

Title I Student Achievement Goals

<b>San Mateo Park Elementary School</b>		
<b>Goal #4 Title 1 Goal</b>	Through coaching and support San Mateo Park school will focus on increasing teachers' expertise in English Language Development strategies and small group instruction for reading and language. As a result, students will exceed the expected growth on benchmark assessments using the Galileo scaled scores. Students who are socioeconomically disadvantaged will make 4 levels of growth in reading, as measured by F&P. Students will make growth of one performance level on the ELPAC.	
<b>Actions to be taken to reach this goal</b>  ELD Coaching and Support for Teachers	<b>Description</b>  On a consistent basis, a full-time ELD coach will support teachers with planning and implementing Designated and Integrated ELD in their classrooms through the EL Achieve model using Benchmark Advanced. She will provide small group instruction for newcomers grades K-5.	<b>Funding Source</b>  Title 1
Increase Parent involvement in school activities and ELAC meetings	Parent Education ELAC/Parent Involvement to increase attendance at meetings through providing meals and babysitting services	Title 1
<b>Ongoing Analysis</b>	Through both data meetings and observations our site will evaluate progress on a monthly and trimester basis. Using ongoing assessments and EL Achieve rubrics, the coach and teachers will reflect on implementation and provide additional support through the multi-tiered systems of support	

<b>Bayside Academy</b>		
<b>Goal #4 Title 1 Goal</b>	Bayside Academy will focus on a multi-tier system of support that includes a reading specialist, two counselors, an academic dean and support for teachers to implement focused small group instruction in reading. As a result, students will exceed the expected growth on benchmark assessments using the Galileo scaled scores. Students who are socioeconomically disadvantaged will make 4 levels of growth in reading, as measured by F&P. Students will make growth of one performance level on the ELPAC.	
<b>Actions to be taken to reach this goal</b>	<b>Description</b>	
Provide students support for mathematics through targeted instruction and follow-up support with small group instruction.	Math Foundations Course	Title 1
Provide SED students with additional time for support with academic content.	Homework Support/After school Tutoring	Title 1
	ELD Support Staff	Title 1
Provide additional support through the push-in model in Math and Science to increase language proficiency in English.	Newcomer Support	Title 1
Ongoing Analysis	Through both data meetings and observations our site will evaluate progress on a monthly and trimester basis. Using ongoing assessments and EL Achieve rubrics, the coach and teachers will reflect on implementation.	

<b>LEAD Elementary</b>		
<b>Goal #4 Title 1 Goal</b>	Through coaching and support Lead school will focus on increasing teachers' expertise in English Language Development strategies and small group reading instruction. As a result, students will exceed the expected growth on benchmark assessments using the Galileo scaled scores. Students who are socioeconomically disadvantaged will make 4 levels of growth in reading, as measured by F&P. Students will make growth of one performance level on the ELPAC.	
<b>Actions to be taken to reach this goal</b>	<b>Description</b>	<b>Funding Source</b>
ELD Newcomer and Coaching Support for Teachers	On a consistent basis, a 0.6 FTE ELD coach will support teachers with planning and implementing Designated and Integrated ELD in their classrooms through the EL Achieve model using Benchmark Advanced. The Coach will provide small group instruction for newcomers grades 2-5.	Title 1
Outreach and support for ELAC meetings	Parent Education ELAC/Parent Involvement	Title 1
PBIS coaching and restorative justice meetings.	Along with the Principal, Counselor and PBIS Committee, a 0.5 FTE PBIS LEAD will support teachers, students and families in modeling and implementing restorative justice and PBIS best practices.	
Ongoing Analysis	Through monthly PBIS Meetings, trimester Data Meetings and staff meetings, teachers and staff will review academic and behavioral data with the Principal to determine progress and understand student growth and needs with specific attention to SED students.	

<b>Fiesta Gardens</b>		
<b>Goal #4 Title 1 Goal</b>	Through coaching and support Fiesta Gardens school will focus on increasing teachers' expertise in cross linguistic transfer and language acquisition. As a result, students will increase proficiency on both Spanish and English assessments. Students who are socioeconomically disadvantaged will make more than a year's worth of growth in their target language as measured by assessments (K-2: Fountas & Pinnell reading assessments, ELPAC; 3-5 Benchmark Advance running records, ELPAC, and Galileo).	
<b>Actions to be taken to reach this goal</b>	<b>Description</b>	<b>Funding Source</b>
ELD Coaching and Support for Teachers	An ELD coach will increase to full time in order to support teachers with Designated and Integrated ELD. Provide small group instruction in the class and pull out with students who are LTELS.	Title 1
Professional Development centered on Biliteracy and standards alignment	Teachers will work with our consultant to enhance our Dual Immersion program. We will collaborate and support teachers by giving them the opportunity to articulate within their grade span. Do demo lessons for ELA specifically with how to transfer at each grade level from Spanish to English.	Title 1
Community Outreach to increase attendance, access to resources, and	6 hours of a Community Outreach coordinator will be used to support students and families who need additional resources and support	Title 1
<b>Ongoing Analysis</b>	Through Data Meetings and 3 staff meetings per year, teachers and staff will review academic data to determine progress and understand student growth and needs. Grade levels will work together to evaluate the Biliteracy Zones three times a year after F&P data is collected.	

<b>Sunnybrae</b>		
<b>Goal #4 Title 1 Goal</b>	Sunnybrae school will focus on a multi-tier system of support that includes two reading intervention and support for teachers to implement focused small group instruction in reading. As a result, students will exceed the expected growth on benchmark assessments using the Galileo scaled scores. Students who are socioeconomically disadvantaged will make 4 levels of growth in reading, as measured by F&P. Students will make growth of one performance level on the ELPAC.	
<b>Actions to be taken to reach this goal</b>	<b>Description</b>	<b>Funding Source</b>
Leveled Literacy Intervention	Analyzing data to target students who are at-risk, determine educational needs and monitor progress. Using benchmark data and F & P assessments, groups will be formed to support reading instruction. The teacher will work with colleagues on a regular basis sharing data and adjusting supports as needed.	Title 1
Community Outreach	Support/motivate parents to be involved in student attendance and student educational progress. Offer resources and support. Provide training and activities to parents with strategies to use at home in order to further support students at home. Provide translation services for office and teachers to improve home school communication and to improve attendance	Title 1
<b>Ongoing Analysis</b>	Through monthly literacy meetings, and review of F&P data, the intervention team will review students who are making progress and those who need additional support.	