

2011-12
SINGLE PLAN FOR STUDENT ACHIEVEMENT



Robert E. Willett Elementary School
Davis Joint Unified District



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

Principal:
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Robert E. Willett Elementary 2011-12
Single Plan For Student Achievement Report

Goals and Actions	Start Date	Completion Date	Amount
English Language Development			
Increase proficiency of English Learner Students			
Paraeducators for English Language Development	8/23/2011	6/7/2012	\$13,000
CELDT Training and Testing	7/1/2011	10/31/2011	\$1,000
EL Specialist Professional Development	7/1/2011	6/29/2012	\$0
School Climate			
Increase school connectedness and provide a safe environment for students			
Assess climate throughout the school year	8/22/2011	6/7/2012	\$0
Continue with an Intramural Director at lunch	8/23/2011	6/7/2012	\$0
Academic Conferencing for all teachers three times per year.	8/23/2011	6/7/2012	\$8,820
English-Language Arts			
Increase proficiency in English/Language Arts			
Purchase Reading Counts Quizzes to support reading comprehension with EL learners.	8/22/2011	6/7/2012	\$200
Paraeducators to provide small group instruction for reading and writing	8/22/2011	6/7/2012	\$21,566
Instructional Computer Specialist Position	8/22/2011	6/7/2012	\$8,566
Purchase materials for Intervention programs	8/22/2011	6/8/2012	\$750
Mathematics			
Increase math proficiency for students			
Total Annual Expenditures for Current Site Plan: \$53,902.00			

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 Development

Goal Title : Increase proficiency of English Learner Students

Students will increase their proficiency level on the annual CELDT testing.
Of the 73 EL students in October 2010, below is the list of CELDT scores:

Grade	Beginner	Early Int	Inter	Early Adv	Adv
K	2	5	8	5	1
1st	3	1	3	4	3
2nd	3	1	1	4	2
3rd			3	4	2
4th	2	2		1	3
5th			2	1	2
6th		1	2		2

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?

K - 6th grade EL students

What is the expected growth?

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.

Robert E. Willett Elementary 2011-12 Single Plan For Student Achievement Report

What data will be collected to measure student achievement?

CELDT Scores

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

We will compare CELDT scores from October 2010 to October 2011.

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

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 2010 to fall 2011 with the students attending the small group instruction.

People Assigned :

Sue Britts

Start Date : 8/23/2011

Completion Date : 6/7/2012

Funding Resources	Related Expenditures	Estimated Cost
Economic Impact Aid: Limited English Proficiency (LEP)	Salary for paraeducator	\$13,000

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 :

Tara Stapleton, Gini Palmer, Sue Britts, Janice Linden

Start Date : 7/1/2011

Completion Date : 10/31/2011

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

Action Title: EL Specialist Professional Development

Means of Achievement: Staff development and professional collaboration

Tasks :

Provide EL professional development for the purpose of effectively increasing EL students' English language acquisition and developing proficiency in the core academic content areas.

All district teachers will be eligible to participate in local Language Academy training and support offered by DJUSD for the purpose of developing instructional strategies that effectively increase EL students' language skills and academic progress.

Measures :

ADEPT, CELDT, and formative assessments.

People Assigned :

Assistant Superintendent of Instructional Services, District EL Coordinator, EL Professional Development Specialist, Site Principal

Start Date : 7/1/2011

Completion Date : 6/29/2012

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Goal Area : School Climate

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

Willett staff created baseline assessments for school climate by grade level. These baseline assessments have been 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. Monthly 1st - 3rd and 4th - 6th grade assemblies have been implemented to increase staff and student awareness of expectations, to highlight a character trait, positive contributions and make announcements. Kindergarten will work in class on the monthly traits at the appropriate age 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?

Kindergarten through sixth grade.

What is the expected growth?

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

What data will be collected to measure student achievement?

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

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

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

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

Action Title: Assess climate throughout the school year

Means of Achievement: Involvement of staff, parents and community

Tasks :

The School Climate Committee will revise grade level climate assessments to be used throughout the year. This survey will be based on the student feedback we received from 10-11 written surveys. 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 revise surveys for students and administer them during the school year.

People Assigned :

Teachers and administrator
School Climate Committee

Start Date : 8/22/2011

Completion Date : 6/7/2012

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 :

Sara Gonzalez
Noon Supervisors
Teachers
Heidi Perry

Start Date : 8/23/2011

Completion Date : 6/7/2012

Action Title: Academic Conferencing for all teachers three times per year.

Means of Achievement: Staff development and professional collaboration

Tasks :

Grade levels and multi grade level groups will meet to goal set for the school year, align curriculum and benchmarks, and evaluate student assessment data.

Measures :

Staff will have a strong program for students and have the ability to do interventions with students in a timely manner, with support of grade level staff. Students will show greater success in class and more consistency with curriculum.

People Assigned :

All teaching staff, Reading Specialists and principal

Start Date : 8/23/2011

Completion Date : 6/7/2012

Funding Resources	Related Expenditures	Estimated Cost
Targeted Instructional Improvement Block Grant	subs for academic conferencing	\$8,820

Robert E. Willett Elementary 2011-12 Single Plan For Student Achievement Report

Form A: Planned Improvements in Student Performance

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Goal Area : English-Language Arts

Goal Title : Increase proficiency in English/Language Arts

The 49 students in grades three through six who scored basic or below basic in English Language Arts on the CST for STAR 2010 will increase their proficiency level on the 2011 test. We will maintain or increase proficiency for students scoring proficient or advanced in 2010. 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.

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?

Students in grades kindergarten through sixth grade.

What is the expected growth?

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.

What data will be collected to measure student achievement?

Standards based report cards and CST's on the 2011 STAR tests.

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

We will compare CST scores in English/Language Arts from the spring of 2010 to the spring of 2011. We will assess growth in kindergarten through second grade based on assessments throughout the school year and second grade 2011 CST scores.

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

Action Title: Purchase Reading Counts Quizzes to support reading comprehension with EL learners.

Means of Achievement: Alignment of instruction with content standards

Tasks :

Continue to purchase annual subscription to Reading Counts to update our collection of tests (60,000 books).

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 : 8/22/2011

Completion Date : 6/7/2012

Funding Resources	Related Expenditures	Estimated Cost
Economic Impact Aid: Limited English Proficiency (LEP)	Purchase of yearly RC quizzes	\$200

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

Means of Achievement: Alignment of instruction with content standards

Tasks :

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

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 2012.

People Assigned :

Janice Linden
Virginia Palmer

Start Date : 8/22/2011

Completion Date : 6/7/2012

Funding Resources	Related Expenditures	Estimated Cost
School and Library Improvement Block Grant	Paraeducator Salaries	\$18,942
Economic Impact Aid: Limited English Proficiency (LEP)	Paraeducator Salaries	\$2,624

Action Title: Instructional Computer Specialist Position

Means of Achievement: Improvement of instruction strategies and materials

Tasks :

Continue ICS person to work with staff and students on integrating technology in the classroom at the intermediate level. Seven hours per week, which also includes site troubleshooting.

Measures :

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

People Assigned :

Liane Torricer-Adler
 Teachers

Start Date : 8/22/2011

Completion Date : 6/7/2012

Funding Resources	Related Expenditures	Estimated Cost
Economic Impact Aid: Limited English Proficiency (LEP)	ICS Salary - 7 hours per week	\$8,566

Action Title: Purchase materials for Intervention programs

Means of Achievement: Alignment of instruction with content standards

Tasks :

Purchase of items needed to support the intervention instruction.

Measures :

People Assigned :

Reading Specialists,
 Reading aides
 Principal

Start Date : 8/22/2011

Completion Date : 6/8/2012

Funding Resources	Related Expenditures	Estimated Cost
School and Library Improvement Block Grant	purchase materials for intervention	\$750

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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 : Increase math proficiency for students

Increase proficiency level in mathematics for the 51 students who scored basic or below basic on the CST Mathematics in 2010. We will maintain or increase proficiency for students scoring proficient or advanced in 2011. 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. Learning Together (cross age tutoring program) will be implemented to support students not meeting math standards.

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 student groups in grades Kindergarten through sixth grade.

What is the expected growth?

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.

What data will be collected to measure student achievement?

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

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

We will evaluate the CST results from the spring of 2010 to the spring of 2011. 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.

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

Robert E. Willett 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 : \$53,902

Total Annual Expenditures for Current School Plan: \$53,902

Funding Resource Code	Funding Resource Description	Funding Allocation	Budgeted Allocation	Balance Available
7091	Economic Impact Aid: Limited English Proficiency (LEP)	\$24,390	\$24,390	\$0
	Instructional Computer Specialist Position		\$8,566	
	Paraeducators for English Language Development		\$13,000	
	Paraeducators to provide small group instruction for reading and writing		\$2,624	
	Purchase Reading Counts Quizzes to support reading comprehension with EL learners.		\$200	
7394	Targeted Instructional Improvement Block Grant	\$8,820	\$8,820	\$0
	Academic Conferencing for all teachers three times per year.		\$8,820	
7395	School and Library Improvement Block Grant	\$19,692	\$19,692	\$0
	Paraeducators to provide small group instruction for reading and writing		\$18,942	
	Purchase materials for Intervention programs		\$750	
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:		\$53,902	\$53,902	\$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	
Stephen Bristow	Classroom Teacher	(530)757-5460	
Lesina MacPherson	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	
Leslie Whiteford (Alternate)	Classroom Teacher	(530)757-5460	
Michele Parker	Classroom Teacher	(530)757-5460	
Jeanine Hill (Alternate)	Parent or Community Member	jsh0218@yahoo.com	
Laura Averett	Parent or Community Member	lauraaverett@comcast	
Mike Nolan	Parent or Community Member	tomdanem@earthlink.n	
Paula Badham	Other School Staff	(530) 757-5460	

Total Number of Committee Members

	Principal	ClassRoom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Number of Members of each Category	1	4	1	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 | 5/25/2011 |
| | 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: | 6/2/2011 |
| 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: | 6/7/2011 |
| 11. | Attested by School Principal: | 6/7/2011 |
| 12. | Attested by School Site Council Chairperson: | 6/7/2011 |

Heidi Perry

 Typed name of school principal

 Signature of school principal

 Date

Tracy Kaplan

 Typed name of SSC chairperson

 Signature of SSC chairperson

 Date