

The Single Plan for Student Achievement

School: Congressman Jerry Lewis Elementary School
CDS Code: 36738906035331
District: Silver Valley Unified School District
Principal: Patricia LeBlanc
Revision Date: November 2014

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: Patricia LeBlanc
Position: Principal
Phone Number: 760.386-1900
Address: 1800 Black Hawk
Ft. Irwin, CA 92310
E-mail Address: pleblanc@svusdk12.net

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School Vision and Mission

Congressman Jerry Lewis Elementary School's Vision and Mission Statements

Lewis Elementary School is dedicated to work in a partnership with parents, community and staff to meet the academic, social and emotional needs of each student. Collectively, we will provide a safe, supportive learning environment so that all students reach their maximum potential and become lifelong learners.

We are Lewis

United, Educated, Moving Forward....

Coyote Strong!

School Profile

Congressman Jerry Lewis Elementary School has 610 students enrolled in grades TK-2 located on Fort Irwin, California. There is a high transient population due to approximately 95% of our students being military dependents. Students are moving in and out of the classrooms constantly throughout the year. For the 2013-2014 school year the transiency rate was 60% . This formula does not take into account the number of students that change over the summer. We had 138 students withdraw in the last month of school in 2014 that were moving over the summer. From August to November during the 2014-2015 school year we have had 338 students enroll.

Attendance is a focus of the school by providing positive incentives for perfect attendance for students quarterly. The School Attendance and Review Board (SARB) process is followed for students that have attendance problems and short term independent study is available for those expected absences due to military breaks and rotational schedules.

The Lewis Elementary Staff consists of 29 highly qualified general education teachers, 1 physical education teacher, 1 music teacher , 3 special education teachers and 2 speech therapists that work collaboratively to provide Common Core Standards instruction. One administrator, one dean of students, instructional assistants, library media clerk, health clerk, secretary, attendance specialist, clerk typist, custodians, and food service workers complete the Lewis team.

High quality, Common Core instruction and student learning are the major focus at Lewis. The academic program is based upon Common Core State Standards in English Language Arts and Math integrating Science and Social Studies. The MacMillan/McGraw Hill Math program and Pearson/Scott Foresman Reading Street language arts program are available as resources for instruction. Houghton-Mifflin Social Science and Houghton Mifflin Science texts are available at all grade levels. They are used in conjunction with the Pearson non-fiction materials in order to meet science and social studies standards. Physical education and music are provided by specialists in order to create a balanced curriculum. Lewis Elementary has implemented Common Core State Standards over the past two years. The use of Professional Learning Community Wednesdays provides us with the opportunity to plan, collaborate and transition to Common Core. The four C's of Common Core strategies including Communication, Creativity, Collaboration, and Critical Thinking are a focus for the 2014-2015 school year with the Lewis Elementary staff.

Access to the core curriculum is provided to all students including the specific student populations of English learners, students with disabilities and socio-economically disadvantaged students. Tutoring and small group support is provided for struggling students through after school programs, Coyote Den, scaffolding, and differentiated instruction within the regular classroom. Access to an extensive library and computer lab are available to all students. The computer lab is used to access on line curriculum materials through the Pearson and Macmillan MacGraw Hill websites. The computer lab is used to support the district adopted Response to Intervention program, Waterford Early Reading Program that was implemented in the 2011-2012 school year. In the 2014-2015 school year, Waterford Math Program has been added to our Transitional Kindergarten - first grade program. Successmaker and Typing Club for second grade students are being implemented to support student learning at their own level and prepare our students for the Smarter Balanced Assessments they will take in third grade.

The Pyramid of Response to Intervention was developed throughout the 2011-2012 school year at Lewis. A variety of assessments are used including the DRA2 in order to determine the specific needs of each student. The pyramid addresses academic intervention from the classroom to after school programs, Coyote Den and Student Success Team. The Positive Behavioral Intervention and

Support (PBIS) program was implemented school wide in 2012-2013. The second tier of intervention is implemented through the Check In/Check Out program being used with students still struggling with behaviors using the school wide behavioral plan. The Tier II Student Success Team meets to discuss the students that are not successful with the school wide program and provide teachers with alternatives and supports to help these students. We work with parents to support student success in this area. We continue to refine and adjust the program based on our student and staff needs.

The Fort Irwin community is very supportive of Lewis Elementary School. A very active PTA supports the school through staff appreciation days, T – shirt sales, fundraising, book fairs, school carnivals and volunteer support. Our 2/11 support squadron provides soldiers to support activities including reading in the library, school carnival, winter and spring programs and Jump Rope for Heart. Two full time Military Family Life Consultants (MFLC) are provided by the military to Lewis Elementary School to support students and families with specific needs relating to deployments and military life.

Through the implementation of Common Core Standards, assessment results are based on the 2012-2013 school year. During the 2013-2014 school year, Lewis Elementary School was selected to receive the Title I Academic Achievement Award from the State of California. This prestigious award was given to just 106 schools across the state out of over 6000 schools eligible for the award.

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).

Surveys were not completed during the 2013-2014 school year. They will be completed during the 2014-2015 school year.

Classroom Observations

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

Informal classroom observations are done continually throughout the school year by the administration at Lewis. Silver Valley district administration meets with school administrators through One-to-One conferences to support principals and the needs of the teachers and students in the classrooms. At the school level, Student Monitoring Conferences are held three times per year to discuss individual students needs for academics, behaviors, and social emotional needs. Classroom observations are completed according to our bargaining unit agreement for evaluations. For probationary employees, two official observations are completed each year and for permanent employees one observation is completed every other year. Administration then meets with the employees to discuss current teaching practices and how to support the teacher in the classroom.

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)

Credentialed teachers are expected to use a variety of assessments to modify instruction and improve student achievement. These may include District Wide Blueprint Assessment, DRA2, Success Maker, Waterford Early Reading Program, Waterford Early Math Program, STAR Enterprise Reading/Early Literacy and STAR Enterprise Math student achievement data related to their classes. Teachers will use this information to target instruction in the classroom including differentiating instruction for students at different levels. Assessments are also used to identify students for after school tutoring, scaffolded instruction, and Student Success Team. CELDT assessments are used to identify English Learners and support English language development instruction.

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

Credentialed teachers use the above mentioned assessments as well as ongoing informal assessment, curriculum assessments and teacher created common assessments to modify their instruction. Daily checking for understanding is used to modify instruction while teaching. Common Core assessments as well as Defined STEM projects are used in conjunction with district pacing guides to monitor student progress.

Staffing and Professional Development

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

All certificated staff are considered Highly Qualified Teachers according to No Child Left Behind requirements. Instructional aides are also considered highly qualified to work with students. All instructional staff is cleared through our Human Resources Department and they ensure we have highly qualified staff.

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

Lewis Elementary School has three Transitional Kindergarten, nine Kindergarten, nine first grade and eight second grade teachers. We also have two Special Day Class teachers, one resource specialist, one and one half shared speech and language specialists, one PE teacher, and one music teacher. All teachers have access to district provided professional development in both English Language Arts and Math.

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

Professional Learning Communities are a focus at Lewis Elementary. Our instructional program is built on the four essential questions.

1. What is it we want our students to know?
2. How will we know they have learned it?
3. What will we do if they do not know it?
4. What will we do if they already know it?

These questions guide us to differentiation in the classrooms to make sure all students are getting the instruction they need. Current professional development is focusing on the transition to Common Core State Standards. We are moving our students and teachers to understand the 4 C's of the 21st Century Skills that include Communication, Collaboration, Critical Thinking and Creativity.

Teachers use their PLC Wednesday and district collaboration time to discuss common practices, planning instruction and specific students and what strategies may support them in their learning.

Technology professional development has been a focus at Lewis Elementary also. Waterford and Success Maker professional development has been provided to staff to learn these programs and their benefits for students.

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

Professional Development has been ongoing and focused in the areas of English Language Arts and Math over the past four years. The adopted language arts series of Pearson Reading Street has had ongoing training with teachers to focus on the materials available, strategies for specific reading and writing development. Pearson has also provided specific math training in the nine mathematical principals of Common Core last year and this school year. Singapore Math strategies have also been presented to all teachers over the last two years. Currently the district is providing Common Core training in ELA with a specialist, Pat Pavelka, providing specific instruction at each grade level in implementing Common Core Standards. Technology has also been a focus to support implementation of Common Core. iPad centers are being installed this school year as well as five computers per classroom for online instruction and support for students. Last year all teachers were provided with new LCD projectors in the ceiling of the classrooms and surround sound embedded for teachers to use during instruction. New teacher laptops were also implemented this year for all teachers.

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

District wide collaboration is conducted approximately every 6 weeks for each grade level throughout the year. During our Wednesday PLC days, we have implemented collaboration time for each grade level while our PE and Music teacher provide movement activities for the students one grade level at a time. This has provided the general education and special education teachers the opportunity to plan, share instructional strategies and discuss best practices. PLC Wednesday afternoons also provide time for the grade levels and staff all together to collaborate and vertically align instructional practices.

Teaching and Learning

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

Silver Valley Unified School District provided opportunity for teachers to come together with professional guidance to create pacing guides, lesson plans and common assessments based on the Common Core Standards and current curriculum. They adjust and adapt these guides each year.

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

Lewis Elementary School verifies the total instructional minutes as required each year. Daily schedules are provided to administration each year to ensure instructional minutes are being met in reading, language arts and mathematics.

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

Response to Intervention is provided in a variety of ways at Lewis Elementary. Scaffolding for ELA is provided at each grade level for specific skills instruction, after school tutoring is provided for extra support outside the instructional day and Coyote Den is provided as further intervention for students still needing extra support. All TK , K and 1st grade students also have access to Waterford Early Reading/Math programs and 2nd grade has access to Success Maker. Both of these programs support student instruction at their level and provide extra support for students on a daily basis.

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

District adopted instructional materials are provided to all teachers and students through the state textbook adoption cycle. The district provides all of the materials and many support materials with these textbooks. Lewis Elementary also provides supplemental materials as needed to support instruction.

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)

Our district adopted materials are McMillan McGraw Hill in mathematics and Pearson Reading Street in English Language Arts. These materials are aligned to the California State Content Standards. We have added bridge materials in both of these core subjects that provide alignment to the Common Core State Standards. English Language Development and Strategic intervention strategies are included with these materials for English Learners or struggling students.

Opportunity and Equal Educational Access

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

Differentiated Instruction is provided for students in every classroom based on their assessment results and specific needs. Leveled scaffolding is provided for all students and smaller grouping is provided for underperforming students to meet standards. Our tiered intervention also includes our Coyote Den program where regular education students are provided small group instruction to help them increase their skills and meet standards.

14. Research-based educational practices to raise student achievement

Small group guided reading in the classroom, response to intervention through scaffolding and small group instruction through Coyote Den are all research based strategies to improve student learning. Waterford Early Reading/Math Program and Success Maker are both research based programs that raise student achievement..

Parental Involvement

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

After school tutoring is provided for struggling students based on teacher recommendation for ELA and Math. The Fort Irwin Community provides sports programs, Girl Scouts, Boy Scouts, and AWANA through the post church community. At school, our active PTA provides assemblies for our students including behavior support, bullying prevention, science, music and art based activities.

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)

Lewis Elementary School Site Council meets monthly to discuss our Single Plan for Student Achievement and how we meet the needs of our students using our financial resources. We also have Site Strategic Planning scheduled this year at Lewis to get input from all stakeholders to discuss the needs of our school and our students. The Site Strategic Planning Team then brings forward recommendations to administration and staff. During the 2014-2015 school year, an English Learner Advisory Council will be developed to address the needs of our English Learner population at Lewis.

Funding

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

Updating technology has been a focus at Lewis Elementary to provide current researched based programs in our Computer Lab and in the classrooms for our students. New LCD projectors with sound systems as well as 28 new computers in our computer lab have been purchased. Conferences for current teaching practices and the transition to Common Core instruction have also been a focus for our funding. Math manipulatives to support in every classroom were also purchased with our categorical funds.

18. Fiscal support (EPC)

Our school site funding is spent based on student needs as well as teacher needs to support student learning. Technology, supplies, support materials and conferences are where our funds are spent.

Description of Barriers and Related School Goals

Lewis Elementary School is located on Fort Irwin Military installation with a socioeconomically disadvantaged population at 52% based on our Free and Reduced Lunch Applications. Our average daily attendance for the 2013-2014 school year was . Our military families move and transition frequently and many of our students attend multiple schools and live in multiple states or countries before enrolling here. Many of our students are required to leave with parents when they are assigned to schools, Temporary Duty or have family emergencies. We provide independent studies during these times for our students. So far this school year we have provided 45 Independent Studies and last school year provided 104 Independent studies during the school year.

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	143	155		59	74		22	24		1	2	
Growth API	854	897		861	904		836	892				
Base API	783	854		767	861		803	836				
Target	5	A		5	A							
Growth	71	43		94	43							
Met Target	Yes	Yes		Yes	Yes							

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	36	34		6	6		70	81		4	21	
Growth API	816	873					833	863			782	
Base API	785	816					749	833		550		
Target							5	A				
Growth							84	30				
Met Target							Yes	Yes				

Conclusions based on this data:

1. Lewis Elementary students met or exceeded all growth targets for two years. We achieved a growth of 114 API points over a two year period with all of our subgroups meeting their growth targets.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	100		99	100		100	100		100	100	
Number At or Above Proficient	94	116		42	55		15	21		--		
Percent At or Above Proficient	66.2	74.8		72.4	74.3		68.2	87.5		--	--	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	Yes	Yes		Yes	Yes		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		99	100		100	100	
Number At or Above Proficient	16	22		--			44	54		--	8	
Percent At or Above Proficient	44.4	64.7		--	--		62.9	66.7		--	38.1	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	--	--		--	--		Yes	Yes		--	--	

Conclusions based on this data:

1. Lewis Elementary students are making progress in ELA over the last three years. All subgroups gained in the number of Proficient and Advanced students and AYP targets were met. We met all targets through the Safe Harbor criteria.
2. Lewis Elementary's goal was to exit program improvement before Smarter Balanced Assessments were put in place. The overall gains we made for two years allowed us to exit program improvement in the 2013-2014 school year. Lewis Elementary received the Title I Academic Achievement Award from the state for achieving these goals.
3. Specific targeted instruction allowed our students to improve in all ELA areas. Student Monitoring Conferences with each teacher provided opportunity to identify specific students and their needs in order to provide scaffolded instruction, after school tutoring and specific differentiated grouping in each classroom. Waterford Early Reading Program was implemented with all students in order for them to receive support at their level and practice specific skills that each student needs. Our Student Study Team also provided support for teachers and parents to implement new or different strategies and provide Coyote Den as a small group intervention with our RSP teacher for students still struggling.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	100		100	100		100	100		100	100	
Number At or Above Proficient	97	126		41	62		14	19		--		
Percent At or Above Proficient	67.8	81.3		69.5	83.8		63.6	79.2		--	--	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	Yes	Yes		Yes	Yes		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		99	100		100	100	
Number At or Above Proficient	22	25		--			46	58		--	11	
Percent At or Above Proficient	61.1	73.5		--	--		65.7	71.6		--	52.4	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	--	--		--	--		Yes	Yes		--	--	

Conclusions based on this data:

1. Lewis Elementary met all target goals during the last two years. The number of proficient or advanced students increased by 14% and all AYP criteria were met.
2. Specific targeted instruction and small grouping has supported learning math concepts at Lewis Elementary. Teachers have been supported with a large number of manipulatives for every grade level and every classroom. Teachers are focusing on teaching students using concrete materials then transferring to visual models and finally providing instruction for more abstract math problems. This supports student understanding of the concepts and not just learning the process to get an answer.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2013-14 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K					***** *	***					*****
1	2	17	5	42	5	42					12
2			4	40	3	30	1	10	2	20	10
Total	2	8	9	38	10	42	1	4	2	8	24

Conclusions based on this data:

1. Our students are advancing based on their initial assessments from the year prior. 11 students moved into the Early Advanced or Advanced categories. Our teachers provide English Language Development on a daily basis for all students but provide extra visual support for our English Learners.
2. Pearson Reading Street provides specific English Language Development support with their reading series. Teachers use these supplemental supports during reading and language arts instruction.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K			2	9	13	57	8	35			23
1	2	13	7	44	6	38	1	6			16
2			9	56	4	25	1	6	2	13	16
Total	2	4	18	33	23	42	10	18	2	4	55

Conclusions based on this data:

1. Many of our students are Advanced or Early Advanced during initial assessments. Our largest group of students qualifies as English Learners in the Intermediate band. Our focus for our students is on building vocabulary and comprehension of the language for our EL students. Small group instruction supports our English learners in order to help them learn the language.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	9	13	
Percent with Prior Year Data	100.0%	100.0%	
Number in Cohort	9	13	
Number Met	--	--	
Percent Met	--	--	
NCLB Target	56.0	57.5	59.0
Met Target	*	*	

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	31	0	19	0		
Number Met	6	--	--	--		
Percent Met	19.4%	--	--	--		
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	No	*	*	*		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
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. Our students at Lewis Elementary make growth in English Language Development. We will be creating an English Learner Advisory Committee during the 204-2015 school year to support our students and parents of our English Learners.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	79	80	
Percent with Prior Year Data	98.7	100.0	
Number in Cohort	78	80	
Number Met	51	60	
Percent Met	65.4	75.0	
NCLB Target	56.0	57.5	59.0
Met Target	Yes	Yes	

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	84	31	69	28		
Number Met	28	13	32	16		
Percent Met	33.3	41.9	46.4	57.1		
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	Yes	No	Yes	Yes*		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	
Mathematics			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	
Met Target for AMAO 3	Yes	Yes	

Conclusions based on this data:

- 1.

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: English Language Arts and Mathematics
LEA GOAL:
I. Curriculum: We will implement a balanced curriculum with clear, consistent expectations and accountability for all students to learn. This will include fully credentialed teachers, instructional materials that align with state standards and safe facilities. Goal 1: Students will show mastery of essential standards in reading, writing, and mathematics.
SCHOOL GOAL #1:
Implement, monitor and support tiered instruction so that student achievement meets or exceeds the expectations of the Silver Valley Unified School District, County of San Bernardino, State of California and Federal guidelines. Students will use technology in order to participate in the Waterford Early Learning programs in TK - 1 and Success Maker Digital Learning programs in grade 2. Students will be monitored using the Renaissance Learning Enterprise Edition of Early Literacy, Reading and Mathematics.
Data Used to Form this Goal:
District Blueprint Assessments if appropriate, DRA 2 results, Quarterly SMART goals, Illuminate data when used for Common Assessments, ESGI
Findings from the Analysis of this Data:
Our goal is to increase proficiency of English Language Arts and Mathematics in order to meet or exceed proficiency.
How the School will Evaluate the Progress of this Goal:
Quarterly SMART goals Blueprint data Illuminate reports DRA2 results ESGI reports STAR Enterprise Early Literacy, Reading and Math reports PLC Collaboration minutes from meetings Waterford Early Reading/Math Program reports Success Maker reports Student Monitoring Conferences

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
Pearson/Scott Foresman Reading Street with Common Core supplements implementation Implementation of Math Common Core Standards using pilot programs available, McMillan McGraw Hill and common core supplements combined with Singapore Math strategies Continued technology upgrades for full implementation of web based programs and implementation of iPad centers in the classroom	Aug. 2014 – Aug. 2015	Teachers Administration	Books	4000-4999: Books And Supplies	Title I 1000.00
Data Analysis of diagnostic assessments, benchmarks, unit tests, weekly assessments, Diagnostic Reading Assessment through Professional Learning Communities, Collaboration Time (PLC Schedule attached)	Aug. 2014 – Aug. 2015	Teachers Administration	Noon duty support for collaboration time Wednesdays	2000-2999: Classified Personnel Salaries	Unrestricted 3000.00
Implementation of levels of Response to Intervention Progress Monitoring for all students – specific focus on significant subgroups (Student Monitoring Conferences) Scaffolding Instruction – Classroom and Grade Level Student Success Team Implementation Waterford Early Reading/Math Program Implementation Success Maker Implementation Out of classroom interventions - Skill Based After School Program Coyote Den Implementation	Aug. 2014– Aug. 2015	Teachers Administration	Guest teachers for release time After School Teachers	5000-5999: Services And Other Operating Expenditures 1000-1999: Certificated Personnel Salaries	Unrestricted Title I 5000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All teachers will complete professional development to transition to Common Core State Standards on PLC Wednesdays and release days and according to district provided calendar to provide teachers with ongoing support District support collaboration will be provided approximately every 6 weeks throughout the school year.	Aug. 2014 – Aug. 2015	Teachers Administration Superintendent of Educational Services	Guest Teachers	5000-5999: Services And Other Operating Expenditures	District Funded Title I	1000
All students will receive appropriate instructional minutes per CDE guidance using State Blueprints, and adopted curriculum according to class schedules and through honoring instructional time	Aug. 2014 – May, 2015	Teachers Administration				
Provide staff development for research based strategies of Professional Learning Communities, Differentiated Instruction, Guided Reading, and Illuminate use in order to provide instructional assistance and ongoing support for teachers Provide staff development for research based strategies including Handwriting without Tears for TK and Kindergarten Defined STEM	Aug. 2014 – Aug. 2015	Teachers Administration	Conferences Substitutes	5000-5999: Services And Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures	Title I Title I	15000 3000
Provide Web Access to research based enrichment and remediation programs and software such as Waterford, Success Maker, STAR Enterprise, iPad apps based on specific need.	Aug. 2014 – Aug. 2015	Technology Department Teachers Principal	RenPlace Licensing	5000-5999: Services And Other Operating Expenditures	District Funded Unrestricted	5000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Support materials to implement Common Core strategies including math manipulatives, hands on materials for both ELA and math, informational text for both library and classrooms.	Aug. 2014 – Aug. 2015	Library Clerk Administration Teachers	Books	4000-4999: Books And Supplies	Library Grant	15000
			Support materials	4000-4999: Books And Supplies	Title I	9500
			Classroom Books	4000-4999: Books And Supplies	Title I	13233
Specific assessment data will be provided in Report Cards each 9 weeks and progress reports in mid quarter will be sent to parents of struggling students for communication. ESGI assessment creation and adjustment for TK and K	Sept. 2014 – May 2015	Teachers Administration	Paper, Ink	4000-4999: Books And Supplies	Unrestricted	500
			Substitutes	5000-5999: Services And Other Operating Expenditures	District Funded	
Provide Typing Club and online assessment practice through blueprints, illuminate assessments specifically for 2nd grade but also in the younger grades when appropriate	Oct. 2014-May 2015	Teachers Technology Department	Licenses	4000-4999: Books And Supplies	District Funded	
Cross grade level meetings in Professional Learning Communities to assess student learning and best practices including data analysis (Would include TVIS and Colin Powell at end of year.) Provide student information cards for TVIS for all transitioning students. Conduct transition IEP's for Colin Powell and TVIS. Meet with TVIS for transition of SST students and paperwork.	Sept. 2014 – May 2015	Teachers SPED teachers	Substitutes	5000-5999: Services And Other Operating Expenditures	Title I	2000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Conduct Parent Nights to support parents learning curriculum and strategies to support students at home specifically in the area of Common Core State Standards and Technology. Conduct Parent Volunteer Training Conduct Home/School Connection classes for struggling students.	Sept. 2014 – April 2015	Teachers Technology Department	Food for families	5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	5000
For Kindergarten conduct Kindergarten Round Up Spring visitations for Colin Powell Preschool, New Beginnings and CDC, Meet and Greet before school begins. 2nd Grade take field trip to Tiefert View.	March 2015 – May 2015	Administration K Teacher for visitations/round up All teachers for Meet and Greet	Substitute	5000-5999: Services And Other Operating Expenditures	Unrestricted	500

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: Student Engagement and School Climate
LEA GOAL:
III. Student Support: We will provide a safe and equitable environment in which students receive personal, emotional, and physical support to meet the challenges of the future.
SCHOOL GOAL #2:
All students will take part in tiered intervention both academically and behaviorally. All students are provided academic support through individual classroom intervention and scaffolding in each grade level. Extra support for students is provided through Coyote Den and a target skills after school program. All students are trained on the school wide and classroom expectations of Positive Behavioral Intervention and Support. Data is shared with staff to continue ongoing support of the students for their behavior in all areas of the school. School wide attendance is tracked and encouraged for all students.
Data Used to Form this Goal:
School Wide Information System (SWIS) behavioral data Infinite Campus for Attendance information Student Monitoring Conferences Student Success Team interventions and supports Academic Data - STAR Enterprise Math, Reading and Early Literacy, DRA2, Success Maker, Waterford and Illuminate
Findings from the Analysis of this Data:
Our goal is to increase proficiency and mastery of English Language Arts and Mathematics to meet Common Core State Standards. Our team will develop, implement and use the PBIS Program to positively impact student behavior, school engagement, school attendance and academic achievement.
How the School will Evaluate the Progress of this Goal:
SWIS data, Infinite Campus reports, Quarterly SMART goals, Blueprint data, DRA2 results, STAR Reading, Math and Early Literacy results, Success Maker and Waterford results, PLC collaboration minutes

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
Data Analysis through PLC Collaboration of SMART goals, DRA 2 results and all computer program results to set up skills groups, scaffolding groups and guided reading groups	Aug. 2014 - May 2015	Teachers Principal			
Provide Response to Intervention for all students through scaffolding and differentiated instruction in all classrooms and specific students struggling academically through skill based After School Tutoring and Coyote Den	Aug. 2014 - May 2015	Teachers Principal	Appendix B Stipend	5000-5999: Services And Other Operating Expenditures	District Funded 800.00
Professional Development focused on researched based academic and behavioral support that could include gut not limited to SELPA training, Handwriting without Tears, Differentiated Instruction, Guided Reading	Aug. 2014 - May 2015	Teachers Principal	After School Teachers	5000-5999: Services And Other Operating Expenditures	Title I 2000.00
Awards - Perfect and Outstanding attendance quarterly and yearly. Student of the Month, Character and Academic Achievement awards each month.	Aug. 2014 - May 2015	Principal Teachers	Registrations, Accommodations, Travel, Site based PD	5000-5999: Services And Other Operating Expenditures	Title I 10,000 Unrestricted 5,000
SARB Process - Promote attendance at school and provide support for students not attending school regularly	Aug. 2014 - May 2015	Principal Teachers Attendance Specialist	Awards Incentives	4000-4999: Books And Supplies	Title I 2000
Student Study Team Meetings - Teachers, Parents, Principal or Dean of Students	Sept. 2014 - May 2015	Teachers Parents Administration	Substitute Teachers Roving Substitute	5000-5999: Services And Other Operating Expenditures	District Funded

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide materials for Coyote Store, Check In/Check Out and other Tier II interventions including materials for ADHD like behaviors in the general education classrooms	August 2014 - May 2015	PBIS Coach Administration Teachers	Incentives	4000-4999: Books And Supplies	Title I	3,000
			Instructional Supports	4000-4999: Books And Supplies	Title I	2,000

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 Student Support
SCHOOL GOAL #1:
 Our team will develop and implement a way for parents to be more active and engaged in school through Parent and Community involvement. We will provide opportunities for parents to become involved in the transition to Common Core State Standards.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to hold Student Success Team (SST) meetings with teachers, parents, students and administration	September 2014 - May 2015	Tier II Intervention Team Parents Teachers Administration	Substitutes	5000-5999: Services And Other Operating Expenditures	District Funded	
			Appendix B	1000-1999: Certificated Personnel Salaries	District Funded	1600
After School Tutoring for targeted skills	October -November 2014, January - March 2015	Teachers After School Coordinator Administration	Appendix B	1000-1999: Certificated Personnel Salaries	District Funded	400
Parent Nights to include but not limited to: Singapore Math Night Technology Night Common Core Standards night	September 2014 - May 2015	District Administration Administration Teachers Support Staff	Supplies for Activites Food for night	4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures	Title I Title I Part A: Parent Involvement	500 2000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
		Support technology implementation of laptop computers, projectors, Elmos, Mobi, student response systems, curriculum			Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Technology
SCHOOL GOAL #2:
 Increase and provide current technology including computers, student response systems and web access in order to support implementation of adopted curriculum and support student learning in the classrooms and computer lab.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue support of current technology including iPads, LCD projectors, computers, Elmos, microphones and multipurpose room system	Aug. 2014-May 2015	Administration TST's District Tech Department	Replacement bulbs, earphones or earbuds, cases, microphones, batteries, etc.	4000-4999: Books And Supplies	Title I	4500
Professional development provided to use technology for student information, assessment, with adopted curriculum and to support online programs and iPad apps.	Aug. 2014 - May 2015	District Tech Department TST's Administration	Webinars, on site training, Conferences	5000-5999: Services And Other Operating Expenditures	Title I	2000
Provide research based applications for new computers and iPads through tech purchasing	Aug. 2014 – May 2015	Tech Department Administration Teachers TST's	Apps, programs	5000-5999: Services And Other Operating Expenditures	Title I	500

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
5000-5999: Services And Other Operating	District Funded	800.00
4000-4999: Books And Supplies	Library Grant	15,000.00
	Title I	1,000.00
1000-1999: Certificated Personnel Salaries	Title I	5,000.00
4000-4999: Books And Supplies	Title I	30,733.00
5000-5999: Services And Other Operating	Title I	32,000.00
5000-5999: Services And Other Operating	Title I Part A: Parent Involvement	5,000.00
	Unrestricted	10,000.00
2000-2999: Classified Personnel Salaries	Unrestricted	3,000.00
4000-4999: Books And Supplies	Unrestricted	500.00
5000-5999: Services And Other Operating	Unrestricted	5,500.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
District Funded	800.00
Library Grant	15,000.00
Title I	68,733.00
Title I Part A: Parent Involvement	5,000.00
Unrestricted	19,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	5,000.00
2000-2999: Classified Personnel Salaries	3,000.00
4000-4999: Books And Supplies	46,233.00
5000-5999: Services And Other Operating Expenditures	43,300.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	83,733.00
Goal 2	24,800.00

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
Patricia B. LeBlanc	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jessica Trizuto	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tayler-Ann Brull	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Angela Kristy Skjerve	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Timothy Confair	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Katrina Fontaine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Andi Janoe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Aleah McGuigan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Joshua McIntosh	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Tyler Venafro	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category:	1	3	1	5	

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):
School Leadership Team 
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:

Patricia LeBlanc		12/3/2014
Typed Name of School Principal	Signature of School Principal	Date
Katrina Fontaine		12/3/2014
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

Lewis Elementary School – PLC Wednesday 2014-2015 Plan

August 13, 2014	Grade Level Planning/Back to School Night Prep Singapore Math – New Teachers
August 20, 2014	Defined STEM Webinar – 1:30 PM
August 27, 2014	SMART Goals for 1 st 45 days of Instruction
September 3, 2014	SELPA ADHD Presentation (SPED Meeting)
September 10, 2014	Pat Pavelka Training Review/Progress Reports
September 17, 2014	District Wide Collaboration
September 24, 2014	2 nd Grade – Successmaker Training All day DRA Data Discussion – Scaffolding, After School
October 1, 2014	2 nd Grade – Pearson Math /Common Core (SPED)
October 8, 2014	Pearson Math PD Review/Grade Level
October 15, 2014	Gift of Time – Grade Level/Report Cards
October 22, 2014	Parent/Teacher Conferences
October 29, 2014	SMART Goals for 2 nd 45 days, Review 1 st 45 day goals
November 5, 2014	District Wide Collaboration (SPED)
November 12, 2014	PBIS – Data Review, SWIS Reports
November 19, 2014	Grade Level Collaboration-Piloting math discussion
November 26, 2014	No School for Students and Teachers
December 3, 2014	Common Core Collaboration/iPad instruction
December 10, 2014	District Wide Collaboration
December 17, 2014	PBIS – Planning for January Kick-Off, Retraining
January 7, 2015	SMART Goals – 2 nd 45 days review and 3 rd 45 days
January 14, 2015	PBIS Debrief of rotations, review, next steps
January 21, 2015	RTI Scaffolding/Leveling/After School Tutoring
January 28, 2015	Grade Level/iPad/Common Core
February 4, 2015	District Wide Collaboration (SPED)
February 11, 2015	Cross Grade Level Meeting – K and 1
February 18, 2015	PBIS Data – SWIS information
February 25, 2015	SMART Goals – 3 rd 45 days review and last 45 days
March 4, 2015	Cross Grade Level Meeting – TK and K (SPED)
March 11, 2015	Cross Grade Level Meeting – 1 st and 2 nd
March 18, 2015	Gift of Time – Grade Level/Report Cards
March 25, 2015	Parent Teacher Conferences
April 1, 2015	District Wide Collaboration (SPED)
April 8, 2015	Spring Break
April 15, 2015	Grade Levels/Common Core/iPad

Lewis Elementary School – PLC Wednesday 2014-2015 Plan

April 22, 2015	PBIS review-SWIS Data
April 29, 2015	End of Year 2014-2015/Planning for 2015-2016
May 6, 2015	DRA Discussion/SMART Goals Review
May 13, 2015	Gift of Time – Report Cards, End of Year
May 20, 2015	Planning for 2015-2016, Pinks and Blues