

The Single Plan for Student Achievement

MURDOCK ELEMENTARY SCHOOL

11-62661-6007603
CDS Code

Date of this revision: March, 2008

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: Mrs. Judy Twede
Position: Principal
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Willows, CA 95988
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Willows Unified School District

The District Governing Board approved this revision of the School Plan on April, 2008

School Description,

Murdock Elementary School, located at 655 French Street in Willows, has an enrollment of approximately 680 students, who come, for the most part, from a rural community. Thirty-eight teachers serve a population of students that are mostly White, Hispanic, and Asian.

The core curriculum consists of English, reading, math, science, social studies, and physical education as mandated by the State Board of Education and set forth in the district curriculum guidelines. The content of the curriculum is the same for all students, but the method of delivery is adjusted to meet the needs of all students. Some of the adjustments may include program changes, altering the amount and/or difficulty of homework assignments, using cooperative learning techniques, assigning peer tutors, participating in team teaching, and consulting with the parents and support services (i.e., psychologist, speech and language therapist).

Mission Statement

Murdock is committed to developing a learning community of responsible citizens and lifelong learners. We will cultivate and celebrate our differences and work in partnership with our community to help our students achieve their full potential and realize their dreams.

It is the mission of Murdock Elementary School to develop an environment in which high expectations and academic achievement go hand in hand with social, psychological, and moral development. Within state and local guidelines, we will provide an effective instructional program based on shared decision-making and communication by staff, students, parents, and the community that will meet the needs of a diverse student population.

Core Values

Murdock students leave with:

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

Learning:

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

Staff beliefs:

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

Development of Single Plan for Student Achievement

As we move toward developing a plan that addresses the needs of our students, the following information will be used for discussion to determine practices, policies, and procedures to maintain a cycle for continuous improvement:

- Review Programs Funded through the Consolidated Application
- Programs Included in this Plan and Funding
- Analyze Current Instructional Program
- Analyze Demographic Data
- Analyze Student Performance
- Conclusion of Student Performance
- Goals

Programs Funded through the Consolidated Application

The following programs are reported in the Consolidated Application. Information on the Consolidated Application and program profiles are available at <http://www.cde.ca.gov/fg/aa/co/>.

State Programs

- Economic Impact Aid
- Instructional Time and Staff Development Reform
- Peer Assistance and Review
- School Safety & Violence Prevention Act
- Tobacco-Use Prevention Education

Federal No Child Left Behind (NCLB) Programs

Information and CDE contacts for NCLB programs are available at <http://www.cde.ca.gov/nclb/sr/pc/>.

- Title I, Part A, Basic Grant

- Title II, Part A, Teacher & Principal Training & Recruiting
- Title II, Part D, Enhancing Education Through Technology (Formula)
- Title III LEP Students
- Title IV, Part A, Safe & Drug-Free Schools & Communities
- Title V, Part A, Innovative Programs
- Title VI, Part B, Rural Education Achievement

Programs Included in this Plan and Funding

State Programs		Allocation
X	Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$ 169,558
X	Pupil Retention Block Grant <u>Purpose:</u> Prevent students from dropping out of school.	\$ 4,904
X	School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs.	\$ 68,609
X	List and Describe Other State or Local funds (e.g., Gifted and Talented Education) English Language Acquisition Program	\$ 1,769
Total amount of state categorical funds allocated to this school		\$ 244,840

Federal Programs under No Child Left Behind (NCLB)		Allocation
X	Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$ 218,296
X	Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$ 22,151

X	Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	\$ 3,609
X	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	\$ 6,355
X	Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	\$ 2,236
X	Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	\$ 1,031
Total amount of federal categorical funds allocated to this school		\$ 253,678
Total amount of state and federal categorical funds allocated to this school		\$ 498,518

Demographic Data

Students by Ethnicity Murdock Elementary School, 2006-07			
	School		District
	Enrollment	Percent of Total	Percent of Total
American Indian	19	2.8%	3.0%
Asian	41	6.0%	7.1%
Pacific Islander	3	0.4%	0.5%
Filipino	0	0.0%	0.2%
Hispanic	282	41.2%	37.5%
African American	11	1.6%	1.1%
White	328	48.0%	50.6%
Multiple/No Response	0	0.0%	0.1%
Total	684	100%	100%

Special Programs Murdock Elementary School, 2006-07			
	School		District
	Number of Students	Percent of Enrollment	Percent of Enrollment
English Learners	182	26.6%	15.2%
Free/Reduced Price Meals ¹	432	63.2%	56.2%
Compensatory Education	684	100.0%	98.8%
Title I	Yes, Schoolwide Plan	--	

Languages of English Learner Students Murdock Elementary School, 2006-07		
	Number of Students	Percent of Enrollment
Spanish	156	22.8%
Hmong	19	2.8%
Lao	5	0.7%
Indonesian	1	0.1%
All Other	1	0.1%
Total	182	26.6%

Analysis of Current Instructional Program

The following statements characterize educational practice at this school:

1. Alignment of curriculum, instruction and materials to content and performance standards:

Select Murdock teachers and staff complete an extensive process throughout the adoption year to identify materials that align to the standards and meet the rigors of the curriculum being taught. As soon as the adoption process is complete, professional development training and workshops are scheduled to ensure teachers have every opportunity to align their curriculum and instruction to the content and performance standards at their grade level.

2. Availability of standards-based instructional materials appropriate to all student groups:

All textbooks and materials purchased are aligned to the standards and are designed to address all student needs. A complete list of textbooks aligned to the standards can be viewed at the school site or at the district office. Additional materials are purchased for English Learners and Special Education students to accommodate different learning modalities while staying focused on the standards.

3. Alignment of staff development to standards, assessed student performance and professional needs:

Opportunities for collaboration have allowed teachers time to analyze and interpret assessment data, align instruction to standards and

student needs. District sponsored professional development has focused on standards implementation.

4. Services provided by the regular program to enable Underperforming students to meet standards:

Teachers work to provide differentiated instruction in the regular education setting. All grades offer flexible reading and math groups based on individual need as indicated by assessments. Ongoing collaboration at each grade level and staff development workshops offer teachers opportunities to address all student needs.

5. Services provided by categorical funds to enable Underperforming students to meet standards:

Our school wide categorical funds provide aides in grades K-4 to work with small groups of children in reading. Teachers work with under-performing students providing appropriate interventions in the regular education. An additional intervention during the regular school day is offered to underperforming students grades 1 - 4 on phonemic awareness, reading fluency, and language development skills. After school and noon time interventions are offered for all under-performing students, as well.

6. Use of state and local assessments to modify instruction and improve student achievement:

The district provides extensive data using both state and district assessments for analysis. All teachers use this data regularly to improve student achievement by attending specific workshops related to the areas needed for improvement and to identify individual student needs.

7. Number and percentage of teachers in academic areas experiencing low student performance:

There are students in all classrooms who perform at levels below “basic” on district and state assessments. These students receive direct instruction and have opportunities to attend intervention before, after, and during the school day.

8. Family, school, district and community resources available to assist these students:

The County Office of Education provides an after-school homework and activities program (SPARK). In addition, Murdock provides before school, after school and noontime interventions taught by credentialed classroom teachers. Murdock also provides additional paraprofessionals to work with identified students to receive extra help with reading and language development during the school day. The following parent education programs are provided by the school/district: CBET, Migrant Education, Latino Family Literacy and Adult Literacy to assist parents in supporting their child to achieve grade level standards.

9. School, district and community barriers to improvements in student achievement:

The diversity of student needs represented in a classroom continues to be a challenge. Teachers and staff work very hard to meet the needs of all students who have varied levels of performance, as well as those who are English Learners. Support from parents is critical to student learning, therefore, in addition to our existing parent education program Murdock, will continue to seek opportunities to encourage parent participation.

10. **Limitations of the current program to enable Underperforming students to meet standards:**

Managing small group and individualized instruction, particularly for the fourth grade, when class sizes are large is difficult. Some of the limitations are due lack of Parent participation in student learning and we will continue to find areas to improve.

Analysis of Student Performance Data

Percentage of Students at each Performance Level from 2003 through 2007

English Language Arts

% of Students	2003	2004	2005	2006	2007	-	2003	2004	2005	2006	2007	-	2003	2004	2005	2006	2007
	<u>grade</u> <u>2</u>	<u>grade</u> <u>2</u>	<u>grade</u> <u>2</u>	<u>grade</u> <u>2</u>	<u>grade</u> <u>2</u>		<u>grade</u> <u>3</u>	<u>grade</u> <u>3</u>	<u>grade</u> <u>3</u>	<u>grade</u> <u>3</u>	<u>grade</u> <u>3</u>		<u>grade</u> <u>3</u>	<u>grade</u> <u>4</u>	<u>grade</u> <u>4</u>	<u>grade</u> <u>4</u>	<u>grade</u> <u>4</u>
Advanced	8	7	12	13	16	-	10	6	12	6	8	-	12	9	15	16	17
Proficient	21	28	21	21	31	-	23	18	27	23	26	-	28	19	24	36	28
Basic	37	37	39	41	39	-	38	37	39	40	42	-	45	42	35	31	40
Below Basic	21	17	19	17	10	-	18	28	14	18	19	-	12	19	21	11	9
Far Below Basic	12	11	10	8	4	-	12	12	8	13	5	-	3	10	5	5	6

Math

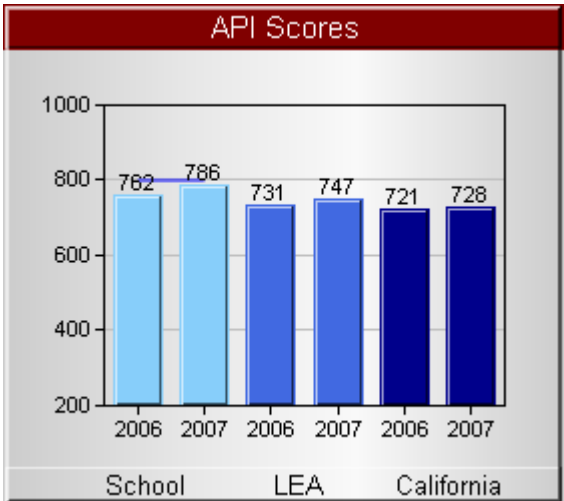
% of Students	2003	2004	2005	2006	2007	-	2003	2004	2005	2006	2007	-	2003	2004	2005	2006	2007
	<u>grade</u> <u>2</u>	<u>grade</u> <u>2</u>	<u>grade</u> <u>2</u>	<u>grade</u> <u>2</u>	<u>grade</u> <u>2</u>		<u>grade</u> <u>3</u>	<u>grade</u> <u>3</u>	<u>grade</u> <u>3</u>	<u>grade</u> <u>3</u>	<u>grade</u> <u>3</u>		<u>grade</u> <u>3</u>	<u>grade</u> <u>4</u>	<u>grade</u> <u>4</u>	<u>grade</u> <u>4</u>	<u>grade</u> <u>4</u>
Advanced	18	15	20	18	17	-	18	18	31	28	25	-	5	3	18	12	15
Proficient	25	30	25	31	34	-	33	26	29	30	36	-	28	23	23	25	28
Basic	37	30	31	30	27	-	22	30	25	22	23	-	35	40	37	41	34
Below Basic	17	21	22	17	19	-	23	24	11	18	14	-	28	31	19	20	21
Far Below Basic	3	5	2	5	2	-	4	2	4	3	1	-	4	3	3	2	3

• State Accountability: Academic Performance Index (API)

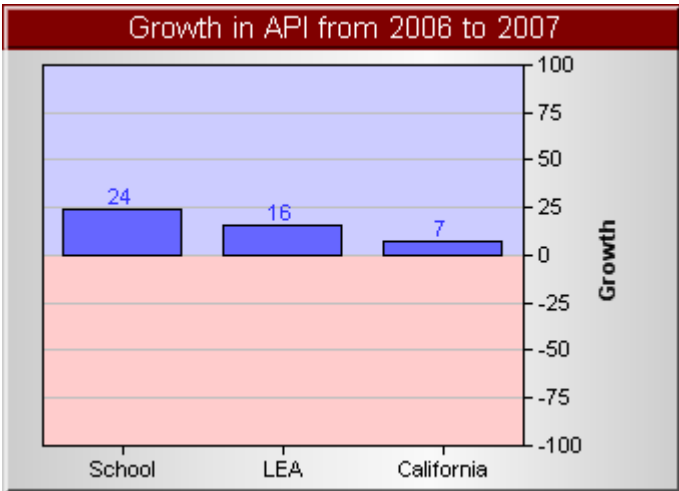
2006 Base API	2007 Growth API	Growth in the API from 2006 to 2007
762	786	24

Met 2006-07 Growth API Targets:

Schoolwide	Yes
Comparable Improvement	Yes
Both	Yes



— Statewide Performance Target for Schools = API of 800 or Above



• Federal Accountability: Adequate Yearly Progress (AYP)

<u>Made AYP:</u>	Yes	
<u>Met AYP Criteria:</u>	English-Language Arts	Mathematics
Participation Rate	Yes	Yes

[Percent Proficient](#)
[Academic Performance Index \(API\)](#)
[- Additional Indicator for AYP](#)
[Graduation Rate](#)

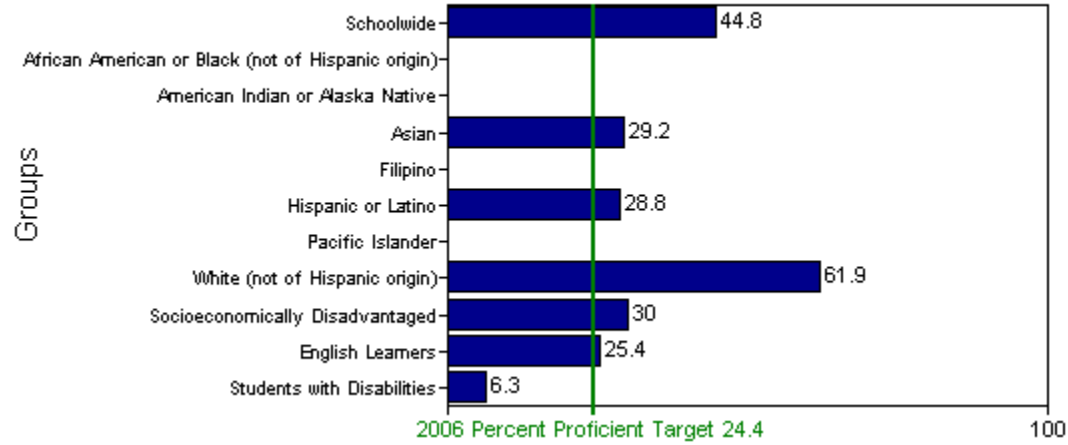
Yes

Yes

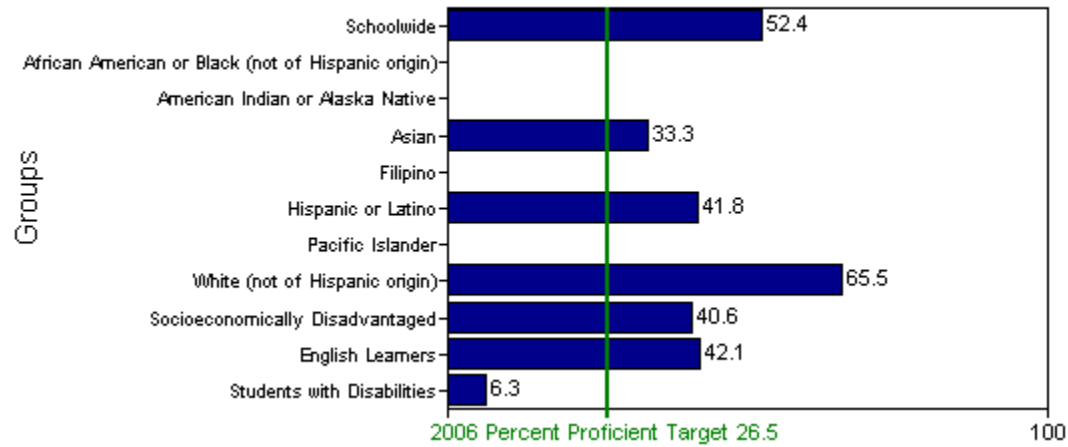
Yes

N/A

English-Language Arts - Percent At or Above Proficient



Mathematics - Percent At or Above Proficient



Conclusions from Student Performance Data:

An analysis of the data indicates that our students at Murdock Elementary are performing at a solid average level in all subjects in grades 2-4. Students scored at a slightly higher level in mathematics at each grade level. English Learners are making significant growth.

Our performance can be described as within the average range. The data indicates that our gains can be attributed to the continued implementation of standards based methods of instruction, diverse teaching strategies, a uniform curriculum, and intervention assistance which afford every student appropriate instruction based on individual needs.

Our goal is to be a top performing school. To achieve that end, we need to continue to develop and offer a balanced, integrated approach to reading, language, spelling and mathematics instruction.

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

School Goals for Improving Student Achievement:

Goal #1: Improve student performance on STAR Assessments by meeting or surpassing targeted growth API - addressing the needs of all students (including At-risk, English learners, and special needs students).

Goal #2: Continue to improve our safe school climate - maintaining a zero tolerance for drugs, weapons, violence, gang behavior, and bullying.

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

Planned Improvements 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:

I. SCHOOL GOALS	SUGGESTED ACTION/STEPS FOR ACHIEVING THIS GOAL?	SUGGESTED PERSON TO DO THIS?	SUGGESTED TIMELINE?	PROGRAM/COST?	EVALUATION PROCESS – HOW, WHO, WHEN?
<p>1. <u>English & Math</u></p> <ul style="list-style-type: none"> • Provide supplemental services to meet the needs of all students including at-risk, English learners, and special needs 	<ul style="list-style-type: none"> -Identify students early in the school year who are at-risk and implement standards based intervention to enhance their classroom learning -Provide additional staffing for classroom assistance (Paraprofessionals I & II) -Provide teachers and staff supplemental materials and supplies to promote different learning styles -Provide opportunities for teacher training and paraprofessional training -Continue to provide and update Accelerated Math and Reading Programs for all classrooms -Continue to provide learning opportunities through technology for staff and students 	<ul style="list-style-type: none"> -Teachers -Administration -Paraprofessionals I & II -Technology Director & Assistant 	<ul style="list-style-type: none"> -Before School Intervention -After School Intervention -Noon Time Intervention -Throughout the school year 	<p>Title I - \$218,296 – teachers, paraprofessionals, materials and supplies</p> <p>SIP \$68,609 – paraprofessionals, materials and supplies</p> <p>EIA \$169,558 – teachers, paraprofessionals, materials and supplies</p>	<ul style="list-style-type: none"> - At the end of each trimester, staff will evaluate student progress and determine placement into supplemental programs -Annually, SSC will evaluate data from STAR and make recommendations
<p>2. <u>School Safety</u></p> <ul style="list-style-type: none"> • Maintain a zero tolerance for drugs, weapons, violence, and gang behavior at 	<ul style="list-style-type: none"> -Purchase and provide training for “Too Good for Drugs”, “Too Good for Violence” Program -Provide materials, supplies, and programs necessary for tobacco awareness -Surveillance equipment – 	<ul style="list-style-type: none"> -Teachers -Administration -Counselors 	<ul style="list-style-type: none"> -Ongoing -10 weeks-annually for implementation of curriculum 	<p>Title IV -\$2,236- Curriculum Safety -\$20,000- Surveillance -\$2,000-</p>	<ul style="list-style-type: none"> -Annually -staff, teachers, admin. & SSC will review Con App-UMIRS -Staff will review curriculum annually to evaluate effectiveness and participate in the annual review of the School

Murdock	lighting & cameras -Resource Officer			Security	Safety Plan
3. <u>Parent Involvement</u> <ul style="list-style-type: none"> • Develop a partnership with the community in developing greater cultural awareness, tolerance, and understanding 	<ul style="list-style-type: none"> -Provide opportunity for parents to receive training for supplemental services -Support Glenn County Adult Literacy Program -Support Community Based English Tutoring Program -Support Family Math Night -Provide opportunities for Parents to be involved in developing school policy -Continue to promote communication between school and home 	<ul style="list-style-type: none"> -Administration -Staff -SSC -Glenn County Office of Education Adult Program 	<ul style="list-style-type: none"> -Ongoing workshops -Community Based English Tutoring is offered twice a year -SSC monthly meetings 	<u>Title I</u> - \$5,000	<ul style="list-style-type: none"> -Annually, Administration, staff, and SSC will review and update the direction for parent involvement and opportunities

School Site Council Membership

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

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Judy Twede	X				
Carla Disbrow		X			
Aleta Goings		X			
Jan Beaufait		X			
Cathy Cooper			X		
Cathy Mudd				X	
Jennifer Carriere				X	
Landry Otterson				X	
Emily Clark				X	
	1	3	1	4	

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: _____.

Attested:

Judy Twede
Typed name of school principal

Signature of school principal

Date

Jennifer Carriere
Typed name of SSC chairperson

Signature of SSC chairperson

Date