



The Single Plan for Student Achievement

Robert E. Willett Elementary

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Approved On:

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 No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the Single Plan for Student Achievement.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person:	Heidi Perry
Position:	Principal
Telephone :	5307575460
Address:	1207 Sycamore Ln.
E-mail Address:	hperry@djustd.k12.ca.us

The District Governing Board approved this revision of the School Plan in

2009-2010

Goals

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 API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

Goal Area : English Language Development

Goal Title : Increase proficiency of English Learner Students

Students will increase their proficiency level on the annual CELDT testing.
Of the 68 EL students in October 2009, below is the list of CELDT scores:

Student groups and grade levels to participate in this goal:

K - 6th grade EL students

Anticipated annual performance growth for each group:

Each student will increase at least one level in proficiency if at level 1,2 or 3.
Students at levels 4 or 5 will remain at these areas or increase to level 5.

Means of evaluating progress toward this goal:

We will compare CELDT scores from October 2009 to October 2010.

Group data to be collected to measure academic gains:

CELDT Scores

Action Title: Paraeducators for English Language Development

Means of Achievement: Increased educational opportunity

Tasks :

Paraeducators are hired to provide small group ELD instruction to English Learner Students at Beginner and Early Intermediate levels. Students at Intermediate and above levels will be assessed and provided reading support as needed.

Measures :

We will see growth of at least one proficiency level from fall 2008 to fall 2009 with the students attending the small group instruction.

People Assigned :

Sue Britts
Virginia Palmer

Start Date : 8/26/2009

Completion Date : 6/10/2010

Funding Source	Related Expenditures	Estimated Cost
EIA-LEP	Salaries for paraeducators	\$15,318

Action Title: Services for English learner students

Means of Achievement: Alignment of instruction with content standards

Tasks :

Students are assessed on the CELDT in the Fall of 2009.

Depending on their fluency level, students are provided small group instruction in ELD and reading to increase their fluency.

In the summer/fall of 2010, the students will be re-assessed on the CELDT.

The district office has agreed to pay for testing time this year.

Measures :

Growth of at least one proficiency level by each student on the annual CELDT test.

People Assigned :

Sue Britts

Start Date : 8/26/2009

Completion Date : 6/10/2010

Goal Area : School Climate

Goal Title : Increase school connectedness and provide a safe environment for students

Willett staff will create baseline assessments for school climate by grade level. These baseline assessments will be evaluated to make goals for school climate for this school year. Data will be collected in January and at the end of the school year to assess growth in these areas on campus. Purchases will be made to support the extracurricular activities on campus.

Student groups and grade levels to participate in this goal:

Kindergarten through sixth grade.

Anticipated annual performance growth for each group:

We hope to show growth in the climate contentment on campus.

Means of evaluating progress toward this goal:

We will use assessments three times this year to evaluate the climate throughout the school year.

Group data to be collected to measure academic gains:

We will look at attendance, grades, activity participation, discipline and testing results as they relate to students' connections to school.

Action Title: Assess climate throughout the school year

Means of Achievement: Involvement of staff, parents and community

Tasks :

In addition to the annual CA Healthy Kids Survey, the School Climate Committee will develop grade level climate assessments to be used throughout the year. This survey will be based on the student feedback we received from 08-09 written surveys. This year's surveys will have room for comments but be a one page likert type scale of the most prominent issues from last year. Staff will meet to review student feedback and discuss and implement next steps to address the issues brought forward by the students. The results will also be presented to Student Council for review and input. School Climate Committee will also assess the survey results for next steps school wide.

Measures :

We will develop surveys for students and administer them twice during the school year.

People Assigned :

Teachers and administrator
School Climate Committee

Start Date : 8/26/2009

Completion Date : 6/10/2010

Action Title: Continue with an Intramural Director at lunch

Means of Achievement: Alignment of instruction with content standards

Tasks :

Work with the director to organize structured activities for lunch time.
Pay for the position from discretionary funds.

Measures :

Students will show increased contentment with noon time experiences as evidenced in their winter and spring surveys and informal conversations.
Students will increase their time at recesses doing structured activities.
Students will have the opportunity to develop teamwork, sportsmanship and athletic skills at a young age.

People Assigned :

Waleed Elbayar
Rick Blacker
Noon Supervisors
Teachers
Heidi Perry

Start Date : 8/26/2009

Completion Date : 6/10/2010

Goal Area : English-Language Arts

Goal Title : Increase proficiency in English/Language Arts

The 38 students in grades three through six who scored basic or below basic in English Language Arts on the CST for STAR 2009 will increase their proficiency level on the 2010 test. We will maintain or increase proficiency for students scoring proficient or advanced in 2009. Students in kindergarten through second grade will meet standards in English Language Arts by the end of their current grade based on grade level standards-based report cards.

Student groups and grade levels to participate in this goal:

Students in grades kindergarten through sixth grade.

Anticipated annual performance growth for each group:

Students will increase in proficiency from at least basic to proficient and from below basic to basic or proficient in grades three through six. Students in kindergarten through second grade will show growth toward mastery of skills in English Language Arts by the end of the school year on standards-based report cards.

Means of evaluating progress toward this goal:

We will compare CST scores in English/Language Arts from the spring of 2009 to the spring of 2010. We will assess growth in kindergarten through second grade based on assessments throughout the school year and second grade 2010 CST scores.

Group data to be collected to measure academic gains:

Standards based report cards and CST's on the 2010 STAR tests.

Action Title: Purchase Reading Counts Quizzes to support reading comprehension

Means of Achievement: Alignment of instruction with content standards

Tasks :

Continue to purchase annual subscription to Reading Counts to update our collection of tests.

Measures :

We will be able to track student growth in comprehension based on tracking of quizzes through the program.

People Assigned :

Marci Bernard will oversee and troubleshoot the program.

Start Date : 8/26/2009

Completion Date : 9/30/2009

Funding Source	Related Expenditures	Estimated Cost
EIA-LEP	Purchase of yearly RC quizzes	\$309
School & Library Improvement Block Grant	Purchase of yearly RC quizzes	\$242

Action Title: Paraeducators to provide small group instruction for reading and writing

Means of Achievement: Alignment of instruction with content standards

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Tasks :

Hire paraeducators to lead and support small group instruction with SIPPS in first grade and in reading groups for 2nd through 6th grade.

10/22/09- Council approved addition of four more hours per week for reading instruction. Paperwork put into district office on 10/12/09.

Measures :

We will evaluate growth of first graders by their progression through the SIPPS program and classroom assessments.

We will evaluate 2nd through sixth graders by their classroom assessments and CST scores in the spring of 2010.

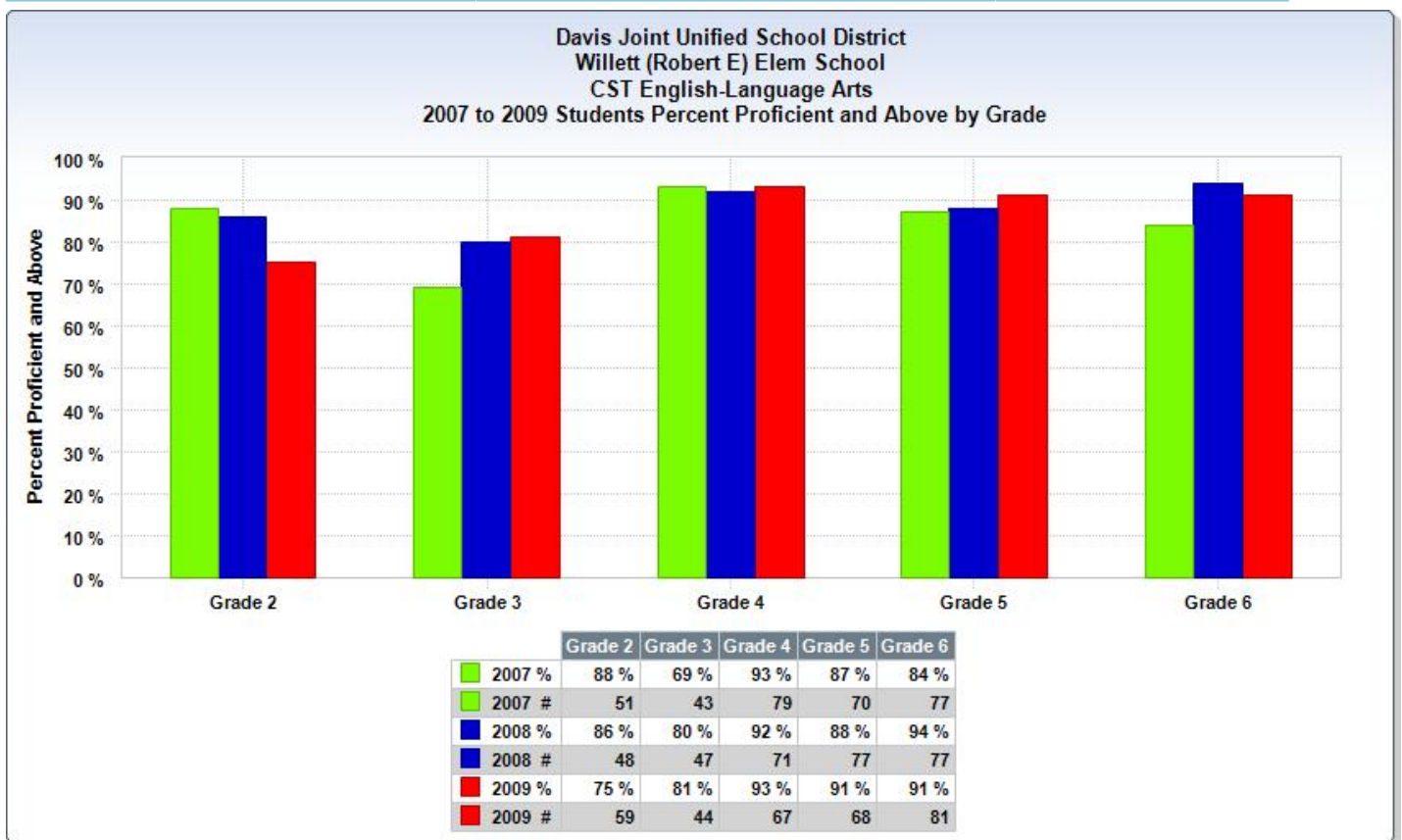
People Assigned :

Sue Britts
Janice Linden
Virginia Palmer

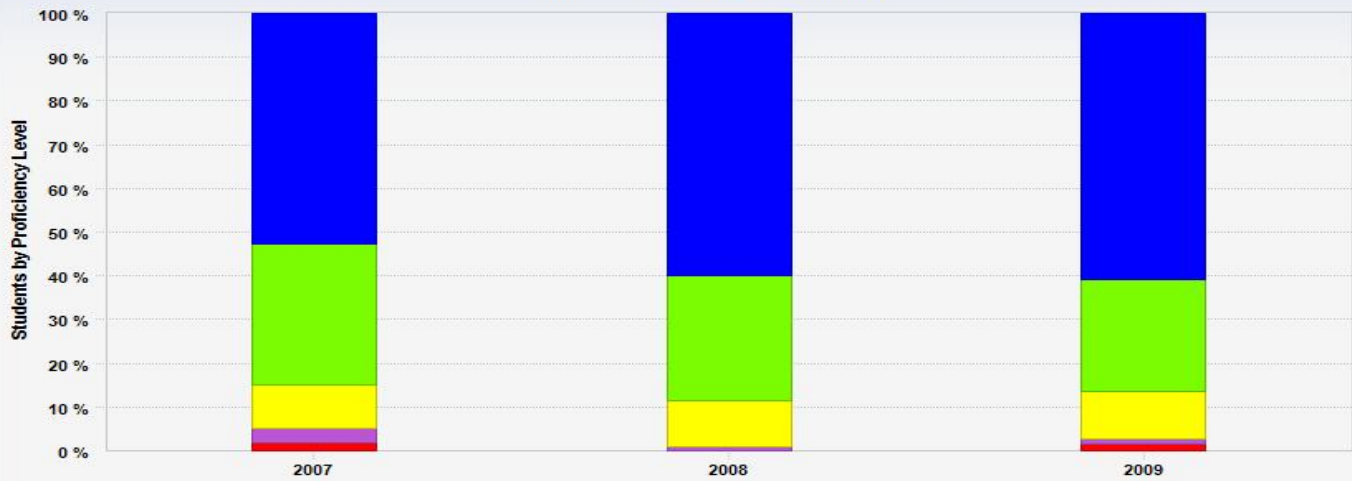
Start Date : 8/26/2009

Completion Date : 6/10/2010

Funding Source	Related Expenditures	Estimated Cost
English Language Acquisition Program (ELAP)	Paraeducator Salaries	\$2,366
School & Library Improvement Block Grant	Paraeducator Salary	\$24,985
School & Library Improvement Block Grant	Paraeducator Salaries	\$634

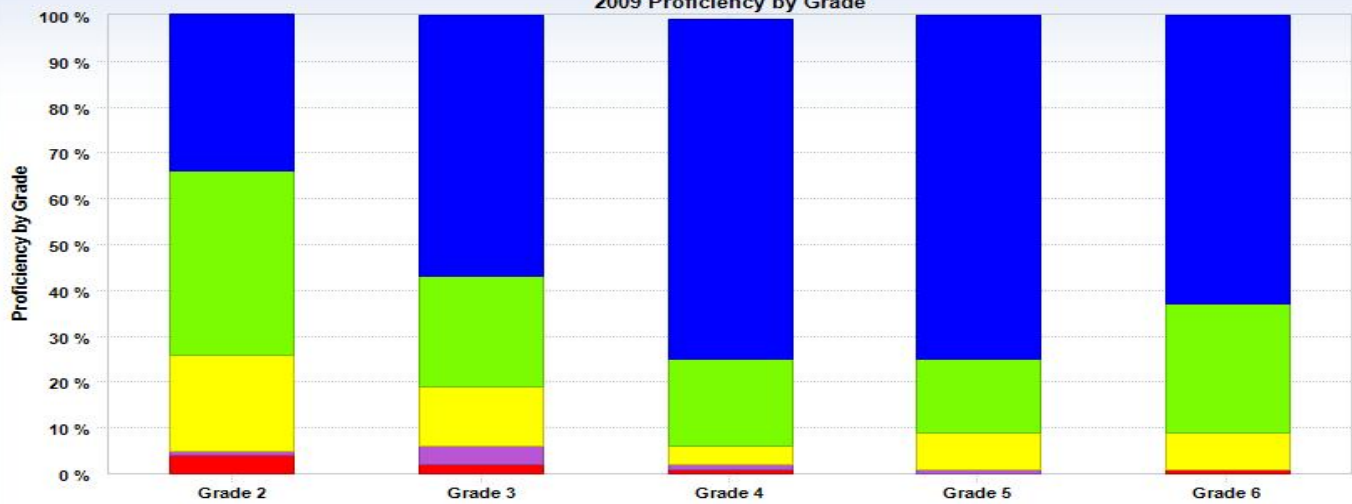


Davis Joint Unified School District
 Willett (Robert E) Elem School
 CST English-Language Arts
 2007 to 2009 Students by Proficiency Level



	2007	2008	2009
Far Below Basic %	2 %	0 %	2 %
Far Below Basic #	6	0	6
Below Basic %	3 %	1 %	1 %
Below Basic #	12	4	4
Basic %	10 %	10 %	11 %
Basic #	38	37	39
Proficient %	32 %	29 %	26 %
Proficient #	122	104	95
Advanced %	53 %	60 %	61 %
Advanced #	199	216	224

Davis Joint Unified School District
 Willett (Robert E) Elem School
 CST English-Language Arts
 2009 Proficiency by Grade



	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Far Below Basic %	4 %	2 %	1 %	0 %	1 %
Far Below Basic #	3	1	1	0	1
Below Basic %	1 %	4 %	1 %	1 %	0 %
Below Basic #	1	2	1	1	0
Basic %	21 %	13 %	4 %	8 %	8 %
Basic #	16	7	3	6	7
Proficient %	40 %	24 %	19 %	16 %	28 %
Proficient #	31	13	14	12	25
Advanced %	35 %	57 %	74 %	75 %	63 %
Advanced #	27	31	53	56	56

Action Title: Instructional Computer Specialist Position

Means of Achievement: Improvement of instruction strategies and materials

Tasks :

Hire ICS person to work with staff and students on integrating technology in the classroom at the intermediate level.

Measures :

Students will continue to have access to the materials needed to enhance their educational experience.

People Assigned :

Liane Torricer-Adler
4th - 6th Grade Teachers

Start Date : 8/26/2009

Completion Date : 6/10/2010

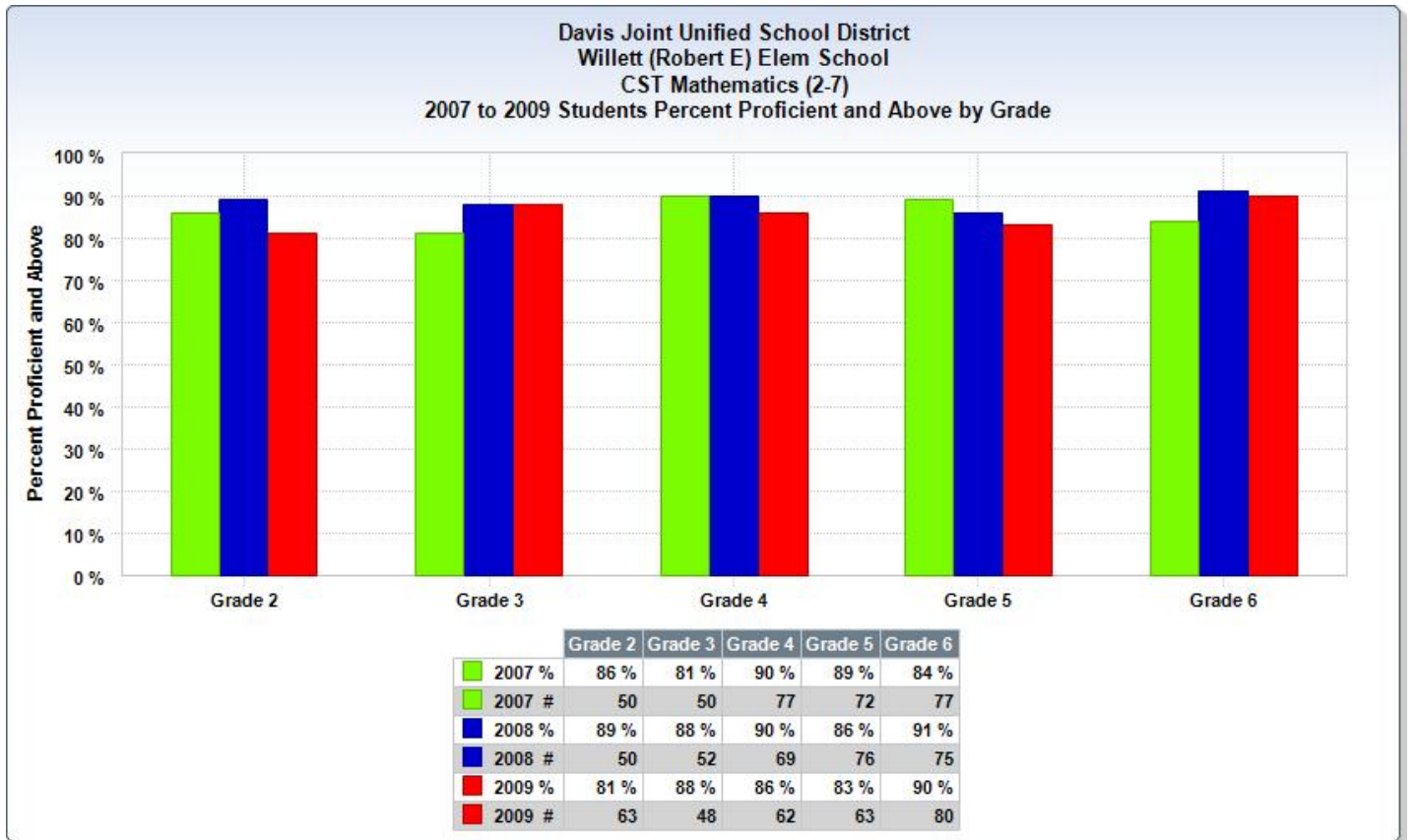
Funding Source	Related Expenditures	Estimated Cost
School & Library Improvement Block Grant	ICS Salary	\$13,316

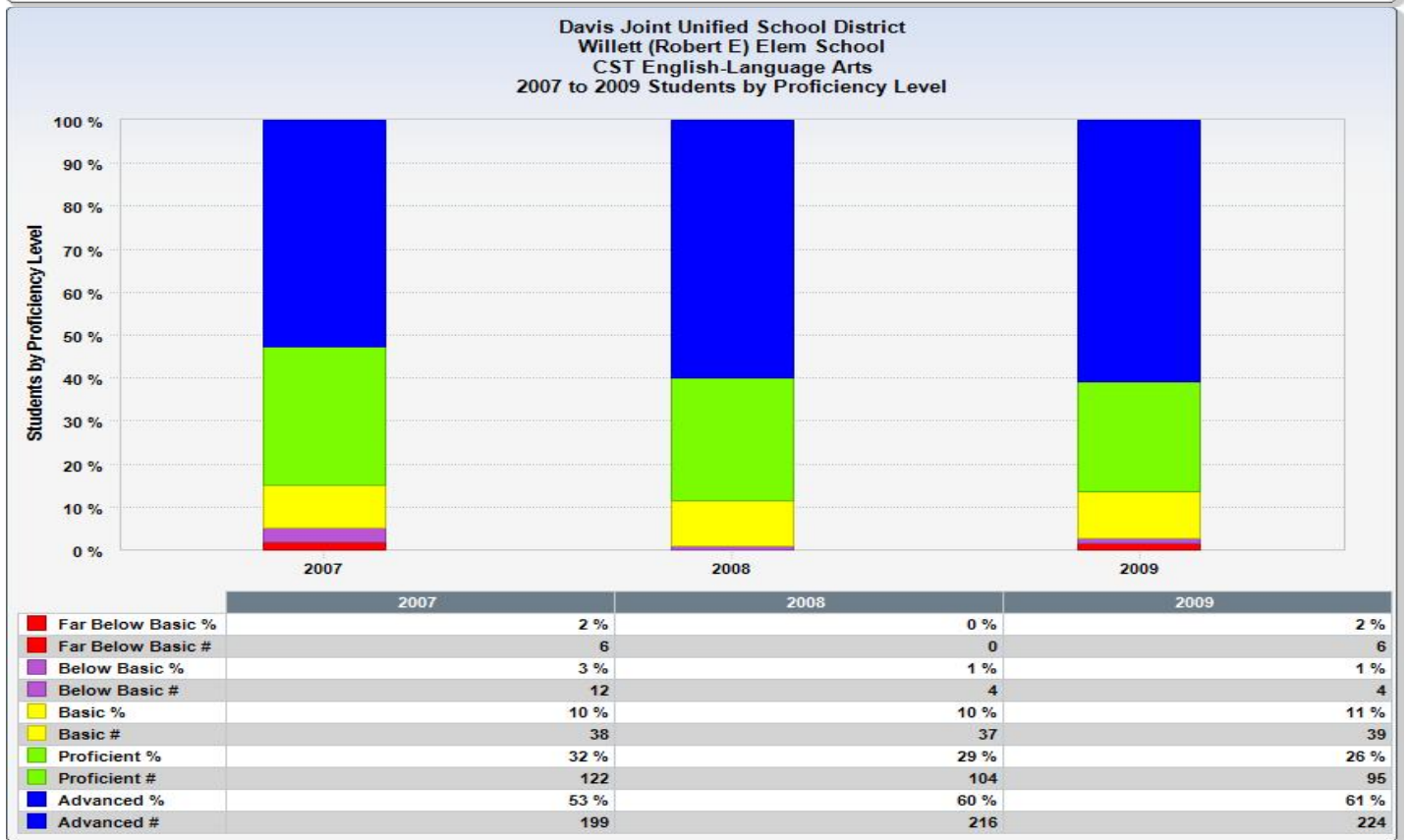
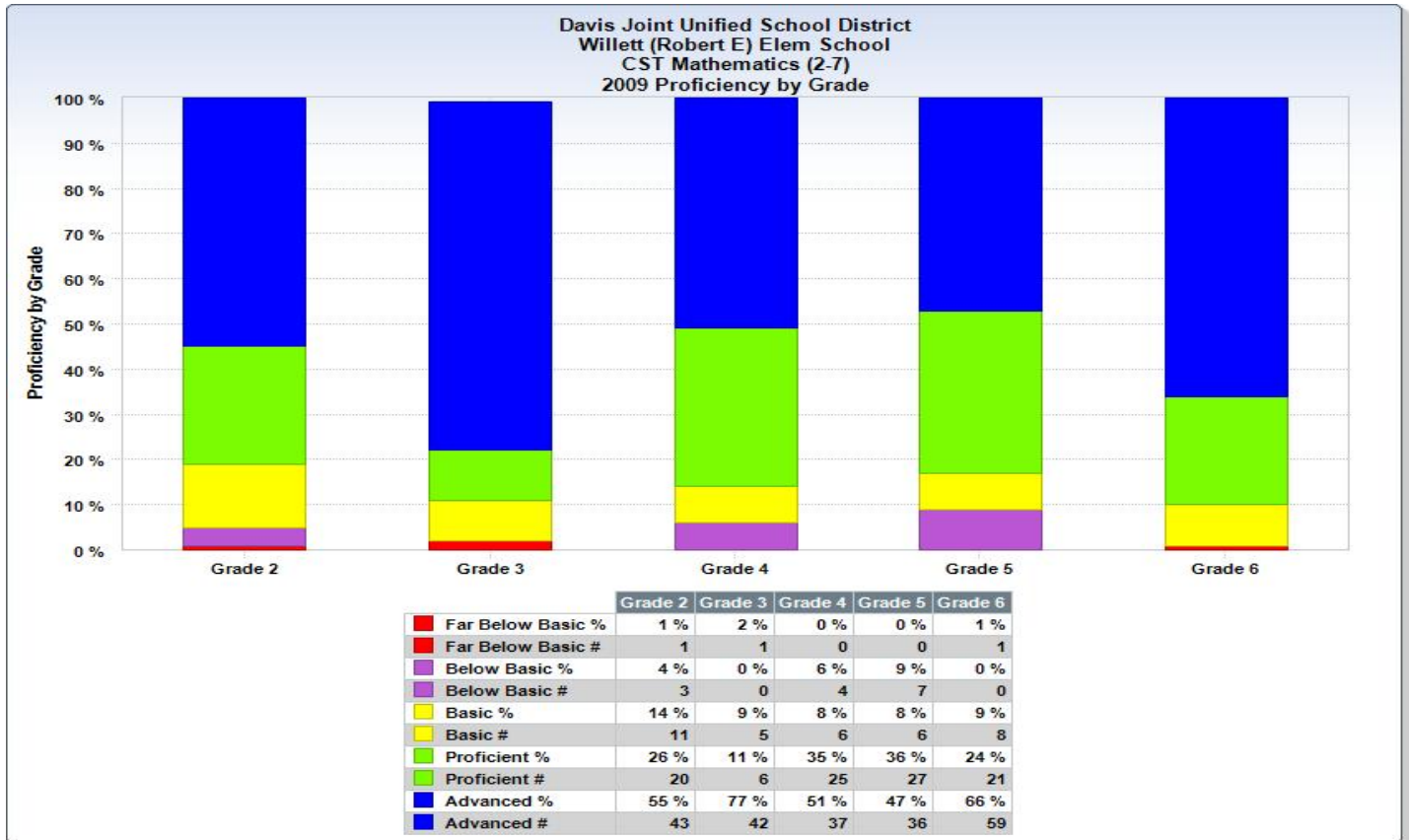
Goal Area : Mathematics
 Goal Title : Increase math proficiency for students

Increase proficiency level in mathematics for the 39 students who scored basic or below basic on the CST Mathematics in 2009. We will maintain or increase proficiency for students scoring proficient or advanced in 2009. We will improve student knowledge of basic math skills in grades kindergarten through second grade, and work to ensure proficiency in basic math skills in grades 3 - 6.

Student groups and grade levels to participate in this goal:

All student groups in grades Kindergarten through sixth grade.





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Anticipated annual performance growth for each group:

Students will increase their CST Mathematics proficiency by at least one proficiency level (basic to proficient or below basic to basic or proficient) or maintain proficient or advanced scores in grades three through six. Students in kindergarten through second grade will show proficiency of basic skills in math by the end of the school year based on end of year standards based report cards.

Means of evaluating progress toward this goal:

We will evaluate the CST results from the spring of 2009 to the spring of 2010. We will track knowledge of standards by the end of the school year in kindergarten through second grade through grade level assessments and 2nd grade CST scores.

Group data to be collected to measure academic gains:

CST results, individual assessments and grade level standards based report cards.

Action Title: Provide small group math instruction for students in need of basic math skills support

Means of Achievement: Alignment of instruction with content standards

Tasks :

Provide small group instruction for students in need of basic math support. Three groups at thirty minutes, three days per week with one hour of preparation time.

10/22/09 - Site Council approved hiring of math support person for ten hours per week.

10/23/09 - paperwork put in to DO to hire.

Measures :

Students will show increased knowledge of basic math and computational skills.

People Assigned :

Kim Mann

Heidi Perry

hire a person to fill this position.

Start Date : 10/22/2009

Completion Date : 6/10/2010

Funding Source	Related Expenditures	Estimated Cost
EIA-LEP	Hire math support person	\$7,446

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 Single Plan For Student Achievement Report

Funding Programs Included in this Plan

Each state and federal categorical program in which the school participates.

Total Site Plan Budget : \$64,616

Total Annual Expenditures for Current School Plan: \$64,616

State	Budget Allocation	Expense	Balance Available
English Language Acquisition Program (ELAP)	\$2,366	\$2,366	\$0
Increase proficiency in English/Language Arts		\$2,366	
School & Library Improvement Block Grant	\$39,177	\$39,177	\$0
Increase proficiency in English/Language Arts		\$39,177	
EIA-LEP	\$23,073	\$23,073	\$0
Increase math proficiency for students		\$7,446	
Increase proficiency in English/Language Arts		\$309	
Increase proficiency of English Learner Students		\$15,318	
Total amount of State categorical funds allocated:	\$64,616	\$64,616	\$0
Total amount of categorical funds allocated to this school:	\$64,616	\$64,616	\$0

School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the School through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Name	Represents	Contact Info	Reviewed Plan Date
Heidi Perry	Principal	(530)757-5460	
Laurie Kurth	Other School Staff	(530)757-5460	
Rick Blacker	Classroom Teacher	(530)757-5460	
Kim Mann	Classroom Teacher	(530)757-5460	
Tracy Kaplan	Parent or Community Member	tkaplan@pacbell.net	
Christine Firpo	Parent or Community Member	firps33@yahoo.com	
Jaana Remes	Parent or Community Member	jremes@stanfordalumn	
Chris Weber-Johnson (Alternate)	Other School Staff	(530)757-5460	
Michele Parker	Classroom Teacher	(530)757-5460	
Leora Gershenzon	Parent or Community Member	leora.g@sbcglobal.ne	
Laura Averett	Parent or Community Member	lauraaverett@comcast	
Mike Nolan (Alternate)	Parent or Community Member	tomdanem@earthlink.n	

Total Number of Committee Members

	Principal	ClassRoom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Number of Members of each Category	1	3	2	6	

Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

Approval Date

1. School Site Council Members
2. Plan Review Due Date:
3. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
4. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
5. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan
 - English Learner Advisory Committee
 - Special Education Advisory Committee
 - Gifted and Talented Education Advisory Committee
 - School Climate Committee
6. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
7. This school plan 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.
8. Public Notice Due Date:
9. District Governing Board Annual Review Due Date:
10. This School Plan was adopted by the School Site Council at a public meeting on:
11. Attested by School Principal:
12. Attested by School Site Council Chairperson:

Typed name of school principal

Signature of school principal

Date

Typed name of SSC chairperson

Signature of SSC chairperson

Date

Analysis of Current Educational Practice

1. Alignment of curriculum, instruction and materials to content and performance standards:

All classrooms are supplied with state adopted textbooks in language arts, mathematics, social studies, and science. Our curriculum, based on these materials, is aligned with state standards. Differentiating curriculum as well as guiding behavioral interactions to meet all students' needs in the GATE and regular classroom is very important. Our teachers work toward regular site collaboration at staff and grade level meetings, site GATE and district GATE meetings, for consistency in effectively meeting all students' needs.

2. Availability of standards-based instructional materials appropriate to all student groups:

Standards-based instructional materials are available for all students.

There is a need for additional materials to support differentiated math lessons.

3. Alignment of staff development to standards, assessed student performance and professional needs:

Staff has opportunity to participate in district workshops such as General Expectations for Student Achievement (GESA), Guided Language Acquisition Design (GLAD), Reading Teacher Collaboration and Articulation Meetings, Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words, District In-Service Writing, and site buyback days. Our two reading specialists have ten minutes at each staff meeting to share 'Reading Tips.'

Additional staff development on access to the District assessment data base and technology workshops will be ongoing.

Time is spent at staff and grade level meetings and at District grade level in-services and meetings, to share Language Arts best practices. During the school year our reading specialists share reading strategies, demonstration lessons, and ideas on a regular basis.

There is a continuing district-wide focus upon improving writing in all grades through direct instruction, regular practice and assessment. Provide site grade level collaborative time for teachers to continue to explore all of their effective reading/language arts materials, especially Six plus One Writing Traits.

Continued development of differentiation strategies and support material is needed. Continue to fund math materials that can support differentiation needs of all students.

Continue rechecking of alignment of STAR content clusters and state standards with actual skills taught at each grade level.

4. Services provided by the regular program to enable under-performing students to meet standard:

Recheck alignment of STAR content clusters and state standards with actual skills taught at each grade level.

Expand ways to differentiate instruction in each classroom.

Continue ongoing use of UCD interns, and parent volunteers in classrooms, for individual student support. Continue science homework group, which meets three times weekly, math club, and other lunch time and after school support groups.

5. Services provided by categorical funds to enable under-performing students to meet standards:

Meet the needs of basic, below basic, and far below basic students through in class differentiation, RSP and Reading Room support.

Double and triple doses of reading and writing instruction, CLAD teachers in all classrooms, small group English Language Development instruction and reading interventions.

Allocate resources to the library for support in the classroom and reading intervention programs.

First Grade differentiation for reading instruction features four levels of Phonics and Phonemic instruction. Three first grade teachers and two reading teachers work together to provide forty-five minutes of instruction four times a week. Expand ways to differentiate instruction in each classroom through teacher training, additional materials, and classroom visitations.

Purchase of supplemental materials to provide additional academic support to meet the needs of all students.

Establish a Math intervention program.

6. Use of the state and local assessments to modify instruction and improve student achievement:

Recheck alignment of STAR content clusters and state standards with actual skills taught as each grade level.
In service staff on access and interpretation of test scores.
Staff wide analysis of STAR scores, and grade level analysis of STAR scores.
Expand ways to differentiate instruction in each classroom, provide more targeted intervention and additional instructional support for specific skills as needed.
Use computers for skill practice as well as preparing lessons for differentiating student needs.

7. Number and percentage of teachers in academic areas experiencing low student performance:

At Willett, there are 54 students who scored basic or below basic on the CST's for STAR testing in 2008-2009 who are currently in third through sixth grade. These students are in each of the twelve classrooms for those grades. In kindergarten through second grade, students are assessed at the beginning of the school year. These students are in each of the nine kindergarten through second grade classrooms. All teachers have students with low performance in each of their classrooms.

8. Family, school, district and community resources available to assist these students:

In our district, we have a district crisis counselor, coordinator of school climate activities and community liaison who help all schools access community and district resources. Some of these resources include Community Based English Tutoring, Parent Project, county resources, the Police Department Youth Intervention Specialist and county truancy resources. At Willett, we have a very successful reading program (including SIPPS and LIPS instruction), an English Learner program, in class supports (Reading Counts and Rosetta Stone), math support with small groups for Saxon math, interns and parent volunteers to support students in classrooms, after school care, homework clubs and enrichment activities to enhance the student's education.

9. School, district and community barriers to improvements in student achievement:

The most significant barrier to student achievement is financial constraints. If there was more funding for programs and paraeducators to work one on one with students, there would be an increase in their achievement. While most of this support would be academic, some important support would be counseling and life skills lessons that students need to be successful academically. We would also like to have more staffing support for math at our site.

10. Limitations of the current program to enable under performing student to meet standards:

The program at Willett for reading is quite incredible! The limitations are monies to have specific math instruction support and more funding for paraeducators to decrease the group size for both of these academic areas.

Student Performance Data Summary

Conclusions from Student Performance Data

Conclusions from Parent, Teacher and Student Input