

Madera Unified School District

HOWARD ELEMENTARY SCHOOL

Single Plan for Student Achievement (SPSA)

2014-2015



School Vision Statement

The Howard Elementary School Community will collaborate to provide the greatest opportunity for the success of every student in a "Children First" friendly environment.

School Mission Statement

The Howard School staff is committed to provide a quality academic program to increase student achievement, in a safe, clean, friendly, and "Children First" school, so every student has the foundation for life long happiness and success.

School Motto: "Children First"

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

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Position:	School Principal		
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PI STATUS: Year 4

CDS Code: 20-65243-6023972

Date of School Site Council approval: 5/20/14

The District Governing Board approved the SPSA on:

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1. **What evidence is used to ensure that all students, including English-learners (EL), Migrant students, foster and homeless students, students with disabilities, and advanced learners in all grade levels are provided Board adopted core instructional program materials in English language arts (ELA), English language development (ELD), and math?**

All Students are provided with Board adopted core instructional program materials in ELA, ELD, and math. This is monitored in a variety of ways. Annually, site administration confirms that we have adequate materials for all students for Williams Act compliance. Purchase orders are retained as proof that replacement textbooks have been ordered as enrollment changes during the year. In addition, we utilize our library and the Destiny Inventory system to track textbooks checked out to each student and/or classroom. Finally, as administration does periodic random "Walk Through" classroom visits, they observe the use of the core materials in every classroom.

2. **What evidence is used to demonstrate that teachers at all levels use the adopted core instructional materials?**

Teachers work collaboratively during their planning time to produce common pacing guides and lesson plans that reference the adopted core instructional materials that will be used to teach the required Common Core Standards. Using "Walk Through" classroom visits, administration is able to monitor if these plans and materials are used throughout the grade level.

3. **How are EL students appropriately placed in ELD and how do you make certain that students are provided with the appropriate adopted instructional program materials?**

ELL students are placed in ELD classes based on their most current California English Language Development Test (CELDT) data and end of previous year's English Language Development (ELD) benchmark data. CELDT domain levels are considered when looking at how to place students. When current year CELDT is administered, we use preliminary scores to adjust our grouping as appropriate, and do the same when the official scores arrive about mid year. Movement is monitored during the year using ELD benchmark data. At least one ELD program is available at each grade level. Student placement is sometimes limited to only one ELD class per grade level due to availability.

When new students are enrolled at our school, we determine if they are an English Learner through their Home Language Survey or cumulative records. Once they have been identified as an English Learner, administration ensures that they are placed in a general education teacher's classroom with the proper CLAD credentials. The general education teacher is then informed that an EL student has been placed in their class. On their first day of instruction, they are provided with ELD. When the child's cumulative record arrives at the school, administration, the TSA, and the general education teacher review the records to determine if any additional services need to be added to the student's current program.

Site administration requires using adopted Core instructional materials for all of English Language Learners. This is monitored in a variety of ways. Annually, the Williams Act requirements are confirmed by site administration that adequate materials for all students, including ELLs is provided. Purchase orders are retained as proof that replacement textbooks have been ordered and adjusted for enrollment changes during the year. In addition, we utilize our library system to track textbooks checked out to each student and/or classroom. Finally, as administration does periodic "Walk Through" classroom visits, they observe the use of the ELD core during ELD instruction in every classroom.

4. **How do you ensure that teachers are providing students with disabilities modifications and/or accommodation as specified in their Individualized Education Plan (IEP) to enable them to participate successfully in the core classroom?**

There is collegial collaboration between special education teachers and the general education teachers. At the beginning of the year, general education teachers that have Special Education students on their roster are provided with a copy of that student's IEP goals, accommodations, and modification checklist. The special education resource teacher that has been assigned to that child provides this information to them. Along with this paper work, each special education teacher is required to review each student's IEP, disability, strengths, and weaknesses with each general education teacher. During this time, they also point out if the student receives modified work, modified grades, and whether they take modified Common Core State Assessments with accommodations. Throughout the year the special education teacher meets with the general education teacher to monitor the student's progress with their goals. At each progress report period, a document is sent home to the parents reporting on the student's progress on their identified IEP goals. This progress report is included with the student's quarterly report card. At each IEP meeting, there is a general education

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teacher present. This assures that both the general education and special education teachers are part of the team that is monitoring the student's progress in meeting his/her annual goals and also creating new goals for the upcoming year. The special education teachers also plan lessons, and meet with general education teachers during their collaboration time. Also, site administration monitors that all IEPs are honored with ongoing and random "Walk Through" classroom visits.

5. How are instructional minutes protected from interruptions?

ELA: Announcements from the office are planned for at the beginning or end of the day. Consideration is given so that assemblies are scheduled in the afternoon when possible. Phone calls are not allowed to the classroom during the morning instructional block. Instead, notes are placed in teacher's boxes. Fire drills are strategically scheduled to cause the least amount of disruption. Site administration also monitors that all ELA program expectations are honored with ongoing and random "Walk Through" classroom visits.

ELD: Announcements from the office are planned for at the beginning or end of the day. Consideration is given so that assemblies are scheduled in the afternoon when possible. Phone calls are not allowed to the classroom during the morning instructional block. Instead, notes are placed in teacher's boxes. Fire drills are strategically scheduled to cause the least amount of disruption. During deployment, consideration is given to classroom structures to maximize instructional time. For example, student folders with all needed supplies and materials are ready for use when entering the room. Site administration also monitors that all ELD program expectations are honored with ongoing and random "Walk Through" classroom visits.

Math: Announcements from the office are planned for at the beginning or end of the day. Consideration is given so that assemblies are scheduled in the afternoon when possible. Phone calls are not allowed to the classroom during the morning instructional block. Instead, notes are placed in teacher's boxes. Fire drills are strategically scheduled to cause the least amount of disruption. Site administration monitors that all Math program expectations are honored with ongoing and random "Walk Through" classroom visits.

6. How does administration monitor the required instructional minutes in English language arts (ELA), English language development (ELD), and math?

ELA: Site administration monitors that all grade level ELA schedules, that have the required ELA Instructional Core Minutes, Strategic Support Minutes, and Total ELA minutes, are honored with ongoing and random "Walk Through" classroom visits.

ELD: Site administration monitors that all grade level ELD schedules, that have the required ELD Instructional Core Minutes, are honored with ongoing and random "Walk Through" classroom visits.

Math: Site administration monitors that all grade level Math schedules, that have the required Math Instructional Core Minutes, Strategic Support Minutes, and Total Math minutes, are honored with ongoing and random "Walk Through" classroom visits.

7. How does the school use instructional/assessment pacing guides for English language arts and math?

At the beginning of the school year teachers strategically plan and map out when the essential power standards will be taught through out the school year at each grade level in preparation for the Common Core Assessment. They work as a grade level team and build refined backwards maps with daily learning objectives during the school year. These maps are built in four week cycles during grade level meetings to assure they are on pace. Grade level teams use backwards maps to plan out their Common Formative Assessments (CFAs) for the year.

After providing their initial instruction and making Common Formative Assessment as a grade level team, they determine the approach they are going to take for students who are still struggling to master the standards taught. Through a Cycle of Inquire process, each grade level develops a tier I re-teach plan and a tier II intervention plan. To maintain a spiraling of power standards, each grade level develops a plan on how they are going to revisit essential standards and concepts through out the year to maintain students' mastery of all grade level content.

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8. Describe how teachers measure the effectiveness of their instructional practices?

Data from a variety of tests and informal assessments is used to drive reflective conversations during grade level collaboration time, using the cycle of inquiry process. During this time, teachers examine their students' scores as well as their class totals and compare them with other classes in the same grade level at our site. Sometimes data is compared with other sites that use the same Common Formative Assessments.

9. Please describe what structured collaboration time looks and sounds like for strategic and intensive intervention.

Teachers examine grade level Common Formative Assessments (CFA) data looking at how students scored on specific standards. For the weak areas, that are essential standards, they plan lessons to remediate. At this time, they will also plan the method of retesting that standard. Since teachers have their individual classroom scores, they can compare their students to those of other teachers. This allows them to ask questions of other teachers so they can share best practices.

10. How does administration facilitate and support structured collaboration meetings to address the academic needs of English learners, socioeconomically disadvantaged, Migrant, foster, homeless, and Special Education students?

Teachers are provided planning days as well as periodic early release days throughout the year for grade level planning. They also have weekly PE planning time to collaborate. Administration and TSA support is structured into this meeting time. Center Base Instruction teachers are included in the grade level planning days and during PE meetings as their schedule allows.

11. What number and percentage of your total students are Migrant? What services are provided during the school day for Migrant students?

Howard has 6 migrant students, making up less than 1% of our population. Migrant students are afforded the same opportunity during the school day as all other students. They receive small group pull-out support, Literacy Lab, SST, IEP, 504, etc. They are also given time with an aide provided through the Merced County Office of Education.

12. How does the school use timely data to inform instruction, monitor progress, and student placement?

Inform instruction: Teachers use Checking for Understanding (CFU) and TAPPLE (teach, ask, pause, pick, listen, feedback) strategies during lessons and use that data to determine the next steps in a lesson's delivery process. Teachers use Common Formative Assessment (CFA) data and other multiple measures to determine if there is a need to re-teach individual students, groups of students, or the whole class certain concepts, skills, or standards. Common Formative Assessment (CPA) data is examined through cycles of inquiry (COI), with a focus on previously taught skills, to determine if students have mastered them, and also to see if there are any standards students already have mastery of. Also, teacher of the same grade level compare results of individual students as well as results between classrooms. By doing this, grade level teams can discuss what worked and share best practices.

Monitor progress: Progress is monitored within lesson using CFU strategies. It is monitored periodically with teacher made tests, CFAs, and assessments from the core materials.

Student placement: Students are chosen for intervention based on a variety of measure, and depending on the intervention. CELDT, ELD District Progress Assessments (DPAs), and grade level assessments are used to place EL students into ELD deployment groups. Students receive Tier I/in class interventions if data determines they need it. Students receive Tier II/deployment interventions if data determines the need. Students are placed in our Literacy Lab, when they show no growth in targeted areas of reading, even after receiving targeted instruction in the Tier II/deployment intervention.

13. What systems have been established to provide, monitor and evaluate the RtI academic interventions for struggling students in Tier I, II, and III?

Tier I: Good initial teaching of concepts and skills using "best practices" (Instructional Norms, EL Principles, D.I.) with follow up differentiated instruction to meet the needs of diverse learners in small groups during Independent Practice is the instructional expectation. Site administration monitors that all RtI-Tier I strategies and expectations are honored with ongoing and random "Walk Through" classroom visits with teacher feedback. Student progress is monitored and

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measured with State/Federal Level Assessments, District Progress Assessments, Common Formative Assessments and classroom grades. Tier I Instructional Program effectiveness is also monitored and measured with CFAs, DPAs, and teacher made assessments.

Tier II: Students that have been identified to need strategic support during a Coordination of Service Team (COST) meeting receive 30-45 minutes of daily Tier II Strategic support. Tier II support is provided with a deployment/pullout strategy and focuses on identified skill deficits. Site administration monitors that all RtI-Tier II strategies and expectations are honored with ongoing and random "Walk Through" classroom visits with teacher feedback. Student progress is monitored and measured with District Progress Assessments, Common Formative Assessments, grades, and Tier II progress assessments (Dynamic Indicator of Basic Early Literacy Skills/DIBELS, WIAT Pseudo, Listening Comprehension). Instructional Program effectiveness is also monitored and measured with these same assessments. Green folders have all progress monitoring assessment data and documentation. Data also goes on attendance sheet, and daily notes and lessons are also recorded to monitor the Tier II program.

Tier III: If identified skill deficits are still lacking after a reasonable amount of time on a Tier II-Strategic support plan, a follow-up COST meeting, or Student Success Team (SST) meeting, determines if Tier III-Intensive support with 45-60 minutes of small group instruction will be prescribed. When Tier III-Intensive interventions do not meet the needs of a student after a reasonable amount of time, there will be SST follow-up meeting or a referral to a SITE committee. Site administration monitors that all RtI-Tier III strategies and expectations are honored with ongoing and random "Walk Through" classroom visits with teacher feedback. Student progress is monitored and measured with District Progress Assessments, Common Formative Assessments, classroom grades, DIBELS (Dynamic Indicator of Basic Early Literacy Skills) assessments, and the District prescribed Tier III Assessments (WIAT Pseudo-word, Slossen, Symbol Imagery, WIAT Listening Comprehension, DIBELS). Instructional Program effectiveness is also monitored and measured with these same assessments. There is also a RtI tracker maintained that show individual progress and amount of time each student receives instruction. Daily notes that drive instruction are also maintained.

14. What strategies are utilized for Tier III which resulted in student improvement verified by data?

The LindaMood Bell Seeing Stars and Visualizing and Verbalizing Programs are used in the Literature Laboratory and the Special Education Program. Student progress is monitored with collected data that is shown on a RtI tracker.

15. Please describe how administration monitors the implementation of Common Core and English learners strategies?

Site administration monitors that all Common Core strategies and MUSD English Learner Principles Instructional expectations are honored with ongoing and random "Walk Through" classroom visits with teacher feedback to help improve instruction. Teachers also work collaboratively during their grade level planning time to discuss best instructional practices. Administration and the TSA provide support during these planning times.

16. Indicate the number and percent of English learners and reclassified students.

	2012-2013	2013-2014	Indicate I=Increase/ D= Decrease
English Learner #	124	118	Decrease
English Learner %	124/608= 20.3%	118/619=19.1%	Decrease
RFEP #	30	33	Increase
RFEP%	30/124=24.1%	33/118=27.9%	Increase

17. Indicate the actions implemented to accelerate the academic achievement of English learners in English language arts and math (FBB and BB students).

Actions implemented to accelerate the academic achievement of English Learners in English language arts and math are aligned with MUSD's Response to Intervention (RtI) process. First, good initial teaching of concepts and skills (Instructional Norms, EL Principles, DI) with follow up differentiated instruction to meet the needs of diverse learners in small groups during independent practice is applied. Then, students that need added support receive 30-45 minutes of daily Tier II Strategic support if they have been identified to need strategic support during a Coordination of Service Team (COST) meeting. Tier II support is provided with a deployment/pullout strategy and focuses on identified skill deficits. Finally, if identified skill deficits are still lacking after a reasonable amount of time on a Tier II-Strategic support plan, a follow-up COST meeting or Student Success Team (SST) meeting determines if Tier III-Intensive support with

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45-60 minutes of small group instruction will be prescribed in the Literacy Lab. When Tier III-Intensive interventions do not meet the needs of a student after a reasonable amount of time, there will be SST follow-up meetings or a referral to a SITE committee. Also, during ELD deployment time, ELA deficit skills are addressed with instruction. In addition, site administration and the TSA attend grade level meetings and participate in planning discussions for targeted interventions to ensuring a continued focus on our EL population. There is ongoing ELL data reviewing through the COI process that asks how are ELs doing and what strategies will be used to reteach certain skills. It is also emphasized to teachers the need to monitor the RFEP (reclassified) students and their progress.

- 18. What support is provided to English learners who have been in the US for less than 5 years and continue to make minimal to no growth in language proficiency and academic achievement?**

English learners who have been in the US for less than 5 years and continue to make minimal to no growth in language proficiency and academic achievement go through the MUSD/School Response to Intervention (RtI) process, the process stated in #13 above. There is also daily ELD deployment with targeted intervention time to support ELD standards and strategies.

- 19. How are the needs of Long Term English learners (5 years or more) met, monitored, and measured to determine the effectiveness of the instructional program?**

The needs of Long Term English Learners are met with the MUSD prescribed minutes, curriculum, and daily ELD deployment using MUSD instructional strategies (Instructional Norm, English Learner Principles, Direct Instruction), and the MUSD RtI instructional process. Targeted intervention time to support ELD standards and strategies during ELD deployment is also utilized. Individual meetings for LEP students are held to provide an awareness of what needs to be accomplished to become R-FEP.

Instructional Program effectiveness and student progress is monitored and measured with the California English Language Development Test (CELDT), District Progress Assessments (DPA), weekly teacher made ELL assessments, Common Formative Assessments, and grades.

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20. A.

List the types of professional development trainings (standards-aligned and/or CCSS-aligned instructional programs) that teachers & support staff have received in 2013-2014. Please indicate the number & percentage of staff who attended each training.

Teachers	#	%	Support Staff (certificated and classified)	#	%
Howard teachers have participated in the following trainings facilitated by MUSD:					
• Common Core – ELA K, 2-8	18	100%	• Instructional aides in our Literacy Lab received support from our district academic coaches.	2	100%
• Common Core – Writing 7-8	2	100%			
• Common Core – Math 7-8	2	100%			
• Guided Reading -1 st	2	100%			
• C&I trainings	1	100%			
• Parenting Partners	3	100%			
• Restorative Justice	3	100%			
• Technology math integration 6 th	2	100%			
• ELD coaching observation/training/support	5	100%			
• LMB – SS/VV/Rtl Support	3	100%			
• K-8 staff trained in incorporating HOQ, using student sentence frames, and reading comprehension strategies	20	100%			
Howard teachers have participated in the following trainings supported with site TSAs and Administration:					
• Performance task training	14	100%			
• ELD – Common Core Standards	5	100%			
• Common Core shift in ELA	20	100%			
• Illuminate – whole group and grade level	20	100%			
• IntelAssess – whole group and grade level	20	100%			
• Curriculum Companion 1-5	11	100%			
• SBAC – whole group and grade level	13	100%			
• CST – 5 th and 8 th Grades	2	100%			
• Person Renaissance Learning	18	100%			
• Number talks: Demonstration and collaboration	20	100%			
• Staff trained in CELDT by administration	5	100%			

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20. B.

List the types of professional development trainings that administration (Principal and vice-principal/s) received in the past two years that support the district-adopted programs/initiatives.

Principal	Vice-Principal (s)
•Monthly PLC/ILT meetings	•Harassment training
•Harassment training	•Monthly PLC meetings
•CPR training	•Discipline training – Ed Code Changes & Aeries
•Discipline - Ed Code changes	•CELDT training
•Person Renaissance Learning	•ELD training
•Intel Assess DIBELS	•Technology training – Gmail & Aeries
•CC training - DAC	•Categorical funding
ELD training – DAC	•Common Core training
•SmarteTools	•CPR training
•CELDT/AMAO training	•Ed Connect
•Categorical funding training	•Aries Training
•Site Plan training	•Axiom Training
•SSC training	•Standard Score/Aeries Grading
•Technology – Google / Email	•Restorative Justice
•Ed Connect	
•Aries Training	
•Axiom Training	
•Standard Score/Aeries Grading	

21. As an instructional leader, what type of professional development trainings do you (principal and vice-principal/s) need to support your work?

Our administrative team needs more professional development in the following areas to support our work as an instructional leader:

- Supporting teachers in understanding the common core and performance-based assessments.
- Team building ideas to be used with the entire staff to enhance collegiality and collaboration.
- Positive Behavior System / Restorative Justice professional development to fine-tune our discipline system.
- Training to support teachers in integrating more higher order questions (HOQ) in their lessons – both planned into the lesson and also shifting instruction as teaching opportunities occur.
- Combining ELD strategies with Common Core instruction.

22. What systems have been adopted to inform all staff of Tier I, II, and III implementations of RtI behavior interventions? What data was used in each tier?

Tier I: The school's Behavior RtI management flow chart and forms are similar to Academic RtI management flow chart and forms. It flows like this: Tier 1 > Grade Level Collaboration > COST > Tier II > TII Follow Up > Tier III. The School's Behavior RtI management flow chart with process forms has within it Tier I interventions. The school's behavior intervention program was presented to the staff on a school institute day in August of 2012. Tier I interventions are imbedded in the behavior RtI process and stated on the Tier I form. Administration has also shared with staff the new laws regarding discipline that went into effect January of 2013.	Data Used: <ul style="list-style-type: none"> • Classroom referrals to administration • Parent Contact information • Tier I student behavior plans • Harassment warning contracts • Gang prevention contracts • Daily school-to-home behavior charts • Behavior contracts
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Tier II: The school's behavior intervention program was presented to the staff on a school institute day in August of 2012. Tier II interventions are imbedded in the behavior RtI process and stated on the Tier II form. Data used for Tier II interventions are Tier I intervention docs (classroom step sheet, Second Step program, character coupons, class incentives, notes with phone call home docs, suspension doc, Tier I Plan with COST doc), harassment warning contracts, daily school-to-home behavior charts, and behavior contracts.	Data Used: <ul style="list-style-type: none"> • Classroom referrals to administration • Parent Contact information • Tier I student behavior plans • Tier II student behavior plans • Harassment warning contracts • Gang prevention contracts • Daily school-to-home behavior charts • Behavior contracts
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Tier III:	Data Used:
The school's behavior intervention program was presented to the staff on a school institute day in August of 2012. Tier III interventions are imbedded in the behavior RtI process and stated on the Tier III form. Data used for Tier III interventions are Tier II interventions and Tier I docs (classroom step sheet, Second Step program, character coupons, class incentives, notes with phone call home docs, suspension doc, Tier I Plan with COST doc), harassment warning contracts, daily school-to-home behavior charts, and behavior contracts.	<ul style="list-style-type: none"> • Classroom referrals to administration • Parent Contact information • Tier I student behavior plans • Tier II student behavior plans • Tier III student behavior plans • Harassment warning contracts • Gang prevention contracts • Daily school-to-home behavior charts • Behavior contracts

23. How does administration monitor and evaluate the different tiers in RtI behavior?

- Tier I: Office referrals, Aeries entry of data, Behavior RtI I form documents.
- Tier II: Office referrals, Aeries entry of data, Behavior RtI II form documents
- Tier III: Office referrals, Aeries entry of data, Behavior RtI III form documents

24. Indicate the strategies implemented that have improved student behavior and have promoted school connectedness.

Strategies implemented that have effectively changed student behavior are: the school Behavior RtI process, classroom step sheet, Second Step program, character coupons, positive reward incentives, notes with phone calls home, suspension doc, Tier I Plans, COST meetings, daily school-to-home behavior charts, harassment warning contracts, behavior contracts, positive role models, teacher communication with parents, and daily rules/character count reminders in daily announcements.

25. List the top 3 infractions at your site.

2012-2013	# of Suspensions	# of Expulsions	
1. Caused or Attempted Physical Injury	14	0	
2. Classroom Disruption	9	0	
3. Defiance / Disrespect	8	0	
Total Offenses	51	1	
2013-2014	# of Suspensions	# of Expulsions	Total Offenses Committed (Data available on Dataquest) ... <i>Not yet available</i>

26. Based on the above data, what infractions are similar from 2012/13 to 2013/14 and what programs/services/professional development have been implemented to address the behavior infractions?

Based on data, fighting was the infraction violated the most in 2013/14 and 2013/14. Violations for fighting at Howard School went down from 14 to 12 (14%). Restorative justice training was down for three staff members in 2013/14 to address this behavior infraction.

27. For middle & high schools: What number and percentage of your English learners are taking advanced courses (Honors and AP) in ELA?

For elementary schools: What enrichment programs are offered to English learners, migrant, socioeconomically disadvantaged, foster and homeless students?

There are enrichment programs offered to all Howard students, Migrant, socioeconomically disadvantaged, foster and homeless students at Howard School. However, some English Learners are not receiving this opportunity because most enrichment opportunities are currently happening during the ELD instruction block. Enrichment programs available at Howard are: a book/literature club, geography class, creative writing, Yearbook staff, and artistic drawing.

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28. Monthly Attendance Totals (Months: August 12, 2013-April 4, 2014)

Grade	Percentage	Goal for 2014-2015	Truancy Rate for 2012-2013:	Truancy Rate for 2013-2014:
K	93.92%	95%	20.10%	12.5%
1-3	96.43%	97%		
4-6	96.69%	97%		
7-8	95.99%	97%		
9-12	N/A	N/A		
Average %	95.88%	96.5%		

Truancy Rates report is available on Dataquest.

29. What incentives/programs/services are/or will be implemented to increase the attendance percentage and decrease the truancy rate?

Incentives/programs/services that will be implemented to increase the attendance percentage and decrease the truancy rate are:

- Recognition of excellent attendance at awards assemblies and morning announcements
- Following of the MUSD truancy program with phone calls, parent meetings, and documentation as needed based on students attendance records
- End of Year gift drawing for full year perfect attendance

30. Per the requirements of ESEA, what number and percentage of teachers are fully credentialed and highly qualified at your site?

	2012-2013	2013-2014
# of teachers	21	21
% of teachers	100%	100%

31. How does the school determine the need for support staff? How do you evaluate the effectiveness of the support staff?

The school determines the need for support staff with CELDT, DPA, CFA, and Academic/Behavior RtI data. This data provides evidence of our weak and strong areas. Teachers, the Leadership team, and ELAC then make recommendations to the SSC about how to best allocate our categorical resources to target our weak areas while at the same time provide continued support in areas that are showing progress. The SSC prioritizes and approves how categorical resources are to be used.

32. How was the School Site Council Committee and other advisory committees involved in the development of the SPSA?

The School Site Council is involved in planning, monitoring, evaluating, and determining how categorical funds are used to improve student achievement at Howard School with our five yearly SSC meetings.

33. What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

Changes needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes at Howard School are:

- Continue inviting all stakeholders to the Title I, SCC, ELAC, Parent Partnering classes, and Howard Community Club meetings with notes home and phone connect messages.
- Reach out and recruit parents with individual phone calls to attend stakeholder meetings.
- Have surveys for parents, students, and staff to gather data about their concerns.

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34. How was SPSA monitored, reviewed and updated during the school year?

Information relating to the SPSA is shared at the annual Title 1 Parent Meeting, ELAC meetings, SSC meetings, and at DAR presentations. Information that is shared relates to how money is being spent, and what the test results are for local and state assessments.