

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Silver Spur Elementary	19-64865-6021349	October 23, 2019	December 11, 2019

Purpose and Description

The purpose of the School Plan for Student Achievement is to create a cycle of continuous improvement of student performance and growth, and to ensure that all students succeed in reaching state academic standards. Site administration, staff, site leadership, parent groups, students, and the school community provide active collaboration in the creation, reflection, budgeting, and site needs analysis throughout the school year on the plan.

At Silver Spur Elementary School, the focus of this plan is to improve learning for all students and to create a safe and welcoming environment.

In alignment with the PVPUSD District's Local Control Accountability Plan (LCAP), the Silver Spur Elementary School's SPSA addresses all three approved LCAP categories and all specific site related actions as approved. The plan also provides specific site related measures to these District-wide goals to support improvement and growth.

In addition, parent, family, community, and other stakeholder involvement continues to modify the plan, provide avenues for involvement, expenditures, and reflection, as well as assists in obtaining feedback for the District and Board of Education to further transparency. At the site level, the following information is shared to seek feedback:

1. Professional Development and Targeted Teacher Collaboration Specific to Site
2. Supplemental Programs and Data Analysis to Support Growth of All Learners
3. Site Funds Targeted to Support Specific Learners

Stakeholder Involvement

Involvement Process for the SPSA and Annual Review and Update

Silver Spur Elementary's School Site Council is composed of 10 members that include parents, classroom teachers and other school staff members. School Site Council meets monthly to develop, approve, provide ongoing review of the implementation of the Single Plan for Student Achievement and make modifications to the plan whenever the need arises.

Dates for Review:

- Initial Presentation, Review, and Goal Setting with School Site Council: October 2, 2019
- Initial Presentation, Review, and Goal Setting with School Site Staff: October 7, 2019
- SPSA Draft and Goal Approval with School Site Staff: October 21, 2019
- SPSA Draft and Goal Approval with School Site Council: October 23, 2019
- Presentation and Feedback with ELAC Members: October 24, 2019
- SPSA and Budget Update with School Site Council: October 23, 2019
- Presentation at Parent/Teacher Student Association Meeting: October 8, 2019

- Mid-Year Evaluation and Progress Reporting with School Site Council: February 5, 2020
- Annual Evaluation with SSC: May 6, 2019
- Annual Evaluation Presentation with ELAC: April 23, 2020

Resource Inequities

Silver Spur’s School Site Council, Faculty Advisory Committee, PTA and ELAC will be involved in identifying areas of inequity and needing improvement. This will be done using state and local data using CAASPP, CAST, CA Dashboard, stakeholder’s surveys, comments and feedback. At Silver Spur, 5% of students are classified as low-socioeconomic status and 9% are EL. While all subgroups remain in the Blue on the CA Dashboard, 14.3% of EL students scored in the Beginning Stage of English Development and resources will be allocated to support these students.

Goals, Actions, Expenditures, & Annual Review

Goal 1

Maintain district facilities (as measured by SARC) and employ a highly-skilled staff (as measured by CALPADs and SARC) to deliver TK-5 curriculum aligned with the CA State Standards (as measured by CA Dashboard Academic Indicator, English Learner Progress Indicator, and Local Measures) giving all students access to required college and career readiness (as measured by College/Career Readiness Indicator, where appropriate).

Identified Need

- ELPAC—2019 Results: 8 Students Minimally Developed, 8 Students Somewhat Developed, 6 Students Moderately Developed, and 6 Students Well Developed.
- iReady Baseline Results—Any area of Tier II and Tier III Support
- FAC Recommendations— Shade structure for lunch area; two more portables for Science Lab/Maker Space and Art/Music Room (We currently have zero empty classrooms/rooms at SS); blacktop resurfacing and A/C in MPR.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	91.4 % Met or Exceeded	93% Met or Exceeded
CAASPP Math	91.4 % Met or Exceeded	93% Met or Exceeded
ELPAC Summative	10 Level 4 students reclassified	12 Level 4 students will reclassify
iReady Diagnostic	26 students out of 482 are marked red meaning they are	15 students out of 26 who are 1 to two grade levels below will

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	below grade level 1 or 2 grade levels 2 rushed yellow flags	make progress and move up a grade level No rushed yellow or red flags
CA Dashboard (Red/Orange/Yellow Areas)	All areas of academic performance are Blue or Green	Remain in Blue or Green for all areas of academic performance

Actions Taken on Goal (Strategies/Activities Completed)

Students to be Served by this Strategy/Activity

Action 1

All Silver Spur students will be served in the following ways:

Maintain baseline levels of technology and site facilities in good repair, prioritizing classrooms/student areas for improvement.

- Site facilities will continue being monitored regularly to remain in good repair. Head custodian and principal will review work orders/repairs monthly and ensure that facilities are in good condition.
- At Silver Spur Elementary, we established a site facilities team last Spring, 2019 made up of teachers, parents and staff in order to provide input on our school’s facility needs to the District -wide Facility Advisory Committee (FAC). As a result of this work, we prioritized the following school site improvements: Shade structure for lunch area; two more portables for Science Lab/Maker Space and Art/Music Room (We currently have 0 empty classrooms/rooms at SS); blacktop resurfacing and A/C in MPR.
- Faculty Advisory Committee meets monthly to discuss classroom and school needs and inform administration.
- Thanks to our very supportive PTA, we were able to purchase 1:1 chromebooks for all students in grades 2-5. We also purchased 1 cart of 25 chromebooks for our Learning Center and 6 chromebooks per grade 1 classroom (for a total of 18 chromebooks for grade 1). This purchase of chromebooks has allowed our students to have access to online programs.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
No site expense	No site expense

Action 2

All Silver Spur students will be served in the following ways:

Hire and support highly trained and qualified staff for new positions, collaborating with mentor and lead teachers, as well as the Induction Office to ensure skilled site staffing.

- Partnered new EL Instructional Aide with veteran ELD teachers and instructional aides from neighboring schools.
- Organized site-based training for Data Protocols using *I-Ready*.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

No site expense

No site expense

Action 3

All Silver Spur students K-5 will be served.

Monitor and evaluate implementation of state standards, current adoptions, and Technology Scope, including supplemental and support software/programs, providing staff with timely, data-driven feedback to improve learning outcomes, student achievement, continuous improvement, and staff proficiencies if needed. Evaluation of programs includes: core content areas and ELD.

- Organized site-based training in *I-Ready* Diagnostic to ensure that we are getting good data and data is being used to plan instruction.
- Hired substitute coverage for teachers to routinely review *I-Ready* data and plan instruction.
- Engaged students in data chats.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$1,575

Site Discretionary

Goal 2

Provide a comprehensive and inclusive instructional program to provide measureable growth and achievement for all students, including those recognized as English Language Learners, identified for Special Education or Multi-Tiered Support Services, and those qualified as Gifted and Talented (GATE), as measured by State and Local Measures of Proficiency, Qualification and Exit Criteria Figures, and Comparative Annual Program Participation.

Identified Need

- ELPAC—8 Student Minimally Developed, 8 Students Somewhat Developed, 6 Students Moderately Developed, and 6 Students Well Developed
- iReady Baseline Results—Tier II and Tier III Identified Students at 5% of School

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	91.4 % Met or Exceeded	93%
CAASPP Math	91.4 % Met or Exceeded	93%
ELPAC Summative	10 Level 4 students reclassified	12 Level 4 students will reclassify
CA Dashboard (Red/Orange/Yellow Areas)	All areas of academic performance are Blue or Green	Remain in Blue or Green for all areas of academic performance
iReady Diagnostic	26 students out of 482 are marked red meaning they are below grade level 1 or 2 grade levels 2 rushed yellow flags	15 students out of 26 who are 1 to two grade levels below will make progress and move up a grade level No rushed yellow or red flags

Actions Taken on Goal (Strategies/Activities Completed)

Students to be Served by this Strategy/Activity

Action 1

English Language Learners

Silver Spur Elementary just hired a new English Language Instructional Aide to serve our identified English Language Learners and monitor our Reclassified English Language Learners. Our classroom teachers as well as our new EL Instructional Aide will work together to ensure that our culturally and linguistically diverse students engage in and achieve with intellectually rigorous and developmentally appropriate learning experiences. These experiences promote high levels of proficiency in English, including academic language, as well as academic achievement across the curriculum through the use of the CA ELD Standards in tandem with all content area standards.

Silver Spur's instructional program will provide both designated and integrated English Language Development (ELD) to identified English Language Learners, Long-term English Learners (students who have been ELs for 4 years or more and have not reclassified), and Reclassified English Language Learners in ELA and Math. This includes fluency, comprehension, writing and vocabulary development. Our Instructional EL Aide will work in collaboration with our teachers in monitoring the growth of this group of students.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

19.5 hours per week—EL Instructional Aide
\$19,218

Supplemental Funds

Action 2

Special Education/Receiving Tiered Supports

Silver Spur Elementary will provide an instructional program that raises achievement for Special Education students and students receiving tiered supports in ELA and Mathematics. This includes fluency, comprehension, writing, and vocabulary. Special Education teachers will use the *Sonday* system and *Fountas and Pinnel* to reteach children in Tier 2 and approaching Tier 3 level. Our two Special Education teachers will also provide reteaching and small group instruction to students in Tier 2 in Math.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

N/A

District Funds

Action 3

Gifted and Talented Students (GATE)

As of October 2, 2019, there are 15 grade 4 and 5 Identified GATE students at Silver Spur Elementary. All these students will receive access to after school classes as well as during school fieldtrips. Both of these programs will supplement and provide a differentiated curriculum so that students attain optimal levels of learning. Silver Spur's GATE Coach will monitor the progress of identified gifted/talented students and will work collaboratively with classroom teachers of GATE students to differentiate the core curriculum through various means, including flexible groupings, acceleration of content, tiered assignments, interest centers, learning centers, and/or compacting in student's area of strength.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$1,000	District Funds

Goal 3

Provide a comprehensive and rigorous instructional program which annually raises achievement and facilitates growth for all students in all four core content areas, as measured by CA Dashboard Academic Indicator, State and Local Assessment Measures (specify below), and Student Report Card/Grades.

Identified Need

- ELPAC—Any area of Decline by Percentage
- Improve iReady Baseline Results—See below
- FAC Recommendations— Shade structure for lunch area; two more portables for Science Lab/Maker Space and Art/Music Room (There are currently no empty classrooms/rooms); blacktop resurfacing and A/C in MPR.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	91.4 % Met or Exceeded	93%
CAASPP Math	91.4 % Met or Exceeded	93%
ELPAC Summative	10 Level 4 students reclassified	12 Level 4 students will reclassify
iReady Diagnostic	26 students out of 482 are marked red meaning they are below grade level 1 or 2 grade levels 2 rushed yellow flags	15 students out of 26 who are 1 to two grade levels below will make progress and move up a grade level No rushed yellow or red flags
CA Dashboard (Red, Orange, Yellow Areas)	All areas of academic performance are Blue or Green	Remain in Blue or Green for all areas of academic performance

Actions Taken on Goal (Strategies/Activities Completed)

Students to be Served by this Strategy/Activity

Action 1

All Students

In collaboration with staff, administration will analyze student performance measures to identify areas of Professional Development specific to site in addition to what is district provided.

Silver Spur Teachers will receive monthly Professional Development opportunities that align to PVPUSD 2019-2020 Instructional Priorities. Sessions will be led by the school principal and will address collaboratively identified top priorities for Silver Spur: Instruction aligned to Standards; Assessment of Student Learning; Learning Environment and Student Engagement.

Teachers will be provided with opportunities to observe each other, as well as teachers in other schools, and have a discussion with the goal of improving teaching and learning and add to their toolbox of instructional strategies.

During the 2019-2020, Silver Spur Elementary teachers will participate in Districtwide Professional Development on Readers/Writers Workshop; Next Generation Science Standards (NGSS); Positive Behavior Intervention Support (PBIS) and Instructional Demo lessons.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$4,000 (substitutes to observe teachers)

Site Discretionary

No Expense

District Funded

Action 2

All Students

Teachers and Administration will continue to implement Interim Assessments and other research-based assessments to monitor student performance in grade-level standards, adjust instructional program using related performance reporting, and prepare students for success on state assessment measures, specifically students within targeted populations who are not meeting standard/proficiency.

All Silver Spur Teachers K-5 will use *I-Ready* to collect good data both in English Language Arts and Math. Data will be used by teachers to actively monitor students' progress and adjust instruction as needed.

All Silver Spur Teachers TK-5 will use District adopted instructional programs (*Wonders and Math in Focus*) and the assessments these programs offer to monitor achievement of grade-level standards as well as to adjust their instructional program.

Teachers will use performance tasks in *Wonders* to prepare students for success on state assessments measures in both Language Arts and Math.

Grade 3-5 teachers will use CAASPP Interim Assessments to monitor students' performance of grade level standards and provide support for students who are not meeting standards.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

No Site Expense

District Funds

Goal 4

Provide a school environment that fosters physical and emotional security, encourages community and family involvement, and focuses the school climate on creating opportunities for student engagement, as measured by the Site Parent Participation Rates, CA Healthy Kids Survey, Attendance, Tardy Rates, State Assessment Participation Rates, Discipline Data, and parent and staff feedback.

Identified Need

- ELPAC—8 Student Minimally Developed, 8 Students Somewhat Developed, 6 Students Moderately Developed, and 6 Students Well Developed
- iReady Baseline Results—Tier II and Tier III Identified Students at 5% of School
- CA Healthy Kids Survey—Student participation will increase from 79% to 85%
- Maintain or Increase Parent Involvement Group Participation Rates/Membership

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

State Assessment Participation Rates

Overall school Participation Rate is 99%, with socioeconomically disadvantaged student participation rate is at 94% and

All students subgroups meet 95% participation rates.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	students with disabilities at 93% participation.	
Attendance Data	1.8% of Students are Chronically Absent	Reduce to 0%
Discipline Data	0 suspensions	0 suspensions
Parent Involvement Rates	13,440 hours in 2018-2019	14,000 hours in 2019-2020

Actions Taken on Goal (Strategies/Activities Completed)

Students to be Served by this Strategy/Activity

Action 1

All Students

Provide inclusive school environment for all students by providing opportunities for school community participation during and outside of the school day, recognizing the strength of cultural and linguistic diversity, the importance of leadership roles, the experience of co-/extra-curricular activities, and commitment to life-long learning.

Silver Spur Elementary will continue implementing a Positive Behavior Intervention Support (PBIS) system. PBIS includes clearly articulated school wide rules and expectations; location specific examples of behavior; a positive reward system and tiered intervention of support (much like in academics) that include alternate means of correction and restorative practices. Silver Spur is entering year 3 of professional development in PBIS. Silver Spur continues to encourage all stakeholders to utilize the school matrix of location specific behaviors with fidelity. Silver Spur will explore the possibility of using student council to provide examples and non-examples of rules/expectations. This school year Silver Spur devoted three dates to rotate every classroom to specific locations so that expectations could be reviewed on location. Silver Spur staff will continue rewarding students who follow the PBIS matrix.

Silver Spur will continue hosting its annual International Week to recognize and showcase our rich student and parent population who come from different cultural and linguistic backgrounds.

Silver Spur will continue hosting its annual Science Expo. Open to all students TK-5 as well as bi-weekly Science Lunch Bunch for all students.

Silver Spur Elementary has a very active Student Council that meets every Monday and organize spirit days and fundraisers for all students.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$1,500-PBIS Supplies	PTA Funds
\$12,000-Science Expo, Science Lunch Bunch, International Week, community events	PTA Funds

Action 2

All Students

Provide Parent Involvement and Education Opportunities within the school community, communicating and engaging frequently, timely, and transparently, and in collaboration with the District Parent Organizations (PEF, PTA, etc.).

Silver Spur will continue to engage its parent community by actively sharing parent information thorough emails, encouraging parents to volunteer in the classroom, school wide, through PTA, PEF, School Site Council and other advisory committees. Silver Spur parents will also participate in a Digital Citizenship seminar as well as other after school meetings.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$900-Speaker	PTA

Action 3

All Students

Staff and administration will continue to develop social/emotional learning and progressive discipline supports by implementing guidance lessons, restorative practices, procedures for crisis and threat, and identifying school climate indicators to improve overall culture.

Silver Spur will continue to implement PBIS in order to create and maintain a safe and effective learning environment and to ensure that all students have the social skills needed to ensure their success at school and beyond.

Silver Spur's PBIS Team attends 3 in-services and meets monthly to analyze data, discuss restorative practices and develop procedures to increase academic achievement and performance; decrease classroom disruptions and office discipline referrals and improve school climate and safety at Silver Spur.

In addition to PBIS, Silver Spur will continue socio-emotional development by using the *Second Step* curriculum in every classroom TK-5 weekly and with fidelity. Coach Wooden Pyramid of Success and the partnership with Harper for Kids will continue during the 2019-2020 school year. Silver Spur’s School Psychologist will address students, teachers, parents and staff at all Friday assemblies and emphasize to all Silver Spur’s school wide rules and character traits from Coach Wooden Pyramid of Success.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$3,800-Teacher Release Time	District Funds
\$1,500-incentives	PTA/Site Discretionary

Annual Review

SPSA Year Reviewed: 2018-2019

Analysis

Goal 1 was to maintain district facilities and a highly skilled staff to deliver TK-5 curriculum aligned with the CA Common Core State Standards giving all students access to required college and career readiness.

Metric/Indicator	Expected Outcome	Actual Outcome
Facilities Survey	Maintain district facilities in working condition to support students’ learning environment	Fixing main plumbing line Follow up on needed repairs
ELA/ELD Professional Development	All teachers TK-5 to participate in <i>Wonders</i> Training	All teachers TK-5 participated in <i>Wonders</i> professional development and started implementing it in the classroom
NGSS Professional Development	Awareness of NGSS standards	Teachers in grades 3-5 participated in year 1 NGSS professional development and TK-2 teachers participated in awareness trainings of NGSS standards

Goal 2 was to provide an instructional program that raises achievement for all students. Silver Spur Elementary will continue implementing a school wide RTI program that will address at-risk students in the areas of English Language Arts and Math.

Metric/Indicator	Expected Outcome	Actual Outcome
ELA CAASPP Scores	SS will increase the percentage of students who met and/or exceeded ELA standards by 2% in grades 3-5.	91.4% of SS students met and/or exceeded ELA standards in the 2019 CAASPP test.
Math CAASPP Scores	SS Math data will increase from 87% to 89% of students meeting or exceeding standards.	91.4% of SS students met and/or exceeded Math standards in the 2019 CAASPP test.

Goal 3 was to provide additional support for all students who are identified as English Language Learners (ELLs), Special Education students and GATE students so that students in these subgroups can reach their full potential and/or close the achievement gap with their peer majority.

Metric/Indicator	Expected Outcome	Actual Outcome
ELA CAASPP Scores	ELL--90% % Met or Exceeded GATE--100% Met or Exceeded SPED population--65% Met or Exceeded	ELL--94.1% Met or Exceeded GATE--100% Met or Exceeded SPED population--66.6% Met or Exceeded
Math CAASPP Scores	ELL--90 % Met or Exceeded GATE--100% Met or Exceeded SPED population--70% Met or Exceeded	ELL--94.8 % Met or Exceeded GATE--100% Met or Exceeded SPED population--77.8% Met or Exceeded

Goal 4 was to continue to create a school environment that fosters physical and emotional security, encourage community involvement, and connectedness through a school wide positive behavior support program, community activities and parent education opportunities as measured by the California Healthy Kids Survey.

Metric/Indicator	Expected Outcome	Actual Outcome
2017-2018 CHKS student survey (administered every other year)	Using the CHKS student survey as a measure of students' feelings of being safe at school, 86% of students report feeling safe at school all or most of the time.	CHKS was not administered in 18-19 but will be administered again in 19-20.
Attendance, suspensions, and school discipline records	Principal will continue monitoring attendance on a daily, weekly and monthly basis in order to ensure that students	Data was monitored daily, weekly and monthly to address and prevent chronic absenteeism. School

Metric/Indicator	Expected Outcome	Actual Outcome
	<p>are not chronically absent from school.</p> <p>Principal and PBIS team will continue working on finding alternatives to suspension.</p>	<p>suspensions remained at 0 and alternatives to suspension were provided.</p>

During the 2019-2020 school year all teachers TK-5 will be using *Wonders* with all students. This will be the second year of implementation for students in grades TK-2 but it is a first for teachers and students in grades 3-5. Teachers in the upper grades are putting forth many hours of planning in order to make sense and provide a comprehensive and cohesive Language Arts program to all students whom they serve.

Silver Spur's ELA scores increased by 0.3% from 2017-2018 to 2018-2019, from 91.3% to 91.6%. Math scores also increased from 87% in 2017-2018 to 91% in 2018-2019.

Expected and actual expenditures were as expected. There were no major differences in the intended implementation of school programs used to implement strategies and activities to meet our desired goals.

Subgroups performed considerably well on both ELA and Math in the CAASPP. However, only 60% of students with 504s met or exceed standards in ELA in CAASPP 2019. During the 2020 Spring CAASPP, Silver Spur will make sure to put resources in place in order to support students' needs related to self-regulation, sustaining effort and persistence, and recruiting interest from students. Teachers will use the accessibility resources planning tool in order to identify students who will benefit from Designated Supports (DS) and Accommodations (A).

As mentioned above, all teachers TK-5 will be using *Wonders* as their ELA curriculum, which will provide a comprehensive and cohesive program for all students. During the 2019-2020 school year, Silver Spur teachers will continue administering formative assessments, interim assessments, and practice and training tests in grades 3-5. These are assessments that are flexible and easy to incorporate into teaching. Data will be analyzed to inform instruction and create differentiated groupings within the classroom. In addition, this school year teachers will be administering performance tasks that will be used whole group to guide students step-by-step on how to respond to a performance task.

During the 2019-2020 school year, Silver Spur has a new English Language Teacher who is diligently working on supporting English Language Learners to access the core curriculum. In addition, our Special Education Teachers will be trained in Leveled Literacy Intervention (LLI) to meet the needs of our RTI students who receive services in the Learning Center. During the 2019-2020 school year, Silver Spur's GATE program will take place during the school day versus after school. Teachers of GATE students will also be providing differentiated instruction for these students within their classroom.

It is our goal at Silver Spur to meet the needs of ALL students, whether these students are English Language Learners, Special Education, at-risk students and/or Gifted and Talented.