

The Single Plan for Student Achievement

WOODROW ELEMENTARY SCHOOL

50-71290-6053128
CDS Code

Principal: Mrs. Victoria Briscoe

Date of this revision: April 2012

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application 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:

Contact Person:	Victoria Briscoe
Position:	Principal
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Sylvan Union School District

The District Governing Board approved this revision of the SPSA on May 15, 2012

GOAL Proficiency in English/Language Arts

The percentage of all students including those in the following subgroups scoring at the FBB, BB and Basic range in English/Language Arts on the California Standards Test and/or California Modified Assessment will decrease by 10% in order to meet the 2012 NCLB Target for Safe Harbor:

- White
- Hispanic
- English Language Learners
- Socioeconomically disadvantaged
- Students with disabilities

STRATEGY Implement ELA time, curricula, and instruction

Ensure that every student in every classroom receives the daily State Board of Education recommended instructional minutes including additional time and support for students identified for intensive reading intervention and English Language Development

ACTION STEP Classroom Instruction

Instruction to be aligned to California Content Standards/Common Core and enhanced with technology.

Status In Progress 03/11/2012
Start-End Dates 08/08/2012 - 06/01/2014
Persons Responsible Vickie Briscoe, Laura Wharff

Technology	Not Begun	Due 5/30/2014
Teachers will increase student engagement through the use of technology in the classroom.		
		Vickie Briscoe (School)

Special Education	In Progress	Due 5/30/2014
Special Education staff will identify key areas of need based upon the CST, CMA and CAPA blueprints		
		Vickie Briscoe (School)

All students will receive targeted instruction based on their needs.

Status In Progress 04/14/2012
Start-End Dates 08/08/2012 - 05/30/2014
Persons Responsible Vickie Briscoe

Screen for reading problems	In Progress	Due 5/30/2014
Screen for reading problems and monitor progress using measures of phonological processing, letter knowledge, word and text reading, and comprehension to identify learners who require additional instructional support		
		Vickie Briscoe (School)

Provide intensive small group reading instruction	In Progress	Due 5/30/2014
Intervention includes the five core reading elements: phonological awareness, phonics, fluency, vocabulary and comprehension		
		Vickie Briscoe (School)

Supplemental Teachers	In Progress	Due 8/3/2012
Supplemental Teachers trained in the use of intervention materials will be hired in order to decrease the size of intervention groups		
		Vickie Briscoe (School)

Collaboration	In Progress	Due 5/30/2014
Teachers participate in monthly student monitoring meetings		
Special Education	In Progress	Due 5/30/2014
Consult with staff regarding instructional strategies, accommodations and materials		

ACTION STEP English Learners

All English Learners will receive English Language Development based on level of English proficiency.

Status Not Begun 03/11/2012
 Start-End Dates 08/08/2012 - 05/30/2014
 Persons Responsible Vickie Briscoe, Marti Reed

Site level ELD Task Force	Not Begun	Due 8/8/2012
Establish a Woodrow ELD Task Force to oversee the ELD program. A representative from the WO ELD Task Force will attend the District ELD Task Force meetings and bring back pertinent information to the school site.		

Collaboration	In Progress	Due 5/30/2014
Teachers will be provided with regular opportunities to collaborate and evaluate the ELD program and progress of designated students		

Progress monitoring	In Progress	Due 5/30/2014
Classroom teachers will complete Individual Learning Plans to monitor student progress. The ELD teacher will identify ELL and track their progress toward English proficiency		

Vocabulary Instruction-Essential Vocabulary	In Progress	Due 5/30/2014
Provide vocabulary instruction throughout the day Teach essential vocabulary in depth. Address the the meanings of common words, phrases, and expressions		

Vocabulary Instruction-Formal English	In Progress	Due 5/30/2014
Ensure that the development of formal or academic English is a key instructional goal beginning in the primary grades		

Classroom Instruction - Verbal Interactions	In Progress	Due 5/30/2014
Teachers will increase verbal interactions among students by integrating language rich instructional strategies such as cooperative learning, reciprocal teaching etc. during the implementation of core curriculum		

Classroom Instruction-Rich Vocabulary	In Progress	Due 5/30/2014
Teachers will use a rich vocabulary and wide genre of media to build background knowledge required for success with core curriculum		Vickie Briscoe (School)
Technology	In Progress	Due 5/30/2014
Teachers will increase student engagement through the use of technology in the classroom.		Vickie Briscoe (School)

STRATEGY Instructional minutes are monitored

All stakeholders will monitor that English Language Arts time is provided to all students in minutes no less than outlined in the California English Language Arts Framework:

1. Core instruction - Kindergarten: 60 minutes
Grades 1-3: 2.5 Hours
Grades 4-5: 2 hours
2. Intervention - Kindergarten - Grade 5: 30 minutes
3. ELD - - Kindergarten - Grade 5: 30 minutes

ACTION STEP Use of Daily Instructional Minutes are Maximized

All students will receive quality instruction on a daily basis.

Status In Progress 04/14/2012
Start-End Dates 08/06/2012 - 05/30/2014
Persons Responsible Vickie Briscoe

Evidence of daily E/LA Instruction	In Progress	Due 5/30/2014
Principal will monitor daily schedules for all teachers when English/Language Arts is taught.		Vickie Briscoe (School)
Review & Revise as needed Site Bell Schedules	In Progress	Due 7/20/2012
Site will review and revise as needed site bell schedule to assure bell to bell E/LA instruction occurs each day in accordance with the required minutes.		Vickie Briscoe (School)

STRATEGY Ensure the use of standards based ELA curriculum

Ensure that all classroom materials are aligned with California Content Standards/Common Core Standards including Intervention and English Language Development

ACTION STEP All classrooms to have E/LA materials

Ensure all classrooms have the appropriate grade level E/LA materials.

Status Not Begun 03/16/2012
Start-End Dates 07/02/2012 - 10/26/2012
Persons Responsible Vickie Briscoe

Inventory of current SBE E/LA Materials	Not Begun	Due 10/26/2012
Site will inventory all materials to assure each classroom has the appropriate SBE E/LA materials.		Vickie Briscoe (School)

SBE ELA Materials in Classrooms	In Progress	Due 6/29/2012
Provide core SBE ELA materials to all classrooms.		Laura Wharff (LEA) , Vickie Briscoe (School)
Standards Aligned Support Materials	In Progress	Due 11/30/2012
Identify appropriate support materials to be used in classrooms during intervention.		Vickie Briscoe (School)

STRATEGY **Monitor Student Progress**

Screen for reading problems and monitor progress

ACTION STEP **Common Formative Assessments**

Use Common Formative Assessments to monitor student progress and make adjustments to instruction and students' participation in intervention groups.

Status In Progress 04/14/2012

Start-End Dates 08/06/2012 - 05/30/2014

Persons Responsible Vickie Briscoe

Common Formative Assessments	In Progress	Due 5/30/2014
Teachers will create common formative assessments to monitor student progress toward mastery of identified essential skills and to drive instruction.		Vickie Briscoe (School)

Conduct Common Formative Assessments	In Progress	Due 5/30/2014
CFA's will measure phonological processing, letter knowledge, and word text reading, the data will be used to identify learners who require additional instructional support.		Vickie Briscoe (School)

STRATEGY **Implement research based instructional practices**

Identified effective research based instructional practices that will be implemented in all classrooms.

ACTION STEP **On-Going Teaching and Monitoring**

Teachers and administrator(s) will monitor student progress and instruction.

Status In Progress 04/14/2012

Start-End Dates 08/06/2012 - 05/30/2014

Persons Responsible Vickie Briscoe

Reading and Writing Instruction	In Progress	Due 5/30/2014
Teachers will teach reading and writing as a process through language rich activities including, but not limited to: Guided Reading, Interactive Read Alouds, and Independent Reading.		
Verbal Interaction	In Progress	Due 5/30/2014
Teachers will increase verbal interaction among students by integrating language rich instructional strategies such as; Cooperative Learning, Reciprocal Teaching, Collaborative Reading, Book Clubs, etc. in the implementation of adopted core curriculum.		
Student Engagement	In Progress	Due 5/30/2014
Teachers will increase student engagement through the use of technology in the classroom.		
Instructional Effectiveness	In Progress	Due 5/30/2014
Teachers will enhance their instructional effectiveness by providing engaging and relevant visual presentations to better illustrate the concepts and content they are teaching.		

STRATEGY Provide high quality vocabulary instruction

All students will receive high quality instruction in all lessons.

ACTION STEP Vocabulary Instruction

Consistent vocabulary instruction across all grade levels.

Status In Progress 04/14/2012

Start-End Dates 08/06/2012 - 05/30/2014

Persons Responsible Vickie Briscoe

Essential Vocabulary	In Progress	Due 5/30/2014
Identify and teach essential vocabulary in depth.		
Meanings of Words	Not Begun	Due 5/30/2014
Address the meanings of common words, phrases and expressions not yet learned.		
Academic Language	In Progress	Due 5/30/2014
Ensure that the development of formal or academic English is a key instructional goal beginning in the primary grades.		

STRATEGY Professional Development

Provide high quality professional development to teachers, administrators, and other school staff to improve the education of all students.

ACTION STEP Houghton Mifflin Training

District provided Houghton Mifflin Training for all classroom teachers.

Status Not Begun 04/11/2012
 Start-End Dates 04/13/2012 - 08/03/2012
 Persons Responsible Vickie Briscoe, Laura Wharff

Institute in English/Language Arts Curriculum	In Progress	Due 8/3/2012
Training to focus on various components & use of the Houghton Mifflin Medallions materials. Emphasizes cohesive, strategic implementation of the robust vocabulary instruction, expended daily writing, fluency practice, and effective instructional routines.		
		Laura Wharff (LEA) , Vickie Briscoe (School)

ACTION STEP Effective Instructional Strategies

Effective Instructional Strategies 2-day Institute	In Progress	Due 8/3/2012
Effective instructional strategies using Marzano Instructional Protocol offered by District Curriculum Department.		
		Laura Wharff (LEA) , Vickie Briscoe (School)

Introduction to Effective Instructional Strategies	In Progress	Due 12/28/2012
Introduce to instructional strategies that have a high probability of enhancing student achievement, analysis of video clips of effective instruction using the Marzano instruction protocols, and opportunities to reflect on instructional practices.		
		Laura Wharff (LEA) , Vickie Briscoe (School)

6 Traits Writing Training	In Progress	Due 7/27/2012
Emphasis on the genre presented in the Common Core Standards. The development of district wide resource with writing prompts by grade and genre, rubric for the same, and the development of coherent vocabulary for the instruction of writing.		
		Laura Wharff (LEA) , Vickie Briscoe (School)

Summer Institute to Deconstruct Common Core Stnd.	In Progress	Due 5/31/2013
Create specific task analysis of all RLA and Mathematics standards with targeted EL components, essential vocabulary, assessment prompts, curriculum maps, and pacing calendars. All staff trained in all documents and their use.		
		Laura Wharff (LEA) , Vickie Briscoe (School)

Common Core Workshops	In Progress	Due 12/28/2012
Each workshop at Stanislaus County Office of Education will focus on the design structure of the new standards in both mathematics and English/Language Arts.		
		Laura Wharff (LEA) , Vickie Briscoe (School)

Site based professional development	In Progress	Due 5/23/2014
Site based professional development topics will include but not be limited to: effective strategies for differentiated instruction, vocabulary instruction, writing instruction, and understanding the reading/writing process.		Vickie Briscoe (School)

GOAL Proficiency in Mathematics

The percentage of all students and those in the following subgroups scoring at the FBB, BB and Basic range in Mathematics on the California Standards Test and/or California Modified Assessment will decrease by 10% in order to meet the 2012 NCLB Target for Safe Harbor:

- White
- Students with disabilities
- English language learners
- Socioeconomically disadvantaged, and
- Hispanic

STRATEGY Implement Math time, curricula, and instruction

Ensure that every student in every classroom receives the daily State Board of Education recommended instructional minutes including additional time and support for students identified for intensive math intervention and English Language Development for all English Learners.

ACTION STEP Classroom Instruction

Ensure classroom instruction is aligned with California content standards (Common Core) including intervention, and English Language Development.

Status Not Begun 03/13/2012
 Start-End Dates 08/06/2012 - 05/30/2014
 Persons Responsible Vickie Briscoe

Define Components of Math Instructional Program	Not Begun	Due 10/26/2012
Site personnel will define the components of the adopted Mathematics program including: core instruction, Universal Access, Intervention, and ELD so there is a common understanding across the school.		Vickie Briscoe (School)
Team to Write Definitions	Not Begun	Due 10/26/2012
Site personnel will write definitions of Math program components incorporating the Essential Program Components that are appropriate for Math instruction.		Vickie Briscoe (School)
Development of Math Lessons	Not Begun	Due 5/30/2014
Teachers will develop math lessons balancing all the essential math components to align instruction, learning activities, and assessments to help students become proficient with state math core standards.		Vickie Briscoe (School)

Math Concepts Will be Taught	Not Begun	Due 5/30/2014
Teachers will teach: computational skills through math review and mental math; problem-solving strategies and formally assess their use; conceptual understanding; math vocabulary; math facts to mastery.		

Common Formative Assessments	Not Begun	Due 5/30/2014
Common Formative Assessments will measure computational skills, problem-solving, conceptual understanding, and mastery of math facts.		

Special Education	Not Begun	Due 5/30/2014
Special Education staff will identify key areas of needs based upon the CST, CMA, and CAPA blueprints.		

ACTION STEP Intervention Program

All students will receive targeted instruction based on their needs.

Status Not Begun 03/16/2012
 Start-End Dates 08/06/2012 - 05/30/2014
 Persons Responsible Vickie Briscoe

Screen Students	Not Begun	Due 10/26/2012
Screen for problems in mathematical understanding using the McGraw Hill Math Triumphs Universal Screening assessment		

Identify students	Not Begun	Due 10/26/2012
Identify students who need intervention based upon multiple assessment data including but not limited to Universal Screening, California Standards Test and district mathematics benchmark assessment results.		

Small Group Differentiated Instruction	In Progress	Due 5/30/2014
Small group intervention lessons based upon students assessed needs will be provided.		

Monitor Student Progress	Not Begun	Due 5/30/2014
Students' progress monitored on a regular schedule during collaboration as well as an on-going basis by classroom teachers.		

ACTION STEP English Learners

All English Learners will receive explicit academic vocabulary related to math instruction.

Status Not Begun 03/16/2012
 Start-End Dates 08/06/2012 - 05/30/2014
 Persons Responsible Vickie Briscoe

Establish a Woodrow ELD Task Force to oversee the ELD program. A representative from the WO ELD Task Force will attend the District ELD Task Force meetings and bring back pertinent information to the school site.

Vickie Briscoe (School)

Key Vocabulary

Not Begun

Due 10/26/2012

Mathematics vocabulary terms will be identified through collaboration so the same vocabulary is being used across all grade levels.

Vickie Briscoe (School)

ACTION STEP Professional Development

Understand effective, research-based instructional strategies to improve student achievement.

Status Not Begun 03/16/2012

Start-End Dates 08/06/2012 - 05/30/2014

Persons Responsible Vickie Briscoe

Conferences/Workshops

Not Begun

Due 5/30/2014

Provide opportunities for staff to participate in conferences/workshops aligned to site goals to support classroom instruction and improve overall student achievement.

Vickie Briscoe (School)

Collaboration

Not Begun

Due 5/30/2014

Teachers will participate in weekly collaboration meetings to analyze student performance and plan appropriate interventions for students not meeting standards and expectations.

Vickie Briscoe (School)

Common Core Standards

Not Begun

Due 5/31/2013

Teachers will unpack the Common Core Standards, identify "Big Ideas" and essential questions in order to identify what all children are expected to learn.

Vickie Briscoe (School)

Special Education

Not Begun

Due 5/30/2014

Special Education staff will collaborate and consult with staff regarding appropriate instructional strategies, accommodations, and instructional materials to be implemented in the classroom based on the individual child's learning disability.

Vickie Briscoe (School)

Name of School – Woodrow Elementary School

Year of Election - 2012

Form D: School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:¹

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Victoria Briscoe	X				
Amanda Rosas				X	
Kimberly Brizuel				X	
Jacqueline Forester				X	
Andrea Duenas				X	
Kris Dong				X	
Noelle Tomlinson			X		
Karen Hough		X			
Juli Smith		X			
Rene Turpitt		X			
Numbers of members of each category	1	3	1	5	

¹ 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.

Form E: Recommendations and Assurances

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

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee

Community Advisory Committee for Special Education Programs

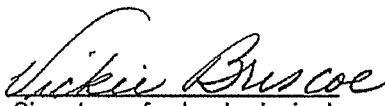
Gifted and Talented Education Program Advisory Committee

Other (*list*)

4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council at a public meeting on: 4/17/2-12

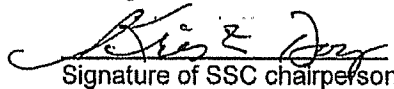
Attested:

Vickie Briscoe
Typed name of school principal


Signature of school principal
(For CAIS, signatures on file at school office)

4/17/12
Date

Kris Dong
Typed name of SSC chairperson


Signature of SSC chairperson
(For CAIS, signatures on file at school office)

4/17/12
Date