

The Single Plan for Student Achievement

Sylvan Union School District

School: Sherwood Elementary
CDS Code: 50-71290-6053086
District: Sylvan Union Elementary School District
Principal: Gretchen Griffin
Revision Date: May 15, 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:

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

GOAL A:	Sherwood 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 X 2 X 3 4 X 5 6 7 X 8 X Title I: 1 X 2 X 3 4 X 5 6 7 8 X 9 X 10
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Identified Need :	1. Increased achievement for all pupils, decrease achievement gaps 2. Increase progress and proficiency of English Learners 3. Kindergarten through 5th grade implementation of the California State Standards, including English Language Development (ELD) Standards 4. Provide high quality, consistent ELD program 5. Continued support of professional learning for certificated and classified staff 6. Continued support of Professional Learning Communities 7. Increase integration of instructional technology
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SPSA Year: 2018-2019

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. SBAC ELA/Literacy - % of Students Met or Exceeded IO Education Data and DataQuest	2016-2017 ELA/Literacy 49.72% - All Students 4.17 % - English Learners 34.95 % - Low Income 39.13 % - 3rd Grade 9.09 % - English Learners 25% - Low Income 59.65% - 4thGrade N/A% - English Learners 33.34% - Low Income 55.83% - 5th Grade N/A% - English Learners 51.73% - Low Income	2017-2018 ELA/Literacy 65% - All Students - Actual 60% 50% - English Learners - Actual 21.74% 50% - Low Income - Actual 57.4% 60% - 3rd Grade - Actual 57.6% 50% - English Learners - Actual 33.4% 50% - Low Income - Actual 52.4% 75% - 4th Grade - Actual 58.5% 50% - English Learners - Actual 16.7% 50% - Low Income - Actual 38.3% 75% - 5th Grade - Actual 63.6% 50% - English Learners - Actual 20% 65% - Low Income - Actual 38.3%	2018-2019 ELA/Literacy 85% - All Students 75% - English Learners 75% - Low Income 80% - 3rd Grade 75% - English Learners 75% - Low Income 85% - 4th Grade 75% - English Learners 75% - Low Income 85% - 5th Grade 75% - English Learners 85% - Low Income	2019-2020 ELA/Literacy 100% - All Students 100% - English Learners 100% - Low Income 100% - 3rd Grade 100% - English Learners 100% - Low Income 100% - 4th Grade 100% - English Learners 100% - Low Income 100% - 5th Grade 100% - English Learners 100% - Low Income
2. SBAC Mathematics % of Students Standard Met or Exceeded	2016-2017 Mathematics 48.05% - All Students	2017-2018 Mathematics 65% - All Students - Actual 57%	2018-2019 Mathematics 85% - All Students	2019-2020 Mathematics 100% - All Students

<p>IO Education Data and DataQuest</p>	<p>12.5% - English Learners 33.98% - Low Income</p> <p>46.38% - 3rd Grade 27.27% - English Learners 36.36% - Low Income</p> <p>45.62% - 4thGrade N/A% - English Learners 16.66% - Low Income</p> <p>52.83% - 5th Grade N/A% - English Learners 48.28% - Low Income</p>	<p>50% - English Learners - Actual 42.31% 50% - Low Income - Actual 43.7%</p> <p>65% - 3rd Grade - Actual 57.4% 50% - English Learners - Actual 25% 50% - Low Income - Actual 50%</p> <p>65% - 4th Grade - Actual 59.1% 50% - English Learners - Actual 14.3% 50% - Low Income - Actual 46.5%</p> <p>65% - 5th Grade - Actual 54.5% 50% - English Learners - Actual 10% 65% - Low Income - Actual 32.4%</p>	<p>75% - English Learners 75% - Low Income</p> <p>85% - 3rd Grade 75% - English Learners 75% - Low Income</p> <p>85% - 4th Grade 75% - English Learners 75% - Low Income</p> <p>85% - 5th Grade 75% - English Learners 85% - Low Income</p>	<p>100% - English Learners 100% - Low Income</p> <p>100% - 3rd Grade 100% - English Learners 100% - Low Income</p> <p>100% - 4th Grade 100% - English Learners 100% - Low Income</p> <p>100% - 5th Grade 100% - English Learners 100% - Low Income</p>
<p>3. Sylvan District ELA Benchmarks - % of students expected to meet or exceed standards</p> <p>EADMS Data</p>	<p>2016-2017 ELA By Trimester</p> <p>1: Tri 1 53%; Tri 2 83%; Tri 3 64% 2: Tri 1 63%; Tri 2 58%; Tri 3 75% 3rd: 1st-24%; 2nd-44%; 3rd-57% 4th: 1st-65%; 2nd-70%; 3rd-61% 5th: 1st-40%; 2nd-47%; 3rd-46%</p>	<p>2017-2018 ELA By Trimester 1st through 5th Grades 75% each trimester</p> <p>1: 76%, 55% 27% 2: 31%, 42% 64% 3: 17%, 34% 38% 4: 17%, 39% 24% 5: 8%, 19% 27%</p>	<p>2018-2019 ELA By Trimester 1st through 5th Grades 85% each trimester</p>	<p>2019-2020 ELA By Trimester</p> <p>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%</p>
<p>4. Sylvan District Math Benchmarks - % of students expected to meet or exceed standards</p> <p>EADMS Data</p>	<p>2016-2017 Math By Trimester</p> <p>1: Tri 1 73%; Tri 2 75%; Tri 3 80% 2: Tri 1 80%; Tri 2 72%; Tri 3 78% 3rd: 1st-55%; 2nd-65%; 3rd-70% 4th: 1st-86%; 2nd-81%; 3rd-89% 5th: 1st-59%; 2nd-61%; 3rd-66%</p>	<p>2017-2018 Math By Trimester First through Fifth Grades 90% each trimester</p> <p>1: 88%, 73% 85% 2: 76%, 78% 78% 3: 45%, 69% 23% 4: 80%, 62% 53% 5: 46%, 23% 58%</p>	<p>2018-2019 Math By Trimester First through Fifth Grades 95% each trimester</p>	<p>2019-2020 Math By Trimester</p> <p>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%</p>

				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 - 3 students	Increase by 5 students - Actual 13, increased by 10	Increase by 7 students	Increase by 10 students
7. FitnessGram - 5th Grade EADMS Data	2016-2017 Aerobic Capacity - Healthy Fitness Zone - 65.5% 2016-2017 Flexibility - Healthy Fitness Zone - 38.2%	Increase Aerobic Capacity by 10% Actual = 70.8% Increase Flexibility by 20% Actual = 45.8%	Increase Aerobic Capacity by 12% Increase Flexibility by 21%	Increase Aerobic Capacity by 12.5% Increase Flexibility by 21.8%
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 25%- Teachers' time spent on school-sponsored professional learning 9-33 hours 25% - Percent of teachers considered this professional learning above average	Increase by 25% Actual = 33% Increase by 25% Actual = 14%	Increase by 25% Increase by 25%	Increase by 25% Increase by 25%
9. Access to technology BrightBytes	BrightBytes March 2017 55% of teachers asked their students to complete online assessments at least monthly	Increase by 15% Actual = 67%	Increase by 15%	Increase by 15%
10. Use of instructional technology BrightBytes	BrightBytes March 2017 35% of teachers report using digital textbooks at least weekly 60% teachers-reported almost daily student computer use in the classroom 15% of teachers report they are highly knowledgeable in digital citizenship skill	Increase by 20% Actual = 33% Increase by 10% Actual = 76% Increase by 25% Actual = 33% Increase by 35% Actual = 3%	Increase by 20% Increase by 15% Increase by 25% Increase by 35%	Increase by 25% Increase by 15% Increase by 35% Increase by 28%

	2% 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 - 2.54 Building a collaborative culture through high-performing teams - 2.98 A focus on results - 2.71 Level of Collective Efficacy - 508	PLC Survey 2017-2018 Fundamental Purpose Increase by 33% Actual = 3.06 Collaborative Culture Increase by 33% Actual = 3.25 Focus on Results Increase by 33% Actual = 3.05 Level of Collective Efficacy Increase by 20 points Actual = 501	PLC Survey 2018-2019 Fundamental Purpose Increase by 33% Collaborative Culture Increase by 33% Focus on Results Increase by 33% Level of Collective Efficacy Increase by 40 points	PLC Survey 2019-2020 Fundamental Purpose Increase by 33% Collaborative Culture Increase by 33% Focus on Results Increase by 33% Level of Collective Efficacy Increase by 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
1. Through grade level team collaboration with emphasis of 4 tenets of PLC in order to support student achievement, including CFA's, district benchmarks to guide instruction, identify student needs, and monitor student progress the team will develop, revise, and publicize grade level SMART goals and game plans to guide short-term and long-term instruction and target student need supported through embedded coaching.	X All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Instructional Materials ----- Printing ----- Professional Development ----- Substitues
2. Instructional coaches, teacher leaders, and ELD/Literacy specialists will support specific instructional strategies, including Marzano's 4 effective instructional strategies, State Standards, and technology integration through professional development which may include but	X All ----- OR: Low Income pupils English Learners	Instructional materials ----- Books and Supplies ----- Printing

not limited to instructional rounds, lesson study, and/or lesson design.	Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Substitutes
3. ELD/Literacy Specialist, will collaborate with classroom teachers to provide literacy support to all students, including EL through designated and integrated teaching strategies.	All ----- OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Instructional Materials
4. Based on progress monitoring both at the grade and site level, early start and/or extended day learning opportunities will be provided to identified students.	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Substitutes ----- Professional Development ----- Instructional Materials ----- Printing
5. 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 ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Substitutes ----- Conference/workshop fees
6. Standards based learning opportunities and experiences directly connected to an instructional focus may be provided on or off campus.	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:	Transportation costs ----- Admission fees costs

GOAL B:	Sherwood Elementary will create supportive, welcoming, and engaging campuses for pupils, parents, staff, and community.	Related State and/or Local Priorities:									
		1	2	3	X	4	5	X	6	X	7
		Title I: 1 2 X 3 4 5 6 X 7 8 9									
		10									

Identified Need :	<ol style="list-style-type: none"> 1. Decrease suspension and expulsion rates 2. Increase attendance rates 3. Decrease chronic absenteeism rates 4. Increase parent engagement opportunities 5. Increase student engagement
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SPSA Year: 2018-2019

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. Parent Participation at School-Sponsored Events	2016-2017 Lunch and Learn= 35% Tri 1, 14% Tri 2, 25% Tri 3...Science Night 21%, Reading Night 10%, Back to School Night average of 13 families per class, Fall Festival 38%	Increase overall by parent participation by 25% Data is not available, but will be monitored in 2018-2019.	Increase overall by parent participation by 25%	Increase overall by parent participation by 25%
2. Attendance Rates Local Data	Attendance Rates - 2016-2017 96.03%	Increase by 1% Actual = 95.67% as of March 2018	Increase by 1%	Increase by 2%
3. Chronic Absenteeism Rates CALPADS 14.1 Report CA School Dashboard	Chronic Absenteeism Rates - 2016-2017 Students Absent >=10% and <20% - 9.5% Students Absent >=20% - 3.88%	Decrease by 3% - Actual 4.72%, decreased by 4.78% Decrease by 1.8% - Actual 0.45%, decreased by 3.43%	Decrease by 3% Decrease by 1%	Decrease by 3.5% Decrease by 1%
4. BrightBytes - Student Collaboration	BrightBytes - March 2017 36 % of students were asked to collaborate online with classmates at least monthly	Increase by 22% Actual = 40%	Increase by 22%	Increase by 20%
5. Suspension Rates CA School Dashboard Local Data	Suspension Rates - 2014-2015 Current Status on California School Dashboard All Students - 2% Students with Disabilities - 7.3% English Learners - 0% Low Income - 1.9%	Decrease all groups by 1% Suspension Rates - 2017-2018 Status on DataQuest All Students - 1.7% Decrease .3% Students with Disabilities-3.3% Decrease of 4% English Learners - 0%	Decrease all groups by 2%	Decrease all groups by 2%

		Low Income - 1.7% Decrease of 0.2%		
6. Expulsion Rates Local Data	Expulsion Rates - 2015-2016= 0 expulsions	Decrease by 2% Actual = 0 expulsions	Decrease by 2%	Decrease by 2%

Actions/Services	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Provide counseling to address social and emotional needs so students are able to be academically successful.	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Instructional Materials Printing Books and Supplies
2. Teachers, administrator, and parents will identify and plan opportunities for parents and families to be engaged in their student's education. This includes, but is not limited to, parent training on technology, ELD, curriculum, State Standards, and volunteer expectations.	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Refreshments Childcare Interpreters Teacher Hourly Pay Instructional Materials Printing
3. Utilize a school-wide social skills curriculum with a home/school connection.	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Program/Curriculum Fees Assembly Printing Substitutes Instructional Materials Translators/Interpreters
4. Provide engagement opportunities to increase two	<input checked="" type="checkbox"/> All	Interpreters/Translators

<p>way communication between the home and school with a focus on student achievement.</p>	<p>OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Substitutes Instructional Materials Printing</p>
<p>5. Increase engagement opportunities and provide incentives to discourage student absenteeism.</p>	<p>X All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Printing Instructional Materials Incentives Staff Training Interpreter/Translator</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	Gretchen Griffin	2018	2020
Teacher	Gabby Delgado	2018	2019
Teacher	Jill Crow	2018	2020
Teacher	Alexandra Mayer	2018	2020
Other Staff	Nick McMillen	2018	2020
Parent	Megan Chillies	2018	2020
Parent	Marian Kaanon	2018	2019
Parent	Jeremy Matthews	2018	2020
Parent	Micaela Myers	2018	2020
Parent	Stacie Liebelt	2018	2020

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)**:

X School Site Council

English Learner Advisory Committee

Other committees established by the school or district (list):

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 .

Attested:

Gretchen Griffin

Typed Name of School Principal

Signature of School Principal

11/21/18

Date

Jeremy Matthews

Typed Name of SSC Chairperson

Signature of SSC Chairperson

11/21/18

Date