

The Single Plan for Student Achievement

Sylvan Union School District

School: Freedom Elementary
CDS Code: 50-71290-6120430
District: Sylvan Union Elementary School District
Principal: Donna Tigrett
Revision Date: November 16, 2018

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:

Contact Person: Donna Tigrett
Position: Principal
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Modesto, CA 95355
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The District Governing Board approved this revision of the SPSA on .

GOAL A:	Freedom Elementary will promote and create learning environments with highly qualified personnel that will maximize access to the academic core for all pupils, including targeted groups, as well as provide enrichment opportunities that will allow our pupils to demonstrate proficiency and literacy in 21st century skills.	Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 4 <u>X</u> 5 6 7 <u>X</u> 8 <u>X</u> Title I: 1 <u>X</u> 2 <u>X</u> 3 4 <u>X</u> 5 6 7 8 <u>X</u> 9 <u>X</u> 10
Identified Need :	Freedom Elementary found that English learner students are under-performing and there is greater disparity between their performance and overall student performance. Therefore, the school determined that English learner support must be embedded in daily instruction rather than relying only on ELD/Literacy Specialist. Trimester Benchmarks did not meet anticipated goals, although there was some improvement from one trimester to the next. It will be imperative for grade levels to align the rigor of common formative assessments (CFAs) and other assessments with District Benchmark assessments and SBAC. Vehicle to meet these needs will be to continue strong focus on Professional Learning Communities (PLC) process, utilize technology to administer assessments, move toward school wide Response to Intervention (Rti) efforts (School intervention Block, School Goals).	
SPSA Year: 2018-2019		

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. SBAC ELA/Literacy - % of Students Met or Exceeded EADMS Data	2016-2017 ELA/Literacy 55.6% - (200/360)All Students 3.2% - (1/31)English Learners 52.8% - (19/36)RFEP 54.0% - (101/187)Low Income 59.5% - (69/116)3rd Grade 9.1% - (1/11)English Learners 88.9% - (8/9)RFEP 59.7% - (37/62)Low Income 54.2% - (65/120)4thGrade 0.0% - (0/6)English Learners 46.7% - (7/15)RFEP 48.3% - (29/60)Low Income 53.3% - (66/124)5th Grade 0.0% - (0/14)English Learners 33.3% - (4/12)RFEP 53.8% - (35/65)Low Income	2017-2018 ELA/Literacy 58.0% - All Students 15.6% - English Learners 81.3% - RFEP 43.00% - Low Income 53.0% - 3rd Grade 11.1% - English Learners 83.4% - RFEP 38.2% - Low Income 59.9% - 4thGrade 12.5% - English Learners 78.9% - RFEP 46% - Low Income 60.0% - 5th Grade 33.3% - English Learners 82.3% - RFEP 44.9% - Low Income	2018-2019 ELA/Literacy 88% - All Students 75% - English Learners 85% - RFEP 88% - Low Income 88% - 3rd Grade 70% - English Learners 95% - RFEP 88% - Low Income 88% - 4thGrade 75% - English Learners 88% - RFEP 88% - Low Income 88% - 5th Grade 75% - English Learners 85% - RFEP 88% - Low Income	2019-2020 ELA/Literacy 100% - All Students 100% - English Learners 100% - RFEP 100% - Low Income 100% - 3rd Grade 100% - English Learners 100% - RFEP 100% - Low Income 100% - 4th Grade 100% - English Learners 100% - RFEP 100% - Low Income 100% - 5th Grade 100% - English Learners 100% - RFEP 100% - Low Income
2. SBAC Mathematics % of Students Standard Met or Exceeded	2016-2017 Mathematics 43.6% - (157/360)All Students 16.2% - (5/31)English Learners	2017-2018 Mathematics 49.4% - All Students 12.6% - English Learners	2018-2019 Mathematics 88% - All Students 75% - English Learners	2019-2020 Mathematics 100% - All Students 100% - English Learners

EADMS Data	50.0% - (18/36)RFEP 41.1% - (77/187)Low Income 53.4% - (62/116)3rd Grade 45.5% - (5/11)English Learners 88.9% - (8/9)RFEP 48.4% - (30/62)Low Income 41.7% - (50/120)4thGrade 0.0% - (0/6)English Learners 53.3% - (8/15)RFEP 40.0% - (24/60)Low Income 36.3% - (45/124)5th Grade 0.0% - (0/14)English Learners 16.6% - (2/12)RFEP 35.4% - (23/65)Low Income	66.7% - RFEP 35.5% - Low Income 44.4% - 3rd Grade 16.7% - English Learners 75% - RFEP 27.3% - Low Income 54% - 4thGrade 12.5% - English Learners 78.9% - RFEP 48.1% - Low Income 48.8% - 5th Grade 0% - English Learners 47.1% - RFEP 30.6% - Low Income	88% - RFEP 88% - Low Income 88% - 3rd Grade 88% - English Learners 98% - RFEP 88% - Low Income 88% - 4thGrade 75% - English Learners 88% - RFEP 88% - Low Income 80% - 5th Grade 75% - English Learners 75% - RFEP 88% - Low Income	100% - RFEP 100% - Low Income 100% - 3rd Grade 100% - English Learners 100% - RFEP 100% - Low Income 100% - 4th Grade 100% - English Learners 100% - RFEP 100% - Low Income 100% - 5th Grade 100% - English Learners 100% - RFEP 100% - Low Income
3. Sylvan District ELA Benchmarks - % of students expected to meet or exceed standards EADMS Data	2016-2017 ELA By Trimester K: 1st-___%; 2nd-___%; 3rd-___% 1st: 1st-78%; 2nd-83%; 3rd-81% 2nd: 1st-37%; 2nd-75%; 3rd-82% 3rd: 1st-40%; 2nd-62%; 3rd-68% 4th: 1st-54%; 2nd-73%; 3rd-71% 5th: 1st-61%; 2nd-59%; 3rd-75%	2017-2018 ELA By Trimester K: 1st-___%; 2nd-___%; 3rd-___% 1st: 1st-63%; 2nd-43%; 3rd-70% 2nd: 1st-36%; 2nd-50%; 3rd-82% 3rd: 1st-18%; 2nd-28%; 3rd-35% 4th: 1st-11%; 2nd-44%; 3rd-29% 5th: 1st-21%; 2nd-25%; 3rd-32%	2018-2019 ELA By Trimester K: 1st-___%; 2nd-___%; 3rd-___% 1st: 1st-90%; 2nd-95%; 3rd-95% 2nd: 1st-75%; 2nd-90%; 3rd-95% 3rd: 1st-80%; 2nd-88%; 3rd-90% 4th: 1st-%; 2nd-90%; 3rd-90% 5th: 1st-85%; 2nd-88%; 3rd-90%	2019-2020 ELA By Trimester K: 1st-100%; 2nd-100%; 3rd-100% 1st: 1st-100%; 2nd-100%; 3rd-100% 2nd: 1st-100%; 2nd-100%; 3rd-100% 3rd: 1st-100%; 2nd-100%; 3rd-100% 4th: 1st-100%; 2nd-100%; 3rd-100% 5th: 1st-100%; 2nd-100%; 3rd-100%
4. Sylvan District Math Benchmarks - % of students expected to meet or exceed standards EADMS Data	2016-2017 Math By Trimester K: 1st-___%; 2nd-___%; 3rd-___% 1st: 1st-91%; 2nd-89%; 3rd-92% 2nd: 1st-86%; 2nd-81%; 3rd-85% 3rd: 1st-62%; 2nd-75%; 3rd-81% 4th: 1st-48%; 2nd-64%; 3rd-74% 5th: 1st-78%; 2nd-47%; 3rd-93%	2017-2018 Math By Trimester K: 1st-___%; 2nd-___%; 3rd-___% 1st: 1st-81%; 2nd-85%; 3rd-81% 2nd: 1st-86%; 2nd-92%; 3rd-93% 3rd: 1st-54%; 2nd-79%; 3rd-26% 4th: 1st-42%; 2nd-57%; 3rd-56% 5th: 1st-54%; 2nd-37%; 3rd-61%	2018-2019 Math By Trimester K: 1st-___%; 2nd-___%; 3rd-___% 1st: 1st-98%; 2nd-98%; 3rd-98% 2nd: 1st-96%; 2nd-95%; 3rd-95% 3rd: 1st-88%; 2nd-92%; 3rd-95% 4th: 1st-82%; 2nd-92%; 3rd-94% 5th: 1st-94%; 2nd-88%; 3rd-98%	2019-2020 Math By Trimester K: 1st-100%; 2nd-100%; 3rd-100% 1st: 1st-100%; 2nd-100%; 3rd-100% 2nd: 1st-100%; 2nd-100%; 3rd-100% 3rd: 1st-100%; 2nd-100%; 3rd-100% 4th: 1st-100%; 2nd-100%; 3rd-100% 5th: 1st-100%; 2nd-100%; 3rd-100%

5. English Language Development Test EADMS Data	This will be determined based on the new English Language Proficiency Assessments for California (ELPAC) that will be operational in Spring 2017.	This will be determined based on the new English Language Proficiency Assessments for California (ELPAC) that will be operational in Spring 2017.	This will be determined based on the new English Language Proficiency Assessments for California (ELPAC) that will be operational in Spring 2017.	This will be determined based on the new English Language Proficiency Assessments for California (ELPAC) that will be operational in Spring 2017.
6. English Learner Reclassification Rate Local Data	2016-2017 - 19 students	Increase by 2 students - 18 students as of 4/2018	Increase by 2 students	Increase by 2 students
7. FitnessGram - 5th Grade EADMS Data	2016-2017 Aerobic Capacity - Healthy Fitness Zone - 57.9% 2016-2017 Flexibility - Healthy Fitness Zone - 68.3%	Increase Aerobic Capacity Healthy Fitness Zone by 5%- 65.9 MET Increase Flexibility Healthy Fitness Zone Increase by 2%- 75.8 MET	Increase Aerobic Capacity Healthy Fitness Zone by 5% Increase Flexibility Healthy Fitness Zone by 2%	Increase Aerobic Capacity Healthy Fitness Zone by 5% Increase Flexibility Healthy Fitness Zone by 2%
8. Professional learning on research-based instructional strategies focused on State Standards for all students in order to provide a broad course of study BrightBytes	BrightBytes March 2017 14%- Teachers' time spent on school-sponsored professional learning 9-33 hours 0% - Percent of teachers considered this professional learning above average	Teachers' time spent on school-sponsored professional learning 9-33 hours Increase by 5%- 47% MET Percent of teachers considered this professional learning above average Increase by 10%- 26% MET	Teachers' time spent on school-sponsored professional learning 9-33 hours Increase by 10% Percent of teachers considered this professional learning above average Increase by 20%	Teachers' time spent on school-sponsored professional learning 9-33 hours Increase by 20% Percent of teachers considered this professional learning above average Increase by 25%
9. Access to technology BrightBytes	BrightBytes March 2017 74% of teachers asked their students to complete online assessments at least monthly	Increase by 5 % of teachers asked their students to complete online assessments at least monthly-68% NOT MET	Increase by 10% of teachers asked their students to complete online assessments at least monthly	Increase by 10% of teachers asked their students to complete online assessments at least monthly
10. Use of instructional technology BrightBytes	BrightBytes March 2017 27% of teachers report using digital textbooks at least weekly 38% teachers-reported almost daily student computer use in the classroom 7% of teachers report they are highly knowledgeable in digital citizenship skill	Increase by 25% of teachers report using digital textbooks at least weekly-37% NOT MET Increase by 25% teachers-reported almost daily student computer use in the classroom- 43% NOT MET Increase by 30% of teachers report they are highly knowledgeable in digital	Increase by 20% of teachers report using digital textbooks at least weekly Increase by 20% teachers-reported almost daily student computer use in the classroom Increase by 25% of teachers report they are highly knowledgeable in digital citizenship skill	Increase by 20% of teachers report using digital textbooks at least weekly Increase by 20% teachers-reported almost daily student computer use in the classroom Increase by 25% of teachers report they are highly knowledgeable in digital citizenship skill

	2% of students report they are taught digital citizenship skills at least monthly	citizenship skill-26% NOT MET Increase by 30% of students report they are taught digital citizenship skills at least monthly-2% NOT MET	Increase by 25% of students report they are taught digital citizenship skills at least monthly	Increase by 25% of students report they are taught digital citizenship skills at least monthly
11. Professional Learning Communities Progress SUSD PLC Survey	PLC Survey 2016-2017 Fall 2016 Average scores: Learning as our fundamental purpose - 2.33 Building a collaborative culture through high-performing teams - 2.33 A focus on results - 2.42 Level of Collective Efficacy - 501 (17-18 Fall survey)	PLC Survey 2017-2018 Fundamental Purpose Increase by .5-2.64 NOT MET Collaborative Culture Increase by .5-3.04 MET Focus on Results Increase by .5-2.98 MET Level of Collective Efficacy Increase by 20 points-501 BASELINE	PLC Survey 2018-2019 Fundamental Purpose Increase by .5 or 3.0 Collaborative Culture Increase by .5 or 3.0 Focus on Results Increase by .5 or 3.0 Level of Collective Efficacy Increase by 40 points	PLC Survey 2019-2020 Fundamental Purpose 3 or 4 Collaborative Culture 3 or 4 Focus on Results 3 or 4 Level of Collective Efficacy 40 points
11. California Assessment Science Test (CAST) EADMS Data	Baseline will be set in 2017-2018	Growth	Growth	Growth

Actions/Services	Pupils to be served within identified scope of service	Budgeted Expenditures
A.1 Instructional coaches and ELD/Literacy specialists will support specific research based instructional strategies (such as Marzano and ELA/ELD literacy framework), state standards, and technology integration through professional development, modeling, observing, and providing feedback. A.1a Classroom teachers will utilize the support of Coach and ELD, technology, etc to implement strategies to embed ELD into daily instruction.	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Books and supplies Maintaining and updating Equipment and Software Instructional Materials and Supplies Professional Development Substitute Teachers
A.2 Collaborative Teacher Teams will draft, review, revise, and share with site leadership grade level SMART goals and artifacts to guide short-term and long-	<input checked="" type="checkbox"/> All OR: Low Income pupils	Substitutes Instructional Materials

term instruction and to target student needs as guided through embedded coaching and site based professional learning	English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Books and Materials
A.3 Through a tiered system of supports, classroom teachers, grade levels, and site personnel will implement interventions/enrichment opportunities to meet the needs of all students.	<input checked="" type="checkbox"/> All	Instructional materials
Tier 2 and 3 supports and interventions based on student data and needs embedded during the instructional day	OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Books and supplies Printing

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL B:	Freedom Elementary will create supportive, welcoming, and engaging campuses for pupils, parents, staff, and community.	Related State and/or Local Priorities: 1 2 3 <u>X</u> 4 5 <u>X</u> 6 <u>X</u> 7 8 Title I: 1 2 <u>X</u> 3 4 5 6 <u>X</u> 7 8 9 10
Identified Need :	1. Decrease suspension and expulsion rates 2. Increase attendance rates 3. Decrease chronic absenteeism rates 4. Increase parent engagement opportunities 5. Increase student engagement	
SPSA Year: 2018-2019		

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. Parent Participation at School-Sponsored Events	BASELINE SET IN 2017-2018	82.4% of students represented at B2SN 98.7% of students represented at PTC	% of students represented at B2SN increase by 3% Maintain at least 98% of students represented at PTC % of students represented at Open House increase by 3%	% of students represented at B2SN increase by 5% Maintain at least 98% of students represented at PTC % of students represented at Open House increase by 5%
2. Attendance Rates Local Data	Attendance Rates - 2016-2017 96.66%	Increase by 0.5% - 96.90% as of 3/2018	Increase by 0.5%	Increase by 0.5%
3. Chronic Absenteeism Rates CALPADS 14.1 Report CA School Dashboard	Chronic Absenteeism Rates - 2016-2017 Students Absent >=10% and <20% - 2.82% Students Absent >=20% - 0.56%	>=10% and <20% Decrease by 1% Actual 17-18 - 3.49% >=20% Decrease by 0.1% Actual 17-18 - 0.42%	Decrease by 0.5% Decrease by 0.1%	Decrease by 0.5% Decrease by 0.1%
4. BrightBytes - Student Collaboration	BrightBytes - March 2017 31% of students were asked to collaborate online with classmates at least monthly	Increase by 10% - Actual March 2018 37%	Increase by 10%	Increase by 10%
5. Suspension Rates CA School Dashboard Local Data	Suspension Rates - 2014-2015 Current Status on California School Dashboard Fall 2017	Decrease all groups by 1% Fall 2017 All Students - 0.6%	Decrease all groups by 2%	Decrease all groups by 2%

	All Students - 0.6% Students with Disabilities - 0.0% English Learners - 0.9% Low Income - 1.2%	Students with Disabilities - 0.7% English Learners - 0.0% Low Income - 0.4%		
6. Expulsion Rates Local Data	Expulsion Rates - 2016-2017 #0 expulsions	Decrease by 2% 0-MET	Decrease by 2%	Decrease by 2%

Actions/Services	Pupils to be served within identified scope of service	Budgeted Expenditures
B.1 Character Education - Site will use a school wide Character Education to develop student skills for collaboration, learning, and citizenship. Monthly student assemblies, daily reinforcement by all staff members, and weekly recognition of student names demonstrating positive choices. Conduct assemblies each trimester for each grade level.	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Recognition Supplies Printing
B.2 Site will create an engaging environment for parent and community involvement through volunteer access and recognition, formal and informal communication such as all call system, Remind, Parent Portal for Aeries, progress reports, newsletters, phone calls, etc. Review Attendance and Tardy information with parents during conferences and report on Progress Reports and Report Cards; indicate review in comment section of PR and RC	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Materials and Supplies Printing Interpreter Hourly Rate
B.3 Attendance Recognition: *Site will recognize grade levels who meet monthly attendance goals *Site will award perfect attendance medals for entire year Implement a watch list for Attendance and Behavior to plan, support and recognize.	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Materials and Supplies

<p>B.4 Site will promote a positive school culture by implementing a progressive discipline policy, alternatives to suspension, behavior interventions and utilize the counselor to provide social, emotional, behavioral support to students, staff and families to increase student success.</p> <p>Includes but not limited to behavior contracts, structured recess, campus helper.</p>	<p><input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Counselor</p> <hr/> <p>Materials and Supplies</p>
<p>B.5 Teachers and parents will identify, plan and provide an annual education and engagement opportunity to support student achievement such as a Family Night for Reading, Math or Science.</p> <p>Explore providing family mentor and family nights for EL students and families.</p>	<p><input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Materials and Supplies</p> <hr/> <p>Printing</p>

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

School Site Council Membership Elementary School Site

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:

Position	Name of Members	Year Elected	Year Term Ends
Administration	Donna Tigrett		
Teacher	Kristin Seifert	2017	2019
Teacher	Julie Quinones	2017	2019
Teacher	Anna Haskel	2018	2020
Other Staff	Rene Zuniga	2018	2020
Parent	Jennifer Tomchak	2017	2019
Parent	Matthew Rand	2018	2020
Parent	Art Parra	2018	2020
Parent	Erica Biagi	2018	2020
Parent	Melissa Padilla	2017	2019

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

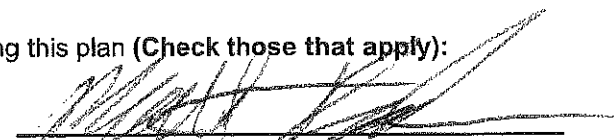
The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

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):**

☒ School Site Council

English Learner Advisory Committee

☒ Other committees established by the school or district (list):
School Leadership Team, Teaching Staff


Signature

Signature

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 11/16/18.

Attested:

Donna Tigrett

Typed Name of School Principal

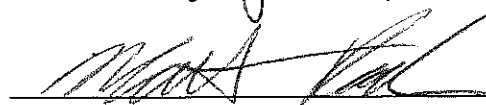

Signature of School Principal

11/16/18

Date

Matthew Rand

Typed Name of SSC Chairperson


Signature of SSC Chairperson

11-16-18

Date