

**Neighborhood Elementary School  
Central Unified School District  
2016-2017 Single Plan for Student Achievement  
ACADEMIC GOAL — MATHEMATICS**

**CUSD Goal: Every student will reach high standards, at a minimum achieving proficiency or better in mathematics.**

**I. Indicate all data reviewed to address this Academic Goal:**

SOURCE OF DATA: California Assessment of Student Performance and Progress (CAASPP), Interim Math Assessments, ST Math Data

**II. Based upon the data reviewed, summarize the issues affecting student proficiency in mathematics:**

The lowest percentage of academic achievement among 4<sup>th</sup> grade students in 2016 CAASPP Mathematics was in the *Concepts & Procedures* strand with 50% of students performing Below Standard. Comparing 4<sup>th</sup> grade student achievement in this mathematics strand that measures understanding of fractions, Neighborhood ES 4<sup>th</sup> grade students scored 17% lower than CUSD student averages. Based on Neighborhood ES's 4<sup>th</sup> grade Interim Assessments in mathematics and ST Math data, students scored lower in CA Mathematics Standards Number & Operations – Fractions compared to other categories.

**III. State the School's Measurable Objective\*:**

Increase 4th grade teacher capacity to deliver math instruction in *CA Mathematics Standards: Number & Operations-Fractions* and regularly monitor the effectiveness of the instruction by providing formative assessments, analyzing the data, planning and providing additional instruction to increase the 4th grade student academic achievement in mathematics.

The 4<sup>th</sup> Grade students, who are designated as *Below Standard*, will be reduced from 50% to 35%.

<b>IV. Focus Areas</b>	<b>Describe the Evidence-based Strategy(ies) selected to achieve the School's Measurable Objective(s) and the Actions/Tasks the school will use to accomplish the Strategy(ies).</b>	<b>On what dates will the Actions begin and end?</b>	<b>How will the school measure the effectiveness of each Action?</b>	<b>Identify the title/position of staff responsible.</b>	<b>What is the program funding source and expenditure?</b>
<p>Effective Instructional Program (Professional Learning and Classroom Instruction)</p>	<p>Neighborhood ES 4th grade teachers and Intervention Coordinator will be provided professional development by the <i>Music Project</i> (arts partner organization) addressing 4th grade student achievement in mathematics by deepening student knowledge and understanding about fractions by using an integrated instructional strategy incorporating mathematics and music education.</p> <p>The teachers will learn to incorporate this evidence-based arts integration model into their classrooms to provide standards-based instruction about fractions to students. The professional development is based on the research findings from <i>Educational Studies in Mathematics</i>, Volume 81, Issue 2 (2012); "Academic Music: Music Instruction to Engage Third-Grade Students in Learning Basic Fraction Concepts" by Susan Courey, Endre Balogh, and Jody Siker.</p>	<p>09-01-16 to 06-01-17</p>	<p><b><u>Pre-Assessment</u></b> ST Math  Interim Math Assessment  <b><u>Post-Assessment</u></b> ST Math  Interim Math Assessment  16-17 CAASPP Mathematics</p>	<p>Principal  4<sup>th</sup> Grade Teachers  Intervention Coordinator</p>	<p>Title I  Teacher Training Rate  Service Contract</p>

**Rural High School  
Desert Unified School District  
2016-2017 Single Plan for Student Achievement  
CULTURE and CLIMATE GOAL — PARENT ENGAGEMENT**

**DUSD Goal:** To involve our parents, families, and community stakeholders as direct partners in the education of all students.

**I. Indicate all data reviewed to address this Academic Goal:**

SOURCE OF DATA: 2015-16 Parent/Guardian Attendance Sign-In sheets for Back-to-School night, Open House, SSC meetings, ELAC meetings, Coffee-With-The-Principal meetings

**II. Based upon the data reviewed, summarize the issues affecting suspension/expulsion and non-cognitive skills:**

Data analysis of sign-in sheets demonstrates that only 32.6% to 39.4% of adult representatives (parent or designated guardian for each student) attended school events or meetings. Even fewer attended and participated at ELAC meetings (31.4%). Lack of parental involvement limits the staff's ability to partner and work collaborative with parents to best serve the academic, social/emotional needs of each student. During 15-16, the school created more parent meetings, but this action did not increase parent involvement. Data demonstrated that the same parents participated with the increased number of meetings/events.

**III. State the School's Measurable Objective\*:** Parent attendance at the following meetings will be increased by 30-40%:  
 Back-to-School Night: 33.4% →73.4%    Open House: 32.6% →62.6%    ELAC meetings: 39.4% →79.4%

IV. Focus Areas	Describe the Evidence-based Strategy(ies) selected to achieve the School's Measurable Objective(s) and the Actions/Tasks the school will use to accomplish the Strategy(ies).	On what dates will the Actions begin and end?	How will the school measure the effectiveness of each Action?	Identify the title/position of staff responsible.	What is the program funding source and expenditure?
Increasing Parent Engagement to Build Parent Capacity and Partnership to Support Academic and Social / Emotional Goals	<p><u>Back-To-School Night</u>                      Music, Dance, and Theatre teachers will provide with each class a mini info-performance demonstrating student learning and expectations to parents.</p> <p><u>ELAC Meetings</u>                      Dance, Music, Theatre, or Visual Arts teachers will provide a short student performance or gallery walk to welcome parents to each meeting.</p> <p><u>Open House</u>                      Student performances in Theatre, Music, and Dance will be occurring throughout the evening of Open House at various locations on campus.</p> <p>Students from Visual and Performing Arts classes significantly attract more parents to attend a school activity, event or meeting by performing at the school event or meeting. Once parents attend meeting, teachers and administrators will strengthen their relationship with individual parents to communicate effectively, regularly and provide relevant information to parents at meetings. Rural HS is incorporating this evidence-based strategy to increase parent engagement as demonstrated in <i>Oklahoma A Plus Schools: What the Research Tells Us 2002-2007</i>, Barry, 2010.</p>	09-05-16 To 06-02-17	<p><u>Pre-Assessment</u>                      15-16                      Parent/Guardian Attendance Sheets</p> <p><u>Post-Assessment</u>                      16-17                      Parent/Guardian Attendance Sheets</p>	Assistant Principal  Teachers  School Site Council Members  Leadership Team  Principal	Title I Part A: Parent Involvement  Instructional Materials  Supplies  Teacher Hourly Rate

**Urban Elementary School  
Southern Unified School District  
2016-2017 Single Plan for Student Achievement  
ACADEMIC GOAL — ENGLISH LANGUAGE ARTS**

**SUSD Goal: All students will attain proficiency or better in English Language Arts.**

**I. Indicate all data reviewed to address this Academic Goal:**

SOURCE OF DATA: California Assessment of Student Performance and Progress (CAASPP), Grade-level Team Formative Assessments, and Scholastic Reading Inventory

**II. Based upon the data reviewed, summarize the issues affecting student proficiency in English language arts:**

From 2015-16 CAASPP, the following percentage of students performed *Below Standard* in the area of Reading: *Demonstrating Understanding of Literary and Non-fictional Texts*:  
**34% of 3<sup>rd</sup> grade students      28% of 4<sup>th</sup> grade students      33% of 5<sup>th</sup> grade students.**

As demonstrated by formative assessments developed by grade-level teams, students need assistance with reading comprehension by receiving additional instruction and support with: 1) Understanding figurative language; and 2) Identifying details.

**III. State the School's Measurable Objective\*:** **By June 20, 2017, the number of 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade students who are performing at *Below Standard* in the area of Reading will be reduced by 14% longitudinally across grade levels.**

**Below Standard Percentage Targets:**  
**16-17 3<sup>rd</sup> Grade = 20% (15-16 2<sup>nd</sup> Grade = NA)    16-17 4<sup>th</sup> Grade = 20% (15-16 3<sup>rd</sup> Grade = 34%)    16-17 5<sup>th</sup> Grade = 14% (15-16 4<sup>th</sup> Grade = 28%)**

IV. Focus Areas	Describe the Evidence-based Strategy(ies) selected to achieve the School's Measurable Objective(s) and the Actions/Tasks the school will use to accomplish the Strategy(ies).	On what dates will the Actions begin and end?	How will the school measure the effectiveness of each Action?	Identify the title/position of staff responsible.	What is the program funding source and expenditure?
Effective Instructional Program (Professional Learning and Classroom Instruction)	<p>Urban Elementary School will provide 3<sup>rd</sup> – 5<sup>th</sup> grade students with integrated instruction incorporating ELA and visual arts to improve student identification of details in various texts to increase understanding of reading. They will also provide integrated instruction incorporating ELA and theatre to increase student understanding of figurative language and grammar structures to increase reading comprehension. To achieve these strategies, the following tasks will be implemented:</p> <ul style="list-style-type: none"> <li>Artists in residence and teachers will provide students direct instruction in visual arts, theatre, and ELA.</li> <li>Artists in residence and teachers will plan/deliver lessons integrating ELA/visual arts and ELA/theatre.</li> <li>Grade-level teams will regularly review student formative data to analyze impact of instruction, determining additional instruction needed to support student learning and understanding of literary and non-fictional texts.</li> </ul> <p>Funds will be used to support professional development, collaboration time, instructional materials and artists in residence.</p>	09-01-16 to 06-20-17	<p><b><u>Pre-Assessment</u></b> Scholastic Reading Inventory</p> <p>Grade-Level Formative Assessment</p> <p><b><u>Post-Assessment</u></b> Scholastic Reading Inventory</p> <p>Grade-Level Formative Assessment</p>	Principal 3 <sup>rd</sup> , 4 <sup>th</sup> , 5 <sup>th</sup> Grade Teachers EL Coordinator	Title I PD Teacher Hourly Rate Instructional Materials Independent Contracts

IV. Focus Areas	Describe the Evidence-based Strategy(ies) selected to achieve the School's Measurable Objective(s) and the Actions/Tasks the school will use to accomplish the Strategy(ies).	On what dates will the Actions begin and end?	How will the school measure the effectiveness of each Action?	Identify the title/position of staff responsible.	What is the program funding source and expenditure?
	<p>Applying evidence-based arts learning strategies to support student achievement of ELA grade-level CA Standards and Higher Order Thinking Skills is based on:</p> <ul style="list-style-type: none"> <li>• <i>Arts for Academic Achievement: What Does Arts Integration Do for Students</i> by Ingram &amp; Reidell, 2003.</li> <li>• <i>How Arts Integrations Support Student Learning: Students Shed Light on the Connections</i> by DeMoss &amp; Morris, 2002.</li> <li>• <i>The Effects of the Arts IMPACT Curriculum on the Ohio 4<sup>th</sup> Grade Proficiency Test</i> by Forsythe, 2005.</li> </ul>		16-17 CAASPP ELA		

**Municipal Elementary School  
Metropolitan Unified School District  
2016-2017 Single Plan for Student Achievement  
SOCIAL / EMOTIONAL GOAL — SUSPENSION/EXPULSION and NON-COGNITIVE SKILLS**

**MUSD Goal:** To provide a physically and emotionally safe climate and learning environment that is culturally responsive to all students.

**I. Indicate all data reviewed to address this Academic Goal:**

SOURCE OF DATA: Specific Indicators from Municipal ES's Student Information System: Student Attendance Data, Suspension Data, and Student Office Referral Data

**II. Based upon the data reviewed, summarize the issues affecting suspension/expulsion and non-cognitive skills:**

2015-16 Suspension Rate was .56%. Due to suspensions, 4 students lost a total of 6 instructional days and overall school attendance was decreased by 6 days.

The total number of Student Office/Behavior Referrals was three hundred twenty-three (323) with one hundred eighty-eight (188) students receiving referrals. From the total number of students receiving Student Office/Behavior Referrals, a total of one hundred eighty-two (182) instructional hours were lost due to students being referred and sent directly to the office during the school day.

**III. State the School's Measurable Objective\*:**

To ensure all students receive the maximum number of instructional minutes during the school day by increasing the overall school attendance, Municipal ES will reduce the Suspension Rate from .56% to 0%.

To ensure all students receive the maximum number of instructional minutes during the school day, the total number of Student Office/Behavior Referrals will be reduced from 323 to 194 (40% reduction) and lost instructional hours from 182 to 109 (40% reduction).

IV. Focus Areas	Describe the Evidence-based Strategy(ies) selected to achieve the School's Measurable Objective(s) and the Actions/Tasks the school will use to accomplish the Strategy(ies).	On what dates will the Actions begin and end?	How will the school measure the effectiveness of each Action?	Identify the title/position of staff responsible.	What is the program funding source and expenditure?
Social / Emotional Interventions	<p>The MUSD District Arts Coordinator will:</p> <ul style="list-style-type: none"> <li>Facilitate professional development for Municipal ES teachers to incorporate a dance, standards-based instructional model that specifically strengthens the school's Positive School-Wide Behavior and aligned to the school's Positive Behavior Plan</li> <li>Assist in designing interventions that incorporate dance/arts strategies to address students with targeted behavioral needs</li> </ul> <p>The <i>Dance Company</i> (arts organization) will:</p> <ul style="list-style-type: none"> <li>Provide dance instruction incorporating self-behavior strategies to improve self-regulation and impulse control to improve overall student behavior</li> <li>Facilitate a culminating student performance at all grade levels to</li> </ul>	08-22-16 To 05-30-17	<p><b>Pre-Assessment</b> August, September and October 2016:</p> <ul style="list-style-type: none"> <li>Suspension Data</li> <li>Student Office/Behavior Referrals</li> <li>Student Attendance</li> </ul>	Principal  Assistant Principal  Teachers  District Arts Coordinator	Title I    Service Contract

IV. Focus Areas	Describe the Evidence-based Strategy(ies) selected to achieve the School's Measurable Objective(s) and the Actions/Tasks the school will use to accomplish the Strategy(ies).	On what dates will the Actions begin and end?	How will the school measure the effectiveness of each Action?	Identify the title/position of staff responsible.	What is the program funding source and expenditure?
	<p>engage the school community and parents, reinforcing the understanding of positive student behaviors and expectations.</p> <ul style="list-style-type: none"> <li>Provide these evidence-based services aligned with the research by Smithrim and Uptis (2005) "Lessons through the Arts: Lessons of Engagement" using arts integration to improve student social and emotional behavior outcomes.</li> </ul> <p>The District Arts Coordinator and <i>Dance Company</i> will collectively:</p> <ul style="list-style-type: none"> <li>Provide bilingual presentations at ELAC, SSC, and Back-To-School meetings to parents about the arts integration strategies being taught at school to improve student behavior and educate parents about the school's Positive Behavior Plan.</li> </ul>		<p><b>Post-Assessment</b> January, February, and March 2017:</p> <ul style="list-style-type: none"> <li>Suspension Data</li> <li>Student Office/Behavior Referrals</li> <li>Student Attendance</li> </ul> <p>Overall 16-17 Data:</p> <ul style="list-style-type: none"> <li>Suspension Data</li> <li>Student Office/Behavior Referrals</li> <li>Student Attendance</li> </ul>		

**City Middle School  
Northern Unified School District  
2016-2017 Single Plan for Student Achievement  
SOCIAL / EMOTIONAL GOAL — ATTENDANCE, SUSPENSION/EXPULSION and NON-COGNITIVE SKILLS**

**NUSD Goal:** Provide a safe and welcoming environment through engagement strategies that promote the personal and social-emotional health of students.

**I. Indicate all data reviewed to address this Academic Goal:**

SOURCE OF DATA: 2014-2015 and 2015-2016 Student Attendance Data, Student Suspension and Referral Data, Annual Student survey

**II. Based upon the data reviewed, summarize the issues affecting suspension/expulsion and non-cognitive skills:**

- The Overall Attendance Rate for City MS was 94% in both 14-15 and 15-16 school years
- Total Discipline Suspensions and Referrals in 15-16 was 1,238
- 71% of 7<sup>th</sup> grade students expressed feeling *Safe/Very Safe* in Spring 2016 on CMS survey

Analyzing this student data demonstrated that over 50% of the students with poor attendance and /or substantial number of referrals is “double-blocked” into an additional ELA and/or math intervention class, eliminating their opportunity to take an elective class. City MS daily schedule is a 6-period day.

**III. State the School’s Measurable Objective\*:** Improve school safety and climate by implementing strategies that encourage and enable students to attend school regularly, participate as engaged learners in classroom instruction, and demonstrate positive interactions with others.  
Measurable Targets:

- Increase annual Overall Attendance Rate to 96%
- Decrease student tardies by 25%
- Increase 7<sup>th</sup> graders feeling *Safe/Very Safe* to 82%
- Decrease Total Discipline Suspensions and Referrals by 25%

IV. Focus Areas	Describe the Evidence-based Strategy(ies) selected to achieve the School’s Measurable Objective(s) and the Actions/Tasks the school will use to accomplish the Strategy(ies).	On what dates will the Actions begin and end?	How will the school measure the effectiveness of each Action?	Identify the title/position of staff responsible.	What is the program funding source and expenditure?
Social / Emotional Interventions	<p>City MS’s Student Success Team will analyze student information to select students with:</p> <ol style="list-style-type: none"> <li>1) excessive behavioral issues; and/or</li> <li>2) attendance issues; and</li> <li>3) no elective.</li> </ol> <p>A 7<sup>th</sup> period music class (intervention class) will be provided to these students. Upon parent approval, students will be enrolled to participate with</p>	09-06-16 To 06-09-17	<p><u>Pre-Assessment</u> 2015-16 Data:</p> <ul style="list-style-type: none"> <li>• School Attendance</li> <li>• Classroom Attendance</li> <li>• Tardy</li> <li>• Discipline Referrals</li> </ul>	<p>Student Success Team (SST)</p> <p>Counseling Dept.</p> <p>Music Teacher</p> <p>Administration</p>	<p>Title I</p> <p>Teacher Hourly Rate</p> <p>Instructional Materials</p>

IV. Focus Areas	Describe the Evidence-based Strategy(ies) selected to achieve the School's Measurable Objective(s) and the Actions/Tasks the school will use to accomplish the Strategy(ies).	On what dates will the Actions begin and end?	How will the school measure the effectiveness of each Action?	Identify the title/position of staff responsible.	What is the program funding source and expenditure?
	<p>this daily class beyond the regular school day, which will provide rigorous, standards-based instruction in music through world drumming. The credentialed music teacher at City MS will be the designated teacher of this class. With students participating with this class, they will increase their ability to collaborate, communicate through making music in an ensemble, as well as improve their ability to analytically and creatively think. Through participating with this world drumming class, students will develop a sense of community as well as purpose to attend school.</p> <p>As demonstrated by research, at-risk students, who are provided an opportunity to participate with a fine arts class such as a music class, are less likely to engage in risky, delinquent and/or violent behavior. Findings demonstrated increased social and civic success for at-risk students.</p> <p>Respress, T. &amp; Lutfi, G. (2006). "Whole brain learning: the fine arts with students at risk." <i>Reclaiming Children &amp; Youth</i>, 15(1), 24-31.</p>		<ul style="list-style-type: none"> <li>• Suspension</li> <li>• Student Survey</li> </ul> <p><b>Post-Assessment</b> 2016-17 Data:</p> <ul style="list-style-type: none"> <li>• School Attendance</li> <li>• Classroom Attendance</li> <li>• Tardy</li> <li>• Discipline Referrals</li> <li>• Suspension</li> <li>• Student Survey</li> </ul>		