

The Single Plan for Student Achievement

School: Sutterville Elementary School
CDS Code: 34-67439-6034276
District: Sacramento City Unified School District
Principal: Lori Aoun
Revision Date:

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:

Contact Person: Lori Aoun
Position: Principal
Phone Number: (916) 277-6693
Address: 4967 Monterey Way
Sacramento, CA 95822
E-mail Address: AounL@scusd.edu



The District Governing Board approved this revision of the SPSA on .

Sacramento City Unified School District

School Description and Mission Statement (most recent year)

At Sutterville Elementary School, we believe that there is greatness within every child. We provide our diverse student population a safe, nurturing and accepting environment, while guiding them to develop the competencies and skills required to be leaders. Rigorous instruction that is targeted to meet students' needs and active parent participation characterize our school culture.

Our core values are: honoring our diversity; building on strengths; working collaboratively; and creating a welcoming, accepting environment.

Our mission: We help students find their voice.

Programs:

Common Core State Standards through Balanced Literacy and Pearson Math curricula
Self-contained GATE classes 2nd-6th grades
The Leader in Me, 7 Habits of Happy Kids
Inclusive Practices

Before- and After-School Activities:

Speech & Debate
**March 2015--3rd Place in Sacramento Region 5th-8th Grade Speech & Debate Tournament (1st ranked elementary school in SCUSD)
Publications Club
Stingray Club (Before- and After-school Tutoring)
Homework Club
US Chess Mates (Chess Club)
Sutterville Striders Running Club
Musical Theater
Sing-a-Long Club with Mr. Cooper
Mad Scientists (Science Club)
Art Classes
Early Engineers
Baton Twirling
Girl Scouts
Beginning & Advanced Orchestra and Band

Family Events include Fall Festival, Art, Literacy & Science Family Nights, Poetry Night, Multicultural Family Night, Orchestra and Band Concerts, Pancake Breakfast & Rummage Sale

School and Student Performance Data

Academic Performance Index (API) 3-Year Average

	2013 Growth	Non Weighted	Weighted
Schoolwide	842	853	853
African American	841		
American Indian			
Asian	841		
Filipino			
Hispanic	775		
Pacific Islander			
White	885		
Socioecon Disadvantaged	796		
English Learners	737		
Students w/ Disabilities	728		

*Produced in absence of a 2014 API Growth Report during California's Assessment Transition

2014 Adequate Yearly Progress Report (AYP) PI Year:

Percent Proficient	ELA	Math	PI
Schoolwide			
African American			
PIAmerican Indian			
Filipino			
Hispanic			
Pacific Islander			
Socioecon Disadvantaged			
English Learners			
Students w/ Disabilities			

Notes: AYP only reported for high schools based on 2014 CAHSEE, CAPA, and cohort graduation rate.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K			1	25	1	25			2	50	4
1	7	78	2	22							9
2			1	25	1	25	2	50			4
3	5	45	2	18	4	36					11
4	5	28	8	44	2	11			3	17	18
5	4	40	2	20	2	20	1	10	1	10	10
6	2	14	4	29	3	21	1	7	4	29	14
Total	23	33	20	29	13	19	4	6	10	14	70

School and Student Performance Data

Title III accountability is a series of Annual Measureable Achievement Objectives (AMAO) that LEAs in receipt of Title III funds must meet each year for their EL populations. AMAO 1 measures the percentage of ELs making annual progress on CELDT, based on their previous CELDT performance level. AMAO 2 measures the percentage of ELs who have attained the English proficient level on the CELDT. Targets must be met for two EL cohorts: students in English language instruction educational programs for less than five years (Cohort 1); and students in English language instruction educational programs for five years or more (Cohort 2). AMAO 3 is based on ELA and Math AYP Participation and Performance targets for the EL subgroup.

Title III

Title III	2011 - 2012				
	AMAO 1 – Annual Growth	AMAO 2 – Attaining English Proficiency		AMAO 3 – Proficient or Advanced on STAR/CAHSEE	
		Less than 5 years	5 Years or More	ELA	Math
Targets	56%	20.1%	45.1%	78.0%	78.2%
# Annual Testers	61	61	61	61	61
% w/ Prior-Year Data	100.0%			100.0%	100.0%
# in Cohort	61	56	12		
# Met AMAO	32	22	--		
% Met AMAO	52.5%	39.3%	--		

Title III	2012 - 2013				
	AMAO 1 – Annual Growth	AMAO 2 – Attaining English Proficiency		AMAO 3 – Proficient or Advanced on STAR/CAHSEE	
		Less than 5 years	5 Years or More	ELA	Math
Targets	57.5%	21.4%	47.0%	89.0%	89.1%
# Annual Testers	57	57	57	57	57
% w/ Prior-Year Data	100.0%			100.0%	100.0%
# in Cohort	57	51	17		
# Met AMAO	39	27	--		
% Met AMAO	68.4%	52.9%	--		

Title III	2013 - 2014				
-----------	-------------	--	--	--	--

	AMAO 1 – Annual Growth	AMAO 2 – Attaining English Proficiency		AMAO 3 – Proficient or Advanced on STAR/CAHSEE	
		Less than 5 years	5 Years or More	ELA	Math
Targets	59.0%	22.8%	49.0%	100%	100%
# Annual Testers	65	65	65	65	65
% w/ Prior-Year Data	100.0%			100.0%	100.0%
# in Cohort	65	45	24		
# Met AMAO	44	29	--		
% Met AMAO	67.7%	64.4%	--		

*In 2014, AYP was only reported for high schools based on 2014 CAHSEE, CAPA, and cohort graduation rate.

School and Student Performance Data

Guide to Success		13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15	
Metric	Distracted Targets (14-15, 15-16, 16-17)	Schoolwide		EL		SES		Foster		
College and Career Readiness	API	Maintain: ALL, EL, SES until API is revised	842		737		796			
	Common Core Implementation (E/M/ELD/Sci)	# increase: staff trained								
	*12 th grade cohort who graduate	% increase: Schwide to 90% and maintain, EL 3%, SES 2%, 1%								
	AP (or IB) Course Taking	% increase students enrolled in AP/IB, schwide								
		% increase scores 3+ (AP) 1%; % increase IB Diplomas								
	*On-track to be career and college ready (A-G completion, EAP exemption)	% increase: A-G completion 5% each year								
		% increase in exemptions: ELA (3%, 2%)								
		% increase in exemptions: Math (2%, 3%)								
		% increase in SAT college ready benchmarks								
	*ACT/SAT	% increase in ACT college ready benchmarks								
GATE	% increase in participation: 3% each year									
Linked Learning Pathways	# increase students participating (1038, 916)									
Engagement	Chronic Absenteeism	% decrease: .05% each year (Schwide, EL, SES, Foster)		8.50%						
	*Staff attendance	% of instructional school days present								
	Student attendance	% increase: Schwide, EL, SES .05% each year, Foster 1% each year	96.99%							

Guide to Success			13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15
Metric	Distracted Targets (14-15, 15-16, 16-17)	Schoolwide	EL		SES		Foster			
	High School Cohort & Middle School Drop Out	% decrease: Cohort, EL, SES by .05%; MS maintain <1%								
	Parent Resource Centers/Information Areas	# increase from 47 to 56, 62, 71 schools								
	Parent/Teacher Home Visits	# increase by 200, 100, 100								
	Academic Parent Teacher Teams	# increase from 13 to 15, 16, 17 schools								
	Active school PTA/PTOs	% increase in schools with active groups from 75% to 77, 78, and 79%								
	California Healthy Kids Survey	% increase in students reporting positive school climate factors ES and MS 1%, 2%, 3%.								
	Expulsions	% maintenance: MS and HS <0.1%								
	*Suspension Rate	*Suspension rate per 100 students # decrease (in & out of school): variable # of days by Elem, K-8, middle, HS	0.7							
Transformation	Title III AMAOs	% Meeting or exceeding AMAOs 1-3								
	EL Reclassification	% increase in RFEP rate (1% each year)			0.0%					
	API	Maintain: ALL, EL, SES until API is revised	842		737		796			
Basic Services	Sufficiency of Textbooks	Maintain sufficiency								
	Teacher Misalignment	% decrease (.25% each year)								
	Facilities Maintenance	% meeting FIT inspection (100% each year) FTE increase: Custodians (by 21.5, maintain at 86.5)								

Guide to Success		13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15
Metric	Distracted Targets (14-15, 15-16, 16-17)	Schoolwide		EL		SES		Foster	
	FTE increase: Plant Manager (by 11, maintain at 71)								

Notes: CAASPP ELA and Math Performance Data not available until 2015; GTS measures to be finalized for inclusion: SEL Student Guide to Success (Graduation Profile), Student Portfolios, and Transformation “growth” calculations. Please check back for data updates. Also, please check the appendices, as some schools provide additional information.

For Schools in Program Improvement:

What are the specific issues that caused the school to be identified in Program Improvement?

District LCAP Goals and Actions

Goal 1: Increase percent of students who are on track to graduate college and career ready.
--

Action 1.1: Provide standards aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready.
--

Action 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed.

Action 1.3: Develop an infrastructure for on-going analysis of student performance and progress by providing teacher release time and collaborative learning time.
--

Goal 2: Schools will provide students with a clean, healthy, physically and emotionally safe learning environment.

Action 2.1: Students will be provided cleaner, better maintained learning environments.

Action 2.2: All schools will become safer, more culturally competent environments, where students learn social and emotional skills and receive additional supports to increase their engagement in learning.

Action 2.3: Schools will provide more varied opportunities for students to become interested in school and learning through technology based activities, project based learning, extended extracurricular, and expanded learning program involvement.

Goal 3: Parents, family and community stakeholders will become more fully engaged as partners in the education of students in SCUSD.

Action 3.1: Stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education.

Action 3.2: Stakeholders will receive improved district and site communications, including translation/interpretation services.

2015-16 Allocations of Funds

Allocations of Funds

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF LEP	15,450	0.00
LCFF F/R	69,701	0.00

Planned Improvements in Student Performance

School Goal #1

District/LCAP GOAL:
Action 1.1: Provide standards aligned curriculum assessments and high quality instruction to prepare students to graduate college and career ready.
Action 1.3: Develop an infrastructure for on-going analysis of student performance and progress by providing teacher release time and collaborative learning time.
Action 3.1: Stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education.
SCHOOL GOAL #1:
With the support of district Common Core State Standards (CCSS) coaches and principal, teachers design and lead the professional learning around the content, instructional shifts and standards of mathematical practices contained in the CCSS to ensure that our students are college and career ready.
Data Used to Form this Goal:
<ul style="list-style-type: none">• Common Universal Screening Measures (Fountas/Pinnell Benchmark Assessment; Slosson; Pearson diagnostic assessments)• Curriculum-embedded Assessments (ELA: Core-Ready, OCR: Pearson Math)• Benchmarks (2013-14)• Data Leadership Notebooks (per The Leader in Me--individual student academic and personal goals)• SST Meeting Notes and Follow-up (intervention groups, accommodations, referrals to community services)• Intervention Data (SIPPS, small guided reading groups, Read Naturally, individual Behavior Intervention Plan data)• Results of Parent Survey• SSC and ELAC needs assessment process
Findings from the Analysis of this Data:
Reading comprehension and writing continue to be areas of instructional need, with special focus on the instructional shifts. Teachers need continued support and training to fully implement the CCSS and balanced literacy. Academic intervention is needed to support students' accelerated progress to meet CCSS. More students need academic intervention than we have the capacity to serve with current staffing.
How the School will Evaluate the Progress of this Goal:
We will evaluate the pre- and post-common assessment data in the area of ELA, as well as the on-going curriculum-embedded math assessments, and the ELA & Math benchmarks. We will evaluate the intervention programs based on average student progress in each of our programs.
Parent Engagement Activities Related to this Goal:
Parent Education Night about ELA and Math standards--focus on experiential learning to demonstrate importance of conceptual understanding. Student-led parent conferences, when student demonstrate their progress toward grade-level standards. Parent survey

For Schools in Program Improvement: How does this goal address the school's program improvement issues?

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	
The Leadership Team will design professional learning, and collaborative planning time to ensure teacher readiness to fully implement the common core state standards in English Language Arts (ELA) and Mathematics.	Principal and Leadership Team All Teachers				
Grade-level Teams establish collegial expectations re: common assessments, SCUSD Common Core lesson planning process, rubrics, formative assessments/ performance tasks, and scoring student work collaboratively.	Grade-level Teams	Team Meetings & CPT	N/A		
With guidance of CCSS coaches and principal, Grade-level Teams will plan and implement professional learning experiences (including class visits, analysis of student progress and collaborative planning) for full implementation of Common Core State Standards.	All Teachers	Teacher Staff Development	LCFF F/R	1400	
Purchase/Creation of Supplementary Books/Materials to fully implement the Common Core Stat Standards	All Teachers	Purchase Supplemental Books	LCFF F/R	5000	
		Purchase Supplemental Instructional Materials	LCFF F/R	1000	
		Duplicating	LCFF F/R	800	
Provide Parent Education re: Sutterville Culture and Academics	Principal and Lighthouse & Academic Leadership Teams	Duplicating	LCFF F/R	200	
Recognize Parent Volunteers		Communication Costs	LCFF F/R	301	
		Food Supplies	LCFF F/R	400	
			LCFF LEP	300	
		Child Sitter	LCFF LEP	500	

Planned Improvements in Student Performance

School Goal #2

District/LCAP GOAL:
Action 1.1: Provide standards aligned curriculum assessments and high quality instruction to prepare students to graduate college and career ready.
Action 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed.
Action 1.3: Develop an infrastructure for on-going analysis of student performance and progress by providing teacher release time and collaborative learning time.
SCHOOL GOAL #2:
Conscientiously implement the Response to Intervention model and Inclusive Practices to ensure that all students receive the appropriate academic and behavior interventions and supports they need in order to access to the core curriculum and make progress towards grade-level standards.
Data Used to Form this Goal:
<ul style="list-style-type: none">• Common Universal Screening Measures (Fountas/Pinnell Benchmark Assessment; Slosson; Pearson diagnostic assessments)• Curriculum-embedded Assessments (ELA: Core-Ready, OCR: Pearson Math)• Benchmarks (2013-14)• Data Leadership Notebooks (per The Leader in Me--individual student academic and personal goals)• SST Meeting Notes and Follow-up (intervention groups, accommodations, referrals to community services)• Intervention Data (SIPPS, Read Naturally, individual Behavior Intervention Plan data)
Findings from the Analysis of this Data:
Need to engage in the data inquiry process to adjust instruction and implement tier 2 and 3 interventions.
How the School will Evaluate the Progress of this Goal:
On-going curriculum-embedded and intervention data Academic conferences/CPT Staff and curriculum Meetings SST and IEP records Principal walk-throughs CAASPP data
Parent Engagement Activities Related to this Goal:
Parent education nights related to inclusive practices Collaboration with parents day-to-day and more formally through the SST and IEP processes Translators for parent meetings

For Schools in Program Improvement: How does this goal address the school's program improvement issues?

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	
<p>ASSESSMENT Universal Screening and Benchmark Assessment of all students K-6</p> <p>Refine the use of multiple data sources to identify appropriate academic and behavioral interventions during the Student Study Team process.</p> <p>Monitor the progress of all students receiving interventions, according to schedule and based on interventions received.</p>	All Teachers, including Support Team	Academic Conferences	LCFF F/R LCFF LEP	3000	
		Purchase Materials	LCFF F/R	1101	
		Purchase Supplementary Books	LCFF F/R	2000	
Provide services according to the RtI model that meet the needs of all students achieving below grade level (deliver interventions and monitor progress).	RtI Intervention Team (non-SpEd)	Teacher	LCFF F/R LCFF LEP	30000	
		Instructional Aide(s)	LCFF LEP	8384	
Collaborate for Co-teaching in order to meet the needs of all students in the general education classroom.	All Teachers, including Support Team	Collaboration Planning Time for Co-Teaching Pairs	LCFF F/R	1400	
Differentiate instruction and modify curriculum					
Curriculum materials and assessments are differentiated to meet the learning needs of students and the goals/ objectives of students with IEPs in the general education classrooms.	Support Team	Purchase Materials	LCFF LEP	1088	
		Purchase Equipment	LCFF LEP	778	
The Leader in Me/Covey's 7 Habits and PBIS used to build SEL competencies and consistency of behavioral expectations across the school.	All Staff	Purchase supplementary instructional materials	N/A		

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	
Provide before- and after-school tutoring for students who need support math and English language arts, especially our English learners.	Extended Day Instruction	Teacher Temporary	LCFF F/R LCFF LEP	8800 4400	
Provide Access to the Library for All Students and to the Parent Resource Center for All Parents	Re-open Library and Parent Resource Center	Library Media Tech	LCFF F/R	14299	
Planning for 2015-16 <ul style="list-style-type: none"> • assessment schedule • analysis of student needs/IEPs • intervention structure • student placement • co-teachers (at least one per grade level) 	Support Team All Teachers	Support Team Meetings Academic Conference in spring 2016	N/A N/A		

Planned Improvements in Student Performance

School Goal #3

District/LCAP GOAL:
Action 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed.
Action 2.2: All schools will become safer more culturally competent environments where students learn social and emotional skills and receive additional supports to increase their engagement in learning.
SCHOOL GOAL #3:
Recognizing the importance of social and emotional competencies for students' success in college and career, set the conditions for social emotional learning (SEL) so that our students develop the ability to work together, think clearly, choose wisely, and act deliberately. Integrate SEL into everything we do at Sutterville Elementary, including explicit SEL skills instruction, instructional strategies, relationships with students, families and staff; and school climate.
Data Used to Form this Goal:
Input from Student Leadership Council Behavior/Discipline Data Classroom Observations Parent and staff interviews/surveys
Findings from the Analysis of this Data:
5-10 students comprise the majority of the behavior referrals. There is a need for tier 2 & 3 support for these students. 100% of teachers integrate SEL instruction into their daily curriculum. There is a need for continued support around the transfer of leadership responsibilities to students (e.g., leadership roles, mission statements, individual goal setting).
How the School will Evaluate the Progress of this Goal:
Using the RtI model for not only academic, but also behavioral interventions, we will be able to track the effectiveness of initial SEL instruction, reinforcement and interventions. * record of interventions provided * discipline data * classroom observation Analysis of discipline records to determine if negative behaviors are decreasing. Student and parent surveys will reveal a positive leadership climate.
Parent Engagement Activities Related to this Goal:
Parent education nights related to social emotional learning in general, The Leader in Me (7 Habits) in specific. Student-led conferences with parents using data notebooks and describing progress toward meeting individual goals. Collaboration with parents day-to-day to create an safe emotional environment where students can thrive.

For Schools in Program Improvement: How does this goal address the school's program improvement issues?

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Sub Group	
Professional Learning to Facilitate Development of Adult SEL competencies and strategies for implementation of TLiM	Principal Lighthouse Team The Leader in Me Coach	August Pre-service PD	N/A	6200.00	All	Entire school community is implementing Year 3 TLiM implementation goals
		On-going coaching of Lighthouse Team and entire staff	N/A		All	
Integrate SEL into all activities of the school	Principal Lighthouse Team All Teachers & Staff	TLiM/7Habits integrated into all announcements, bulletins, marquee, behavior/award assemblies				All students understand the 7 Habits and how they can apply them to their life.
Implement Research-based Program to Develop Systematic SEL Skills	Principal Lighthouse Team All Teachers & Staff	The Leader in Me, Steps to Respect and Second Step	N/A			
Use Data to Improve School Culture and Climate & to Assess Progress Toward 5 SEL Competencies	Principal Lighthouse Team All Teachers & Staff	Survey parents, students and staff regarding TLiM/school climate Student Leadership analyzes data and makes recommendations	N/A			

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF F/R	69,701.00
LCFF LEP	15,450.00
N/A	6,200.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	9,901.00
Goal 2	75,250.00
Goal 3	6,200.00

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Lori Aoun	X				
Carolyn Montgomery			X		
Diane Sharp		X			
Crystal Au		X			
Gary Sekikawa		X			
Francisco Cuellar				X	
Sarah Ferris				X	
Monika Ray				X	
Doyal Martin				X	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) 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)**:

X	English Learner Advisory Committee	_____
		Signature
	Special Education Advisory Committee	_____
		Signature
	Gifted and Talented Education Program Advisory Committee	_____
		Signature
	District/School Liaison Team for schools in Program Improvement	_____
		Signature
	Compensatory Education Advisory Committee	_____
		Signature
	Departmental Advisory Committee (secondary)	_____
		Signature
	Other committees established by the school or district (list):	_____
		Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on .

Attested:

Lori Aoun

Typed Name of School Principal

Signature of School Principal

Date

Doyal Martin

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Annual Evaluation – REQUIRED Spring 2016

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

Strategies and Activities

Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.

Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

Lack of timely implementation

Limited or ineffective professional development to support implementation

Lack of effective follow-up or coaching to support implementation

Not implemented with fidelity

Not appropriately matched to student needs/student population

Other:

Based on the analysis of this practice, would you recommend:

Eliminating it from next year's plan

Continuing it with the following modifications: