

**Madera Unified School District
Howard School SPSA 2014-2015**

GOAL 1: Increase Academic Achievement in English Language Arts Instructional Program.

District Goal for English Language Arts: *All students* will attain proficiency in English Language Arts.

School Goal: Our goal will be to increase English Language Arts Common Formative Assessment proficiency 5% from the 2013-14 year in 2014-15

What data did you use to form this goal: <ul style="list-style-type: none">•Grade Level determined Common Formative Assessment data•CELDT data•District Progress Assessment data•Dynamic Indicator of Basic Early Literacy	What were the findings from the analysis of this data? <p>Alignment of common formative assessments to Smarter Balanced performance tasks needs to be our next focus. CCSS will be utilized to make units of study that will be similar to SBAC performance tasks.</p>
How will the school evaluate the progress of this goal? Data will be collected by grade levels and Cycles of Inquiry (COI) will be conducted on the data.	
<ol style="list-style-type: none">1. Based on the 2013-14 strategies implemented in the SPSA, what strategies will be eliminated and/or modified as a result of minimal to no academic growth? Common Core planning time will be build into grade level collaboration meetings to analyze and reflect on student work. Accelerated Reading incentives will be added to promote reading development.2. What impact did the lack of full or timely implementation of those strategies have on student outcomes? CC achievement and student outcomes are at a low level, which is expected in this transition time to CC standards and assessments. Teachers are learning the CC standards and student work related to these CC standards. Teachers need collaboration time to analyze student work, understand the new CC expectations, and related them to the Smarter Balanced assessments.3. What actions were undertaken to mitigate those barriers or adjust the plan to overcome them? Howard's support, curricular experts, will facilitate grade level planning, and lesson delivery strategies. The school will use Cycles of Inquiry (COI) to fine-tune instructional strategies to meet the needs of diverse learners to increase achievement. Planning time will be provided during the instructional day to provide collaborative conversation opportunities	

2014-2015 SINGLE PLAN FOR STUDENT ACHIEVEMENT

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	ELA Strategies (Task)	Focus Group Participating (Students, Teachers, Administrator, TSAs, Parents)	Means of Evaluating Progress (Indicators of Success)	Cost	Resource (Funding Source)	Resource Code	Evaluation of Strategy Use the following key: N=Not fully implemented I= Ineffective M= Minimally Effective E= Effective
S1.1	Curriculum and Instruction – Teacher on Special Assignment will: <ul style="list-style-type: none"> •Review and analyze data from state and district assessments, and common formative assessments to identify student needs. •Work collaboratively with teachers to analyze data and identify students needing additional support. •Provide professional development to assist teachers in understanding and using data to increase student achievement. •Provide professional development to assist teachers with common core, in lesson planning and design, and ELD instructional strategies, etc. •Provide demonstration lessons and facilitate teacher observations of peers. 	<ul style="list-style-type: none"> •Students •Teachers 	<ul style="list-style-type: none"> •Teacher assessment of students receiving in class intervention support •Periodic data reviews to analyze the effectiveness on meeting the goals of the program. •Common Formative Assessment data 	\$0	LCFF		
S1.2	Intervention/Universal Access. <ul style="list-style-type: none"> •All students will have equal opportunities to research based interventions through universal access - small group instruction. •Provide universal access using small group instruction for struggling students. •Incorporate Lindamood-Bell strategies and/or other research based strategies. •Provide professional development to support the effectiveness of the identified research strategies. 		<ul style="list-style-type: none"> •Administer CFU and/or CFA to determine if students understood the concept/skill of the lesson. •Monitor students' progress of towards understanding of the concept/skill. 	\$0	LCFF		

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S1.3	Purchase supplemental materials. * Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations. * Purchase materials to support the move to common core and the upcoming Smarter Balance assessment. * Utilize the district's print shop service to provide materials for student use as well as for parent education. * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.		•Administer pre and post assessments. •Periodic data reviews of student progress. •Print Shop Records	\$2,000 \$2,000	Title 1 Title 1	3010 3010	
S1.4	Provide teacher release time and extra time. •Observe high impact CCCS lessons. •Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students. •Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps. •Allow for one-on-one teacher testing for students who are at-risk and/or on grade level. •Time for testing, scheduling, and compiling information about students. •Provide afterschool tutoring for students.		•Teacher sign-in sheets •Agenda and minutes from meetings •Create/develop CFA tests •Pacing guides •Analyze student data and design power lessons to increase student academic achievement. •Attendance logs	\$4,000	Title 1	3010	

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	ELA Strategies (Task)	Focus Group Participating (Students, Teachers, Administrator, TSAs, Parents)	Means of Evaluating Progress (Indicators of Success)	Cost	Resource (Funding Source)	Resource Code	Evaluation of Strategy Use the following key: N=Not fully implemented I= Ineffective M= Minimally Effective E= Effective
S1.5	Primary Literacy Support Specialist will – for targeted grade levels: <ul style="list-style-type: none"> •Review and analyze data from various sources: state and district assessments, and common formative assessments, etc. to identify student needs. •Work collaboratively with teachers to analyze data and identify students needing additional support. •Provide professional development to assist teachers in understanding and using data to increase student achievement. •Provide professional development to assist teachers in the transition to common core, in lesson planning and design, etc. •Provide demonstration lessons and facilitate teacher observations of peers. •Provide small group instruction to students. 		<ul style="list-style-type: none"> •Teacher assessment of students receiving in class intervention support. •Periodic data reviews, to analyze the effectiveness in meeting the goals of the program. •Common Formative Assessment data 	\$0	LCFF		
S1.6	Site Administration will: <ul style="list-style-type: none"> •Review and analyze data from various sources: CELDT scores, district assessments, and common formative assessments, etc. to identify student needs. •Work collaboratively with teachers to analyze data and identify students needing additional support. •Identify academic need and create appropriate instructional groups. •Provide intervention, targeting student's identified needs. Monitor and log progress. •Attend and provide professional development to assist teachers in the implementation of research based strategies. •Update services provided, monitor progress, and support identified interventions indicated on the 'Green' intervention folder. •Organize and schedule SST/COST meetings with parents. 	English Language Learners (ELL) At-Risk students	<ul style="list-style-type: none"> •Teacher assessment of students receiving in class intervention support. •Periodic data reviews, to analyze the effectiveness in meeting the goals of the program. •Common Formative Assessments data 	\$0			
S1.7	Library Media Technician will: <ul style="list-style-type: none"> •Provide library services to all students 	•All students	•Accelerated Reader data	\$0	LCFF		

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GOAL 2: Increase Academic Achievement in Math Instructional Program.

District Goal for Math: *All students* will attain proficiency in Math.

School Goal: Our goal will be to increase Mathematics Common Formative Assessment proficiency 5% from the 2013-14 year in 2014-15

What data did you use to form this goal: <ul style="list-style-type: none">•Grade Level determined Common Formative Assessment data•CELDT data•District Progress Assessment data	What were the findings from the analysis of this data? <p>Alignment of common formative assessments to Smarter Balanced performance tasks needs to be our next focus. CCSS will be utilized to make units of study that will be similar to SBAC performance tasks.</p>
How will the school evaluate the progress of this goal? Data will be collected by grade levels and Cycles of Inquiry (COI) will be conducted on the data.	
<ol style="list-style-type: none">1. Based on the 2013-14 strategies implemented in the SPSA, what strategies will be eliminated and/or modified as a result of minimal to no academic growth? Common Core planning time will be build into grade level collaboration meetings to analyze and reflect on student work. Mathematic skill development incentives will be added to promote mathematics development.2. What impact did the lack of full or timely implementation of those strategies have on student outcomes? CC achievement and student outcomes are at a low level, which is expected in this transition time to CC standards and assessments. Teachers are learning the CC standards and student work related to these CC standards. Teachers need collaboration time to analyze student work, understand the new CC expectations, and related them to the Smarter Balanced assessments.3. What actions were undertaken to mitigate those barriers or adjust the plan to overcome them? Howard's support, curricular experts, will facilitate grade level planning, and lesson delivery strategies. The school will use Cycles of Inquiry (COI) to fine-tune instructional strategies to meet the needs of diverse learners to increase achievement. Planning time will be provided during the instructional day to provide collaborative conversation opportunities.	

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	Mathematics Strategies (Task)	Focus Group Participating (Students, Teachers, Administrator, TSAs, Parents)	Means of Evaluating Progress (Indicators of Success)	Cost	Resource (Funding Source)	Resource Code	Evaluation of Strategy Use the following key: N=Not fully implemented I= Ineffective M= Minimally Effective E= Effective
S1.1	Curriculum and Instruction – Teacher on Special Assignment will: <ul style="list-style-type: none"> •Review and analyze data from state and district assessments, and common formative assessments to identify student needs. •Work collaboratively with teachers to analyze data and identify students needing additional support. •Provide professional development to assist teachers in understanding and using data to increase student achievement. •Provide professional development to assist teachers in the transition to common core, in lesson planning and design, and ELD instructional strategies, etc. •Provide demonstration lessons and facilitate teacher observations of peers. 	<ul style="list-style-type: none"> •Students •Teachers 	<ul style="list-style-type: none"> •Teacher assessment of students receiving in class intervention support •Periodic data reviews to analyze the effectiveness on meeting the goals of the program. •Common Formative Assessment data 	\$0	LCFF		
S1.2	Intervention/Universal Access. <ul style="list-style-type: none"> * All students will have equal opportunities to research based interventions through universal access - small group instruction. * Provide universal access using small group instruction for struggling students. * Incorporate research based strategies. * Provide professional development to support the effectiveness of the identified research strategies. 	<ul style="list-style-type: none"> •All students •Struggling students 	<ul style="list-style-type: none"> •Administer CFU and/or CFA to determine if students understood the concept/skill of the lesson. •Monitor students' progress of towards understanding of the concept/skill. 	\$0	LCFF		

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	Mathematics Strategies (Task)	Focus Group Participating (Students, Teachers, Administrator, TSAs, Parents)	Means of Evaluating Progress (Indicators of Success)	Cost	Resource (Funding Source)	Resource Code	Evaluation of Strategy Use the following key: N=Not fully implemented I= Ineffective M= Minimally Effective E= Effective
S1.3	Purchase supplemental materials. * Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's math fluency. * Purchase materials to support the move to common core and the upcoming Smarter Balance assessment. * Utilize the district's print shop service to provide materials for student use as well as for parent education. * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.	•All students	•Administer pre and post assessments. •Periodic data reviews of student progress. •Print Shop records	\$2,000 \$2,000	Title 1 Title 1	3010 3010	
S1.4	Provide teacher release time and extra time. Observe high impact CCCS lessons. •Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students. •Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps. •Allow for one-on-one teacher testing for students who are at-risk and/or on grade level. •Time for testing, scheduling, and compiling information about students. •Provide afterschool tutoring for students.	Teachers	•Teacher sign-in sheets •Agenda and minutes from meetings •Create/develop CFA assessments •Pacing guides •Analyze student data and design power lessons to increase student academic achievement. •Attendance logs	\$4,000	Title 1	3010	

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	Mathematics Strategies (Task)	Focus Group Participating (Students, Teachers, Administrator, TSAs, Parents)	Means of Evaluating Progress (Indicators of Success)	Cost	Resource (Funding Source)	Resource Code	Evaluation of Strategy Use the following key: N=Not fully implemented I= Ineffective M= Minimally Effective E= Effective
S1.5	Site Administration will: <ul style="list-style-type: none"> •Review and analyze data from various sources: state scores, district assessments, and common formative assessments, etc. to identify student needs. •Work collaboratively with teachers to analyze data and identify students needing additional support. •Identify academic need and create appropriate instructional groups. •Provide intervention, targeting student's identified needs. Monitor and log progress. •Attend and provide professional development to assist teachers in the implementation of research based strategies. •Update services provided, monitor progress, and support identified interventions indicated on the 'Green' intervention folder. •Organize and schedule SST/COST meetings with parents. 	<ul style="list-style-type: none"> •English Language Learners (ELL) •At-Risk students 	<ul style="list-style-type: none"> •Teacher assessment of students receiving in class intervention support. •Periodic data reviews, to analyze the effectiveness in meeting the goals of the program. •Common Formative Assessment data 	\$0			

**Madera Unified School District
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GOAL 3: Increase Academic Achievement in English Language Development Instructional Program.

Goal for English Language Development:

In January, 2014, **59%** of **all English learners** will meet the annual growth target by advancing one level on the CELDT as measured by AMAO 1.

In January, 2014, **22.8%** of **English learners** with **less than 5 years** in language instruction programs will demonstrate English proficiency on the CELDT as measured by AMAO 2.

In January, 2014, **49%** of **English learners** with **5 years or more** in language instruction programs will demonstrate English proficiency on the CELDT as measured by AMAO 2.

2012-2013 AMAO 1- Annual Growth <u>Target: 57.5%</u>		2012-2013 AMAO 2				2013-2014 AMAO 1- Annual Growth <u>Target: 59%</u>		2013-2014 AMAO 2			
		<u>2(a) Target: 21.4 % for Less than 5 years</u>		<u>2(b) Target: 47 % 5 years or more</u>				<u>2(a) Target: 22.8% for Less than 5 years</u>		<u>2(b) Target: 49 % 5 years or more</u>	
Percent Met AMAO 1: <u>54.3%</u>	Met AMAO 1 Percent? Y/N <u>No</u>	Percent Met AMAO 2: <u>23.6%</u>	Met AMAO 2 Percent?Y/N <u>Yes</u>	Percent Met AMAO 2: <u>27.3 %</u>	Met AMAO 2 Percent?Y/N_ <u>No</u>	Percent Met AMAO1: <u> </u> %	Met AMAO 1 Percent?Y/N <u> </u>	Percent Met AMAO 2: <u> </u> %	Met AMAO 2 Percent?Y/N <u> </u>	Percent Met AMAO 2: <u> </u> %	Met AMAO 2 Percent?Y/N <u> </u>

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List 2014-2015 SMART goals for: AMAO 1, AMAO 2: 2a. (less than 5 years) 2b. (5 years or more).

Our goal for AMAO 1 is that 59% of all English learners will meet the annual growth target by advancing one level on CELDT when assessed in the 2013/14 school year. For AMAO 2, 22.8% of all English learners with less than 5 years in school and 49% of English learners with more than 5 years in school will demonstrate English proficiency as measured by CELDT when assessed in the 2013/14 school year.

[illegible]

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[illegible]

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	English Language Development Strategies (Task)	Focus Group Participating (Students, Teachers, Administrator, TSAs, Parents)	Means of Evaluating Progress (Indicators of Success)	Cost	Resource (Funding Source)	Resource Code	Evaluation of Strategy Use the following key: N=Not fully implemented I= Ineffective M= Minimally Effective E= Effective
S1.4	Curriculum and Instruction – Teacher on Special Assignment will: * Review and analyze data from various sources: state and district assessments, and common formative assessments, etc. to identify student needs. * Work collaboratively with teachers to analyze data and identify students needing additional support. * Provide professional development to assist teachers in understanding and using data to increase student achievement. * Provide professional development to assist teachers in the transition to common core, in lesson planning and design, etc. * Provide demonstration lessons and facilitate teacher observations of peers.	•All students •Teachers	•Teacher assessment of students receiving in class intervention support. •Periodic data reviews, to analyze the effectiveness in meeting the goals of the program. •Common Formative Assessment data	\$0	Title 1	3010	
S1.5	Primary Literacy Support Specialist will – for targeted grade levels with ELLs: •Review and analyze data from various sources: state and district assessments, and common formative assessments, etc. to identify student needs. •Work collaboratively with teachers to analyze data and identify students needing additional support. •Provide professional development to assist teachers in understanding and using data to increase student achievement. •Provide professional development to assist teachers in the transition to common core, in lesson planning and design, etc. •Provide demonstration lessons and facilitate teacher observations of peers. •Provide small group instruction to students.	•All students in targeted grade levels. •Teachers	•Teacher assessment of students receiving in class intervention support. •Periodic data reviews, to analyze the effectiveness in meeting the goals of the program. •Common Formative Assessment data	\$0	Title 1	3010	

**Madera Unified School District
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GOAL 4: Improve Behavior Response to Intervention for Tier I, II, & III.

District Goal for Behavior Response to Intervention:

What Multiple Measures were implemented for the 2013-2014 school year that provided appropriate Tier I, II and III behavior interventions for all students? (Elem/MS/HS EPC 2, 7): Howard School multiple measures include Aeries data, referrals, Tier I, II, and III behavior forms, and behavior contracts to identify school wide behavior trends that needs to improve. Behavior expectations will be revisited and brought to attention of staff and students. Bringing in MUSD staff support as well as one local agency is a behavior goal for 2014-15

Based on the 2013-14 behavior interventions that were implemented in the SPSA, what interventions will be eliminated and/or modified as a result of minimal to no effective change in student behavior? Howard will continue to fine-tune it's plan so that students identified as high risk for behavior are assigned a community mentor and provided with the opportunity to join our after school program for behavior support. Any outreach, or recruitment of additional support will benefit the Howard students. The .25 K-8 counselor is a welcomed addition in 2014-15 through LCFF funds.

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List 2014-2015 SMART goal/s: By June 2015, Howard administration will provide Tier I, II, and III interventions with a 1-to-1 correlation between behavior and consequences. As a result, we will decrease the number of overall school suspensions by 10% as measured by data collected using the Aeries student data management system.

	Behavior Response to Intervention Strategies (Task)	Focus Group Participating (Students, Teachers, Administrator, TSAs, Parents)	Means of Evaluating Progress (Indicators of Success)	Cost	Resource (Funding Source)	Resource Code	Evaluation of Strategy Use the following key: N=Not fully implemented I= Ineffective M= Minimally Effective E= Effective
S1.1	RtI behavior team will meet in August 2014 to: <ul style="list-style-type: none"> Analyze current practices and RtI behavior process Refine Tier 1, Tier 2, and Tier 3 interventions. Refine processes to use for RtI behavior. Support professional development related to <ol style="list-style-type: none"> Restorative Justice Conflict Resolution Peer Mediation Positive Behavior Support 	<ul style="list-style-type: none"> All students All staff members 	<ul style="list-style-type: none"> Monitor student discipline. Review trends from Aeries data Classroom visitation frequency and weekly schedules Agenda & sign-in sheet 	\$0 \$1,000	Title 1	3010	

**Madera Unified School District
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GOAL 5: Improve Parent Involvement Programs making it an essential component of our educational program.

District Goal for Parent Involvement: By June 2015, (1) we will increase parent participation in School Site Council, School Advisory Committee & English Learner Advisory Committee and (2) we will review the Parent Engagement Framework.

Parent Participation Activities	Number of Parent who attend activities in 2013-2014:	Goal for 2014-2015:
Title I Parent Meeting: 8	8	10 (20%)
Parent Involvement Activities (Title I): 8	8	10 (20%)
School Site Council (Average): 8	34	41 (20%)
English Learner Advisory Committee (Average): 4	17	34 (100%)

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	Parent Involvement Strategies (Task)	Focus Group Participating (Students, Teachers, Administrator, TSAs, Parents)	Means of Evaluating Progress (Indicators of Success)	Cost	Resource (Funding Source)	Resource Code	Evaluation of Strategy Use the following key: N=Not fully implemented I= Ineffective M= Minimally Effective E= Effective
S1.1	Parent Involvement. •Parent meetings will be scheduled that provide parents with a variety of information. •Parent meetings will be scheduled that provide parents with strategies to support their child’s education at home. •Parent meetings will be scheduled to discuss individual student progress. •Phone calls and notes home to inform parents of the meetings. •Translation services and oral interpretation services to support our parent’s understanding at various meetings: parent workshops, parent nights, parent/teacher conferences, IEPs, SSTs, and 504s. •Provide refreshments for attendees •Provide childcare for parents attending meetings.	•All students	•Sign in sheets from various parent meeting •Blackboard Connect phone reports	\$100	Title 1	3010	
				\$50	Title 1	3010	
				\$150	Title 1	3010	
S1.2	Purchase supplemental materials. •Purchase materials to support parent involvement. •Utilize the district’s print shop service to provide materials for parent communication. •Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support parent involvement.	•All students	•Purchase Order documents	\$96	Title 1	3010	

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	Parent Involvement Strategies (Task)	Focus Group Participating (Students, Teachers, Administrator, TSAs, Parents)	Means of Evaluating Progress (Indicators of Success)	Cost	Resource (Funding Source)	Resource Code	Evaluation of Strategy Use the following key: N=Not fully implemented I= Ineffective M= Minimally Effective E= Effective
S1.3	Provide teacher and classified support release time and extra time. <ul style="list-style-type: none"> •Provide parent translation – oral and written for Parenting Class •Provide preparation time for parent support. 	•Staff	<ul style="list-style-type: none"> •Sign in sheets from various parent meeting •Teacher/classified support schedule •Ed Connect Records •Planning agendas 	\$800	Title 1	3010	
S1.4	Parent Literacy/Mathematics Training <ul style="list-style-type: none"> •Teacher Extra Time •Provide training to all parents of all grades in how to support their child at home in the areas of English Language Arts and mathematics. 		<ul style="list-style-type: none"> •Sign in sheets from various parent education meeting •Ed Connect Records 	\$200	Title 1	3010	

**Madera Unified School District
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GOAL 6: Intervention Support Services

2014-2015 SINGLE PLAN FOR STUDENT ACHIEVEMENT							
	Strategies (Task)	Focus Group Participating <small>(Students, Teachers, Administrator, TSAs, Parents)</small>	Means of Evaluating Progress <small>(Indicators of Success)</small>	Cost	Resource (Funding Source)	Resource Code	Evaluation of Strategy <small>Use the following key: N=Not fully implemented I= Ineffective M= Minimally Effective E= Effective</small>
S1.1	Merced County Office of Education is the Regional Office for Migrant Educational Services in the Madera Unified School District. The Migrant Education Program (MEP) is designed to support high quality and comprehensive educational programs for migrant children to help reduce the educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability to make a successful transition to postsecondary education. Supplemental Services for PK-12 grade students during the regular year and summer. Site base programs with certificated teachers in K-8 after school programs, Junior High Math Academy, and CAHSEE Academy on Saturdays through UC Merced. Home base programs include PK and K-8 programs, such as School Connections Home Tutor Program through highly qualified tutors. All services are outlined in the District Service Agreement (DSA).	Migrant students, Teachers, Administration, Migrant Support Services Liasison (SSL) MUSD- Alma De Luna Ana Carrillo	MEP Evaluation, Migrant Needs Assessment	Regionally funded through MCOE (funded through Reimbursement or direct services	Title I- Part C Migrant Education		

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	Strategies (Task)	Focus Group Participating (Students, Teachers, Administrator, TSAs, Parents)	Means of Evaluating Progress (Indicators of Success)	Cost	Resource (Funding Source)	Resource Code	Evaluation of Strategy Use the following key: N=Not fully implemented I= Ineffective M= Minimally Effective E= Effective
S1.2	Madera Unified operates an after school program to extend learning opportunities for students. The program provides a nutritional snack, homework/tutorial assistance, educational enrichment, and physical activities for enrolled students. Hours of operation include a minimum of 15 hours per week and at least until 6 p.m. on every regular school day. The after school program serves students during the school year and summer in grades 1-12 at all the elementary schools, middle schools, high schools and the continuation school.	Teaching Fellows CAO Student in grades 1-12		Century 21 Asses			

**Madera Unified School District
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GOAL 7: Increase and Improve Technology.

Based on the 2013-2014 Technology Needs Assessment please list the technology purchases made in 2013-2014:

# of items purchased:	Type or description of item/s:	Was need met? Yes/No:
1. 12	Laptop computers	Yes
2. 2	Promethean Boards	Yes
3. 34	Desktop computers	Yes
4. 5	Laser Printers	Yes
5. 2	LCD Projectors	Yes
6. 2	Document Cameras	Yes

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Using the Technology Needs Assessment list what additional technology is needed to improve student achievement?

More: desktops computers, laptop computers, printers, Promethean Boards, Document camera, LCD projectors, Active Voters, and Active Wands

Possible purchase: Chrome Books for portable computer lab

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S1.1	Technology use. <ul style="list-style-type: none"> •Teachers will integrate technology as a tool to help students gain proficiency in state standards. •Students will learn how to obtain information, analyze and synthesize the information, and present it professionally. •Ensure inventory of computers are adequate. •Professional development will be designed to assist teachers in understanding and using technology to enhance student learning. Funding to include needed supplies, support teacher or substitutes to facilitate collaboration time, or outside consultants and conferences as appropriate. 	<ul style="list-style-type: none"> •All students •Staff 	<ul style="list-style-type: none"> •Periodic data reviews of student progress. •Focus walk data. 	\$0			
S1.2	Purchase technology and supplemental materials. <ul style="list-style-type: none"> •Purchase technology to support technology goal. •Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, presenter, teacher resources, or other items that support technology. •Provide for repairs as needed to keep equipment in working order. 	<ul style="list-style-type: none"> •All students 	<ul style="list-style-type: none"> •Periodic data reviews of student progress. •Purchase Orders 	\$50,581 \$1,000	Title 1 Title 1	3010 3010	

**Madera Unified School District
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LOCAL CONTROL FUNDING FORMULA- BOARD ADOPTION, MARCH 25, 2014

2014-2015 SINGLE PLAN FOR STUDENT ACHIEVEMENT				
Grade Level/s	Strategies (Task)	Total FTE in 2013/14	Total FTE for 2014/15	Resources (Funding Source)
K-6	Counselors C&I TSA Primary Literacy Support Specialist Library Media Tech. Custodian	0 0-Site discretion, categorical funded 0 0-Site discretion, categorical funded 1	.25 1 2 .4375 1.5	LCFF LCFF LCFF LCFF LCFF
K-8	Counselors C&I TSA Primary Literacy Support Specialist Itinerant Math Teacher, Grades 7-8 Library Media Tech. Custodian	0 0-Site discretion, categorical funded 0 0 0-Site discretion, categorical funded 1	.25 1 1 .50 .4375 1.5	LCFF LCFF LCFF LCFF LCFF LCFF
7-8	C&I TSA (ELA & Math) Family Life Teacher Librarian Counselors Family Liaison	0-Site discretion, categorical funded .33 0 1 0	2 1 1 2 1	LCFF LCFF LCFF LCFF LCFF
9-12	C&I TSA (ELA & Math) Counselors Registrar Custodian Groundsperson School Safety Officer-Lead School Safety Officer Vice Principal	0-Site discretion, categorical funded 4 @ MHS and 6 @ MSHS 1 @ MHS and 1 @ MSHS 7 @ MHS and 7 @ MSHS 2 @ MHS and 2 @ MSHS .5 5 @ MHS and 7 @ MSHS 4 GENERAL, 1- site discretion, categorical funded	2 5 @ MHS and 6 @ MSHS 1 @ MHS and 1.2 @ MSHS 8 @ MHS and 9.5 @ MSHS 2 @ MHS and 3 @ MSHS 1 6 @ MHS and 6 @ MSHS 4 @ MHS and 4 @ MSHS 1@ MHS and 2 @ MSHS	LCFF LCFF LCFF LCFF LCFF LCFF LCFF General Centralized Services, Categoricals