

**2012 -
2013**

Arcadia
Unified
School
District

Single Plan
for Student
Achievement

BALDWIN STOCKER ELEMENTARY



Arcadia Unified School District
Single Plan for Student Achievement
Plan spans: 2012-2016 Current year: 2012-2013

School: Baldwin Stocker

CDS Code: 19-642616011134

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 (API). California *Education Code* and the federal No Child Left Behind (NCLB) require each school to consolidate all school plans for programs funded through 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:

Principal: Jayne Nickles

School: Baldwin Stocker Elementary

Address: 422 West Lemon Avenue

District: Arcadia Unified School District

County: Los Angeles

Phone: 626-821-8351

Email Address: jnickles@ausd.net

Date approved by the Arcadia Unified School District Governing Board:



Arcadia Unified School District
Single Plan for Student Achievement
Plan spans: 2012-2016 Current year: 2012-2013

School: Baldwin Stocker

CDS Code: 19-642616011134

TABLE OF CONTENTS

Item	Page
District Vision, Mission, Beliefs	4
School Mission, Profile	5
School Site Council	6
Centralized Services	8
Fiscal Programs	9
School Data	11
Demographic Data Summary	12
Current Instructional Program Analysis	16
Student Achievement Goals	17
Parent Involvement Plan	25
Recommendations and Assurances	27



Arcadia Unified School District
Single Plan for Student Achievement
Plan spans: 2012-2016 Current year: 2012-2013

School: Baldwin Stocker

CDS Code: 19-642616011134

District Vision

In the Arcadia Unified School District, families and community are partners for student success. The policies, personnel and resources of the Arcadia Unified School District are used to insure that all students are provided engaging, meaningful schoolwork that results in challenging them to think and reason, develop ownership for their own lifelong learning, respect diversity, and be contributing members of society.

District Mission

It is the mission of the Arcadia Unified School District and the obligation of each school to provide quality work which is engaging, results in students learning meaningful content, and challenges every student to learn more.

District Beliefs

- *Students are clients of the school district entitled to quality work.*
- *Teachers are leaders entrusted to create quality work for students.*
- *Principals as leaders of leaders are accountable for the success of the school.*
- *District level staff has a responsibility to work with schools and support initiative and effort to design quality work for students.*
- *All support staff contribute to an environment conducive to engaging students in quality work.*
- *The Superintendent has a critical responsibility to communicate a vision of the future and to initiate and support action toward the vision.*
- *The Board of Education is responsible for setting policies that are consistent with these belief and that help the district to realize its vision.*
- *Developing quality work requires commitment to continuous professional growth on the part of educators and district staff.*
- *The resources of the district must be organized to support the school's obligation to provide quality work.*
- *Schools and families are partners in helping students develop a sense of ownership for their learning.*
- *The school district has a responsibility to enlist family and community resources necessary to support students' school success.*



Arcadia Unified School District
Single Plan for Student Achievement
Plan spans: 2012-2016 Current year: 2012-2013

School: Baldwin Stocker

CDS Code: 19-642616011134

School Profile: (Narrative of school description and program offerings.)

Baldwin Stocker Elementary School (built in 1966) is located in the east-southeast section of Arcadia, CA. The attendance area is predominantly residential with single family homes. Currently there are 655 students enrolled in grades kindergarten through five. English is not the primary language for 418 of those students. There are 12 different ethnic groups represented in the Baldwin Stocker student population. 80% of all students are Asian. There are 29 fully credentialed teachers, including 23 classroom teachers, an ELD teacher, resource teacher, speech/language teacher, teacher on special assignment, and part time intervention teachers. Special education services include resource support, speech and language therapy and adaptive physical education. Baldwin Stocker is proud to offer a rich learning and social environment that reflects the diversity and high expectations of the community it serves. Baldwin Stocker is a proud recipient of the National Blue Ribbon Award for 2011-12.

School Accountability Report Card (SARC) can be located at: www.ausd.net

**No need to print the report. It is advised that you use the information included in the SARC as data to complete this Single Plan for Student Achievement.



School: Baldwin Stocker

**Arcadia Unified School District
Single Plan for Student Achievement**

Plan spans: 2012-2016

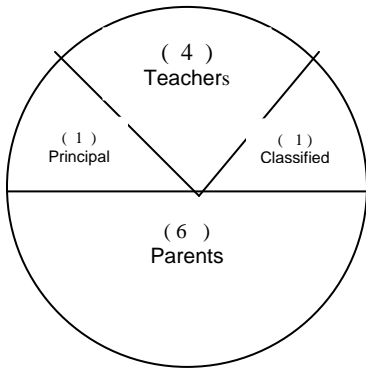
Current year: 2012-2013

CDS Code: 19-642616011134

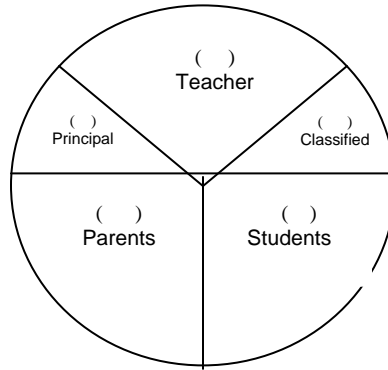


SCHOOL SITE COUNCIL

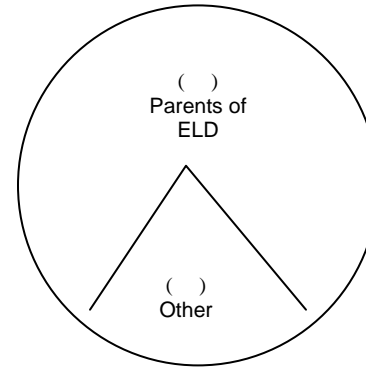
Instructions: Enter the number of members of each in the appropriate diagram



School Site Council (SSC)
Elementary



School Site Council (SSC)
Secondary



School English Learner Advisory
Council (ELAC)



Arcadia Unified School District
Single Plan for Student Achievement
 Plan spans: 2012-2016 Current year: 2012-2013

School: **Baldwin Stocker**

CDS Code: 19-642616011134

List School Site Council members in the chart; indicate their membership affiliations

Members	School Site Council	English Language Advisory Council	Parent of student in school	Parent of Title I student	Parent of ELD student	Principal	Teacher	Classified Staff	Student (secondary only)	Other (specify)
Pardha Akalamkam	X		X		X					
Alex Green	X		X		X					
Shital Satish Wadhwa	X		X							
Bonny Lee	X		X							
Niketa Verma	X		X							
Jennifer Wei	X		X							
Jayne Nickles	X					X				
Jeanette Blasdell	X						X			
Judy Li	X						X			
Denise Landis	X						X			
Janine Nicolescu	X							X		
Suzanne Zaima	X	X					X			



Arcadia Unified School District
Single Plan for Student Achievement
Plan spans: 2012-2016 Current year: 2012-2013

School: Baldwin Stocker

CDS Code: 19-642616011134

CENTRALIZED SERVICES

CURRICULUM COORDINATORS

Work with principals and teachers to develop and implement district curriculum. Oversee curriculum implementation at their level of responsibility (i.e. elementary, middle school, or high school). Conduct staff development sessions. Research and seek out experts to come to the district for further professional growth opportunities. Monitor instructional programs for K-12 English Language Learners (ELL) at schools.

COORDINATOR OF CATEGORICAL PROGRAMS

Collect, organizes, and prepares data for state and federal reports and required evaluations. Maintains document files and records necessary for consolidated programs. Attends meetings regarding categorical programs and disseminates information as needed. Orders standardized tests for district and oversees distribution. Assists schools in the preparation, implementation, and evaluation of their school level plans.

SECRETARIES

Type and mail final forms, applications, etc. Organize materials for staff development sessions. Place orders for materials as needed. Prepare department communications.

K-Camp

A summer school program (four weeks, Monday through Thursday) designed to help students transition to AUSD Kindergarten. Curriculum includes themes, chosen specifically for K-Camp, designed to help the student develop: oral language; pre-reading skills; math concepts; interest in science, art, and music; independence; and social skills.

CURRICULUM DEVELOPMENT

Hourly pay for teachers to prepare curriculum and in-service materials for the benefit of students. Released (substitute) time for teachers to attend conferences and workshops related to student achievement.

COMMUNITY OUTREACH ASSISTANTS

Provide a communication link between the home and the school to improve the learning experience of students; communicate with parents about school programs and services; may serve as an interpreter; and support educational programs for parents.

FIXED CHARGES

Fringe benefits for centralized personnel paid from categorical funds.

MISCELLANEOUS

Conferences, travel, printing, supplies, and equipment for Centralized Services staff to provide planning, budget information, implementation, and consultation assistance to schools.



Arcadia Unified School District
Single Plan for Student Achievement
 Plan spans: 2012-2016 Current year: 2012-2013

School: Baldwin Stocker

CDS Code: 19-642616011134

FISCAL PROGRAMS

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

Check as needed	State Programs	Allocation
	Economic Impact Aid/English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners.	\$
	Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	\$
X	School Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs.	\$ 39,153
	School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	\$
	Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.	\$
	Gifted and Talented Education <u>Purpose:</u> Supports opportunities for students identified as gifted and talented.	\$
	List and Describe Other State or Local funds	\$
	Total amount of state categorical funds allocated to this school	\$ 39,153



Arcadia Unified School District
Single Plan for Student Achievement
 Plan spans: 2012-2016 Current year: 2012-2013

School: Baldwin Stocker

CDS Code: 19-642616011134

Check as needed	Federal Programs	Allocation
	Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency.	\$
X	Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals.	\$ 25,000
	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient students attain English proficiency and meet academic performance standards.	\$
	Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement.	\$
	Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students.	\$
	Other Federal Funds (list and describe)	\$
	Total amount of federal categorical funds allocated to this school	\$ 25,000
	Total amount of state and federal categorical funds allocated to this school	\$ 64,153



Arcadia Unified School District
Single Plan for Student Achievement
 Plan spans: 2012-2016 Current year: 2012-2013

School: Baldwin Stocker

CDS Code: 19-642616011134

SCHOOL DATA

Reflection is the key to growth. The act of stepping back and taking a fresh look at the data in order to make sense of it, learn from it, and develop new understandings. Candid stock taking and thoughtful examination requires honest self-analysis and open communication with colleagues and constituents. Use the information you have gathered from the data sources to reflect and set goals for learning for all students.

		Number of Students									
		Grade Levels									
		K	1	2	3	4	5	6	7	8	TOTAL
School Enrollment (total)		96	130	104	103	113	110				656
LEP Enrollment		43	42	27	39	35	28				214
Title I Identified											
Special Education	RSP		1	3	3	6	1				14
	SDC										

		9	10	11	12	TOTAL
School Enrollment (total)						
LEP Enrollment						
Title I Identified						
Special Education	RSP					
	SDC					



DEMOGRAPHIC DATA SUMMARY

The Single Plan for Student Achievement must be based on an analysis of verifiable data, including results of the Academic Performance Index (API) and the California English Language Development Test (CELDT). Using such measures of student performance, identify significant low performance among all student groups. **Attach 2012 Data Profile from Key Data Systems.**

Academic Performance by Ethnicity

Conclusions indicated by the data:

1. The two lowest performing subgroups in ELA are white at 87.9% of students are proficient and advanced (29 of 33 students) and Hispanic at 79.2% are proficient and advanced (19 of 24 students.)
2. The largest subgroup (Asian) has 95% of students scoring proficient and advanced in ELA (326 of 343 students.)
3. 97.4% of Asian students scored proficient and advanced in math. The next largest ethnic subgroup (white) is 84.8% scoring proficient and advanced in math (28 of 33 students.)
4. 87.5% of Hispanic students score at proficient or advanced math (21 of 24 students.) The percentage of Hispanic students scoring proficient or advanced in math has increased 23.9% over the past 5 years.

Academic Performance by Grade Level

Conclusions indicated by the data:

1. The percentage of reading comprehension (CST) questions answered correctly in fourth grade increased from 82.64% in 2011 to 85.15% in 2012.
2. The percentage of questions answered correctly on writing strategies subscore of the CST has slightly decreased for grades 4 - 5.
3. On the AUSD writing assessment, the overall proficiency score for third grade decreased from 69% in 2011 to 64% in 2012.
4. On the AUSD writing assessment, 66% of the students scored proficient or advance in sentence fluency.
5. Math CST scores are consistent across the grade levels.



Arcadia Unified School District
Single Plan for Student Achievement
Plan spans: 2012-2016 Current year: 2012-2013

School: Baldwin Stocker

CDS Code: 19-642616011134

English-Language Arts Adequate Yearly Progress (AYP)

Conclusions indicated by the data:

1. All subgroups met their 2012 targets AYP.
2. 58.3% of students with disabilities were proficient (7 of 12 students). This is a decline of nearly 3% from last year (In 2011, 61.1% of students with disabilities were proficient).
3. 83.3% of students who are economically disadvantaged were proficient (35 of 42 students). This is an increase of approximately 4% from last year (In 2011, 79.1% of students who are economically disadvantaged were proficient).
4. 91.3% of students who are English Learners were proficient (157 of 172 students).
5. Overall, Baldwin Stocker students scored 93.3% proficient in ELA, already meeting the target for 2013.

Mathematics Adequate Yearly Progress (AYP)

Conclusions indicated by the data:

1. Students with disabilities increased math proficiency nearly 3%, going from 72.2% in 2011 to 75% in 2012.
2. Students who are economically disadvantaged increased in math proficiency, going from 79.7% in 2011 to 83.3% in 2012.
3. 87.5% of Hispanic students scored proficient or advanced in math. This is an increase of approximately 12% from last year (In 2011, 75% of Hispanic students were proficient).
4. Overall, the student population has remained over 90% proficiency in math for the last 5 years.

California English Language Development (CELDT) Data

Conclusions indicated by the data:

1. The highest percentage (36.10%) of ELD students scored within the Early Advanced Range (100 of 277 students) followed by the percentage (34.66%) of ELD students scoring Advanced (96 of 277 students.)
2. In 2012, the greatest number of beginning ELD students was in kindergarten.



Arcadia Unified School District
Single Plan for Student Achievement
Plan spans: 2012-2016 Current year: 2012-2013

School: Baldwin Stocker

CDS Code: 19-642616011134

3. 50.91% of students showed positive movement overall (84 of 165 students).
4. The highest percentage (16.97%) of negative movement was on the reading and writing portions of the CELDT.
5. The highest percentage (51.52%) of students who showed “no movement” on the CELDT was also on the speaking portion of the test.

Significant Sub-Groups (ELL, Special Populations)

Conclusions indicated by the data:

1. For Asian students, more students scored advanced proficient in math than scored advanced proficient in ELA.
2. English learners CST math proficiency scores have decreased from 93.89% in 2011 to 89.26% in 2012.
3. For students with disabilities, more students scored proficient or advanced in ELA (72.2% in 2011 to 75% in 2012).
4. 76% of students who are economically disadvantaged were proficient or advanced in the CST ELA. This is a decrease from 78.26% in 2011.

Other Data Sources such as CAHSEE, Healthy Kids Survey, Physical Fitness, Local Assessments (list)

Conclusions indicated by the data:

1. On the AUSD District Writing Assessment, 83% of all students had an overall score of proficient.
2. On the District Writing Assessment, the number of students who scored proficient (66% of students) in sentence fluency was the lowest as compared to the other traits.
3. On the Physical Fitness Tests, the fitness standards with the highest number of students passing are: trunk extension (100%) and flexibility (96.2%).
4. 50% of fifth graders passed 6 out of 6 fitness tests: aerobic capacity, body composition, abdominal strength, trunk extension strength, upper body strength, flexibility.



**Arcadia Unified School District
Single Plan for Student Achievement**

Plan spans: 2012-2016

Current year: 2012-2013

School: Baldwin Stocker

CDS Code: 19-642616011134

CURRENT INSTRUCTIONAL PROGRAM ANALYSIS

Consider the relationship between the current instructional program and conclusions reached from analysis of student data. Determine those program areas that need to be addressed to raise performance of all student groups with emphasis on those groups not meeting academic standards. Use information from a variety of sources such as:

- Local Assessments (writing, DIBELS, benchmarks)
- California Healthy Kids Survey, school or district data
- Physical Fitness Testing
- Library Plan
- Technology Plan
- School Accountability Report Card (does not need to be attached to SPSA)
- Accountability Rubric
- Local Educational Agency Plan
- Structured discussions with school and district staff

Baldwin Stocker continues to be a high performing school, and is always looking for ways to maintain this high performance level and seek out areas of further growth. In the fall of the 2012-2013 school year, staff met to review the past school goals and look ahead to the future. A review of the 2012-2016 Single Plan for School Achievement's goals alongside the accompanying years of CST and district writing assessment data showed that Baldwin Stocker made strong achievements of their goals. The work that has gone into these goals has put in place many strong programs that are helping our struggling students make continued growth and we value keeping these programs in place. As we looked ahead to the new Single Plan for School Achievement the staff decided that instead of using a hypercritical eye in analyzing standardized testing data as a primary means for setting goals in areas of relative weakness, a more meaningful focus for our students would be on developing the 21st Century Skills of Communication, Collaboration, Creativity and Critical Thinking. While these skills are not directly measured on current standardized testing we feel that they are the most valuable skills that our students need in order to be productive and successful citizens in our rapidly changing society and may be reflected to a greater degree in Common Core's Smarter Balanced assessments.



Arcadia Unified School District Single Plan for Student Achievement

Plan spans: 2012-2016

Current year: 2012-2013

CDS Code: 19-642616011134

School: Baldwin Stocker

STUDENT PERFORMANCE GOALS

The school site council has analyzed the academic performance of all student groups considering the effectiveness of key elements of the instructional program for all students as measured by API and AYP growth targets. It has also reflected on skills not directly reflected in API and AYP scores, namely the 21st Century Skills of Communication, Collaboration, Critical Thinking and Creativity including an analysis of students' social skills. As a result, it has adopted the following school goals, related actions, and expenditures to maintain a continued focus on reaching students who are failing to meet standards and to develop key 21st Century Skills that will engage the whole child in a meaningful education that prepares them for their future.

*SCHOOL GOAL # 1				
<p>All students will develop 21st Century Skills and higher order thinking in order to maintain or make growth towards proficiency in reading skills. This goal will be measured by performance on the District Language Arts Assessments for grades K – 5 and the overall ELA score on the CST for grades 2 – 5. (Based on conclusions from Analysis of Program Components and Student Data pages)</p>				
<p style="text-align: center;">Actions to be Taken to Reach This Goalⁱ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p style="text-align: center;">Start Date Completion Date</p>	<p style="text-align: center;">Proposed Expenditures</p>	<p style="text-align: center;">Estimated Cost</p>	<p style="text-align: center;">Funding Source</p>
<p>Students will use skills in Communication, Collaboration, Creativity and Critical Thinking in reading.</p> <p>Students will receive instruction and use Thinking Maps strategies, Bloom's Taxonomy, and Depth/Complexity strategies to scaffold comprehension, higher order thinking and questioning skills.</p> <p>Teachers will collaborate in grade level and vertical teams to develop plans and strategies for improving student reading skills and 21st century skills in reading.</p> <p>ELD teacher, TOSA, and RSP teacher will collaborate with each other and classroom teachers to ensure that students are receiving services appropriate to their individual needs.</p> <p>Individualized reading instruction for general education students will be provided through Title II intervention and Core Plus.</p> <p>Targeted reading instruction for special populations will focus on reading skills in ELD, RSP, Core Plus, and speech and language program.</p>	<p>9/2012-6/2013</p>	<p>Release time, materials</p> <p>Intervention teachers</p> <p>Supplemental materials</p>	<p>\$1,000</p> <p>\$25,000</p> <p>\$500</p>	<p>SI</p> <p>Title II</p> <p>SI</p>



Arcadia Unified School District
Single Plan for Student Achievement
Plan spans: 2012-2016 Current year: 2012-2013

School: Baldwin Stocker

CDS Code: 19-642616011134

<p>Targeted instruction will be provided for Level 1 ELD students emphasizing vocabulary and fluency skills necessary to meet the standards in the regular education classroom</p> <p>Teacher on Special Assignment will use appropriate data to identify areas of student need and provide targeted reading instruction and classroom support.</p> <p>Reading strategies will be taught using nonfiction, expository and narrative texts to read for information across the curriculum, specifically in social studies, health, math and science.</p> <p>Students will have access to a variety of reading materials</p> <p>Parent education ideas will be provided to support families toward improving literacy of children at home.</p>		Materials	\$1,000	SI
		Materials	\$500	SI



Arcadia Unified School District
Single Plan for Student Achievement
 Plan spans: 2012-2016 Current year: 2012-2013

School: Baldwin Stocker

CDS Code: 19-642616011134

What Professional Development, Technology, and/or Library support is needed to support achievement of goal?	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
<p>Access to printed text in all genres including weekly library visits, classroom libraries, book fairs, self selected reading, Accelerated Reader, Reading A-Z, student periodicals.</p> <p>Students will access a variety of innovative technologies in order that reading instruction will be engaging, and build information, media and technology literacy they will need in their careers (e.g. computer lab, web access, iPads with apps, response systems, cameras).</p> <p>Teachers will have access to technology to aide in the development of their practice (e.g. computers with web access, virtual training and conference attendance, A-Z Reading).</p> <p>Teachers and staff will have access to tools to organize and track key data used to improve student achievement (e.g. computers with web access, databases, PowerSchool/Informs)</p> <p>Teachers will receive training for the new Smarter Balance Assessment format.</p>	<p>9/2012-6/2013</p>	<p>Library aide Library books</p> <p>Materials for technological devices</p> <p>Release time, fees, materials</p> <p>Release time</p>	<p>\$21,500 \$ 1,500</p> <p>\$3,000</p> <p>\$2,000</p> <p>\$1,500</p>	<p>SI PTA</p> <p>SI</p> <p>SI</p> <p>SI</p>



Arcadia Unified School District Single Plan for Student Achievement

Plan spans: 2012-2016

Current year: 2012-2013

School: Baldwin Stocker

CDS Code: 19-642616011134

STUDENT PERFORMANCE GOALS

The school site council has analyzed the academic performance of all student groups considering the effectiveness of key elements of the instructional program for all students as measured by API and AYP growth targets. It has also reflected on skills not directly reflected in API and AYP scores, namely the 21st Century Skills of Communication, Collaboration, Critical Thinking and Creativity including an analysis of students' social skills. As a result, it has adopted the following school goals, related actions, and expenditures to maintain a continued focus on reaching students who are failing to meet standards and to develop key 21st Century Skills that will engage the whole child in a meaningful education that prepares them for their future.

<p>*SCHOOL GOAL # 2</p> <p>All students will develop 21st Century Skills and higher order thinking in order to maintain or make progress towards proficiency in writing skills.</p> <p>This goal will be measured by performance on the overall score of the end of the year District Writing Assessment. (Based on conclusions from Analysis of Program Components and Student Data pages)</p>				
Actions to be Taken to Reach This Goal ⁱⁱ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
<p>Students will use skills in Communication, Collaboration, Creativity and Critical Thinking in writing.</p> <p>Students will receive instruction and use Thinking Maps strategies, Bloom's Taxonomy, and Depth/Complexity strategies to scaffold comprehension, higher order thinking and questioning skills.</p> <p>Teachers will collaborate in grade level and vertical teams to develop plans and strategies for improving student writing skills and 21st century skills in writing.</p> <p>ELD teacher, TOSA, and RSP teacher will collaborate with each other and classroom teachers to ensure that students are receiving services appropriate to their individual needs.</p> <p>All teachers, K – 5, will implement Write from the Beginning strategies to provide students with consistent scaffolding across the grade levels. Six Traits Writing will be integrated across all curricular areas.</p> <p>Writing instruction for identified ELD students will reinforce Six Trait Writing and Write From the Beginning strategies and support regular education classroom goals.</p>	<p>9/2012-6/2013</p>	<p>Release time, materials</p> <p>Training, release time</p>	<p>\$1,000</p> <p>\$2,500</p>	<p>SI</p> <p>SI</p>



Arcadia Unified School District
Single Plan for Student Achievement

Plan spans: 2012-2016

Current year: 2012-2013

School: Baldwin Stocker

CDS Code: 19-642616011134

Table with 5 columns: Description, Materials, Cost, Release time, and District. Rows include: Upper grade students will be taught the Mechanically Inclined program...; Differentiated instruction will include choices...; All teachers will analyze District Writing Assessment Data...; Teachers will provide a variety of opportunities for revision...; Teachers will prepare students for the new Smarter Balance Assessment format...



**Arcadia Unified School District
Single Plan for Student Achievement**

Plan spans: 2012-2016

Current year: 2012-2013

School: Baldwin Stocker

CDS Code: 19-642616011134

What Professional Development, Technology, and/or Library support is needed to support achievement of goal?	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
<p>Teachers receive continued training and District support for Write from the Beginning. This program will be utilized for students in Grades K- 5.</p> <p>Students will access a variety of innovative technologies in order that writing instruction will be engaging, and build information, media and technology literacy they will need in their careers (e.g. computer lab, web access, iPads with apps, response systems, cameras, MyAccess).</p> <p>Teachers will have access to technology to aide in the development of their practice (e.g. computers with web access, virtual training and conference attendance).</p> <p>Teachers and staff will have access to tools to organize and track key data used to improve student achievement (e.g. computers with web access, databases, PowerSchool/Informs)</p> <p>Teachers will receive training for the new Smarter Balance Assessment format.</p>	<p>9/2012-6/2013</p>	<p>Release time, materials</p> <p>Materials</p> <p>Release time</p>	<p>\$2,500</p> <p>\$5,000</p>	<p>SI</p> <p>SI</p>



Arcadia Unified School District
Single Plan for Student Achievement
 Plan spans: 2012-2016 Current year: 2012-2013

School: Baldwin Stocker

CDS Code: 19-642616011134

STUDENT PERFORMANCE GOALS

The school site council has analyzed the academic performance of all student groups considering the effectiveness of key elements of the instructional program for all students as measured by API and AYP growth targets. It has also reflected on skills not directly reflected in API and AYP scores, namely the 21st Century Skills of Communication, Collaboration, Critical Thinking and Creativity including an analysis of students' social skills. As a result, it has adopted the following school goals, related actions, and expenditures to maintain a continued focus on reaching students who are failing to meet standards and to develop key 21st Century Skills that will engage the whole child in a meaningful education that prepares them for their future.

*SCHOOL GOAL # 3				
All students will develop 21 st Century Skills and higher order thinking in order to maintain or make progress towards proficiency in math as measured by end of the year report card grades. This goal will be measured in grades 2 – 5 by the performance on the overall math score on the CST and in grades K-2 by performance on each strand of math (Algebra and Functions; Number Sense; Statistics, Data Analysis and Problem Solving; Measurement and Geometry; Reasoning), by calculating the percentage of standards met and have earned an M on the end of the year report card.				
(Based on conclusions from Analysis of Program Components and Student Data pages)				
Actions to be Taken to Reach This Goal ⁱⁱⁱ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
<p>Students will use skills in Communication, Collaboration, Creativity and Critical Thinking in math.</p> <p>Students will receive instruction and use Thinking Maps strategies, Bloom's Taxonomy, and Depth/Complexity strategies to scaffold comprehension, higher order thinking and questioning skills.</p> <p>Teachers will collaborate in grade level and vertical teams to develop plans and strategies for improving student math skills and 21st century skills in math.</p> <p>ELD teacher, TOSA, and RSP teacher will collaborate with each other and classroom teachers to ensure that students are receiving services appropriate to their individual needs.</p> <p>Differentiated instruction that provides opportunities for students to deepen their understanding of the math concepts will be used.</p> <p>Extracurricular activities will be explored for after school math club and/or math</p>	9/2012-6/12013	Release time	\$1,000	SI
		Materials	\$500	SI
		Materials	\$300	SI



Arcadia Unified School District
Single Plan for Student Achievement
 Plan spans: 2012-2016 Current year: 2012-2013

School: Baldwin Stocker

CDS Code: 19-642616011134

<p>contests.</p> <p>Real world cross-curricular activities and projects will be used to enrich math concepts.</p> <p>Teachers will use flexible groupings for instruction to address specific student learning needs.</p> <p>Targeted math instruction will focus on mathematical skills in intervention.</p> <p>Students will be pretested to identify specific learning targets.</p>		Materials	\$500	SI
<p>What Professional Development, Technology, and/or Library support is needed to support achievement of goal?</p>	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
<p>Library aide will include titles in the collection to enrich the math curriculum.</p> <p>Students will access a variety of innovative technologies in order that math instruction will be engaging, and build information, media and technology literacy they will need in their careers (e.g. computer lab, web access, iPads with apps, response systems, cameras).</p> <p>Teachers will have access to technology to aide in the development of their practice (e.g. computers with web access, virtual training and conference attendance).</p> <p>Teachers and staff will have access to tools to organize and track key data used to improve student achievement (e.g. computers with web access, databases, PowerSchool/Informs)</p> <p>Teachers will receive training for the new Smarter Balance Assessment format.</p>		<p>Materials</p> <p>Supplemental materials</p> <p>Release time</p>	<p>\$500</p> <p>\$500</p> <p>\$2,000</p>	<p>SI</p> <p>SI</p> <p>SI</p>



Arcadia Unified School District
Single Plan for Student Achievement
Plan spans: 2012-2016 Current year: 2012-2013

School: Baldwin Stocker

CDS Code: 19-642616011134

<p>Parent education on behavioral issues will be provided. (PTA meetings, after-school training, newsletters, hand-outs etc)</p> <p>Student Council and other student groups such as Top Dogs will support the Character Counts program and provide leadership opportunities for students.</p> <p>The school counselor will do in-class lessons, meet with small groups, and provide teacher support regarding behavior.</p>		Materials	\$1,000	SI
<p>What Professional Development, Technology, and/or Library support is needed to support achievement of goal?</p>	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
<p>Library aide will include titles in the collection to support the Character Counts program.</p> <p>Students will access a variety of innovative technologies in order that character development will be engaging, and build information, media and technology literacy they will need in their careers (e.g. computer lab, web access, iPads with apps, response systems, cameras).</p> <p>Teachers will have access to technology to aide in the development of their practice (e.g. computers with web access, virtual training and conference attendance).</p> <p>Teachers and staff will have access to tools to organize and track key data used to improve student achievement (e.g. computers with web access, databases, PowerSchool/Informs)</p>		Books Materials	\$1,000 \$1,000	SI SI



Arcadia Unified School District
Single Plan for Student Achievement
 Plan spans: 2012-2016 Current year: 2012-2013

School: Baldwin Stocker

CDS Code: 19-642616011134

PARENT INVOLVEMENT PLAN

Arcadia Unified Schools Board Policy 6020	Action Steps	Start Date Completion Date	Funding Source	Means of Evaluation
1. Support the involvement of parents as partners in the decision-making processes of the school.	School Site Council (SSC), PTA, Arcadia Education Foundation (AEF) , English Language Acquisition Committee (ELAC)	School year		Volunteer Log, Sign in Sheets
2. Involve parents at the school site, with appropriate training, in instructional and support roles.	Office and classroom clerical support, classroom support of special projects, field trip chaperones, room parents, hospitality, assemblies, book fairs, Red Ribbon Week, Cultural Events, Library	School year	PTA	Participation with PTA board
3. Provide clear, two-way communications between school and family in all matters relating to school programs and each student's progress.	Back-to -School Night, Student Led Conferences, SST meetings, Individual classroom to home communication systems, Curriculum Showcase, New Family Orientation, Parent Room Representatives, AEF scrip sales to support school goals, PTA newsletter, Listserv, ConnectEd automated phone system. All teachers have phones, voicemail, and email access in the classroom. Other communication methods for some teachers include classroom websites, blogs, and video broadcast through Breeze technology.	School year	District PTA AEF	
4. Provide access to community and support services for parents and students needing services.	Teacher on Special Assignment coordinates intervention programs to support teachers and provide direct instruction to students English Language Development teacher communicates with families on students' progress toward English acquisition. Title II program supports students who are not meeting grade level standards in reading and writing. School counselor works with groups, makes classroom presentations, and counsels parents. School Health Assistant provides wellness information to families. Students are regularly screened for vision and hearing. Students are referred to out of school agencies to provide assistance to families who are experiencing	School Year	District	



**Arcadia Unified School District
Single Plan for Student Achievement**

Plan spans: 2012-2016

Current year: 2012-2013

School: Baldwin Stocker

CDS Code: 19-642616011134

	<p>financial difficulties. Parents are invited to attend Student Study Team meetings (SST) that focus on an individual student who is experiencing difficulties at school. IEP meetings are held for students who are receiving Special Education services. With parent permission, 5th grade students participate in a health lesson that focuses on preadolescent growth and development.</p>			
5. Establish and develop programs and practices which enhance student involvement and which reflect the specific needs of students and families.	Instrumental music for students in 4 th /5 th grades, Student Chorus, Garden Club, Student Council, Bulldog Peace Patrol, Character Counts, Reading Buddies, Accelerated Reader, District day care, After school recreation, PTA activities including Family Fun Night, Gift to School, and scholarships to high school students who attended Baldwin Stocker.	School Year	District PTA City	
6. Help parents develop parenting skills and provide home conditions that support their children's efforts to learn.	District sponsored adult English classes, Student-Led conferences, school counselor, PTA meetings, articles in PTA newsletter from counselor and health office, and Family Reading Night	School year	District PTA	
7. Instruct parents in learning techniques so that they can further develop their children's comprehension and mastery of homework assignments.	Back to school night, new family orientation, individual teacher communication, kindergarten preparedness summer classes, teacher arranged parent education, Student-Led conferences, SST meetings.	School year	District PTA	



Arcadia Unified School District
Single Plan for Student Achievement
 Plan spans: 2012-2016 Current year: 2012-2013

School: Baldwin Stocker

CDS Code: 19-642616011134

RECOMMENDATIONS and ASSURANCES

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

- 1 The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2 The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
- 3 The school site council sought and considered all recommendations from the following groups or committees before adopting this plan.
 (Check all that apply.)
 English Learner Advisory Committee
 Gifted and Talented Education Program Advisory Committee
 Other (list)
- 4 The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
- 5 This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6 This school plan was adopted by the school site council at a public meeting on December 19, 2012.

Alex Green
 Typed Name of School Site Council Chair

Signature of School Site Council Chair

Date

Jayne Nickles
 Typed Name of Principal

Signature of Principal

Date



Arcadia Unified School District
Single Plan for Student Achievement
Plan spans: 2012-2016 Current year: 2012-2013
CDS Code: 19-642616011134

School: Baldwin Stocker
