

The Single Plan for Student Achievement

School: Tahoe Elementary School
CDS Code: 34-67439-6034284
District: Sacramento City Unified School District
Principal: Kathryn Curry
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:

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

Sacramento City Unified School District

School Description and Mission Statement (most recent year)

Vision

Tahoe Elementary, in partnership with our families and community, provides an environment where students and staff become lifelong learners and moral, ethical, compassionate people reaching their full academic potential.

Mission

At Tahoe we understand that there are four components that are paramount to building a school where students reach their full potential. The SHINE mission encapsulates those four areas and was created by staff as we worked to develop goals for our “ideal” school. Our mission brings together the major areas that we address in order to build an effective school and provide the lens for our vision.

a Safe and caring environment

Home/school connections

Instruction that meets student needs and results in academic achievement

Neighborhood/community involvement

where Everyone wins!

Motto

At Tahoe, we SHINE!

School and Student Performance Data

Academic Performance Index (API) 3-Year Average

	2013 Growth	Non Weighted	Weighted
Schoolwide	734	746	747
African American	616		
American Indian			
Asian	863		
Filipino			
Hispanic	726		
Pacific Islander			
White	797		
Socioecon Disadvantaged	720		
English Learners	724		
Students w/ Disabilities	627		

*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					3	25	3	25	6	50	12
1	1	8	5	38	5	38	1	8	1	8	13
2			3	25	4	33	4	33	1	8	12
3			2	22	5	56	2	22			9
4			1	9	7	64	1	9	2	18	11
5			5	45	5	45			1	9	11
6			2	40	3	60					5
Total	1	1	18	25	32	44	11	15	11	15	73

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	56	56	56	56	56
% w/ Prior-Year Data	100.0%			100.0%	100.0%
# in Cohort	56	55	17		
# Met AMAO	32	12	--		
% Met AMAO	57.1%	21.8%	--		

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	50	50	50	50	50
% w/ Prior-Year Data	100.0%			100.0%	100.0%
# in Cohort	50	46	14		
# Met AMAO	22	6	--		
% Met AMAO	44.0%	13.0%	--		

Title III	2013 - 2014				
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	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	57	57	57	57	57
% w/ Prior-Year Data	100.0%			100.0%	100.0%
# in Cohort	57	51	19		
# Met AMAO	25	10	--		
% Met AMAO	43.9%	19.6%	--		

*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	734		724		720			
	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)		11.00%						
	*Staff attendance	% of instructional school days present								
	Student attendance	% increase: Schwide, EL, SES .05% each year, Foster 1% each year	95.40%							

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	6.7							
Transformation	Title III AMAOs	% Meeting or exceeding AMAOs 1-3								
	EL Reclassification	% increase in RFEP rate (1% each year)			6.3%					
	API	Maintain: ALL, EL, SES until API is revised	734		724		720			
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?

Tahoe's status in Program Improvement is based on CST scores for 2012. Please see data charts in appendix.

District LCAP Goals and Actions

Goal 1: Increase percent of students who are on track to graduate college and career ready.
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Action 1.1: Provide standards aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready.
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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.
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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.

2014-15 Allocations of Funds

Allocations of Funds

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I Part A: Allocation	\$71,207	0.00
LCFF LEP	\$15,668	0.00
LCFF F/R	\$91,275	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 1.2: 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 #1:
Improve teaching and learning by engaging students in tasks that address Common Core Standards.
Data Used to Form this Goal:
End of Year View of I-Ready Benchmark Assessments
Findings from the Analysis of this Data:
Based on the results of the last I-Ready Benchmark Data, on 15% of students are scoring on or above level in Reading. 52% are one level below or at early on level and 34% are more than one level below. In Math, 11% are on or above level, 59% one level below (or early on level) and 30% are more than one level below.
How the School will Evaluate the Progress of this Goal:
2015-2016 Benchmark results
Parent Engagement Activities Related to this Goal:
Goal-Setting Conferences, Progress Notes, Report Cards, Family Curriculum Nights (Math, Science, Art)
For Schools in Program Improvement: How does this goal address the school's program improvement issues?
This goal addresses the school's program improvement issues by focusing on improvement of teaching and learning to meet the needs of all students.

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	
Provide professional development for teachers by: <ul style="list-style-type: none"> • providing SCOE support for 1/2 day session in August to set the stage for focus areas for new year, • providing SCOE 1/2 day learning sessions during academic conference to support CCSS implementation. • organizing three visits from SCOE consultant with observation and after school feedback sessions (CPT) around focus areas. 	Teachers Principal SCOE	SCOE Consultant	Title I Part A: Allocation	5,000	All	Achievement Data Training/Meeting Notes Review of Lesson Plans Observations/Feedback
Use technology to support instruction by: <ul style="list-style-type: none"> • providing opportunities for staff to share/develop strategies for use of SMART boards, MacAirs, iPads, PowerPoint, MS Word. • working collaboratively in teams and grade levels to support and improve implementation. • increasing level of technology use beyond "overhead" use. (internet, displays, student use.) • buying additional training, equipment or supplies necessary for successful implementation. 	Teachers Principal Aides	Training and purchasing Technology	LCFF F/R	35,000	All	Achievement Data Training/Meeting Notes Review of Lesson Plans Observations/Feedback
Collaborate in grade level, segment or whole staff teams on the analysis of achievement data, school planning, student work and instructional strategies	Teachers Principal Families District	Academic Conferences	Title I Part A: Allocation	5,424	All	Achievement Data Training/Meeting Notes Review of Lesson

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	
by: <ul style="list-style-type: none"> • using I-Ready benchmarks three times (Sep/Jan/May). • holding three academic conferences to develop additional skills and strategies for instruction, plan lessons and units and analyze student work and data. • sending a team of three teachers to ELA CCS training and using release time to plan exemplar lessons and training for other staff members. • sending a team of six teachers to Math CCS training and using release time to plan exemplar lessons and training for other staff members. • using classroom observations to monitor technology use, HQFI structure, I-Ready and Math instruction. 	Curriculum Funding					Plans Observations/Feed back
Raise the level of rigor in teaching and learning by: <ul style="list-style-type: none"> • structuring lessons in the HQFI format • establishing learning objectives that are measurable, communicated and understood by students. • using Genre Study and Common Core Standards to guide instructional improvement. • increasing the level of student academic discourse and involvement in activities that require higher level thinking. • developing strategies for improving differentiated instruction planning and lesson implementation. • providing opportunities for students to 	Teachers Principal	Supplies and Equipment	LCFF F/R	3,500	All	Achievement Data Training/Meeting Notes Review of Lesson Plans Observations/Feed back
			Title I Part A: Allocation	6,145	All	
		Classroom Books	LCFF F/R	2,049	All	

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	
<p>self assess (rubrics/anchor papers) and set challenging and achievable learning goals.</p> <ul style="list-style-type: none"> providing opportunities for students to work collaboratively and individually on projects that develop a wide range of skills and understanding of complex concepts and problems. buying books to build classroom libraries buying additional equipment or supplies necessary for successful implementation. 						
<p>Provide intervention and enrichment for students based on needs:</p> <ul style="list-style-type: none"> providing Learning Center support to both SED and General Ed students by funding 50% of Resource Specialist. Purchase I-Ready schoolwide license for intervention in Reading and Math providing primary language support in Spanish and assigning a teacher to oversee EL program and CELDT administration. coordinating Title I Intervention services and providing other tutoring when possible to support achievement. Supporting enrichment program (Magical Web/CSUS) by providing classroom space and covering fingerprinting costs. Buying additional equipment or supplies necessary to support intervention or enrichment. Provide support in classrooms and computer labs by hiring an 	<p>Teachers Resource Teacher Instructional Aide Principal SES providers</p>	<p>50% Resource Teacher I-Ready License Instructional Aide Teacher EL Resource Supplies and Equipment Fingerprinting Instructional Aide Give Away Books</p>	<p>Title I Part A: Allocation LCFF F/R LCFF LEP LCFF F/R LCFF LEP LCFF LEP Title I Part A: Allocation LCFF F/R LCFF F/R</p>	<p>46,388 9,900 13,084 30,529 1,000 1,584 750 8,297 2,000</p>	<p>All All All All All All All All All</p>	

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	
instructional aide for 15 hours per week. <ul style="list-style-type: none"> • Provide free books to students to take home. 					

Planned Improvements in Student Performance

School Goal #2

District/LCAP GOAL:
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.
SCHOOL GOAL #2:
To promote a safe and caring environment where all students have the opportunity to learn social and emotional skills and strategies.
Data Used to Form this Goal:
Suspensions
Findings from the Analysis of this Data:
There were 25 students suspended with 57 suspensions. 15 of the 25 suspensions were African American students, 4 Hispanic, 4 White and 2 Other. There were 2 first graders suspended; 3 second graders, 7 third graders, 4 fourth graders, 5 fifth graders and 4 sixth graders.
How the School will Evaluate the Progress of this Goal:
Review of suspension data
Parent Engagement Activities Related to this Goal:
Student lead conferences, Family engagement events
For Schools in Program Improvement: How does this goal address the school's program improvement issues?
This goal brings all stakeholders(family, student, teacher) on board for the united goal of a safe and caring environment.

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	
Build a safe and caring environment by: <ul style="list-style-type: none"> • providing opportunities for ongoing staff discussion about effective morning meetings, buddy classes. • continuing with Big 3 and bullying reduction to support positive student behavior and outline expectations for students. • providing incentives to students who follow the Big 3. • implementing Second Step program school wide • hiring supplemental yard duty to support conflict resolution with students. • buying additional equipment or supplies necessary for successful implementation. • Provide staff training on mindfulness strategies to improve student social and emotional skills. 	Principal Teachers Aides Staff	Yard Duty Personnel	N/A	2,000	All	
		Behavior Incentives	Title I Part A: Allocation	500	All	
		Mindfulness consultant	Title I Part A: Allocation	2,500	All	
Improve attendance by: <ul style="list-style-type: none"> • continuing to highlight students who have good attendance and provide attendance incentives. • highlighting attendance in newsletters and calendars. • adding extra hours to clerk time to help with attendance strategies. • allotting time at staff meetings to review attendance data by grade and school. • Improve health and wellness of 		Attendance Incentives	Title I Part A: Allocation	500		
		Additional Clerk Time	N/A	6,609		

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	
students by ensuring all students eat well at school and have mandated amount of physical education time.					

Planned Improvements in Student Performance

School Goal #3

District/LCAP GOAL:
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.
SCHOOL GOAL #3:
Build strong family and community relationships in order to increase participation of all stakeholders in school programs, activities and decision-making.
Data Used to Form this Goal:
Analysis of increased involvement based on attendance sheets for family events; rosters for PTA and Advisory Groups; Conference records
Findings from the Analysis of this Data:
Increased involvement of families at events; but limited involvement in decision-making groups and PTA
How the School will Evaluate the Progress of this Goal:
Review and analyze rosters of events, Advisory Groups, PTA and Conferences
Parent Engagement Activities Related to this Goal:
BTS BBQ, Lunch on the Lawn (2), Winter Show, Open House, Pancake Breakfast, Family Nights, and Student/Family Conferences
For Schools in Program Improvement: How does this goal address the school's program improvement issues?
Building strong relationships with families and the community promotes a common vision and commitment to school success.

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	
Build strong relationships with families by: <ul style="list-style-type: none"> • holding sociogram conferences at the end of September to support teacher/family/student relationships. • conducting home visits. (District Funded) • ensuring effective communication with families through the use of phone calls, emails, newsletters, weekly reports, and conferences. • planning events that encourage families to visit school for social purposes.(BTS BBQ,Lunch on the Lawn, Winter Show, Open House,Pancake Bfast) • holding a math night, science night and art night • using a variety of structures to make conference time more meaningful and student-centered • using communication folders,agendas and handbooks to effectively connect with families. • buying supplemental equipment or supplies necessary for successful implementation. 	Principal Teachers	Substitutes for sociograms	Title I Part A: Allocation	1,150	
		Folders, agendas and handbooks	Title I Part A: Allocation	1,950	
		Supplies for BTS BBQ	Title I Part A: Allocation	700	
		Adult Ed Staff for Family Nights	Title I Part A: Allocation	200	
Build a more collaborative school community by: <ul style="list-style-type: none"> • investigating new ways to encourage families to join PTA and School Advisory Groups. • inviting families to volunteer at school and providing parents learning opportunities. 					

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF F/R	91,275.00
LCFF LEP	15,668.00
N/A	8,609.00
Title I Part A: Allocation	71,207.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	170,650.00
Goal 2	12,109.00
Goal 3	4,000.00

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
Kathryn Curry	X				
Rick Mooradian		X			
Laurie Kojima-Black		X			
Shelley Blazevic				X	
Stephanie Maddrell				X	
Richard Vasquez				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 March 20, 2014.

Attested:

Kathryn Curry

Typed Name of School Principal

Signature of School Principal

Date

Shelley Blazevic

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:

Academic Performance Index (API)

(State Accountability System/Growth Model/Goal of 800)

	Schoolwide	AA	Hisp	White	SES
2004	601	546	578	641	592
2005	667	596	665	738	667
2006	701	NNS	694	NNS	699
2007	716	676	713	746	716
2008	762	679	753	813	744
2009	755	667	747	NNS	739
2010	777	NNS	767	NNS	769
2011	751	699	736	764	734
2012	754	682	766	750	740

NNS = Not numerically significant; must have 50 students in group.

Adequate Yearly Progress (AYP)

(Federal Accountability System/Benchmark Model/Increasing Benchmarks)

CST English Language Arts

Percentage of student Scoring Proficient and Advanced (2009 Goal 46.0%)

	Schoolwide	AA	Hisp	White	SES
2005	25.0	13.1	17.5	39.6	25.0
2006	35.9	23.4	31.6	47.7	35.9
2007	33.9	30.9	26.3	43.4	33.9
2008	40.4	25.5	35.6	53.6	34.4
2009	43.0	30.0	35.9	59.2	38.1
2010	45.2	29.7	40.4	56.1	43.0
2011	44.1	30.3	39.8	48.9	39.9
2012	42.6	39.1	41.0	48.6	39.8

CST Mathematics

(Percentage of Students Scoring Proficient and Advanced (2009 Goal 47.5%))

	Schoolwide	AA	Hisp	White	SES
2005	31.0	14.8	28.2	42.3	31.0
2006	41.3	23.4	40.8	47.7	41.3
2007	45.6	34.0	47.4	47.2	45.6
2008	45.9	28.0	43.7	60.0	42.6
2009	52.6	33.3	53.3	67.3	50.0
2010	56.5	48.6	53.5	58.5	56.5
2011	54.1	51.6	51.0	55.3	50.8
2012	52.3	34.8	57.0	40.0	49.4