

Single Plan for Student Achievement & LCAP



School: Atascadero Junior High School

District: Atascadero Unified School District

County-District School (CDS) Code: 40-68700-6042931

Principal: Jessica Lloyd

Date of this revision: March 2014

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. In addition, the Atascadero Unified School District has addressed the LCAP 8 State Priority Goals.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on _____.

Table of Contents

II. Template for the Single Plan for Student Achievement

Form A: Planned Improvements in Student Performance	1
Form B: Centralized Services for Planned Improvements in Student Performance	17
Form C: Programs Included in This Plan	18
Form D: School Site Council Membership	19
Form E: Recommendations and Assurances	20
Form F: Budget Planning Tool (new)	21
Form G: Single Plan for Student Achievement Annual Evaluation (new)	21

Form A: Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL: 1 English Language Arts (ELA) – Student Achievement: All students will gain the knowledge and skills to be college and career ready in an information-based, global economy.

- a. Students will demonstrate critical thinking and creativity, work collaboratively, and communicate effectively both orally and in writing.
- c. The Common Core State Standards will be implemented at all grade levels.
- d. All schools and subgroups will meet or exceed state and federal accountability targets.
- e. All schools will implement strategies for providing intervention, support, and enrichment that meets the learning needs of students.

SCHOOL GOAL: English-language arts for 2014-2015 – AJHS Student Performance Levels will improve with all significant sub-groups making growth. AJHS will meet all requirements for long-term EL, foster youth, and low socioeconomic students.

School Focus: All teachers will implement effective and innovative instructional strategies that promote success in the 21st Century (communication, collaboration, critical thinking, and creativity).

LCAP Priority Areas: 4 -- Student Achievement in ELA -- Performance on standardized tests, API, number of students college & career ready, number of students passing the Advance Placement exam with 3 or higher, number of students determined prepared for college by the Early Assessment Program (EAP). **8 -- Other Student Outcomes** – Improved attendance, reduction in referrals and suspensions, improved class work/homework completion, reduction in Ds & Fs and reduction in junior high school drop-out rate. **2 – Implementation of Common Core State Standards** – All students. **7 – Course Access** – All students access and are enrolled in required areas of study.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<p>2009-2012 STAR Data. District and Local Benchmarks. Interim Assessments. CELDT results. Re-designation rates for 2011-2014. IEP/504 Data. Classroom Observations. FST Notes. Grades. Attendance. Suspension. Expulsions. Homework Club Sign-in Sheets. Family Advocate Referrals. Low-SES Data. Foster Youth Information Long-term EL Identification.</p>	<p>School-wide achievement in language steadily improving over the past four years (59% to 72%); English Learners had limited improved (15% to 18%).</p> <p>A moderate number of English Learners stay at Intermediate level on CELDT Hispanic Students, particularly those living in poverty (though making gains) are not demonstrating the same level of proficiency as our non-Hispanic students. (23% to 50%). Many Second Language Learners have been Re-designated as English speakers; however, academic challenges often remain.</p> <p>Students have difficulty with organization and responsibility. About 10% of students fail to see the connection with work completion and learning. They complete assignments and homework, but do not yet have the study skills necessary to be successful at the higher levels.</p>	<p>The school will evaluate the progress of these students through weekly grade-checks, monthly PLC data discussions, quarterly progress reports and annual evaluation of multiple measures. Also, analysis of STAR (previous), CELDT, and SBAC data, as it becomes available.</p> <p>We will evaluate progress by looking at multiple data, including but not limited to: classroom observation, attendance, work completion, student interviews, referrals, D & F list, and overall academic performance.</p> <p>We will also monitor FST action plans for implementation and outcomes.</p>

	<p>Attendance (for some) has been a struggle. They have developed habits that will not translate well to employment.</p> <p>The data indicated that 20% of the students benefits from the FST process.</p> <p>Family Advocate Referrals increased over the previous year.</p> <p>The number of LC content classes increased due to the increase in IEP numbers.</p>	
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STRATEGY: Teachers will make instructional and curricular changes as they implement CCSS in ELA. During the 2014-2015 our language arts teachers will fully implement the Common Core State Standards. There will be a continued emphasis on critical reading and writing, inquiry, and project based learning. Additionally, our EL teacher/coordinator assigned to case manage our EL students, will continue to provide professional development to staff, provide direct services to students, and monitor progress. Specific and targeted ELD strategies and resources will be utilized to assist in the development of reading comprehension and listening comprehension skills and vocabulary development. For our Hispanic students, there will be a focus on vocabulary and 21st Century Skills (Communication, Collaboration, Critical Thinking, and Creativity) within the classroom (Tier I). Additionally, we emphasize the College and Career Readiness Anchor Standards. We will utilize Illuminate and SRI to assess student learning and monitor progress, which will help student set measurable and achievable goals for their own learning. We will also utilize the new English Development Standards throughout Tier I and Tier II Instruction and Interventions. We will continue to use Saints Block, support classes, and homework club to provide support for learning. We will monitor student progress, closely, in order to eliminate the discrepancy between our sub-groups. Staff will develop and use SBAC aligned reading comprehension assessments in order to inform instruction and monitor student results.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source
Teachers at K-6 will implement 4 Basal Alignment Project lessons in 2014-2015.	AJHS 6 th grade teachers	Teachers will calendar BAP lessons by August 31, 2014 and will complete by May 31, 2015.	Printing Costs to be paid from CCSS funds \$2000
ELA Teachers in 7-12 will implement 4 ERWC modules	7-8 teachers	Teachers will identify modules for each grade level and will calendar when they will be taught in 2014-2015.	Printing Costs to be paid from CCSS funds \$2000
ELA Teachers in 7-10 will implement 1 APP lesson	7-8 teachers All Staff	Teachers will identify APP modules Teachers will attend professional learning to implement APPS	Training Costs and printing costs paid from CCSS 10 participants x \$50 sub costs = \$500 and \$500 materials
Identify ELA comprehension assessments to be used uniformly District-wide to monitor ELA progress. Current program at AJHS is SRI.	Teacher Leaders Principals Educational Services	Participate in a vertical team to review questions generated from the test bank and to develop an appropriate assessment. Develop teacher reports based on the assessment reports for Illuminate. Share success with SRI and Reading Counts!	5 participants x \$100 x 2 days = \$1000 from CCSS funding
Prepare students for college and careers in the 21 st Century through the use of the Anchor	ELD Teacher Ed Services Site Principal Teacher Leaders	Integrate frequent opportunities for students to practice communication, collaboration, critical thinking, creativity, and	Training cost of 5 participants X \$100 sub cost = \$500

Standards.	County Office	the use of technology. (Daily)	
Provide Professional Development for Vocabulary Instruction and Common Core Implementation, as well as support based on student data.	Principal Ed Services	Professional development provided by County Office of Education staff and sub-contractors (twice annually) Professional development during Professional Learning Community (PLC) meetings (Monthly) Professional development through in-services and workshops (twice annually)	Training cost of 5 participants X \$100 sub cost = \$500
Illuminate and SRI will be used as a tool for Classroom Assessments, Benchmarks, and Data Analysis for Progress Monitoring. Other tools will be evaluated and/or developed.	Principal Ed Services	Benchmarks/interim assessments will be developed and utilized 4 times each year for each content area in order to monitor progress. (Oct, Dec, March, May) Teachers will be supported in the utilization of Illuminate within the classroom. (On-going)	CCSS Implementation Funding Sub cost = \$100 per participant Cost of replacement technology as needed.
Maintain RtI system of support and enrichment	Principal LC Staff School Psych	Administrator supervision and analysis of student work, assessment results and instructional strategies.	No New Dollars
Monitor programs for implementation and evaluations	Principal LC Staff All Staff	PLC time will be allocated for data analysis and individual student evaluation. (Monthly) Professional development regarding data driven decision making. (4xAnnually) Multiple PLC Meetings will be reserved to address the many ways that the Anchor Standards and Common Core State Content Standards will be implemented across the curriculum. (Monthly)	No New Dollars No Additional Cost
Create extended learning and educational opportunities for all students	All Staff LC Teachers Principal School Psych	Saints Block (30 minute period of time designed for support and enrichment)	CALSTAT/Lottery is \$50 per teacher.
Create extended learning and educational opportunities for Special Education, EL & at-risk students	All Staff Principal Counselor	Focused training on effective teaching strategies and explicit direct instruction of academic vocabulary. During PLC. Students with IEPs and 504 plans are placed, to the maximum extent possible, in general classes through our current learning center model, which extends their learning opportunities. Instructional assistants available	No Additional Cost Title II CALSTAT

<p>Create extended learning and educational opportunities for GATE & high achieving students</p>	<p>Principal Teachers Counselor</p>	<p>in core classrooms to provide additional support. Additional support classes for language arts and math (Saints Block and Electives) Additional support through study skills (Saints Block and Electives) Homework Lab after school Differentiation in the classroom for Tier I</p> <p>Cross-curricular Projects Honors Language Arts Accelerated math opportunities Math Counts Advanced Electives Technology</p>	<p>No Additional Cost</p> <p>EIA Homework lab is 1 hour per day X 150 days X \$28 per hour = \$4200</p> <p>No Additional Cost</p>
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LEA GOAL: 2 Mathematics - – Student Achievement: All students will gain the knowledge and skills to be college and career ready in an information-based, global economy.

- Students will demonstrate critical thinking and creativity, work collaboratively, and communicate effectively both orally and in writing.
- The Common Core State Standards will be implemented at all grade levels.
- All schools and subgroups will meet or exceed state and federal accountability targets.
- All schools will implement strategies for providing intervention, support, and enrichment that meets the learning needs of students.

School Goals: Math for 2014-2015 -- AJHS Student Proficiency Levels will improve to 60% school-wide and increase 5% for English Learners and Low-SES Students. Our Foster students will stay on track with school-wide goals.

School Focus: All Teachers will Implement Effective and Innovative Instructional Strategies that Promotes Success in the 21st Century (**communication, collaboration, critical thinking, and creativity**).

LCAP Priorities: 4-- Student Achievement in Math. Performance on standardized tests – API, number of students college & career ready, number of students passing the Advance Placement exam with 3 or higher, number of students determined prepared for college by the Early Assessment Program (EAP) **8 -- Other Student Outcomes** – Improved attendance, reduction in referrals and suspensions, improved classwork/homework completion, reduction in Ds & Fs and reduction in junior high school drop-out rate. **2 – Implementation of Common Core State Standards** – All students. **7 – Course Access** – All students access and are enrolled in required areas of study.

<p>What data did you use to form this goal?</p>	<p>What were the findings from the analysis of this data?</p>	<p>How will the school evaluate the progress of this goal?</p>
<p>2009-2012 STAR Data. District and Local Benchmarks. Interim Assessments. CELDT results. Re-designation rates for 2011-2014. IEP/504 Data. Classroom Observations. FST Notes. Grades. Attendance.</p>	<p>School-wide achievement in math has had minimal improvement for 7th grade over the past four years (56% to 62%) and has shown no growth for 8th grade algebra I (35% to 34%); however, our English Learners have shown improvement overall (9% to 20%), but still significantly below the expected target.</p> <p>Last year, AJHS focused on appropriate placement in math for all</p>	<p>The school will evaluate the progress of these students through weekly grade-checks, monthly PLC data discussions, quarterly progress reports and annual evaluation of multiple measures (including but not limited to: classroom observation, attendance, work completion, student interviews.) Teachers will utilize Illuminate for benchmark/interim assessments.</p> <p>Also, analysis of STAR, CELDT, and</p>

<p>Suspension. Expulsions. Homework Club Sign-in Sheets. Family Advocate Referrals. Low-SES Data. Foster Youth Information Long-term EL Identification.</p>	<p>students (including CCSSM8 and Alg I). The results, based on benchmark data, indicate that a larger number of students are performing proficiently than ever before.</p> <p>Data also shows that our Hispanic Students, though making gains, are not demonstrating a high level of proficiency. (28 to 34%).</p> <p>The data from 2009-2013 (for all students) shows that math is a real area of concern school-wide for all sub-groups. However, the local data from 2014 has shown a great improvement in math success.</p>	<p>SBAC data as it becomes available. It is also important to track, over time, the success of those students who were placed in CCSSM8 this year to see if they are able to successfully complete Alg I the first time.</p>
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STRATEGY: During the 2014-2015 school-year we will continue to offer multiple sections of Common Core Math 7 & 8, Algebra I, Geometry and Learning Center Math. A matrix has been developed to identify the criteria for placement at each level in order to ensure the greatest likelihood of success. This will be the last year that Geometry is offered as a full class on our campus because of the implementation of an accelerated (compacted) CCSSM 7, 8 and Alg I course for incoming 7th grade students. This will allow our highest achieving student to be challenged without eliminating any of the essential learning. Specific and targeted strategies and resources will be utilized to assist in the development of number sense, problem solving, and critical thinking. For our EL students, there will be a focus on math vocabulary during targeted ELD times and 21st Century Skills (Communication, Collaboration, Critical Thinking, and Creativity) within the classroom (Tier I). Additionally, there will be an emphasis on the 8 Mathematical Practices school-wide. We will utilize Illuminate to assess student learning and monitor progress through classroom assessments and local benchmark assessments, which will help students and teachers set measurable and achievable goals for learning.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Teachers will implement CCSS in mathematics based on the adopted materials	Teachers of mathematics Principals Educational Services	Attend professional learning to implement adopted math curriculum Staff will create and adopt pacing calendars for instruction in math Staff will collaborate during PLC time regarding student work and progress toward proficiency.	\$300,000 for textbook adoption and training
Integrate the 8 Mathematical Practices.	All teachers Principal Ed Services	Redesign instructional delivery to address the changes in the Standards, while maintaining focus on the essential practices (making sense of problems, perseverance in solving problems, reason abstractly and quantitatively, construct viable arguments, model understanding, use appropriate tools strategically, make use of structures, and look for express regularity in repeated reasoning).	No Additional Cost
Inform instruction and monitor the progress of all students through on-going assessment.	All Staff Ed. Services Principal	Develop and administrate of quality benchmarks aligned to the standards. Illuminate used to monitor progress and evaluate student proficiency levels.	4 staff X 4 days X \$100 sub cost = \$800

Prepare students for college and careers in the 21 st Century	All Staff	Integrate frequent opportunities for students to practice communication, collaboration, critical thinking, creativity, and the use of technology.	No Additional Cost
Create support and enrichment	LC Staff All Staff	Continue Saints Block (30 minute period of time designed for support and enrichment)	No Additional Cost
Monitor programs for implementation and evaluations	Principal	Direct administrator supervision and analysis of student work, assessment results and instructional strategies.	Title II CalSTAT
Staff development based upon student results for all students	Principal Ed Services Teacher Leaders	Focused professional development on data driven decision making.	No Additional Cost

LEA Goal 3: English Learners - All English Learners will meet AMAO Targets (move up one CELDT level & reach proficiency) in 2014-15.

- a. Students will demonstrate critical thinking and creativity, work collaboratively, and communicate effectively both orally and in writing.
- c. The Common Core State Standards will be implemented at all grade levels.
- d. All schools and subgroups will meet or exceed state and federal accountability targets.
- e. All schools will implement strategies for providing intervention, support, and enrichment that meets the learning needs of students.

School Goal: English Language Development for 2014-1015: The number of students performing at the Early-Advanced and Advanced Level on the CELDT will increase by 10%. The percentage of students being eligible for re-designation will meet expectations for Safe Harbor. The percentage of students moving up at least one level on the CELDT will increase by 10% for both long-term English Learner Students and New-comers. EL students living in poverty or foster care will increase comparatively with the entire sub-group.

School Focus: Students will benefit academically through the implementation of student engagement strategies that connect to their previous knowledge and interests. Teachers will implement collaboration and communication strategies that enhance the learning.

LCAP Priorities: **1--Basic Services** – Rate of misassignments, student access to standards-aligned instructional materials. **2 -- Implementation of Common Core State Standards** -- implementation of CCSS for all students, including EL. **4 – Student Achievement** – percentage of ELs becoming proficient in English will increase. **5 – Student Engagement** – improved attendance rate by EL students. **6 – School Climate** -- EL students will feel connected to the school. **8 – Student Outcomes** -- EL student will perform well in all core curricular areas.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
CELDT Data from 2010-2013. STAR DATA for 2010-2013. District and Local Benchmarks. Interim Assessments. Re-designation rates for 2011-2014. Classroom Observations. Grades (D & F List). Attendance. Suspension. Expulsions.	We continue to see a moderate percentage of our EL students get stuck at the Intermediate. We are seeing more engagement in the classroom because of the implementation of CCSS; however, student initiated conversation is still a weakness.	Our ELD teacher will case manage these students and monitor their progress closely. We will also use CELDT Data 2013-2015, Science CST, and SBAC Data (as it becomes available). We will continue to monitor grades and progress toward language proficiency. Based on CELDT and the D & F list.

Homework Club Sign-in Sheets. Family Advocate Referrals. Participation in Club/Activities	Additionally, a review of grades continues to show a larger percentage of EL students with Ds & Fs than any other subgroup.	
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STRATEGY: During the 2014-2015 our ELD teacher will provide direct and indirect services for our English learners. Students are able to receive structured ELD instruction, vocabulary development, and case management. The ELD teacher monitors the academic and language progress of each student. She develops a plan that includes the necessary support for language acquisition and content proficiency, which she shares with classroom teachers. The ELD teacher also observes in classrooms in order to provide students with feedback and staff with professional development. Lastly, the ELD teacher will work with those students who were eligible on the CELDT for re-designation, but have not yet become proficient enough on the CST for re-designation. Students will make long and short-term goals and monitor their own progress in order for them to meet all criteria by the end of the school year. Additionally, AJHS will develop an outreach for parents in order to focus on education. We will utilize our ELD teacher and family advocate through the LINK to facilitate the process and our ELAC.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
August 2014 LC Support times will be made available for EL students	Ed. Services	CELDT results will be monitored as well as SRI and DIBELS to identify students.	No Additional Cost
Meetings will be held to assess the learning challenges of the long term English Learner	Ed. Services EL teachers LC teachers Principals	All assessment data will be viewed and learning plans will be developed during FSTs and PLC times.	No Additional Cost
6 – 8 EL students will receive targeted instruction	Ed. Services EL Teachers Principal ELD teacher	Long term EL students in grades 7 – 8 will use English 3D curriculum in an ELD class Re-designated students are placed under a 2 year transition plan with ELD teacher.	No Additional Cost: We already have the program and staff
Considerations for student transition needs identified under IDEA and NCLB	ELD teacher	ELD teacher to provide consultant services to review grades and assure language, reading and writing proficiency do not regress without intervention support. Elementary to junior high and eighth grade to high school transitions are held in the Spring for EL students.	Teaching Salary \$100,000 including benefits.
Case Manage all EL students in order to efficiently monitor progress	ELD Teacher	Maintain an ELD teacher/case manager as a permanent part of the learning center team.	No additional cost.
Develop long and short-term goals for student success	Prevention Coordinator ELD Teacher Principal	All students receiving support class interventions will participate in FST process throughout the year.	No additional cost.
Staff development based upon student	ELD Teacher Certificated Staff	Regular whole-staff in-services on the needs of EL students and strategies for helping	No additional cost.

results for English Learners		them to acquire English as well as content will be provided on early-release Fridays and through e-mail. Resources are provided through web-sites, Educational Services and ELD standards.	No additional cost.
Create extended learning and educational opportunities for English Learners	ELD Teacher All Staff Principal	Support classes for EL students who are not proficient in ELA. Sheltered instruction and scaffolded lessons and notes. Use of realia and visuals. Modified notes, outlines, graphic organizers, etc...	Materials: \$200 per classroom.
Staff, parents and community involved in school programs for English Learners	ELD Teacher Principal Ed Services	District English Learner Advisory Committee and AJHS English Learner Advisory Committee meets periodically to acquire parental input regarding the school plan, expenditures of categorical money and to provide for enhanced communication between home and school.	No additional cost
The ELD Teacher will be provided time to Case Manage our EL and Re-designated students in order to progress monitor, provide strategies to staff, and ensure successful transition to the high school.	ELD Teacher Principal Counselor Prevention Coordinator All Staff	ELD Teacher will provide two direct services classes for Level 1-3 students. Teacher will provide Vocabulary Development for Content Areas through Saints Block. Teacher will observe students in core classes in order to provide teachers with feedback and strategies. Teacher will monitor progress, attend FSTs, and participate in PLCs for all EL students.	No additional cost

LEA GOAL: 4a Highly-Qualified Teachers – Teachers will have CTC approved credentials w/CLAD, teachers will participate in CCSS training, including lesson planning w/technology

LEA GOAL: 4b High Quality Professional Development – Teachers will received professional development on CCSS strategies and implementation

3. High Quality Professional Development – Teachers will receive professional development on CCSS strategies and implementation.

a. Certificated and classified staff will participate in job-related learning opportunities.

School Goal: AJHS will focus Friday PLC on the implementation of CCSS, engagement strategies, relationship building, College and Career Anchor Standards, and the 8 Mathematical Practices in order to better prepare our teachers to teach in the 21st Century.

School Focus: All Teachers will Implement Effective and Innovative Instructional Strategies that Promotes Success in the 21st Century (**communication, collaboration, critical thinking, and creativity**) with a focus on EL, Low-SES, and Foster students.

LCAP Priorities: 1 -- Basic Services – rate of misassignments, student access to standards-aligned instructional materials, facilities in good repair. **2 -- Implementation of Common Core State Standards** – implementation of CCSS for all students, including EL. **8 -- Other Student Outcomes** – teachers will be provided the professional development necessary to ensure positive student performance in core curricular areas.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
P2Attendance Data 2009-2013. SARB Data and Truancy Rates 2013. Suspension Data. Homework Club Sign-in Sheets. FST Notes. Family Advocate Referrals. Home Room Data Sheets. Grades. Teacher Surveys.	<p>Average Daily Attendance has been consistently between 94%-95.6% over the past three years.</p> <p>The number of students requiring SARB has slightly increased.</p> <p>Suspensions are greatly reduced over the past three years.</p> <p>There has been a decline in expulsions.</p> <p>FSTs were held for nearly 20% of the student population.</p> <p>There has been an increase in the number of Family Advocate Referrals to help families meet the physical needs of their students.</p> <p>Home room allows for a systemic implementation of citizenship, bully prevention, and personal development strategies.</p> <p>Teachers see a need for continued professional development in order to stay current with 21st Century expectations and CCSS implementation.</p>	<p>Monthly monitoring attendance data.</p> <p>Student questionnaires.</p> <p>Suspension data.</p> <p>Observations during safety drills.</p> <p>Incident reports.</p> <p>Weekly Grade Checks.</p> <p>PLC observations.</p> <p>Think Tank opportunities for teachers to share their perspective and ideas.</p> <p>CELDT Results</p> <p>Local Interim Assessments</p>

STRATEGY: Teachers will review research-based strategies for building positive relationships with students. A thorough handbook with rules, protocol and expectations will be made available to all students and staff. Peer Leadership will schedule, plan, and implement multiple teambuilding activities throughout the year. Teachers will create safe learning environments where it is harder to fail than to be successful. The prevention coordinator will monitor our struggling learners to ensure that their physical, social, and emotional needs are met in such a way that allows them to access their education. Student accountability for job related skills, such as: punctuality, attendance, work completion, and professionalism will also be emphasized. Teachers will participate in professional learning days and professional learning community Fridays in order to better understand the “How” and “Why” of the CCSS as well as the “What.” The focus on critical thinking, creativity, collaboration, and critical thinking will be embedded in all professional development. Teachers leaders will be allowed to attend workshops and in-services with the expectation of coming back to share their learning with the rest of the staff. Monthly meetings will be held with Instructional Assistants and SCIA in an effort to provide them with valuable professional development as well.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
August 2014 All teachers will be certified to teach in their content area and for the students who they teach	Human Resources	EdJoin applications will state that CLAD and Single subject credentials are required	No additional cost
Create and maintain a positive school culture	All staff	Relationship building Quality Classroom Management	No Additional Cost
Facilitate effective teaching and learning in every classroom, for every student, every day	All staff	Data Driven Decision Making Effective and Innovative Instructional Strategies (examples: explicit direct instruction, cooperative learning, project-cased learning, simulations,	No Additional Cost

Incorporate many strategies throughout the school to help students feel supported and connected.	Leadership Teacher – Leadership Class	hands-on learning, integrated technology, exploration, etc.) Spirit Weeks, Bully Prevention, International Week, Red Ribbon Week, Friday Night Live	PTO
Oversee that students have their basic physical needs met in order to benefit from their educational experience.	Prevention Coordinator School Counselor	Partner with County Mental Health to provide counseling support, student development curriculum	PEI
Professional development based upon student results for all students	Principal LC Staff Teacher Leaders	Provide instruction on the strategies to develop and maintain a positive school culture and safe learning environment. Focus on differentiated strategies with higher questioning strategies and tiered assignments to meet the diverse needs of our students.	No Additional Cost
Professional development based upon student results for Special Education Students & At Risk Students	School Psychologist Ed Services	Regular education teachers benefit from staff development in designing a differentiated curriculum based on site needs and student instructional, developmental, and emotional levels.	CalSTAT
Professional development will be based upon student results for economically disadvantaged students	Principal Ed Services	Updates on disabilities such as bipolar, ADHD, and Autism. Behavioral strategy training is provided for paraprofessionals for disability awareness, behavioral strategies, differentiating curriculum and motivational strategies.	No Additional Cost
Staff, parents, and community will be involved in school programs for economically Disadvantaged students	SSC PTO Principal All Staff Leadership	Understanding the needs of students living in poverty. The needs for academic vocabulary, problem solving, planning, and organization.	No Additional Cost
Integrate incentives and positive reinforcement into the school system.	Principal Family Advocate Prevention Coordinator Counselor	PTO Events Special Programs Awards Assemblies Family Support Team Meetings Field and Fitness Day Volunteerism Information Nights iNews to parents providing information about events, schedules, etc... School Site Council Staff provided with data regarding the progress of our students living in poverty.	PTO School Fundraising
Provide access to resources in order to eliminate social, emotional, physical, and behavioral barriers.	Principal School Counselor Prevention	Family advocate and prevention coordinator connect families with resources in the community in order to facilitate academic progress (food	PEI

	Coordinator Family Advocate	distribution, medical services, clothing, transportation, etc...)	
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LEA GOAL 5: Increased Graduation Rates & Decreased Dropout Rates

- 1c. The Common Core State Standards will be implemented at all grade levels.
- 1d. All schools and subgroups will meet or exceed state and federal accountability targets.
- 1f. Students and staff will work in an environment that values respect, diversity, integrity, communication, and accountability.

School Goal: All students will feel connected to their school through relationship building, school activities, and other necessary supports. Likewise, all students will be college, career, and community ready through the implementation of 21st Century Skills, positive behavioral support systems, and quality teaching and learning in every classroom, for every student, every day.

School Focus: All Teachers will Implement Effective and Innovative Instructional Strategies that Promotes Success in the 21st Century (**communication, collaboration, critical thinking, and creativity**).

LCAP Priorities: **6--School Climate:** student suspension, expulsion rates & student participation in school clubs and activities. **5 – Student Engagement** – school attendance rates, chronic absenteeism rates, and middle school dropout rates (MIA students). **2 – Implementation of Common Core State Standards** – Student engaged in critical thinking, collaboration, creativity, and communication will be less likely to drop out of school. **7 -- Course Access:** student access & enrollment in all required areas of study.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
School club and sport participation Elective survey Suspensions/expulsions Interventions prior to Suspensions Absenteeism <ul style="list-style-type: none"> • Excused • Unexcused SARB Process Referrals MIA Data Expulsion Data Promotion Data CELDT	Each year, over the past 4 years, there has been one expulsion per year. Attendance has stayed between 95-96%.	We will continue to monitor attendance and MIA students. We will continue to watch discipline data and identify those students not eligible to participate in promotion. We will evaluate progress by looking at multiple data, including but not limited to: classroom observation, attendance, work completion, student interviews, referrals, D & F list, and overall academic performance. Monitor foster students in particular.

STRATEGY: We will maintain support classes to help with student’s academic issues. We will continue with Home Room in an effort for students to feel connected with an adult on campus. We will help students establish personal goals for their academic growth, study skills, and personal growth. We will monitor student’s attendance through the FST process, looking for ways to support families in getting their children to school. We will continue to provide professional development so teachers know how to utilize strategies that truly engage students in the learning. Lastly, we will continue looking for alternatives to a traditional education in order to support all students and their diverse needs.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
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Schedule Home Room	Principal	Home Room teachers will support the academic needs of their students	No Additional Cost
Pull MIA data quarterly	Attendance Clerk Principal	Staff will monitor all students who have left AJHS to ensure they enroll at another school	No Additional Cost
Schedule FSTs for students with attendance concerns.	Prevention Coordinator Attendance Clerk Principal	All students receiving their 2 nd attendance letter will have an FST scheduled.	No Additional Cost
Provide professional development for teachers in the areas of engagement strategies and relationship building.	Principal Ed Services ELD Teacher	PLC will be used to support teacher learning.	No Additional Cost
Work with families to establish alternative schedules that meet student needs.	LC Teachers School Psychologist Counselor Prevention Coordinator Principal	Modifications will be made on a case-by-case basis in order to support student diverse learning needs.	No Additional Cost
Provide students opportunities to explore a number of different careers.	All Staff	Invite colleges and people in different professions to speak during the school year.	No Additional Cost
Motivational Speaker promoting education and setting career goals.	Principal Counselor Prevention Coordinator	Once a year assembly.	Not to exceed \$2500
Motivate students to become college and career ready by connecting with their Homeroom teacher	All Teachers	Students will be assigned a Homeroom teacher to meet with weekly/All year	No Additional Cost
Provide Professional development for Teachers related to CCSS and College Readiness Anchor Standards	Principal Teacher Leaders Ed Services	Continue to present teachers with CCSS information during PLC. Professional development during Professional Learning Days (twice annually)	No Additional Cost to the Site
Prepare student for college and career in the 21 st Century	All Staff	Integrate frequent opportunities for students to practice communication, collaboration, critical thinking, creativity, and the use of technology all year long in every class.	No additional cost to the Site... Technology has already been provided.
Provide student opportunities to explore different careers and different college programs	School Counselor Teachers Principal	Students research different careers using technology, books and guest speakers. The counselor will visit each history class to discuss college and career. There will be a display placed in the cafeteria to highlight a different college each month.	\$700 for Display Cabinet

LEA Goal 6: -- Parent & Community Participation

1.b – Information regarding the Common Core State Standards and the District’s implementation process will be shared with all stakeholders.

School Goal: Maximize parent participation and community partnerships in order to meet the physical, social, emotional, language, and academic needs of all our students.

School Focus: AJHS will work to develop and maintain relationships with parents and local non-profits in order to provide the necessary resources for students to benefit from their educational experience. The goal is to remove physical, social, emotional, behavioral, language, and educational barriers. Provide specific opportunities for EL and foster parents to be engaged in the school.

LCAP Priority: 4 -- Parental Involvement-- Efforts to seek parent input, promotion of parental participation.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Family Advocate Referrals FST Notes Attendance Grades Counseling Referrals Food Distribution Data Assistance League Data for Clothing students SAFE referrals	There has been a significant increase in the number of students living in poverty at AJHS. There has also been an increase in the number of students needing counseling services on and off campus. There is a decrease in the number of suspension. There is an increase in the number of FSTs held each year. AJHS is maintaining strong partnerships with the LINK, the Paso Robles Food Bank, The Assistance League (Sue’s Stars), and County Mental Health and Drug and Alcohol Services. The PEI program is being extended to support junior high school aged children for another year.	Attendance data FST follow-up meetings Grade checks Discipline records Parent Surveys Student Surveys Tracking parent participation through sign-in sheets.

STRATEGY: We will incorporate many activities throughout the year that allow parents to participate in their child’s education (ex. Athletic events, assemblies, field trips, parent nights, etc.). We will look for new ways to bring parents to school as partners for education (ex. Author fairs, job fairs, classroom volunteers, Saints Block helpers, Registration Day, etc.) We will maintain strong lines of communication with parents through technology (ex. Improved/interactive website, homework link, Aeries, phone calls, iNews, etc.) We will continue to encourage participation in school-based parent organizations (ex. PTO, ELAC, and SSC). Finally, we will support the physical needs of student by providing resources and community connections for our families (ex. The LINK, Food Bank, Assistance League, Lion’s Club, etc.)

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Integrate incentives and positive reinforcement into the school system.	School Site Council PTO Principal Certificated Staff Classified Staff Leadership Class	PTO Events Special Programs Awards Assemblies Family Support Team Meetings Field and Fitness Day Volunteerism (classroom, Saints Block, Career Day, etc.) Information Nights iNews to parents providing information	\$150 per Assembly period X 4 = \$600

<p>Keep parents informed through iNews, PTO newsletters, e-mails, conferences, phone messages, website, and FSTs, and fliers.</p> <p>Special events, field trips, assemblies, and performances</p> <p>Maintain Partnerships with community non-profit organizations in order to provide needed services to families that help remove barriers.</p>	<p>Principal PTO President AJHS Teachers Web-Master Site Secretary</p> <p>AJHS Staff</p> <p>Prevention Coordinator Principal Counselor</p>	<p>about events, schedules, etc... School Site Council Activities on Registration Day</p> <p>In an effort to keep students and parent informed, there will be multiple strategies used to provide information to parents and students. Conference week will be utilized at every grade-level at least once per year.</p> <p>Parents will be encouraged and assisted in the process of becoming volunteers at our site. Additionally, parents will be given the Megan's Law paperwork in the first day packet in order to allow them to attend special events and programs.</p> <p>AJHS will continue to work closely with the LINK, Assistance League, Elks, Rotary, Food Bank, and other local organizations in order to help students and families thrive in their school and community.</p>	<p>Flex period for iNews, Webmaster, and Communications Coordinator.</p> <p>Cost of printing forms: \$200</p> <p>No Additional cost</p>
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LEA Goal 7: Safe Schools: The District will provide a safe environment for all students and employees and volunteers

1.f. – Students and staff will work in an environment that values respect, diversity, integrity, communication, and accountability.

School Goal: All Students will be educated in a safe, nurturing, supportive, and healthy learning environment. By June 2014 the number of suspensions will decrease by 10%, the percent of students feeling safe at school will exceed the current 90%, and the academic and behavioral systems in place will benefit 100% of the students. Atascadero Junior High School will increase its Average Daily Attendance to 96%. Additionally, students will learn in an environment that is physically safe.

School Focus: AJHS staff will work to develop positive and mutually respectful relationships with students, while maintaining a safe learning environment for all students and staff. We will also develop systems to facilitate the development of collaboration and communications skills that create good citizens.

LCAP Priority: 3—School Climate- Positive Behavioral Interventions, Suspension/Expulsions, School Connectedness. **5 – Basic Services** -- facilities in good repair.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Disaggregated Discipline Data Attendance Data Annual Facilities Inspections IEP/BSP/BIP plans and implementation Healthy Kids Survey Data	Reduction in Suspensions Reduction in classroom disruptions. Stable Attendance (~ 95%) Facilities need modernization IEPs and BSPs are being implemented and revised effectively Students (91%) feel safe at school.	Monitor: Attendance Discipline Student Surveys Watch academic progress Evaluate modernization.

Strategies: AJHS will continue to utilize the student Leadership class to create engaging activities on campus

that teach kindness, tolerance, and responsibility. Teachers will continue to implement home room in order to connect with a small group of students, all year long, in order to provide them with the support needed to be successful academically and socially. AJHS will continue the process of modernization with monthly Ed Spec meetings. The site will be prepared for the upcoming modernization by creating swing space for the administration and some of our classrooms. We will build in opportunities to celebrate successes, support struggling students, and provide resources for families, as needed. We will continue to focus on Random Acts of Kindness and creating a campus that has No Place for Hate.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Create and maintain positive school culture.	All staff	Home Room - check in with one teacher who oversees overall school experiences (physical, social, emotional, and behavioral) once a week.	No Additional Cost
Behavioral expectations for students accessible in the school handbook provided to all students/staff.	Principal Campus Supervisor AJHS Staff	The staff will participate in monthly safety meetings in order to help us learn the skills necessary to stay safe and keep our students safe.	No Additional Cost
Incorporate monthly safety meetings Conduct monthly safety drills Support social, emotional and physical needs of all students.	Site Safety Coordinator Principal Prevention Coordinator Family Advocate	Monthly drills will be conducted and evaluated for fire, earthquake and intruder safety. Student and families are provided access to clothing, food, counseling, community resources, tutoring, etc... Advocate referrals are made to help with mental health referrals, social services application, insurance issues, housing, transportation, etc...	No Additional Cost PEI LINK Homeless Grant
Incorporate strategies throughout school to help students feel supported and connected.	All Staff	Saints Block Support Classes Full time school counselor Student led lunch/break activities Assemblies - awards/Magnifi-saint International Week Bully Prevention week Field Trips	No more than \$2000 per school year.
Create Efficient Handbook.	Staff Principal's Advisory Team Principal	A detailed explanation of rules, expectations, consequences, etc... is created and published each year in the student planner.	Cost of 775 Handbooks is paid by the PTO equaling \$2500
Integrate incentives and positive reinforcement into the school system.	School Site Council PTO Principal Certificated Staff	PTO Events Special Programs Awards assemblies Family Support Team Meetings	\$2000 from PTO and Lottery for reinforcements.

Professional development for staff	Classified Staff Leadership class Principal Ed Services	Field and Fitness Day Volunteerism Information Nights Provide instruction on the strategies to develop and maintain a positive school culture and safe learning environment. Focus on differentiated strategies and tiered assignments to meet the diverse needs of our students.	No Additional Cost
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