

Single Plan for Student Achievement

Part II: The Single Plan for Student Achievement



A Resource for the School Site Council

Prepared by: California Department of Education, February 2014

Part II: The Single Plan for Student Achievement

School: Windsor Middle School

District: Windsor Unified School District

County-District School (CDS) Code: 9 75358 6052351

Principal: Brian Williams

Date of this revision: November 2017

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: Brian Williams

Position: Principal

Telephone Number: 707-837-7737

Address: 9500 Brooks Road South Windsor CA 95492

E-mail Address: bwilliams@wusd.org

The District Governing Board approved this revision of the SPSA on 11/14/17.



Table of Contents

Form A: Planned Improvements in Student Performance – ELA	1
Form A: Planned Improvements in Student Performance – Math	3
Form A: P Planned Improvements in Student Performance – ELD	6
Form A: Non-Academic Goal – Optimum Learning Environment	7
Form D: School Site Council Membership	9
Form E: Recommendations and Assurances	10

LEA GOAL: Provide a rigorous curriculum based on the California Common Core State Standards to maximize student progress and achievement.

SCHOOL GOAL: 1 –Increase the school-wide mean scale score in English Language Arts on the CAASPP by 7 or more points. Increase the percent of students achieving meeting/exceeding the standards by 7.5%.

6th: 2494 to 2501 and 35% to 42.5%

7th: 2502 to 2510 and 32% to 41%

8th: 2537 to 2544 and 38% to 42%

<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> • SBAC Scores • Common Summative Assessment Scores 	<p>What were the findings from the analysis of this data?</p> <ul style="list-style-type: none"> • The amount of variability between classrooms makes it difficult to implement school-wide initiatives. • There is a lack of progress monitoring. • Grading practices make it difficult to assess mastery. 	<p>How will the school evaluate the progress of this goal?</p> <ul style="list-style-type: none"> • Percent of students achieving Standard Met/Standard Exceeded • Increase in mean scale score.
--	---	---

STRATEGY: Reduce variability among the classrooms and align the curriculum.

Action/Date	Person(s) Responsible	Task/Date	LCAP Goal	Cost and Funding Source
Universal Screening progress monitoring and Computer Adaptive Support	Intervention Coordinator	<p>Screen all students twice a year with a computer adaptive software program that assesses students grade level equivalent.</p> <p>Provide core academic support for underperforming students with computer adaptive tutorial software.</p>		\$20,000 Lottery Fund

Specialized core academic instruction for underperforming students	School Administration	Students will receive additional support through their regular core classes.		No cost to the site
Core Academic Support Classes and a Intervention Coordinator FTE	School Administration Intervention Coordinator	Provide one FTE to teach two core academic support classes and 3 periods of Intervention Coordination		No cost to the site
Targeted Intervention	School Administration Intervention Coordinator	Assign students to a flexible period of intervention based on their specific and immediate needs.		No cost to the site
Common Formative and Summative Assessments	School Administration Department Chairs	Work with EADMS to develop 3 CCSS aligned common formative and summative assessments in English Language Arts, social studies, and science as a means to monitor student progress on CCSS and discipline literacy. Provide data analysis meetings and improved instructional strategies.	Goal 1.2	No cost to the site
Provide extended access to the Library	School Administration	Provide a library aide to support students during lunches in the Student Center	Goal 1.13	\$6,000 from the general fund.
		Provide an instructional aide to support students after school in the Library.	Goal 1.13	No cost to the site

Provide afterschool tutoring	School Administration	Provide afterschool tutoring to targeted students in the areas of ELA.	Goal 1.11	No cost to the site
Implement new curriculum in English Language Arts	School Administration Department Chair Site Leads	Teachers will receive additional training to implement new curriculum and standards.	Goal 1.25	No cost to the site
Provide after school tutoring	School Administration	Provide after school tutoring to targeted students in the areas of ELA and Mathematics	Goal 1.11	No cost to the site
Provide department chairs	School Administration	Department chairs will organize Common Planning Time and work with administration to schedule common assessments.	Goal 1.1	No cost to the site

LEA GOAL: Provide a rigorous curriculum based on the California Common Core State Standards to maximize student progress and achievement.

SCHOOL GOAL 2: Increase the school wide mean scale score on the CAASPP in Mathematics by 7 or more points. Increase the percent of students achieving meeting/exceeding the standards by 11.4%.

6th: 2478 to 2485 and 23.5% to 36.75%

7th: 2498 to 2505 and 25.09% to 37.5%

8th: 2534 to 2541 and 32.5% to 41.25%

<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> • SBAC Scores • Common Summative Assessment Scores 	<p>What were the findings from the analysis of this data?</p> <ul style="list-style-type: none"> • The amount of variability between classrooms makes it difficult to implement school-wide initiatives. • There is a lack of progress monitoring. • Grading practices make it difficult to assess mastery. 	<p>How will the school evaluate the progress of this goal?</p> <ul style="list-style-type: none"> • Percent of students achieving Standard Met/Standard Exceeded • Increase in mean scale score.
--	---	---

STRATEGY: Reduce variability among the classrooms and align the curriculum.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)	
Universal Screening progress monitoring and Computer Adaptive Support	Intervention Coordinator	<p>Screen all students twice a year with a computer adaptive software program that assesses students grade level equivalent.</p> <p>Provide core academic support for underperforming students with computer adaptive tutorial software.</p>		\$20,000
Specialized core academic instruction for underperforming students	School Administration	Students will receive additional support through their regular core classes.		No cost to the site

Core Academic Support Classes and a Intervention Coordinator FTE	Intervention Coordinator	Provide one FTE to teach two core academic support classes and 3 periods of Intervention Coordination		No cost to the site
Targeted Intervention	School Administration Intervention Coordinator	Assign students to a flexible period of intervention based on their specific and immediate needs.		No cost to the site
Common Formative and Summative Assessments	School Administration Department Chairs	Work with EADMS to develop 3 CCSS aligned common formative and summative assessments in mathematics and science as a means to monitor student progress on CCSS and standards for mathematical practice. Provide data analysis meetings and improved instructional strategies.	Goal 1.2	No cost to the site
Provide Department Chairs	School Administration	Department chairs will organize Common Planning Time and work with administration to schedule common assessments.	Goal 1.1	No cost to the site
Provide extended access to the library	School Administration	Provide a library aide to support students during lunches in the Student Center. Provide an instructional aide to support students after school.	Goal 1.13	\$6,000 from the general fund.
Provide after school tutoring	School Administration	Provide after school tutoring to targeted students in the areas of ELA and Mathematics	Goal 1.11	No cost to the site

LEA GOAL: Provide a rigorous curriculum based on the California Common Core State Standards to maximize student progress and achievement.

SCHOOL GOAL: 3 – Increase the school-wide percent of English Learners who moved up at least one performance level on the ELPAC (or CELDT) plus the number of English Learners who reclassified by 1.5% from 74.8% to 76.3% based on the English Learner Progress Indicator on the California 5x5 Dashboard. Increase the mean scale score of English Language Learners in English Language Arts and mathematics on the CAASPP by 20 points.

English Language Arts	Mathematics
6 th : 2404 to 2424	6 th : 2378 to 2398
7 th : 2378 to 2398	7 th : 2350 to 2370
8 th : 2448 to 2468	8 th : 2440 to 2460

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"> English Learner Progress Indicator on the California 5x5 Dashboard CAASPP Scores 	<ul style="list-style-type: none"> English Language Learners need additional support in English Language Arts. English Language Learners need additional support in mathematics. 	<ul style="list-style-type: none"> English Learner Progress Indicator on the California 5x5 Dashboard CAASPP Scores ELPAC/CELDT scores

STRATEGY: Provide intensive support through Accelerated English and targeted intervention in core instruction

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)	
Provide after school tutoring	School Administration	Provide after school tutoring to targeted students in the areas of ELA and Mathematics	Goal 1.11	No cost to the site
Accelerated English Program	ELD Coordinator ELD teacher	Provide additional FTEs to implement AE classes. Provide professional development and coaching for AE teachers and core area teachers.	Goal 1.6	No cost to the site.

LEA GOAL: Create and maintain optimum learning and working environments for students and staff.

SCHOOL GOAL 4: Establish a baseline for implementation of Responsive Classroom use of Responsive Advisory Meeting and Responding to Off-task Behavior and Misbehavior using surveys, school data, and classroom observations. Increase our attendance rate from 95.45% to 95.70%.

<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> • Total classroom referrals • Total detentions • Total Saturday Schools • Total suspensions • 2016-2017 attendance rate 	<p>What were the findings from the analysis of this data?</p> <ul style="list-style-type: none"> • There needs to an improvement in Tier I discipline specifically the way teachers interact with students. 	<p>How will the school evaluate the progress of this goal?</p> <ul style="list-style-type: none"> • Total classroom referrals • Total detentions • Total Saturday Schools • Total suspensions • 2016-2017 attendance rate • Percent of teachers using Responsive Advisory Meeting • Percent of teachers investing students in the rules • Percent of teachers using Brain Breaks • Percent of teachers using Small Group Learning • Percent of teachers using Active Teaching • Percent of teachers using Student Practice • Percent of teachers using Problem-Solving Strategies • Percent of teachers using Structured Reflection
--	---	---

STRATEGIES: Conduct on going professional development in the use of Responsive Classrooms. Regularly monitor the use of Responsive Classrooms. Utilize Positive Behavior Intervention and Support strategies to increase regular attendance.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
-------------	-----------------------	-----------	---

Responsive Advisory Meeting	School Administration	Specific professional development and on going monitoring.		No cost to site
Routine observations of Responsive Classroom strategies	School Administration	Weekly observations		No cost to site
Positive Behavior Intervention and Support	School Administration	Implement 5 Star Student to track and incentivize positive student behaviors		\$5,000 from the general fund.
School-wide Attendance Incentives	School Administration	3 Week Attendance Awards, Quarter Perfect Attendance Awards, Semester Perfect Attendance Awards, Perfect Attendance for the Year Awards		School Donation Accounts

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
Brian Williams	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diane Van Wagner	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeff Agresti	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kathryn Coursey	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Janet Mulligan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Angela McFerren	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Shelly Kraft	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kaesa Enemark	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Savannah Burger	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Madison Casey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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	3	1	3	2

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:11/7/17

Attested:

Brian Williams _____
School Principal Signature of School Principal Date

Angela McFerren _____
Typed name of SSC Chairperson Signature of SSC Chairperson Date