

Don Riggio School
Lincoln Unified School District

Single Plan for Student Achievement
2016-17

Board Approved: January 25, 2017



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District Mission

Lincoln Unified School District educates all students to achieve their maximum potential and to prepare them to be responsible citizens.

Beliefs

- High expectations are essential to high achievement.
- Everyone has the right and responsibility to achieve their highest potential.
- All people need to experience personal success.
- Everyone has a gift for learning.
- Everyone learns at different rates and in a variety of ways.
- Every person has the right to be physically and emotionally safe.
- Both education and communication are the shared responsibilities of the student, family, school, and community.
- Knowledge and valuing of ethnic and cultural diversity promotes understanding and respect.

Pledges

We shall:

- Make all decisions based strictly on what is best for our students;
- Create an environment where all students will succeed;
- Expect the best from everyone;
- Not tolerate discrimination in any form;
- Treat other, ourselves and our environment with respect;
- Model and expect a high standard of ethics, responsibility, and self-reliance;
- Continuously promote open and honest communication; and
- Address unmet expectations.

Site Mission, Vision, Motto

School Motto: Opportunity with Responsibility.

OUR MISSION

We believe that all children can learn and we will establish high standards of learning that we expect all students to achieve. It is our job to create an environment in our classrooms that engages students in academic work that results in a high level of achievement. We are confident that with our support and help, students can master challenging curricula, and we expect them to do so. We are prepared to work collaboratively with colleagues, students, and parents to achieve this shared educational purpose (DuFour, 1997a).

OUR VISION

Our vision at Don Riggio is to create a K-8 school where visual/performing arts, technology, and rigorous academics are highly valued and integrated into the purposeful and engaging learning experiences of all students. Student talent and creativity in these areas are acknowledged and nurtured on a daily basis.

Staff and students hold each other to high standards of achievement and collaboration to embrace a safe learning environment of motivated intellectuals. Through professional learning communities, staff unites to raise the standards of student success on both a personal and academic level. We strive to create a learning community of mutual respect, appreciation, and accountability.

Parent, teacher, and student involvement is essential to make our school a model for the community. Together, we stand as a collective unit of active learners and responsible citizens who are educated to serve and improve our community through meaningful change.

Federal Accountability

Title I:
 Title I Program Improvement status remains unchanged. Both districts and schools in program improvement will maintain their 2014-15 status during this year as part of the transition from No Child Left Behind to Every Student Succeeds and as the state submits its new Accountability Plan to the federal government for approval.

District Status: Year 3

School Status: Year 3

Title III:
 Title III Accountability system included three Annual Measureable Achievement Objectives (AMAO). Districts will retain their 2014-15 status for all three AMAO's as part of the transition to Every Student Succeeds.

	Annual Measurable Achievement Objective 1		Annual Measurable Achievement Objective 2		Annual Measurable Achievement Objective 2		Annual Measurable Achievement Objective 3		Annual Measurable Achievement Objective 3	
	Annual Growth in English		Attaining English Proficiency in Less than 5 years		Attaining English Proficiency 5 or more years		Annual Measurable Achievement Objective 3		Annual Measurable Achievement Objective 3	
	District	Site	District	Site	District	Site	District	Site	District	Site
2014- 2015 Target	60.5%		24.2%		50.9%		95%		95%	
Percent Met AMAO 2014-2015	67.3%	66.7%	30.5%	22.1%	68.9%	65.8%	yes	yes	yes	yes
2013-2014 Target	59.0%		22.8%		49.0%		NA		NA	
Percent Met AMAO 2013-2014	64.7%	57.0%	28.4%	22.2%	68.5%	62.5%	NA	NA	NA	NA

Description of School

Don Riggio School was founded in 1992 as Pacific School, a school of choice in Lincoln Unified School District; it had and still has no attendance boundaries of its own. When parents choose this school, they become part of a very special learning community where each and every member is valued for his or her unique gifts and talents and is encouraged to contribute to the success of the community as a whole.

The staff believes in:

- Developing each child as a co-producer, explorer, and researcher of knowledge rather than just a consumer.
- Identifying important overarching concepts that can be applied to real life situations as we deliver the essential standards of our curriculum.
- Helping each child develop expertise in his or her areas of interest and/or talent.
- Teaching problem solving skills to help each child become a lifelong learner.
- Success in school depends on each child being interested in learning, working hard, trying to understand, and working collaboratively.

We also believe in working together to ensure our program remains relevant and responsive to our students' needs, focusing on learning and results. As the number of English learners, Title One students and students overall have increased, and the needs of our community have evolved, so too have the instructional techniques, materials and role of our teachers. We hold high expectations for all students. We endeavor to support all students in attaining goals through quality instruction, rigorous project-based learning, effective English language support, a strong Title One program, extended day tutoring, special education services and language support services.

Through the years the school has faced many triumphs and challenges, including becoming a California Distinguished School in 1995. In January of 2002, the school moved onto its current campus at 3110 Brookside Road, and became Don Riggio School, named after a long time School Board Trustee. The building was designed with the school's unique program in mind. Over the course of fifteen years, the school grew from six classrooms to 27. In the fall of 2003, the school welcomed 100 English Learners who were placed there by the district in English Language Development classes designed to accelerate their learning. These classes have evolved into our current Newcomer program. In 2005 the district was no longer able to support multi-age class groupings at 3rd and 4th grade because of class-size reduction. In 2005 the percentage of students on free and reduced lunch qualified Don Riggio for Title One funding. With the closure of Village Oaks School in 2007, some students were placed at Don Riggio as "overflow" students.

Although some children are placed at Don Riggio School, most families have chosen to be here because of the Visual and Performing Arts program and/or their interest in a project-based approach with multi-age experiences. We continue to champion the arts by carving out Arts Block time in the schedule for all students. Every student has the opportunity to perform in a musical theater production at his or her grade level. Our 4th-8th grade students run the entire show, including sound, lights, costumes, production, choreography, special effects, computer generated images and set design. At our Dance Festival and Art Show in May, every grade level presents a folk dance that ties in to their Social Studies curriculum. We are very proud of our K-12 District Music program, taught by music specialists, which includes general music for grades K-6 twice a week as well as band, orchestra and choir.

The school is dedicated to promoting a positive school climate through a system of five agreements: Attentive Listening, Appreciations/No Put-downs, Mutual Respect, the Right to Pass and Do Your Best. These are accomplished through regular classroom meetings and reinforcement/monitoring by all staff throughout the school. The staff has been trained in Tribes Learning Communities, a positive behavior intervention system to establish school wide norms for climate and culture.

We continue to embrace the challenge of meeting the expectations of state and federal accountability systems while continuing to provide an educational experience for students, parents, and teachers that is meaningful, creative, and rich in learning.

Location: 3110 Brookside Road, Stockton, CA 95219

Current Enrollment: 650 Enrollment in 2015-16: 650 Attendance: 95.1%

Student Demographics:	2012-13	2013-14	2014-15	2015-16	2016-17
African American	9%	7.6%	9.2%	10.0%	11.3%
Asian	16%	12.9%	8.5%	8.5%	8.5%
Hispanic	47%	49.2%	50.3%	50.2 %	50.7%
White	26%	25.4%	25.7%	26.9 %	24.6%
English Learners	28%	29.4%	28.2%	28.3 %	30%
Socioeconomic	65%	66.3%	61.5%	62.4 %	65%
Students with Disabilities	11%	9.1%	10.8%	13.2 %	13.2%

English Language Arts Action Plan

Form A: Planned Improvements in Student Performance

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. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LCAP GOALS:

- The percentage of 3rd graders able to read at grade level will increase over the previous year. Based on end of year DIBELS benchmark data.
- The percentage of 4th-11th graders proficient in ELA will increase over the previous year. Based on available 15-16 CAASPP data.
- The number of students who require a replacement core program for English language arts instruction in grades 4-8 will decrease over the previous year. We will monitor by grade level.
- Evidence of instruction aligned to the Common Core State Standards will be observed in all classrooms. We will measure growth by reports from site administrators based on data collected as they do walk through and classroom observations.

SCHOOL GOALS:

- All primary students will make growth in all 5 components of Reading as evidenced by Dibels, CORE and common formative assessments (5%).
- All students (Gr. K- Gr. 8) will show 5% increase in grade level common formative assessments

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<p>Formative Assessments: Teacher developed and identified formative assessments, curriculum embedded assessments determined by grade level teams as related to common essential outcomes</p> <p>Summative Assessments: SBAC, MAP (K-8), CORE, DIBELS</p>	<p>• As a cohort, last year’s 3rd graders moved from 27.8% to 38.2% according to proficiency on the DORF; 14-15 3rd graders were 44.9% proficient on the DORF</p> <p>• Percentage of all 4th-8th graders at or exceeding standards has increased +5 percentage points</p> <p><i>Conclusions:</i></p> <ul style="list-style-type: none"> • K-3 reading program is working – continue to refine through professional development • Focus on SED and EL • Focus on integrated & designated EL 	<ol style="list-style-type: none"> 1. Each grade level team writes SMART goals based on summative assessment results in August 2. Grade level teams determine Targeted Instruction groups based on formative data in September 3. Every 4-6 weeks, working in grade level teams on Monday afternoons, teachers analyze results of common formative assessments and make instructional decisions and revise targeted instruction groups. They use more small group instruction based on DIBELS progress monitoring results. 4. SBAC Interim Assessment for grades 3-8

STRATEGY:

- K-3 teachers will focus on learning to read, focusing on the 5 components of literacy defined in the CORE training
- 4-6 teachers will focus on reading to learn, beginning to make the shift to more expository text and using reading and academic vocabulary strategies in Science and Social Studies
- 7-8 teachers have established common learning outcomes focused on writing across the curriculum
- 4-8 teachers will collaborate more to articulate curriculum across grade levels

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Instructional Program <i>Core Program:</i> K -6 Wonders 7-8 ELA Common Core units based on standards taught in McDougal Littell <i>Replacement Curriculum:</i> 4-5 Wonder Works 6-8 Read 180/System 44 1-3 Newcomers National Geographics Avenues 4-6 Newcomers National Geographics Inside	Classroom Teachers, Special Education Teachers, ELD Teachers, Title One Teacher	Needs determined in May/June with help of District Textbook Coordinator – orders placed – inventory completed in August/September Master Schedules developed in May/June with principal and teachers	LCFF
District adopted materials will be used in all special education classrooms .	Special Education teachers, principal and textbook coordinator	Initial orders – May/June Final check – August when class lists are finalized	LCFF
Continue to implement reading intervention for students in grades 4-8 who are two or more grade levels below in reading as measured by multiple assessments. Master schedule will be developed around common Language Arts times for these grades.	Support teachers, together with classroom teachers identify students using MAP, SBAC and classroom assessments.	Initial identification – May Final identification - September	District

<p>Implement technology programs as an instructional tool</p> <ul style="list-style-type: none"> • Discovery Education • Renaissance Learning • Edutype • Spelling City • Reading A-Z/RAZ kids and other district approved programs and apps 	<p>All teachers, with support of Tech Team</p>	<ul style="list-style-type: none"> • Renew Renaissance Place - Spring • Purchase new supplemental software based on needs assessment fall and spring 	<p>Lottery Ren Place \$5856.50</p> <p>Title One Reading A-Z & RAZ Kids \$1500.00</p> <p>Spelling City \$820.00</p>
<p>Monitor and use direct instruction and other effective instructional strategies</p> <ul style="list-style-type: none"> • GLAD strategies • Differentiated Instruction • Explicit Direct Instruction 	<p>Principal and teachers</p>	<p>Ongoing through principal observation, peer observation and staff development</p>	<p>- - -</p>
<p>Teachers will participate in site and district professional development</p> <ul style="list-style-type: none"> • CORE Reading Assessment for primary/intermediate – Coaching days provided by District and Site Title One (Shelley Ramey and Sharon Van Vleck) • Reading Apprenticeship • Data Talks • Discovery Education 	<p>All teachers</p>	<p>Throughout the year based on needs assessment at Liaison meetings.</p>	<p>District Title One</p> <p>Site Title One</p> <p>CORE PD \$4600.00</p> <p>CORE subs \$840.00</p>
<p>Extended Learning/After School/Tutoring</p> <ul style="list-style-type: none"> • Provide extended day learning for qualifying students • After school Reading intervention for 3rd graders not reading at grade level 	<ul style="list-style-type: none"> • District, Principal, Title One Teacher, Classroom teachers • Reading Specialist 	<ul style="list-style-type: none"> • Students identified and for start in January • Students identified by Dibels in the Fall 	<p>District</p>
<p>Implement RTI pyramid of interventions for students who need extra time and support as determined by data analysis</p>	<p>All classroom teachers and Dolphin Support Team</p>	<p>May – develop Master Schedule and plan for scheduling support time</p>	<p>- - -</p>

<p>Title One Teacher and paraprofessionals</p> <ul style="list-style-type: none"> • Will provide extra time and support for students during targeted instruction • Will be a resource to classroom teachers 	Title One staff	Ongoing	Title One, \$91,447.00
<p>Common Core State Standards – Site</p> <ul style="list-style-type: none"> • Purchase more expository texts for classroom use • Purchase more books for classroom libraries • Provide staff development on integrating VAPA with CCSS. 	Principal, Title 1 Teacher, Teachers	Ongoing	LCFF: Scholastic News Title One \$8,000.00
<p>Ongoing progress monitoring</p> <ul style="list-style-type: none"> • CORE and DIBELS assessments for reading for specific information on which skills to target 	• K-3 Grade level teams	• Constant process through Monday collaboration meetings and release days	
<p>Purchase supplementary materials to support reading</p> <ul style="list-style-type: none"> • Phonics For Reading (small group instruction) • Power Readers by Sopris West (small group instruction) • Books for lit circles • Listening Centers • Resources for Teachers 			<p>Title One: Instructional Supplies \$800.00</p> <p>Listening Centers \$1800.00</p> <p>Vocabulary Surge \$560.00</p>

Professional Learning Community

STRATEGY:

• The staff is committed to working collaboratively in ongoing processes of collective inquiry and action research in order to achieve better results for the students they serve **for all of our school goals**. Collective Commitments (values) have been established and are reviewed periodically at staff meetings. Our staff meeting, team meeting, and academic conferencing time is dedicated to the following big ideas of a Professional Learning Community: 1) Focus on Learning, 2) Build a Collaborative Culture, and 3) Focus on Results. Teachers hold each other mutually accountable for the work of their teams.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>Teachers collaborate every Monday during early release in grade level teams; often this time is extended in lieu of a staff meeting. In addition, each grade level team has 2 days of release time for Academic Conferencing.</p>	All teachers	Collaboration calendar is developed and presented to teachers at the beginning of the year.	Title One Professional Development Academic Conf. \$3000.00
<p>Use of data to make instructional decisions; all teachers will have access to Data Director for a variety of reports to help analyze assessment results (SBAC Interim assessments, MAP in the Fall, Dibels, curriculum embedded assessments and teacher created assessments)</p>	All teachers, Principal, School Site Council	<p>Spring – initial identification of Reading Intervention groups based on results August – SMART goals are written based on grade level data – CELDT data is used to create a watch list for classroom teachers September /October – data analysis and program evaluation of last year’s School Plan Ongoing – Common formative assessments are analyzed at Monday team meetings to determine next steps.</p>	Title One Professional Development Academic Conf. \$3000.00
<p>Analyze common formative assessments</p>	Teachers in grade level teams	Every 4-6 weeks	- - -
<p>Administer MAP K-2 in fall, winter and spring to identify gaps in students’ learning</p>	K-2, all grades in Fall	Fall, Winter, Spring	District
<p>Ongoing progress monitoring</p>	Grade level teams	Constant process through Monday collaboration meetings and release days	Title One Professional Development Academic Conf. \$3000.00
<p>Continued monitoring of student</p>	All teachers	Semester (K-8) standards-based	- - -

progress toward mastering grade level standards		reporting Quarter (7-8) grade reporting 1 st & 3 rd quarter MAP reporting	
Together with their parents and teachers, all students will set learning goals at the beginning of each year, considering various learning styles and multiple intelligences. Teachers will use this information when developing lessons and assignments.	All students, teachers and parents	Fall – develop goals for October conferences Winter – monitor and revise if necessary progress of goals for February conferences	Title One Professional Development Academic Conf. \$3000.00
Common Core State Standards - District • Staff will implement new standards and curriculum. • District PD provided by LEA plan will relate to CCSS	<ul style="list-style-type: none"> • District, Principal • All staff to participate 	<ul style="list-style-type: none"> • Staff meeting schedule established in August • District PD schedule determined by Ed Services 	District
Teachers will participate in District professional development according to LEA plan • Opportunities will be provided for teachers to share information from different Professional Development opportunities within the 3-year plan.	District, Instructional Coaches, Principal, Teachers • all teachers	Professional development calendar is developed at district level and site level in August/September • Every staff meeting	District
Teachers will participate in site professional development • Professional Learning Communities • Team conference for data analysis and goal-setting • Common Core State Standards (CCSS) • Academic conferencing to look at results and adjust instructional plan and intervention • VAPA • Restorative Justice	All teachers	Throughout the year based on needs assessment at Liaison meetings.	Title One Professional Development Academic Conf. \$3000.00 PLC Conference \$10,050.00
Monitor budgets throughout the year to ensure they are being used to provide appropriate services to students • Purchase instructional materials to	School Site Council, Principal	Monthly	Title One \$800.00

support curriculum for students below grade level, English learners and GATE			
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Mathematics Action Plan

Form A: Planned Improvements in Student Performance

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

LCAP GOALS:

- The percentage of students identified as proficient in 5th grade and 8th grade math will increase over the previous year. We will measure this percentage using 15-16 CAASPP data compared to 14-15 CAASPP data.
- The number of students who meet the criteria for intervention in mathematics in 5th-8th grades will decrease over the previous year.
- Evidence of instruction aligned to the Common Core State Standards will be observed in all classrooms. We will measure growth by reports from site administrators based on data collected as they do walk throughs and classroom observations.

SCHOOL GOALS:

- All students (Gr. 2- Gr. 8) will show growth in math as evidenced by curriculum embedded assessments (Engage NY) and common formative grade level assessments
- All K -2 students will meet or exceed the MAP growth targets for Math

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<p>Formative Assessments: Teacher developed and identified formative assessments, curriculum embedded assessments determined by grade level teams as related to common essential outcomes</p> <p>Summative Assessments: curriculum embedded assessments (Engage NY) and grade level finals</p>	<p>• Communicating/reasoning was the strongest claim school-wide according to CAASPP data</p> <p><i>Grade level analysis shows:</i></p> <ul style="list-style-type: none"> • Grade 5 +10 percentage points • Grade 6 -18 percentage points • Grade 7 +7 percentage points • Grade 8 +9 percentage points <p><i>Conclusions:</i></p> <ul style="list-style-type: none"> • Focus on SED and EL • Focus on pacing to get through concepts and procedures • Focus on 6th grade (7th grade cohort) <p><i>Conclusions:</i></p> <ul style="list-style-type: none"> • PLC practices (goal-setting, expected learning outcomes, common formative assessments and data analysis in grade level meetings); we need to get better at monitoring results of common formative 	<p>How will the school evaluate the progress of this goal?</p> <ol style="list-style-type: none"> 1. Each grade level team writes SMART goals based on results in August 2. Grade level teams determine Math Focus groups based on initial MAP data and additional common assessments in September 3. Every 4-6 weeks, working in grade level teams on Monday afternoons, teachers analyze results of common formative assessments and make instructional decisions.

	assessments. <u>Student needs not addressed in math:</u> <ul style="list-style-type: none"> • EL students’ academic vocabulary. • Math grades 6-8 – we need to improve intervention scheduling and materials. 	
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STRATEGY:
 • All teachers will focus on strategies to help students struggling in math, especially English Learners, with a special emphasis on 5th grade math fluency.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Instructional Program <ul style="list-style-type: none"> • Engage New York • Compressed Math 6-7 • Math 9 	Classroom Teachers, Special Education Teachers, ELD Teachers, Title One Teacher	Needs determined in May/June with help of District Textbook Coordinator – orders placed – inventory completed in August/September Master Schedules developed in May/June with principal and teachers	LCFF
District adopted materials will be used in all special education classrooms. <ul style="list-style-type: none"> • Touch Math 	Special Education teachers, principal and textbook coordinator	Initial orders – May/June Final check – August when class lists are finalized	LCFF
Use of technology as an instructional tool <ul style="list-style-type: none"> • Discovery Education • Update devices • Follow district plan for use of projectors, Apple TV, etc. • Open source curriculum • Destinations • Web sites for facts practice, and math content • Graphing calculators • Student Google accts • Reflex Math and other district approved programs and apps 	All teachers, with support of Tech Team		LCFF Title One Reflex Math \$3300.00 Engage New York Digital \$190

<p>Monitor and use of direct instruction and other effective instructional strategies</p> <ul style="list-style-type: none"> • Balance between concept development and skills practice through discovery learning, direct instruction, and group work • Core Curriculum • Differentiated Instruction • Explicit Direct Instruction • Making Math Real 	Principal and teachers	Ongoing through principal observation, peer observation and staff development	- - -
<p>Instructional Practices</p> <ul style="list-style-type: none"> • All teachers will focus on mathematical practices in CCSS including strategies from Number Talks and problem solving strategies. 	All teachers, working in grade level teams through grade level goals and action plan monitored by Liaison team and principal	Ongoing through weekly team meetings and academic conferencing dates	
<p>Teachers will participate in District professional development</p> <ul style="list-style-type: none"> • Engage New York modules • Engage New York materials 	All teachers	Throughout the year based on needs assessment through District.	District LCFF
<p>Extended Learning/After School/Tutoring</p> <ul style="list-style-type: none"> • SES tutoring provided for qualifying students through outside provider • Math intervention after school for 5th graders 	<ul style="list-style-type: none"> • District, Principal, Title One Teacher, Classroom teachers 	<ul style="list-style-type: none"> • Students identified and invited to Curriculum Fair for start in January 	District LCFF
<p>Site professional development funds will be provided for</p> <ul style="list-style-type: none"> • Making Math Real • Making Math Real materials • Number Talks • Number Talks books 	Grade level teams	Fall	Title One books for teachers Books \$1360.00

<p>Common Core State Standards</p> <ul style="list-style-type: none"> • District PD provided by LEA plan will relate to CCSS 	<ul style="list-style-type: none"> • All staff to participate 	<ul style="list-style-type: none"> • District PD schedule determined by Ed Services • Teachers have opportunity to participate in development of CCSS units through West Ed 	<p>District</p>
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