

2013-14 Single Plan for Student Achievement



Lammersville School

Part II: The Single Plan for Student Achievement Template

School: Lammersville Elementary School

District: Lammersville Unified School District

County-District School (CDS) Code: 39-76760-6041883

Principal: Samuel D'Amico

Date of this revision: May 7, 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:	Samuel D'Amico
Position:	Principal
Telephone Number:	209-836-7220
Address:	16555 West Von Sosten Road Tracy, CA 95304
E-mail Address:	sdamico@sjcoe.net

The District Governing Board approved this revision of the SPSA on Enter Date.



Table of Contents

Single Plan for Student Achievement

Form A: Academic Goals- Planned Improvements in Student Performance	1
Non-Academic Goals	6
Form B: Centralized Services for Planned Improvements in Student Performance	8
Form C: Programs Included in This Plan	10
Form D: School Site Council Membership	12
Form E: Recommendations and Assurances	13

Form A: Academic Goals- 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 1: All students will attain proficiency in English Language Arts (ELA) and Mathematics by 2013–14.

SCHOOL GOAL 1: By June 2014, at least 99.2% of 2nd-8th grade students school-wide will score proficient or above on the English Language Arts and Mathematics CST. Students will show incremental progress on the curriculum benchmark tests throughout the year.

What data did you use to form this goal? STAR Test Data Publishers/Curriculum Assessments Dibels	What were the findings from the analysis of this data? 68% of 2 nd -8 th grade students scored proficient or above in ELA during 11-12 year test. 64.3% of 2 nd -8 th grade students scored proficient or above in Math during 11-12 year test.	How will the school evaluate the progress of this goal? Standards Based Assessments, STAR test data, Grade Level Meetings to evaluate the data in order to move forward with each student.

STRATEGY 1.1: Description of Specific Actions to Improve Education Practice in ELA			
Action/Date 08/2013-06/2014	Person(s) Responsible	Task/Date 08/2013-06/2014	Cost and Funding Source (Itemize for Each Source)
Focus on blueprint standards and develop standards maps based on student needs.	Principal, teachers, support staff	Binders for teachers with Blue Print Standards Develop standards maps Collaborative meetings to lesson development, implementation and reflection	Site Budget, Title I, EIA
Instruct all students with state and district approved standards based ELA curriculum using highly qualified teachers.	Principal, teachers, support staff	Align the content and Common Core standards with the ELA curriculum Develop a curriculum map for ELA and ELD Standards	Site Budget, Title I, EIA
Focus on key language arts standards based on individual student assessment data	Principal, teachers, support staff	Analyze formative and summative assessment data to target student focus groups, for example- curriculum assessments, teacher developed assessments, Curriculum Associates, CST released questions, etc.	Site Budget, Title I, EIA

STRATEGY 1.2: Description of Specific Actions to Improve Education Practice in Mathematics			
Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
08/2013-06/2014	Principal, teachers, support staff	08/2013-06/2014	Site Budget, Title I, EIA
Focus on blueprint standards and develop standards maps based on student needs.	Principal, teachers, support staff	Binders for teachers with Blue Print Standards Develop standards maps Collaborative meetings to lesson development, implementation and reflection	Site Budget, Title I, EIA
Instruct all students with state and district approved standards based math curriculum using highly qualified teachers.	Principal, teachers, support staff	Align the content and Common Core standards with the math curriculum Develop a curriculum map for math Standards	Site Budget, Title I, EIA
Focus on key math standards based on individual student assessment data	administration, teachers, support staff	Analyze formative and summative assessment data to target student focus groups, for example- curriculum assessments, teacher developed assessments, Curriculum Associates, CST released questions, etc.	Site Budget, Title I, EIA

STRATEGY 1.3: Targeting services and programs to lowest-performing student groups			
Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
08/2013-06/2014	Teachers, administration, support staff	08/2013-06/2014	Title I, EIA
Small group and individual instruction/intervention via direct instruction groups throughout the school day	Teachers, administration, support staff	Student data, group roster, lesson plans	Title I, EIA

STRATEGY 1.4: Increased access to technology			
Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
08/2013-06/2014	Teachers, administration, support staff	08/2013-06/2014	General Fund, Title I, EIA
Computers in the classrooms for students with online subscriptions such as Brain Pop; Mathletics; ed1Stop; AR.	Teachers, administration, support staff	Use LCD projectors, document cameras and Smart Board. Utilize online programs such as.... to supplement instruction.	General Fund, Title I, EIA

STRATEGY 1.5: Staff development and professional collaboration aligned with standards-based instructional materials, Common Core and Smarter Balanced Assessments			
Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
08/2013-06/2014 Professional development opportunities for teachers in the area of language arts, English Language Development and mathematics. Provide collaboration times for teachers to plan and implement instructional strategies.	Teachers, administration, support staff	08/2013-06/2014 Ongoing professional development in Common Core, Smarter Balanced Assessment Consortium, CELDT, instructional strategies, etc.	Title II, EIA
STRATEGY 1.6: Involvement of staff, parents, and community (including notification procedures, parent outreach, parent involvement and interpretation of student assessment results to parents)			
Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
08/2013-06/2014 Parent involvement and education provided to all parents in using ELA strategies at home.	Teachers, administration	08/2013-06/2014 Student Study Teams, Parent Conferences, Parent workshop arranged by site administration	\$1,000 Title I
LEA GOAL 2: All Limited-English-Proficient students will become proficient in English in reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics			
SCHOOL GOAL 2: All students will reach high standards, at a minimum proficiency or better in reading and math, by June 2014.			
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 test, district benchmark, standards-based curriculum assessments, common assessments, CELDT, and teacher records.	School Site council members, teachers, district administration and site administration were involved in analyzing the data. 64.3% of 2 nd – 8 th grade students scored proficient or above in Math on the 2012 STAR test. 68% of 2 nd – 8 th grade students scored proficient or above in Language Arts on the 2012 STAR test.	School will evaluate the progress by monitoring STAR Test Data, Curriculum Assessments and Standards-based Assessments such as Curriculum Associates, CST Released Item assessments, etc. These evaluations will be done during Grade Level Meetings, Leadership Team Meetings, School Site Council, District Assessments, Standards-based Assessments, STAR Test Data, Accelerated Reader Data.	

STRATEGY 2.1: Description of Specific Actions to Improve Education Practice in ELA for English Language Learners (ELL)			
Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
08/2013-06/2014	Teachers, administration, support staff	08/2013-06/2014 District analysis of staff credentials, Classroom observations, Staff evaluations	Title II, Title III, EIA
Instruct all students with state and district approved standards based ELA and Math curriculum using highly qualified teachers.			
STRATEGY 2.2: Description of Specific Actions to Improve Education Practice in ELA and mathematics for ELL			
Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
08/2013-06/2014	Site Administration, Teachers, Support staff	08/2013-06/2014 Lesson plans, Student Data, Teacher Evaluations, Classroom Observations, Standards-based Report Cards, formative assessment,	Title 1, Title III, EIA
Small group and individual instruction/intervention via direct instruction groups using supplemental materials designed to raise the scores of lower performing students.			
STRATEGY 2.3: Extended Learning Time- Additional support and resources for ELL			
Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
08/2013-06/2014	Site Administration, Teachers, Support staff	08/2013-06/2014 Teachers reinforce content standards in small groups by using nonlinguistic representation, scaffolding to teach language.	Title 1, Title III, EIA
During and after school interventions for ELL.			
STRATEGY 2.4: Involvement of English Language Learners' parents in ELAC and other committees			
Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
08/2013-06/2014	Site Administration, Teachers	08/2013-06/2014 ELAC meetings, Site and Classroom Newsletters, Sign In Sheets, Agendas, Minutes, Websites	Title 1, Title III, EIA
Increase parent awareness and knowledge regarding students' academic performance and needs.			

Parent involvement in literacy and math development at home.

Please duplicate this form as necessary for additional goals, strategies, or actions steps the school may have.

(Non-Academic Goal)

LEA GOAL 3: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

SCHOOL GOAL 3: All students at Lammersville School will be educated in a learning environment that is safe, drug-free and conducive to learning.

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?
Attendance Reports		Attendance Reports Student Survey

STRATEGY 3.1: Increase Students' Average Daily Attendance			
Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
08/2013-06/2014		08/2013-06/2014	
Establish a quarterly monitoring system to ensure that classrooms have an ADA of 96% or higher.	Site Administration, Teachers	Monitor ADA at quarterly intervals and classroom incentives will be given to classes and individual students.	Site Funds

STRATEGY 3.2: Ensure safety and healthy climate			
Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
08/2013-06/2014		08/2013-06/2014	
Implement Character Counts! and Rachel's Challenge Programs for all grades. Review Student Handbook and revise as needed on a yearly basis.	Site Administration, Teachers	Monthly Student of the Month assemblies will be held to recognize students that best exemplify the pillars of Character Counts! Establish and maintain a F.O.R. Club.	Site Funds

STRATEGY 3.3: Promote physical fitness, nutrition and wellness			
Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
08/2013-06/2014		08/2013-06/2014	

<p>District Wellness Goal 4c.1: Fitness will be used to support the district's academic content standards to improve learning in core curricular areas.</p> <p>District Wellness Goal 4d.1: Health and nutrition content will be used to support the district's academic content standards to improve learning in core curricular areas.</p>	<p>Wellness Committee, Site Administration, Teachers, Support staff</p>	<p>100% of K-8 students will participate in physical fitness activities and learn the significance of staying physically and mentally fit.</p> <p>Wellness activities, assemblies and training throughout the school year such as Relay Recess, Farmers Market, nutrition and healthy eating lessons in the classrooms, Best Me Assemblies, etc.</p>	<p>MAA, General Funds, Grants</p>
--	---	--	-----------------------------------

Please duplicate this form as necessary for additional goals, strategies, or actions steps the school may have.

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.

School Goal #: 1, 2, 3

<p>Program Support Goal # 1 By June 2014, at least 99.2% of 2nd-8th grade students district-wide will score proficient or above on the ELA CST. Students who are referred in K-2nd grade and all low-performing subgroups will receive intensive intervention and also score proficient or above on the CST and students qualifying for the CELDT will move up one proficiency level.</p>	
<p>Groups participating in this goal (e.g., students, parents, teachers, administrators): Kindergarten-3rd grade students. English learners in Kindergarten-3rd grade. Parents of students in the intervention class will attend an open house meeting, parent/teacher conferences and will receive test scores.</p>	<p>Anticipated annual growth for each group: General Ed. 15% EL 12% SES 12% SpEd 7%</p>
<p>Means of evaluating progress toward this goal: STAR Test data, Standards-based grading system, Woodcock Johnson Test, CELDT scores, Standards-based curriculum assessments, District Benchmark Assessments, Dibels</p>	<p>Group data to be collected to measure gains: General Ed., EL, SES, and SpEd Students will be monitored through ELA assessments and CELDT assessment (for EL only).</p>

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)
The district will provide instructional support, instructional aides and bilingual aides for qualifying student and use CLAD strategies to further support English Language Learners.	8/13-6/14	\$42,500	\$42,487	Title I, Title III, EIA
The district will provide indirect support and resources to the school sites to meet ELL needs.	8/13-6/14			8/13-6/14

Note: Centralized services may include the following direct services:

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.

- 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

Centralized services do not include administrative costs.

Please duplicate this form as necessary.

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/fg/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
Samuel D'Amico	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rose Boynton	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Anjie Stevenson	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lisa Scaffidi	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jennifer Gregson-Graham	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shari Burton	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Betsy Riger	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jennifer Corliss	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
David Pombo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Cindy Sosa	<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"/>	<input type="checkbox"/>
Numbers of members in each category	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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: May 29, 2013

Attested:

Samy D'Amico

Typed name of School Principal
David Pombo

Typed name of SSC Chairperson



Signature of School Principal



Signature of SSC Chairperson

5/29/13
Date
5/29/13
Date