

Palo Alto Unified School District

SCHOOL DEVELOPMENT PLAN

(School Improvement Plan)

2006-2007

Nixon Elementary School



**Palo Alto Unified School District
NIXON ELEMENTARY SCHOOL
School Development Plan (School Improvement Plan) for 2006-2007**

Area of Focus	District Strategic Goals	Site Strategies and School Improvement Activities
<p>READING</p> <p>School Goal: Fostering enjoyment and achievement in reading through effective instructional practices, a balanced curriculum, and appropriate assessment information.</p>	<p>Goal 1a: Ensure academic growth and achievement and appropriate level of challenge for all students so that every student makes at least a year's growth each year.</p> <p>Goal 1b: Close the achievement gap among students in different racial/ethnic groups by 20% each year as measured by individual student gains on multiple measures.</p>	<ul style="list-style-type: none"> • Staff will assess, collect, examine, and use data (PAUSD Literacy Portfolio-Running Records, DRA, Stieglitz, California Standards Test-English Language Arts, CAT6, CELDT, classroom assignments, and observations) to develop and differentiate instruction which supports learning for all students. • The principal and classroom teachers will hold Kid by Kid meetings in October to identify students' strengths and weaknesses, plan strategies (tutoring, Academy Reading Specialist, reading buddies, literacy summer school, classroom aides), and will review and revise these plans in February with the support staff. • Continue to provide reading instruction based on best practices, as developed by the District Literacy Team (including direct instruction, guided reading, phonics, word attack skills, comprehension strategies, literacy circles, and genre studies). • The reading specialist, ELD teacher, and resource specialist will consult with teachers throughout the year to monitor student progress and revise plans as needed. • Teachers will collaborate at their grade level and across grade levels to share strategies and training that support reading development (decoding, fluency, vocabulary, comprehension skills, information literacy) and reduce the achievement gap. • Staff will build partnerships with parents to support student reading through conferences, Student Study Teams, parent education and Homework Club. • The District and the principal will provide opportunities for teachers to participate in professional development activities focused on curriculum, instruction and assessment in basic reading skills, comprehension strategies. • Kindergarten, first and second grade teachers will work with the reading specialist to identify and support students having difficulty with early literacy skills. • Kindergarten teachers will continue with TACKLE to provide additional support for emerging kindergarten readers. • The library media specialist will work with grade level teachers to ensure that students will be able to identify and use age-appropriate print, online sources and a variety of literary genre. • The librarian will teach students to become effective users of information by identifying and using many print and online sources in developmentally appropriate ways. • The librarian will support students in becoming lifelong readers as they learn to recognize a wide variety of literary genres, authors, and illustrators.

**Palo Alto Unified School District
NIXON ELEMENTARY SCHOOL
School Development Plan (School Improvement Plan) for 2006-2007**

**Assessment Questions
READING**

Questions About Student Achievement Data, Professional Development, and Other School Improvement Activities

Goal 1a: Data Report

- What percentage of students with matched scores made a year's growth or more on the California Standards Test-English Language Arts?
- What do the matched score APIs and state APIs show with respect to overall progress?
- What do assessment results on the Reading Benchmarks show with respect to the level of achievement and/or progress?

Goal 1a: Data Summary and Next Steps

- What results stand out?
- What activities were most helpful to ensure that students made at least a year's growth in reading?
- What are our next steps with respect to this objective?

Goal 1b: Data Report

- What number and percentage of under-represented minority (URM) students (by ethnicity, if appropriate) made (1) a year's growth or (2) more than a year's growth on the California Standards Test-English Language Arts?
- What do assessment results on reading measures for URM students show with respect to the level of achievement and/or progress?

Goal 1b: Data Summary

- What results stand out?
- What activities were most helpful to close the achievement gap among students in different racial/ethnic groups as measured by individual student gains?

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NIXON ELEMENTARY SCHOOL
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Area of Focus	District Strategic Goals	Site Strategies and School Improvement Activities
<p>WRITING</p> <p>School Goal: Fostering enjoyment and achievement in writing through effective instructional practices and a balanced curriculum.</p>	<p>Goal 1a: Ensure academic growth and achievement and appropriate level of challenge for all students so that every student makes at least a year's growth each year.</p> <p>Goal 1b: Close the achievement gap among students in different racial/ethnic groups by 20% each year as measured by individual student gains on multiple measures.</p>	<ul style="list-style-type: none"> • Staff will assess, collect, examine, and use data (PAUSD Writing Prompts, Educational Records Bureau/Writing Assessment Program [ERB/WrAP], CELDT, classroom assignments, and observations) to develop and differentiate instruction which supports learning for all students. • The principal and support specialists will hold Kid by Kid meetings with teachers in October to identify students' strengths and weaknesses, plan prescriptive strategies (tutoring, literacy summer school, classroom aide). They will review and revise these plans in February with the support staff. • Teachers will meet during staff development days, staff meetings, and PDC days in grade level/cluster to become familiar with and implement the new PAUSD Writing Summit notebooks. • Teachers will work in grade level and vertical teams to synthesize all writing resources. • Grade levels will work in vertical teams to develop specific writing skills based on the six traits of writing, a variety of genre and rubrics. • Teachers in grades 3-5 will support their writing programs with writing resource texts and grammar units. • Teachers will explore a lesson study format to address differentiating writing lessons. • Teachers in K-1st grade will introduce the Lucy Calkins writing program to support the PAUSD writing matrix. • Teachers in grade 3 will pilot the use of the Lucy Calkins 3-5 writing program as it applies to the PAUSD writing notebook. • Teachers in 3-5 grades will begin a two year pilot with grammar and sentence structure workbooks. • Staff will build partnerships with parents to support student writing particularly in relationship to differentiation through conferences, Student Study Teams, and parent education. • District staff and the principal will provide opportunities for teachers to participate in professional development activities focused on curriculum, instruction, assessment, and use of technology in writing. • Staff will incorporate technology tools (hardware and software) that support the writing process as appropriate and available.

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NIXON ELEMENTARY SCHOOL
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**Assessment Questions
WRITING**

Questions About Student Achievement Data, Professional Development, and Other School Improvement Activities

Goal 1a: Data Report

- What percentage of students with matched scores made a year's growth or more on the Educational Records Bureau Writing Assessment Program (ERB/WrAP)?

Goal 1b: Data Summary and Next Steps

- What results stand out?
- What activities were most helpful to ensure that students made at least a year's growth in writing?
- What are our next steps with respect to this objective?

Goal 1b: Data Report

- What number and percentage of under-represented minority (URM) students (by ethnicity, if appropriate) made (1) a year's growth or (2) more than a year's growth on the ERB/WrAP?

Goal 1b: Data Summary

- What results stand out?
- What activities were most helpful to close the achievement gap among students in different racial/ethnic groups as measured by individual student gains?

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Area of Focus	District Strategic Goals	Site Strategies and School Improvement Activities
<p>MATH</p> <p>School Goal: Fostering enjoyment and achievement in math through effective instructional practices and balanced curriculum based on appropriate assessment information.</p>	<p>Goal 1a: Ensure academic growth and achievement and appropriate level of challenge for all students so that every student makes at least a year's growth each year.</p> <p>Goal 1b: Close the achievement gap among students in different racial/ethnic groups by 20% each year as measured by individual student gains on multiple measures.</p>	<ul style="list-style-type: none"> • Staff will assess, collect, examine, and use data (California Standards Test-Mathematics, MARS, PAUSD math assessments, CAT6, classroom assignments, and observations) to develop and differentiate instruction which supports learning for all students. • The principal and teachers will hold Kid by Kid meetings in October to identify students' strengths and weaknesses, plan prescriptive strategies (tutoring, Math Academy, Math Intervention summer school, classroom aides), and will review and revise these plans with the support staff in February. • Staff will collaborate throughout the year to identify and implement strategies specifically designed to reduce the achievement gap in mathematics. • Teachers will collaborate at their grade level and across grade levels to share strategies and training that support computational skills, conceptual understanding, and problem solving skills in math. • The math specialist will do a pull-out program for high achieving students in grades 4-5 who meet established criteria, teachers' recommendations, and demonstrate interest. • The fourth grade math teachers will work with the District TOSA (teacher on special assignment) to explore homogeneous grouping across the grade level in two math strands. • Continue to explore the use of adult tutors to support high achieving students in math instruction. • Teachers will use staff meeting time to continue developing differential math activities based on the Elements of Instruction for students. • Staff will build partnerships with parents to support students in math through conferences, Student Study Teams, and parent education highlighting differentiated instruction. • District staff and the principal will provide opportunities for teachers to participate in professional development activities focused on curriculum, instruction, and assessment in mathematics, with a focus on content knowledge and differentiation strategies. • The principal and TOSA will work together to pilot a philosophy and process to further differentiate math curriculum with assessments and teaching strategies. • Staff will incorporate technology tools (hardware and software) that support math as appropriate and available.

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**Assessment Questions
MATH**

Questions About Student Achievement Data, Professional Development, and Other School Improvement Activities

Goal 1a: Data Report

- What percentage of students with matched scores made a year's growth or more on the California Standards Test-Mathematics?
- What do the matched score APIs and state APIs show with respect to overall progress?
- What do assessment results on the MARS test show with respect to the level of achievement and/or progress?

Goal 1b: Data Summary and Next Steps

- What results stand out?
- What activities were most helpful to ensure that students made at least a year's growth in math?
- What are our next steps with respect to this objective?

Goal 1b: Data Report

- What number and percentage of under-represented minority (URM) students (by ethnicity, if appropriate) made (1) a year's growth or (2) more than a year's growth on the California Standards Test-Mathematics?
- What do assessment results on the math measures for URM students show with respect to the level of achievement and/or progress? (Given the low number of URM students, in most cases this would be a short, general summary/reflection arising from Kid by Kid analyses. This is a further opportunity to describe efforts to close the achievement gap.)

Goal 1b: Data Summary

- What results stand out?
- What activities were most helpful to close the achievement gap among students in different racial/ethnic groups as measured by individual student gains?

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Area of Focus	District Strategic Goals	Site Strategies and School Improvement Activities
<p>SCHOOL CLIMATE:</p> <p>Social-Emotional-Health and Resilience</p>	<p>Goal 1c: Foster social-emotional health and resilience in every student as measured by improved student attitudes and behaviors.</p> <p>Support opportunities for the staff and families to work together to build a strong, mutually respectful community.</p>	<ul style="list-style-type: none"> • Principals, teachers, and support specialists will hold Kid by Kid meetings to address the social and emotional needs of students. • Parents and teachers will work together to include all cultures represented in the Nixon learning community such as the Back to School Coffee and Fall Picnic, Parent Education nights, International Day, Winter Assembly, and PTA committees. • Parents and staff will work together to inform and involve the parents in the school community through NixonNews, classroom newsletters, enews, emails, conferences, and phone calls. • Site Council and PTA will provide avenues through surveys and meetings for parents to provide input regarding the school climate. • Staff will implement a schoolwide life skills program focusing on four life skills each year. • Staff will continue to refine the life skills program based on conflict resolution, buddy classes, and class meetings. • Staff will provide opportunities for all students to participate in student affirming recognition programs (Student of the Week and Lunch with the principal). • Students will have the opportunity to participate in activities that promote good physical health. • Staff will provide a welcoming atmosphere to students each day as they arrive. • Improvement and change in behavior and school climate will be measured by parent, teacher, and student surveys.

Assessment Questions

SOCIAL-EMOTIONAL-PHYSICAL HEALTH AND RESILIENCE

Questions About Professional Development and Other School Improvement Activities

Goal 1c: Summary

- What strategies were successful in fostering social-emotional and physical health and resilience in students?

Goal 1c: Next Steps

- What are our next steps with respect to this objective?

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Area of Focus	District Strategic Goals	Site Strategies and School Improvement Activities
SCHOOL CLIMATE: Diverse Avenues for Student Success	Goal 1d: Provide diverse avenues for student success that honor the unique talents and abilities of each student.	<ul style="list-style-type: none"> • Teachers will provide opportunities for students to use their multiple talents to demonstrate learning and understanding of the curriculum through art, drama, music, and technology. • Teachers will share strategies and best practices for providing diverse avenues for student's success in the core curriculum. • The principal and staff will provide students with age appropriate leadership opportunities such as student council and student-led activities. • The school will provide opportunities for all students to participate in recognition programs. • The school will provide students with community outreach experiences. • The staff will provide students with opportunities to share their talents, leadership, and skills with student council assemblies and sports programs. • Staff and parents will provide students with a variety of noon recess activities (science, art, chess, team sports, computer lab, and library).
Assessment Questions DIVERSE AVENUES FOR STUDENT SUCCESS		
Questions About Professional Development, and Other School Improvement Activities		
Goal 1d: Summary <ul style="list-style-type: none"> • What diverse avenues for student success were provided that honor the unique talents and abilities of each student? (For example: building leadership, service learning, art, music, physical education, drama, technology) Goal 1d: Next Steps <ul style="list-style-type: none"> • Do the opportunities provide a broad range of meaningful experiences? 		

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<p>MEETING THE NEEDS OF ALL STUDENTS:</p> <p>English Language Learners</p>	<ul style="list-style-type: none"> • Improve English Language Learners' ability to access the curriculum in English. • Integrate English Language Learners into the schoolwide community. 	<ul style="list-style-type: none"> • The EL teacher will administer the CELDT to all new students whose home language is other than English, and to students currently receiving ELD services, to obtain baseline and annual data. • Teachers will use Specially Designed Academic Instruction in English (SDAIE) strategies in all classrooms. • The principal and teachers will continue to provide opportunities for the communication between the school community and the families of English Language Learner (ELL) students in order to cultivate greater community for English Language Learners and their families. • Staff will participate in staff meetings and staff development to focus on language and behaviors of second language learners, including strategies and environments to support them. • Staff will provide opportunities for students and their families to share their culture. • Primary language tutors will support ELL level one and two first year EL students. • The ELL teacher and principal will continue to explore various program options and delivery methods to support EL students and their classroom teachers. • The EL teacher will prepare grade level specific curriculum packets to be used for four weeks for non-English speaking students.
<p>Assessment Questions MEETING THE NEEDS OF ALL STUDENTS – ENGLISH LANGUAGE LEARNERS</p>		
<p>Questions About Student Achievement Data, Professional Development, and Other School Improvement Activities</p>		
<p>Data Report</p> <ul style="list-style-type: none"> • What progress have ELD students shown on multiple measures (CELDT, California Standards Tests, literacy benchmarks, ERB, and MARS)? <p>Data Summary</p> <ul style="list-style-type: none"> • What results stand out? • What strategies and programs were used to support EL students and their families (ELD pull-out, primary language tutors if available, Parent Institute, Adult Education-ESL)? 		

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<p>MEETING THE NEEDS OF ALL STUDENTS:</p> <p>Gifted, Talented, and High Achieving Students</p>	<ul style="list-style-type: none"> • Identify, support, and challenge the gifted and talented students in the school. 	<ul style="list-style-type: none"> • The principal and teachers with support of the District staff will implement the PAUSD GATE plan with a focus on: academics and addressing the social and emotional needs of GATE students; and improving parent communication. • Teachers will provide classroom-centered experiences for GATE, high performing, and other motivated K-5 students through assignments and expectations modified for greater depth and/or complexity. Content, process and product will be the means of differentiation. • Through the Kid by Kid process, the principal and teachers will identify high achieving students, develop a plan, and monitor student progress. • The principal and teachers will use staff meeting time to share instructional strategies, curriculum materials and expectations for high achieving students. • District staff and the principal will continue to provide professional development opportunities on implementing techniques to provide differentiated instruction in the classroom, particularly in the academic area of mathematics.
<p>Assessment Questions</p> <p>MEETING THE NEEDS OF ALL STUDENTS - GIFTED, TALENTED, AND HIGH ACHIEVING STUDENTS</p>		
<p>Questions About Student Achievement Data, Professional Development, and Other School Improvement Activities</p>		
<ul style="list-style-type: none"> • Describe the GATE population with respect to ethnicity and English proficiency status. • What strategies and programs were used to support GATE and high achieving students? 		

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Area of Focus	Site Objectives	Professional Development and Other School Improvement Activities
MEETING THE NEEDS OF ALL STUDENTS: Special Education Students	<ul style="list-style-type: none"> • Provide identified students with a variety of strategies to access the core curriculum. • Provide communication between the school community and families of special education students. 	<ul style="list-style-type: none"> • District staff, resource and speech and language specialists will provide staff with training about the specific learning needs of special education students. • Teachers, resource and speech and language specialists will provide classroom activities and materials that allow special education students to access the core curriculum. • District staff, the principal, and teachers will evaluate the progress of the special education students regularly to ensure that Individual Education Plan goals are met.
Assessment Questions MEETING THE NEEDS OF ALL STUDENTS - SPECIAL EDUCATION STUDENTS		
Questions About Student Achievement Data, Professional Development, and Other School Improvement Activities		
<ul style="list-style-type: none"> • What strategies and programs were used to support special education students? • What accommodations in regular education programs were implemented prior to referral for assessment? 		

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Area of Focus	Site Objectives	Professional Development and Other School Improvement Activities
MEETING THE NEEDS OF ALL STUDENTS: Low Achieving Students	<ul style="list-style-type: none"> • Provide identified students with a variety of strategies to access the core curriculum. • Provide communication between the school community and families with low achieving students. 	<ul style="list-style-type: none"> • The principal and teachers will identify at-risk students at all grade levels based on below grade level performance in reading, writing, and mathematics. • District staff, the principal, and teachers will continue to work with all intervention programs (Academy, literacy, and math summer schools, Homework Club and tutorial programs) to further meet the needs of students who are performing below grade level. • The reading resource and speech and language specialists, ELD teacher, principal and classroom teachers, will continue to seek additional ways to support these students. • The principal and teachers will create ways to increase parental involvement through increased communication to ensure that parents do not feel disenfranchised.
Assessment Questions MEETING THE NEEDS OF ALL STUDENTS - LOW ACHIEVING STUDENTS		
Questions About Student Achievement Data, Professional Development, and Other School Improvement Activities		
<ul style="list-style-type: none"> • What strategies and programs were used to support low achieving students? 		

