

Single Plan For Student Achievement

For School Year 2007-08

John R. Williams

CDS Code: 39-68569-6041909

Date of this revision: 1/22/2008 11:03:29 AM

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

Contact Person: Robert R. Bordner II
Phone Number: (209) 953-8768
Address: 2450 Meadow Ave.
Stockton, CA 95207
E-mail Address: rbordner@lusd.net

District: Lincoln Unified

The District Governing Board approved this revision of the School Plan on 1/15/2008

Single Plan For Student Achievement

About this School

OUR VISION

Our vision is to produce a well-rounded, emotionally balanced, and academically motivated student who develops a love for learning.

OUR MISSION

Our mission is to teach students the necessary skills to become productive members of society. In addition, we want to provide our students with a wide range of opportunities that will support them in their social, emotional and academic well-being.

SCHOOL PROFILE

John R. Williams School is one of eight elementary schools in Lincoln Unified School District located in the central San Joaquin Valley; 60 miles south of Sacramento. JRW is 49 years old and has an enrollment of approximately 550 students. We also house a state-funded pre-school for children aged 3 and 4. In addition to regular classroom teachers, John R. Williams provides classroom music, band, orchestra, and choral instruction for our students. We are serviced by a district psychologist, district nurse; a Title I teacher, Title I counselor (part-time), ELL teacher, a library media aide, a resource teacher, two 3 hour resource paraprofessionals, and a speech therapist (part-time).

Special Education staff members may serve non-identified, general education students, as appropriate. These services may be provided in general or special education settings. As the law states, general education teachers will provide services to special education students in collaboration with special education teachers and as provided for in the Individual Education Plans for students.

Single Plan For Student Achievement

Analysis of Current Educational Practice

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

Materials aligned
Curriculum partially aligned
Direct Instruction implemented at varying levels

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

Materials are available

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

Six Traits of Writing
Sheltered Instruction Observational Protocol
Data Director
Houghton Mifflin Support
LAMP

4. Services provided by the regular program to enable under-performing students to meet standard:

Flexible Grouping
Universal Access Language Arts
Tutoring

5. Services provided by categorical funds to enable under-performing students to meet standards:

Title I and English Language Learners=LA Small Group Intervention K-6
Title I and EL Resource are the link to After School Education and Safety program
Primary Language Aides - three languages: Spanish, Hmong, and Laos
Outreach Workers - community liaisons

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

Happens at the beginning of the school year to inform instruction
Formative assessments are evolving
Site and district benchmark assessments evolving

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

Principal deals with this at the site level

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

Outreach Workers, Mobile Library, Care Van, Parenting classes, Play groups, Counseling, Community Based English Tutoring, Pace Calls, Newsletters, PTSA, Lincoln Latin Leadership, and English Language Advisory Committee

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

Bullying, Scheduling

10. Limitations of the current program to enable under performing student to meet standards:

Collaboration time, lack of Computer technician, lack of opportunities for staff training for technical programs, lack of aides to provide student support

Single Plan For Student Achievement

Student Performance Data Summary

Local Measures of Student Performance

Conclusions from Student Performance Data

The percentage of our students Proficient or Advanced on the 2006-07 CST in:

- English/Language Arts was 37.4% (an increase of 2.9% over 2005-06);
- Mathematics was 44.1% (a decrease of 0.5% from 2005-06).

All significant subgroups recorded percentages above the 2006-07 CST Target ranging from:

- 2.9% (African American) to 9.4% (English Learners) on the ELA test;
- 11% (African American) to 16.6% (English Learners) on the Math test.

Conclusions from Parent, Teacher and Student Input

No input has been collected to-date.

School Goals for Improving Student Achievement

Mathematics

Increase Math Proficiency

All students will reach their highest academic potential in mathematics.

Reading/Language Arts

Increased proficiency in reading/language arts.

All students will reach their highest academic potential in reading/language arts.

School Climate

School Climate

All students will learn in a safe and secure learning environment where diversity is respected and where parents and other stakeholders are provided with a variety of opportunities to be involved.

Single Plan For Student Achievement

Planned Improvements in Student Performance

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index and the English Language Development Test, and include local measures of pupil achievement. The school site council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The council also obtained and considered the input of the school community. Based upon this analysis, the council has established the following performance improvement goals, actions and expenditures.

Goal: Increase Math Proficiency

Goal Statement

All students will reach their highest academic potential in mathematics.

Student Group

All students, including the following significant subgroups in grades K-6 at John R. Williams School: African American, Asian, Hispanic, English Learners, White, Socioeconomically Disadvantaged, GATE, and Students with Disabilities.

Performance Gains

The percentage of African American students scoring proficient and advanced will increase from 37.5% to 41.5% by Spring 2008.

The percentage of Asian students scoring proficient and advanced will increase from 48.4% to 51.4% by Spring 2008.

The percentage of Hispanic students scoring proficient and advanced will increase from 37.9% to 41.9% by Spring 2008.

The percentage of English Learners students scoring proficient and advanced will increase from 43.1% to 47.1% by Spring 2008.

The percentage of White students scoring proficient and advanced will increase from 50.6% to 52.6% by Spring 2008.

The percentage of Socioeconomically Disadvantaged students scoring proficient and advanced will increase from 38.1% to 42.1% by Spring 2008.

The percentage of GATE students scoring proficient and advanced will increase from 70% to 80% by Spring 2008.

The percentage of Students with Disabilities students scoring proficient and advanced will increase from 13.5% to 23.5% by Spring 2008.

Means Evaluating

Formative and summative assessments, District Benchmark assessments, Unit Tests, Checking for Understanding during instruction, publisher-made tests, teacher-made tests, and CST.

Group Data

Mathematics baseline and continuing data provided by CST mathematics scores in grades 2 through 6 and District summative assessments in grades K and 1.

Single Plan For Student Achievement

Description of Specific Actions to Improve Educational Practice

Alignment of instruction

Means of Achievement: Alignment of instruction with content standards

Tasks: Use of Academic Conferencing during which teachers and the principal collaborate and plan grade-level and grade-span instruction, analyze assessment data, evaluate student work, and share successful instructional strategies used in their classrooms.

Use classroom monitoring/observations by the principal to record instructional activities and adherence to the adopted curriculum, followed by feedback and conversations with the principal, and teacher reflection.

Utilize Monday grade-level meetings for collaboration, planning, data analysis, and professional development.

LAMP Math Coaching to provide feedback to teachers regarding their content knowledge and instructional strategies.

Encourage teacher participation in LAMP, curriculum professional development, in-services, and conferences.

Provide release time for teachers to attend professional development, and to observe other teachers.

Begin implementation of the district's comprehensive, three-tiered plan for student achievement.

Measures: Increased student achievement as measured by formative and summative assessments.

Increased percentages of students scoring proficient and advanced on CST scores.

Records obtained by site principal during walk-throughs of classroom instructional strategies and activities, and adherence to the adopted curriculum.

Record of teacher attendance at workshops and professional development opportunities.

Use of district-approved materials and strategies for the core, intervention and supplemental programs at the school level.

People Assigned: Classroom teachers
Principal
Math coaches
Substitute teachers

Start Date: 1/1/2008

End Date: 12/31/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Intervention/supplementary materials	\$5,000.00
Title I, Part A, Basic Grants	Professional development	\$5,000.00
Title I, Part A, Basic Grants	Substitute teachers	\$5,000.00

Single Plan For Student Achievement

Interventions

Means of Achievement: Improvement of instructional strategies and materials

Tasks: Provide teacher training in the core curriculum to improve knowledge of content and instructional strategies.

Provide intervention materials as adopted for use with students currently below grade-level.

Provide teacher training in the use of intervention materials.

Provide LAMP, curriculum professional development, in-services, and conferences.

Provide release time for teachers to attend professional development, and to observe other teachers.

Upgrade school and classroom technology.

Use of classroom monitoring/observations by the principal and coaches that record instructional activities, instructional strategies and adherence to the adopted curriculum, followed by feedback, conversations and reflection.

Measures: Increased student achievement as measured by site-administered formative and summative assessments.

Increased percentages of students scoring proficient and advanced on CST scores.

Records maintained by site principal and coaches of classroom instructional strategies and activities, adherence to the adopted curriculum, and teacher attendance at workshops and professional development opportunities.

People Assigned: Classroom teachers.
Title One teacher.
Substitute teachers.
Math/LAMP Coaches.

Start Date: 1/1/2008

End Date: 12/31/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	materials and supplies	\$10,000.00
Title I, Part A, Basic Grants	Substitute teachers	\$3,000.00
Title I, Part A, Basic Grants	Professional development	\$2,000.00

Single Plan For Student Achievement

Increased mathematics opportunities

Means of Achievement: Increased educational opportunity

- Tasks:**
- Address the needs of below grade-level students through grouping, monitoring, and assessing of student progress.
 - Provide tutoring to below grade-level students before and after school.
 - Improve student achievement through the use LAMP, curriculum professional development, in-services, and conferences that focus upon meeting student needs.
 - Improve student achievement by providing release time for teachers to attend professional development and to observe teachers.
 - Provide Far-Below Basic and Below Basic students with additional periods of mathematics instruction daily.
 - Upgrade school and classroom technology.
 - Increase student access to curriculum/standards-based learning experiences beyond the classroom.

- Measures:**
- Increased student achievement as measured by site-administered formative and summative assessments.
 - Increased percentages of students scoring proficient and advanced on CST scores.
 - Master Schedule and roster of students obtaining additional math minutes.

People Assigned: Classroom teachers
Math coaches
Substitute teachers
Title One teacher

Start Date: 1/1/2008

End Date: 12/31/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Substitute teachers	\$3,000.00
Title I, Part A, Basic Grants	Teacher tutoring	\$15,000.00
Title I, Part A, Basic Grants	Professional development	\$2,000.00
Title I, Part A, Basic Grants	Study trips	\$3,000.00
Title I, Part A, Basic Grants	Technology	\$10,000.00
Title I, Part A, Basic Grants	Materials and supplies	\$5,000.00

Single Plan For Student Achievement

Goal: Increased proficiency in reading/language arts.

Goal Statement

All students will reach their highest academic potential in reading/language arts.

Student Group

All students, including the following significant subgroups in grades K-6 at John R. Williams School: African American, Asian, Hispanic, English Learners, White, Socioeconomically Disadvantaged, GATE, and Students with Disabilities.

Performance Gains

The percentage of African American students scoring proficient and advanced will increase from 27.3% to 35.3% by Spring 2008.

The percentage of Asian students scoring proficient and advanced will increase from 33.3% to 38.3% by Spring 2008.

The percentage of Hispanic students scoring proficient and advanced will increase from 33.8% to 38.8% by Spring 2008.

The percentage of English Learners students scoring proficient and advanced will increase from 33.6% to 38.6% by Spring 2008.

The percentage of White students scoring proficient and advanced will increase from 44.2% to 48.2% by Spring 2008.

The percentage of Socioeconomically Disadvantaged students scoring proficient and advanced will increase from 30.2% to 36.2% by Spring 2008.

The percentage of GATE students scoring proficient and advanced will increase from 70% to 80% by Spring 2008.

The percentage of Students with Disabilities students scoring proficient and advanced will increase from 5.6% to 15.6% by Spring 2008.

Means Evaluating

Site-administered formative and summative assessments, District Benchmark assessments, Unit Tests, Checking for Understanding during instruction, publisher-made tests, and teacher-made tests.

Group Data

Reading/Language Arts baseline and continuing data provided by CST scores in grades 2 through 6, District summative assessments in grades K and 1, and CELDT scores.

Single Plan For Student Achievement

Description of Specific Actions to Improve Educational Practice

Alignment of instruction

Means of Achievement: Alignment of instruction with content standards

Tasks: Use of Academic Conferencing during which teachers and the principal collaborate and plan grade-level and grade-span instruction, analyze assessment data, evaluate student work, and share successful instructional strategies used in their classrooms.

Use classroom monitoring/observations by the principal to record instructional activities and adherence to the adopted curriculum, followed by feedback and conversations with the principal, and teacher reflection.

Utilize Monday grade-level meetings for collaboration, planning, data analysis, and professional development.

Coaching to provide feedback to teachers regarding their content knowledge and instructional strategies.

Encourage teacher participation in curriculum professional development, in-services, and conferences.

Train all staff in the Six Traits of Writing program.

Provide release time for teachers to attend professional development, and to observe other teachers.

Begin implementation of the district's comprehensive, three-tiered plan for student achievement.

Measures: Increased student achievement as measured by formative and summative assessments.

Increased percentages of students scoring proficient and advanced on CST scores.

Records obtained by site principal during walk-throughs of classroom instructional strategies and activities, and adherence to the adopted curriculum.

Record of teacher attendance at workshops and professional development opportunities.

Use of district-approved materials and strategies for the core, intervention and supplemental programs at the school level.

People Assigned: Classroom teachers
Principal
Coaches
Substitute teachers

Start Date: 1/1/2008

End Date: 12/31/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Substitute teachers	\$5,000.00
AB825 Block Grants	Materials and supplies	\$5,000.00
Title I, Part A, Basic Grants	Professional development	\$3,000.00

Single Plan For Student Achievement

Interventions

Means of Achievement: Improvement of instructional strategies and materials

- Tasks:**
- Provide teacher training through the County Office of Education or Lions Reading Center in the core curriculum to improve knowledge of content and instructional strategies.
 - Provide district-adopted intervention materials for use with students currently below grade-level.
 - Provide teacher training in the use of district-adopted intervention materials.
 - Provide curriculum professional development, in-services, and conferences, including Explicit Direct Instruction and Six Traits of Writing.
 - Provide release time for teachers to attend professional development, and to observe other teachers.
 - Implement an English Language Development Program for English Learners, levels 1, 2, and 3.
 - Use research-based strategies to help English Learners access grade level core curriculum.

- Measures:**
- Increased student achievement as measured by formative and summative assessments.
 - Increased percentages of students scoring proficient and advanced on CST scores.
 - Records maintained by site principal and coaches of classroom instructional strategies and activities, adherence to the adopted curriculum, and teacher attendance at workshops and professional development opportunities.
 - Teacher completion of Individual Learning Plans for Far-Below Basic and Below Basic students to record successful interventions and strategies.
 - Master schedule and roster of students attending English Language Development class.
 - Performance of English Learners on District benchmark assessments, CST and report cards.

People Assigned: Classroom teachers.
Title One teacher.
Substitute teachers.

Start Date: 1/1/2008

End Date: 12/31/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Materials and supplies	\$10,000.00
Title I, Part A, Basic Grants	Substitute teachers	\$5,000.00
Title I, Part A, Basic Grants	Professional development	\$3,000.00

Single Plan For Student Achievement

Increased reading/language arts opportunities

Means of Achievement: Increased educational opportunity

- Tasks:**
- Provide time for teachers to collaborate and plan how to serve the needs of below grade-level students through grouping, monitoring and assessing student progress.
 - Provide funding for teachers to tutor below grade-level students before and after school.
 - Provide below grade-level students additional instructional time during the school day via Universal Access, English Language and/or Title 1 classrooms.
 - Upgrade school and classroom technology.
 - Increase student access to curriculum/standards-based learning experiences beyond the classroom through field trips and guest speakers.

- Measures:**
- Increased student achievement as measured by formative and summative assessments.
 - Increased percentages of students scoring proficient and advanced on CST scores.

- People Assigned:**
- Classroom teachers
 - Substitute teachers
 - Title One teacher
 - English Language Teacher/Coach

- Start Date:** 1/1/2008
End Date: 12/31/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Substitute teachers	\$5,000.00
Economic Impact Aid, English Learner Programs (EIA-LEP)	Teacher tutoring	\$10,000.00
Title I, Part A, Basic Grants	Teacher tutoring	\$5,000.00
Title I, Part A, Basic Grants	Professional development	\$2,000.00
Title I, Part A, Basic Grants	Study trips	\$3,000.00
Title I, Part A, Basic Grants	Technology	\$10,000.00

Single Plan For Student Achievement

Goal: School Climate

Goal Statement

All students will learn in a safe and secure learning environment where diversity is respected and where parents and other stakeholders are provided with a variety of opportunities to be involved.

Student Group

All students and their families.

Performance Gains

Discipline referrals will decrease from 500 to 400 per school year.
Average Daily Attendance will increase school wide from 94% to 96%.
Attendance at parent conferences will increase school wide from 85% to 90%.
PTSA membership will increase from 100 to 125.
Attendance at parent/school community events will increase from 70% to 80%.

Means Evaluating

Number of discipline referrals
Attendance
Attendance at parent conferences
Increase in community partnerships

Group Data

Group data from Power School (attendance data, discipline data)
Anecdotal data from PTSA, teacher report, etc.

Description of Specific Actions to Improve Educational Practice

Safe and Secure School

Means of Achievement: Auxiliary services for students and parents

Tasks: Adopt and implement school-wide student expectations.
Train staff and students in the implementation of school-wide student expectations.
Counselor and Outreach Worker provide student retraining and/or feedback to improve compliance with school-wide student expectations.

Measures: Reduction in the number of discipline referrals.
Survey of students, parents and staff regarding success in the implementation of school-wide expectations.

People Assigned: All teachers
Campus Supervisors
Principal
Counselor

Start Date: 1/1/2008
End Date: 12/31/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Counselor	\$38,000.00

Single Plan For Student Achievement

Safe and Secure School

Means of Achievement: Auxiliary services for students and parents

Tasks: Training of student Conflict Managers by the Counselor.

Measures: Reduction in the number of discipline referrals.

People Assigned: All teachers
Campus Supervisors
Principal
Counselor

Start Date: 1/1/2008

End Date: 12/31/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Supplies	\$1,000.00

Safe and Secure School

Means of Achievement: Auxiliary services for students and parents

Tasks: Monitor counselor contact with students individually and in small groups through logs of student and parent contact.

Measures: Reduction in the number of discipline referrals.

People Assigned: Counselor
Principal

Start Date: 1/1/2008

End Date: 12/31/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Supplies	\$250.00

Single Plan For Student Achievement

School Site Council Members

Name	Represents	Contact Info	Reviewed Plan Date
Bidondo, Candy	Teachers	953-8767	1/15/2008
Bordner, Robert	Administration	953-8767	1/15/2008
Chandler, Dania	Teachers	953-8767	1/15/2008
Churchill, Terilynn	Parents	951-8381	1/15/2008
Coplin, Betty	Classified Staff	953-8767	1/15/2008
Cowan, DeAna	Parents	478-8393	1/15/2008
Goodman, Marcus	Parents	956-1615	1/15/2008
Medina, Diane	Parents	951-8231	1/15/2008

Single Plan For Student Achievement

Recommendations

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

- | | Approval
Date |
|---|--------------------------|
| 1. School Site Council Members | |
| 2. Plan Review Due Date: | 1/15/2008 |
| 3. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law. | |
| 4. 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. | |
| 5. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply): | |
| State Compensatory Education Advisory Committee | |
| Special Education Advisory Committee | |
| School Health Council | |
| Gifted and Talented Education Advisory Committee | |
| English Learner Advisory Committee | 1/15/2008 |
| 6. 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 Local Improvement Plan. | |
| 7. This school plan is based upon 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. | |
| 8. The school plan was adopted by the council on: | 1/15/2008 |
| 9. Public Notice Due Date: | 1/24/2008 |
| 10. District Governing Board Review Due Date: | 1/28/2008 |
| 11. School Site Plan Approved: | 1/15/2008 |
| 12. Attested by School Principal: | 1/15/2008 |
| 13. Attested by School Site Council Chairperson: | 1/15/2008 |

Attested:

Robert R. Bordner II		
Typed Name of School Principal	Signature of School Principal	Date
Marcus Goodman		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date