

SPSA 2018-19

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Escalon Unified District



Dent Elementary

The District Governing Board approved this revision of the School Plan on:
10/16/2018

CDS Code: 39685026041792

Principal: Anthony Varni, Principal

Superintendent: Ron Costa

Address: 1998 Yosemite Ave.
Escalon, CA 95320-1845

Phone: (209) 838-7031

Email: avarni@escalonusd.org

Web Site: dentschool.org



Goals and Actions	Start Date	Completion Date	Amount	Fund Source	Fund Source Code
» SUBJECT: LCAP Priority 1 - Basic Services; LCAP Priority 2 - Implementation of State Standards; LCAP Priority 7 - Course Access					
› GOAL: Provide the necessary resources and staffing to make all students career and college ready					
› LCAP GOALS:					
• Provide the necessary resources and staffing to make all students Career and College Ready					
› ACTION: Technology Skills for Students	08/08/2018	05/31/2019	\$22,417.00		
			\$6,437.00	ACTION: ESSA-Title I, Part A, Basic Grants Low Income and Neglected	3010
			\$15,980.00	ACTION: Unrestricted	0
› ACTION: Provide professional development for all instructional staff	08/08/2018	05/31/2019	\$69,525.00		
			\$10,671.00	ACTION: ESSA: Title III, Limited English Proficiency (LEP) Student Program	4203
			\$10,620.00	ACTION: ESSA-Title I, Part A, Basic Grants Low Income and Neglected	3010
			\$48,234.00	ACTION: ESSA: Title II, Part A, Teacher Quality	4035
› ACTION: Instructional Rounds	08/08/2018	05/31/2019	\$6,000.00		
			\$6,000.00	ACTION: Unrestricted	0
› ACTION: Provide technological infrastructure that meets demand	08/08/2018	05/31/2019	\$2,000.00		

Goals and Actions	Start Date	Completion Date	Amount	Fund Source	Fund Source Code
of 21st Century Learner					
			\$2,000.00	ACTION: Lottery: Unrestricted	1100
› ACTION: Resources to support the demands of Common Core State Standards	08/08/2018	05/31/2019	\$17,261.00		
			\$10,001.00	ACTION: ESSA-Title I, Part A, Basic Grants Low Income and Neglected	3010
			\$3,260.00	ACTION: Lottery: Unrestricted	1100
			\$4,000.00	ACTION: Unrestricted	0
› ACTION: Enrichment Programs and Student Participation Incentives	08/08/2018	05/31/2019	\$1,000.00		
			\$1,000.00	ACTION: ESSA-Title I, Part A, Basic Grants Low Income and Neglected	3010
›SUBJECT: LCAP Priority 4 - Pupil Achievement; LCAP Priority 8 - Other Pupil Outcomes					
› GOAL: Provide a rigorous academic program accessible to all students.					
› LCAP GOALS:					
<ul style="list-style-type: none"> • Provide a rigorous academic program, accessible to all students, so that all students develop the requisite skills to be career and college ready. 					
› ACTION: Increase the rate of language acquisition for English Learner students	08/08/2018	05/31/2019	\$36,662.00		
			\$35,062.00	ACTION: ESSA-Title I, Part A, Basic Grants Low Income and Neglected	3010
			\$1,600.00	ACTION: Lottery:	1100

Goals and Actions	Start Date	Completion Date	Amount	Fund Source	Fund Source Code
				Unrestricted	
› ACTION: Response To Intervention (RTI) Programs	08/08/2018	05/31/2019	\$35,062.00		
			\$35,062.00	ACTION: ESSA-Title I, Part A, Basic Grants Low Income and Neglected	3010
› ACTION: Tutoring for underperforming students	08/08/2018	05/31/2019	\$12,035.00		
			\$12,035.00	ACTION: Unrestricted	0
› ACTION: GLAD Instruction	08/08/2018	05/31/2019	\$2,633.00		
			\$2,633.00	ACTION: ESSA: Title III, Limited English Proficiency (LEP) Student Program	4203
› ACTION: Staff will use district instructional norms to increase fluency and learning	08/08/2018	05/31/2019	\$6,211.00		
			\$6,211.00	ACTION: ESSA-Title I, Part A, Basic Grants Low Income and Neglected	3010
› ACTION: Differentiation and Intervention	08/08/2018	05/31/2019	\$4,550.00		
			\$2,000.00	ACTION: ESSA-Title I, Part A, Basic Grants Low Income and Neglected	3010
			\$2,550.00	ACTION: Lottery: Unrestricted	1100
› ACTION: PLC Collaboration	08/08/2018	05/31/2019	\$5,000.00		

Goals and Actions	Start Date	Completion Date	Amount	Fund Source	Fund Source Code
			\$5,000.00	ACTION: ESSA-Title I, Part A, Basic Grants Low Income and Neglected	3010
» SUBJECT: LCAP Priority 3 - Parent Involvement					
› GOAL: Enlist all stakeholders to create learning environments that are effective and engaging					
› LCAP GOALS:					
• Enlist all stakeholders to create learning environments that are effective and engaging.					
› ACTION: Family Events	08/08/2018	05/31/2019	\$1,550.00		
			\$1,000.00	ACTION: ESSA-Title I, Part A, Basic Grants Low Income and Neglected	3010
			\$550.00	ACTION: Lottery: Unrestricted	1100
› ACTION: Stakeholder Involvement	08/08/2018	05/31/2019	\$1,750.00		
			\$1,000.00	ACTION: ESSA-Title I, Part A, Basic Grants Low Income and Neglected	3010
			\$750.00	ACTION: Lottery: Unrestricted	1100
› ACTION: Translation Services	08/08/2018	05/31/2019	\$2,000.00		
			\$2,000.00	ACTION: ESSA-Title I, Part A, Basic Grants Low Income and Neglected	3010
› ACTION: Anti-Bullying/ Student Engagement/ PBIS Assemblies and Conversations	08/08/2018	05/31/2019	\$1,000.00		
			\$1,000.00	ACTION: ESSA-Title I,	3010

Goals and Actions	Start Date	Completion Date	Amount	Fund Source	Fund Source Code
				Part A, Basic Grants Low Income and Neglected	
Total Annual Expenditures for Current Site Plan: \$226,656.00					

GOALS



GOAL: PROVIDE THE NECESSARY RESOURCES AND STAFFING TO MAKE ALL STUDENTS CAREER AND COLLEGE READY

GOAL AREA: LCAP PRIORITY 1 - BASIC SERVICES; LCAP PRIORITY 2 - IMPLEMENTATION OF STATE STANDARDS; LCAP PRIORITY 7 - COURSE ACCESS

LEA Goal:

- Provide the necessary resources and staffing to ensure all students are career and college ready.

State Priorities:

- 7 - Course Access
- 1 - Basic Services
- 2 - Implementation of State Standards

LCAP Goal:

- Provide the necessary resources and staffing to make all students Career and College Ready

Essential Program Components									
EPC#	1	2	3	4	5	6	7	8	9
Have	✓	✓	✓		✓	✓	✓	✓	✓

Goal Statement:

By the end of the school year, Dent Elementary School will provide a variety of professional development activities to all instructional staff, participate in instructional rounds, upgrade technology resources, upgrade classroom safety kits and support Math Expression curriculum .

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

An extensive range of metrics related to student performance, climate, and facility and curricular needs. (e.g. prior year CAASPP adopted materials, CHKS, CELDT, FIT, staff/parent surveys, ect.) Through this review process, the leadership team identified three primary areas of focus that formed the basis of the above stated goal.

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?

Specific to this goal, this analysis indicated that additional professional development was needed to make the Dent Instructional staff better prepared to meet the instructional shifts required by CCSS> With lack of standardized data and other specific performance measures the site will utilize Instructional Rounds as a means to collect data to monitor student performance and growth as they progress towards being career and college ready. The technology demands required by the CCSS require upgrades of technology for the site.

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

Who are the focus students?

What is the expected growth?

What data will be collected to measure student achievement?

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

Site leadership will monitor and evaluate staff professional development using collaboration and minimum day teacher surveys. The district Instructional Rounds team will "walk" the Dent campus a minimum of two times during the school year and the collected data regarding instructional practices and growth will be reviewed and shared with the site staff and other stakeholders. As feasible internal rounds teams will conduct additional walks. Technology upgrades will be evaluated through student to device ratios, infrastructure upgrades, (e.g. bandwidth, wireless access), and increased access of instructional technologies for site staff.

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

Strategy:



ACTION: TECHNOLOGY SKILLS FOR STUDENTS

Means of Achievement: Increased educational opportunity

- **Task:**

- Students will improve typing skills by using typing software
- Students will use Scootpad and or other supplemental instructional programs to help them learn Common Core Math Standards
- Accelerated Reader Renaissance Learning
- 1:1 devices for 2nd grade

- **Measures:**

Student and teachers will monitor student progress towards classroom and individual goals.

- **People Assigned:**

Classroom teachers, aides, parent involvement, administration

Start Date: 08/08/2018

Completion Date: 05/31/2019

Funding Resources	Related Expenditures	Estimated Cost
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Scootpad/ Supplemental Education Programs	\$6,437.00
Unrestricted	Software or Hardware	\$15,980.00



ACTION: PROVIDE PROFESSIONAL DEVELOPMENT FOR ALL INSTRUCTIONAL STAFF

Means of Achievement: Improvement of instruction strategies and materials

• Task:

- Provide all teachers a minimum of 2 grade level collaboration days for professional development. (Collaboration Days)
- Provide all teachers 12 minimum days for site and district collaboration with grade level peers. (Minimum Days)

• Measures:

Agenda, sign in sheets, and teacher feedback

• People Assigned:

District instructional coaches, administrators, and participating teachers

Start Date: 08/08/2018

Completion Date: 05/31/2019

Funding Resources	Related Expenditures	Estimated Cost
ESSA: Title III, Limited English Proficiency (LEP) Student Program	District Coaches for Teacher Support	\$10,671.00
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Professional Development	\$10,620.00
ESSA: Title II, Part A, Teacher Quality	District Coaches for Teacher Support	\$48,234.00



ACTION:INSTRUCTIONAL ROUNDS

Means of Achievement: Improvement of instruction strategies and materials

• Task:

- Instructional rounds will be done two times this year at Dent Elementary.
- Form an internal team using district coaches and teachers from Dent School. Team will conduct two Internal Instructional Rounds this school year.

• Measures:

Instructional rounds data team analysis.

• People Assigned:

Teachers, administrators, instructional rounds team.

Start Date: 08/08/2018

Completion Date: 05/31/2019

Funding Resources	Related Expenditures	Estimated Cost
Unrestricted	Substitutes for Teachers to be involved in	\$6,000.00

Funding Resources	Related Expenditures	Estimated Cost
Instructional Rounds		



ACTION: PROVIDE TECHNOLOGICAL INFRASTRUCTURE THAT MEETS DEMAND OF 21ST CENTURY LEARNER

Means of Achievement: Alignment of instruction with content standards

- **Task:**

- Continue to add technology to primary grade levels
- Infrastructure upgrades (e.g. bandwidth, wireless access)
- Increased access of instructional technologies to staff
- District will provide additional Tech support and training to staff
- Add Mimio projectors and updated white boards to classrooms (if applicable)

- **Measures:**

- Kindergarten to 1st grade continue to add devices as needed, 1:1 ratio in grades 3rd-5th; Implementation of 1:1 devices in 2nd grade.
- Teacher/student use observed by administration walk through
- Technological surveys/ communications with classroom teachers.

- **People Assigned:**

District Technicians, administrators, and teachers

Start Date: 08/08/2018

Completion Date: 05/31/2019

Funding Resources	Related Expenditures	Estimated Cost
Lottery: Unrestricted	Bandwidth, technology in the classroom	\$2,000.00



ACTION: RESOURCES TO SUPPORT THE DEMANDS OF COMMON CORE STATE STANDARDS

Means of Achievement: Improvement of instruction strategies and materials

- **Task:**

- Classrooms will be provided with:
- ELA materials
 - Math materials

- Science/Social Studies materials
- TOPS science program

- **Measures:**

- Grade level teacher needs for students
- RTI data collection
- Williams Act Walk
- TOPS meetings with SJCOE coordinator and program teacher.

- **People Assigned:**

Teachers
Administrators
Curriculum Office

Start Date: 08/08/2018

Completion Date: 05/31/2019

Funding Resources	Related Expenditures	Estimated Cost
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Materials and Supplies	\$10,001.00
Lottery: Unrestricted	Materials and Supplies for CCSS	\$3,260.00
Unrestricted	Materials and Supplies	\$4,000.00



ACTION: ENRICHMENT PROGRAMS AND STUDENT PARTICIPATION INCENTIVES

Means of Achievement: Alignment of instruction with content standards

- **Task:**

Provide students the opportunity to take part in after school clubs and activities that build on their everyday classroom instruction. (Science Olympiad, Running Club, Math Facts Incentives, Lego Club, Red Ribbon Week ect.)

- **Measures:**

- Parent/teacher permission slips
- Student participation
- Parent/teacher/student feedback
- Informative documentation pertaining to clubs and incentives

- **People Assigned:**

Classroom teachers, instructional aides, parents, administrators,

Start Date: 08/08/2018

Completion Date: 05/31/2019

Funding Resources	Related Expenditures	Estimated Cost
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Student Club Materials	\$1,000.00

» **GOAL: PROVIDE A RIGOROUS ACADEMIC PROGRAM ACCESSIBLE TO ALL STUDENTS.**

GOAL AREA: LCAP PRIORITY 4 - PUPIL ACHIEVEMENT; LCAP PRIORITY 8 - OTHER PUPIL OUTCOMES

LEA Goal:

- Provide a rigorous academic program, accessible to all students, so that all students develop the requisite skills to be career and college ready.

State Priorities:

- 4 - Pupil Achievement
- 8 - Other Pupil Outcomes

LCAP Goal:

- Provide a rigorous academic program, accessible to all students, so that all students develop the requisite skills to be career and college ready.

Essential Program Components									
EPC#	1	2	3	4	5	6	7	8	9
Have	✓	✓		✓	✓		✓		

Goal Statement:

By the end of the school year, Dent Elementary will increase academic rigor by implementing teacher to teacher observation, teacher professional development on Common Core State Standards, and differentiating instruction, and support staff professional development on common core.

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

This goal has been formed to help enhance teachers and support staff to implement the Common Core State Standards.

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?

Teacher and support staff needs.

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

Who are the focus students?

What is the expected growth?

What data will be collected to measure student achievement?

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

Attendance at CCSS professional development for staff and support staff, administrations classroom observations.

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

Strategy:



ACTION: INCREASE THE RATE OF LANGUAGE ACQUISITION FOR ENGLISH LEARNER STUDENTS

Means of Achievement: [Alignment of instruction with content standards](#)

- **Task:**

- English Language Development instruction blocks will be built into the instructional day for students K-5. This instruction will be based on the ELD standards and will consider the language levels of participating students.
- Teachers will provide explicit direct instruction of academic vocabulary in all content areas.
- GLAD strategies

- **Measures:**

Progress toward English proficiency as measured by: teacher assessments, Read 180 data, Aimsweb and CELDT scores.

- **People Assigned:**

Classroom teachers, instructional aides, instructional coaches, specialists, and administration.

Start Date: [08/08/2018](#)

Completion Date: [05/31/2019](#)

Funding Resources	Related Expenditures	Estimated Cost
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Instructional Aides for Intervention	\$35,062.00
Lottery: Unrestricted	Materials and Supplies	\$1,600.00



ACTION: RESPONSE TO INTERVENTION (RTI) PROGRAMS

Means of Achievement: [Increased educational opportunity](#)

- **Task:**

- SRA/ Reading Mastery

- Triumphs/Treasures Intervention Groups
- Pull out/Push in supplemental Math instruction
- Read 180 and System 44

• **Measures:**

- Aimsweb, Teacher progress monitor, Curriculum based assessments, Student Success Team Online, Student Individual Education Plans, STAR Reading and Math assessments

• **People Assigned:**

Teachers, resource specialists, instructional aides, administration

Start Date: 08/08/2018

Completion Date: 05/31/2019

Funding Resources	Related Expenditures	Estimated Cost
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Instructional Aides for Intervention	\$35,062.00



ACTION:TUTORING FOR UNDERPERFORMING STUDENTS

Means of Achievement: Alignment of instruction with content standards

• **Task:**

* Before or after school tutoring, "Early Bird University," based on teacher recommendations.

• **Measures:**

- * Teacher assessment
- * Student growth/progress
- * AIMSWEB scores

• **People Assigned:**

Classroom teachers, aides, administration

Start Date: 08/08/2018

Completion Date: 05/31/2019

Funding Resources	Related Expenditures	Estimated Cost
Unrestricted	Tutoring	\$12,035.00



ACTION:GLAD INSTRUCTION

Means of Achievement: Improvement of instruction strategies and materials

- **Task:**

Dent teachers will implement GLAD strategies in providing instruction to all students. GLAD trainings/refresh opportunities for teachers provided by Education Coaches.

- **Measures:**

Observation of lessons, classroom assessments, Administration walkthrough, and surveys

- **People Assigned:**

Administrators, teachers, District Ed. Coaches

Start Date: 08/08/2018

Completion Date: 05/31/2019

Funding Resources	Related Expenditures	Estimated Cost
ESSA: Title III, Limited English Proficiency (LEP) Student Program	Instructional Coaches	\$2,633.00



ACTION:STAFF WILL USE DISTRICT INSTRUCTIONAL NORMS TO INCREASE FLUENCY AND LEARNING

Means of Achievement: Improvement of instruction strategies and materials

- **Task:**

- Teachers will use research based instructional objectives identified by the district, checks for understanding during instruction, and engagement strategies (Depth of Knowledge) to increase opportunities for student learning.
- Teachers will hold students accountable to school wide expectations to answer in complete sentences.
- Teachers will provide sentence stems and frames to help students gain fluency.

- **Measures:**

Principal observation and teacher observation of students during classroom instruction

- **People Assigned:**

Administrators, teachers, and instructional coaches.

Start Date: 08/08/2018

Completion Date: 05/31/2019

Funding Resources	Related Expenditures	Estimated Cost
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Professional Development	\$6,211.00

ACTION:DIFFERENTIATION AND INTERVENTION

Means of Achievement: Improvement of instruction strategies and materials

- **Task:**

- Provide direct instruction on phonemic awareness and early reading skills in grades K-2, by using SRA Reading Mastery and Treasures curriculum.
- Tier I small group instruction, in class.
- Tier II and III intensive interventions as pull-out / push-in programs with intervention specialists. This will address specific reading needs of students.
- Implement School Wide Positive Behavior Intervention Services (PBIS)

- **Measures:**

Curriculum-based assessments, Aimsweb, and various teacher assessments will be used to monitor student progress. Develop a PBIS reference packet for all staff.

Create visual PBIS expectation posters for students to reference on campus for frequent reference.

- **People Assigned:**

Teachers, resource specialists, administrators, instructional assistants, PBIS team

Start Date: 08/08/2018

Completion Date: 05/31/2019

Funding Resources	Related Expenditures	Estimated Cost
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Equipment agreements, contracted services, maintenance, repair	\$2,000.00
Lottery: Unrestricted	Materials and Supplies	\$2,550.00

ACTION:PLC COLLABORATION

Means of Achievement: Staff development and professional collaboration

- **Task:**

Provide opportunities for teachers to come together with administration to collaborate in a PLC setting. Lesson planning, looking at data, and developing Depth of Knowledge aligned lessons are a key goal of these collaborations. One grade level teacher, as well as administration have attended PLC training and will be looking to identify Essential Standards per grade level. These standards, paired with student data are what will be driving the PLC meeting process.

- **Measures:**

Teacher feedback
 Shared PLC outcomes
 Student Data
 Essential Standards Identified by grade level.

• **People Assigned:**

Administration, office staff, classroom teachers

Start Date: 08/08/2018

Completion Date: 05/31/2019

Funding Resources	Related Expenditures	Estimated Cost
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Substitute Teachers for Teacher to Teacher Classroom Observation Time	\$5,000.00

» **GOAL: ENLIST ALL STAKEHOLDERS TO CREATE LEARNING ENVIRONMENTS THAT ARE EFFECTIVE AND ENGAGING**

GOAL AREA: LCAP PRIORITY 3 - PARENT INVOLVEMENT

LEA Goal:

- Enlist all stakeholders to create learning environments that are effective and engaging.

State Priorities:

- 3 - Parent Involvement
- 6 - School Climate
- 5 - Pupil Engagement

LCAP Goal:

- Enlist all stakeholders to create learning environments that are effective and engaging.

Essential Program Components									
EPC#	1	2	3	4	5	6	7	8	9
Have	✓								

Goal Statement:

Dent staff will reach out to all parent groups to encourage active participation in their child's learning and the school environment as a whole.

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

Parent attendance rates at Back to School Night, parent surveys, Parent-Teacher conferences, Open House, and other school-based functions.

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?

The data showed that we are doing a thorough job with parent involvement but need to offer more opportunities/activities to involve families in the educational process.

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

Who are the focus students?

What is the expected growth?

What data will be collected to measure student achievement?

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

Parent attendance and attendance at family nights

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

Strategy:



ACTION:FAMILY EVENTS

Means of Achievement: Increased educational opportunity

- **Task:**

We will provide enrichment events where parents can be informed, as well as promoting learning together through interactive methods. Examples include: Adult English Classes, Jump-a-Thon, Jog-a-Thon, Celebrate Reading Night, Science Night, Family, Math Night, Movie Night, Young Authors, College and Career Day. As well as traditional parent events such as Open House and Parent-Teacher conferences.

- **Measures:**

Sign in sheets for participation rates, staff and parent feedback,

- **People Assigned:**

School staff, administrators, parents, third party companies

Start Date: 08/08/2018

Completion Date: 05/31/2019

Funding Resources	Related Expenditures	Estimated Cost
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Personnel	\$1,000.00
Lottery: Unrestricted	Materials and Supplies	\$550.00



ACTION:STAKEHOLDER INVOLVEMENT

Means of Achievement: Involvement of staff, parents and community

- **Task:**

- We will encourage parent participation in parent teacher organization, School Site Council, and District English Language Advisory Committee.

- Improved communication to parents through regular newsletters, Black board connect communications, and regular website updates.
- Foster a welcoming and respectful school climate through the Three R's: Respectful, Responsible, Ready to Learn which is outlined through our student expectations within the PBIS model.

• **Measures:**

- * Regular attendance and participation in formal committees/councils,
- * Parent feedback
- * District Communication Survey

• **People Assigned:**

Parents, teachers, administrators, School Site Council members, English Language Advisory Council members, PTO members, office personnel

Start Date: 08/08/2018

Completion Date: 05/31/2019

Funding Resources	Related Expenditures	Estimated Cost
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Equipment agreements, contracted services, maintenance, repair	\$1,000.00
Lottery: Unrestricted	Parent Involvement	\$750.00



ACTION:TRANSLATION SERVICES

Means of Achievement: **Involvement of staff, parents and community**

• **Task:**

Bilingual staff will be used effectively to provide Spanish translation both in written documents, Aeries Communications, and in face-to-face communication.

• **Measures:**

Records of bilingual personnel extra services and regular time sheets, increase in participation/communication between Spanish-speaking parents and the school

• **People Assigned:**

Bilingual staff, administration, office staff

Start Date: 08/08/2018

Completion Date: 05/31/2019

Funding Resources	Related Expenditures	Estimated Cost
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Translation, Event Support Staff	\$2,000.00

ACTION:ANTI-BULLYING/ STUDENT ENGAGEMENT/ PBIS ASSEMBLIES AND CONVERSATIONS

Means of Achievement: Alignment of instruction with content standards

- **Task:**

School wide Anti-bullying assembly will be provided in the Fall to go with our positive Mind-Set message for our campus. Other encouraging and supportive assemblies will be provided throughout the year to promote a safe/bully-free campus. (B-Street Theater, Kevin Bacey) Administration will put on PBIS interactive assemblies for students to engage in expectations conversations. These administrative lead assemblies will allow grade level teams to collaborate within their PLC team.

- **Measures:**

- * Student participation
- * Teacher Feedback
- * Amount of disciplinary actions reduced.

- **People Assigned:**

- All stakeholders
- * Administration
- * Teachers
- * Students
- * Office Personnel
- * Parents/ guardians

Start Date: 08/08/2018

Completion Date: 05/31/2019

Funding Resources	Related Expenditures	Estimated Cost
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Anti-bullying assembly	\$1,000.00



FUNDING PROGRAMS INCLUDED IN THIS PLAN

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

Total Site Plan Budget :	\$226,656.00
Total Annual Expenditures for Current School Plan:	(\$226,656.00)
Balance:	\$0.00

Funding Resource Code	Funding Source	Allocation / Expenditure
0	Unrestricted	\$38,015.00
	Technology Skills for Students	(\$15,980.00)
	Resources to support the demands of Common Core State Standards	(\$4,000.00)
	Instructional Rounds	(\$6,000.00)
	Tutoring for underperforming students	(\$12,035.00)
Balance:		\$0.00
1100	Lottery: Unrestricted	\$10,710.00
	Increase the rate of language acquisition for English Learner students	(\$1,600.00)
	Differentiation and Intervention	(\$2,550.00)
	Provide technological infrastructure that meets demand of 21st Century Learner	(\$2,000.00)
	Family Events	(\$550.00)
	Stakeholder Involvement	(\$750.00)
	Resources to support the demands of Common Core State Standards	(\$3,260.00)
Balance:		\$0.00
3010	ESSA-Title I, Part A, Basic Grants Low Income and Neglected	\$116,393.00
	Resources to support the demands of Common Core State Standards	(\$10,001.00)
	Enrichment Programs and Student Participation Incentives	(\$1,000.00)
	Technology Skills for Students	(\$6,437.00)
	Provide professional development for all instructional staff	(\$10,620.00)
	Stakeholder Involvement	(\$1,000.00)
Translation Services	(\$2,000.00)	

Funding Resource Code	Funding Source	Allocation / Expenditure
	Anti-Bullying/ Student Engagement/ PBIS Assemblies and Conversations	(\$1,000.00)
	Family Events	(\$1,000.00)
	Differentiation and Intervention	(\$2,000.00)
	PLC Collaboration	(\$5,000.00)
	Increase the rate of language acquisition for English Learner students	(\$35,062.00)
	Response To Intervention (RTI) Programs	(\$35,062.00)
	Staff will use district instructional norms to increase fluency and learning	(\$6,211.00)
	Balance:	\$0.00
4035	ESSA: Title II, Part A, Teacher Quality	\$48,234.00
	Provide professional development for all instructional staff	(\$48,234.00)
	Balance:	\$0.00
4203	ESSA: Title III, Limited English Proficiency (LEP) Student Program	\$13,304.00
	Provide professional development for all instructional staff	(\$10,671.00)
	GLAD Instruction	(\$2,633.00)
	Balance:	\$0.00



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
Anthony Varni	Principal	209-838-7031	10/11/2018
Mayra Bravo	Other School Staff	209-838-7031	10/11/2018
Marisa Murga	Parent or Community Member		10/11/2018
Dina Bonnel	Parent or Community Member		10/11/2018
Janie Giuntoli	Parent or Community Member		10/11/2018
Erica Valencia	Classroom Teacher	209-838-7031	10/11/2018
Lance Rockwell	Classroom Teacher	209-838-7031	10/11/2018
Rebecca Head	Classroom Teacher	209-838-7031	10/11/2018
Rachelle Soares	Parent or Community Member		10/11/2018
Janie Giuntoli	Parent or Community Member		10/11/2018
Julie Devine	Parent or Community Member		10/11/2018

TOTAL NUMBER OF SCHOOL SITE COUNCIL MEMBERS

	Principal	ClassRoom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Number of members of each category	1	3	1	6	0

» 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:
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 here in 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:

10/11/2018

Attested:

Anthony Varni, Principal

Typed name of School Principal

Signature of School Principal

Date

Rebecca Head

Typed name of SSC Chairperson

Signature of SSC Chairperson

Date



ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

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

Data from current assessments, Aimsweb, ELPAC tests, and STAR Reading and Math, are used to determine instructional effectiveness, identify students for intervention services, and to inform professional development needs. Teachers are collaborating with grade level partners and vertically with other grade level staff to discuss ways to improve student performance. Teachers also monitor progress and identify students in need of intensive and strategic interventions, at grade level, approaching grade level standards, and advanced students who need extra challenges.

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

Dent teachers use current assessments to make instruction decisions to improve student performance and achievement. Three times each year all students are screened for reading fluency using the AimsWeb assessment to examine progress in reading. STAR assessments will be conducted three times a year to monitor student growth in the areas of Reading and Math. From this data, teachers identify students in need of interventions and monitor intervention progress, collaborate with other teachers to improve instruction, and district and site staff identify areas of need for professional development and coaching.

Status of meeting requirements for highly qualified staff (ESEA):

All Dent teachers and staff are highly qualified, as outlined by NCLB. Teachers are not teaching outside their credential area.

Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC):

Principals no longer have to do this training.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC):

All teachers regularly receive trainings that are aligned with Common Core State Standards.

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

Staff development activities center around the assessed learning needs of our students and identified professional growth needs for our teachers determined by the PLC process. Staff development emphasizes the transition to Common Core State Standards and new methodologies required for instruction. Additionally, our district continues to focus on institutionalizing GLAD strategies in all classrooms and providing ongoing coaching and classroom opportunities. District-wide essential practices are being implemented and refined, K-12. Differentiated instruction across curricular areas and programs continues to be an area of focus of our staff development, as does equipping classrooms with technology sufficient for enhancing instruction and student utilization.

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

All teachers have access to work with our district coaches and are provided with high quality professional development/collaborations throughout the school year. These grade level collaborations take place through the 12 district minimum days; each grade level has the option of collaborating twice a year towards grade level content needs and planning purposes.

Teacher collaboration by grade level (K-8) and department (9-12) (EPC):

Formalized district grade level collaboration days will follow the PLC model, be student data driven, and cover all content areas. Additional collaboration opportunities occur during minimum days and at staff meetings. The primary focus of minimum day collaborations this year is centered around collaboration within a PLC model, the identification of Essential Standards by grade level, and for the continued implementation of Common Core State Standards. Teachers also meet informally for collaboration and cooperative lesson planning.

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

All curriculum used at Dent School for core instruction has been board adopted and is State-approved for its alignment with Common Core State Standards for all K-5 Students.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K-8) (EPC):

Dent teachers adhere to the recommended instructional minutes for language arts and mathematics at all grade levels.

Lesson pacing schedule (K-8) and master schedule flexibility for sufficient numbers of intervention courses (EPC):

Teachers pace their ELA and Math according to the needs of their students. Some lessons may take longer than anticipated. Intervention services take place during non core instructional times. Grades 4th and 5th grade intensive students receive Read 180 and /or system 44 during the morning and afternoon language arts block.

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

Texts and all instructional materials are of adequate quantity for all student groups.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC):

All instructional and intervention materials are standards-aligned in all classrooms.

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

The District adopted Treasures ELA series and Math Expressions math program provide materials for differentiated instruction which all teachers have in their classrooms. Treasures provides reading selections for strategic, on grade level

and challenge materials for above grade level which teachers use during universal access. Using GLAD strategies many teachers are making the curriculum more accessible to students from subgroup populations, while giving them the opportunity to receive instruction in an active, language rich environment. ELD programs are supporting vocabulary development for all students. "Early Bird University," a before school tutoring program, is offered by select grade levels in the areas of Reading, Math, and ELD.

Research-based educational practices to raise student achievement at this school (ESEA):

All teachers have received training in the Guided Language Acquisition Design family of instructional strategies which increase our student's rate of acquisition of academic language. Staff has been trained in staff meetings to write and use a common instructional objective format during lessons. They have been trained to use a variety of checks for understanding after teaching skills and concepts also. Teachers use assessments and benchmark data to make instructional decisions and seek interventions for needy students. Teachers regularly use school's Positive Behavior Intervention Strategies (PBIS) strategies to encompass the expectations of our students being Respectful, Responsible, and Ready to Learn. A minimum of one teacher per grade level, along with administration, have been trained in the Professional Learning Community model (PLC).

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

Dent is fortunate to have actively involved parents, the support of a strong Parent-Teacher Organization, a district school counselor and other specialists that can share instructional strategies with teachers to assist our students that are below proficient. Teachers are also readily available to offer at-home support strategies for struggling students. Instructional aides assist students and teachers during the school day to provide small group and individual reteaching and remediation. A Student Study Team meets on a regular basis to provide support for students who need extra support to meet standards as well as target positive attendance patterns. Migrant Education provides Family Literacy programs and Spanish Texts for families. Adult ESL classes are provided in conjunction with Modesto Junior College, to provide our families another way to increase involvement. Monthly newsletter *Home and School Connection*, provides information to help implement successful strategies for all students.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of consolidated application programs. (5 CCR 3932):

All parents are invited to School Site Council meetings are held periodically (4) throughout the school year before or after school at Dent, when the program planning and implementation are discussed.

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

Teachers collaborate to improve instruction and monitor student achievement supported by substitute release paid by the Title I program. Title I pays for the use of instructional aides in the classroom, and students are getting one on one help or assistance in small flexible groups by a paraprofessional or by the teacher as a result. EL students receive language intervention for the structure of oral language in English through the ELD program. Parent nights where staff teach parents how to help their children learn are funded by parent participation funding through Title I.

Fiscal support (EPC):

Dent School receives the following support for the programs we implement at the school: Title I Basic Grant Low Income, Title II Staff Development, Lottery, District Unrestricted Supplemental Funds, and other local sources such as donations from our school community and parent groups.



NINE ESSENTIAL PROGRAM COMPONENTS

1. Use of standards-based State Board of Education (SBE)-adopted (kindergarten through grade eight) or standards-aligned (grade nine through twelve) English/reading/language arts and mathematics instructional materials, including intensive interventions and * English Language Development materials.
2. Implementation of instructional minutes for basic core Reading/Language Arts and mathematics programs, intensive intervention and strategic support courses as well as additional instructional time for structured English Language Development at all grade levels.
3. Use of an annual district instructional/assessment pacing guide for grades K-8 and high school.
4. Implementation of School Administrator Instructional Leadership Training Program- Instructional materials based professional development and ongoing targeted professional development and support for instructional leaders to ensure the full implementation of the district adopted program and the EPCs.
5. Fully credentialed, highly qualified teachers, per the requirements of the Elementary and Secondary Education Act (ESEA) and professional development on SBE-adopted instructional materials.
6. Implementation of ongoing instructional assistance and support for R/LA, ELD and mathematics teachers through the use of content experts, specialists, and instructional coaches.
7. For all grade levels, implementation of a student achievement monitoring system that provides timely data from common formative and curriculum-embedded and summative assessments for teachers and principals to use to monitor ongoing student progress, identify student needs, inform instruction and determine effectiveness of instructional practices and implementation of the adopted programs.
8. Implementation of monthly structured teacher collaboration for all RLA/ELD and mathematics teachers by grade level (K-8) and common course and department levels (9-12) facilitated by the principal.
9. Implementation of Fiscal Support aligned to full implementation of EPCs.