

**Sarah McGarvin Intermediate School Single Plan for Student Achievement (SPSA) for 2010-2011**

Element	Goal/Ideal	Current Data	Contributory elements	Desired outcomes to meet goals
1. Attendance / truancies	100% attendance/ minimal truancies	The 2009-2010 attendance rate data for McGarvin indicates a 98.06% attendance rate. Of the absences truancy accounted for .03%.	Policy/accountability for truancies	Address climate and culture through policies, practices and expectations
				Provide early intervention for excessive truancies
				Conduct parent/student education regarding attendance policies
2. D/F rate	All students pass classes with C or better	First quarter grading data for 2010-2011, indicates that 28% of all students have at least one D grade and 14% of all students have at least one F grade.	Parents/family members are unaware of student progress.	Increased and extensive information to parents regarding student progress
			Effective instructional strategies	Implement GRR with scaffolding and differentiation
			Self-regulatory strategies	Use engagement/self-regulatory strategies
3. Placement	Access and equity: all students are placed appropriately so that their needs are met.	Schedules, match to matrix placement	Initial matrix placement  Actual placement	Ensure that initial placement is aligned with district matrix with clear justification when not.  Ensure that changes to placement are aligned with guidelines.

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4. Academic Achievement (District Goal 1)	Goal 1 met for all students	The 09-10 CST data (ELA): Adv=39% Pro=32% B=17% BB=6% FBB=4% No Data= 2% Student population: Met - 73% Not Met - 16% Reports: Goal 1 / Value Added Opportunity Gap Proficiency Gap	The 09-10 CST data (Math): Adv=35% Pro=35% B=18% BB=7% FBB=3% No Data= 2% Student population: Met - 69% Not Met - 20% Reports: Goal 1/ Value Added Opportunity Gap Proficiency Gap	Adherence to curricular materials	Use base program, including UA components, with fidelity
		Effective instructional strategies	Implement GRR with scaffolding and differentiation		
		Regular assessment & monitoring of student progress	Use of data director, collaboration, dept. discussions		
5. English Learner Proficiency (Goal 2)	Goal 2 met for all students	<b>CELDT Data</b> Percentage meeting Goal 2: <b>09-10</b> All students 74% met Asian 81% met Hispanic 61% met <b>89-10</b> All students 82% met Asian 81% met Hispanic 84 % met		ELD support & strategies	Provide strategic ELD to All English Learners
				Content support & strategies	Provide SDAIE scaffolds for students across content classes

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Attendance/ Truancy rate	1a Discipline School wide and Classroom	All staff is expected to utilize positive classroom management and utilize the appropriate instructional strategies to encourage attendance throughout the 10-11 school year.  How: A. School culture and climate will be addressed through the updating of policies, practices, and expectations for students (in/ out) of the classroom (MBWA). B. Dr. Dembo’s motivational strategies will be reviewed and implemented as deemed appropriate. C. Continue the practice of recognition program(s) to recognize positive and encourage others to strive for their personal best (PB).	Staff meeting Agendas, Health, Safety, & Discipline Meeting (agendas/minutes). Updated classroom discipline and expectation policies and procedures.	September – June	Administrators Counselor Psychologist Specific staff	Title I	Classroom management posted  SOM Luncheon  Honor Roll  Benchmark Ribbons  On A Roll  Parent Meetings
	1b (Absences/ tardies)	Administration and support staff will utilize “TeleParent” to report absences (daily/long term) to parents. Personal phone calls and/or conferences will be conducted by support staff and administration (as appropriate).	Attendance reports – business department, daily attendance and office reports, tardy sign in log and Teleparent logs	On-going-district reports	Administration, Teachers, Support Staff, Counselor and Psychologist.	Title I	School wide tardy policy  Parent Meetings
	1c (Truancies)	The GGUSD SARB process will be faithfully implemented by school personnel throughout the 10-11 school year. -Continued partnership with: 1) Truancy Reduction Center, 2) Local law enforcement agencies, and 3) Community-based organizations to assist with truancy issues and concerns.	-Attendance reports provided by GGUSD, daily attendance reports provided by attendance clerk, Teleparent logs, SARB letters, TRC referrals, and attendance clerk documentation logs.	On-going	Administration, Counselor, Classroom Teachers, Support Staff, Psychologist, and TRC staff.	Title I	SART Contract SARB Letter  Parent Meetings
	1d	McGarvin staff will continue to utilize the GGUSD developed “Our Commitment” (Courtesy, Professionalism and Respect) to foster positive relationships with the community.	Training and workshop sessions as needed (new office personnel).	Trainings & support (follow-up) as appropriate.	Administrators	Title I	

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D/F Rate	2a	<p>Focus  <b>Parents:</b>                      Provide support and information to parents relative to their students' ongoing progress, including but not limited to:                      Teleparent, informal phone calls, Back to School Night, Open House, 10 Educational Commandments, Classroom Parent Information Boards, Parent Teacher Student Organization (PTSO), School Site Council (SSC), and English Language Learner Advisory Committee (ELAC), and School Advisory Committee (SAC).</p> <p>Parent Information Meeting for AVID and Resource Center students.                      Quarterly Progress Reports Mailed Home                      Monitoring of Below 2.0 GPA of 2.0.                      SPED - IEP Benchmark Progress Reports</p> <p>Develop and implement before and/or after school interventions for students failing classes or unable to maintain a 2.0 GPA will be offered. Teacher compensation for intervention outside of the school day will be available. Examples might include but are not limited to the following:                      *Thursday Catch Up                      *Friday Catch Up                      *Study Skills                      *Resource Center</p> <p>Update the Parent Involvement Policy and the School-Parent Compact.</p>	<p>Sign-in sheets- parent meetings                      TeleParent logs (school and teacher)</p> <p>Records – progress reports, academic contracts, and data warehouse.</p> <p>School calendar                      Student and teacher sign in sheets. Attendance lists and staff time cards                      Completed documents.</p>	Quarterly, as scheduled	Administration, Counselor, Support Staff and Teachers	Title I ELAP/ EIA General Budget	<p>Provide class time for students to review grades and set goals</p> <p>Academic Contracts</p> <p>Teleparent and Aeries Parent Portal</p> <p>Attendance records of learning labs</p> <p>Parent Meetings</p>
	2b	<p><b>Application of the Grading Task Force documents.</b> Review and updating of current grading policies, with the application the 09-10 Grading Guidelines.</p>	<p>Dept. Chair Meetings – agendas.                      Dept. and collaboration meeting minutes.</p>	Fall 2010	Administration Dept. Chairs /SSC Grading Task Force	General Funds	<p>Department grading guidelines</p> <p>Rubrics Collaboration</p>

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	2d	<p><b>Parents:</b></p> <p>Parent education opportunities will be provided to assist parents and their child(ren) with various academic and adolescent issues.</p> <p>Examples include:</p> <ul style="list-style-type: none"> <li>*Parent Conferences focused on academic support</li> <li>*Bullying / Cyber Bullying</li> <li>*Risky Behaviors</li> <li>*Internet Safety</li> <li>*Ten Educational Commandments Class</li> <li>*College Night</li> <li>* 40 Developmental Assets</li> </ul>	<p>Master calendar</p> <p>Parent attendance lists</p>	2009-10	<p>Administration</p> <p>Guidance Counselor</p> <p>School Site Council</p> <p>English Language Advisory Committee</p> <p>School Advisory Committee</p>	<p>Title I</p> <p>Genl. Budget</p> <p>ELAP/EIA</p>	<p>Anti-Bullying Assembly</p> <p>Bullying Policy</p> <p>Parent Education</p>
	2f	<p><b>Organization:</b></p> <p>Students will be provided with a planner/agenda to help organize assignments and serve as a vehicle of communication with parents.</p>	<p>Print or purchase requisition</p> <p>Agenda document</p>	August 2010	<p>Staff Administration</p> <p>Department Chairs</p>		<p>Planner/ Agenda</p>
Placement	3a	<p>The district placement matrix will be utilized for the placement of students and review of placement will take place during the beginning of each semester to ensure the correct placement of students.</p>	<p>Master Schedule</p>	<p>Aug./Sept. &amp; January/Feb.</p> <p>2010-2011</p>	<p>Administration</p> <p>Counselor</p> <p>Department Chairs</p>	<p>Title 1</p> <p>General Budgets</p>	<p>CST Scores</p> <p>Benchmark Scores</p> <p>Grades</p>

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Academic Achievement (District Goal 1)	4a	Focus: <b>Instructional Delivery</b>  The expectation is that all staff will utilize the GRR Framework (I Do, We Do, You Do) to provide effective instruction and support student learning (teacher/student/content). A. Staff will be provided opportunities to participate in multiple workshops/training focused on the Gradual Release of Responsibility (GRR). B. Schedule and provide coaching opportunities – focused on completed PD – CM, Sys ELD, TM’s, etc.	Training, coaching & collaboration logs  Meeting agendas  GRR lesson plans, formal and informal observations, curriculum based assessments.	Fall 2010  On-going support throughout the year.	Administration Department Chairs Strategy Academy Team, TOSA’s Peer Coaches	Title I Categorical Funding District-funded endeavors supporting Professional Development General Budgets	TOSA  Strategy Coaches  Attendance at PD
	4b	Focus: <b>Develop and implement a formalized process for data analysis.</b>  1) Staff will participate in formal and informal meetings to review and analyze data. 2) CST data analysis 3) Benchmark data analysis – by grade and department 4) Data analysis in the area of Math and ELA – value added 5) Identification of students ready to move to next band 6) Teaching and guiding students on how to “goal set” and track their progress (formative/summative). 7) Benchmark Analysis Protocol(s) - utilize by departments to analyze data to determine student learning gaps. 8) Develop plan(s) and implement program(s) to “fill in” gaps in student learning - appropriate interventions.	Master Calendar PD Training Coaching data – site team Co-Co Opportunities and documentation Collaboration logs Staff Agendas Lesson Plans Formal and informal observations Curriculum based assessments Student Work Substitute Requests	Fall 2009 – Fall 2010  Training with on-going support	Department Chairs  McGarvin Strategy Team  7-12 TOSA’s, Coaches and Administrators	Title I Categorical Funding  District-funded endeavors supporting Professional Development  General Budgets	Data Analysis Review protocol  Collaboration

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4c	<p>Focus : <b>Shared Leadership and Responsibility</b> Utilize the concept of “Putting It All Together” to foster and nurture a school community where leadership and responsibilities are shared equally (individual, dept. and collective contribution).</p>	<p>Master Calendar Intervention/Learning Lab Rosters and Attendance logs Collaboration Schedule</p>	<p>November 2009 and on- going through Fall 2010</p>	<p>Administration Counselor Department Chairs</p>	<p>Title I Categorical Funding</p>	<p>Site Teams  Attendance at PD</p>
4d	<p>Focus: <b>Technology</b> Items such as computers, laptops, document cameras, projection units, and other innovations deemed appropriate to support instruction will be purchased as financial resources allow. Staff will use technology and other modalities to enhance and support student engagement. Initial and/or refresher workshops/training will be conducted as requested. The following may be included: *United Streaming *Encyclopedia Britannica, *Elmo/LCD projectors *Wireless Slates</p>	<p>Purchase Requisitions Delivery paperwork Inventory list Capital Outlay PD Training Coaching documentation Collaboration logs, Staff agendas Department Meetings</p>	<p>Fall 2010 Through June 2011</p>	<p>7-12 TOSA’s, Site Peer Coaches Administration</p>	<p>Title I  Categorical Funding</p>	<p>Attendance at PD</p>
4e	<p>Focus: <b>Thinking Maps</b>  TM’s will be utilized as visual tools to support students in all curricular areas. Training pending for three staff members (January 13, 2011).</p>	<p>Training documentation Coaching plans Collaboration logs Staff meeting agendas Formal and informal observations</p>	<p>Begin - January 2009 and on-going</p>	<p>Dept. Chairs Strategy Academy Team TOSA’s Peer Coaches Administrators</p>	<p>Title I Categorical Funding  General Budgets</p>	<p>Collaboration  Strategy Coaches  Attendance at PD</p>
4f	<p>Focus : <b>Checking for Understanding (CFU)</b> A. Staff will utilize CFU strategies to facilitate student accountability during lesson delivery. CFU to include but not limited to the following: choral response, white boards, and pair/share. B. PD opportunities will be provided to all staff as appropriate.</p>	<p>Master Calendar Substitute Requests Formal/informal classroom observations Student Work</p>	<p>Fall 2009 – Fall 2010</p>	<p>Administration Strategy Coaches TOSA’s</p>	<p>Title I Categorical Funding  General Budgets</p>	<p>Strategy Coaching  Visitations</p>

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4g	<p>Focus:</p> <p><b>Recognition and Rewards:</b></p> <p>Programs such as assemblies, student luncheons, incentives, field trips, etc. will be planned to motivate scholarship and responsible citizenship.</p>	<p>Master Calendar</p> <p>Student recognition lists</p>	Fall 2010 – Fall 2011	<p>Administration</p> <p>Counselor</p> <p>Dept. Chairs</p> <p>Staff</p> <p>Psychologist</p>	<p>Title I</p> <p>Categorical Funding</p> <p>General Budgets</p>	<p>Teleparent</p> <p>Certificates</p> <p>Honor Roll</p> <p>Benchmark Achievement</p> <p>Website</p>
4h	<p>Focus:</p> <p><b>Literacy:</b></p> <p>The base program supplemental Accelerated Reader program will be utilized to encourage student reading.</p>	<p>AR Progress Charts</p> <p>Data Reports</p>	Fall 2010 – Fall 2011	<p>Staff</p> <p>Administration</p>	<p>ASB</p> <p>Title I Categorical Funding</p> <p>General Budgets</p>	
4i	<p>Focus:</p> <p><b>Personnel-Extra Duty:</b></p> <p>Categorical budgets will be utilized to fund certificated and classified personnel to support student and parent needs.</p>	<p>Personnel Requisitions</p> <p>Time cards</p>	Fall 2010 – Fall 2011	<p>Administration</p> <p>Staff</p>	<p>Title I</p> <p>Categorical Funding</p> <p>General Budgets</p>	
4j	<p>Focus:</p> <p><b>Monitoring Academic Progress: Goals and Reflections:</b></p> <p>Schoolwide focus on academic excellence to use the goal setting pages located in the agenda.</p>	<p>Student Goal Setting pages</p>	<p>Fall</p> <p>December 2010</p> <p>Spring</p> <p>March 2011</p>	<p>Administration</p> <p>Staff</p>		<p>Teacher Survey</p>

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English Learner Proficiency (Goal 2)	5a	<p>Focus: <b>English Language Proficiency</b></p> <p>Data – Staff will analyze, interpret, and use data to gather informative information on EL’s.</p> <p>Data includes: CST CELDT &amp; AMAO English Learner Subgroup Self-Assessment (ELLSA- district tool)</p> <p>English Learner-Site LT (site tool)</p> <p>Benchmark Exams Climate Surveys</p> <p>Utilize the Academic Performance Survey (instructional program, leadership training, PD, monitoring, ongoing assistance, lesson planning, fiscal support).</p> <p>Gain an understanding of EL’s in GGUSD and McGarvin. McGarvin Language Classification: EO-20% -148 EL -29% -223 FEP -51% -381</p> <p>*A-G Requirement data analysis</p> <p>*Support and services for EL’s</p> <p>*EL Training and Initiatives</p> <p>*Pacing addendums (ELD, *ELA, E and ER companions</p> <p>*Become familiar with “tools” for supporting EL’s (pacing and addendums)</p> <p>*Staff will be provided multiple opportunities (in order to accommodate individual needs) to participate in training focused on the reclassification procedures for GGUSD.</p> <p>*Staff will embed writing strategies in their content areas and provide explicit feedback to students regarding their mastery of standard English (using the district rubric).</p>	<p>Master Calendar</p> <p>PD Training</p> <p>Coaching data – site team</p> <p>Co-Co Opportunities and documentation</p> <p>Collaboration logs</p> <p>Staff Agendas</p> <p>Lesson Plans</p> <p>Formal and informal observations</p> <p>Curriculum based assessments</p> <p>Student Work</p> <p>Substitute Requests</p>	<p>Fall 2010</p> <p>On-going support throughout the year.</p>	<p>Department Chairs</p> <p>McGarvin Strategy Team</p> <p>7-12 TOSA’s, Coaches and Administrators</p>	<p>Title I Categorical Funding</p> <p>District-funded endeavors supporting Professional Development</p> <p>General Budgets</p>	<p>Writing Rubrics Posted in ALL Classrooms</p> <p>Collaboration</p> <p>EL Site Team</p> <p>Data Director Reports</p>

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	5c	Focus: <b>Data:</b> Staff will continue to use CELDT, summative/formative curriculum based assessments and Benchmark Exams to individually determine appropriate in-class support & interventions.	CELDT results Formal and informal observations, Curriculum based assessments, Collaboration mtgs./mins. Student work	2010-2011 and On-going	Department chairs, Strategy Academy Team, TOSA's, Peer Coaches and administration	Title I SLI ELAP District-funded	
	5d	Focus: <b>Constructing Meaning:</b> To facilitate English Learner student's receptive and expressive needs with respect to content in the classroom, teachers will utilize Constructing Meaning strategies.	7-12 Calendars Training, District and Site Coaching Feedback and Reflection Forms Staff/Department agendas Observations (formal and informal) Substitute Requests Master Calendar Monthly calendars	Start date -Fall 08-09 and on-going (09-10 and 10-11)	Department chairs, Strategy Academy, TOSA's, Peer Coaches and administration	Title I ELAP District-funded	

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	5e	<p>Focus:</p> <p><b>Systematic ELD:</b> Staff (as trained) will provide students with Systematic ELD instruction.</p>	<p>7-12 Calendars Training, coaching, collaboration logs and reflections, Staff/Department agendas Observations (formal and informal) Substitute Requests Master Calendar Monthly calendars</p>	<p>Start date – 08-09 School year and on-going (09-10 and 10-11)</p>	<p>Department chairs, Strategy Academy, TOSA's, Peer Coaches and administration</p>	<p>Title I ELAP District-funded</p>	
	5f	<p>Focus:</p> <p><b>Interventions and Supports:</b> Staff will analyze data Benchmark Exams, publisher embedded tests, and teacher created in order to develop and implement intervention (Learning Labs) before or after school to target specific deficiencies.</p>	<p>CELDT results Benchmark exam reports Grades Lesson plans Curriculum based assessments Collaboration mtgs./mins. Student Attendance logs Interventions Logs and Paperwork Classroom observation Student work</p>	<p>November – December 2010 January - December 2011</p>	<p>Administration Staff</p>	<p>Categorical Funding  Title I  District-funded</p>	

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AVID Site Plan	6a	<p>Focus: <b>AVID Essential - 9 Indicator - 4</b></p> <p>Students will increase academic proficiency in the core content classes.</p> <p>Action - Teachers will use department collaboration &amp; AVID site team meetings to analyze data regarding grades and academic proficiency.</p> <p>Math department personal (NSF Grant) will meet in the summer to review CST and benchmark data to identify gaps, develop common lesson plans (min. one per quarter), implement and evaluate student success.</p> <p>Tutors will be hired and utilized to support AVID goals. Tutors will be paid hourly for during the day, extended day and workshops and /or training.</p> <p>AVID site team will review and analyze 7-12 data to strengthen the transition from 7-8 to the 9-12 level (feeder – La Quinta).</p> <p>Focus: <b>AVID Essential 5 Indicator - 5</b></p> <p>Students to achieve a score of 2 or better on the district writing exam.</p> <p><b>A.</b> During quarterly collaboration between ELD, ELA and AVID teachers there will be vertical alignment on writing strategies and use of the district writing rubric. <b>B.</b> Writing rubric &amp; writing process posters will be made, posted in classrooms, and utilized by all staff to support the focus of writing across the curriculum.</p>	<p>Master Schedule</p> <p>AVID Site Team minutes</p> <p>Lesson Plans</p> <p>PD agendas &amp; attendance lists</p> <p>Benchmark scores</p> <p>Grade checks/report cards</p> <p>Transcripts</p> <p>AERIES Parent Portal use</p> <p>CST score reports</p> <p>Thursday &amp; Friday catch up attendance roster</p> <p>Collaboration minutes</p> <p>District writing scores</p> <p>Cornell Note reflections</p> <p>Summaries/Paragraphs/Essays</p> <p>Collaboration minutes</p>	<p>Fall 2010 – Fall 2011</p> <p>Summer 2010 (Math)</p> <p>Quarterly beginning in the 2010-2011 school year.</p> <p>By Spring 2011 when DWA is administered.</p>	<p>Administration</p> <p>Counselor</p> <p>AVID Coordinator &amp; Teacher</p> <p>Dept. Chairs</p> <p>Teachers</p> <p>7-12 TOSA's</p> <p>AVID site team</p> <p>ELA</p> <p>Department</p> <p>Dept. Chairs</p> <p>Administration</p>	<p>Title I</p> <p>Categorical Funding</p> <p>General Budgets</p>	<p>Collaboration</p> <p>Site Team</p> <p>Staff Meetings</p> <p>Writing Rubric Posted in all Classrooms</p> <p>Cornell Notes</p> <p>College Tutors attending PD</p>

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Math Site Team	6b	<p><b>Focus – Math/NSF Grant Cohort I</b></p> <p>The Math team and other appropriate personnel will participate in the use of base program materials utilizing the Gradual Release of Responsibility model of instructional delivery. An additional goal of the PD is to develop a professional learning community on campus.</p> <p><b>Area of Focus: Student-Centered Focus</b> <b>Goal #1: Development of Common Lessons</b></p> <p>Success Indicators Complete Summer Academy at McGarvin Completion of common lesson (1 per qtr) Improvement in teaching</p> <p>Action Steps Review and analyze data Select focus standard Select focus lesson Develop common lesson Obstacles: Time / Buy-in (consistency/sustainability) Needed Support: Release time / Access to data</p> <p><b>Goal #2: Observation of Lessons With Feedback</b></p> <p>Success Indicators Will observe at least one other teacher Teach a common lesson and provide feedback Completion of observation and feedback form</p> <p>Action Steps Create observation/feedback form Create observation schedule Create common lesson (goal1) Obstacles: Time – no prep period Needed Support: Class coverage / Release time</p>	<p>Master Calendar</p> <p>Sub Requests</p> <p>Admin. classroom visit logs</p>	<p>Fall 2010 – Fall 2011</p>	<p>TOSA’s</p> <p>Peer Coaches</p> <p>Math Department</p> <p>Administration</p>	<p>Title I</p> <p>Categorical Funding</p> <p>General Budgets</p>	<p>Review data prior to start of school and after benchmark exams.</p> <p>On track for creating common lessons through NSF Grant (specific release days).</p> <p>Observations provided through NSF Grant release (greatly appreciated).</p> <p>Next steps include: A. Using 10-11 data to determine areas of focus for the 11-12 school year. B. Creating a plan to sustain work when NSF funds cease to exist.</p>

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**Special Education  
Gap Analysis Tool**

Questions	Responses
<p><b>What is our performance goal?</b> In order for SPED student to reach A-G requirements; teachers will differentiate instructional strategies to support students in accessing the content curriculum.</p> <p><b>McGarvin’s Guiding Question:</b> Are the accommodations sufficient and effective for helping students achieve success in content courses?</p>	<p>1. Students will acquire the necessary learning strategies to learn content material. (Mastery of Standards)</p>
<p><b>Where are we now (related to the goal)?</b></p>	<p>Beginning Stages</p>
<p><b>What is the size of the gap?</b></p>	<p>1. Program Improvement – District Level 2. Minimal number of students meeting A-G requirements. 3. McGarvin: Review current data - TBA 4. Not all students are successful in classes (core four and others)</p>

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Questions	Responses
<p><b>What is causing the Gap?</b></p>	<ol style="list-style-type: none"> <li>1. Student challenges / disabilities: Not all staff are equipped to deal with the various student issues and concerns.</li> <li>2. Special Education students demonstrate a “learned helplessness” in respect to academic endeavors.</li> <li>3. Special Education students are not proportionally represented in ASB, ‘Pizza Bowl’, clubs, and ASB activities.</li> <li>4. Teacher – lack of knowledge / skill / will –regarding how to best meet student needs - TBD.</li> <li>5. Lack of consistent collaboration between Special and General Education teachers.</li> <li>6. Lack of consistent shared ownership of all students (General and Special Education).</li> <li>7. Lack of implementation of (school wide) GRR framework.</li> <li>8. Students have not acquired the necessary learning strategies to learn content material (paraphrase, note taking skills, summary, identify main idea).</li> <li>9. Students do not know how to read textbooks independently.</li> <li>10. Students do not value the academic activities they are engaged in.</li> <li>11. Students do not have goals that energize their behavior.</li> <li>12. Students do not have positive attitudes about their future lives.</li> <li>13. Students do not know how and when to seek help from others.</li> <li>14. Students do have self-doubt about succeeding in school.</li> <li>15. Students are more motivated to avoid failure than motivated to succeed.</li> <li>16. Not all teachers have common criteria for assigning grades.</li> <li>17. Not all teachers know how to maintain pacing and checking for understanding.</li> <li>18. Not all teachers are teaching students how to read textbooks and summarize power points for main ideas.</li> <li>19. Not all teachers are teaching using gradual release of instruction.</li> <li>20. Not all teachers know how to co-teach.</li> </ol>

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Questions	Responses
<p><b>What is causing the Gap? (continued)</b></p>	<ol style="list-style-type: none"> <li>21. There is not a formal procedure to communicating to content teachers the students with disabilities and how to differentiate instruction to help them succeed.</li> <li>22. Not all special education students feel part of the school.</li> <li>23. Not all special education students participate in extracurricular activities.</li> <li>24. Not all teachers have high expectation for resource students' academic success.</li> <li>25. We are not preparing parents to become better advocates for their children.</li> </ol>
<p><b>What solutions will close the gap?</b></p>	<ol style="list-style-type: none"> <li>1. Awareness level of Special Education Students' goals/accommodations in general education classes.</li> <li>2. General Education Teachers will support Special Education Students in the content areas. (Department specific)</li> <li>3. Grading Guidelines implemented.</li> <li>4. Develop and implement a formalize process for data analysis and its use to inform instruction.</li> <li>5. Focus on goal setting and possible selves.</li> <li>6. Use of GRR and 'accountable' talk.</li> </ol>

**Sarah McGarvin Intermediate School Single Plan for Student Achievement (SPSA) for 2010-2011**

Questions	Responses
<p><b>How do we measure our progress?</b></p> <p>Formative / Summative Assessments</p>	<ul style="list-style-type: none"> <li>• Grades</li> <li>• Benchmark Exams</li> <li>• Writing Prompts</li> <li>• CST / CMA / CAPA</li> <li>• CELDT</li> <li>• Chapter/Unit Test</li> </ul> <ul style="list-style-type: none"> <li>• Projects</li> <li>• Anecdotal Notes</li> <li>• IEP Goals</li> <li>• Student – Teacher Survey</li> <li>• Placement of Courses</li> </ul>

**Special Education Support Planning**

Solutions	Short-term steps	Who will be involved?	Target Timeline	Evidence of Completion	Monitoring Comments
SPED Site Team	Develop site team (SPED/Gen Ed/Admin) Attend PD training – Gap Analysis (school culture, staff, students & programs). Share process of Gap Analysis and incorporate input/feedback gleaned from school site departments. Review survey data (CHKS & site). Review District and School Site Data (CST and Benchmarks).	Admin  Staff	Fall 2010	SPED Plan  SPED Site Team Meeting Agenda/Sign-In Sheet	Monthly Meetings
Special Ed and General Ed Communication	Establish a clear path of communication between Sped and Gen. ed. teachers to ensure students’ goals are clear. Focus discussion on how classroom instruction contributes to the attainment of specified IEP goals.	Staff	Sept. 2010		
	Brief Synopsis of Special Ed Students provided to Gen Ed. teachers to assist with knowledge base of goals/accommodations and to support the differentiation of instruction.	Staff	Sept. 2010	Completed Student Synopsis Forms	Update after annual IEP. Update at the semester due to class changes.
	Special Ed Notebooks with copies of IEP’s for all staff to utilize (centrally located).	Staff	Sept. 2010	Completed Notebook	Update after annual IEP.
	Computer Training in the use of SEIS – access to IEP (goals /accommodations).	Staff	Dec. 2010	Staff meeting Agenda / Sign-In Sheet	

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D/F Rate	Monitor/review sped students receiving D/F in classes (SPED/Gen Ed).	Admin SPED Tchrs	Quarterly	Progress Reports Grades IEP Progress Reports Parent Meeting(s)	Review goals and accommodation
Referral and Placement	Overview for all staff on the process used for referral, testing, and placement of Sped students.  In order to facilitate special education students' preparation for completion of High School and the A-G requirements all students meeting the criteria will be placed in regular education classes as appropriate..	SPED Team 7-12 TOSA personnel Jason Shabet and Sped personnel Administration	2010-2011	Master Schedule Monthly Calendars Substitute Requests Progress Reports Grades IEP Progress Reports Parent Meeting(s)	Resource Training SPED Site Team SPED Plan  Brief Synopsis of Goals for SPED students given to GENED teachers
Curriculum and Instruction	Focus: <b>Instructional Strategies</b> Faithful implementation and replication of GGUSD Board adopted curriculum (Teacher Manuals, Pacing Guides) Thinking Maps / Graphic Organizers Cornell Notes Constructing Meaning / Sentence Frames GRR Framework: Teachers will plan and implement all components of the Gradual Release of Responsibility framework for classroom instruction. CFU – Teachers will implement the checking for understanding and support active student engagement during lessons (i.e. use of equity sticks, thumbs up/thumbs down). Teachers will clearly state and post lesson objectives each day.	SPED Team 7-12 TOSA personnel Jason Shabet and Sped personnel Administration	2010-2011	PD Attendance Master Schedule Monthly Calendars Substitute Requests	Thinking Maps Training-PD Curriculum Training –PD BTSA – GRR Training GRR Framework-Site PD (3) SPED Site Team SPED Plan GRR Lesson Plans

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Curriculum and Instruction	<p>Focus: <b>Resource Center</b> The Resource Center class is included in the master schedule to support the endeavor of delivering specialized instruction to identified special education students meeting the criteria (A-G potential student according to testing data). The teacher will attend quarterly training and faithfully implement curriculum as prescribed. As funds permit, a Resource Center tutor will be hired and will participate in professional development to support the intent of the program.</p> <p>Focus: <b>Gateways</b> The Gateway class is included in the master schedule to support students who qualify based on testing data. Teachers will attend quarterly training and faithfully implement curriculum as prescribed.</p> <p>Focus: <b>Inclusion</b> Special education and general education staff will be provided opportunities to attend professional development focused on the practice of inclusion.</p>	SPED Gen Ed	2010-2011	PD Attendance Master Schedule Monthly Calendars Substitute Requests	Resource Training-PD Gateways Training-PD Inclusion Training-PD SPED Site Team SPED Plan GRR Framework GRR Lesson Plans