Single Plan for Student Achievement (SPSA)

2018-2019

District Mission Statement

We are deeply committed to: 1) the highest student achievement, 2) orderly learning environment, and 3) financially sound and effective organization.

District Vision Statement

Where the futures of children are driven by their aspirations, not bound by their circumstances.

School Name

John Adams Elementary

School Mission Statement

Our purpose, in partnership with our parents and community is to provide a safe and motivating learning environment where all students will be able to use problem solving and critical thinking skills to prepare themselves for success in an ever-changing world.

School Vision Statement

We here at John Adams, aim to inspire students to develop into lifelong learners that reach their highest potential and become productive members of society.

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

Contact Name:	Kevin Gregor	Position:	Principal
E-mail:	kevingregor@maderausd.org	Phone Number:	559-674-4631
Address:	1822 National Ave, Madera, CA	Fax Number:	559-674-3867

CDS Code:	20-65243-6024004

2017-20 Plan Summary

John Adams Elementary will continue to focus on English Language Arts (ELA) using Thinking Maps and Write from the Beginning to support our core curriculum in addressing the grade-level standards. Also, grade-levels will continue refining student activities, demo lessons, coaching with feedback, data analysis and lesson designing. Support staff will continue weekly meetings with administrators to maximize efforts and build capacity.

Math is an area in which some major adjustments have been made. We will continue to support writing with an emphasis explaining mathematical thinking. In addition, teachers in each grade-level have had four full-day planning sessions that were primarily focused in building math CFAs with essential standards and instructional cycles.

We build English Language Development for our English Learners through designated and integrated instruction. We also value the ELL principles and support 70%-30% student-teacher dialogue.

Technology will continue to be a key instrument in driving the level of rigor, depth, and complexity of our instruction. At the end of each year we will continue to inventory the instructional needs of our teachers and provided the necessary hardware, software, and professional development needed to staff and students.

As a staff, we will focus on improving our understanding of and working as a Professional Learning Community (PLC). We will examine the results of student assessments to see what our students know, compared with what they need to know, and use that information to drive our instruction. We will utilize our PLCs to continue our focus on our Strategic Academic Plan focus areas: Thinking Maps, Learning Objectives and 70%/30% student production in all content areas.

To improve student achievement, we will continue our efforts toward improving classroom instruction for both first instruction as well as for intervention. We will continue to focus on building teacher capacity in regards to lesson design and delivery, reinforce the importance of intentionality in relation to the ELL principles, differentiating instruction to impact student achievement and developing a heightened awareness and preparedness for increasing student academic talk during lessons.

For our parents, we will provide opportunities to support their own children. We will send home monthly newsletters that provide examples of what parents can do with their children to stimulate healthy conversation and increase the time they are engaged with their child in productive activities. We will also sponsor a variety of parent nights that focus in STEM content areas. The goal is to give parents an opportunity to learn skills that can help them support their children's learning at home.

SPSA HIGHLIGHT

Identify and briefly summarize the key features of this year's SPSA.

During the 2017-18 school year, John Adams Elementary School experienced a Title I Fund reduction due to having less students than projected. As a result, for the 2018-19 school year, John Adams Elementary School Title I funds will continue to fund the following:

- RtI Reading Intervention Specialist Full-Time (50-50 split with District Office)
- RtI Reading Intervention Specialist Part-Time (as funds allow)
- Strategic Professional Development & PD Materials
- Grade Level Planning Time with C&I TSA/Administration
- Parent Education Newsletters & Translator Support
- Accelerated Reading Program
- Additional Guided Reading and Library Books (as funds allow)
- Additional Instructional Supplies
- MUSD Print Shop Supplementary Materials

NEEDS ASSESSMENT - REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward goals, local self-assessment tools, stakeholder input, or other information, what progress is the school most proud of and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

Our efforts in improving good first classroom instruction, and Tier II and III interventions have had a positive impact on local assessments which we expect will lead to positive growth on CAASPP. The growth can be attributed to our continued focus on:

- building teacher capacity through professional development
- Writing across the curriculum using WFTB & Thinking Maps
- grade-level planning days and the development of rigorous CFAs
- creation of data sheets to track and monitor student progress in high-stake exams (i.e NWEA, SRI, CAASPP)

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the school received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the

school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

> The greatest need at John Adams Elementary continues to be in the area of mathematics. We will use our C&I to model rigorous lessons that engage students in high levels of collaborative problem solving. The RTI teacher will also provide support in our math lab for grades 4-6.
>
> We will also provide teachers in grades K-6 with planning days that focus on building high-quality math CFAs and instructional units..

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the school planning to take to address these performance gaps?

PERFORMANCE GAPS

> For the 2016-2017 CAASPP Assessment:
>
> ELA
>
> There are not any subgroups that were two or more performance levels below the 'all student' school level. As a school we maintained our DFA at -33.
>
> Math
>
> There are not any subgroups that were two or more performance levels below the 'all student' school level. As a school we showed a +5 point improvement in our DFA.
>
> * NOTE: As a school we improved in both our EL and Socioeconomically Disadvantaged student subgroups.

If not previously addressed, identify the two to three most significant ways that the school will increase or improve services for low-income students, English learners, and foster youth.

INCREASED OR IMPROVED SERVICES

John Adams Elementary will support teachers in their classroom as we improve our ability to provide targeted Tier 2 intervention. Teachers will get support in continuously monitoring students, diagnosing deficiencies and utilizing strategies to target those deficiencies.

By addressing the quality of instruction in the classroom, both for initial instruction as well as academic intervention, we will improve the educational experience for all our students. This will include our socioeconomically disadvantaged students. (We are not able to directly address our socioeconomically disadvantaged students individually as this classification is not made known publicly.)

- Low-Income Students
  - All students will meet with their teacher to set academic goals at the start of the school year
  - Provide access to materials and/or resources needed for academic success

- English Learners
  - Teachers will provide language development through designated and integrated ELD in all content areas.
  - Teachers will use high leverage strategies and analyze data from state and common formative assessments to identify student needs.

ANNUAL EVALUATION

Complete a copy of the following table for each of the school's goals from the prior year's SPSA. Duplicate the table as needed.

Goal 1	**Statement of Goal:** Increase academic achievement in English Language Arts (ELA) instructional program.(1, 2, 4, 7, and 8) **3-Year District Specific Goal:** Madera Unified will obtain an ELA academic score of [medium-high (green)] performance for all students as measured by the California Dashboard. **3-Year School Specific Goal:** Adams elementary will obtain an ELA academic score of medium-high (green) performance for all students as measured by the California Dashboard.

State Priorities	✓ 1	✓ 2	❏ 3	✓ 4	❏ 5	❏ 6	✓ 7	✓ 8

Local Priorities	● ELA Assessment, K-3 Early Literacy, and Reading, employee retention, campus aesthetic, and certificated staff input related to state standards
Identified Need	1. Build and sustain a standards-aligned ELA instructional system that promotes a culture of high standards for all students, with the expectation that they complete academic programs of study - equipping them for success at the next level in school, college, and career. Additionally, accelerate instructional effectiveness by investing in evidence-based collaboration, differentiated professional development, timely and support, and leadership development for teachers, leaders and staff.

Annual Measurable Outcomes

EXPECTED	ACTUAL (Projected)
John Adams will increase the overall percentage of students at met/exceeds the standard from 37% to 44% by June 2017 as measured by the SBAC-ELA.	John Adams maintained the overall percentage of students at met/exceeds the standard at 33% as measured by the SBAC-ELA. Actuals will be available summer of 2018

Actions/Services

Duplicate the Actions/Services from the prior year SPSA and complete a copy of the following table for each. *Duplicate the table as needed.*

Action 1

Actions/Services	PLANNED **Certificated Sub- Time & Certificated ExtraTime** Professional Learning Community (PLC): *Development and analysis of norms, collective commitments, SMART goals * Review and analyze ELA data from formative and summative assessments to identify student needs to modify and adjust instructional practices, pacing guides, lesson designs and intervention practices.	ACTUAL **Certificated Sub- Time & Certificated ExtraTime** * PLC Grade-Level Cycle of Inquiry * Grade-Level Planning Days in curriculum * Balanced Literacy (Guided, Close, Shared & Writing * Write From the Beginning Training & Coaching

	* Use student work samples to deconstruct lessons and analysis level of mastery of essential standards being assessed * Provide professional development to assist teachers in understanding and usage of student data to guide instruction, usage of high level instructional strategies, instructional practices, CFA that assess the mastery of essential standards, common core shifts, and curriculum development and implementation. * Provide time for teachers to participate in instructional rounds that include facilitated teacher feedback. * Coordination of Services: Periodically meet to review student academic achievement data and create action plans for instructional practices and individual student intervention plans.	* Observe high impact CCCS lessons. * Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students. * Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps. * Time for testing, scheduling, and compiling information about students. * Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core ELA, Math, and ELD.
Expenditures	BUDGETED **Site Title I** **Subs** **$26,800** **Extra time** **$13,826** **Carryover Extra Time:** **$2,342**	ESTIMATED ACTUAL **Subs** **$12,619** **Extra time** **$3,843**

Action 2

Actions/Services	PLANNED **Instructional Supplies and materials**	ACTUAL **Instructional Supplies and materials**

	* Purchase materials and supplies that supplement the core program.	* Purchased supplemental Instructional supplies, Books and reference materials and Duplication/Print shop * Books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations. * Materials to support the move to common core and the Smarter Balanced assessment. * Materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention. * Purchase materials and supplies to support project based learning opportunities in the classroom.
Expenditures	BUDGETED <u>**Site Title I**</u> **$15,080**	ESTIMATED ACTUAL **Instructional Supplies and materials: $18,446**

Action 3

| **Actions/Services** | PLANNED
Professional Development/Travel and Conference

* Registration Fees and other expenses

* Professional development based on pedagogy and current best practices in the areas of ELA.

* Professional development for school leadership team | ACTUAL
Professional Development/Travel and Conference

Provide professional development to assist teachers in the transition to common core in English and Math to develop both rigorous and relevant performance tasks, unit plans, and lessons plans working as PLC teams.

June 2018--Professional Learning Conference |

	and administration to enhance grade level PLC collaboration as it relates to ELA	
Expenditures	BUDGETED **Site Title 1** **$8,000**	ESTIMATED ACTUAL **Professional Development/Travel and Conference: $9,255**

Action 4

Actions/Services	PLANNED **Extended Learning Opportunities (Classified/Clerk Extra-Time)** * Provide tutoring to targeted students needing extra support in English language arts. * Provide research based intervention materials and supplies for after school tutoring instruction.	ACTUAL **Extended Learning Opportunities (Classified/Clerk Extra-Time)** * After-school tutoring and enrichment for struggling and accelerated learners. * Purchase materials and supplies to support the implementation of after school tutoring and/or enrichment programs to include but not limited to: STEM Projects, Project-based Learning, Robotics, Visual and Performing Arts, etc.
Expenditures	BUDGETED **Classified/Clerk Extra-Time: $0**	ESTIMATED ACTUAL **Classified/Clerk Extra-Time: $0**

Action 5

Actions/Services	PLANNED **RtI Teacher on Special Assignment (Salary and Benefits)** * 50% of a full-time Teacher and Benefits * Review and analyze data from CELDT scores, district assessments, and common formative assessments to	ACTUAL **RtI Teacher on Special Assignment (Salary and Benefits)** * Support to increase student achievement as provided by Teachers on Special Assignment and support staff – for grades 4th-6th. * Collaboratively review and analyze data with staff to identify student

	identify academic needs. * Review and analyze ELA data from district assessments, and common formative assessments to identify the needs of students At-Risk * Provide intervention, targeting students' identified needs.	needs and supports. * Identify academic need and create appropriate instructional groups. * Attend and provide professional development to assist teachers in the implementation of research-based strategies and data analysis. * Update list of services provided on RtI Tracker, monitor progress, and support identified interventions indicated on the 'Green' intervention folder. * Provide research based interventions in a push-in or pull-out model, targeting students; identified needs.
Expenditures	BUDGETED **Site Title I** **$61,894**	ESTIMATED ACTUAL **RtI/TSA: $61,857**

Analysis of Goal #1

Complete the following table which evaluates the overall implementation and effectiveness of the actions under this goal. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

List all of the actions (bold). What was the desired outcome of the intervention? What were the student growth targets?	What happened? (findings/evidence)	What is working? What is not working?	What modifications will be made going forward?
Action 1: **Certificated Sub-Time & Certificated Extra-Time** If the school provides Certificated Sub-Time & Certificated Extra-Time, then teachers will be able to plan, facilitate, and attend PLC meetings for all learners where CFAs are developed, data is analyzed, and lesson plans	**State Assessment (CAASPP)** **Percent of students met or exceeded standard(ELA):** 2014-15: 26% 2015-16: 37% 2016-17: 37% **Local Assessments** **NWEA - Reading**	Adams showed a flat line in the 2016-17 CAASPP ELA results for the amount of students who met or exceed the standard, as well as our DF3. Our 2017-18 met or exceed	Adam is maintaining our student achievement in ELA and the projected trajectory is positive. Based on the data no modifications will be made to the Actions that

are designed.

Action 2:

Instructional Supplies and Materials

If the school provides instructional supplies and materials, then students will be able to receive targeted instruction in all content areas.

Action 3:

Professional Development/Travel and Conference

If staff is able to attend professional development, they will develop new knowledge and skills that can be applied to working with students in order to increase student achievement.

Action 4:

Extended Learning Opportunities (Classified/Clerk Extra-Time)

If the school provides Extended Learning Opportunities, then teachers would have the extra time and ability to pre-teach, re-teach or differentiate instruction during the extended school day with smaller targeted groups of students and student achievement will increase.

Action 5:

RtI Teacher on Special Assignment (Salary and Benefits)

If the school provides RtI Teacher on Special Assignment, then teachers will get support working with their struggling students, in

Percent of students scoring above the National Norm in Reading

Fall: 40%   Winter: 29%   Spring: 28%

Next Step Guided Reading Assessment

Percent of students meeting or exceeding reading level expectations:

2015-16:

Kinder: 43%   First: 74%   Second: 85%

2016-17:

Kinder: 450%   First: 52%   Second: 91%

2017-18 (March 2018) results:

Kinder: 13%   First: 27%   Second: 65%

Scholastic Reading Inventory:

Percent of students scoring proficient and advanced:

2016-17: 44%

2017-18 (Dec test): 36%

**All results are end of year if not noted otherwise.

the standard projection based on the Student Success Indicator is a 10% increase of students who will meet or exceed the standard in ELA.

Our 2017-18 DF3 projection based on the Student Success Indicator is a +5 point growth in 2018.

.

are supported by Title I funds.

We will continue to fund our Response to Intervention (RtI) teacher to support our struggling intermediate readers.

Also, we will fund actions to support our SAP initiative of balanced literacy through guided reading, WFTB and Thinking Maps.

planning and meetings. All of which have contributed to Adams being projected by the School Success Indicator to have a 10% increase of students who will meet or exceed the standard and a +5 point DF3 growth on the 2017-18 CAASPP ELA.			

Goal 2

Statement of Goal: Increase academic achievement in mathematics instructional program.(1, 2, 4, 7, and 8)

3-Year District Specific Goal: Madera Unified will obtain an mathematics academic score of [medium-high (green)] performance for all students as measured by the California Dashboard.

3-Year School Specific Goal: Adams elementary will obtain an mathematics academic score of medium (yellow) performance for all students as measured by the California Dashboard

State Priorities	✓ 1 ✓ 2 ❑ 3 ✓ 4 ❑ 5 ❑ 6 ✓ 7 ✓ 8
Local Priorities	● Math Assessment, K-3 Early Reading Literacy and Reading, Ds or Fs on Report Card, employee retention, campus aesthetic, and certificated staff input related to state standards
Identified Need	1. Build and sustain a standards-aligned Math instructional system that promotes a culture of high standards for all students, with the expectation that they complete academic programs of study - equipping them for success at the next level in school, college, and career.

Annual Measurable Outcomes

EXPECTED	ACTUAL (Projected)
John Adams Elementary will increase the overall percentage of students at met/exceeded standards from 20% to 27% by June 2017 as measured by SBAC-Math.	John Adams Elementary had an increase in overall percentage of students at met/exceeds the standard from 20% to 24% by June 2017 as measured by the SBAC-ELA. Actuals will be available summer of 2018

Actions/Services

Duplicate the Actions/Services from the prior year SPSA and complete a copy of the following table for each. *Duplicate the table as needed.*

Action 1		
Actions/Services	PLANNED **Certificated Sub- Time & Certificated ExtraTime** * Professional Learning Community (PLC) *Development and analysis of norms, collective commitments, SMART goals * Review and analyze Math data from formative and summative assessments to identify student needs to modify and adjust instructional practices, pacing guides, lesson designs and intervention practices. * Use student work samples to deconstruct lessons and analysis level of mastery of essential standards being assessed * Provide professional development to assist teachers in understanding and usage of student data to guide instruction, usage of high level instructional strategies, instructional practices, CFA that assess the mastery of essential standards, common core shifts, and curriculum development and implementation. * Provide time for teachers to participate in instructional rounds that include facilitated teacher feedback. * Coordination of Services: Periodically meet to review student academic achievement data and create action plans for instructional practices and individual student intervention plans	ACTUAL **Certificated Sub- Time & Certificated ExtraTime** * PLC Grade-Level Cycle of Inquiry * Grade-Level Planning Days in math curriculum * Observe high impact CCCS lessons. * Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students. * Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps. * Time for testing, scheduling, and compiling information about students. * Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core ELA, Math, and ELD. * PD in balanced math (conceptual understanding, computational/procedural skills and problem solving)

| Expenditures | BUDGETED
See Goal 1 Action 1 | ESTIMATED ACTUAL
See Goal 1 Action 1 |

Action 2

| Actions/Services | PLANNED
Instructional Supplies and materials

 * Purchase materials and supplies that supplement the core program. | ACTUAL
Instructional Supplies and materials

* Purchased supplemental Instructional supplies, books and reference materials and Duplication/Print shop.

* Online subscriptions

* Materials to support the move to common core and the Smarter Balanced assessment.

* Materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.

* Purchase materials and supplies to support discovery learning/project based learning opportunities in the classroom. |
| Expenditures | BUDGETED
See Goal 1 Action 2 | ESTIMATED ACTUAL
See Goal 1 Action 2 |

Action 3

| Actions/Services | PLANNED
Professional Development/Travel and Conference

* Registration Fees and other expenses | ACTUAL
Professional Development/Travel and Conference
Provide professional development to assist teachers in the transition to common core in English and Math to develop both rigorous and relevant performance tasks, unit plans, and lessons plans working as PLC teams. |

	* Professional development based on pedagogy and current best practices in the areas of math. * Professional development for school leadership team and administration to enhance grade level PLC collaboration as it relates to math	June 2018--Professional Learning Conference
Expenditures	BUDGETED **See Goal 1** **Action 3**	ESTIMATED ACTUAL **See Goal 1** **Action 3**

Action 4

Actions/Services	PLANNED **Extended Learning Opportunities (Classified/Clerk Extra-Time)** ***** After-school tutoring and enrichment for struggling and accelerated learners. * Purchase materials and supplies to support the implementation of after school tutoring and/or enrichment programs to include but not limited to: STEM Projects, Project-based Learning, Robotics, Visual and Performing Arts, etc. * Provide tutoring to targeted students needing extra support in Math. * Provide research based intervention materials and supplies for after school tutoring instruction.	ACTUAL **Extended Learning Opportunities (Classified/Clerk Extra-Time)** ***** After-school tutoring and enrichment for struggling and accelerated learners. * Purchase materials and supplies to support the implementation of after school tutoring and/or enrichment programs to include but not limited to: STEM Projects, Project-based Learning, Robotics, Visual and Performing Arts, etc.
Expenditures	BUDGETED	ESTIMATED ACTUAL

	See Goal 1 Action 4	See Goal 1 Action 4

Action 5

Actions/Services	PLANNED **RtI Teachers on Special Assignment (Salary and Benefits)** * 50% of a full-time Teacher and Benefits * Review and analyze math data from district assessments, and common formative assessments to identify the needs of students At-Risk * Provide math intervention, targeting students' identified needs.	ACTUAL **RtI Teachers on Special Assignment (Salary and Benefits)** * Support to increase student achievement as provided by Teachers on Special Assignment and support staff – for grades 4th-6th. * Collaboratively review and analyze data with staff to identify student needs and supports. * Identify academic need and create appropriate instructional groups. * Attend and provide professional development to assist teachers in the implementation of research-based strategies and data analysis. * Update list of services provided on RtI Tracker, monitor progress, and support identified interventions indicated on the 'Green' intervention folder. * Provide research based interventions in a push-in or pull-out model, targeting students; identified needs.
Expenditures	BUDGETED **See Goal 1 Action 5**	ESTIMATED ACTUAL **See Goal 1 Action 5**

Analysis of Goal #2

Complete the following table which evaluates the overall implementation and effectiveness of the actions under this goal. Use actual annual measurable outcome

data, including performance data from the California School Dashboard, as applicable.

List all of the actions (bold). What was the desired outcome of the intervention? What were the student growth targets?	What happened? (findings/evidence)	What is working? What is not working?	What modifications will be made going forward?
Action 1: **Certificated Sub-Time & Certificated Extra-Time** If the school provides Certificated Sub-Time & Certificated Extra-Time, then teachers will be able to plan, facilitate, and attend PLC meetings for all learners where CFAs are developed, data is analyzed, and lesson plans are designed to increase student achievement in Mathematics. **Action 2:** **Instructional Supplies and Materials** If the school provides instructional supplies and materials, then students will be able to receive targeted instruction which will increase student achievement in Mathematics. **Action 3**: **Professional Development/Travel and Conference** If staff is able to attend professional development, they will develop new knowledge and skills that can be applied to working with students in order to increase student achievement in Mathematics. **Action 4**: **Extended Learning Opportunities (Classified/Clerk Extra-Time)** If the school provides Extended Learning Opportunities, then teachers would have the extra time and ability to pre-teach, re-teach or differentiate instruction during the extended school day with smaller targeted groups of students and student achievement will increase in	**State Assessment (CAASPP)** **Percent of students met or exceeded standard (Math):** 2014-15: 22% 2015-16: 20% 2016-17: 24% **Local Assessments** **NWEA - Math** Percent of students scoring above the National Norm in Reading: Fall: 30% Winter: 25% Spring: 20%	Adams showed a +5 point growth in the 2016-17 CAASPP Math DF3 (in comparison to 2015-2016). Our 2017-18 DF3 projection based on the Student Success Indicator is a +18 point growth in Math. Adams showed a 4% increase in the 2016-17 CAASPP Math results for the amount of students who met or exceed the standard (in comparison to 2015-2016). Our 2017-18 met or exceed the standard projection based on the Student Success Indicator is a 9% increase of students who will meet or exceed the standard in Math.	Adams is on a positive trajectory in Math. Based on the data no modifications will be made to the Actions that are supported by Title I funds. We will fund actions to support our SAP initiative and raise student achievement in Math.

Mathematics.

Action 5:
RtI Teacher on Special Assignment (Salary and Benefits)
If the RtI TSA facilitates COST & SSTs then the teachers will be able to support the students mathematic academic needs throughout the school year.

All of which have contributed to Adams achieving a +5 point DF3 growth on CAASPP from 15-16 to 16-17. We are also projected to have a 9% increase of students who will meet or exceed the standard on the 2017-18 CAASPP ELA and a +18 point growth on our DF3.

Goal 3	**Statement of Goal:** Increase academic achievement in English Language Development instructional program.(1, 2, 4, 7, and 8)
	3-Year District Specific Goal: Madera Unified will obtain an English Learner progress score of [medium-high (green)] performance for all EL and recent RFEP students as measured by the California Dashboard.
	3-Year School Specific Goal: Adams elementary will obtain an English Learner progress score of medium-high (green) performance for all EL and recent RFEP students as measured by the California Dashboard.

State Priorities	✓ 1 ✓ 2 ❑ 3 ✓ 4 ❑ 5 ❑ 6 ✓ 7 ✓ 8
Local Priorities	● ELA Assessment, K-3 Early Literacy, and Reading, employee retention, campus aesthetic, and certificated staff input related to state standards
Identified Need	1. Build and sustain a standards-aligned ELD instructional system that promotes a culture of high standards for English learners, with the expectation that they complete academic programs of study that are integrated with interventions and supports - equipping them for success at the next level in school, college, and career.

Annual Measurable Outcomes

EXPECTED	ACTUAL
• In January 2017, 63.5% of all English learners will meet the annual growth target by advancing one level on the CELDT as measured by AMAO 1. • In January 2017, 26.7% of English learners with less than 5 years in language instruction programs will demonstrate English proficiency on the CELDT as measured by AMAO 2. In January 2017, 54.7 % of English learners with 5 years or more in language instruction programs will demonstrate English proficiency on the CELDT as measured by AMAO 2. Reclassification rate 2016-17: 17.6%	CELDT will no longer be given ELPAC will be replacing the CELDT Reclassification rate 2017-18: 20%

Actions/Services

Duplicate the Actions/Services from the prior year SPSA and complete a copy of the following table for each. *Duplicate the table as needed.*

Action 1

| Actions/Services | PLANNED
Certificated Sub- Time & Certificated ExtraTime

* Professional Learning Community (PLC)

*Development and analysis of norms, collective commitments, SMART goals

* Review and analyze CELDT and data formative and summative assessments to identify student needs to modify and adjust instructional practices, pacing guides, lesson designs and intervention practices.

* Use student work samples to deconstruct lessons and analysis level of mastery of essential standards being assessed

* Provide time for teachers to participate in instructional | ACTUAL
Certificated Sub- Time & Certificated ExtraTime

* PLC Grade-Level Cycle of Inquiry

* Teachers have reviewed and analyzed CELDT, ELD, and the district language matrix to identify student needs.

* Observe high impact CCCS lessons.

* Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students.

* Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next |

	rounds that include facilitated teacher feedback. * Coordination of Services: Periodically meet to review student academic achievement data and create action plans for instructional practices and individual student intervention plans.	steps. * Time for testing, scheduling, and compiling information about students. * Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core ELA, Math, and ELD.
Expenditures	BUDGETED **See Goal 1 Action 1**	ESTIMATED ACTUAL **See Goal 1 Action 1**

Action 2

Actions/Services	PLANNED **Instructional Supplies and materials** * Purchase materials and supplies that supplement the core program.	ACTUAL **Instructional Supplies and materials** * Purchased supplemental Instructional supplies, books and reference materials and Duplication/Print shop. * Materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention. * Purchase materials and supplies to support discovery learning/project based learning opportunities in the classroom.
Expenditures	BUDGETED **See Goal 1 Action 2**	ESTIMATED ACTUAL **See Goal 1 Action 2**

Action 3

Actions/Services	PLANNED	ACTUAL

	Professional Development/Travel and Conference	Professional Development/Travel and Conference
	* Registration Fees and other expenses * Professional development based on pedagogy and current best practices in the areas of ELD * Professional development for school leadership team and administration to enhance grade level PLC collaboration as it relates to ELD	Provide professional development to assist teachers in the transition to common core in English, Math and ELD to develop both rigorous and relevant performance tasks, unit plans, and lessons plans working as PLC teams. June 2018--Professional Learning Conference
Expenditures	BUDGETED **See Goal 1 Action 3**	ESTIMATED ACTUAL **See Goal 1 Action 3**

Analysis of Goal #3

Complete the following table which evaluates the overall implementation and effectiveness of the actions under this goal. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

List all of the actions (bold). What was the desired outcome of the intervention? What were the student growth targets?	What happened? (findings/evidence)	What is working? What is not working?	What modifications will be made going forward?
Certificated Sub-Time & Certificated Extra-Time If the school provides Certificated Sub-Time & Certificated Extra-Time, then teachers will be able to plan, facilitate, and attend PLC meetings for all learners where CFAs are developed, data is analyzed, and lesson plans are designed to increase EL student achievement in ELA and Mathematics. **Action 2:** **Instructional Supplies and Materials**	<u>State Assessment (CAASPP)</u> **CAASPP- ELA** Percent of EL students met or exceeded standard: 2014-15: 0% 2015-16: 10% 2016-17: 3% Projected 2017-18: 4% **CAASPP- Math** Percent of EL students met or exceeded	Our EL instruction appears to be making a positive impact on our EL students; however, there is still work to be done to best support this subgroup.. The Student Success Indicator projects us to	With our 2016-17 CAASPP results and our School Success Indicator projections showing a significant increase in EL achievement, we are going to continue with our designated ELD deployment and increase the strategies of our integrated ELD instruction.

If the school provides instructional supplies and materials, then students will be able to receive targeted instruction, which will increase student achievement in ELA & Mathematics for EL students.. **Action 3**: **Professional Development/Travel and Conference** If staff is able to attend professional development, they will develop new knowledge and skills that can be applied to working with students in order to increase EL student achievement in ELA & Mathematics. All of which have contributed to Adams EL students achieving a +6 point DF3 growth in ELA and a +13 point DF3 growth in Math on CAASPP from 15-16 to 16-17.	standard: 2014-15: 6% 2015-16: 3% 2016-17: 7% Projected 2017-18: 0% **Local Assessments** **NWEA - Reading** Percent of EL students scoring above the National Norm in Reading Fall: 3.3% Winter: 9.3% Spring: 3.4% **NWEA - Math** Percent of EL students scoring above the National Norm in Reading Fall: 6.7% Winter: 13% Spring: 4.9%	grow by +9 points in our 2017-18 CAASPP ELA DF3 for EL students. The Student Success Indicator projects us to grow by +16 points in our 2017-18 CAASPP Math DF3 for EL students.	

Goal 4	**Statement of Goal:** Safe and Healthy Environment for Learning and Work **3-Year District Specific Goal:** Madera Unified will obtain an Suspension score of [medium-low] performance for all students as measured by the California Dashboard and will increase the school climate survey favorable index score each year. **3-Year School Specific Goal:** Adams elementary will obtain an Suspension score of medium performance for all students as measured by the California Dashboard and will increase the school climate survey favorable index score each year.

State Priorities	❏ 1 ❏ 2 ❏ 3 ❏ 4 ✓ 5 ✓ 6 ❏ 7 ❏ 8
Local Priorities	● Student attendance, student expulsion, student input on school extra-curricular activities and VAPA/athletics programs, student input on district programs and initiatives, parent input related to school climate, and teacher input related to school climate
Identified Need	1. Maintain a healthy, caring, respectful, and drug-free environment for learning and work, with equitable reinforcement of the guidelines of conduct for students and adults, and nurture socio-emotional resilience in our students through

collaboration among school, home, public safety, health and recreational agencies, and community-based organizations.

Annual Measurable Outcomes

EXPECTED	ACTUAL (Projected)
By June 2018, the number of minor infractions will be reduced by 80% and suspension will decrease by 10% as measured by the Aeries discipline. Unduplicated student suspensions 2016-17: 28 Students 3.3%	The number of minor infractions were reduced by nearly 40%. However, the number of suspensions showed a slight increase as measured by Aeries discipline. Unduplicated student suspensions 2017-18: ?? Students ??% Actuals will be available summer of 2018

Actions/Services

Duplicate the Actions/Services from the prior year SPSA and complete a copy of the following table for each. *Duplicate the table as needed.*

Action 1

Actions/Services	PLANNED **Professional Development/Travel and Conference** * Registration Fees and other expenses *Provide professional development in School Conflict Resolution, Discipline That Restores, Peer Mediation Training, PBIS, or any other behavior intervention/classroom management system	ACTUAL **Professional Development/Travel and Conference** Provide professional development to assist teachers in the transition to common core in English, Math and ELD to develop both rigorous and relevant performance tasks, unit plans, and lessons plans working as PLC teams. June 2018--Professional Learning Conference October 2017- Don't Suspend Me Conference PBIS Year 2 Training
Expenditures	BUDGETED **See Goal 1 Action 3**	ESTIMATED ACTUAL **See Goal 1 Action 3**

Action 2

Actions/Services	PLANNED **Certificated Sub- Time & Certificated ExtraTime** * Review and analyze behavior data from to the cause of minor and major infractions to develop and adjust tiered behavior intervention practices. * Work collaboratively with teachers to identify materials and strategies to be utilized in class and school wide School Conflict Resolution, Discipline That Restores, Peer Mediation Training, PBIS, or any other behavior intervention/classroom management system. * Provide professional development to assist teachers in understanding School Conflict Resolution, Discipline That Restores, Peer Mediation Training, PBIS, or any other behavior intervention/classroom management system. * Provide time for staff to participate in School Conflict Resolution, Discipline That Restores, Peer Mediation Training, PBIS, or any other behavior intervention/classroom management system.	ACTUAL **Certificated Sub- Time & Certificated ExtraTime** * Provide a positive focus to encourage desirable/positive student behaviors * Create a positive school motto to encourage safe and healthy behaviors * Display in the classrooms PBIS posters and review throughout the year. * Provide a school-wide expectation assembly within the first month of school. * Provide daily and monthly recognition of displayed character traits . * Character Education Program and Second Step are used to assist with student conflict resolution and social development
Expenditures	BUDGETED **See Goal 1 Action 1**	ESTIMATED ACTUAL **See Goal 1 Action 1**

Action 3

Actions/Services	PLANNED **Instructional supplies and supplies** * Purchase materials and supplies that support the	ACTUAL **Instructional supplies and supplies** * A variety of items have been purchased this year to support our Safe and

	school's School Conflict Resolution, Discipline That Restores, Peer Mediation Training, PBIS, or any other behavior intervention/c training, PBIS, or any other behavior intervention/classroom management system.	Healthy Environment for Learning to Work goal. ● PBIS Banners ● Teacher RtI Resource Guide for each grade-level ● *Please Don't Suspend* Me guide for conflict resolution
Expenditures	BUDGETED **See Goal 1 Action 2**	ESTIMATED ACTUAL **See Goal 1 Action 2**

Analysis of Goal #4

Complete the following table which evaluates the overall implementation and effectiveness of the actions under this goal. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

List all of the actions (bold). What was the desired outcome of the intervention? What were the student growth targets?	What happened? (findings/evidence)	What is working? What is not working?	What modifications will be made going forward?
Action 1: **Professional Development/Travel and Conference** If the school provides PD in areas that promote a safe and healthy environment to learn and work our students and staff will have resources and/or strategies to support our school culture in a positive way. **Action 2:** **Certificated Sub-Time & Certificated Extra-Time** If the school provides Certificated Sub-Time & Certificated Extra-Time, then teachers will be able to plan, facilitate, and attend PBIS meetings that promote a safe and healthy environment to learn and work. **Action 3:**	**Suspension Data:** (number of suspensions) 2015-16: 25 2016-17: 21 2017-18: 13 (May 1)	Adam's data is positive with regards to suspension rate because it is much lower this school year than in either of the previous two years.	We will also continue to elicit outside training/assemblies that support our positive school culture initiatives and purchase materials that promote a Safe and Healthy Environment for Learning and Work

Instructional Supplies and Materials			
If the school provides instructional supplies and materials to support positive student behavior, students, teachers, and parents will have access to needed supports, which will help to continue to improve positive student behavior and promote a safe and healthy environment to learn and work.			

Goal 5	**Statement of Goal:** Improve parent involvement programs making it an essential component of our educational program.(3) **3-Year District Specific Goal:** Madera Unified will increase the number of parents attending School Site Council (SSC), ELAC, Back to School Night, Parent Portal Login, and Title 1 Parent Meeting at all schools. **3-Year School Specific Goal:** Adams elementary will increase the number of parents attending School Site Council (SSC), ELAC, Back to School Night, Parent Portal Login, and Title 1 Parent Meeting as specified in the table below.

State Priorities	❏ 1 ❏ 2 ✓ 3 ❏ 4 ❏ 5 ❏ 6 ❏ 7 ❏ 8
Local Priorities	● None
Identified Need	1. Embrace parents and families as partners in student learning through mutual respect, culturally inclusive practices, and open communication, and nurture enduring partnerships with our external stakeholders by linking school-based learning with the world of work, aligning resources for cost-effectiveness, and maintaining open channels of communication with leaders and policy makers.

Annual Measurable Outcomes

EXPECTED	ACTUAL
Site Business Meetings 8 Back-to-School Attendance 637	Site Business Meetings 10 Back-to-School Attendance 695

Active Parent Portal Users 600	Active Parent Portal Users 443

Actions/Services

Duplicate the Actions/Services from the prior year SPSA and complete a copy of the following table for each. *Duplicate the table as needed.*

Action 1

Actions/Services	PLANNED **Parent Involvement Materials and Supplies** *Purchase materials, supplies and technology that support and increase parent participation/involvement.	ACTUAL **Parent Involvement Materials and Supplies** • We hold multiple meetings that provide parents with a variety of information. • Our SSC (School Site Council) is composed of 5 parents and 5 school staff members and meets 4-5 times per year. This group is responsible for overseeing the development of our School Site Plan or Single Plan for Student Achievement. (SPSA) • Our ELAC (English Language Acquisition Committee) meets approximately 4-5 times a year also. The meetings are held in Spanish and are designed to provide information and answer questions for our Spanish speaking community. This group is responsible for providing input to the SSC relating to the needs of our ELL students. • Our Parent Club is a group of parents & teachers that meet monthly to plan events. These events can be to raise money or to provide a fun time for our students and families. They use the money they raise to support our school in many ways. • Parent/teacher conferences are held 2 to 4 times a year. This is a time to share progress and concerns and to help build the home/school connection.

Expenditures	BUDGETED **Supplies** **$1,772**	ESTIMATED ACTUAL **Supplies: $0**

Action 2

Actions/Services	PLANNED **Printshop instructional resources to provide at the training for parent to take home**	ACTUAL **Printshop instructional resources to provide at the training for parent to take home** * Flyers * Invitations
Expenditures	BUDGETED **Printshop** **$500**	ESTIMATED ACTUAL **Printshop** **$1,200**

Analysis of Goal #5

Complete the following table which evaluates the overall implementation and effectiveness of the actions under this goal. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

List all of the actions (bold). What was the desired outcome of the intervention? What were the student growth targets?	What happened? (findings/evidence)	What is working? What is not working?	What modifications will be made going forward?
Frame this using the theory of action protocol (e.g. IF the schools does X, then teachers will be able to do Y, which will help [all] students improve by Z).	*Provide quantitative or qualitative results for the Title I intervention as it relates to the*	*Provide evidence that this Title I action had a positive, negative, or neutral outcome.*	*Explain what changes will be made to the services funded by Title I and if funding will increase,*

	student growth targets. Be succinct.		*decrease, stay the same, or be eliminated.*
Action 1 & 2 *** Parent Involvement Materials and Supplies** *** Printshop instructional resources to provide at the training for parent to take home** If information is sent home in the parents' language, they will be better informed of school events, meetings, and how to help their students at home, which will improve parent involvement. If support staff is provided to help communicate with parents in their language, there will be better communication from home to school, which will improve parent involvement and understanding of student needs. All of which will lead to an increase in John Adams parent attendance at Back to School Night, Title 1, ELAC, Open House, School Carnival, Movie Nights and the number of Active Parent Portal Users.	**Title 1 Meeting (average parent attendance):** 2014-15: 2 2015-16: 5 2016-17: 15 2017-18: 20 **Back to School Night (attendance):** 2014-15: 77% 2015-16: 88% 2016-17: 90% 2017-18: 90% **School Site Council (members):** 2014-15: 9 2015-16: 9 2016-17: 10 2017-18: 10 **ELAC (avg. attendance):** 2014-15: 5 2015-16: 3 2016-17: 5 2017-18: 7	John Adams parents are highly supportive of our Back to School Night, Title 1 Meeting, ELAC, Open House, School Carnival and Movie Nights.	The John Adams staff and Parent Club will continue to plan and support all of our parent involvement events and programs.

Goal 6	**Statement of Goal:** Increase and improve technology. **3-Year District Specific Goal:** Madera Unified will maintain an average daily student device usage of 1-hour a day for each school year. **3-Year School Specific Goal:** Adams elementary will maintain an average daily student device usage of 1-hour a day for each school year.

State Priorities	✓ 1 ❏ 2 ❏ 3 ❏ 4 ❏ 5 ❏ 6 ❏ 7 ❏ 8
Local Priorities	● None
Identified Need	1. Ensure students are provided with basic 21st century tools such as computers and access to the internet that will help student learning outcomes to improve.

Annual Measurable Outcomes

EXPECTED	ACTUAL
Google API (per device usage data) 33.1% of Chromebook devices met 75% of 2-hour daily threshold. Google API (average daily usage of devices) 1.5 hours per day	Google API (per device usage data) 50% of Chromebook devices met 75% of 2-hour daily threshold. Google API (average daily usage of devices) 1.2 hours per day

Actions/Services

Duplicate the Actions/Services from the prior year SPSA and complete a copy of the following table for each. *Duplicate the table as needed.*

Action 1	

Actions/Services	PLANNED **Purchase and Replace Technology and Resources**	ACTUAL **Purchase and Replace Technology and Resources**

	* Purchase hardware and/or software to support the core program implementation. * Purchase/Replace Technology utilized for the classroom * Purchase/Replace outdated, damaged, and broken technology that is utilized to support the core e.g. printers, laptops, projectors etc.	* We have purchased a variety of hardware for use with our students. This includes printers and speakers.
Expenditures	BUDGETED **Comp. Hardware under $500: $3,550**	ESTIMATED ACTUAL **Comp. Hardware under $500: $3,512**

Action 2

Actions/Services	PLANNED **Action 2:** **Renew software applications that support student achievement** * Utilize up-to-date technology programs that support the core program.	ACTUAL **Renew software applications that support student achievement** * We have purchased a variety of software for use with our students. This includes Multiplication.Com and STAR subscriptions
Expenditures	BUDGETED **Comp. Hardware/Software Maintenance & License** **$4,500**	ESTIMATED ACTUAL **Comp. Hardware/Software Maintenance & License** **$855**

Analysis of Goal #6

Complete the following table which evaluates the overall implementation and effectiveness of the actions under this goal. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

List all of the actions (bold). What was the desired outcome of the intervention? What were the student growth targets?	What happened? (findings/evidence)	What is working? What is not working?	What modifications will be made going forward?
Action 1: **Purchase and Replace Technology and Resources** . **Action 2:** **Renew software applications that support student achievement** If John Adams continues to support technology hardware and software site needs, this will provide students the opportunity to utilize technology effectively to increase student learning.	Adam's average technology use per day was 1.1.	Our site's average use per day of chromebooks has increased.	John Adams will maintain current rate of device usage. We will continue to use Title I funds to purchase online subscriptions.

Budget Distribution:John Adams Elementary School Title I Budget 2018-19

Expenses	Object Code	Title I	Title I Parent ED	Carryover	Total
Certificated Personnel	**1000**				
Teachers					
TSA	1100	$63,388			
Support Teacher	1100				
Intervention Specialist	1100				
Certificated Subs	1125	$14,000			
Certificated Extra Time	1190	$18,000	$1,000		

Certificated Pupil Support	1200				
Certificated Pupil Support Sub	1220				
Other Certificated Salaries	1900				
Classified Personnel	**2000**				
Paraprofessional	2100				
Paraprofessional Extra Time	2190				
Clerk/Office	2400				
Clerk/Office Extra Time	2490				
Student Advocate	2200				
Books & Supplies	**4000**				
Books & Reference Material	4200				
Supplies	4300		$1,000		
Instructional Supplies	4310	$20,500			
Computer Software under $500	4380				
Computer Hardware under $500	4385				
Non-Capitalized Equipment	4400				
Computer Software $500-$5,000	4480				
Computer Hardware $500-$5,000	4485				
Other Operating Expenses	**5000**				
Travel & Conference	5200	$2,500			
Rental/Leases/Non-Cap	5600				
Duplicating/Print shop	5715		$508		

Field Trips	5716				
Outside Contracted Services	5800				
Transportation Contracted Services	5865				
Computer Hardware/Software Maintenance & License	5885	$439			
Postage	5910				
Total:		$118827	$2508		$121335
Remaining Balance:		0	0		

Stakeholder Engagement

INVOLVEMENT PROCESS FOR SPSA AND ANNUAL UPDATE

How, when, and with whom did the School consult as part of the planning process for this SPSA/Annual Review and Analysis? (e.g. school site council, ELAC, etc.)

Input for the SPSA came from a variety of sources, including our ELAC committee, the staff and school leadership team, and our School Site Council members at our various stakeholder meetings.

IMPACT ON SPSA AND ANNUAL UPDATE

How did these consultations impact the SPSA for the upcoming year?

Input was taken from these groups and priorities set for our limited funds. More funds were added to Instructional Supplies based on the request from SSC for teachers to have grade-level money.

Goals, Actions, & Services

❏ New	✓ Modified	❏ Unchanged

Goal 1

Statement of Goal: Equitable Access to Rigorous High-Level Programs

3-Year District Specific Goal: Madera Unified will obtain an ELA academic score of [medium-high (green)] performance for all students as measured by the California Dashboard.

Madera Unified will obtain an mathematics academic score of [medium-high (green)] performance for all students as measured by the California Dashboard.

Madera Unified will obtain an English Learner progress score of [medium-high (green)] performance for all EL and recent RFEP students as measured by the California Dashboard.

3-Year School Specific Goal: Adams elementary will obtain an ELA academic score of medium-high (green) performance for all students as measured by the California Dashboard.

Adams elementary will obtain an mathematics academic score of medium (yellow) performance for all students as measured by the California Dashboard.

Adams elementary will obtain an English Learner progress score of medium performance for all EL and recent RFEP students as measured by the California Dashboard.

State Priorities	✓ 1 ✓ 2 ❏ 3 ✓ 4 ❏ 5 ❏ 6 ✓ 7 ✓ 8
Local Priorities	*ELA Assessment, K-3 Early Literacy, and Reading, employee retention, campus aesthetic, and certificated staff input related to state standards *Math Assessment, K-3 Early Reading Literacy and Reading, Ds or Fs on Report Card, employee retention, campus aesthetic, and certificated staff input related to state standards
Identified Need	1. Build and sustain a standards-aligned ELA, ELD, and Math instructional system that promotes a culture of high standards for all students, with the expectation that they complete academic programs of study - equipping them for success at the next level in school, college, and career. Additionally, accelerate instructional effectiveness by investing in evidence-based collaboration, differentiated professional development, timely and support, and leadership development for teachers, leaders and staff.

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18 Target	2018-19 Target	2019-20 Target
CAASPP SBAC ELA Distance from Level 3 (DF3)	Color (Projected): YELLOW DF3: -23.4	Color (Projected): Yellow DF3: -15	Color (Projected): Green DF3: -7	Color: (Projected): Green DF3: 2
Local Interim Assessment ELA	46% of students met or exceeded standard in ELA	50% of students met or exceeded standard in ELA	55% of students met or exceeded standard in ELA	60% of students met or exceeded standard in ELA
Scholastic Next Step Guided Reading: K to 2nd	41% of students are projected to read at or above grade level.	46% of students are reading at or above grade level.	50X% of students are reading at or above grade level.	55X% of students will be reading at or above grade level.
Scholastic Reading Inventory: 3rd to 6th	48% of students are projected to read at or above grade level.	52% of students are reading at or above grade level.	56% of students will be reading at or above grade level.	60% of students will be reading at or above grade level.
CAASPP SBAC Math Distance from Level 3 (DF3)	Color (Projected): YELLOW DF3: -41.4	Color (Projected): Yellow DF3: -33	Color (Projected): Yellow DF3: -25	Color: (Blue or Green): Green DF3: -7
Local Interim Assessment Math	43% of students met or exceeded standard in math	50% of students met or exceeded standard in math	57% of students met or exceeded standard in math	63% of students met or exceeded standard in math
English Learner Progress	Color (Projected): Status: Pending	Color (Projected): Status: Pending	Color (Projected): Status: Pending	Color: (Blue or Green): Status: Pending
ELPAC	NA	NA	NA	NA
Reclassification Rate	17.6%	20% Actual	20%	30%

Goal **1**   Action **1**

Students to be Served	○ District-wide ✓ School-wide ✓ Students with Disabilities	Specific Student Group(s): All Student groups
	✓ English Learners ✓ Foster Youth ✓ Low Income	Specific Grade Spans: All Grades

<table>
<tr><td rowspan="2">Actions/
Services</td><td colspan="4"></td></tr>
<tr></tr>
</table>

	Actions/Services	Individual(s) Responsible	Tasks/Timeline	Budget
	❑ New ❑ Modified ✓ Unchanged	❑ New ✓ Modified ❑ Unchanged	❑ New ✓ Modified ❑ Unchanged	❑ New ✓ Modified ❑ Unchanged
Actions/ Services	*Planned*: **Provide teacher release time, extra time and Travel and Conference:** * Observe high impact CCCS lessons. * Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students. * Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic	*Who*: Administration C & I - TSA PLSS - TSA Teachers	*Tasks & Due Dates:* *Provide sub coverage and extra-time to facilitate collaborative sessions, PD, peer observations (on-going) *Survey staff to determine PD *Identify students for targeted-support in ELA *Provide targeted support to students *Progress Monitoring to review and analyze student data (8-12	*Cost* *In-Service Sub:* $14,000 *Extra Time:* $2,000 *Travel & Conference:* $2,500

progress and identify next steps. * Allow for one-on-one teacher testing for students who are at-risk and/or on grade level. * Time for testing, scheduling, and compiling information about students. * Provide after school tutoring for students. * Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.		week cycle on-going)	

Goal **1**   Action **2**

Students to be Served	○ District-wide ✓ School-wide ✓ Students with Disabilities	Specific Student Group(s): All student groups
	✓ English Learners ✓ Foster Youth ✓ Low Income	Specific Grade Spans: All grades

Actions/Services	*Individual(s) Responsible*	*Tasks/Timeline*	*Budget*
❏ New	❏ New	❏ New	❏ New

	✓ Modified ❏ Unchanged	✓ Modified ❏ Unchanged	✓ Modified ❏ Unchanged	✓ Modified ❏ Unchanged
Actions/ Services	*Planned*: **Purchase supplemental Instructional supplies, Books and reference materials and Duplication/Print shop.** * Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations. * Purchase materials to improve performance on Smarter Balanced assessment. * Utilize the district's print shop service to provide materials for student use as well as for parent education. * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or	*Who*: Administration Support Staff Teachers	*Tasks & Due Dates:* *Identify student lexile levels *Identify materials to support below, at, above and intervention student needs. *Research standards-based materials and research-based materials (on-going)	*Cost:* *Instructional Supplies: $20,500*

intervention. * Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems. * Purchase materials and supplies to support project based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.			

Goal **1**   Action **3**

Students to be Served	○ District-wide ✓ School-wide ✓ Students with Disabilities	Specific Student Group(s): All student groups
	✓ English Learners ✓ Foster Youth ✓ Low Income	Specific Grade Spans: All grades

Actions/Services	Individual(s) Responsible	Tasks/Timeline	Budget
❏ New ✓ Modified ❏ Unchanged	❏ New ✓ Modified ❏ Unchanged	❏ New ✓ Modified ❏ Unchanged	❏ New ✓ Modified ❏ Unchanged

Actions/ Services	*Planned*: **Response to Intervention & Prevention TSA**	*Who*:	*Tasks & Due Dates:*	*Cost:*
	* Review and analyze data from various sources: CAASPP scores, CELDT scores, district assessments, and common formative assessments, etc. to identify student needs	Administrator	*Hire Full-Time TSA (1 @ 50/50)	*Full-Time TSA (1@50/50) $63,388*
		RtI Staff	* Title1-Site/D.O.) and PLSS (2 @ LCFF)	*PT TSA $16,000*
		PLSS Staff	*Hire P/T TSA -Unfunded Priority	
	* Work collaboratively with teachers to analyze data and identify students needing additional support	Teachers	*Identify & Group all students for RtI Process & Literacy Lab	
	* Identify academic need and create appropriate instructional groups for our Literacy Lab & Push-in Support		*Progress Monitor (on-going @ 8-12 week cycles)	
	* Provide intervention, targeting student's identified needs, & monitor and log progress, as well as assessment assistance		*Review RtI Process with staff & Provide PD (on-going)	
			*Facilitate all COST/SST's (6 week cycle)	
	* Attend and provide professional development and teacher support to assist in the implementation of early literacy strategies and research-based intervention through demos & coaching to build teacher capacity		*Attend Solution Tree RtI Conference (in CA)	
	* Update services provided, monitor progress, and support identified			

interventions indicated on the Green Intervention Folder			
* Organize and schedule SST/COST meetings with parents & staff			

Goal 1   Action 4

Students to be Served	○ District-wide ✓ School-wide ✓ Students with Disabilities	Specific Student Group(s): All student groups
	✓ English Learners ✓ Foster Youth ✓ Low Income	Specific Grade Spans: All grades

Actions/
Services

Actions/Services	Individual(s) Responsible	Tasks/Timeline	Budget
❏ New ✓ Modified ❏ Unchanged	❏ New ✓ Modified ❏ Unchanged	❏ New ✓ Modified ❏ Unchanged	❏ New ✓ Modified ❏ Unchanged
Planned: **(Classified/Clerk Extra-Time)** * After-school tutoring for Struggling Students * After-school Enrichment for Identified Students * Purchase materials and supplies to support the implementation of after	*Who*: Administration Support Staff Tutors	*Tasks & Due Dates:* *Identify students for tutoring *Identify students for enrichment *Begin Tutoring & Enrichment *Submit requisitions for materials	*Cost:* *As funds become available*

school tutoring and/or enrichment programs to include but not limited to: STEM Projects, Project-based Learning, Robotics, Visual and Performing Arts, etc. *Translating and Child care			

Goal 2

Statement of Goal: **Safe and Healthy Environment for Learning and Work**
3-Year District Specific Goal: Madera Unified will obtain an Suspension score of [medium-low] performance for all students as measured by the California Dashboard and will increase the school climate survey favorable index score each year.
3-Year School Specific Goal: Adams elementary will obtain an Suspension score of [low, medium-low, medium, medium-high, or high] performance for all students as measured by the California Dashboard and will increase the school climate survey favorable index score each year.

State Priorities	☐ 1 ☐ 2 ☐ 3 ☐ 4 ✓ 5 ✓ 6 ☐ 7 ☐ 8
Local Priorities	● Student attendance, student expulsion, student input on school extra-curricular activities and VAPA/athletics programs, student input on district programs and initiatives, parent input related to school climate, and teacher input related to school climate
Identified Need	1. Maintain a healthy, caring, respectful, and drug-free environment for learning and work, with equitable reinforcement of the guidelines of conduct for students and adults, and nurture socio-emotional resilience in our students through collaboration among school, home, public safety, health and recreational agencies, and community-based organizations.

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18 Target	2018-19 Target	2019-20 Target
Suspension	3.3% (28 students were suspended one or more times.)	2.0%	1.5%	1.0%

5th Grade School Climate Favorable Index Score	50% (104 student responses)	51% (175 student responses)	55%	60%
6th Grade School Climate Favorable Index Score	64% (107 student responses)	54% (190 student responses)	60%	65%

Goal **2**   Action **1**

Students to be Served	○ District-wide ✓ School-wide ✓ Students with Disabilities	Specific Student Group(s): All student groups
	✓ English Learners ✓ Foster Youth ✓ Low Income	Specific Grade Spans: All grades

Actions/ Services

	Actions/Services	Individual(s) Responsible	Tasks/Timeline	Budget
	❏ New ✓ Modified ❏ Unchanged	❏ New ✓ Modified ❏ Unchanged	❏ New ✓ Modified ❏ Unchanged	❏ New ✓ Modified ❏ Unchanged
	Planned: PBIS Team will: * Continue year 2 implementation of PBIS. We will receive year 3 training through MCOE. We will sustain the implementation of Tier 1 PBIS supports, tighten and revise Tier 2 interventions and begin development on Tier 3 systems and supports as needed. * Support professional development	*Who*: * Administration * PBIS Team * All staff	*Tasks & Due Dates*: Training dates TBD by MCOE	*Cost*: *As funds become available*

related to 1. Restorative Justice 2. Conflict Resolution 3. Peer Mediation 4. Positive Behavior Support			

Goal **2**   Action **2**

Students to be Served	○ District-wide ✓ School-wide ✓ Students with Disabilities	Specific Student Group(s): All student groups
	✓ English Learners ✓ Foster Youth ✓ Low Income	Specific Grade Spans: All grades

	Actions/Services	Individual(s) Responsible	Tasks/Timeline	Budget
	❏ New ✓ Modified ❏ Unchanged	❏ New ✓ Modified ❏ Unchanged	❏ New ✓ Modified ❏ Unchanged	❏ New ✓ Modified ❏ Unchanged
Actions/ Services	*Planned*: **Purchase supplemental material** * Purchase books, online subscriptions, and/or monthly student magazine subscriptions to support the implementation of schoolwide PBIS expectations. * Utilize the district's print shop service to provide materials for student use as well as for parent education.	*Who*: Administration PBIS Team	*Tasks & Due Dates:* As needs present themselves to support implementation.	*Cost:* *Instructional Supplies: $20,500*

* Purchase materials including, but not limited to, banners to promote PBIS expectations or materials for poster maker to make our own PBIS posters. * Purchase materials and supplies to support character education.			

	❏ New ✓ Modified ❏ Unchanged
Goal 3	**Statement of Goal:** Improve parent involvement programs making it an essential component of our educational program. **3-Year District Specific Goal:** Madera Unified will increase the number of parents attending School Site Council (SSC), ELAC, Back to School Night, Parent Portal Login, and Title 1 Parent Meeting at all schools. **3-Year School Specific Goal:** Lincoln elementary will increase the number of parents attending School Site Council (SSC), ELAC, Back to School Night, Parent Portal Login, and Title 1 Parent Meeting as specified in the table below.

✓

State Priorities	❏ 1 ❏ ○ 3 ✓ ✓ 6 ❏
Local Priorities	1. none
Identified Need	1. Embrace parents and families as partners in student learning through mutual respect, culturally inclusive practices, and open communication, and nurture enduring partnerships with our external stakeholders by linking school-based learning with the world of work, aligning resources for cost-effectiveness, and maintaining open channels of communication with leaders and policy makers.

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline (Projected)	2017-18 Target	2018-19 Target	2019-20 Target
Title 1 Parent Meeting	7	14	20	25
Back-to-school Attendance	90%	90%	95%	97%
Active Parent Portal Users	600	443	500	600
SSC	8	10	15	20
ELAC	7	10	15	20

Goal 3   Action 1

Students to be Served	○ District-wide ✓ School-wide ✓ Students with Disabilities	Specific Student Group(s): All Students.
	✓ English Learners ✓ Foster Youth ✓ Low Income	Specific Grade Spans: All Grades.

Actions/ Services

Actions/Services	Individual(s) Responsible	Tasks/Timeline	Budget
❑ New ✓ Modified ❑ Unchanged	❑ New ✓ Modified ❑ Unchanged	❑ New ✓ Modified ❑ Unchanged	❑ New ✓ Modified ❑ Unchanged
Planned: **Purchase supplemental instructional supplies, books and reference materials, and**	*Who*:	*Tasks & Due Dates*	*Cost*: $2,508

Duplication/Printshop: * Purchase materials to support parent involvement. * Utilize the district's print shop service to provide materials for parent communication. * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support parent involvement.	Administration Support Staff Teachers	*Identify student lexile levels *Identify materials to support below, at, above and intervention student needs *Research standards-based materials and research-based materials (on-going)	

Goal **3**   Action **2**

Students to be Served	○ District-wide ✓ School-wide ✓ Students with Disabilities	Specific Student Group(s): All student groups
	✓ English Learners ✓ Foster Youth ✓ Low Income	Specific Grade Spans: All grades

Actions/Services	*Individual(s) Responsible*	*Tasks/Timeline*	*Budget*
❏ New ✓ Modified ❏ Unchanged	❏ New ✓ Modified ❏ Unchanged	❏ New ✓ Modified ❏ Unchanged	❏ New ✓ Modified ❏ Unchanged

Actions/ Services	*Planned*: **Provide teacher/classified release time and extra time:** * Provide parent translation – oral and written. * Provide preparation time for parent support. * Provide parent education nights	*Who*: Administration Support Staff Tutors	*Tasks & Due Dates*: *Identify students for tutoring *Identify students for enrichment *Begin Tutoring & Enrichment *Submit requisitions for materials	*Cost*: As funds become available

❏ New	✓ Modified	❏ Unchanged

Goal 4	**Statement of Goal:** Increase and improve technology. **3-Year District Specific Goal:** Madera Unified will maintain an average daily student device usage of 1-hour a day for each school year. **3-Year School Specific Goal:** Adams elementary will maintain an average daily student device usage of 1-hour a day for each school year.

State Priorities	✓ 1	❏ 2	❏ 3	❏ 4	❏ 5	❏ 6	❏ 7	❏ 8

Local Priorities	● None
Identified Need	1. Ensure students are provided with basic 21st century tools such as computers and access to the internet that will help student learning outcomes to improve.

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19 Target	2019-20 Target
Google API (per device usage data)	33.1% of Chromebook devices met 75% of 2-hour daily threshold.	50% of Chromebook devices met 75% of 2-hour daily threshold.	60% of Chromebook devices met 75% of 2-hour daily threshold.	70% of Chromebook devices met 75% of 2-hour daily threshold.
Google API (average daily usage of devices)	1.5 hours per day	1.2 hours per day	1.5 hours per day	1.7 hours per day

Goal **4**   Action **1**

Students to be Served	○ District-wide ✓ School-wide ✓ Students with Disabilities	Specific Student Group(s): All student groups
	✓ English Learners ✓ Foster Youth ✓ Low Income	Specific Grade Spans: All grades

	Actions/Services	Individual(s) Responsible	Tasks/Timeline	Budget
	❑ New ✓ Modified ❑ Unchanged	❑ New ✓ Modified ❑ Unchanged	❑ New ✓ Modified ❑ Unchanged	❑ New ✓ Modified ❑ Unchanged
Actions/ Services	*Planned*: **Purchase technology and supplemental materials:** * Purchase technology to support technology goal. * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to	*Who*: Admin Teachers Other Staff	*Tasks & Due Dates:* Spend as needed	*Cost:* *As funds become available*

software programs, books, project boards, audiovisual equipment, presenter, teacher resources, or other items that support technology. * Provide for repairs as needed to keep equipment in working order. * Purchase hardware and software programs to facilitate and support technology use and learning relating to enrichment and core support as well as to support a STEM/STEAM learning environment.			

School Site Council Membership John Adams Elementary School

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 makeup of the SSC is as follows:

Name of Member	Represents	Contact Info	Reviewed Plan Date	Principal	Classroom Teacher	Other School Staff	Parent Community Member	Secondary Student
Kevin Gregor	Administration		5/17/17	X				
Leticia Ceballos	Parent		5/17/17				X	
Lisa Fernandez	Parent		5/17/17				X	
			5/17/17				X	
			5/17/17				X	

Vivian McLain	Classified		5/17/17				X		
Cindy Pena	Certificated		5/17/17			X			
Melinda Engelman	Certificated		5/17/17			X			
Diana Boyd	Certificated		5/17/17			X			
Number of Members in each Category					###	###	###	###	###

Recommendations and Assurances John Adams Elementary School

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 _____ Signature
❑ English Learner Advisory Committee _____ Signature
❑ Special Education Advisory Committee _____ Signature
❑ Gifted and Talented Education Advisory Committee _____ Signature
❑ District/School Liaison Team for schools in Program Improvement _____ Signature
❑ Compensatory Education Advisory Committee _____ Signature
❑ Departmental Advisory Committee (secondary) _____ Signature
❑ Other committees established by the school or district (list) _____ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: .

Attested:

_____   _____   _____
Typed name of School Principal   Signature of School Principal   Date

_____   _____   _____
Typed name of SSC Chairperson   Signature of SSC Chairperson   Date

The SPSA Template

This SPSA template has been adapted from the CDE SPSA Template, and the SBE-approved LCAP Template, and is designed to meet the content requirements of *EC* Section 64001 for a Single Plan for Student Achievement. Such a plan must be developed and approved by the SSC at each school that participates in any program funded through the ConApp and any programs the SSC decides to include.[1] Accordingly, the plan must:

1. Be reviewed and updated annually by the SSC, including proposed expenditures of funds allocated to the school.
2. Align with school goals for improving student achievement that are based on verifiable state and local data.
3. Describe how progress toward those academic performance goals will be evaluated.
4. Address how funds will be used to improve the academic performance of all students as indicated by state measures.
5. Be consistent with federally required LEA plans, and identify how state and federal requirements will be implemented.
6. Consolidate all plans required for programs funded through the ConApp in which the school participates and, when feasible, other categorical programs.
7. Be developed with the review, certification, and advice of applicable school advisory committees.
8. Be reviewed and approved by the local governing board whenever there are material changes affecting the progress of students covered by these programs.

Legal Specifics for the SPSA

EC Section 64001 specifies that schools and districts that receive state and federal or other applicable funding through the district's Consolidated Application (ConApp) process prepare a SPSA for any recipient school. The SPSA is a blueprint to improve the academic performance of all students. SPSA specifics are also included in the Federal Program Monitoring process.
EC Section 64001 establishes the following specifics for school plans:

1. School districts must assure that SSCs have developed and approved the SPSA for schools participating in programs funded through the ConApp process and any other school program they choose to include.
2. Any plans required by programs funded through the ConApp and subject to Elementary and Secondary Education Act (ESEA) Program Improvement (PI) requirements must be consolidated into a single plan. Schools may add other funding sources.
3. The SSC must annually review and update the plan, including proposed expenditures of funds allocated to the school through the ConApp.
4. School goals must be based upon an analysis of verifiable state data (California School Dashboard), and may include any data voluntarily developed by districts to measure student achievement.
5. The content of the plan must be aligned with school goals for improving student achievement.

6. School plans must be developed with the review, certification, and advice of any applicable school advisory committees.
7. The SPSA must address how ConApp funds will be used to improve the academic performance of all students.
8. The SPSA must align with the LEA Plan and be submitted for approval to the LEA governing board. The board may return it to the SSC for revisions, as deemed necessary.
9. The SPSA must be reviewed and approved by the governing board of the LEA whenever there are material changes that affect the academic programs funded through the ConApp.

Seven Recommended Steps for Developing the SPSA

In addition to meeting the requirements common to all school plans, the SPSA must meet the specific requirements of each categorical program operated at the school. (Appendix A: Chart of Requirements for the SPSA lists the content for school plans required by state and federal programs operated at the school.)

The SPSA involves a continuous development, implementation, and monitoring cycle. The starting date of the annual planning cycle is a local decision. However, every school needs to have an approved plan guiding the work of the school. The SSC should develop a calendar of tasks and meetings to seek input from applicable advisory committees to develop the plan. The seven steps of this continuous cycle are:

- Analyze student achievement data, summarize conclusions, and identify needs.
- Measure effectiveness of current improvement strategies to determine critical causes of student underachievement.
- Identify a limited number of achievement goals, key improvement strategies to achieve goals and fiscal resources. Verify that the ConApp allocations match SPSA Form C, "Programs Included in This Plan."
- Attach timelines, personnel responsible, proposed expenditures, and funding sources to implement the plan.
- Recommend the SPSA to the local governing board.
- Receive local governing board approval and implement the plan.
- Monitor and evaluate effectiveness of the implementation.

By following the Seven Steps for Developing the SPSA described in detail in Part I of the CDE "Guide for Developing the Single Plan for Student Achievement," the following sections of the template can be completed. Collectively, these completed forms will make up the SPSA for a school:

- **Goals, Actions, and Services**—develops school goals, related actions, and expenditures that address the findings from the analysis of the instructional program and student performance data. Please note that for each funded goal or activity, a specific amount must be itemized for each funding source.
- **Centralized Services for Planned Improvement in Student Performance**—identifies direct services to students and educational support services to school staff that are provided by district office staff. These services are paid from categorical funds allocated to the school. The district needs SSC approval in order for these funds to be used for centralized services. The total amounts for each program listed in Form B must align with the amounts listed in the district's ConApp.
- **Programs Included in This Plan**—lists the state and federal categorical programs in which the school participates and, when applicable, allocations to the school. The totals and amounts listed in these pages should match the allocations to the school from the district's ConApp.
- **SSC Membership**—indicates the membership of the SSC to document its composition.
- **Recommendations and Assurances**—completes the SPSA for submission to the district governing board for approval.
- **Budget Summary**— is a tool to help the SSC project costs and align resources with "Goals, Actions, and Services," "Centralized Services," "Programs Included in This Plan," and the ConApp.
- **Annual Evaluation and Analysis**—is a tool to help the SSC evaluate the effectiveness of its SPSA.

Single Plan for Student Achievement Annual Evaluation

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM
review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.