

LUCILLE M. NIXON ELEMENTARY SCHOOL

***THREE-YEAR
SINGLE PLAN FOR STUDENT ACHIEVEMENT
2009-2012***

Palo Alto Unified School District

DISTRICT GOAL: Create an exceptional learning environment that engages, challenges, and supports all students so that they thrive and achieve their academic potential every year, while preparing them to pursue college and other post-secondary opportunities to global citizens.

LANGUAGE ARTS

Strategic Plan Sub-Initiatives	Site Strategies & School Improvement Activities
<p>A1.1 Improve K-12 curriculum, articulation, coordination, and alignment to meet needs of the full range of students.</p> <p>A1.2 Expand curricular, instructional, and assessment support, and staff training to increase the breadth and depth of learning for all students.</p> <p>A1.3 Communicate a K-12 vision for the appropriate use of specific instructional strategies by curriculum areas.</p>	<ul style="list-style-type: none"> ● Staff will assess, collect, examine and use data to develop and differentiate instruction which supports learning for all students. <ul style="list-style-type: none"> ○ For reading: PAUSD Literacy Portfolio, DRA2, California Standards Test–English Language Arts, CELDT, classroom assignments and observations ○ For writing: PAUSD Writing Prompts, Educational Records Bureau/Writing Assessment Program [ERB/WrAP], CELDT, classroom assignments and observations ● Teachers will continue to provide reading and writing instruction based on best practices in order to support the progress of each learner: <ul style="list-style-type: none"> ○ Teachers will meet with small groups of students. Groups are flexibly designed to teach specific skills (phonics, word attack, comprehension strategies, vocabulary development, etc.) ○ Leveled books are used to ensure that all readers have books at their appropriate level of challenge. ○ Large group instruction will be used as appropriate with genre studies, author studies, etc. ○ Teachers use the 6-Traits Writing as a way to support the development of writing in all genres. Teachers teach the unique aspects important to each type of writing. Teachers’ conference with students 1:1 about their writing to support the individual needs of students. ● Teachers will collaborate at their grade level and across grade levels to share strategies and training that support: <ul style="list-style-type: none"> ○ Literacy development (decoding, fluency, vocabulary, comprehension skills, information literacy), 6-Traits Writing. ● Teachers will meet by grade level, using the PAUSD Writing Matrix (ideas, organization/focus, word choice, voice, sentence structure/fluency, conventions/mechanics, presentation) to score student-writing samples to monitor progress, inform instruction, and plan for class/small group/individual needs. ● Teachers will continue to provide instruction in a variety of writing genres including expository, descriptive, and narrative writing.

<p>A2.4 Support K-12 development of requisite academic skills and personal habits of mind required for college/post-secondary success.</p>	<ul style="list-style-type: none">● Staff will build partnerships with parents to support student literacy through conferences, SSTs, and parent education.● The librarian will teach students to become effective users of information by identifying and using many print and online sources in developmentally appropriate ways.● The librarian will support students in becoming lifelong readers as they learn to recognize a wide variety of literary genres, authors, and illustrators.● Student reporting in the Nixon News and on the Nixon Web site will be encouraged and expanded.● The principal and teachers will encourage and recognize the development of the traits of effort, perseverance, organization, problem solving, and resourcefulness through our Lifeskills program.
<p>A3.2 Examine particular needs of students performing below grade level and improve support.</p> <p>A3.3 Examine structures, policies, and attitudes that serve as barriers to achievement of underrepresented minority students to improve climate and foster respect, inclusion, and high expectations for diverse student groups.</p> <p>A3.4 Enhance early intervention (e.g. assessment, intervention programs).</p>	<ul style="list-style-type: none">● The principal and support specialists will hold Kid by Kid meetings with teachers in the fall to identify students' strengths and weaknesses, plan strategies (tutoring, Academy, reading buddies, literacy summer school, classroom aides), and will review and revise these plans mid-year.● The reading specialist, ELD teacher, resource specialist and speech & language therapist will consult with teachers throughout the year to monitor student progress and revise plans as needed.● Kindergarten teachers will continue to use the TACKLE process to identify and monitor progress of targeted students.● New reading intervention materials for primary grade students will be utilized by the reading specialist, resource specialist, special day class teacher and academy teachers.● Staff will collaborate throughout the year to identify and implement strategies specifically designed to reduce the achievement gaps in reading, and in writing.● Kindergarten and first grade teachers will work with support staff to identify and support students having difficulty with early literacy skills.

<p>B3 Enhance professional development</p> <p>B3.3 Develop coherent professional development content that supports the strategic initiatives.</p> <p>B3.4 Build professional learning in all work environments</p>	<ul style="list-style-type: none">● District staff and the principal will provide opportunities for teachers to participate in professional development activities focused on curriculum, instruction and assessment in basic reading skills, comprehension strategies, and in the use of technology in writing. This will include a day-long training in fall 2009 for Nixon teachers. Further training will be planned for Nixon staff based on input from staff in collaboration with district literacy specialist.● The reading specialist, resource specialist, special day class teacher and academy teachers will receive training in the use of new reading intervention materials for primary grade students.● Principal and teachers will continue our practice of staff study teams, including lesson study, as a format for furthering our understanding and use of effective instructional practices
---	---

Assessment & Evaluation Questions About Site Strategies & School Improvement Activities

1. What activities, strategies and/or programs were most helpful to ensure that all students made progress in language arts?
2. What results stand out?
3. What are your next steps?

MATH

Strategic Plan Sub-Initiatives	Site Strategies & School Improvement Activities
<p>A1.1 Improve K-12 curriculum, articulation, coordination, and alignment to meet needs of the full range of students.</p> <p>A1.2 Expand curricular, instructional, and assessment support, and staff training to increase the breadth and depth of learning for all students.</p> <p>A1.3 Communicate a K-12 vision for the appropriate use of specific instructional strategies by curriculum areas.</p>	<ul style="list-style-type: none"> ● Staff will assess, collect, examine, and use data (California Standards Test–Math, MARS, PAUSD math assessments, classroom assignments and observations) to develop and differentiate instruction that supports learning for all students. ● Teachers will implement Everyday Math Program across all grade levels in 2009-2010 and continue to refine the implementation in each subsequent year. ● Teachers will use best practices in teaching mathematics including: math talks, grouping students to teach or re-teach specific skills based on individual student needs, use of manipulatives to provide hands-on experiences designed to enhance conceptual understandings, maintaining math word walls to support mathematics vocabulary development, use of math journals where students explain their thinking. ● Teachers will continue and expand use of math projects and Math Olympiads at upper grades to challenge high achievers. ● The principal and teachers will provide parents with appropriate ways they can support and challenge their students at home. We will communicate with parents about the grade level Web site resources linked on Nixon’s Web site where parents can access challenge problems and/or creative ways to review key concepts and skills. ● Math lead teachers will continue to provide ongoing support and information concerning mathematical instruction, and serve as liaison between schools and district math personnel. ● Staff will incorporate technology tools (hardware and software) that support math as appropriate and available. ● Staff will build partnerships with parents to support students in math through conferences, Student Study Teams, and math parent education nights (both district and site). ● The principal will explore possible new games for the playground that emphasize use of numbers in play.
<p>A2.4 Support K-12 development of requisite academic skills and personal habits of mind required for college/post-secondary success.</p>	<ul style="list-style-type: none"> ● Increase the level of parent education around the teaching of mathematics and communicate strategies that parents can use to help their students with math at home. This is a particular focus for us for our parents of under-represented minorities

	<ul style="list-style-type: none"> ● The principal and teachers will encourage and recognize the development of the traits of effort, perseverance, organization, problem solving, and resourcefulness through our Lifeskills program.
<p>A3.2 Examine particular needs of students performing below grade level and improve support.</p> <p>A3.3 Examine structures, policies, and attitudes that serve as barriers to achievement of underrepresented minority students to improve climate and foster respect, inclusion, and high expectations for diverse student groups.</p> <p>A3.4 Enhance early intervention (e.g. assessment, intervention programs).</p>	<ul style="list-style-type: none"> ● Continue the collaboration between the EL teacher and classroom teachers to support our ELL who are learning math vocabulary. ● The principal and support specialists will hold Kid by Kid meetings with teachers in the fall and the spring to identify students' strengths and weaknesses, plan prescriptive strategies (<i>tutoring, Math Academy, Math Intervention summer school, classroom aides</i>), and will review and revise these plans mid-year. ● Staff will collaborate throughout the year to identify and implement strategies specifically designed to reduce the achievement gap in mathematics. ● The principal and staff will make parents aware that the Everyday Math Web site has many resources for use at home, including Spanish translation of some of the information. ● Teachers will identify families who do not have home internet access and the staff will develop strategies to provide additional support to families who cannot take advantage of the internet based support provided by the publishers of Everyday Math. ● The resource specialist will consult with teachers throughout the year to monitor student progress and revise plans as needed.
<p>B3 Enhance professional development</p> <p>B3.3 Develop coherent professional development content that supports the strategic initiatives.</p> <p>B3.4 Build professional learning in all work environments</p>	<ul style="list-style-type: none"> ● District staff and the principal will provide extensive professional learning experiences for teachers focused on curriculum, differentiated instruction, and assessment in mathematics. These include summer 2009 Math Institutes as well as three days committed to grade level training and collaboration in mathematics pedagogy ● Teachers will collaborate in their grade level meetings and across grade levels at staff meetings to share strategies and training that support computational skills, conceptual understanding, and problem solving skills in math. ● Principal and teachers will continue our practice of staff study teams, including lesson study, as a format for furthering our understanding and use of effective instructional practices

Assessment & Evaluation Questions About Site Strategies & School Improvement Activities

1. What activities, strategies and/or programs were most helpful to ensure that all students made progress in math?
2. What results stand out?
3. What are your next steps?

LEARNING ENVIRONMENT

Strategic Plan Sub-Initiatives	Site Strategies & School Improvement Activities
<p>A3.1 Continue and enhance efforts to address social, emotional, physical, and character education needs of students.</p> <p>A3.3 Examine structures, policies, and attitudes that serve as barriers to achievement of underrepresented minority students to improve climate and foster respect, inclusion, and high expectations for diverse student groups.</p>	<ul style="list-style-type: none"> ● Continue to implement the Lifeskills program as a way to foster healthy play, problem solving, habits of mind essential for school success as well as positive communication skills. ● All students will be recognized for their growth and practice of Lifeskills in the bi-monthly Lifeskills Awards assemblies. ● The Nixon News and the Nixon Web site will publish student created examples of the Lifeskills in practice based on the examples that students share during daily announcements. ● The principal, teachers and parents will explore possible strategies for initiating a program promoting general health, good nutrition and fitness for all students. ● We will continue to use Kid by Kid meetings and Student Study Team (SST) meetings to discuss the social-emotional needs of students as well as the academic needs. ● Teachers will continue, and expand where possible, the opportunities students have to explore, understand and appreciate the range of the cultures represented by the families at our school. ● Teachers and counseling interns will continue to provide social skills lessons to small groups of students, kindergarten classes and other classes as needed. Strategies for providing feedback to families about these lessons will be expanded this year. ● The principal and teachers will continue and expand opportunities for students to demonstrate leadership at school. ● The principal and teachers will continue and expand opportunities for students to provide community service at school. The role of student council in providing leadership opportunities will be reviewed and expanded. ● The staff will continue our one to one mentorship program for under represented minority students, revising and adjusting based on each year's experience. ● The principal, PTA and teachers will expand our practice of translating parent communication materials into other languages in order to provide opportunities for all parents to be involved within the school community and support the social-emotional needs of their children. ● Teachers will collaborate on ways to use diversity/identity safety strategies in an inclusive curriculum that reflects the cultures of the students.

Assessment & Evaluation Questions About Site Strategies & School Improvement Activities

1. What activities, strategies and/or programs were most helpful to ensure that the learning environment has improved for all students?
2. What results stand out?
3. What are your next steps?

MEETING THE NEEDS OF ALL STUDENTS: ENGLISH LANGUAGE LEARNERS

Strategic Plan Sub-Initiatives	Site Strategies & School Improvement Activities
<p>A3.3 Examine structures, policies, and attitudes that serve as barriers to achievement of underrepresented minority students to improve climate and foster respect, inclusion, and high expectations for diverse student groups.</p> <p>Site Goals:</p> <ul style="list-style-type: none"> ● English Language Learners will achieve measurable progress in English language acquisition. ● English Language Learners will improve in their ability to access the grade-level curriculum in English. ● English Language Learners and their families will be integrated into the schoolwide community. 	<ul style="list-style-type: none"> ● The ELD teacher will administer the CELDT to all students whose home language is other than English, and to all English learners, to obtain baseline and annual data. ● The principal and teachers will continue to improve the communication between the school community and the families of English Learners to cultivate greater community for them and their families. ● Nixon will experiment in 2009-2010 with a supplement to the report card to explain EL goals and progress for each student and increase the communication to parents from the ELD teacher and classroom teachers regarding their child's progress in developing their skills in speaking, listening, reading and writing English. ● Teachers will provide EL students with instruction to increase their academic vocabulary in their regular classroom as well as with the ELD teacher. We will continue the strong collaboration between the EL teacher and classroom teachers to ensure that instruction is planned with the specific needs of each student in mind. ● The ELD teacher and classroom teachers will continue the use of materials and technology designed to support the development of English language for students. ● Nixon staff and the PTA will continue to offer opportunities for EL families to feel a part of the school community. ● The principal and ELD teachers will work together to increase the interest and involvement of EL families with English Learners Advisory Committee (ELAC) and District English Learners Advisory Committee (DELAC). ● PTA will organize buddy families for all new families to Nixon paying attention to language preferences for each family. ● The Nixon Web site will offer translation of information on the site into a variety of languages using a program available from Google.

Assessment & Evaluation Questions About Site Strategies & School Improvement Activities

1. What activities, strategies and/or programs were most helpful to ensure that the needs of English Language Learners are being met?
2. What results stand out?
3. What are your next steps?

MEETING THE NEEDS OF ALL STUDENTS: GIFTED, TALENTED & HIGH ACHIEVING STUDENTS

Strategic Plan Sub-Initiatives	Site Strategies & School Improvement Activities
<p>A1.2 Expand curricular, instructional, and assessment support, and staff training to increase the breadth and depth of learning for all students.</p>	<ul style="list-style-type: none"> ● Recognizing the high percentage of gifted students at Nixon School, the principal and teachers will continue to refine strategies for differentiation within instruction in order to provide challenge at a variety of levels for our highly capable students. Generally, this means modifications for greater depth and/or complexity. ● Teachers at grades 2 through 5 will continue to use the assistance of math specialists to support differentiation in math. ● Through the Kid by Kid process, the principal and teachers will identify high achieving students, discuss plan, and monitor student progress. ● The principal and teachers will use grade level meeting time to share instructional strategies and curriculum materials for high achieving students. ● Several Nixon teachers will attend a regional conference on teaching gifted students. Strategies learned at this conference will be shared with the total staff.

Assessment & Evaluation Questions About Site Strategies & School Improvement Activities

1. What activities, strategies and/or programs were most helpful to ensure that the needs of gifted, talented, and high achieving students are being met?
2. What results stand out?
3. What are your next steps?

MEETING THE NEEDS OF ALL STUDENTS: SPECIAL EDUCATION STUDENTS

Strategic Plan Sub-Initiatives	Site Strategies & School Improvement Activities
<p>A3.2 Examine particular needs of students performing below grade level and improve support.</p> <p>A3.4 Enhance early intervention (e.g. assessment, intervention programs).</p> <p>Provide communication between the school community and families of special education students.</p>	<ul style="list-style-type: none"> ● The resource specialist, speech and language therapist and teachers will provide classroom activities and materials that allow special education students to access the core curriculum. ● The resource specialist, principal, and teachers will evaluate the progress of the special education students regularly to ensure that IEP goals are met. ● We will continue to hold Kid by Kid and Student Study Team (SST) meetings to discuss the specific needs of struggling learners and to brainstorm support strategies. ● Students who begin to show signs of need will receive support from the RSP teacher and Reading Specialist. ● We will investigate ways to increase the skills and knowledge of teachers to enable them to successfully teach academic vocabulary and increase the background knowledge some low achievers need to help them be successful. ● We will continue to utilize the expertise of the speech and language therapist, behavior specialist, school psychologist, occupational therapist and other specialists to help develop intervention plans for struggling students. ● We will continue to maintain clear and frequent communication with families of special education students.

Assessment & Evaluation Questions About Site Strategies & School Improvement Activities

1. What activities, strategies and/or programs were most helpful to ensure that the needs of Special Education students are being met?
2. What results stand out?
3. What are your next steps?

MEETING THE NEEDS OF ALL STUDENTS: UNDER ACHIEVING STUDENTS

Strategic Plan Sub-Initiatives	Site Strategies & School Improvement Activities
<p>A3.2 Examine particular needs of students performing below grade level and improve support.</p> <p>A3.3 Examine structures, policies, and attitudes that serve as barriers to achievement of underrepresented minority students to improve climate and foster respect, inclusion, and high expectations for diverse student groups.</p> <p>A3.4 Enhance early intervention (e.g. assessment, intervention programs).</p>	<ul style="list-style-type: none"> ● The principal and teachers will identify at-risk students at all grade levels based on below grade level performance in reading, writing, and mathematics. ● District staff, the principal, and teachers will continue to work with all intervention programs (Academy, literacy and math summer schools, TACKLE, tutorial) to further meet the needs of students who are performing below grade level. ● The principal and teachers will continue to encourage parental involvement through regular communication to ensure that parents feel welcome and fully engaged in their child's education.
Assessment & Evaluation Questions About Site Strategies & School Improvement Activities	
<ol style="list-style-type: none"> 1. What activities, strategies and/or programs were most helpful to ensure that the needs of under achieving students are being met? 2. What results stand out? 3. What are your next steps? 	

**SINGLE PLAN for STUDENT ACHIEVEMENT 2009-2010 (SPSA) BUDGET
LUCILLE M. NIXON ELEMENTARY SCHOOL**

EXPENSE ACCOUNTS	INSTRUCTIONAL SERVICES/ PROGRAMS	RELEASE TIME AND STAFF DEVELOPMENT	INSTRUCTIONAL ASSISTANTS/ AIDES/TUTORS	SUPPLIES/ MATERIALS AND EQUIPMENT	CENTRALIZED SERVICES	EXPENSE TOTAL
CERTIFICATED SALARIES (1000)	\$0	\$0	\$0	\$0	\$0	\$0
CLASSIFIED SALARIES (2000)	0	0	23,268	0	0	\$23,268
EMPLOYEE BENEFITS (3000)	0	0	5,000	0	0	\$5,000
SUPPLIES (4000)	0	0	0	1,000	0	\$1,000
CONTRACTED SERVICES (5000)	0	0	0	0	0	\$0
CAPITAL OUTLAY (6000)	0	0	0	0	0	\$0
INDIRECT COSTS (7000)	0	0	0	0	1,044	\$1,044
TOTAL	\$0	\$0	\$28,268	\$1,000	\$1,044	\$30,312

Programs Funded Through the Consolidated Application Process
Proposed Expenditures for 2009-2010
State Categorical Programs

California Peer Assistance and Review (PAR) Program for Teachers:

Provides support for selected new teachers who do not qualify for BTSA support. Local plans for using these funds are negotiated with the District's certificated employees.

- *Funds are used for professional development through coaching and mentoring*
- *Funds are centralized.*
- *\$57,096*

Economic Impact Aid/English Learner Program:

Provides services to English Learners (EL) to ensure that these students develop full proficiency in English as rapidly and effectively as possible and to recoup any academic deficit that may have been incurred in other areas of the core curriculum as a result of language barriers.

- *Funds are used for Primary Language Tutors to support ELD students in regular classes.*
- *Funds are centralized.*
- *\$416,888*

School and Library Improvement Block Grant:

Provides funds intended to support the efforts of each participating school to improve instruction, auxiliary services, school environment, and school organization in order to meet the needs of pupils at that school. These efforts are thus directed to the goal of improving the school's instructional program for all students.

- *Funds are allocated to all schools (K-12) based on the 11th day enrollment to improve the instructional program.*
- *\$677,106*
- *See attached budget.*

School Safety and Violence Prevention:

Provides funds to be used for strategies such as hiring personnel trained in conflict resolution, providing on-campus communication devices and other safety equipment and supplies and establishing staff training programs and cooperative arrangements with law enforcement.

- *Funds are used for a variety of safety and counseling support, materials, and personnel.*
- *Funds are centralized.*
- *\$143,373*

Pupil Retention Block Grant (Tenth Grade Counseling):

Provides funds to school districts to ensure that every student, upon reaching age 16 or prior to the end of tenth grade, receives a systematic review of academic progress and counseling so that students can successfully complete school in a timely manner. In addition, the program provides for a variety of services, including counseling, for identifying and serving students who are not earning credits at a rate which enables them to graduate with the rest of their class.

- *Funds are allocated to provide counseling and support services for Grade 10 students.*
- *\$21,804*

Federally-Funded “No-Child Left Behind” (NCLB) Programs

Title I, Part A, Improving the Academic Achievement of the Disadvantaged - Targeted Assistance Program:

Provides supplemental funds to be used to narrow the educational gap between disadvantaged children and other children in those areas where the highest concentration of children from low-income families attend school.

- \$286,433

Title II, Part A, Preparing, Training and Recruiting High Quality Teachers and Principals:

Provides grants to Local Educational Agencies to increase student academic achievement by improving teacher and principal quality and increasing the number of highly qualified teachers and principals in the schools; holds Local Educational Agencies and schools accountable for improvement in student academic achievement.

- *Funds are used for staff development to improve teacher and principal quality, evaluation of programs designed to increase student achievement, and a portion the salaries of Literacy and Math Teachers on Special Assignment (TOSAs).*
- *Private school staff will have the opportunity to participate in professional development activities funded with Title II, in compliance with the requirements in NCLB.*
- *Funds are centralized.*
- \$216,914

Title II, Part D, Technology Education:

Provides formula-funded grants for education technology. Twenty-five percent of the funding must be spent for professional development; the remainder must be allocated to support using technology to enhance education in a manner consistent with the approved application.

- *Funds are used for software that will assist in staff communication to students and families regarding student progress, class work, grading, and homework.*
- *Funds are centralized.*
- \$4,148

Title III, Language Instruction for Limited English Proficient (LEP) Students:

Provides funding for supplementary programs and services for LEP students. Required activities include the provision of instruction and instructional support services related to English Language Development (ELD) programs and academic progress in the core curriculum in a manner that allows LEP students to meet grade level and graduation requirements. Programs must provide staff development opportunities to school staff assigned to LEP student populations. Funds may also be used for parental involvement and related LEP student program activities.

- *Funds are used for literacy support for ELD students in summer school and for stipends for ELD teachers to administer required language proficiency tests during the summer to ensure appropriate placement of students.*
- *Funds are centralized.*
- \$94,145

Title IV, Part A, Safe and Drug-Free Schools and Communities Act (SDFSCA):

Provides funds to develop, implement, and evaluate comprehensive drug/alcohol, tobacco, and violence prevention programs and activities which are consistent with the principles of effectiveness and that are coordinated with school and community-based program services. The SDFSCA's goal is to foster a safe and drug-free learning environment that support academic achievement.

- *Funds are primarily used for counseling support, with some money allocated for conflict resolution training.*
- *Funds are centralized.*
- \$26,340

Title V, Innovative Strategies:

Provides funds to support local education programs that are consistent with statewide education reform efforts and to provide for innovation and educational improvement to meet the needs of all students, including the special needs of at-risk students.

- *Funds are used for curriculum planning and development.*
- *A portion of the allocation will be made available to private schools in compliance with NCLB.*
- *Funds are centralized.*
- *\$4,658*