

The Single Plan for Student Achievement

School: Sheridan Elementary School
CDS Code: 31669516031363
District: Western Placer Unified School District
Principal: Melissa Willes
Revision Date: October 1, 2014

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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School Vision and Mission

Sheridan Elementary School's Vision and Mission Statements

Vision: Students will gain effective skills, knowledge, and attitudes to continue their education and career.

Mission: To develop a professional learning community which analyzes assessment data to drive all instruction and ensure that all students achieve mastery of the Common Core State Standards. All parents, staff and community members will work together to ensure that all students receive a high quality education which stresses responsibility, moral and ethical behavior, literacy, healthy life style and critical thinking.

School Profile

Sheridan Elementary School serves kindergarten through fifth grade students and is located in the Western Placer Unified School District (WPUSD) between Lincoln and Wheatland in the western region of Placer County. The students are housed on the campus in multi-graded classrooms with a population of 81 students. The ethnic makeup is as follows: Caucasian and Hispanic 92.6%, Black/African American 0.012%, Laotian 0.012% and American Indian 2.5 % and 2.5% who decline to state.. We have a grant funded parent participation preschool facility on the school site. Efforts are made to ensure that the transition from preschool to kindergarten is a smooth and enjoyable experience. The principal is Melissa Willes. Scott Leaman is the Western Placer Unified School District Superintendent.

Sheridan Elementary School is committed to providing a safe, healthy learning environment. Specific programs which emphasize this include: healthy lifestyles education, evacuation drills; monthly fire drills and emergency shut-down drills. All non-students coming on to campus must check in through the office to sign-in and obtain a badge. Students are supervised before and after school by staff. More than 60 students attend the after-school program. This program provides students with opportunities to work on homework, art, crafts, and recreation. Our school safety plan is in place, as well as, our district crises plan. They work together to encompass the safety of all of our students, staff, parents and community.

Combination classes are in place. We have a kindergarten/first; second/third; and a fourth/fifth configuration.

As per the California Education Code, there are a required number of minutes per year for each grade level. The number of instructional minutes at Sheridan School is over 56,000, well over the required EdCode minutes.

The percentage of students in the free and reduced lunch program is 77%.

Incorporated into the regular program are: peer tutoring, cross-age buddies, math and reading interventions (first within the classroom using Houghton Mifflin "Focused Approach," Fast Forward Math, Reading Mastery, Corrective Reading, SIPPS, Read Naturally, REWARDS, and Signs for Sounds), parent volunteers, an emphasis on building good peer relationships and transitioning to middle school, hands-ons science classes, and visual and performing arts which includes performances for the school community.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Non completed

Classroom Observations

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

The school principal observes teachers both formally and informally. Teachers are formally evaluated every other year. However, frequent walk throughs and informal visits are common. New teachers are formally observed three times each year.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Teachers analyze available test scores and identify students and standards in which more targeted instruction is needed. The teachers then complete an instructional planning sheet, which identifies the standard, standard benchmark, objective, and the materials needed to implement improvement. Teachers also use beginning of the year assessments to group students for intervention programs.

DIBELS (Dynamic Indicators of Early Literacy Skills) is a measure used by which students' competency in basic literacy skills and reading fluency can be assessed on a regular basis. Benchmark testing occurs three times a year and progress monitoring occurs regularly for students with an intensive need for support in English Language Arts.

District wide common assessments are administered several times throughout the year. These provide summative assessments for teachers to gauge the students' progress. Weekly chapter tests (formative assessments), as well as, theme tests from the adopted curriculum assist teachers in monitoring the progress of the students and enable them to accurately communicate on a regular basis with parents.

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

All district assessments occur as per the pacing guides set forth. Data is entered into Online Assessment Reporting System (OARS) creating a compilation of scores. Dynamic Indicators of Beginning English Literacy scores (DIBELS) and sight word acquisition are also measured as regular markers of student progress. Core curriculum is modified by the teacher to scaffold access to the Common Core Standards. Small Group instruction for struggling learners is another modification to the regular curriculum.

Staffing and Professional Development

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

Sheridan Elementary School teachers meet the highly qualified staff criteria at 100%.

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

All teachers have access to professional development provided by Western Placer Unified School District. Training is ongoing and provides in-depth practice and work with CCSS. Teachers may also use lottery money to attend professional conferences out of district. Teachers are encouraged to attend any and all training and teamwork opportunities.

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

WUSD offers staff development specifically aligned to address Common Core State Standards (CCSS). Teachers are currently attending training for the implementation of a new math curriculum, Envision by Pearson. Teachers attended the California Reading Association PDI Conference.

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

Content specialist training is planned for the 2014-2015 school year in order to adapt the current materials to CCSS. A site tech provides training on the use of interactive projectors/whiteboards. Use of one-on-one technology mentoring occurs within the staff. The district health teacher has provided an online connection for health lessons that teachers may access anytime. WPUSD also provides an instructional coach for all teachers in the district. This coach provides training as well as working with grade level teams to further knowledge and expertise with the new CCSS.

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

All teachers at Sheridan Elementary School collaborate with each other with regard to planning for student success. They also participate with grade level teams from other schools. Early Release days and staff meetings provide time for collaboration. CCSS implementation is a focus for teaching faculty. Collaboration also occurs among instructional aides as they plan together to provide targeted instruction for struggling learners.

Teaching and Learning

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

The district purchases standards based materials. All teachers at this site use these materials and adapt them to create alignment with standards. The teachers are provided with training for the new materials and state and local multiple measures are used for assessment. The district also conducts and provides monthly early release days to facilitate, professional learning communities, communication between grade levels and school sites. The meetings also provide the vehicle for additional curriculum training should the need arise. Teachers participated in the selection of new CCSS aligned curricula, Envision Math.

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

Instructional minutes requirements are met in each classroom at Sheridan Elementary. It is acknowledged that combination classrooms present a challenge in this area. Teacher preps are strategically planned to provide single grade instructional time to meet this goal. Overall, the school has 56,000 instructional minutes which is greater than the amount required by EdCode.

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

District pacing guides are adhered to each classroom. Interventions also occur on a schedule which provides single grade instructional time.

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

Adoptions – teachers are invited to serve on the textbook adoption committees. Teacher input is viewed as a priority for determination of a final selection. Every student is provided standards-based instructional materials appropriate to grade level.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Adopted materials for core instruction as well as interventions are used.

Opportunity and Equal Educational Access

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

After School Program
Response to Intervention data, time and structure provided
SIPPS
Parent Volunteers
Cross-age tutoring
After School Tutoring
Accelerated Reader Program
English Learners focus during Response to Intervention time
Speech Services

14. Research-based educational practices to raise student achievement

Targeted intervention groups use Systematic Instruction in Phonemic Awareness (SIPPS), Read Naturally, and REWARDS for instruction. Teachers also use Accelerated Reader and other technology based programs to support all learners. Strategies to promote student engagement are also utilized.

Parental Involvement

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

CARE after school program
Academic supports
Speech
Parent Education workshops
School-wide intervention program
Del Webb Schools Volunteers read to all kindergarteners and first grader twice a month

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

N/A

Funding

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

Services include Accelerated Reader, one on one technology and applications that support student engagement and learning, supplemental materials for staff.

18. Fiscal support (EPC)

The site receives both state and federal monies.

Description of Barriers and Related School Goals

School size/combination classes/class size are barriers to attaining academic goals for all students at Sheridan Elementary School. Lack of high speed internet infrastructure limits the use of technology used for instruction and student production of CCSS focused products. In addition, students must be bussed to a different school for SBAC assessments which also means they do not have the opportunity to practice the tested skills throughout the year. Funding allocation of Title I money is less this school year than it was last year. In addition, our Economic Impact Aid is \$5,000 less than it was in 2013-14. The result is that students who are struggling with literacy skills or English Learners will be given less support.

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	47	51		22	25		0	0		0	0	
Growth API	809	803		806	828							
Base API	809	804		835	801							
Target	A	A										
Growth	0	-1										
Met Target	Yes	Yes										

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	21	25		12	14		27	34		7	8	
Growth API	817	776		766	760		764	783				
Base API	803	811		761	766		753	760				
Target												
Growth												
Met Target												

Conclusions based on this data:

1. The Hispanic subgroup alone is making adequate progress.
2. English Learners need more academic support.
3. Socioeconomically disadvantaged students are not meeting Growth API requirements even though there has been slow, steady growth over the last three years.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	99		100	97		--			--		
Number At or Above Proficient	23	22		11	13		--			--		
Percent At or Above Proficient	48.9	43.1		50.0	52.0		--	--		--	--	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	No	No		--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	98		100	100	
Number At or Above Proficient	10	8		5	4		9	13		--		
Percent At or Above Proficient	47.6	32.0		41.7	28.6		33.3	38.2		--	--	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	--	--		--	--		--	--		--	--	

Conclusions based on this data:

1. White subgroup (52%) as compared to All Students (43.1%) seems to indicate a need for attention to subgroups with regard to percent proficient in ELA.
2. Hispanic learners are only doing marginally better than the English Language Learners which would indicate a need for stronger EL support for all Hispanic students in academic language.
3. Socioeconomically disadvantaged students' percent of proficient increased by five percentage points in one year. Continue this trend with academic support for struggling learners - especially early intervention for students who begin school already at risk for academic failure.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	99		100	97		--			--		
Number At or Above Proficient	32	35		15	19		--			--		
Percent At or Above Proficient	68.1	68.6		68.2	76.0		--	--		--	--	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	Yes	Yes		--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	98		100	100	
Number At or Above Proficient	15	15		7	8		16	20		--		
Percent At or Above Proficient	71.4	60.0		58.3	57.1		59.3	58.8		--	--	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	--	--		--	--		--	--		--	--	

Conclusions based on this data:

1. All Students percent of proficient was higher in math than in ELA.
2. White students' percent proficient was 76% - 8 % more than all students and 20% more than English Learners. We need to teach math in more conceptual ways instead of language laden ways.
3. Hispanic and English Learners missed their AYP target by less than 1%.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2013-14 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
1	1	20	1	20	2	40	1	20			5
2	1	20	1	20	2	40	1	20			5
3					*****	***					*****
5	1	20	3	60	1	20					5
Total	3	19	5	31	6	38	2	13			16

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	12	13	16
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	12	13	16
Number Met	--	--	--
Percent Met	--	--	--
NCLB Target	56.0	57.5	59.0
Met Target	*	*	--

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	14	2	17	3	16	5
Number Met	--	--	--	--	--	--
Percent Met	--	--	--	--	--	--
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	*	*	*	*	--	--

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

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	639	634	641
Percent with Prior Year Data	99.4	100.0	100.0
Number in Cohort	635	634	641
Number Met	400	369	370
Percent Met	63.0	58.2	57.7
NCLB Target	56.0	57.5	59.0
Met Target	Yes	Yes	No

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	515	251	473	266	476	283
Number Met	122	142	112	139	119	158
Percent Met	23.7	56.6	23.7	52.3	25.0	55.8
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	Yes	Yes	Yes	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Met Target for AMAO 3	No	No	No

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Arts	
LCAP GOAL:	
All students will reach high standards in literacy (ELA)	
LEA GOAL:	
Develop and continually upgrade a well articulated K-12 academic program to include a plan for assisting preschool children in the successful transition to the schoolwide program	
SCHOOL GOAL #1:	
With regard to reading fluency, the percentage of students in need of intensive intervention will decrease as follows:	
Data Used to Form this Goal:	
DIBELS - Dynamic Indicators of Basic Early Literacy Skills Beginning Benchmark in Fluency as compared to the National Norms	
2013-2014	Actual % of Intensive Needs at End of Year
Beginning Kindergarten Intensive = 57%	Ending Goal = 25% 60
Beginning First Grade Intensive = 50%	Ending Goal = 20% 18
Beginning Second Grade Intensive = 83%	Ending Goal = 30% 45
Beginning Third Grade Intensive = 26%	Ending Goal = 10% 25
Beginning Fourth Grade Intensive = 40%	Ending Goal = 20% 50
Beginning Fifth Grade Intensive = 47%	Ending Goal = 20% 60
2014-2015 Percentage of students with Intensive Need in ELA	
Beginning	
K - 25	
1 - 43	
2 - 43	
3 - 23	
4 - 53	
5 - 18	
End of Year Goal	

K - 15
 1 - 25
 2 - 25
 3 - 15
 4 - 40
 5 - 10

Findings from the Analysis of this Data:

Students are entering school with little or no knowledge of alphabetic principles or early basic literacy skills. Early intervention will be critical in order to prepare kindergarten and first grade students for content in grades 2-5.

How the School will Evaluate the Progress of this Goal:

Theme tests, Chapter tests, CBM, CRLP (2nd and 3rd grades), Accelerated Reader assessment, ESGI, teacher DIBELS fluency scores based on national standards; Progress Monitoring in reading fluency will occur on a regular basis for those students with intensive need for support.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Alignment of instruction with Common Core State Standards (CCSS) <ul style="list-style-type: none"> • Student materials aligned with content standards • All core instructional materials used in core instruction will be related to CCSS and adapted as needed • Supplementary materials purchased as needed • Benchmarks for achievement are developed to align with CCSS • Use of technology to engage students in regular core curriculum • Update library/computer lab • Accelerated Reader to progress monitor reading levels for all students, especially struggling learners. 	2014-15	All Staff	Teachers align materials and learning objectives with CCSS in core instruction. Duplication/paper Supplemental materials to support English Learning Technology/Student microphones for reading/recitation Accelerated Reader contract with Renaissance Learning	4000-4999: Books And Supplies 4000-4999: Books And Supplies 4000-4999: Books And Supplies	LCFF--Supplemental LCFF--Supplemental LCFF--Supplemental	600 445 1500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Extended Learning Time/Response to Intervention/Title I</p> <ul style="list-style-type: none"> All students in need of intensive support as per the nationally normed reading fluency benchmarks will receive small group instruction during school hours. Houghton Mifflin support materials, as well as, SIPPS, Read Naturally, REWARDS, Reading Mastery and Accelerated Reader will be provided to students in need of intensive reading support. DIBELS benchmark assessments and progress monitoring PLC meetings between preschool and K teachers to discuss current and incoming students as a means of ensuring academic support 	2014-15	All Staff	Instructional Aide	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	22569
			Instructional Aide	2000-2999: Classified Personnel Salaries	LCFF–Supplemental	11256
			DIBELS	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	88
<p>Staff development:</p> <ul style="list-style-type: none"> Staff will attend California Reading Association Conference October 18, 2014 Staff will attend workshops and professional development through WPUSD as well as other opportunities as available. 	2014-15	All Staff	Substitutes	1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI Schools)	1309
			Workshops and Conferences outside the district California Reading Conference October 18, 2014	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Professional Development (PI Schools)	2500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Supplementary materials as needed.	4000-4999: Books And Supplies	LCFF--Supplemental	569
			Substitutes	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	1000
<p>Monitoring Program Implementation and Results:</p> <ul style="list-style-type: none"> Frequent and ongoing assessments Data to be recorded in OARS <p>Anecdotal observations:</p> <ul style="list-style-type: none"> ESGI Assessments for Kindergarten The principal will monitor all programs and the collection of data. Principal and teachers will work together to examine/analyze data and create solutions for students who continue to struggle. PLC time, Staff Meetings and Early Release Days will be used in this endeavor. Document Tracking System Administration and staff will consistently review progress of new Kindergarten students as a means of monitoring as supporting progress 	2014-15	All Staff	ESGI Site License	5800: Professional/Consulting Services And Operating Expenditures	LCFF--Supplemental	149
			SARC, SPSA and other required documents	5800: Professional/Consulting Services And Operating Expenditures	LCFF--Supplemental	345

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Involvement of Parents/Community: <ul style="list-style-type: none"> • Sheridan Website • School Messenger • Lion's Club • Food Bank • Parent Involvement • PTC • SBLT • Community Volunteers Placer County Planning and Development Department <ul style="list-style-type: none"> • Performing Arts Program 	2014-15	Lincoln/Sheridan Community/ Placer Food Bank	Parent Education and Involvement	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	287
			Book Fair Parent Night, PTC Events, Lion's Club Fundraising Dinner			
			Choral program for winter and spring	4000-4999: Books And Supplies	LCFF–Supplemental	116
			Interpreter for parent/teacher conferences	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	195

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Mathematics
LCAP GOAL:
All students will reach high standards in mathematics
LEA GOAL:
Develop and continually upgrade a well articulated K-12 academic program to include a plan for assisting preschool children in the successful transition to the schoolwide program
SCHOOL GOAL #2:
Students will show proficiency on benchmark tests in new CCSS aligned EnVision math program
Data Used to Form this Goal:
Sheridan School is part of a new district wide math program implementation. Many teachers throughout the district worked to evaluate and pilot several math programs which were aligned to the new Common Core Standards. Teachers will work in PLC's and collaborative groups to compare assessment data and make further plans for successful lessons in math.
Findings from the Analysis of this Data:
In addition to EnVision math assessments, students are also assessed using OARS assessments written by grade level colleagues, ESGI for kindergarten, and other teacher created skills based tests and quizzes. This math program is new and we only have a few formative assessments to analyze. Anecdotally, children are very engaged with the concept "games" embedded in the daily math practice.
How the School will Evaluate the Progress of this Goal:
Smarter Balanced Assessment feedback for the school year 2014-2015 results for 3-5th graders. Formative and summative assessments to evaluate student learning in all grades. In addition, teachers will work with the peer coach to do examine results and data and create lesson design which will meet the needs of students in the area of math.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff development provided by district for new CCSS aligned Envision math program. Teachers will attend PLC's at other schools as well as working together	2014-15	All Staff	Pearson Trainers provided by district for implementation of math program			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>to implement the new math program.</p> <p>PLC meetings between preschool and Kindergarten teachers will be held on a consistent basis to discuss current and incoming students as a means of ensuring support</p> <p>Administration and staff will consistently review progress of Kindergarteners as means of monitoring and supporting them by specific need</p> <p>Peer Coach will work with teachers to examine assessment data, evaluated efficiency and efficacy of the EnVision Math Program, design lessons and accommodate for both combination classroom settings, learning styles and levels.</p>			<p>PLC Release Time each Monday at 1:15.</p> <p>Plan time with Peer coach to work with teachers @ no cost if principal covers classes to allow teachers to meet with peer coach.</p>			

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Student Attendance
LCAP GOAL:
All students will feel supported at school and will receive instruction in a safe and well-maintained environment.
LEA GOAL:
Foster a safe, caring environment where individual differences are valued and respected
SCHOOL GOAL #3:
By June, 2015, Attendance at Sheridan Elementary School will increase by 1percent: 2012-2013 Target:95.63% Actual.....96.33 2013-2014 Target97.33% Actual96.03 2014-2015 Target.....97%
Data Used to Form this Goal:
Aeries Attendance Information
Findings from the Analysis of this Data:
Many struggling learners also have poor attendance or frequent tardies.
How the School will Evaluate the Progress of this Goal:
An increased percentage of attendance and promptness

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Use Aeries to track attendance Sheridan School will trained in and implement Positive Behavior	2014-2015	Secretary Principal All Staff	Attendance will be monitored carefully and appropriate response made			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Intervention and Support. Through this initiative, we are hoping to create a more positive school environment in which student needs are addressed both academically and behaviorally.</p> <p>Staff will be working with Cristina Doblón, Claveau, the district behavior specialist to create and implement explicit social skills lessons, positive behavior reinforcements and a new protocol for tracking data regarding the time, place, and players in each discipline incident. Training is presented by Placer County Office of Education and takes place at the Seavey Center for four days this year.</p>				None Specified	None Specified	
<p>Increased educational opportunity:</p> <ul style="list-style-type: none"> Increased attendance WILL increase their educational opportunities 	2014-2015	Students and Staff	Students will be in prompt attendance each school day			
<p>Involvement of Parents/Community:</p> <ul style="list-style-type: none"> Principal will collaborate with parents, staff and District Office to ensure students are adhering to the attendance guidelines set forth by district policy Attendance letters will be sent out on a regular basis Perfect Attendance Awards - bikes? Recognition Awards - T-shirts / Uniform shirts 	2014-2015	Sheridan Community/Staff	<p>Principal will communicate with families</p> <p>School Secretary will generate and send attendance letters</p> <p>Bikes will be donated by community organization</p> <p>Duplication costs/postage</p>	<p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p>	<p>Title I Part A: Allocation</p> <p>LCFF--Supplemental</p>	<p>1500</p> <p>100</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Program Implementation: <ul style="list-style-type: none"> Administration and staff will review monthly ADA percentages provided by the district to identify focus areas 	2014 - 2015	All Staff	Monthly item on staff meeting agenda			

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Learners																																								
LCAP GOAL:																																								
English Language Learners will learn at high levels in order to access all areas of the curriculum. ELL's should be reclassified as fluent English Speakers within five years.																																								
LEA GOAL:																																								
English Language Learners will learn at high levels. All ELL's will increase by one CELDT level for every year of attendance.																																								
SCHOOL GOAL #4:																																								
English Language Learners will learn at high levels and be able to access all areas of the curriculum. They will gain academic language through explicit first instruction. Our goal is to move all ELL's through the intermediate level by third grade so that in fourth grade and fifth grade, all students will assess in the early advanced or advanced quintiles. ELL's will all participate in RtI as an integral part of their school day in an effort to provide more experience and time with tacking "speech to print." Early Literacy Skills and Academic Vocabulary will be areas of focus for ELL's.																																								
Data Used to Form this Goal:																																								
A quarter of Sheridan families indicate their primary language as Spanish. CELDT Scores for 2012-13 compared to 2013-2014.																																								
<table border="1"> <thead> <tr> <th colspan="5">2012-2013</th> <th colspan="5">2013-2014</th> </tr> <tr> <th>adv</th> <th>early adv</th> <th>int</th> <th>early int</th> <th>beg</th> <th>adv</th> <th>early adv</th> <th>int</th> <th>early int</th> <th>beg</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>3</td> <td>4</td> <td>1</td> <td>0</td> <td>3</td> <td>5</td> <td>5</td> <td>2</td> <td>0</td> </tr> <tr> <td>11%</td> <td>33%</td> <td>44%</td> <td>11%</td> <td></td> <td>20%</td> <td>33%</td> <td>33%</td> <td>13%</td> <td></td> </tr> </tbody> </table>	2012-2013					2013-2014					adv	early adv	int	early int	beg	adv	early adv	int	early int	beg	1	3	4	1	0	3	5	5	2	0	11%	33%	44%	11%		20%	33%	33%	13%	
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1	3	4	1	0	3	5	5	2	0																															
11%	33%	44%	11%		20%	33%	33%	13%																																
Findings from the Analysis of this Data:																																								
With small numbers, it is difficult to extrapolate meaning from the data. Our goal is to move students beyond the intermediate range where they often plateau. This quintile shows a decrease in the percentage of students who assessed at the intermediate level. It also appears that we doubled the percentage of students who scored in the advanced quintile.																																								
How the School will Evaluate the Progress of this Goal:																																								
We will continue to monitor CELDT scores as well as ongoing progress monitoring with CBM assessments.																																								

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
ELL students will be served in a small group setting for at least 30 minutes	2014-2015	Principal and Instructional Aide	See Instructional Aide expenditure in ELA goal.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>per day three times per week. Small group instruction will take place in English with Spanish supports and scaffolding, increasing ability in both languages as a secondary goal. The small group work is integral to the day and will focus on ELA goals as well. Students will be monitored using DIBELS to assess early literacy skills in English.</p> <p>Spanish speaking students also have access to math and ELA materials in Spanish which can be used as a parent involvement piece - to inform non-English speaking parents of curricula in the classroom.</p>		Classroom Teachers	District provided			
				None Specified	None Specified	

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Parent Involvement
LCAP GOAL:
Provide meaningful engagement with parents, pupils, and other stakeholders.
LEA GOAL:
WPUSD will have clear communication with parents and community members that is regular and consistent to enhance district programs and student learning.
SCHOOL GOAL #5:
Sheridan School will inform and engage parents in meaningful ways in order to enhance student learning.
Data Used to Form this Goal:
Parent surveys need to be established in order to quantify data. We receive feedback and information informally from parents and Site Based Leadership Team (SBLT.)
Findings from the Analysis of this Data:
Parents at Sheridan School communicate and provide feedback to teachers and staff.
How the School will Evaluate the Progress of this Goal:
When we establish a parent survey through the SBLT, we will be able to address parent suggestions and concerns.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Site Based Leadership Team: Our team includes two teachers, five parents, and the principal who are actively involved in decision making regarding student programs.</p> <p>SBLT shall create and distribute a parent survey to solicit more accurate feedback about specific programs, needs, and concerns.</p>	2014-2015	Site Based Leadership Team	Printing costs listed separately			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent Events Include: <ul style="list-style-type: none"> • Back to School Night • Scholastic Book Fairs • Open House • Lion's Club Spaghetti Dinner Fundraiser • Spring Performing Arts Program • Santa Sing Along • Christmas Performing Arts Program • Halloween Parade • Chili Cook-Off • Iron Chef Sheridan fundraiser • Monthly Assemblies • AR Awards (Rotary Club Bicycle) • Placer Food Bank Event - "Recipe for Success" • Placer Food Bank "Backpack Food Program" 	2014-2015	Parents, Pupils, Staff	Pizza Dinner for families who attend	None Specified 5000-5999: Services And Other Operating Expenditures	None Specified LCFF–Supplemental	200
All communication from school to home is regular and consistent. Newsletters and student handbook are translated into Spanish for our Spanish speaking parents.	2014-2015	Secretary, Principal	See copy costs*			
Interpreters are available at many points of interaction. Spanish families have an interpreter for parent teacher conferences, Student Study Team meetings, IEP's, awards assemblies, and various other meetings. This may be a paid interpreter, or more informally, our instructional aide who is bilingual.	2014-2015	Secretary, Principal, Instructional Aide	Cost of Interpreter is listed under ELA Goal	5000-5999: Services And Other Operating Expenditures	LCFF–Supplemental	207

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Development
SCHOOL GOAL #4:
All English learners will progress one language level as measured by CELDT.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The District EL Intervention Specialist will work closely with site administration to monitor ELD curriculum, instruction, and intervention to support language development of English learners.	2014-2015	Principal District EL Intervention Specialist	District EL Intervention Specialist Salary	None Specified	None Specified	

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
2000-2999: Classified Personnel Salaries	LCFF--Supplemental	11,256.00
4000-4999: Books And Supplies	LCFF--Supplemental	3,330.00
5000-5999: Services And Other Operating	LCFF--Supplemental	407.00
5800: Professional/Consulting Services And	LCFF--Supplemental	494.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	1,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	22,764.00
4000-4999: Books And Supplies	Title I Part A: Allocation	1,500.00
5800: Professional/Consulting Services And	Title I Part A: Allocation	88.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	287.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI	1,309.00
5800: Professional/Consulting Services And	Title I Part A: Professional Development (PI	2,500.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
LCFF--Supplemental	15,487.00
Title I Part A: Allocation	25,352.00
Title I Part A: Parent Involvement	287.00
Title I Part A: Professional Development (PI Schools)	3,809.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	2,309.00
2000-2999: Classified Personnel Salaries	34,020.00
4000-4999: Books And Supplies	5,117.00
5000-5999: Services And Other Operating Expenditures	407.00
5800: Professional/Consulting Services And Operating	3,082.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	42,928.00
Goal 3	1,600.00
Goal 5	407.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Melissa Willes	[X]	[]	[]	[]	[]
Laurel Etchepare	[]	[X]	[]	[]	[]
Karen Roberts	[]	[]	[X]	[]	[]
Gaby Sisk	[]	[X]	[]	[]	[]
Amy Kuehl	[]	[]	[]	[X]	[]
Dawn Evans	[]	[]	[]	[X]	[]
Amy Crabtree	[]	[]	[]	[X]	[]
Juan Muy	[]	[]	[]	[X]	[]
Heather Griffith	[]	[]	[]	[X]	[]
Numbers of members of each category:	1	1	1	3	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.