

The Single Plan for Student Achievement

School: Albert Schweitzer Elementary School
CDS Code: 34-67447-6034896
District: San Juan Unified School District
Principal: Matt English
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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School Mission

Albert Schweitzer Elementary School's Mission Statement

Albert Schweitzer Elementary, an exemplary model of sophisticated student expression, empowers each child to collaborate and problem solve as a compassionate and highly literate 21st Century citizen through innovative, research-based, instructional strategies that incorporate strong character values in partnership with families in a nurturing environment.

School Profile

Albert Schweitzer Elementary is one of 35 elementary schools in the San Juan Unified School District. The 393 students attending Schweitzer are 68% white, 15% Hispanic or Latino, 5% African American, 4% Asian, 2% Filipino, 1% American Indian, and 2% Pacific Islander. Our school provides a comprehensive academic program based on the Common Core State Standards. Schweitzer has two SDC LH classrooms, one for our kinder to second grade LH students, and the other for our 3rd - 5th grade LH students. Our school is in its fifth year of writer's workshop, fourth year of reader's workshop and third year of critical literacy. The K-2 grade levels are in their second year of critical math professional development with third grade in the first year. The K-3 grade levels have begun their first year of responsive reading instruction, working on the personalization and differentiation of reading instruction through the use of formative assessment tools, shared, and guided reading. We believe students can achieve at high levels and we tailor our instructional practices to challenge and support all students.

The goal of Schweitzer School is to provide each student with a challenging and rigorous curriculum appropriate to his/her academic level. We believe every child can achieve academic success. To this end, every child is provided with quality instructional experiences which recognize, support and maintain high expectations for all students.

With parents and teachers working together as a team, towards the same goal, every child will succeed. In order to give each child the best opportunity for success, we keep children first in all that we do. This is our core value and common cause.

We also believe that children need exposure to and instruction in the arts. We hold a weekly whole school "sing" where we sing traditional and new songs. This has been in place for many years and is a well-loved tradition of our school. We additionally host two plays every year directed by parents as well as provide classes in art and PE.

At Schweitzer School, we take the business of loving and teaching children seriously. Each person at our school approaches his/her task with a keen understanding of the honor that it is to be able to touch the future through our children.

Comprehensive Needs Assessment Components

Introduction

In January of 2014, 14 planning team members, representing Schweitzer teachers, classified staff, parents, and community members met for a total of two days to carve out the direction and focus for our school for the next three years. Through this process, known as strategic planning, Schweitzer has created a statement that reflects our unique niche; has developed concrete, measurable objectives impacting student achievement and success; and created tactics and action plans that are essential to accomplishing our mission.

Data Analysis

Describe the use of data both during the 2 day planning meeting and action planning. Refer to research done during action planning.

During the initial two day planning meeting, the team reviewed multiple data points and performance measures to assess progress and identify areas of needs.

The Schweitzer leadership team and staff analyzed the current CST data, looking at overall trends over the past 4 years, results from students in the 2012-13 school year as well as the results of current students for the 2013-14 school year in order to reflect upon effectiveness of classroom practices and plan for the diverse needs of the current student population.

From 2010-2012, Schweitzer made gains in API and the percentage of students proficient or advanced at all grade levels in language arts and math increased. Conversely, In 2013, Schweitzer's API dropped 31 points to 813. The state recognizes an overall API of 800 as proficient. Each tested grade level (2-5) dropped in the percentage of students proficient or advanced in language arts and math, with the exception of 5th grade, which gained 6 points in math and remained the same as the previous year in language arts.

Grade	ELA	2013	2012	Math	2013	2012
2nd		43%	65%		62%	74%
3rd		42%	51%		71%	79%
4th		72%	75%		81%	80%
5th		67%	67%		77%	71%

Schweitzer's smaller student groups did not reach API targets in language arts. All students dropped 31 points, but met the target, and white student dropped 17 points, but still met the target. Socioeconomically disadvantaged students, Schweitzer's 2nd largest subgroup at 43%, dropped 33 points and did not meet the target with an API of 755. Hispanic or Latino students dropped 83 points, English learners dropped 14 points, and students with disabilities dropped 44 points.

Socioeconomic Disadv. vs. Not Socioeconomic

Math= 57.14% Math= 81.75%

L/A = 37.36% L/A = 66.67%

The differences in proficiency levels among student groups reveal an achievement gap between our socioeconomically disadvantaged students and their non-socioeconomically disadvantaged peers. The wide range of proficiency levels within each classroom can only be addressed using ongoing formative assessment within the workshop model. Explicit instruction, daily small group instruction, and targeted intervention in reading are needed to improve proficiency by the end of the year. Additionally, a review of the fall administered Measure of Academic Progress (MAP test) data revealed high standard deviations within classroom and grade levels in reading. The standard deviation identifies the range of ability within a grade level. A standard deviation of 12-13 is considered acceptable. Grades 3-5 reported standard deviations of 15-21 overall. This result is further evidence for the need to differentiate instruction daily to meet the wide range of ability levels in each classroom.

Parental Involvement

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

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)

The planning team will reviewed and discussed trends in enrollment, available financial and volunteer resources, parent/staff/student surveys, enrollment trends, demographics, and attendance.

Schweitzer School has an extremely active P.T.A. There are approximately 150 parent volunteers working at Schweitzer on a regular basis. As a sampling, many parents help in the classroom, assist the teachers with special projects, serve as science docents, garden and beautify the campus, drive and chaperone field trips, serve on committees, direct or assist in school wide plays, help at school functions such Fall Festival or teach as Art Docents.

Parents are encouraged to be active participants in the Parent Teacher Association and volunteer in the school utilizing their skills, gifts, and passions in various capacities. The PTA develops a calendar of events prior to the start of the school year. The calendar of events will be sent home with students in the first day packets. A survey of parent skills and strengths/interests will be given out to parents each year. All parents will be encouraged to donate time to work in any capacity at the school each year. Parent volunteers will receive on-site training and protocols/directions for parents will be established. Parents are encouraged to serve on the School Site Council.

Description of Barriers and Related School Goals

Include the strongest themes from critical issues or Gap to Goal Review of Data

The strategic planning team had discussions of critical issues arising from a review of the data.

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	238	215		173	147		7	6		9	9	
Growth API	843	813		861	846							
Base API	819	844		834	862					822		
Target	A	A		A	A							
Growth	24	-31		27	-16							
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	35	39		33	28		89	91		32	33	
Growth API	786	708		753	730		788	757		651	607	
Base API	765	787		739	753		734	788		629	651	
Target							5	5				
Growth							54	-31				
Met Target							Yes	No				

Conclusions based on this data:

1. In 2013, Schweitzer's growth API dropped 31 points to 813.
2. Of Schweitzer's significant subgroups, Socioeconomically disadvantaged students dropped 33 points and did not meet the growth target for 2013.
3. Although not considered significant subgroups due to the number of students tested, Hispanic, English learners, and students with disabilities are underperforming in comparison with their white peers.

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		98	100		100	100		100	100	
Number At or Above Proficient	154	118		117	92		--			--		
Percent At or Above Proficient	64.7	54.9		67.6	62.6		--	--		--	--	
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	No		Yes	No		--	--		--	--	

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		98	100		93	100	
Number At or Above Proficient	20	14		14	9		48	37		13	9	
Percent At or Above Proficient	57.1	35.9		42.4	32.1		53.9	40.7		40.6	27.3	
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	No		--	--	

Conclusions based on this data:

1. Adequate yearly progress was not met for all students and significant subgroups. This further underscores the need to address achievement for all students within the strategic plan.

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	98	100		98	100		100	100		100	89	
Number At or Above Proficient	183	153		139	112		--			--		
Percent At or Above Proficient	77.2	71.5		80.8	76.2		--	--		--	--	
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	No		Yes	No		--	--		--	--	

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	97		98	99		90	100	
Number At or Above Proficient	23	22		19	16		58	54		19	13	
Percent At or Above Proficient	65.7	56.4		57.6	59.3		65.2	60.0		61.3	39.4	
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	No		--	--	

Conclusions based on this data:

1. Adequate yearly progress in math was not met for the general population and/or significant subgroups.

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
	#	%	#	%	#	%	#	%	#	%	#
1	2	33			2	33	2	33			6
2					1	10	5	50	4	40	10
3	1	14			4	57			2	29	7
4			4	67	1	17			1	17	6
5	2	25	1	13	3	38	1	13	1	13	8
Total	5	14	5	14	11	30	8	22	8	22	37

Conclusions based on this data:

1. Of the 38 students tested, in the Fall of 2013, 68.5% of the students tested in the Intermediate or Early Advanced range.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	36	38	37
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	36	38	37
Number Met	22	18	15
Percent Met	61.1%	47.4%	40.5%
NCLB Target	56.0	57.5	59.0
Met Target	Yes	No	No

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	41	10	47	9	39	8
Number Met	6	--	4	--	6	--
Percent Met	14.6%	--	8.5%	--	15.4%	--
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	No	*	No	*	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. There is a large discrepancy in the percent of students meeting targets between students receiving less than 5 years of EL instruction and those who have received 5 or more years of EL instruction.

School and Student Performance Data

Local Assessment Data

Data Worksheet

Albert Schweitzer Elementary

KR	Indicator	2010-2011	2011-2012	2012-13	2016-17
1	Writing at grade level (gr 4,7,10)	66.2	91.9	74.1	90
	African Am				90
	Hispanic		81.3		90
	Low SES	60.0	89.3	71.4	90
	English Lnr				90
	Special Ed	27.3			90
Ovl	Growth API	819.0	843.0	813.0	800
	African Am				800
	Hispanic	765.0	786.0		800
	Low SES	734.0	788.0	755.0	800
	English Lnr	739.0	753.0		800
	Special Ed	629.0	651.0		800
2	Reading on grade level (gr 2-11)	60.3	63.0	51.3	90
	African Am			27.3	90
	Hispanic	51.4	51.2	32.6	90
	Low SES	43.7	52.6	34.0	90
	English Lnr	23.5	51.9	50.0	90
	Special Ed	37.8	48.8	42.1	90
2	Math at grade level (gr 2-7)	66.7	74.4	68.5	90
	African Am			36.4	90
	Hispanic	62.9	61.0	53.5	90
	Low SES	54.4	62.9	53.9	90
	English Lnr	23.5	51.9	50.0	90
	Special Ed	37.8	48.8	42.1	90
2	Algebra 1 completed 1st time				90
	African Am				90
	Hispanic				90
	Low SES				90
	English Lnr				90
	Special Ed				90
2	Algebra 1 completed by gr 9				90
	African Am				90
	Hispanic				90
	Low SES				90
	English Lnr				90
	Special Ed				90
2	EL growth toward profic.		61.1		70
3	Pct of students abs>10% (gr K-8)	9.2	10.6	16.2	3
	African Am	5.9	27.8	37.8	3
	Hispanic	14.3	15.2	21.4	3
	Low SES	11.1	18.6	27.0	3
	English Lnr	5.4	8.5	17.2	3
	Special Ed	15.8	11.3	18.7	3
3	Pct adjusted dropouts (gr 9-12)				<5
	African Am				<5
	Hispanic				<5
	Low SES				<5
	English Lnr				<5
	Special Ed				<5
3	Cohort Graduation Rate				95
	African Am				95
	Hispanic				95
	Low SES				95
	English Lnr				95
	Special Ed				95
3	Pct of grads completing AG/CTE				70
	African Am				70
	Hispanic				70
	Low SES				70
	English Lnr				70
	Special Ed				70
5	Pct of students suspended	1.1	1.3	1.4	<2
	African Am		6.7	2.7	<2
	Hispanic	3.4	2.7	1.2	<2
	Low SES	1.9	2.4	1.8	<2
	English Lnr	3.2			<2
	Special Ed	5.4	6.0	6.7	<2

Writing: rate of gr 4 & 7 students at/above state minimally proficient on STAR and gr 10 3 or higher on CAHSEE writing.

API shown is growth API for that year; green shading indicates target was met - pink shading target not met; no shading indicates not a 'significant' group

Reading grade level (gr 2-11) are reported as the percent of students scoring proficient or advanced on the STAR ELA test taken.

Math on grade level (gr 2-7) is the percent of students scoring proficient or advanced on the STAR math test taken.

Algebra 1 completed 1st time is rate of students earning a C or higher OR scoring prof/adv on CST/CMA in Algebra 1 the first time they took the course

Algebra 1 completed by end of grade 9 is rate of 9th graders who have earned a C or higher OR scoring prof/adv on CST/CMA in Algebra 1 by the end of the year (ms rates show students who

EL growth toward proficiency is the percent of English learners who grew 1 or more levels (Source is school data from Title III

Absence rates >10% is percent of K-8 students absent (for any reason) more than 10% of the days enrolled (Indicator of dropout potential)

Dropout rate is the percent of students in grades 9-12 who disenrolled from school after the 1st Wed in October and had not reenrolled within one calendar year.

Cohort graduation rate is the rate of students who earned a diploma within 4 years of entering ninth grade (Source: DataQuest)

A-G/CTE is the rate of graduates who completed all UC/CSU requirements OR who completed a CTE sequence including the capstone course

Suspension rate is the percent of enrolled students who were suspended at home for 1+ days

NOTE: Be cautious when drawing conclusions where group populations are very small.



<i>Effective Instructional Strategies/21st Century Skills</i>	PARENT		STUDENT (gr5-11)		STAFF		
	<i>Pct Strongly Agree/Agree</i>	N	Pct	N	Pct	N	Pct
Improved ability to read and understand complex text		105	94.3%	51	88.2%	8	100.0%
Improved written communication skills		106	93.4%	51	92.2%	8	100.0%
Improved spoken/oral communication skills		103	85.4%	50	84.0%	8	100.0%
Improved ability to solve complex problems		105	86.7%	49	71.4%	8	87.5%
Improved ability to use technology to find information/solve problems		104	73.1%	51	70.6%	8	37.5%
Improved ability at working with other students on problems/projects		103	83.5%	51	86.3%	8	87.5%
Improved leadership skills		106	76.4%	51	70.6%	9	55.6%
Encouraged to share knowledge/ideas in a creative way		104	83.7%	51	64.7%	8	100.0%
Curiosity/imagination is fostered		104	91.3%	50	80.0%	10	100.0%
School promotes academic success of all students.		102	83.3%			9	100.0%
Personalized Learning							
	<i>Pct Strongly Agree/Agree</i>	N	Pct	N	Pct	N	Pct
Academic goals have been collaboratively set and monitored.		99	64.6%	49	81.6%	7	71.4%
Students have a learning plan/4-year plan.		92	31.5%	50	34.0%	6	66.7%
Students are challenged at school through high standards of academic performance.		102	93.1%	50	78.0%	9	100.0%
Character Education							
	<i>Pct Most/All of the Time (character)</i>	N	Pct	N	Pct	N	Pct
Students model RESPECT at this school.		105	77.1%	51	80.4%	11	72.7%
Students model RESPONSIBILITY at this school.		101	82.2%	51	66.7%	11	72.7%
Students model HONESTY at this school.		104	65.4%	51	74.5%	10	70.0%
Students model CARING at this school.		104	73.1%	50	68.0%	11	90.9%
Students model COOPERATION at this school.		102	79.4%	50	72.0%	11	81.8%
Students model COURAGE at this school.		102	65.7%	50	60.0%	11	63.6%
The school fosters an appreciation of student diversity and respect for each other.				49	89.8%	11	90.9%
Parent/Family Involvement							
	<i>Pct Strongly Agree/Agree</i>	N	Pct	N	Pct	N	Pct
Parents are well-informed about their child's progress in school.		103	87.4%				
Teachers provide information about a child's performance to parents who speak a language other than English.		43	79.1%			9	66.7%
Teachers promptly contact parents when he/she is concerned about their child's progress.		102	82.4%			9	88.9%
Teachers are responsive to parents when they call or want to meet.		102	92.2%			10	90.0%
Teachers send home work or ideas that help parents support their students at home.		102	86.3%			9	77.8%
Adults/staff in the office are helpful when parents/students come in or call.		103	89.3%	51	78.4%		
Translated materials (or a translator) for my language are available when parents come to school.		40	52.5%				
This school clearly outlines the parent, student and school responsibilities in educating my child (e.g., School Compact).		100	84.0%				
The school keeps parents well-informed about school activities.		103	90.3%				
I speak a language other than English and I receive general information from my student's school in my language.		43	81.4%				
This school offers parents opportunities to be involved in school and classroom activities.		102	92.2%			10	90.0%
Parents are invited to meetings where the school's academic performance is discussed.		102	79.4%				
This school actively seeks the input of parents before making important decisions.		101	70.3%				

Conclusions based on this data:

1. The mixed results of parents, students, and teachers around character education suggests a need for common language and agreements.
2. An area of focus in 21st Century Skills is the students' ability to use technology to find information and solve problems.
3. Parents, students, and teachers agree that written communication skills continue to improve at Schweitzer.

Planned Improvements in Student Performance

Planned Improvements: Goal/Tactic #1

The School Site Strategic Planning Team and 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 tactics, results statements, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

Focus: Instruction/Student Achievement
District Strategy:
Strategy 1: We will ensure all staff are implementing effective instructional strategies integrating technology and utilizing assessment data to actively engage each student to increase achievement on state standards 21st century skills and personal educational plans.
Goal/Tactic #1:
We will continue to implement and expand innovative, research-based instructional strategies that actively engage each student to increase their content knowledge, use 21st century skills, and achieve their personal education goals.
Data Used to Form this Tactic During Strategic Planning:
CST data examined at the beginning of the year to create goals for all students (Grades 2-5) Fountas and Pinnell running record assessments reviewed from previous school year and Fall assessment(Grades 1-5) Fall NWEA Measures of Academic Progress (Grades 3-5) CAASP (when returns)

Findings from the Analysis of Current Data:

Kindergarten 58% at or above grade level reading expectations
35% of low SES - 16% of LEP - 23% of ethnicity other than white.

1st Grade - 68% at or above grade level reading expectations

- 45% of low SES ; 70% of LEP ; 65% of ethnicity other than white.

2nd Grade - 71% at or above grade level reading expectations

- 56% of low SES, 50% of LEP; 53% of ethnicity other than white

3rd Grade - 62% at or above grade level reading expectations; 37% of ethnicity other than white

4th Grade - 68% at or above grade level reading expectation; 55% of ethnicity other than white.

5th Grade 57% at or above grade level reading expectations ; 45% of ethnicity other than white.

Spring Reading MAP Data 2014: 40% of 3rd- 5th grade students met or exceeded standardized growth for the year.

Third grade 36% prof./advanced, - 40% of students met or exceeded growth targets

50% scored at or above the National Norm on Spring Test

14% of Low SES scored prof. or advanced

Fourth grade 73% prof./advanced - 49% of students met or exceeded growth targets

73% score at or above the National Norm on Spring Test

57% of Low SES scored prof. or advanced

Fifth grade - 63% prof./advanced - 32% of students met or exceeded growth targets

53% scored at or above the National Norm on Spring Test

40% Low SES prof/adv.

**In 3-5th grades, at least 25% of students below basic or basic ranges moved up one level, from fall to spring.

At the same time, close to the same number of students in basic, proficient, and advanced groups dropped one level.

Of the 35 students identified EL who started at Schweitzer in the fall of 2013, and finished in the Spring of 2014, 16 were below grade level text to begin the year. Of the 16 students, 7 of them made accelerated growth towards grade level expectations.

- 44% of English learners below grade level in fall made accelerated growth.
- 31% of English learners below grade level in fall, were on grade level by the Spring.

38% of 3rd-5th grade students scoring below basic on the fall MAP reading increased their RIT score to Basic on the Spring MAP test.

24% of 3rd- 5th grade students scoring basic on the fall MAP reading test increased their score to proficient or advanced on the Spring MAP test.

Spring Math MAP Data 2014:

3rd - 5th grade - 55% of students met or exceeded standardized growth for the year.

Third grade - 52.5% prof./advanced - 51% of students met or exceeded growth targets

Fourth grade - 62% prof./advanced - 60% of students met or exceeded growth targets

Fifth grade - 62.5% prof./advanced - 53% of students met or exceeded growth targets

5th Grade Science CST:

76% of students scored proficient or advanced on 2014 Science CST.

Related Objective and how it will be Measured:

Literacy

1. By May 2015, 70% or more of students in grades k-5 will be reading at a text level at or above the grade level expectations outlined by Teacher's College.

Students' independent reading level will be monitored regularly throughout the year using the Fountas & Pinnell Assessment System. Students will demonstrate proficiency by reaching the following benchmarks:

Kinder: By Nov. - A/B, By March - C, By June - D/E

1st: By Nov. - F/G, By March - H/I/J, By June - I/J/K

2nd: By Nov. - J/K/L By March- L/M By June - M

3rd: By Nov.- N By March - O By June - P

4th: By Nov.- Q/R By March - R/S By June - S/T

5th: By Nov. - T By March - U By June - V

2. By May 2015, increase by 15% (from 36% to 51%) the percentage of Low SES k-2 students who met their "grade" text level target during the final 14-15 test cycle as measured by Running Records.

3. By May 2015, 60% or more of students in 2nd - 5th grade will reach their individual growth goals as measured by the 2015 Spring MAP Reading Test.

4. By May 2015, increase by 15% (from 27% to 42%) the percentage of Low SES 3-5 students who met their individual growth target on the 2015 Spring Map Test.

Achievement Gap

1. 75% of all EL students will grow one or more CELDT levels as measured by the fall 2014 CELDT exam.

2. By May 2015, 65% of our lowest performers will make accelerated growth in reading (1.5x the growth target) as measured by the Spring MAP Test.

Math

1. By May 2015, 65% or more of students in 2nd - 5th grades will meet their individual growth targets in math as measured by the Spring 2015 MAP test

Result Statements and Actions to be Taken to Reach This Tactic	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Section	Resources	Type	Funding Source	Amount
<p>1.1 Ensure teachers and learners collaboratively set targeted academic and personal goals utilizing multiple measures to increase student achievement.</p> <p>1. Provide professional development on integrating current instructional and assessment practices to be more effectively aligned with Common Core (including the use of performance assessments).</p> <p>2. Vertically and horizontally align assessments at the school site.</p> <ul style="list-style-type: none"> • Writing rubrics • grammar, punctuation, <p>3. Identify and provide appropriate intervention/enrichment based on data analysis and student progress towards goals (1/2 day grade level data conversations).</p>	2014-15	<p>All grade level teachers and support staff</p> <p>1. Leadership team</p> <p>2. Grade level teams</p> <p>3. K-5 teachers</p>	1.1.3	Substitutes to release classroom teachers.	1000-1999: Certificated Personnel Salaries	Local Control Funding Formula Supplemental Grant (LCFF)	2000

Result Statements and Actions to be Taken to Reach This Tactic	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Section	Resources	Type	Funding Source	Amount
<p>1.2 Ensure all students are engaged in research-based, rigorous, balanced, 21st Century learning across disciplines.</p> <p>1. Establish common agreements articulating 21st century skills and effective research based practices</p> <p>2. Provide PD for implementing 21st Century skills across all disciplines including digital literacy</p> <p>3. Evaluate site technology resources and identify needs.</p> <p>4. Create a technology plan</p> <p>5. Identify funding and purchase technology tools for the site.</p> <ul style="list-style-type: none"> To address the achievement gap, in order to provide differentiation and personalization, purchase laptop cart of 36 laptops and licensed software. Students will have bi weekly access to the computing skills necessary to be successful on the Smarter Balanced assessment, navigate multimedia, and obtain 21st century skills. 	2014-15	Schweitzer Staff	1.2.5	Purchase 36 HP Laptops and Charging Cart	4000-4999: Books And Supplies	Local Control Funding Formula Supplemental Grant (LCFF)	15860.00
		1.Tactic 1 members	1.2.6	Purchase licensed computer software for HP Laptops	4000-4999: Books And Supplies	Local Control Funding Formula Supplemental Grant (LCFF)	2240.65
		2.Tactic 1 members					
		3.Technology committee					
		4.Technology committee					
		5.Principal					
		6. Principal					

Result Statements and Actions to be Taken to Reach This Tactic	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Section	Resources	Type	Funding Source	Amount
<p>6. Purchase licensed software for laptops.</p> <ul style="list-style-type: none"> Students reading, writing, and math will be differentiated and personalized as students access leveled reading libraries, practice typing skills, and access math apps and websites. <p>7. Create and utilize a K-5 Digital Literacy continuum aligned with CCSS.</p> <ul style="list-style-type: none"> NETS <p>8. Integrate technology into teaching and learning.</p> <p>9. Provide professional development for differentiation, personalization, and gradual release.</p> <p>10. Implement research based practices for differentiation and personalization including gradual release aligned to the CCSS.</p> <p>11. Develop a committee to provide professional development for arts integration.</p>		<p>7. Tech committee & teachers</p> <p>8. Teachers & ICT</p> <p>9. Leadership team</p> <p>10. Classroom teachers</p> <p>11. Staff</p>					

Result Statements and Actions to be Taken to Reach This Tactic	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Section	Resources	Type	Funding Source	Amount
<p>1.3 Implement Common Core State Standards to ensure all students are college and career ready.</p> <p>1. Continue and expand professional development for CCSS and the new ELD standards (Just Think Math grades K- 3, Reading Group Instruction K-3, & Critical Literacy) and purchase materials necessary to differentiate instruction and give all students access to grade level CCSS.</p> <p>2. Unpack CCSS and map out pacing during collaboration and provided grade level release time.</p> <p>3. In all curricular areas, establish a system of on-going teacher support/coaching, which includes collaborative learning conversations around CCSS.</p> <p>4. Implement CCSS in all curricular disciplines, utilizing Critical Literacy and workshop models.</p> <ul style="list-style-type: none"> • Units of Study • Seminars 	2014-15	<p>All grade level teachers and academic support staff</p> <p>1. Principal</p> <p>2. K-5 Staff</p> <p>3. K - 5 Staff</p> <p>4. K -5 Staff</p>	<p>1.3.1 Material to implement K-3 Reading Instruction. (Okapi book sets) (Recommended Big Books)</p> <p>Material to implement CCSS math. (manipulatives, apps, paper, notebooks, etc.)</p> <p>1.3.2 Substitutes to provide grade level release time for data analysis and planning.</p> <p>1.3.4 Materials to supplement K-3 Reading Instruction Professional Development.</p> <p>Materials to implement and support Just Think Math (PD) and Engage NY mathematics.</p> <p>Printing Costs</p>	<p>4000-4999: Books And Supplies</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>4000-4999: Books And Supplies</p>	<p>Local Control Funding Formula Supplemental Grant (LCFF)</p> <p>Common Core Site Allocation</p> <p>Common Core Site Allocation</p>	<p>6500</p> <p>1500</p> <p>5378</p>	

Result Statements and Actions to be Taken to Reach This Tactic	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Section	Resources	Type	Funding Source	Amount
<p>1.4 Provide additional support for English Learners, Low Income, and Foster Youth.</p> <p>1. Site ELAC coordinator to review data, organize, publicize, facilitate, and schedule meetings 5-6 times per year.</p> <p>2. Develop extended day intervention, before or after school.</p> <p>3 - 6 week intervention sessions at each grade level using Fountas & Pinnell intervention system. (3 hours per week)</p> <p>3. Purchase supplies and materials necessary for ELAC meetings.</p> <p>4. Periodically revise and purchase instructional materials, resources and assessment.</p> <p>5. -In order to close the achievement gap between our English learning students, low socio economic, and non, we need books available in the classrooms that address the interests and needs of our EL low socio-economic population, in addition to content that extends classroom</p>	2014-15	<p>All teachers and support staff</p> <p>1. Staff member</p> <p>2. Principal & K-5 staff</p> <p>3. ELAC Coordinator</p> <p>4. Principal</p> <p>5. Principal</p>	1.4.1	ELAC Coordinator stipend	4000-4999: Books And Supplies	Local Control Funding Formula Supplemental Grant (LCFF)	500
			1.4.2	Certificated teachers'	1000-1999: Certificated Personnel Salaries	Local Control Funding Formula Supplemental Grant (LCFF)	10000
			1.4.3	Printing, cardstock, materials.	4000-4999: Books And Supplies	Local Control Funding Formula Supplemental Grant (LCFF)	500
			1.4.4	Apps for iPads, whiteboards, assistive tech.	4000-4999: Books And Supplies	Local Control Funding Formula Supplemental Grant (LCFF)	1100
			1.4.5	order books for our classroom libraries that specifically address the levels and interests of our EL students to promote a higher level of interaction with text leading to better comprehension	4000-4999: Books And Supplies	Local Control Funding Formula Supplemental Grant (LCFF)	4200
			1.4.6	purchase of grade level subscription to Reading A-Z for accessing 50+ of each reading level K-3 x4	4000-4999: Books And Supplies	Local Control Funding Formula Supplemental Grant (LCFF)	1069.35
				purchase of subscription to Time for Kids (non-fiction periodical) grades 3-5 (6 subscription)			

Result Statements and Actions to be Taken to Reach This Tactic	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Section	Resources	Type	Funding Source	Amount
<p>learning. There are a limited number of book sets for our EL students to participate in book clubs and small guided reading groups. The level of books currently provided in the classrooms is frequently above the level needed for EL students to raise their level of comprehension.</p> <p>6. Utilize relevant technologies to differentiate instruction and provide accessibility for all students. Including opportunities for non-fiction text across the instructional day</p> <ul style="list-style-type: none"> • Purchase of a grade level subscription to Reading A-Z for access to 50+ leveled digital titles, including big books (grades K-3, 4 subscriptions). • Purchase of subscription to "Time for Kids (grades 3-5, 6 subscriptions) 		6. K-5, ICT, & principal					

Planned Improvements in Student Performance

Planned Improvements: Goal/Tactic #2

The School Site Strategic Planning Team and 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 tactics, results statements, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

Focus: Character Education
District Strategy:
Strategy 6: We will identify model and integrate positive character traits as well as develop means for assessment to help our students become contributing responsible and caring members of a diverse community.
Goal/Tactic #2:
We will continue to teach , model, and acknowledge positive character traits ensure our students become responsible, collaborative, and compassionate citizens.
Data Used to Form this Tactic During Strategic Planning:
CST Data Spring 2013 School Survey Results Attendance Reports
Findings from the Analysis of Current Data:
Mixed results in the area of character education. The lowest percentages among parents, students, and teachers on the 5th grade Parent, Student, and Teacher survey were: Students model Honesty (P= 65%, S= 74%, T=70%) Students model Courage (P=65%, S=60%, T=63%) Improved leadership skills (P=76%, S=70%, T=55%) 95.1% positive attendance in 2013-14.
Related Objective and how it will be Measured:
By May 2015, Schweitzer will increase the attendance rate by .25%, to at least 95.35 %, as measured by attendance reported in Q. By May 2015, over 80% of 3rd-5th grade students will identify feeling safe at school as measured by Schweitzer created school climate survey.

Result Statements and Actions to be Taken to Reach This Tactic	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Section	Resources	Type	Funding Source	Amount
<p>2.0 Integrate character education throughout the curriculum in all grade levels.</p> <p>1. Provide the district monthly character traits list to the school staff.</p> <p>2. Purchase common books for staff to use as shared reading in relation to monthly character traits.</p> <p>3. Provide resources for reinforcement of monthly character traits through posters, calendars, flyers for posting, lesson plans or shadow boxes.</p> <p>4. Provide collaboration time to plan character education lessons found in literature and across all curricular areas.</p> <p>5. Implement character education lessons.</p> <p>6. Collaborate with librarian to establish a character education section in the library.</p> <p>7. Collaborate with librarian to purchase a character education section in library.</p> <p>8. Evaluate the effectiveness of character education plan and</p>	2014-15	<p>Schweitzer Staff & Community</p> <p>1. Tactic 2 team</p> <p>2. Tactic 2 team</p> <p>3. Tactic 2 team & K-5 staff.</p> <p>4. Leadership Team</p> <p>5. K-5 staff</p> <p>6. Tactic 2 team</p> <p>7. Tactic 2 team</p> <p>8. Tactic 2 team</p>	2.0.7	Purchase books for a character section of the library.	4000-4999: Books And Supplies	Grants	300.00

Result Statements and Actions to be Taken to Reach This Tactic	Timeline	Person(s) Responsible	Proposed Expenditure(s)					
			Section	Resources	Type	Funding Source	Amount	
make adjustments as needed.								
<p>2.1 Establish a school-wide character education program, which acknowledges positive character traits.</p> <p>1. Establish common agreements around behavior expectations and positive character trait development.</p> <p>2. Teach and model positive character traits.</p> <p>3. Develop and monitor a monthly recognition system for students displaying agreed upon character traits.</p> <p>4. Communicate to families the monthly character traits - email, marquee, websites, and newsletters.</p> <p>5. Implement grade-level presentations that models/identifies the monthly character trait at the school-wide sing (skits, songs, poems, choral readings, dance, etc..)</p> <p>6. Post visual/examples encouraging character traits in every classroom.</p> <p>7. Compare current results to</p>	2014-15	<p>1. Tactic 2 team</p> <p>2. All staff</p> <p>3. Tactic 2 team</p> <p>4. Tactic 2 team & Webmaster</p> <p>5. Tactic 2 team & K-5 staff and students</p> <p>6. Tactic 2 team - K-5 teachers</p> <p>7. Tactic 2 team</p> <p>8. Tactic 2 team</p>						

Result Statements and Actions to be Taken to Reach This Tactic	Timeline	Person(s) Responsible	Proposed Expenditure(s)					
			Section	Resources	Type	Funding Source	Amount	
<p>previous results of the 5th grade/parent school survey and revise plan as needed.</p> <p>8. Evaluate effectiveness of character education plan and make adjustments as needed.</p>								
<p>2.2 Promote positive attendance.</p> <p>1. Develop attendance incentive plan.</p> <p>2. Report out attendance goals at weekly sing.</p> <p>3. Provide trimester attendance incentives.</p>	2014-15	<p>1. Principal & Clerk</p> <p>2. Student leaders & Principal</p> <p>3. Attendance clerk Principal</p>	2.2.3	buy gift cards for perfect attendance, improved attendance, and pizza for classes with best attendance.	0000: Unrestricted	General Fund	1,200.00	
<p>2.3 Promoting safety at school</p> <p>1. Monthly School Site Safety Meetings</p> <p>2. Promoting Bully Awareness</p> <p>3. Monthly fire drills</p>	2014-15	<p>1. Site Safety Team & Principal</p> <p>2. K-5 staff</p> <p>3. all staff</p>						

Planned Improvements in Student Performance

Planned Improvements: Goal/Tactic #3

The School Site Strategic Planning Team and 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 tactics, results statements, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

Focus: Community
District Strategy:
Strategy 7: We will actively engage families as valued partners in the education process.
Goal/Tactic #3:
We will actively strengthen and expand our partnerships with Schweitzer families, build meaningful reciprocal relationships with the community, and teach students the value of service.
Data Used to Form this Tactic During Strategic Planning:
Parent Surveys Sign-in sheets for meetings Sign-in sheets for volunteers Student Achievement Data

Findings from the Analysis of Current Data:

Kindergarten 58% at or above grade level reading expectations
35% of low SES - 16% of LEP - 23% of ethnicity other than white.
1st Grade - 68% at or above grade level reading expectations
• 45% of low SES ; 70% of LEP ; 65% of ethnicity other than white.
2nd Grade - 71% at or above grade level reading expectations
• 56% of low SES, 50% of LEP; 53% of ethnicity other than white
3rd Grade - 62% at or above grade level reading expectations; 37% of ethnicity other than white
4th Grade - 68% at or above grade level reading expectation; 55% of ethnicity other than white.
5th Grade 57% at or above grade level reading expectations ; 45% of ethnicity other than white.

Spring Reading MAP Data 2014: 40% of 3rd- 5th grade students met or exceeded standardized growth for the year.

Third grade 36% prof./advanced, - 40% of students met or exceeded growth targets
50% scored at or above the National Norm on Spring Test
14% of Low SES scored prof. or advanced
Fourth grade 73% prof./advanced - 49% of students met or exceeded growth targets
73% score at or above the National Norm on Spring Test
57% of Low SES scored prof. or advanced
Fifth grade - 63% prof./advanced - 32% of students met or exceeded growth targets
53% scored at or above the National Norm on Spring Test
40% Low SES prof/adv.

Of the 35 students identified EL who started at Schweitzer in the fall of 2013, and finished in the Spring of 2014, 16 were below grade level text to begin the year. Of the 16 students, 7 of them made accelerated growth towards grade level expectations.

- 44% of English learners below grade level in fall made accelerated growth.
- 31% of English learners below grade level in fall, were on grade level by the Spring.

38% of 3rd-5th grade students scoring below basic on the fall MAP reading increased their RIT score to Basic on the Spring MAP test.
24% of 3rd- 5th grade students scoring basic on the fall MAP reading test increased their score to proficient or advanced on the Spring MAP test.

Spring Math MAP Data 2014:

3rd - 5th grade - 55% of students met or exceeded standardized growth for the year.
Third grade - 52.5% prof./advanced - 51% of students met or exceeded growth targets
Fourth grade - 62% prof./advanced - 60% of students met or exceeded growth targets
Fifth grade - 62.5% prof./advanced - 53% of students met or exceeded growth targets

5th Grade Science CST:

76% of students scored proficient or advanced on 2014 Science CST.

Schweitzer's PTA is very strong and supportive, it is a small groups of the same parents who continually volunteer for events and activities. Parent survey results indicate that parents appreciate the efforts of the school, and 70% feel they have an opportunity to provide input before making decisions. Ninety-six percent of parents agree that they receive information about upcoming events and important information about the school, but only 53% agree that the materials received are translated or available in translations. Also, 94% of parents feel they are offered opportunities to have a role in committees such as the PTA, SSC, ELAC, etc...
By getting more parents involved with the educational process, student achievement will increase.

Related Objective and how it will be Measured:

Literacy

1. By May 2015, 70% or more of students in grades k-5 will be reading at a text level at or above the grade level expectations outlined by Teacher's College.

Students' independent reading level will be monitored regularly throughout the year using the Fountas & Pinnell Assessment System. Students will demonstrate proficiency by reaching the following benchmarks:

Kinder: By Nov. - A/B, By March - C, By June - D/E
1st: By Nov. - F/G, By March - H/I/J, By June - I/J/K
2nd: By Nov. - J/K/L By March- L/M By June - M
3rd: By Nov.- N By March - O By June - P
4th: By Nov.- Q/R By March - R/S By June - S/T
5th: By Nov. - T By March - U By June - V

2. By May 2015, increase by 15% (from 36% to 51%) the percentage of Low SES k-2 students who met their "grade" text level target during the final 14-15 test cycle as measured by Running Records.

3. By May 2015, 60% or more of students in 2nd - 5th grade will reach their individual growth goals as measured by the 2015 Spring MAP Reading Test.

4. By May 2015, increase by 15% (from 27% to 42%) the percentage of Low SES 3-5 students who met their individual growth target on the 2015 Spring Map Test.

Achievement Gap

1. 75% of all EL students will grow one or more CELDT levels as measured by the fall 2014 CELDT exam.

2. By May 2015, 65% of our lowest performers will make accelerated growth in reading (1.5x the growth target) as measured by the Spring MAP Test.

Math

1. By May 2015, 65% or more of students in 2nd - 5th grades will meet their individual growth targets in math as measured by the Spring MAP test.

Result Statements and Actions to be Taken to Reach This Tactic	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Section	Resources	Type	Funding Source	Amount
<p>3.0 Establish a community resource center on campus, which will provide a welcoming inclusive environment to bridge and extend information from school to home.</p> <p>1. Identify a location on-site for the Family Resource Center.</p> <p>2. Survey families to determine needs for resource center.</p> <p>3. Determine and acquire resources for the resource center. Contact Teresa Russell for desk-top computers, printers.</p> <p>4. Contact F.A.C.E (Kate Hazarian) for welcome folders in 4 languages and community resources.</p> <p>5. Appoint a PTA Liaison</p> <p>6. Locate and utilize Welcome Back Site Tool Box</p> <p>7. Organize and maintain a parent lending library</p> <p>8. Maintain a parent bulletin board for information, and upcoming events located in Family Resource Center.</p> <p>9. Install shadow box outside</p>	2014-15	Schweitzer staff	3.0.1	Resource Center Materials	4000-4999: Books And Supplies	Local Control Funding Formula Supplemental Grant (LCFF)	200.00
	2014-15	1. Principal	3.0.7	Materials for lending library	4000-4999: Books And Supplies	Local Control Funding Formula Supplemental Grant (LCFF)	200.00
	2014-15	2. Tactic 3 team	3.0.10	Purchase a larger magnetic shadow box for updating current events and PTA events with ways for parents to get involved at Schweitzer	0000: Unrestricted	Other	500.00
	October 2014	3. Tactic 3 team					
	October 2014	4. Tactic 3 team					
	2014-15	5. K-5 teachers					
		November 2014	6. Tactic 3 team				
		November 2014	7. Tactic 3 & ICT				
		2014-15	8. Tactic 3 team				
		December 2014	9. Custodian				
	2014-15	10. tactic team 3					

Result Statements and Actions to be Taken to Reach This Tactic	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Section	Resources	Type	Funding Source	Amount
<p>to inform families of upcoming events</p> <p>10. Display welcome and thank you signs in various languages</p> <p>11. Create and distribute Thank You bookmarks in various languages.</p>	2014-15	11. tactic team 3					
<p>3.1 Create purposeful and interactive rapport between school and community.</p> <p>1. Create and distribute a Parent Volunteer Survey with a Free Response section.</p> <p>2. Establish and update school website to encourage the many families who have internet access to review weekly school news, notes, and calendar updates.</p> <p>3. Invite and involve our immediate neighbors, local parks and rec., daycares, churches, middle/high schools and other public service organizations to our school events to build positive ongoing relationships.</p> <p>4. Invite our immediate neighbors to school functions.</p> <p>5. In conjunction with PTA,</p>	<p>8/14/2014</p> <p>Oct. 2014</p> <p>2014-15</p> <p>2014-15</p> <p>2014-15</p> <p>2014-15</p>	<p>Schweitzer staff and community</p> <p>1. Tactic 3 team</p> <p>2. Webmaster</p> <p>3. Tactic 3 team</p> <p>4. Tactic 3 team</p> <p>5. Tactic 3 team & PTA</p>	<p>3.1.3</p>	<p>Materials for community and neighbor invites.</p>	<p>4000-4999: Books And Supplies</p>	<p>Local Control Funding Formula Supplemental Grant (LCFF)</p>	<p>100.00</p>

Result Statements and Actions to be Taken to Reach This Tactic	Timeline	Person(s) Responsible	Proposed Expenditure(s)					
			Section	Resources	Type	Funding Source	Amount	
create and distribute school spirit items.								
<p>3.2 Cultivate ongoing service learning opportunities for all students to understand intrinsic values of giving back to our community.</p> <p>1. Assist school families as needed throughout the school year with food, scholarships for school supplies, field trips, clothing, etc...</p> <p>2. Continue whole school food drive with our local community.</p>	<p>2014-15</p> <p>Oct - Nov. 2014</p> <p>Oct - Nov. 2014</p>	<p>Principal, teachers, leadership, and staff</p> <p>1. Tactic team 3</p> <p>2. Tactic Team 3</p>						

Planned Improvements in Student Performance

Planned Improvements: Goal/Tactic #4

The School Site Strategic Planning Team and 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 tactics, results statements, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

Focus:
District Strategy:
Goal/Tactic #4:
Data Used to Form this Tactic During Strategic Planning:
Findings from the Analysis of Current Data:
Related Objective and how it will be Measured:

Result Statements and Actions to be Taken to Reach This Tactic	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Section	Resources	Type	Funding Source

Planned Improvements in Student Performance

Planned Improvements: Goal/Tactic #5

The School Site Strategic Planning Team and 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 tactics, results statements, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

Focus:
District Strategy:
Goal/Tactic #5:
Data Used to Form this Tactic During Strategic Planning:
Findings from the Analysis of Current Data:
Related Objective and how it will be Measured:

Result Statements and Actions to be Taken to Reach This Tactic	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Section	Resources	Type	Funding Source

Planned Improvements in Student Performance

Planned Improvements: Goal/Tactic #6

The School Site Strategic Planning Team and 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 tactics, results statements, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

Focus:
District Strategy:
Goal/Tactic #6:
Data Used to Form this Tactic During Strategic Planning:
Findings from the Analysis of Current Data:
Related Objective and how it will be Measured:

Result Statements and Actions to be Taken to Reach This Tactic	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Section	Resources	Type	Funding Source

Planned Improvements in Student Performance

Planned Improvements: Goal/Tactic #7

The School Site Strategic Planning Team and 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 tactics, results statements, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

Focus:
District Strategy:
Goal/Tactic #7:
Data Used to Form this Tactic During Strategic Planning:
Findings from the Analysis of Current Data:
Related Objective and how it will be Measured:

Result Statements and Actions to be Taken to Reach This Tactic	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Section	Resources	Type	Funding Source

Planned Improvements in Student Performance

Planned Improvements: Goal/Tactic #8

The School Site Strategic Planning Team and 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 tactics, results statements, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

Focus:
District Strategy:
Goal/Tactic #8:
Data Used to Form this Tactic During Strategic Planning:
Findings from the Analysis of Current Data:
Related Objective and how it will be Measured:

Result Statements and Actions to be Taken to Reach This Tactic	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Section	Resources	Type	Funding Source

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Local Control Funding Formula Supplemental Grant	44,470	0.00
Common Core Site Allocation	6,878	0.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Funding Source	Object Type	Total Expenditures
Common Core Site Allocation	1000-1999: Certificated Personnel Salaries	1,500.00
Common Core Site Allocation	4000-4999: Books And Supplies	5,378.00
General Fund	0000: Unrestricted	1,200.00
Grants	4000-4999: Books And Supplies	300.00
Local Control Funding Formula Supplemental Grant (LCFF)	1000-1999: Certificated Personnel Salaries	12,000.00
Local Control Funding Formula Supplemental Grant (LCFF)	4000-4999: Books And Supplies	32,470.00
Other	0000: Unrestricted	500.00

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
Matt English	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elizabeth Young-Murphy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Suzanne Anderson	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Karen Gutierrez	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meaghan Sheehan	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Montey Snyder	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Noelia Vela	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Roland Hyatt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Vic Jacinto	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Lucia Charboneau	<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 expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):
 - State Compensatory Education Advisory Committee
 - English Learner Advisory Committee
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 October 21, 2014.

Attested:

Matt English

Typed Name of School Principal

Signature of School Principal

Date

Matt English

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Albert Schweitzer Elementary School's Parent Involvement Policy

Schweitzer School has an extremely active P.T.A. There are approximately 150 parent volunteers working at Schweitzer on a regular basis. As a sampling, many parents help in the classroom, assist the teachers with special projects, serve as science docents, garden and beautify the campus, drive and chaperone field trips, serve on committees, direct or assist in school wide plays, help at school functions such as Fall Festival or teach as Art Docents.

Parents are encouraged to be active participants in the Parent Teacher Association and volunteer in the school utilizing their skills, gifts, and passions in various capacities. The PTA will develop a calendar of events prior to the start of the school year. The calendar of events will be sent home with students in the first day packets. A survey of parent skills and gifts will be given out to parents each year. All parents will be encouraged to donate time to work in any capacity at the school each year. Parent volunteers will receive on-site training and protocols/directions for parents will be established. Parents are encouraged to serve on the School Site Council.

Albert Schweitzer Elementary School's Parent Compact

Annual Program Evaluation for 2014-15 Goals & Actions

Planned Improvement Goal #1:

We will continue to implement and expand innovative, research-based instructional strategies that actively engage each student to increase their content knowledge, use 21st century skills, and achieve their personal education goals.

Related Objective and how it will be Measured:

Literacy

1. By May 2015, 70% or more of students in grades k-5 will be reading at a text level at or above the grade level expectations outlined by Teacher's College.

Students' independent reading level will be monitored regularly throughout the year using the Fountas & Pinnell Assessment System. Students will demonstrate proficiency by reaching the following benchmarks:

Kinder:	By Nov. - A/B,	By March - C,	By June - D/E
1st:	By Nov. - F/G,	By March - H/I/J,	By June - I/J/K
2nd:	By Nov. - J/K/L	By March- L/M	By June - M
3rd:	By Nov.- N	By March - O	By June - P
4th:	By Nov.- Q/R	By March - R/S	By June - S/T
5th:	By Nov. - T	By March - U	By June - V

2. By May 2015, increase by 15% (from 36% to 51%) the percentage of Low SES k-2 students who met their "grade" text level target during the final 14-15 test cycle as measured by Running Records.
3. By May 2015, 60% or more of students in 2nd - 5th grade will reach their individual growth goals as measured by the 2015 Spring MAP Reading Test.
4. By May 2015, increase by 15% (from 27% to 42%) the percentage of Low SES 3-5 students who met their individual growth target on the 2015 Spring Map Test.

Achievement Gap

1. 75% of all EL students will grow one or more CELDT levels as measured by the fall 2014 CELDT exam.

2. By May 2015, 65% of our lowest performers will make accelerated growth in reading (1.5x the growth target) as measured by the Spring MAP Test.

Math

1. By May 2015, 65% or more of students in 2nd - 5th grades will meet their individual growth targets in math as measured by the Spring 2015 MAP test

Data: Analysis/Findings:

Please report student achievement based on the latest assessments in respect to the identified measures noted above

Please report progress in actions implemented this year:

Actions to be Taken to Reach This Goal <i>(Do Not Edit)</i>	Progress in Actions		Additions/Modifications based on Findings
	Aug-Jan	Jan-June	
Ensure teachers and learners collaboratively set targeted academic and personal goals utilizing multiple measures to increase student achievement. 1. Provide professional development on integrating current instructional and assessment practices to be more effectively aligned with Common Core (including the use of performance assessments). 2. Vertically and horizontally align assessments at the school site. <ul style="list-style-type: none"> • Writing rubrics • grammar, punctuation, 3. Identify and provide appropriate intervention/enrichment based on data analysis and student progress towards goals (1/2 day grade level data conversations).			

Actions to be Taken to Reach This Goal <i>(Do Not Edit)</i>	Progress in Actions		Additions/Modifications based on Findings
	Aug-Jan	Jan-June	
<p>Ensure all students are engaged in research-based, rigorous, balanced, 21st Century learning across disciplines.</p> <ol style="list-style-type: none"> 1. Establish common agreements articulating 21st century skills and effective research based practices 2. Provide PD for implementing 21st Century skills across all disciplines including digital literacy 3. Evaluate site technology resources and identify needs. 4. Create a technology plan 5. Identify funding and purchase technology tools for the site. <ul style="list-style-type: none"> • To address the achievement gap, in order to provide differentiation and personalization, purchase laptop cart of 36 laptops and licensed software. Students will have bi weekly access to the computing skills necessary to be successful on the Smarter Balanced assessment, navigate multimedia, and obtain 21st century skills. <ol style="list-style-type: none"> 6. Purchase licensed software for laptops. <ul style="list-style-type: none"> • Students reading, writing, and math will be differentiated and personalized as students access leveled reading libraries, practice typing skills, and access math apps and websites. 7. Create and utilize a K-5 Digital Literacy continuum aligned with CCSS. <ul style="list-style-type: none"> • NETS 8. Integrate technology into teaching and learning. 9. Provide professional development for differentiation, personalization, and gradual release. 10. Implement research based practices for differentiation and personalization including gradual release aligned to the CCSS. 11. Develop a committee to provide professional development for arts integration. 			

Actions to be Taken to Reach This Goal <i>(Do Not Edit)</i>	Progress in Actions		Additions/Modifications based on Findings
	Aug-Jan	Jan-June	
<p>Implement Common Core State Standards to ensure all students are college and career ready.</p> <ol style="list-style-type: none"> Continue and expand professional development for CCSS and the new ELD standards (Just Think Math grades K- 3, Reading Group Instruction K-3, & Critical Literacy) and purchase materials necessary to differentiate instruction and give all students access to grade level CCSS. Unpack CCSS and map out pacing during collaboration and provided grade level release time. In all curricular areas, establish a system of on-going teacher support/coaching, which includes collaborative learning conversations around CCSS. Implement CCSS in all curricular disciplines, utilizing Critical Literacy and workshop models. <ul style="list-style-type: none"> Units of Study Seminars 			

Actions to be Taken to Reach This Goal <i>(Do Not Edit)</i>	Progress in Actions		Additions/Modifications based on Findings
	Aug-Jan	Jan-June	
<p>Provide additional support for English Learners, Low Income, and Foster Youth.</p> <ol style="list-style-type: none"> 1. Site ELAC coordinator to review data, organize, publicize, facilitate, and schedule meetings 5-6 times per year. 2. Develop extended day intervention, before or after school. 3 - 6 week intervention sessions at each grade level using Fountas & Pinnell intervention system. (3 hours per week) 3. Purchase supplies and materials necessary for ELAC meetings. 4. Periodically revise and purchase instructional materials, resources and assessment. 5. -In order to close the achievement gap between our English learning students, low socio economic, and non, we need books available in the classrooms that address the interests and needs of our EL low socio-economic population, in addition to content that extends classroom learning. There are a limited number of book sets for our EL students to participate in book clubs and small guided reading groups. The level of books currently provided in the classrooms is frequently above the level needed for EL students to raise their level of comprehension. 6. Utilize relevant technologies to differentiate instruction and provide accessibility for all students. Including opportunities for non-fiction text across the instructional day <ul style="list-style-type: none"> • Purchase of a grade level subscription to Reading A-Z for access to 50+ leveled digital titles, including big books (grades K-3, 4 subscriptions). • Purchase of subscription to "Time for Kids (grades 3-5, 6 subscriptions) 			

Planned Improvement Goal #2:

We will continue to teach , model, and acknowledge positive character traits ensure our students become responsible, collaborative, and compassionate citizens.

Related Objective and how it will be Measured:

By May 2015, Schweitzer will increase the attendance rate by .25%, to at least 95.35 %, as measured by attendance reported in Q.

By May 2015, over 80% of 3rd-5th grade students will identify feeling safe at school as measured by Schweitzer created school climate survey.

Data: Analysis/Findings:

Please report student achievement based on the latest assessments in respect to the identified measures noted above

Please report progress in actions implemented this year:

Actions to be Taken to Reach This Goal <i>(Do Not Edit)</i>	Progress in Actions		Additions/Modifications based on Findings
	Aug-Jan	Jan-June	
Establish a school-wide character education program, which acknowledges positive character traits. 1. Establish common agreements around behavior expectations and positive character trait development. 2. Teach and model positive character traits. 3. Develop and monitor a monthly recognition system for students displaying agreed upon character traits. 4. Communicate to families the monthly character traits - email, marquee, websites, and newsletters. 5. Implement grade-level presentations that models/identifies the monthly character trait at the school-wide sing (skits, songs, poems, choral readings, dance, etc..) 6. Post visual/examples encouraging character traits in every classroom. 7. Compare current results to previous results of the 5th grade/parent school survey and revise plan as needed. 8. Evaluate effectiveness of character education plan and make adjustments as needed.			

Actions to be Taken to Reach This Goal <i>(Do Not Edit)</i>	Progress in Actions		Additions/Modifications based on Findings
	Aug-Jan	Jan-June	
Promote positive attendance. 1. Develop attendance incentive plan. 2. Report out attendance goals at weekly sing. 3. Provide trimester attendance incentives.			
Promoting safety at school 1. Monthly School Site Safety Meetings 2. Promoting Bully Awareness 3. Monthly fire drills			

Planned Improvement Goal #3:

We will actively strengthen and expand our partnerships with Schweitzer families, build meaningful reciprocal relationships with the community, and teach students the value of service.

Related Objective and how it will be Measured:

Literacy

1. By May 2015, 70% or more of students in grades k-5 will be reading at a text level at or above the grade level expectations outlined by Teacher's College.

Students' independent reading level will be monitored regularly throughout the year using the Fountas & Pinnell Assessment System. Students will demonstrate proficiency by reaching the following benchmarks:

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3rd:	By Nov.- N	By March - O	By June - P
4th:	By Nov.- Q/R	By March - R/S	By June - S/T
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Data: Analysis/Findings:

Please report student achievement based on the latest assessments in respect to the identified measures noted above

Please report progress in actions implemented this year:

Actions to be Taken to Reach This Goal <i>(Do Not Edit)</i>	Progress in Actions		Additions/Modifications based on Findings
	Aug-Jan	Jan-June	
Create purposeful and interactive rapport between school and community. 1. Create and distribute a Parent Volunteer Survey with a Free Response section. 2. Establish and update school website to encourage the many families who have internet access to review weekly school news, notes, and calendar updates. 3. Invite and involve our immediate neighbors, local parks and rec., daycares, churches, middle/high schools and other public service organizations to our school events to build positive ongoing relationships. 4. Invite our immediate neighbors to school functions. 5. In conjunction with PTA, create and distribute school spirit items.			

Actions to be Taken to Reach This Goal <i>(Do Not Edit)</i>	Progress in Actions		Additions/Modifications based on Findings
	Aug-Jan	Jan-June	
Cultivate ongoing service learning opportunities for all students to understand intrinsic values of giving back to our community. 1. Assist school families as needed throughout the school year with food, scholarships for school supplies, field trips, clothing, etc... 2. Continue whole school food drive with our local community.			

Planned Improvement Goal #4:

Related Objective and how it will be Measured:

Data: Analysis/Findings:

Please report student achievement based on the latest assessments in respect to the identified measures noted above

Please report progress in actions implemented this year:

Actions to be Taken to Reach This Goal <i>(Do Not Edit)</i>	Progress in Actions		Additions/Modifications based on Findings
	Aug-Jan	Jan-June	

Planned Improvement Goal #5:

Related Objective and how it will be Measured:

Data: Analysis/Findings:

Please report student achievement based on the latest assessments in respect to the identified measures noted above

Please report progress in actions implemented this year:

Actions to be Taken to Reach This Goal <i>(Do Not Edit)</i>	Progress in Actions		Additions/Modifications based on Findings
	Aug-Jan	Jan-June	

Planned Improvement Goal #6:

Related Objective and how it will be Measured:

Data: Analysis/Findings:

Please report student achievement based on the latest assessments in respect to the identified measures noted above

Please report progress in actions implemented this year:

Actions to be Taken to Reach This Goal <i>(Do Not Edit)</i>	Progress in Actions		Additions/Modifications based on Findings
	Aug-Jan	Jan-June	