

The Single Plan for Student Achievement

School: Gateway Elementary School
CDS Code: 15-73742-6110712
District: Sierra Sands Unified School District
Principal: Lisa Decker
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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.

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School Vision and Mission

Gateway Elementary School's Vision and Mission Statements

VISION

LEARNING, THINKING, DOING...BUILDING A GATEWAY TO THE FUTURE

MISSION

WE VALUE LEARNING: Learning is a lifelong, active process where thinking and action are encouraged and creates individuals who are academically literate...both culturally and scientifically.

WE SHARE A CONTAGIOUS EXCITEMENT ABOUT LEARNING: The climate serves as a magnet to draw students, parents and staff together as a team that works as partners to create the best climate for learning.

WE ARE A UNIFIED TEAM OF STUDENTS, PARENTS AND STAFF WHO ENCOURAGE ONE ANOTHER TO ACHIEVE OUR MAXIMUM POTENTIAL: We recognize each member of the team has unique gifts and all participants are valued for their contribution.

WE SUPPORT AN ENVIRONMENT IN WHICH ALL TEAM MEMBERS ARE SAFE: We are safe to play, work, discuss and take risks in thinking and sharing.

WE ARE PART OF MANY COMMUNITIES: We are an active, responsible participant of the school, community, city, state, country and world communities and do our part in making each a better place.

TO CARRY OUT THIS MISSION, AT GATEWAY SCHOOL WE BELIEVE IN...

THE JOY OF LEARNING: We believe working and learning together is exciting, challenging and fun.

LIFE-LONG LEARNING: We are committed to continual improvement of ourselves. We teach students to value the pursuit of knowledge and to become life-long learners.

MUTUAL RESPECT: We respect each other, our students, parents and the community. We teach students to respect each other.

TEAMWORK: We work as a team. We teach students the importance and value of cooperation and collaboration. We encourage parents and the community to work in partnership with us.

EXCELLENCE AND INTEGRITY: We are professionals, dedicated to teaching and committed to innovation. We conduct ourselves in an honest, principled manner. We teach students the value of doing their best work and being their best "self".

School Profile

Gateway Elementary School was opened in August 1992 and currently has a population of 456 students. There are three SDC preschool classes on site along with three, first through 5th grade SDC classes. Gateway School has a school counselor two days a week. We have Student Support Teams which provide an opportunity for teachers and parents to examine resources available to students and families. Working with the teacher and family, the team develops a plan of assistance in meeting both academic and social needs. Gateway School has limited access to a district nurse and a full time speech therapist. District psychologists are available to conduct testing on a referral basis if preliminary screening warrants it.

Gateway Elementary School has teacher leaders and classified support staff who instill positive attitudes and values to students and provide critical skills that enable them to be responsible citizens. Gateway School is very proud of its collaborative leadership that has been the basis of decision making. The staff utilizes a problem-solving model for decision making in all aspects of planning and organization of the school. This process is utilized in developing and refining the discipline policies, disaster plans, technology plans, and other school improvement efforts. The entire team is dedicated to the idea that the education of our students involves the interaction of all others and works jointly with parents and the larger school community. In addition, the organizational structure includes a school site council of 10 members, an English Language Advisory Council, and a PTO board. These three groups provide the major input into Gateway's programs and areas related to the school. Parents and other members of the community are

encouraged to become involved with a variety of school activities including Back-to-School Night, Open House, parent-teacher conference days, assemblies, and programs. The School Site Council plays an advisory role in planning the school's improvement program. The PTO organizes many activities and supports the mission of the school. Community groups play an active role in supporting the school. Many community resources provide the school with special help. The school benefits regularly from activities provided by the Kiwanis Club, Maturango Museum docents, and the Indian Wells Valley Concert Association. Parents assist with Gator Day activities provided to students to acknowledge excellent behavior and attendance. Parent volunteers assist with Junior Olympics and participate in the annual Walk-A-Thon. In addition, many classroom volunteers help classroom teachers. These groups work together to assist school leadership and staff in providing additional activities and support for the school.

The staff at Gateway Elementary School continues to provide the best educational opportunities possible for all of its students and feels the most important learning activities take place in the classroom. To provide excellent classroom instruction, teachers set high expectations, both academically and behaviorally. Universal expectations are posted in each classroom stating expected behaviors. There are also expectations posted in the library, restrooms, cafeteria and office. Each teacher has established and identified a parent communication plan. The school has a Parent-Student folder which contains not only general school information but also playground standards and behavior. Noon duty supervisors are provided with a list of classroom rules and game rules as well. The purpose of these rules and regulations is to assure that students will have the opportunity to obtain an excellent education. Students are not only accountable for behavior but for rigorous classroom expectations in each subject area. Teachers work together at grade level to set a standard of achievement. Each teacher and parent has copies of the District's learning expectations for each grade level. Classroom teachers follow the district-adopted curriculum and utilize the district-adopted textbooks and materials. All students in K-5 are administered district benchmark assessments.

Gateway students and staff participate in numerous opportunities for rewards and incentives for behavior. In addition to each classroom teacher providing periodic reports to parents on behavior, each month students participate in Gator Day activities to celebrate their excellent behavior and attendance and receive a certificate if they have had no referrals to the principal, have good classroom behavior, have no unexcused absences or tardies and no more than one excused tardy in a month. Students also receive recognition for participation in the Kiwanis Walk-A-Thon, the Presidential Academic Fitness Program, and Junior Olympics at both the site and city levels, and the school basketball program.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

Each spring parents are asked to complete a satisfaction survey. Last year 101 out of 336 surveys (30%) were completed. With the transition to Common Core 93% of parents agree that they know the standards their children must meet and 92% of parents agree that they understand how their child's work will be graded. Student discipline was an area of concern because only 81% of parents felt discipline was appropriate. It was not noted whether it was too strict or too lenient so more data needs to be gathered. 83% of families believe they are greeted warmly in the front office. There has been some turnover in the front office personnel that should positively impact the perception of the office staff.

Classroom Observations

There are formal observations done for all certificated teachers. Unscheduled walk-throughs are conducted for all teachers. Teachers set annual goals and develop professional development plans for themselves. Teachers are provided with continual feedback and given guidance if areas of improvement are noted. Peer mentors are available if necessary. Teachers are implementing common core standards so shifts in instruction and lesson delivery are being made.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

School-wide results of state and district assessments in math and language arts (CAASP, CELDT, benchmarks) are reviewed to identify the school's focus. District pacing calendars in Language Arts and Math as well as the State Curriculum Frameworks and blueprint standards, are used as planning guides. Test data is warehoused in Illuminate and data is available by school, by teacher, by student group, and by student. This information is used to identify students at risk and to plan instruction and/or re-teaching. Teachers also work in grade level collaboration meetings to analyze student data, develop curriculum, create action plans and discuss, model, and observe best practices.

Teachers use benchmark results in Language Arts and Mathematics as well as classroom formative assessments to monitor and modify instruction and plan interventions. Teachers also work in grade level professional learning communities to analyze student data, develop curriculum, create action plans and discuss, model, and observe best practices.

A new K-5 ELA adoption was purchased for 2011-12 in response to ever increasing accountability targets, data analysis results, and staff input. This ELA adoption better meets the needs of our students and is tied to both the CA standards and the Common Core Standards. In addition, the Treasures ELL components were adopted for use K-5 and materials were purchased for all special education programs.

A new K-5 math adoption was purchased for 2013-14 to enable staff to address Common Core Standards.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers use benchmark results in Language Arts and Mathematics as well as classroom formative assessments to monitor and modify instruction and plan interventions. Teachers also work in grade level professional learning communities to analyze student data, develop curriculum, create action plans and discuss, model, and observe best practices.

The staff repeated the Academic Program Survey (APS) this fall to analyze current curriculum and instruction since a new K-5 ELA adoption was purchased for 2011-12 and a new math adoption in 2013-14 in response to ever increasing accountability targets, data analysis results, and staff input. The ELA adoption and math adoption better meet the needs of our students and is tied to both the CA standards and the Common Core Standards. In addition, the Treasures ELL components were adopted for use K-5 and materials were purchased for all special education programs.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

One teacher is not highly qualified. All paraprofessionals are highly qualified.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All but one teacher is credentialed.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is based on district initiatives and individual school and teacher needs. Student performance data, teacher surveys, and principal observations help determine professional needs. The focus of Gateway school's staff development will be predominantly in the area of Common Core Standards and the shifts needed in instructional delivery and student responses, along with formative assessments.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The District provides BTSA coaches for new teachers. New teachers attend professional development workshops taught by the BTSA Resource Teachers. The coaches work with teachers on the California Standards for the Teaching Profession. Other content experts and instructional coaches who provide instructional assistance and support for teachers are the district ELA and math coaches, technology coach, ELD Teacher Coordinators, and Special Education Program Support Teachers. They support site teachers by assisting in reading instruction, offering model lessons, and providing feedback on best practices, providing professional development in writing, and ELD strategies. In addition, technology trainings and staff professional development days are used to train in topics such as Illuminate, Aeries, benchmark tests/ analysis, and textbook adoptions in order to assist teachers in planning instruction. We also have a part-time Project Teacher who works with small groups of students in ELA and math 2 and a half days a week.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Our teachers have professional learning community meetings on most Wednesday mornings during which they review benchmark assessments, analyze results, plan re-teaching and examine the progress of target students. Teachers have attended training to learn to analyze data and design intervention strategies. Three times a year district grade level collaborations are used to address modifying benchmarks, creating CCSS aligned lessons, and other relevant issues associated with the transition to Common Core.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All teachers use state adopted textbooks & supplementary materials, California Common Core Standards, grade level expectations, the district pacing calendar and blueprints to prepare for weekly lesson plans and guide instruction in Language Arts, Math and ELD throughout the year. Grade level teams collaborate together using data from the benchmark assessments, and teacher assessments to analyze student performance and adjust instruction accordingly.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Our school follows the California Framework and Sierra Sands USD recommended instructional minutes. Every teacher has a daily and yearly plan to ensure that students receive the appropriate amount of instructional time for each subject to not only meet legal requirements but also meet the individual needs of students.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Teachers are guided to pace instruction according to the district pacing guides. Pacing guides are being refined in ELA and math to more closely address identified needs and match the new adoptions. Report cards have also been adjusted. Math and ELA pacing guides are being revised to align with the Common Core Standards. Our school gives three trimester benchmark assessments during the school year that assess mastery of skills after they are taught. Additional re-instruction is provided to students not meeting their targets. Instruction is individualized to ensure that each student excels at the appropriate level to attain proficiency on grade level standards. Staff is working together during local professional development days to ensure that all elements of the new ELA and math adoptions (i.e. pacing, reporting, benchmarking, writing assessments) are aligned to maximize student success. Outside resources are also utilized.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to standards-based instructional materials in all core subject areas.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Current adopted instructional materials for our site are included in a chart located at the back of this document. Sufficient materials are available. Please refer to SARC/Curriculum and Instruction/Textbooks for more detailed information.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

All students receive standards-based instruction at their appropriate grade level. In classrooms, teachers provide additional access to the curriculum through small group instruction. During reading and ELD, students are grouped by instructional level, assessed and regrouped appropriately. Teachers are encouraged to examine student work samples and meet at grade-level and/or department level meetings to ensure that students are mastering standards. They also determine student needs, adjust instruction and plan re-instruction accordingly. Intervention action plans are developed when appropriate. The Student Study Team process is used to identify and monitor students at risk. Interventions are agreed upon and implemented by the classroom teacher in collaboration with the student's family.

14. Research-based educational practices to raise student achievement

Staff has been trained in Common Core State Standards. ELA and math SBE approved materials are implemented with fidelity to ensure mastery of standards.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

District, community, family, and school resources available to assist underachieving students:

- District Nurse, School Psychologist, Librarian
- Resource Teachers: Special Education
- Peer Tutors
- Instructional Aides (special education)
- Parent Volunteers
- School Attendance Review Board (SARB)
- School Counselor
- Translator
- School Resource Officer
- Academic Intervention Classes
- Part time Title I Teacher
- Part time Computer Paraprofessional
- Others (i.e. Family Resource Center, service groups, partnerships, PTO, after school clubs)

Our school communicates with parents through:

- Parent informational meetings and visitations
- Back-To- School Nights/ Open Houses
- Superintendent's Council
- Parent Teacher Conferences
- School Site Council
- ELAC meetings
- PTO
- School Newsletter

- School web page
- Automated phone system
- Other resources: Marquee

Our School Site Council meets state requirements for parity and consists of (number):

- 1 Principal
- 3 Classroom teachers
- 1 Other staff
- 5 Parents and community members

At SSC meetings, we participate in the planning and approval of the school plan revision, budget, monitoring and evaluation. Each year the SSC attends training and leadership participates in training to learn how to analyze data, set goals and plan interventions. Parents are encouraged to participate in governance activities. Parents are encouraged to participate in an annual survey that serves as an evaluation of services.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The School Site Council, including an equal representation of parents and staff, analyzes data including the annual parent survey, budget expenditures, parent involvement and makes educational decisions to ensure the students are meeting content standards. They also evaluate the educational program for its effectiveness at least annually.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical services focused on the under-performing student at this school include after school intervention and Title I services including a part time projects teacher and a part time computer paraprofessional. Teachers work with struggling students to set goals, check progress and celebrate successes. Translation services (Spanish) are provided as a centralized service. This centralized service is presented to each SSC on a yearly basis for discussion and approval. A counselor provides support through individual and small group sessions focusing on improving behavior.

18. Fiscal support (EPC)

Fiscal support is provided by the district, reflected in the action items, and allocated to the site based on enrollment and need.

Description of Barriers and Related School Goals

The ongoing funding cuts make it critical to use the funding received in the most effective way possible. To ensure children are ready to learn we now offer a second breakfast at the morning recess break for students. We have also increased our mental health care by increasing the number of days we have a counselor with the help of a district grant. To educate parents and provide information, monthly family nights are held, including technology to share helpful educational sites that can be accessed at home. To assist students not meeting math standards a lunch time intervention was added four days a week in the computer lab. A lack of keyboarding skills hinders students success while completing tests so the computer paraprofessional has added keyboarding skills to her schedule for all students. The current math adoption does not include enough real world application so teachers are supplementing with project based learning activities.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	71	67	94.4	67	2411.3	21	21	28	30
Grade 4	75	73	97.3	71	2463.9	25	26	15	32
Grade 5	73	71	97.3	70	2470.0	6	34	18	41
All Grades	219	211	96.3	208		17	27	20	34

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	19	46	34	12	51	37	19	61	19	18	48	34
Grade 4	30	35	35	23	49	28	18	58	24	17	37	25
Grade 5	10	49	41	16	47	37	14	59	27	19	60	21
All Grades	20	43	37	17	49	34	17	59	24	18	48	27

Conclusions based on this data:

1. Targeted interventions are needed in 3rd-5th grade reading to demonstrate understanding of literary and nonfiction text.
2. Targeted interventions are needed in 3rd-5th grade to demonstrate clear and purposeful writing.
3. English language arts scores were higher than math.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	71	68	95.8	68	2413.4	10	29	34	26
Grade 4	75	71	94.7	70	2458.6	15	24	32	27
Grade 5	73	71	97.3	70	2470.9	8	17	35	38
All Grades	219	210	95.9	208		11	23	34	30

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	19	43	38	24	43	34	16	65	19
Grade 4	24	33	43	16	50	34	20	43	37
Grade 5	19	30	51	7	50	43	9	41	50
All Grades	21	35	44	15	48	37	15	50	36

Conclusions based on this data:

1. Targeted interventions are needed in 3rd-5th grade for applying mathematical concepts and procedures.
2. Instruction methods in 3rd-5th grade math need to include more application to real world situations.
3. Students in 3rd-5th grade need increased opportunities to justify mathematical conclusions.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K	0	0	0	0	***** *	***	0	0	0	0	*****
1	0	0	***** *	***	***** *	***	0	0	0	0	*****
2	0	0	3	43	4	57	0	0	0	0	7
3	0	0	0	0	***** *	***	0	0	0	0	*****
4	0	0	1	20	2	40	1	20	1	20	5
5	0	0	***** *	***	***** *	***	0	0	0	0	*****
Total			6	32	11	58	1	5	1	5	19

Conclusions based on this data:

1. It was observed that 32% of our second through fifth grade EL students are performing at an early advanced level. However, they cannot be re-designated fluent until fourth grade.
2. It was observed that 80% of the fourth grade EL students are performing at a lower level. Therefore targeted language intervention should be offered with the project teacher or after school.
3. The 30 minutes of designated instruction needs to be delivered by CLEDT levels and not by grade levels.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2014-15 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K					2	29	5	71			7
1			2	50	2	50					4
2			4	50	4	50					8
3					***** *	***			***** **	***	*****
4			1	20	2	40	1	20	1	20	5
5			***** *	***	***** *	***					*****
Total			8	29	12	43	6	21	2	7	28

Conclusions based on this data:

1. Based upon AMAO data, the school will provide targeted services to English Learners to increase the number of English Learners reaching English proficiency.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	19	17	19
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	19	17	19
Number Met	--	--	--
Percent Met	--	--	--
NCLB Target	57.5	59.0	60.5%
Met Target	*	--	--

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	24	1	16	2	23	2
Number Met	--	--	--	--	--	--
Percent Met	--	--	--	--	--	--
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	*	*	--	--	--	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	--		
Met Percent Proficient or Above	--		
Mathematics			
Met Participation Rate	--		
Met Percent Proficient or Above	--		

Conclusions based on this data:

1. Based upon AMAO data, the school will provide targeted services to English Learners to increase the number of English Learners reaching English proficiency.
2. Based upon AMAO data, the district will provide targeted support to Long Term English Language Learners.

Planned Improvements in Student Performance

School Goal #1

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 (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: LEAP # 1, State Priority #2-Implementation of Common Core State Standards
LEA GOAL:
Provide an academic program aligned with the Common Core State Standards that supports all students with equal opportunity for educational growth and creativity while preparing them for a productive future.
SCHOOL GOAL #1:
Implement ELA and Math CCSS using Treasures and Go Math. Provide staff professional development to fully implement CCSS
Data Used to Form this Goal:
Academic Program Survey (APS) Implementation Rubric (Scale 1-4)
Findings from the Analysis of this Data:
Baseline data indicates Level 2 CCSS implementation in both ELA/ELD and math
How the School will Evaluate the Progress of this Goal:
Annual target for 2016 APS Rubric 3 for ELA/ELD and math

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Develop Common Core instructional materials	August to May	District Coaches Principal Staff	Attend grade level collaborations			
Adopt/Purchase Common Core instructional materials	August to May	District				
Develop and implement Common Core common assessments	September to May	District Coaches Principal Staff	Attend district and site grade level collaborations			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Identify best practices of CCSS	January to May	Principal Staff	Close Reading Books (Read-Works.org)	4000-4999: Books And Supplies	Title I Part A: Allocation	5000
				4000-4999: Books And Supplies	Title I Part A: Allocation	10000
Identify and roll out resources and technological tools as needed	September to May	Principal	IXL Math and Language	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	3000
			Unique Learning/NY2	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	3000
			Reading Eggs	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	3000
			Research based supplemental computer based instruction for ELA and math	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	3000
Provide Illuminate training/coaching support	August to May	District Coaches	Provide training on benchmarks, electronic grade book			
Provide supplemental resources to enhance instruction of common core standards	August to May	principal	Flocabulary	5000-5999: Services And Other Operating Expenditures	General Unrestricted	832
			Scholastic News 3rd, 4th and 2nd	4000-4999: Books And Supplies	Title I Part A: Allocation	1400
			Additional supplemental common core aligned materials (i.e. Standards Plus)	4000-4999: Books And Supplies	Title I Part A: Allocation	8000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide staff opportunities to attend conferences on CCSS and instructional strategies	November-May	Staff	Substitutes	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	6000
			Benefits	3000-3999: Employee Benefits	Title I Part A: Allocation	600
			Conference Fees	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	10000
			Supplemental Materials	4000-4999: Books And Supplies	Title I Part A: Allocation	2000

Planned Improvements in Student Performance

School Goal #2

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 (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: LEAP # 1 and #2, State Priority # 2 Implementation of Common Core
LEA GOAL:
Provide a variety of student programs, opportunities, strategies, and targeted interventions that support College and Career readiness.
SCHOOL GOAL #2:
Provide a variety of student programs, opportunities, strategies, and targeted interventions that support College and Career readiness.
Data Used to Form this Goal:
2015 SBAC Data
Findings from the Analysis of this Data:
In ELA, district wide, 45% of 3rd grade students, 44% of 4th grade students, and 47% of 5th grade students met or exceeded standards. In math, district wide, 43% of 3rd grade students, 41% of 4th grade students, and 30% of 5th grade students met or exceeded standards. District growth targets are to increase ELA and math performance for all students by 1% and subgroups (SED, EL, and SPED) by 2%.
How the School will Evaluate the Progress of this Goal:
Analysis of 2016 SBAC base to growth data and site benchmark data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Project Teacher will provide targeted intervention to at risk students	September-May	Project Teacher	Salary	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	41220.00
			Benefits	3000-3999: Employee Benefits	Title I Part A: Allocation	13067.37
			Supplies	4000-4999: Books And Supplies	Title I Part A: Allocation	500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Computer paraprofessional will provide targeted intervention to at risk students	September -May	Computer Paraprofessional	Salary	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	8186.35
			Benefits	3000-3999: Employee Benefits	Title I Part A: Allocation	1594.89
			Supplies	4000-4999: Books And Supplies	Title I Part A: Allocation	500.00
Computer Paraprofessional will provide additional intervention based on data analysis	January-May	Computer Paraprofessional	Salary	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	3000
			Benefits	3000-3999: Employee Benefits	Title I Part A: Allocation	600
Provide After School Intervention	January-May	Staff	Salary	1000-1999: Certificated Personnel Salaries	Intervention (BS/AS)	4500
			Benefits	3000-3999: Employee Benefits	Intervention (BS/AS)	500
			Salary	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	5000
			Benefits	3000-3999: Employee Benefits	Title I Part A: Allocation	600
Student Support Team Meetings for students not meeting standards	September	staff	Substitutes	1000-1999: Certificated Personnel Salaries	General Unrestricted	1800
			Benefits	3000-3999: Employee Benefits	General Unrestricted	200
Implement CCSS assessment tools to properly place student in intervention groups	September-May	staff	Assessment tools (i.e. ESGI)	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	2000
Provide students with instructional aids and supports	September-May	staff	Core Discs	4000-4999: Books And Supplies	General Unrestricted	130
			Fidget items	4000-4999: Books And Supplies	General Unrestricted	314

Planned Improvements in Student Performance

School Goal #3

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 (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: LEAP # 4, State Priority #1-Basic Services
LEA GOAL:
Provide safe, well-maintained, and adequately equipped schools to ensure a positive learning environment.
SCHOOL GOAL #3:
Provide safe, well-maintained, and adequately equipped schools to ensure a positive learning environment. Work with custodians and maintenance to keep our campus clean and well-maintained. Update safety plan and equipment.
Data Used to Form this Goal:
Spring 2015 District Student Survey results
Findings from the Analysis of this Data:
Data is used to create goals and to set targets as the district looks towards determining consistent survey instrument.
How the School will Evaluate the Progress of this Goal:
Annual Target for 2016

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Collaborate with district personnel to communicate staffing needs.	August to May	Principal	Notify district if staffing changes			
Provide snacks for each classroom in case of lock down	October	PTO	Purchase nonperishable snacks	None Specified	Parent Teacher Association	350
Provide custodial supplies	August to May	Custodian	Purchase custodial supplies	4000-4999: Books And Supplies	General Unrestricted	7530

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Support use of technology such as Eno Boards, Chrome Books, etc.	August to May	Principal Technology Dept.	Chrome Books	None Specified	Parent Teacher Association	6000
			Chrome Books	6000-6999: Capital Outlay	General Unrestricted	5000
			Printers	6000-6999: Capital Outlay	General Unrestricted	2000
Provide teachers with access to instructional materials	August to May	Principal Office Manager	Ink/Toner	4000-4999: Books And Supplies	General Unrestricted	3000
			Paper	4000-4999: Books And Supplies	General Unrestricted	6000
			Supplies	4000-4999: Books And Supplies	General Unrestricted	3000
			Printshop	5000-5999: Services And Other Operating Expenditures	General Unrestricted	5000
			Supplies	None Specified	Parent Teacher Association	2900
Provide computer lab with support materials	August to May	Principal Office Manager	Headphones	4000-4999: Books And Supplies	General Unrestricted	300
			Supplies	None Specified	Parent Teacher Association	200
Provide library with books and support materials	August to May	Librarian	Books	4000-4999: Books And Supplies	General Unrestricted	500
			Supplies	4000-4999: Books And Supplies	General Unrestricted	150

Planned Improvements in Student Performance

School Goal #4

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 (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: LEAP # 4 , State Priority # 3 Parent Involvement
LEA GOAL:
Provide opportunities for community input and educational advocacy through communication of goals, activities, and accomplishments in order to represent the desire and the capabilities of our unique community.
SCHOOL GOAL #4:
Provide opportunities for community input and educational advocacy through communication of goals, activities, and accomplishments.
Data Used to Form this Goal:
Eight State Priority Metrics SSUSD Data Portrait/3 Year Data Trend Ongoing District Progress Reports
Findings from the Analysis of this Data:
Continue to maintain/improve opportunities for stakeholder engagement.
How the School will Evaluate the Progress of this Goal:
Analysis of opportunities for community input and educational advocacy at the site.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Review student/staff/parent survey responses and discuss concerns	August to May	Principal Staff				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Develop and implement strategies to improve school connectedness	August to May	Principal Staff	Gator Day	None Specified	Parent Teacher Association	450
			Battle of the Books	None Specified	Parent Teacher Association	95
			Junior Olympics	None Specified	Parent Teacher Association	300
			Chess Club	None Specified	Parent Teacher Association	600
			Assemblies	None Specified	Parent Teacher Association	2000
			K-Kids	None Specified	Parent Teacher Association	100
Implement PBIS	August to May	Principal Staff	Purchase student recognition awards	4000-4999: Books And Supplies	General Unrestricted	500
			Multiplication medals	4000-4999: Books And Supplies	Title I Part A: Allocation	307
			K-5 student recognition for increasing benchmark performance from trimester one to two and trimester two to three	4000-4999: Books And Supplies	Title I Part A: Allocation	500
Counselor provides social skills, conflict resolution, and bully prevention strategies	August to May	Counselor	Personnel	1000-1999: Certificated Personnel Salaries	District Funded	
			Benefits	3000-3999: Employee Benefits	District Funded	
			Supplies	4000-4999: Books And Supplies	General Unrestricted	200

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent Involvement and Communication	August to May	Principal Staff	Communication Folders	None Specified	Parent Teacher Association	800
			Monthly Newsletter	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	214
			Family Nights	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1254
			4th and 5th grade planners	4000-4999: Books And Supplies	Title I Part A: Allocation	400
			Newsletter Inserts	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	440

Planned Improvements in Student Performance

School Goal #5

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 (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: LEAP # 2, State Priority #5, State Priority #6
LEA GOAL:
Annually increase percent of English Language Learners making progress in learning English to 60.5% by 2017 (AMAO 1-CELDT).
SCHOOL GOAL #5:
Annually increase percent of English Language Learners making progress in learning English.
Data Used to Form this Goal:
2014-15 Annual AMAO 1 (CELDT) Results
Findings from the Analysis of this Data:
2014-15 AMAO 1-CELDT: 53.4%
How the School will Evaluate the Progress of this Goal:
Annual target for 2014 - 2015: AMAO 1 CELDT: 60.5%

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide professional development to teachers and administrators on ELA/ELD instructional model (CCSS instruction along with Designated and Integrated instruction)	September to May	District Coaches	ELD instructional model training	None Specified	District Funded	
Create and implement school ELD plan	October to May	Principal Staff	Create ELD instructional plan			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Support Materials	September-May	Staff	ELD Support materials(i.e. Arabic dictionary, Gr. 1 books)	4000-4999: Books And Supplies	Title I Part A: Allocation	500
			Chart paper, markers, correcting tape	4000-4999: Books And Supplies	Title I Part A: Allocation	1000

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 this section must be aligned with the Consolidated Application.

Centralized Services for Planned Improvements in Student Performance

SUBJECT: Centralized Services for Planned Improvements in Student Performance in student achievement.
SCHOOL GOAL #1:
To support school goal #1 Implementation of Common Core State Standards.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
District Project Teacher to support implementation of ELA Common Core State Standards.	2015-16	M. Savko J. Frisbee	Salary	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	6499.32
			Benefits	3000-3999: Employee Benefits	Title I Part A: Allocation	2333.26

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
General Unrestricted	36,456	0.00
Title I Part A: Allocation	144,133	9,717.39
Title I Part A: Parent Involvement	1,468	0.00
Intervention (BS/AS)	5,000	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
General Unrestricted	36,456.00
Intervention (BS/AS)	5,000.00
Parent Teacher Association	13,795.00
Title I Part A: Allocation	134,415.61
Title I Part A: Parent Involvement	1,468.00

Summary of Expenditures in this Plan

Total Centralized Services Expenditures by Funding Source

Total Centralized Services Expenditures by Funding Source	
Funding Source	Total Expenditures
Title I Part A: Allocation	8,832.58

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	58,520.00
2000-2999: Classified Personnel Salaries	11,186.35
3000-3999: Employee Benefits	17,162.26
4000-4999: Books And Supplies	53,199.00
5000-5999: Services And Other Operating Expenditures	30,272.00
6000-6999: Capital Outlay	7,000.00
None Specified	13,795.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	General Unrestricted	1,800.00
3000-3999: Employee Benefits	General Unrestricted	200.00
4000-4999: Books And Supplies	General Unrestricted	21,624.00
5000-5999: Services And Other Operating	General Unrestricted	5,832.00
6000-6999: Capital Outlay	General Unrestricted	7,000.00
1000-1999: Certificated Personnel Salaries	Intervention (BS/AS)	4,500.00
3000-3999: Employee Benefits	Intervention (BS/AS)	500.00
None Specified	Parent Teacher Association	13,795.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	52,220.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	11,186.35
3000-3999: Employee Benefits	Title I Part A: Allocation	16,462.26
4000-4999: Books And Supplies	Title I Part A: Allocation	30,107.00
5000-5999: Services And Other Operating	Title I Part A: Allocation	24,440.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,468.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	55,832.00
Goal 2	83,712.61
Goal 3	41,930.00
Goal 4	8,160.00
Goal 5	1,500.00

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Lisa Decker	X				
Barbara Vijay		X			
Mary Campbell		X			
Debra Martin		X			
Jennifer Kleeger			X		
Ginger Haskin				X	
Adriana Castro				X	
Dung Bui				X	
Angie Reynolds				X	
Patti Svika				X	
Numbers of members of each category:	1	3	1	5	

At elementary schools, the school site council 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.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) 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 Program Advisory Committee	Signature
District/School Liaison Team for schools in Program Improvement	Signature
Compensatory Education Advisory Committee	Signature
Departmental Advisory Committee (secondary)	Signature
Other committees established by the school or district (list):	Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on November 16, 2015.

Attested:

Lisa Decker		11-16-15
Typed Name of School Principal	Signature of School Principal	Date
Patty Svika		11-16-15
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date