

BARRON PARK ELEMENTARY SCHOOL

***THREE-YEAR
SINGLE PLAN FOR STUDENT ACHIEVEMENT
2009-2012***

Palo Alto Unified School District

DISTRICT GOAL: Create an exceptional learning environment that engages, challenges, and supports all students so that they thrive and achieve their academic potential every year, while preparing them to pursue college and other post-secondary opportunities to global citizens.

LANGUAGE ARTS

Strategic Plan Sub-Initiatives	Site Strategies & School Improvement Activities
<p>A1 Improve curricular system and instructional practices to challenge every student.</p> <p>A1.1 Improve K-12 curriculum, articulation, coordination, and alignment to meet needs of the full range of students.</p> <p>A1.2 Expand curricular, instructional, and assessment support, and staff training to increase the breadth and depth of learning for all students.</p> <p>A2.4 Support K-12 development of requisite academic skills and personal habits of mind required for college/post-secondary success.</p> <p>A3 Ensure high expectations and support for all students.</p> <p>A3.2 Examine particular needs of students performing below grade level and improve support.</p> <p>A3.3 Examine structures, policies, and attitudes that serve as barriers to achievement of underrepresented minority students to improve climate and foster respect, inclusion, and high expectations for diverse student groups.</p> <p>A3.4 Enhance early intervention (e.g. assessment, intervention programs).</p> <p>B3.4 Build professional learning in all work environments.</p>	<ul style="list-style-type: none"> ● Staff will assess, collect, examine and use data to develop and differentiate instruction which supports learning for all students. <ul style="list-style-type: none"> ○ For reading: PAUSD Literacy Portfolio, DRA2, California Standards Test–English, Language Arts, CELDT, classroom assignments and observations ○ For writing: PAUSD Writing Prompts, Educational Records Bureau/Writing Assessment Program (ERB/WrAP), CELDT, classroom assignments and observations ● The principal will hold Kid by Kid meetings with teachers and support specialists in the fall to identify students’ strengths and areas for growth, and plan strategies to meet those needs (tutoring, Academy, reading buddies, literacy summer school, classroom aide support, challenges and extensions). Teachers and principal will review and revise these plans at mid-year Kid by Kid meetings. ● Staff will use data from the DRA2 to select appropriate leveled books; form small, flexible guided reading groups; and provide appropriate supports and challenges for each student in decoding, fluency, and comprehension. ● Instructional aides will provide effective supports and challenges for small groups and individual students. ● Teachers will instruct students in non-fiction reading strategies and relevant academic vocabulary in science and history. ● Staff will collaborate throughout the year to identify and implement strategies specifically designed to reduce the achievement gaps in reading and in writing, including expanding the College Bound program to 3rd and 4th grades. ● Principal and College Bound teachers will continue to research successful programs, share those ideas with all teachers, and implement identified strategies.

- Staff will continue to discuss and teach college-going skills and habits of mind, and reinforce a growth mindset in themselves and in their students.
- Staff will seek out and obtain high-quality instructional materials that are non-stereotypical and reflect the population of Barron Park School, and build awareness of the contributions of different cultures in to the literacy program.
- Staff will seek out and support enrichment opportunities in the visual and performing arts to deepen and extend reading and writing instruction.
- Staff will collaborate at and across grade levels to share curriculum ideas, instructional strategies, knowledge of specific students, and methods for differentiation in order to achieve grade level standards and PAUSD goals.
- Staff will build partnerships with parents to support student literacy through conferences, SSTs, and parent education.
- Schoolwide, staff and parents will continue to foster a love of reading and writing in multiple genres, to make reading and writing engaging to students, and to ensure that the library is an integral part of the instructional program.
- The librarian will teach students to become effective users of information by identifying and using many print and online sources in developmentally appropriate ways.
- The librarian will support students in becoming lifelong readers as they learn to recognize a wide variety of literary genres, authors, and illustrators.

Assessment & Evaluation Questions About Site Strategies & School Improvement Activities

1. What activities, strategies and/or programs were most helpful to ensure that all students made progress in language arts?
2. What results stand out?
3. What are your next steps?

MATH

Strategic Plan Sub-Initiatives	Site Strategies & School Improvement Activities
<p>A1 Improve curricular system and instructional practices to challenge every student.</p> <p>A1.1 Improve K-12 curriculum, articulation, coordination, and alignment to meet needs of the full range of students.</p> <p>A1.2 Expand curricular, instructional, and assessment support, and staff training to increase the breadth and depth of learning for all students.</p> <p>A2.4 Support K-12 development of requisite academic skills and personal habits of mind required for college/post-secondary success.</p> <p>A3.2 Examine particular needs of students performing below grade level and improve support.</p> <p>A3.3 Examine structures, policies, and attitudes that serve as barriers to achievement of underrepresented minority students to improve climate and foster respect, inclusion, and high expectations for diverse student groups.</p> <p>A3.4 Enhance early intervention (e.g. assessment, intervention programs).</p> <p>B3.4 Build professional learning in all work environments.</p>	<ul style="list-style-type: none"> ● Staff will assess student strengths and needs using a variety of tools and measures (California Standards Test–Math, MARS, <i>Everyday Math</i> assessments, NWEA computerized math assessment, classroom assignments and observations) plan and implement differentiated instruction based on the results, monitor student progress, and adjust instruction accordingly. ● The principal will hold Kid by Kid meetings with teachers and support specialists in the fall to identify students’ strengths and areas for growth, and plan strategies for meeting those needs (tutoring, Academy, math intervention summer school, classroom aide support, challenges and extensions). Teachers and principal will review and revise these plans at mid-year Kid by Kid meetings. ● Instructional aides will provide effective supports and challenges for small groups and individual students. ● Staff will focus on explicitly teaching mathematics vocabulary and the reading skills necessary for understanding math problems. ● Staff will collaborate throughout the year to identify and implement strategies specifically designed to reduce the achievement gap in mathematics, including expanding the College Bound program to 3rd and 4th grades. ● Principal and College Bound teachers will continue to research successful strategies for supporting struggling students, share those ideas with all teachers, and implement identified strategies. ● Staff will continue to discuss and teach college-going skills and habits of mind, and reinforce a growth mindset in themselves and in their students. ● Teachers will collaborate at their grade level and across grade levels to learn and implement <i>Everyday Math</i> to teach computational skills, conceptual understanding, and problem solving skills in math. ● Staff will build partnerships with parents to support students in math through conferences, homework assignments, Student Study Teams, and parent education.

- District staff and the principal will provide opportunities for teachers to participate in professional development activities focused on curriculum, instruction, and assessment in mathematics, with a focus on content knowledge and differentiation strategies.
- Staff will incorporate technology tools (hardware and software) that support math as appropriate and available.
- Schoolwide, staff and families will continue to foster a love of mathematics, to make math relevant to students' lives, and to broaden awareness of all the strands of mathematics.

Assessment & Evaluation Questions About Site Strategies & School Improvement Activities

1. What activities, strategies and/or programs were most helpful to ensure that all students made progress in math?
2. What results stand out?
3. What are your next steps?

LEARNING ENVIRONMENT

Strategic Plan Sub-Initiatives	Site Strategies & School Improvement Activities
<p>A3.1 Continue and enhance efforts to address social, emotional, physical, and character education needs of students.</p> <p>A3.3 Examine structures, policies, and attitudes that serve as barriers to achievement of underrepresented minority students to improve climate and foster respect, inclusion, and high expectations for diverse student groups.</p> <p>B3.4 Build professional learning in all work environments.</p> <p>Site Goal: All members of the Barron Park school community – students, staff, and parents – will:</p> <ul style="list-style-type: none"> ● See themselves as learners; ● Feel that they belong to the community; and ● Demonstrate respect for all people and value their diverse backgrounds and experiences. 	<ul style="list-style-type: none"> ● Principal, teachers, and staff will strive to create and maintain a community based on caring and respect for all of our members, through implementation of strategies that teach and foster inclusive, respectful and responsible behaviors and interactions in class and on the playground. ● Teachers will teach friendship skills, emotional self-regulation, and ways to stand up to bullying behaviors through the <i>Steps to Respect</i> curriculum in grades 3-5 and <i>Second Step</i> in grades K-2. ● We refuse to tolerate bullying in any form at our school. All staff are, and will continue to be, trained in consistent discipline policies and procedures. ● Teachers and staff will continue to work with students to develop and implement classroom and playground norms that promote responsible, inclusive, and safe interactions among community members. ● Staff will collaborate at and across grade levels to build a learning environment that helps students feel safe taking academic risks; to teach problem-solving skills that help students handle academic challenges; and to promote a growth mindset. ● Teachers will continue to foster self-directed learning, and to implement assessment and reporting practices that support this (such as student-led conferences, self-assessment, and use of rubrics to clearly communicate areas for improvement). ● Staff will collaborate at and across grade levels to share ideas on using diversity as a resource for learning, by teaching an inclusive curriculum that reflects the cultures and backgrounds of the students integrated into lesson plans, literature, visual and performing arts, schoolwide activities, and bulletin board displays. ● Staff will provide opportunities for students to take on leadership roles within the classroom and school, and encourage student service within the school and in the wider community. ● Teachers will provide mainstreaming and reverse mainstreaming opportunities for special day class students; and will support regular education students, special education students in regular education classrooms, and special day class students in interacting in positive, respectful ways.

- Staff will collaborate with the PTA in providing parent education events that stress building healthy relationships, positive communication, bully prevention/intervention, building resiliency and reducing stress in our students and larger community.
- The principal and teachers will continue to provide opportunities for all parents to be involved within the school community to strengthen the connection between home and school in order to support the social-emotional needs of students.

Assessment & Evaluation Questions About Site Strategies & School Improvement Activities

1. What activities, strategies and/or programs were most helpful to ensure that the learning environment has improved for all students?
2. What results stand out?
3. What are your next steps?

MEETING THE NEEDS OF ALL STUDENTS: ENGLISH LANGUAGE LEARNERS

Strategic Plan Sub-Initiatives	Site Strategies & School Improvement Activities
<p>A3.3 Examine structures, policies, and attitudes that serve as barriers to achievement of underrepresented minority students to improve climate and foster respect, inclusion, and high expectations for diverse student groups.</p> <p>B3.4 Build professional learning in all work environments.</p> <p>Site Goals:</p> <ul style="list-style-type: none"> ● English Language Learners will achieve measurable progress in English language acquisition. ● English Language Learners will improve in their ability to access the grade-level curriculum in English. ● English Language Learners and their families will be integrated into the schoolwide community. 	<ul style="list-style-type: none"> ● The EL teacher will administer the CELDT to all students whose home language is other than English, and to all English learners, to obtain baseline and annual data. ● Staff will seek to increase communication and collaboration between the EL teacher and classroom teachers to ensure that instruction is planned with the specific needs of each student in mind. ● All classroom teachers will make sure that English learners receive daily instruction in English language at the appropriate levels, including vocabulary, grammar, and syntax. ● Teachers will continue to improve use of Specially Designed Academic Instruction in English (SDAIE) and other effective strategies to teach all subjects in all classrooms. ● District staff and the principal will provide opportunities for teachers to participate in professional development activities focused on strategies for the effective teaching of English learners. ● All staff will continue to improve the communication between the school community and the families of Limited English Proficient students to cultivate greater community for English Language Learners and their families, including seeking to increase the interest and involvement of EL families with ELAC and DELAC. ● Staff will seek to increase the participation of at-risk students' families who are also in the ELD program through the Home School Liaison program, conferences, translation of materials and at meetings, home visits, and directed homework support. ● School and District staff will provide opportunities for EL students' parents to learn English through PAUSD Adult Education ESL (English as a Second Language) classes and the Community Based English Tutoring program.

Assessment & Evaluation Questions About Site Strategies & School Improvement Activities

1. What activities, strategies and/or programs were most helpful to ensure that the needs of English Language Learners are being met?
2. What results stand out?
3. What are your next steps?

MEETING THE NEEDS OF ALL STUDENTS: GIFTED, TALENTED & HIGH ACHIEVING STUDENTS

Strategic Plan Sub-Initiatives	Site Strategies & School Improvement Activities
<p>A1.2 Expand curricular, instructional, and assessment support, and staff training to increase the breadth and depth of learning for all students.</p> <p>B3.4 Build professional learning in all work environments.</p>	<ul style="list-style-type: none"> ● The principal and teachers will implement the PAUSD GATE plan with a focus on: identifying under-represented minority and special education students and English language learners, addressing the social and emotional needs of GATE students; and improving parent communication. ● The principal will hold Kid by Kid meetings with teachers and support specialists in the fall to identify students' strengths and areas for growth, and plan strategies for challenging and extending students' learning. Teachers and principal will review and revise these plans at mid-year Kid by Kid meetings. ● Teachers will provide classroom-centered experiences for GATE, high performing, and other motivated K-5 students through assignments and expectations modified for greater depth and/or complexity. ● Teachers will provide GATE, high performing, and other motivated students with differentiated materials and activities, with a focus on mathematics, using technology resources when appropriate. ● The principal and teachers will use grade level meeting time to share instructional strategies and curriculum materials for high achieving students. ● District staff and the principal will provide professional development opportunities on implementing techniques to provide differentiated instruction in the classroom. ● Principal and all staff will foster a schoolwide love of learning, and will seek parent and community volunteers to provide resources and enrichment opportunities beyond the classroom. ● Staff will seek out additional enrichment opportunities in the visual and performing arts to implement at all grades.

Assessment & Evaluation Questions About Site Strategies & School Improvement Activities

1. What activities, strategies and/or programs were most helpful to ensure that the needs of gifted, talented, and high achieving students are being met?
2. What results stand out?
3. What are your next steps?

MEETING THE NEEDS OF ALL STUDENTS: SPECIAL EDUCATION STUDENTS

Strategic Plan Sub-Initiatives	Site Strategies & School Improvement Activities
<p>A3.2 Examine particular needs of students performing below grade level and improve support.</p> <p>A3.4 Enhance early intervention (e.g. assessment, intervention programs).</p> <p>B3.4 Build professional learning in all work environments.</p> <p>Site Goals:</p> <ul style="list-style-type: none"> ● Provide identified students with a variety of strategies to access the core curriculum. ● Enhance communication between the school community and families of special education students. 	<ul style="list-style-type: none"> ● District staff, the principal, classroom teachers, and specialists will evaluate the progress of the special education students regularly to ensure that Individual Education Plan goals are met. ● Special Education staff will communicate the specific learning styles and needs of special education students to classroom teachers. ● Teachers and specialists will collaborate to provide classroom activities and materials that allow special education students to access the core curriculum. ● Staff will continue to provide early intervention for students who begin to show signs of need. ● Staff will focus on creating a learning environment that helps special education students feel safe taking academic risks, and on teaching problem-solving skills to help them handle academic challenges. ● Staff will collaborate on ways to create identity safe classrooms for all students, including students receiving special education services.
Assessment & Evaluation Questions About Site Strategies & School Improvement Activities	
<ol style="list-style-type: none"> 1. What activities, strategies and/or programs were most helpful to ensure that the needs of special education students are being met? 2. What results stand out? 3. What are your next steps? 	

MEETING THE NEEDS OF ALL STUDENTS: TITLE 1

Strategic Plan Sub-Initiatives	Site Strategies & School Improvement Activities
<p>A3.2 Examine particular needs of students performing below grade level and improve support.</p> <p>A3.3 Examine structures, policies, and attitudes that serve as barriers to achievement of underrepresented minority students to improve climate and foster respect, inclusion, and high expectations for diverse student groups.</p> <p>A3.4 Enhance early intervention (e.g. assessment, intervention programs).</p> <p>B3.4 Build professional learning in all work environments.</p> <p>Site Goals:</p> <ul style="list-style-type: none"> ● Provide identified students with a variety of strategies to access the core curriculum and ensure high levels of achievement. ● Enhance communication between the school community and Title 1 families. 	<ul style="list-style-type: none"> ● Staff will assess student strengths and needs in reading, writing, and mathematics using a variety of tools and measures; use the data to identify students performing below grade level; and monitor student progress throughout the year. ● The principal will hold Kid by Kid meetings with teachers and support specialists in the fall and winter to discuss target students' achievement and to plan appropriate instructional strategies and interventions. ● The Reading Specialist will provide intensive individual and small group interventions for students reading below grade level, with an emphasis on first grade, and will coach teachers in supporting identified students in their classroom reading program. ● The Home School Liaison will provide intensive support for Spanish-speaking Title 1 students and their families through home visits, parent education, and in-school support. ● School or District teachers will provide before or after school supplementary instruction (Academy) for 2nd-5th graders reading or doing math below grade level. ● District staff and the principal will provide opportunities for teachers to participate in professional development to promote challenge and high expectations for under-achieving students and students of color. ● Staff will collaborate throughout the year to identify and implement strategies specifically designed to reduce the achievement gaps in reading and in writing, including expanding the College Bound program to 3rd and 4th grades. ● Principal and College Bound teachers will continue to research programs that are successful with students who are struggling, share those ideas with all teachers, and implement identified strategies.

- Staff will continue to discuss and teach college-going skills and habits of mind, and reinforce a growth mindset in themselves and in their students.
- Staff will seek out and obtain high-quality instructional materials that are non-stereotypical and reflect the population of Barron Park School, and build awareness of the contributions of different cultures in to class and school activities.
- Staff will collaborate throughout the year to identify and implement strategies to help students develop the requisite skills and personal habits required for academic success K-12 and post-secondary.
- Principal, teachers, and staff will reach out to parents and families of Title 1 students through increased communication in English and Spanish, and develop and implement relevant and respectful parent education programs.

Assessment & Evaluation Questions About Site Strategies & School Improvement Activities

1. What activities, strategies and/or programs were most helpful to ensure that the needs of under achieving students are being met?
2. What results stand out?
3. What are your next steps?

**SINGLE PLAN for STUDENT ACHIEVEMENT 2009-2010 (SPSA) BUDGET
BARRON PARK ELEMENTARY SCHOOL**

EXPENSE ACCOUNTS	INSTRUCTIONAL SERVICES/ PROGRAMS	RELEASE TIME AND STAFF DEVELOPMENT	INSTRUCTIONAL ASSISTANTS/ AIDES/TUTORS	SUPPLIES/ MATERIALS AND EQUIPMENT	CENTRALIZED SERVICES	EXPENSE TOTAL
CERTIFICATED SALARIES (1000)	\$0	\$0	\$0	\$0	\$0	\$0
CLASSIFIED SALARIES (2000)	0	0	17,875	0	0	\$17,875
EMPLOYEE BENEFITS (3000)	0	0	1,788	1,250	0	\$3,038
SUPPLIES (4000)	0	0	0	0	0	\$0
CONTRACTED SERVICES (5000)	0	0	0	0	0	\$0
CAPITAL OUTLAY (6000)	0	0	0	0	0	\$0
INDIRECT COSTS (7000)	0	0	0	0	1,516	\$1,516
TOTAL	\$0	\$0	\$19,663	\$1,250	\$1,516	\$22,429

**SINGLE PLAN for STUDENT ACHIEVEMENT 2009-2010 (Title I) BUDGET
BARRON PARK ELEMENTARY SCHOOL**

EXPENSE ACCOUNTS	INSTRUCTIONAL SERVICES/ PROGRAMS	RELEASE TIME AND STAFF DEVELOPMENT	INSTRUCTIONAL ASSISTANTS/ AIDES/TUTORS	SUPPLIES/ MATERIALS AND EQUIPMENT	CENTRALIZED SERVICES	EXPENSE TOTAL
CERTIFICATED SALARIES (1000)	\$47,020	\$0	\$0	\$0	\$0	\$47,020
CLASSIFIED SALARIES (2000)	0	0	38,706	0	0	\$38,706
EMPLOYEE BENEFITS (3000)	5,415	0	23,436	0	0	\$28,851
SUPPLIES (4000)	0	0	0	723	0	\$723
CONTRACTED SERVICES (5000)	0	5,000	0	0	0	\$5,000
CAPITAL OUTLAY (6000)	0	0	0	0	0	\$0
INDIRECT COSTS (7000)	0	0	0	0	8,722	\$8,722
TOTAL	\$52,435	\$5,000	\$62,142	\$723	\$8,722	\$129,022

Programs Funded Through the Consolidated Application Process
Proposed Expenditures for 2009-2010
State Categorical Programs

California Peer Assistance and Review (PAR) Program for Teachers:

Provides support for selected new teachers who do not qualify for BTSA support. Local plans for using these funds are negotiated with the District's certificated employees.

- *Funds are used for professional development through coaching and mentoring*
- *Funds are centralized.*
- \$57,096

Economic Impact Aid/English Learner Program:

Provides services to English Learners (EL) to ensure that these students develop full proficiency in English as rapidly and effectively as possible and to recoup any academic deficit that may have been incurred in other areas of the core curriculum as a result of language barriers.

- *Funds are used for Primary Language Tutors to support ELD students in regular classes.*
- *Funds are centralized.*
- \$416,888

School and Library Improvement Block Grant:

Provides funds intended to support the efforts of each participating school to improve instruction, auxiliary services, school environment, and school organization in order to meet the needs of pupils at that school. These efforts are thus directed to the goal of improving the school's instructional program for all students.

- *Funds are allocated to all schools (K-12) based on the 11th day enrollment to improve the instructional program.*
- \$677,106
- *See attached budget.*

School Safety and Violence Prevention:

Provides funds to be used for strategies such as hiring personnel trained in conflict resolution, providing on-campus communication devices and other safety equipment and supplies and establishing staff training programs and cooperative arrangements with law enforcement.

- *Funds are used for a variety of safety and counseling support, materials, and personnel.*
- *Funds are centralized.*
- \$143,373

Pupil Retention Block Grant (Tenth Grade Counseling):

Provides funds to school districts to ensure that every student, upon reaching age 16 or prior to the end of tenth grade, receives a systematic review of academic progress and counseling so that students can successfully complete school in a timely manner. In addition, the program provides for a variety of services, including counseling, for identifying and serving students who are not earning credits at a rate which enables them to graduate with the rest of their class.

- *Funds are allocated to provide counseling and support services for Grade 10 students.*
- \$21,804

Federally-Funded “No-Child Left Behind” (NCLB) Programs

Title I, Part A, Improving the Academic Achievement of the Disadvantaged - Targeted Assistance Program:

Provides supplemental funds to be used to narrow the educational gap between disadvantaged children and other children in those areas where the highest concentration of children from low-income families attend school.

- \$286,433

Title II, Part A, Preparing, Training and Recruiting High Quality Teachers and Principals:

Provides grants to Local Educational Agencies to increase student academic achievement by improving teacher and principal quality and increasing the number of highly qualified teachers and principals in the schools; holds Local Educational Agencies and schools accountable for improvement in student academic achievement.

- *Funds are used for staff development to improve teacher and principal quality, evaluation of programs designed to increase student achievement, and a portion the salaries of Literacy and Math Teachers on Special Assignment (TOSAs).*
- *Private school staff will have the opportunity to participate in professional development activities funded with Title II, in compliance with the requirements in NCLB.*
- *Funds are centralized.*
- \$216,914

Title II, Part D, Technology Education:

Provides formula-funded grants for education technology. Twenty-five percent of the funding must be spent for professional development; the remainder must be allocated to support using technology to enhance education in a manner consistent with the approved application.

- *Funds are used for software that will assist in staff communication to students and families regarding student progress, class work, grading, and homework.*
- *Funds are centralized.*
- \$4,148

Title III, Language Instruction for Limited English Proficient (LEP) Students:

Provides funding for supplementary programs and services for LEP students. Required activities include the provision of instruction and instructional support services related to English Language Development (ELD) programs and academic progress in the core curriculum in a manner that allows LEP students to meet grade level and graduation requirements. Programs must provide staff development opportunities to school staff assigned to LEP student populations. Funds may also be used for parental involvement and related LEP student program activities.

- *Funds are used for literacy support for ELD students in summer school and for stipends for ELD teachers to administer required language proficiency tests during the summer to ensure appropriate placement of students.*
- *Funds are centralized.*
- \$94,145

Title IV, Part A, Safe and Drug-Free Schools and Communities Act (SDFSCA):

Provides funds to develop, implement, and evaluate comprehensive drug/alcohol, tobacco, and violence prevention programs and activities which are consistent with the principles of effectiveness and that are coordinated with school and community-based program services. The SDFSCA's goal is to foster a safe and drug-free learning environment that support academic achievement.

- *Funds are primarily used for counseling support, with some money allocated for conflict resolution training.*
- *Funds are centralized.*
- \$26,340

Title V, Innovative Strategies:

Provides funds to support local education programs that are consistent with statewide education reform efforts and to provide for innovation and educational improvement to meet the needs of all students, including the special needs of at-risk students.

- *Funds are used for curriculum planning and development.*
- *A portion of the allocation will be made available to private schools in compliance with NCLB.*
- *Funds are centralized.*
- *\$4,658*