The Single Plan for Student Achievement

2015-16

Herbert Hoover Elementary School
School Name

43-69641-6048201
CDS Code

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

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

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Palo Alto Unified School District

The District Governing Board approved this revision of the School Plan on December 9, 2014.

A: Academic Excellence and Learning
Create an exceptional learning environment that equitably supports and appropriately challenges all students to reach their potential.

A1.1: Increase small group instruction and/or other differentiation strategies effectively to appropriately challenge all students to ensure core content mastery.

Measureable Goal (school selects goal/s to be accomplished by June 2016):

We will reduce the number of students in grades 1-5 who are reading below benchmark on Fall DRA scores, by 50% as evidenced by Spring DRA scores.

Measuring Effectiveness – How will we measure our *progress* toward our goal? (What incremental measures will you review throughout the year?)

Fall DRA scores will provide a baseline score from which we will measure our success against the Spring DRA scores. Formative and Common formative assessments will also be used to inform instruction toward this goal.

Strategies/Actions to Reach this goal:	Who is responsible for facilitation of this strategy/action item?	Monitoring Implementation What data/evidence will we collect to ensure that this strategy/action is being implemented?
Continue to implement the Reader's Workshop model as the primary organizational structure for reading instruction in every K-5 classroom using a block schedule and Instructional Assistants to support small group differentiation in reading.	Teaching staff with support from the specialist team, TOSAs, Instructional Assistants, and the principal	Daily, weekly, monthly classroom schedules Student work samples Observational notes generated by principal Observational notes from staff visitations - DRA assessment data, exit slips, anecdotal notes, formative assessments RtI meeting notes and data 1:1 conferring notes/data Writing about reading prompts - Anchor charts DRA Word Task Analysis Reading Recovery time (grades 1-2) Observable utilization of Instructional Assistants Regular grade level-specialist team meeting notes/agendas
Full implementation of guided reading as the primary instructional strategy for struggling readers in grades K-5, in conjunction with a balanced literacy program that includes, shared reading, interactive read alouds, close reading, shared reading, book clubs, vocabulary study, and independent reading of "just right" books from leveled classroom libraries.	Teaching staff with support from the specialist team, TOSAs, Instructional Assistants, and the principal	Daily, weekly, monthly classroom schedules Student work samples Observable evidence of Guided Reading instructional strategies in use during small group instructional time Observational notes generated by principal Observational notes from staff visitations Anchor charts Observable utilization of Instructional Assistants
Each "target student", as determined by the DRA to be below benchmark, will receive daily guided reading instruction	Teaching staff with support from the specialist team, TOSAs, Instructional Assistants, and the principal	Daily, weekly, monthly classroom schedules Student work samples Implementation of planned RTI and IEP goals Observational notes generated by principal observational notes from staff visitations Anchor charts Observable utilization of Instructional Assistants
Each English Language Learner on levels 1-2-3, as determined by the California English Language Development Test, will receive daily guided reading/language development instruction	Teaching staff and EL teacher	Daily, weekly, monthly classroom schedules Student work samples EL teacher push in Observable use of GLAD/EL instructional strategies including realia, pictures, anchor charts, chants, labels, mneumonic support strategies, kinesthetic support strategies Observational notes generated by principal Observational notes from staff visitations Observable utilization of Instructional Assistants
Continued K-5 implementation of Words Their Way word study curriculum	Teaching staff	Weekly word lists and assessments, word recognition in reading and written work, observational notes from teachers and principal

Strategies/Actions to Reach this goal:	Who is responsible for facilitation of this strategy/action item?	Monitoring Implementation What data/evidence will we collect to ensure that this strategy/action is being implemented?
Provide explicit language support through small group/whole group instruction	Teaching staff	Words Their Way, use of GLAD strategies, accountable talk, increased use of academic language by students, anchor charts, student work samples, observational notes generated by the principal and staff visitations anecdotal teacher notes/observations
Utilize Reading Recovery Specialist/RtI strategies Use TOSAs and El specialists to train/coach teachers to deliver targeted instructional to small and individual groups.	Teaching staff, Reading Recovery Specialist, RTI team, TOSA	Teacher collaboration, DRA data, anecdotal notes, formative assessments, writing about reading prompts, meeting notes/data, student observations, short term goals and feedback on those goals. Regular grade level-specialist team meeting notes/agendas
Use of Raz Kids and Reading A-Z programs	Teaching staff	Raz Kids and Reading A-Z records and use of printable books across the curriculum
Staff will continue to update classroom leveled libraries and WEB room titles through a grant from PTA and Site Council funds. Staff created guidelines and trusted vendors to assure text quality.	Teaching staff, principal, PTA and Site Council leadership	Additional titles will be available to students for book boxes in grades K-5 Staff will use Fountas and Pinnell book leveling software to level existing books Individual orders and receipts from staff WEB room orders and receipts

A: Academic Excellence and Learning
   Create an exceptional learning environment that equitably supports and appropriately challenges all students to reach their potential.

A2.1: Integrate Common Core State Standards with an emphasis on content mastery, critical thinking, creativity, communication, collaboration, and technological literacy.

Measureable Goal (school selects goal/s to be accomplished by June 2016):

Through use of the Teacher's College Units of Study writing curriculum and corresponding Common Core State Standards for writing, 90% of students in grades K-5 will make one academic year's growth in seven of the nine components on the Teacher's College learning progression rubric for informational writing, as evidenced by beginning-of-year and end-of-year On Demand prompt for informational writing scores, as scaled by the Teacher's College Units of Study curriculum writers and PAUSD staff.

Measuring Effectiveness – How will we measure our *progress* toward our goal? (What incremental measures will you review throughout the year?)

The Teacher's College Units of Study On-Demand informational writing prompt will be administered as a baseline in August of 2015. The same On-Demand prompt will be administered at the end of the informational writing unit at each grade level, and once again in the Spring of 2016. Teachers will collaborate in the calibration and scoring of Fall and Spring prompts using the same rubric so that growth across components can be clearly identified.

Strategies/Actions to Reach this goal:	Who is responsible for facilitation of this strategy/action item?	Monitoring Implementation What data/evidence will we collect to ensure that this strategy/action is being implemented?
Teachers will continue to deepen knowledge around the Units of Study writing curricula through professional development, grade level, and cross grade level collaboration including sharing of best instructional practices and examination of benchmark writing samples.	Teachers, principal, PAUSD and TCRWP professional developers	Analysis of student work, classroom observations, conferences with teachers, reflection on and analysis of professional goals related to writing
Professional Development relating to the Units of Study, and CCSS activities	District staff, principal, teachers, TOSAs	Teacher participation in Homegrown Institutes/NY institutes Staff meeting PD related to deepening practice in the area of writing Teachers will attend the Powerful Practices Professional Development Day in October of 2015 Opportunities will be available for staff to: Work with the literacy TOSA to observe and debrief demonstration lessons as a grade level on campus. Student work related to the lesson will then be analyzed to inform instruction. Observe and debrief student learning during writing lessons amongst grade level teams Meet to analyze student work Plan curriculum maps and agree upon large grain objectives for each unit
Implementation of the Lucy Calkins Units of Study writing curriculum within a writer's workshop model.	Teachers, RSP teacher, ELA Instructional Assistants, TOSAs, with support form the principal	Grade level PLC agendas Student writing On-Demand prompts Units of Study anchor charts in classrooms Teacher conferring notes Teacher anecdotal notes Planning day agendas Prompt scoring data Principal observation, feedback, and co-teaching of writing mini-lessons Teacher lesson observation/debrief notes
Teacher participation in regularly held PLCs with a focus on the analysis of student work and the forming of objectives and inquiry questions based on student data.	Grade level teaching teams with support from the specialist team, TOSAs and the principal	PLC agendas Student work Lesson reflection/planning notes
Differentiated writing curriculum with opportunities to write across the curriculum.	Teachers, RSP teacher, ELA Instructional Assistants, TOSAs, with support form the principal	Student writing samples Grade level meeting and PLC notes/agendas
TC student checklists to be used to further calibrate student progress using the learning progression rubric.	Teaching staff	Checklists attached to student ON-Demand prompts

B: Personal Development and Support

Support the social-emotional needs of students and celebrate personal growth across multiple dimensions, while ensuring a positive, safe, and healthy environment.

B2.1: Ensure school environments are safe and welcoming for all students through: student education; mentoring relationships; research-based programs; training for staff, volunteers, and substitutes; and avenues for students to access support.

Measureable Goal (school selects goal/s to be accomplished by June 2016):

Increase the number of students at Hoover School who feel safe and supported as measured by the completion of a school safety survey and the California Healthy Kids Survey.

Measuring Effectiveness – How will we measure our *progress* toward our goal? (What incremental measures will you review throughout the year?)

A beginning-of-year and end-of-year school climate survey will be administered to students in grades 3-5. The CHKS survey will be administered to 5th-grade students in November of 2015. Incident documentation will be used to keep track of the number and types of incidents that are occurring on campus.

Strategies/Actions to Reach this goal:	Who is responsible for facilitation of this strategy/action item?	Monitoring Implementation What data/evidence will we collect to ensure that this strategy/action is being implemented?
Students in grades 3-5 will take a school survey in December and again in May. 5th-grade students will complete the 2015 CHKS survey.	Teaching staff/students	Analysis of survey results
Pilot .3 SEL coach position at Hoover.	Hoover staff, Mary Sylvester - SEL Coach, principal	.3 SEL coach works with the specialist team, classroom teachers, and students in grade K-5 to implement mindfulness and friendship curricula in the classroom. Duties also include coaching and provision of resources for teachers with specific SEL challenges in their classrooms, and parent education. The position will be evaluated by staff in the spring.
Continue school-wide implementation of the ABC reading program and investigate additional Project Cornerstone programs for staff and students such as Expect Respect.	Teaching staff, ABC program trained parent volunteers, school staff and principal	ABC meeting/training notes Student/adult use of ABC language ABC bulletin board content Teacher feedback/notes Principal feedback/notes/use of language Data on playground/classroom incidents and behavior referrals Project Cornerstone parent training Observable evidence of increased, positive student interaction with "other trusted adults" on campus such as noon supervisors, parent reading volunteers, and substitute teachers. Observable evidence of positive student interactions and reporting of unsafe incidents during recess times. Meeting notes from PC/principal/ABC leadership meetings regarding possible additional pilot programs
Continue use of Steps to Respect, Second Step, Responsive Classroom, mindset, mindfulness activities.	Teaching staff, SEL coach, school psychologist, psychology intern	Data related to playground/classroom incidents and behavior referrals Data related to social issues in the classroom as evidenced by anecdotal notes, teacher observations, classroom visits made by the principal and principal involvement during recess and lunch. Meeting notes from psychologist/principal meetings regarding student needs
Continue the Social Thinking curriculum in grades K-2 with Sally Peck	Sally Peck, teachers, principal	Implementation of agreed upon lessons from PLC, sharing of information with teaching staff, student ability to participate in Turn and Talk, Think, Pair, Share, Learn and Listen strategies.
Continue to utilize the district behaviorist, BIC, and specialists to support specific, data-related student needs.	Hoover staff, district and school specialists, principal	Behavior plans IEP meeting notes Student observation data/anecdotal notes Specialist meeting notes
Train noon supervision volunteers to work effectively with students on the playground	Noon supervision coordinator, principal	Project Cornerstone noon supervision training Monthly trainings offered by the Noon supervision Coordinator and principal

Strategies/Actions to Reach this goal:	Who is responsible for facilitation of this strategy/action item?	Monitoring Implementation What data/evidence will we collect to ensure that this strategy/action is being implemented?
		Make a video of the training for parents to view form the school website
Continue to provide diverse leadership and community building activities for students that promote diversity and kindness	Hoover staff, parent volunteers, principal	Grade level potlucks Student Council Student led clubs - art/writing Gardening club - teacher led with parent volunteers YMCA noon sports Parent led noon sports Green Team Noon activities including legos, art center, games center, writing center, parent led games, library Student focus group for school expectations After school programs for all students International festival Unity Day activities Principal reads a book to each class each year with a message regarding diversity as a resource, friendship, empathy. Principal has a book cart out weekly with books related to friendship, diversity, etc. 3-5 grade student supervision of ball rooms, legos, sandbox equipment, games, and the art cart. 4th grade Kinder lunch helpers 5th grade AAA trained traffic safety patrol School-wide buddy program
Continue to discuss/practice strategies for conflict resolution, enabling students to become upstanders in order to resolve issues with more independence. Continue use of Accountable Talk and turn and talk/think, pair, share strategies in the classroom, partner work, active listening, taking on leadership roles.	Hoover staff, principal	Anchor charts in classrooms Observable use of accountable talk Observable use of turn and talk, active listening strategies Student use of conflict resolution language Student use of upstander language and reporting of incidents Data related to playground/classroom incidents and behavior referrals
Collect data from Parent Input Survey	Hoover staff, principal	Data regarding school climate and most valued aspects of the school program will be collected and analyzed.
Collect data from staff survey	Hoover staff, principal, district staff	Data regarding school climate, safety, and best practices will be collected and analyzed.
Staff will inventory SEL and school-wide support systems in place and examine most effective practices.	Hoover staff, principal	Inventory documents created by staff will include practices, strategies, curricula being used school-wide. Staff meeting documents will be used to identify most effective practices and any decisions made regarding best practices.
Continue to implement and refine the use of school-wide Positive Behavior Intervention Plan language and expectations related to	Teaching staff, students, principal, ABC volunteers, noon supervision staff and volunteers	Weekly use of language during school-wide Monday Message Use and understanding of language and expectations modeled by

Strategies/Actions to Reach this goal:	Who is responsible for facilitation of this strategy/action item?	Monitoring Implementation What data/evidence will we collect to ensure that this strategy/action is being implemented?
safe, respectful, responsible behavior in class and around campus.		students Use of language and expectations by staff and school volunteers when supporting students in making good choices Communications regarding language and expectations shared with parents Posters in front of classrooms detailing developmental understanding of language and expectations Distribution of guidelines to support students in making good choices to staff, noon supervision staff and volunteers and parents Data related to playground/classroom incidents and behavior referrals Observational data/anecdotal notes from teachers and the principal Patterns in student response to conflicts and problems as part of the teacher observation. Observation of student decision making in and out of class.

C: Staff Development and Recruitment

Create an exceptional, positive teaching environment by developing, recruiting and retaining the most talented staff and supporting a culture of professional growth and innovation

C1.2: Expand delivery of professional development programs to include peer collaboration, best-practice sharing, mentoring, and online learning; and extend to all staff where appropriate.

Measureable Goal (school selects goal/s to be accomplished by June 2016):

The Hoover staff will continue to deepen knowledge around the PLC process with a focus on the use of common formative assessments.

Measuring Effectiveness – How will we measure our *progress* toward our goal? (What incremental measures will you review throughout the year?)

Progress toward this goal will be measured by the creation, administration, and analysis of common formative assessments by grade level and cross grade level teams along with PLC meeting agendas.

Strategies/Actions to Reach this goal:	Who is responsible for facilitation of this strategy/action item?	Monitoring Implementation What data/evidence will we collect to ensure that this strategy/action is being implemented?
Staff will participate in PLC meetings that include training throughout the year.	Hoover staff, Guiding Coalition members, principal	PLC meeting agendas Staff feedback from meetings Use of the book, "The Common Formative Assessment, A Toolkit for Professional Learning Communities at Work"
Grade level teams will create, administer, and analyze CFAs to inform instruction throughout the year.	Hoover staff, students, principal,	CFAs created by grade level teams, data from CFAs, instructional changes made as a result of CFA data, deeper teacher knowledge of student progress in CFA areas of focus.
Staff will meet in cross grade level groups K-2, and 3-5 at least twice during the year to discuss learning and findings from PLC/CFA exploration.	Hoover staff, Guiding Coalition members, principal	Meeting agendas and notes

School Site Council Membership
Herbert Hoover Elementary School

Education Code Section 64001(g) requires that the SPSA 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 school site council is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Kathryn Bimpson	[X]	[ ]	[ ]	[ ]	[ ]
Zainab Jamal, Co-chair	[ ]			X	
Peter Lee, Co-chair	[ ]	X			
Jennifer Brito	[ ]	X			
Elsa Chen	[ ]	X			
Michelle Thomas	[ ]	X			
Bryna Chang	[ ]			X	
Shambu Ghimire	[ ]			X	
Amrutha Kattamuri	[ ]			X	
Bala Meduri	[ ]			X	
Numbers of members of each category	**1**	**4**		**5**	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances
Herbert Hoover Elementary School

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

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Stud Achievement (SPSA) requiring board approval.
The SSC 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

X   English Learner Advisory Committee

      Community Advisory Committee for Special Education Programs

      Gifted and Talented Education Program Advisory Committee

X   Other committees established by the school or district (list):

      Site Council Committees: Nomination Committee, School Climate, Environment and Safety Committee, and the Action/Program Research Committee.

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those foun district governing board policies and in the local educational agency plan.
This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated sch goals to improve student academic performance.
This SPSA was adopted by the SSC at a public meeting on: 12/4/15

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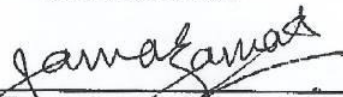Typed Name of School Principal   Signature of School Principal   11-23-15 Date

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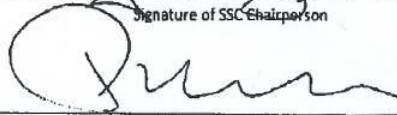
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Title I Budget
SPSA Budget: Herbert Hoover Elementary School

	Expense Accounts	Instructional Services/ Programs	Release Time/ Staff Development	Instructional Assistants/ Aides/Tutors	Supplies/Materials and Equipment	Centralized Services	EXPENSE TOTAL
1000	Certificated Salaries		5,000				5,000
2000	Classified Salaries						
3000	Employee Benefits		1,500				1,500
4000	Supplies	10,000			4,500		14,500
5000	Contracted Services						
6000	Capital Outlay						
7000	Indirect Costs						
	Total	10,000	6,500		4,500		21,000

SPSA Budget
SPSA Budget: Herbert Hoover Elementary School

	Expense Accounts	Instructional Services/ Programs	Release Time/ Staff Development	Instructional Assistants/ Aides/Tutors	Supplies/Materials and Equipment	Centralized Services	EXPENSE TOTAL
1000	Certificated Salaries		3,000				3,000
2000	Classified Salaries						
3000	Employee Benefits		330				330
4000	Supplies				8,000		8,000
5000	Contracted Services						
6000	Capital Outlay	500			1,500		2,000
7000	Indirect Costs					115	115
	Total	500	3,330		9,500	115	13, 445

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

				Overall Achievement					
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	% Standard Exceeded	% Standard Met	% Standard Nearly Met	%Standard Not Met
Grade 3	69	69	100.0	69	2509.8	65	20	12	3
Grade 4	72	72	100.0	72	2577.5	76	15	4	4
Grade 5	72	72	100.0	72	2615.1	68	22	7	3
All Grades	213	213	100.0	213		70	19	8	3

	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
Grade Level	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	% Above Standard	% At or Near Standard	% Below Standard	%Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard
Grade 3	59	33	7	49	45	6	46	52	1	67	29	4
Grade 4	75	22	3	63	35	3	63	35	3	64	35	1
Grade 5	69	24	7	82	17	1	54	42	4	76	22	1
All Grades	68	26	6	65	32	3	54	43	3	69	29	2

Conclusions based on this data:

1. This data serves as a baseline and starting point for Hoover. It will be used to measure growth and effectiveness.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

	Overall Achievement								
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	% Standard Exceeded	% Standard Met	% Standard Nearly Met	% Standard Not Met
Grade 3	69	69	100.0	69	2524.7	64	23	10	3
Grade 4	72	72	100.0	72	2602.9	83	11	4	1
Grade 5	72	72	100.0	72	2619.6	78	13	8	1
All Grades	213	213	100.0	213		75	15	8	2

	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
Grade Level	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard
Grade 3	78	17	4	68	25	7	70	25	6
Grade 4	90	8	1	82	17	1	82	15	3
Grade 5	81	15	4	75	25	0	67	29	4
All Grades	83	14	3	75	22	3	73	23	4

Conclusions based on this data:

1. This data serves as a baseline and starting point for Hoover. It will be used to measure growth and effectiveness.

School and Student Performance Data

California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2014-15										Number Tested
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		
	#	%	#	%	#	%	#	%	#	%	#
K	2	50			2	50					4
1	14	61	9	39							23
2	21	75	6	21	1	4					28
3	6	55	5	45							11
4	********	***	********	***							********
Total	44	64	22	32	3	4					69

Herbert Hoover Elementary School STAR Test Results

CST refers to the California Standards Test.
This table shows the % of students scoring at the proficient and advanced proficiency levels.

Grade	CST 2012			CST 2013			CST 2014			CST 2015		
	% Prof	% Adv	% Both	% Prof	% Adv	% Both	% Prof	% Adv	% Both	% Prof	% Adv	% Both
English/Language Arts												
2	19	78	97	17	77	94						
3	30	69	99	35	59	94						
4	3	97	100	1	99	100						
5	15	78	93	14	82	96						
Mathematics												
2	6	93	99	10	86	96						
3	4	96	100	7	90	97						
4	7	93	100	4	96	100						
5	10	86	96	7	92	99						
Science												
5	21	75	96	11	86	97	8	92	100	23	73	96