

The Single Plan for Student Achievement

School: Weathersfield Elementary School
CDS Code: 56 73759 6056022
District: Conejo Valley Unified School District
Principal: Laurie Davis
Revision Date: October 24, 2017

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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The District Governing Board approved this revision of the SPSA on .

Table of Contents

School Vision and Mission.....	3
School Profile	3
Comprehensive Needs Assessment Components	3
Data Analysis.....	3
Surveys.....	3
Classroom Observations	3
Analysis of Current Instructional Program.....	4
Description of Barriers and Related School Goals	6
School and Student Performance Data.....	7
CAASPP Results (All Students)	7
CELDT (Annual Assessment) Results.....	11
CELDT (All Assessment) Results	12
Planned Improvements in Student Performance	13
School Goal #1	13
School Goal #2	17
School Goal #3	20
Centralized Services for Planned Improvements in Student Performance	24
Centralized Service Goal #1	24
Summary of Expenditures in this Plan	25
Total Allocations and Expenditures by Funding Source.....	25
Total Expenditures by Object Type	26
Total Expenditures by Object Type and Funding Source	27
Total Expenditures by Goal.....	28
School Site Council Membership	29
Recommendations and Assurances	30

School Vision and Mission

Weathersfield Elementary School's Vision and Mission Statements

The mission of Weathersfield Elementary School is to provide innovative academic and co-curricular programs that provide students a lifelong love of learning and the opportunities to develop their interests, talents and abilities. In addition, we provide a variety of fine and performing arts and activities programs designed to enhance our students' academic experience and to develop the "whole child".

School Profile

Weathersfield Elementary is a 2014 California Distinguished School located in the northeast corner of the Conejo Valley. The school currently serves 318 students from transitional kindergarten through fifth grade. Weathersfield Elementary School is staffed with a dedicated group of professionals who are committed to providing a rich learning experience for our students. We expect students to maintain high standards of citizenship and scholarship. Our school has a strong academic focus which is enhanced by technology in every classroom including Promethean boards, hand held devices, and access to two computer labs. In addition, we have a new science lab and two music rooms used for music instruction, band and strings.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

In the 2017-2018 school year, the District conducted an LCAP Survey via Survey Gizmo for all stakeholders including students in grades 4 and 5. The survey asked for input on the school's academics, communication, behavior, environment, and safety. Results are still pending.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

All teachers receive at least one formal observation by the site administrator. Probationary and Temporary teachers receive at least two formal observations. Site administrators regularly conduct informal classroom observations. All teachers meet with site administrator to discuss their observations and are given commendations regarding instructional practices and recommendations for future growth. Site and/or district based professional development is designed to address instructional needs.

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

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

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

Students in grades 3-5 took the CAASPP in Language Arts and Math in Spring 2017. Students in grade 5 took the CST in Science. Special education students are assessed with accommodations per their IEP. Students in grades K-5 are assessed utilizing district benchmark assessments for ELA and math. ELA assessments include: Benchmarks Assessments, Scholastic Reading Inventory (SRI), unit tests, formative and summative assessments. Math assessments include: end of course exams, district benchmarks, unit tests, chapter tests, formative and summative assessments. English Language Development assessments are also used to modify instruction and improve student achievement, These assessments include: California English Language Development Test (CELDT), A Developmental English Proficiency Test (ADEPT) , Rosetta Stone and Carousel unit tests.

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

Teachers administer district trimester benchmarks in reading, writing and math to guide instruction and plan for differentiation. Teachers use unit assessments to pre and post assess students to measure progress and determine areas for preteaching and reteaching. Our district utilizes EADMS, a student data management system, which provides data for analysis of student progress. Grade level meetings are used to analyze data for differentiated instruction and intervention.

Staffing and Professional Development

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

100% of teachers are credentialed and properly assigned.

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

All teachers attended a 6 hour site-led professional development at beginning of the school year. In addition, all teachers will attend 6 hours of site mandated PD (including 1 our of Armatus training), and 6 hours of Association member self directed staff development. All PD/Staff Development is in alignment with our District's LCAP goals.

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

Teachers new to a grade level or to our district are given professional development on grade level and content area materials and assessments including Reading, Writing, English Language Development, and Math. District teachers are offered ongoing professional development opportunities based on California State Standards and CAASPP assessment preparation. School sites design professional development opportunities based on data analysis of student academic progress.

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

Schools have access to two district-based TOSAs (Teachers on Special Assignment) in two focus areas: (1) English Language Development: ELD TOSA provides site and district trainings on effective instructional strategies for English Learners, work with teachers to teach with fidelity when using adopted materials for ELD, and support for classroom teachers on planning and instruction for English Learners (2) Professional Development: TOSA leads District and site teacher training on California State Standards, coordinates with teacher leaders to design professional development offered at school sites, models best practices for instruction using the California State Standards. Instructional assistance and support are also provided in the area of technology by our Coordinator of Instructional Technology. The Coordinator performs tasks related to data analysis, assessment preparation, alignment of assessments to California State Standards. The Coordinator also trains teachers on the use of technology related to the assessment/performance of students, as well as data analysis or formative and summative assessments.

Each site has a Leadership Team composed of one upper and one lower grade Teacher Leader, a Gifted and Talented Education (GATE) Coordinator, and an English Language Development (ELD) Advisor. This LCAP team provides site based Professional Development and supports the vision/goals of the school.

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

Each grade level team meets together two times per week (Grade Level Meetings) to collaborate, analyze student data and determine best practices within their grade level. Data Analysis has been a critical component of our school as we have targeted intervention for all levels of learners.

Teaching and Learning

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

Our district uses state-approved instructional materials in all subject areas including recent adoptions of ELA materials and current piloting of state-approved math materials.

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

Teachers adhere to Board approved instructional minutes for all subject areas. School staff adhere to uninterrupted instructional blocks for Language Arts and Math instruction. Math and Language Arts blocks are prioritized in teacher planning in order to maximize student focus.

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

Reading and Math intervention occurs 2-3 times per week (depending on the grade level). We have 4 intervention teachers who work in tandem with each other and our classroom teachers to provide small group instruction for all learners during intervention time.

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

All students have access to appropriate California State approved curriculum in all content areas. Students in special education use the same state adopted materials that are used in the general education classrooms. English Learners receive instruction in content areas using standards-based instructional materials including the ELD standards.

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)

Intervention materials from the adopted curricula are utilized for students requiring additional support.

Opportunity and Equal Educational Access

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

Teachers utilize whole group, small group and one to one assistance during the instructional day to meet the individual academic needs of students. Teachers incorporate scaffolding and differentiation into their lessons in order to help underperforming students access the general education curriculum. Our school-based Multi-Tiered Support System (MTSS) includes reading and math intervention specialists two-three days per week. Students are provided with targeted small group instruction during the school day, in addition to daily differentiated instruction within their classroom. Our school counselor provides individual and small group social emotional support for our students.

14. Research-based educational practices to raise student achievement

The following research-based educational practices are utilized: SDAIE strategies, differentiated instruction, Webb's Depth of Knowledge, direct instruction in small group and whole group settings, productive partnering, and cooperative learning.

Parental Involvement

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

Outreach support services are available daily through our Facilitator and every Wednesday through our EL Resource Liaison.

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)

School Site Council (SSC) is composed of the Principal, three teacher representatives, one school-classified employee and five parents of current Weathersfield students. Each member serves a two-year term. The SSC has regular meetings the last Wednesday of the month. Our SSC meetings are held in the school library and are open to the public. Volunteer opportunities are available both in and out of the classroom and help make our students and school successful. Parents are able to discuss, plan, organize, and fund-raise through our PTA to provide enrichment activities and academic programs for our students.

Funding

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

See goals and budget pages as part of SPSA

18. Fiscal support (EPC)

See goals and budget pages as part of SPSA.

Description of Barriers and Related School Goals

Budget constraints have placed a limit on adding support staff and additional programs to assist students with their academic achievement. We have had to rely more on our PTA for assistance.

Due to an increase in students' emotional needs, there is a need for additional support staff.

With an increase in educational technology, we need ongoing Professional Development for both certificated and classified staff.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	78	68	48	77	67	46	75	67	46	98.7	98.5	95.8
Grade 4	70	82	59	68	79	57	64	79	57	97.1	96.3	96.6
Grade 5	73	68	82	72	68	81	69	68	81	98.6	100	98.8
All Grades	221	218	189	217	214	184	208	214	184	98.2	98.2	97.4

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2398.7	2451.9	2431.8	13	37	23.91	22	19	23.91	23	28	36.96	39	15	15.22
Grade 4	2468.2	2463.3	2459.1	26	20	17.54	19	29	31.58	22	23	19.30	26	28	31.58
Grade 5	2525.3	2530.4	2501.7	24	37	23.46	32	26	27.16	24	16	25.93	17	21	23.46
All Grades	N/A	N/A	N/A	21	31	21.74	24	25	27.72	23	22	26.63	28	21	23.91

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	16	28	32.61	41	54	43.48	40	18	23.91
Grade 4	31	19	22.81	41	56	56.14	27	25	21.05
Grade 5	32	38	27.16	51	38	50.62	16	24	22.22
All Grades	26	28	27.17	44	50	50.54	28	22	22.28

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	11	34	19.57	56	45	65.22	29	21	15.22
Grade 4	27	27	15.79	48	49	47.37	23	24	36.84
Grade 5	36	48	29.63	43	30	43.21	16	22	27.16
All Grades	24	36	22.83	50	42	50.00	23	23	27.17

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	8	21	13.04	71	70	78.26	20	9	8.70
Grade 4	16	16	15.79	67	65	66.67	17	19	17.54
Grade 5	17	26	11.11	74	57	72.84	7	16	16.05
All Grades	13	21	13.04	71	64	72.28	15	15	14.67

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	11	27	13.04	48	61	67.39	39	12	19.57
Grade 4	23	18	15.79	53	59	52.63	22	23	31.58
Grade 5	43	40	27.16	43	49	54.32	13	12	18.52
All Grades	25	28	20.11	48	57	57.07	25	16	22.83

Conclusions based on this data:

1. 2017 In Overall Achievement in ELA, our 3rd and 5th grade scores reflected an increase in Standards "Nearly Met" and 4th grade showed a decrease in Standards "Nearly Met" in comparison to the 2016 scores. In a Cohort review of "Standards Met", there was an increase from 3rd to 4th grade of 12.58% and a decrease from 4th to 5th grade of 1.74%. In analyzing school performance, overall our students need additional support in working with informational text, academic language, comprehension, and analysis.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	78	68	48	75	67	46	48	67	46	96.2	98.5	95.8
Grade 4	70	82	59	27	79	57	0	79	57	38.6	96.3	96.6
Grade 5	73	68	82	71	68	81	71	68	81	97.3	100	98.8
All Grades	221	218	189	173	214	184	119	214	184	78.3	98.2	97.4

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2399.9	2444.3	2442.9	4	25	10.87	17	30	47.83	19	27	30.43	24	18	10.87
Grade 4	0.0	2464.5	2470.1	0	11	12.28	0	25	31.58	0	42	38.60	0	22	17.54
Grade 5	2523.6	2507.2	2494.0	20	12	12.35	30	29	20.99	32	40	40.74	18	19	25.93
All Grades	N/A	N/A	N/A	10	16	11.96	20	28	30.98	21	36	37.50	18	20	19.57

Concepts & Procedures										
Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 3	21	40	36.96	27	39	47.83	52	21	15.22	
Grade 4	0	24	29.82	0	39	31.58	0	37	38.60	
Grade 5	23	16	20.99	44	49	40.74	34	35	38.27	
All Grades	22	27	27.72	37	42	39.67	41	31	32.61	

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	19	28	21.74	42	49	65.22	40	22	13.04
Grade 4	0	14	19.30	0	51	56.14	0	35	24.56
Grade 5	25	22	18.52	56	51	44.44	18	26	37.04
All Grades	23	21	19.57	50	50	53.26	27	29	27.17

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	17	33	17.39	48	52	73.91	35	15	8.70
Grade 4	0	19	22.81	0	49	50.88	0	32	26.32
Grade 5	25	10	9.88	52	59	58.02	23	31	32.10
All Grades	22	21	15.76	50	53	59.78	28	26	24.46

Conclusions based on this data:

1. 2017- In Overall Achievement for Math, our 3rd and 5th grade scores reflected an increase in Standards "Nearly Met" and 4th grade showed a decrease in Standards "Nearly Met" in comparison to the 2016 scores. In a Cohort review of "Standards Met", there was an increase from 3rd to 4th grade of 1.58% and a decrease from 4th to 5th grade of 1.26%. Due to the language-rich nature of the Math exam, our students continue to need support in the development of academic language and dissemination of word problems as it relates to Math.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				***		***	***	***	***						
1		13	17	63	38	58	13	50	17	13		8	13		
2		10		9	10	43	36	50	43	27	30	14	27		
3	5			21	9	40	26	55	40	32	27	20	16	9	
4		8		40	25	36	50	33	45	10	25	9		8 9	
5	25		20	50	57	30	25	29	30		14	20			
Total	5	6	8	33	24	43	31	45	34	19	20	13	12	4 2	

Conclusions based on this data:

1. 2016-2017 results: 77% of our EL population are performing at Levels 3 and 4, while 15% are performing at Levels 1 and 2, and 8% are performing at Level 5.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				17	25	31	33	25	31	17	31	13	33	19	25
1		10	17	56	30	58	11	60	17	11		8	22		
2		10		8	10	50	33	50	38	25	30	13	33		
3	5			21	9	40	26	55	40	32	27	20	16	9	
4		8		36	31	36	45	31	45	9	23	9	9	8	9
5	22		18	44	50	27	22	25	27		13	27	11	13	
Total	5	4	6	29	25	40	29	40	32	18	22	15	20	9	7

Conclusions based on this data:

1. 2016-2017: 22% of students are performing at EL Levels 1 and 2. A continued effort will be made to identify specific language needs in order to support English Language Acquisition. Emphasis will be focused on the 32% of Intermediate level students to move them to the Early Advanced stage of proficiency.

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 student performance 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: English Language Arts
LEA/LCAP GOAL:
Goal # 1 - Improve Learning for All Students
SCHOOL GOAL #1:
Improve Learning for All Students in the area of English Language Arts: By June 2018, 90% of students will demonstrate improved ability in the areas of reading comprehension and word analysis/vocabulary development, as measured by site and district benchmarks. Weathersfield teachers will be measuring student achievement by on-going formative assessments (TK-5) and state standards.
Data Used to Form this Goal:
Benchmark Assessments Curriculum Assessments Formative Assessments BPST CELDT results ADEPT results Scholastic SRI Reading Counts IXL - Language (2-5) Intervention Assessments (pre and post tests)
Findings from the Analysis of this Data:
Comprehension and word analysis/vocabulary development are areas identified as needing intervention from the results of the CAASPP, benchmarks, BPST and formative assessments in ELA.

SUBJECT: English Language Arts

How the School will Evaluate the Progress of this Goal:

Data Analysis grade-level meetings
 Academic grades
 Benchmark Assessments
 Curriculum Assessments
 Formative Assessments
 BPST
 CELDT results
 ADEPT results
 Scholastic SRI - reports
 Reading Counts - reports
 IXL - Language (2-5) - reports
 Intervention Assessments (pre and post tests)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
K-5 Intervention ELA 2 hours per week, per grade level (grades K-2) *total 6 hours per week 3 hours per week, per grade level (grades 3-5) * total 9 hours per week	October 2017-April 2018	Classroom Teachers Intervention Specialist Principal	Intervention Specialist Cristy Warner	2000-2999: Classified Personnel Salaries	OTRM	1221.35
			Intervention Specialist Justine Medeiros	1000-1999: Certificated Personnel Salaries	OTRM	1785.23
K-5 Intervention ELA 2 hours per week, per grade level (grades K-2) *total 6 hours 2 hours per week, per grade level (grades 3-5) * total 6 hours	November 2017- April 2018	Classroom Teachers Intervention Specialist Principal	Intervention Specialist: Tiffany Garcia	2000-2999: Classified Personnel Salaries	003R	898.63
			Intervention Specialist: Nancy Crellin	1000-1999: Certificated Personnel Salaries	003R	898.63
Carousel- ELD support to improve English Language Proficiency in the area of ELA	October 2017-April 2018	Classroom Teachers Carousel Specialists Principal	Carousel Specialist: Cristy Warner	2000-2999: Classified Personnel Salaries	0860	552.73
			Carousel Specialist Justine Medeiros	1000-1999: Certificated Personnel Salaries	0860	539.35

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Release for data analysis to inform instruction	October 2017- May 2018	Classroom Teachers Principal	Data Analysis to for intervention and data driven instruction	1000-1999: Certificated Personnel Salaries	003R	702.73
				1000-1999: Certificated Personnel Salaries	TPGR	219.66
Combo Class Specialist	August 2017-May 2018	Classroom Teacher Combo Specialist Principal	Combo Class Specialist-working to support class in the area of Language Skills and Academic Development for 1 hour per day 4 days per week.	2000-2999: Classified Personnel Salaries	OTRM	1918.95
				2000-2999: Classified Personnel Salaries	TPGR	1918.96
Transition Kindergarten (TK) Classroom Aide	August 2017-May 2018	Classroom Aide TK Aide Principal	Aide to support the TK class for one hour per day.	2000-2999: Classified Personnel Salaries	OTRM	460.02
				2000-2999: Classified Personnel Salaries	TPGR	460.02
IXL ELA Software Program	October 2017-June 2018	Classroom Teacher Principal	IXL software program used for skill building and remediation in ELA	4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	800.00
Grade Level Meetings held during PE time to provide teachers and principal time to collaborate, analyze data, monitor intervention and develop best practices to drive instruction.	October 2017-April 2018	Classroom Teachers PE Specialists Principal	PE Specialists Ingrid Jones Jennifer Chen-Edwards April Gregoire	2000-2999: Classified Personnel Salaries	OCBG	4210.03
				2000-2999: Classified Personnel Salaries	OPGR	454.31

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Cross Curricular Music Program	September 2017- April 2018	Music Specialist Classroom Teachers Principal	Cross Curricular Music strands ELA, Math, Social Studies and Science within the program. Music Specialist: Diane Wiley	2000-2999: Classified Personnel Salaries	Parent-Teacher Association (PTA)	2585.33
Classroom Supplies	October 2017- June 2018	Classroom Teachers Principal	Per student allotment for classroom supplies	4000-4999: Books And Supplies	OTRM	742.00
Instructional Materials	August 2017-June 2018	Classroom Teachers Office Staff Support Staff Intervention Specialists Principal	Supplies to support the instructional program Copy Machine Lease	4000-4999: Books And Supplies	OTRM	113.42
					0860	321.24
					TPGR	174.00
					OPGR	457.69
OCBG	2677.65					
Teacher Stipends for Classroom Supplies	August 2017-June 2018	Classroom Teachers Principal	PTA Funded Teacher Stipends for Classroom Supplies	4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	1500.00

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 student performance 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: Mathematics
LEA/LCAP GOAL:
Goal #1-Improve Learning for All Students.
SCHOOL GOAL #2:
Improve Learning for All Students in the area of Mathematics- By June 2018, 90% of students will improve in the area of Math through effective teaching strategies and small group, targeted intervention. Weathersfield teachers will be measuring student achievement by on-going formative assessments (TK-5) and state standards.
Data Used to Form this Goal:
Benchmark Assessments Curriculum Unit Assessments IXL Math Reports Formative Assessments CAASPP Assessment Data Academic Grades Intervention Pre/Post Test Data
Findings from the Analysis of this Data:
With a language rich curriculum in Mathematics, our students need continued support with word problems, academic language and number sense practice.
How the School will Evaluate the Progress of this Goal:
Data Analysis Grade Level Meetings Benchmark Assessments Curriculum Unit Assessments IXL Math Reports Formative Assessments CAASPP Assessment Data Academic Grades Intervention Pre/Post Test Data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
K-5 Intervention ELA 2 hours per week, per grade level (grades K-2) *total 6 hours per week 3 hours per week, per grade level (grades 3-5) * total 9 hours per week	October 2017-April 2018	Classroom Teachers Intervention Specialists Principal	Intervention Specialist- Cristy Warner	2000-2999: Classified Personnel Salaries	OTRM	1221.35
			Intervention Specialist- Justine Medeiros	1000-1999: Certificated Personnel Salaries	OTRM	1785.23
K-5 Intervention ELA 2 hours per week, per grade level (grades K-2) *total 6 hours 2 hours per week, per grade level (grades 3-5) * total 6 hours	November 2017-April 2018	Classroom Teachers Intervention Specialists Principal	Intervention Specialist Tiffany Garcia	2000-2999: Classified Personnel Salaries	003R	898.63
			Intervention Specialist Nancy Crellin	1000-1999: Certificated Personnel Salaries	003R	898.63
Carousel-ELD support to raise English Language Proficiency in the area of Math	October 2017-May 2018	Classroom Teachers Carousel Specialists Principal	Carousel Specialist Cristy Warner	2000-2999: Classified Personnel Salaries	0860	552.73
			Carousel Specialist Justine Medeiros	1000-1999: Certificated Personnel Salaries	0860	539.36
Teacher Release for data analysis to inform instruction	October 2017-May 2018	Classroom Teachers Principal	Data Analysis to for intervention and data driven instruction	1000-1999: Certificated Personnel Salaries	003R	702.73
				1000-1999: Certificated Personnel Salaries	TPGR	219.66
Transition Kindergarten (TK) Classroom Aide	August 2017-June 2018	Classroom Teacher Classroom Aide Principal	Aide to support the TK class for one hour per day.	2000-2999: Classified Personnel Salaries	OTRM	460.01
				2000-2999: Classified Personnel Salaries	TPGR	460.01
IXL Math Software Program	October 2017-June 2018	Classroom Teachers Principal	IXL software program used for skill building and remediation in Math	4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	800.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Grade Level Meetings held during PE time to provide teachers and principal time to collaborate, analyze data, monitor intervention and develop best practices to drive instruction.	October 2017- April 2018	Classroom Teachers PE Specialists Principal	PE Specialists Ingrid Jones Jenny Chen Edwards April Gregoire	2000-2999: Classified Personnel Salaries	OCBG	4210.03
				2000-2999: Classified Personnel Salaries	OPGR	454.31
Cross Curricular Music Program	September 2017- April 2018	Music Specialist Classroom Teachers Principal	Cross Curricular Music strands ELA, Math, Social Studies and Science within the program. Music Specialist: Diane Wiley	2000-2999: Classified Personnel Salaries	Parent-Teacher Association (PTA)	2585.33
Classroom Supplies	October 2017- June 2018	Classroom Teachers Principal	Per student allotment for classroom supplies	4000-4999: Books And Supplies	OTRM	742.00
Instructional Materials	August 2017-June 2018	Classroom Teachers Office Staff Support Staff Intervention Specialist Principal	Supplies to support the instructional program	4000-4999: Books And Supplies	OTRM	113.42
					0860	321.25
					TPGR	174.00
					OPGR	457.69
				OCBG	2,677.64	
Teachers Stipends for Classroom Supplies	August 2017- June 2018	Classroom Teachers Principal	PTA Funded Teacher Stipends for Classroom Supplies	4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	1500.00

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 student performance 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: School-wide Intervention for all students (including EL and SPED) in the areas of ELA and Math.

LEA/LCAP GOAL:

Goal #2 Maximize Student Potential through Effective Intervention.

SCHOOL GOAL #3:

Through targeted intervention, by June 2018, 75% of students will improve their achievement in ELA and Math. Weathersfield teachers and intervention specialists will be measuring student achievement by on-going formative assessments every six weeks to monitor and target instruction.

Data Used to Form this Goal:

Data Analysis grade-level meetings
Academic grades
Benchmark Assessments
Curriculum Assessments
Formative Assessments
BPST
CELDT results
ADEPT results
Rosetta Stone
Scholastic SRI - reports
Reading Counts - reports
IXL - Language/Math (2-5) - reports
Pre/Post test data

Findings from the Analysis of this Data:

ELA: Comprehension and word analysis/vocabulary development are areas identified as needing intervention from the results of the CAASPP, benchmarks, BPST and formative assessments in ELA.
Math: With a language rich math curriculum, our students need continued support with word problems, academic language/math vocabulary and number sense practice.

SUBJECT: School-wide Intervention for all students (including EL and SPED) in the areas of ELA and Math.

How the School will Evaluate the Progress of this Goal:

Data Analysis grade-level meetings
 Academic grades
 Benchmark Assessments
 Curriculum Assessments
 Formative Assessments
 BPST
 CELDT results
 ADEPT results
 Rosetta Stone
 Scholastic SRI - reports
 Reading Counts - reports
 IXL - Language/Math (2-5) - reports
 Pre/Post test data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
K-5 Intervention ELA 2 hours per week, per grade level (grades K-2) *total 6 hours per week 3 hours per week, per grade level (grades 3-5) * total 9 hours per week	October 2017-April 2018	Teachers Intervention Specialists Principal	Intervention Specialist: Cristy Warner	2000-2999: Classified Personnel Salaries	OTRM	1221.36
			Intervention Specialist: Justine Medeiros	1000-1999: Certificated Personnel Salaries	OTRM	1785.23
K-5 Intervention ELA 2 hours per week, per grade level (grades K-2) *total 6 hours 2 hours per week, per grade level (grades 3-5) * total 6 hours	November 2017-April 2018	Classroom Teachers Intervention Specialists Principal	Intervention Specialist: Tiffany Garcia	2000-2999: Classified Personnel Salaries	003R	898.64
			Intervention Specialist: Nancy Crellin	1000-1999: Certificated Personnel Salaries	003R	898.64
Carousel-ELD support to raise English Language Proficiency in the areas of ELA and Math	October 2017-May 2017	Classroom Teachers Carousel Teachers Principal	Carousel Specialist: Cristy Warner	2000-2999: Classified Personnel Salaries	0860	552.73
			Carousel Specialist: Justine Medeiros	1000-1999: Certificated Personnel Salaries	0860	539.36

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Release for data analysis to inform instruction	October 2017-May 2017	Classroom Teacher Principal	Data Analysis to for intervention and data driven instruction	1000-1999: Certificated Personnel Salaries	003R	702.74
				1000-1999: Certificated Personnel Salaries	TPGR	219.67
Transition Kindergarten (TK) Classroom Aided	August 2017-June 2018		Aide to support the TK class for one hour per day.	2000-2999: Classified Personnel Salaries	OTRM	460.01
				2000-2999: Classified Personnel Salaries	TPGR	460.01
IXL ELA and Math Software Programs	October 2017-June 2018	Classroom Teachers Principal	IXL software program used for skill building and remediation in ELA and Math for grades 2-5	4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	800.00
Grade Level Meetings held during PE time to provide teachers and principal time to collaborate, analyze data, monitor intervention and develop best practices to drive instruction.	October 2017-April 2018	Classroom Teachers PE Specialists Principal	PE Specialist: Ingrid Jones Jenny Chen Edwards April Gregoire	2000-2999: Classified Personnel Salaries	OCBG	4210.01
				2000-2999: Classified Personnel Salaries	OPGR	454.31
Technology/ Science Specialist	October 2017- April 2018	Classroom Teachers Technology Specialist Principal	Technology Specialist works with primary grades to on typing and computer skills. Science Specialist works with teachers to deliver NGSS experiments-5th grade	2000-2999: Classified Personnel Salaries	Parent-Teacher Association (PTA)	3824.64

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Cross Curricular Music Program	September 2017-April 2018	Music Specialist Classroom Teachers Principal	Cross Curricular Music strands ELA, Math, Social Studies and Science within the program. Music Specialist: Diane Wiley	2000-2999: Classified Personnel Salaries	Parent-Teacher Association (PTA)	2585.33
Classroom Supplies	October 2017-June 2018	Classroom Teachers Principal	Per student allotment for classroom supplies	4000-4999: Books And Supplies	OTRM	742.00
Instructional Materials	August 2017-June 2018	Classroom Teachers Office Staff Support Staff Intervention Specialists Principal	Supplies to support the instructional program	4000-4999: Books And Supplies	OTRM 0860 TPGR OPGR OCBG	113.42 321.25 174.01 457.69 2677.64
Enrichment	October 2017-June 2018	Classroom Teachers Specialists Principal	Intervention to Support Student Learning	2000-2999: Classified Personnel Salaries	Parent-Teacher Association (PTA)	7000.00
Teacher Stipends for Classroom Supplies	August 2017-June 2018	Classroom Teachers Principal	PTA Funded Teacher Stipends for Classroom Supplies	4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	1500.00

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 Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Acquisition
SCHOOL GOAL #1:
Provide Support Services to English Learners in order to Increase Language Acquisition.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Certificated Staff	8/23/17 to 6/7/18		Salary and Benefits	1000-1999: Certificated Personnel Salaries	0860	3,509.13
Support Staff	8/23/17 to 6/7/18		Salary and Benefits	2000-2999: Classified Personnel Salaries	0860	27,415.31
Professional Development	8/23/17 to 6/7/18		Costs for speakers, supplies, teacher release, etc..	4000-4999: Books And Supplies	0860	1,993.33

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
003R	7,500	0.00
OTRM	14,885	0.00
0860	4,240	0.00
TPGR	4,480	0.00
OPGR	2,736	0.00
OCBG	20,663.00	0.00
Parent-Teacher Association (PTA)	25,480.63	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
003R	7,500.00
0860	4,240.00
OPGR	2,736.00
OTRM	14,885.00
OCBG	20,663.00
Parent-Teacher Association (PTA)	25,480.63
TPGR	4,480.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	12,436.85
2000-2999: Classified Personnel Salaries	47,189.77
4000-4999: Books And Supplies	9,466.26

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	003R	4,804.10
2000-2999: Classified Personnel Salaries	003R	2,695.90
	0860	963.74
1000-1999: Certificated Personnel Salaries	0860	1,618.07
2000-2999: Classified Personnel Salaries	0860	1,658.19
	OPGR	1,373.07
2000-2999: Classified Personnel Salaries	OPGR	1,362.93
1000-1999: Certificated Personnel Salaries	OTRM	5,355.69
2000-2999: Classified Personnel Salaries	OTRM	6,963.05
4000-4999: Books And Supplies	OTRM	2,566.26
	OCBG	8,032.93
2000-2999: Classified Personnel Salaries	OCBG	12,630.07
2000-2999: Classified Personnel Salaries	Parent-Teacher Association (PTA)	18,580.63
4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	6,900.00
	TPGR	522.01
1000-1999: Certificated Personnel Salaries	TPGR	658.99
2000-2999: Classified Personnel Salaries	TPGR	3,299.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	25,611.93
Goal 2	21,774.01
Goal 3	32,598.69

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
Tammy Adams				X	
Suzin Norris				X	
Jessica Migdol				X	
DeAnn Aguilar				X	
Teresa Canul				X	
Sheri Leiken		X			
Karen Smith		X			
Joan Hartigan		X			
Jacque Wright			X		
Laurie Davis		X			
Numbers of members of each	1	3	1	4	

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

X 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 11/29/17.

Attested:

Laurie Davis

Typed Name of School Principal

Signature of School Principal

Date

Tammy Adams

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date