

The Single Plan for Student Achievement

WILLOWS INTERMEDIATE SCHOOL

11-62661-60611
CDS Code

Date of this revision: January, 2015

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

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

Contact Person: Mr. Steve Sailsbery
Position: Principal
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Willows Unified School District

The District Governing Board approved this revision of the School Plan on March, 2015

School Description and Mission Statement

Willows Intermediate School is in the Willows Unified School District serving all 6th through 8th grade students in the community. Willows Intermediate School is a school-wide program striving to meet the needs of all students. With the influx of a variety of cultures, our school faces the challenge of providing for those divergent needs of our total school population. It is the philosophy of the school there be high expectations for all of its students; a sense of collegiality, community and high standards for order and discipline; and support and involvement of parents in the school.

Coinciding with the district goal of making Willows Unified a place ***“Preparing today’s students for tomorrow’s challenges,”*** Willows Intermediate School will ***strive for the reality of being a true school of achievement***. It is the desire of our school community to provide a safe and enriched, student learning environment where each student can:

- Realize his/her full academic potential
- Develop his/her individual talents and abilities
- Develop respect for self and others
- Become an involved, responsible citizen.

We are dedicated to maximizing the expertise and human potential of every teacher because we recognize that an exemplary staff, working as partners with parents, is the key to student development.

Development of Single Plan for Student Achievement

As we move toward developing a plan that addresses the needs of our students, the following information will be used for discussion to determine practices, policies, and procedures to maintain a cycle for continuous improvement:

- Review Programs Funded through the Consolidated Application
- Programs Included in this Plan and Funding
- Analyze Current Instructional Program
- Analyze Demographic Data
- Analyze Student Performance
- Conclusion of Student Performance
- Goals

Programs Funded through the Consolidated Application

The following programs are reported in the Consolidated Application. Information on the Consolidated Application and program profiles are available at <http://www.cde.ca.gov/fg/aa/co/>.

Federal No Child Left Behind (NCLB) Programs

Information and CDE contacts for NCLB programs are available at <http://www.cde.ca.gov/nclb/sr/pc>.

- Title I, Part A, Basic Grant
- Title II, Part A, Teacher & Principal Training & Recruiting
- Title III, LEP Students

Programs Included in this Plan and Funding

	Federal Programs under No Child Left Behind (NCLB)	Allocation
X	Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$ 99,977
X	Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$ 14,131
X	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$ 10,287
	Total amount of federal categorical funds allocated to this school	\$ 124,395

Analysis of Current Instructional Program

The following statements characterize educational practice at this school:

1. Alignment of curriculum, instruction and materials to content and performance standards:
Instruction and materials are aligned with California State Standards. This is an ongoing process.
2. Availability of standards-based instructional materials appropriate to all student groups:
State adopted Standards-based textbooks and materials that are available, have been purchased to meet the needs of all students. This will continue to be our practice.
3. Alignment of staff development to standards, assessed student performance and professional needs:
Collaboration meetings at grade and department levels have provided opportunities for teachers to analyze and interpret assessment data, align instruction to standards and content needs. Schoolwide professional development has focused on standards implementations with support from the District. In-services include:
 - *Technology Workshops*
 - *Curriculum Alignment to Standards*
 - *Writing for Excellence; Step Up To Writing*
 - *504 Training*
 - *BTSA*
 - *Data Analysis*
 - *Leadership Matters Workshop – Tehama County - RSDSS*
 - *Summer Workshops: Math, Language Arts, Social Studies*
 - *DataWorks – EDI (Explicit Direct Instruction)*
4. Services provided by the regular program to enable Underperforming students to meet standards:
Teachers work to provide differentiated instruction in the regular education classroom (grades 6-8), based on need as indicated by assessments.
5. Services provided by categorical funds to enable Underperforming students to meet standards:
Our Schoolwide Plan provides a wide range of intervention personnel and programs targeted to meet Student needs: Second Language Aides, Intervention and Tutorial programs, Reading and Math Enrichment Classes, and ELD Classes.
6. Use of state and local assessments to modify instruction and improve student achievement:
State and local assessments data is used for analysis of student performance (individual and targeted groups). Schoolwide and grade/department level collaboration is ongoing throughout the school year. Reinstating the practice of grade level

review teams meeting to evaluate our at-risk population continues to be our focus.

7. Number and percentage of teachers in academic areas experiencing low student performance:
There are students in all classes whose scores are below “basic” on STAR Assessments.
8. Family, school, district and community resources available to assist these students:
Categorical funds, Business Partnerships in our community, all play a role as stakeholders in our students’ success. The GCOE provides an after school homework and activities program – Supporting Participation in Academics and Recreation for Kids (SPARK).
9. School, district and community barriers to improvements in student achievement:
A high percentage of low socio-economic population and lack of education as a primary focus for some families continue to be a challenge for the Willows Intermediate and the District.
10. Limitations of the current program to enable Underperforming students to meet standards:
Some students come to school unprepared. Managing small groups and individualized instruction continue to be a primary focus for our staff.

Analysis of Student Performance Data

Percentage of Students at each Performance Level from 2005 through 2013

<u>Willows Intermediate</u>																												
English Language Arts																												
% of Students	2005	2006	2007	2008	2009	2010	2011	2012	2013	2005	2006	2007	2008	2009	2010	2011	2012	2013	2005	2006	2007	2008	2009	2010	2011	2012	2013	
	grade 6	grade 6	grade 6	grade 6	grade 6	grade 6	grade 6	grade 6	grade 6	grade 7	grade 7	grade 7	grade 7	grade 7	grade 7	grade 7	grade 7	grade 7	grade 8	grade 8	grade 8	grade 8	grade 8	grade 8	grade 8	grade 8	grade 8	
Advanced	14	15	13	19	11	12	15	21	11	13	21	15	21	23	12	25	16	19	16	27	21	15	16	26	16	22	17	
Proficient	31	20	26	37	30	32	37	38	30	44	43	31	31	41	34	28	38	36	28	28	35	25	28	31	25	34	36	
Basic	38	38	38	30	31	40	32	30	43	33	23	39	34	27	31	37	27	31	41	27	32	44	40	31	36	35	39	
Below Basic	9	19	17	10	23	10	12	7	12	7	9	12	10	6	17	8	14	11	12	14	6	12	11	9	14	5	8	
Far Below Basic	7	8	6	4	5	7	3	4	4	2	3	3	4	3	6	3	5	3	4	4	5	4	5	3	9	5	0	
Math																												
% of Students	2005	2006	2007	2008	2009	2010	2011	2012	2013	2005	2006	2007	2008	2009	2010	2011	2012	2013	Gen Math									
	grade 6	grade 6	grade 6	grade 6	grade 6	grade 6	grade 6	grade 6	grade 6	grade 7	grade 7	grade 7	grade 7	grade 7	grade 7	grade 7	grade 7	grade 7	grade 8	grade 8	grade 8	grade 8	grade 8	grade 8	grade 8	grade 8	grade 8	
Advanced	9	8	5	12	10	6	7	12	4	12	12	9	4	12	11	8	10	4	4	9	4	8	19	11	10	6	10	
Proficient	25	26	28	28	17	30	34	35	20	29	38	33	33	31	20	34	30	32	31	45	44	39	41	45	34	45	36	
Basic	39	29	38	36	39	26	36	32	43	37	29	30	43	41	41	40	35	33	47	31	35	37	23	28	31	30	29	
Below Basic	23	30	24	20	31	33	17	18	24	18	17	22	16	12	20	15	21	26	14	10	16	13	14	9	16	16	20	
Far Below Basic	4	8	5	5	3	6	7	3	9	4	4	6	3	4	8	3	4	6	3	4	1	2	4	9	8	3	6	
																			Alg I									
																			2005	2006	2007	2008	2009	2010	2011	2012	2013	
																			grade 8	grade 8	grade 8	grade 8	grade 8	grade 8	grade 8	grade 8	grade 8	
																			3	19	0	19	43	31	67	10	3	
																			50	58	59	52	52	59	33	67	25	
																			43	19	28	30	4	10	0	14	50	
																			3	0	10	0	0	0	0	5	22	
																			0	4	3	0	0	0	0	5	0	

- State Accountability: Academic Performance Index (API)

Met Growth Targets

Schoolwide: No
All Student Groups: No
All Targets: No

	Number of Students Included in 2013 API	Numerically Significant in Both Years	2013 Growth	2012 Base	2012-13 Growth Target	2012-13 Growth	Met Growth Target
Schoolwide	314		770	774	5	-4	No
Black or African American	2	No					
American Indian or Alaska Native	8	No		641			
Asian	19	No	724	728			
Filipino	0	No					
Hispanic or Latino	147	Yes	734	734	5	0	No
Native Hawaiian or Pacific Islander	3	No					
White	135	Yes	818	834	A	-16	Yes
Two or More Races	0	No					
Socioeconomically Disadvantaged	205	Yes	731	731	5	0	No
English Learners	108	Yes	674	687	6	-13	No
Students with Disabilities	33	No	651	697			

- Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: No
Met 11 of 21 AYP Criteria

GROUPS	English-Language Arts Target 89.2 % Met all percent proficient rate criteria? No					Mathematics Target 89.5 % Met all percent proficient rate criteria? No				
	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2013 AYP Criteria	Alternative Method	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2013 AYP Criteria	Alternative Method
	Schoolwide	314	152	48.4	No		314	112	35.7	No
Black or African American	2		--	--		2		--	--	
American Indian or Alaska Native	8		--	--		8		--	--	
Asian	19	10	52.6	--		19	5	26.3	--	
Filipino	0		--	--		0		--	--	
Hispanic or Latino	147	53	36.1	No		147	47	32.0	No	
Native Hawaiian or Pacific Islander	3		--	--		3		--	--	
White	135	82	60.7	No		135	59	43.7	No	
Two or More Races	0		--	--		0		--	--	
Socioeconomically Disadvantaged	205	80	39.0	No		205	60	29.3	No	
English Learners	108	26	24.1	No		108	21	19.4	No	
Students with Disabilities	33	7	21.2	--		33	8	24.2	--	

Conclusions from Student Performance Data:

Results from the CST/CMA/CAPA standardized tests for the 2012-13 school year indicates the State and Federal targets for both English-Language Arts and Mathematics were not met for all subgroups. Both White and English Learner subgroups continue to improve the percentage of students who are “at or above” proficient levels for the AYP. The White subgroup continues to score above the 800 target score for the API.

In addition to reviewing Student Performance Data from prior years, staff will continue to monitor and review student grades, CELDT scores, and classroom assessments to determine if growth is occurring.

An analysis of the data indicates we need to continue to focus in the areas of reading, writing and mathematics. For students below standard, we need to continue our intervention options and monitor them for effectiveness. Adjustments to our intervention options will be made as results of our data analysis.

Professional development needs to remain focused, primarily on instructional strategies, to include differentiated instruction and individual modifications as needed.

School Goals for Improving Student Achievement:

Goal #1: Improve student performance on assessments by meeting or surpassing growth targets on the API and the AYP - addressing the needs of all students (including At-risk, English learners, and special needs students).

Goal #2: Continue to improve our safe school climate - maintaining a zero tolerance for drugs, weapons, violence, gang behavior, and bullying.

Goal #3: Develop a partnership with the community in developing greater cultural awareness, tolerance, and understanding

Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

I. SCHOOL GOALS	SUGGESTED ACTION/STEPS FOR ACHIEVING THIS GOAL?	SUGGESTED PERSON TO DO THIS?	SUGGESTED TIMELINE?	PROGRAM/ COST?	EVALUATION PROCESS – HOW, WHO, WHEN?
<p><u>1. Language Arts & Math</u></p> <ul style="list-style-type: none"> Improve student performance assessments by meeting or surpassing growth targets on the API and the AYP - addressing the needs of all students (including At-risk, English learners, and Special Needs students) 	<ul style="list-style-type: none"> Identify students early in the school year who are at-risk and implement standards based intervention to enhance their classroom learning Provide additional staffing for classroom assistance (Paraprofessionals I & II) Provide teachers and staff supplemental materials and supplies to promote different learning styles Provide opportunities for teacher training and paraprofessional training Provide opportunities for schoolwide and districtwide collaboration throughout the year Provide and update Reading and Math Enhancement Programs Continue to provide learning opportunities through technology and after - school/outdoor education programs for staff and students 	<ul style="list-style-type: none"> Teachers Administration Paraprofessionals II Categorical Director 	<ul style="list-style-type: none"> Before School Intervention After School Intervention Noon Time Intervention Throughout the school year 	<p><u>Title I - \$99,977–</u> Teachers, Paraprofessional, materials and supplies, Counselor, materials and supplies</p> <p><u>General Fund - LCFF –</u> Teacher, Paraprofessional, materials and supplies</p>	<p>At the end of each semester, staff will evaluate student progress and determine placement into supplemental programs</p> <ul style="list-style-type: none"> Annually, SSC will evaluate data from STAR and make recommendations for program direction
<p><u>2. School Safety</u></p> <ul style="list-style-type: none"> Continue to improve our safe school climate – maintaining a zero tolerance for drugs, weapons, violence, gang behavior, and bullying 	<ul style="list-style-type: none"> Purchase materials and provide trainings for safety prevention Provide materials, supplies, and programs necessary for tobacco and drug awareness Surveillance equipment – lighting & cameras 	<ul style="list-style-type: none"> Teachers Administration Counselors 	<ul style="list-style-type: none"> Ongoing Implementation of curriculum 	<p><u>General Fund - LCFF</u></p>	<ul style="list-style-type: none"> Annually -staff, teachers, admin. & SSC will review Con App Staff will review curriculum annually to evaluate effectiveness and participate in the annual review of the School Safety Plan

3. Parent Involvement <ul style="list-style-type: none"> Develop a partnership with the community in developing greater cultural awareness, tolerance, and understanding 	-Provide opportunity for parents to receive training for supplemental services -Support Glenn County Adult Literacy Program -Support Community Based English Tutoring Program -Provide opportunities for Parents to be involved in developing school policy -Continue to promote communication between school and home	-Administration -Staff -SSC -Glenn County Office of Education Adult Program	-Ongoing workshops -Parent Education Classes -SSC monthly meetings	<u>General Fund - LCFF</u> Parent Training, and materials	-Annually - Administration, staff, and SSC will review and update the direction for parent involvement and opportunities
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WIS Site Budget

2014-15 EST AWARDS

		<u>COUNTS</u>	<u>PER STUDENT</u>	<u>SHARE OF CARRYOVER</u>
TITLE I	\$434,000	351	\$14	\$4,932
TITLE II	\$105,250	351	\$21	\$7,431
TITLE III	\$29,520	70	\$65	\$4,547

SALARIES & BENEFITS

WILLOWS INTERMEDIATE

2014-15 TITLE I ALLOCATIONS to Cover Current Year Salaries & Benefits

Teacher Salaries	\$50,132.56
Certificated Subs	\$959.36
Counseling Services	\$33,937.00
Classified Inst Aides	\$0.00
Classified Library Media	<u>\$8,516.49</u>
Sub Total	\$93,545.40

2014-15 LCFF ALLOCATIONS

Materials &Supplies	\$1,735.00
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Materials &Supplies \$250/Classroom Teacher	\$3,250.00
Sub Total	\$4,985.00

GRAND TOTAL	\$98,530.40
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**MATERIALS & SUPPLIES IN 2014-15 ADOPTED
WILLOWS INTERMEDIATE**

Title I	\$1,500.00
Title II	\$500.00
Title III - Year 5 70 @ \$82	\$5,740.00
TOTAL	\$7,740.00

**STAFF DEVELOPMENT
WILLOWS INTERMEDIATE**

Title II - Stipends	\$2,000.00
Title II Travel & Conf	\$4,200.00
TOTAL	\$6,200.00

Willows Intermediate **School Parental Involvement Policy**

Part I: General Expectations

Willows Intermediate agrees to implement the following statutory requirements:

- The school will jointly develop with parents, distribute to parents of participating children, a School Parental Involvement Policy that the school and parents of participating children agree on.
- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the School Parental Involvement Policy available to the local community.
- The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school
- The school will adopt the school's school-parent compact as a component of its School Parental Involvement Policy.
- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring-

- a. that parents play an integral role in assisting their child's learning;*
- b. that parents are encouraged to be actively involved in their child's education at school;*
- c. that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
- d. the carrying out of other activities, such as those described in section 1118 of the ESEA.*

Part II: Description of How the School Will Implement Required School Parental Involvement Policy Components

1. ***Willows Intermediate*** will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:

The following will be disseminated to parents for review through newsletters, informational meetings, opening day packets, advisory committees, and school site council:

- District Parental Involvement Policy;
- School Parental Involvement Policy;
- School-Parent Compact;

- Parent Notices as they apply to the Title I, Part A Non-Regulatory Guidance.
2. **Willows Intermediate** will convene an annual meeting during the first quarter of the school year at a convenient time to inform parents of the following:
 - That their child’s school participates in Title I,
 - About the requirements of Title I,
 - Of their rights to be involved,
 - About their school’s participation in Title I.
 3. **Willows Intermediate** will provide information about Title I programs to parents of participating children in a timely manner:
 - Newsletters;
 - “Back to School” Night;
 - Parent-Teacher Conferences;
 - “Open House”;
 - School Site Council;
 - First Day Packets;
 - DELAC (District English Learner Advisory Committee) Meetings;
 4. **Willows Intermediate** will provide parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, the proficiency levels students are expected to meet, and an opportunity for parents of participating children to provide suggestions as practicably possible through:
 - School Site Council Meetings;
 - Parent-Teacher Conferences;
 - School Board Meetings;
 - Title I Annual Meetings;
 - IEP’s (Individual Education Plan);
 - DELAC (District English Learner Advisory Committee) Meetings;
 - SST (Student Study Team)
 - Needs Assessment Surveys.
 5. **Willows Intermediate** will submit to the district any parent comments if the schoolwide plan under section (1114)(b)(2) is not satisfactory to parents of participating children. Submission of comments will be made to the Superintendent or Categorical Director and parent will be notified by the district for conference.

Part III: Shared Responsibilities for High Student Academic Achievement

1. ***Willows Intermediate*** will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - Newsletters;
 - "Back to School" Night;
 - Parent-Teacher Conferences;
 - "Open House";
 - School Site Council;
 - First Day Packets;
 - DELAC (District English Learner Advisory Committee) Meetings.

2. ***Willows Intermediate*** will incorporate the school-parent compact as a component of its School Parental Involvement Policy and will be disseminated in the "First Day" Packets at the beginning of every school year.

3. ***Willows Intermediate*** will, with the assistance of the district, provide assistance to parents of children served by the school in understanding topics such as the following:
 - The State's academic content standards;
 - The State's student academic achievement standards;
 - The State and Local Academic Assessments including alternate assessments;
 - The requirement of Title I;
 - How to monitor their child's progress, and
 - How to work with educators.

4. ***Willows Intermediate*** will, to the extent feasible and appropriate, ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parent of participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language the parents can understand.

School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Steve Sailsbery	X				
Erin Taylor			X		
Bill Shively		X			
Cathy Fleming		X			
Maria Briones		X			
Jennifer Isola				X	
Gerrard Millen				X	
Trisha Nissen				X	
Jennifer Peters				X	
Cathy Mudd				X	
Numbers of members of each category	1	3	1	5	

Recommendations and Assurances

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

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan ***(Check those that apply):***
 - School Advisory Committee for State Compensatory Education Programs
 - English Learner Advisory Committee
 - Community Advisory Committee for Special Education Programs
 - Gifted and Talented Education Program Advisory Committee
 - Other ***(list)***
4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan 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 school plan was adopted by the school site council at a public meeting on: March, 2015.

Attested:

Steve Sailsbery
Typed name of school principal

Signature of school principal

March, 2015
Date

Gerrard Millen
Typed name of SSC chairperson

Signature of SSC chairperson

March, 2015
Date