

Pacific Union School

2009 -11

Single Plan for Student Achievement

Academic and Assessment Goals

STAR CST / CMA

Overview

Analysis of Student Testing Data

The analysis of 2008 and 2009 Standardized Testing and Reporting (STAR) California Standards Test (CST) and California Modified Assessments (CMA) data and Academic Performance Index (API) scores indicated a continued area of need in our English Language Arts (ELA) component and a need to work with our Socio-economically Disadvantaged (SES) and Hispanic subgroups of students in a more specific manner addressing the achievement gap in our test scores.

The chart below shows the differences in percentages attained by all students as compared to the *Socio-economically Disadvantaged* subgroup in English Language Arts for 2008 and 2009.

Grades	All Students		Socio-economically Disadvantaged	
	% Pro/Ad 2008	% Pro/Ad 2009	% Pro/Ad 2008	% Pro/Ad 2009
2 - 8	51	51	28	27

The chart below shows the differences in percentages attained by all students as compared to the *Socio-economically Disadvantaged* subgroup in Math.

Grades	All Students		Socio-economically Disadvantaged	
	% Pro/Ad 2008	% Pro/Ad 2009	% Pro/Ad 2008	% Pro/Ad 2009
2 - 8	53	51	35	33

The chart below shows the differences in percentages attained by all students as compared to the *Hispanic* subgroup in English Language Arts for 2008 and 2009.

Grades	All Students		Hispanic	
	% Pro/Ad 2008	% Pro/Ad 2009	% Pro/Ad 2008	% Pro/Ad 2009
2 - 8	51	51	23	20

The chart below shows the differences in percentages attained by all students as compared to the *Hispanic* subgroup in Math for 2008 and 2009.

Grades	All Students		Hispanic	
	% Pro/Ad 2008	% Pro/Ad 2009	% Pro/Ad 2008	% Pro/Ad 2009
2 - 8	53	51	32	26

Student achievement goals:

Goal one:

Student Group: Socio-economically Disadvantaged subgroup

Pacific Union Students identified as Socio-economically Disadvantaged subgroup will show an increase of 10% students reaching proficient or advanced in English Language Arts (ELA) and Math. This will increase the Socio-economically Disadvantaged sub group API scores from 2008 and 2009 California Standards Test (CST) and California Modified Assessment (CMA) testing.

Anticipated annual performance growth: Increase of percentage of students proficient or advanced in ELA and Math CST and CMA scores by 10% and decrease the percentage of students in the far below basic, below basic, or basic range by 10%. This will work towards decreasing the achievement gap in API scores of this sub group.

Evaluation: 2010 and 2011 CST and CMA scores

Actions to reach goal:

- Academic support staff - teachers
 - Review CST and CMA data – pre-school in-service
 - Staff will discuss their review of CST and CMA data in grade levels 2nd – 8th
 - Analysis of CST and CMA data– pre-school in-service
 - Staff will analyze data to determine area of focus for the school year and identify any subgroups in need of specific focus
 - Identify Socio-economically Disadvantaged students in grade level and class – targeted students
 - Develop a series of targeted lessons to address needs of students
 - These lessons will be for targeted students with alternative instruction or additional time implementation to provide more opportunities for success
 - Implement targeted student lessons within the classroom
- Staff Collaboration / Curriculum Planning meeting
 - Class Study Meetings – Previous years’ teachers discuss students needs with current years’ teachers school-wide
 - Grades K – 3 meet every other Monday throughout the year
 - Grades 4 – 8 meet monthly, half days
 - Academic Program Survey (APS)
 - Humboldt County Office of Education introduce essential APS elements to staff
 - Humboldt County Office of Education facilitates discussion of APS elements and survey completion.
- Staff develop and implement additional instruction in core curriculum areas
- Academic support staff – paraprofessionals
 - Implement targeted student lessons within the classroom guided by classroom teacher
- Academic support staff – Response to Intervention team (RtI)
 - Provide targeted student instruction within the classroom

- School Community
 - Provide Parent Institute for Quality Education (PIQE) – Information about quality education for children elementary through pathways to college provided for targeted socio-economic and bilingual school population.

Assessment of goals:

- Ongoing targeted student assessments
 - State adopted materials
 - Research standards based, teacher developed assessments
 - Review of assessments at collaboration meetings
- STAR reading
 - Computer based individual assessment
- Dynamic Indicators of Basic Early Learning Skills (DIBELS)
- Attendance and graduation rate for PIQE attendees

Goal two:

Student Group: Hispanic subgroup

Pacific Union Students identified as Hispanic subgroup will show an increase of 10% of students reaching proficient or advanced in English Language Arts (ELA) and Math. This will increase the English Learner subgroup API scores from 2008 and 2009 CST and CMA testing.

Anticipated annual performance growth: Increase of percentage of students proficient or advanced in ELA and Math CST and CMA scores by 10% and decrease the percentage of students in the far below basic, below basic, or basic range by 10%. This will work towards decreasing the achievement gap in API scores of this sub group.

Evaluation: 2010 and 2011 CST and CMA scores

Actions to reach goal:

- Academic support staff - teachers
 - Review CST and CMA data – pre-school in-service
 - Staff will discuss their review of CST and CMA data in grade levels
 - 2nd – 8th
 - Analysis of CST and CMA data– pre-school in-service
 - Staff will analyze data to determine area of focus for the school year and identify any subgroups in need of specific focus
 - Identify Socio-economically Disadvantaged students in grade level and class – targeted students
 - Develop a series of targeted lessons to address needs of students
 - These lessons will be for targeted students with alternative instruction or additional time implementation to provide more opportunities for success
 - Implement targeted student lessons within the classroom
 - English Language Development teacher targets lessons using core curriculum
- Staff Collaboration / Curriculum Planning meeting
 - Class Study Meetings – Previous years’ teachers discuss students needs with current years’ teachers school-wide

- Grades K – 3 meet every other Monday throughout the year
- Grades 4 – 8 meet monthly, half days
- Academic Program Survey (APS)
 - Humboldt County Office of Education introduce essential APS elements to staff
 - Humboldt County Office of Education facilitates discussion of APS elements and survey completion.
- Staff develop and implement additional instruction in core curriculum areas
- Academic support staff – paraprofessionals
 - Implement targeted student lessons within the classroom guided by classroom teacher
- Academic support staff – Response to Intervention team (RtI)
 - Provide targeted student instruction within the classroom
- School Community
 - Provide Parent Institute for Quality Education (PIQE) – Information about quality education for children elementary through pathways to college provided for targeted socio-economic and bilingual school population.

Assessment of goals:

- Ongoing targeted student assessments
 - State adopted materials
 - Research standards based, teacher developed assessments
 - Review of assessments at collaboration meetings
- STAR reading
 - Computer based individual assessment
- Dynamic Indicators of Basic Early Learning Skills (DIBELS)
- Attendance and graduation rate for PIQE attendees

Goal three:

Student Group: All students

Pacific Union students as a whole will show an increase of 10% of students reaching proficient or advanced in English Language Arts (ELA) and Math decrease the percentage of students in the far below basic, below basic, or basic range by 10%. Pacific Union students as a whole will meet 2010 and 2011 targets for proficiency in ELA and Math.

Evaluation: 2010 and 2011 CST and CMA scores

Actions to reach goal:

- Academic support staff - teachers
 - Review CST and CMA data – pre-school in-service
 - Staff will discuss their review of CST and CMA data in grade levels 2nd – 8th
 - Analysis of CST and CMA data– pre-school in-service
 - Staff will analyze data to determine area of focus for the school year and identify any subgroups in need of specific focus
 - Identify Socio-economically Disadvantaged students in grade level and class – targeted students

- Develop a series of targeted lessons to address needs of students
 - These lessons will be for targeted students with alternative instruction or additional time implementation to provide more opportunities for success
 - Implement targeted student lessons within the classroom
- Staff Collaboration / Curriculum Planning meeting
 - Class Study Meetings – Previous years’ teachers discuss students needs with current years’ teachers school-wide
 - Grades K – 3 meet every other Monday throughout the year
 - Grades 4 – 8 meet monthly, half days
 - Academic Program Survey (APS)
 - Humboldt County Office of Education introduce essential APS elements to staff
 - Humboldt County Office of Education facilitates discussion of APS elements and survey completion.
- Staff develop and implement additional instruction in core curriculum areas
- Academic support staff – paraprofessionals
 - Implement targeted student lessons within the classroom guided by classroom teacher
- Academic support staff – Response to Intervention team (RtI)
 - Provide targeted student instruction within the classroom
- School Community
 - Provide Parent Institute for Quality Education (PIQE) – Information about quality education for children elementary through pathways to college provided for targeted socio-economic and bilingual school population.

Assessment of goals:

- Ongoing class assessments
 - State adopted materials, standards based, teacher developed assessments
- Ongoing targeted student assessments - Develop and implement appropriate standards based multiple measures.
 - State adopted materials, research standards based, teacher developed assessments
- CST and CMA reading
 - Computer based individual assessment

Goal four:

Pacific Union staff will develop and administer school-wide standards-based assessments aligned to English Language Arts core curriculum at three times designated during the school year and continue to utilize DIBELS as a K – 2 reading assessment tool that addresses the needs of K – 2 reading.

Evaluation: Classroom teacher’s use of ELA standards-based assessments and Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessments.

Actions to reach goal:

- Academic Support staff - teachers
 - Research, develop, and implement appropriate standardized assessment for ELA within core materials grades K - 8

- Implement training for K – 8 staff in use of new assessments.
- Teachers utilize standards-based assessments as classroom assessment
 - Establish and maintain a schedule of reading benchmark assessments
 - Establish and maintain a schedule of progress monitoring assessments
 - Grade level and department level articulation of assessments
 - Discuss assessments as a component to drive individual and classroom instruction

Assessment of goals:

- Implementation of standards-based assessments within the classroom K - 8
- Monitoring of assessment implementation

Goal Five:

Pacific Union students will increase positive communication. This will decrease the incidences of bullying through education of positive interaction skills. Pacific Union student referrals for bullying will decrease by 10% annually.

Evaluation:

Present survey findings of teachers, playground staff, and administration to measure success of program. Use of discipline actions will be monitored for comparison as well. Ongoing anecdotal evidence at monthly certificated staff meetings and at yard duty monitor and classified staff meetings.

Actions to reach goal:

Provide students with highly qualified counselors, appropriate curriculum, and language lessons to address the needs of our student population with reference to social cues and bullying. Provide counseling interventions as guided by RTI team

- Develop and implement Conflict Managers program
 - Students in grades 3 – 6 trained to provide conflict resolution to be implemented during recess
- Develop and implement lessons for students in social communication skills and appropriate use of technology such as texting, social networking in communication
 - Junior high students attend 6 – 8 week sessions
- Insure all teachers utilize Second Step Curriculum and appropriate social cue curriculum on a regular basis
- Develop appropriate language from Code of Conduct for all staff to communicate with students.
 - Ensure language is posted in all classroom
 - Safe, Responsible, and Respectful
 - Ensure language is posted in other appropriate locations such as cafeteria, gym, library, staff offices
 - Safe, Responsible, and Respectful
- At meetings with playground supervisors, paraprofessionals, and certificated staff discuss safe school goals and Code of Conduct (playground rules, student and staff conduct)
- Place a placard/banner in all classrooms and hallways designating the Code of Conduct – Safe, Responsible, and Respectful – student designed.

- Develop and implement a Code of Conduct recognition program for students
 - Newsletter story
 - Bulletin board on campus – library or other site.
 - Munch-A-Lunch honor coinciding with primary awards assemblies, lunch honor with the Superintendent/Principal and Associate Principal

Assessment of goals:

- May meeting with staff to gather input on counseling and Second Step Curriculum
- Survey Results
- Data from School-wide data system about referrals for bullying

**Timeline and Funding for Single Plan for Student Achievement
2009 – 2010**

Date	Task	Purpose	Title I Funding Total \$ 79,599.00
8/09	Training of certificated staff and paraprofessionals	To insure an analysis of CST scores, develop focus lessons, and identify targeted students. Communicate process for implementation plan	Staff Development CoOp Contract \$ 12,629.00
9/09	<ul style="list-style-type: none"> • Delivery of focus lessons and services to whole group and targeted students. • Paraprofessional inservice • Curriculum Planning Meetings • Parent Institute for Quality Education 	<p>To provide quality instruction in standards based curriculum in order to achieve measured growth in academic content standards.</p> <p>To inform families about ways how to support quality education through pathways to college</p>	Paraprofessionals Project Director \$ 6,697.00
10/09	<ul style="list-style-type: none"> • Delivery of focus lessons and services to whole group and targeted students. 	<p>To provide quality instruction in standards based curriculum in order to achieve measured growth in academic content standards.</p>	Paraprofessionals Project Director \$ 6,697.00
11/09	<ul style="list-style-type: none"> • Paraprofessional inservice • Assess student progress • Response to Intervention Team assists instruction within classroom 		Paraprofessionals Project Director \$ 6,697.00
12/09	<ul style="list-style-type: none"> • Meet with HCOE regarding Academic Program Survey • Curriculum Planning Meetings 		Paraprofessionals Project Director \$ 6,697.00
1/10	<ul style="list-style-type: none"> • Develop new series of focus lessons and services to whole group and new-targeted students. • Paraprofessional inservice • Assess student progress • Response to Intervention Team assists instruction within classroom • Curriculum Planning Meetings • Staff Complete Academic Program Survey 		<p>To provide quality instruction in standards based curriculum in order to achieve measured growth in academic content standards.</p> <p>To analyze Elementary Essential Program components for areas to review.</p>
2/10	<ul style="list-style-type: none"> • Delivery of focus lessons and services to whole group and targeted students. 	<p>To provide quality instruction in standards based curriculum in order to achieve measured growth in academic content standards.</p>	Paraprofessionals Project Director \$ 6,697.00
3/10	<ul style="list-style-type: none"> • Paraprofessional inservice • Assess student progress • Response to Intervention Team assists instruction within classroom 		Paraprofessionals Project Director \$ 6,697.00
4/10	<ul style="list-style-type: none"> • Staff provide additional instruction time in core subjects • Curriculum Planning Meetings 		Paraprofessionals Project Director \$ 6,697.00
5/10	CST / CMA Testing	Assessment and Accountability	Paraprofessionals Project Director \$ 6,697.00
6 – 8/10	Analyze CST / CMA data	Assessment and Accountability	Paraprofessionals Project Director \$ 6,697.00
9/10	Report findings to school site council, school board, and staff	Assessment and Accountability	

**Timeline and Funding for Single Plan for Student Achievement
2010 – 2011**

Date	Task	Purpose	Title I Funding Total \$ 82,293.00
8/10	Training of certificated staff and paraprofessionals	To insure an analysis of CST scores, develop focus lessons, and identify targeted students. Communicate process for implementation plan	Staff Development CoOp Contract \$ 11,798.00
9/10	<ul style="list-style-type: none"> • Delivery of focus lessons and services to whole group and targeted students. • Paraprofessional inservice • Curriculum Planning Meetings • Staff Collaboration Day, 9/13 	To provide quality instruction in standards based curriculum in order to achieve measured growth in academic content standards.	Paraprofessionals Project Director \$ 7,049.50
10/10	<ul style="list-style-type: none"> • Delivery of focus lessons and services to whole group and targeted students. 	To provide quality instruction in standards based curriculum in order to achieve measured growth in academic content standards.	Paraprofessionals Project Director \$ 7,049.50
11/10	<ul style="list-style-type: none"> • Paraprofessional inservice • Assess student progress • Response to Intervention Team assists instruction within classroom 		Paraprofessionals Project Director \$ 7,049.50
12/10	<ul style="list-style-type: none"> • Curriculum Planning Meeting • Staff Collaboration Days, 10/11 and 11/12 		Paraprofessionals Project Director \$ 7,049.50
1/11	<ul style="list-style-type: none"> • Develop new series of focus lessons and services to whole group and new-targeted students. • Paraprofessional inservice • Assess student progress • Response to Intervention Team assists instruction within classroom • Curriculum Planning Meetings • Staff Collaboration Day, 1/24 		Paraprofessionals Project Director \$ 7,049.50
2/11	<ul style="list-style-type: none"> • Delivery of focus lessons and services to whole group and targeted students. 	To provide quality instruction in standards based curriculum in order to achieve measured growth in academic content standards.	Paraprofessionals Project Director \$ 7,049.50
3/11	<ul style="list-style-type: none"> • Paraprofessional inservice • Assess student progress • Response to Intervention Team assists instruction within classroom 		Paraprofessionals Project Director \$ 7,049.50
4/11	<ul style="list-style-type: none"> • Staff provide additional instruction time in core subjects • Curriculum Planning Meetings • Staff Collaboration Day, 3/21 		Paraprofessionals Project Director \$ 7,049.50
5/11	CST / CMA Testing	Assessment and Accountability	Paraprofessionals Project Director \$ 7,049.50
6 – 8/11	Analyze CST / CMA data	Assessment and Accountability	Paraprofessionals Project Director \$ 7,049.50
9/11	Report findings to school site council, school board, and staff	Assessment and Accountability	

Timeline Notes: This timeline was adjusted in May 2010, to include five days for staff collaboration included in the 2010 – 2011 calendar adopted by the school board. Additionally, Pacific Union learned in April 2010, that we are the recipient of the Early Intervention for School Success Professional Learning Community Cycle V Grant. As indicated in the grant, the monies will be used to support “Our top three points for implementing the grant over the next two year period: 1. Developing our professional learning community and building a leadership cadre, 2. expanding staff collaboration time for curriculum development and peer coaching, 3. and implementing methods to increase all student achievement with a specific focus on our English Language (EL) and low Socio-Economic Status (SES) populations.”

Pacific Union STAR CST Student Proficiency Percent Scores, 2009
Mathematics

California Standards Test	Far Below Basic	Below Basic	Basic	Proficient	Advanced
GRADE 2	<i>Data is represented in percentages</i>				
All Students	4	13	36	28	19
Hispanic Subgroup	13	0	50	25	13
SED Subgroup	8	16	48	20	8
GRADE 3					
All Students	4	28	24	26	17
Hispanic Subgroup	0	50	30	20	0
SED Subgroup	4	42	29	21	4
GRADE 4					
All Students	0	20	22	24	35
Hispanic Subgroup	0	30	50	10	10
SED Subgroup	0	35	31	19	15
GRADE 5					
All Students	3	15	18	46	18
Hispanic Subgroup	0	29	43	29	0
SED Subgroup	5	25	20	30	20
GRADE 6					
All Students	0	20	27	27	27
Hispanic Subgroup	0	20	40	30	10
SED Subgroup	0	46	25	25	4
GRADE 7					
All Students	7	17	36	31	9
Hispanic Subgroup	15	15	54	15	0
SED Subgroup	13	26	39	17	4
GRADE 8					
All Students	0	26	42	26	5
Hispanic Subgroup	0	33	33	33	0
SED Subgroup	0	36	36	27	5

Pacific Union STAR CST Student Proficiency Percent Scores, 2009
Algebra I

California Standards Test	Far Below Basic	Below Basic	Basic	Proficient	Advanced
GRADE 8	<i>Data is represented in percentages</i>				
All Students	0	9	30	53	8
Hispanic Subgroup	No Hispanic students took the Algebra I CST in 2009				
SED Subgroup	0	30	10	60	0

Pacific Union STAR CST Student Proficiency Percent Scores, 2009
 English Language Arts

California Standards Test	Far Below Basic	Below Basic	Basic	Proficient	Advanced
GRADE 2	<i>Data is represented in percentages</i>				
All Students	13	19	32	28	8
Hispanic Subgroup	13	38	38	13	0
SED Subgroup	16	32	36	12	4
GRADE 3					
All Students	9	25	20	36	9
Hispanic Subgroup	40	20	30	10	0
SED Subgroup	18	27	27	23	5
GRADE 4					
All Students	2	10	31	22	35
Hispanic Subgroup	10	30	50	10	10
SED Subgroup	4	19	42	19	15
GRADE 5					
All Students	0	13	21	37	29
Hispanic Subgroup	0	43	29	14	14
SED Subgroup	0	26	26	16	32
GRADE 6					
All Students	1	20	37	24	18
Hispanic Subgroup	0	30	50	10	10
SED Subgroup	0	38	46	13	4
GRADE 7					
All Students	5	14	28	35	18
Hispanic Subgroup	8	38	15	23	15
SED Subgroup	14	32	32	14	9
GRADE 8					
All Students	0	7	32	29	32
Hispanic Subgroup	0	0	100	0	0
SED Subgroup	5	19	48	24	5

Plan and Implementation

Pacific Union academic support staff, teachers and paraprofessionals will analyze data, identify weakest academic cluster areas, agree upon focus areas and target students, during pre-service staff development days and on-going meetings.

From these focus areas academic, support staff will develop and implement focus area lessons for whole class and specific lessons for targeted students in socio-economically Disadvantaged and Hispanic subgroups. Instruction is designed to address poor academic performance. This is an ongoing process in which grade levels meet regularly throughout the year. During these collaboration times, the staff reviews students' progress based on data, and makes any indicated changes in instruction to improve student performance.

Focus area templates in Appendix I

Standardized Testing and Reporting Data in Appendix II

Additional Data and Resources to be found in Appendix III