

**SINGLE PLAN FOR STUDENT  
ACHIEVEMENT (SPSA)  
2017-18**

Bay Farm School  
CDS Code: 01-61119-6110779

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This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the school principal.

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# SCHOOL PROFILE

## School Mission and Vision

Bay Farm is committed to being the heart of our community bridging home and school. We provide a collaborative and inclusive environment where everyone values cultural and learning differences.

Students enjoy the pursuit of personal and academic excellence as they become confident and compassionate citizens of our local and global communities.

### Our School as a 21st Century School:

We seek to develop 21<sup>st</sup> Century Citizens that are creative problem solvers and intellectual risk taker, so that they are prepared for a world of the 21<sup>st</sup> century.

Our 21<sup>st</sup> century learning environment is an aligned and synergistic system of systems that:

- Supports professional learning communities that enable educators to collaborate, share best practices, and integrate 21<sup>st</sup> century skills into the classroom practice.
- Enables students to learn in relevant, real world 21<sup>st</sup> century contexts (e.g., through project-based or other applied work).
- Allows equitable access to quality learning tools, technologies, and resources.
- Supports expanded community and international involvement in learning, both face-to-face, and online.

## Executive Summary

- *Your 'story' – briefly describe your students, your community, and how the school serves these groups:* Bay Farm School currently serves approximately 640, K-8 students with an anticipated growth of 30+ students in the 2017-18 school year. The attendance area that feeds the school is considered a medium to high socio-economic group. While the school originally opened as a K-8 school in 1992-93, it never had a full complement of classes, having 7<sup>th</sup> grade for one year and then maintaining a 6<sup>th</sup> grade class for approximately 15 years until the district decided to make Bay Farm a K-5 school. In 2011 Bay Farm School was given the opportunity to submit a plan for Innovative Learning. The District adopted Bay Farm's Innovative Plan for 21<sup>st</sup> Century Learning in which we adopted the 21<sup>st</sup> Century Learning Skills, increased technology, and reinstated the K-8 mode, growing the 6<sup>th</sup> -8<sup>th</sup> grade classes one year at a time. We are currently in our 3<sup>rd</sup> year of having 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades and anticipate that we will be at capacity next year when we have 2 full 6<sup>ths</sup>, 7<sup>ths</sup>, and 8<sup>th</sup> grade classes. We feature the latest innovations in technology in our classrooms and 1 to 1 devices for students use in all our grades. 6<sup>th</sup>-8<sup>th</sup> grade classes have a Bring Your Own Device (BYOD) policy that was adapted from Napa Unified School District's Technology Plan. It has been very successful and we intend to bring BYOD to our 5<sup>th</sup> and possibly or 4<sup>th</sup> grade classes in the 2017-18 school year.
- *Greatest Progress: What progress is the school most proud of and how does it plan to build upon that success?* We are very proud to say that we were awarded the 2016 Green School Ribbon award for the State of California and were also awarded the National Green School Ribbon Award. Our recycling efforts have expanded beyond the school day to all of our evening events as well and we are continually looking for ways to reduce, reuse, and recycle. In our continued partnerships with StopWaste.org, we are now looking into ways to create a more drought tolerant landscape and are hoping to develop one of the front areas in our school this year with a drought tolerant garden that our students will help develop.  
Our Innovative Plan for 21<sup>st</sup> Century Learning is constantly expanding and evolving. We are adding more e-books to our library with the help of our PTA, are constantly updating our technology, and are continuously trying out new software that will help our students achieve at their highest level.

Additionally, our Learning Center is finally coming into its own! After several years of hard work, we are now serving all of our students in what we believe to be the least restrictive environment possible. All students with intensive and strategic needs are part of a general education classroom and receive services in the Learning Center. In addition, as part of our RTI, students who do not currently have an IEP may also receive services in the Learning Center for specific identified needs. They are monitored closely to determine growth and progress. The school also has several other programs for students that are falling behind. We offer before and after school Reading Intervention for students in grade 2-5 through Read Naturally. Students in grade K-2 are provided early reading intervention during the day through SIPPS. We are also providing intervention during the day and after school in grades 3-8 in both Math and Reading through SuccessMaker, an interactive tutorial.

- *Greatest Needs: What steps is the school planning to take to address the areas with the greatest need for improvement?: At this point our greatest need is to continue to find ways to provide intervention while also making sure we have differentiated instruction that will support the continued growth of all students. We have had a difficult time finding personnel to staff our intervention programs and are still seeking individuals to fill some of the positions. Additionally, because of our student population in both size (We anticipate 670 students in 2017-18) and composition (both elementary and middle school.) Bay Farm needs to have additional leadership in the form of more counselor services, and either a vice-principal or teacher leader that could support student needs/events, and leadership at multi-level meetings/events. Current leadership is not able to cover all events if they are concurrent.*
- *Performance Gaps: Where are specific student groups performing significantly below the 'all student' levels? What steps is the school planning to take to address these gaps? Our 3<sup>rd</sup> grade group overall is having the most difficulty. This may be in part due to their lack of proficiency in keyboarding and other associated skills when using a chrome-book. Additionally, teachers will continue to work on writing skills as this was the area where most students (24%) fell below proficiency.. This will be remedied in part by the introduction of regular keyboarding starting in the 3<sup>rd</sup> grade. In Math, 21% of the 3<sup>rd</sup> grade students fell below standard in the area of concepts and procedures: how well do students use the mathematical rules and ideas. Bay Farm offers a variety of services to support students performing below grade level. These include SIPPS to K-2 students that are struggling readers; Read Naturally for 2<sup>nd</sup> -5<sup>th</sup> grade struggling readers; SuccessMaker Afterschool Homework Club to students that are below grade level in Math or ELA; SuccessMaker during the day to students that score below grade level on the SBAC tests and are struggling in class; Finally, our COST and PBIS teams are diligently working to develop not only reward systems, systems to identify students that are struggling and provide appropriate intervention.*
- *Increased or Improved Services: What are the 2-3 most significant ways the school will increase or improve services for low-income, English Learners and Foster youth? In addition to offering SIPPS to our K-2 students and Read Naturally to our 3-5 students, we will be offering SuccessMaker both in the classroom and afterschool to students working below grade level in either ELA, or Math. Additionally, teachers in grades 2-5 will have 3 sub days to provide time to administer the Fountas & Pinnell Reading Assessment to all their student. The information gained from this assessment will be used to level students into guided reading groups within the classroom.*

School Website: [bayfarm.alameda.usd.ca.schoolloop.com](http://bayfarm.alameda.usd.ca.schoolloop.com)

School Accountability Report Card (SARC) link: <http://www.doc-tracking.com/screenshots/Serve/4550/2016/BayFarmElementarySchool.pdf>



# DISTRICTWIDE GOALS

## **Excellence and Equity for ALL Students**

### **Local Control and Accountability Plan (LCAP) Goals**

- Goal 1:** Student Engagement: eliminate barriers to student success and maximize learning time.
- Goal 2:** Support all students in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s).  
Support all English Learners in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s).
- Goal 3:** Family Engagement: support parent/guardian development as knowledgeable partners and effective advocates for student success
- Goal 4:** Basic Services: Ensure that ALL students have access to the required basic services.

### **Instructional Theory of Action**

#### **If we:**

- Implement an effective Multi-Tiered System of Support (MTSS) for academic (RtI) and behavioral (PBIS) instruction and intervention
- Engage parents/guardians as knowledgeable partners and effective advocates for student success
- Provide standards aligned instruction and curricular materials that actively engage students in higher order problem solving and critical thinking
- Eliminate systemic barriers which have historically and actively resulted in inequitable outcomes for students based on race/ethnicity or socioeconomic status

#### **Through the following:**

- Provide a Tier 1 academic program that provides effective first instruction for all students, universal screening, routine diagnostics, and progress monitoring, and data-based referral to appropriate interventions
- Within Tier 1, provide English Learners (ELs) appropriate Designated and Integrated English Language Development (ELD) instruction
- Provide Tier 2 and 3 academic and behavioral interventions that deliver targeted instructional support to students based on identified need
- Develop a welcoming school climate by providing PBIS, systematic behavioral supports, restorative justice, culturally responsive curriculum and instructional strategies
- Provide students with disabilities the Least Restrictive Learning Environment (LRE) possible including, where appropriate, learning centers at K-5 and co-teaching at 6-12
- Provide staff the appropriate training and ongoing support to implement effective instruction and intervention
- Provide parent/guardian education that develops capacity to advocate for student success, navigate the school system, and access resources

#### **We will achieve the following:**

- Students will be prepared for post-secondary success in both college and career
- Students will be prepared to be responsible citizens
- Student outcomes will not be predictable based on race/ethnicity or socioeconomic status

# PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

<b>GOAL 1: Eliminate barriers to student success and maximize learning time</b>	
<b>DISTRICTWIDE</b>	<b>Identified districtwide needs:</b>
	AUSD has a past practice of routinely reviewing both attendance and discipline data. This review has consistently identified the need for districtwide action to improve student outcomes in both areas. In recent years there has been additional focus on the disproportionate outcomes for specific subgroups in AUSD’s exclusionary discipline (including suspension rate). Goals for all sites and students include: <ul style="list-style-type: none"> <li>• Improve student attendance including increase of basic attendance rate and decrease of chronic absenteeism</li> <li>• Decrease class time missed as a result of discipline including reduction of both suspension and expulsion rates</li> <li>• Improve completion rate including reduction of middle and high school drop-out rates and increase of high school graduation rate</li> </ul>
	<b>Metrics used to evaluate progress towards goal:</b>
	<ul style="list-style-type: none"> <li>• Chronic Absenteeism: Percentage of students who have missed 10% or more of school days to date in a given year</li> <li>• Daily Attendance: Percentage of students who have attended 96% or more of school days to date in a given year</li> <li>• Suspension Rate: % of students who have been suspended at any time during the current year in district</li> <li>• Expulsion Rate: Percentage of students who have been expelled during the current year</li> <li>• Student Perception of Safety on Campus: Percentage of students reporting that they feel safe at school via California Healthy Kids Survey (CHKS)</li> <li>• High School Graduation Rate: Percentage of a given 9<sup>th</sup> grade cohort that graduate from high school</li> <li>• Middle School Drop-out Rate: Percentage of a given 6<sup>th</sup> grade cohort that drop-out of middle school</li> <li>• High School Drop-out Rate: Percentage of a given 9<sup>th</sup> grade cohort that drop-out of high school</li> </ul>
	<b>Districtwide actions/services provided to site to reach goal:</b>
<p>To reach this goal, the district provides all a broad range of general supports to sites through the Student Services department. These include direct services in the areas of attendance, discipline, and enrollment, and health services. Additionally, sites receive Health Office Assistant (HOA) staffing based on their enrollment, access to psychologists through the Special Education department, and counseling FTE at the secondary grades (6-12). The district provides services to homeless students/families through the staffing of a position serving under the McKinney-Vento title.</p> <p>In 2009-10, AUSD adopted anti-bullying curricula at the K-5 level. This included Caring School Community (CSC) curriculum at the K-2 level, Steps to Respect curriculum at the 3-5 level, and supplemental literature lessons focusing on the protected classes. Since 2010, AUSD staff, in collaboration with the LGBTQ roundtable, have continued Safe Schools work to identify areas in social studies curricular that support instruction on protected classes and draft/implement policy focused on equity issues. District resources fund collaboration of teacher leaders to come together and collaborate around Safe Schools work.</p> <p>The district’s current Positive Behavior Interventions and Supports (PBIS) initiative is part of a broad, long-term implementation of a Multi-Tiered System of Support (MTSS). School sites are divided into three cohorts, with each cohort at a different stage of implementation. Beginning in 2013-14, cohort A entered PBIS training through the Santa Clara County Office of Education (SCCOE). 2015-16 was the first year of full implementation,</p>	

including services funded through LCFF Supplemental resources. These districtwide actions/services include district coaches, a district PBIS coordinator (.5 FTE), a districtwide mental health provider, and ongoing professional development for site PBIS teams. Funds were also allocated to sites to support Tier 1 implementation (materials, staff hourly, and substitute release), Tier 2 implementation (staff hourly and FTE for enacting Coordination of Services Team (COST), and Tier 3 (staff hourly and FTE for Case Management Services). Effective implementation of PBIS transforms school culture and climate, providing students a school setting in which they can academically and socially thrive.

Our site has provided the following services to support implementation of PBIS:

- Active school-wide PBIS team
- Intervention Team/COST Team
- Site-based professional development
- Development of instruction in explicit behavioral expectations
- School-wide incentives/recognition
- School-wide behavior management system (behavior flow chart, referral system, etc.)
- Zones of Regulation
- Girls Group
- Structured Lunch
- Social groups
- Psych Intern
- Counselor
- Restorative Justice
- Mindfulness
- Lifeskills
- Class meetings/ Community circles
- Lunch Buddies

Sites administer the Tiered Fidelity Inventory (TFI) at least twice a year to assure implementation of Tier 1, 2, and 3 PBIS supports. Each site reports current fidelity, recent progress, and goals by end of year for their current tier of implementation. Our site’s current status on the TFI is 67%

The district has also restored and expanded after-school programs in an effort to provide additional academic and enrichment services to those students in most need. These programs have made after-school programming possible at several Title 1-eligible schools that are not eligible for federally-funded after school programming dollars. Our site is provided the following funds to implement an after-school program:

- \$0

<b>SCH</b>	<b>School goal(s):</b>
	Implement T1, T2 and T3 PBIS elements with fidelity.
	<b>Data used to form school goal(s):</b>



Tiered Fidelity Inventory, T1, T2 and T3
<b>Findings from the data analysis:</b> <i>(Including reflection on progress in same or similar goal(s) from previous year's SPSA)</i>
Our current TFI subscale scores are: T1:  Teams 100 % Implementation 61 % Evaluation 62 %  T2: Teams 25 % Interventions 0 % Evaluation 0 %
<b>How progress toward school goal(s) will be evaluated:</b>
This year we plan to increase our TFI subscale scores by 20% in each subscale area. We will participate in a mid-year TFI in January to track progress as well as an end-of-year TFI to be conducted in May.

<b>GOAL 1: Eliminate barriers to student success and maximize learning time</b>						
Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Students Served	Type	Funding Source	Amount
<b>PROMOTE HIGH ATTENDANCE RATE</b> - SCHOOL HANDBOOK, NEWSLETTERS, LETTERS, ANNOUNCEMENTS, INFORMATION NIGHTS	AUGUST 2017 - JUNE 2018	PRINCIPAL, OFFICE STAFF, TEACHERS, PTA	All	Materials and Supplies	LCFF Base (0001)	\$1000. Postage
<b>MONITOR AND SUPPORT HIGH ATTENDANCE RATE</b> - PARENT CALLS/OUTREACH, LETTERS, SCHOOL NEWS LETTER, MEETINGS, SART/SARB PROCESS	AUGUST 2017 - JUNE 2018	PRINCIPAL, OFFICE STAFF, TEACHERS	All			0

<b>POSITIVE BEHAVIOR INTERVENTION &amp; SUPPORT</b> – PBIS TEAM, SITE PROFESSIONAL DEVELOPMENT TRAINING AND PLANNING, SUPPORT SCHOOL BEHAVIOR EXPECTATIONS, DIGITAL CITIZENSHIP, ANTI-BULLY AND RECESS CONTRACTS,	AUGUST 2017 - JUNE 2018	PBIS RESOURCES	All	Materials and Supplies	LCFF Base (0001)	\$1000.00 PBIS
<b>CHARACTER EDUCATION</b> - CARING SCHOOL COMMUNITY, STEPS TO RESPECT, AUSD PROTECTED CLASSES LITERATURE LESSONS, CITIZENSHIP EDUCATION, LIFESKILL AWARDS, MINDFULNESS, CHARACTER ED ASSEMBLY, PBIS MEETING/ASSEMBLIES	OCTOBER 2017- JUNE 2018	PRINCIPAL, TEACHERS, DISTRICT OFFICE, PTA	All	Professional Services Certificated Hourly	PTA (9046) LCFF Supplemental (0002)	TBD assemblies TBD
<b>BEHAVIOR INTERVENTION SUPPORT</b> – MONTHLY BIT MEETINGS	OCTOBER 2017- MAY 2018	PRINCIPAL, SCHOOL PSYCH & PSYCH INTERN, TEACHERS	All Unduplicated	Certificated Hourly	LCFF Supplemental (0002)	TBD
<b>PSYCHOLOGIST INTERN</b> -- ON-SITE 1:1 AND SMALL GROUP COUNSELING, AND FRIENDSHIP GROUPS	OCTOBER 2017- MAY 2018	PRINCIPAL, SCHOOL PSYCH, COUNSELOR & PSYCH INTERN	All Unduplicated	Certificated Stipend	LCFF Supplemental (0002)	\$7103.00
<b>SERVICE LEARNING &amp; STUDENT LEADERSHIP OPPORTUNITIES</b> - STUDENT LEADERSHIP, LEADERSHIP, GO GREEN RECYCLERS, LUNCH BUDDIES, STUDY BUDDIES, LUNCH BUNCH, SAFETY PATROL	AUGUST 2017 - JUNE 2018	PRINCIPAL TEACHER	All	Materials and Supplies	PTA (9046)	TBD
<b>INCLUSIVE SCHOOL ACTIVITIES AND EVENTS</b> - ANTI-BULLY ASSEMBLIES, WAX MUSEUM, MARKET PLACE, CARNIVAL, ETC.	AUGUST 2017 - JUNE 2018		All	Professional Services	PTA (9046)	TBD
PLANNING TIME FOR TEACHERS TO: CONSTRUCT BALANCED CLASSES,	AUGUST 2017 - JUNE 2018		All	Certificated Subs	LCFF Base (0001)	\$10,200.00

BOOKFAIR SET UP/BREAK DOWN, 1-1 TESTING IN K-5						
PLANNING TIME FOR TEACHERS: PBIS/COST TEAM, LEADERSHIP				Certificated Hourly	LCFF Base (0001)	\$1015.00

## GOAL 2A: Support all students in becoming college and work ready

DISTRICTWIDE	<b>Identified districtwide needs:</b>
	Alameda Unified is committed to the goal of preparing all students for college and work beyond their PreK-12 career. In examining current outcomes for all students and subgroups in UC a-g eligibility and other achievement indicators, there is a clear need to improve overall and targeted programs supporting increased college readiness. <ul style="list-style-type: none"> <li>Improve student achievement on both statewide and local assessments</li> <li>Increase College and Career Readiness</li> </ul>
	<b>Metrics used to evaluate progress towards goal:</b>
	<ul style="list-style-type: none"> <li>Percentage of student meeting/exceeding standards on state achievement test (CAASPP) – <i>including focus on 3<sup>rd</sup> grade reading strand and 8<sup>th</sup> grade math performance</i></li> <li>Percentage of students demonstrating proficiency on Early Literacy Survey (ELS) by end of 1<sup>st</sup> grade</li> <li>Percentage of graduating class completing Career Technical Education (CTE) Pathway</li> <li>Number of students enrolled in a Career Technical Education (CTE) Pathway</li> <li>Percentage of graduating class completing of University of California ‘a-g’ requirements</li> <li>Percentage of 11<sup>th</sup> grade students demonstrating college readiness as measured by Early Assessment Program (EAP)</li> <li>Percentage of Advanced Placement (AP) Exams taken that achieve a passing mark</li> <li>Percentage of students enrolled in an AP course</li> </ul>
	<b>Districtwide actions/services provided to site to reach goal:</b>
<p>The district’s broad allocation of services to sites in support of college and work readiness includes the primary resource of all certificated staffing (FTE varies by site) and core curricula. AUSD recently (2016-17) implemented newly adopted math curricular from K-Algebra II, Statistics, and Calculus and is in the process of adopting K-5 English Language Arts (ELA) curriculum with implementation planned for 2017-18. K-8 science has recently been updated through the implementation of NGSS-aligned science materials (FOSS curriculum). Grades 3-12 ELA is supported by the supplemental curriculum Inquiry by Design. 2016-17 also marked the implementation of new Transitional Kindergarten curriculum and the Full-day Kindergarten program.</p> <p>The district provides a range of supplementary resources and services to increase college and work readiness for all students across sites. These resources/services include, but are not limited to:</p> <ul style="list-style-type: none"> <li>Math Coaching to support implementation of new math curricula and CCSS from Kindergarten through Algebra 1.</li> <li>Professional development and supplemental English Language Arts (ELA) materials through the Inquiry by Design (IBD) curriculum</li> </ul>	

SCHOOLWIS	<ul style="list-style-type: none"> <li>• Next Generation Science Standards (NGSS) implementation support and professional development through the BaySci partnership (affiliated with the Lawrence Hall of Science (LHS)).</li> <li>• Professional Development for teachers of strategic classes via the Strategic Instruction Model (SIM) program</li> <li>• TK-8 Teacher Librarians and Media Center program</li> <li>• Math and reading intervention software at K-5 (SuccessMaker)</li> <li>• Naviance college and work-preparedness tool (software)</li> <li>• Software to enhance K-5 content (Discovery Education license)</li> <li>• Turnitin software to support middle school writing and research</li> <li>• Credit recovery software (Cyberhigh license)</li> <li>• More Starfall and Tumblebook Library digital subscriptions (TK-5)</li> </ul> <p>Bay Farm School also provides the following programs to support student achievement:</p> <ul style="list-style-type: none"> <li>• RAZ Kids, ...online programs</li> <li>• Fountas and Pinnell Assessment and Leveled Library Intervention System</li> <li>• Systematic Instruction in Phonemic Awareness Phonics and Sight Words (SIPPS) (K-1)</li> <li>• Read Naturally (2-6)</li> <li>• Handwriting Without Tears (K-1)</li> <li>• Lucy Calkins' Units of Study, Reader's and Writer's Workshop</li> <li>• SuccessMaker (K-8)</li> </ul> <p>Schools with Board of Education (BOE)-approved magnet or innovative programs also receive additional funding to support implementation of their programs. Our site receives the following resources to implement our magnet/innovative program:</p> <ul style="list-style-type: none"> <li>• \$14,311.00</li> </ul> <p>Schools eligible for Title 1 funds are provided additional resources to increase/improve services for students. These resources include a per pupil allocation to support the site program, proportional funding to implement staff professional development, and (for Program Improvement sites) Alternative Supports funding to provide targeted academic support to socioeconomically-disadvantaged students. Our site receives the following resources to implement Title 1 programming:</p> <ul style="list-style-type: none"> <li>• \$0</li> </ul>
	<b>School goal(s):</b>
	80% or more students will meet or exceed standards as measured by district and state standardized assessments. This is a 3% improvement from last year in ELA and 8% increase in Math.
	<b>Data used to form school goal(s):</b>
CAASPP data District assessments: IAB's, Math Trimester/Benchmark Assessments, DIBELS/F&P, ELS, CST (new state science test for 5 <sup>th</sup> grade next year will be CAST)	

<b>Findings from the data analysis:</b> <i>(Including reflection on progress in same or similar goal(s) from previous year's SPSA)</i>
<p>Summarize your findings about your school's performance data.</p> <ul style="list-style-type: none"> <li>- Our SBAC ELA proficiency scores went up last year by .8% bringing us to 76.6% proficiency</li> <li>- Our SBAC Math scores increased by 6.5% from 2014-15 bringing us to 71% proficiency</li> <li>- Based on the results of the IAB interim assessments which are predictors for the Spring CAASPP testing, it appears that the majority of our students are at Near or Above Proficiency in both the Reading for Information and Listening and interpreting information subtests. All grade levels 3-7 performed slightly better in the Reading for Information subtest indicating that teachers should provide more time in class working at the skill of listening for information and answering questions based on what they've heard</li> </ul>
<b>How progress toward school goal(s) will be evaluated:</b>
Grade level and schoolwide data analysis. Examine cohort data, growth trends, and performance of disaggregated subgroup populations.

Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Students Served	Type	Funding Source	Amount
<b>PROFESSIONAL DEVELOPMENT, PEER OBSERVATION &amp; COLLABORATION</b> FOR CCSS, INTEGRATED AND SYSTEMATIC ELD, MATH, IBD, BAYSCI, UDL, RTI & TECHNOLOGY	AUGUST 2017 - JUNE 2018	District Office Principal Teachers	All	Certificated Hourly	Magnet/Innovative (9500)	\$5019.00
<b>READING AND MATH DIFFERENTIATION</b> (IE: INTEGRATED AND SYSTEMATIC ELD, STRATEGIC LEARNING SUPPORT)	SEPTEMBER 2017 - JUNE 2018	Principal Teachers (2-5)	All	Certificated Subs	LCFF Supplemental (0002)	\$4300.00 ASSISTIVE TECHNOLOGY (SB and updates)
<b>READING AND MATH INTERVENTION</b> (IE: BEFORE/AFTER SCHOOL GROUPS)	OCTOBER 2017- JUNE 2018	Principal Teachers	All	Professional Services	LCFF Supplemental (0002)	\$6020.00 SIPPS
<b>SUCCESSMAKER</b> FOR READING AND MATH INTERVENTION & ACCELERATION (DURING, BEFORE, AND/OR AFTER SCHOOL)	OCTOBER 2017	Principal , Teachers, Paras	All Unduplicated	Classified Hourly	LCFF Supplemental (0002)	\$3020.00 HOMEWORK CLUB
<b>INTEGRATE TECHNOLOGY</b> TO SUPPORT TEACHING FOR COMMON CORE (IE: IPADS, SMARTBOARDS, CHROMEBOOKS, INTERNET, SOFTWARE PROGRAMS & APPS)	SEPTEMBER 2017 - JUNE 2018	Principal, Media Center teacher Librarian	All	Professional Services	Magnet/Innovative (9500)	\$9292.00 Simple K12, Rosetta Stone NewsELA

PROVIDE INSTRUCTIONAL MATERIALS FOR COMMON CORE	SEPTEMBER 2017 - JUNE 2018	Principal, Office Manager	All	Materials and Supplies	LCFF Base (0001)	\$30,009.00

## GOAL 2B: Support English Learners (ELs) in becoming college and work ready

DISTRICTWIDE	<b>Identified districtwide needs:</b>
	A review of districtwide data clearly demonstrates the need for a focused increase of services for English Learners. Alameda Unified is currently focused on systemic change in the delivery of appropriate designated and integrated English Language Development (ELD) instruction at all grade spans. <ul style="list-style-type: none"> <li>• Improve English Learner (EL) Achievement</li> <li>• Implementation of State Standards for English Learners</li> </ul>
	<b>Metrics used to evaluate progress towards goal:</b>
	<ul style="list-style-type: none"> <li>• Annual Measurable Achievement Objective (AMAO) 1: Percentage of students demonstrating annual growth on California English Language Development Test (CELDT) <ul style="list-style-type: none"> <li>○ <i>The California Department of Education (CDE) is transitioning the CELDT to the English Language Proficiency Assessments for California (ELPAC) beginning with pilots in 2016-17 and full implementation in 2017-18.</i></li> </ul> </li> <li>• Annual Measurable Achievement Objective (AMAO) 2: Percentage of ELs scoring proficient on the CELDT</li> <li>• Reclassification: Percentage of ELs moving to Reclassification to Fluent English Proficient (RFEP) status</li> </ul>
	<b>Districtwide actions/services provided to site to reach goal:</b>
	<p>To support implementation of the district’s master plan, a significant amount of professional development in the form of site-based coaching and training series began in late 2014-15 and is ongoing. The training series were initially provided by outside trainers (EL Achieve) and are now delivered by district teachers who have been certified as internal trainers. Coaching FTE is allocated based on the number of English Learners at the site. Coaches support the implementation of Designated and Integrated ELD. The districtwide goal is for all ELs to receive the appropriate amount of daily designated ELD instruction at their appropriate proficiency level and for daily classroom instruction to include the appropriate integrated ELD supports. Our site’s ELD/Literacy coaching allocation is:</p> <ul style="list-style-type: none"> <li>• .05</li> </ul> <p>Our site efforts to improve EL achievement also include:</p> <ul style="list-style-type: none"> <li>• RTI Strategic Learning Groups/ tiered interventions (ie: ELA small reading groups in K-3 include EL instructional groups, 5<sup>th</sup> grade ELD/Writing platooning)</li> <li>• Site training and collaboration for integrated ELD in the classroom: differentiation, scaffolding</li> </ul> <p>Our site receives the following amount of FTE based on our English Learner population:</p> <ul style="list-style-type: none"> <li>• .5</li> </ul>

SCHOOLWIDE	<b>School goal(s):</b>
	67% or more EL students will meet or exceed standards as measured by district and state standardized assessments. (% improvement from last year)
	<b>Data used to form school goal(s):</b>
	AMAO and CELDT data District assessments: IAB's, Math Trimester/Benchmark Assessments, DIBELS/F&P, ELS
	<b>Findings from the data analysis:</b> <i>(Including reflection on progress in same or similar goal(s) from previous year's SPSA)</i>
	Summarize your findings about your school's AMAO, CELDT, Re-designation & performance data. <ul style="list-style-type: none"> <li>- 80% of our EL students fall within the early advanced to advanced stage of language development with 15.8% in the intermediate stage, 11.8 % in the early intermediate stage and 1.3% in the beginning stage of language development.</li> <li>- We were able to re-designate 8 EL students in the fall and an additional 5 just before Spring break</li> <li>- When looking at the overall number of EL students, the majority of students are making progress (40/61 or 66.6%). There is a concern in that it appears some students (14/67 or 20%) are slipping backwards particularly in the 2<sup>nd</sup> grade group (6/9 or 66%). Additionally, there are 7/67 or approximately 10% not making any gains. This may be due to the lack of coaching this year, or the few number of teachers that have been implementing EL Achieve in their classrooms due to lack of training. Many teachers have stated that because the majority of their EL students fall in the intermediate to advanced range, the lessons are too primary and the low numbers of students in their classes makes having the small group sessions work well. We will be implemented guided reading through Fountes and Pinnell benchmark testing as well as CELDT information with leveled groups next year in 2<sup>nd</sup> -5<sup>th</sup> grade. We are allocating teacher sub release days to provide the time needed to teachers to do testing and get this off the ground.</li> </ul>
<b>How progress toward school goal(s) will be evaluated:</b>	
Grade level and schoolwide data analysis. Examine growth trends, and performance of EL population.	

Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Students Served	Type	Funding Source	Amount
ELD COACHING AND SUPPORT FOR INTEGRATED AND SYSTEMATIC ELD IMPLEMENTATION	AUGUST 2017 - JUNE 2018	PRINCIPAL, ELD COACH, TEACHERS	English Learners	DISTRICT PROVIDED .50 FTE Certificated		
PROVIDE BOOKS/ADDITIONAL TEXT FOR ACCESS TO COMMON CORE (IE: LITERATURE, INFORMATIONAL TEXT, ONLINE RESOURCES)	AUGUST 2017 - JUNE 2018	ELD COACH	English Learners	Materials and Supplies	LCFF Supplemental (0002)	\$500.00
AFTERSCHOOL HOMEWORK/SUCCESSMAKER CLUB	AUGUST 2017 - MAY 2018	PRINCIPAL	All Unduplicated	Classified Hourly	LCFF Supplemental (0002)	\$3020.00
TECHNOLOGY LICENSES	AUGUST 2017 - MAY 2018	PRINCIPAL TEACHER LIBRARIAN	All	Professional Services	Magnet/Innovative (9500)	\$9292.00




## GOAL 3: Support parent/guardian development as knowledgeable partners and effective advocates for student success

DISTRICTWIDE	<b>Identified districtwide needs:</b>
	AUSD is committed to engaging the parent/guardian community in partnership to improve outcomes for all students. <ul style="list-style-type: none"> <li>• Improve efforts to seek input from parents/guardians to support informed district/school targeted supports</li> <li>• Improve parent/guardian participation in school, especially in the area of increasing access to college and career readiness resources</li> <li>• Improve early educational opportunities for parents/guardians in which they develop strategies/skills for supporting their student(s) and serving as leaders in the school/district community.</li> </ul>
	<b>Metrics used to evaluate progress towards goal:</b>
	<ul style="list-style-type: none"> <li>• Parent Education: Percentage of Kindergarten students with at least one parent/guardian graduating from School Smarts program</li> <li>• Input: Percentage of parents/guardians completing annual survey</li> <li>• Participation: Percentage of parents/guardians at secondary grades participating in parent/guardian university events</li> </ul>
	<b>Districtwide actions/services provided to site to reach goal:</b>
	<p>The district funds a Family Involvement and Community Engagement (FICE) Coordinator that implements a wide range of actions/services in support of parent/guardian engagement. These include the implementation of the elementary School Smarts program and secondary Parent University program. The School Smarts program invites all incoming Kindergarten parents/guardians to take part in a series of educational workshops that teach strategies for helping their child(ren) and school(s) succeed. (Parents/guardians of students in grades 1-5 can also participate) Our site’s current participation in School Smarts/Parent University is: 14</p> <p>District enrollment includes outreach and support, including translation, to assist families with online enrollment.</p> <p>Our site supports parent/guardian involvement in the following ways:</p> <ul style="list-style-type: none"> <li>School Handbook</li> <li>School marquee and website</li> <li>Auto-dialer calls throughout the school year</li> <li>CAASPP &amp; CELDT test reports mailed home</li> <li>Report Cards three times a year</li> <li>Parent-Teacher Conferences, in the fall and as needed in the spring</li> <li>Translation available for parent meetings</li> <li>Wednesday envelopes /student agendas (returned signed each week)</li> <li>Teacher phone calls and emails</li> <li>Morning Assemblies 5 days per week</li> <li>Homework</li> </ul>

	<p>SST (Student Study Team), IEP (Individualized Education Plans), 504, IIP (Individualized Intervention Plan), and BIT (Behavioral Intervention Team) meetings throughout the year</p> <p>PARI (Promotion, Acceleration, Retention, Intervention) process</p> <p>Fall Back to School, Kindergarten and Middle School Information Nights</p> <p>Weekly PTSA newsletter (the Splash), &amp; Teacher newsletters</p> <p>Monthly school newsletter (The Wave)</p> <p>Student agendas signed by parents</p> <p>Open House</p> <p>ELAC (English Language Advisory Council), monthly meetings</p> <p>SSC (School Site Council), monthly meetings</p> <p>PTA meetings/events, monthly</p> <p>Parent Volunteers: room parent communicators, classroom helpers, lunchroom supervision, chaperones, art docent, reading groups, garden docent</p> <p>ELL (English Language Learner) Parent Survey</p> <p>ELD (English Language Development) Re-designation Ceremony</p> <p>Attendance/SART</p> <p>Awards and Award ceremonies throughout the year</p> <p>The district also supports a Teen Parenting program at the continuation high school, providing access to pregnant or parenting teens districtwide. This program also functions as a Career Technical Education (CTE) pathway.</p>
<b>SCHOOLWIDE</b>	<p><b>School goal(s):</b></p>
	<p>30 parents attend School Smarts program.</p> <p>90% of parents attend Back to School Night (as evidenced by sign-in sheets)</p> <p>98% of parents attend the Fall Parent Conference (as evidenced by teacher meeting attendance)</p> <p>90% of parents join the school PTSA (as evidenced by PTSA sign up monitoring)</p> <p>15% increase in PTSA attendance at monthly meetings (as evidenced by sign-in sheets)</p>
	<p><b>Data used to form school goal(s):</b></p>
	<p>Meeting/event sign-in sheets: BTSN, conferences, PTA, SSC, ELAC, Open House, Volunteer sign ins sheets, school-loop data of usage, online newsletters, Blackboard auto-dialer data</p> <p>Survey data</p>
	<p><b>Findings from the data analysis:</b> <i>(Including reflection on progress in same or similar goal(s) from previous year's SPSA)</i></p>
<p>School Smarts attendance data show... 14 families attended in 2016-17 which is down by nearly ½. The classes were held at Amelia Earhart this last fall which may have been the reason for the lower attendance. School Smarts will be held at Bay Farm next school year so we anticipate an increase in attendance as we have seen in previous years. PTA attendance has been low (an average of less than 20 parents at any given meeting) even with the</p>	

	<p>addition of free babysitting offered. The PTSA president recently held 3 coffee chats (2 with parents and one with teachers) to try and see why attendance and volunteerism is so low. One parent in attendance stated that the coast guard families had withdrawn based on negative remarks towards their members around the new enrollment policies by the district. We are investigating what can be done to repair this once strong relationship. Additionally, some parents have expressed concerns about Bay Farm rules. In response to that staff has begun implementation of PBIS tier one and has just put together a COST team to work on interventions. The school has shared this information with students and staff in both written form, assemblies and staff meeting regular updates. Parents have been informed of these changes in written communication and we are planning to begin sharing changes at PTSA meetings as well. A system to begin analysis of student data (Uh-Ohs, referrals, and Dazzling Dolphins Awards) is in development for implementation in the 2017-18 year. The hope is that we can analyze trends and patterns (i.e. time of day, particular student, location of incident) to begin to develop strategies to reduce these occurrences. Approximately 5000 volunteer hours are logged into our office sign-in from September to March with many parents volunteering in the classroom and during lunch</p>
	<p><b>How progress toward school goal(s) will be evaluated:</b></p>
	<p>Comparison to last year's: School Smart's attendance, Back to School Night/ Open House/Information Nights/ K information Night / PTSA attendance at functions using sign-in sheet data</p>

Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Students Served	Type	Funding Source	Amount
<p><b>PARENT COMMUNICATION – SCHOOL HANDBOOK, MORNING ASSEMBLIES, BACK-TO-SCHOOL NIGHT, PROGRESS REPORTS, PARENT-TEACHER CONFERENCES, CAASPP &amp; CELDT TEST SCORES SENT HOME, SCHOOL-WIDE AND TEACHER PARENT NEWSLETTERS, PHONE CALLS, EMAILS &amp; TRANSLATORS WHEN NEEDED</b></p>	<p>AUGUST 2017 - JUNE 2018</p>	<p>PRINCIPAL, TEACHERS, PARAS, OFFICE STAFF</p>	<p>All</p>	<p>Classified Hourly</p>	<p>LCFF Supplemental (0002)</p>	<p>\$3020.00</p>
<p><b>PARENT EDUCATION OPPORTUNITIES – (IE: SCHOOL SMARTS ACADEMY, BUILDING CONFIDENT CHILDREN CLASS, MIDDLE SCHOOL OPTIONS SYMPOSIUM, K AND MIDDLE SCHOOL INFORMATION NIGHTS AND SCHOOL TOURS)</b></p>	<p>AUGUST 2017- JUNE 2017</p>	<p>PRINCIPAL. TEACHERS, PTSA</p>	<p>All</p>	<p>Certificated Hourly</p>	<p>Magnet/Innovative (9500)</p>	<p>\$5019.00</p>


## GOAL 4: Ensure that all students have access to basic services

<b>DISTRICTWIDE</b>	<b>Identified districtwide needs:</b>
	<p>A review of Alameda’s data in the areas of basic services indicates that, broadly, AUSD is providing students with quality teaching staff, adequate materials, and a safe learning environment. However, it is AUSD’s goal to continuously improve the conditions for learning beyond the minimum standard and the district will continue to strive toward maximizing the quality of basic services.</p> <ul style="list-style-type: none"> <li>• Maintenance of a highly qualified teaching staff</li> <li>• Provision of adequate instructional materials</li> <li>• Maintenance of a safe learning environment</li> </ul>
	<b>Metrics used to evaluate progress towards goal:</b>
	<ul style="list-style-type: none"> <li>• Teacher Qualifications <ul style="list-style-type: none"> <li>○ Percentage of teachers fully credentialed and highly qualified</li> <li>○ Percentage of teachers qualified to teach English Learners (ELs)</li> <li>○ Percentage of teachers appropriately assigned</li> </ul> </li> <li>• Instructional Materials: Number of substantiated Williams textbook complaints/year</li> <li>• Facilities Rating: Percentage of facilities scoring ‘good’ or better on Facilities Inspection Tool (FIT)</li> </ul>
<b>SCHO</b>	<b>Districtwide actions/services provided to site to reach goal:</b>
	<p>To support high-quality instructors, the district provides new teachers a high-quality induction program (Beginning Teacher Support and Assistance (BTSA)) and continuing teachers an assistance program (Peer Assistance and Review (PAR)). The district provides ongoing professional development and collaboration opportunities.</p> <p>Core instructional materials are provided to sites through the Educational Services department. These include:</p> <ul style="list-style-type: none"> <li>• Annual renewal or replacement materials for adopted curricula</li> <li>• Board-approved materials for new courses</li> <li>• Recent Mathematics curriculum adoptions at the K-5, Algebra/Geometry/Algebra II, Grades 6-8, and Calculus levels.</li> <li>• 2017-18 will mark the implementation of a new K-8 English Language Arts (ELA/ELD) adoption.</li> <li>• Science curriculum through the Full Option Science System (FOSS) – K-8</li> <li>• Supplemental ELA curriculum through Inquiry by Design (IBD)</li> </ul> <p>School sites are experiencing renovation/repair through regular maintenance as well as recent activity funded through the district’s facilities bond. Planned improvements to our site in the coming year include: Perimeter fencing and door security</p>
	<b>School goal(s):</b>
	<p>Support teachers in attending district professional development.</p> <p>Build teacher capacity through site collaborative learning.</p> <p>Site support for successful implementation of core curricula.</p> <p>Monitoring and evaluation for continued learning and accountability.</p>

<b>Data used to form school goal(s):</b>
SARC Data
<b>Findings from the data analysis:</b> <i>(Including reflection on progress in same or similar goal(s) from previous year's SPSA)</i>
97% of teachers at Bay Farm School are credentialed and highly qualified. 100% are qualified to teach English Language Learners. All teachers are properly assigned according to their credentials. See 'metrics' indicated above.
<b>How progress toward school goal(s) will be evaluated:</b>
SARC data analysis No Williams findings New adoption of ELA instructional materials and implementation

Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Students Served	Type	Funding Source	Amount
NEW MATH MATERIALS HAVE BEEN ADOPTED AND PROFESSIONAL DEVELOPMENT TO SUPPORT IMPLEMENTATION CONTINUES	AUGUST 2017 - JUNE 2018	District Staff, Principal,	All			
NEW ELA/ELD MATERIALS WILL BE ADOPTED, PURCHASED AND IMPLEMENTED IN 2017-2018 WITH PROFESSIONAL DEVELOPMENT AND COACHING SUPPORT	AUGUST 2017 - JUNE 2018	District Staff, Principal, Teachers	All			
PERIMETER FENCING AND DOOR LOCKS WILL BE UPGRADED	AUGUST 2017 - JUNE 2018	District staff	All			
PROFESSIONAL DEVELOPMENT FOR TEACHERS	AUGUST 2017 - JUNE 2018	Principal PTSA	All	Travel and Conference	PTA (9046)	TBD
PROFESSIONAL DEVELOPMENT FOR TEACHERS	AUGUST 2017 - JUNE 2018	Principal	All	Certificated Hourly	Magnet/Innovative (9500)	\$5019.00
PSYCH INTERN	AUGUST 2017 - JUNE 2018	PRINCIPAL	All Unduplicated	Certificated FTE	LCFF Supplemental (0002)	\$7103.00

# SITE BUDGET SUMMARY: Discretionary Funding

(Delete this guidance upon insertion of the budget: Insert 1 page budget allocation summary provided by Fiscal Services – please cut and paste the excel table here. If you use a screen shot of the table, please check the resolution at full-page size)

Bay Farm								
Budget Summary								
Resource	Program	B3 2017-18	C112 Certificated Salaries	C113 Classified Salaries	C114 Benefits	C122 Supplies	C135 Services	Total Budgeted
			Object 1xxx	Object 2xxx	Object 3xxx	Object 4xxx	Object 5xxx	
0001	Discretionary	\$ 52,858	\$ 11,215	\$ -	\$ 2,184	\$ 30,009	\$ 9,450	\$ 52,858
0002	LCFF Supplemental Grant	\$ 26,035	\$ 6,000	\$ 3,020	\$ 1,913	\$ 9,082	\$ 6,020	\$ 26,035
3010	T1, Part A		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
0002	In Lieu of Title 1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Innovative	\$ 14,311	\$ 4,200	\$ -	\$ 819	\$ -	\$ 9,292	\$ 14,311
	Grand Total	\$ 93,204	\$ 21,415	\$ 3,020	\$ 4,916	\$ 39,091	\$ 24,762	\$ 93,204

# CATEGORICAL FUNDING SUMMARY:

## Categorical and Supplemental Program Funding Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State/Federal Programs	Allocation
<input type="checkbox"/> Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$
<input type="checkbox"/> Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$
<input type="checkbox"/> Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	\$
<input type="checkbox"/> Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$ 0
<input type="checkbox"/> Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	\$ 0
<input type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$ 0
<input type="checkbox"/> Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	\$ 0
<input type="checkbox"/> Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	\$ 14,311.
<input type="checkbox"/> Other Federal Funds (list and describe <sup>1</sup> )	\$ 0
Total amount of state and federal categorical funds allocated to this school	\$ 14,311.

<sup>1</sup> For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.



# SCHOOL SITE COUNCIL MEMBERSHIP

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

Names of Members	Gender	Race/ * Ethnicity	Primary Language	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Babs Freitas	F	700	ENG	X				
Sheryl Sheppard	F	700	ENG		X			
SuAnn Lee-Chin	F	201	ENG		X			
Julie Chang	F	201	ENG		X			
Peter Johns	M	700	ENG				X	
Michele Bas	F	700	ENG				X	
Teresa Bentley	F	700	ENG				X	
Geoff Delander	M	700	ENG				X	
<b>#s of members of each category</b>				1	3		4	

\*See race/ethnicity codes in Aeries

**50% of the SSC is elected parents and community members and 50% is elected school staff.**

## CALIFORNIA EDUCATION CODE Section 52012

A School Site Council shall be established at each school that participates in the school improvement program authorized by this chapter.

The council shall be composed of the principal and representatives: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.

At the elementary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel; and (b) parents or other community members selected by parents.

At the secondary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) equal numbers of parents or other community members selected by parents, and pupils.

# SITE VALIDATION QUESTIONS

1. Does the SSC composition meet the California Education Code (EC 52852)? If not, what is needed?

Yes

2. Does the race/ethnic/primary language composition of the SSC reflect your school population?

No

3. If not, how are you addressing the need to ensure that the SSC includes the voices from all stakeholder populations?

Regular public notice of all meetings allow for attendance and input from all stake holders. During the regularly scheduled ELAC meetings the principal invites the attendees to participate in SSC and provides an overview of what the SSC does.

4. If your school is required to have an English Learner Advisory Committee (ELAC), how was input received from the ELAC in the development of the School Site plan?

Due to a lack of an ELAC coordinator/EL coach during the first part of the year, we did not have regular input and did outreach through PTSA instead.

# RECOMMENDATIONS AND ASSURANCES

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

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. 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.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan  
**(Check those that apply):**

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee

Community Advisory Committee for Special Education Programs

Other (*list*)

4. 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 Local Improvement Plan.
5. This school plan is based upon 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.
6. This school plan was adopted by the school site council on: .

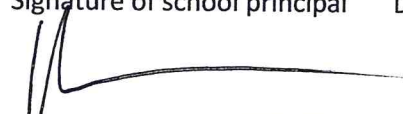
Attested:

Babs Freitas  
Typed name of school principal

  
Signature of school principal

4-12-17  
Date

Peter Johns  
Typed name of SSC chairperson

  
Signature of SSC chairperson

12 Apr 2017  
Date

# APPENDIX A: SPECIAL EDUCATION ADDENDUM

**Question:**

Are special education staff members providing support to general education students at your school site?

Yes

If so, please provide a description of the ways in which support/services are provided:

Under the guidelines for Response to Intervention (RTI), our special education and general education teachers collaborate to support the learning needs of students who qualify for Tier 2 interventions in ELA and/or math, provided that all identified students with special needs are appropriately served. Our Specialized Academic Instruction Teacher consults with general education teachers on Universal Design for Learning (UDL) instructional strategies. This is a proactive measure for intervention and to decrease the number of students referred for assessment for Special Education. Support for students is provided in small groups via both a push-in and pull-out model. Students are identified by multiple measures, and services focus on the development of foundational skills.

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Yes, we have a strong Learning Center at Bay Farm. All students with IEP's have seats in general education classrooms and participate in academics when the classroom teachers and Special Education (SPED) staff believe it's appropriate as well as participating in all field trips and special activities. We have seen social/emotional growth in students with IEPs and growth in general education students in empathy and inclusion, lifeskills we value.

General education students are also supported in the Learning Center. General education students have access to a variety of interventions from the learning Center staff. When teacher's assessments of students indicate they need additional support, academically and/or behaviorally beyond the classroom and these interventions, then the SPED and general education staff work together to provide needed support in the Learning Center classrooms.

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Our special education staff works collaboratively with general education teachers to provide intervention support for students who are below grade level. Depending upon caseloads, special education teachers and paraprofessionals work with some of our lowest performing students who do not qualify for special education. Students who do not have IEPs (Individual Education Plans) and need extra small group support, especially in the area of reading, join pull-out groups to have direct instruction from special education staff. When paraprofessionals are assigned to do push-in support for students with IEPs, other students who may also need extra help can also join the group tutored by the paraprofessional. In short, special and regular education teachers work in tandem as much as possible to improve the English language arts achievement of all students who are below grade level.

# APPENDIX B: INNOVATIVE PROGRAM AND MAGNET SCHOOL

## REVIEW OF PROGRESS GUIDING QUESTIONS

Innovative Programs and Magnet Schools annually complete a Review of Progress process that, effective 2015-16, is consolidated with the SPSA. Following are guiding questions that must be addressed by each Innovative Program and Magnet School within the SPSA, with expanded data and narrative as needed. Next to each question the page(s) are noted where the answer can be found in the body of the SPSA.

### **Setting the Stage**

1. When and why did the program start? Pg. 2

2. What is the vision and mission of the program? Pg. 2

#### **Bay Farm's Vision and Mission**

Bay Farm is committed to being the heart of our community bridging home and school. We provide a collaborative and inclusive environment where everyone values cultural and learning differences. Students enjoy the pursuit of personal and academic excellence, as they become confident and compassionate citizens of our local and global communities.

#### **Bay Farm School as a 21st Century School enhanced Mission and Vision**

We will develop 21st Century Citizens that are creative problem solvers, intellectual risk takers, and prepared for a world of work in a global and digital society.

Our 21st century learning environment is an aligned and synergistic system of initiatives that:

- Support professional and personal learning communities to enable educators to collaborate, share best practices, and integrate 21st century skills into classroom practice.
- Enable students to learn in relevant, real world 21st century contexts (e.g., through project and inquiry-based curriculum, service learning, and other applied work).
- Allow equitable access to quality learning tools, technologies, and resources.

3. What are the goals of the program? Pg. 2

Our learning goals include:

- Develop critical thinking and problem solving at increasingly higher levels
- Increase student motivation and engagement
- Develop a world view and participatory citizenship
- Develop positive digital footprints
- Infuse technology
- Deepen essential understandings to higher levels of learning
- Extend learning opportunities beyond the school day and location to anytime, anywhere, 24/7 learning
- Consistent and balanced learning opportunities for all students
- Increased opportunities to remediate, enrich, and extend core learning
- Reduce transitions and provide deeper learning relationships

4. What are the student performance expectations resulting from being a different type of program?

We expect that by teaching 21st century skills, using strategic assessments and evaluation, triggering student motivation and responsibility for learning, and implementing innovative strategies, student performance will continue to increase and all students will demonstrate academic and personal growth with deeper understandings. Additionally student overall attendance will improve.

5. How will the program measure progress towards goals? Pg. 9-14, 39, 42

- Increased SBAC, Benchmark scores, and performance bands
- Increased quality of student work samples
- Increased student engagement and motivation
- Increased Independence and self-responsibility
- Fewer teacher-directed lessons/more student-centered lessons
- More interactive classroom websites/activities/online connections
- More embedded technology in student instruction

- Higher website hits
- Wider variety of student-developed presentations using webtools
- Higher levels of questioning and critical thinking
- Waiting lists to attend Bay Farm
- Replications of Bay Farm initiatives at other sites

6. How will the school know that students are learning? Pg. 4, 40
  - a. What will this look like in the classrooms?

**Theme Integration**

The overarching themes of 21st Century learning and infused technology will permeate everything we do both in our classrooms and throughout our school to empower students' learning seamlessly as their daily experience. Each year of the proposal we focus on developing lessons, projects and activities in our major curricular areas, including district initiatives and areas of focus.

**Classroom instruction, activities, and projects**

Please see specific grade level samples in our original Plan (*Appendix: Sample Lessons for grades K-5*) for example lessons and instruction infused with 21st Century skills and technology. We have added 21st Century skills to our classroom instruction. The grade level sample lessons indicate how these essential skills become part of our everyday lessons.

**Strategies, Techniques, Initiatives, and Scaffolding**

To elevate our instructional practice and incorporate 21st century skills we intentionally:

- teach student engagement strategies
- build teacher capacity in using the latest forms of technology
- utilize differentiation to scaffold instruction
- plan together regularly to develop project/inquiry based lessons
- utilize online assessments and evaluations to measure student success

## **Utilize rubrics and student self-assessments to measure student learning**

Using rubrics and self assessments will measure higher student engagement and increased performance.

## **Scaffolding Curriculum**

Our instruction utilizes differentiation to scaffold instruction for our students. Careful consideration and specific planning for all student groups including GATE, ELL, RSP, and SPED will be addressed within each component of our plan and when developing 21st century activities and projects.

## **Intervention, Acceleration, and Developing Deeper Understandings**

We are building upon the success of past implementations and our original pilot of SM (SuccessMaker) which demonstrated how an online home/school web version of SM tied directly to daily student instruction can improve student achievement over time, at multiple grade levels. Our pilot helped to initiate the districtwide re-adoption and implementation of SM across the district. One goal is to share a dissemination of a strategic intervention and acceleration model that can be utilized at any AUSD school interested in providing the program.

We also explored and are implementing a variety of technologies for implementation across grade levels and schoolwide to assist and enhance instruction. These include Smart Board technologies, wireless chrome books and iPads. In addition, we have established a successful 3 year implementation of a 1:1 technology BYOD (Bring Your Own Device) initiative at Bay Farm School with the ultimate goal of putting personal technology into the hands of every student for personalized learning both at school and at home, anytime, anywhere.

## **Cross Grade Level and Schoolwide Initiatives**

We actively apply 21st century skills and infused technology to learning opportunities available to us through our grade level and schoolwide initiatives including Platooning, Rotations, Go Green Campaign, Outdoor Learning, Music, Physical Education, Library in A Box, Library/Media Center, Earth Week, schoolwide celebrations, leadership, student council, and middle school initiatives.

## **How will we know? Assessment and Evaluation**

We continue to apply AUSD benchmarks and multiple measures to our classroom curriculum. We add rubrics and student self-assessments specifically designed to evaluate student learning within our classrooms and grade level developed project/inquiry-based lessons. We utilize student surveys/polls to measure interest and new knowledge gained. We develop and publish collaborative knowledge builders online that provide opportunities to share work, knowledge, and promote deeper understandings. We explore new measures of assessment that drill down into specific skill mastery, and predict student performance. We utilize curriculum reports from SM and other subscription services we implement to inform our instruction

7. How will the school know whether students are engaged? Pg. 4
  - a. What will this look like in the classrooms?

Our student learners are directly involved in every aspect of our plan. By using student surveys/polls we directly measure student interest and engagement as well as new knowledge gained. We develop and publish collaborative knowledge builders online that provide opportunities to share work, knowledge, and promote deeper understandings. Video clips of student activities and projects verify student engagement and motivation to learn beyond basic understandings. Ongoing focus groups and leadership shares through Student Council, grade levels, and classrooms provide direct feedback from students regarding their interests, needs, and engagement.

When we deliver instruction through inquiry and project-based instruction, interwoven with 21st century skills and themes, utilize and provide access to technology, and provide opportunities for extended learning 24/7, we see learning occurring beyond the traditional 8-3 bell schedule and beyond our walls. Students access online learning with us for many assignments, activities, and projects, and they contribute to online collaborative activities and projects long after the school day ends. As we successfully extend student learning to anytime/anywhere learning, we not only demonstrate student engagement, but are developing life-long learners.

8. Identify the types of data will be used to collect, disaggregate, analyze, and report student performance? Pg. 9-14

We utilize many assessment and evaluation structures to measure effectiveness and to inform instruction.

We use both formative and summative assessments currently available and in use throughout our district. We design and utilize

new methods of assessment such as activity and project rubrics (both teacher and student developed). We create and using surveys and polls for interest, content, and process evaluation. We use audio/video capture activities, lessons, techniques, and strategies to discuss, evaluate, and share. We maintain student portfolios of work samples. We also utilize blogs, journals, websites, and online logs.

We identify and establish specific assessment and data gathering methods for each initiative within the proposal. By always asking "How will we know?" we include assessments and evaluations in everything we do. We collect a variety of data to use in determining program effectiveness. We analyze data individually, as grade level teams, through Leadership, as a staff, and through focus groups, SSC, and PTA

#### 9. How will the program encourage parental and community input and involvement? Pg. 15 – 17, 41

##### **Community Involvement is essential for success**

The Bay Farm community has been involved in the development of our Innovative Proposal from the beginning, as far back as when we discussed re-establishing K-6, and possibly K-8 configuration.

Our Innovative Plan includes initiatives and components, many of which can be easily implemented through our Single School Planning process. Including these initiatives within an Innovative Plan allows us to broaden our vision to five year timelines utilizing multiple partners and funding sources.

##### **Communication loops along the way**

Keeping everyone in the communication loop is a complex task. We utilize multiple methods to maintain interactive input/feedback loops to involve as much of our community as possible on a regular basis throughout our implementation timeline.

##### **How we are engaging staff and community**

- Bi-weekly Leadership Meetings that report back to grade level teams and staff
- Weekly Collaborative meetings during a Waiver early dismissal timeframe
- Bi-weekly staff meetings with standing agenda time for discussion and feedback on each proposal component
- Technology Infusion elements introduced at staff meetings, followed by "Wednesday Workshops" customized to grade levels and specific classroom needs.
- Staff Development Days with devoted task time to learn about 21st century themes, technology infusion, and to develop activities and assessments,
- Surveys of Interest to families and students including configuration surveys to compare and contrast over time
- Student Interest surveys to assess access, connectivity, interests, cyber safety awareness, and tool-use to establish base levels of use/interest/ need
- Monthly SSC and PTA standing agenda items to address and discuss plan progress and component elements.

We have established committees and rotating focus groups for the following plan components:

- 21st century learning
- Technology Infusion
- 6-8 Configuration
- Dedicated school website links and an interactive blog to provide background information and resources, presentations, plan updates, and to establish online input/feedback loops for the community and interested members of the greater community

We develop and launch additional polls and surveys with specific focus areas within plan components for parents, staff, and students to continually verify community needs and interests as we proceed.

We feature specific posts in the e-Splash and on our website to encourage commenting by the community throughout the plan timeline.

We will also involve our students and Student Council in student focus group discussions and surveys

##### **Marketing**

Our Innovative Plan Logo (21st Century Learning@Bay Farm) is our branding for this project. Students, staff, and parents recognize it and are familiar with the components behind it as we move forward with our community of learners.

We are in continual discussion/planning with the following essential partners to assure successful implementation of our plan:

- **Superintendent:** Team Leaders regularly update the Superintendent on component development and Superintendent



McPhetrich has attended community meetings including meetings sponsored by PTA/SSC, where components of the Innovative Plan were discussed.

- **Teaching and Learning:** Team Leaders regularly update the Assistant Superintendent regarding curriculum initiatives being considered for pilot/implementation
- **Human Resources:** As schedules are discussed and developed Team Leaders meet with HR to assure district approval
- **AEA Leadership:** Team Leaders meet with AEA Leadership to assure that as we move forward we work within bargaining and contractual waivers/agreements
- **Technology Services:** Team Leaders meet regularly with the head of Technology Services to plan, explore pilot and demonstration site possibilities, and to establish next steps to assure successful technology infusion at Bay Farm and its potential for replication beyond our site.
- **Assessment and Evaluation:** Team Leaders meet with the coordinator of Assessment and Evaluation as we identify customized assessment tools for possible piloting during our implementation timeline.
- **Lincoln Middle School:** Principal to Principal discussions were scheduled to mitigate any possible enrollment impact at either school as we planned for K-6, K-8 configuration.
- **MOF:** Principal has been regularly meeting with MOF to determine facility costs as we move forward in years toward fully implemented K-8 configuration.
- **AEF Leadership:** Principal meets with AEF Leadership to pursue an extended day partnership that will run academic intervention/enrichment for our students.

### **Business and Community Partnerships**

As our Plan moves forward we actively seek business/community sponsorships and partnerships to support our initiatives. We disseminate, provide support, and assist in the replication of successful pilots, initiatives, and components of our plan with any/all interested staff/sites throughout our implementation timeline.

We are constantly in active discussion/planning with vendor representatives and leadership listed below as we continue our Innovative Plan. Our goal is to identify partnerships, pilots, and demonstration site opportunities:

**Apple:** iPad initiative

**Blackboard Collaborate (formerly Elluminate):** Webconferencing initiative

**Dell, HP:** chromebook initiative

**Discovery Streaming:** Streaming Plus, Science, eTextbooks, Assessment

**Edmodo:** Digital Learning Space Initiative

**Google Apps for Education:** Schoolwide initiative 3-8

**Google Classroom:** Schoolwide initiative 3-8

**NoodleTools:** Grades 3-8

**Pearson:** SM implementation

**Scholastic:** Reading Counts, Bookflix, Grolier Online

**Simple K-12:** PD on demand

**Smartboard:** Interactive whiteboards

**Turnitin:** Grades 6-8

### **Leading for High Performance**

1. How is the stated vision and mission related to student needs, current educational research and the belief that all students can achieve at high levels? Evidence?

At the very heart of Bay Farm's Innovative Plan is the belief that as a learning community...together... staff, students, and parents can create, implement, and sustain a culture of learning that will prepare our students for the world ahead of them and cultivate life-long learning. The initiatives we propose were developed with input from our staff, students, and the community. Student performance data is constantly reviewed and analyzed. Current educational research and reform is reviewed and discussed. Initiatives are researched and proven to make a positive difference in student learning with the goal of continuous improvement over time.

2. How do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the design of the program? Evidence?

At the very heart of Bay Farm's Innovative Plan is the belief that as a learning community...together... staff, students, and parents can create, implement, and sustain a culture of learning that will prepare our students for the world ahead of them and cultivate life-long learning. The initiatives we propose were developed with input from our staff, students, and the community. Student performance data is constantly reviewed and analyzed. Current educational research and reform is reviewed and discussed. Initiatives are researched and proven to make a positive difference in student learning with the goal of continuous improvement over time.

3. To what extent do all students receive appropriate support and have access to a system of personal support services, activities, and opportunities? Evidence?

At Bay Farm teachers not only review and analyze school/grade level performance data and trends, but we identify and review individual performance data for every student, identifying strengths, weaknesses and gaps in learning.

We specifically identify target students and set trimester goals for improvement. We implement a variety of strategic intervention and acceleration programs to support and extend learning. Systematic grade level planning and student learning discussions assure ongoing review of student learning opportunities and challenges. As a school team, support services and staff directly work with each teacher and classroom to design continuous support services for all students.

4. To what extent do teachers use a variety of strategies, resources, and experiences beyond the textbook and classroom that actively engage students, emphasize higher order thinking skills, and help students succeed at high levels? Evidence?

Teachers regularly work together in grade level teams and as whole staff to identify and utilize a variety of strategies, resources, and experiences that will support and extend student learning beyond the textbook and minimal standards to higher levels of thinking, problem solving, and student performance.

Walk into any classroom and you will see a variety of strategies and resources being implemented throughout and beyond the student day.

Some examples of strategies and resources implemented include:

- Targeted Instruction
- Math Platooning
- Flipped Instruction
- Extended Day interventions
- Curriculum Rotations
- Infused Technology
- Project-Based activities
- Collaborative learning groups
- Peer tutoring
- Web-based and online resources and subscriptions
- Real world experiences
- Online/Global collaborations

5. To what extent do teachers analyze data collaboratively? Evidence?

-Teachers review and analyze annual measurable objectives and AYP results in English/Language Arts and Math each fall as a staff, and in grade level teams.

- Theories of Action are reviewed and modified/updated as needed.

-Teachers identify data trends and review progress of at-risk students and student sub-groups.

-Teachers consult across grade levels with teachers to review student performance data.

.Teachers identify specific focus students from the target areas of: slippage, ELL, AA, Hispanic/Latino, SPED/Intervention, disabled

-Teachers create measurable goals for each identified student.

.Each trimester identified students and their goals are reviewed, analyzed, and updated/modified to ensure continuous progress over the year.

### *Theory of Action*

1. Given the current reality, what is the Theory of Action?

#### **21st Century Skills**

- If provided 21st Century skills that extend the curriculum beyond the core and state standards, students will develop critical thinking and problem solving strategies at higher levels, become motivated and engaged in their own learning, and develop a world view that will better prepare them for their future in an increasingly digital and global environment.

#### **Inquiry and Project-based learning**

- If inquiry and project-based learning activities are developed and implemented school wide, then students will deepen their understandings of essential content beyond minimal standards to higher levels of learning.

### **Infused Technology**

- If technology is infused into our curriculum, then students will access, synthesize, and create new knowledge anywhere, anytime; extending their learning beyond the school day 24/7.

### **Flexible Learning Schedules**

- If we develop and implement flexible learning schedules, then students will benefit from consistent and balanced learning opportunities, anywhere, anytime, 24/7.

### **Extended Learning**

- If the school day is extended, then academic performance will improve from increased opportunities to remediate, enrich and extend core learning.

### **School Configuration**

- If Bay Farm School reconfigures to K-8, then student performance will increase as a result of fewer transitions and deeper learning relationships.
- Note: Each Theory of Action has been reviewed, discussed and aligned with our Mission and Vision as well as AUSD's Mission statements, with input from staff, students, and our community over time.
- Our Theory of Action and our Vision and Mission support rigorous, project/ inquiry-based learning, academic excellence, infused technology, and global citizenship, identified by our learning community as essential elements for student learning success.

## 2. Based on the data and Theory of Action, what are the SMARTe goals for student performance in ELA and math?

All students will improve their performance in CST, CAASPP, Benchmark, and CELDT tests

- All students scoring basic and below in ELA/Math will improve their performance by moving up one level towards proficiency within one year as measured on SBACC testing
- All students scoring in the advanced range of scores will improve their scores by at least 5% on SBACC and Benchmark tests
- 10% more of the students scoring proficient in Science will score advanced on the SBACC
- All EL students will increase one CELDT level towards exiting the EL program in one year

### *Social Goal:*

- The incidents of bullying and disrespectful behavior will decrease by 10% as measured by the number of incidents referred to the office

## 3. Based on the data and Theory of Action, what are the SMARTe goals for closing the access and achievement gap?

### **Improving our Teaching Practices**

#### 1. Describe, summarize, and analyze the identified data related to student academic achievement.

- Comment on the allocation and usage of resources based on data analysis.
  - We have noticed that some of our EL population is not moving towards English fluency as quickly as we would like. Therefore, we allocated monies towards EL engagement and purchased SMART Technology and additional Chromebook carts for use in the classrooms. We also purchased one-to-one net-books for our 6th grade students, and one-to-one i-Pads for our Media Center as well as i-Pad clusters/singles that teachers can check out for classroom use. We have added technology with matching funds from PTA over time to complete the Smart Boards in every classroom and Chromebook carts to use in all classrooms on a rotating basis. PTSA has also purchased iPad clusters for each classroom K-3 for use in center activities in reading and math. We are in our 4th year of BYOD (Bring your Own Device) which provides access to online learning anywhere anytime. Additionally, we are implementing an afterschool homework/Successmaker club 3 days per week for our underperforming unduplicated students in an effort to move them to grade level proficiency.

#### 2. How do teachers use data findings to modify teaching practices to improve learning outcomes?

- What effective strategies are used to evaluate student learning and engagement?

Teachers regularly analyze SBACC/benchmark/classroom assessments to determine areas that need to be taught/re-taught and student gaps in knowledge. Teachers are required to provide written response about student's areas of need. Students are selected for intervention based on these needs.

#### 3. To what extent is the staff involved in professional development that relates to the SMARTe goals and deepens a teacher's skill set?

- Teachers are provided professional development through district in-services on the newly adopted Eureka Math Program, BaySci, and IBD (Inquiry By Design), PBIS, and ELAchieve. Additionally, middle school teachers receive trainings on co-teaching.
- We have infused technology training into each staff meeting and teachers routinely share how they are implementing what

they have learned into their classroom instruction. Additionally, we have also provided extensive SMART Board training. Leadership has been provided opportunities to receive additional professional development in technology use and are responsible for planning staff meeting “tech bytes” on a bimonthly basis. Teachers can also access online professional development customized by need through Simple K-12 online trainings.

4. How are teachers provided feedback on instructional practices to improve instruction?

During teacher evaluations, the principal has encouraged teachers to identify technology integration goals as part of their evaluation. Classroom walk-throughs often provide feedback on technology integration. Peer-to-peer and grade level collaboration provide direct feedback on new strategies and skills being integrated.

5. How is the program’s theme integrated into your teacher practices and learning outcomes?

Teachers are integrating technology and 21st century skills into activities and projects that will align the new CCSS (Common Core State Standards) to deepen understandings, increase engagement, and improve achievement.

### Findings and The Road Ahead

1. Identify and discuss significant accomplishments.

Significant accomplishments include:

- One-to-one access to technology
- SMART Boards installed in every classroom and in daily use
- Implementation of 6-8 grade middle school configuration
- The green light to complete K-8
- School-wide expansion of Go Green Campaign
- Winning the State of California and National Green Ribbon Award
- BYOD in its fourth year of implementation possibly expanding next year to include 5th grade
- Digital school QR Code tour produced by students
- Establishment of a Learning Center at Bay Farm School
- 4<sup>th</sup> year Collaboration Waiver to facilitate deeper planning, assessment, and collaborative discussions
- Adoption of GAFE (Google Apps for Education) for grades 3-8
- Adoption of a variety of digital tools for student learning
- Increase in grade level collaboration and implementation of project-based learning experiences

What learning and surprises emerged?

Learning Surprises include:

- The impact on student learning when one-to-one technology is implemented and the paradigm shift of student responsibility for learning (i.e. students who normally struggle with any writing are asking to do more when i-Pads/chromebooks are placed in their hands.)
- Students that have **not** been front and center in the past are now actively seeking opportunities to share their ideas by interacting with SMART technology, and collaborating on group presentations.
- Technology levels the playing field for students with disabilities.
- The addition of 6th grade was seamless. Adding 7th and 8th though complicated has been highly successful
- We have been able to move forward more quickly with implementation plans than we expected.
- We were able to complete our fourth year of collaborative planning through a waiver.

2. Identify and discuss the areas that need improvement. Why?

- The district assessment and evaluation process has been cumbersome at times because it has not always aligned with what we are doing. The communication and feedback loops have not always been clear, direct, or timely.
- We have not been able to adopt online resources in lieu of textbooks. We would like to pilot Discovery Math and Science online Textbooks.
- Bandwidth and wireless services need additional work to assure that all students can access online materials to work efficiently and more reliably
- PE, and Math staffing needs to become automatic for middle school to provide equal access to the district middle school curriculum-
- More supervision/staffing/counseling/Psych is needed for our K-8 school of 630+ students for program implementation and student supervision support.
- Teachers would benefit from technology coaching opportunities to assist them in developing PBL activities integrating a wider variety of technologies

3. Given the successes and mistakes this year, what will be changed next year? How will things be done differently?

- Registration procedures have improved but we still opened our 6<sup>th</sup> grade classes with less than 32 students even though there was a waitlist of over 45 students in the spring. We need continue to review and update the process each year to assure that we continue to grow and provide choice for families interested in attending Bay Farm School.
- Middle school testing was very complicated due to the layering of 2 different schedules (elementary and middle school). Further refinement of staffing should help to improve this in the future.
- We will have 7<sup>th</sup>/8<sup>th</sup> grade PE 5 days a week to avoid the odd schedule on Wednesdays
- Due to the complications of Math implementation in 8<sup>th</sup> grade we would like to continue discussions with the district regarding Math acceleration
- Elementary teachers 2-5 will receive Fountas and Pinnell Benchmark Assessment training during the summer as well as 3 release days for testing days so that they can get an accurate understanding of each student's reading level and provide them with appropriate reading material through NewsELA (informational text) and guided reading groups.
- We would like to disseminate and share what we have learned from our experience.

4. Discuss how the program has changed over time.

Originally, our plan was a "seed" program, designed to put in place major initiatives that could take root over time. So many of our "pilot" initiatives have been successful and well received by staff and our learning community that we find we need support for our next steps to develop our culture of learning.

There is increasing demand each year for additional technology and digital applications and tools for learning as we build out the program. As more and more of our students, staff, and parents utilize our 24/7 anytime, anywhere learning, we need additional support in both training and access to online resources.

In the beginning, our plan was an acquisition plan, with a steep timeline and learning curve. As everyone settles into our technology infused learning environment we need to provide more personalized training opportunities for students, staff, and parents. (SmartBoards, iPads, Chromebooks, GAFE, Google Classroom, Web conferencing, etc.) Our Innovative Plan has evolved from a primarily acquisition plan to a Personalized Learning plan requiring us to re-think and reorganize how and when we learn new technologies, strategies, and skills to maximize student learning.

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We also have much to share. So much of what we are developing/implementing is working successfully and with district support could be shared and duplicated where there is interest in digital learning with a 21st Century Skills and project-based approach. We also have piloted many online tools and technologies that we feel are essential tools for learning and should be replicated throughout the district. We are happy to support expansion to other schools and welcome the opportunity to share.

# APPENDIX C: DATA

## **When analyzing the data:**

Bay Farm School's enrollment is up this year by 22 students with 71 LEPs, 58 redesignated, and 29 FEP students.

Chronic absences are up by .6% but this may be due to the much colder/wetter winter we are having. The school overall is way below the district average of 8%

Average daily attendance is down by .2 percent from last year again possibly due to the harsher winter. We are still averaging 97.5 % which is 1.4% above the district average with no significant stand out of group issues

Our suspension rate is .6% which down by .1% from last year at this time and may be due to the PBIS strategies that the whole school is implementing.

Our SBAC ELA proficiency scores went up last year by .8% bringing us to 76.6% proficiency

Our SBAC Math scores increased by 6.5% from 2014-15 bringing us to 71% proficiency

Based on the results of the IAB interim assessments which are predictors for the Spring CAASPP testing, it appears that the majority of our students at Near or Above Proficiency in both the Reading for Information and Listening and interpreting information subtests. All grade levels 3-7 performed slightly better in the Reading for Information subtest indicating that teachers should provide more time in class working at the skill of listening for information and answering questions base on what they've heard.

80% of our EL students fall within the early advanced to advanced stage of language development with 15.8% in the intermediate stage, 11.8 % in the early intermediate stage and 1.3% in the beginning stage of language development.

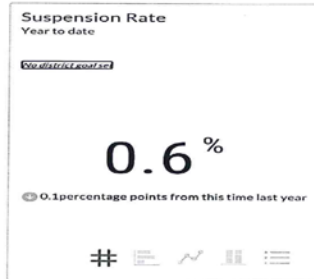
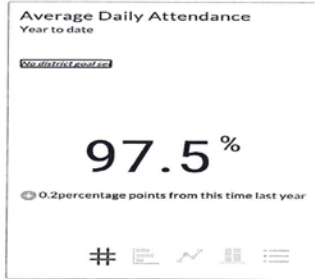
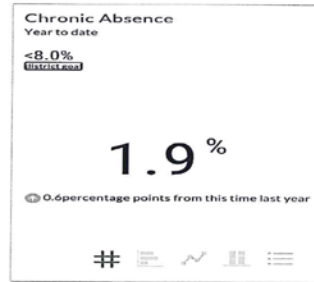
We were able to re-designate 8 EL students in the fall and an additional 5 just before Spring break

When looking at the overall number of EL students, the majority of students are making progress (40/61 or 66.6%) there is a concern in that it appears some students (14/67 or 20%) are slipping backwards particularly in the 2<sup>nd</sup> grade group (6/9 or 66%). Additionally, there are 7/67 or approximately 10% not making any gains. This may be due to the lack of coaching this year, or the few number of teachers that have been implementing EL Achieve in their classrooms due to lack of training. Many teachers have state that because the majority of their EL students fall in the intermediate to advanced range, the lessons are to primary and the low numbers of students in their classes makes having the small group sessions work well. We will be implemented guided reading through Fountes and Pinnell benchmark testing as well as CELDT information with leveled groups next year in 2<sup>nd</sup> -5<sup>th</sup> grade. We are allocating teacher sub release days to provide the time needed to teachers to do testing and get this off the ground.

Bay Farm School

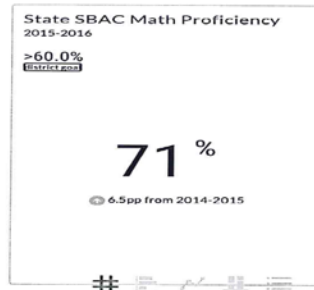
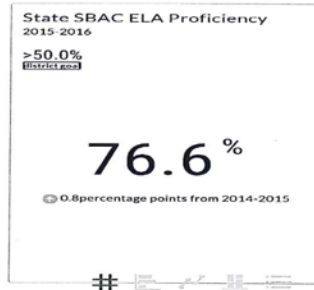
### CULTURE

All students engaged in school



### ACADEMICS

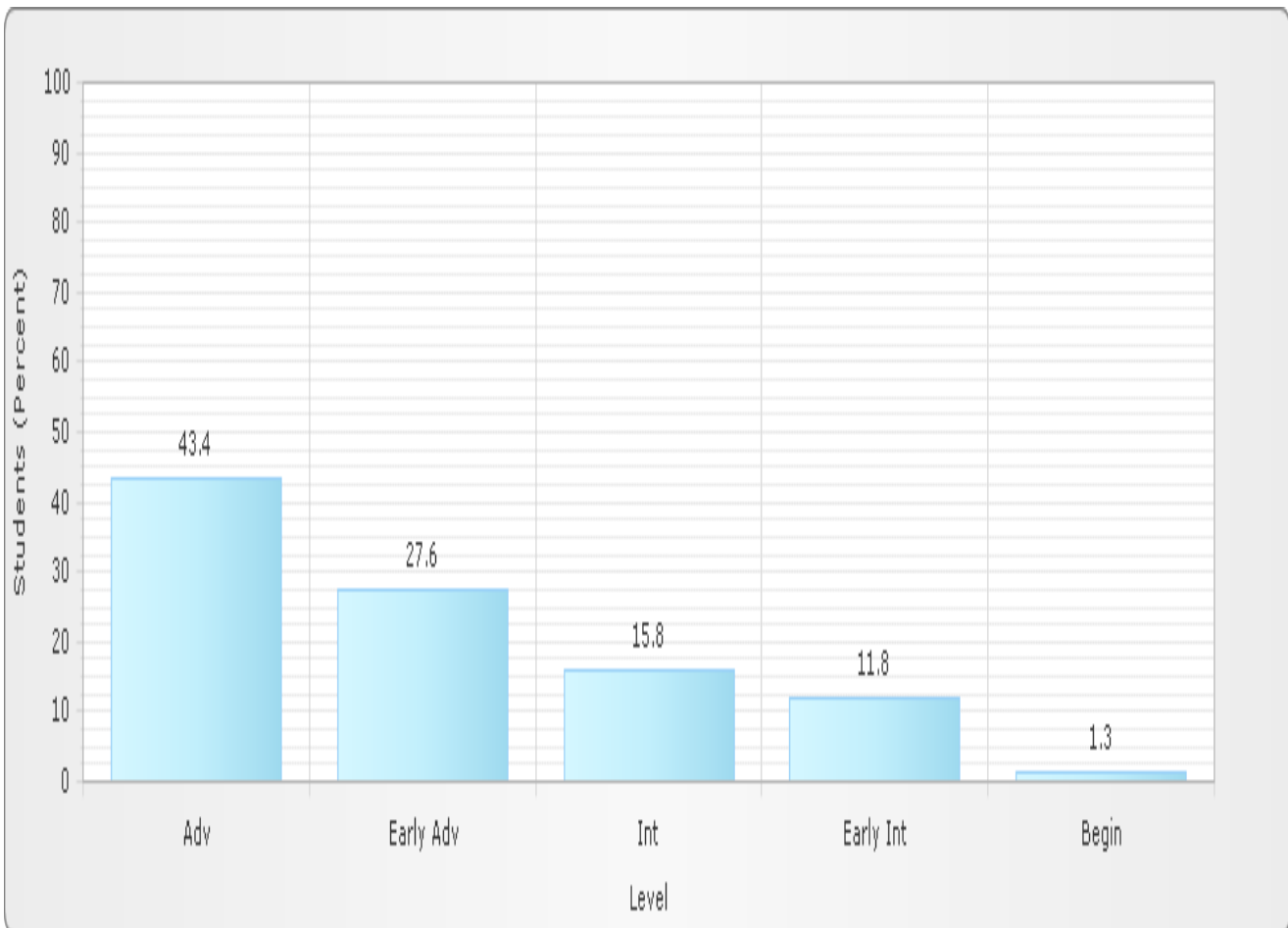
All students achieve proficiency on state standards



**Enrollment Date:** 3/20/2017 **School:** Bay Farm **Grade:** All **Teacher:** All **Course:** All

**Period:** All **Department:** All **Student Count:** 626

<u>Test Name</u>	<u>Admin Date</u>	<u># Tested</u>
CELDT (Overall)	2016-2017	76





## CELDT Movement Report

**Enrollment Date:** 3/20/2017 **School:** Bay Farm **Grade:** All **Teacher:** All **Course:** All  
**Period:** All **Department:** All **Student Count:** 626

**Matched Case Proficiency Level Movement from 2015-2016 to 2016-2017**

### CELDT (Overall) Students Tested: 54

		2016-2017				
		Beg	Early Int	Int	Early Adv	Adv
2015-2016	Beg	0	0	1	0	0
	Early Int	0	1	1	2	1
	Int	0	2	1	2	1
	Early Adv	0	0	2	5	5
	Adv	0	0	0	10	20

2015-2016 Level	Total Movement		
	Negative Mvmt	No Mvmt	Positive Mvmt
Beg	N/A	0	1
Early Int	0	1	4
Int	2	1	3
Early Adv	2	5	5
Adv	10	20	N/A
N	14	27	13
%	25.93	50.00	24.07

### CELDT Reading Students Tested: 54

		2016-2017				
		Beg	Early Int	Int	Early Adv	Adv
2015-2016	Beg	0	1	3	1	0
	Early Int	1	1	2	1	0
	Int	1	1	10	7	4
	Early Adv	0	1	3	3	4
	Adv	0	0	0	5	5

2015-2016 Level	Total Movement		
	Negative Mvmt	No Mvmt	Positive Mvmt
Beg	N/A	0	5
Early Int	1	1	3
Int	2	10	11
Early Adv	4	3	4
Adv	5	5	N/A
N	12	19	23
%	22.22	35.19	42.59

### CELDT Writing Students Tested: 54

		2016-2017				
		Beg	Early Int	Int	Early Adv	Adv
2015-2016	Beg	0	2	2	0	0
	Early Int	1	3	2	1	0
	Int	0	3	3	5	3
	Early Adv	0	0	6	4	8
	Adv	0	0	1	4	6

2015-2016 Level	Total Movement		
	Negative Mvmt	No Mvmt	Positive Mvmt
Beg	N/A	0	4
Early Int	1	3	3
Int	3	3	8
Early Adv	6	4	8
Adv	5	6	N/A
N	15	16	23
%	27.78	29.63	42.59

### CELDT Listening Students Tested: 54

		2016-2017				
		Beg	Early Int	Int	Early Adv	Adv
2015-2016	Beg	0	0	1	1	0
	Early Int	1	1	1	1	1
	Int	0	0	1	6	2
	Early Adv	0	0	3	5	6
	Adv	0	0	2	9	13

2015-2016 Level	Total Movement		
	Negative Mvmt	No Mvmt	Positive Mvmt
Beg	N/A	0	2
Early Int	1	1	3
Int	0	1	8
Early Adv	3	5	6
Adv	11	13	N/A
N	15	20	19
%	27.78	37.04	35.19

### CELDT Speaking Students Tested: 54

		2016-2017				
		Beg	Early Int	Int	Early Adv	Adv
2015-2016	Beg	0	0	0	0	0
	Early Int	0	1	2	2	1
	Int	0	0	3	0	0
	Early Adv	0	0	2	0	7
	Adv	0	0	0	4	32

2015-2016 Level	Total Movement		
	Negative Mvmt	No Mvmt	Positive Mvmt
Beg	N/A	0	0
Early Int	0	1	5
Int	0	3	0
Early Adv	2	0	7
Adv	4	32	N/A
N	6	36	12
%	11.11	66.67	22.22

	CELDT Movement from 2015/16 to 2016/17				
	down	same	up	New to BF	IEP/D/S
K	0	0	3	9	
1	2	1	4	2	
2	6	1	2	0	2
3	2	2	9	0	2
4	2	0	5	2	
5	2	1	5	0	3
6	0	2	2	0	
7	0	0	1	1	1
8	0	0	8	0	
total	14	7	40		

IAB Results 2016- 17						
	% Below		% Near		% Above	
Grade	Reading for info	listen and inter	Reading for info	listen and inter	Reading for info	listen and inter
3	6.85	11.27	53.42	53.52	39.73	35.21
4	10.11	16.85	39.33	50.56	50.56	32.58
5	8.05	9.57	52.87	58.51	39.08	31.91
6	3.7	4	33.33	44	62.96	52
7	1.72	3.51	39.66	52.63	58.62	43.86