

2013 Single Plan for Student Achievement

Part II: The Single Plan for Student Achievement Template



A Resource for the School Site Council

Part II: The Single Plan for Student Achievement Template

School: Daves Avenue Elementary School

District: Los Gatos Union School District

County-District School (CDS) Code: 4369526

Principal: Kit Bragg

Date of this revision: April 25th, 2013

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: Kit Bragg

Position: Principal

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The District Governing Board approved this revision of the SPSA on:



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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:

- o **LEA GOAL #1: All students will reach high standards, at a minimum attaining proficiency or better in ELA by 2013-2014.**

SCHOOL GOAL: By June 2014, all students will show gains in state (STAR) and local (DRA) reading assessment data ensuring upward mobility for all students.

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?
DRA Assessment Data, STAR Reading Data	Current data reveals 14% of students are not attaining grade level standard in Reading. The area of greatest need is Literary Response & Analysis.	Analysis of STAR assessment data and DRA Benchmark Data.

STRATEGY: Align ELA curriculum and assessments to Common Core Standards.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
By August 2013, Complete ELA Curriculum Maps aligned with CCSS. By June 2014, align unit assessments to CCSS. By June 2014, develop benchmark assessments.	Classroom Teachers Teacher Leaders	<ol style="list-style-type: none"> 1. Complete Year Long Contexts (April 2013) 2. Attend training in curriculum mapping (April 2013) 3. Attend assessment upgrade training – (September 2013) 4. Implement teaching and assessment strategies aligned to Common Core Standards 2013 -14 school year 5. Follow district assessment calendar to monitor reading progress. 	<ol style="list-style-type: none"> 1-6. District PD funding 6. \$15,000 annually HSC Grant

aligned to CCSS.		6. Provide differentiated instruction to meet the needs of all students. Include the Capacities of a Literate Individual in alignment with the Common Core. 7. Integrate the use of technology to enhance instruction.	
Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Students not meeting benchmarks will participate in a research based literacy intervention program (2013 -14 school year)	Teachers, Early Literacy Specialist	<ol style="list-style-type: none"> 1. DRA2 Assessments completed by October 1, 2013 for all students K-3 2. Secure release days to rapidly complete assessments and analysis (DRA 2, writing) 3. Provide additional informational text 4. Provide licensing for Lexia and other electronic support systems/materials 5. Provide additional FTE of Literacy Support as indicated by case load 	<ol style="list-style-type: none"> 1-2 \$3,600 Site General Fund 3. \$500.00 GF 4. District/Site GF 5. \$35,000 HSC Grant

o **LEA GOAL #1: All students will reach high standards, at a minimum attaining proficiency or better in ELA by 2013-2014.**

SCHOOL GOAL: By June 2014 all students will show gains in CA (STAR 4th grade only) and local writing assessment data ensuring upward mobility for all students.

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?
STAR Data, Grade Level Writing Samples	Currently, writing assessments are not aligned to the Common Core Standards.	Year 1: Individual Writing Assessments Grade Level Assessments, Unit Assessments

STRATEGY: Align instruction and assessments to Common Core Standards

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>Align Writing Instruction to Common Core Standards (June 2013)</p> <p>Align Writing Units from the Year Long Context current resources (August 2013)</p>	<p>Teacher Leaders Teachers</p>	<ol style="list-style-type: none"> 1. Translate the Writing Common Core Standards to grade level expectations in a year long context (August 2013) 2. Vertically align expectations and come to agreement on mastery levels at each grade level (August 2013) 3. Develop grade level assessments and rubrics to be used to monitor progress (June 2014) 4. Agree upon grade level genre assessments for each grade level including assessment dates (June 2014) 	<ol style="list-style-type: none"> 1. - 4. District PD funding

LEA GOAL #1: All students will reach high standards at a minimum attaining proficiency or better in ELA by 2013-14.

School Goal: By June 2014 all fifth students will show gains in CA STAR science assessment data ensuring upward mobility for all students

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?
<p>Analysis of STAR data</p>	<p>Current data reveals 11% of students did not reach proficiency in science standards.</p>	<p>STAR data & Year 1: Publisher assessments Year 2: Grade Level Assessments</p>

STRATEGY: Align Common Core Literacy Standards to the Science instructional units at every grade level.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Align units of instruction to the Common Core Literacy Standards (August 2013)	Teachers and Teacher Leaders	<ol style="list-style-type: none"> 1. Translate the Literacy Common Core Standards to grade level expectations in a year long context (August 2013) 2. Align literacy standards with Foss Kits. Embed writing standards into the instructional units. 3. Develop grade level assessments to be used to monitor progress (June 2014) 4. Align science units to units of inquiry. 5. Integrate the use of technology to enhance instruction. (August 2013—June 2014) 	<ol style="list-style-type: none"> 1.-3. District PD Funding 4. General Funding for Collaboration time 5. \$15,000 Annually HSC Grant

LEA GOAL #2: All students will reach high standards at a minimum attaining proficiency or better in mathematics by 2013-14.

School Goal: By June 2014 all students will show gains in CA STAR mathematics assessment data ensuring upward mobility for all students.

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?
Analysis of STAR data.	Current data reveals 19% of students are not attaining grade level standard in Math. The area of greatest need is Number Sense, specifically Operations and Factoring.	STAR DATA coupled with: Year 1: Publisher assessments Year 2: Grade Level Assessments

STRATEGY: Align mathematics instruction and assessment to Common Core Standards.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Align units of instruction to the Common Core Standards (August 2013)	Teachers and Teacher Leaders	<ol style="list-style-type: none"> 1. Translate the Math Common Core Standards to grade level expectations in a year long context (August 2013) 2. Vertically align expectations and come to agreement on mastery levels at each grade level 	<ol style="list-style-type: none"> 1. - 5. District PD Funding 6. \$15,000 Annually HSC Grant

		<p>(August 2013)</p> <ol style="list-style-type: none"> 3. Develop grade level assessments to be used to monitor progress (June 2014) 4. Agree upon pre and post assessments for each grade level including assessment dates (June 2014) 5. Provide differentiated instruction for all students to include Mathematical Practices in alignment with the Common Core. 6. Integrate the use of technology to enhance instruction. (August 2013 - June 2014) 	
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o **LEA GOAL #3: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**

SCHOOL GOAL: All EL students will gain English proficiency and basic academic skills commensurate with their grade level peers.

<p>What data did you use to form this goal?</p> <p>Analysis of CELDT and STAR data ELL identified students.</p>	<p>What were the findings from the analysis of this data?</p> <p>EL Students are making progress, however, first year EL students are not able to attain proficiency at the same level as their EO counterparts.</p>	<p>How will the school evaluate the progress of this goal?</p> <p>The staff will monitor annual CELDT data, grade level assessments to ensure students are making year to-year-growth in basic skills</p>
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STRATEGY: Provide a quality ELD program to all EL students.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>Provide English Language Development activities (June 2014)</p>	<p>Teachers, and when indicated, the EL specialist</p>	<ol style="list-style-type: none"> 1. Provide Daily ELD instruction – minimum thirty minutes per day 2. Provide Academic Vocabulary Lessons (Sept. 2013 - June 2014) 3. Integrate the use of technology to enhance 	<ol style="list-style-type: none"> 1. - 2. General Fund 3. \$15,000 HSC Grant

			instruction. Purchase additional technology tools as indicated	
Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)	
Provide literacy intervention support 2x per week (June 2014)	Literacy Support Specialist	1. Provide intervention in Literacy skills including Lexia access when indicated (Sept. 2013 - June 2014) 2. Provide additional hours for Literacy Specialist as indicated	1. \$35,000 HSC Grant	

o **LEA GOAL #4: All students will be taught by highly qualified teachers.**

SCHOOL GOAL: One hundred percent of teachers will be NCLB compliant as highly qualified.

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?
SARC and LEA Plan	All teachers meet the NCLB requirements to be designated as Highly Qualified	Teachers will continue to participate in quality staff development to advance their professional expertise

STRATEGY: Provide high quality professional development.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
The principal and members of the teaching staff will attend curriculum planning workshops annually (June-July 2013)	Principal Teachers	1. Attend district staff development in assessment and curriculum alignment with Dr. Marie Alcock (August 2013 – June 2014) 2. Designated teachers will serve as Teacher Leaders.	1. \$3600 HSC Grant 2. - 3. District PD funding

o **LEA GOAL #5: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.**

SCHOOL GOAL: Increased cornerstone developmental assets in all students.

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?
<p>Analysis of the LEA Plan requirements. Student Behavioral Data, Suspension Data Staff evaluation of the ABC Reader Program.</p>	<p>Three students have been formally suspended this year. Thirty students have been referred to the principal for behavioral intervention.</p> <p>Teachers report the ABC Reader Books are excellent; however the order they are read does not align with their units of instruction.</p>	<p>Suspension and behavioral data will be monitored. Teachers will be asked to provide feedback regarding the ABC reader program.</p>

STRATEGY: Ensure alignment of all cornerstone, character traits, 2nd step to instructional units.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>Ensure alignment of the ABC Reader Books and Lessons to the Units of Inquiry (August 2013)</p>	<p>Teachers and ABC Reader Coordinator</p>	<p>1. Align the Books/Lessons to character trait curriculum 2. Implement the ABC Reader program as aligned September (2013 - June 2014)</p>	<p>1. - 2. N/A</p>
<p>Action/Date Implement the Second Step Program as Required</p>	<p>Person(s) Responsible Teachers</p>	<p>Task/Date 1. Align Second Step Lessons to Units of Inquiry. 2. Align Social Skills Lessons to the Learning Profile.</p>	<p>Cost and Funding Source (Itemize for Each Source) 1 - 2 NA</p>
<p>Action/Date Continue Playground Funvisor program</p>	<p>Person(s) Responsible Principal Parent Volunteers</p>	<p>Task/Date Provide games and activities during lunch</p>	<p>Cost and Funding Source (Itemize for Each Source) \$2000 HSC Grant</p>

Form B: Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
1. District Support for EL students 2. Support for At Risk Student Population – Coordination of all district categorical activities 3. Professional Development – Alignment to Common Core Standards – Curriculum and Assessments 4. Assist immigrant students achieve grade level standards	Aug 2013- June 2014 (for all actions)	1. Salaries, Benefits, Instructional materials 2. Salaries, Benefits, Materials for intervention 3. Consultants, sub-release costs, Teacher Leader Stipends, Instructional Materials (State Approved) 4. Salaries of staff and materials	1. \$51,000 2. \$85,000 3. \$39,000 3. \$100,000 4. \$7,400	1. EL 2. Title I 3. Title II Lottery 4. Title III (Immigrant)

Note: Centralized services may include the following direct services:

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches
- After-School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress

¹ See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

² List the date an action will be taken, or will begin, and the date it will be completed.

Form C: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: for many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility), which are described at:

<http://www.cde.ca.gov/fq/aa/co/ca12sguiappcatprog.asp>

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education Purpose: Assist expectant and parenting students to succeed in school	\$
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) Purpose: Help educationally disadvantaged students succeed in the regular program	\$
<input type="checkbox"/> Economic Impact Aid/Limited English Proficient (EIA-LEP) Purpose: Develop fluency in English and academic proficiency of English learners	\$
<input type="checkbox"/> Peer Assistance and Review Purpose: Assist teachers through coaching and mentoring	\$
<input type="checkbox"/> Professional Development Block Grant Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$
<input type="checkbox"/> Pupil Retention Block Grant Purpose: Prevent students from dropping out of school	\$
<input type="checkbox"/> Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$
<input type="checkbox"/> School and Library Improvement Program Block Grant Purpose: Improve library and other school programs	\$
<input type="checkbox"/> School Safety and Violence Prevention Act Purpose: Increase school safety	\$
<input type="checkbox"/> Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$
<input type="checkbox"/> List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], Gifted and Talented Education [GATE])	\$
Total amount of state categorical funds allocated to this school	\$

Federal Programs		Allocation
<input type="checkbox"/> Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)		\$
<input type="checkbox"/> Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$	
<input type="checkbox"/> For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$	
<input type="checkbox"/> Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals		\$
<input type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards		\$
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs		\$
<input type="checkbox"/> For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement		\$
<input type="checkbox"/> Other federal funds (list and describe)		\$
<input type="checkbox"/> Other federal funds (list and describe)		\$
<input type="checkbox"/> Other federal funds (list and describe)		\$
Total amount of federal categorical funds allocated to this school		\$
Total amount of state and federal categorical funds allocated to this school		\$

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

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.³ 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
Kit Bragg	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Karla McCulloch	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rebecca Setziol	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Megan Mahoney	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lisa Robb	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Amy Goldsmith	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kathy Granger	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Dan Snyder	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Leasa Joos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ben Goldman	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Riley Sweetland	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Aude Henno	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	<input type="text" value="1"/>	<input type="text" value="4"/>	<input type="text" value="5"/>	<input type="text" value="6"/>	<input type="text" value=""/>

³ 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: .

Attested:

Kit Bragg
Typed name of School Principal


Signature of School Principal

5/9/13
Date

Kathleen Granger
Typed name of SSC Chairperson


Signature of SSC Chairperson

5/9/13
Date

Annual Evaluation: To be completed in 2013-14 School Year

Form F: Single Plan for Student Achievement Annual Evaluation

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.