

The Single Plan for Student Achievement

School: Sherwood Elementary School
CDS Code: 23-65623-6104590
District: Willits Unified School District
Principal: Mark Westerburg
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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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School Vision and Mission

Sherwood Elementary School's Vision and Mission Statements

WUSD Vision Statement

Willits Unified School staff and student, in partnership with parents and community members, provide a challenging, caring and safe educational environment, which prepares students to be positive members of the community, effective communicators, problem solvers, and lifelong learners.

Mission Statement

Sherwood Elementary School K-5, a standards based, family oriented, learning community, creates a safe, respectful, and nurturing environment for all students. The staff in partnership with the parents, students and the larger Willits Community encourages all individual students to reach their highest personal potential academically, socially, and to become confident, independent thinkers and responsible citizens.

School Profile

Sherwood School is a necessary small school located ten miles outside of Willits, California. Willits is a rural northern California town of approximately 5,000 people with an additional 5,000 people living in the surrounding countryside. Sherwood School serves a widely scattered population living on ranches, homesteads and an Indian Reservation within the Sherwood Road vicinity. The school has an enrollment of approximately 50 students in kindergarten through fifth grades. The school currently consists of three classrooms (K-1-2, 3-5 and 6-8) which are staffed by a part-time principal, a 3.0 FTE teaching staff, a 1.0 FTE combined position (secretary and instructional assistant) and two 20 hour/week instructional assistant.

Sherwood School is funded by a state grant for a Necessary Small School which is administered by the Willits Unified School District. Since its opening in 1984, the operations of Sherwood School have depended upon the combined support of the parents and the Willits Unified School District. Parents have volunteered their time providing maintenance, construction and improvements to the school. In that no bus service is provided to the school, parents are also responsible for transporting their children to and from school each day.

The 1984 agreement establishing Sherwood Elementary School outlined the joint responsibility for Special Education services. The District offers Special Education services to the students, and parents are responsible to transport the student to and from the services which are available at school sites in town.

Sherwood School is fortunate to have an extremely active parent group known as Friends of Sherwood School, Inc. (FOSSI). This group actively seeks out grants and fund-raises to provide additional experiences for the students in art and music instruction.

The combined efforts of the district, parents, teachers and students to improve the quality of education at Sherwood, results in a cooperative, family-like environment where children are happy to learn.

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).

Classroom Observations

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

Teachers use a variety of instructional strategies and practices to differentiate their instructional practices to meet the needs of the students.

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)

Data analysis from both state and district data are used each year to define academic areas of success and of challenges. Multi-year comparison is examined in addition to identify specific areas requiring targeted instruction. The staff at Sherwood Elementary School analyzes this data prior to the start of the academic year and uses it as a gauge of progress. This detailed analysis provides a more general picture of student achievement. This information is used in addition to classroom assessments, curriculum embedded assessments to create specifically targeted intervention groups thereby increasing and improving student achievement.

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

Sherwood staff meets weekly during Professional Learning Community meetings to analyze data from curriculum embedded assessments, progress monitoring assessments as well as independent classroom assessments. This data is used to define areas of need, students requiring specific targeted intervention, challenges within the curriculum, as well as areas of success.

Staffing and Professional Development

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

All staff at Sherwood are highly qualified and teaching within their credentialed area.

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

All teachers are teaching within their credentialed areas and have attended trainings on SBE adopted materials. Due to the implementation of the Common Core State Standards and adopting new curriculums, further professional development will be required. All teachers have the instructional materials that they require.

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

Staff development surrounds the analysis of data, progress monitoring and the increase in student achievement. Teachers continue to work together in collaborative teams aligning current curriculum with new standards while implementing additional complex text and student educational support.

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

Teachers have received professional development focused on the new math curriculum aligned to state common core standards. They have also received professional development in the area of assessment, data analysis, and ELD as it relates to common core.

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

With three teachers teaching combined nine grades, collaboration is a necessary component of each day. It is the district plan of this year to have teachers meet in vertically aligned teams to discuss curriculum, Common Core, achievement expectations.

Teaching and Learning

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

The Willits Instructional Model (WIM) is implemented as our delivery system in Willits Unified to provide a template for appropriate and highly effective instructional strategies. Curriculum and materials are provided for both staff and students and are standards based.

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

Students participate in 90 minutes of Reading/Language Arts instruction and 30 minutes of Writing daily. Students receive 90 minutes of Mathematics instruction daily.

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

Lesson pacing schedule, assessments and instruction support are aligned within each grade level. The staff has worked diligently to carve out targeted intervention blocks in both grade level and ability groupings. As is detailed in the Action Plan, a new ELA curriculum has been implemented that works specifically for classrooms with multigrade students. Teachers are able to work with small groups of students multiple times per day as well as creating small groups to work with the paraprofessionals for support.

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

All student sub groups have access to standards based instruction materials.

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)

Instructional materials are state adopted. Intervention materials are used primarily from the adopted curriculum.

Opportunity and Equal Educational Access

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

Teachers scaffold and differentiate within the classroom environment providing support for students performing at all achievement levels. Small group instruction occurs in each classroom and is supported by paraprofessionals.

14. Research-based educational practices to raise student achievement

1. Implementation of Willits Instructional Model (direct instruction, group practice, collaborative practice, independent practice, assessment, checking for understanding)
2. Small group instruction provided by qualified paraprofessional supporting students experiencing difficulty
3. Collaborative/cooperative strategies used in all classrooms
4. Intervention support provided for students requiring additional assistance in developing/understanding foundational academic skills

Parental Involvement

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

1. Home/school correspondence daily
2. Student Study Team meetings when a student is struggling academically
3. Paraprofessional support provided throughout the day

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)

Parents, teachers, and community members are welcome to participate in School Site Council and other district committees.

Funding

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

Paraprofessionals are provided in classrooms offering support for struggling students.

18. Fiscal support (EPC)

Description of Barriers and Related School Goals

ACCOMPLISHMENTS AND BARRIERS

STUDENT ACHIEVEMENT

- It is important to note that due to the small size of the school, that assessment data must be interpreted very carefully.
- Quarterly benchmark assessments for both ELA and Math are given and scored. Results are used to inform instruction and provide additional student support. This is discussed during the weekly PLC meetings.
- Full implementation of Standards Based Report Cards.
- Pacing guides for Math, ELA, Writing and Science are fully implemented.
- Average daily attendance rates continue to increase..

CLIMATE AND CULTURE

- FOSSI supported field trips and yearly fund-raisers.
- Seasonal performances and promotion ceremonies occur yearly.

- Parent volunteers increased in the classrooms providing academic support for students.
- Sherwood School continues to be a community based school that helps the children not only learn the necessary academics but build upon life skills, conflict resolution and concern for the larger community as well.

PROFESSIONAL DEVELOPMENT

- Staff implements monthly PLC meetings in which student progress is discussed.
- Staff continues to use the flexible schedule to carve out time for intervention. Due to the small numbers at Sherwood School, staff is able to meet with small groups frequently throughout the day.
- Staff development focus in the development of pacing guides.

BARRIERS

- --Due to the location of Sherwood School, the distance to the school even with transportation provided is a challenge. 2017-18 the district will make this a K-8 facility with an additional classroom to provide an alternative for local students prior to high school.
- --Students requiring specialized services (Special Education) must receive those from the in-town schools.

CONCLUSIONS FROM DATA ANALYSIS

Summary of conclusions/findings as a result of data analysis

FINDINGS FROM DEMOGRAPHIC INFORMATION:

- Enrollment is at the low 30's but expected to be at 50 in 2017-18.
- Attendance rates are high and fairly consistent, averaging about 94% for the past several years.
- School suspensions are minimal which has a direct correlation to how the staff has implemented classroom and school responsibility and behavior expectations.
- Staffing was at 3.0 FTE with two 4 hour/day instructional assistants.

FINDINGS FROM STUDENT PERFORMANCE:

- Continue to use data to determine student needs. Because there are few students at Sherwood, we continue to look at individual student progress instead of school-wide trend data. This occurs during the staff PLC meetings.
- * Through site benchmark and the summative curriculum assessments, there are indicators that students are moving towards common core standards.

FINDINGS FROM CLIMATE AND CULTURE

- Development of a Professional Learning Community at Sherwood Elementary School assists the teachers in creating a collaborative team that is focused on student learning in regards to curriculum (standards and pacing), assessment, intervention, and extension.
- The supportive and interested FOSSI and Site Council provided unlimited classroom volunteer support as well as financial support as available. They are an essential component of the community at Sherwood School.

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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	6	6	6	6	6	6	100.0	100
Grade 4	6	4	6	4	6	4	100.0	100
Grade 5	3	5	2	5	2	5	66.7	100
All Grades	15	15	14	15	14	15	93.3	100

* 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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	0	13	43	27	7	40	50	20

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*
All Grades	14	27	36	60	50	13

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*
All Grades	0	7	57	53	36	40

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*
All Grades	7	20	79	67	14	13

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*
All Grades	7	7	57	80	29	13

Conclusions based on this data:

- 1.

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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	6	6	6	6	6	6	100.0	100
Grade 4	6	4	6	4	5	4	100.0	100
Grade 5	3	5	1	5	1	5	33.3	100
All Grades	15	15	13	15	12	15	86.7	100

* 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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	0	13	15	33	54	33	23	20

Concepts & Procedures							
Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 3	*	*	*	*	*	*	
Grade 4	*	*	*	*	*	*	
Grade 5	*	*	*	*	*	*	
All Grades	0	7	58	47	42	47	

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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*
All Grades	8	33	67	53	25	13

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*
All Grades	17	27	42	53	42	20

Conclusions based on this data:

- 1.

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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16

Conclusions based on this data:

1. There are no ELD students at Sherwood School.

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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16

Conclusions based on this data:

1. There are no ELD students at Sherwood Elementary School.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers			
Percent with Prior Year Data			
Number in Cohort			
Number Met			
Percent Met			
NCLB Target	59.0		
Met Target			

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort						
Number Met						
Percent Met						
NCLB Target	22.8	49.0				
Met Target						

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate		--	
Met Percent Proficient or Above		--	
Mathematics			
Met Participation Rate		--	
Met Percent Proficient or Above		--	

Conclusions based on this data:

1. There are no ELD students in attendance at Sherwood Elementary School. Therefore, this is not a subgroup for the site.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	117	106	150
Percent with Prior Year Data	93.2	95.3	99.3
Number in Cohort	109	101	149
Number Met	61	65	76
Percent Met	56.0	64.4	51
NCLB Target	59.0		
Met Target	No	Yes	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	120	46	115	59	103	66
Number Met	16	14	19	26	21	26
Percent Met	13.3	30.4	16.5	44.1	20.4	39.4
NCLB Target	22.8	49.0				
Met Target	No	No	No	No	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	94	
Met Percent Proficient or Above	Yes	N/A	
Mathematics			
Met Participation Rate	Yes	94	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	No		N/A

Conclusions based on this data:

1. There are currently no EL students at Sherwood School.

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 academic performance index (API) and adequate yearly progress growth (AYP) 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: Academic Achievement
LEA GOAL:
LCAP Goal #1: Students will be prepared to be college and or career ready.
SCHOOL GOAL #1:
Continue implementation of Common Core State Standards utilizing currently adopted curricular materials. Implement CCSS yearly plan. Strategy 1: Improve the quality and effectiveness of instruction. Strategy 2: Improve the alignment between what is supposed to be taught, what is taught, and what is tested.
Data Used to Form this Goal:
State requirements of CCSS implementation and academic performance data.
Findings from the Analysis of this Data:
Continue Common Core State Standards is necessary in order to prepare our students for the current assessment requirements. It is also essential to continue pursuit and support in identified areas where students required additional support. Creating a sustainable means of viewing curriculum sources, creating flexible pacing guides, retaining specific assessments based upon targets as well as implementing the WIM (Willits Instructional Model) is the site work for this year.
How the School will Evaluate the Progress of this Goal:
Identified progress monitoring, classroom visitations, teacher anecdotal reports, developed CCSS pacing guides, increase in academic text complexity and increase in student collaborative practices documented.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)
			Description
<p>Common Core Curriculum</p> <p>1. Refine core period merging social studies, ELA and Science into a morning block of time.</p> <p>a. Social studies will be the leading force</p> <p>b. PLC team will meet 3-4 times per week to develop and strengthen pacing guides with approximate dates</p> <p>c. Quarterly assessments (ELA/Math) will be given to all students with fidelity</p> <p>d. Strategies and practices will be aligned with common core standards.</p>	August 2017 - May 2018	Site Staff Site Principal	<p>Continue identifying complex text for ELA, Social Studies, and Science</p> <p>Time is required for staff to collaborate. DIBELS assessments 3 times a year on each student to monitor progress.</p>
<p>2. Implement supplemental materials from curriculums to differentiate instruction</p> <p>a. Use WIM and CFU to monitor progress</p> <p>b. Math: focus on computation, vocabulary and mathematical reasoning</p> <p>c. Core: text complexity, close reading</p> <p>d. Use of trained paraprofessionals to provide ongoing small group support</p>	August 2017 - May 2018	Site Staff Site Principal paraprofessionals	<p>Purchase of the Benchmark Series in ELA and Everyday Math Series for math meets the required content standards.</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)
			Description
<p>Assessment and Reporting</p> <p>3. Refine alignment of current assessments with CCSS in ELA and Math.</p> <p>a. Provide professional development to staff on DIBELS</p> <p>b. Provide time to align current assessments with CCSS in ELA and Math</p> <p>c. Import all assessments into Illuminate</p> <p>d. Provide scantrons for ease of assessment and compiling data</p> <p>e. Begin to develop assessments based upon CCSS</p>	August 2017 - May 2018	Site Principal Site Staff	<p>Professional development is needed on Illuminate.</p> <p>Implement DIBELS assessments.</p> <p>Implement Delta Math assessments throughout the year.</p>
<p>4. Dissemination of data from assessments to determine areas of strength and need and provide support</p> <p>a. Weekly data discussions in PLC team</p> <p>b. Analysis of CFU, assessments and student success or struggles</p> <p>c. Identification of struggling students and leveled response to intervention application to provide support</p> <p>d. Analysis of subgroup performance and levels required of targeted support</p>	August 2017 - May 2018	Site Principal Site Staff	

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 academic performance index (API) and adequate yearly progress growth (AYP) 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: Academic Intervention
LEA GOAL:
LCAP Goal #2. Students will be provided academic support to promote language and mathematical and technology literacy.
SCHOOL GOAL #2:
Refine implementation of current intervention structure. Intervention is based upon the academic needs of the students. Strategy: Increase the intervention system effectiveness
Data Used to Form this Goal:
Math and ELA grade level benchmark and summative curriculum assessments.
Findings from the Analysis of this Data:
Intervention is held within the individual classrooms in small group with support of an aide.
How the School will Evaluate the Progress of this Goal:
Progress monitoring results.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)
			Description
1. Analyze current intervention a. Refine current intervention practices that experienced success and implement any necessary changes. b. Analyze data obtained from Illuminate to identify areas of student needs. c. Analyze student CAASPP data when available.	August 2016- May 2017	Site Staff Site Principal	Technical support in Illuminate. Time to analyze data.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)
			Description
2. Create a tier of intervention and intervention practices to document success and identify referral process.	August 2016- May 2017	Site Staff Site Principal	
3. Create student intervention groupings by targeted need, CAASPP data, fluency, etc. a. Intervention scheduling blocks b. Student scheduling by staff c. Update groupings as needed per student needs	August 2016- May 2017	Site Staff Site Principal	
4. Identify curriculum, instructional strategies to use during intervention blocks as well as a progress monitoring component. a. Outline all intervention curriculum and practices b. Train paraprofessionals if necessary c. Implement progress monitoring tool d. During PLC, reflect on progress monitoring results	August 2016- May 2017	Site Staff Site Principal paraprofessionals	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)
			Description
<p>Student accountability</p> <p>5. After initial assessments, report out areas of need to students and parents.</p> <p>a. Share CAASPP data and benchmarks results.</p> <p>b. Provide support for students in areas of need.</p> <p>c. Progress monitoring</p> <p>1. Create a system where the student can monitor their progress in areas of need.</p> <p>2. Communicate progress to parents</p> <p>3. Staff monitor if intervention support is improving student achievement.</p>	August 2016- May 2017	<p>Site Staff</p> <p>Site Principal</p> <p>paraprofessionals</p>	

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 academic performance index (API) and adequate yearly progress growth (AYP) 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 Climate
LEA GOAL:
LCAP Goal #3: Students and families will be supported and encouraged to advocate healthy lifestyle choices.
SCHOOL GOAL #3:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)
			Description

Planned Improvements in Student Performance

School Goal #4

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 academic performance index (API) and adequate yearly progress growth (AYP) 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:
LEA GOAL:
SCHOOL GOAL #4:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)
			Description

Planned Improvements in Student Performance

School Goal #5

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 academic performance index (API) and adequate yearly progress growth (AYP) 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:
LEA GOAL:
SCHOOL GOAL #5:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)
			Description

Categorical Funding Allocated To Sherwood Elementary School

The following state and federal categorical funds are preliminary allocations to this school through the Consolidated Application, Spring Release. Additional funds may be allocated to the school in accordance with district policy. Projected allocations may include any carry over from prior years

Federal Programs

	Allocation
Federal Program: Title I: Schoolwide Assistance Program	\$9,422
<i>Program Goal:</i> To improve teaching and learning to help low-achieving students meet the same challenging state content and performance standards that apply to all students.	
Federal Program: Title II: Improving Teacher Quality/CSR	District-wide allocation
<i>Program Goal:</i> To provide teaching staff an opportunity for ongoing professional development based on a site or district specific needs assessment. To increase student academic achievement by improving teacher quality. To ensure that administrators, teachers and paraprofessionals meet the definition of No Child Left Behind. To recruit and hire highly qualified teachers and reduce class size.	
Federal Program: Title II: Part D Enhancing Education Through Technology	N/A
<i>Program Goal:</i> <ul style="list-style-type: none"> • To provide funds for innovative initiatives to support the integration of educational technology into classrooms to improve teaching and learning. Activities may include professional development in technology integration and the use of the Internet; distance learning initiatives; acquiring educational technology; and using technology to enhance parental involvement. 	
Federal Program: Title III: Limited English Proficient (LEP)	District-wide allocation

<p><i>Program Goal:</i></p> <ul style="list-style-type: none"> • To provide supplementary programs and services for LEP students to enable them to meet grade level requirements. • To provide instruction and instructional support services to promote English language development and academic progress in the core curriculum. 	
<p>Federal Program:</p> <p>Title IV (Safe and Drug Free Schools and Communities)</p>	<p>District-wide allocation</p>
<p><i>Program Goal:</i></p> <p>To adopt and carry out a comprehensive drug and violence prevention program which will decrease drug abuse and violence among our students</p>	
<p>Federal Program:</p> <p>Title V (Innovative Strategies)</p>	<p>District-wide allocation</p>
<p><i>Program Goal:</i></p> <p>To provide broad support for activities that encourage educational innovation and enhancement of learning through technology, library services, and instructional and media materials.</p> <p>To meet the needs of at-risk students.</p>	

State Programs

	Allocation
Economic Impact Aid (EIA) English Language Acquisition Program (ELL) <i>Program Goal:</i> To develop fluency in English in each student as effectively and efficiently as possible and provide equal opportunity for academic achievement.	0
Gifted and Talented Education (GATE) <i>Program Goal:</i> <ul style="list-style-type: none"> To identify gifted and talented students and provide high-quality differentiated opportunities that meet the students' particular abilities and talents at all sites. 	District-wide allocation
Tobacco Use Prevention Education (TUPE) <i>Program Goal:</i> <ul style="list-style-type: none"> To educate our students regarding the deleterious effects of tobacco products and give them skills to resist the pressures to begin or provide counseling to help them stop. 	N/A
School & Library Improvement Block Grant (SLIBG) <i>Program Goal:</i> <ul style="list-style-type: none"> To meet the educational needs of all students, including student achievement and improved environment. To support and sustain high quality professional development To support the school library program 	N/A
Elementary School Counseling Grant <i>Program Goal:</i> Provide counseling services to facilitate the healthy development of elementary school children	Elementary Schools District-wide \$396,373

Willits Unified School District 2012-2015 Goals in LCAP Action Plan*

Strategy 1:	Improve the quality and effectiveness of instruction
Strategy 2:	Improve the alignment between what is supposed to be taught, what is taught, and what is tested
Strategy 3:	Increase the intervention system effectiveness
Strategy 4:	Continue to implement supports for students health and safety
Strategy 5:	Implement other recommendations made by the technical assistance team in the needs assessment report

*For a detailed listing of the goals and action steps for each priority, please refer to the Willits Unified School District LEA Action Plan which is available at www.willitsunified.net.

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 Academic Achievement
SCHOOL GOAL #1:
LCAP Goal #1. Students will be prepared to be college and or career ready.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)
			Description
Continue to pilot and take appropriate actions to adopt ELA/ELD texts for 2016-17	Spring 2016	Curriculum Committee	Curriculum Committee meet regularly to review possible adoption text that meet Common Core State Standards and pilot text for future math adoption. Present recommended adoption materials to sites for review and consideration. Provide Curriculum Committee with feedback from each site regarding recommended text. Supplemental/Concentration 50,000.
Provide professional development to all staff regarding Common Core implementation in ELA/ELD and math	Spring 2016	District Leadership Team and Site Administration	Provide consultants trained in Common Core and ELA/ELD Framework to support classroom implementation. Supplemental/Concentration 121,912.

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Academic Intervention
SCHOOL GOAL #2:
LCAP Goal #2. Students will be provided academic support to promote language and mathematical and technology literacy.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)
			Description
Staff development in Common Core State Standards	Spring 2016	District Leadership Team	Professional development will be provided to staff (certificated and classified) in the implementation of CCSS; differentiated instruction; and critical thinking skills. Supplemental/Concentration 236,181.
Technology support will be provided to support student assessments	Spring 2016	District Leadership Team	Technology support in the form of additional devices; professional development; and classified personnel to aid in the delivery of the state assessment requirements. Supplemental/Concentration 45,000.

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in School Climate
SCHOOL GOAL #3:
LCAP Goal #3: Students and families will be supported and encouraged to advocate healthy lifestyle choices.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)
			Description

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)
			Description

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)
			Description

Centralized Services Expenditures

The following services in support of this plan are **to be provided by district staff** from categorical funds allocated to the school through the Consolidated Application and other sources. At least 85 percent of expenditures from Consolidated Application programs must be spent for direct services to students at school sites. (List here proposed expenditures for administration, assessment, training, instruction, or support activities to be managed by district staff from funds allocated to the school through the Consolidated Application.)

Proposed Expenditures	Estimated Cost	Funding Source
Professional Development	132,486*	Title I
Administrative Support-Superintendent	32,480*	Title I, EIA
Business Services	63,320*	Various

*Indicates that the service benefits all sites in the District.

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
Luna Valentic		X			
Gina Hirsch		X			
Tayler Whitley				X	
Shauna Martin			X		
Nancy Runberg	X				
Liz Engler				X	
Numbers of members of each category:	1	2	2	2	

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
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 .

Attested:

Mark Westerburg		
Typed Name of School Principal	Signature of School Principal	Date

Jenifer Valentic		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date