

**2012-
2013**

Arcadia
Unified
School
District

Single Plan
for Student
Achievement

HUGO REID ELEMENTARY



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

Plan spans: 2012-2016 Current year: 2012-13

School: Hugo Reid Elementary

CDS Code: 19-64261-6011183

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: Mr. Thomas S. Bruce

School: Hugo Reid Elementary

Address: 1000 Hugo Reid Dr.

District: Arcadia Unified School District

County: Los Angeles

Phone: 626.821.8356

Email Address: <http://www.hr.ausd.net>

Date approved by the Arcadia Unified School District Governing Board:



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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.*



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School Statement:

If your family wants to be part of a caring educational community while your child participates in differentiated instruction from a dedicated staff, then Hugo Reid is the place for you

School Profile:

Hugo Reid is comprised of two campuses that are both located east of Michillinda Avenue and south of the 210 Foothill Freeway in Arcadia, California. Our school sites are four blocks apart but are located in the same supportive neighborhood. We are nestled in an excellent community of diverse families and friends. In fact, many of our parents and teachers were Hugo Reid Raiders themselves. Therefore, we have a legacy of high commitment and family involvement since 1949. View our website, <http://hr.ausd.net/>, for more information.

School Profile:

Hugo Reid Elementary School
 Type of School: Elementary
 Grade Levels: K-5
 Year Calendar: August - June
 Total Enrollment: 565
 Population Status: Mid-Size City



Enrollment by Grade	
Kindergarten	63
Grade 1	98
Grade 2	78
Grade 3	103
Grade 4	114
Grade 5	112
Total	565

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.



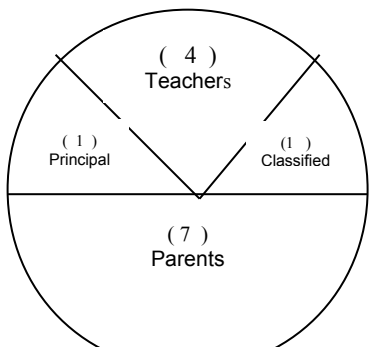
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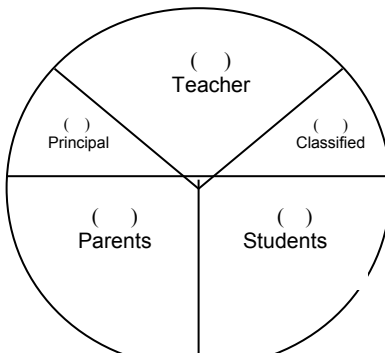
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SCHOOL SITE COUNCIL

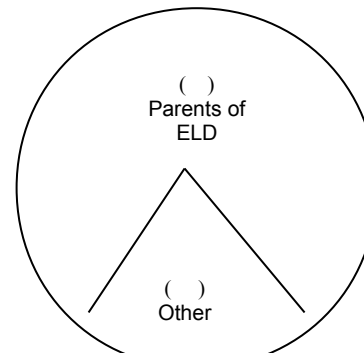
Instructions: Enter the number of members of each in the appropriate diagram



School Site Council (SSC)
Elementary



School Site Council (SSC)
Secondary



School English Learner Advisory
Council (ELAC)

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)
Thomas S. Bruce	X	X				X				
Jenna Morris	X						X			
Carol Andreen	X						X			



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	X	X	X				X			
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	only)Student (secondary	Other (specify)
Allison Carmack/Rochelle Ferrari	X	X	X				X			
Denise Hagan	X							X		
Irene Cheng	X						X			
Rocio Offstien	X		X							
Jane Garzona	X		X							
Jennifer Jackson	X	X	X							PTA Pres.
Jenn Luc	X		X							
Paul Luc	X		X							
Bert Wong			X							
Sarah Callahan	X		X							



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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. Coordinators will maintain 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. Coordinators assist 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.

FIXED CHARGES

Fringe benefits for centralized personnel paid from categorical funds.



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MISCELLANEOUS

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

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 need ed	State Programs	Allocation <i>Beginning 12/13</i>
	Economic Impact Aid/English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners.	\$0
	Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	\$0
*	School Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs.	\$58,475
	School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	\$0
	Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.	\$0
*	Red Cross <u>Purpose:</u> Supports site in respect to disaster supplies and procedures.	\$5,000
	List and Describe Other State or Local funds	\$0



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	Arcadia Educational Fund- Other, Regular Education K-12	
	Total amount of state categorical funds allocated to this school	\$63,475

Check as needed	Federal Programs	Allocation <i>Beginning 12/13</i>
*	Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency.	\$50,000
*	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.	\$0
	Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement.	\$0
*	Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students.	\$0
	Other Federal Funds (list and describe)	\$0
	Total amount of federal categorical funds allocated to this school	\$75,000
	Total amount of state and federal categorical funds allocated to this school	\$138,475



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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			%	TOTAL
School Enrollment (total)		63	98	78	103	114	112				565
LEP Enrollment		7	28	17	22	15	10			18%	99
Title I Identified		16	30	20	24	31	20			22%	141
	SAI	0	0	2	8	5	12			5%	27
	SED										

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



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ANALYSIS OF PREVIOUS GOALS (revision years only)

Annually the school site council must evaluate the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of planned improvements is part of the analysis of student data for the following year’s plan.

Upon review of state and district data, Hugo Reid students have made progress in all areas over recent years. In fact in the last seven years all subgroups and a majority of the population have shown marked improvement. Moreover in analyzing our seven year gap analysis it is evident that Hugo Reid Elementary has closed the achievement gap. We are very proud of our work!

Our first goal area is writing. More specifically, we chose to increase our expectations of our scholars. We will accomplish this task by focusing on improving the percentage of *Advanced* writers instead of focusing on the percentage of *Proficient* writers, as measured on CST and district data. In the end, we want to improve the ability of all students. Our underlying goal is to move all children from their present performance band to at least the next highest band.

We will accomplish our goal by learning and implementing Write From the Beginning with all staff grades K-5. We will also train and implement this program in respect to our intervention teachers, resource teacher and English Language Development teacher. We arrived at this conclusion by analyzing our district data. Our past data breaks the students’ writing down into six sub-parts. Writing fluency continually proved to be the lowest of the six traits we presently gauge. Therefore, to improve our overall writing on the state exam, we agreed to enhance our instruction by implementing each grade level’s 1/13th of Write From the Beginning. In conclusion, if our instruction is more effective and our district assessments improve, then tracking the trends of our 4th grade CST writing should also show improvement. After 2013 and 2014, it is evident that the CST ELA and CST Writing assessment for fourth grade will cease to exist in its present form. Therefore, we may need to alter our indicators of success. However, Write From the Beginning is already based in the new standards and expectations that come after 2014.

In the past we found that we needed to use more than one data source, so we have examined the district data as well as our state data. During this first year, we will track the year end writing fluency from the district writing assessment and a single indicator from the fourth grade state testing. Our staff also agreed to progress monitor our students throughout the year to influence teaching strategies and therefore outcomes. If needed, we can track other indicators of writing growth. Key Data Systems (furnished to school sites by the district) has a few ways to analyze overall writing. Therefore, our writing goal team has added three elements from Key Data Systems as additional indicators: CST Writing Strategies 2-5, CST Writing Prompts – Pass with 3 or 4, and CST English Language Arts Component Sub Scores – Overall Skills by Percent Correct. We possess this data from 2005 through the present. On the other hand, Illuminate will soon overshadow Key Data Systems. Once fully populated, our student assessment software Illuminate will allow our



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staff to build our their own custom reports to find the percentage of advanced writers or better yet, the number of writers that have elevated in performance bands.

Our second goal area is an affective goal. Hugo Reid has used the character program, Character Counts to improve the learning environment for many years. We believe that creating a kind, safe and caring environment is a prerequisite to efficient classroom learning. We have even devised a staff and parent version of Character Counts for our adults on campus. We will continue to utilize the same philosophy, and common language at both sites with the support of all teachers, parents and the Hugo Reid PTSA.

The 2012-2015 school years are construction years for Hugo Reid Elementary. The staff believes that construction may add turmoil and anxiety for our students. To counter these issues, the Leadership Team chose to implement Teach To's expectations throughout Hugo Reid Elementary. We call them Teach Too's because we must teach behavioral expectations in addition to core academics. We believe teaching and modeling expectations for walking through hallways, eating together, working in the classroom and playing on the playground creates a structure of comfort for our students in a time when classrooms are moving, pathways are changing and the playground is altered. Thus far, the blend of Character Counts and Teach Too's are making our discombobulated Hugo Reid a consistent and less anxious place to be.

Our final goal is hard to define, difficult to teach and complicated to measure. However, after many great discussions and introspective thought sessions the Hugo Reid staff has vowed to track down, tackle and improve non-cognitive skills within our students. The staff was given many opportunities to step back from the edge and appoint an easily measured math or science topic as their third goal. Instead, from September 2012 to January 2013, every meeting involved deep discussion around this topic; or the search for the heart of this goal.

When we started analyzing our assessment data this year we found the same trends we normally see so we needed to analyze our data in a totally different manner; to see trends we have not seen before. As a Title I school scoring as high as 959, we felt we had to alter our gaze to find an area that would continue our ascent. There is always a small percentage of students that receive the same standards based instruction as everyone else yet they do not improve and some continue to drop each year. In an attempt to identify the cause, a sample of our students was analyzed by the Hugo Reid staff. We chose this group based on their decline or lack of improvements on the CST ELA and CST Math assessments in the last two years. These students receive high quality instruction, small group instruction before and after school using research based materials yet they are not able to access the instruction and show improvement. Why? New research states that non-cognitive skills are being viewed as increasingly more vital to academic learning (Tough. P, 2012).

Based on this thin piece of knowledge our staff identified a sample group of 25 students. Each student was placed on their own bubble map so teachers were able to fill in facts based on observation or knowledge of that student and their academic life. Once finished, we sat and stared because nothing became apparent. Next we created tree maps and categorized the information for each child into elements that every child needs to be successful; we checked to be sure we had offered academic intervention, language training, social support, emotional support and behavior plans. All areas seemed to be covered with the exception of a few, where parents refused available resources or programs. At this time we were not any closer to identifying the issue, let alone our goal. Repeatedly, the staff was given opportunities to end the conversation and move on to another goal. Still, they understood we were on to something different than just reading comprehension or problem solving, so we kept going.

In the end, with support from the District Office, the Hugo Reid staff identified non-cognitive skills as the issue that may prevent some students from accessing high quality standards based instruction. These 'soft skills' can be thinly defined as organization, independence and perseverance skills. Economist James Heckman believes this shift in emphasis on non-cognitive abilities could change the way we practice education and the way we think



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about learning (2008). Hugo Reid Elementary will focus on building these abilities within our students over the next four years. It is our belief that strengthening this area will not only help the 25 students in our analysis but also support other students in becoming more able to reach their potential.

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.

Academic Performance by Ethnicity

Conclusions indicated by the data:

1. During 2009, the average API scores for our Hispanic students decreased 47 points from 839 to 792. In 2011, we surpassed their historical high of 862 by adding another 58 points for a score of 920. In Science alone this group improved over 100 points. We will continue to focus on improved general education instruction, intervention programs, and involving our teachers and parents on the School Site Council and ELAC committees to assist in this endeavor.
2. The average API score for our Asian students has increased 15 points over the last 4 years from 956 to 971. They did, however, drop 8 points from 2007 to 2008; losing roughly a third of their growth in the first 3 years. Last year we noticed an improvement of 7 points. We also noticed a 32 point growth in the area of science. While this sub-group is the highest performing ethnic group, other sub-groups have demonstrated more growth over the last four years. Based on this data, some of the achievement gaps are closing between the ethnic groups.
3. The average API score for our White students has increased 30 points in recent years from 916 to 946. The average API score for our White students shows strong improvement this year, we are hopeful this group will continue to grow as the others. Math, Science and ELA improved or stayed consistent.



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Academic Performance by Grade Level

Conclusions indicated by the data:

1. In the first year of the last SPSA cycle, all other AUSD elementary schools outscored Hugo Reid Elementary in science by 10 points. In 2011, our 5th grade Science scores increased to 88% proficient. Based on the most recent posted CST results, the percentage of fifth grade students scoring proficient in science has increased 26 points over the last 4 years. We are meeting our goals and have agreed to continue our improvement by fine-tuning our instruction, action steps and adding other indicators of success.
2. While math scores on the CST are high, the percentage of second and third graders scoring proficient or above in math has stayed roughly the same over the last 3 years. Both grade levels are at 92% and 93% proficient or above respectively.
3. Analyzing the number of third and fifth grade students scoring proficient or above in math and ELA on the CST, we have noticed an inconsistent decrease from second to third grade and then a less dramatic drop again from fourth to fifth. Over the last 5 years, the second to third grade overall transition in math shows inconsistent improvements and declines of about 5%. The same group has decreased the transitional drop from 15%, 4 years ago to 5% or less, in the last few years in ELA. In the past, our fourth to fifth grade transitions showed declines of about 5%. But more recent data shows less decline and some cohorts have shown improvements through the fourth to fifth grade transition.



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English-Language Arts Adequate Yearly Progress (AYP)

Conclusions indicated by the data:

1. Thorough analysis of AYP establishes a closing gap between the Hispanic student group and the White and Asian student groups. While all student groups have similar growth over the last 7 years, the percentage of Hispanic students scoring proficient or above on CST is growing faster than our White and Asian populations.
2. Over the last six years, the percentage of Asian students passing the CST had grown slightly slower than that of White students passing CST. However, the Asian population recently dropped 12 percentage points, creating a sizable decline in this group's improvement. We are confident that this type of drop is similar to the White group's drop in 2010 and the Hispanic group's drop in 2009 and 2012. Both subgroups rebounded better than in previous years.
3. We are proud that this year all but one of our subgroups showed marked improvement. Our ethnic subgroups continue to show vast improvements over the last 6 years. We are very excited about our ELL, SWD and SED groups. They continue to outpace the growth of our ethnic groups. As we arrive at the end of NCLB in 2014, some of our sub-groups will fail to meet the 100% proficient rate. SWD is now starting to be outpaced by the NCLB cut.

Mathematics Adequate Yearly Progress (AYP)

Conclusions indicated by the data:

1. Over the last seven years, the percentage of Asian students passing the CST has grown as high as 94%, while the percentage of White students passing CST has grown by 20% reach 91% over the same period. In the end, we believe the gap will continue to close.
2. Comparing our White population and Hispanic population to the Overall AYP for Hugo Reid, we noticed that all gaps are closing. Even though our White population's proficiency grew this year our Hispanic group grew more. Over the last seven years, they continue to close the gap faster than any other ethnic group even with the temporary downturn in 2012.
3. Analyzing trends from 2006-2011, all populations have shown growth. Our significant subgroups (ELL, SED, and RSP) outperform our ethnic groups showing a growth in the double digits. In fact, the SWD group gained over 12 points in the last three years to steadily close



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the gap between themselves and the Non-SWD group. More to the point, in 2011, the ELL subgroup had nearly CLOSED the gap between themselves and the Non-ELLs of Hugo Reid School.

California English Language Development (CELDT) Data

Conclusions indicated by the data:

1. ELL enrollment has increased from 98 in 2007/08 to 141 in 2010/2011. The population seems to be declining in 2012. Even with marked increases in populations, our program is very effective. The School Site Council and ELAC committee are instrumental in supporting this subgroup. In addition, our ELL teacher works closely with general education and special education teachers to create custom learning conditions for each CELDT student.
2. In recent years of CELDT scoring, 95 percent of CELDT students sustained their current level or advanced one level overall. These students are supported by the ELL teacher, general education staff, intervention, and RSP programs.
3. Speaking, listening, and writing showed the slowest growth trend in the entire CELDT population. Analyzing the last few years of CELDT scoring, 88% of our ELL students sustained their current level or advanced one level in speaking; showing a 5% increase over the last few years. Similarly, CELDT assessments stayed constant with about 86% of our ELL students held or advanced one level in listening. CELDT assessments decreased 6% in writing to 81% of our ELL students sustained or advanced one level over the last few years. However, this is somewhat expected given the level of language mastery involved with writing. Nonetheless, we will continue to monitor and analyze this portion of our CELDT data.

Significant Sub-Groups (ELL (English Language Learners), SWD (Students with Disabilities) and SED (Social Economic Development))

Conclusions indicated by the data:

1. Our ELL students had the greatest improvement in math and ELA from 2007-2011. Analyzing the AYP data, this group showed more than 20% growth in math and more than 20% growth in ELA. As mentioned earlier, these scores close the gap between ELL and Non-ELL students at Hugo Reid School.



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2. Both SWD students and SED students have shown marked growth from 2007-2011. Analyzing the AYP data in ELA, SWD students improved more than 26 points and SED students showed more than 20% growth. In math, SWD students showed improvement to 71% in 2010, and SED showed a 12% growth up through 2011.

3. All three Significant Sub-Groups (ELL, SWD, and SED) have a greater percentage of improvement than all three ethnic groups (Asian, Hispanic, and White) in math and ELA from 2004-2011.

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

Conclusions indicated by the data:

1. Healthy Kids: Our females had more individuals passing 5 out of 6 fitness tasks than did males.
2. District Writing: Sentence Fluency and Conventions continue to be the lowest skills of Six Trait Writing.
3. District Survey and Observation: Hugo Reid Elementary students and parents believe a kind and safe school environment is important.



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
- Western Association of Schools and Colleges (WASC) Accreditation Report

Discussion should result in succinct and focused findings based on verifiable facts.

Conclusions indicated by the analysis:

1. Writing across the curriculum using different genres is a concern. More specifically, looking at district data from writing prompts, sentence fluency and conventions continue to be the weakest areas across the grades. Our teachers believe there is a difference between teaching effective writing and great writing. We chose this goal to improve all students' writing to the level of *Advanced*.
2. Hugo Reid Elementary students, staff and parents have an obligation to portray good character traits creating a kind, safe learning environment while on campus and school activities. Hugo Reid Staff and PTSA believe we can create a more effective educational



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environment by focusing on character and teaching expectations. We believe teaching character traits and behavior expectations *are* an academic pursuit.

3. Students cannot access the high quality instruction without first possessing non-cognitive skills. The Hugo Reid staff believes time and resources should be directed to identifying, teaching and measuring soft-skills for all students k-5. Then, more students will have the ability to access high quality instruction that takes place everyday at Hugo Reid.



STUDENT PERFORMANCE GOALS

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 API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of all student groups with emphasis on students not meeting state standards:

***SCHOOL GOAL # 1.**

Writing Goal:

During the 2013-2016 school years staff and parents will focus on producing excellent writers versus proficient writers. All kindergarten through fifth grade teachers will take responsibility for teaching their 1/13th of the Write from the Beginning writing program. Over the next four years the percent of students scoring advanced on standardized and district writing assessments will increase by 5%.

(Based on conclusions from Analysis of Program Components and Student Data pages)

<p>Student groups and grade levels to participate in this goal:</p> <p>All groups and grade levels, including parents and staff, will participate.</p>	<p>Anticipated annual performance growth for each group:</p> <p>We are specifically looking at grade levels. Therefore, we would like to see a +1% change each year over four years for a 5% change overall in each grade level. If 1% equals 1 student, 5 more students would be considered advanced each year and at least 25 over 4 years. Based on our discussions and population, we believe this to be an excellent goal.</p>
<p>Means of evaluating progress toward this goal:</p> <p>We will observe the percent of students scoring advanced on our district writing prompt three times a year. Furthermore, Hugo Reid Staff will use disaggregated data from district assessments to monitor the building blocks of writing. In addition, we will analyze the 4th Grade State Standards Test Writing results through 2014 by overall number of advanced scores and by grade level.</p>	<p>Group data to be collected to measure academic gains:</p> <p>District Writing Prompt (Scoring Rubrics, Given Tri-annually) and 4th Grade State Standards Test Writing results through ~2014 (CST Writing Prompt, CST Writing Strategies by Grade and CST ELA Component Sub Scores by Grade). In the upper grades, MY ACCESS will be a formative assessment. Furthermore, all grades will use class or grade level rubrics and Write From the Beginning 1/13th to monitor specific writing skills.</p>



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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
TOSA and Intervention Teachers support general education teachers.	On-going	0	0	SIP/Title 1
Focused Mini-Lessons based on classroom observations using <i>Write Source</i> , <i>Lessons in Literacy</i> , <i>SRA Reach</i> (RSP), and WfTB findings	On-going	0	0	District Funded
Utilizing My-Access to its Fullest Potential	On-going	0	0	
Learning Walks Coordinated with Other Professionals	On-going	0	0	
Attend State Conferences on Writing	Stall	Fee/substitute	\$0	SIP
Continue to Utilize Thinking Maps and Icons	On-going	0	0	
Write for All Subjects Using Diverse Genre	On-going	0	0	
Work With District Curriculum Personnel to Support Grade Level Goals in Writing	On-going	Release Time Substitute	0	
Collaborate to develop a list of grammar skills to be taught at each grade level (during staff meetings)	9/12 to 6/16	Staff Mtgs/Collaboration	0	
Teachers will collaborate to create common writing terminology to be used across grade levels (during staff meetings)	9/12 to 6/16	Staff Mtgs/Collaboration	0	
Collaborate to develop rubrics for specific writing genres. Develop rubrics and expectations using rubrics	9/12 to 6/16	Staff Mtgs/Collaboration	0	



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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
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Refresher Training and Train New Teachers in WFtB, Blooms, Thinking Maps, and Icons	9/12 to 6/16			District Funded
Training in Teaching Writing Techniques	9/12 to 6/16			District Funded
Training in Writing Strategies	On-going			District Funded
Training in Improving Fluency	On-going			District Funded
Learn From and Visit Schools that Have Proven Success – Learning Walks	9/12 to 6/16			District Funded
Create pacing guide (including key points for each step)	9/12 to 6/16		0	
Develop mini lessons holding area	9/12 to 6/16		0	
Create FAQ for teachers (Does your class need help with...?)	9/12 to 6/16		0	
Develop parent communications for writing	9/12 to 6/16		0	
Develop parent flier for key words, definitions and expectations for writing at Hugo Reid Elementary	9/12 to 6/16		100	SIP
Fill in the WFtB chart, using rubrics once a month to guide mini-lessons and instruction	9/12 to 6/16		0	
Adjust assessments and expectations with 21st Century Skills and CCSS	9/12 to 6/16			District Funded
Develop working knowledge of 21st Century Skills and CCSS	9/12 to 6/16			District Funded
Develop training for intervention staff in WFtB	On-going			District Funded



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Develop RTI2 elements to address writing	9/12 to 6/16		0	
Utilize cross grade level collaboration and planning	On-going		0	
Utilize Learning Walks with other classrooms, schools and districts focused on producing excellent writers	9/12 to 6/16		1000	District Funded

**This page should be duplicated for each standards based goal. A minimum of 3 goals is expected.*



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***SCHOOL GOAL # 2.**

School Setting Goal:

During the 2013-2016 school years, all staff and parents will create a kind, safe, and caring community by teaching and modeling expectations that enhance character and learning. Expectations will be taught using Character Counts and Teach To programs. We will target a 5% increase from our 2013/14 baseline data when staff tracks positive behaviors and increased learning value.

(Based on conclusions from Analysis of Program Components and Student Data pages)

Student groups and grade levels to participate in this goal:
All groups and grade levels, including parents and staff, will participate.

Anticipated annual performance growth for each group:
We will use Google Forms to monitor continued improvement annually. Such improvement may be visible by analyzing favorable and unfavorable responses on surveys. In the first year we will develop an assessment to measure positive behaviors and increased learning value.

Means of evaluating progress toward this goal:
We will compare year around observations of both sites each spring at the SSC and PTSA meetings. In addition, we will compare our results from our baseline 2013/14 data with the each following year measuring positive behaviors and increased learning value.

Group data to be collected to measure academic gains:
We will compare the District Survey from spring 2008 and our baseline data from 2013/2014. In addition, we will utilize Survey Monkey or Google Forms to annually measure the perceptions of parents, students, and teachers in respect to building a kind and safe learning environment. It may be profitable to sample our various sub-groups as well.



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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
<u>CC= Character Counts & Teach To = TT</u> Year One: Come up with baseline data	On-going	0	0	
Use TT & CC across the curriculum for teaching	On-going	0	0	
Use TT & CC to teach universal values to students	On-going	Staff Mtgs/Collaboration	0	
Use TT & CC to help students make better choices	On-going	0	0	
Use TT & CC values to uphold "Rocky CARES" for parents	On-going	Staff Mtgs/Collaboration	0	
Use TT & CC vocabulary in all classrooms	On-going	Staff Mtgs/Collaboration	0	
Use TT & CC concepts in all classrooms	On-going		0	
Use TT & CC resources in all classrooms	On-going	0	1000	SIP/Student Council
TT & CC school-wide assemblies to celebrate character	On-going		100	PTSA
Reward students who demonstrate specific pillars of good character	On-going		100	PTSA
Random Acts of Kindness is a special award	On-going	0	0	
Consequences will be connected to pillars	On-going		0	
Expectations are taught, not just expected	On-going	Staff Mtgs/Collaboration	0	
TT & CC signage in all common areas.	On-going		100	SIP/PTSA/Student Council



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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
Develop a survey or data collection system to track positive behaviors	12/13-10/13	Staff Mtgs/Collaboration	0	
Develop a survey or data collection system to track increased learning value	12/13-10/13	Staff Mtgs/Collaboration	0	
Develop chart with categories to check off WHY students are sent to the office	12/13-10/13	Staff Mtgs/Collaboration	0	
Oop's Room binder with a chart to track WHY students are there	On-going	0	0	
Continue to define, effective instruction	On-going	Staff Mtgs/Collaboration	0	
Derive activities that keep students engaged and active at recess	On-going	Staff Mtgs/Collaboration	0	
PTSA to support recess activities?	On-going	0	300	PTSA
Create posters for the school and in the classrooms (by clock) that mention character traits with a few key words that would be meaningful to students.	12/13-10/13	Staff Mtgs/Collaboration	300	SIP/PTSA/Student Council
Involve SSC and PTSA in Teach Too's during construction and planning	On-going	0	0	
Utilize Learning Walks to other classrooms, schools and districts to observe kind, safe learning environments	12/13-10/13		1000	District Funded/SIP



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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 API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of all student groups with emphasis on students not meeting state standards:

<p>*SCHOOL GOAL # 3</p> <p><i>Non-Cognitive Goal:</i></p> <p><i>During the 2013-2016 school years, students in kindergarten through fifth grade will use life skill techniques to increase their ability to access high quality instruction they receive in a standards based classroom. All staff and parents will work to decrease the number of 'needs improvement' marks each consecutive year on the Life Skills portion of the June report card by building organizational, independence and perseverance skills within our students thereby increasing more effective learning for all.</i></p> <p>(Based on conclusions from Analysis of Program Components and Student Data pages)</p>	
<p>Student groups and grade levels to participate in this goal:</p> <p>All groups and grade levels, including parents and staff, will participate.</p>	<p>Anticipated annual performance growth for each group:</p> <p>We will analyze the number of 'needs improvement' marks in the Life Skills portion of end of the year report cards to monitor continuous growth for each sub-group. Values shall be collected and analyze yearly. We would hope for a decrease each year. In the first year we will develop the statistics to predict a specific outcome for each sup-group.</p>
<p>Means of evaluating progress toward this goal:</p> <p>We will compare year around observations of all grade levels and sub-groups during staff meetings. Also, we plan to compare annual data each June. Finally, we will compare the baseline data given in 2013/14 with that at the end of the school improvement cycle in June 2016.</p>	<p>Group data to be collected to measure academic gains:</p> <p>Measure 'needs improvement' marks for all groups in June of each year. Sample groups to be analyzed include grade levels, gender, sub-groups and new students (<2 years) verses long term students (>3 years). Fewer 'needs improvement' marks should correlate with effective learning since the student is better able to access high quality instruction.</p>



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<p align="center">Actions to be Taken to Reach This Goalⁱⁱⁱ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p align="center">Start Date Completion Date</p>	<p align="center">Proposed Expenditures</p>	<p align="center">Estimated Cost</p>	<p align="center">Funding Source</p>
<p><i>Develop a statistic to measure organization, independence and perseverance.</i></p>	<p align="center">12/13-10/13</p>	<p align="center">Release time</p>	<p align="center">300</p>	<p align="center">SIP</p>
<p><i>Utilize the new statistic to predict each category's growth over a four year school improvement cycle.</i></p>	<p align="center">9/13-1/14</p>	<p align="center">Release time</p>	<p align="center">300</p>	<p align="center">SIP</p>
<p><i>Teachers will use the school website to convey deadlines, assessments and upcoming events with school community</i></p>	<p align="center">On-going</p>	<p align="center">0</p>	<p align="center">0</p>	
<p><i>Students and parents will use the school website to become more independent</i></p>	<p align="center">On-going</p>	<p align="center">0</p>	<p align="center">0</p>	
<p><i>Teach calendar skills for both short-term and long-term planning. Use it to plan students' day, week and month at all grade levels. Make students aware of deadlines, assessments and upcoming events</i></p>	<p align="center">On-going</p>	<p align="center">0</p>	<p align="center">0</p>	
<p><i>Create a Google Form for teacher observation (use student a sample of 5 to 8 students/class) to monitor homework completion, A.R. points, use of agenda (with parent signatures), etc.</i></p>	<p align="center">12/13-10/13</p>	<p align="center">Staff Mtgs/Collaboration</p>	<p align="center">0</p>	
<p><i>Break apart studying guides, teach studying over time (assign a section a day to "master.")</i></p>	<p align="center">4/13-12/13</p>	<p align="center">Staff Mtgs/Collaboration</p>	<p align="center">0</p>	
<p><i>Preview Skills for School Success or other similar programs</i></p>	<p align="center">2/13- 6/13</p>	<p align="center">0</p>	<p align="center">0</p>	
<p><i>Adjust assessments and expectations with respect to 21st Century Skills, Smarter Balance and CCSS</i></p>	<p align="center">Ongoing</p>	<p align="center">Staff Mtgs/Collaboration</p>	<p align="center">0</p>	
<p><i>Implement after school family nights that focus on building life skills</i></p>	<p align="center">8/13-6/14</p>	<p align="center">Staff Mtgs/Collaboration</p>	<p align="center">0</p>	



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<i>Share life skill expectations per grade level at BTSN, Parent Conferences and on fliers, website, ListServ</i>	On-going	0	0	
<i>Create student-adult relationships that are not entirely academic in nature. Build relationships and accountability to adults other than teachers (think AVID)</i>	On-going	Staff Mtgs/Collaboration	0	
<i>Develop working knowledge of 21st Century Skills and CCSS</i>	On-going	Staff Mtgs/Collaboration	0	
<i>Utilize Learning Walks to other classrooms, schools and districts to observe ways to build non-cognitive skills in students</i>	On-going	0	1000	District Funds/SIP
<i>Polish SST process and the ability to follow up with student success of struggle</i>	4/13- 12/13	Leadership/Staff Mtg	0	



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Parent Support

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.	Develop SSC and ELAC Expand PTSA Develop PTSA/Staff relationships	1.15.13 6.15.16	PTSA and SIP	Utilize SCC, PTSA and ELAC meetings for discussion and on-going evaluation
2. Involve parents at the school site, with appropriate training, in instructional and support roles.	Rolling Readers Character Counts PTSA Programming	1.15.13 6.15.16	PTSA, SIP	Mid Year and end of the year
3. Provide clear, two-way communications between school and family in all matters relating to school programs and each student's progress.	Blaster List-Serv Newsletters Website For Hugo Reid PTSA	1.15.13 6.15.16	District Cost	Observations and Discussions with parents
4. Provide access to community and support services for parents and students needing services.	Counselor Connections SST Process (behavior/academic) IEP Process Pyramid of Interventions	1.15.13 6.15.16	District Cost	Discussions with staff, SST/IEP team and with parents
5. Establish and develop programs and practices which enhance student involvement and which reflect the specific needs of students and families.	Intervention Programs for ELA Intervention Programs for Multiplication Intervention Programs for Writing The Reflection Program Student Study Team Data Differentiated Instruction in all Subjects Character Counts	1.15.13 6.15.16	Student Council, SIP and PTSA	Constant assessment at faculty meetings, SSC, PTSA and Leadership meetings Evaluate through on-going spreadsheets
6. Help parents develop parenting skills and provide home conditions that support their children's efforts to learn.	Family Reading Nights Newsletter Facts for Families Parenting Groups PTSA Meeting -Special Guests Character Counts	1.15.13 6.15.16	District Cost, AEF, PTSA	Surveys, discussion, and observation



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	Additional Family Support Workshops (homework, reading w/ K students, ...)			
7. Instruct parents in learning techniques so that they can further develop their children's comprehension and mastery of homework assignments.	Family Curriculum Nights Newsletter Facts for Families Parenting Groups PTSA Meeting -Special Guests Parenting Workshops on Homework	1.15.13 6.15.16	District cost, PTSA, AEF	Surveys, discussion and observation



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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.)
 Staff of Hugo Reid School
 Hugo Reid Leadership Team
 Hugo Reid PTSA Executive Board Members
 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: 1.17.13 Initial Plan

Typed Name of School Site Council Chair
Thomas S. Bruce

Signature of School Site Council Chair

Date
1.17.13

Typed Name of Principal
Thomas S. Bruce

Signature of Principal

Date
1.17.13

