

2016 Single Plan for Student Achievement

Durham Elementary School



Durham Unified School District

April 2016

The Single Plan for Student Achievement

School: Durham Elementary School

District: Durham Unified School District

County-District School (CDS) Code: 04 61432 6003115

Principal: Shirley Williams

Date of this revision: March 2016

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: Shirley Williams

Position: Principal

Telephone Number: 530 895 4695

Address: 9421 Putney Drive, Durham, CA

E-mail Address: swilliams@durhamunified.org

The District Governing Board approved this revision of the SPSA on _____, 2016.



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: English Language Arts. Increase reading comprehension and fluency.

SCHOOL GOAL The percent of students who meet the grade level goals for reading fluency will increase from 2015 2nd trimester scores of: 3rd grade 72 % reading 92 wcpm (or better), 4th grade 89 % reading 112 wcpm, and 5th grade 100% reading 137 wcpm; to 3rd grade 80%, 4th grade 80 % and 5th grade 95% for spring 2016 assessments.

What data did you use to form this goal?

CBM data from Spring 2015
CAASP scores

What were the findings from the analysis of this data?

While many of our students are achieving proficiency in English Language Arts, we have significant subgroups: EL (English Learners), Sw/D (Students with Disabilities), and ED (Economically Disadvantaged) who show an achievement gap in reading comprehension. 2015 CAASP scores % of students exceeding or meeting standards:
School wide 48%, EL 16%, Sw/D 6%, ED 33%

How will the school evaluate the progress of this goal?

CBM data will be gathered and analyzed at least 3 times a year, discussed at grade level meetings, SSC and schoolwide.

STRATEGY: Increase reading fluency and reading comprehension

Action/Date	Person(s) Responsible	Task	Cost and Funding Source (Itemize for Each Source)
August '15-May '17	Heidi Hovey	Every 6 weeks discuss reading intervention student data and placement with grade level teachers and adjust according to need. Utilize paraprofessionals to assist with reading interventions.	Paraprofessionals Title I teacher
August '15-June '17	Principal	Provide professional development and coaching on Common Core strategies	Training cost \$10,000
September 2015-April '16	Principal	Illuminate training for trainers of teachers and for all teachers	\$1500
August '15 – June '17	Principal	At ELAC meeting give parents ideas and resources for assisting their students with summer learning	\$75
August '15- June '17	Principal And Heidi Hovey	Grade level groups will analyze benchmark data, plan reteaching and intervention groups based on data	none
August '15-June '17	Principal	Teachers will study New Generation Science Standards and begin to teach them both during science and integrated with ELA and math	training materials additional materials

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: Mathematics. Math Facts Fluency SCHOOL GOAL: The percent of students who meet the grade level goals for mathematics facts fluency will increase from 2015 2nd trimester scores for 3rd grade <u>54%</u> at 80% or above, 4th grade <u>54%</u> at 80% or above and 5th grade <u>43%</u> at 80% or above with a goal of increasing to 3rd grade <u>60%</u>, 4th grade <u>60%</u> and 5th grade <u>60%</u> for spring 2016 assessments.		
What data did you use to form this goal? Teacher data by grade levels from Spring 2016 as well as CAASP 2015 scores	What were the findings from the analysis of this data? While many of our students are achieving proficiency, we have significant subgroups: EL (English Learners), Sw/D (Students with Disabilities), and ED (Economically Disadvantaged) who show an achievement gap in mathematics. 2015 CAASP scores % of students meeting or exceeding standards in mathematics: Schoolwide 38%, EL 5%, Sw/D 0%, ED 19%	How will the school evaluate the progress of this goal? Data will be gathered and analyzed at least 3 times a year, discussed at grade level meetings, SSC and schoolwide.

STRATEGY: Increase percent of students who meet grade level goals for mathematics facts fluency. Common Core math standards will be taught.

Action/Date	Person(s) Responsible	Task	Cost and Funding Source (Itemize for Each Source)
Fluency Aug '15-June '17	Principal	Teachers will give weekly fluency tests to intervention students, share scores and progress with students and parents.	none
May '16 ELAC	Principal	ELAC parents will be given activities to help their students at home in math over the summer	\$200
Sept '15-June '17 Common Core	Principal	Teachers will develop at least 4 Common Core math units	\$2,000 sub costs
		Teachers will meet in vertical teams to explore Common Core standards by theme and grade level	none
		Teachers will develop 3 grade level benchmarks for math, including proficiency levels.	none
		Benchmark assessments will be given, results analyzed and reteaching for CC skills as needed	none
		Smarter Balanced CC math questions will be utilized for practice	none
Professional Development Aug '15 – June '17	Principal and Teachers	Three DES Teachers will continue in the Math Time Grant	none
Curriculum May 2016	School board	Purchase of curriculum due to increase in enrollment and annual purchase of consumables	cost of teachers' guides and manipulatives. Consumables – same or less than previous years
February 2016	Principal	Hold Parent Math Night to provide support and resources for use at home	\$400 Math Night materials

School Climate

LEA GOAL: All Students in the Durham Unified School District will be educated in a safe and healthy learning environment

SCHOOL GOAL: By May 31, 2017, the percentage of 4th and 5th students that report they agree or strongly agree to feeling safe at school on the DUSD Student Survey at Durham Elementary School will increase from 93% to 95%.

<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> ▪ DUSD Student Survey ▪ Comments and testimonials of DES students and staff 	<p>What were the findings from the analysis of this data?</p> <ul style="list-style-type: none"> ▪ In 2015 93% of DES 4th and 5th grade students said they agreed or strongly agreed to feeling safe outside at recess 	<p>How will the school evaluate the progress of this goal?</p> <ul style="list-style-type: none"> ▪ This school goal will be evaluated on an annual basis as part of the SPSSA evaluation process
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STRATEGIES: 1) DES will use an inquiry-based approach to identify major student safety issues, review current practices, and identify potential strategies or interventions to increase student safety.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Aug. '15- Oct. '15 SBIT - Student Based Intervention Team (SBIT) will plan year's activities	SBIT Team Members	<ul style="list-style-type: none"> ▪ October 1–November 30, 2016: SBIT to review schoolwide PBIS (Positive Behavior Intervention & Support) plan and develop action steps for 2015-2016 ▪ December 2016: SSC is informed of action plan and progress 	None
Aug. '15-May '17 – explicit teaching of respect	Principal	<ul style="list-style-type: none"> ▪ Teachers will teach Second Step or Steps to Respect Curriculum ▪ Classes will have monthly activities with buddy classes 	None
Student input/midyear	Principal	<ul style="list-style-type: none"> • Teachers will discuss and/or survey students midyear about feelings of safety, share information. • SBIT committee will review the midyear data and 	None

<p>Aug '15 – June '17</p>	<p>Principal</p>	<p>adjust plan accordingly</p>	<p>None</p>
<p>February '16 – June '16</p>	<p>Principal & District Psychologist</p>	<p>Additional staff to support students emotional and mental health will be utilized</p> <p>Provide six sessions of staff development on the Nurtured Heart Approach</p>	<p>\$25,000 1 person K-3, 15 hr/week</p> <p>None</p>

Programs Included in this Plan

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

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 checked="" type="checkbox"/> List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], Gifted and Talented Education [GATE]) Sp.Ed/Speech/Psych	\$
Total amount of state categorical funds allocated to this school	\$

Federal Programs		Allocation
Title I, Part A: Allocation <input checked="" type="checkbox"/> Purpose: To improve basic programs operated by local educational agencies (LEAs)		\$ 133,314
<input checked="" 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).	\$ 5,500	
<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		\$ 43,546
<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		\$ 9,719
<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) Medi-Cal reimbursement		\$
<input type="checkbox"/> Other federal funds (list and describe) Special Ed, Federal		\$
<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		\$ 183,886

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.¹ The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member
Alison Doyle (2017)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Jennifer Urgan (2016)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Jeanne Phillips (2016)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kevin Martin	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Allison Brigham	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tina Peters	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Shirley Williams	<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"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	2	1	4

¹ EC Section 52852

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:

- State Compensatory Education Advisory Committee _____ Signature
- English Learner Advisory Committee M. M. Mendoza Maggie Mendoza
- 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
- 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 30, 2016.

Attested:

Shirley J. Williams
Typed name of School Principal

Shirley Williams
Signature of School Principal

3/30/16
Date

Alison Doyle
Typed name of SSC Chairperson

Alison Doyle
Signature of SSC Chairperson

3/30/16
Date