



The Single Plan for Student Achievement

Las Lomas Elementary

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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California Education Code sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the Single Plan for Student Achievement.

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

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Approved On: The District Governing Board approved this plan on October 8, 2014

Background Information

The 2014-2015 Single Plan for Student Achievement (SPSA) is designed to directly link school actions with Las Lomas Elementary School District Strategic Plan Directions and Governing Board Goals. As a primary school, our emphasis is on teaching foundational skills in language arts and mathematics. This SPSA addresses the needs of English Learners, low socio-economic students and those with special needs by incorporating them into the action plan, *Meeting the Needs of all Students*.

For the past five years, the faculty and administration have investigated ways to improve school climate, and particularly student social and emotional learning. Since 2010 significant steps have been taken to improve school climate:

- School climate committee established
- Improvements and enhancements to playgrounds (new play structures, striping, sandbox) completed
- Lunch schedule reconfigured to reduce the number of students on the playground
- Expanded opportunities for imaginative play in Quiet Zone (1st-3rd)
- Social/emotional skills curricula researched, piloted and implemented in classrooms
- School-wide behavior plans and discipline protocols clarified and implemented

Therefore, a specific action plan on School Climate and Environment reflects our continued effort to improve in this area.

This plan also includes an action plan for Science. In order to provide more optimal space and resources for science instruction, the teachers and administration collaborated with the parent community in 2012-2013 to design a Science Engineering Education Resource Initiative. This Initiative will provide resources district-wide. This SPSA defines the actions that are planned specifically for our school site.

Included with this SPSA is the District's Strategic Plan and School Accountability Report Card to provide additional information and data.

Analysis of Current Instructional Practice

Las Lomas faculty, staff and administrators fully support student learning in general education classrooms. Support services and interventions are provided by specialists to identified students with additional needs. These specialists and intervention programs include:

- Student Success Team
- Reading Recovery
- Small Group Reading
- Math Lab

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- English Language Development Lab
- Bilingual translators
- Counselor
- Resource Program
- Speech and Language Therapy
- Behavior Management
- Strategies Classes
- Physical Therapy
- Occupational Therapy
- Psychologist
- Adaptive Physical Education
- New Games
- Lion's Lunch & Cub's Club
- Homework Club
- Summer School

Data is collected on a regular basis to determine student achievement and identify those not meeting, or at risk of not meeting benchmarks. Teachers, specialists and administrators review the data at least three times a year to determine what additional interventions may be necessary, as well as which instructional practices are most effective. Teachers analyze student progress on a regular basis. Classroom assessments include, but are not limited to, textbook chapter tests, writing samples, weekly quizzes, projects and anecdotal records/observations. School-wide data analysis is derived from:

- Developmental Reading Assessment
- Developmental Writing Assessment and Writing Workshop Rubrics
- Marie Clay's Observation Survey
- Math Cadre Test
- California English Language Development Test
- Student Success Team Summaries
- Special Education evaluations

Teachers, administrators and other staff members participate in site staff development activities provided by the Literacy Collaborative, Math Cadre, and English Language Development teacher. Teachers also attend conferences, trainings and workshops, aligned with their professional goals, to update and enhance their professional skills. Wednesday afternoons are set aside for regularly scheduled grade level articulation meetings, staff or district inservices, faculty meetings, district-wide curriculum planning meetings, and School Site Council meetings.

Literacy and Mathematics are our areas of emphasis. We have two classroom teachers who serve as literacy coaches who were trained through the Ohio State University Literacy Collaborative who coach and critique

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colleagues in the area of literacy. Teachers lead and attend Focus Group meetings in literacy areas of particular interest. Coaches provide inservice to faculty members in best-teaching practices. We also have a Math Cadre Coordinator who attends ongoing training in Primary Mathematics, our adopted math program. This teacher provides school-wide and grade level support through inservices, one-to-one coaching and demonstration lessons. She coordinates professional development sessions with outside providers for site and district-wide staff. She facilitates articulation across the grades, and provides annual parent education sessions about the Primary Math program.

Our writing program was a focus for 2013-2014 professional development. Three teachers and both administrators attended the summer Writing Institutes at the Teachers College in New York. All classroom teachers attended workshops led by a writing consultant to provide more learning opportunities to enhance our writing curriculum and align writing instruction across grades using the Common Core Standards as a foundation. Summer 2014 professional development will continue to focus on writing: Five more teachers will attend the summer writing Institute at the Teachers College in New York; almost all Las Lomas teachers will attend a four-day Home Grown Writing Institute on our campus led by instructors from the Teachers College Reading and Writing Project.

The counselor and a school-based staff developer provide professional development training in the area of social-emotional learning. They model lessons, lead class discussions and work closely with teachers about individual student needs. They also provide or arrange for parent education events. We will continue to enhance the Science Resource Center on our campus.

Each of our curricular areas is carefully aligned with adopted standards. The faculty reviewed and aligned instruction to meet the California Common Core State Standards in Reading/Language Arts and Math. Instructional materials are selected from state approved series and supplemented by research-based materials that effectively aid students to achieve at high levels. The Las Lomas School District places a high priority on providing teachers and students with the necessary materials for teaching and learning. In addition to state textbooks, we use other resource materials, supplementary curricular materials, and hands-on materials for math and science instruction. A well-organized book room houses leveled readers which teachers use to individualize reading instruction. English learners use the Hampton Brown series for specific English Language Development instruction. All students are assigned to regular classrooms and are carefully placed to create a class balanced by gender, special needs and academic achievement levels.

Funding Resource Included in this Plan:

The Local Control Funding Formula (LCFF) was adopted by the State Legislature in 2013. This new formula eliminates all prior categorical funding reflected in prior Single Plans for Student Achievement. When the district's LCFF budget is approved it will be accompanied by a Local Control Accountability Plan (LCAP) that identifies financial goals and priorities for the 2014-15, 2015-16 and 2017-18 school years. All of the action plans in this SPSA are included in the LCAP; therefore, there is not a separate description of funding resources for this plan. All of the programs described in this plan will be funded through the district's General Fund.

Analysis for Future Instructional Practice

The School Site Council, District English Language Advisory Committee members and faculty analyzed the academic performance of all student groups and considered the effectiveness of key elements of the instructional program for students failing to meet designated achievement benchmarks. Over the past several years, there has been a significant increase in student enrollment. Faculty and SSC members recognize that additional staffing is needed to fully meet our goals should funding come available, including:

- Additional 1.0 FTE Reading Recovery/Reading Specialists to meet Reading Recovery guidelines
- Additional 1.0 FTE Math Support Teacher
- Additional .5 FTE Librarian
- Additional .10 FTE Counseling Services

The School Site Council has adopted the following school-site actions aligned with the Local Control Accountability Plan and district Strategic Plan goals, to raise the academic performance of student groups and create a positive school climate.

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Site Council Membership

Education Code Section 64001 (g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the School through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Name	Represents	Contact Info	Reviewed Plan Date
Artis Montague	Parent	650-298-9085	4/23/2014
Laurie Sobel	Parent	650-233-3725	4/23/2014
Nikki Montre	Classroom Teacher	650-854-5900	4/23/2014
Michelle Donecho	Classroom Teacher	650-854-5900	4/23/2014
Kristy Hyes	Classroom Teacher	650-854-5900	4/23/2014
Anna Pong	Classroom Teacher	650-854-5900	4/23/2014
Jung Eun Lee	Parent	312-890-9565	4/23/2014
Sue Sartor	Principal	650-854-5900	4/23/2014
Jennifer Le	Parent	650-704-2510	4/23/2014
Eric Ver Ploeg	Parent	650-233-8222	4/23/2014

	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Number of Members of each Category	1	4		5	

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Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

Approval Date

1. School Site Council Members
2. Plan Review Due Date:
3. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
4. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
5. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan

4/23/14

English Learner Advisory Committee

4/29/14

6. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
7. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
8. Public Notice Due Date:
9. District Governing Board Annual Review Due Date:
10. This School Plan was adopted by the School Site Council at a public meeting on:
11. Attested by School Principal:
12. Attested by School Site Council Chairperson:

June 11, 2014
June 18, 2014
June 3, 2014
June 3, 2014
June 3, 2014

Sue Sartor

Typed name of school principal

Signature of school principal

Date

Artis Montague

Typed name of SSC chairperson

Signature of SSC chairperson

Date

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LANGUAGE ARTS ACTION PLAN 2014-2015

DISTRICT STRATEGIC PLAN DIRECTIONS

- #1 Prepare our students to thrive in a globally competitive environment using a rigorous curriculum and innovative learning methods.
- #2 Create a dynamic environment to support learning.
- #4 Foster a culture that supports professional learning and continuous growth to ensure high quality teaching.

Supporting Action Steps	Person(s)/Team Responsible	Timeline – including checkpoints
1. Continue Literacy Collaborative classes (45 hours) and Focus Groups (Directions 1A and 4D)	Literacy Coaches Teacher Group Leaders	Sep. Plan w/Principal Oct. Begin classes Mar. Report to Principal
2. Provide professional development to implement a writing program to align w/CCSS (Directions 1A and 4D)	Principal Classroom Teachers	Aug. Training Ongoing training Apr. Evaluate
3. Provide training and collaboration time to align curriculum and instruction to the California Common Core Standards (Direction 1A)	Principal Classroom Teachers	Sep. Survey status Oct. PDD collaboration & ongoing training June Survey status
4. Increase Reading Recovery personnel to meet full implementation level (Directions 2A)	Principal	Aug. New personnel in place
5. Align report card to CCSS (Direction 1A)	Curriculum & Instruction Director Teachers	Sept. Establish district committee Mar. Provide draft report card

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Expected Outcomes:

1. Increase number of students meeting reading benchmarks by Spring 2015
2. Increase number of students meeting grade-level writing standards by Spring 2015

Means of Assessment and Evaluation:

1. Developmental Reading Assessment (DRA) data collection at each trimester
2. Report card summary of students meeting writing standards
3. Anchor papers for writing assessment
3. Faculty and grade level meeting minutes
4. Evaluations following PDD and other training sessions

Assessment and Reflection on Progress

The majority of professional development this year was focused on learning more about the California Common Core State Standard, particularly in writing. Teachers will continue this focus next year as we fully implement the standards in the 2014-2015 school year. Parent Education will continue to be needed to explain the Standards and new assessment systems.

The Teachers' College Reading & Writing Institute was selected for in-depth teacher training to provide systematic writing instruction that is aligned across the grades. Much of our professional development this year was focused on this writing model.

Outcome #1

March 2014 data was collected to use as a baseline for this expected outcome. This is the first year data was reported in the SPSA. We used grade level benchmark data, not data from standardized assessments. All student sub-groups are included in the data. Data shows that an average of 86% of all students at grades K-3 met reading benchmarks. The district is adopting *the Illuminate Data Assessment and Management System*, which will provide us a way to look at longitudinal student progress.

Outcome #2

March 2014 data was collected to use as a baseline for this expected outcome. Data shows that an average of 81% of all students at grades met writing benchmarks. All classroom teachers attended workshops in the Lucy Calkin's Writing Workshop model led by a writing consultant over the course of this year to enhance the writing curriculum and align instruction across grades. In Summer 2014 five more teachers will attend the summer Writing Institute at the Teachers College in New York and almost all Las Lomas teachers will attend a four-day Home Grown Writing Institute on our campus led by instructors from the Teachers College Reading and Writing Project.

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MATH ACTION PLAN 2013-2014

DISTRICT STRATEGIC PLAN DIRECTIONS

- #1 Prepare our students to thrive in a globally competitive environment using a rigorous curriculum and innovative learning methods.
- #2 Create a dynamic environment to support learning.
- #4 Foster a culture that supports professional learning and continuous growth to ensure high quality teaching.

Supporting Action Steps	Person(s)/Team Responsible	Timeline – including checkpoints
1. Offer Professional Development in Mathematics with Math Focus groups (Direction 4B and 4D)	Principal Math Cadre Coordinator Director of Curriculum & Instruction	Sep. Survey needs Oct. Establish groups April Evaluate
2. Provide release time for Math Coordinator to collaborate with and support teachers in math instruction. (Direction 4B and 4D)	Math Cadre Coordinator Teachers	Sep. Determine Needs May Evaluate
3. Credentialed Teacher(s) and Paraeducator to provide Math Lab intervention for targeted students K-3 (Direction 2A)	Principal Math Lab Teacher Math Lab Paraprofessional	Sep. Assess/Place students Nov/Mar. Status report May Evaluate
4. Provide collaboration time for teachers to plan and improve expertise in mathematics instruction and assessment (Direction 2A and 4B)	Principal Math Cadre Coordinator Teachers	Sep. Status Report May. Evaluate
5. Align report card to CCSS (Direction 1A)	Curriculum & Instruction Director Teachers	Sept. Establish district committee Mar. Provide draft report card
6. Pilot and select new Math textbooks aligned with CCSS. Provide professional development to implement new curriculum. (Direction 1A)	Curriculum & Instruction Director Teachers	Sept. Grade-level reps pilot materials Mar. Recommendation Report May Purchase new textbooks for 2015-16 June/Sept Professional development events

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Expected Outcomes:

1. Increased number of students meeting Math Cadre benchmarks by Spring 2015
2. Full implementation of Math Cadre Assessment by June 2013
3. Pilot and selection of new math textbooks and curriculum by June 2015
4. Revised report cards aligned with CCSS by June 2015

Means of Assessment and Evaluation:

1. Math assessment data (chapter tests, report cards, Math Cadre)
2. Faculty and grade level meeting minutes
3. Math Lab annual data report

Assessment and Reflection on Progress

The majority of professional development this year was focused on learning more about the California Common Core State Standards. Parent Education was provided by district staff to explain the Standards and new assessment systems. Outcomes #3 and #4 are new; time will be dedicated in 2014-2015 to select a new math textbook and align our report cards with CCSS.

Four teachers and one site administrator participated in CCSS Math Collaborative Grant with other faculty from districts within our high-school district boundaries. This group received training in math instruction and created units of study for site use. Seven Las Lomas teachers and a site administrator participated in the district Math Cadre. Cadre representatives and other teachers evaluated new math materials for adoption that will be piloted at each grade level next year.

The faculty wants to provide on-site professional development opportunities using a Focus Group model. The District Director of Curriculum and Instruction provided information to help us organize this model. We intend to provide this in the 2014-2015 school year.

Outcome #1

March 2014 data was collected to use as a baseline for this expected outcome. This is the first year data was reported in the SPSA. We used grade level benchmark data, not data from standardized assessments. All student sub-groups are included in the data. Data shows that an average of 81% of all students in grades K-3 met math benchmarks. The district is adopting the *Illuminate Data Assessment and Management System*, which will provide us a way to look at longitudinal student progress in the future. Third grade teachers provided MARS Tasks to prepare students for CCSS instruction and new standards-based assessments.

Outcome #2

Teachers worked in grade level and vertical teams to complete the Math Cadre Assessment so it is aligned with Math CCSS and the Primary Math Program. The assessment was implemented this year and will provide baseline data for us. Information from this year's implementation will result in minor refinements of the test for the next school year. It will be necessary to align this assessment, or adopt a new assessment when a decision is made about new math textbooks and curriculum for 2015-16.

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SCHOOL CLIMATE and ENVIRONMENT ACTION PLAN 2014-2015

DISTRICT STRATEGIC PLAN DIRECTIONS

#2 Create a dynamic environment to support learning.

#3 Prepare students to be resilient learners and citizens who engage with, and contribute to, their communities.

#4 Foster a culture that supports professional learning and continuous growth to ensure high quality teaching

Supporting Action Steps	Person(s) Responsible	Timeline – including checkpoints
1. Increase Counselor hours on site to support student well-being through small group, in-class, individualized, and parent/family instruction (Directions 2D, 3B and 3D)	Principal Counselor	Sep. Survey needs Nov. Establish groups April Evaluate
2. Offer training and support to implement school-wide social skills curriculum <i>Second Step</i> in all classrooms K-3; <i>Rainbow Kids</i> Program at K (Directions 2A, 3A, 3B, 3C and 4D)	Principal Teachers Counselor Support Staff	Sep. Status report May Status report
3. Increase Parent Education about social skill Development. (Directions 2A and 2D)	Counselor	Oct-April Provide information/events May Evaluate
4. Implement Peaceful Playground lessons, games, and equipment; train faculty and staff. (Direction 3A, 3B, 3C and 3D)	PE Teachers Classroom Teachers	Ongoing

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Expected Outcomes:

1. Decrease in discipline referrals to Principal/Assistant Principal
2. All classrooms implementing social skills curriculum
3. Increase in number of parents attending education events

Means of Assessment and Evaluation:

1. Number of parents attending education events
2. Discipline referral data
3. Number of classrooms reporting regular instruction using social skills curriculum
4. Annual summary of counseling services provided

Assessment and Reflection on Progress

This was the second year of full-implementation using the *Second Step* social skills curriculum. The Principal continued to read Principal Book Club Books that focus on building a positive school climate to all classes.

Outcome #1

Discipline referrals to the Principal/Assistant Principal decreased by 34% from 2011-2012 to 2012 and 40% from 2012-2013 to 2014. (101 referrals in 2011-2013; 67 in 2012-2013 and 40 in 2013-2014). The school-wide behavior matrix was introduced to students at an assembly at the start of the year. Ribbons are awarded to students exhibiting positive behaviors during the lunch period. A school-wide discipline protocol was introduced and implemented with clear expectations and consequences. We continued our K Buddy program in the library, *New Games* for identified students, K Playground Buddies and Peaceful Playground games to provide opportunities for students to strengthen social skills and contribute to positive relations among classmates.

Outcome #2

This outcome was met. All classrooms are implementing a social skills curriculum. The Counselor modeled lessons in 4 classrooms. We continue to teach and use *Rainbow Kids* and *Talk-it-Out* conflict resolution programs in addition to the social skills curriculum. The counselor provided small group instruction in building friendships for referred students.

Outcome #3

A parent survey was distributed to determine interest and preferences regarding parent education opportunities. The results will be reviewed by faculty to plan for 2014-2015.

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DISTRICT STRATEGIC PLAN DIRECTIONS

- #1 Prepare our students to thrive in a globally competitive environment using a rigorous curriculum and innovative learning methods
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- #4 Foster a culture that supports professional learning and continuous growth to ensure high quality teaching.

Supporting Action Steps	Person(s) Responsible	Timeline – including checkpoints
1. Science Resource Center (SRC) equipped with technology, equipment and furnishings, non-fiction books, written resources, software, apps, tablets and consumable supplies available for all classes. (Directions 1A, 1C, 1D, 1F, 2A, and 2C)	Principal Science Committee Members	August - April: purchase May Evaluate
2. Guest speakers available to enrich science instruction. (Directions 1A, 1E, 2A, 2C, 3D, and 4C)	Teachers Parents/Community	Ongoing
3. Professional development opportunities available to increase expertise in and knowledge of science curriculum, Next Generation Science Standards and instructional strategies including FOSS. (Directions 4B and 4D)	Principal Classroom Teachers	Ongoing
4. Provide “Scientist-in-Residence” to maintain SRC materials and assist teachers. (Direction 2A)	Principal Classroom Teachers	Sept – determine need/role Jan – set up with volunteer(s) May - evaluate

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Expected Outcomes:

1. Grade-level teams to determine best use of SRC
2. Establish Science Committee to coordinate use and maintenance of SRC
3. Science Committee to create schedule to maximize access to Science Resource Center
4. Increase number of teachers trained in F.O.S.S. curriculum
5. Increase number of classes/students participating in Science Wonders

Means of Assessment and Evaluation:

1. Science Committee meeting minutes
2. Grade level meeting minutes
3. Number of classes using SRC
4. Number of teachers attending F.O.S.S. training
5. Number of classes/students participating in Science Wonders

Assessment and Reflection on Progress

2013-2014 was the first full year having a Science Resource Center on campus.

Outcomes #1, #2 and #3

These outcomes were met. The Science Committee surveyed needs and purchased materials. In 2013-14 Science Committee members coordinated a schedule so all classes have access. Physical Education teachers used the SRC to support their instruction in health, safety and physiology. In addition to classroom lessons, many classes used the SRC in 2013-2014 for small assembly presentations by outside groups on sea life, matter and electricity.

Outcome #4

This outcome was met. Ten (10) teachers attended FOSS training during the 2013 summer break. Updated FOSS kits were purchased to keep in the SRC as a resource for grade level teams.

Outcome #5

77 students participated in Science Wonders in 2014. This is a decline from 110 participants last year. Although the number of participants was lower, the event was well attended by students who did not enter a project. It remains a popular event for students and parents.

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MEETING the NEEDS of ALL STUDENTS ACTION PLAN 2014-2015

DISTRICT STRATEGIC PLAN DIRECTIONS

- #1 Prepare our students to thrive in a globally competitive environment using a rigorous curriculum and innovative learning methods
- #2 Create a dynamic environment to support learning.
- #3 Prepare students to be resilient learners and citizens who engage with, and contribute to, their communities.
- #4 Foster a culture that supports professional learning and continuous growth to ensure high quality teaching.

Supporting Action Steps	Person(s) Responsible	Timeline – including checkpoints
1. ELD Teacher to provide supplementary instruction in the Language Lab. Increase paraeducator support particularly for annual assessments. (Directions 1A, 2A, 2C, 2D, and 3C)	Principal Classroom Teachers ELD Teacher Paraeducators	Ongoing
2. Math Lab teacher and paraeducator provide lessons to identified kindergarten students, particularly those who are socio-economically disadvantaged. (Directions 1A, 2A and 3D)	Principal Math Lab Teacher Math Lab Paraeducator	Ongoing
3. Increase the number of Reading specialists to provide intervention for reading support (Reading Recovery and Small groups) in grades K-3 (Direction 2A)	Principal Reading Specialists	Ongoing
4. Offer professional development opportunities to increase expertise in and knowledge of curriculum, instructional strategies and technology for English learners and those with learning disabilities. (Directions 1C, 1F, 4B and 4D)	Principal Classroom Teachers Special Education Staff Teachers Director of Curr. & Inst.	Sep. Survey needs Oct-April Provide information/workshops May Evaluate
5. Offer resources to staff regarding special education referrals, assessments and curriculum modifications/accommodations for SpEd & full-inclusion students (Directions 2A, 4B and 4D)	Principal Special Education Teachers	Sep. Survey needs Oct-April Provide information/workshops May Evaluate

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<p>6. Training is available to specialist and classroom teachers in teaching reading comprehension and writing composition to students with ASD's. (Directions 4B, 4C and 4D)</p>	<p>Special Education Teachers</p>	<p>Sep. Survey needs Oct-April Provide information/workshops May Evaluate</p>
<p>7. Expand iPad pilot to increase number of students using 1:1 technology devices as a new way to engage in learning in the library and classroom settings. Provide training for all faculty and staff in appropriate uses of these devices in K-3 classrooms. (Direction 2A, 2C, and 2F)</p>	<p>Principal Classroom Teachers</p>	<p>Sep. Training May Evaluate</p>

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Expected Outcomes:

1. Increase number of English Learners attaining English proficiency and/or redesignation as proficient
2. Increase number of Tinsley kindergarten students meeting math benchmarks
3. Increase knowledge and expertise of teachers to meet EL and/or special education student needs
4. Increase number of 1:1 technology devices used in the classroom

Means of Assessment and Evaluation:

1. ELD data analysis including CELDT scores and redesignation documents
2. Grade level math data analysis
3. Grade level meeting minutes
4. Number of teachers attending trainings and workshops
5. Faculty meeting minutes

Assessment and Reflection on Progress

Tinsley K math support, ELD Language Lab, Reading Recovery and small-group reading instruction, Math Lab and Special Education programs were provided for identified students. Students with Autism Spectrum Disorder often have the most difficulty in reading comprehension and writing cohesive compositions. Training from district and outside specialists to help teachers support their learning in the general education setting should be offered.

Outcome #1

This outcome was met. Our ELs exceeded federal Annual Measurable Objectives for progress toward language proficiency. The DELAC hosted a second annual Redesignation Celebration for students who met fluent-proficient criteria.

Outcome #2

June 2015 data will be collected to use as a baseline for this expected outcome. The district is adopting *the Illuminate Data Assessment and Management System*, which will provide us a way to look at longitudinal student progress.

Outcome #3

ELD teachers attended the Accountability Institute in December 2013 to learn more about new ELD Common Core Standards. The ELD Team will design a plan to provide information about these new ELD standards to teachers in 2014-2015.

Outcome #4

This outcome was met. All third grade classrooms were provided five iPads to use as classroom centers. Each grade level was provided a set to share among the classes. Training opportunities were offered during the school year. Teachers requested more training in technology for the 2014-2015 school year.