

The Single Plan for Student Achievement 2018 – 2019

School: Amelia Earhart Elementary School (Int'l Studies)

CDS Code: 33-67058-6118863

District: Desert Sands Unified School District

Principal: Ann Morales

Revision Date:

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

Contact Person: Ann Morales

Position: Principal

Phone Number: 760-200-3720

Address: 45-250 Dune Palms Road
Indio, CA 92201

E-mail Address: ann.morales@desertsands.us

The District Governing Board approved this revision of the SPSA on .

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THE STORY: Briefly describe the students and community and how the school serves them.

Located in Indio, Amelia Earhart School of International Studies, serves the socioeconomically and ethnically diverse populations in grades TK-5. The school's fall 2017 student enrollment was 904, of which 56.30% are of Hispanic descent, 31.90% are white, 70% are African American, 3.4% are Asian and 4.0% are other ethnicity. Spanish is the home language of the school's nearly 17% of English Learners. The school's unduplicated pupil percentage of 41%; 17% are English Learners, 36.30% are from low income families, eligible for free and reduced priced meals, 50% foster youth and 6% are students with Individualized Education Plans (IEPs). During the 2017-2018 school year, the school proudly celebrated its 15th year as an International Baccalaureate Primary Years Program (PYP) authorized school from the International Baccalaureate Organization since the school's opening in 2001. Earhart has focused on training all staff in the IB Primary Years Program, improving student achievement in math and seeking to raise the rigor in classrooms each day through an inquiry and hands on instructional experience. These three areas were our priority in order to meet the needs of those whose educational journeys are more challenged by language and/or economic barriers. Supporting our site is a full-time assistant principal, counselor, physical education, Spanish/French and music teacher, as well as an IB coordinator/instructional coach. This support staff including 36 classroom teachers and numerous parent volunteers, are dedicated to work each day toward meeting the high expectations and performance goals set by our certificated and classified staff along with the School Site Council. Professional development continues to focus on rigor, the International Baccalaureate Primary Years Program, math and writing. We are a part of Cohort 1 of the district's Multi Tiered System of Supports (MTSS) initiative. We offer a challenging curriculum based on state standards coupled with the IB PYP program. This program is designed to develop students' critical thinking skills while modeling positive behaviors and attitudes. We model international perspectives while guiding each child toward developing the PYP Learner Profile within him or herself. In doing so, we prepare our students for academic excellence and leadership in our global community.

SPSA HIGHLIGHTS: Identify and briefly summarize the key features of this year's SPSA.

The actions and strategies within our 2018-2019 School Plan For Student Achievement support grades TK-5 in an effort to increase student achievement in English Language Arts, Math and Science through attention to rigor, relevance and relationships. Additionally, the actions and strategies support the needs for student groups, specifically English Learners and students who need additional support systems in place, i.e. suspensions, emotional and social behavior and attendance. Strengthening the focus on intervention, rigor and student engagement for all students with an emphasis on the English Learners will result in gains school-wide in student achievement and student motivation in all content areas. Professional development will continue for all staff, especially new staff in the International Baccalaureate Primary Years Program. Inquiry, hands on activities and instructional technology will guide professional development in both language arts and math. Training to the CA standards and framework, and in the selection of appropriate instructional strategies for differentiating instruction for high needs students including English Learners will be provided through designated and integrated English Language Development, as well as, small group intervention. A significant change from our prior year SPSA is a focus on data analysis through a more systematic approach to formative assessments within grade levels and through the Multi Tiered System of Supports (MTSS). Further, we will continue to increase opportunities for parents to engage in their students' learning through an active English Language parent group, School Site Council, an extremely strong and active PTO and multiple parent/student activities during and after school. We will continue to support and develop MTSS, use of technology, IB Gala, parent involvement opportunities, professional development, DIBELS assessment, and Aesthetic Education. In addition, we will be receiving Title 1 Targeted Assistance funds.

NEEDS ASSESSMENT - REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

With the release of the new California Dashboard, the academic achievement measured by growth from 2016 to 2017 resulted in an all students performance category of green in English Language Arts. With respect to our goals submitted on the previous school plan, the following are our results:

The overall percentage of students who met or exceeded the standard in ELA based on the Spring 2017 SBAC assessment was 61% which was 4% higher than the previous year. When looking at the results by grade level, we exceeded our goal in 4th grade by 15%. Unfortunately, we did not meet our goal in 3rd and 5th grade. However, both of our cohort groups did show growth. We recognize the need to be more conscientious and strategic in instructional practices with the English Learner student group.

The overall percentage of students who met or exceeded the standard in math based on the Spring 2017 SBAC assessment was 49% which was 1% higher than the previous year. When looking at the results by grade level, we exceeded our goal in 4th grade by 7%. Unfortunately, we did not meet our goal in 3rd and 5th grade nor did either cohort group.

We are most proud of our attention to curriculum and training as is required of the International Baccalaureate Organization. Professional development to assure full implementation of content standards and training in the Rigor/Relevance Framework for staff continue to be supported in our TRAC and SPSA goals. Our IB self-evaluation visit was a success, because it reviewed content and expectations and cemented the school's knowledge of implementation of the PYP program.

GREATEST PROGRESS

Referring to the California School Dashboard, identify any state indicator for which overall performance was in the "Red" or "Orange" performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

Reviewing the Dashboard's Five-By-Five Placement Reports does highlight an area of high need: English Learners. The English Learner student group, socioeconomically disadvantaged and students with disabilities student groups in English Language Arts have a performance category of orange. In math, all students, the English learners, and the students with disabilities student groups all have a performance category of yellow. To address these areas of concern, an intervention specialist supported and will continue to support the individual needs of students through small group instruction, our Specialized Academic Instruction staff pushed into the classroom and the classroom teachers offered a before school math intervention. This will be funded through our Title I Targeted Assistance. We will continue to provide academic support to all students in order to make incremental gains toward growth and improvement. The student group, socioeconomically disadvantaged, is also an area of concern. We will look at formative assessments throughout the year to monitor and adjust instruction in order to see growth and improvement.

Another area of need is suspension in which all student groups performance levels are orange. To address these concerns, the staff participated in the first year of training for the Multi Tiered System of Supports. Additionally, school-wide expectations were created and we revised our discipline plan to support good behavior and provide intervention for inappropriate behaviors.

GREATEST NEEDS

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

PERFORMANCE GAPS

Amelia Earhart School of International Studies strives to ensure equity for all students by closing achievement gaps between student groups and all students. The student groups, English learners and socioeconomically disadvantaged, are recognized as areas to improve. We have and will continue to review formative assessments to drive instruction as well as continue to provide small group intervention before and during school.

In the area of suspensions, there is an obvious gap between all students which is being addressed through MTSS, discipline policy and classroom management and student engagement.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways the school will increase or improve services for low-income students, English learners, and foster youth.

The actions and services detailed in the SPSA and supported through Supplemental Concentration and Title 1 funds will be used to serve the Title 1 Targeted Assistance students to increase instruction and intervention to meet the needs of low income students and English Learners. Such services include weekly professional learning communities, attending IB workshops, and trainings on rigor and relevance.

The use of data and evidence to improve the quality of best first instruction resulting in increased student learning for all students is the norm. Strategic and focused professional development in English Language Development is provided to all teachers to become more effective in designated and integrated English Language Development. Training for proficiency in the Rigor/Relevance Framework began in 2016-2017 and all teachers participated. A variety of formative assessments are given such as Interim district assessments, Benchmark Advanced chapter tests and teacher-made tests. Students, including Long Term English Learners, needing intervention are supported through differentiated instruction, support from and intervention specialist and before school intervention. We improved our intervention to provide a broader reach for students in grades K-5 using DIBELS and formative assessments to determine placement. Site funds were used for a full time bilingual office specialist to support parent engagement activities, English learners and students who are socioeconomically disadvantaged. We have offered after-school parenting classes, a Cinco de Mayo festival, father/daughter and mother/son events. Additionally, classroom teachers offer a variety of field trip opportunities and parent involvement activities in the classroom.

**Desert Sands Unified School District
Local Control and Accountability Plan (LCAP)
2017-2020 Goals**

LCAP Goal 1: All students will demonstrate growth as measured by federal, state and district assessments.
LCAP Goal 2: All students will graduate and be prepared to make a successful transition to further education and/or career opportunities.
LCAP Goal 3: All students will develop and consistently demonstrate responsible, respectful and ethical behavior in a safe, clean and orderly learning environment.

**Amelia Earhart Elementary School (Int'l Studies)
Single Plan for Student Achievement
2018-19 School Goals**

Goal	State Priorities Addressed	Performance Indicator Addressed	Measure/Metric	Base	Target
1	Priority 4: Pupil Achievement	Academic Indicator English Language Arts To achieve an English Language Arts performance color of yellow for our English Learner student group, our "Change" from 2017 to 2018 will increase by at least 5.7 from -24.4 to -18.7 points.	CAASPP	-24.4	-18.7
2	Priority 4: Pupil Achievement	Academic Indicator Mathematics To achieve a mathematics performance category of green for all students, our "Change" from 2017 to 2018 will increase by at least 3 from -7.5 to -4.5 points.	CAASPP	-7.5	-4.5
3	Priority 6: School Climate	Suspension Rate Indicator To achieve a suspension performance color of yellow for all students, our "Change" will decrease by at least 1 point from 1.6% to .6%.	Dashboard	1.6	.6

2018-19 Strategies to Improve the Academic Achievement of Students

A - Standards-based Curriculum and Instruction	All students are provided the standards-based core curriculum delivered by appropriately assigned and fully credentialed staff.
B - Assessment & Data Monitoring	Programs are based on the assessed academic needs of students.
C - Ongoing Professional Development & Collaboration	Student academic achievement increases through strategies for improving teacher and principal quality.
D - Interventions & Specialized Program Support (EL, Sp. Ed., GATE, At-Risk) (Before/during/after school, summer)	Students are provided the appropriate program services to reach grade level mastery of State standards & assessments.
E - Parent Education and Community Involvement	Parents, staff, students, and community members participate in developing, implementing and evaluating core and categorical programs.
F – School Climate/Pupil Engagement	Students are provided a positive environment with opportunities to connect to their school and community.
G - Other Academic Support Strategies	

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
A.1	1	1	Students will receive instruction using standards-based State/District adopted core programs in alignment with IB Scope and Sequence.		Title I Supplemental/Concentration	0
A.2	1	2	All English learners receive both integrated and designated English Language Development (ELD) instruction daily using curriculum based on ELD standards. Integrated ELD is provided across all content areas. Designated ELD provides specialized attention to building language proficiency in English.		Title I Supplemental/Concentration	0
A.3	2	3	A-3 -- Weekly, students in grade 2-3 receive 2nd language instruction in French and grades 4-5 receive 2nd language instruction in Spanish. This is a part of our commitment to the IBO organization that states a 2nd language needs to be offered to students at age 7. (.5 District Funded)			
A.4	2	4	A-4 Inquiry instruction expected as part of the Primary Years Program in IB in which Aesthetic Education helps to support standards based instruction within our IB planners.		Supplemental/Concentration	11,935

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
A.5	1	5	A- 5 Provide funding to purchase technology and other materials (i.e., chromebooks, printers, mice, headphones, tablets, LFD) to support data monitoring, research based programs and serves as a tool to enhance learning opportunities within the curriculum.	X	Supplemental/Concentration	15566
A.6	1	6	A-6 Provide funding to purchase technology software to support student achievement in ELA, math and science (Mystery Science and Renaissance) as well as used as a tool for progress monitoring.	X	Supplemental/Concentration	9,000
A.7	1	7	A-7 Provide funding to purchase technology software to support TAS student achievement in ELD (English in a Flash) as well as used as a tool for progress monitoring.	X	Supplemental/Concentration	300
B.1	1	1	IOS, Benchmark Advance and Synergy will be used by all staff to analyze and monitor student progress.		Supplemental/Concentration	0
B.2	1	1	Provide release time for teachers to evaluate/analyze data (CAASPP, IOS, DIBELS, ISGI Interim and benchmark assessments) of the Targeted Assistance Students in order for teachers to develop goals/strategies to close the achievement gap in ELA and Math.	X	Supplemental/Concentration	15455
B.3	1	1	Release time/extra duty for teachers to attend Student Study Team meetings. This includes release time for SST team and for individual teachers to attend for at risk/Targeted Assistance Students.		Title I Supplemental/Concentration	1000 4115
B.4	2	1	Provide certificated and classified extra duty time and guest teachers for ELPAC scoring, placement, monitoring of ELD program, EL interventions, and monitoring English Learner student progress.		Title I Supplemental/Concentration	0 250
B.5	1	1	Site leadership team will participate in District TRAC process to analyze student data. (district funded)		Supplemental/Concentration	
C.1	3	1	All core classroom teachers are appropriately assigned and fully credentialed.		Supplemental/Concentration	0

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
C.2	1	1	The district provides several different opportunities for professional development. These include the following: two student free days at the site and two TRAC days at the district. Other professional development days are optional and on-going at the district that teachers can independently select in the areas of Math, Early Literacy and Benchmark Advance		Supplemental/Concentration	
C.3	1	1	Provide opportunities for professional development through consultants, conferences, workshops, etc. that focus on research based strategies in the core content areas.	X	Supplemental/Concentration	5000
C.4	1	1	Provide on-going staff development and release days for the IB Leadership team to revise IB/PYP (release time, extra duty hourly, faculty meetings, training, conferences, coaching, materials). (IB Gala Funds/District IB Funds)	X	Supplemental/Concentration	5270
C.5	2	1	Provide staff development opportunities that focus on research-based strategies for Targeted Assistance Students, English Language Learners and at-risk students that result in an increase in student achievement.		Supplemental/Concentration	0
C.6	1	2	Release time to visit IB schools with similar demographics with the intent of learning more about IB programs and instructional strategies to improve and show growth in student achievement and provide best instructional practices. (IB Gala Funds/District IB Funds)	X	Supplemental/Concentration	
C.7	1	1	Instructional coach will support teachers through effective instructional strategies and the implementation of IB planners. (District Funded)		Supplemental/Concentration	0
C.8	1	1	Instructional staff will receive additional support from the Ed Services division to enhance English Learner		Supplemental/Concentration	

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
			academic success through systematic professional development opportunities, support from district facilitators, and through participation in the TRAC process in collaboration with the RCOE consultants. (District Title III funds.)			
C.10	1	1	Instructional staff will receive support from Educational Services to enhance success for all students through systematic professional development (TRAC, ILT) provided by District and outside consultants (Title I, II funds).		Supplemental/Concentration	0
D.1	3	1	Provide additional 1.0 FTE for an intervention counselor. The duties will include the following: Identify high risk students, providing support in social behavior, academic progress monitoring , small group counseling and parent support and communication. (District Funds)	X	Supplemental/Concentration	
D.2	3	3	Provide support materials for the counseling program to support the academic achievement of at risk students.	X	Supplemental/Concentration	
D.4	3	1	Provide extra duty, release time or certificated personnel to provide research based intervention for Targeted Assistance students during school in English Language Arts and Math for grades 1-5.	X	Title I Supplemental/Concentration	14541 20459
D.5	3	1	Provide additional Physical Education to students above the allocated limit. (PTO Funded)		Supplemental/Concentration	8000
D.6	1	1	Provide funding for duplication of researched based materials that supplement core content.	X	Supplemental/Concentration	10000
D.7	2	1	Training and related materials in researched based Intervention programs for at risk students and English Learners, such as Reading Mastery, Leveled Literacy Instruction, English in a Flash to enable all students to		Supplemental/Concentration	0

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
			meet or exceed the standards.			
E.1	2	1	Office Specialist Bilingual to expand outreach efforts to Spanish speaking parents of English Learners and Targeted Assistance Students to improve student attendance and parent participation. Provide service/clerical support (oral translation, parent workshops, literacy nights, etc.) to support parent involvement for EL families.	X	Title I Supplemental/Concentration	38033
E.2	3	1	Provide parent education opportunities in all curricular areas (Math, ELA, GATE, IB, Price Parenting). (PTO EL Funds)	X	Supplemental/Concentration	
E.3	4	2	Provide parent education opportunities for English Language Learner parents CAFE). (PTO EL Funds)	X	Supplemental/Concentration	
E.4			Provide extra duty to enhance home/school community communication through the use of technology i.e., School Web Page.	X	Supplemental/Concentration	600
E.5			Provide food, materials, personnel salaries, childcare and resources as needed for Parent Education and involvement opportunities, i.e., Family Math Night, G.A.T.E., and Growth Mindset workshops.	X	Title I Supplemental/Concentration	0 250
G.1	2	1	Provide a Multi Tiered Support System (MTSS) for all students (academic, social and behavioral) that includes the following: counseling, intervention, K-5 articulated expectations.		Supplemental/Concentration	4320
G.2	3	1	Extended opportunities to provide enrichment through afterschool programs (i.e., chess, intra-mural sports, cheerleading, twirl, math field day, spelling bee, etc.)	X	Supplemental/Concentration	
G.3			Purchase equipment and resources necessary (radios, supplies, etc...) to support a safe, secure, learning		Supplemental/Concentration	

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
			environment for all students. (PTO Funded)			
G.4	1	1	Provide funding to add/replace quality books for the school, including Accelerated Reader books, software and materials needed to fully implement Accelerated Reader.		Supplemental/Concentration	
G.5	1	1	Provide student based enrichment activities (Field Trips) to enhance curriculum (transportation, materials, admission). (Classroom Funded)		Supplemental/Concentration	
G.6	1	1	Provide instructional resources, such as leveled readers, chart racks, IB materials to support literacy, math and science.	X	Supplemental/Concentration	500
G.7	1	1	Purchase instructional materials and incentives to recognize and motivate student and staff successes, as well as support the IB Learner Profiles/counseling/positive schoolwide discipline program. (PTO Funded)	X	Supplemental/Concentration	
G.10						

Amelia Earhart Elementary School (Int'l Studies) District Support 2018-19

Notes

Title 1 Centralized Services are reviewed annually at the District Advisory Committee (DAC), District English Learner Advisory Committee (DELAC), and at the school site advisory level. TRAC (Team Response for Achievement through Collaboration) is the district's process for systematic professional development to support rigorous learning for all in a 21st Century environment. District funded Project Facilitators and outside consultants guide the site-determined leadership team to establish and monitor the district focus on continuous improvement. The Instructional Coach at all schools supports the focus on content literacy and full implementation of state standards. Professional Development funded through District Title I and II funds continues throughout the year. District Title III funds additionally support all sites in the specific focus on instructional practices designed to meet the needs of English learners and their families through release time, consultants, and district staff support.

Title I, II, III funds provide district Project Facilitators who provide explicit professional development and site support to improve the academic achievement of students at highest risk, i.e., English learners, students of poverty, and foster youth. Both Title I and non-Title I schools benefit from district-wide ongoing professional development. Site leadership teams meet regularly to determine specific next steps for equity in services to identified students and to establish appropriate interventions, monitor progress and determine additional professional development needs. Students are selected to participate in alternative supports such as academic tutoring, shadow classes or extended learning opportunities.

All students identified as eligible for the Migrant Education Program (MEP) have access to supplemental services provided by the District Migrant Education Program and the Regional MEP through the Riverside County Office of Education (RCOE). Parents of students eligible for the MEP regularly receive information regarding family/support services. RCOE Regional Program staff collaborates with district staff to conduct annual needs assessments, analyze goals and program services, and provide appropriate professional development in relation to the MEP program and identified students and their families.

Amelia Earhart Elementary School (Int'l Studies): Funding Summary

Total Allocations by Program		
Program	Allocation	Balance (Allocations-Expenditures)
Supplemental/Concentration	111,020.00	0.00
Title I	53,574.00	0.00

Total Expenditures by Program	
Program	Total Expenditures
Supplemental/Concentration	111,020.00
Title I	53,574.00