

Single Plan for Student Achievement

Part II: The Single Plan for Student Achievement



A Resource for the School Site Council

Prepared by: California Department of Education, February 2014

Part II: The Single Plan for Student Achievement

School: The Village Charter School

District: Windsor Unified School District

County-District School (CDS) Code: 49-753580114934

Principal: Rebecca Ivanoff

Date of this revision: 12/1/14

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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Position: Principal

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The District Governing Board approved this revision of the SPSA on 12/5/14



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LEA GOAL: EL: Close the achievement gap by providing quality and targeted interventions.

SCHOOL GOAL1: Increase number of students scoring Early Advanced and Advanced on CELDT.

<p>What data did you use to form this goal? 2013-14 CELDT Sores: 100% score B</p>	<p>What were the findings from the analysis of this data? 2013-14—only 1 EL student enrolled and tested. Data at present is too limited to analyze.</p>	<p>How will the school evaluate the progress of this goal? 2014-15 CELDT Scores: 100% score I</p>
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STRATEGY: During 2014-15, the school will address the ELA needs of English learners as measured by benchmark assessments and CELDT scores.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>By October 2014, CELDT test all EL students</p> <p>August 2014 increase teacher FTE in grades 6-8 and add additional support staff hours.</p>	<p>Teachers and District CELDT administrator</p> <p>Teachers/Admin</p>	<p>Administer CELDT test</p> <p>Hire and assign</p>	<p>No cost</p> <p>\$32,374.00 Funding Source: Supplemental and Basic</p>

LEA GOAL: English-Language Arts—Increase student achievement for all students and subgroups.

SCHOOL GOAL 2: Increase percentage of students meeting grade level benchmark standards in ELA. In 2014-15 the proficiency level on CST for ELA will improve from 66% to 71% school-wide.

<p>What data did you use to form this goal? 2012-13 CST: 66% at proficient or above</p> <p>2013-14 Formative and Summative Assessments (# of students 80% and above) : 5th: 88% (9 students) 6th: 71% (7 students) 7th: 100% (5 students) 8th: 100% (1 student)</p> <p>Individual Education Plans and Differentiated Learning Plans</p>	<p>What were the findings from the analysis of this data? School-wide achievement in reading is within average. There is strength in comprehension and as students progress through the grades, scores improve. Fluency and comprehension needs to be improved in lower grades. Overall, students perform better on local formative and summative assessment than on CST.</p>	<p>How will the school evaluate the progress of this goal? School-wide proficiency level on CST at or above 71%.</p> <p>Formative and Summative Assessments: 5th: 90% 6th: 80% 7th: 100% 8th: 100%</p> <p>IEPs and Differentiated Learning Plans</p>
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STRATEGY: During 2014-15, the school will implement a school-wide reading intervention program to identify and address the needs of struggling readers and English learners as measured by benchmark assessments.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
August 2014 increase teacher FTE in grades 6-8 and add additional support staff hours for individualized and differentiated instruction at all grade levels.	Teachers/Admin	Hire and assign teachers and support staff.	\$32,374.00 Funding Source: Basic
By September 2014, analyze assessments and indentify struggling readers	Teachers/Admin	Administer and analyze assessments for student groupings and differentiated instruction.	No cost
2014/15—planning time and		Provide common planning time for teachers to review	\$1,000 Funding Source: Basic

additional teacher retreat day for Common Core training.	Teachers/Admin	achievement, set goals, plan instruction, and improve student learning and achievement.	
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LEA GOAL: Math--Increase achievement for all students and subgroups
SCHOOL GOAL 3: Increase percentage of students meeting grade level benchmark standards in math. Increase by 5% the number of students scoring 80% on the end of the year summative assessment. Increase by 5% students scoring proficient or above on CST.

<p>What data did you use to form this goal? 2012-13 CST: 50% of students grades 3-8 at proficient or above.</p> <p>2013-14 Formative and Summative Assessments :</p> <p>5th grade: 55% (9 students) 6th grade: 71% (7 students) 7th grade: 100% (5 students) 8th grade: 100% (1 student)</p> <p>IEPs and differentiated instruction plans</p>	<p>What were the findings from the analysis of this data? Students perform well on daily math tasks, benchmark assessments, and formative and summative assessments; but perform below school goals on end of the year state standardized assessments, especially in lower grades. During the 2013-14 school year, the math goals and strategies were not fully implemented due to the planning and realigning of curriculum to CCSS.</p>	<p>How will the school evaluate the progress of this goal? 55% of students in grades 3-8 will score proficient or above on CST.</p> <p>Summative assessment 2014-15: 5th grade: 60% 6th grade: 76% 7th grade: 100% 8th grade: 100%</p> <p>IEPs and differentiated instruction plans</p>
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STRATEGY: During 2014-15, the school will implement newly adopted CC math texts and increase teacher/support staff FTE and instructional time in math to more adequately support student's academic growth.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
August 2014 purchase new Common Core math texts for grades 6-8.	Admin/Teachers	Purchase and distribute.	\$2,558.00 Funding Source: Common Core-- Curriculum
August 2014 increase teacher FTE in grades 6-8 and add additional support staff hours for math blocks and differentiated instruction at all grade levels.	Admin/Teachers	Hire and assign teachers and support staff.	\$32,374.00 Funding Source: Basic
Identify struggling students and select an intervention program that addresses the individual student's needs to include ongoing assessment of progress.	Teachers/RSP	Daily intervention and differentiated instruction, weekly teacher meetings to discuss and analyze progress and assessments, trimester assessments.	No cost
2014/15—planning time and additional teacher retreat day for Common Core training.	Teachers/Admin	Provide common planning time for teachers to review achievement, set goals, plan instruction, and improve student learning and achievement.	

LEA GOAL: Non-Academic: School Climate and Safety

SCHOOL GOAL 4: By 2016, percentage of parents and students that report feeling safe/very safe on local school issued survey will maintain a rating of 98% or higher. The feeling of connectedness and sense that VCS is age appropriate and meets the developmental needs of older students will increase, reflected in retention and student satisfaction ratings.

<p>What data did you use to form this goal? Local survey issued to parents and students: 98% felt safe/very safe. 80% of 6th-8th graders felt that the school supported the social, emotional and academic needs of older students.</p>	<p>What were the findings from the analysis of this data? While students feel safe, there is a need for more age-appropriate activities and a school environment that better supports the developmental needs of older students to keep them connected and engaged.</p>	<p>How will the school evaluate the progress of this goal? 98% or higher on parent/student safety survey. Increase retention of 7th and 8th grade students by 2%.</p>
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STRATEGIES: Create

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>Beginning September 2014</p> <p>August 2014: reconfigure teaching assignments in grades 6-8 to provide subject specific instruction in math, LA, science and social studies. Emphasis on project-based learning and Inquiry methods, off site service learning, weekly trips to perma-culture center and weekly booth at farmer’s market.</p> <p>Add mentorship and apprenticeship opportunities</p>	<p>Admin./Parent Association</p> <p>Teachers/Admin</p>	<p>Create PA sub-committees to identify safety issues, review current practices and make revisions/adjustments as necessary.</p> <p>Create schedule for classroom, perma-culture center work and farmer’s market booth</p>	<p>No cost</p> <p>\$1000—garden grant funds</p>

on and off site. 2014/15—common planning time.	Teachers/Students	January 2015: Create a mentorship program with younger students and/or have students involved in apprentice work.	No cost
	Teachers/Admin	Provide common planning time for teachers to review, set goals, plan instruction and projects, and design age appropriate activities for school events.	No cost

Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.¹ The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Rebecca Ivanoff	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Malika Harville	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scott Morris	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Scott Montrose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Chris Van Stone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Ingrid Clark	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Jessica Quirt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Ed Flores	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	1	<input type="checkbox"/>	6	<input type="checkbox"/>

¹ EC Section 52852

Form E: Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):
 - State Compensatory Education Advisory Committee _____ Signature
 - English Learner Advisory Committee _____ Signature
 - Special Education Advisory Committee _____ Signature
 - Gifted and Talented Education Advisory Committee _____ Signature
 - District/School Liaison Team for schools in Program Improvement _____ Signature
 - Compensatory Education Advisory Committee _____ Signature
 - Departmental Advisory Committee (secondary) _____ Signature
 - Other committees (PA, Foundation, Faculty) _____ 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: 12/4/14

Attested:

Typed name of School Principal

Signature of School Principal

Date

Typed name of SSC Chairperson

Signature of SSC Chairperson

Date

