

Single Plan for Student Achievement Windsor Creek Elementary

Part II: The Single Plan for Student Achievement Template



A Resource for the School Site Council

Prepared by: California Department of Education, February 2014

Part II: The Single Plan for Student Achievement Template

School: WINDSOR CREEK ELEMENTARY SCHOOL

District: Windsor Unified School District

County-District School (CDS) Code: 49 75358 6116024

Principal: Julie Stearn

Date of this revision: November 2015

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Julie Stearn

Position: Principal

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The District Governing Board approved this revision of the SPSA on November 12, 2015.



Form A: Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL: Increase the student achievement for all students and all subgroups. Priority Areas: #4, #2

SCHOOL GOAL 1: Increase the percentage of all students meeting benchmark testing in reading. Students passing district end of year reading benchmarks will increase from 78% (14-15) to 80% (15-16). Increase CAASP scores of students meeting or exceeding standards from 38% (14-15) to 55% (15-16).

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<ul style="list-style-type: none">• 2014-15 end of year reading benchmark assessment data• Trimester assessments in comprehension, fluency, BPST, and accuracy• CELDT scores• CAASP ELA data from 2014-15 as a baseline.	<ul style="list-style-type: none">• School-wide achievement is average but below the range achieved in 2010.• English Language Learners are not making sufficient progress on benchmark assessments or CELDT• 78% of all students were at grade level benchmarks• 88% of all students made one year's growth	<ul style="list-style-type: none">• District reading assessments each trimester• End of year benchmarks• CELDT Scores• CAASP Scores• IEP & 504 Plans

STRATEGY: During the 2015-16 school year we will implement Common Core State Standard strategies specifically utilizing ideas presented in The Core Six (compare and contrast/ and reading for meaning), homogenous Reading Regrouping classes with targeted and differentiated instruction for 90 minutes, 4 x per week, AE Instruction, ILT team will focus on ELA pilot program to implement in 2016-17 year, and Common Core trainings attended throughout the school year.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1.) Align curriculum and instruction to reflect Common Core State Standards in reading- Ongoing	Principal Teachers	Teachers will use common planning time and release time to make appropriate adjustments to align the curriculum to CCSS. Teachers will have observation time to modify instructional strategies and implementation.	Professional Development, classroom observation and instructional support on the Core Six. 0000:Unrestricted Base \$2,500.
2.) Common Core professional development in reading - Ongoing	Principal Teachers District Office	Support professional development classes and follow up activities.	Professional Development, classroom observation and instructional support on the Core Six. 0000:Unrestricted Base \$2,500.
3.) Identify struggling readers in all subgroups. Provide intervention that targets individual literacy needs. - 9/15	Teachers Special Ed staff Reading Teacher	Collect and analyze summative and formative ELA data. Identify student levels and develop program that reflects their specific literary deficiencies for placement. Regrouping instructional levels will support student progress and provide appropriate curriculum needs.	Academic Intervention teacher hired 1000-1999. Certificated Personnel Salaries Supplemental \$60,000 Additional materials Title I \$5000
4.) Common Core Curriculum and Intervention Support Materials - 12/15	Principal Teachers Special Ed staff K-5 Articulation	Staff will research, visit other schools, and analyze Common Core State Standards to purchase support materials.	Common Core Site Funds
5.) Continue to Implement AE~ ELD Program - 8/15	Principal Teachers ELD Teacher	Staff will be trained, administer baseline assessments, implement instructional program.	Clark Consulting Contract for Services \$5,800. Professional/Consulting Services Supplemental 21,000

<p>6.) Common Core professional development in assessments using Backward by Design– 11/15</p>	<p>Principal Teachers</p>	<p>Staff will identify where students need to be at the end of a school year by using CCSS. Staff will then create assessments to align with where they need to be. Then create lessons that align with the assessments.</p>	<p>Common Core funds for release time or after school hourly wage.</p>
<p>7.) Modify and analyze benchmark assessments in reading to reflect Common Core State Standards – 10/15</p>	<p>Principal Teachers K-5 Articulation</p>	<p>Staff will utilize EADMS and work with K-5 staff to develop new Common Core State Standard benchmark assessments.</p>	<p>Release time for training colleagues and creating/identifying common assessments. 1000-1999: EADMS annual renewal</p>

LEA GOAL: Increase the student achievement for all students and all subgroups. Priority Areas: # 4, #2

SCHOOL GOAL 2: For the 2015–16 school year, students passing end of year district benchmark tests in mathematics will improve from 79.5% to 85%. On CASSP test, students meeting or exceeding state standards from 33% (14-15) to 55% (15-16).

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<ul style="list-style-type: none"> • Benchmark assessments in new Bridges Program • Summative assessments 	<ul style="list-style-type: none"> • Students scored well on trimester tests in mathematics. • 79.5% of all students passed end of year summative assessments. • Spiral review is necessary and new math program is providing necessary spiral review. • Common Core alignment. 	<ul style="list-style-type: none"> • Benchmark assessments in mathematics will be throughout the year and at the end of each unit. • End of year summative tests will determine annual growth.

STRATEGY: During 2015–16, the school will implement Common Core State Standard strategies and the use of our new Common Core aligned program, Bridges, to improve the % of students passing benchmark assessments. Common Core teacher workshops and trainings, Instructional Leadership Team support, and a variety of online resources and web sites will support instructional improvements.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1.) Use newly piloted Math Program to meet Common Core State Standards in math - Ongoing	Principal Teachers	Teachers will use common planning time and release time to make learn and implement new Bridges Program. Teachers will have observation time to modify instructional strategies and implementation.	Portion of \$7890 Common Core Site Budget
2.) Common Core professional development in math - Ongoing	Principal Teachers	Support professional development classes and follow up activities.	Common Core Site Funds

<p>3.) Identify struggling students in all subgroups. Provide intervention that targets individual math needs. - Ongoing</p> <p>4.) Analyze benchmark assessments in math and have them in EADMS. 12/15</p>	<p>Principal Teachers Intervention Teacher</p> <p>Principal Teachers K-5 Articulation</p>	<p>Collect and analyze summative and formative math data. Identify student levels and develop program that reflects their specific math deficiencies. Small group intervention will support student progress and provide appropriate curriculum needs.</p> <p>Staff will receive training in EADMS and be able to access Bridges assessments on EADMS,</p>	<p>Common Core Site Funds</p>
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LEA GOAL: Close the achievement gap by providing high quality and targeted interventions. Priority Area #4

SCHOOL GOAL 3: Increase the percentage of English Language Learners scoring Intermediate, Early Advanced, & Advanced performance levels on the CELDT by 20%.

<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> • 2014-15 CELDT Scores (58% scored I, EA, or A) 	<p>What were the findings from the analysis of this data?</p> <ul style="list-style-type: none"> • The CELDT Test is extremely difficult English Only students would have difficulty passing it • 58% scored I, EA, or A on CELDT • 29% reached next performance level • 79% showed improvement from previous year's scores 	<p>How will the school evaluate the progress of this goal?</p> <ul style="list-style-type: none"> • CELDT Scores (70% score I,EA, A) • Benchmark Assessments • AE Assessments
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STRATEGY: During the 2014-15 school year we will implement Common Core State Standard strategies specifically utilizing ideas presented in The Core Six , homogenous Reading Regrouping classes, AE program in ELD, and Common Core trainings attended throughout the school year.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1.) CELDT Test all students –9/15	ELD Teacher Bilingual liaison	Administer CELDT Test to all qualifying students	District Funds for all areas unless specified
2.)Provide ELD Program for all students at the B and EI CELDT levels – 9/15	ELD Teacher 2-classroom teachers	Provide intensive ELD instruction to qualifying students through a pull-out program after CELDT Testing is completed	
3.) Administer AE baseline assessments – 9/15	ELD Teacher 2-classroom teachers	Administer baseline assessments to all students that receive CELDT Testing	

4.) Train teachers that will implement AE Program 8/15	ELD Teachers 2 classroom teachers Site ELD Coordinator	Two day AE training	
5.) Implementation of AE Program – 9/15-5/16	ELD Teachers 2 classroom teachers	AE assessments will be analyzed. Student groups will be established. Instruction will be implemented with ongoing training, observation, and assessments	
6.) AE Coaching and Site visitations 9/15-5/16	AE Teachers AE Coach Principal	AE program will support AE teachers through monthly coaching.	
7.) Purchase supplies and materials AE Program implementation	Principal	AE provided site with list of items to be purchased to support program implementation.	AE Site Funds \$1000
8.) Provide Summer School for ELL (July 2016)	Summer School Principal SS teachers	Conduct a 4 week Summer School Program to all ELL students.	District Funded

LEA GOAL : Improve School Climate Priority Area #6

SCHOOL GOAL: Improve student climate and student behavior by reducing behavior referrals by 15%.

<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> • Aeries disciplinary documentation data in 2014-15 Aeries • Suspensions 2014-15 • Student Study team Data 	<p>What were the findings from the analysis of this data?</p> <ul style="list-style-type: none"> • 134 Discipline Slips were given • 4 Suspensions • Students need counseling and behavior support plans 	<p>How will the school evaluate the progress of this goal?</p> <ul style="list-style-type: none"> • Aeries disciplinary documentation data • Student Study Team Documentation • Counseling Referrals • Behavior Support Plans
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STRATEGIES: Staff and Site Council will identify student safety concerns, identify potential strategies or interventions to increase student safety, and review current practices for possible modifications or changes. Staff and Site Council will discuss current school climate and identify areas of need and concern to make adjustments or improvements.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1.) School Site Council will act as a school safety planning committee – 1/16	Principal Site Council	School Site Council will review current School Safety Plan and make recommendations and suggestions.	None to site
2.) Yard duty training - 10/15	Principal Behavior Specialist Teachers Yard Duties	Provide yard duty with SCOE training to support conflict resolution strategies, and strategies for handling bullying and harassment.	None to site
3) At staff meeting~all certificated members will go over Safety Plan (9/15)	Prinicpal Certificated Staff	Staff will review School Safety Plan and make revisions, suggestions, and recommendations.	None to site
4.) Behavior Support Plans and Student Study Team to support students with discipline and mental health concerns	Principal Behavior Specialist Psychologist Resource Sp/ SLP Counselor	Special ed staff and SST Team will support students experiencing severe behavior and mental health concerns by developing Behavior Support Plans and providing recommendations, suggestions, and resources.	Site SST Budget \$2000

5.) Bi-weekly Newsletters will be sent home in English and Spanish. It will also be available on the WUSD website - Ongoing	Principal Volunteer Coordinator Parent Volunteers Bilingual Liaison	Principal will write and print bi-weekly newsletter that provides families with Home to School communication. An “Upcoming Events” section is developed that highlights all events and provides families with communication about the importance of attendance, parent conferences, academic achievement, and support for struggling students.	Site budget \$3000 PTA \$1000
6.) Bilingual Community Liaison will provide Spanish translation - Ongoing	Principal Bilingual Liaison	The Bilingual Community Liaison works in the site office to translate for parents & visitors, translate at parent conferences, handle parent and staff concerns, SST meetings, attendance concerns, and translation of school correspondence~ 8 hours per day, 5 x week.	None to site
7.) Blackboard Connect will provide parents with a phone reminder in English & Spanish regarding special events, parent conferences, and important dates to remember	Principal School Secretary Bilingual Liaison	The site uses Blackboard Connect to communicate important events to our parent community via phone correspondence in both English and Spanish	None to site
8.) English Language Advisory Committee will provide support for parents of English Language Learners	Principal ELD Teacher Bilingual Liaison	Meet bi- monthly with English Language Learner families to connect regarding student achievement, curriculum, safety, school climate, and how to better serve and support our ELL population	Site funds \$500
9.) Monthly Awards Assemblies to build school spirit	Principal Volunteer Coordinator Teachers WE	Provide Monthly Awards Assemblies to recognize and reward student achievement, citizenship, academic improvements, review good school behavior expectations, and discuss conflict resolution strategies	PTA/WE funds \$2500
10.) Healthy snacks for hungry students	Principal PTA/WE Teachers	We utilize some of our PTA/WE funds to reimburse teachers for providing students with healthy snacks to eat when they are hungry during the school day	PTA/WE funds \$500

Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.¹ The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Angela McFerren	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
Michael Gossman	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
Monica Cose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
Rich Aguirre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
Steve Rakoski	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
Julie Stearn	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Heather Martin	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maggie Dezendorf	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shelia Allen	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Terri Cogorno	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1 <input type="checkbox"/>	3 <input type="checkbox"/>	1 <input type="checkbox"/>	5 <input type="checkbox"/>	0 <input type="checkbox"/>

¹ EC Section 52852

Form E: Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:
 - State Compensatory Education Advisory Committee _____ Signature
 - English Learner Advisory Committee _____ Signature
 - Special Education Advisory Committee _____ Signature
 - Gifted and Talented Education Advisory Committee _____ Signature
 - District/School Liaison Team for schools in Program Improvement _____ Signature
 - Compensatory Education Advisory Committee _____ Signature
 - Departmental Advisory Committee (secondary) _____ Signature
 - Other committees established by the school or district (list) _____ Signature
4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA 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.
6. This SPSA was adopted by the SSC at a public meeting on: 11/12/2015.

Attested:

Julie Stearn _____
Typed name of School Principal

Signature of School Principal

Date

Angela McFerren _____
Typed name of SSC Chairperson

Signature of SSC Chairperson

Date