



## Gerber Union Elementary School

23014 Chard Ave.  
Gerber, CA 96035-9708

Plan Period: 4/20/2015 - 6/30/2016

**Contact:**  
**Jenny Marr**  
**Principal**  
**530-385-1041**  
**[jmarr@gerberschool.org](mailto:jmarr@gerberschool.org)**



## EXECUTIVE SUMMARY

### **About This School**

An Executive Summary of the school containing the Mission Statement, summary of school site demographics and unique characteristics as well as highlights of the school site's unique academic characteristics and accomplishments.

### **Areas of Analysis**

This section provides a summary of key indicators of student achievement including an analysis of student performance data, instructional programs, curriculum, and staff development.

#### **Analyze Student Performance**

#### **Analyze Educational Practices**

#### **Analyze Instructional Programs**

### **Education Improvement Goals**

School goals are based upon an analysis and synthesis of verifiable state data, local measures of student achievement, and the effectiveness of current instructional programs, curriculum, and staff development.

#### **Multi-Tiered System of Supports**

##### **Response to Intervention (RTI)**

#### **Common Core State Standards**

##### **Common Core State Standards**

#### **Increase Student Achievement**

##### **All Students**

##### **English Learners**

#### **Increase Student and Parent Engagement**

##### **Engagement**

##### **Parental Involvement**

#### **Technology**

##### **Increase Technology**

### **Plan Budget**

### **Committees**

### **Approvals and Assurances**



## ABOUT THIS SCHOOL

The mission of Gerber Elementary School and Gerber Community Day School is to team with families to create a college-oriented culture where students are safe, respected, and empowered to contribute in a global community. Our vision statement is "Inspiring students to work hard and dream big".

It is our belief that knowledge is power and that our students will have greater opportunities in life if they attend college or have a post-secondary education. Our number one priority is to prepare our students for their future. We cement our daily work in college and career readiness. During the 2012-2013 school year we began transitioning to the Common Core standards and Smarter Balanced assessments. We also became part of and embraced the No Excuses University (NEU) network that is built around six systems that lead to student success. The six systems are: creating a culture of universal achievement, collaboration, standards alignment, assessment, data management, and interventions. During the 2013-2014 school year, we continued our transition to the Common Core standards and Smarter Balanced assessments. We continue our commitment to building on the six systems of NEU while portraying powerful college symbolism on our campus. Here are some of the ways we have created a school culture that engages students to think about their future and set goals: each classroom has adopted a university to represent and some have partnered with mentors from their university; we learn college vocabulary terms and visit local colleges; university flags hang proudly in our classrooms and main hallway; some teachers have painted the outside of their doors with their college logo; finally, staff and student's wear NEU shirts on Mondays, college shirts on Wednesdays and school colors on Fridays to show our Gerber NEU Pride.

The school uses a variety of methods to evaluate the effectiveness of its overall program each year. All segments of the school community participate in the evaluation process and results are communicated to all stakeholders of the school community in a variety of ways beyond the School Accountability Report Card and student report cards.

Gerber Union Elementary School and Gerber Community Day School serve approximately 400 students in grades TK-8. Gerber Community Day School serves students in grades 4-8 and can have up to 12 students enrolled. A state funded Pre-School is located on campus which feeds into the Gerber School population.

Gerber School District is characterized as a rural unincorporated area of approximately 70 square miles in the center of Tehama County. Gerber is one of 12 school districts within the county and feeds into the Red Bluff High School District.

The school enrollment has declined over the last several years, but has stayed steady during the 2014-2015 school year at approximately 400 students. The number of limited or non-English speaking students at Gerber School has grown at a faster pace than the general population. During the 2013-2014 school year approximately 88% of the student body qualified for free or reduced priced lunches.



## AREAS OF ANALYSIS

### Analyze Student Performance

---

#### Student Performance

##### **Conclusions from Student Performance Data Analysis**

2013-2014 Local Benchmark Assessment Results

STAR Reading Proficiency Rate

Grade 2: 23%

Grade 3: 42%

Grade 4: 39%

Grade 5: 33%

Grade 6: 40%

Grade 7: 39%

Grade 8: 19%

STAR Math Proficiency Rate:

Grade 2: 51%

Grade 3: 65%

Grade 4: 71%

Grade 5: 38%

Grade 6: 53%

Grade 7: 66%

Grade 8: 58%

Annual Measurable Achievement Objectives (AMAO) - Title III

AMAO 1- Percentage of ELs making annual progress in learning English

-Number of 2013-2014 CELDT takers: 169

-Percentage meeting AMAO 1 in LEA: 62.7%

-2013-2014 Growth Target: 59%

-Met Target for AMAO: Yes

AMAO 2-Percentage of ELs attaining the English proficiency level on the CELDT

-Less than 5 Years Cohort: 116 students

-Percentage attaining English proficient level: 35.9%

-2013-2014 Target: 22.8%

-Cohort Met Target: Yes

-5 Years or More Cohort: 79

-Percentage attaining English proficient level: 72.2%

-2013-2014 Target: 49%

-Cohort Met Target: Yes

-Met Targets for AMAO 2: Yes

AMAO 3-Adequate Yearly Progress for EL Student Group at the LEA Level

-English Language Arts and Mathematics

-Met Participation Rate: Yes

-Met percent proficient or above for English Learner student group: No

-Met Targets for AMAO 3: No

##### **Conclusions from Parent, Teacher and Student Input**

It is the conclusion from School Site Council (SSC), parent/teacher advisory committee, that our district is making progress towards implementing the common core state standards at all grade levels. Our local benchmark data indicate that students are making growth towards proficiency in ELA and Math. Our Title III data indicate that we are also meeting 2 out of 3 of our AMAO targets, which indicates progress for our English learner subgroup. We continue to believe that our number one priority needs to be full implementation of the common core state standards, preparing our students for the CAASPP, and exposing all students to 21st Century Learning. We believe in educating the whole child and strongly advocate for building students' social and emotional well being. We believe in supporting all learners through our Multi-Tiered System of Supports which include Response to Intervention and English Language Development



models of instruction and intervention. We have very low parental involvement at Gerber School. We have made it a priority to focus on increasing parental involvement. We believe that if we increase parental involvement, student achievement will rise. Our new goals will focus on student achievement, student/parent engagement and school culture, parent involvement, and interventions.

The new plan designates resources that will support professional development for staff, new curriculum and technology for students, as well as increased instructional minutes and support resources. Extended learning opportunities will allow more targeted support for our English learners, socioeconomically disadvantaged, and our students with disabilities. Our referrals to special education, counseling, and mental health services have risen over the years. Our resources have been limited due to financial constraints. The new plan allocates more resources to support students' social and emotional needs by providing more counseling time, supporting an engaging school culture, and offering parent outreach opportunities.



## Analyze Educational Practices

### Educational Practices

#### **Alignment of curriculum, instruction and materials to content and performance standards**

To increase student achievement in ELA and Math the district will implement the common core state standards and monitor student growth through our local benchmark and progress monitoring assessments as well as utilize online resources that prepare students for the CAASPP and other state related assessments. 100% of teachers and administrators will receive professional development on new curriculum adoptions and common core. The CCSS will be implemented in each classroom by the classroom teacher. The district will purchase technology and hire a technology teacher to support implementation of the CCSS TK-8 and CAASPP 3-8. The district may seek assistance from Tehama County Department of Education's Educational Support Services Department, attend Leadership Matters Symposiums, and participate in structured collaboration opportunities with colleagues and other staff members from around the county.

All teachers use state and board adopted California textbooks and materials across all subject areas. The California Common Core State Standards serve as the basis for our curriculum. The standards are posted online and can be found at [www.cde.ca.gov](http://www.cde.ca.gov).

Typically, English-Language Arts instruction is taught for 2.5 hours in grades TK-3, and 2.0 hours in grades 4-8. The District employs a full-time Response to Intervention (RTI) certificated teacher and three paraprofessionals to work with targeted at risk students including English learners, students with disabilities, and socioeconomically disadvantaged students in grades TK-8. Schedules have been modified to reflect push-in and pull-out services from the RTI staff, Resource teacher, ELD teacher, and instructional aides. Staff base all decisions on locally measured benchmark and progress monitoring data.

Gerber School provides a program of assessment and instruction for students determined to be eligible for special programs and for whom Individualized Education Programs (IEPs) or 504 Plans have been developed.

\* When appropriate, students with mild to moderate disabilities participate in the district-adopted standards-based curriculum and assessments with accommodations and/or modifications as specified on their IEP or 504 Plan.

\* Gerber Elementary School does not have a program that accommodates students with moderate to severe disabilities. Students that reside in the Gerber Elementary School District of residency and have moderate to severe disabilities typically enroll in a program through the Tehama County Department of Education.

General education students may be included in small group instruction with students who have IEPs provided that all identified students with IEPs are appropriately served.

When general education students are included in small groups with special education students, the mixed instruction may include:

- \* Core or intervention curriculum
- \* Instruction that will supplement specific learning needs

#### **Availability of standards-based instructional materials appropriate to all student groups**

English Language Arts (ELA)/English Language Development(ELD):

The Gerber Elementary School District has adopted the Common Core State Standards (CCSS) for English Language Arts. The district will implement the CCSS over the next several years. The CCSS provide all students with a rigorous academic program that prepares them for 21st Century Learning, post-secondary education, and careers.

The district has implemented the Houghton Mifflin Harcourt Medallions (HMR Medallions/ELD) Reading Program (K-5) and the Holt, Rinehart & Winston Reading Program (6-8). In addition as part of our ELD program, the district has implemented Houghton Mifflin 60 (HM60) and National Geographic with Hampton Brown (Insides). Insides is a state adopted intervention program and is used as Core/ELD/Intervention with students in grades 4-8. As we transition to full implementation of the CCSS, teachers will supplement with common core curriculum such as Engage NY and other online resources.

The district has a Transitional Kindergarten (TK) program and has adopted the Houghton Mifflin Splash! program that incorporates all core subject areas and aligns to kindergarten common core standards.

**English Language Development (ELD):**

K-6 HM60

4-8 Insides

K-8 Imagine Learning

The district will implement the CCSS ELA/ELD standards TK-8. Teaching and resource staff currently use state adopted curriculum materials from several different companies. ELD instruction is provided in the classroom by certificated teachers, and supplemented by a certificated ELD teacher, RTI teacher, and paraeducators.

**Math:**

The Gerber School District has adopted the CCSS for math grades TK-8. The district has adopted Early Learning Math (ELM) for kindergarten, My Math by MacMillan/McGraw-Hill for students in grades 1-5, and CPM for grades 6-8. Math is supplemented by Accelerated Math, Reflex Math, Math Facts and other various software programs.

**History/Social Science:**

The district will integrate history across the content areas with a strong focus on common core. The district has adopted Scott Foresman for all students in grades K-3, Harcourt Brace for grades 4-5 and Holt, Rinehart & Winston for grades 6-8.

**Science:**

The District currently has adopted MacMillan/McGraw-Hill for grades K-6 and CPO for grades 7-8. To prepare students for the rigorous CCSS, CAASPP, and 21st Century Learning, the district will be incorporating STEM into the curriculum TK-8 during the 2014-2015 school year. The district hired a full time technology teacher to support teachers and students.

**Visual and Performing Arts:**

Currently, the district supports graphic and other media arts as integrated elements of our core curriculum. In 2006-2007 Gerber purchased the Arts Attack arts program. Examples of student artwork are displayed throughout the school year in their respective classrooms, hallways, library, and cafeteria. The artwork can also be viewed during Open House. Gerber School owns a kiln and students have the opportunity to acquire ceramic skills.

**Physical Education:**

The P.E. program emphasizes age-appropriate motor skill improvement and physical activities as major goals for all students. Various curricular materials are used by individual teachers, including S'cool Moves, a motor-skill developmental program for grades K-6. In 2007 the school built a new track to enhance the physical education programs. In 2009 the school replaced both kindergarten and elementary play structures including the addition of PAR equipment.

All physical education classes are conducted in the coeducational, inclusive manner prescribed by law. All students have equal access to all physical education courses. All students receive physical education instruction for a minimum of 200 minutes each 10 school days exclusive of recesses and the lunch period. (Title IX, 106.33,106.34; 5CCR 4930, 4931, 4940; EC 51210 (g), EC 51222, EC51223)

The district offers various sports program opportunities for students that qualify in grades 6-8. Sports offered at Gerber School are volleyball, soccer, basketball, and softball.

The Royal King Dance production came to Gerber School during the 2014-2015 year. This is a two week physically intense dance program that has a strong focus on discipline and promotes student engagement. As funding permits, we will continue to bring Royal King to Gerber for two weeks every year.

**Alignment of staff development to standards, assessed student performance and professional needs**

Professional development is based on school needs and student achievement. The primary focus of professional development will be continued training to implement the Common Core State Standards (CCSS), ELD, RTI, increase parent/student engagement, and school culture. Professional development also includes strengthening subject-matter expertise, classroom management, and positive student behavior modifications.

All teachers are encouraged to take advantage of professional development opportunities at the district, county, and regional levels. Opportunities for collaborative conversations are provided at staff meetings for teachers to share what they have learned from their professional development. Cluster group meetings are held regularly to support



collaboration between grade level groups. The district maintains 10 minimum days to provide additional time for teacher collaboration and professional development. New teachers have the opportunity to participate in the Beginning Teachers Support and Assessment Program (BTSA).

For professional development opportunities, the district will seek assistance from Tehama County Department of Education's Educational Support Services Department; attend Leadership Matters Symposium around literacy, 21st century learning, and formative assessment; and participate in structured collaboration opportunities with colleagues and other staff members from around the county. The district will also support sending representatives to the Rachel's Challenge Summit and NEU Convention. The Rachel's Challenge Summit will focus on student engagement, the NEU conference will focus on school culture and student achievement.

### **Services provided by the regular program to enable under-performing students to meet standard**

Gerber School has a Multi-Tiered System of Supports (MTSS) that incorporates academic and behavior interventions through RTI. Within the RTI model, students are tested using local benchmark assessments and ranked into one of four Tiers of intervention. If students rank at the Tier 1 level it is assumed that the student is either meeting proficiency levels in the tested subject area or on-track to meet proficiency levels by the end of the year. If students rank at the Tier 2 level it is assumed that they are behind grade level proficiency standards in the identified subject area. These students receive targeted support through RTI during a block of time each day, typically 30-45 minutes per day. If students rank at the Tier 3 level it is assumed that the student is significantly behind grade level proficiency standards in the identified subject area. The level of intensity for intervention increases by reducing the adult to student ratio. These Tier 3 students should be receiving between 30-45 minutes of direct instruction targeted to a specific area of need. Students with an IEP or 504 plan are considered Tier 4 in the RTI model and receive targeted instruction at their identified level either through time in the resource room and/or through blended services with Tier 1-3 students. The Resource Teacher (RSP) works collaboratively with classroom teachers and support staff to ensure students with IEP and 504 plans are receiving appropriate services and making adequate growth. The RTI program is a blended model of support for at risk students that consists of classroom teachers and support staff working together to provide services and interventions to all students. The support staff includes: full-time RSP, ELD and RTI teachers; 3 instructional RTI aides; 2 RSP instructional aides; in addition, we employ 3 kindergarten aides. The district has many intervention programs to help support all students. Intervention programs include but are not limited to: SIPPS, Reading Mastery, Insides, Lexia, Accelerated Math, Reflex Math, Math Facts, Imagine Learning, and various other software programs and curriculum. During RTI time, students are grouped based on individual needs for up to 45 minutes per day. English learners that are the most at risk are grouped for ELD for up to 45 minutes a day. Student grouping is flexible, individualized, and supplements students' needs based on on-going assessment data. Students with an IEP or a 504 plan have equal access to the state adopted curriculum provided for all students and programs supplement the regular instructional program in the least restrictive environment (LRE).

### **Services provided by categorical funds to enable under-performing students to meet standards**

Multi-Tiered System of Supports (MTSS)  
 Response to Intervention (RTI) Model  
 Full-time RSP teacher  
 Full-time ELD teacher  
 Full-time RTI teacher  
 3 RTI instructional aides  
 Modified and supplemental curriculum  
 .2 counselor/psychologist (14-15)--budgeted full-time for the 2015-2016 school year  
 Technology teacher

### **Use of the state and local assessments to modify instruction and improve student achievement**

State Assessments: CAASPP (2014-2015), CELDT, Physical Fitness Test

Local Assessments: Renaissance STAR Reading, Math, and Early Literacy assessments; primary grade level benchmark assessments which include but are not limited to: letter and sound recognition, sight words, BPST, comprehension, fluency, vocabulary; other local assessments include but are not limited to: SIPPS; Reading Mastery; Insides, and classroom grades.

Students receive progress monitoring assessments ranging from once per week to monthly depending on which RTI Tier they are performing in. Teachers use an assortment of assessments, but specific progress monitoring and benchmark



assessments are done with STAR Reading, STAR Math, and STAR Early Literacy. Teachers meet regularly throughout the school year to evaluate assessment results, identify student growth or weakness, and plan interventions.

### **Number and percentage of teachers in academic areas experiencing low student performance**

100% of the teachers have low performing students in the their class. It is the goal of Gerber School to create classes that are balanced both academically and behaviorally.

### **Family, school, district and community resources available to assist these students**

Resources available to low performing students are: highly qualified classroom teachers, leveled grouping, Student Success Teams (SST), RTI, Resource Specialist, Title I resources, school library, counselor, psychologist, speech therapist, SERRF, ELD teacher, classroom paraprofessionals, State Preschool, outreach opportunities with First 5, Nurturing Heart parenting classes, county and mental health services.

### **School, district and community barriers to improvements in student achievement**

Characteristics of the Gerber Union Elementary School that contribute to low student performance include:

Student demographics. Gerber is a school-wide Title I school where approximately 86% of students are socioeconomically disadvantaged, 65% of students are Hispanic/Latino and approximately 50% of our Hispanic/Latino population are English learners. Many parents/guardians lack the language and skills necessary to help their child with schoolwork.

Gerber School is located in a rural setting several miles away from any urban setting and beyond walking or safe biking distance from school. Many families have only one vehicle and the working parent needs the vehicle for work.

### **Limitations of the current program to enable under performing student to meet standards**

The district needs more time to implement the CCSS and prepare students for the CAASPP. The district will continue to implement the CCSS and take measures towards preparing students for the CAASPP.



## Analyze Instructional Programs

---

### Instructional Programs

#### **Conclusions from Analysis of Instructional Programs**

Data from state and local assessments was reviewed by the SSC committee. It is clear that Gerber School has a high percentage of students that are at-risk, English Learners (EL), and have high social and emotional needs. We believe that we have many programs in place to support at-risk and EL students such as RTI and ELD. We recommend that the district continue to fund an ELD and RTI teacher and build our RTI program with more quality intervention materials and assessments that align to the CCSS. We believe that resources should be allocated that support common core implementation across subject matter and grade levels; such as, professional development for staff, new curriculum for students, as well as increased support services for academic and social/emotional needs. These efforts target improvements to our Universal Instruction (Tier 1) as well as efforts to improve our intervention services (Tier 2 & 3) and special education services (Tier 4). We strongly believe in teaching to the whole child, therefore, we recommend that the district continue to support students' social/emotional and mental needs by hiring a full-time psychologist, maintaining a positive discipline approach, and supporting efforts to increase student and parent engagement and school connectedness.



## SCHOOL GOALS FOR IMPROVING STUDENT ACHIEVEMENT

### Multi-Tiered System of Supports

#### Response to Intervention (RTI)

The district will provide targeted interventions to students who are performing in the Tier 2 and Tier 3 range according to our local measures. The district will purchase supplemental materials and software to use as interventions for at-risk students, examples include Reading Mastery, Inside, SIPPS, Imagine Learning and Lexia. Support staff will be allocated to assist in the RTI model of support. The district will provide professional development for supplemental programs and monitor progress through local assessments.

### Common Core State Standards

#### Common Core State Standards

By the year 2017, Gerber Elementary School District will fully implement the CCSS TK-8. All students will be provided with a rigorous academic program that prepares them for post-secondary education and careers and that targets their individual needs. Resources will be allocated based on students' academic, social/emotional and mental needs.

### Increase Student Achievement

#### All Students

By June 2017, the percentage of students attaining proficiency in Reading/Language Arts and math will increase by 5% per year, as measured by Gerber Elementary School District's local assessment and/or benchmarks, in order to move toward state defined expectations for proficiency in Reading/Language Arts.

#### English Learners

To increase English language proficiency for our second language learners the district will implement the common core ELD/ELA state standards. The district will hire an ELD teacher and incorporate EL support through our RTI program. The district may seek assistance from Tehama County Department of Education for professional development opportunities in building our general education teachers' capacity to develop lessons that reflect the integrated ELD concept and our ELD teacher's capacity to develop lessons that reflect the designated ELD concept (ELD trainings by Tehama County Department of Education curriculum consultants and Kate Kinsella's training on academic language through the county's Leadership Matter Symposium). The district will purchase additional ELD curriculum such as Inside, Imagine Learning licenses, and HM60 to engage students and increase the quality of language development instruction provided to English Learners. These programs provide targeted support for our at risk and EL students. Student progress will be monitored through local benchmark and progress monitoring assessments as well as state reports such as the CELDT. The ELD program will be modified to fit individual student needs. Our ELD teacher will act as the district's ELD coordinator and will oversee the ELD program. The ELD coordinator will work directly with administration. Administration will analyze program needs yearly and report state results to SSC and post links on the website.

### Increase Student and Parent Engagement

#### Engagement

GUESD will maintain a safe, positive school culture that supports student and parent engagement and provides student and parent support academically, socially and emotionally. Build a positive behavior support system (Nurtured Heart) that teaches anti-bullying strategies and resiliency awareness. Use Rusty May (anti-bullying message) daily for all students TK-8. As funding permits, provide age appropriate Rachel's Challenge assemblies for students and community members.



## **Parental Involvement**

---

The district's goal is to increase the attendance rate at Back to School Night and NEU Parent Forums by at least 5% each year with a goal of 70% overall parent/guardian attendance rate. The parent attendance rate for the 2014-2015 school year was 46%. The Gerber Elementary School District will promote the involvement of parents and community members in the education of all students. School will improve and increase parent outreach strategies each year as measured by attendance at Back to School Night and Title 1/Parent Forums.

## Technology

---

### **Increase Technology**

---

The district will hire a full time technology teacher to support teachers as they implement the CCSS, prepare students for the CAASPP, and create 21st Century Learning opportunities. The technology teacher will teach students STEM related lessons and act as the district Technology Coordinator and liaison between county tech services.



## PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

### Multi-Tiered System of Supports

#### Goal: Response to Intervention (RTI)

##### ISSUE STATEMENT

The district will use the Response to Interventions (RTI) model school-wide TK-8 to provide interventions for at-risk students. RTI is the practice of providing high-quality instruction and interventions matched to student need. Student progress is monitored frequently using local benchmark assessments and instructional decisions are made based on results.

##### GOAL OBJECTIVE

The district will provide targeted interventions to students who are performing in the Tier 2 and Tier 3 range according to our local measures. The district will purchase supplemental materials and software to use as interventions for at-risk students, examples include Reading Mastery, Inside, SIPPS, Imagine Learning and Lexia. Support staff will be allocated to assist in the RTI model of support. The district will provide professional development for supplemental programs and monitor progress through local assessments.

##### STUDENT GROUPS PARTICIPATING IN THIS GOAL

All students that are failing to meet proficiency level standards will participate in RTI.

##### PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

The percentage of students attaining proficiency in Reading/Language Arts and math will increase by 5% as measured by Gerber Elementary School District's local assessment and/or benchmarks, in order to move toward state defined expectations for proficiency in Reading/Language Arts and math.

##### MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

The district will use state and local accountability measures to evaluate our progress toward meeting our growth target of 5%. Teachers will evaluate benchmark and progress monitoring assessments and have collaborative conversations during staff meetings to determine if students are making adequate progress. Modifications to interventions shall be determined by the teachers and other support staff including but not limited to the RTI, ELD, and RSP teachers.

##### GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

State and local benchmark and progress monitoring assessments.



## Common Core State Standards

### Goal: Common Core State Standards

#### ISSUE STATEMENT

To prepare students for college and careers and to increase student achievement in ELA and Math the district will implement the common core state standards and monitor student growth through our local benchmark and progress monitoring assessments. 100% of teachers and administrators will receive professional development on new curriculum adoptions and common core. This will improve student achievement because the staff will be more skilled and prepared to deliver the content. The CCSS will be implemented in each classroom by the classroom teacher. The district will purchase technology and hire a technology teacher to support implementation of the CCSS TK-8. The district may seek assistance from Tehama County Department of Education's Educational Support Services Department; attend Leadership Matters Symposium around literacy, 21st century learning, and formative assessments; and participate in structured collaboration opportunities with colleagues and other staff members from around the county.

#### GOAL OBJECTIVE

By the year 2017, Gerber Elementary School District will fully implement the CCSS TK-8. All students will be provided with a rigorous academic program that prepares them for post-secondary education and careers and that targets their individual needs. Resources will be allocated based on students' academic, social/emotional and mental needs.

#### STUDENT GROUPS PARTICIPATING IN THIS GOAL

All students will have access to common core state standards.

#### PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

By June 2017, all classrooms will fully implement the common core standards across all subjects.

#### MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

Administrators will monitor implementation through classroom walkthroughs and observations.

#### GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

School-wide data from state and local assessments.

#### Strategies

##### **Gradual Release of Responsibility**

The district intends on implementing the Gradual Release of Responsibility (GRR) model school-wide during the 2014-2015 school year. This model of delivery will act as a guideline for implementation of the common core state standards (ELA, ELD, Math, and Science). The district will seek assistance from Tehama County Department of Education for professional development opportunities. The Administration will assist teachers as they implement GRR. Teachers will be offered release time to observe each other and act as non-evaluative peer coaches. Staff meeting time will be used for collaboration and planning around GRR and CCSS. Administration will monitor collaboration time and CCSS implementation through classroom walkthroughs and observations.



## Increase Student Achievement

### Goal: All Students

---

#### **ISSUE STATEMENT**

To increase student achievement in ELA and Math the district will implement the common core state standards and monitor student growth through our local benchmark and progress monitoring assessments as well as utilize online resources that prepare students for the CAASPP and other state related assessments. 100% of teachers and administrators will receive professional development on new curriculum adoptions and common core. This will improve student achievement because the staff will be more skilled and prepared to deliver the content. The CCSS will be implemented in each classroom by the classroom teacher. The district will purchase technology and hire a technology teacher to support implementation of the CCSS TK-8 and transition to the CAASPP 3-8.

#### **GOAL OBJECTIVE**

By June 2017, the percentage of students attaining proficiency in Reading/Language Arts and math will increase by 5% per year, as measured by Gerber Elementary School District's local assessment and/or benchmarks, in order to move toward state defined expectations for proficiency in Reading/Language Arts.

#### **STUDENT GROUPS PARTICIPATING IN THIS GOAL**

All students TK-8

#### **PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS**

All students are expected to show growth according to our local benchmark assessments. Our target is to increase the percentage of students attaining proficiency in ELA and math by 5%.

#### **MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL**

Teachers, administration and support staff will determine progress by analyzing local data. Teachers and support staff will have collaborative conversations regarding the data to determine appropriate instructional decisions.

#### **GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS**

Local benchmark assessments such as STAR reading, math and early literacy.

**Goal: English Learners****ISSUE STATEMENT**

The Gerber Elementary School District has a high percentage of students that are Hispanic and English learners (EL). To accommodate the unique needs of our EL subgroup, the district provides many resources for support as they learn a second language parallel to the rigorous common core state standards. English Language Development (ELD) is embedded throughout the core curriculum and is also supplemented for some at-risk students that are identified as needing extra support.

**GOAL OBJECTIVE**

To increase English language proficiency for our second language learners the district will implement the common core ELD/ELA state standards. The district will hire an ELD teacher and incorporate EL support through our RTI program. The district may seek assistance from Tehama County Department of Education for professional development opportunities in building our general education teachers' capacity to develop lessons that reflect the integrated ELD concept and our ELD teacher's capacity to develop lessons that reflect the designated ELD concept (ELD trainings by Tehama County Department of Education curriculum consultants and Kate Kinsella's training on academic language through the county's Leadership Matter Symposium). The district will purchase additional ELD curriculum such as Inside, Imagine Learning licenses, and HM60 to engage students and increase the quality of language development instruction provided to English Learners. These programs provide targeted support for our at risk and EL students. Student progress will be monitored through local benchmark and progress monitoring assessments as well as state reports such as the CELDT. The ELD program will be modified to fit individual student needs. Our ELD teacher will act as the district's ELD coordinator and will oversee the ELD program. The ELD coordinator will work directly with administration. Administration will analyze program needs yearly and report state results to SSC and post links on the website.

**STUDENT GROUPS PARTICIPATING IN THIS GOAL**

All English Learners in the district.

**PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS**

The percentage of English learners (EL) attaining growth in language proficiency, as measured by the CELDT, will increase by one level each year between kindergarten and sixth grade, in order to move toward state-defined expectations for proficiency in English Language Development (ELD).

**MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL**

Teachers, ELD teacher, administration and resource staff determine progress by analyzing state and local data. Teachers and support staff have collaborative conversations regarding the data to determine appropriate instructional decisions. Data includes but is not limited to:

- a. CELDT scores
- b. State assessments
- c. Local benchmark assessments such as STAR reading, math and early literacy
- d. Other local benchmark assessments such as Inside, Imagine Learning, and HM60

**GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS**

1. CELDT scores
2. State assessment results
3. Local benchmark assessment results
4. Other local assessment results



## Increase Student and Parent Engagement

### Goal: Engagement

---

#### ISSUE STATEMENT

The Gerber Elementary School District believes in teaching the whole child not just the mind of a child. We believe that supporting students' social and emotional development will foster a sense of pride and self worth, which will result in higher academic achievement. We believe that school culture plays a key factor to student engagement and that the school culture should reflect our mission and inspire student learning and future goal setting. To improve school culture and increase student achievement, Gerber School is a proud member of the No Excuses University network and in 2014-2015 brought Rachel's Challenge to our campus.

#### GOAL OBJECTIVE

GUESD will maintain a safe, positive school culture that supports student and parent engagement and provides student and parent support academically, socially and emotionally. Build a positive behavior support system (Nurtured Heart) that teaches anti-bullying strategies and resiliency awareness. Use Rusty May (anti-bullying message) daily for all students TK-8. As funding permits, provide age appropriate Rachel's Challenge assemblies for students and community members.

#### GROUPS PARTICIPATING IN THIS GOAL

All staff and students.

#### PERFORMANCE GAINS EXPECTED FOR THESE GROUPS

More students will receive services to support their social and emotional needs. Increased staff awareness on how to meet the social and emotional needs of students. Less discipline referrals and better attendance rates.

#### MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

Administrators, advisory committees, and the board will review surveys and make recommendations based on results. Administration will review discipline and attendance rates regularly.

#### DATA NEEDED TO MEASURE ACADEMIC GAINS:

Healthy Kids Survey  
Parent Survey  
Discipline and attendance rates

**Goal: Parental Involvement**

---

**ISSUE STATEMENT**

The district believes that student achievement will increase if parents and schools partner with each other. The district will provide many opportunities for parents to get involved and help support their children. The district will communicate these opportunities in various methods such as written correspondences, parent notification system, and the website. The district will communicate classroom and school expectations at Back to School Night and Title 1/NEU Parent Forums. The district encourages parental involvement in advisory committees such as SSC and ELAC/DELAC. The district also encourages parents to get involved in other ways such as volunteering in the classroom, at school, at school events, and with the Parent Club. The district may partner with outside agencies to offer parent/family support. The district will periodically provide outreach opportunities such as PIQUE (if sponsored by a college organization), CCSS Nights, movie nights and community events such as the Halloween Carnival to encourage parents to come on campus and develop a relationship that will foster an educational partnership focused on improving student achievement. The district will provide whisper microphones at the Title 1/NEU Parent Forums to translate for our Spanish speaking families.

**GOAL OBJECTIVE**

The district's goal is to increase the attendance rate at Back to School Night and NEU Parent Forums by at least 5% each year with a goal of 70% overall parent/guardian attendance rate. The parent attendance rate for the 2014-2015 school year was 46%. The Gerber Elementary School District will promote the involvement of parents and community members in the education of all students. School will improve and increase parent outreach strategies each year as measured by attendance at Back to School Night and Title 1/Parent Forums.

**GROUPS PARTICIPATING IN THIS GOAL**

Staff and parents

**PERFORMANCE GAINS EXPECTED FOR THESE GROUPS**

5% increase to parent attendance rates at Back to School Night and Title 1/NEU Parent Forum

**MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL**

Administrator, advisory committees, and the board will review Back to School Night and Title 1/NEU Parent Forum attendance rates.

**DATA NEEDED TO MEASURE ACADEMIC GAINS:**

Back to School Night and Title 1/NEU Parent Forum attendance rates



## Technology

### **Goal: Increase Technology**

---

#### **ISSUE STATEMENT**

In order to provide 21st Century Learning opportunities, implement the CCSS, and prepare students for the CAASPP, a more rigorous technology plan that offers more support is necessary. The district has allocated resources to purchase new technology, hire a technology teacher, and update the Technology Plan.

#### **GOAL OBJECTIVE**

The district will hire a full time technology teacher to support teachers as they implement the CCSS, prepare students for the CAASPP, and create 21st Century Learning opportunities. The technology teacher will teach students STEM related lessons and act as the district Technology Coordinator and liaison between county tech services.

#### **GROUPS PARTICIPATING IN THIS GOAL**

All students and staff.

#### **PERFORMANCE GAINS EXPECTED FOR THESE GROUPS**

Increased technical awareness and skill. Students will receive more hands on use of technology and be better prepared to take the CAASPP during the spring of the 2014-2015 school year.

#### **MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL**

The district will hire a technology teacher and update the Technology Plan during the 2014-2015 school year. The district will phase in new technology as funding permits with an overall goal of implementing one-to-one devices for students in grades 3-8 and increasing technology opportunities across all grade levels TK-8.

#### **DATA NEEDED TO MEASURE ACADEMIC GAINS:**

Technology implementation  
CAASPP results

**CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL**

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds (listed under 'Other') may be allocated to the school in accordance with district policy.

<b>Federal Funding Sources</b>	<b>Amount</b>
Title I	\$160,928.00
Title II	\$25,888.00
Title III	\$18,283.00
Title VI	\$13,687.00

**SCHOOL SITE COUNCIL MEMBERS**

<b>Name</b>	<b>Represents</b>	<b>Contact Info</b>	<b>Reviewed Plan Date</b>
Judy Willhite	Paraprofessional	385-1041	
Maria Munoz	Parent/ELAC rep	385-1514	
Julie Matlock	Parent	736-3494	
Ana Pina	Parent	385-1882	
Anja Eklund	Parent	384-1070	
Todd Bateman	Teacher	385-1041	
Lori Dye	Teacher	385-1041	
Jenny Marr/Jason Armstrong	Administration	530-385-1041	
Melanie Nolan	Teacher	385-1041	



**ASSURANCES**

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

	<b>Approval Date</b>
<b>Assurances</b>	
The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.	4/14/2015
The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.	4/14/2015
The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.	4/14/2015
This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.	4/14/2015
The school site council sought and considered all recommendations from the following groups or committees before adopting this plan:	
English Language Advisory Committee	4/14/2015
Parent Club	

**Approval**

The school plan was adopted by the council on:	4/14/2015
Public Notice Due Date:	
District Governing Board Review Due Date:	4/20/2015
School Site Plan Approved:	4/14/2015
Attested by School Principal:	4/14/2015
Attested by School Site Council Chairperson:	4/14/2015

**Attested:**

Jenny Marr		
Typed Name of School Principal	Signature of School Principal	Date
Lori Dye		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date