

The Single Plan for Student Achievement Template

SCHOOL: Burney Elementary School

County-District School (CDS) Code 45699896050272

Principal: Marcy Schmidt

Date of this revision: January 15, 2014

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. 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: Marcy Schmidt

Position: Principal, Burney Elementary School

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Fall River Joint Unified School District

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

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:

School Goal # 1 (Goals should be prioritized, measurable, and focused on identified student learning needs.)			
By June of 2014-2015, 70% of students will score proficient or advanced in ELA and math as measured by the <i>SBAC benchmarks</i> .			
What data did you use to form this goal (findings from data analysis)?		How does this goal align to your Local Educational Agency Plan goals?	
Student STAR scores and district assessments		FRJUSD Performance Goal #1: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.	
What did the analysis of the data reveal that led you to this goal?		Which stakeholders were involved in analyzing data and developing this goal?	
While BES students improved test scores overall, scores did not meet AYP (though we did gain safe harbor) and there remains a performance gap between "white" and "LI".		School and district administration, certificated and classified personnel, parents	
Who are the focus students and what is the expected growth?		What data will be collected to measure student achievement?	
All students, but particularly LI/EL/ FY ELA: all 20%, white 15%, LI 23% Math: all 12%, white 9%, LI 20%		School and district assessments, SBAC benchmark assessments, CalMAPP data	
What process will you use to monitor and evaluate the data? Use collaboration time to disaggregate data on weekly ELA tests, math topic tests, CalMAPP data		Actions to improve achievement to exit program improvement (if applicable). Continue to raise percentage of students scoring proficient/advanced on CalMAPP	
Strategies/Actions to Implement this Goal	Start/Completion Date/Personnel	Each Funding Source/Amount	Process for Evaluation of Implementation
Title 1 teacher	Aug 2013-June 2014 Annie Perkins	\$57,896	Test scores, pre and post assessments, evaluation
Title 1 paraprofessional	Aug 2013-June 2014 Linda Bates	\$5,475	Test scores, pre and post assessments, evaluation
All teachers trained in use of curriculum, including EL resources	Aug 2013-June 2015 Certificated staff	CCSS implementation grant	
All teachers trained in CCSS instruction, including strategies for targeting EL and LI needs	Aug 2013-June 2015 Certificated staff	CCSS implementation grant	
Additional instructional time for strategic and intensive students	Aug 2013-June 2015 Admin., Certificated and paraprofessional staff	Use of paraprofessionals	

Fidelity to program	Aug 2013-June 2015 Admin. and staff Weekly collaboration	Na	Test scores, observation and walk through
Explicit, direct instruction		Na	
Formative and summative assessment		Na	Data
Data mining and Data disaggregation		Na Na	Collaboration, test scores with recorded results
Classroom observations and walk throughs			
Collaboration		Na	Data, student performance and observation of teaching instruction
Grade level planning		Na	
High expectations for all students		Na	
Rigor, 50/50, complete sentences		Na	
Engagement strategies		Na	
PD/Workshops	Feb. 2014, principal	\$375, plus \$700 for meals, mileage, hotel	Staff professional development, student performance
PLCs	July, August 2013 Staff	\$300 year	Collaboration, planning, student performance
Core curriculum resources: Replace Treasures resources	July 2013	\$700 year	Student performance/scores
Supplanting materials: REACH	Sept 2013-June 2014	\$1000 year	
Supplemental resources: writing resources for Kindergarten	July 2013-August 2014	\$200 year	
Renaissance: subscriptions to online services such as Star Reading and Math, Accelerated Reader and Math, Math Facts in a Flash	July 2013-June 2014	\$4,545 year	

Form B: Centralized Support for Planned Improvements in Student Performance
The School Site Council has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards.

Program Support Goal # 1.1 (Based on conclusions from analysis of program components and student data pages)				
Increase parental involvement at BES by 10 percent, as measured by parent volunteer hours, participation in Back to School and Open House, PTA and Site Council meetings and in response to surveys.				
Groups participating in this goal (e.g., students, parents, teachers, administrators): District and site personnel, students, parents, community members		Anticipated annual growth for each group: 10%		
Means of evaluating progress toward this goal: Data collection: participation in various school activities		Group data to be collected to measure gains: Sign in sheets, participating members, hours worked in classrooms, survey response numbers		
Actions to be Taken to Reach This Goal¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Positive parent contact: emails, texts, phone calls, notes, all calls Weekly newsletters from classroom Monthly newsletter from school Volunteers in classrooms and/or the school Planning for volunteers hours: in class activities, take home projects Parents and community members as resources for teaching units, college and career readiness Math Night, Reading Night Science Fair Fitness Activities Classroom social media pages Parent Computer Night Prizes for Back to School, Open House Food Incentives for participation Homework assistance: school phone for texting, phone conference Utilize PTAs resources including Classroom liaison	2013-2014, 2014-2015 school years	Folders to send notes home (About \$35 per box of paper which has 10 reams of paper) Classroom newsletter Paper: 3 boxes, \$105 School newsletter paper: 1 box, \$35 <i>Home School Connection</i> PTA sponsored PTA sponsored Unknown PTA sponsored PTA activity Unknown none	\$458 yr \$105 yr \$35 yr \$350 yr	

¹ See Appendix B: Chart of Requirements 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 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:

<p>School Goal # 2 (Goals should be prioritized, measurable, and focused on identified student learning needs.)</p> <p>By June of 2014/2015, 90% of students will read proficient/advanced (accurately and fluently) based on Treasures Oral Fluency for grades 4-6, and DRA level 40 for third grade, level 30 for second grade, level 18 for first grade, and level 6 for K.</p>			
<p>What data did you use to form this goal (findings from data analysis)?</p> <p>Prior years' CST scores; Academic Performance Index; Annual Yearly Progress.</p>	<p>How does this goal align to your Local Educational Agency Plan goals?</p> <p>FRJUSD Performance Goal #1: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.</p>		
<p>What did the analysis of the data reveal that led you to this goal?</p> <p>BES is in Year five of Program Improvement; students from all sub groups are not making progress as required by NCLB</p>	<p>Which stakeholders were involved in analyzing data and developing this goal?</p> <p>School and district administration, certificated and classified personnel, parents, State of California, NCLB</p>		
<p>Who are the focus students and what is the expected growth?</p> <p>All students k-6 are expected to read at grade level, which means accurately and fluently with comprehension.</p>	<p>What data will be collected to measure student achievement?</p> <p>Treasures Oral Reading Fluency scores and DRA reading level scores.</p>		
<p>What process will you use to monitor and evaluate the data?</p> <p>Collaboration to disaggregate data on grade level and district assessment results, progress monitoring, continuous text reading scores</p>	<p>Actions to improve achievement to exit program improvement (if applicable).</p> <p>Master Schedule to meet needs of students intensive, strategic and benchmark</p> <p>Good first teaching; use of Explicit Direct Instruction (EDI), fidelity to adopted programs, research based instructional strategies</p> <p>Goal setting with students</p> <p>SES tutoring</p> <p>Research based curriculum</p> <p>Update technology</p> <p>Character Education</p> <p>Continued targeted professional development</p> <p>Continued communication with parents regarding academic success</p>		
<p>Strategies/Actions to</p>	<p>Start/Completion</p>	<p>Each Funding</p>	<p>Process for Evaluation</p>

Implement this Goal	Date/Personnel	Source/Amount	of Implementation
Review data with staff and provide time for grade level teams to identify areas of need	August of 2013, 2014		List of students in each performance band
Identify students for intensive and strategic support	August and ongoing at grade level collaboration meetings (held weekly)		Schedule with support programs
Allocate resources according to need	September 2013-June 2015 as needed		Schedule of services
Analyze assessment data by class and grade level: using essential standards, implement re-teaching, re-assessment, and RTI	August and ongoing at grade level collaboration meetings (held weekly)		ESP, Data Analysis Form
Focused PD based on identified needs	August 2013-June 2015	CCSS Implementation grant	Offered to staff and implemented in classrooms
Educate and encourage wellness	Ongoing with monthly Harvest of the Month, Jog Your Brain each Thursday 2013-2015	In kind; \$200	Nutrition education, Jog Your Brain, mental health counseling, dental wellness education, safe routes to school program
Adopt a character education program	September 2014	\$3,000	Decrease in behavior referral; increase in academic responsibility
SES Tutoring	2 six week sessions during each school year 2013/14, 2014/15	\$20000	Pre and post test; CSTs and district benchmarks
REACH/Reading Mastery (SRA) Read Naturally Phonic for Reading Barton – reading intervention	August 2013-June 2015		Pre and post test; CSTs, classroom assessments, District benchmarks
Improved parental communication: Home and School Connection Newsletter, weekly all call updates, school newsletter, school website, Reading Night	August 2013- June 2015	\$260 year	Improved parental involvement in school functions, understanding of standards and levels
Set academic goals with each student and discuss with parent at conference; post goals in classroom	Fall of each year (2013, 2014)		Conference with student and parent of those students who do not reach academic goal
Student Motivation: Bumper stickers, certificates, pencils	3 times each year after report cards 2013/14, 2014/15	\$310 year	
Student Agendas	Fall 2013, 2014	\$350 year	Student organization, grades

Form B: Centralized Support for Planned Improvements in Student Performance

The School Site Council has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards.

Program Support Goal # 2.1 (Based on conclusions from analysis of program components and student data pages)				
Fluency for k-3 and comprehension k-6				
Fluency (correct words per minute, one minute timing): end of year first grade 69, second grade 111, third grade 120, fourth grade 123, fifth grade 139, sixth grade 150				
Groups participating in this goal (e.g., students, parents, teachers, administrators): Admin, teachers, paraprofessionals, students, parents		Anticipated annual growth for each group: 15%		
Means of evaluating progress toward this goal: Progress monitoring, Assessment results		Group data to be collected to measure gains: oral reading assessments		
Actions to be Taken to Reach This Goal³ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date⁴ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Use core curriculum with fidelity: curriculum intervention materials, e fluency resources, vocabulary development High frequency word and phrases drills Encore and additional instruction time for intensive and strategic students such as Phonics for Reading, REACH Reading instruction professional development Collaboration and Planning Read Naturally	2013-2015 Inclusive Daily thirty minutes Weekly 60 minutes	PD: CCSS implementation grant Use of paraprofessionals We may need to update Read Naturally to the computerized version	unknown	Title 1

³ See Appendix B: Chart of Requirements 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.

Form C: Programs Included in this Plan

The School Site Council intends for this school to participate in the following programs: (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. If the school receives funding, then the plan must include the proposed expenditures.)

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 Purpose: Help educationally disadvantaged students succeed in the regular program	\$
<input type="checkbox"/> Economic Impact Aid/English Learner Program 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 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., Gifted and Talented Education)	\$
Total amount of state categorical funds allocated to this school	\$

Federal Programs under the Elementary Secondary Education Act	Allocation
<input type="checkbox"/> Title I, Part A: Neglected Purpose: Supplement instruction for abandoned, abused, or neglected children who have been placed in an institution	\$
<input type="checkbox"/> Title I, Part D: Delinquent Purpose: Supplement instruction for delinquent youth	\$
<input checked="" type="checkbox"/> Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	\$ 98,094
<input type="checkbox"/> Title I, Part A: Targeted Assistance Program Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$
<input type="checkbox"/> Title I, Part A: Program Improvement Purpose: Assist Title I schools that have failed to meet ESEA Adequate Yearly Progress targets for one or more identified student groups	\$
<input type="checkbox"/> Title II, Part A: Teacher and Principal Training and Recruiting Purpose: Improve and increase the number of highly qualified teachers and principals	\$
<input type="checkbox"/> Title II, Part D: Enhancing Education Through Technology Purpose: Support professional development and the use of technology	\$
<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 IV, Part A: Safe and Drug-Free Schools and Communities Purpose: Support learning environments that promote academic achievement (NO LONGER FUNDED BEGINNING WITH THE 2010-11 SCHOOL YEAR)	\$
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible local educational agencies	\$
<input type="checkbox"/> Other federal funds (list and describe) ⁵	\$
Total amount of federal categorical funds allocated to this school	\$
Total amount of state and federal categorical funds allocated to this school	\$ 98,094

¹⁷ For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Form D: School Site Council Membership

California *Education Code* Section 64001(g) requires that the Single Plan for Student Achievement be reviewed and updated at least annually, including proposed expenditures of funds allocated through the ConApp, by the school site council (SSC). The current make-up of the SSC is as follows:⁶

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Marcy Schmidt	X				
Jennifer Arseneau		X			
Ginny Casaurang		X			
Joy Ford		X			
Alissa Tereba		X			
Alice Yingling			X		
Jennifer Gideon				X	
Jeanine Ferguson				X	
Jennifer Hribar				X	
Sami McClung				X	
Amber Kildow				X	
Numbers of members in each category	1	4	1	5	

⁶ At elementary schools, the SSC must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools, there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

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

Continual School Improvement Committee _____ Signature

School Advisory Committee _____ Signature

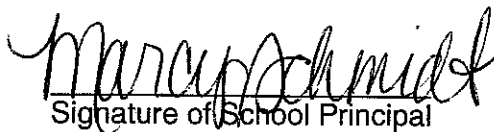
Other committees established by the school or district **(list)** _____ Signature

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: January 15, 2014.

Attested:

Marcy Schmidt

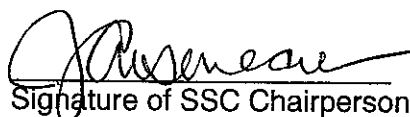
Typed name of School Principal


Signature of School Principal

1/15/2014
Date

Jennifer Arseneau

Typed name of SSC Chairperson


Signature of SSC Chairperson

1/15/2014
Date