

The Single Plan for Student Achievement 2018 – 2019

School: James Madison Elementary School
CDS Code: 33-67058-6108955
District: Desert Sands Unified School District
Principal: David Karlquist
Revision Date: May 14, 2018

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: David R. Karlquist
Position: Principal
Phone Number: 760-775-3850
Address: 80-845 Avenue 46
Indio, CA 92201
E-mail Address: david.karlquist@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.

James Madison Elementary School, located in Indio, was built in 1990. We currently serve 584 students in grades TK through fifth, comprised of 90.4% Hispanic families, 6.8% white families, .86% black/African American, and .5% Asian. English Learners make up 45.8% of the Madison student body, of which 98% use Spanish as their home language. Families of Hispanic descent total 90.4% of Madison students. The school's unduplicated pupil percentage of 88.8%: 42% are English Learners, 86% are from low income families eligible for free or reduced-priced meals. Students with Individual Education Plans (IEPs), the Students with Disabilities population, is 10.4%, which includes students in Resource, Speech, SDC, and Other Health Impaired. Madison School receives funding from Title I, having met the requirements for a School Wide Program. Our neighborhood is compact enough to not require transportation services. We are now servicing students of former students as second generation families enroll. During the 2017-18, Madison proudly celebrated its 28th anniversary. Madison has programs focused on writing across the curriculum for all students, with emphasis on English Language Development for our English Learner population. Madison prioritizes their instruction to meet the needs of students who are challenged by language or economic barriers. Supporting our site is a dedicated group of intervention/support staff who are dedicated to meet the high expectation and performance goals set by our 62 certificated and classified staff. Professional development continues to focus on writing through a common process of protocols that build upon themselves across grade levels from TK through fifth grade. James Madison School is part of the first cohort of Multi Tiered System of Supports (MTSS). Identified through the 2017-18 School Climate Survey, the students enjoy recess and Science Camp. Seventy-seven percent responded favorably to their sense of belonging. This will be addressed through and supported by our MTSS Plan. Seventy-five percent of third, fourth, and fifth grade students responded favorably to the current climate of support for Academic Learning. The school plan to continue with, and strengthen, our strategic interventions will address this issue and increase the students level of comfort in academic areas. This will further support our MTSS Plan and current TRAC Plan.

The students of James Madison School have been exposed to the arts for the past eight years through the McCallum Theater's Aesthetic Education Program. Eighteen teachers participated in the AEP in the 2017-18 school year. Parents of Madison students have been invited to attend parent in-services, including PRICE Parenting and PIQE classes. As part of our MTSS plan we have purchased and supply each student and staff member with a promotional PatriotPROUD bracelet to highlight our newly minted school brand. (PROUD stands for Positive, Responsible, Outstanding, United, and Determined.) Students also are now receiving PatriotPROUD papers of recognition which have replaced the former Super You's when the student has shown something positive with their behavior or actions. Madison also has an active Twitter account with the Twitter handle of @Mad_Patriots. James Madison has also been awarded the Civic Learning Award of Merit for 2018. (We also received this same honor in 2016 - it is only offered and available in even years.) Fifth grade students participate in reading daily messages of inspiration and encouragement through a program called Project Wisdom.

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

The actions and strategies within our 2018-19 SPSA support grades TK-5. In efforts to increase writing and reading skills across the grade levels, our SPSA provides for increased support for each grade by way of reading and writing interventionists and specialists. Strengthening the focus on interventions will result in increased student achievement. This will be done through the strategic scheduling of the interventionists/specialists to support localized groups of students with specific needs. These students will be identified through data analysis of multiple measures (DIBELs, Performance Tasks, benchmark assessments, etc.) by teachers at PLC time. Intervention teachers will also join their grade levels during PLC time. PLCs will be structured according to the district PLC calendar, which will be more focused on collaboration than the previous year's SAST calendar. Progress at each grade level for PLC discussions will be recorded in Google Docs for sharing across the grade level and beyond. Teachers will reference the Rigor/Relevance rubrics and frameworks to guide planning of lessons.

Professional development will be expanded to include Step Up To Writing and a focus on honing our Professional Learning Community techniques and practices. We will continue work with the writing process. Training to the Step Up to Writing framework, and in the selection of appropriate instructional strategies for differentiating instruction for high needs students, including English Learners, will be provided to the staff by onsite and district professional development. Further, we have increased opportunities for parents to engage in their student's learning through Literacy/Math/Science Parent Nights.

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.

GREATEST PROGRESS

With the release of the new California Dashboard, the academic achievement measured by growth from 2016 to 2017 resulted in an all performance category of green in the English Learner Progress Indicator, showing students gaining progress in the acquisition of English, assessed and measured by the English language proficiency assessment (formerly CELDT) for English Learner students, increasing by 21.3% from 52.2% to 73.5%. ELA for our English Learners showed an increase of 5 points, bringing it to the performance level of yellow at 56.3 points below level three. Mathematics for our English Learners maintained an orange level of 60.9 points below level three. The suspension rating fell into the green area for our overall student body, with our SWD population rated in the blue area, improving from orange the previous year.

Professional development to assure full implementation of content standards and training in Step Up To Writing and PLCs for staff continue to be supported in our TRAC and SPSA goals. Time will be given during PLCs/SASTs for review of designated and integrated ELD. Even though the 2018 ELPI will not be reported in the California Dashboard, a focus on English Language Proficiency will continue through implementation of our ELA ELD adopted text, which includes integrated ELD across all contents and designated ELD during a separate and protected time during the regular school day. Teachers will focus on critical language skills that EL students need in order to be successful in all content areas.

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?

GREATEST NEEDS

Reviewing the Dashboard's Five-By-Five Placement Reports shows an area of high need, with both Mathematics and English Language Arts in low status of orange. Mathematics shows a -60.9 difference below level 3, and ELA shows a difference of -54.6 below level three. Actions and strategies supporting State Priority 4, Pupil Achievement in ELA and Pupil Achievement in Mathematics include intense interventions throughout the day as mentioned above. Through professional development in Step Up To Writing, intervention, and the support of our SPSA, students will receive first best instruction as well as added support through interventionists. Each grade level will have a specific specialist assigned for support of struggling students as the students rotate in and through intervention groups for specific skill acquisition and practice.

PLC times will be committed to data analysis at all grade levels, and will include the interventionist/specialists at each grade level 3-5. DIBELs scores are used to monitor student progress as well as place students for instruction and intervention. Madison teachers will also participate in eighteen in-service days throughout the year learning the intricacies of Step Up To Writing to compliment the previous Thinking Maps trainings. Grades 3-5 will use district benchmarks and common grade level assessments to monitor student progress toward grade level standards. This data will be discussed and analyzed during PLC in order to more strategically plan next steps. Another point of discussion will be results of the Panorama study which indicates the student growth mindset is at a low level. It also shows students feel the climate of support for academic learning and the knowledge and fairness of discipline, rules, and norms could use some attention. The MTSS committee will be addressing these needs, making recommendations to the staff as a whole.

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?

See Greatest Needs.

PERFORMANCE GAPS

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.

Madison School unduplicated pupils include nearly 88.8% of our student population, therefore actions and services detailed in the SPSA and supported through Supplemental Concentration and Title I funds may be designed to serve all students, but are principally targeted to increase instruction and intervention support to meet the needs of low income students and English Learners. Such services include interventionists and specialists assigned to each grade level for academic support; ongoing Benchmark Advance trainings and inservices, supplemental ELA and mathematic programs, and Professional Learning Community time for data analysis and sharing of instructional strategies. 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, focused professional development in English Language Development is provided to all teachers. A variety of formative assessments include mathematics and ELA district benchmarks, DIBELS, and unit and chapter tests. Students, including long-term English Learners, needing intervention ar supported through interventionists and integrated and designated ELD instruction. Site funds provide for partial funding of a full-time counselor who addresses social and emotional student issues to help support academics.

**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.

**James Madison Elementary School
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 Improve the ELA performance for all student groups to achieve performance levels of Green (high/maintained) or higher by 2023.	CAASPP	-54.6 (DF3)	-43.8 (DF3)
2	Priority 4: Pupil Achievement	Academic Indicator Mathematics Improve the mathematics performance for all student groups to achieve performance levels of Green (high/maintained) or higher by 2023.	CAASPP	-60.9 (DF3)	-50.8 (DF3)
3	Priority 4: Pupil Achievement	English Learner Progress Indicator Increase the progress of English Learners toward fluency in the English language and meeting reclassification criteria. Maintain performance level of Green (high/maintained) or higher by 2023.	ELPAC to be reported on CA Dashboard Fall 2019	73.5%	Maintain

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		Students will receive instruction using standards-based State/District adopted core programs.		Title I	0
A.2	1		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	0
B.1	1	1	Provide roving guest teachers and/or oral translation to allow teachers to participate in SST, IEP, and reclassification meetings; provide guest teachers for release time for visitations by staff to observe exemplary classrooms with similar demographics with the intent of learning what programs and instructional strategies they have implemented to make significant growth in student achievement and duplicate these as feasible; provide guest teachers for release time for grade level articulation and collaboration.	X	Title I Supplemental/Concentration	7000
C.1	1	1	Attending staff development conferences (e.g. Step Up To Writing, McCallum Aesthetic Education Program, Google Conference, etc.)	X	Title I Supplemental/Concentration	2000 2400

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
C.2	3	1	Extra duty time for teachers to perform instruction before or after school for enrichment or intervention, to include possible Jump Start program in August.	X	Title I Supplemental/Concentration	0
C.3	2	2	Instructional Coach provided to increase academic achievement with a focus on non-proficient students and English Learners. The Instructional Coach will work an hour past contract time to provide professional development, coaching and modeling of highly effective instructional practices to the instructional staff, and will support the collaborative process of monitoring student progress (.5 FTE District Title I, II, III funded; .5 LCAP/LCFF funded). Instructional coach to provide additional instructional assistance in ELD and Access to Core strategies for English Learners in content areas, providing modeling and training SDAIE, effective implementation of ELD lesson design, assist with planning in the use of EL support manual, academic vocabulary, reading comprehension, building background knowledge and other needs of ELD and core content teachers working with EL students.		Title I Supplemental/Concentration	17683 0
C.4	2	2	Instructional staff will receive additional support from the Ed Services division to enhance English Learner 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)		Title I Supplemental/Concentration	0 0
D.1	1	1	Specialists will use researched based interventions while working with small groups of English Learner students performing below proficiency in reading and students performing below proficiency in math to increase student academic achievement (examples: vocabulary readers, ELL intervention guides, etc.)		Title I Supplemental/Concentration	59640 97493
D.2	4	3	Provide funding for duplication of research-based instructional materials that supplement ELA and mathematics; products for preservation of instructional materials.	X	Title I Supplemental/Concentration	7806
D.3	4	3	Maintain classroom amplification systems to improve achievement of students.	X	Title I	1000

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
					Supplemental/Concentration	
D.4	1	1	Provide funding for supplemental materials used in interventions (examples: vocabulary readers and leveled readers, Read Naturally, etc).		Supplemental/Concentration	0
D.5	1	1	Provide students with after school opportunities including cost of coaches and materials needed for their participation in educational opportunities to increase student achievement. For example: Battle of the Books, Math Field Day, robotics, school newspaper, etc.	X	Title I Supplemental/Concentration	7000
D.6	1	1	Provide student-based enrichment activities and opportunities to enhance curriculum, supporting listening, speaking, music, movement, and fine arts-related skills (e.g. McCallum Aesthetic Education Program, Coachella Valley Museum, etc.)	X	Supplemental/Concentration	9000
D.7	1	1	Provide quality, research based supplemental materials, training and/or adaptive software/licenses to enhance standards-based curriculum and monitor student progress, and for personalized student support in math and ELA from intervention through enrichment (examples: Lexia, AR/AM licenses, Language for Learning, vocabulary readers, Newsela, IXL, DreamBox, Starfall, Project Wisdom, LumaPix, NGSS supplies, etc.)	X	Title I Supplemental/Concentration	2000 17700
D.8	1	1	Extended learning time and/or tutoring for At Risk students before, during, and after school, and possible summer school to provide additional instructional opportunities for students not yet proficient using researched based instructional programs to support students in achieving grade level standards in ELA, writing, and math.	X	Title I Supplemental/Concentration	4931
D.9	1	1	Funding for increased campus safety and security (e.g. yard supervisors, parent check-in software, site-based communication equipment, video surveillance equipment, protective window laminate, enhanced sanitation equipment to reduce germ exposure, etc.)		Title I Supplemental/Concentration	5000 6231
E.1	3	1	Parent newsletter provides parents with updates on school events and policies.		Title I	0

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
					Supplemental/Concentration	0
E.2	3	1	Provide family Literacy and/or family Math Nights that promote family involvement in the school and teach parents strategies for working with their students at home to increase student achievement.	X	Title I Supplemental/Concentration	2300 0
E.3	3	1	Provide educational programs for EL parents (PRICE Parenting, Latino Family Literacy Nights, ESL, etc.) including cost of trainers, childcare, materials, and refreshments.	X	Title I Supplemental/Concentration	4600 0
E.4	3	1	Provide incentives for parent participation and involvement in school activities to raise student attendance and achievement.		Supplemental/Concentration	0
G.2	2	2	Provide computers to upgrade the student computer lab to allow students' access to quality software that increases student achievement in (ELA) English Language Arts, math, and English acquisition.		Supplemental/Concentration	
G.3	2	2	Provide funding for acknowledgement and promoting student achievement including rewards (examples of rewards: books, pencils, games), ribbons, medals, guest speakers, certificates, etc.	X	Supplemental/Concentration	0
G.4	4	3	Provide a computer lab, computer related equipment (headphones, LCD bulbs, Red Cat batteries, LFD covers, computer memory), technology services, classroom reproduction equipment, computer tech to support intervention programs (i.e. Lexia, Read Naturally, AR, etc.) that allows all students access to technology that maximizes learning opportunities designed to help all students.	X	Title I Supplemental/Concentration	2000
G.5	3	1	Provide counseling support to assist students/families with orientations, academics, social-emotional development, and transitions within and to other schools to increase student achievement.		Title I Supplemental/Concentration	0 0
G.6	1	1	Provide funding to add and replace quality books to the school library, including Accelerated Reader books and materials needed to fully implement Accelerated Reader, district ELA curriculum, etc.	X	Title I Supplemental/Concentration	4200 6150

James Madison Elementary School 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.

James Madison Elementary School: Funding Summary

Total Allocations by Program		
Program	Allocation	Balance (Allocations-Expenditures)
Supplemental/Concentration	138,974.00	0.00
Title I	127,160.00	0.00

Total Expenditures by Program	
Program	Total Expenditures
Supplemental/Concentration	138,974.00
Title I	127,160.00