

# The Single Plan for Student Achievement

**School:** Tiefert View Intermediate School  
**CDS Code:** 36-73890-0111096  
**District:** Silver Valley Unified School District  
**Principal:** Shannon Hansen  
**Revision Date:** 14Nov14

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

**Contact Person:** Shannon Hansen  
**Position:** Principal  
**Phone Number:** 760.386.3123  
**Address:** 8700 Anzio Road Ft.  
Irwin, CA 92310  
**E-mail Address:** shansen@svusdk12.net

**The District Governing Board approved this revision of the SPSA on : December 09, 2014**

## Table of Contents

|  |    |
|--|----|
| School Vision and Mission .....  | 3  |
| School Profile.....  | 3  |
| Comprehensive Needs Assessment Components .....                            | 3  |
| Data Analysis .....  | 3  |
| Surveys .....  | 3  |
| Classroom Observations.....  | 4  |
| Analysis of Current Instructional Program .....                            | 4  |
| Description of Barriers and Related School Goals .....                     | 7  |
| School and Student Performance Data .....                                  | 8  |
| Academic Performance Index by Student Group .....                          | 8  |
| English-Language Arts Adequate Yearly Progress (AYP).....                  | 10 |
| Mathematics Adequate Yearly Progress (AYP).....                            | 11 |
| CELDT (Annual Assessment) Results.....                                     | 12 |
| CELDT (All Assessment) Results.....  | 13 |
| Title III Accountability (School Data) .....                               | 14 |
| Title III Accountability (District Data).....                              | 15 |
| Planned Improvements in Student Performance .....                          | 16 |
| School Goal #1.....  | 16 |
| School Goal #2.....  | 19 |
| School Goal #4.....  | 21 |
| School Goal #5.....  | 24 |
| Centralized Services for Planned Improvements in Student Performance ..... | 25 |
| Centralized Service Goal #1.....   | 25 |
| Centralized Service Goal #2.....   | 26 |
| Summary of Expenditures in this Plan.....                                  | 28 |
| Total Expenditures by Object Type and Funding Source.....                  | 28 |
| Total Expenditures by Funding Source .....                                 | 29 |
| Total Expenditures by Object Type.....                                     | 30 |
| Total Expenditures by Goal.....  | 31 |
| School Site Council Membership.....  | 32 |
| Recommendations and Assurances.....  | 33 |

## School Vision and Mission

### Tiefert View Intermediate School's Vision and Mission Statements

#### SCHOOL VISION

Tiefert View Intermediate School staff, parents, students and our community will work together to inspire personal success with an appreciation for lifelong learning and social responsibility.

#### SCHOOL MISSION

Tiefert View Intermediate School is dedicated to developing confident learners who take an active role in their education. Our goal is to have our students flourish as productive members of today's society.

## School Profile

#### SCHOOL PROFILE

Tiefert View Intermediate School (TVIS) is located on the Ft. Irwin National Training Center for the United States Army within the Mojave Desert. Though located on a Military Installation, TVIS is a California State Public School, under the guidance and jurisdiction of Silver Valley Unified School District.

Tiefert View Intermediate School is a 3rd-5th grade school. The student population is made up of military dependents, housed at Fort Irwin and inter-district transfer students from nearby communities. Inter-district transfers are granted to students whose parents work at Fort Irwin. The student body consists of approximately 180 third graders, 156 fourth graders and 126 fifth graders. Tiefert View has 28 classroom teachers, 6 classified staff, 3 instructional aides, and 2 administrator.

We are located on a military establishment and 98% of our students have parents that are serving in the military. Therefore, we have a high rate of turnover within our student body and faculty.

## Comprehensive Needs Assessment Components

### Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

### Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

At Tiefert View Intermediate School we survey parents every other year. Surveys were completed during the 2013-2014 school year. The following are the results.

#### Student Survey

1. When asked, at my school, there is a teacher or some other adult who really cares about me? 56% of the student's surveyed feel there is an adult on campus that really cares for them. Another 29% feel this to be a little true.
2. When asked, is there a teacher or some other adult who tells you when you are doing a good job? 50% of the student's surveyed are told by an adult they are doing a good job. Another 15% feel this to be a little true.
3. When asked, is there a teacher or some other adult who believe that you will be a success? 60% of the student's surveyed believe an adult on campus believes they will be successful. Another 10% feel this to be a little true.
4. When asked, are you happy to be at this school? 53% of the student's surveyed stated they strongly agree or agree with this question. Another 7% neither agreed nor disagreed with this statement.
5. When asked, do you feel like you are a part of this school? 48% of the student's surveyed feel to be a part of the school. Another 7% neither agreed nor disagreed with this statement.

6. When asked, do you feel the teachers and other adults treat students fairly at this school? 46% of the student's surveyed feel the adults treat students fairly. Another 8% neither agreed nor disagreed with this statement.
7. When asked, do you feel safe at this school? 57% of the student's surveyed feel they are safe at school. While another 26% feel they are safe most of the time.
8. When asked, do you feel safe riding the bus? 49% of the student's surveyed feel safe riding the bus. Another 14% of the students stated most of the time they feel safe on the bus.
9. When asked, does your teaching make learning interesting? 61% of the student's surveyed stated their teachers make learning interesting. While another 24% stated most of the time.
10. When asked, are assemblies, field trips and other activities important at the school? 49% of the students strongly agreed or agreed. Another 8% neither agreed nor disagreed.
11. When asked, do you know who your principal is? 98% of the student's surveyed knew their principal.
12. When asked, do you see the principal in your classroom? 99% of the student's surveyed stated they see the principal some of the time or more in their classroom.
13. When asked, would you recommend Tiefert View Intermediate School to other kids? 93% of the student's surveyed stated yes they would recommend their school.

### Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

During the academic school year the school and district administration continually walk through to observe classrooms. During the walk through observations, Silver Valley district administration discuss the needs of each teacher and the students who are in each classroom. At the school level, the administrator also holds Student Monitoring conferences with each certificated teacher to see how individual students are succeeding in and out of the classroom. During the student monitoring conferences, teachers discuss with the principal the academic success and struggles as well as, the social/emotional and behavioral success and struggles each student is exhibiting in and out of the classroom.

### Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

### Standards, Assessment, and Accountability

#### 1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

With the use of illuminate, common assessments and teacher created assessments we are able to modify the instruction to meet the needs of our students. School wide RtI (Response to Intervention) is then implemented based on student need. Credentialed teachers are expected to familiarize themselves with the District Wide Blueprint Assessment, DRA2, Successmaker, STAR Reading and STAR Math student achievement data related to their classes. Teachers will continue to use this information to target instruction. Student achievement test scores are also used to identify students for placement in academic intervention or enrichment groups using Response to Intervention and Instruction designated instruction time.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Students are assessed approximately every 6 weeks to make sure they are in the appropriate RtI setting. Certificated teachers are expected to use several student based operating systems to gather educational information on each student by Name, by Need, and by Skill. Students use Success Maker computer program in Mathematics and English Language Arts, students are given the DRA2 reading assessment, and STAR Reading and STAR Math computer programs. All of this data is used for student placement within the classroom and our "push-in" Response to Intervention Model. Teachers also gather information from our Data Base System within Illuminate using the following assessment data; District Wide Blueprint Assessments and CELDT information to also help determine placement and modify instruction.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

All staff are highly qualified under NCLB. The district provides professional development as needed to assure that the teachers are up to date on new teaching strategies. All certificated staff have met the No Child Left Behind requirements of being a highly qualified teacher. All classified instructional aide staff members have passed the necessary requirements and testing to be highly qualified to work with students. Silver Valley Unified School District Human Resource Department works extremely hard to ensure every member of the Silver Valley team has met all requirements to qualify as highly qualified staff.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Ongoing Professional Development is provided to teachers on current and upcoming curriculum. This includes extensive training on Common Core State Standards. There is one Resource Specialist Program (RSP) teacher for students with special needs. We have one Response to Intervention Teacher, one shared Music Teacher, and one Physical Education teacher. The music teacher is shared with another school in the Silver Valley District. All teachers receive professional development yearly in Mathematics and English Language Arts which also includes writing.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is aligned to content standards, student performance, and professional needs. This is done through publisher training (see #6 below) as well as other CCSS training and preparation.

These questions are a guide to hold every person on campus responsible for ensuring ALL students are learning, ALL students are being given targeted instruction, ALL students will have the same access to academic materials, computer technology and access to celebrating their successes. Not only does this resource (book) address academic interventions but also behavioral interventions. Through these questions we are taking teaching and learning above and beyond. Today's students are moving beyond the basics and embracing the 4 C's - "super skills" for the 21st century! The 4 C's include Communication, Collaboration, Critical Thinking and Creativity.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Pearson, Holt, Singapore Math and other training is provided to align curriculum with the standards assessed. Along with the professional development offered to all teachers through our partnership with Pearson, there are several content experts who work alongside the teachers to help with any concerns they may have. These content experts have helped whenever the teachers need it. There has also been Professional Development training with Renaissance Learning (STAR Enterprise - Early Literacy, Reading and Math), Read 180 Enterprise, System 44 Enterprise, Singapore Math Strategies in Number Sense, Model Drawing and Fractions.

7. Teacher collaboration by grade level (kindergarten through grade eight [K-8]) and department (grades nine through twelve) (EPC)

Every Wednesday afternoon (1:45 - 3:30) is set aside as Professional Learning Community time. District wide, school wide, as well as grade level and grade level teams meet during this time.

## Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

As a district the teachers worked together to create pacing guides and lesson plans based on the curriculum adopted by Silver Valley Unified School District.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Teachers at Tiefert View Intermediate School turn in their academic schedule on a yearly basis to the principal of the school to ensure instructional minutes are being met in reading, language arts, and mathematics. Time is also embedded into the instructional day for Response to Intervention for all students for intensive instruction or for enrichment depending on student needs.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Through our Response to Intervention teachers are meeting the needs of students based on struggles teachers see in the classroom with lessons, Success Maker and Accelerated Math and Reading.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Adopted instructional materials including textbooks are purchased according to the state textbook adoption cycle. The district office provides full funding for all adopted material. Additional supplemental materials are purchased using site funds.

The Silver Valley Unified School District textbook adoption policy is followed including review and recommendation by a site committee of parents and teachers, review and recommendation by the District Curriculum and Instruction Committee, public inspection, and School Board review and adoption.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Our district adoption in Mathematics is McMillian McGraw Hill. Our district adoption in English Language Arts is Pearson Reading Street. All of these materials are aligned to the California State Content Standards. With these materials are added resources for English Language Development and for Strategic Interventions for struggling students. There are also bridge materials that meet the needs of the Common Core State Standards with the 21st learning skills.

## Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Through our Response to Intervention time teachers are meeting the needs of students based on struggles teachers see in the classroom with lessons, Success Maker and Accelerated Math and Reading. For our special education students they receive Response to Intervention time along with pull out time with the Resource Specialist.

14. Research-based educational practices to raise student achievement

Our Response to Intervention program is a research based program. We are also using Scholastic Read 180 and System 44 program to help special education, English Language Learners and struggling students with their reading.

## Parental Involvement

### 15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Our Response to Intervention program was adopted and implemented from a research based program. We are also using Scholastic Read 180 and System 44 program to help special education, English Language Learners and struggling students with their reading.

### 16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

At Tiefert View Intermediate School our School Site Council meets monthly to discuss the Single Plan for Student Achievement and how will continue to meet the needs of our students academically and financially. We also have a Site Strategic Planning Team which meets yearly to discuss the needs of the school and students. The Site Strategic Planning Team brings forward recommendations to the site administrator and staff.

## Funding

### 17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

FRMP is below the threshold for Title 1 funding.

### 18. Fiscal support (EPC)

Our school site funding is spent on student needs for staffing, materials and supplies.

## **Description of Barriers and Related School Goals**

Tiefert View Intermediate School community is 98% military population. We have 47% as determined by the Free and Reduced Lunch Applications. Our average daily attendance is 96%, while this is a significant number for our attendance we also know when students are not in school they are not learning. It is a continual goal of the Tiefert View Intermediate School staff to get our average daily attendance percentage even higher. Challenging students and parents to value education by holding their own high expectation of school and the benefits of learning. With a high number of military parents the lack of consistency at home due to deployment is a major barrier that we face here at school. At Tiefert View Intermediate School the staff continues to hold parent nights to get parents the support they need to help their children at home. Through our school library data system, we can check out books and resources for parent use. There is just not enough time in the school day for everything the teachers, support staff and the principal would like to accomplish.

## School and Student Performance Data

### Academic Performance Index by Student Group

| PROFICIENCY LEVEL | API GROWTH BY STUDENT GROUP |      |      |       |      |      |                  |      |      |       |      |      |
|-------------------|-----------------------------|------|------|-------|------|------|------------------|------|------|-------|------|------|
|                   | All Students                |      |      | White |      |      | African-American |      |      | Asian |      |      |
|                   | 2012                        | 2013 | 2014 | 2012  | 2013 | 2014 | 2012             | 2013 | 2014 | 2012  | 2013 | 2014 |
| Number Included   | 379                         | 353  |      | 169   | 141  |      | 50               | 58   |      | 4     | 5    |      |
| Growth API        | 836                         | 839  |      | 849   | 865  |      | 794              | 798  |      |       |      |      |
| Base API          | 816                         | 836  |      | 825   | 848  |      | 761              | 794  |      |       |      |      |
| Target            | A                           | A    |      | A     | A    |      |                  |      |      |       |      |      |
| Growth            | 20                          | 3    |      | 24    | 17   |      |                  |      |      |       |      |      |
| Met Target        | Yes                         | Yes  |      | Yes   | Yes  |      |                  |      |      |       |      |      |

| PROFICIENCY LEVEL | API GROWTH BY STUDENT GROUP |      |      |                  |      |      |                                 |      |      |                            |      |      |
|-------------------|-----------------------------|------|------|------------------|------|------|---------------------------------|------|------|----------------------------|------|------|
|                   | Hispanic                    |      |      | English Learners |      |      | Socioeconomically Disadvantaged |      |      | Students with Disabilities |      |      |
|                   | 2012                        | 2013 | 2014 | 2012             | 2013 | 2014 | 2012                            | 2013 | 2014 | 2012                       | 2013 | 2014 |
| Number Included   | 98                          | 87   |      | 22               | 20   |      | 161                             | 172  |      | 26                         | 41   |      |
| Growth API        | 812                         | 832  |      | 739              | 798  |      | 807                             | 812  |      | 818                        | 745  |      |
| Base API          | 794                         | 812  |      | 666              | 739  |      | 797                             | 807  |      | 786                        | 819  |      |
| Target            | 5                           | A    |      |                  |      |      | 3                               | A    |      |                            |      |      |
| Growth            | 18                          | 20   |      |                  |      |      | 10                              | 5    |      |                            |      |      |
| Met Target        | Yes                         | Yes  |      |                  |      |      | Yes                             | Yes  |      |                            |      |      |

#### Conclusions based on this data:

1. Tiefert View Intermediate School students are making significant progress toward reaching proficiency on California's academic content standards. As you can see from the charts above Tiefert View Intermediate School grew by 3 points from the 2011-2012 and 2012-2013 school years. The school received a score of 836 in 2011-2012 and a 839 in 2012-2013 academic years. All Academic Performance Index requirements were met. Annual Measurable Objectives (AMOs) were met in both English Language Arts and Mathematics, through Safe Harbor criteria.



2. Tiefert View Intermediate Schools' goal was to improve from the previous years. Through student monitoring conferences teachers identified students who were struggling in English Language Arts and Mathematics. These students were assigned a specific goal to address their individual needs by content standards in math and English Language Arts. The following is a summary of those meetings: Teachers identified students with the greatest need for intervention. These students received intensive instruction in both math and English Language Arts. Students needs were identified through Blueprint Assessments, Star Assessments, CST scores and cumulative assessments. Students' assessments were analyzed by content standard strands. All students were placed in small groups based on those strands. Enrichment and intensive intervention were administered during their Response to Intervention session. Students with the most need in Reading were assigned System 44 and Read 180 Reading Program or Success Maker depending on level/ability of the student. Some students in the Resource Specialist Program receiving Special Education Services were also given reading support using the System 44 and Read 180 Scholastic program.

**School and Student Performance Data**

English-Language Arts Adequate Yearly Progress (AYP)

| AYP PROFICIENCY LEVEL          | ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP |      |       |       |      |       |                  |      |       |       |      |       |
|--------------------------------|---|------|-------|-------|------|-------|------------------|------|-------|-------|------|-------|
|                                | All Students  |      |       | White |      |       | African-American |      |       | Asian |      |       |
|                                | 2012  | 2013 | 2014  | 2012  | 2013 | 2014  | 2012             | 2013 | 2014  | 2012  | 2013 | 2014  |
| Participation Rate             | 100   | 100  |       | 99    | 100  |       | 100              | 100  |       | 100   | 100  |       |
| Number At or Above Proficient  | 243   | 226  |       | 111   | 97   |       | 29               | 35   |       | --    |      |       |
| Percent At or Above Proficient | 64.1  | 64.0 |       | 65.7  | 68.8 |       | 58.0             | 60.3 |       | --    | --   |       |
| AYP Target: ES/MS              | 78.4  | 89.2 | 100.0 | 78.4  | 89.2 | 100.0 | 78.4             | 89.2 | 100.0 | 78.4  | 89.2 | 100.0 |
| AYP Target: HS                 | 77.8  | 88.9 | 100.0 | 77.8  | 88.9 | 100.0 | 77.8             | 88.9 | 100.0 | 77.8  | 88.9 | 100.0 |
| Met AYP Criteria               | Yes   | No   |       | Yes   | Yes  |       | --               | Yes  |       | --    | --   |       |

| AYP PROFICIENCY LEVEL          | ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP |      |       |                  |      |       |                                 |      |       |                            |      |       |
|--------------------------------|---|------|-------|------------------|------|-------|---------------------------------|------|-------|----------------------------|------|-------|
|                                | Hispanic  |      |       | English Learners |      |       | Socioeconomically Disadvantaged |      |       | Students with Disabilities |      |       |
|                                | 2012  | 2013 | 2014  | 2012             | 2013 | 2014  | 2012                            | 2013 | 2014  | 2012                       | 2013 | 2014  |
| Participation Rate             | 100   | 100  |       | 100              | 100  |       | 99                              | 100  |       | 100                        | 100  |       |
| Number At or Above Proficient  | 56  | 52   |       | 10               | 10   |       | 92                              | 105  |       | 15                         | 21   |       |
| Percent At or Above Proficient | 57.1  | 59.8 |       | 45.5             | 50.0 |       | 57.1                            | 61.0 |       | 57.7                       | 51.2 |       |
| AYP Target: ES/MS              | 78.4  | 89.2 | 100.0 | 78.4             | 89.2 | 100.0 | 78.4                            | 89.2 | 100.0 | 78.4                       | 89.2 | 100.0 |
| AYP Target: HS                 | 77.8  | 88.9 | 100.0 | 77.8             | 88.9 | 100.0 | 77.8                            | 88.9 | 100.0 | 77.8                       | 88.9 | 100.0 |
| Met AYP Criteria               | No  | Yes  |       | --               | --   |       | Yes                             | Yes  |       | --                         | --   |       |

**Conclusions based on this data:**

1. ELA is collaborated in Professional Learning Communities. The principal and teachers discussed 3rd -5th grade grammar and writing strategies to help the learning process. Vocabulary and comprehension is a focus for all of our students. We have one hundred percent of staff participation in forming small groups based on individual student needs. We use this Response to Intervention time to target our students that were in need of additional help. We used leveled content readers, class work and assessments to reinforce vocabulary and comprehension. .
2. All of our Special Education students with a disability in any form under the ELA umbrella received additional support through Read 180 and System 44.
3. Through the alignment of pacing guides and the Silver Valley Unified School District Blueprint Assessments to the State Content Standards and our Silver Valley Unified School District adopted curriculum, we are better able to address the needs of all students to meet the State Standards. Also, our Response to Intervention Program meets the needs of all students at Tiefort View Intermediate School we were able to see positive growth in student learning.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

| AYP PROFICIENCY LEVEL          | MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP |      |       |       |      |       |                  |      |       |       |      |       |
|--------------------------------|---|------|-------|-------|------|-------|------------------|------|-------|-------|------|-------|
|                                | All Students                                  |      |       | White |      |       | African-American |      |       | Asian |      |       |
|                                | 2012  | 2013 | 2014  | 2012  | 2013 | 2014  | 2012             | 2013 | 2014  | 2012  | 2013 | 2014  |
| Participation Rate             | 100   | 100  |       | 99    | 100  |       | 100              | 100  |       | 100   | 100  |       |
| Number At or Above Proficient  | 247   | 219  |       | 114   | 96   |       | 28               | 29   |       | --    |      |       |
| Percent At or Above Proficient | 65.2  | 62.4 |       | 67.5  | 68.6 |       | 56.0             | 50.0 |       | --    | --   |       |
| AYP Target: ES/MS              | 79.0  | 89.5 | 100.0 | 79.0  | 89.5 | 100.0 | 79.0             | 89.5 | 100.0 | 79.0  | 89.5 | 100.0 |
| AYP Target: HS                 | 77.4  | 88.7 | 100.0 | 77.4  | 88.7 | 100.0 | 77.4             | 88.7 | 100.0 | 77.4  | 88.7 | 100.0 |
| Met AYP Criteria               | Yes   | No   |       | Yes   | Yes  |       | --               | No   |       | --    | --   |       |

| AYP PROFICIENCY LEVEL          | MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP |      |       |                  |      |       |                                 |      |       |                            |      |       |
|--------------------------------|---|------|-------|------------------|------|-------|---------------------------------|------|-------|----------------------------|------|-------|
|                                | Hispanic                                      |      |       | English Learners |      |       | Socioeconomically Disadvantaged |      |       | Students with Disabilities |      |       |
|                                | 2012  | 2013 | 2014  | 2012             | 2013 | 2014  | 2012                            | 2013 | 2014  | 2012                       | 2013 | 2014  |
| Participation Rate             | 100   | 100  |       | 100              | 100  |       | 99                              | 100  |       | 100                        | 100  |       |
| Number At or Above Proficient  | 61  | 55   |       | 11               | 11   |       | 99                              | 100  |       | 19                         | 22   |       |
| Percent At or Above Proficient | 62.2  | 63.2 |       | 50.0             | 55.0 |       | 61.5                            | 58.8 |       | 73.1                       | 55.0 |       |
| AYP Target: ES/MS              | 79.0  | 89.5 | 100.0 | 79.0             | 89.5 | 100.0 | 79.0                            | 89.5 | 100.0 | 79.0                       | 89.5 | 100.0 |
| AYP Target: HS                 | 77.4  | 88.7 | 100.0 | 77.4             | 88.7 | 100.0 | 77.4                            | 88.7 | 100.0 | 77.4                       | 88.7 | 100.0 |
| Met AYP Criteria               | Yes   | Yes  |       | --               | --   |       | Yes                             | No   |       | --                         | --   |       |

**Conclusions based on this data:**

1. Looking over our data Tiefert View noticed that we did not meet our goal with in Mathematics. We failed to reach our goal in two areas: African- American and the Socioeconomically Disadvantage. We addressed these areas of concern in our PLC meetings by looking at the individual scores from the CST to determine our Response to Intervention groups for Mathematics. These groups meet for additional 30 minutes a day to work on their needs. We are in the process of establishing additional support for the students with severe need of mathematics skills.
2. We implemented the use of Singapore math strategies with in our math curriculum to help with needs of all of our students. All of our teachers were trained in several Singapore math strategies such as; fractions, model drawing and number sense.

**School and Student Performance Data**

**CELDT (Annual Assessment) Results**

| Grade        | 2013-14 CELDT (Annual Assessment) Results |    |                |    |              |    |                    |    |           |   |               |
|--------------|---|----|----------------|----|--------------|----|--------------------|----|-----------|---|---------------|
|              | Advanced                                  |    | Early Advanced |    | Intermediate |    | Early Intermediate |    | Beginning |   | Number Tested |
|              | #   | %  | #              | %  | #            | %  | #                  | %  | #         | % | #             |
| 3            |   |    | 2              | 40 | 3            | 60 |                    |    |           |   | 5             |
| 4            | 1   | 17 | 2              | 33 | 1            | 17 | 2                  | 33 |           |   | 6             |
| 5            |   |    | 4              | 67 | 1            | 17 | 1                  | 17 |           |   | 6             |
| <b>Total</b> | 1   | 6  | 8              | 47 | 5            | 29 | 3                  | 18 |           |   | 17            |

**Conclusions based on this data:**

1. As you can see from our CELDT testing data the majority of our ELL population is at the Intermediate or higher level and with the assistance of our Read 180 and System 44 program our ELL population is addressed. By the time EL students are getting ready to leave, they are right where they need to be in order to be successful in school. We do have some students who take a little longer to learn the English language and our teachers continue to work towards developing the students English language skills.

## School and Student Performance Data

### CELDT (All Assessment) Results

| Grade        | 2013-14 CELDT (All Assessment) Results |    |                |    |              |    |                    |    |           |   |               |
|--------------|--|----|----------------|----|--------------|----|--------------------|----|-----------|---|---------------|
|              | Advanced                               |    | Early Advanced |    | Intermediate |    | Early Intermediate |    | Beginning |   | Number Tested |
|              | #                                      | %  | #              | %  | #            | %  | #                  | %  | #         | % | #             |
| 3            | 1                                      | 14 | 3              | 43 | 3            | 43 |                    |    |           |   | 7             |
| 4            | 2                                      | 25 | 2              | 25 | 2            | 25 | 2                  | 25 |           |   | 8             |
| 5            |  |    | 4              | 67 | 1            | 17 | 1                  | 17 |           |   | 6             |
| <b>Total</b> | 3                                      | 14 | 9              | 43 | 6            | 29 | 3                  | 14 |           |   | 21            |

#### Conclusions based on this data:

1. As you can see from our CELDT testing data the majority of our ELL population is at the Intermediate or higher level and with the assistance of our Read 180 and System 44 program our ELL population is addressed. By the time EL students are getting ready to leave, they are right where they need to be in order to be successful in school. We do have some students who take a little longer to learn the English language and our teachers continue to work towards developing the students English language skills.

**School and Student Performance Data**

**Title III Accountability (School Data)**

| AMAO 1                       | Annual Growth |         |         |
|------------------------------|---------------|---------|---------|
|                              | 2011-12       | 2012-13 | 2013-14 |
| Number of Annual Testers     | 16            | 20      |         |
| Percent with Prior Year Data | 100.0%        | 100.0%  |         |
| Number in Cohort             | 16            | 20      |         |
| Number Met                   | --            | --      |         |
| Percent Met                  | --            | --      |         |
| NCLB Target                  | 56.0          | 57.5    | 59.0    |
| Met Target                   | *             | *       |         |

| AMAO 2           | Attaining English Proficiency |           |                         |           |                         |           |
|------------------|-------------------------------|-----------|-------------------------|-----------|-------------------------|-----------|
|                  | 2011-12                       |           | 2012-13                 |           | 2013-14                 |           |
|                  | Years of EL instruction       |           | Years of EL instruction |           | Years of EL instruction |           |
|                  | Less Than 5                   | 5 Or More | Less Than 5             | 5 Or More | Less Than 5             | 5 Or More |
| Number in Cohort | 18                            | 3         | 18                      | 5         |                         |           |
| Number Met       | --                            | --        | --                      | --        |                         |           |
| Percent Met      | --                            | --        | --                      | --        |                         |           |
| NCLB Target      | 20.1                          | 45.1      | 21.4                    | 47.0      | 22.8                    | 49.0      |
| Met Target       | *                             | *         | *                       | *         |                         |           |

| AMAO 3                          | Adequate Yearly Progress for English Learner Subgroup |         |         |
|---------------------------------|---|---------|---------|
|                                 | 2011-12   | 2012-13 | 2013-14 |
| <b>English-Language Arts</b>    |   |         |         |
| Met Participation Rate          | --  | --      |         |
| Met Percent Proficient or Above | --  | --      |         |
| <b>Mathematics</b>              |   |         |         |
| Met Participation Rate          | --  | --      |         |
| Met Percent Proficient or Above | --  | --      |         |

**Conclusions based on this data:**

1. At Tiefert View Intermediate School our teaching staff works with our English Language Population to make sure that their needs are met in order for them to be confident in learning the English language. We ensure that students are understanding not only the language but also the meaning of the vocabulary.

## School and Student Performance Data

### Title III Accountability (District Data)

| AMAO 1                       | Annual Growth |         |         |
|------------------------------|---------------|---------|---------|
|                              | 2011-12       | 2012-13 | 2013-14 |
| Number of Annual Testers     | 79            | 80      |         |
| Percent with Prior Year Data | 98.7          | 100.0   |         |
| Number in Cohort             | 78            | 80      |         |
| Number Met                   | 51            | 60      |         |
| Percent Met                  | 65.4          | 75.0    |         |
| NCLB Target                  | 56.0          | 57.5    | 59.0    |
| Met Target                   | Yes           | Yes     |         |

| AMAO 2           | Attaining English Proficiency |           |                         |           |                         |           |
|------------------|-------------------------------|-----------|-------------------------|-----------|-------------------------|-----------|
|                  | 2011-12                       |           | 2012-13                 |           | 2013-14                 |           |
|                  | Years of EL Instruction       |           | Years of EL instruction |           | Years of EL instruction |           |
|                  | Less Than 5                   | 5 Or More | Less Than 5             | 5 Or More | Less Than 5             | 5 Or More |
| Number in Cohort | 84                            | 31        | 69                      | 28        |                         |           |
| Number Met       | 28                            | 13        | 32                      | 16        |                         |           |
| Percent Met      | 33.3                          | 41.9      | 46.4                    | 57.1      |                         |           |
| NCLB Target      | 20.1                          | 45.1      | 21.4                    | 47.0      | 22.8                    | 49.0      |
| Met Target       | Yes                           | No        | Yes                     | Yes*      |                         |           |

| AMAO 3                          | Adequate Yearly Progress for English Learner Subgroup at the LEA Level |         |         |
|---------------------------------|--|---------|---------|
|                                 | 2011-12  | 2012-13 | 2013-14 |
| <b>English-Language Arts</b>    |  |         |         |
| Met Participation Rate          | --   | --      |         |
| Met Percent Proficient or Above | --   | --      |         |
| <b>Mathematics</b>              |  |         |         |
| Met Participation Rate          | --   | --      |         |
| Met Percent Proficient or Above | --   | --      |         |
| <b>Met Target for AMAO 3</b>    | Yes  | Yes     |         |

#### Conclusions based on this data:

1. At Tiefert View Intermediate School our teaching staff works with our English Language Population to make sure that their needs are met in order for them to be confident in learning the English language. We ensure that students are understanding not only the language but also the meaning of the vocabulary.

## Planned Improvements in Student Performance

### School Goal #1

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

#### **SUBJECT: Mathematics and English Language Arts**

#### **LEA GOAL:**

We will implement a balanced curriculum with clear, consistent expectations and accountability for all students to learn the 4 C's of Common Core and prepare them as 21st century learners.

1. Curriculum: We will implement a balanced curriculum with clear, consistent expectations and accountability for all students to learn the 4 C's of Common Core and prepare them as 21st century learners.. This will include fully credentialed teachers, instructional materials that align with state standards, and safe facilities.

Goal 1: Students will show mastery of essential standards in reading, writing, and mathematics.

District Strategy: We will provide a safe and equitable environment in which students receive personal, emotional, and a physical support to meet the challenges of the future.

#### **SCHOOL GOAL #1:**

By August 2015 create Common Core Quarterly Benchmarks for each grade level using a committee of teachers to help create these benchmarks. Establish the essential standards with the anchor standards.

Implement, monitor and support tiered instruction so that student achievement meets or exceeds the expectations of the Silver Valley Unified School District, the County of San Bernardino, the State of California and the Federal Government.

LCAP Alignment: Student Achievement, Technology, and Parent/Student Support

State Priorities: 1 - Basic Services, 2 - Implementation of Common Core State Standards, 3 - Parent Involvement, 4 - Student Achievement, 7 - Access to a Broad Curriculum

#### **Data Used to Form this Goal:**

Illuminate and teacher created mid- quarter and quarterly bench mark tests, District provided blueprints, Start Reading and Math assessments, Engage NY, Define Stem and writing prompts with an school wide establish rubrics.

#### **Findings from the Analysis of this Data:**

Our goal of increasing proficiency in English Language Arts and Mathematics will continue to meet and exceeding the Standards.

#### **How the School will Evaluate the Progress of this Goal:**

Quarterly SMART goals, Blueprint data, Illuminate reports, STAR Reading results, STAR Math results, , Success Maker scores, Read 180, System 44 and PLC Collaboration minutes from meetings, and teacher made tests.



| Actions to be Taken to Reach This Goal  | Timeline  | Person(s) Responsible   | Proposed Expenditure(s)   |  |                                  |        |
|---|---|---|---|--|----------------------------------|--------|
|   |   |   | Description   | Type   | Funding Source                   | Amount |
| All students will have the opportunity participate in the after school program Concentrating on the below basic and basic students. Students will receive tiered instruction by appropriately trained teachers during the instructional day.  | Sept. 2014 - May 2015<br><br>Aug. 2014-May 2015 throughout the school year              | Teachers<br>Principal   | Copy Paper<br>Ink<br>Reproducible<br>Index Cards<br>Lamination<br>White Board Markers | 4000-4999: Books<br>And Supplies                           | Unrestricted                     | 1000   |
| Monitoring student achievement through Illuminate. We will purchase toner and bulbs for the scanners and projectors, printer components.  | Aug. 2014-May 2015  | Teachers<br>Principal<br>Assistant<br>Superintendent of Educational Services<br>Tech Services | Paper<br>Ink<br>LCD Bulbs   | 5000-5999: Services<br>And Other Operating Expenditures    | Unrestricted                     | 6000   |
| Provide real life experiences and activities to allow students greater access and understanding of the English Language Arts /Math curriculum through field trips. Teachers new to Gifted and Talented Education-GATE will attend 2 days district approved Professional Development. Look into developing Ixex robotic program for an after school STEM program | 14/15 and throughout the school year.<br><br>Summer 2015 and into 2015-2016 school year | Principal<br>Teachers<br>Staff<br>Assistant<br>Superintendent of Educational Services         | IXEX program transportation computer program  | 4000-4999: Books<br>And Supplies<br><br>0000: Unrestricted | Unrestricted<br><br>Unrestricted | 10000  |

| Actions to be Taken to Reach This Goal  | Timeline                                      | Person(s) Responsible     | Proposed Expenditure(s)      |                                  |                |        |
|---|---|---------------------------|------------------------------|----------------------------------|----------------|--------|
|   |   |                           | Description                  | Type                             | Funding Source | Amount |
| Purchase screens and class sets of headphones, speakers, computers to assist with the instruction to support the different learning modalities. | Aug. 2014-May 2015 and throughout school year | Students<br>Tech Services | Headphones for all computers | 4000-4999: Books<br>And Supplies | Unrestricted   | 3000   |

## Planned Improvements in Student Performance

### School Goal #2

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

#### **SUBJECT: Parental Involvement**

#### **LEA GOAL:**

We will have two parent nights that will revolve around the needs of the parents and assisting their child at home with school work and PBIS.

District Strategy: We will provide a safe and equitable environment in which students receive personal, emotional, and a physical support to meet the challenges of the future.

#### **SCHOOL GOAL #2:**

By May 2015 will have several parent nights that will involve PBIS and Common Core strategies. Also, have parent involvement for spirit Fridays.

LCAP Alignment: 3 - Parent Involvement, 5 - Student Engagement

#### **Data Used to Form this Goal:**

The sign in sheets from the parent nights and surveys that will be sent home to the parents.

#### **Findings from the Analysis of this Data:**

Our goal is to address the challenges of the parents as we transition to the Common Core State Standards.

#### **How the School will Evaluate the Progress of this Goal:**

The follow up surveys that the parents will take at the end of the parent night. We will evaluate their feedback and see what direction that we will need to go from our findings.

| Actions to be Taken to Reach This Goal  | Timeline  | Person(s) Responsible | Proposed Expenditure(s)          |                    |                |        |
|---|---|-----------------------|----------------------------------|--------------------|----------------|--------|
|   |   |                       | Description                      | Type               | Funding Source | Amount |
| Conduct Common Core Family Math Night to provide parents with the strategies and ideas needed to work with their children in acquiring concrete and symbolic proficiency in math. | Aug. 2014-May 2015 and throughout the school year | Tierfort View Staff   | Popcorn<br>Oil<br>Butter<br>Food | 0000: Unrestricted | None Specified | 500    |



## Planned Improvements in Student Performance

### School Goal #4

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

#### **SUBJECT: Student Engagement and School Climate**

#### **LEA GOAL:**

III. Student Support: We will provide a safe and equitable environment in which students receive personal, emotion, and physical support to meet the challenges of the future.  
Goal 3: Complete all Priority 1 facilities and maintenance projects. Continue implementation of Positive Behavioral Interventions and Supports (PBIS).

#### **SCHOOL GOAL #4:**

All students will participate in the Response to Instruction and Intervention through in class "push-in" model utilizing school site categorically funded Instructional Aides Specialized Academic Instruction to improve and enhance student performance. ALL students will be trained on the school wide and classroom expectations of Positive Behavioral Interventions and Supports to ensure every student is being a responsible, safe and respectful student. Through the PBIS model, students will be rewarded accordingly through our weekly drawings, attendance awards and student of the month awards programs. Data will be collected and shared with staff to ensure the students are meeting the expectations set forth in the PBIS program.

LCAP Alignment: Student Achievement, Technology, and Parent/Student Support  
State Priorities: 3 - Parent Involvement, 4 - Student Achievement, 5 - Student Engagement, 6 - School Climate, 8 - Other School Outcomes

#### **Data Used to Form this Goal:**

The data used from Infinite Campus and From the School Wide Information System (SWIS) Suite. We will also look at Student Monitoring Conferences and the following computer program reports: STAR Math, STAR Reading, Success Maker and Illuminate.

#### **Findings from the Analysis of this Data:**

Our goal of increasing proficiency in English Language Arts and Mathematics will continue to meet and exceeding the Standards. Our team will develop, implement and use the Positive Behavior Intervention and Support Program to positively impact student pro social behavior, school engagement, attendance and academic achievement. Increasing student attendance through our PBIS model will ensure students feel safe at school and are in the classroom learning.

#### **How the School will Evaluate the Progress of this Goal:**

SWIS data, Infinite Campus reports, Quarterly SMART goals, Blueprint data, Illuminate reports, STAR Reading results, STAR Math results, Success Maker scores, PLC Collaboration minutes from meetings, and teacher made tests.

| Actions to be Taken to Reach This Goal   | Timeline              | Person(s) Responsible  | Proposed Expenditure(s)   |   |                 |        |
|--|-----------------------|--|---|---|-----------------|--------|
|  |                       |  | Description   | Type  | Funding Source  | Amount |
| After school programs available for all students. Activities include Sports Club, Off Ensemble, Art Club, Cooking Club, Sewing Club, Computer Club, and Science Club/Fair  | Sept 2014 -- May 2015 | Faculty  | Appendix B Stipends<br>Supplies for Activities  | 5000-5999: Services<br>And Other Operating Expenditures | District Funded | 4000   |
| Continue to ensure there is follow through with the Perfect Attendance Program. Our Goals is to increase student attendance to 96% for the 2014-2015 school year and 97% for the 2015-2016 school year. Incentives include but are not limited to: t-shirts, lunch with the principal, extra recess time, certificates, school supplies or backpack. | Aug: 2014- May 2015   | Records and Attendance Clerk<br>Teachers<br>Principal<br>Assistant<br>Superintendent of Educational Services | Trophies<br>Awards<br>Certificates<br>Transportation<br>Food<br>Card Stock<br>Ink<br>Lamination<br>3-5 Field Trips<br>Transportation<br>Incentives: t-shirts, lunch with principal, extra recess, certificates, stickers, school supplies, etc. | 5000-5999: Services<br>And Other Operating Expenditures | Unrestricted    | 2000   |
| School Wide Information System (SWIS - Data System) will monitor student behaviors (positive and negative)<br><br>Students will receive incentives   | Aug 2014 -- May 2015  | PBIS Team<br>PBIS Coach<br>Principal   | Forms<br>Paper<br>Incentives for Students<br>Training for Staff   | 5000-5999: Services<br>And Other Operating Expenditures | Unrestricted    | 3000   |
| Provide real life experiences and activities to allow students greater access and understanding of the English Language Arts/ Math/ Science/ Social Science Curriculum through field trips   | Aug: 2014-May 2015    | Teachers<br>Principal<br>Assistant<br>Superintendent of Educational Services                                 | Field Trips<br>Buses  | 5900: Communications                                    | Unrestricted    | 12000  |

| Actions to be Taken to Reach This Goal   | Timeline            | Person(s) Responsible   | Proposed Expenditure(s)                          |  |                |        |
|--|---------------------|---|--|--|----------------|--------|
|  |                     |   | Description                                      | Type   | Funding Source | Amount |
| Continue to hold Student Success Team (SST's) meetings and Check In Check Out (CICO) meetings with teachers, parents, students, and principal. SSTs and CICO meetings will be part of the tiered interventions for behavior and academics. | Aug 2014 – May 2015 | Teachers<br>Principal<br>Student Success Team<br>PBIS Team - CICO Team<br>Parents<br>Students<br>Director of Student Services | Time<br>Guest Teachers<br>Paper<br>Ink<br>Copies | 5000-5999: Services<br>And Other Operating<br>Expenditures | Unrestricted   | 1000   |

## Planned Improvements in Student Performance

### School Goal #5

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

| <b>SUBJECT: Student Engagement Attendance</b>   |                                       |   |  |              |                |        |
|---|---------------------------------------|---|--|--------------|----------------|--------|
| <b>LEA GOAL:</b>  |                                       |   |  |              |                |        |
| Triefort View goal is to increase our attendance from an average of 95-96% over the last three years to 98% for the 14-15 school year   |                                       |   |  |              |                |        |
| <b>SCHOOL GOAL #5:</b>  |                                       |   |  |              |                |        |
| Our attendance goal for 14-15 school year is 98%. We will give out incentives for perfect attendance at the end of each quarter. At the end of the year we will be giving out special prizes to students who have had perfect attendance through out the entire year.<br>LCAP Alignment: 5- Student Engagement Attendance, 6- School Climate and Suspension |                                       |   |  |              |                |        |
| <b>Data Used to Form this Goal:</b>   |                                       |   |  |              |                |        |
| Over the last three years 11-12- 95.9%, 12-13 96.4% and 13-14 96.7%. We are at 98.6% for the 14-15 year. This is as of the month of November.   |                                       |   |  |              |                |        |
| <b>Findings from the Analysis of this Data:</b>   |                                       |   |  |              |                |        |
| As our attendance increase we will like to see our assessment scores increase and prepare them for the upcoming SBAC test.  |                                       |   |  |              |                |        |
| <b>How the School will Evaluate the Progress of this Goal:</b>  |                                       |   |  |              |                |        |
| We will run monthly attendance reports and continue to monitor our attendance rate. If the rate starts to fall below our 98% mark on a consistent basis we will make phone calls home to find out what is the issue.  |                                       |   |  |              |                |        |
| Actions to be Taken to Reach This Goal  | Timeline                              | Person(s) Responsible                             | Proposed Expenditure(s)  |              |                |        |
|   |                                       |   | Description  | Type         | Funding Source | Amount |
| Attendance incentives for perfect attendance.   | 4x a year and at the end of the year. | Attendance clerk, Principal and Dean of Students. | Perfect Attendance necklaces<br>Bikes (2)<br>Kindles<br>Disneyland Tickets (4) | Unrestricted | Unrestricted   | 5000   |



## Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

### Centralized Service Goal #1

#### **SUBJECT: Centralized Services for Planned Improvements in Student Performance in**

#### **SCHOOL GOAL #1:**

Behavior Support: By May 2015 we will increase the attendance rate to 98%. Continue to implement Positive Behavior Intervention Strategies (PBIS) to increase pro-social school behavior and decrease the discipline referrals by 20% at each grade level by implementing Positive Behavior Intervention Strategies.

| Actions to be Taken to Reach This Goal  | Timeline   | Person(s) Responsible | Proposed Expenditure(s)                            |  |                |        |
|---|--|-----------------------|--|--|----------------|--------|
|   |  |                       | Description  | Type   | Funding Source | Amount |
| Hold weekly attendance awards to recognize students with perfect attendance and no ODR's. Also, recognize a class each month with the best attendance and no ODR's. That call will be able to have the Tiefort View Trophy in their call the month and have their picture on the website for the month.<br>Staff will attend Professional Development to implement strategies for Positive Behavior Intervention Support Training to implement PBIS strategies school-wide to promote positive behavior and improve student performance in the classroom. | August 2014-May 2015<br><br>Nov. Jan. Feb. May 2014-2015 | Tiefort View Staff    | Prizes<br>ink<br>copies<br>paper<br>Guest Teachers | 5000-5999: Services<br>And Other Operating<br>Expenditures | Unrestricted   | 1000   |
| Pass out Positive Behavior Referrals.   | Throughout the year.                                     | Tiefort View Staff    |  |  |                |        |

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #2

**SUBJECT: Centralized Services for Planned Improvements in Student Performance in District Stability and Student Support**  
**SCHOOL GOAL #2:**  
 Tiefert View Intermediate School will continue to build a strong Professional Learning Community to improve school response to student needs and build professional knowledge through Course Access and Other Student Outcomes.

| Actions to be Taken to Reach This Goal   | Timeline              | Person(s) Responsible  | Proposed Expenditure(s)               |  |                 |        |
|--|-----------------------|--|---------------------------------------|--|-----------------|--------|
|  |                       |  | Description                           | Type   | Funding Source  | Amount |
| Provide professional development training for Positive Behavioral Intervention and Supports (PBIS), Gifted and Talented Education (GATE), Singapore Math and Success Maker. These trainings will increase teacher and staff knowledge of the above programs. | Aug 2014<br>July 2015 | Principal<br>Assistant<br>Superintendent of Educational Services   | Training<br>Guest teachers            | 5800:<br>Professional/Consulting Services And Operating Expenditures | District Funded | 15000  |
| PLC Wednesday's will be protected and monitored to provide full support of teacher/staff professional development and collaboration in order to meet the needs of all students.  | Aug 2014<br>May 2015  | Principal<br>Assistant<br>Superintendent of Educational Services<br>Assistant<br>Superintendent of Business Services<br>Superintendent<br>SVUSD School Board | Time<br>Training<br>Copy Paper<br>Ink | 0000: Unrestricted   | District Funded |        |
| Student Monitoring Conferences will be held to ensure every teacher knows where their students are meeting the necessary skills needed for 21st century learning   | Aug 2014-<br>May 2015 | Principals<br>Teachers   | Guest Teachers                        | 5000-5999: Services And Other Operating Expenditures                 | Unrestricted    | 2000   |

| Actions to be Taken to Reach This Goal  | Timeline              | Person(s) Responsible  | Proposed Expenditure(s)  |   |                |        |
|---|-----------------------|--|--|---|----------------|--------|
|   |                       |  | Description  | Type  | Funding Source | Amount |
| <p>The ongoing focus of PLC's is the following questions ...</p> <p>What do we want students to learn?</p> <p>How will we know if they have learned it?</p> <p>What will we do if they do not learn it?</p> <p>What do we do if they already know it?</p> | Aug 2014-<br>May 2015 | Principal<br>Teachers<br>Assistant<br>Superintendent of<br>Educational<br>Services | <p>Time Resources<br/>Professional Development as shown in the Single Plan for Student Achievement for Planned Improvements for Students Goal #1</p> | <p>5000-5999: Services<br/>And Other Operating Expenditures</p> | Unrestricted   | 6000   |
|   |                       | Principal  | <p>Copy Paper<br/>Ink</p>  | <p>5000-5999: Services<br/>And Other Operating Expenditures</p> | Unrestricted   | 500    |

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

| Object Type                             | Funding Source  | Total Expenditures |
|---|-----------------|--------------------|
| 5000-5999: Services And Other Operating | District Funded | 4,000.00           |
| 0000: Unrestricted                      | None Specified  | 8,500.00           |
| 0000: Unrestricted                      | Unrestricted    | 5,000.00           |
| 4000-4999: Books And Supplies           | Unrestricted    | 14,000.00          |
| 5000-5999: Services And Other Operating | Unrestricted    | 12,000.00          |
| 5900: Communications                    | Unrestricted    | 12,000.00          |

**Summary of Expenditures in this Plan**

**Total Expenditures by Funding Source**

| <b>Funding Source</b> | <b>Total Expenditures</b> |
|-----------------------|---------------------------|
| District Funded       | 4,000.00                  |
| None Specified        | 8,500.00                  |
| Unrestricted          | 43,000.00                 |

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

| Object Type  | Total Expenditures |
|--|--------------------|
| 0000: Unrestricted                                   | 13,500.00          |
| 4000-4999: Books And Supplies                        | 14,000.00          |
| 5000-5999: Services And Other Operating Expenditures | 16,000.00          |
| 5900: Communications                                 | 12,000.00          |

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

| <b>Goal Number</b> | <b>Total Expenditures</b> |
|--------------------|---------------------------|
| <b>Goal 1</b>      | 20,000.00                 |
| <b>Goal 2</b>      | 500.00                    |
| <b>Goal 3</b>      | 8,000.00                  |
| <b>Goal 4</b>      | 22,000.00                 |
| <b>Goal 5</b>      | 5,000.00                  |

## School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: 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. The current make-up of the SSC is as follows:

| Name of Members                             | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Students |
|---|-----------|-------------------|--------------------|----------------------------|--------------------|
| Shannon Hansen                              | [X]       | [ ]               | [ ]                | [ ]                        | [ ]                |
| Makenzie Anderson                           | [ ]       | [X]               | [ ]                | [ ]                        | [ ]                |
| Linda Carty                                 | [ ]       | [X]               | [ ]                | [ ]                        | [ ]                |
| Edith Holdsworth                            | [ ]       | [X]               | [ ]                | [ ]                        | [ ]                |
| Aaron Lameroeaux                            | [ ]       | [ ]               | [ ]                | [ ]                        | [ ]                |
| Michelle Rodgers                            | [ ]       | [ ]               | [X]                | [ ]                        | [ ]                |
| Laurie Johnston                             | [ ]       | [ ]               | [ ]                | [X]                        | [ ]                |
| Ana Mauga                                   | [ ]       | [ ]               | [ ]                | [X]                        | [ ]                |
| Bethany McGee                               | [ ]       | [ ]               | [ ]                | [X]                        | [ ]                |
| Nicole Cole                                 | [ ]       | [ ]               | [ ]                | [X]                        | [ ]                |
| <b>Numbers of members of each category:</b> | <b>1</b>  | <b>4</b>          | <b>1</b>           | <b>6</b>                   |                    |

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

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

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

State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

English Learner Advisory Committee

\_\_\_\_\_  
Signature

Special Education Advisory Committee

\_\_\_\_\_  
Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

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

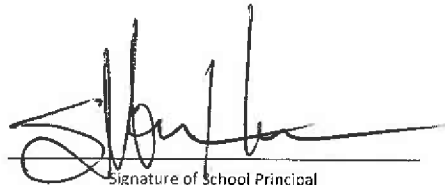
\_\_\_\_\_  
Signature

4. 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 found in district governing board policies and in the local educational agency plan.
5. 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 school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on November 17, 2014.

Attested:

Shannon Hansen

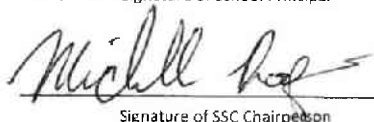
\_\_\_\_\_  
Typed Name of School Principal

  
Signature of School Principal

11/14/14  
\_\_\_\_\_  
Date

Michelle Rogers

\_\_\_\_\_  
Typed Name of SSC Chairperson

  
Signature of SSC Chairperson

11/14/14  
\_\_\_\_\_  
Date