

The Single Plan for Student Achievement

PRIDE Academy at Prospect Avenue School

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CDS Code

Date of this revision: 10/24/2011

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

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

Contact Person: Stephanie Southcott

Position: Principal

Telephone Number: 619-956-5200

Address: 9303 Prospect Avenue, Santee, CA 92071

E-mail Address: Stephanie.Southcott@santeesd.net

Santee School District

The District Governing Board approved this revision of the School Plan on 11/1/2011.

Form A: Planned Improvements in Student Performance

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

<p>SCHOOL GOAL # 1 (Based on conclusions from Analysis of Program Components and Student Data pages)</p> <p>The percentage of all students in grades Kindergarten -8th at PRIDE Academy at Prospect Avenue School achieving PROFICIENT and ADVANCED scores on State and District assessments for ELA will increase in the 2011-2012 school year.</p>																																	
<p>Student groups and grade levels to participate in this goal: All Kindergarten – 8th grade students will participate in this goal.</p>	<p>Anticipated annual performance growth for each group: Percentage of students scoring at grade level on District end of the year assessments will increase by the following percentage over the 2010-11 level: Kgn – 10% 1st grade - 10% Percentage of students performing at proficient and advanced levels <u>will increase</u> by the following percentages over their 2010-2011 State and District assessments for ELA :</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>10-11</th> <th>GOAL</th> <th>% increase</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>74%</td> <td>80%</td> <td>6%</td> </tr> <tr> <td>3</td> <td>34%</td> <td>60%</td> <td>26%</td> </tr> <tr> <td>4</td> <td>70%</td> <td>80%</td> <td>10%</td> </tr> <tr> <td>5</td> <td>55%</td> <td>70%</td> <td>15%</td> </tr> <tr> <td>6</td> <td>63%</td> <td>75%</td> <td>12%</td> </tr> <tr> <td>7</td> <td>61%</td> <td>75%</td> <td>14%</td> </tr> <tr> <td>8</td> <td>51%</td> <td>75%</td> <td>24%</td> </tr> </tbody> </table>	Grade	10-11	GOAL	% increase	2	74%	80%	6%	3	34%	60%	26%	4	70%	80%	10%	5	55%	70%	15%	6	63%	75%	12%	7	61%	75%	14%	8	51%	75%	24%
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<p>Means of evaluating ongoing progress toward this goal:</p> <ul style="list-style-type: none"> • 6 week progress monitoring assessments • District benchmark assessments in HM and Holt • Grade level specific assessments 	<p>Group data to be collected to measure academic gains</p> <ul style="list-style-type: none"> • Results of 6 week assessments • District Trimester and End of Year Assessments • 2011-2012 CST ELA 																																

Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ² Completion Date	Proposed Expenditures ³	Estimated Cost	Funding Source
Professional Development:				
Teacher release time to refine assessments	September	Guest Teachers to release classroom teachers	\$ 2,000	Title I
Modified Day time used to analyze 6 week assessment data	October, February, May	None	\$ 0	
Teacher release time to establish goals with students in language arts every 6 weeks	October	Guest Teachers to release classroom teachers	\$ 2,000	Title I
Continued training and demonstrations to further move the school towards established goals	Ongoing	Conferences and presentation costs	\$ 10,000	Title I / EIA / SLIB
Strategies & Practices:				
Teachers will apply appropriate strategies and adjust instruction to meet the needs of students	Ongoing	Additional instructional materials as student needs are determined	\$ 5,000	Title I
The use of an Impact Teacher to meet differentiated needs of students	October - May	Salary costs of Impact Teacher	\$ 50,000	Title I
Continued technology integration to connect students to the global community	Ongoing	Additional technology items to increase the number of computers available to student	\$ 27,198	Title I / EIA / SLIB

¹ See *Appendix B: Chart of Requirements for the SPSA* for content required by each program or funding source supporting this goal.

² List the date an action will be taken or will begin, and the date it will be completed.

³ If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as “middle grades reading tutor” or “laptop computer”, and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures.

<p>Instructional Time:</p> <p>ASES will be included in classroom instruction time and during their academic hour to support student achievement</p> <p>Office staff will commit to limiting the interruptions to the classroom instructional time</p>	November – May	None from site budget	N/A	ASES
	Ongoing	None	\$0	
<p>Monitoring of Student Achievement:</p> <p>Teachers will analyze data from 6 week assessments and adjust goals with students</p>	At mid and end of each trimester	Guest Teachers to release classroom teachers	\$ 8000	Title I
<p>Parent Involvement:</p> <p>Goal Setting Conferences in place to involve parents in their student’s learning</p> <p>PTA and SSC will continuously receive instructional updates</p> <p>Costco readers and Reading Buddies implemented to foster the joy of reading</p>	October	None	\$ 0	Title I / EIA
	Each month	None	\$ 0	
	October – May	Supplies for volunteers	\$ 500	

Form A: Planned Improvements in Student Performance

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

SCHOOL GOAL # 2

(Based on conclusions from Analysis of Program Components and Student Data pages)

The percentage of all students in grades 1st -8th at PRIDE Academy at Prospect Avenue School achieving PROFICIENT and ADVANCED scores on State and District assessments for Math will increase in the 2011-2012 school year.

Student groups and grade levels to participate in this goal:

All students in 1st – 8th grade will participate in this goal,

Anticipated annual performance growth for each group:

Percentage of students performing at proficient and advanced levels will increase by the following percentages over their 2010-2011 State and District assessments for Math :

Grade	10-11	GOAL	% increase
2	74%	80%	6%
3	59%	75%	16%
4	81%	90%	9%
5	67%	85%	18%
6	45%	60%	15%
7	71%	80%	9%
8	31%	75%	44%

Means of evaluating ongoing progress toward this goal:

- **6 week progress monitoring assessments**
- **District benchmark assessments**
- **Grade level specific assessments**

Group data to be collected to measure academic gains

- **Results of 6 week assessments**
- **District Trimester and End of Year Assessments**
- **2011-2012 CST math**

Actions to be Taken to Reach This Goal ⁴ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁵ Completion Date	Proposed Expenditures ⁶	Estimated Cost	Funding Source
<p>Professional Development:</p> <p>Teacher release time to refine assessments</p> <p>Modified Day time used to analyze 6 week assessment data</p> <p>Teacher release time to establish goals with students in math every 6 weeks.</p> <p>Strategies & Practices:</p> <p>Teachers will apply appropriate strategies and adjust instruction to meet the needs of students</p> <p>Instructional Time:</p> <p>ASES will be included in classroom instruction time and during their academic hour to support student achievement</p> <p>Office staff will commit to limiting the interruptions to the classroom instructional time</p>	<p>September</p> <p>October, February, May</p> <p>October</p> <p>Ongoing</p> <p>November – May</p> <p>Ongoing</p>	<p>Guest Teachers to release classroom teachers</p> <p>None</p> <p>Guest Teachers to release classroom teachers</p> <p>Additional instructional materials as student needs are determined</p> <p>None from site budget</p> <p>None</p>	<p>\$ 2000</p> <p>\$ 0</p> <p>\$ 2000</p> <p>\$ 5000</p> <p>N/A</p> <p>\$0</p>	<p>Title I</p> <p>Title I</p> <p>Title I</p> <p>ASES</p>

⁴ See *Appendix B: Chart of Requirements for the SPSA* for content required by each program or funding source supporting this goal.

⁵ List the date an action will be taken or will begin, and the date it will be completed.

⁶ If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as “middle grades reading tutor” or “laptop computer”, and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures.

<p>Monitoring of Student Achievement:</p> <p>Teachers will analyze data from 6 week assessments and adjust Universal Access groups as a result</p>	<p>At mid and end of each trimester</p>	<p>Guest Teachers to release classroom teachers</p>	<p>\$ 4000</p>	<p>Title I</p>
<p>Parent Involvement:</p> <p>Goal Setting Conferences in place to involve parents in their student's learning</p>	<p>October</p>	<p>None</p>	<p>\$ 0</p>	
<p>PTA and SSC will continuously receive instructional updates</p>	<p>Each month</p>	<p>None</p>	<p>\$ 0</p>	

Form A: Planned Improvements in Student Performance

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

SCHOOL GOAL # <u>3</u>	
Increase student attendance rates at school across all grade levels.	
Student groups and grade levels to participate in this goal: All kgn-8th grade students will participate in this goal.	Anticipated annual performance growth for each group: We will strive to achieve a 1% increase in attendance at each grade level each month.
Means of evaluating progress toward this goal: • Attendance Rates	Group data to be collected to measure academic gains: • Attendance Rates

Actions to be Taken to Reach This Goal ⁷ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁸ Completion Date	Proposed Expenditures ⁹	Estimated Cost	Funding Source
<p>Professional Development:</p> <p>Discussion of the importance of attendance at staff meetings</p> <p>Strategies & Practices:</p> <p>Teachers will call students' homes when students are out more than 1 day</p> <p>Dog tags will be distributed each month to all students K -3 achieving perfect attendance</p> <p>Monthly acknowledgement of the class achieving the highest percentage of perfect attendance</p> <p>Instructional Time:</p> <p>As attendance increases, the instructional time will increase across all grade levels</p> <p>Monitoring of Student Achievement:</p> <p>We hope to see an increase in student achievement as a result of our efforts</p> <p>Parent Involvement:</p> <p>Monthly website updates will be available for parents to monitor our progress</p>	<p>September</p> <p>Ongoing</p> <p>Monthly</p> <p>Monthly</p> <p>Ongoing</p> <p>Ongoing</p> <p>Monthly</p>	<p>None</p> <p>None</p> <p>Dog tags and chains</p> <p>Gourmet cookies from CNS</p> <p>None</p> <p>None</p> <p>None</p>	<p>\$ 0</p> <p>\$ 0</p> <p>\$ 1000</p> <p>\$ 250</p> <p>\$ 0</p> <p>\$ 0</p> <p>\$ 0</p>	<p></p> <p></p> <p>Title I / Attendance</p> <p>Incentive \$ Attendance Incentive \$</p> <p></p> <p></p> <p></p>

⁷ See *Appendix B: Chart of Requirements for the SPSA* for content required by each program or funding source supporting this goal.

⁸ List the date an action will be taken or will begin, and the date it will be completed.

⁹ If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as "middle grades reading tutor" or "laptop computer", and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures.

Form B: Centralized Support for Planned Improvements in Student Performance

The school site council has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

<p>PROGRAM SUPPORT GOAL # 1 (Based on conclusions from Analysis of Program Components and Student Data pages)</p> <p>The percentage of all English Learner students at PRIDE Academy at Prospect Avenue in grades Kgn-8th who show growth on the CELDT scale score and proficiency level will increase during 2011-2012 school year.</p>	
<p>Groups participating in this goal (e.g., students, parents, teachers, administrators):</p> <p>English Learner students, grades 1 – 8, who have at least one previous year of CELDT reporting in Santee School District</p> <p>ERC personnel, teachers, parents, and administrators will participate in this goal by understanding the dynamics of the CELDT test as well as the complexity of English language acquisition.</p>	<p>Anticipated annual growth for each group:</p> <p>The following percentages represent the increase in a student's overall scale score on the CELDT annual assessment.</p> <p>Grade 1 - 10%</p> <p>Grade 2 – 10%</p> <p>Grade 3 – 10%</p> <p>Grade 4 – 10%</p> <p>Grade 5 – 10%</p> <p>Grade 6 – 10%</p> <p>Grade 7 – 10%</p> <p>Grade 8 – 10%</p>
<p>Means of evaluating progress toward this goal:</p> <p>Annual and Initial CELDT scores</p> <p>District trimester assessment alignment with the CATCH UP Plans</p>	<p>Group data to be collected to measure gains:</p> <p>CELDT scores</p> <p>District assessment data</p>

<p>Actions to be Taken to Reach This Goal¹⁰ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p>Start Date¹¹ Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>Data collection and annual assembly of site CATCH UP Plans for each English Learner child will be completed and shared with the school site.</p> <p>Bilingual assistants help in supplementing ELD instruction occurring in the classroom for every EL student. Bilingual assistants focus on beginning and early intermediate student needs. Bilingual assistants help maintain student records, contact parents, assist with ELAC, and interpretation as needed.</p> <p>Systematic ELD instruction professional development will continue to be provided. Follow-up workshops will be developed to continue staff learning in the district.</p> <p>Assessment alignment with district benchmark assessments, CST, and CELDT will be performed.</p> <p>Translation services will be provided by ERC personnel on a per need basis.</p> <p>Teachers will record an ELD grade for every English Learner using the report card addendum.</p> <p>Parents will be kept informed through yearly program description and placement letters, DELAC meetings, CELDT score results, and ceremonies celebrating student progress. Provide community resources to parents and community members.</p>	<p>September 2011 – June 2012</p>	<p>English Learner Department personnel, including bilingual assistants</p> <p>Systematic ELD, WRITE Institute, ADEPT assessment professional development along with substitute costs</p> <p>Consulting interpreters, translators, and the SOLOM assessment</p> <p>Yearly information regarding program description/parent waiver process and student placement, CELDT scores, DELAC flyers, reclassification ceremony and spring celebration mailers</p> <p>Side by Side ELD standards notebooks</p>	<p>\$38,438</p>	<p>EIA-LEP</p>

¹⁰ See *Appendix B: Chart of Requirements for the SPSA* for content required by each program or funding source supporting this goal.

¹¹ List the date an action will be taken or will begin, and the date it will be completed.

Form C: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education <u>Purpose:</u> Assist expectant and parenting students succeed in school.	\$
<input checked="" type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	\$ 10,441
<input checked="" type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$ 38,438
<input type="checkbox"/> High Priority Schools Grant Program <u>Purpose:</u> Assist schools in meeting academic growth targets.	\$
<input type="checkbox"/> Instructional Time and Staff Development Reform <u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas.	\$
<input type="checkbox"/> Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	\$
<input type="checkbox"/> Pupil Retention Block Grant <u>Purpose:</u> Prevent students from dropping out of school.	\$
<input checked="" type="checkbox"/> School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs.	\$ 3,541
<input type="checkbox"/> School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	\$
<input type="checkbox"/> Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.	\$
<input checked="" type="checkbox"/> List and Describe Other State or Local funds (e.g., Gifted and Talented Education) Prop 20 Lottery	\$ 10,361
Total amount of state categorical funds allocated to this school	\$ 62,781

Federal Programs under No Child Left Behind (NCLB)	Allocation
<input type="checkbox"/> Title I, Neglected <u>Purpose:</u> Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	\$
<input type="checkbox"/> Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	\$
<input type="checkbox"/> Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$
<input checked="" type="checkbox"/> Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$ 94,605
<input type="checkbox"/> Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	\$
<input type="checkbox"/> Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$
<input type="checkbox"/> Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	\$
<input type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$
<input type="checkbox"/> Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	\$
<input type="checkbox"/> Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	\$
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	\$
<input type="checkbox"/> Other Federal Funds (list and describe ¹²) - ARRA Federal Stimulus Title I	\$
Total amount of federal categorical funds allocated to this school	\$ 94,605
	\$ 157,386

¹² For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

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:¹³

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Stephanie Southcott	X				
Lea Hallinan		X			
Librada Harrell			X		
Teresa Edgerton			X		
Julie Boerman		X			
Marie Purdy				X	
Crystal Kalogris				X	
Deana Rice				X	
Helen Bayerle				X	
Renee Rogers				X	
Numbers of members of each category	1	2	2	5	

¹³ 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: 10/25/10.

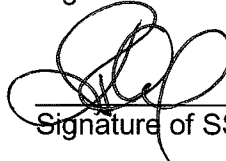
Attested:

Stephanie Southcott
Typed name of school principal


Signature of school principal

10/24/11
Date

Maire Purdy
Typed name of SSC chairperson


Signature of SSC chairperson

10/24/11
Date

PRIDE Academy

Parent Involvement Policy – Title I Compact

Student Name: _____ Date: _____ Grade Level: _____

Involvement of Parents

Parents are invited to become involved in PRIDE Academy in several ways. Families are notified of events through:

- Goal Setting Conferences (October)
- Parent-Teacher Conferences (December)
- PTA Meetings (monthly)
- Academy Announcements sent electronically (weekly)
- School Site Council meetings (monthly)

Parents are invited to participate in the following PRIDE Academy events:

- PTA
- Goal Setting Conferences (October)
- Parent-Teacher Conferences (December)
- School Site Council meetings (monthly)
- Curriculum Night (March)
- Lunch on the Lawn – Art Fair (May)

Additionally, parents are invited to participate in the following District level committees:

- Budget Advisory Council (monthly)
- Advisory Council for Instruction (monthly)

School-Parent Compact

PRIDE Academy provides students high-quality curriculum and instruction that meets the individual needs of each child.

PRIDE Academy parents are assisted in supporting their child’s learning on every level – academically, socially, and emotionally.

Building Capacity/Accessibility

PRIDE Academy staff personally schedule conferences to ensure parent participation. The Staff works diligently to meet the differing needs of all our families by allowing flexibility in their schedules to meet needs. Bilingual Assistants personally contact parents for conferences. All parents are notified through Academy Announcements of upcoming events to allow family planning for participation. The Language Arts Specialist, Impact Teacher, and Bilingual Assistants offer academic support to families. A Counselor is available for individual and group social/emotional needs and Children’s Hospital counseling services are also available for students in need. The Health Clerk works closely with parents to find resources to meet family needs for assistance with clothing and food. As a unit, PRIDE Academy works together to make school a safe place for children and improve their home life whenever possible.

Parent Signature

Student Signature

Staff Signature