

2011-12
SINGLE PLAN FOR STUDENT ACHIEVEMENT



Patwin Elementary School

Davis Joint Unified District



The District Governing Board
approved this revision of the School
Plan on: 6/16/2011

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Patwin Elementary 2011-12
Single Plan For Student Achievement Report

Goals and Actions	Start Date	Completion Date	Amount
English-Language Arts			
Improving Student Performance in Language Arts			
Appropriate Use of the Language Arts Block Time	8/23/2011	6/15/2012	\$0
Increase the Availability and Quality of Technology	8/23/2011	6/15/2012	\$0
Professional Learning Community Development	9/23/2011	6/15/2012	\$4,410
Provide Language Arts Interventions	6/9/2011	6/30/2012	\$37,890
English Language Development			
Provide the Support Needed to Enable all English Learners to Access the Core Curriculum			
Parent Involvement	9/23/2011	6/15/2012	\$480
Continue to Support the EL Specialist Position	9/23/2011	6/15/2012	\$55,350
CELDT Training and Testing	7/1/2010	6/30/2011	\$1,000
School Climate			
Improving School Climate			
Working on Closing the Achievement Gap	9/23/2011	6/15/2012	\$0
Provide counseling services for Title I students	9/23/2011	6/15/2012	\$15,014
Provide academic interventions	6/9/2011	6/30/2012	\$4,775
Mathematics			
Improving Student Performance in Mathematics			
Academic Conferences-1.5 days a year release time	9/23/2011	6/15/2012	\$4,410
Increase the Availability and Quality of Technology	9/23/2011	6/15/2012	\$5,000
Total Annual Expenditures for Current Site Plan: \$128,329.00			

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 Arts

Goal Title : Improving Student Performance in Language Arts

All students will improve their CST Language Arts scores by 5% with our targeted sub groups moving up at least one performance band.

What data did you use to form this goal (findings from data analysis)?

How does this goal align to your Local Educational Agency Plan goals?

What did the analysis of the data reveal that led you to this goal?

Which stakeholders were involved in analyzing data and developing this goal?

Who are the focus students?

All students in grades K-6, especially students who scored below proficient in the 2010 CST Language Arts exam.

What is the expected growth?

Students scoring proficient on the 2010 CST Language Arts exam will maintain proficiency while students below proficient will increase proficiency by at least one performance band.

What data will be collected to measure student achievement?

All students
Ethnic subgroups
English learners
Socio-economically disadvantaged
GATE students
Educationally disadvantaged

What process will you use to monitor and evaluate the data?

California Standards Tests in English/Language Arts
District Literacy Measures

Actions to improve achievement to exit program improvement (if applicable).

Action Title: Appropriate Use of the Language Arts Block Time

Means of Achievement: Increased educational opportunity

Tasks :

The staff will continue to refine and collaborate in their efforts to implement a schedule that gives all students equal access to the core curriculum and best utilizes the Language Arts block time.

Measures :

STAR scores, reading assessments, formal and informal assessments performed by staff, and the movement of students to different levels of proficiency within the block schedule.

People Assigned :

Teachers, support staff, Reading Specialist, EL Specialist, and parents.

Start Date : 8/23/2011

Completion Date : 6/15/2012

Funding Resources	Related Expenditures	Estimated Cost
Economic Impact Aid: Limited English Proficiency (LEP)	EL Supplies	\$0

Action Title: Increase the Availability and Quality of Technology

Means of Achievement: Improvement of instruction strategies and materials

Tasks :

Read Naturally is a fluency program that helps students increase their reading rate. Student participants practice reading passages at their current reading level by listening to models of fluent readers. Repeated reading and modeling are well documented strategies for increasing fluency rate and improving expression.

Along with fluency goals, students work to improve their comprehension of individual passages. Students write predictions before reading and listening to a passage. Afterwards, students answer comprehension questions and write a brief summary of the passage in his/her own words.

Student reading rates are documented each session to monitor student progress and to create new goals as students improve.

Materials for the Read Naturally program that have already been purchased include:

- Audio CDs levels 1 through 8 (96 total)
- Reading packets levels 1 through 8 (24 passages at each level, 192 total)
- Folders, graphs, procedures poster (1 per student)

Materials that are still needed to begin the program are:

- 12 iPods that will be loaded with audio CDs passages = \$1548.00 plus tax/shipping
- We will also work to equip each classroom with an LCD projector, Ladybug, cart, speakers, and wireless keyboard.

Measures :

CST ELA results, classroom assessments, and district assessments. All students will have access to basic technology. Teachers will know how to use that technology. CST ELA results will also reflect progress. In addition surveys, copies, monitoring, and teacher collaboration will show we have attained this goal.

People Assigned :

Administration, staff, students, technology leader on site, reading specialist, and district technology department.

Start Date : 8/23/2011 Completion Date : 6/15/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected		\$0

Action Title: Professional Learning Community Development

Means of Achievement: Staff development and professional collaboration

Tasks :

Patwin Elementary will refine and maintain a belief system and approach to education that supports a positive professional learning community. The staff will continue to be trained and have time to collaborate. Time will be spent at least once per trimester to review target groups and discuss intervention strategies.

Measures :

The staff will be trained in PLC (Professional Learning Communities)

Other measures may include:

STAR ELA Data

Classroom Assessment

CELDT

District Assessment

ADEPT

Teacher surveys

Report on participation

People Assigned :

All staff members

Start Date : 9/23/2011

Completion Date : 6/15/2012

Funding Resources	Related Expenditures	Estimated Cost
Title I District Reservation for Site Use	Staff Development/Release Time	\$4,410

Action Title: Provide Language Arts Interventions

Means of Achievement: Improvement of instruction strategies and materials

Tasks :

Paraeducators will work with classroom teachers to provide targeted instruction in reading to students.

Measures :

Formative and summative assessments.

People Assigned :

Principal, staff, paraeducators

Start Date : 6/9/2011

Completion Date : 6/30/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Paraeducator Salary (35 hours/week)	\$27,642
School and Library Improvement Block Grant	Paraeducator Salary (15 hours/week)	\$10,248

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 : Provide the Support Needed to Enable all English Learners to Access the Core Curriculum

All English Learners will receive the support and instruction needed so that they can successfully access the core curriculum.

What data did you use to form this goal (findings from data analysis)?

How does this goal align to your Local Educational Agency Plan goals?

What did the analysis of the data reveal that led you to this goal?

Which stakeholders were involved in analyzing data and developing this goal?

Who are the focus students?

English Learners (CELDT levels 1-5)

What is the expected growth?

English Language sub groups will make gains on the CST that meet our AYP target each year. English Language learners will also improve on the CELDT.

What data will be collected to measure student achievement?

All students who are considered English Learners and who test at levels 1-5 on the CELDT.

What process will you use to monitor and evaluate the data?

CST ELA
CELDT
Classroom assessments
ADEPT

Actions to improve achievement to exit program improvement (if applicable).

Action Title: Parent Involvement

Means of Achievement: Involvement of staff, parents and community

Tasks :

Parents will be encouraged to participate in the school community. They will be invited to regular ELAC meetings. Workshops will also be provided so that parents can learn how to help their children in specific subject areas.

Measures :

Meeting attendance and frequency of parent contact.

People Assigned :

EL Specialist, parents of EL students, and staff.

Start Date : 9/23/2011

Completion Date : 6/15/2012

Funding Resources	Related Expenditures	Estimated Cost
School and Library Improvement Block Grant	Parent Involvement	\$0
NCLB: Title I, Even Start Family Literacy	Parent Workshops	\$480

Action Title: Continue to Support the EL Specialist Position

Means of Achievement: Alignment of instruction with content standards

Tasks :

The school will continue to fund the site EL Specialist (.60 FTE.) This will allow for constant staff development, coaching, curriculum development, and direct instructional support.

Measures :

ADEPT, CELDT, formative assessments, and observation.

People Assigned :

Staff, administration, Site Council, and EL Specialist.

Start Date : 9/23/2011

Completion Date : 6/15/2012

Funding Resources	Related Expenditures	Estimated Cost
Economic Impact Aid: Limited English Proficiency (LEP)	EL Specialist .50 FTE	\$46,000
NCLB: Title III, Limited English Proficiency (LEP) Student Program	EL Specialist .10 FTE	\$9,350

Action Title: CELDT Training and Testing

Means of Achievement: Monitoring program implementation and results

Tasks :

Administer CELDT assessment to English Learners for purpose of annual assessment of EL students' language development levels.

Measures :

CELDT training logs, count of administered CELDT tests, EL student CELDT results

People Assigned :

District EL Coordinator, Principal

Start Date : 7/1/2010

Completion Date : 6/30/2011

Funding Resources	Related Expenditures	Estimated Cost
EIA-LEP District Reservation for Site Use	CELDT Training and Testing	\$1,000

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 : School Climate

Goal Title : Improving School Climate

All Patwin staff will develop opportunities to improve communication and involvement of all parent groups. Every teacher will make additional parent contact with the families of students who are achieving below grade level.

What data did you use to form this goal (findings from data analysis)?

How does this goal align to your Local Educational Agency Plan goals?

What did the analysis of the data reveal that led you to this goal?

Which stakeholders were involved in analyzing data and developing this goal?

Who are the focus students?

All K-6 students and parents, especially under-performing and EL students

What is the expected growth?

Increased numbers of responses to district and school surveys
Increased positive responses to said surveys and improve our website and create websites for individual teachers.

What data will be collected to measure student achievement?

District parent, teacher and student surveys; school surveys; EL scores; Scores of students whose parents attended compared to those who did not attend

What process will you use to monitor and evaluate the data?

Analyze district and school survey data; analyze interview data from home visits; Meeting dates; CBET notes/attendance numbers; Records of home visits

Actions to improve achievement to exit program improvement (if applicable).

Action Title: Working on Closing the Achievement Gap

Means of Achievement: Increased educational opportunity

Tasks :

Staff and parents will examine the achievement gap through the study of data and surveys. They will then work together to develop interventions, programs, strategies to help close the achievement gap. This will create a more positive school climate for all students.

Measures :

STAR Data, classroom assessments, district assessments, parent/staff/student surveys, and overall district/state data.

People Assigned :

Staff, parents, district climate Committee

Start Date : 9/23/2011

Completion Date : 6/15/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Continue the efforts of TAG at a site level	\$0

Action Title: Provide counseling services for Title I students

Means of Achievement: Increased educational opportunity

Tasks :

Counselor will meet with Title I students to provide support that enhances emotional, social, and academic health.

Measures :

Classes exposed to social skills curriculum, discipline data, student and parent surveys.

People Assigned :

Entire staff, counselor, and administrator.

Start Date : 9/23/2011

Completion Date : 6/15/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Title 1 Counselor	\$15,014

Action Title: Provide academic interventions

Means of Achievement: Alignment of instruction with content standards

Tasks :

During and after-school interventions will be provided and supported.

Measures :

Attendance. Formative and summative assessments. CST results.

People Assigned :

Principal, staff, Bridge Coordinators

Start Date : 6/9/2011

Completion Date : 6/30/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Bridge Coordinators VSA	\$3,000
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Academic intervention supplies and materials	\$1,775

Patwin Elementary 2011-12 Single Plan For Student Achievement Report

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 : Mathematics

Goal Title : Improving Student Performance in Mathematics

All students will improve their CST Mathematics scores by 5% with our targeted sub groups moving up at least one performance band.

What data did you use to form this goal (findings from data analysis)?

How does this goal align to your Local Educational Agency Plan goals?

What did the analysis of the data reveal that led you to this goal?

Which stakeholders were involved in analyzing data and developing this goal?

Who are the focus students?

All students grades K-6, especially students who scored below proficient on the 2010 STAR Math exam.

What is the expected growth?

Students scoring proficient on the 2010 Math STAR exam will maintain proficiency while students below proficient will increase proficiency by at least one performance band.

What data will be collected to measure student achievement?

All students
Ethnic subgroups
English learners
Socio-economically disadvantaged
GATE students
Educationally disadvantaged

What process will you use to monitor and evaluate the data?

California Standards Tests in Mathematics, District and classroom assessments.

Actions to improve achievement to exit program improvement (if applicable).

Action Title: Academic Conferences-1.5 days a year release time

Means of Achievement: Staff development and professional collaboration

Tasks :

Patwin Elementary will refine and maintain a belief system and approach to education that supports a positive professional learning community. The staff will continue to be trained in Academic Conferencing and have a total of 3 release days (one per trimester) to meet and discuss each child by name to ensure that all students are receiving the instruction they need to be successful.

Measures :

The staff will be trained in Academic Conferencing
Other measures may include:
STAR Math Data
Classroom Assessment
CELDT
District Benchmark Assessments
ADEPT

People Assigned :

Patwin staff

Start Date : 9/23/2011

Completion Date : 6/15/2012

Funding Resources	Related Expenditures	Estimated Cost
Title I District Reservation for Site Use	Staff Development/Release Time	\$4,410

Action Title: Increase the Availability and Quality of Technology

Means of Achievement: Improvement of instruction strategies and materials

Tasks :

Patwin will work to acquire and maintain basic levels of technology. This will include the purchase of equipment, software, and the research of content specific websites. It will also include the training of staff on how to best use technology to improve student achievement. The school must have adequate equipment, programs, and access to websites to provide students with hands on intervention, enrichment, and practice opportunities in Mathematics.

Measures :

All students will have access to basic technology. Teachers will know how to use that technology. CSTs Math results will also reflect progress. All classrooms will become equipped with an LCD cart, player, Ladybug, wireless keyboard, and speakers.

People Assigned :

Entire staff, site based technology support, and district technology support.

Start Date : 9/23/2011

Completion Date : 6/15/2012

Funding Resources	Related Expenditures	Estimated Cost
School and Library Improvement Block Grant	Technology Support-technician	\$5,000

Patwin Elementary 2011-12
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 : \$128,329

Total Annual Expenditures for Current School Plan: \$128,329

Funding Resource Code	Funding Resource Description	Funding Allocation	Budgeted Allocation	Balance Available
3010	NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	\$47,431	\$47,431	\$0
	Provide academic interventions		\$4,775	
	Provide counseling services for Title I students		\$15,014	
	Provide Language Arts Interventions		\$27,642	
3105	NCLB: Title I, Even Start Family Literacy	\$480	\$480	\$0
	Parent Involvement		\$480	
4203	NCLB: Title III, Limited English Proficiency (LEP) Student Program	\$9,350	\$9,350	\$0
	Continue to Support the EL Specialist Postion		\$9,350	
7091	Economic Impact Aid: Limited English Proficiency (LEP)	\$46,000	\$46,000	\$0
	Continue to Support the EL Specialist Postion		\$46,000	
7395	School and Library Improvement Block Grant	\$15,248	\$15,248	\$0
	Increase the Availability and Quality of Technology		\$5,000	
	Provide Language Arts Interventions		\$10,248	
3010	Title I District Reservation for Site Use	\$8,820	\$8,820	\$0
	Academic Conferences-1.5 days a year release time		\$4,410	
	Professional Learning Community Development		\$4,410	
7091	EIA-LEP District Reservation for Site Use	\$1,000	\$1,000	\$0
	CELDT Training and Testing		\$1,000	
Total amount of categorical funds allocated to this school:		\$128,329	\$128,329	\$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
Michelle Flowers	Principal	530-757-5394	6/8/2011
Cathryn Huser	Classroom Teacher	530-757-5394	6/8/2011
Grace DeMasi	Parent or Community Member	530-753-8609	6/8/2011
Inez Sanchirico	Parent or Community Member	530-792-7404	6/8/2011
Kathleen Naganuma	Parent or Community Member		6/8/2011
Krista Wilcox	Parent or Community Member	530-792-1363	6/8/2011
Gerri Brown	Parent or Community Member		6/8/2011
Julie Webb	Classroom Teacher	530-757-5394	6/8/2011
Wendy Chason	Other School Staff	530-757-5394	6/8/2011
Sue Britz/Kris Weir	Classroom Teacher	530-757-5394	6/8/2011

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	1	5	

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:	6/8/2011
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	4/21/2011
School Climate Committee	6/8/2011
Special Education Advisory Committee	
Gifted and Talented Education Advisory 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:	6/3/2011
9. District Governing Board Annual Review Due Date:	6/16/2011
10. This School Plan was adopted by the School Site Council at a public meeting on:	6/10/2011
11. Attested by School Principal:	6/10/2011
12. Attested by School Site Council Chairperson:	6/10/2011

Michelle Flowers

Typed name of school principal

Signature of school principal

Date

Grace DeMasi

Typed name of SSC chairperson

Signature of SSC chairperson

Date