

2017-2018 Single Plan for Student Achievement

Tremont



Dixon Unified School District

The Single Plan for Student Achievement

School: Tremont Elementary School

District: Dixon Unified School District

County-District School (CDS) Code: 48705326110282

Principal: Tori Halcon

Date of this revision: 04/2017

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 will approve this revision of the SPSA on May 18, 2017.

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Form A: Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth 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:

LEA GOAL: All schools in Dixon Unified School District will improve their percent proficient on the language arts portion of the CAASPP by 3%.

SCHOOL GOAL: In 2015- 34% and 2016- 39% of students were met or exceeded on the ELA California Assessment of Student Performance and Progress (CAASPP). For the 2017-2018 school year, Tremont school will have an increase of at least 4% in the rate of proficiency on the ELA portion of the CAASPP.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<p style="text-align: center;">CAASPP 2016 District ELA Benchmark Assessments 2015-2016 CELDT 2015-2016 Star Reading</p>	<p>School-wide achievement in reading comprehension has improved slightly over the past three years; however, achievement for the English learner subgroup in reading comprehension has remained consistently low, particularly for students at the CELDT intermediate and early advanced levels, based on analysis of CAASPP and CELDT results.</p>	<p>Monthly, quarterly, and annual program monitoring and evaluation</p>

STRATEGY: During 2017–18, the school will implement a school-wide reading intervention program to address the reading comprehension needs of struggling readers and English learners as measured by district benchmark assessments (monthly, quarterly, annually).

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Identify struggling readers and identify, screen and select a research-based reading intervention program that targets the individual literacy needs of struggling students and English learners and includes ongoing assessments of student growth.	Tremont Principal, Tremont Reading Intervention Teachers, Classroom Teachers	Collect and analyze district- and school-level summative and formative ELA and English learner data; identify students from each grade level for reading interventions and their specific literacy needs.	LCAP
2.0 FTE Teachers to support ELA Intervention in grades K-6	Tremont Principal, Tremont Reading Intervention Teachers	Collect and analyze district and school-level summative and formative ELA and English Learner data: identify students from each grade level for reading interventions and their specific literacy needs.	LCAP
0.5 FTE teacher to support ELD instruction in grades K-6	Tremont Principal, Tremont Reading Intervention ELD Teacher, Teachers	Progress data will measure quarterly based on program benchmarks, CELDT Assessment Data and Reclassification rates.	\$50,000 Title 1
Plan implementation and evaluation of the reading intervention program.	Tremont Principal, Tremont Reading Intervention Teachers	Collect and analyze reading intervention program data.	LCAP
	Tremont Principal, Tremont Reading Intervention Teachers	Develop reading intervention program goals, service delivery models, and teaching and learning expectations and outcomes	LCAP
	Tremont Principal and Leadership Team	Develop a master schedule that reflects allocated time for reading interventions including English Learner Support	

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Plan implementation and evaluation of the reading intervention program.	Tremont Principal and Leadership Team, Intervention Teachers	Schedule and provide initial training for instructional staff and schedule follow up professional developments activities.	
	Intervention Teachers, Principal, Instructional Coach	Intervention teachers and grade-level team will conduct weekly collaboration meetings to analyze student performance data, analyze and set growth targets and create plans based on performance outcomes.	
	Intervention Teachers, Principal, Instructional Coach, teachers	Continue cycle of inquiry with all ELA staff; monitor program implementation and analyze student data at the end of each grade marking period.	
Using the cycle of inquiry model, implement the reading intervention program and conduct ongoing evaluations to determine students and program outcomes and inform ongoing program needs.	Intervention Teachers	Provide additional reading interventions for students who have not met standards and beginning/intermediate CELDT level students.	LCAP
	Intervention Teachers, Classroom Teachers, Principal, Instructional Coach	Conduct weekly collaboration meetings to analyze student performance data, analyze and set student growth targets, and create action plans based on performance outcomes.	
	Site Council	Monitor and evaluate reading intervention program goals.	

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Provide instructional coaching positions to improve first instruction for all students in every classroom. Coaching responsibilities will include, but not limited to, working with classroom teachers on Engagement strategies, differentiation, assessments, data analysis, use of technology and ELD, and development in Math and Writing	Instructional Coach, Principal, Teachers	Action will be monitored by principal walk-throughs, district and school site professional development calendars.	LCAP
CPT sessions will be utilized to review what students are expected to learn, analyze the results of assessments they have completed, and determine next instructional steps.	Instructional Coach, Principal, Classroom Teachers	Actions will be monitored by CPT agendas.	
Classroom technology to support the core program and raise the student achievement in English Language Arts.	Classroom Teachers	Actions will be monitored by time on the computers	\$5,000 Title I Netbooks, Ipads, Software, Apps
Release time for collaboration of English Language Development teachers to analyze data and calibrate lesson plans	ELD teachers, principal, Instructional Coach	Program Implementation and ELD assessments.	LCAP
Classroom Materials and Supplies for ELD teachers	ELD teachers	Program Implementation and ELD assessments.	LCAP and Title 1- \$200
Professional Learning Communities	Principal Instructional Coach Classroom Teachers Rtl Team Special Education Teachers	The team will plan for standards based instruction, collect and analyze student data from aligned assessments, determine skills to target, plan classroom instruction, and reflect. (November, March) (Professional Learning Communities).	\$2,200 Title 1

LEA GOAL: All schools in Dixon Unified School District will improve their percent proficient on the mathematics portion of the CAASPP by 3%.

SCHOOL GOAL: In 2015 - 31% and 2016 - 32% of students were met or exceeded on the MATH California Assessment of Student Performance and Progress (CAASPP). For the 2017-2018 school year, Tremont school will have an increase of at least 4% in the rate of proficiency on the MATH portion of the CAASPP.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<p style="text-align: center;">CAASPP 2016 District ELA Benchmark Assessments 2015-2016 Go Math Benchmark Assessments</p>	<p>School-wide achievement in math scores have remained nearly the same over over the last 3 years.</p>	<p>Go Math Benchmark Assessments</p>

STRATEGY: During 2017–18, the school will implement a school-wide math differentiation math intervention program to address the math needs of struggling learners and English learners as measured by district benchmark assessments (monthly, quarterly, annually).

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>Staff will review assessment results of all students to determine deficits in specific content and performance standards. Research based teaching strategies and intervention methods will be provided for students not meeting standards.</p>	<p>Tremont Principal, Tremont Classroom Teachers, Tremont Instructional Coach</p>	<p>Frequent review of data reports, professional development, Common Core Planning.</p>	

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Teachers will identify strategies to increase the performance of all students, but specifically our English Language Learners.	Tremont Principal, Tremont Classroom Teachers, Tremont Instructional Coach	Frequent review of data reports, professional development, Common Core Planning.	
CPT sessions will be utilized to review what students are expected to learn, analyze the results of assessments they have completed and determine next instructional steps for both students who did not meet learning goals.	Tremont Principal, Tremont Classroom Teachers, Tremont Instructional Coach	Professional development and CPT agendas	
Cycle of Inquiry with all Math staff;	Tremont Principal, Tremont Instructional Coach, Tremont Teachers	Continue cycle of inquiry with all Math staff; monitor program implementation and analyze student data at the end of each trimester	LCAP
Monitor goals	Leadership Team, Site Council	Monitor and evaluate math program goals.	
After or before school Intervention	Classroom Teachers	Provide math intervention	\$4,000 Title I
Classroom technology to support the core program and raise the student achievement in Math	Classroom Teachers	Actions will be monitored by time on the computers	\$5,000 Title I Netbooks, Ipads
Professional Learning Communities	Principal Instructional Coach Classroom Teachers Rtl Team Special Education Teachers	The team will plan for standards based instruction, collect and analyze student data from aligned assessments, determine skills to target, plan classroom instruction, and reflect. (November, March) (Professional Learning Communities).	\$2,200 Title One

Form A (Non-Academic Goal)

LCAP GOAL: Provide students and staff with a safe and positive environment which promotes and fosters meaningful engagement and participation in school communities.

SCHOOL GOAL: Provide students and staff with a safe and positive environment which promotes and fosters meaningful engagement and participation in school communities.

<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> ▪ California Healthy Kids Survey ▪ Attendance Date 	<p>What were the findings from the analysis of this data?</p> <ul style="list-style-type: none"> ▪ Aeries 	<p>How will the school evaluate the progress of this goal?</p> <ul style="list-style-type: none"> ▪ This school goal will be evaluated on an annual basis as part of the SPSA evaluation process
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STRATEGIES: Tremont Elementary will use an inquire based approach to identify major student safety issues, review current practices and identify potential strategies and interventions to increase student safety and decrease discipline referrals to the office.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
PBIS will be continue to meet monthly to analyze data and monitor goals.	Tremont Principal, PBIS team	Staff will participate in ongoing PBIS training, SWIS data to monitor and evaluate PBIS program goals.	\$3,700 Title 1
Students in all grades will attend behavior/bullying assemblies throughout the year to help students gain skills needed to feel safe at school.	Tremont Principal	Assemblies throughout the year.	\$2,700 Title 1
SSTs will occur on Friday morning to allow the SST team to provide support for students who are struggling academically or behaviorally	Principal, psychologist, SST chair, teachers	SST binder will be kept in the office	

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
School psychologist, interns and counselors will provided individual and group social-emotional counseling	Principal, School psychologist, interns and counselors	Referral will be made through the SST process.	
Parent and community members will have multiple opportunities to provide input and monitor programs through SSC, ELAC, and TPA.	Principal, ELAC, SSC, Bilingual Parent Liaison	Evidence will be meeting minutes and agendas for Title I compliance	
Bilingual parent liaison will help facilitate and provide communication and translation for Spanish speaking parents.	Tremont Principal, Bilingual Parent Liaison	Weekly Newsletter	LCAP
Site will operate an attendance incentive program for students to improve attendance	Principal, Teachers, Attendance Clerk	Evidence will be monitored through attendance rates	LCAP
Site will operate an incentive program for the week of SBAC testing.	Principal, Teachers, Attendance Clerk	Evidence will be monitored through attendance rates the week of testing	LCAP

Form B: 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 Form B must be aligned with the Consolidated Application.

School Goal #:

Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)

Note: Centralized services may include the following direct services:

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches
- After-School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress

Centralized services do not include administrative costs.

Please duplicate this form as necessary.

¹ See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

² List the date an action will be taken, or will begin, and the date it will be completed.

Form C: Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at <http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc>.

Of the four following options, please select the one that describes this school site:

- This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
- This site operates a SWP but does not consolidate its funds as part of operating a SWP.
- This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
- This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State Programs	Allocation	Consolidated in the SWP
<input type="checkbox"/> California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners	\$	<input type="checkbox"/>
<input type="checkbox"/> Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>

Revised September 2015

State Programs		Allocation	Consolidated in the SWP
<input type="checkbox"/>	Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>
<input type="checkbox"/>	Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
<input type="checkbox"/>	School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$	<input type="checkbox"/>
<input type="checkbox"/>	Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$	<input type="checkbox"/>
<input type="checkbox"/>	List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.)	\$	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$	
Federal Programs		Allocation	Consolidated in the SWP
<input checked="" type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$68,000	<input type="checkbox"/>
<input type="checkbox"/>	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$	<input type="checkbox"/>
<input type="checkbox"/>	For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$	<input type="checkbox"/>

Federal Programs	Allocation	Consolidated in the SWP
<input type="checkbox"/> Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$	<input type="checkbox"/>
<input type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$	Title III funds may not be consolidated as part of a SWP ³
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$	<input type="checkbox"/>
<input type="checkbox"/> For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$	<input type="checkbox"/>
<input type="checkbox"/> Other federal funds (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/> Other federal funds (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/> Other federal funds (list and describe)	\$	<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school	\$68,000	
Total amount of state and federal categorical funds allocated to this school	\$68,000	

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

³ Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.⁴ The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Tori Halcon	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Holly Purcell	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ada Barros Hesier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Leslie Barr	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Shondra Sikes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maura Davis	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Melissa King	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Xochi Quitugua	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Becky Santini	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Damond Piere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	3	1	5	

⁴ EC Section 52852

Form E: Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):
 - State Compensatory Education Advisory Committee _____ Signature
 - English Learner Advisory Committee Lidia Perez. _____ Signature
 - Special Education Advisory Committee _____ Signature
 - Gifted and Talented Education Advisory Committee _____ Signature
 - District/School Liaison Team for schools in Program Improvement _____ Signature
 - Compensatory Education Advisory Committee _____ Signature
 - Departmental Advisory Committee (secondary) _____ Signature
 - Other committees 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: April 24, 2017.

Attested:

Tori Halcon
Typed name of School Principal

T.H. April 24, 2017
Signature of School Principal

Becky Santini
Typed name of SSC Chairperson

BS April 24, 2017
Signature of SSC Chairperson

Form F: Budget Planning Tool

See attached Dixon Unified School District version

Budget Planning SPSA Addendum

School: Tremont

Year: 2017-2018

1. Enter Total Allocation for each budget
2. List brief description of items and Estimated Cost
3. Make sure that allocations here match "Cost" column in SPSA or take to SSC
- 4. Submit this Chart to ed Services for a Compliance Check prior to taking to SSC**

NOTE: Sites should print Fiscal 05 (summary) & Fiscal 03 (details) monthly to track spending

Title I (Schoolwide)

This budget (3010) can be used schoolwide as long as it aims to improve programs in a way that will help the lowest achieving students

Action Step Items	Est Cost
.5 intervention teacher to support universal access and rti small group instruction	\$50,000
School Climate improvement support PBIS (SWIS data entry)	\$6,400
Before/After school Math Intervention	\$4,000
Supplemental CCSS supplies to support learning- intervention and small groups	\$200
Technology netbooks and I-pads for small group differentiation	\$5,000
Classroom supplies for small group ELD instruction	\$200
PLC for stanards based instrucion plan and relect grade level release with team	\$2,200
Total in budget	\$68,000
Total allocation	\$68,000
Balance	\$0

Lottery (not SSC approved)--OPTIONAL

Action Step Items	Est Cost
Total in budget	\$0
Total allocation	
Balance	\$0