

The Single Plan for Student Achievement

MURDOCK ELEMENTARY SCHOOL

11-62661-6007603
CDS Code

Date of this revision: February 2018

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 Every Student Succeeds Act (ESSA) 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 ESSA 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:

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Willows Unified School District
The District Governing Board approved this revision of the School Plan on February 1, 2018.

School Description and Mission Statement (School Year 2017-18)

Murdock Elementary School, located at 655 French Street in Willows, about 85 miles North of Sacramento in the northern section of California's Central Valley. Murdock Elementary has thirty teachers who serve approximately 618 students in grades TK-5. The students and families who come from this rural community are mostly White, Hispanic and Asian with over 70 percent qualifying for free and reduced meals.

The curriculum consists of English, reading, math, science, social studies, physical education, and music as mandated by the State Board of Education and set forth in the district curriculum guidelines. The curriculum is aligned with the California Common Core and guided by our California curricular frameworks. To meet the needs of all students we provide direct instruction intervention tied to our positive behavior intervention and support program. We have a full team of support services including a full time counselor, psychologist, nurse, program specialists, speech and language therapist, and a crisis intervention team (SMART).

Murdock Elementary School is an extraordinary place filled with traditions and people who make a difference in the lives of every student. Our faculty and staff firmly believe that meaningful relationships with our students, families and our community are the foundation of our success. We provide a safe, and nurturing learning environment centered around our pillars of safety, respect, and responsibility. On the Murdock campus, the school wide expectations are evident in all we do. From our classrooms to our playgrounds to our common areas, we are respectful, we are responsible and we are safe. The shared decision-making of our staff, parents, students, and community members provides a school setting that is conducive to learning, fosters a family atmosphere, promotes school and self-pride, and encourages children to become lifelong learners (and Mallards for life!).

Mission Statement

Success Begins at Murdock: Growing confident, creative, and caring citizens for tomorrow.

Vision:

Murdock Elementary School provides a safe, respectful, and responsible environment where each student is:

- Empowered to reach their highest potential.
- Supported in their social, psychological, and character development.
- Inspired to become a lifelong learner.

Core Values

Murdock students leave with:

- A lifelong love of learning
- A healthy attitude about self and others
- A love of reading
- Tolerance for others

Learning:

- Learners feel a sense of accomplishment
- Are challenged to their maximum potential
- Are empowered with strategies for success in life, citizenship and future education

Staff beliefs:

- All students belong to the community.
- We are committed to success. We work to continually improve ourselves, our students, and our school.
- All students can learn.
- We continue to offer diverse and differentiated instruction to all learners.

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/col/>.

Every Student Succeeds Act (ESSA) Programs
Information and CDE contacts for ESSA programs are available at <https://www.cde.ca.gov/re/es/>.

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

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:**
During the 2017-18 school year, Benchmark Advanced was purchased to ensure alignment of the ELA, ELD, and EL instruction to the California Common Core standards. Professional development training and workshops were provided and collaboration opportunities are on-going.
2. **Availability of standards-based instructional materials appropriate to all student groups:**
All textbooks and materials purchased are aligned to the standards and are designed to address all student needs. A complete list of textbooks aligned to the standards can be viewed at the school site or at the district office. Additional materials are purchased for English Learners and Special Education students to accommodate different learning modalities while staying focused on the standards.
3. **Alignment of staff development to standards, assessed student performance and professional needs:**
Opportunities for collaboration have allowed teachers time to analyze and interpret assessment data, align instruction to standards and student needs. District sponsored professional development has focused on standards implementation.
4. **Services provided by the regular program to enable underperforming students to meet standards:**
Teachers work to provide differentiated instruction in the regular education setting. All grades offer flexible reading and math groups based on

- individual need as indicated by assessments. Ongoing collaboration at each grade level and staff development workshops offers teachers opportunities to address all student needs.
5. **Services provided by categorical funds to enable underperforming students to meet standards:**
Our school wide categorical funds allow Second Language Instructional Aides in grades K-5 to work with English learners. Teachers work with underperforming students providing appropriate interventions in regular education setting.
 6. **Use of state and local assessments to modify instruction and improve student achievement:**
The district provides extensive data using both local and state assessments for analysis. Teachers use data to improve student achievement by attending specific workshops related to the areas needed for improvement and to identify individual student needs.
 7. **Number and percentage of teachers in academic areas experiencing low student performance:**
There are students in all classrooms who perform at levels below “basic” on local and state assessments. These students receive direct instruction and have opportunities to attend intervention during the school day.
 8. **Family, school, district and community resources available to assist these students:**
The County Office of Education provides an after-school homework and activities program (SPARK). In addition, Murdock provides interventions during the school day taught by credentialed classroom teachers. The following parent education programs are provided by the school/district/county: Parent Education Class and Migrant Education to assist parents in supporting their child to achieve grade level standards.
 9. **School, district and community barriers to improvements in student achievement:**
The diversity of student needs represented in a classroom continues to be a challenge. Teachers and staff work very hard to meet the needs of all students who have varied levels of performance, as well as those who are English Learners. Support from parents is critical to student learning, therefore, in addition to our existing parent education program, Murdock will continue to seek opportunities to encourage parent participation.
 10. **Limitations of the current program to enable underperforming students to meet standards:**
Managing small group and individualized instruction when class sizes are large is challenging. We will continue to find ways to meet the challenges and improve student learning.

Analysis of Student Performance Data

Percentage of Students at each Performance Level from 2017 SBAC ENGLISH LANGUAGE ARTS

	3rd Grade	4th Grade	5th Grade	All
# of Students Enrolled	103	92	107	302
# of Students With Scores	102	89	104	295
Mean Scale Score	2359.5	2415.2	2428.3	
Standard Exceeded: Level 4	5.88	8.99	5.77	6.78
Standard Met: Level 3	9.8	15.73	9.62	11.53
Standard Nearly Met: Level 2	28.43	25.84	27.88	27.46
Standard Not Met: Level 1	55.88	49.44	56.73	54.24

READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	All
Above Standard	8.82	10.23	4.81	7.82
Near Standard	26.47	44.32	37.5	35.71
Below Standard	64.71	45.45	57.69	56.46

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	All
Above Standard	7.84	11.24	8.65	9.15
Near Standard	41.18	42.7	44.23	42.71
Below Standard	50.98	46.07	47.12	48.14

2017 SBAC ENGLISH LANGUAGE ARTS (Cont.)

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	All
Above Standard	5.88	10.23	6.73	7.48
Near Standard	65.69	45.45	47.12	53.06
Below Standard	28.43	44.32	46.15	39.46

RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	All
Above Standard	6.86	6.82	9.62	7.82
Near Standard	40.2	57.95	41.35	45.92
Below Standard	52.94	35.23	49.04	46.26

Comparison of ELA SBAC from 2016 to 2017

Overall Achievement ELA	3rd Grade		4th Grade		5th Grade		All	
	2016	2017	2016	2017	2016	2017	2016	2017
# of Students Enrolled	89	103	105	92	122	107	316	302
# of Students With Scores	83	102	102	89	118	104	303	295
Mean Scale Score	2385.7	2359.5	2400.2	2415.2	2464.3	2428.3	N/A	N/A
Standard Exceeded: Level 4	12	5.88	4	8.99	7	5.77	7	6.78

Standard Met: Level 3	19	9.8	20	15.73	20	9.62	20	11.53
Standard Nearly Met: Level 2	27	28.43	20	25.84	35	27.88	27	27.46
Standard Not Met: Level 1	42	55.88	57	49.44	38	56.73	46	54.24

Comparison of ELA SBAC from 2016-2017

READING: How well do students understand stories and information that they read?								
Area Performance Level	3rd Grade 2016/2017	4th Grade 2016/2017	5th Grade 2016/2017	Total 2016/2017	3rd Grade 2016/2017	4th Grade 2016/2017	5th Grade 2016/2017	Total 2016/2017
Above Standard	7 / 8.82	5 / 10.23	11 / 4.81	8 / 7.82	45 / 26.47	40 / 44.32	37 / 37.5	40 / 35.71
Near Standard	48 / 64.71	55 / 45.45	52 / 57.69	52 / 56.46	11 / 7.84	9 / 11.24	14 / 8.65	11 / 9.15
Below Standard					42 / 41.18	43 / 42.7	47 / 44.23	44 / 42.71
					47 / 50.98	48 / 46.07	40 / 47.12	45 / 48.14
WRITING: How well do students communicate in writing?								
Area Performance Level	3rd Grade 2016/2017	4th Grade 2016/2017	5th Grade 2016/2017	Total 2016/2017	3rd Grade 2016/2017	4th Grade 2016/2017	5th Grade 2016/2017	Total 2016/2017
Above Standard	11 / 7.84	9 / 11.24	14 / 8.65	11 / 9.15	42 / 41.18	43 / 42.7	47 / 44.23	44 / 42.71
Near Standard	47 / 50.98	48 / 46.07	40 / 47.12	45 / 48.14				
Below Standard								

LISTENING: How well do students understand spoken information?					
Area Performance Level	3rd Grade 2016/2017	4th Grade 2016/2017	5th Grade 2016/2017	Total 2016/2017	
Above Standard	12 / 5.88	5 / 10.23	8 / 6.73	8 / 7.48	
Near Standard	63 / 65.69	58 / 45.45	69 / 47.12	64 / 53.06	
Below Standard	25 / 28.43	37 / 44.32	22 / 46.15	28 / 39.46	
Comparison of ELA SBAC from 2016 to 2017 (Continued)					
RESEARCH/INQUIRY: How well can students find and present information about a topic?					
Area Performance Level	3rd Grade 2016/2017	4th Grade 2016/2017	5th Grade 2016/2017	Total 2016/2017	
Above Standard	14 / 6.86	7 / 6.82	19 / 9.62	14 / 7.82	
Near Standard	48 / 40.2	43 / 57.95	64 / 41.35	52 / 45.92	
Below Standard	37 / 52.94	50 / 35.23	18 / 49.04	34 / 46.26	

**Percentage of Students at each Performance Level from 2017 CAASPP
MATHEMATICS**

2017 SBAC Mathematics - Overall					
	3rd Grade	4th Grade	5th Grade	All	
# of Students Enrolled	103	92	107	302	
# of Students With Scores	102	89	102	293	
Mean Scale Score	2388.2	2439.3	2428	N/A	
Standard Exceeded: Level 4	6.86	6.74	2.94	5.46	
Standard Met: Level 3	20.59	24.72	7.84	17.41	
Standard Nearly Met: Level 2	19.61	30.34	20.59	23.21	
Standard Not Met: Level 1	52.94	38.2	68.63	53.92	
Concepts & Procedures: How well does your child use mathematical rules and ideas?					
Area Performance Level	3rd Grade	4th Grade	5th Grade	All	
Above Standard	19.61	14.61	5.88	13.31	
Near Standard	25.49	32.58	20.59	25.94	
Below Standard	54.9	52.81	73.53	60.75	
Problem Solving and Modeling & Data Analysis: How well can your child show and apply problem-solving skills?					
Area Performance Level	3rd Grade	4th Grade	5th Grade	All	
Above Standard	12.75	13.48	6.86	10.92	
Near Standard	32.35	44.94	26.47	34.13	
Below Standard	54.9	41.57	66.67	54.95	

2017 SBAC Mathematics - Overall (Continued)

Communicating Reasoning: How well can your child think logically and express thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	All
Above Standard	9.8	14.61	3.92	9.22
Near Standard	46.08	40.45	37.25	41.3
Below Standard	44.12	44.94	58.82	49.49

Comparison of SBAC Mathematics from 2016 to 2017

Overall Achievement in Mathematics	3rd Grade		4th Grade		5th Grade		All	
	2016	2017	2016	2017	2016	2017	2016	2017
# of Students Enrolled	89	103	105	92	122	107	316	302
# of Students With Scores	83	102	102	89	119	102	304	293
Mean Scale Score	2410.3	2388.2	2417.4	2439.3	2459.2	2428	N/A	N/A
Standard Exceeded: Level 4	14	6.86	4	6.74	5	2.94	7	5.46
Standard Met: Level 3	23	20.59	11	24.72	13	7.84	15	17.41
Standard Nearly Met: Level 2	25	19.61	40	30.34	32	20.59	33	23.21
Standard Not Met: Level 1	37	52.94	45	38.2	50	68.63	45	53.92

Comparison of SBAC Mathematics from 2016 to 2017

Concepts & Procedures: How well does your child use mathematical rules and ideas?

Area Performance Level	3rd Grade 2016/2017	4th Grade 2016/2017	5th Grade 2016/2017	Total 2016/2017
Above Standard	20 / 19.61	6 / 14.61	13 / 5.88	13 / 13.31
Near Standard	35 / 25.49	26 / 32.58	24 / 20.59	28 / 25.94
Below Standard	45 / 54.9	68 / 52.81	64 / 73.53	60 / 60.75

Problem Solving and Modeling & Data Analysis: How well can your child show and apply problem-solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	All
Above Standard	19 / 12.75	4 / 13.48	8 / 6.86	10 / 10.92
Near Standard	37 / 32.35	44 / 44.49	35 / 26.47	39 / 34.13
Below Standard	43 / 54.9	52 / 41.57	57 / 66.67	52 / 54.95

Communicating Reasoning: How well can your child think logically and express thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	All
Above Standard	25 / 9.8	5 / 14.61	6 / 3.92	11 / 9.22
Near Standard	53 / 46.08	41 / 40.45	42 / 37.25	45 / 41.3

Below Standard	22 / 44.12	54 / 44.49	52 / 58.82	44 / 49.49
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Conclusions from Student Performance Data:

Areas Needing Improvement:

- 54% of our students do not meet standard in English Language Arts
- 56% of our students are below standard in Reading
- 51% of our third grade students are below standard in Writing
- 53% of our third grader students are below standard in Research/Inquiry

Areas of Success:

Results from the California School Dashboard for the 2016-17 school year indicate students increased by 10.8 points in English language arts and 12.3 points in mathematics. Our English learner progress significantly increased by 12.1%. English learner progress is a state indicator which measures the progress of English Learners toward English language proficiency and incorporates data on reclassified students. Reviewing CAASPP results from 2017, the percent of students scoring level 3 or above increased 2.87% and we had a strong performance from our fourth grade students. In English language arts the 4th grade students increased:

- 10% scoring at level 3 or above in Reading
- 2% scoring at level 3 or above in Writing
- 15% scoring at level 3 or above in Research/Inquiry

In mathematics the 4th grade students increased:

- 16% scoring at level 3 or above in Concepts and Procedures
- 9% scoring at level 3 or above in Communicating Reasoning

Additionally, 4th grade students improved their scale score in English language arts by 15.2 points and their scale score in mathematics by 21.9 points.

We do see many areas for improvement in our most recent CAASPP results in both English language arts and mathematics.

English Language Arts

54% of our students do not meet the standard in English language arts this is a 8% increase.

- 56% of our students are below standard in Reading, this is a 4% increase.
- 48% of our students are below standard in Writing, this is a 3% increase.
- 39% of our students are below standard in Listening, this is a 11% increase.
- 46% of our students are below standard in Research/Inquiry, this is a 12% increase.

Mathematics

54% of our students do not meet the standard in mathematics this is an increase of 9%.

- 61% of our students are below standard in Concepts and Procedures, this is a 1% increase.
- 55% of our students are below standard in Problem Solving and Modeling and Data Analysis, this is a 3% increase.
- 49% of our students are below standard in Communicating Reasoning, this is a 5% increase.

Our goal is to be a top performing school. To achieve that end, we need to continue to develop and offer a balanced, integrated approach to reading, language, spelling and mathematics instruction. Therefore, in addition to reviewing Student Performance Data from prior years, staff will continue to monitor and review student grades, SBAC scores, classroom assessments, and trimester assessments to determine student progress and growth.

The Murdock Elementary School family takes pride in student achievement. It is our desire to help every child succeed to their potential.

School Goals for Improving Student Achievement:

Goal #1: *Improve student performance on school, district, and state assessments by meeting or exceeding the standards - 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 & Evaluation

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 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:

Goal 1: Improve student performance on school, district, and state assessments by meeting or exceeding the standards- addressing the needs of all students including at-risk, English learners, and special needs.

Goal Applies to: All Students

Applicable Pupil Subgroups: All student subgroups

Expected Annual measurable Outcomes: Students will continue to receive CCSS aligned instruction and will show a 1% increase over baseline on CAASPP.

Actual Annual Measurable Outcomes: Overall proficiency (percentage of students meeting standards) decreased by 8% in ELA and increased by 1% in Mathematics. English learners decreased by 4% in ELA and increased by 5.5%. Economically disadvantaged students decreased by 7% in ELA and remained the same in mathematics.

Analysis of the Goal Data: Expected annual measurable outcomes were not met, although there was some success in the area of mathematics. In the 2017-18 school year, the school adopted CCSS aligned ELA curriculum and anticipate increasing outcomes for the 2017-18 school year.

Actions/Activities	Was this action/activity implemented and to what extend?	Who monitored implementation?	What data were used to measure the effectiveness of this action/activity?	Who analyzed the data?	Was this action/activity effective in increasing student achievement?	What modifications, if any, are necessary to continue this action/activity? Or will this action/activity be discontinued?
1. Identify students early in the school year who are at-risk and implement standards based intervention to enhance their classroom learning	Yes- everyday there is a school-wide intervention period for 30-45 minutes.	-Teachers -Administration -Paraprofessionals I & II -Technology Director & Assistant - Director of State & Federal Programs	-BPST -STAR Reading -Fluency test -SBAC	The admins & teachers analyzed the data.	Yes, for a majority of the students, grades went up as well as students' comprehension of the content.	No modifications but goals were developed to help set the tone for the following year.
2. Provide additional staffing for classroom assistance (Paraprofessionals I & II)	No- Not at this time.	-Teachers -Administration Paraprofessionals I & II -Technology Director & Assistant - Director of State & Federal Programs	NA	NA	NA	Pending on when funds become available.

3. Provide teachers and staff supplemental materials and supplies to promote different learning styles	Yes- supplemental math materials were purchased to help teachers.	-Teachers -Administration -Paraprofessionals I & II -Technology Director & Assistant -Director of State & Federal Programs	-STAR Math -Classroom Assessments	The admins and teachers analyzed the data.	Yes, using a variety of materials allow students to be creative in solving solutions for different problems.	Currently looking for supplemental materials for intervention.
4. Provide opportunities for teacher training ¶professional training	Teachers were able to participate in many PD such as collaboration days, staff meetings, C2TC, Benchmark Training, NGSS, coaching, etc.	-Teachers -Administration -Paraprofessionals I & II -Technology Director & Assistant - Director of State & Federal Programs	-Formal and informal observation	This involves admins, teachers, and instructional coaches.	Yes, it is always important to grow as a professional that support quality pedagogy.	There are no modifications.
5. Continue to provide and update Accelerated Math and Reading Programs for all classrooms	Yes- this was implemented this school year.	-Teachers -Administration -Paraprofessionals I & II -Technology Director & Assistant - Director of State & Federal Programs	-STAR Math -STAR Reading -Grades	The admins & teachers analyzed the data.	Yes, for a majority of the students, grades went up as well as students' comprehension in ELA & math.	Improve/Update Program/Curriculum

6. Continue to provide learning opportunities through technology for staff and students	Teachers are constantly using document cameras, computers, and projectors to deliver their lessons. Chromebooks were recently purchased.	-Teachers -Administration -Paraprofessionals I & II -Technology Director & Assistant - Director of State & Federal Programs	-Classroom observation	The admins & teachers analyzed the data.	Yes. This allows our students to be connected with the world and the chance to be prepared for their future in this increasing digital economy.	MES will need to have more PD for technology as this is a concept that is forever changing.
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<p>Goal 2: Continue to improve our safe school climate - maintaining a zero tolerance for drugs, weapons, violence, gang behavior, and bullying.</p> <p>Goal Applies to: All Students</p> <p>Applicable Pupil Subgroups: All student subgroups</p> <p>Expected Annual measurable Outcomes: 2016-2017 Baseline data from CA Dashboard in Suspension rates- Students will decrease suspension rate by at least 1% for the 2017-2018 school year as reported on the CA dashboard.</p> <p>Actual Annual Measurable Outcomes: Murdock Elementary School increased significantly in the "All student" performance by 2.2% in Suspension as indicated on the CA School Dashboard.</p>						
Analysis of the Goal Data: Waiting for the CA Dashboard 2017-2018 data.						
Actions/Activities	Was this action/activity implemented and to what extend?	Who monitored implementation?	What data were used to measure the effectiveness of this action/activity?	Who analyzed the data?	Was this action/activity effective in increasing student achievement?	What modifications, if any, are necessary to continue this action/activity? Or will this action/activity be discontinued?

1. Provide materials, supplies, and programs necessary for tobacco awareness	There's an annual Red Ribbon Week at the site.	-Teachers -Administration -Counselors	-Observation -Office Referrals	The administrations analyzed this data.	Yes- it teaches students about the harmful effects of tobacco and the short-life span of what it does to the individual.	There are no modifications.
2. Surveillance equipment – lighting & cameras	Yes- the surveillance equipment are always running 24/7.	-Teachers -Administration -Counselors	-Film/recording	The administrations analyzed this data.	It was more for school safety.	None at the moment and pending upon available funds.
3. Implement PBIS Program School wide & Catapult	Yes- this is ongoing.	-Teachers -Administration -Counselors	-Office referrals -Catapult EMS	The admins & teachers analyzed the data.	Yes- it helps decline bullying at school. With catapult, it allows staff members to be informed at all times using real-time student accounting.	There are no modifications.

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

Goal Applies to: All Students

Applicable Pupil Subgroups: All student subgroups

Expected Annual measurable Outcomes: MES will continue to conduct 5 or more community opportunities for parents to develop greater cultural awareness, tolerance, and understanding.

Actual Annual Measurable Outcomes: Back-to School Nights, Fall Festival, Open House, Spaghetti Feed, Bike-a-Thon, Book Fair Family Night						
Analysis of the Goal Data: Spring 2017 was baseline year.						
Actions/Activities	Was this action/activity implemented and to what extend?	Who monitored implementation?	What data were used to measure the effectiveness of this action/activity?	Who analyzed the data?	Was this action/activity effective in increasing student achievement?	What modifications, if any, are necessary to continue this action/activity? Or will this action/activity be discontinued?
1. Provide opportunities for Parents to be involved in developing school policy	This involves: -ELAC/DELAC -SSC -School Board Meetings -District Committee Meetings	Administrators and committee members	-Sign in sheets and the involvement of parents	Administrators analyzed the data.	Yes. Children's positive attitude about school often results in improved behavior in school and less suspension for disciplinary reasons. Children from diverse cultural backgrounds tend to do better when parents and professionals work together to bridge the gap between the culture at home	Pending on funding- Hoping to host more Parent Education Night(s) in WUSD and opportunities for them to be engaged in the school.

2. Continue to promote communication between school and home (Blackboard Connect, Aeries Portal, Remind, ClassDojo)	Yes- all year long through phone calls and emails.	Admins and teachers	-Phone calls -emails -Surveys	Admins and teachers	This is always effective in keeping parents involved and up to date. It also allows for parents to interact with their child at home.	Always looking for other ways to improve and get better.
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MURDOCK ELEMENTARY SCHOOL BUDGET 2017-2018

DISCRETIONARY?

	\$1,000.00	Principals Budget	YES
	\$1,500.00	District Share of Office Supplies	NO
	\$250.00	District share of Postage	NO
	\$7,000.00	20% Staff Computer Rotation	NO
(C)	\$21,956.00	Instructional Supplies	YES
	\$2,900.00	Teacher Budget \$100 Each	YES

(B)	\$6,669.00	Prior TIII Site Funding	YES
(B)	\$6,200.00	Interventions	YES
(D)	\$8,500.00	Read Naturally/Accelerated Reader-Math	NO
	\$500.00	Library Books	NO
	\$1,500.00	School Nurse Budget-District Wide	NO

	\$300.00	Opportunity M&S	NO
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	\$1,500.00	Music	NO
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	\$2,500.00	Textbook Replacement	NO
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	\$1,000.00	Maggie's Garden	NO
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(A)	\$6,200.00	Teacher Stipends for Extra Duty	NO
	\$13,060.00	C2Core Day Teacher Stipends	NO
	\$40,000.00	Substitute Teachers	NO
	\$500.00	Site Secretary Overtime (10 Hrs. Each)	NO
	\$71,020.00	Yard Duty/Crossing Guards	NO

Murdock Elementary **School Parental Involvement Policy**

Part I: General Expectations

Murdock Elementary 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. *they carry 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. ***Murdock Elementary*** 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. **Murdock Elementary** will convene an annual meeting during the first trimester 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. **Murdock Elementary** will provide timely information about Title I programs to parents of participating children in a timely manner:
 - All-calls in English and Spanish;
 - "Back to School" Night;
 - Parent-Teacher Conferences;
 - "Open House";
 - School Site Council;
 - First Day Packets;
 - ELAC/DELAC Meetings;
 - "Coffee with the Principal"

4. **Murdock Elementary** 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;
 - DELAC Meetings.

5. **Murdock Elementary** 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. **Murdock Elementary** 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:

- School Website - <http://www.willowsunified.org/mes>
 - “Back to School” Night;
 - Parent-Teacher Conferences;
 - “Open House”;
 - School Site Council;
 - First Day Packets;
 - ELAC/DELAC Meetings;
 - All-call messages;
 - “Coffee with the Principal”
 - Social Media announcements.
2. **Murdock Elementary** 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. **Murdock Elementary** 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. **Murdock Elementary** 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
Stephen Montana	X				
Marsha Squier			X		
Susan Cameron		X			
Deidre Fleming		X			
Monica Harrigan				X	
Autumn Collins				X	
Paula Lerstang				X	
Eileen Niblack				X	
Monica Paniagua				X	
Jennipher Dace		X			
	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: February 1, 2018.
Attested:

Stephen Montana
Typed name of school principal


Signature of school principal

2-1-18
Date

Jennifer Dace
Typed name of SSC chairperson


Signature of SSC chairperson

2-1-18
Date