

***WALTER HAYS ELEMENTARY SCHOOL***

***THREE-YEAR  
SINGLE PLAN FOR STUDENT ACHIEVEMENT  
2009-2012***

***Palo Alto Unified School District***

**DISTRICT GOAL:** Create an exceptional learning environment that engages, challenges, and supports all students so that they thrive and achieve their academic potential every year, while preparing them to pursue college and other post-secondary opportunities to global citizens.

## **LANGUAGE ARTS**

<b>Strategic Plan Sub-Initiatives</b>	<b>Site Strategies &amp; School Improvement Activities</b>
<p><b>A1.1</b> Improve K-12 curriculum, articulation, coordination, and alignment to meet needs of the full range of students.</p> <p><b>A1.2</b> Expand curricular, instructional, and assessment support, and staff training to increase the breadth and depth of learning for all students.</p> <p><b>A1.3</b> Communicate a K-12 vision for the appropriate use of specific instructional strategies by curriculum areas.</p> <p><b>A2.4</b> Support K-12 development of requisite academic skills and personal habits of mind required for college/post-secondary success.</p> <p><b>A3.2</b> Examine particular needs of students performing below grade level and improve support.</p> <p><b>A3.3</b> Examine structures, policies, and attitudes that serve as barriers to achievement of underrepresented minority students to improve climate and foster respect, inclusion, and high expectations for diverse student groups.</p> <p><b>A3.4</b> Enhance early intervention (e.g. assessment, intervention programs).</p>	<ul style="list-style-type: none"> <li>● Staff will assess, collect, examine and use data to develop and differentiate instruction, which supports learning for all students.             <ul style="list-style-type: none"> <li>○ For reading: PAUSD Literacy Portfolio, DRA2, California Standards Test–English, Language Arts, CELDT, classroom assignments and observations</li> <li>○ For writing: PAUSD Writing Prompts, Educational Records Bureau/Writing Assessment Program (ERB/WrAP), CELDT, classroom assignments and observations</li> </ul> </li> <li>● Implementation of best practices to support each learner to progress:             <ul style="list-style-type: none"> <li>○ Each teacher meets with small groups of students. Groups are flexible designed to teach specific skills, reading strategies, vocabulary development, etc.</li> <li>○ Leveled books are used to ensure that all readers have books at their appropriate level of challenge.</li> <li>○ Using Reading Journals at Grades 2-5 to support reading and writing skills.</li> <li>○ Teachers use the 6-Traits Writing as a way to support the development of writing in all genres. Teachers teach the unique aspects important to each type of writing. Teachers’ conference with students 1:1 about their writing to support the individual needs of students.</li> </ul> </li> <li>● The principal and support specialists will hold Kid by Kid meetings with teachers in the fall to identify students’ strengths and weaknesses, plan strategies (tutoring, Academy, reading buddies, literacy summer school, classroom aides), and will review and revise these plans mid-year.</li> <li>● The reading specialist, ELD teacher, and resource specialist will consult with teachers throughout the year to monitor student progress and revise plans as needed.</li> <li>● Staff will collaborate throughout the year to identify and implement strategies specifically designed to reduce the achievement gaps in reading, and in writing.</li> <li>● Kindergarten and first grade teachers will work with support staff to identify and support students having difficulty with early literacy skills.</li> </ul>

- Teachers will collaborate at their grade level and across grade levels to share strategies and training that support:
  - Literacy development (decoding, fluency, vocabulary, comprehension skills, information literacy)
  - 6-Traits Writing
- Staff will build partnerships with parents to support student literacy through conferences, SSTs, and parent education.
- District staff and the principal will provide opportunities for teachers to participate in professional development activities focused on curriculum, instruction and assessment in basic reading skills, comprehension strategies, and in the use of technology in writing.
- Teachers will meet by grade level/cluster, using the PAUSD Writing Matrix (ideas, organization/focus, word choice, voice, sentence structure/fluency, conventions/mechanics, presentation) to score student-writing samples to monitor progress, inform instruction, and plan for class/small group/individual needs.
- Teachers will develop their writing program to ensure that students have instruction in a variety of genres including expository, descriptive, and narrative writing.
- The librarian will teach students to become effective users of information by identifying and using many print and online sources in developmentally appropriate ways.
- The librarian will support students in becoming lifelong readers as they learn to recognize a wide variety of literary genres, authors, and illustrators.

***Assessment & Evaluation Questions About Site Strategies & School Improvement Activities***

1. What activities, strategies and/or programs were most helpful to ensure that all students made progress in language arts?
2. What results stand out?
3. What are your next steps?

## MATH

<b>Strategic Plan Sub-Initiatives</b>	<b>Site Strategies &amp; School Improvement Activities</b>
<p><b>A1.1</b> Improve K-12 curriculum, articulation, coordination, and alignment to meet needs of the full range of students.</p> <p><b>A1.2</b> Expand curricular, instructional, and assessment support, and staff training to increase the breadth and depth of learning for all students.</p> <p><b>A1.3</b> Communicate a K-12 vision for the appropriate use of specific instructional strategies by curriculum areas.</p> <p><b>A2.4</b> Support K-12 development of requisite academic skills and personal habits of mind required for college/post-secondary success.</p> <p><b>A3.2</b> Examine particular needs of students performing below grade level and improve support.</p> <p><b>A3.3</b> Examine structures, policies, and attitudes that serve as barriers to achievement of underrepresented minority students to improve climate and foster respect, inclusion, and high expectations for diverse student groups.</p> <p><b>A3.4</b> Enhance early intervention (e.g. assessment, intervention programs).</p> <p><b>B3</b> Enhance professional development</p> <p><b>B3.3</b> Develop coherent professional development content that supports the strategic initiatives.</p> <p><b>B3.4</b> Build professional learning in all work environments</p>	<ul style="list-style-type: none"> <li>● Implement Everyday Math Program across all grade levels and continue to refine the implementation each year.</li> <li>● Use of best practices in teaching mathematics including: math talks, grouping students to teach or re-teach specific skills based on individual student needs, use of manipulatives to provide hands-on experiences designed to enhance conceptual understandings, maintaining math word walls to support mathematics vocabulary development, use of math journals where students explain their thinking.</li> <li>● Increase the use of math projects to challenge high achievers.</li> <li>● Provide parents with appropriate ways they can support and challenge their students at home. Create class or grade level Web sites where parents can access challenge problems and/or creative ways to review key concepts and skills.</li> <li>● Increase the level of parent education around the teaching of mathematics and how parents can help their students with math at home. This is a particular focus for us for our parents of under-represented minorities</li> <li>● Increase the level of collaboration between the EL teacher and classroom teachers so that we are able to better support our ELL with vocabulary.</li> <li>● Continue and expand our use of the Lesson Study process to inform and improve our teaching of mathematics.</li> <li>● Staff will assess, collect, examine, and use data (California Standards Test–Math, MARS, PAUSD math assessments, classroom assignments and observations) to develop and differentiate instruction that supports learning for all students.</li> <li>● The principal and support specialists will hold Kid by Kid meetings with teachers in the fall and the spring to identify students’ strengths and weaknesses, plan prescriptive strategies (<i>tutoring, Math Academy, Math Intervention summer school, classroom aides</i>), and will review and revise these plans mid-year.</li> </ul>

- Staff will collaborate throughout the year to identify and implement strategies specifically designed to reduce the achievement gap in mathematics.
- The resource specialist and math teacher leaders will consult with teachers throughout the year to monitor student progress and revise plans as needed.
- Math lead teachers will continue to provide ongoing support and information concerning mathematical instruction, and serve as liaison between schools and district math personnel.
- Teachers will collaborate at their grade level and across grade levels to share strategies and training that support computational skills, conceptual understanding, and problem solving skills in math.
- Staff will build partnerships with parents to support students in math through conferences, Student Study Teams, and parent education.
- District staff and the principal will provide extensive professional learning experiences for teachers focused on curriculum, differentiated instruction, and assessment in mathematics.
- Staff will incorporate technology tools (hardware and software) that support math as appropriate and available.

***Assessment & Evaluation Questions About Site Strategies & School Improvement Activities***

1. What activities, strategies and/or programs were most helpful to ensure that all students made progress in math?
2. What results stand out?
3. What are your next steps?

## **LEARNING ENVIRONMENT**

<b>Strategic Plan Sub-Initiatives</b>	<b>Site Strategies &amp; School Improvement Activities</b>
<p><b>A3.1</b> Continue and enhance efforts to address social, emotional, physical, and character education needs of students.</p> <p><b>A3.3</b> Examine structures, policies, and attitudes that serve as barriers to achievement of underrepresented minority students to improve climate and foster respect, inclusion, and high expectations for diverse student groups.</p>	<ul style="list-style-type: none"> <li>● Collaborate with the PTA in providing parent education events that stress building healthy relationships, positive communication, bully prevention/intervention, building resiliency and reducing stress in our students and larger community. The principal, teachers, and support specialists will hold Kid by Kid meetings to address the social and emotional needs of students.</li> <li>● Continue to implement the Primary Social Skills and Steps to Respect programs as a way to foster healthy play, problem solving, and positive communication skills.</li> <li>● Increase the use of the practices outlined in the Walter Hays Way.</li> <li>● Continue to use Kid by Kid meetings to discuss the social-emotional needs of students as well as the academic needs.</li> <li>● Increase the opportunities students have to explore, understand and appreciate the range of the cultures represented by the families at our school.</li> <li>● Increase the opportunities students have to showcase their strengths and talents by allowing them to choose how to demonstrate their learning and understanding of content.</li> <li>● Continue to provide social skills lessons to classes by classroom teachers and specialists.</li> <li>● Continue to provide opportunities for students to engage in leadership opportunities at school.</li> <li>● Maintain and/or increase the number of opportunities students have to increase their knowledge of themselves in space (e.g. playing with poetry program, dance program, yoga, etc.)</li> <li>● District staff and the principal will provide staff opportunities to collaborate on strategies to foster the social-emotional and physical health and resilience in students (identify various strategies already in use).</li> <li>● Teachers and staff will continue to develop and implement classroom and playground norms, discipline procedures and decision-making processes that promote responsible, inclusive, and safe interactions among community members.</li> </ul>

- The principal and teachers will continue to provide opportunities for all parents to be involved within the school community to strengthen the connection between home and school in order to support the social-emotional needs of students.
- The principal, teachers, and staff will support and enhance a climate of respect and belonging, including schoolwide emphasis on developing students' personal and interpersonal skills through such things as principal's book club, recognition assemblies.
- Teachers will collaborate on ways to use diversity/identity safety strategies as a resource for learning by developing inclusive curriculum that reflects the cultures of the students.

***Assessment & Evaluation Questions About Site Strategies & School Improvement Activities***

1. What activities, strategies and/or programs were most helpful to ensure that the learning environment has improved for all students?
2. What results stand out?
3. What are your next steps?

## **MEETING THE NEEDS OF ALL STUDENTS: ENGLISH LANGUAGE LEARNERS**

<b>Strategic Plan Sub-Initiatives</b>	<b>Site Strategies &amp; School Improvement Activities</b>
<p><b>A3.3</b> Examine structures, policies, and attitudes that serve as barriers to achievement of underrepresented minority students to improve climate and foster respect, inclusion, and high expectations for diverse student groups.</p> <p><b>Site Goals:</b></p> <ul style="list-style-type: none"> <li>● English Language Learners will achieve measurable progress in English language acquisition.</li> <li>● English Language Learners will improve in their ability to access the grade-level curriculum in English.</li> <li>● English Language Learners and their families will be integrated into the schoolwide community.</li> </ul>	<ul style="list-style-type: none"> <li>● The ELD teacher will administer the CELDT to all students whose home language is other than English, and to all English learners, to obtain baseline and annual data.</li> <li>● Teachers will improve use of Specially Designed Academic Instruction in English (SDAIE) strategies in all classrooms.</li> <li>● The principal and teachers will continue to improve the communication between the school community and the families of Limited English Proficient students to cultivate greater community for English Language Learners and their families.</li> <li>● Increase the communication to parents from the ELD teacher and classroom teachers regarding their child's progress in developing their skills in speaking, listening, reading and writing English.</li> <li>● Ensure that EL students are receiving instruction to learn English in their regular classroom as well as with the ELD teacher. Increase communication and collaboration between the EL teacher and classroom teachers to ensure that instruction is planned with the specific needs of each student in mind.</li> <li>● Continue and increase the use of materials and technology designed to support the development of English language for students.</li> <li>● Continue to offer opportunities for EL families to feel a part of the school community.</li> <li>● Increase the interest and involvement of EL families with ELAC and DELAC.</li> </ul>
<b>Assessment &amp; Evaluation Questions About Site Strategies &amp; School Improvement Activities</b>	
<ol style="list-style-type: none"> <li>1. What activities, strategies and/or programs were most helpful to ensure that the needs of English Language Learners are being met?</li> <li>2. What results stand out?</li> <li>3. What are your next steps?</li> </ol>	

## **MEETING THE NEEDS OF ALL STUDENTS: GIFTED, TALENTED & HIGH ACHIEVING STUDENTS**

<b>Strategic Plan Sub-Initiatives</b>	<b>Site Strategies &amp; School Improvement Activities</b>
<p><b>A1.2</b> Expand curricular, instructional, and assessment support, and staff training to increase the breadth and depth of learning for all students.</p>	<ul style="list-style-type: none"> <li>● The principal and teachers will implement the PAUSD GATE plan with a focus on: identifying URM, special education, and ELL students; addressing the social and emotional needs of GATE students; and improving parent communication.</li> <li>● Teachers will provide classroom-centered experiences for GATE, high performing, and other motivated K-5 students through assignments and expectations modified for greater depth and/or complexity.</li> <li>● Teachers will provide GATE, high performing, and other motivated students with differentiated materials and activities, with a focus on math materials, using technology resources when appropriate.</li> <li>● Through the Kid by Kid process, the principal and teachers will identify high achieving students, develop a plan, and monitor student progress.</li> <li>● The principal and teachers will use grade level meeting time to share instructional strategies and curriculum materials for high achieving students.</li> <li>● District staff and the principal will provide professional development opportunities on implementing techniques to provide differentiated instruction in the classroom.</li> </ul>

### **Assessment & Evaluation Questions About Site Strategies & School Improvement Activities**

1. What activities, strategies and/or programs were most helpful to ensure that the needs of gifted, talented, and high achieving students are being met?
2. What results stand out?
3. What are your next steps?

## **MEETING THE NEEDS OF ALL STUDENTS: SPECIAL EDUCATION STUDENTS**

<b>Strategic Plan Sub-Initiatives</b>	<b>Site Strategies &amp; School Improvement Activities</b>
<p><b>A3.2</b> Examine particular needs of students performing below grade level and improve support.</p> <p><b>A3.4</b> Enhance early intervention (e.g. assessment, intervention programs).</p> <p>Provide communication between the school community and families of special education students.</p>	<ul style="list-style-type: none"> <li>● District staff will provide staff with training about the specific learning needs of special education students.</li> <li>● Teachers will provide classroom activities and materials that allow special education students to access the core curriculum.</li> <li>● District staff, the principal, and teachers will evaluate the progress of the special education students regularly to ensure that IEP goals are met.</li> <li>● Continue to hold Kid by Kid meetings to discuss the specific needs of struggling learners and to brainstorm support strategies.</li> <li>● Continue to provide early intervention for students who begin to show signs of need from the RSP teacher with Response to Intervention strategies.</li> <li>● Increase the skills and knowledge of teachers to enable them to successfully teach vocabulary and increase the background knowledge some low achievers need to help them be successful.</li> <li>● Continue to utilize the expertise of the Behavior Specialist, school psychologist, occupational therapists, school counselor and other specialists to help develop intervention plans for struggling students.</li> <li>● Use Lesson Study and Book Study Groups to help identify strategies that work for struggling students.</li> <li>● Continue to maintain clear and frequent communication with families of special education students.</li> </ul>

### **Assessment & Evaluation Questions About Site Strategies & School Improvement Activities**

1. What activities, strategies and/or programs were most helpful to ensure that the needs of special education students are being met?
2. What results stand out?
3. What are your next steps?

## **MEETING THE NEEDS OF ALL STUDENTS: UNDER ACHIEVING STUDENTS**

<b>Strategic Plan Sub-Initiatives</b>	<b>Site Strategies &amp; School Improvement Activities</b>
<p><b>A3.2</b> Examine particular needs of students performing below grade level and improve support.</p> <p><b>A3.3</b> Examine structures, policies, and attitudes that serve as barriers to achievement of underrepresented minority students to improve climate and foster respect, inclusion, and high expectations for diverse student groups.</p> <p><b>A3.4</b> Enhance early intervention (e.g. assessment, intervention programs).</p>	<ul style="list-style-type: none"> <li>● The principal and teachers will identify at-risk students at all grade levels based on below grade level performance in reading, writing, and mathematics.</li> <li>● District staff, the principal, and teachers will continue to work with all intervention programs (Academy, literacy and math summer schools, tutorial) to further meet the needs of students who are performing below grade level.</li> <li>● The principal and teachers will create ways to improve parental involvement through increased communication to ensure that parents do not feel disenfranchised.</li> </ul>
<b>Assessment &amp; Evaluation Questions About Site Strategies &amp; School Improvement Activities</b>	
<ol style="list-style-type: none"> <li>1. What activities, strategies and/or programs were most helpful to ensure that the needs of under achieving students are being met?</li> <li>2. What results stand out?</li> <li>3. What are your next steps?</li> </ol>	

**SINGLE PLAN for STUDENT ACHIEVEMENT 2009-2010 (SPSA) BUDGET  
WALTER HAYS ELEMENTARY SCHOOL**

<b>EXPENSE ACCOUNTS</b>	<b>INSTRUCTIONAL SERVICES/ PROGRAMS</b>	<b>RELEASE TIME AND STAFF DEVELOPMENT</b>	<b>INSTRUCTIONAL ASSISTANTS/ AIDES/TUTORS</b>	<b>SUPPLIES/ MATERIALS AND EQUIPMENT</b>	<b>CENTRALIZED SERVICES</b>	<b>EXPENSE TOTAL</b>
<b>CERTIFICATED SALARIES (1000)</b>	\$0	\$5,000	\$0	\$0	\$0	\$5,000
<b>CLASSIFIED SALARIES (2000)</b>	0	0	27,280	0	0	\$27,280
<b>EMPLOYEE BENEFITS (3000)</b>	0	0	0	0	0	\$0
<b>SUPPLIES (4000)</b>	0	0	0	2,500	0	\$2,500
<b>CONTRACTED SERVICES (5000)</b>	0	0	0	0	0	\$0
<b>CAPITAL OUTLAY (6000)</b>	0	0	0	0	0	\$0
<b>INDIRECT COSTS (7000)</b>	0	0	0	0	3,200	\$3,200
<b>TOTAL</b>	<b>\$0</b>	<b>\$5,000</b>	<b>\$27,280</b>	<b>\$2,500</b>	<b>\$3,200</b>	<b>\$37,980</b>

**Programs Funded Through the Consolidated Application Process**  
**Proposed Expenditures for 2009-2010**  
**State Categorical Programs**

**California Peer Assistance and Review (PAR) Program for Teachers:**

Provides support for selected new teachers who do not qualify for BTSA support. Local plans for using these funds are negotiated with the District's certificated employees.

- *Funds are used for professional development through coaching and mentoring*
- *Funds are centralized.*
- \$57,096

**Economic Impact Aid/English Learner Program:**

Provides services to English Learners (EL) to ensure that these students develop full proficiency in English as rapidly and effectively as possible and to recoup any academic deficit that may have been incurred in other areas of the core curriculum as a result of language barriers.

- *Funds are used for Primary Language Tutors to support ELD students in regular classes.*
- *Funds are centralized.*
- \$416,888

**School and Library Improvement Block Grant:**

Provides funds intended to support the efforts of each participating school to improve instruction, auxiliary services, school environment, and school organization in order to meet the needs of pupils at that school. These efforts are thus directed to the goal of improving the school's instructional program for all students.

- *Funds are allocated to all schools (K-12) based on the 11<sup>th</sup> day enrollment to improve the instructional program.*
- \$677,106
- *See attached budget.*

**School Safety and Violence Prevention:**

Provides funds to be used for strategies such as hiring personnel trained in conflict resolution, providing on-campus communication devices and other safety equipment and supplies and establishing staff training programs and cooperative arrangements with law enforcement.

- *Funds are used for a variety of safety and counseling support, materials, and personnel.*
- *Funds are centralized.*
- \$143,373

**Pupil Retention Block Grant (Tenth Grade Counseling):**

Provides funds to school districts to ensure that every student, upon reaching age 16 or prior to the end of tenth grade, receives a systematic review of academic progress and counseling so that students can successfully complete school in a timely manner. In addition, the program provides for a variety of services, including counseling, for identifying and serving students who are not earning credits at a rate which enables them to graduate with the rest of their class.

- *Funds are allocated to provide counseling and support services for Grade 10 students.*
- \$21,804

## Federally-Funded “No-Child Left Behind” (NCLB) Programs

### **Title I, Part A, Improving the Academic Achievement of the Disadvantaged - Targeted Assistance Program:**

Provides supplemental funds to be used to narrow the educational gap between disadvantaged children and other children in those areas where the highest concentration of children from low-income families attend school.

- \$286,433

### **Title II, Part A, Preparing, Training and Recruiting High Quality Teachers and Principals:**

Provides grants to Local Educational Agencies to increase student academic achievement by improving teacher and principal quality and increasing the number of highly qualified teachers and principals in the schools; holds Local Educational Agencies and schools accountable for improvement in student academic achievement.

- *Funds are used for staff development to improve teacher and principal quality, evaluation of programs designed to increase student achievement, and a portion the salaries of Literacy and Math Teachers on Special Assignment (TOSAs).*
- *Private school staff will have the opportunity to participate in professional development activities funded with Title II, in compliance with the requirements in NCLB.*
- *Funds are centralized.*
- \$216,914

### **Title II, Part D, Technology Education:**

Provides formula-funded grants for education technology. Twenty-five percent of the funding must be spent for professional development; the remainder must be allocated to support using technology to enhance education in a manner consistent with the approved application.

- *Funds are used for software that will assist in staff communication to students and families regarding student progress, class work, grading, and homework.*
- *Funds are centralized.*
- \$4,148

### **Title III, Language Instruction for Limited English Proficient (LEP) Students:**

Provides funding for supplementary programs and services for LEP students. Required activities include the provision of instruction and instructional support services related to English Language Development (ELD) programs and academic progress in the core curriculum in a manner that allows LEP students to meet grade level and graduation requirements. Programs must provide staff development opportunities to school staff assigned to LEP student populations. Funds may also be used for parental involvement and related LEP student program activities.

- *Funds are used for literacy support for ELD students in summer school and for stipends for ELD teachers to administer required language proficiency tests during the summer to ensure appropriate placement of students.*
- *Funds are centralized.*
- \$94,145

### **Title IV, Part A, Safe and Drug-Free Schools and Communities Act (SDFSCA):**

Provides funds to develop, implement, and evaluate comprehensive drug/alcohol, tobacco, and violence prevention programs and activities which are consistent with the principles of effectiveness and that are coordinated with school and community-based program services. The SDFSCA's goal is to foster a safe and drug-free learning environment that support academic achievement.

- *Funds are primarily used for counseling support, with some money allocated for conflict resolution training.*
- *Funds are centralized.*
- \$26,340

**Title V, Innovative Strategies:**

Provides funds to support local education programs that are consistent with statewide education reform efforts and to provide for innovation and educational improvement to meet the needs of all students, including the special needs of at-risk students.

- *Funds are used for curriculum planning and development.*
- *A portion of the allocation will be made available to private schools in compliance with NCLB.*
- *Funds are centralized.*
- *\$4,658*