each for grade 3 students)

**LEA GOAL:** The district will meet annual AYP requirements for Mathematics during the 2013-14 school year, both district-wide and for all significant subgroups.

**MATH SCHOOL GOAL 1:** Rio Plaza will decrease the percentage of "1-Not meeting standards" by increasing the percentage of "2-Progressing towards the standard" and "3-Meeting the standard" as indicated by report card grades.

<b>What data did you use to form this goal?</b>	<b>What were the findings from the analysis of this data?</b>	<b>How will the school evaluate the progress of this goal?</b>
CST data to include AYP and API, CELDT	Examining the data over a 5 year period and analyzing growth trends, the data showed growth from 2009 to 2013, inclusive.	The school will chart the total number of grade scores per standard over the course of the year in order to examine progress.

**STRATEGY 1:** The school will purchase appropriate SBE adopted supplemental materials.

<b>Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
2013-2014 school year  SBE adopted research based supplemental materials will be used to supplement instruction in the classroom.	Robert Guynn, Principal; Classroom Teachers; Intervention Teachers	<b>Daily:</b> Existing SBE adopted research based supplemental materials will be used to differentiate instruction in the regular classroom and during Target Time in order to increase student achievement in mathematics.	<b>EIA LEP \$600</b> for materials and supplies

**STRATEGY 2:** The school will use for substitutes for data meetings to analyze student progress as needed.

<b>Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
2013-2014 school year  Substitute teachers will be used to relieve teachers during the regular instructional day in order to meet together and/or with the principal to discuss student progress.	Robert Guynn, Principal; Classroom Teachers	<b>As needed:</b> Substitute teachers will relieve regular classroom teachers for the purpose of data meetings to discuss student progress in mathematics. Meetings may or may not include the principal or support staff.	<b>EIA LEP \$300</b> for substitute teachers

**STRATEGY 3:** The school will participate in appropriate professional development activities to support student achievement in mathematics.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>2013-2014 school year</p> <p>Staff will participate in the appropriate professional development in order to increase student achievement in mathematics.</p>	<p>Robert Guynn, Principal; Classroom Teachers; Support Staff</p>	<p><b>Monthly:</b> Teachers/support staff will participate in District wide Learning Thursday Professional development.</p> <p><b>Monthly:</b> Teachers/support staff will participate in site level professional development (2x per month)</p> <p><b>As Needed:</b> Teachers/support staff will participate in appropriate professional development focused on mathematics.</p>	<p><b>EIA LEP \$300</b> for registration costs, materials and supplies</p>

**STRATEGY 4:** The school will administer Kindergarten placement test for students prior to the start of school.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>August 1, 2013 – August 23, 2013:</p> <p>Kindergarten teachers will assess students in order to place students in the appropriate classroom.</p>	<p>Kindergarten teachers</p>	<p><b>August 1, 2013 – August 23, 2013:</b> Kindergarten teachers will assess students in fundamental mathematics skills in order to determine appropriate class placement.</p>	<p><b>EIA LEP \$300</b> for teacher cost (shared with ELA assessment cost)</p>

**STRATEGY 5:** The school will use a technology coordinator to assist teachers with the implementation of technology.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2013-2014 school year  The technology coordinator will assist teachers in implementing technology in the classroom.	Robert Guynn, Principal; Technology Coordinator	<b>As Needed:</b> The technology Coordinator will assist teachers with the implementation of technology in the classroom.	<b>EIA LEP \$750</b> for teacher (shared 50/50 with ELA goals )

**STRATEGY 6:** The school will purchase technology as appropriate to support student achievement in mathematics.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2013-2014 school year  Technology will be purchased to support student learning for mathematics.	Robert Guynn, Principal; Classroom Teachers; Support Staff	<b>As Needed:</b> Technology needs will be discussed among staff members in order to identify, repair or replace existing technology, or to identify new technology to support student achievement in mathematics.	<b>Title I \$4,345</b> <b>EIA LEP \$8,153</b> (cost shared with ELA goals)



**STRATEGY 7:** The school will use proctors to assist teachers with SBAC testing.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>March 1, 2014 – April 30, 2014:</p> <p>The school will use proctors to assist teachers in administering the SBAC test.</p>	<p>Robert Guynn, Principal; Classroom teachers</p>	<p><b>March 1, 2014 – April 30, 2014:</b> Proctors will be used to assist teachers with the administration of the SBAC test.</p>	<p><b>EIA LEP \$300</b> (cost shared with ELA goals)</p>

**LEA GOAL:** The district will provide all teachers with targeted professional development, collaboration opportunities and support to understand the progression of CCSS Mathematics goals and expectations. Teachers will be prepared with the skills and knowledge necessary to fully transition and align instructional practice to CCSS by 2014-15.

**MATH SCHOOL GOAL 2:** Rio Plaza will support district initiatives in transitioning to the mathematics Common Core State Standards by providing support to teachers in implementing Number Talks and journal writing strategies in the classroom. Data from walkthroughs will be provided to teachers for the purpose of professional reflection and analysis to gauge implementation with fidelity. Further, Rio Plaza will provide professional development and coaching for the strategic CCSS site level initiatives of collaboration and communication related to the 4C's.

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>Common Core State Standards</p>	<p>Analysis of the standards indicated high yield strategies tied to reading and writing.</p>	<p>Materials, agendas and sign-in records will indicate training sessions. Data from classroom walkthroughs will indicate implementation of strategies.</p>

**STRATEGY 1:** The school will participate in appropriate professional development in order to provide a quick transition to the Common Core and implement 4C strategies.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>2013-2014 school year</p> <p>Teachers will implement school wide initiatives Number Talks, journaling, communication, and collaboration, and analyze the fidelity of implementation.</p>	<p>Robert Guynn, Principal; Classroom teachers</p>	<p><b>Daily:</b> Teachers will use Number Talks and journaling in the classroom.</p> <p>The principal will collect data related to the implementation of Number Talks, journaling, communication, and collaboration during classroom walkthroughs.</p> <p><b>Monthly:</b> Teachers will have students perform Number Talks in the classroom. Teachers will also work with students on collaboration and communication skills using established rubrics.</p> <p>Teachers will examine walkthrough data in order to chart implementation of Number Talks, journaling, communication, and collaboration.</p>	<p><b>EIA LEP \$200</b> for supplies to support initiatives</p>
<p>2013-2014 school year</p> <p>Staff will participate in the appropriate professional development in order to increase student achievement in mathematics.</p>	<p>Robert Guynn, Principal; Classroom Teachers; Support Staff</p>	<p><b>Monthly:</b> Teachers/support staff will participate in District wide Learning Thursday Professional development.</p> <p><b>Monthly:</b> Teachers/support staff will participate in site level professional development (2x per month)</p> <p><b>As Needed:</b> Teachers/support staff will participate in appropriate professional development focused on mathematics.</p>	<p><b>EIA LEP \$200</b> for supplies to support professional development activities</p>

**STRATEGY 2:** The school will purchase the appropriate materials related to professional development and implementation of Common Core and 4C strategies.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2013-2014 school year  In order to support implementation of school wide initiatives, appropriate materials will be purchased to support instruction and training.	Robert Guynn, Principal; Classroom Teachers; Support Staff	<b>As Needed:</b> As materials/supplies are identified to support the implementation and professional development for the Common Core and 4C's, materials/supplies will be purchased.	<b>EIA LEP \$200</b> for supplies to support professional development activities

**LEA GOAL:** The district will provide all teachers with professional development, collaboration opportunities and support to utilize the resources available through the Smarter Balanced Assessment System (assessments and digital library) to provide appropriate instruction and intervention for all students [in Mathematics]. All teachers will be prepared to meaningfully utilize the SBAC resources by 2014-15.

**MATH SCHOOL GOAL 3:** Rio Plaza will provide site level professional development related to the Claims and Targets of the Smarter Balanced assessments in order to prepare teachers to understand the relationship of classroom practices, CCSS and SBAC assessments.

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?
Smarter Balanced test information from SBAC training and website.	The staff needs to prepare instruction and assessment aligned to SBAC testing.	Materials, agendas and sign-in records will indicate training sessions. Data from classroom walkthroughs will indicate implementation of strategies.

**STRATEGY 1:** The school will participate in appropriate professional development in order for teachers to understand the relationship between the CCSS and SBAC claims and targets.

<b>Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
<p>February 1, 2014 – June 20, 2014:</p> <p>The school site will conduct professional development for teachers to understand the relationship of the Common Core State Standards and the SBAC assessment.</p>	<p>Robert Guynn, Principal; Classroom Teachers; Support Staff</p>	<p><b>February 1, 2014 – June 20, 2014:</b> Teachers and support staff will participate in professional development for staff to understand the relationship between Common Core State Standards and SBAC testing.</p>	<p><b>EIA LEP \$200</b> for supplies to support professional development activities</p>

**STRATEGY 2:** The school will purchase the appropriate materials related to professional development and implementation of Common Core and 4C's for mathematics.

<b>Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
<p>2013-2014 school year</p> <p>In order to support implementation of school wide initiatives, appropriate materials will be purchased to support instruction and training.</p>	<p>Robert Guynn, Principal; Classroom Teachers; Support Staff</p>	<p><b>As Needed:</b> As materials/supplies are identified to support the implementation and professional development for the Common Core and 4C's, materials/supplies will be purchased.</p>	<p><b>EIA LEP \$200</b> for materials and supplies</p>

**LEA GOAL:** The district will meet or exceed CELDT requirements for AMAOs 1, 2 and 3 during the 2013-14 and 2014-15 school years.

**ELL SCHOOL GOAL 1:** Rio Plaza will provide Systematic ELD in order for students to grow a minimum of 2% in order to meet or exceed AMAO1 for 2013-2014. Progress will be monitored using ADEPT results.

<b>What data did you use to form this goal?</b>	<b>What were the findings from the analysis of this data?</b>	<b>How will the school evaluate the progress of this goal?</b>
API, AYP, and CELDT	The school showed a slow growth trend over the last four years for API, and AYP data. The school, however, did not meet AMAO requirements over the past three years.	The school will progress monitor with ADEPT and perform a summary analysis using the CELDT

**STRATEGY 1:** Rio Plaza will use an EL Coordinator to monitor the EL program.

<b>Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
2013-2014 school year  Rio Plaza will use an EL Coordinator to monitor the EL program	Robert Guynn, Principal; EL Coordinator	<b>AS Needed:</b> The EL coordinator will work with the school staff to provide professional development and support in order to assure that students are progressing in AMAO 1 and AMAO 2.	<b>EIA LEP \$3,750</b> Stipend

**STRATEGY 2:** Rio Plaza will set aside specific time for ELD instruction

<b>Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
August 26, 2013 – August 30, 2013:  Teachers will schedule 45-minutes per day for ELD instruction.	Robert Guynn, Principal; Classroom teachers	<b>August 26, 2013 – August 30, 2013:</b> Teachers grade level leaders will submit the master daily schedule to the principal for approval which includes a 45-minute block of time dedicated for ELD.	<b>No cost associated with this strategy</b>

**STRATEGY 3:** Rio Plaza will use Systematic English Language Development (SELD) curriculum for instructing English Language Learners during ELD time.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2013-2014 school year  Teachers will use SELD curriculum for ELD instruction.	Robert Guynn, Principal; Classroom teachers	<b>Daily:</b> Teachers will use Systematic English Language Development (SELD) curriculum for instructing English Language Learners during ELD.  The principal will monitor ELD instruction during classroom walkthroughs.	<b>No cost associated with this strategy</b>

**STRATEGY 4:** Rio Plaza will group EL students by ability groups in order to target ELD instruction

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
September 3, 2013 – September 30, 2013:  Teachers will group students by their ability as determined by the most recent CELDT score.	Robert Guynn, Principal; Classroom teachers	<b>September 3, 2013 – September 30, 2013:</b> Teachers will group students by their ability as determined by the most recent CELDT score and submit the initial groupings to the principal for approval.	<b>No cost associated with this strategy</b>

**STRATEGY 5:** Rio Plaza will use ADEPT to monitor EL student progress

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2013-2014 school year  Teachers will ADEPT EL students every 4-8 weeks to monitor progress	Robert Guynn, Principal; Classroom teachers	<b>Monthly to Bi-Monthly:</b> Teachers will ADEPT students to monitor their progress as they see progress on classroom assessments during ELD instruction.	<b>EIA LEP \$500</b> for additional support for testing

**STRATEGY 6:** Rio Plaza will purchase necessary supplemental materials, supplies, and technology to support EL students.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2013-2014 school year  Appropriate supplemental materials, supplies, and technology will be purchased to supplement instruction for EL students.	Robert Guynn, Principal; Classroom teachers	<b>As Needed:</b> As identified by the classroom teachers, Rio Plaza will purchase the appropriate supplemental materials, supplies, and technology for ELD instruction.	<b>Title I \$1,684</b> <b>EIA LEP \$5,050</b> for materials, supplies, and technology

**LEA GOAL:** The district will meet or exceed annual AYP requirements for ELA and mathematics for the SWD subgroup during the 2013-14 school year.

**SWD SCHOOL GOAL 1:** Rio Plaza will increase the proficiency of students with disabilities in English Language Arts and mathematics as indicated by IEP goals.

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?
API, AYP, and CELDT, IEP	The school has consistently underperformed in this area as compared to the state targets.	ADEPT and CELDT data will be analyzed to chart progress in meeting state targets

**STRATEGY 1:** Teachers will differentiate instruction to students with IEPs as indicated on the students IEPs.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2013-2014 school year  Teachers will use students IEPs to differentiate instruction in the classroom setting	Robert Guynn, Principal; Classroom teachers	<b>Daily:</b> Teacher will accommodate the needs of students who require additional classroom support.  <b>As Needed:</b> Materials will be purchased as necessary in order to support students with special needs.	<b>EIA LEP \$200</b> for materials and supplies to meet the needs of the students

**STRATEGY 2:** The resource teacher will develop and use an instruction schedule for students with IEPs.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2013-2014 school year  The resource teacher will develop and use an instructional schedule for students with IEPs	Robert Guynn, Principal; Resource teacher	<b>August 26, 2013 – August 30, 2013:</b> The resource teacher will develop and submit a written student instructional schedule to the principal for approval.  <b>As Required:</b> The resource teacher will instruct students based upon the requirements in each student’s IEP and as outlined in the student schedule.	<b>No cost associated with this strategy</b>

**STRATEGY 3:** The principal will meet the resource specialist and/or the classroom teacher to monitor progress for students with IEPs.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2013-2014 school year  The principal will meet with teachers to assess the progress of students with IEPs	Robert Guynn, Principal; Classroom teachers; Resource teacher	<b>Monthly:</b> The principal will meet with the resource specialist and/or the classroom teacher to assess the progress of students with IEPs. Adjustments will be made to instruction as needed.	<b>EIA LEP \$200</b> for substitutes

**LEA GOAL:** The District will create a systematic approach to tiered intervention to ensure that all students have access and support to achieve academic proficiency in ELA and Mathematics.

**INTV SCHOOL GOAL 1:** Rio Plaza will continue systematic Response to Intervention to address the needs of students in Tier 1, 2, and 3. Students will have access to support from regular classroom and support staff in specific areas of need identified through multiple measures and the IPT/IEP process in order for students to attain academic proficiency in ELA and mathematics.

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?
API, AYP, CST, CELDT, and IPT records	Analysis of the data provided a list of students who are working below grade level,	The school will use pre and post assessments and various progress



	and who are not making necessary progress to move to grade level performance.	monitoring tools to gauge student progress.
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**STRATEGY 1:** Intervention teachers will provide support to all grade levels during Target Time and to selected grade levels during ELD.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2013-2014 school year  Using the cycle of inquiry model, implement the reading intervention program and conduct ongoing evaluations to determine student and program outcomes and inform ongoing program needs.	Robert Guynn, Principal; Classroom Teachers; Intervention Teachers	<p><b>Daily:</b> Provide additional reading intervention for below basic, far below basic, and beginning/intermediate CELDT level students</p> <p><b>Weekly:</b> Grade-level teams will conduct weekly collaboration meetings to analyze student performance data, analyze and set student growth targets, and create action plans based on performance outcomes.</p> <p><b>Monthly:</b> Continue cycle of inquiry with all staff: monitor program implementation and analyze student data at the end of each grade marking period.</p> <p><b>Quarterly and Annually:</b> Monitor and evaluate reading intervention program goals and objectives; determine if goals and objectives are being met.</p>	<p><b>Title I \$21,232</b> <b>EIA LEP \$24,478</b> <b>Title III \$1,162</b> 2 intervention teachers (2 x \$35/hr x 5hrs/day x 4 days/wk x 27wks + 2 x \$35/hr x 4hrs/dy x 1 day/wk x 27wks)</p>

**STRATEGY 2:** Supplemental State Board of Education adopted programs and curriculum will be used for intervention. Appropriate supplies will be purchased.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>2013-2014 school year</p> <p>Rio Plaza will use existing SBE adopted supplemental materials for intervention instruction and purchase new or replacement materials as needed.</p>	<p>Robert Guynn, Principal; Classroom teachers; Resource teacher</p>	<p><b>As Needed:</b> As identified by the classroom teacher or intervention teacher, Rio Plaza will purchase the appropriate supplemental materials and supplies for instruction in the intervention classroom.</p>	<p><b>Title I \$1,684</b> <b>EIA LEP \$5,050</b> for supplemental materials and supplies</p>

**STRATEGY 3:** Substitute teachers will be used for classroom teachers to attend data meetings.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>2013-2014 school year</p> <p>Substitute teachers will be used to relieve teachers in the classroom for data meetings to discuss student performance.</p>	<p>Robert Guynn, Principal</p>	<p>Rio Plaza will conduct data meetings to discuss student performance based upon various assessments and records such as IPT, bench marks, and intervention or ELD.</p>	<p><b>EIA LEP \$200</b> for substitutes for data meetings</p>

**STRATEGY 4:** Staff will attend appropriate professional development opportunities to enhance their skills to support students in reaching or exceeding grade level standards.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2013-2014 school year  As needed and determined by individual or school wide needs, teachers will attend professional development to increase student achievement in the areas of ELA and mathematics, ELD, or intervention.	Robert Guynn, Principal; Classroom teachers; Resource teacher; support staff	<b>As needed:</b> As determined by individual or school wide needs, teachers, administration, and support staff will attend professional development to increase student achievement in the areas of ELA and mathematics, ELD, or intervention.	<b>EIA LEP \$1,000</b> for registration and travel

**LEA GOAL:** The district will meet annual AYP requirements for English Language Arts during the 2013-14 school year, both district wide and for all significant subgroups.

**LEA GOAL:** The district will meet annual AYP requirements for Mathematics during the 2013-14 school year, both district wide and for all significant subgroups.

**LEA GOAL:** The district will meet or exceed CELDT requirements for AMAOs 1, 2 and 3 during the 2013-14 and 2014-15 school years.

**LEA GOAL:** The District will create a systematic approach to tiered intervention to ensure that all students have access and support to achieve academic proficiency in ELA and Mathematics.

**ASP SCHOOL GOAL 1:** Align instruction in the after school program to support the highest need students in achieving academic gains in English language arts and Mathematics.

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?
API, AYP, CST, CELDT, and IPT records	Analysis of the data provided a list of students who are working below grade level, and who are not making necessary progress to move to grade level performance.	The school will use pre and post assessments and various progress monitoring tools to gauge student progress.

**STRATEGY 1:** The school will use an after school program liaison to provide coaching and support to after school employees and to assist in the alignment of instruction between the regular school day and after school.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>2013-2014 school year</p> <p>The After School Program Liaison (ASPL) will assist after school staff in aligning instruction with the regular day and with implementing instruction in the program.</p>	<p>After School Program Liaison</p>	<p><b>Monthly:</b> The After School Program Liaison will conduct walkthroughs and meet with identified staff members to provide technical assistance for the purpose of increasing student achievement in ELA. The ASPL will meet with the program coordinator in order to align instruction with the regular school day,</p> <p><b>As Needed:</b> The ASPL will meet with new staff to develop the necessary skills in order to deliver quality instruction.</p>	<p><b>ASES \$4,500</b> stipend</p>

**STRATEGY 2:** The After School Program Coordinator (ASPC) will plan and implement curriculum in the after school program which is aligned with the regular school day.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>2013-2014 school year</p> <p>The After School Program Coordinator (ASPC) will plan and implement curriculum in the after school program which is aligned with the regular school day.</p>	<p>After School Program Liaison; After School Program Coordinator</p>	<p><b>Monthly:</b> The ASPL and ASPC will meet monthly to discuss the program, its effectiveness, training needs, alignment to the regular school day, and other elements as determined by walkthroughs and staff meetings.</p> <p>The ASPC will attend district level coordinator meetings.</p> <p><b>Weekly:</b> The ASPC will meet with staff to plan and implement instruction.</p> <p><b>Daily:</b> The ASPC will monitor the implementation of the program through staff interaction and classroom walkthroughs.</p>	<p><b>ASES \$20,655</b>            (1 X \$18/hr X 6 hrs/day X 180 days = \$19,440 + 1 X \$18/hr X 1.5 hrs/day X 45 days = \$1,215 {early release days})</p> <p><b>ASES \$3,305</b>            (16% X \$20,655 {employer paid costs} = \$3,305)</p>

**STRATEGY 3:** Youth Development Specialists (YDS) will deliver instruction, enrichment, and provide homework assistance to students.

<b>Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
<p>2013-2014 school year</p> <p>Youth Development Specialists (YDS) will deliver instruction, enrichment, and provide homework assistance to students.</p>	<p>After School Program Liaison; After School Program Coordinator</p>	<p><b>Daily:</b> The YDS will deliver instruction, support, and enrichment activities to students in order to increase student achievement in ELA and mathematics.</p>	<p><b>ASES \$11,882</b>            (1 X \$13/hr X 4.5 hrs/day X 180 days = \$10,530 + 1 X \$13/hr X 2 hrs/day X 52 days = \$1,352 {early release days})</p> <p><b>ASES \$10,968</b>            (1 X \$12/hr X 4.5 hrs/day X 180 days = \$9,720 + 1 X \$12/hr X 2 hrs/day X 52 days = \$1,248 {early release days})</p> <p><b>ASES \$30,162</b>            (3 X \$11/hr X 4.5 hrs/day X 180 days = \$26,730 + 3 X \$11/hr X 2 hrs/day X 52 days = \$3,432 {early release days})</p> <p><b>ASES \$8,482</b>            (16% X \$53,012 {employer paid costs} = \$8,482)</p>

**STRATEGY 4:** The Boys and Girls Club will provide supervisory and clerical support to school level employees.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>2013-2014 school year</p> <p>The Boys and Girls Club will provide supervisory and clerical support to school level employees.</p>	<p>Boys and Girls Club Director</p>	<p><b>As Needed:</b> The After School Program Specialist will communicate with the ASPC to implement various programs to increase student achievement in ELA and mathematics and to provide enrichment opportunities to students.</p> <p><b>Daily:</b> The Director of After School Programs will oversee and be responsible for the operation of the after school program.</p> <p><b>As Needed:</b> The Program Clerical Assistant will provide assistance to the office and school site staff as needed.</p>	<p><b>ASES \$2,040</b></p> <p><b>ASES \$327</b> (16% X \$2,040 {employer paid costs} = \$327)</p> <p><b>ASES \$2,423</b> (\$45,000/yr X 0.0538 FTE = \$2,423)</p> <p><b>ASES \$630</b> (16% X \$2,423 {employer paid costs} = \$630)</p> <p><b>ASES \$1,296</b> (3 hrs/wk X \$12/hr X 36 weeks = \$1,296)</p> <p><b>ASES \$208</b> (16% X \$1,296 {employer paid costs} = \$208)</p>

**STRATEGY 5:** The Boys and Girls Club will provide necessary classroom materials and supplies to support classroom instruction, homework assistance, and enrichment activities.

<b>Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
2013-2014 school year  The Boys and Girls Club will provide necessary classroom materials and supplies.	After School Program Coordinator	<p><b>As Needed:</b> The ASPC will determine the material needs of the program to implement curriculum and enrichment activities to students.</p> <p>The ASPC will submit requisitions to the principal for approval.</p>	<b>ASES \$3,000</b> for materials

**STRATEGY 6:** The After School Program Coordinator will use a Boys and Girls Club cell phone and wireless card for communication with staff, parents, and community members.

<b>Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
2013-2014 school year  The After School Program Coordinator will be provided with a cell phone and wireless access card.	Boys and Girls Club Director	<p><b>As Needed:</b> The ASPC will use the cell phone to communicate with office personnel, staff, parents, and community while conducting after school program business. The data card is used to connect to the internet to process emails, obtain resources necessary to support staff in delivering instruction to students.</p>	<b>ASES \$700</b> for equipment

**STRATEGY 7:** The program will provide field trips to enrich academics, physical fitness, and community service experiences.

<b>Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
2013-2014 school year  The program will provide field trips to enrich student experiences.	After School Program Coordinator	<b>As Scheduled:</b> Field trips will be provided to enrich academics, physical fitness, and community service experiences as determined by staff.	<b>ASES \$713</b> for transportation services and fees

**STRATEGY 8:** The program will provide training and professional development to all afterschool program staff members in order to increase student safety and achievement in English language arts and mathematics.

<b>Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
2013-2014 school year  The program will provide professional development to all staff members.	After School Program Liaison; After School Program Coordinator	<b>As Scheduled:</b> Staff will attend training and professional development at the site, district, and county as required.	<b>ASES \$875</b> Training supplies, materials, and registration fees



**STRATEGY 9:** Business Services will deduct the appropriate Boys and Girls Club operating expenses and indirect costs as required by state regulations.

<b>Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
2013-2014 school year  Operating expenses and indirect costs will be deducted.	Marcia Nudd, Fiscal Services	<b>July 1, 2013 – June30, 2014:</b> Boys and Girls Club operating expenses and indirect costs will be deducted before the end of the fiscal year.	<b>ASES \$4,281</b> Boys and Girls Club operating expenses  <b>ASES \$5,603</b> (5% indirect cost rate x \$112,050 = \$5,603)

**LEA GOAL:** The district will meet annual AYP requirements for English Language Arts during the 2013-14 school year, both district wide and for all significant subgroups.

**LEA GOAL:** The district will meet annual AYP requirements for Mathematics during the 2013-14 school year, both district wide and for all significant subgroups.

**SAFE ENVIRONMENT SCHOOL GOAL 1:** The school will educate all students in a safe and secure environment in order to increase student achievement in English language arts and Mathematics.

<b>What data did you use to form this goal?</b>	<b>What were the findings from the analysis of this data?</b>	<b>How will the school evaluate the progress of this goal?</b>
California Department of Education Suspension, Expulsion, and Truancy Rate report for 2011-2012.	Rio Plaza is a safe environment for students with suspension, expulsion, and truancy rate at nearly zero.	The school will evaluate attendance rate, truancy rate, suspension, and expulsion data.

**STRATEGY 1:** Rio Plaza will use a counselor to assist students in need of emotional support and to administer positive programs on campus.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2013-2014 school year  The counselor will assist the school with students who need emotional support and administer positive student programs.	Robert Guynn, Principal; Counselor	<p><b>Weekly:</b> The counselor will meet with selected students to support their emotional needs in order to create a safe campus environment for them.</p> <p><b>As Needed:</b> The counselor will administer positive programs on campus such as Peace Builders, Drug Free, and other programs to promote positive behavior and teamwork.</p>	<p><b>Title I \$10,337</b>  <b>EIA LEP \$29,559</b> salary</p>

**STRATEGY 2:** Rio Plaza will use a Student Support Specialist to assist parents and students regarding the health and safety of students.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2013-2014 school year  The student support specialist will assist the school with families who require assistance with health issues.	Robert Guynn, Principal; Student Support Specialist	<p><b>Weekly:</b> The Student Support Specialist (SSS) will assist students with injuries and illnesses and determine the appropriate course of action to remedy the situation.</p> <p><b>As Needed:</b> The SSS will contact and consult with families as required in order to assist them with the health and well-being of their child.</p>	<p><b>EIA LEP \$4,983</b> salary</p>

**STRATEGY 3:** Rio Plaza will use behavior statistics to identify negative behavior trends, and identify and implement solutions.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2013-2014 school year  The school will analyze behavior incidents on a monthly basis.	Robert Guynn, Principal; Teachers	<p><b>Monthly:</b> The principal and teachers will analyze monthly reports regarding inappropriate behavior trends and work with teachers to reverse the behavior</p>	<p><b>No funding required</b> Data will be analyzed during leadership and regular staff meetings</p>

**STRATEGY 4:** Rio Plaza will review attendance statistics to identify students who are not at or above 96.5% and work with families to increase attendance.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2013-2014 school year  The school will review monthly attendance reports to identify students with excessive absences.	Robert Guynn, Principal; Teachers; Office manager	<p><b>Monthly:</b> The Office Manager will run and print the attendance reports.</p> <p>The principal will review the attendance reports and consult with staff regarding low attendance rates for students. The staff will identify solutions to increase attendance.</p> <p><b>As Needed:</b> Meetings such as SART will be held with parents to address negative attendance statistics. Solutions will be generated to remedy negative attendance.</p> <p>Meetings with families and teachers may be needed to address ongoing concerns and to keep parents accountable for positive attendance.</p>	<p><b>EIA LEP \$200</b> for substitutes for teachers</p>

**STRATEGY 5:** Rio Plaza will award students, teachers, and grade levels for high attendance rates.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>2013-2014 school year</p> <p>Rio Plaza will have attendance incentives to increase student attendance rates.</p>	<p>Robert Guynn, Principal; Teachers; Office manager</p>	<p><b>Monthly:</b> The Office Manager will run and print the attendance reports.</p> <p>The principal will review the attendance reports and identify the primary and secondary class with the highest attendance. The classes with the highest attendance will earn the attendance flags for the month.</p> <p>The Principal will conduct a monthly Principal’s Recess for students in all grade levels who have perfect attendance for each attendance period.</p> <p>The principal will identify the grade level with the highest attendance and award that grade level \$100 to be spent on the students within the grade level.</p>	<p><b>EIA LEP \$900</b> for attendance incentives</p>

**STRATEGY 6:** Rio Plaza will recognize students for exhibiting Peace Builder behavior in order to promote a safe school environment to increase student achievement in ELA and mathematics.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>2013-2014 school year</p> <p>The school will recognize students who exhibit Peace Builder behavior.</p>	<p>Robert Guynn, Principal; Teachers; Office staff; Support staff</p>	<p><b>Daily:</b> Students are recognized for exhibiting Peace Builder behavior on campus. Students earn Charger Bucks which can be redeemed for incentives in the Charger Store.</p> <p><b>Weekly:</b> Students can redeem their Charger Bucks for incentives in the Charger store.</p>	<p><b>EIA LEP \$200</b> for behavioral incentives</p>

**STRATEGY 7:** Rio Plaza will recognize students for meeting or exceeding their reading goals in order to increase literacy skills and improve student performance in ELA and mathematics.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2013-2014 school year  The school will recognize students who meet or exceed their reading goals	Robert Guynn, Principal; Teachers; Office Manager	<p><b>Monthly:</b> Teachers will submit the names of students who meet their monthly reading goal.</p> <p>The Office Manager will create the Charger Reader Certificates for each student.</p> <p>The Principal will award these certificates to the appropriate students each month during individual classroom ceremonies in order to promote reading to increase literacy and student achievement in ELA and mathematics.</p>	<b>EIA LEP \$200</b> for reading awards

**STRATEGY 8:** Rio Plaza will purchase equipment and supplies for the Principal's Recess perfect attendance award program in order to promote student achievement in ELA and mathematics.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2013-2014 school year  The school will purchase equipment and supplies for the school's perfect attendance award program.	Robert Guynn, Principal	<p><b>As Needed:</b> The principal will purchase equipment and supplies for the perfect attendance recess for students who have perfect attendance for each reporting period.</p>	<b>EIA LEP \$200</b> for incentives

**LEA GOAL:** The district will meet annual AYP requirements for English Language Arts during the 2013-14 school year, both district wide and for all significant subgroups.

**LEA GOAL:** The district will meet annual AYP requirements for Mathematics during the 2013-14 school year, both district wide and for all significant subgroups.

**PARENT ENGAGEMENT SCHOOL GOAL 1:** The school will engage parents and families in various activities and support groups throughout the year in order to support student achievement in English language arts and Mathematics.

<b>What data did you use to form this goal?</b>	<b>What were the findings from the analysis of this data?</b>	<b>How will the school evaluate the progress of this goal?</b>
Title I Non-Regulatory Guidance	The school must provide the opportunity to be involved in the school environment to support their student for academic success.	The school will use sign-in sheets from committee meetings, calendar of events, and meeting notes to show parent involvement.

**STRATEGY 1:** Rio Plaza will form and conduct School Site Council (SSC) meetings in accordance with all Federal Title I and state requirements related to parent involvement and fiscal responsibility.

<b>Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
2013-2014 school year  Rio Plaza will conduct SSC meetings throughout the school year to meet all required elements required by law.	Robert Guynn, Principal; SSC President	<p><b>5 times per year (minimum):</b> Rio Plaza will conduct SSC meetings to encourage parent participation in the success of our students in order to raise student achievement.</p> <p>SSC members will periodically review the accuracy of the Single Plan for Student Achievement.</p> <p>SSC members will participate in the district level District Advisory Committee.</p>	<b>EIA LEP \$200</b> for substitutes for staff to attend daytime SSC meetings and refreshments

**STRATEGY 2:** Rio Plaza will form and conduct English Language Advisory Committee (ELAC) meetings in accordance with all Federal Title I, Title III and state requirements related to parent involvement.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2013-2014 school year  Rio Plaza will conduct ELAC meetings throughout the school year to meet all required elements required by law.	Robert Guynn, Principal; Teacher liaison	<p><b>5 times per year (minimum):</b> Rio Plaza will conduct ELAC meetings to encourage parent participation in the success of our EL students in order to raise student achievement.</p> <p>ELAC members will review the Single Plan for Student Achievement and provide input to the SSC.</p> <p>ELAC members will participate in the district level English Language Advisory Committee.</p>	<b>EIA LEP \$200</b> for substitutes for staff to attend daytime SSC meetings and refreshments

**STRATEGY 3:** Rio Plaza will hold monthly Family Game Nights in order to encourage further parent participation in school events and programs related to student achievement in ELA and mathematics and to meet all Title I requirements of parent involvement.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2013-2014 school year  Rio Plaza will conduct Family Game Nights on a monthly basis.	Robert Guynn, Principal, Teacher Liaison; After school coordinator	<p><b>Monthly:</b> Rio Plaza will conduct Family Game Nights to encourage greater participation of families in school events and programs related to student achievement.</p>	<b>EIA LEP \$200</b> for incentives and refreshments

**STRATEGY 4:** Rio Plaza will conduct various clinics and community outreach events to encourage family participation in school events and programs related to student achievement in ELA and mathematics and to meet all Title I requirements of parent involvement.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2013-2014 school year  Rio Plaza will conduct various clinics and community outreach events to encourage family participation.	Robert Guynn, Principal	<b>As Scheduled:</b> Rio Plaza will establish and work with community partners to reach out to the community to meet their needs and encourage participation in school events and programs related to student achievement.	<b>EIA LEP \$200</b> for supplies and refreshments

**STRATEGY 5:** Rio Plaza will conduct PTA sponsored events to encourage family participation in school events and programs related to student achievement in ELA and mathematics, raise funds for supplemental activities, and to meet all Title I requirements of parent involvement.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2013-2014 school year  Rio Plaza will conduct regular PTA meetings and hold PTA sponsored events throughout the year to encourage family participation.	Robert Guynn, Principal; PTA President; Teacher Liaison	<b>Monthly:</b> Rio Plaza will conduct regular PTA meetings to plan and reflect upon event success.  <b>As Scheduled:</b> The PTA will hold sponsored events throughout the year to encourage family participation and raise funds for student events, projects, awards, rewards, and outings related to student achievement.	<b>EIA LEP \$200</b> for substitutes for teacher liaison



**STRATEGY 6:** Rio Plaza will conduct Unorganized ASB sponsored events to encourage family participation in school events and programs related to student achievement in ELA and mathematics, raise funds for supplemental activities, and to meet all Title I requirements.

<b>Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
2013-2014 school year  Rio Plaza will conduct UASB meetings and hold sponsored events throughout the year to encourage family participation.	Robert Guynn, Principal; Teacher liaison	<b>As Scheduled:</b> Rio Plaza will conduct unorganized ASB (UASB) meetings (to plan and reflect upon event success) and hold UASB sponsored events throughout the year to encourage family participation and raise funds for special projects and student events and programs related to student achievement.	<b>EIA LEP \$500</b> for substitutes for teacher liaison

**STRATEGY 7:** Rio Plaza will conduct Family Literacy events to encourage family participation in activities related to student achievement in ELA and to meet all Title I requirements.

<b>Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
2013-2014 school year  Rio Plaza will conduct Family Literacy events throughout the year to encourage family participation.	Robert Guynn, Principal; Teachers; After school coordinator	<b>As Scheduled:</b> Rio Plaza will schedule Family Literacy events throughout the year in order to engage parents and students in reading, storytelling, and projects/programs based around literature.	<b>EIA LEP \$500</b> for refreshments, prizes, and translators

**STRATEGY 8:** Rio Plaza will conduct Parent/Teacher Conferences for students who are performing below grade level.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>October 7, 2013 – October 11, 2013; December 5, 2013 &amp; December 6, 2013; March 17, 2014 – March 20, 2014:</p> <p>Rio Plaza will conduct Parent/Teacher Conferences</p>	<p>Robert Guynn, Principal; Teacher liaison</p>	<p><b>October 7, 2013 – October 11, 2013; December 5, 2013 &amp; December 6, 2013; March 17, 2014 – March 20, 2014:</b> At minimum, teachers will meet with parents of students who are performing below grade level and programs in order to create a partnership with parents to boost student achievement.</p> <p><b>October 7, 2013 – October 11, 2013; December 5, 2013 &amp; December 6, 2013; March 17, 2014 – March 20, 2014:</b> Rio Plaza will schedule translators for teachers who require Spanish or Mixteco translation services during parent/teacher conferences in order to create a partnership with parents to boost student achievement.</p>	<p><b>EIA LEP \$500</b> for translators to assist non English speaking parents meeting with English only speaking teachers</p>

## 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.

### Rio Plaza High Priority Students – English Language Learner Goals

**Goal 1:** Rio Plaza will provide Systematic ELD in order for students to grow a minimum of 2% in order to meet or exceed AMAO1 for 2013-2014. Progress will be monitored using ADEPT results.

### Rio Plaza High Priority Students – Special Education Goals

**Goal 1:** Rio Plaza will increase the percent proficient and advanced in English Language Arts and mathematics as indicated by IEP goals.

### Rio Plaza High Priority Students – Intervention Goals

**Goal 1:** Rio Plaza will continue systematic Response to Intervention to address the needs of students in Tier 1, 2, and 3. Students will have access to support from regular classroom and support staff in specific areas of need identified through multiple measures and the IPT/IEP process in order for students to attain academic proficiency in ELA and Mathematics.

Actions to be Taken to Reach This Goal <sup>1</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
Research-based instructional strategies, such as Systematic English Language Development, Guided Language Acquisition Development, Common Core State Standards Implementation, STAR Math and My Access	August 2013-June 2014	SELD/GLAD Professional Development CCSS Implementation STAR Math Assessments My Access Supplemental Writing Program	7,970.93 8,040.30 7,162.98	Title-I Title-III EIA
Program Administration to include Teacher(s) on Special Assignment, to support professional development to include on site coaching. Data Analyst to support in the data disaggregation and program	August 2013-June 2014	Teacher(s) on Special Assignment, Analyst position(s), Teacher Extra Hours	7,970.93 17,213.0 0 16,968.3 0	Title-I Title-III EIA

<sup>1</sup> 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.

evaluation. Teacher Extra Time				
Indirect Costs	August 2013-June 2014	Indirect Costs		Title-I Title-III EIA
District Operated Activities	August 2013-June 2014	District Operated Activities	5,508.25	EIA
			138.70	
			5,634.00	
			3,393.60	

## 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"/> <b>California School Age Families Education</b> Purpose: Assist expectant and parenting students to succeed in school	\$
<input checked="" type="checkbox"/> <b>Economic Impact Aid/State Compensatory Education (EIA-SCE)</b> Purpose: Help educationally disadvantaged students succeed in the regular program	\$41,101.17
<input checked="" type="checkbox"/> <b>Economic Impact Aid/Limited English Proficient (EIA-LEP)</b> Purpose: Develop fluency in English and academic proficiency of English learners	\$128,033.83
<input type="checkbox"/> <b>Peer Assistance and Review</b> Purpose: Assist teachers through coaching and mentoring	\$
<input type="checkbox"/> <b>Professional Development Block Grant</b> Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$
<input type="checkbox"/> <b>Pupil Retention Block Grant</b> Purpose: Prevent students from dropping out of school	\$
<input type="checkbox"/> <b>Quality Education Investment Act (QEIA)</b> Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$
<input type="checkbox"/> <b>School and Library Improvement Program Block Grant</b> Purpose: Improve library and other school programs	\$
<input type="checkbox"/> <b>School Safety and Violence Prevention Act</b> Purpose: Increase school safety	\$
<input type="checkbox"/> <b>Tobacco-Use Prevention Education</b> Purpose: Eliminate tobacco use among students	\$
<input checked="" type="checkbox"/> <b>After School Education and Safety Program</b>	\$112,050
Total amount of state categorical funds allocated to this school	

Federal Programs		Allocation
<input checked="" type="checkbox"/> <b>Title I, Part A: Allocation</b> Purpose: To improve basic programs operated by local educational agencies (LEAs)		\$48410
<input type="checkbox"/> <b>Title I, Part A: Parental Involvement</b> (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"/> <b>For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development</b> (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$	
<input type="checkbox"/> <b>Title II, Part A: Improving Teacher Quality</b> Purpose: Improve and increase the number of highly qualified teachers and principals		\$
<input checked="" type="checkbox"/> <b>Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students</b> Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards		\$1,162
<input type="checkbox"/> <b>Title VI, Part B: Rural Education Achievement Program</b> Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs		\$
<input type="checkbox"/> <b>For School Improvement Schools only: School Improvement Grant (SIG)</b> Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement		\$
<input type="checkbox"/> <b>Other federal funds</b> (list and describe)		\$
<input type="checkbox"/> <b>Other federal funds</b> (list and describe)		\$
<input type="checkbox"/> <b>Other federal funds</b> (list and describe)		\$
Total amount of state and federal categorical funds allocated to this school		\$293,766

## 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.<sup>2</sup> 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
Robert Guynn	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Robert Mitchell	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ruben Castillo	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Patricia Alvarez	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ines Lopez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Tanya Reyes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gabriela Cuevas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Griselda Camarillo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Griselda Badillo (alternate)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Bernadina Estrada (alternate)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Aurea Ramirez (alternate)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Elvia Pacheco (alternate)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
David Chavez	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nataly Zamudio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	3	1	5	0

<sup>2</sup> EC Section 52852

## 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

Name (printed) \_\_\_\_\_ Signature \_\_\_\_\_

English Learner Advisory Committee

Name (printed) \_\_\_\_\_ Signature \_\_\_\_\_

Special Education Advisory Committee

Name (printed) \_\_\_\_\_ Signature \_\_\_\_\_

Gifted and Talented Education Advisory Committee

Name (printed) \_\_\_\_\_ Signature \_\_\_\_\_

District/School Liaison Team for schools in Program Improvement

Name (printed) \_\_\_\_\_ Signature \_\_\_\_\_

Compensatory Education Advisory Committee

Name (printed) \_\_\_\_\_ Signature \_\_\_\_\_

Departmental Advisory Committee (secondary)

Name (printed) \_\_\_\_\_ Signature \_\_\_\_\_

Other committees established by the school or district (list)

Name (printed) \_\_\_\_\_ 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: February 19, 2014.

Attested:

Robert Guynn

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

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

\_\_\_\_\_  
Date

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

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

\_\_\_\_\_  
Date