

Mary Tsukamoto Title 1 Plan 2015-16
MEASURABLE GROWTH TARGETS

RESEARCH-BASED PRINCIPAL	METRICS USED TO IDENTIFY AREAS OF NEED	ACTIVITIES TO MEET OBJECTIVE	RESOURCES/ PROFESSIONAL DEVELOPMENT NEEDED	PERSON RESPONSIBLE	METRICS USED TO IDENTIFY GROWTH AND IMPROVEMENT	TIMELINE
HIGH QUALITY INSTRUCTION						
<p>“Without high-quality initial instruction, significant numbers of students will require supplemental instruction and intensive intervention that are costly and time-consuming, an approach that is in opposition to a continuous school improvement model. Unfortunately, far too few students have access to a basic foundation of quality instruction” (Fisher, Douglas and Nancy Frey, Enhancing RTI2).</p> <p>“We now know empirically that these effective teachers also have a direct influence in enhancing student learning. Years of research on teacher quality support the fact that effective teachers not only make students feel good about school and learning, but also that their work actually results</p>	<p>Needs and Capacity Assessment completed by staff on (8/2015).</p> <p>Administrative observations and teacher evaluations completed during the 2014-15 school year.</p> <p>Ongoing administrative observations during the 2015-16 school year.</p> <p>Schoolwide performance data on SBAC from 2014-15.</p> <p>Common assessment data for grade level</p>	<ul style="list-style-type: none">Identify highly qualified teachers to focus on intervention (K-2, 3-4, and 4-6 intervention teachers), as determined by site RTI processTitle 1 Support Team Identify targeted studentsProfessional Development (beyond the PD already provided by EGUSD) focused on implementing instructional strategies to meet the rigor and requirements of mastering CCSS:Universal Design for LearningEffective	<p>Professional development for intervention teachers.</p> <p>Professional Development in identified areas of need.</p> <p>Coaches for ELA, math, and ELD.</p> <p>Substitutes to provide coverage for:</p> <ul style="list-style-type: none">Title 1 Support Team Collaborative Implementation work daysClassroom observationsSchool site visitsPPExtended PLC meetingsVideo	<p>Site administration working with District HR department.</p> <p>Site administration, teachers, and staff.</p> <p>Curriculum and Professional Learning Department.</p> <p>Learning Support Services Department.</p> <p>Parent/Community</p> <p>ELA Instructional Coach</p>	<p>Staff survey responses.</p> <p>Administrative observations and teacher evaluations completed during the 2014-2015 school year.</p> <p>Common assessment data using consistent criteria for grade level teams used for progress monitoring.</p> <p>Student performance on EGUSD CCSS Performance Tasks.</p> <p>Teacher observations of student learning performance.</p> <p>CELDT Data</p> <p>Parent/Community Interviews and Surveys</p> <p>SISWEB Houses</p>	<p>Staff Meeting, 2/24/15</p> <p>Completed by June, 2015 Reviewed July, 2016 Continued 2015-16 school year</p> <p>Early out Wednesdays focus on planning and creation of common assessments to monitor student progress</p> <p>Review trimesterly as assessments are completed</p> <p>Throughout year- points of discussion at Early Out collaborative time</p> <p>Unofficial scores reviewed at time of test. Revisit and time of formal results</p> <p>Completed in the fall</p> <p>Coaching occurs throughout the year</p>

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<p>in increased student achievement. Studies have substantiated that a whole range of personal and professional qualities are associated with higher levels of student achievement. For example, we know that verbal ability, content knowledge, pedagogical knowledge, certification status, ability to use a range of teaching strategies skillfully, and enthusiasm for the subject characterize more successful teachers” (Darling-Hammond, L. (2000). Teacher quality and student achievement: A review of state policy evidence. <i>Education Policy Analysis Archives</i>, 8(1). Retrieved January 22, 2004 from http://olam.ed.asu.edu/epaa/v8n1/ and Stronge, J. H. (2002). <i>Qualities of effective teachers</i>. Alexandria, VA: Association for Supervision and Curriculum Development).</p>	<p>teams.</p> <p>CAST Data 2014-15 and fall of 2015</p>	<p>curriculum mapping</p> <ul style="list-style-type: none">• Creating common assessments• Understanding how to use data from common assessments to drive instructional changes• Master teacher mentoring• Professional Learning Communities• Opportunities to observe classroom teachers implementing instructional strategies at site, within district, and beyond the district.• Opportunities to submit video recording and instructional plans to online coaches for feedback.• Provide coaching in math, ELA,	<p>equipment and training on filming classroom instruction.</p>			
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		and ELD for PLCs and one-on-one sessions.				
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RESEARCH-BASED PRINCIPAL HIGH QUALITY CURRICULUM	METRICS USED TO IDENTIFY AREAS OF NEED	ACTIVITIES TO MEET OBJECTIVE	RESOURCES/ PROFESSIONAL DEVELOPMENT NEEDED	PERSON RESPONSIBLE	METRICS USED TO IDENTIFY GROWTH AND IMPROVEMENT	TIMELINE
<p>1. Goals: The benchmarks or expectations for teaching and learning, often made explicit in the form of a scope and sequence of skills to be addressed;</p> <p>2. Methods: The specific instructional methods for the teacher, often described in a teacher’s edition;</p> <p>3. Materials: The media and tools that are used for teaching and learning;</p> <p>4. Assessment: The reasons for and methods of measuring student progress.</p> <p>The term curriculum is often used to describe only the goals, objectives, or plans,</p>	<p>Schoolwide performance data on SBAC from 2014-15.</p> <p>Student performance on diagnostic assessments.</p> <p>Common assessment data for grade level teams.</p> <p>Teacher observations of student learning performance.</p>	<ul style="list-style-type: none">Identify highly qualified teachers to focus on intervention (K-2, 3-4, 5-6 intervention teachers)Go! Math Curriculum./ELA Open CourtUse of online Go! Math tools for teachers, students, and parents.Training for teachers on accessing and using the intervention components of Go! Math.Homework ClubLunchtime	<p>Professional development for intervention teachers.</p> <p>Training for teachers on using the intervention components of Go! Math.</p> <p>Workshops for parents on using Go! Math online parent resource at home.</p> <p>Evidence based materials intervention curriculum for English Language Arts and Mathematics.</p> <p>Substitutes to cover classes while teachers</p>	<p>Site administration working with District HR department.</p> <p>Site administration, teachers, and staff.</p> <p>Curriculum and Professional Learning Department.</p> <p>Learning Support Services Department.</p> <p>ELA Instructional Coach</p>	<p>Student performance on formative and summative assessments.</p> <p>Common assessment data for grade level teams.</p> <p>Student performance on EGUSD CCSS Performance Tasks.</p> <p>Teacher observations of student learning performance.</p> <p>CELDT Data</p>	<p>On-going, throughout year</p> <p>Weekly early out meetings will focus on creation of common assessments and data will be reviewed</p> <p>Review trimesterly as assessments are completed</p> <p>Throughout year- points of discussion at Early Out collaborative time</p> <p>Unofficial scores reviewed at time of test. Revisit and time of formal results</p>

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<p>something distinct from the “means” of methods, materials, and assessment. Yet since each of these components are essential for effective learning-and since each includes hidden barriers that undermine student efforts to become master learners- curriculum design should consider each of them as a piece.</p> <p>These guidelines apply to the general education curriculum which, when universally designed, should meet the educational needs of most students, including those with disabilities.</p>		<p>support for students with homework instruction</p> <ul style="list-style-type: none">• Parent University• Support for parents/students with homework instruction• ELA/CCSS Instructional Support• Craft curricular maps that align with CCSS• Provide students with rigorous academic vocabulary instruction across instructional periods• Increase opportunities for enhanced writing instruction that builds upon common language and themes• Align ELA and ELD standards so that students are provided with	<p>attend PD and planning sessions.</p> <p>District Instructional</p> <ul style="list-style-type: none">• ELA Coach• Collaboration with Title 1 Support Team <p>Funding for high quality after-school and summer school program teachers</p>			
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		<div>consistent academic language supports</div> <ul style="list-style-type: none">• Provide students with after-school intervention and enrichment opportunities• Provide students with summer school opportunities				
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RESEARCH-BASED PRINCIPAL PARENT AND FAMILY INVOLVEMENT AND ENGAGEMENT	METRICS USED TO IDENTIFY AREAS OF NEED	ACTIVITIES TO MEET OBJECTIVE	RESOURCES/ PROFESSIONAL DEVELOPMENT NEEDED	PERSON RESPONISBLE	METRICS USED TO IDENTIFY GROWTH AND IMPROVEMENT	TIMELINE
<p>Decades of research show that when parents are involved students have</p> <ul style="list-style-type: none">• Higher grades, test scores, and graduation rates• Better school attendance• Increased motivation,• Improved self-esteem• Lower rates of suspension• Decreased use of drugs and alcohol• Fewer instances of violent behavior <p>Family participation in education was twice as predictive of students’ academic success as family socioeconomic status. Some of the more intensive programs had effects that were 10 times greater than other factors.</p> <p>(What Research Says about Parent Involvement. Michigan</p>	<p>Input of ideas at parent Title 1 meetings.</p> <p>Parent meetings:</p> <ul style="list-style-type: none">• Notifications• Agendas• Sign in sheets• Minutes <p>Parent survey responses.</p> <p>Parent attendance at school events:</p> <ul style="list-style-type: none">• Back To School Night• Open House• Parent-Teacher Conferences• Parent University nights• Coffee with the Principal	<ul style="list-style-type: none">• Hire and train a parent liaison.• Host grade level parent university nights.• Host “getting ready for kindergarten” workshop for parents.• Provide interpreters at parent and school events.• Provide translated copies of schoolwide information for families.• Provide cultural awareness workshop for office and support staff.• Host parent ‘quick connect’ opportunities in the community (i.e., in the	<p>Parent liaison training and support.</p> <p>Communication to parents and families about school events:</p> <ul style="list-style-type: none">• Flyers• Automated phone call system• Newsletters• School web site• Posters <p>Translation services.</p> <p>Interpreters.</p> <p>Food for events (for example, donuts and coffee for quick connect meetings).</p> <p>Paid teacher and staff time outside of contract to facilitate parent/community events.</p>	<p>Site administration, teachers, and staff.</p> <p>School site council.</p> <p>School Parent Teacher Organization.</p>	<p>Increased attendance at school events.</p> <p>Increase number of newsletters sent to parents.</p> <p>Increase number of parent event opportunities.</p> <p>Parent survey responses.</p> <p>Staff interactions with parents and community.</p>	<p>Promotion will begin in advance to reach more families. BTA will call parents to encourage attendance.</p> <p>Bilingual newsletters are sent bi-monthly via mass email, posted on site webpage and hard copies are also made available</p> <p>Parent University events are planned monthly. Coffee with the Principal each month. PTO family events occur a minimum of every other month.</p> <p>Survey responses are collected in the fall and in the spring as a measurement tool</p> <p>Each day more staff is assigned to safety duty, increasing parent interaction. Positive Phone Call Fridays-calls to parents each week</p>

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Department of Education. 2002)	<ul style="list-style-type: none">• Volunteer time in the classroom and at school events	<p>community room at an apartment complex), Coffee with the Principal, school information booth at soccer Saturday events, etc.).</p> <ul style="list-style-type: none">• Provide evening library hours for families to utilize resources, including checking out books and using computers.• Host community resource information fair.• Host “getting ready for middle school” workshop for parents (articulation with middle school).• Establish Watch Dog program.• Host workshops and/or support groups for foster families.	<p>Laptops for the library.</p> <p>Funding for shirts for Watch Dogs and other parent/community events.</p> <p>Funding to bring in outside experts to facilitate parent/community workshops (for example, workshop for foster families).</p>			<p>highlighting positive actions of students</p> <p>One meeting day a month is designated for Parent Communication</p>
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