

2013-14 Single Plan for Student Achievement



LAMMERSVILLE
Unified School District

Bethany Elementary School



Part II: The Single Plan for Student Achievement Template

School: Bethany Elementary School

District: Lammersville Unified School District

County-District School (CDS) Code: 39-76760-0114645

Principal: Deborah Wingo

Date of this revision: May 10, 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: Deborah Wingo

Position: Principal

Telephone Number: (209) 836-7250

Address: 570 Escuela Drive
Mountain House, CA 95391

E-mail Address: dwingo@sjcoe.net

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



BETHANY ELEMENTARY SCHOOL/COMMUNITY DESCRIPTION

Bethany Elementary School is located 7 miles west of the city of Tracy, California in San Joaquin County approximately 25 miles southwest of Stockton, California. The school is situated in a neighborhood community called Bethany Village, which is part of the town of Mountain House. Bethany Elementary is a K-8th grade school that provides the educational program for students in this area of the school district.

Bethany Elementary School, the second school in Mountain House, is a state of the art facility that opened in August 2007. The school is part of the Lammersville Unified School District which was founded over 130 years ago. The current school enrollment is 737 students. The school is a community center where students participate in academic, fine arts, sports, and other after school programs. The school facilities are also used by other various organizations approved by the school district.

BETHANY ELEMENTARY SCHOOL MISSION

The mission of Bethany Elementary School is to inspire and prepare the children of today for a stronger tomorrow by building knowledge, character, and confidence.

BETHANY ELEMENTARY SCHOOL VISION

- All members of the school community are responsible for creating an environment for life-long learning.
- All students can learn and be successful.
- High expectations generate high success.
- The school community will foster a safe and orderly environment for all members.
- Diversity is recognized as a strength and valuable resource.
- All individuals within the school community are treated with dignity and respect.
- The education of children demands a commitment to their intellectual, social and emotional development.
- The school/parent/community will work as a team to ensure student well-being and success.
- School, parents and community will work together to maintain and support the development of student character through the use of the Character Counts Program and the Six Pillars: Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship.

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	
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 curriculum benchmark tests throughout the year.

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 Data Publishers/Curriculum Assessments	78.5% of 2 nd – 8 th grade students scored proficient or above in ELA on the 2012 CST. 77% of 2 nd – 8 th grade students scored proficient or above in Math on the 2012 CST.	Review of standards based assessments and STAR test data, and participation in grade level data meetings

STRATEGY 1.1: Description of Specific Actions to Improve Education Practice in ELA

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
August 2013 - June 2014 Instruct all students with state and district approved curriculum using highly qualified teachers	Site administration, teachers, support staff	August 2013 – June 2014 Align content and Common Core standards with district adopted ELA curriculum District analysis of staff credentials, classroom observations, staff evaluations	Site Budget, EIA
Focus on key language arts standards based on individual student assessment data Utilize supplemental materials and programs as well as student incentives to support and enrich core curriculum.	Site administration, teachers, support staff Site administration, teachers, support staff	Analyze formative and summative assessment data to target student focus groups, for example- curriculum assessments, teacher developed assessments, Curriculum Associates materials, CST released questions, etc. Accelerated Reader software and prize program, student dog tag rewards, trade books, readers' theater, teacher created materials, etc.	Site Budget, EIA Site budget, 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)
August 2013 – June 2014		August 2013 – June 2014	
Instruct all students with state and district approved standards based math curriculum using highly qualified teachers	Site administration, teachers, support staff	Align content and Common Core standards with district adopted math curriculum District analysis of staff credentials, classroom observations, staff evaluations	Site budget, EIA
Focus on key math standards based on individual student assessment data	Site administration, teachers, support staff	Analyze formative and summative assessment data to target student focus groups, for example-curriculum assessments, teacher developed assessments, CST released questions, etc.	Site budget, EIA
Utilize supplemental materials and programs as well as student incentives to support and enrich core curriculum.	Site administration, teachers, support staff	Mathletics, student dog tag rewards, trade books, readers' theater, teacher created materials, etc.	Site budget, 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)
August 2013 – June 2014		August 2013 – June 2014	
Provide small group and individual instruction/intervention via differentiated instruction groups throughout the school day	Site administration, teachers, support staff	Use student data to assign students to classroom based reteach groups, Differentiated Instruction Groups (DIG), and elective wheel reteach classes	Site budget, EIA
Provide after school remediation classes for math and ELA	Site administration, teachers	Use student data to assign students to after school remediation in math and/or ELA	Site budget, EIA

STRATEGY: Increased access to technology

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
August 2013 – June 2014	Site and district administration	August 2013 – June 2014	Site budget, EIA
Enhance software options in the school computer lab		Bethany School is scheduled for a full technology upgrade in June 2014. Maintenance of the existing system is the focus until that time.	
Upgrade site technology to align with other LUSD campuses			

STRATEGY 1.4 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)
August 2013 – June 2014	Site administration, teachers, support staff	August 2013 – June 2014	EIA
Professional development opportunities for teachers in the area of language arts, English Language development, and mathematics		Ongoing professional development in Common Core, Smarter Balanced Assessment, PLC Practices, CELDT, ELD, and proven instructional practices and strategies	
Collaboration time for teachers to plan, observe, and implement instructional strategies	Site administration, teachers, PLC team	Early release Fridays, release schedule for peer observations, PLC meetings	Site Funds, EIA

STRATEGY 1.5: 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)
August 2013 – June 2014	Site administration, teachers	August 2013 – June 2014	Site Funds, EIA
Parent involvement and education provided to all parents in using ELA strategies at home		Student Study Teams, Parent Conferences, Parent Workshops, Bobcat Bulletin	

LEA GOAL 2: 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 2: 70% of 2nd – 8th Grade English Learners 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 Data, district benchmarks, curriculum/publisher's assessments, CELDT data, and teacher records	52.8% of 2 nd – 8 th grade students scored proficient or above in Math on the 2012 STAR test. 41.5% of 2 nd – 8 th grade students scored proficient or above in English Language Arts on the 2012 STAR test.	Evaluation of STAR Test Data, district benchmarks, curriculum/publisher's assessments, CELDT data, CST released item assessments, Accelerated Reader data, and teacher records. This evaluation will be done by individual teachers, administration, PLC and grade level teams.

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)
August 2013 – June 2014 Instruct all students with state and district approved standards based ELA curriculum using highly qualified teachers.	Site administration, teachers, support staff	August 2013 – June 2014 Align content and Common Core standards with district adopted ELA curriculum District analysis of staff credentials, classroom observations, staff evaluations	Site Funds, EIA
Small group and individual instruction/intervention via differentiated instruction groups and reteach classes using supplemental materials designed to raise the scores of lower performing students.	Site administration, teachers, support staff	Use student data to assign students for classroom based reteach groups, Differentiated Instruction Groups (DIG), and elective wheel reteach classes. Monitor lesson plans and student assessment data for appropriate placement in intervention groups.	Site Funds, EIA, Title III

STRATEGY 2.2: Description of Specific Actions to Improve Education Practice in mathematics for English language Learners (ELL)			
Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
August 2013 – June 2014 Instruct all students with state and district approved	Site administration, teachers, support staff	August 2013 – June 2014 Align content and Common Core standards with district adopted Math curriculum	Site Funds, EIA

standards based Math curriculum using highly qualified teachers.		District analysis of staff credentials, classroom observations, staff evaluations	
Small group and individual instruction/intervention via reteach classes using supplemental materials designed to raise the scores of lower performing students.	Site administration, teachers, support staff	Use student data to assign students for classroom based reteach groups, and elective wheel reteach classes. Monitor lesson plans and student assessment data for appropriate placement in intervention groups	Site Funds, EIA, Title III

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)
August 2013 – June 2014 During and after school interventions for ELL students.	Site administration, teachers, support staff	August 2013 – June 2014 Teachers reinforce content standards in small groups by using nonlinguistic representations and scaffolding to teach language.	Site Funds, EIA, Title III

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)
August 2013 – June 2014 Increase parent awareness and knowledge regarding students' academic performance and needs.	Site administration, teachers	August 2013 – June 2014 ELAC meetings, site and classroom newsletters, meeting minutes and agendas, school and district's websites	Site Funds, EIA

(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 Bethany students will be educated in a safe, drug free, environment that is conducive to learning.

What data did you use to form this goal? Referral and suspension data, crime statistics and reports, citizenship awards	What were the findings from the analysis of this data? The student referral rate for the 2011-2012 school year was 2.9%, down from 4.7% in 2010-2011. There were no incidents involving drugs, alcohol, or weapons.	How will the school evaluate the progress of this goal? Ongoing monitoring of student referrals, suspensions, citizenship awards and sheriff's reports.

STRATEGY 3.1: Increase Students' Average Daily Attendance

Action/Date August 2013 – June 2014	Person(s) Responsible Site administration, teachers, support staff	Task/Date August 2013 – June 2014	Cost and Funding Source (Itemize for Each Source) Site Funds, EIA
Establish a quarterly monitoring system to ensure that classrooms have an ADA of 96% or higher		Monitor ADA at quarterly intervals, parent/student conferences and/or written notifications for attendance concerns, presentation of attendance awards for positive attendance	

STRATEGY 3.2: Ensure safety and healthy climate

Action/Date August 2013 – June 2014	Person(s) Responsible Site administration, teachers, support staff	Task/Date August 2013 – June 2014	Cost and Funding Source (Itemize for Each Source) Site Funds, EIA
Establish and enforce policies and procedures to support and maintain safe and positive student behavior		Student behavior expectations review assemblies, Implementation of Character Counts Program, student review of the Bobcat Code of Conduct and student handbook with staff and students, continue Caught Being Good behavior rewards tickets, Student dog tag rewards, review supervision schedules, evaluate yard duty personnel	
Increase awareness of emergency procedures outlined in the Bethany School Site Safety Plan	Site administration, teachers, support staff	Annual review and update of the Bethany School Site Safety Plan, monthly emergency drills, faculty review of the safety plan and procedures	Site Funds, EIA

Monitor campus visitors	Site administration, teachers, support staff	Implement visitor sign in policy	Site funds, EIA
-------------------------	--	----------------------------------	-----------------

STRATEGY 3.3: Promote physical fitness, nutrition and wellness			
Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
August 2013 – June 2014 District Wellness Goal 4c.1: Fitness will be used to support the district's academic content standards to improve learning in core curricular areas	Wellness committee, site administration, teachers, support staff	August 2013 – June 2014 100% of K-8 th grade students will participate in physical fitness activities and learn the significance of staying physically and mentally fit. 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.	MAA, Site funds, EIA

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

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)
<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 ³ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ⁴ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<p>The district will provide instructional support, instructional aides and bilingual aides for qualifying student and use CLAD strategies to further support English Language Learners.</p>	8/13-6/14	\$42,500	\$42,487	Title I, Title III, EIA
<p>The district will provide indirect support and resources to the school sites to meet ELL needs.</p>	8/13-6/14			8/13-6/14

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.

³ 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.

⁴ List the date an action will be taken, or will begin, and the date it will be completed.

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

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 checked="" type="checkbox"/> Economic Impact Aid/Limited English Proficient (EIA-LEP) Purpose: Develop fluency in English and academic proficiency of English learners	\$42, 028.
<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	\$42,028.

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 checked="" type="checkbox"/> Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals		\$4,574.
<input checked="" 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		\$10,444.
<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		\$15,018.
Total amount of state and federal categorical funds allocated to this school		\$57,046.

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.⁵ 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
Deborah Wingo	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nancy Matthews	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emily Hoptry	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Irene Busuttil	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sherri Sentman	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Lynette Hapgood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Monica Moisa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Paven Judge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Genevieve Abouzeid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Nacera Gorman	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	3	1	5	0

⁵ 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]* _____ Signature
- Special Education Advisory Committee _____ Signature
- Gifted and Talented Education Advisory Committee *[Signature]* _____ 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: March 28, 2013.

Attested:

Deborah Wingo
Typed name of School Principal

[Signature]
Signature of School Principal

5/30/13
Date

Irene Busuttill
Typed name of SSC Chairperson

[Signature]
Signature of SSC Chairperson

5/30/13
Date

Bethany Elementary School Plan Budget 2013/14

May 28, 2013

Preliminary Budget for 2013-14		\$10,444.00	Code 4201	Code 4203	Code 7091	Code 4035
13/14 Estimated Allocations	Total	\$ 57,046	Title III	Title III	EIA	Title II
12/13 Carryover		\$ -	2,250	8,194	\$ 42,028	\$ 4,574
	Sub-Total	\$ 57,046	\$ 2,250	\$ 8,194	\$ 42,028	\$ 4,574
Centralized Services		\$ 5,326	\$ 350	\$ 194	\$ 4,208	\$ 574
	TOTAL	\$ 51,720	\$ 1,900	\$ 8,000	\$ 37,820	\$ 4,000
Payroll (Reference only)		\$ -				
	ALLOCATED GOAL TOTAL	\$ 51,720	\$ 1,900	\$ 8,000	\$ 37,820	\$ 4,000
Action Steps (requiring funding)						
<i>School Goal #1: By June 2014, at least 99.2% of 2nd - 8th grade students will score proficient or above on the ELA and Math CST.</i>						
Supplemental instructional materials, class budget enhancement	Title III		Title III	EIA	Title II	
Teacher release time, professional development, teambuilding activities				\$ 17,054		
Student rewards and incentives				\$ 3,000		\$ 4,000
	GOAL TOTALS			\$ 20,054	\$ 4,000	
<i>School Goal #2: 70% of 2nd-8th grade ELL's will reach high standards at a minimum proficiency of better in reading and math by June 2014.</i>						
Bilingual para to administer CELDT and provide small group support to ELL's	Title III		Title III	EIA	Title II	
Supplemental instructional materials		\$ 1,900	\$ 5,000	\$ 17,266		
Student rewards and incentives			\$ 2,500	\$ 500		
	GOAL TOTALS	\$ 1,900	\$ 8,000	\$ 17,266	\$ -	
<i>School Goal #3: All Bethany students will be educated in a safe, drug free, environment that is conducive to learning.</i>						
Student incentives and rewards	Title III		Title III	EIA	Title II	
				\$ 500		
	GOAL TOTALS	\$ -	\$ -	\$ 500	\$ -	