

**2012-
2013**

Arcadia
Unified
School
District

Single Plan for
Student
Achievement

LONGLEY WAY ELEMENTARY



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

Plan spans: 2012-2016 Current year: 2012-2013

School: Longley Way Elementary School

CDS Code: 19-64261-6011191

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:

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School: Longley Way Elementary School

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District: Arcadia Unified School District

County: Los Angeles

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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 ensure 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 beliefs 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 Mission:

The Longley Way community believes in quality education, based on current research that promotes academic excellence and meets or exceeds state adopted standards. Additionally, the development of exemplary citizenship and self-worth in each student is the shared responsibility of the school, family and community.

School Profile:

Longley Way School was built in 1951 and is the southernmost school in the District. There are currently 503 students enrolled in Pre - Kindergarten through fifth grade. The students in our school represent a wide variety of cultures and ethnicities. There are approximately 69% Asian/Pacific Islander, 15% White, 2% African American, 13% Hispanic/Latino and 1% American Indian. In addition to 17 regular education classrooms, we also have four special education classes: one for language delayed preschoolers; one for kindergarten language delayed students, one for pre-school students with autism, and one for Kindergarten through Fifth grade visually impaired students. Other Special Education services include a School Psychologist, Resource Specialist Program, a Speech and Language Therapist, a part-time counselor, and a variety of itinerant specialists. Additionally, we have a full-time English Language Development teacher for students learning English and a Title I Tutoring Program for students not meeting standards in Language Arts plus a series of Intervention Programs. Part-time Instrumental Music Instructors teach music lessons to small groups of interested 4th or 5th graders. Longley Way hosts some after school enrichment classes: Chess Club taught by "Beyond Chess", Math Olympiad Team, "Mad Science" and Glee! The teaching staff of 24 is very talented with many years of teaching experience. Furthermore, all teachers have full credentials with 23 teachers having obtained masters' degrees. The staff takes great pride in the outstanding educational opportunities offered to the students at Longley Way School.



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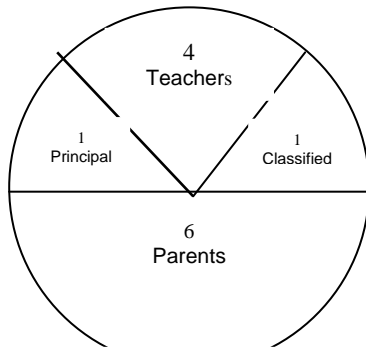
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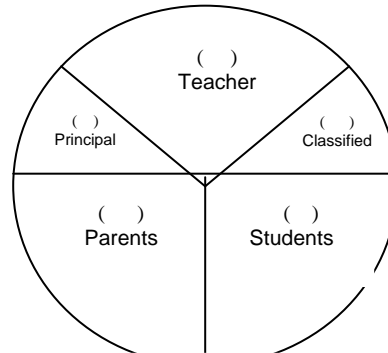
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School Accountability Report Card (SARC) can be located at: www.ausd.net

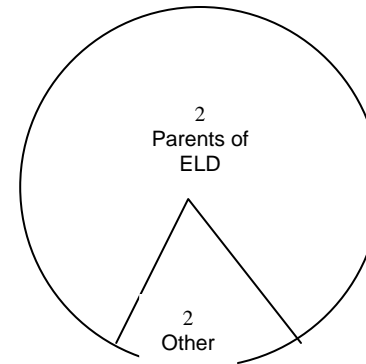
SCHOOL SITE COUNCIL



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)
Lauren Cheng	X		X							
Alex Pang	X		X							
Linxiao Wu	X		X							
Linda Chen	X		X							
Caroline Wu	X		X							



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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)
Lisa Warner	X							X		
Laurie Morton	X						X			
Sandy Burch	X						X			
Brandy Acker	X						X			
Chessie Sauber	X						X			
Sherrie DuFresne	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. 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.

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.



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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.	\$ 56, 656.00
	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.	\$
X	List and Describe Other State or Local funds 11- 12 Carryover SI	\$ 101,316.00
	Total amount of state categorical funds allocated to this school	\$ 157,972.00



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Check as needed	Federal Programs	Allocation
X	Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency.	\$ 50,000.00
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.	\$ 25,000.00
	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	\$ 50, 000.00
	Total amount of state and federal categorical funds allocated to this school	\$ 75,000.00



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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	6	7	8	TOTAL
School Enrollment (total)	83	77	81	79	86	97				503
LEP Enrollment	1	19	27	33	31	32				143
Title I Identified	1	7	19	21	21	26				95
RSP	0	0	1	3	6	10				20
SDC	23	0	0	0	0	0				23

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



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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.

Conduct a reflective conversation regarding the current Single Plan for Student Achievement following criteria listed below.

In narrative form, respond to the following:

Review current Single Plan for Student Achievement goals to determine if the previous goals were met.

- Consider progress made toward achieving goals
- Reflect on progress
- Consider completion date, funding, and evaluation
- Support conclusions with data



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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 Significant Subgroups

Conclusions indicated by the data from 2012 Key Data Profile:

Generally speaking, 2011-2012 was not as successful a year instructionally at Longley Way Elementary as we had hoped. In every significant sub-group there was a loss of academic progress, except in the Asian population, but even in that category there was only 5 points gained. We did however meet the growth target for every significant sub-group.

Although our instructional strategies remained the same as in the previous year that we made significant gains, we cannot isolate a specific reason for the drop in API. Some of the reasons considered were increased class size, a loss of instructional days due to furlough days, the windstorm of November, 2011 resulting in loss of instructional days, test items not counted due to a security lapse by the California State Department of Education, and the test variance from the previous year. However when analyzing the data we agreed as a staff that we needed to design our instructional program more precisely to meet the students identified in our significant subgroups who were unable to meet the standard.

1. Non-Asian students dropped 10 points on the academic progress index, while Asian students increased by 5 points.
2. API Achievement of the Socio Economic Disadvantaged students decreased by 12 points, while non-Socio Economic Disadvantaged students decreased by 2 points. Students in the SED sub-group did not meet the AYP target.
3. The API Achievement of the English Learners students decreased by 16 points, and the non-English learners lost 12 points.
4. In 2012 the API Achievement of the Students with Disabilities decreased 119 points. The gap between Students without Disabilities and Students with Disabilities has widened to 257.



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Year	ELA			Math			Science		
	N	%	Growth	N	%	Growth	N	%	Growth
2012	289/334	86.5%	-1.1%	294/334	88.0%	-2.7%	79/93	85.0%	-2.7%

Academic Performance by Grade Level

Conclusions indicated by the data from the 2012 Key Data Profile (p.30 – 40):

- Grade 2 ELA STAR data indicates that second grade students did not perform as well on the CST as they did in 2011 with 81% of the students meeting the Proficient and Advanced standard. This was a decrease of 2%, however that means only 2 students less in a class of 82 children. The components of Reading Comprehension and Writing Strategies appeared to be most problematic of the ELA strands. In CST Math, second grade students achieving proficient and advanced levels were 87% of the grade level. Basic math concepts of place value, addition and subtraction need to be stressed for the grade 2 students.
- Grade 3 ELA achievement increased with a great bump from 76% to 84% meeting proficient and advanced. The subgroups of writing strategies and literary response seemed to be most troublesome for the 3rd graders. In math there was an increase of 1% in students reaching proficient and advanced from 2011 to 2012. Again the subgroups of place value, addition were a challenge for 3rd grade students.
- In Grade 4 ELA data indicates that 90% fourth grade students scored at the proficient and advanced categories. 86% of the fourth grade students scored proficient or advanced in Math. The deficit area on the CST for fourth grade students was writing strategies.
- Grade 5 ELA data displays a 5% decrease in the number of students proficient and above. On the Math CST there was only a 1% decrease in the number of the students scoring proficient or advanced.



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English-Language Arts Adequate Yearly Progress (AYP)

Conclusions indicated by the data:

1. Significant sub-groups of Asian and English Learners met the proficient rate criteria in English Language Arts. The Socioeconomically Disadvantaged sub group did not the proficient rate by 2.8%.

Mathematics Adequate Yearly Progress (AYP)

Conclusions indicated by the data:

1. Significant subgroups (Asian, Socioeconomic Disadvantaged and English Learners) met or exceeded the NCLB goal of Math proficiency in 2012.

California English Language Development (CELDT) Data

Conclusions indicated by the data:

1. Overall, there was a positive movement of 49.6% in all CELDT levels (Beginning, Early Intermediate, Intermediate, Early Advanced, Advanced), 36.8% of our ELL students did not move up a level, and 13.6% of our students had a negative growth.
2. The largest percentage of ELD students were in the Intermediate and Early Advanced Levels. Those two levels comprise 65% or 93 of our 141 ELD students.
3. The largest positive movement was in the area of speaking- 51.13% of the students made positive improvement in their writing ability.



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Significant Sub-Groups (ELL, Special Populations)

Conclusions indicated by the data:

1. From 2010 - 2012, the API Summary of proficiency demonstrates that our English Language Learner Socioeconomically Disadvantaged students have made good progress with a minor regression in 2012.

	Socioeconomically Disadvantaged	English Learner
2010	75.0%	73.3%
2011	76.3%	80.8%
2012	75.6%	79.8%

2. From 2010-2012, even though overall there was a decrease in API Achievement, the English Learners and Non-English Learners decreased to a difference of 25 points. That still indicates that our English Learners are making gains.

API Scores

	English Learner	Non English Learner	Achievement Gap
2010	895	954	60
2011	927	968	41
2012	911	936	25



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

AUSD District Kindergarten Language Arts Results Spring 2011:

Grade	No. Students	Spells Name	Phonemic Awareness	Concepts About Print	Comprehension	Alphabet Knowledge	Reading	Writing	Writing Performance
K	61	100%	76%	95%	75%	83%	82%	85%	90%

AUSD District Writing Assessment Results Spring 2011 (Grades 1 – 5)

Grade	No. Students	Ideas & Content	Organization	Voice	Sentence Fluency	Word Choice	Conventions	Overall Proficiency
1	71	73%	72%	30%	66%	77%	55%	68%
2	81	35%	44%	70%	43%	59%	48%	64%
3	82	68%	68%	73%	52%	82%	78%	79%
4	94	79%	74%	83%	69%	76%	55%	73%
5	91	78%	74%	81%	65%	85%	57%	85%
Total	419	67%	67%	69%	59%	76%	59%	74%



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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:

In August and September, 2012, the staff met for two half day staff development days to disaggregate State and District data from the previous year to determine areas of improvement needed for the school. Data from the CSTs, Scholastic Reading Inventory, DIBELS, and CELDT results were also reviewed.

Longley Way Elementary Students had minor decreases in the targeted goal areas. Overall the school lost 6 points in one year as demonstrated by our API score. Although 88% of our students Grade 2 through Grade 5 are proficient or advanced in Mathematics that still reflects that 2.7% of our student population is not meeting the state benchmark. 86.5% of our students scored advanced or proficient in the English Language Arts state assessment. Writing continues to be a challenge. 86.4% of our fourth grade students scored proficient and advanced on the CST Writing test. On the 2012 District Writing Assessment only 74% of our students Grades 2 - 5 demonstrated overall proficiency. We believe that our instruction and strategies are sound, however we have come to realize that we will need to individualize programs for some of our students and progress monitor all students that are targeted for extra support. In the next two years it will be important to make up for lost ground. In 2013 89% of our students in all subgroups will need to be measured proficient or advanced by the California Standards Testing.



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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 Improvement Goal 1: To Achieve Optimal Student Growth in English Language Arts.

Measurable Objective: Provided that the RtI model is implemented with integrity at all tiers (including core and core plus instruction), at least **89.2%** of students at each grade level and subgroup will meet the growth targets as measured by the CST and AYP.

Strategies and Activities to Achieve Goal 1 Consider all appropriate dimensions (e.g. Teaching and Learning, Staffing and Professional Development)	Starting Date/Ending Date	Person(s) Responsible	Estimated Cost	Funding Source
Utilize individual assessment data (CST, District Assessments) to determine student skill levels to drive instruction and planning.	October, 2012 – June, 2013	All Teachers, Administrator, and TOSA	None	----
Utilize school intervention time, Core Plus, Title I and resources to promote student growth and achievement.	October, 2012 – June, 2013	All Teachers, Administrator and TOSA	\$50,000 \$25,000	Title I Tile II
Extended Learning Opportunity in Reading and English Language Arts skills for students with significant needs.	October, 2012 – June, 2013	All Teachers, Intervention teachers Administrator and TOSA	\$6,910	SPSA
In addition to the Tier I core curriculum, Tier II and Tier III intervention time will be delivered and progress will be monitored regularly for students with significant needs.	October, 2012 – June, 2013	All Teachers, Administrator and TOSA		
The staff will collaborate to close the achievement gap, pursuing accelerated growth for learners within our subgroup for English Arts mastery through differentiated instruction.	October, 2012 – June, 2013	All Teachers, Administrator and TOSA	None	----
Staff will integrate the skills highlighted in the shift from CA standards to Common Core standards by building student knowledge through content-rich nonfiction, reading, writing and speaking focused on evidence from text, and regular practice with complex text and academic language.	October, 2012 – June, 2013	All Teachers and TOSA	None	----



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Strategies and Activities to Achieve Goal 1 continued	Starting Date/Ending Date	Person(s) Responsible	Estimated Cost	Funding Source
Library and Computer Lab access with limited Classified staff support:: combined to one position	August, 2012 – June, 2013	Administrator	\$17,000	SPSA
Purchase additional instructional materials to support core materials.	October, 2012 – June, 2013	TOSA, Intervention Teachers and Administrator	\$500	SPSA
Add additional Library Books to the library collection,	October, 2012 – June, 2013	Library Instructional Assistant, TOSA and Administrator	\$1,000	SPSA
Utilize various web-based resources that are linked to the LW site.	October, 2012 – June, 2013	All Teachers, TOSA, Library Instructional Assistant	\$500	----
Order Projector bulb replacements to be used for instructional presentations	October, 2012 – June, 2013	Office Administrative Assistant	\$500	SPSA
Purchase read aloud books designed to support writing for all teachers grades K - 5.	October, 2012 – June, 2013	Library Instructional Assistant, TOSA and Administrator	\$500	SPSA
95% of all K students will pass the end of the year standards for the Alphabet Knowledge/Reading District Assessment Test.	October, 2012 – June, 2013	Kindergarten Teachers, TOSA, Intervention Teachers, Title I teachers	None	----
K students will identify upper case letters, lower case letters and the sounds of letters with 100% accuracy.	October, 2012 – June, 2013	Kindergarten Teachers, TOSA, Intervention Teachers, Title I teachers	None	----
K students will engage in memorization and identification of letter, sounds and sight words through songs, word searches, letter activities in directed whole group instruction, and center time activities.	October, 2012 – June, 2013	Kindergarten Teachers, TOSA, Intervention Teachers, Title I teachers	None	----



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Strategies and Activities to Achieve Goal 1 continued	Starting Date/Ending Date	Person(s) Responsible	Estimated Cost	Funding Source
75% First grade students will show proficiency in oral reading fluency on oral reading fluency in Dibels. Mastery consists of reading 82 wpm on a 2.0 grade level reading passage.	October, 2012 – June, 2013	First Grade Teachers, TOSA, Intervention Teachers, Title I teachers.	None	----
First grade students will participate in Title I, Intervention, Phonics for reading, Guided Reading Groups, Partners Reading, and Dibels Progress monitoring.	October, 2012 – June, 2013	First Grade teachers, TOSA, Intervention Teachers, Title I teachers	None	----
55% of the Second Grade students not meeting proficiency as measured in fall of 2013 will increase their SRI reading level by a minimum of 200 points by May, 2013.	October, 2012 – June, 2013	Second Grade teachers, TOSA, Intervention Teachers,	None	----
Second grade students will participate in Core+ groups focusing on phonics skills, reading fluency, and reading comprehension.	October, 2012 – June, 2013	Second Grade teachers, TOSA, Intervention Teachers, Title I teachers	None	----
Second grade students invited to Title I tutoring will participate in phonics and reading comprehension.	October, 2012 – June, 2013	Second Grade teachers, TOSA, Intervention Teachers, Title I teachers		Accounted for in Title I funding
80% of fifth grade students will score proficient or advanced in reading comprehension on the CST ELA in 2012.	October, 2012 – June, 2013	Fifth Grade teachers, TOSA, Intervention Teachers, Title I teachers	None	----
Fifth grade students will focus on reading comprehension skills during Core +time. Students will participate in reading core literature books and they will be provided with comprehension strategies: predicting, questioning, clarifying and summarizing.	October, 2012 – June, 2013	Fifth Grade teachers, TOSA, Intervention Teachers, Title I teachers	None	----
Fifth grade students will be taught to practice and rely on comprehension skills across the curriculum.	October, 2012 – June, 2013	Fifth Grade teachers, TOSA, Intervention Teachers, Title I teachers	None	----

STUDENT PERFORMANCE GOALS



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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:

School Improvement Goal 2: To Achieve Optimal Student Growth in Mathematics.

Measurable Objective: Provided that the RtI model is implemented with integrity at all tiers (including core and core plus instruction), **89.5%** of students at each grade level and subgroup will meet the growth targets in Mathematics as measured by the CST and AYP.

Strategies and Activities to Achieve Goal 2 Consider all appropriate dimensions (e.g. Teaching and Learning, Staffing and Professional Development)	Starting Date	Person(s) Responsible	Estimated Cost	Funding Source
Utilize individual assessment data (CST, District Assessments) to determine student skill levels to drive instruction and planning.	October, 2012 – June, 2013	All Teachers, Administrator, and TOSA	None	----
Utilize school intervention time and other resources to promote student growth and achievement.	October, 2012 – June, 2013	All Teachers, Administrator and TOSA	None	----
Extended Learning Opportunity in Math Skills for students with significant needs.	October, 2012 – June, 2013	All Teachers, Administrator and TOSA	\$8500.00	SPSA
Progress will be monitored regularly for students with significant needs.	October, 2012 – June, 2013	All Teachers, Administrator and TOSA	None	----
The staff will collaborate to close the achievement gap, pursuing accelerated growth for learners within our subgroup and additional instruction for students with significant needs for Mathematics mastery through differentiated instruction.	October, 2012 – June, 2013	All Teachers and TOSA	None	----
Staff will integrate the skills highlighted in the shift from CA standards to Common Core standards by focusing on making sense of problems and persevere in solving them. Students will reason abstractly and quantitatively. They will be able to construct viable arguments and critique the reasoning of others. Their reasoning will be expressed with regularity.	October, 2012 – June, 2013	All Teachers, Administrator and TOSA	None	----
Strategies and Activities to Achieve Goal 2 Consider all appropriate dimensions (e.g. Teaching and Learning, Staffing and Professional Development)	Starting Date	Person(s) Responsible	Estimated Cost	Funding Source



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Collaboration between classroom teachers, ELD teacher, Intervention teacher, RSP teacher regarding Math needs and possible additional strategies to work with students with need.	October, 2012 – June, 2013	All Teachers and TOSA	None	----
Purchase a site license for “Moby Math” – Math practice for the Computer Lab.	October, 2012 – June, 2013	Office Administrative Assistant	\$250	SPSA
98% of kindergarten students will identify, count and write numbers from 1-30 with 100% accuracy.	October, 2012 – June, 2013	Kindergarten Teachers, Intervention teachers and TOSA	None	----
Kindergarten students will participate in math activities that practice counting, identifying and writing numbers 1-30 during whole group instruction as well as center time.	October, 2012 – June, 2013	Kindergarten Teachers, Intervention teachers and TOSA	None	----
Kindergarten students math skills will be progress monitored by informal and teacher created assessments.	October, 2012 – June, 2013	Kindergarten Teachers, Intervention teachers and TOSA	None	----
75% of first grade students at Longley Way will master the district assessment for both addition and subtraction. Mastery consists of 90% accuracy on the four minute math test for addition and subtraction.	October, 2012 – June, 2013	First Grade Teachers, Intervention teachers and TOSA	None	----
70% of second grade students will pass the 3 minute basic subtraction test with a 76% or better by May 2013.	October, 2012 – May, 2013	Second Grade Teachers, Intervention teachers and TOSA	None	----
100% of the Fifth grade students will have their math facts memorized by the end of the year.	October, 2012 – May, 2013	Fifth Grade Teachers, Intervention teachers and TOSA	None	----
Fifth grade students will learn a fact family a week. Each day of the week fifth grade teachers will reinforce facts from the featured “fact family”.	October, 2012 – May, 2013	Fifth Grade Teachers, Intervention teachers and TOSA	None	----
Fifth grade students will continue working with Math Mastery folders to reinforce the basic math facts.	October, 2012 – May, 2013	Fifth Grade Teachers, Intervention teachers and TOSA	None	----



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STUDENT PERFORMANCE GOALS

School Improvement Goal 3: To Achieve Optimal Student Growth in Writing.

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:

Measurable Objective: Provided that the RtI model is implemented with integrity at all tiers (including core and core plus instruction), **90%** of students at each grade level and subgroup will meet the growth targets as measured by the CST, AYP, and District Writing assessment.

Strategies and Activities to Achieve Goal 3 Consider all appropriate dimensions (e.g. Teaching and Learning, Staffing and Professional Development)	Starting Date	Person(s) Responsible	Estimated Cost	Funding Source
Utilize individual assessment data (CST, District Assessments) to determine student skill levels to drive instruction and planning.	October, 2012 – June, 2013	All Teachers and TOSA	None	----
Utilize school intervention time and other resources to promote student growth and achievement.	October, 2012 – June, 2013	All Teachers and TOSA	None	----
Collaboration between classroom teachers, ELD teacher, Intervention teacher, RSP teacher regarding Math needs and possible additional strategies to work with students with need.	October, 2012 – June, 2013	All Teachers and TOSA	None	----
Progress will be monitored regularly for students with significant needs.	October, 2012 – June, 2013	All Teachers and TOSA	None	----
The staff will collaborate to close the achievement gap, pursuing accelerated growth for learners within our subgroup and additional instruction for students with significant needs in Writing skills through differentiated instruction.	October, 2012 – June, 2013	All Teachers and TOSA	None	----



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Strategies and Activities to Achieve Goal 3 Consider all appropriate dimensions (e.g. Teaching and Learning, Staffing and Professional Development)	Starting Date	Person(s) Responsible	Estimated Cost	Funding Source
All teachers will become fluent in the use of "Write From the Beginning" and it will be used in all Grade Levels.	October, 2012 – June, 2013	All Teachers and TOSA	None	----
Additional training in WFTB for intervention teachers.	October, 2012 – June, 2013	Intervention Teachers and TOSA	\$660.00	SPSA
Staff will integrate the skills highlighted in the shift from CA standards to Common Core standards by focusing on the ability to write logical arguments based on substantive claims, sound reasoning, and relevant evidence. Also focusing on research projects and associated writing.	October, 2012 – June, 2013	All Teachers, Administrator and TOSA	None	----
Training of WFTB trainers to build consistency in strategies and practices across the grade levels.	January, 2013/March, 2013	One Teacher from each Grade level	\$12,375.00	SPSA
Acquisition of WFTB revised notebooks for teachers already trained.	October 2012/June, 2013	TOSA	\$3,800	SPSA
Purchase of ink cartridges and toner for classroom and office computers	October 2012/June 2013	Office Clerical Assistant	\$5,000	SPSA
95% of kindergarten students will pass the end of the year District Writing Assessment with a score of 4 or better.	October 2012/June, 2013	Kindergarten Teachers, Intervention teachers and TOSA	None	----
Kindergarten students will engage activities that promote proficient writing and incorporate "Write from the Beginning" strategies.	October 2012/June, 2013	Kindergarten Teachers, Intervention teachers and TOSA	None	----
Kindergarten students will respond to literature through writing via thinking maps and journals.	October 2012/June, 2013	Kindergarten Teachers, Intervention teachers and TOSA	None	----



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Strategies and Activities to Achieve Goal 3 Consider all appropriate dimensions (e.g. Teaching and Learning, Staffing and Professional Development)	Starting Date	Person(s) Responsible	Estimated Cost	Funding Source
Third grade teachers will utilize progress monitoring by using the district mid-year assessment.	October 2012/June, 2013	Third Grade Teachers	None	----
65% of first grade students will show proficiency on the District writing assessment in the trait of conventions. Mastery consists of scoring 3 or higher.	October 2012/June, 2013	First Grade Teachers, Intervention teachers and TOSA	None	----
First grade teachers will collaborate weekly with Core+ team to develop lessons from Write From the Beginning.	October 2012/June, 2013	First Grade Teachers, Intervention teachers and TOSA	None	----
First grade will use Core+ assessments and release time to monitor the first grade students writing progress and plan further focused instruction.	October 2012/June, 2013	First Grade Teachers, Intervention teachers and TOSA	None	----
80% of the Second grade students with a significant need will improve their writing scores in "Ideas" and or Organization by the Spring District Writing Assessment.	October 2012/June, 2013	Second Grade Teachers, Intervention teachers and TOSA	None	----
Second grade teachers will implement writing lessons/strategies from Write from the Beginning.	October 2012/June, 2013	Second Grade Teachers	None	----
85% of the third grade students will be proficient in sentence fluency on the final writing assessment.	October 2012/June, 2013	Third Grade Teachers, Intervention teachers and TOSA	None	----
Third grade students will write 3 or more transition words/phrases (other than first, next, then, last) – use sentence patterns, varied sentence beginnings, and write both simple and compound structures.	October 2012/June, 2013	Third Grade Teachers, Intervention teachers and TOSA	None	----
Third grade teachers will teach Write from the Beginning daily mini lessons.	October 2012/June, 2013	Third Grade Teachers	None	----



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Strategies and Activities to Achieve Goal 3 Consider all appropriate dimensions (e.g. Teaching and Learning, Staffing and Professional Development)	Starting Date	Person(s) Responsible	None	----
80% of fourth grade students will score at least 21 out of 36 points, which is a proficient score on their District writing assessment at the end of the year.	October 2012/June, 2013	Fourth Grade Teachers, Intervention teachers and TOSA	None	----
Fourth grade teachers will form homogeneous writing groups for Core Plus.	October 2012/June, 2013	Fourth grade teachers	None	----
Fourth grade teachers will incorporate Six Traits and Write from the Beginning lessons and strategies into the Core Plus and classroom writing.	October 2012/June, 2013	Fourth grade teachers	None	----
Fourth grade students will understand the three main writing genres, including their formats and characteristics.	October 2012/June, 2013	Fourth Grade Teachers, Intervention teachers and TOSA	None	----
Fourth grade students will understanding and move through the writing process.	October 2012/June, 2013	Fourth Grade Teachers, Intervention teachers and TOSA	None	----
70% of fifth grade students will score 4 or higher in conventions on their end of the year district writing assessment.	October 2012/June, 2013	Fifth Grade Teachers, Intervention teachers and TOSA	None	----
Fifth grade teachers will give students spelling dictation sentences, daily grammar activities, daily oral language and partner share/revising of writing.	October 2012/June, 2013	Fifth Grade Teachers	None	----

STUDENT PERFORMANCE GOALS

School Improvement Goal 4: To Achieve Optimal Student Growth in Science.



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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:

Strategies and Activities to Achieve Goal 4 Consider all appropriate dimensions (e.g. Teaching and Learning, Staffing and Professional Development)	Starting Date	Person(s) Responsible	Estimated Cost	Funding Source
85% of fifth grade students will achieve proficient or above on the CST Science assessment.	October 2012/June, 2013	Fifth grade teachers	None	----
Fifth grade students will complete Bellworks for science daily.	October 2012/June, 2013	Fifth grade teachers	None	----
Fifth grade teachers will incorporate science into reading comprehension during Language Arts instruction time.	October 2012/June, 2013	Fifth grade teachers	None	----
Fourth and Fifth grade students with significant need will receive targeted science assistance and instruction.	October 2012/June, 2013	Fifth grade teachers	None	----
Special Education teacher and ELD teacher will collaborate with the general education teachers to provide extra support for students with significant need.	October 2012/June, 2013	All teachers and TOSA	None	----

School Improvement Goal 5: To Achieve Optimal Student, Parent and Staff positive relationships.

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 goal, related actions, and expenditures to raise the academic performance of all student groups with emphasis on students not meeting state standards:



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Strategies and Activities to Achieve Goal 5 Consider all appropriate dimensions (e.g. Teaching and Learning, Staffing and Professional Development)	Starting Date	Person(s) Responsible	Estimated Cost	Funding Source
Review and implementation of the Longley Way Elementary Positive Behavior Support Plan.	August 2012/June, 2013	All teachers, TOSA, Supervising Staff and administrators	None	----
Instruct all students in the "Teach To's" for the common areas of the school, as well as the Longley Way Code of Conduct.	August 2012/June, 2013	All teachers, TOSA, Supervising Staff and administrators	None	----
Create and implement a Core Belief Statement describing the manner in which school staff will interact with students, parents and colleagues.	September, 2012	All teachers, TOSA, Supervising Staff and administrator	None	----
Implement vertical Learning Walks within our school as a way of observing effective instruction and respectful relationships.	August 2012/June 2013	All teachers, TOSA, office staff and administrator	\$330	SPSA
Continue teaching "Integrity" character traits once a month. Celebrate students who have demonstrated the character trait of the month with an award at the monthly Integrity assemblies.	August 2012/June, 2013	All teachers, TOSA, and administrator	None	----
Continue teaching social skills through the use of the "Second Step" curriculum.	August 2012/June, 2013	All teachers	None	----
Support the Lion Leader program in Grades 3, 4, & 5 with positive reinforcement for outstanding academic progress and responsibility at each tri-mester.	August 2012/June, 2013	All teachers, TOSA, and administrators	\$1,000	SPSA

PARENT INVOLVEMENT PLAN

Purchase additional playground balls for Pride Time, directed Physical Education and Principal's recess.	August 2012/June, 2013	Office Administrative Clerk	\$1500	SPSA
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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.	Encourage parent involvement in decision making opportunities by informing them via the newsletters and list-serv. (Longley Way Site Council, PTA)	10/12 -6/13		Improved results on parent surveys regarding involvement and understanding of decision making procedures.
2. Involve parents at the school site, with appropriate training, in instructional and support roles.	Continue to train parents to assist in the classrooms. Also continue training on office machines as needed. Library Training for Parents also. "Success Team" "Parents helping Parents" for ELL parents.	10/12 -6/13		Teacher reports of more trained parent volunteers helping in the classrooms. Volunteer Hours submitted by PTA.
3. Provide clear, two-way communications between school and family in all matters relating to school programs and each student's progress.	Continue to use formal agendas in fourth and fifth grades for organization and communication. Continue Student Led Conferencing, including parent training to emphasize the achievements of each student.	10/12 -6/13		Improved results on parent surveys regarding communication regarding student progress.
4. Provide access to community and support services for parents and students needing services.	Make parents aware of resources available to them via newsletter articles written in the Longley Way Newsletter List Serve announcements Longley Way at a Glance (Fridays) School Website	10/12 -6/13		Improved results on parent surveys. Building positive relationships with parents.
5. Establish and develop programs and practices which enhance student involvement and which reflect the specific needs of students and families.	Continue our support of student leadership programs such as Student Council, Presidential awards, Integrity Awards to build self-esteem, and Lion Leaders. Work with the school counselor and health aide to determine needs of specific students.	10/12 -6/13		Record of awards given at school level: Integrity, Student Council, and Lion Leader Level rewards etc.
6. Help parents develop parenting skills and provide home conditions that support their children's efforts to learn.	"Love and Logic Parenting"	10/12 -6/13		Attendance sheets at trainings. Evaluations
7. Instruct parents in learning techniques so that they can further develop their children's comprehension and mastery of homework assignments.	Title I Math Night Family Literacy Night Family Science Night Provide information at ELAC meetings.	10/12 -6/13		Attendance sheets at trainings. Evaluations.



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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.)
 English Learner 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:

Longley Way Site Council Chair

Signature of School Site Council Chair

Date

Sherrie DuFresne
Principal, Longley Way Elementary

Signature of Principal

Date