

# The Single Plan for Student Achievement

## WILLOWS INTERMEDIATE SCHOOL

11-62661-60611  
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: Mr. Steve Sailsbery  
Position: Principal  
Telephone Number: (530) 934-6633  
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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 and Mission Statement**

Willows Intermediate School is in the Willows Unified School District serving all 5<sup>th</sup> through 8<sup>th</sup> grade students in the community. Willows Intermediate School is a school-wide program striving to meet the needs of all students. With the influx of a variety of cultures, our school faces the challenge of providing for those divergent needs of our total school population. It is the philosophy of the school that there be high expectations for all of its students; a sense of collegiality, community and high standards for order and discipline; and support and involvement of parents in the school.

Coinciding with the district goal of making Willows Unified a place ***“Where All Can and Will,”*** Willows Intermediate School will *strive for the reality of being a true school of achievement.* It is the desire of our school community to provide a safe and enriched, student learning environment where each student can:

- Realize his/her full academic potential
- Develop his/her individual talents and abilities
- Develop respect for self and others
- Become an involved, responsible citizen.

We are dedicated to maximizing the expertise and human potential of every teacher because we recognize that an exemplary staff, working as partners with parents, is the key to student development.

### **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**

<b>State Programs</b>	<b>Allocation</b>
X Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$ 61,512
X Pupil Retention Block Grant <u>Purpose:</u> Prevent students from dropping out of school.	\$ 3,600

X	School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs.	\$ 50,368
X	School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	\$ 6,323
X	List and Describe Other State or Local funds (e.g., Gifted and Talented Education) English Language Acquisition Program	\$ 6,425
Total amount of state categorical funds allocated to this school		\$128,228

<b>Federal Programs under No Child Left Behind (NCLB)</b>		Allocation
X	Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$152,100
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	\$ 4,374
X	Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	\$ 2,649
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	\$ 1,642
X	Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	\$ 757
Total amount of federal categorical funds allocated to this school		\$167,877
Total amount of state and federal categorical funds allocated to this school		\$296,105

**Demographic Data**

Students by Ethnicity Willows Intermediate School, 2006-07			
	School		District
	Enrollment	Percent of Total	Percent of Total
American Indian	15	3.0%	3.0%
Asian	37	7.3%	7.1%
Pacific Islander	3	0.6%	0.5%
Filipino	3	0.6%	0.2%
Hispanic	205	40.5%	37.5%
African American	2	0.4%	1.1%
White	240	47.4%	50.6%
Multiple/No Response	1	0.2%	0.1%
<b>Total</b>	<b>506</b>	<b>100%</b>	<b>100%</b>

Special Programs Willows Intermediate School, 2006-07			
	School		District
	Number of Students	Percent of Enrollment	Percent of Enrollment
English Learners	69	13.6%	15.2%
Free/Reduced Price Meals <sup>1</sup>	301	59.5%	56.2%
Title I	Yes, Schoolwide Plan	--	--

Languages of English Learner Students Willows Intermediate School, 2006-07		
	Number of Students	Percent of Enrollment
Spanish	57	11.3%
Hmong	11	2.2%
All Other	1	0.2%
<b>Total</b>	<b>69</b>	<b>13.6%</b>

## **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:

Instruction and materials are aligned with California State Standards. This is an ongoing process.

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

*Materials are readily available. Recent purchases of textbooks and materials have addressed the issue of availability of instructional materials. This will continue to be our practice.*

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

*Collaboration meetings at grade and department levels have provided opportunities for teachers to analyze and interpret assessment data, align instruction to standards and content needs. Schoolwide professional development has focused on standards implementations with support from the District. In-services include:*

- *Technology Workshops*
- *Curriculum Alignment to Standards*
- *CLAD Certification*
- *Writing for Excellence; Step Up To Writing*
- *504 Training*
- *BTSA*
- *Data Analysis*
- *Classroom Management; The Effective Teacher (Harry Wong)*
- *Summer Workshops: Math, Language Arts, Social Studies*

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

*Teachers work to provide differentiated instruction in the regular education classroom (grades 5-8), based on need as indicated by assessments.*

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

*Our Schoolwide Plan provides a wide range of intervention personnel and programs targeted to meet Student needs: Second Language Aides, Intervention and Tutorial programs, Reading and Math Enrichment Classes, and ELL Classes.*

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

*State and local assessments data is used for analysis of student performance (individual and targeted groups). Schoolwide and grade/department level collaboration is ongoing throughout the school year. Each semester grade level review teams meet to focus on our at-risk population.*

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

There are students in all classes whose scores are below “basic” on STAR Assessments.

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

*Categorical funds, Business Partnerships in our community, all play a role as stakeholders in our students’ success. The District sponsors a Parent Education Program through the CBET class and through the Glenn County Office of Education – Family Literacy Program. The GCOE provides an after school homework and activities program.*

*WIS, in partnership with the City of Willows and the SPARK Program utilizing Federal Grant monies, implemented an after school Math and Language Arts Tutorial Enrichment Club for students who did not score Proficient or above on the most current CST in Math and Language Arts (grades 5-8).*

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

*A low socio-economic population and lack of education as a primary focus for some families continue to be a challenge for the Willows Intermediate and the District.*

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

*Some students come to school unprepared. Managing small groups and individualized instruction continue to be a primary focus for our staff.*

**Analysis of Student Performance Data**

**Percentage of Students at each Performance Level from 2003 through 2007**

**English  
Language  
Arts**

% of Students	<u>2003</u> grade <u>5</u>	<u>2004</u> grade <u>5</u>	<u>2005</u> grade <u>5</u>	<u>2006</u> grade <u>5</u>	<u>2007</u> grade <u>5</u>	<u>2003</u> grade <u>6</u>	<u>2004</u> grade <u>6</u>	<u>2005</u> grade <u>6</u>	<u>2006</u> grade <u>6</u>	<u>2007</u> grade <u>6</u>
<b>Advanced</b>	7	16	14	12	18	10	14	14	15	13
<b>Proficient</b>	25	22	26	20	41	29	29	31	20	26
Basic	37	42	4	42	33	37	34	38	38	38
Below Basic	20	8	16	15	6	15	17	9	19	17
Far Below Basic	12	13	10	10	2	10	6	7	8	6

**Math**

% of Students	<u>2003</u> grade <u>5</u>	<u>2004</u> grade <u>5</u>	<u>2005</u> grade <u>5</u>	<u>2006</u> grade <u>5</u>	<u>2007</u> grade <u>5</u>	<u>2003</u> grade <u>6</u>	<u>2004</u> grade <u>6</u>	<u>2005</u> grade <u>6</u>	<u>2006</u> grade <u>6</u>	<u>2007</u> grade <u>6</u>
<b>Advanced</b>	3	2	5	11	13	5	9	9	8	5
<b>Proficient</b>	22	26	25	27	33	32	25	25	26	28
Basic	28	35	34	33	34	39	41	39	29	38
Below Basic	37	29	23	22	18	20	23	23	30	24
Far Below Basic	11	8	13	8	2	5	2	4	8	5

**English  
Language  
Arts**

	<u>2003</u> grade <u>7</u>	<u>2004</u> grade <u>7</u>	<u>2005</u> grade <u>7</u>	<u>2006</u> grade <u>7</u>	<u>2007</u> grade <u>7</u>	<u>2003</u> grade <u>8</u>	<u>2004</u> grade <u>8</u>	<u>2005</u> grade <u>8</u>	<u>2006</u> grade <u>8</u>	<u>2007</u> grade <u>8</u>
<b>Advanced</b>	10	12	13	21	15	5	16	16	27	21
<b>Proficient</b>	32	29	44	43	31	29	29	28	28	35
Basic	39	37	33	23	39	44	35	41	27	32
Below Basic	16	19	7	9	12	14	14	12	14	6
Far Below Basic	2	3	2	3	3	9	6	4	4	5

**Math**

% of Students	2003	2004	2005	2006	2007	<i>General Math</i>				
	<u>grade 7</u>	<u>grade 7</u>	<u>grade 7</u>	<u>grade 7</u>	<u>grade 7</u>	<u>grade 8</u>	<u>grade 8</u>	<u>grade 8</u>	<u>grade 8</u>	<u>grade 8</u>
<b>Advanced</b>	7	6	12	12	9	5	1	4	9	5
<b>Proficient</b>	24	29	29	38	33	29	31	31	45	29
Basic	43	37	37	29	30	41	45	47	31	41
Below Basic	24	24	18	17	22	17	22	14	10	17
Far Below Basic	2	5	4	4	6	9	1	3	4	9

*Algebra I*

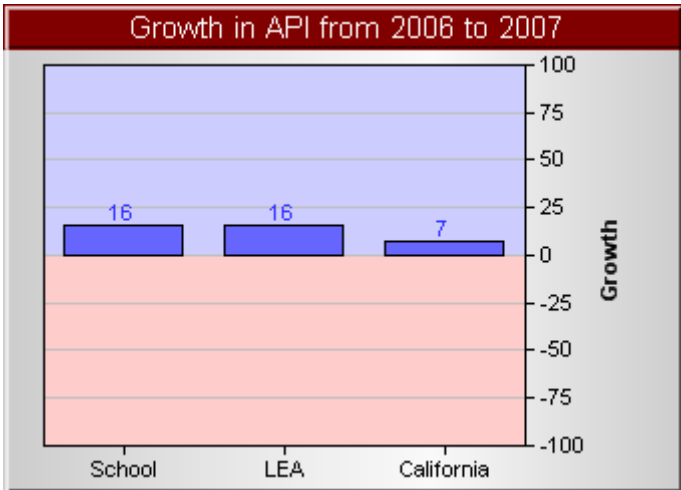
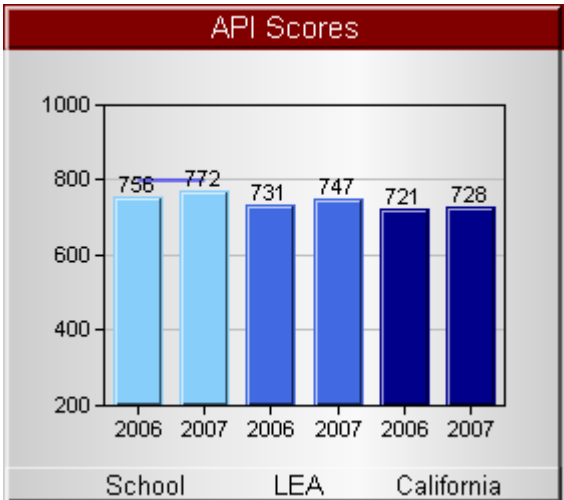
2003	2004	2005	2006	2003
<u>grade 8</u>	<u>grade 8</u>	<u>grade 8</u>	<u>grade 8</u>	<u>grade 8</u>
3	3	3	19	3
60	47	50	58	60
30	37	43	19	30
7	13	3	0	7
0	0	0	4	0

• State Accountability: Academic Performance Index (API)

<a href="#">2006 Base API</a>	<a href="#">2007 Growth API</a>	<a href="#">Growth in the API from 2006 to 2007</a>
756	772	16

**Met 2006-07 Growth API Targets:**

<a href="#">Schoolwide</a>	Yes
<a href="#">Comparable Improvement</a>	Yes
<a href="#">Both</a>	Yes



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

• Federal Accountability: Adequate Yearly Progress (AYP)

**Made AYP:**

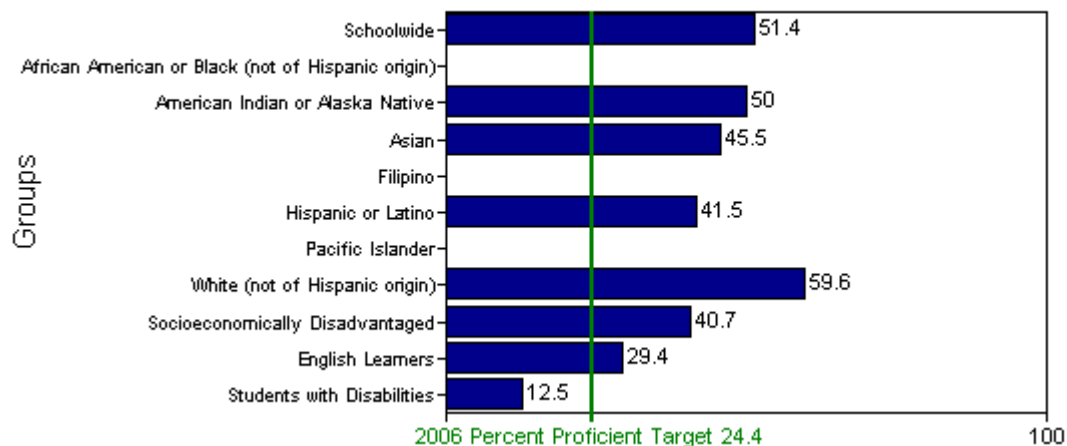
Yes

**Met AYP Criteria:**

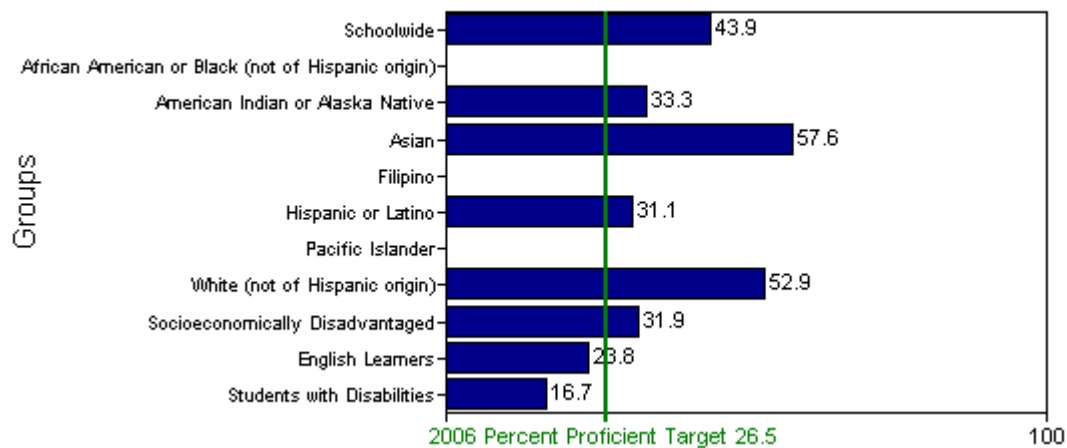
- [Participation Rate](#)
- [Percent Proficient](#)
- [Academic Performance Index \(API\)](#)

	English-Language Arts	Mathematics
	Yes	Yes
	Yes	Yes
		Yes

### 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 we need to continue to focus in the areas of reading, writing and mathematics. For students below standard, we need to continue our intervention options and monitor them for effectiveness. Adjustments to our intervention options will be made as results of our data analysis.

Current research indicates the writing process is crucial to student performance; students who write proficiently are generally successful in most or all academic areas. We will continue with our current schoolwide writing programs and analyze the data generated on a regular basis. The results of our data analysis will drive a schoolwide writing program (instructional procedures and policies).

Student STAR data in Math and Language Arts indicates WIS fell short of the NCLB requirement for English Learners. We will continue to provide Math and Language Arts intervention, both in class and after school, and monitor them for effectiveness. Adjustments will be made as appropriate.

Professional development needs to remain focused, primarily on instructional strategies, to include differentiated instruction and individual modification as needed.

#### **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><b>1. <u>Language Arts &amp; Math</u></b></p> <ul style="list-style-type: none"> <li>• <b>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)</b></li> </ul>	<ul style="list-style-type: none"> <li>-Identify students early in the school year who are at-risk and implement standards based intervention to enhance their classroom learning</li> <li>-Provide additional staffing for classroom assistance (Paraprofessionals I &amp; II)</li> <li>-Provide teachers and staff supplemental materials and supplies to promote different learning styles</li> <li>-Provide opportunities for teacher training and paraprofessional training</li> <li>-Provide opportunities for schoolwide and districtwide collaboration throughout the year</li> <li>-Provide and update Reading and Math Enhancement Programs</li> <li>-Continue to provide learning opportunities through technology for staff and students</li> <li>-Continue supporting the schoolwide writing program</li> </ul>	<ul style="list-style-type: none"> <li>-Teachers</li> <li>-Administration</li> <li>- Paraprofessionals I &amp; II</li> <li>-Technology Director &amp; Assistant</li> </ul>	<ul style="list-style-type: none"> <li>-Before School Intervention</li> <li>-After School Intervention</li> <li>-Noon Time Intervention</li> <li>-Throughout the school year</li> </ul>	<p><b>Title I - \$152,100 –</b> teachers, paraprofessionals, materials and supplies</p> <p><b>SIP - \$50,368 –</b> Counselor, materials and supplies</p> <p><b>EIA \$61,512 –</b> teacher, paraprofessionals, materials and supplies</p>	<ul style="list-style-type: none"> <li>- At the end of each semester, staff will evaluate student progress and determine placement into supplemental programs</li> <li>-Annually, SSC will evaluate data from STAR and make recommendations for program direction</li> </ul>

<p><b>2. <u>School Safety</u></b></p> <ul style="list-style-type: none"> <li>• Continue to improve our safe school climate – maintaining a zero tolerance for drugs, weapons, violence, gang behavior, and bullying</li> </ul>	<ul style="list-style-type: none"> <li>-Purchase and provide training for “Too Good for Drugs”, “Too Good for Violence” Program</li> <li>-Provide materials, supplies, and programs necessary for tobacco awareness</li> <li>-Surveillance equipment – lighting &amp; cameras</li> <li>-Resource Officer</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers</li> <li>- Administration</li> <li>- Counselors</li> </ul>	<ul style="list-style-type: none"> <li>-Ongoing</li> <li>-10 weeks-annually for implementation of curriculum</li> </ul>	<p><b><u>Title IV</u></b>  <b>-\$1,642-</b>  Curriculum  <b><u>Safety</u></b>  <b>- \$6,323-</b>  Determined by district-wide needs</p>	<ul style="list-style-type: none"> <li>-Annually -staff, teachers, admin. &amp; SSC will review Con App-UMIRS</li> <li>-Staff will review curriculum annually to evaluate effectiveness and participate in the annual review of the School Safety Plan</li> </ul>
<p><b>3. <u>Parent Involvement</u></b></p> <ul style="list-style-type: none"> <li>• Develop a partnership with the community in developing greater cultural awareness, tolerance, and understanding</li> </ul>	<ul style="list-style-type: none"> <li>-Provide opportunity for parents to receive training for supplemental services</li> <li>-Support Glenn County Adult Literacy Program</li> <li>-Support Community Based English Tutoring Program</li> <li>-Provide opportunities for Parents to be involved in developing school policy</li> <li>-Continue to promote communication between school and home</li> </ul>	<ul style="list-style-type: none"> <li>-Administration</li> <li>-Staff</li> <li>-SSC</li> <li>-Glenn County Office of Education Adult Program</li> </ul>	<ul style="list-style-type: none"> <li>-Ongoing workshops</li> <li>-Community Based English Tutoring is offered twice a year</li> <li>-SSC monthly meetings</li> </ul>	<p><b><u>Title I –</u></b>  <b>\$5,000 -</b>  GCOE Adult Program, Parent Training, and materials</p>	<ul style="list-style-type: none"> <li>-Annually - Administration, staff, and SSC will review and update the direction for parent involvement and opportunities</li> </ul>

## 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
Steve Sailsbery	X				
Cathy Fleming		X			
Carol Gaston		X			
Mark Huntley		X			
Carol Logan		X			
Neil Potts		X			
Belinda Arnold				X	
Brenda Baker				X	
Maria Briones				X	
Jackie Click				X	
Shelly Fisher				X	
Alicia Garcia				X	
Carlene Mann				X	
Erin Taylor			X		
Pierce Baker					X
Numbers of members of each category	1	6	1	7	1

**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:

Steve Sailsbery  
Typed name of school principal

\_\_\_\_\_  
Signature of school principal

\_\_\_\_\_  
Date

Cathy Fleming  
Typed name of SSC chairperson

\_\_\_\_\_  
Signature of SSC chairperson

\_\_\_\_\_  
Date