

SINGLE PLAN FOR STUDENT ACHIEVEMENT

For

UNCHARTED SHORES ACADEMY

County-District School (CDS) Code **08-1008-0114116**



Date of this Plan: September 3, 2013

The *Single Plan for Student Achievement* is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

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**TABLE OF STUDENT PROGRESS
TOWARDS GOALS ESTABLISHED WITH DNCOE**

GOALS FOR 2013-2014, as delineated on the 2012 MOU with DNCOE

API Score: 655

% Proficient ELA: 33%

% Proficient Math: 30%

Table showing data over a three year period

YEAR	2011	2012	2013	2013 GOAL MET?
API SCORE	633	704	689	<i>Exceeded</i>
% PROFICIENT ELA	28.4%	44.9%	40%	<i>Exceeded</i>
% PROFICIENT MATH	21.4%	30.8%	35.9%	<i>Exceeded</i>

GOALS ESTABLISHED IN AGREEMENT WITH DNCOE IN 2012

YEAR	API	Percent Proficient/Adv English Language Arts	Percent Proficient/Adv Math
2013	655	33%	30%
2014	666	37%	35%
2015	677	41%	40%
2016	688	45%	45%
2017	700	50%	50%
Fall 2016	reviewed	renegotiated for the following term	Renegotiated for the following term

SCHOOL VISION, MISSION, GOALS

MISSION

503316479503316479503316479503316479The mission of *Uncharted Shores Academy* is to promote a learning environment which will enable students to become contributing members to our society in the 21st century. In every society, that is the basic purpose of education, and a person that is truly educated is one who is able to be an asset to the society in which he/she lives. We believe that there are three traits which will prepare our students to succeed in our fast-paced, ever-changing, complicated 21st century world: **Respect, Responsibility, and Resourcefulness.**

To accomplish this mission, *Uncharted Shores Academy* provides **thematic, interactive, family-style education** implemented using hands-on explorative activities, facilitated through teacher-developed resources, extended with individual student inquiry, and supported by parent participation in the education process. Family-style education encompasses teaching the family values, such as respect and responsibility, while thematic, interactive learning teaches resourcefulness as students use critical thinking skills.

Uncharted Shores
Academy
Plan on a Page
2013-14

Single Plan Goal:	By June 2014 all grade levels and subgroups will continue to meet or exceed the previously established goals of 37% proficient or advanced in ELA and 35% in Math as measured by CST with a minimum growth of 5% of total students that will move up in any of the five proficiency levels. Progress toward these goals will be monitored by benchmark testing.
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Strategy or Theory of Action: 1. What do we want all kids to know? 2. How will we know that they have met the goals? 3. How will we track student progress?	Actions: <i>Specific actions you will take to put your theory into practice and solve the problem you have identified.</i>	Results Indicators: <i>Activities or evidence that the strategy is in place, actions are being taken and are producing the anticipated results.</i>	Resources: <i>People/Time/Money</i>
	1. Identify grade level benchmarks in language arts and math which students should master by the end of the grade.	By August 2014 Administrators will have identified key benchmarks to track at each grade level	Administrators will need to be in non-teaching roles in order to have time to accomplish the task
	2. Use the NWEA MAP skill tests for K-2 and the assessment tests for 3-5 to monitor student progress.	NWEA MAP assessments purchased in Aug 2013 to track progress with the common core standards. Specific benchmark testing to be developed in 2014.	Administrators will need to be in non-teaching roles in order to have time to accomplish the development of tests.
	3. Test periodically according to the testing calendar set up for 2013-2014: Sept, Dec, March, June.	School developed assessment schedule and distributed to the staff. The 2013-2014 year will be the first trial run, and it will be reviewed for next year.	Need to make the calendar part of the regular school calendar and give to parents as well as staff prior to the start of school.
	4. Collect and track data for each student using a student data tracking program.	In process with learning how to track data. Expect to have all data tracked for the 2013-2014 school year.	Already funded the staff development for the year (prior to beginning of 2013 year, end of Sept 2013, & in Jan 2014)
	5. Analyze data to determine progress toward meeting goals and plan instruction accordingly.	Results from benchmark assessments will be analyzed by director and teachers. Reports will be made to DNCOE concerning performance in Jan & June.	Meeting for two hours weekly during the 2013-2014 school year on Wed afternoons (minimum day for students).

**UNCHARTED
SHORES ACADEMY**

The following statements characterize instructional program at this school:

Standards, Assessment, and Accountability

1. How do you use state and local assessments and other data?

- to monitor student progress on curricular embedded assessments?
- to modify instruction?

School wide results of state assessments in math and language arts (California Standards Tests-CST and California English Language Development Test-CELDT) are reviewed in late August to identify the school's focus. USA pacing calendars in Language Arts and Math as well as the National Core Standards are used as planning guides. Students are tested using the NWEA MAP testing to determine benchmark proficiency at the beginning of the year and after every term. Information is used to identify students to target for additional instruction and/or re-teaching. Teachers also use benchmark results in Language Arts and Mathematics to monitor students and modify instruction.

Staffing and Professional Development

2. How do you align your staff development to content standards, assessed student performance, and professional needs?

Staff development is based on the charter goals and individual student and teacher needs. Student performance data and principal observations help determine professional needs. The focus of our staff development is in three areas:

- 1) Training concerning accurate independent study student audit files;
- 2) Language Arts and Mathematics testing analysis;
- 3) Implementation of appropriate interventions and modifications to increase student proficiency.

3. How do you offer ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)?

USA provides a Beginning Teacher Support and Assessment (BTSA) mentor for new teachers. Our mentor attends professional development workshops taught by the BTSA Induction Resource Teachers. The BTSA mentor works with teachers on the California Standards for the Teaching Profession. In addition, the USA leadership team attends annual leadership training and provides two weeks of professional development to all teachers prior to the beginning of each school year. Community experts are also brought in to provide support in specific areas. When given the opportunity, USA teachers participate in Del Norte County Office of Education professional development trainings.

4. How do you provide the opportunity for teacher collaboration by grade level?

Our teachers have team collaboration meetings *weekly* as an entire staff, or in three grade groupings: K-2; 3-5; 6-8. The focus of these meetings is to discuss student needs, review benchmark assessments, analyze results, plan re-teaching and examine the progress of target students.

5. How do you ensure that all teachers are NCLB compliant?

We require all teachers to have a valid teaching credential and work with the County Office of Education teacher credentialing assessor to assess each teacher's compliance with NCLB.

Opportunity and Equal Education Access and Funding

6. What services are provided by the regular program to enable underperforming students to meet standards?

All students receive standards-based instruction at their instructional level. In ability-leveled learning groups, teachers target specific skills for underperforming students through small group instruction. For both reading and math, students are grouped by instructional level, assessed regularly and regrouped appropriately. Teachers also regularly examine student work samples and data at the weekly planning meetings to ensure that students are mastering standards. Teachers determine student needs, adjust instruction and plan re-instruction accordingly. The Student Study Team (SST) process is used to identify and monitor students at risk. Intervention action plans are developed when appropriate. Interventions are agreed upon and implemented by the classroom teacher in collaboration with the student's family.

7. What services are provided by categorical funds to enable underperforming students to meet standards? We do not receive categorical funds, but we do receive services from Del Norte County Unified School District according to our MOU.

Teaching and Learning

8. How do you align curriculum, instruction and materials to content and performance standards?

Administrators provide a pacing calendar indicating Common Core Standards to be met. Teachers are expected to use the pacing calendar to backward plan, prepare for daily lesson plans, and guide instruction in Language Arts and Math throughout the year. Teachers use a combination of textbooks and supplementary materials to teach content standards and meet grade level expectations using interactive methods. Teacher teams additionally collaborate using data from the benchmark assessments and class projects to analyze student performance and adjust instruction accordingly.

9. How do you adhere to the recommended instructional minutes for reading/language arts and mathematics?

USA follows Independent Study regulations concerning student time value to be counted for instructional minutes. Students receive a minimum of one hour a day of math and one hour a day of language arts instruction at school, then continue language arts and math practice at home for at least a half hour a day for each subject.

10. Explain your lesson-pacing schedule.

Teachers are guided to pace instruction according to the USA administrators' pacing calendars for both English Language Arts and Mathematics. All teachers are provided with a binder prior to the beginning of school that includes pacing guides, assessment schedules, essential standards, writing rubrics and data information.

11. What State Board of Education-adopted and standards-based instructional materials (including intervention materials) do you use? Are there sufficient numbers of texts for each student?

As a charter school, we are not required to use State adopted instructional materials. We choose materials which follow our mission and are appropriate for teaching the required Common Core Standards. We make certain that we have adequate materials for all students.

12. How are students assisted in transitions within USA and to high school?

At the beginning of each year, all students and their parents are given the opportunity to attend an informational meeting which addresses how to help their children in school, how to partner with teachers in teaching their child, and available volunteer activities at school. We have three learning "ports" at USA: K-2; 3-5; & 6-8. The K-2 learning port teachers work with the 3-5 to transition the 3rd graders into appropriate groups and the 3-5 learning port teachers work with middle school teachers to ensure that students are correctly placed in 6th-8th grade groups. Each year, the Del Norte High School Counselor meets with the eighth grade students to provide high school information and the students are given the opportunity to attend an informational meeting at the high school. Students and their parents also typically visit the other charter high schools in order to better be informed as to which school they wish to attend.

Involvement

13. What district, community, family and school resources are available to assist underachieving students?

District, community, family and school resources available to assist underachieving students include

School Nurse for spec ed students	Interactive lessons
Resource Teacher: RST	Instructional assistants
Designated Services: Speech & Language	Parent volunteers
Occupational Therapist, Psychologist	NCIDC tutoring
Low Incidence Specialist: vision & hearing	Family Resource Center
SELPA services	Club Live resources
	4-H learning modules
	Small group instruction

Our school communicates with parents through:

School Contracts: PEP, Conduct Code

Webpage

Parent informational meetings

Presentation Nights

Parent Teacher Conferences

Parent Club

School Newsletter

Parent Manual

Direct contact during student pick-up

14. How do you involve parents, community representatives, classroom teachers and other school personnel in the planning, implementation, and evaluation of consolidated application programs?

We do not have consolidated application programs.

FOR TITLE I SCHOOLS ONLY:

We do not receive Title 1 funding.

DATA ANALYSIS

Summary of CST Data: (Summarize the data by subgroup)

Academic Performance Index had 71 points of growth from 633 (Base) to 704 (Growth) from 2011-2012, but -15 points growth to 689 in 2013, for an **overall growth of 56 points during the two years**; however, Did not meet the state API goal of 5 points growth during the last year.

Participation Rate of at least 95%: **Met our Participation Rate Criteria**

Percent Proficient: Annual Measurable Objectives 2013 Target **(89.2%) ELA (89.5%) Math**

ELA (Adv. Or prof.) 2013

School Wide	40.0%	Did not meet state LA Proficiency goal
White (not Hispanic)	52.8%	
Socio Economically Disadvantaged	42.9%	
Students with disabilities	58.3%	

Math (Adv. Or prof.)2011

School Wide	35.9%	Did not meet state Math Proficiency Goal
White (not Hispanic)	47.4%	
Socio Economically Disadvantaged	32.1%	
Students with disabilities	28.6%	

PLAN TO IMPROVE STUDENT PERFORMANCE IN 2013-2014:

1. Implement *Superkids*, our recently purchased common core comprehensive integrated language arts program for K-3 students.
2. Continue with teacher collaboration and training in the use of *Everyday Math*, our common core focused math program.
3. Continue to collaborate with resource teacher in using *SIIPS* to reinforce remedial reading concepts throughout the school day.
4. Increase the use of social science & science thematic learning units in addressing language arts common core standards for grades 4-8.
5. Continue to have instructional aides available for learning station language arts and math support.

MONITORING AND EVALUATING THE EFFECTIVENESS OF THE PLANNED IMPROVEMENTS

A comprehensive and multi-level monitoring process will assist the school and the County Office of Education in evaluating the implementation of the Single Plan for Student Achievement and inform future practice. Required monitoring includes the following:

1. The USA Governing Board has the responsibility to monitor the overall progress of the Single Plan for Student Achievement.
2. The school and DNCOE will participate collaboratively in monitoring, evaluating and reporting results.
3. Information about and access to the Single Plan for Student Achievement will be provided to school staff and committees to ensure successful implementation and to assist in the ongoing monitoring and, when necessary, modification process.
4. Ongoing evaluation will take place based on monitoring results and after state assessment data analysis

Directions: Provide a description of how the school will monitor the Single Plan for Student Achievement.

Description of School Monitoring Process	Members of Monitoring Team Reporting to SSC	Process for Reporting Results	Timeline (Frequency)
<p>The Monitoring Team oversees the monitoring/evaluation process. The team assesses progress toward meeting goals by analyzing benchmark data and determining completion of activities and quality of implementation.</p> <p>Kinds of Data to Collect:</p> <ul style="list-style-type: none"> • Ongoing student assessment data: benchmark assessments, theme-based projects, CELDT assessments, classroom assessments and report-card grades • Input from staff, parents, students 	<p>The entire credentialed staff will comprise the monitoring team</p>	<ol style="list-style-type: none"> 1. The Monitoring Team collects the results of data and activity analysis. 2. The administrators assess the implementation. 3. The results are reported to USA Governing Board and DNCOE. 	<ul style="list-style-type: none"> • Data and activity analysis: <ol style="list-style-type: none"> 1. Aug – CST data analysis 2. Sept – baseline benchmark report using MAP testing 3. December – MAP testing 4. March – MAP testing 5. End of Year MAP testing

**USA GOVERNING BOARD
RECOMMENDATIONS AND ASSURANCES**

USA Governing Board recommends this plan and proposed expenditures to the Del Norte County Office of Education for approval and assures DNCOE of the following:

1. USA Governing Board is correctly constituted and was formed in accordance with its Bylaws and state law.
2. The USA Governing Board reviewed its responsibilities under state law and the *USA Policies and Procedures Manual*, including those policies relating to strategic planning which require board approval.
3. This plan is based on 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. This plan was adopted by the USA Governing Board at a public meeting on: 9-9-13.

Attested:

NAME/POSITION	SIGNATURE	DATE
Margie Rouge, USA Executive Director	_____	_____
LaWanda Quinnell, USA President	_____	_____