

# The Single Plan for Student Achievement 2018 – 2019

**School:** James Monroe Elementary School  
**CDS Code:** 33-67058-6109045  
**District:** Desert Sands Unified School District  
**Principal:** Mike Kint  
**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:

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**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.

Our mission at James Monroe Elementary School is to promote 21st Century Learning by helping students to think critically, have a creative mindset, communicate effectively, and collaborate to enhance learning. We do this through academic, emotional, social, and behavioral accountability among students with support of teachers, staff, parents and community members in order to meet the highest academic expectations within a nurturing learning community. We are fortunate at James Monroe Elementary School to have a diverse population. At Monroe, 54% of our students are socioeconomically disadvantaged, and 14% are English Learners. We are a Title 1 School-wide program. Our school culture is a tightly-woven tapestry comprised of individuals from vastly different cultures, ethnicities, communities and parental educational backgrounds that chose our school because of the programs we offer and our reputation that we are a dynamic and caring staff. In fact, our student population has increased 14% over the past two years, more than any other elementary school in our district! Forty percent of our student population has transferred from other schools either within or outside our district.

Our students represent the challenges that all children face today. We have students with limited English proficiency, gaps and voids in their life experiences, issues of poverty, obesity, and poor nutrition, and emotional and social needs. Over half of our students qualify for free or reduced-priced lunch. While issues of poverty can impact student learning, we have found that these families are strong supporters of their child's education. We operate under the belief that ALL students can perform at high levels, although not always in the same timeframe or with the same strategies. We believe that ALL students can learn. This philosophy has allowed us to develop a culture within our school to reach the whole child. "Whatever it takes!" is our mantra. We know it is crucial to give our students opportunities to be successful in many different areas of their educational experience. This year Monroe was one of two schools in the district and one of three school in the Coachella Valley named "California Distinguished School." We were also recognized by Riverside County Office of Education as one of their "2018 Models of Academic Excellence and Innovation Schools" for our "Team-Teaching Model that we do in grades 3-5. Though we are focused on student achievement and our students demonstrate proficiency with state standards, we also provide our students a whole and comprehensive educational experience. We realize that to prepare our students for continued education and life, our curriculum needs to encompass more than the teaching and learning of the standards. We believe in educating the whole child by equipping them with the tools necessary for a full and successful life.

At Monroe, we embody an extraordinary enthusiasm and willingness to analyze, plan together, and strategize to provide a comprehensive school program of the highest quality. Our school is the collaborative product of what can be accomplished when a dedicated community works together through a shared vision, clear mission, and a well-defined plan with the purpose of raising student achievement to the highest possible level and closing the achievement gaps among all student groups.

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

The actions and strategies within our 2018-2019 SPSA support grades K-5 in efforts to increase student achievement and provide all students equal access to first best instruction to all students while closing the achievement gaps between our student groups. By strengthening the focus of our team-teaching model and vertical articulation across the grade levels, we will maintain a high level of rigor for our students.

Professional development will be expanded to add schoolwide implementation of AVID structures and strategies to give our students success with college and career readiness. We will continue with our focus of increasing consistent strategies and common practice in math, writing, and reading across the grade levels, MTSS/PBIS school wide implementation, and using the Rigor/Relevance framework to plan and support instruction.

We have also increased the amount of money and opportunities for parents to engage in their students learning through parent workshops and trainings, aligning our intervention activities that we do during the school day to be sent home with students so they continue applying those strategies and skills at home with their parents, along with more school planned activities that involved home-school connection.

## 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 fall 2017 CA Dashboard, the academic achievement measured by growth from 2016-2017 resulted in all students performance category of Blue (Very High) in ELA and Green (High) in math. In ELA and mathematics, we had increased with all students towards meeting or exceeding the entry score for level 3 standard met. We had significant gains with our English learner progress. We increase our status by 10% from the prior year year which resulted from us moving from Orange performance category to (Very Low) to Green (High). We had increased our students with disabilities by 9 points in ELA and and increased significantly by 26 points in mathematics.

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 does highlight an area of high need with our Students with Disabilities. Even though this student group increase by 9 points in ELA and 26 points in Math, they are still about 80 points below level 3 with a Orange category (Very Low) in ELA and Yellow (Low) in Math. We will continue to implement Specialized Academic Instruction for these students so they have equity and access to first best instruction and the high rigor expectations of common core standards. These students will have instruction in the general education classroom, then be pulled to scaffold the content so they can meet the high rigor but also be successful in their learning outcomes.

There is also a continuing need to reduce suspension rates with effective alternatives to suspension through counseling and MTSS/PBIS structures in place here at Monroe. The dashboard reports a schoolwide performance category for suspension at Orange with student groups socioeconomically disadvantaged at red, and all others at orange with the exception of English learners at yellow. We had increased the suspension rate by 1.2% from last year. Moving forward, this year's focus on MTSS/PBIS we have created school-wide systems that support positive student culture and behavior. We have several effective alternative strategies to help us lower suspensions.

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

Monroe strives for equity and access to first best instruction for all students to ensure closing the achievement gaps between student groups and the all students. There are two areas in which we had student groups that fell two performance levels from the all-students group. The first group is the students with disabilities. They were 80 points below level 3. We did have some growth from last year by increasing by 9 points but not enough the close the gap by two performance categories. To address the ELA performance gap, we will continue to implement Specialized Academic Instruction for these students so they have equity and access to first best instruction and the high rigor expectations of common core standards. These students will have instruction in the general education classroom, then be pulled to scaffold the content so they can meet the high rigor but also be successful in their learning outcomes.

The other group was the socioeconomically disadvantaged group, and their status was high with suspension rate. They increased by 2.1% over last year. Our focus on MTSS/PBIS we have created

school-wide systems that support positive student culture and behavior. We have several effective alternative strategies to help us lower suspensions.

### **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.

Monroe's school unduplicated pupils include nearly 55% of our student population. Therefore, actions and services detailed in the SPSA and supported through Supplemental Concentration and Title 1 funds may be designed to serve all students, but principally targeted to increase instructional and intervention support to meet the needs of low income students and English learners. Such services include, Monroe's consistent focus with Professional Learning Communities where teachers work collaboratively to analyze student data, plan first best instruction, progress monitoring, and differentiated instruction; Strategic and focused professional development for teachers in the areas of English Language Development, Early Literacy, and the Rigor /Relevance Framework that included instructional rounds to support implementation.

Site funds provide for a full time counselor to provide increased support to students, families, and staff. The counselor provides character education programs, facilitates our implementation of MTSS/PBIS, small group counseling, behavior support, SST, attendance, and weekly support to all of kindergarten students. Also included are funds for a full time intervention specialist to provide support and interventions for identified students struggling with early literacy that focuses on strategic best practices to assist with closing the achievement gap for our at-risk students.

Math Family Night, Literacy Night, Parent Workshops, Arts in the City, and Drama Performances are just a few of the many parent engagement activities that are funded in our SPSA.

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

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

**James Monroe Elementary School  
Single Plan for Student Achievement  
2018-19 School Goals**

<b>Goal</b>	<b>State Priorities Addressed</b>	<b>Performance Indicator Addressed</b>	<b>Measure/Metric</b>	<b>Base</b>	<b>Target</b>
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	The 2017 CA Dashboard indicates that we are 80 points below level 3 with our Students with Disabilities.	We will increase 15 points with our Students with Disabilities in the area of ELA.
2	Priority 4: Pupil Achievement	Academic Indicator Mathematics Improve the ELA performance for all student groups to achieve performance levels of Green (high/maintained) or higher by 2023	CAASPP	The 2017 CA Dashboard indicates that we are 79 points below level 3 with our Students with Disabilities.	We will increase 13 points with our Students with Disabilities in the area of Math.
3	Priority 6: School Climate	Suspension Rate Indicator Decrease the suspension rate for all students to achieve performance levels of Green (low/maintained) or higher by 2023	Rate as reported in the 2018 California Dashboard	The 2017 CA Dashboard indicates that our Suspension Rate increased significantly	We will decrease the Suspension rate .2% with all students. .4 % with our

				with our Socioeconomically Disadvantaged students. Our status was 3.2% which was an increase of 2.1% Overall as a school we were in the Orange color of (Medium) with an overall increase of suspensions of 1.2%. There is a need to focus and reduce the suspension rate in all student groups.	Students who are Socioeconomically Disadvantaged and .6% with those Students with Disabilities.
4	Priority 3: Parental Involvement	Parent Engagement Increase parent involvement activities	Evaluation of the Single Plan for Student Achievement	We had a total of 8 events that promoted parent involvement.	To increase parent involvement to 1 event per month and also to include parent workshop/training to support them with strategies to work with their child at home. Sign-in sheets will be a measure.

## 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.		Title I	0
A.2	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	Staff will use collaboration and release time to analyze and input data to monitor all students, including English learners' progress.		Title I Supplemental/Concentration	0 0
B.2	1	1	IO Education will be used by all staff to analyze and monitor student progress		Title I Supplemental/Concentration	0 0
B.3	1	1	Collect and analyze data to identify and target effective instructional strategies and interventions in language arts, English language development, and mathematics subject areas.		Title I Supplemental/Concentration	0 0
B.4	1	1	Use benchmark assessments to monitor achievement and set goals to improve instruction in ELA and Math.		Title I	0

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
					Supplemental/Concentration	0
B.5	1	1	Provide extra duty hours to TRAC team for collaboration with the principal and coach to support student achievement, and keep an updated binder of all TRAC communications (e.g., assessment data, goals, action plans, protocols, etc.).	X	Title I Supplemental/Concentration	0 0
B.6	1	1	Site leadership team will participate in district TRAC process to analyze student data. (district funded)		Title I Supplemental/Concentration	0 0
C.1	2	1	All core classroom teachers are appropriately assigned and fully credentialed.		Title I Supplemental/Concentration	0 0
C.2	2	1	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 RCOE consultants. (District Title III funds)		Title I Supplemental/Concentration	0 0
C.3	1	1	Provide staff with ongoing professional development opportunities in core content areas that support their ability to provide effective instruction and strategies to increase student achievement. This will include: consultant fees, and release time for planning. (Some examples may include: CMC Math training on CCSS, Rigor/Relevance, Literacy, Kagan structures.)	X	Title I Supplemental/Concentration	10,176 10,816
D.1	4	3	Provide increased support to students, families, and staff through the need of a full time counselor. The counselor will provide character education programs to develop responsible, respectful and ethical behavior. Provide small group and individual counseling, behaviors support, SST, attendance meetings, and weekly support to kindergarten students through character education lessons and preps.		Title I Supplemental/Concentration	0 0
D.2	1	1	Provide site based before/after school/extended year interventions and support programs for identified students focusing on closing the achievement gap for	X	Title I Supplemental/Concentration	10,000

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
			at-risk students who are not proficient in core content areas, using research-based supplemental programs and materials. This will also include summer screening of students coming into kindergarten to get data on student needs prior to the start of school.			
D.3	1	2	Provide students and teachers with research-based instructional supplemental materials, resources, including technology based programs that support their engagement and learning to support the state standards/core curriculum to increase student achievement (Examples: AR license, Social Studies Weekly, Dream Box, Scholastic Magazines, Discovery Ed, Brain Pop, etc.).	X	Supplemental/Concentration	20,000
D.4	1	2	Provide enrichment experiences for all students and GATE students before/during/after school (STEM/College and Career Readiness) opportunities including cost of coaches, fees, and materials needed for their participation in these educational opportunities (Examples: STEAM activities/classes, Battle of the Books, Math Field Day, school newspaper, Science Fair, Field Day, Inventor Camp, Writing Club, fitness/wellness etc.).	X	Title I Supplemental/Concentration	0 13,000
D.5	1	2	GATE students will be provided a differentiated curriculum in GATE cluster classes (supplemental materials and supplies).	X	Title I Supplemental/Concentration	0 2,000
D.6	1	1	Provide intervention specialists/para educators for use of research-based intervention strategies and materials while working with small groups of students that are performing below proficiency in reading and math. This may include intervention services before/during/after the regular school day, and extended school year - instructional materials, substitutes, trainings, extra duty.		Title I Supplemental/Concentration	25,000 0
E.1	1	1	Engage and support parents as partners in their students' learning, growth, and development through family math nights, science fair, literacy night, parent workshops/training, arts around the world, drama performances, and health expo. (Including cost of trainers/speakers, childcare, materials, and	X	Title I Supplemental/Concentration	2,000 0

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
			refreshments.)			
F.1	1	2	Students and Parents will have increased access to the library to do AR test and check out books to increase that home to school connection (Library clerk daily @ .5 to 1 hour extra duty according to funding.	X	Supplemental/Concentration	5,000
G.1	1	2	Provide 21st Century learning environments for students and teachers by promoting and investing in the use of instructional technology and programs that allow all students access to technology that maximizes learning opportunities designed to help all students. (examples:Tech/STEAM Media Center, furniture, 1:1 technologies, equipment, STEM Block, technology services, tech, programs)		Title I Supplemental/Concentration	0 10,000
G.2	4	3	Provide a safe, orderly, clean, maintained campus which produce welcoming environments for students. This is also to include increase supervision as needed. This will also provide for supplies for safety, promoting a drug free campus, as well as anti bullying strategies)	X	Supplemental/Concentration	5,000
G.3	4	3	Provide incentives, supports and programs that improve student attendance and participation at school.	X	Supplemental/Concentration	1,000
G.4	3	1	Monroe will establish year one implementation of AVID (Advancement Via Individual Determination program to offer school-wide systems to support college and career readiness for all students. This will include training, supplies, and materials to effectively serve the fidelity of the AVID program.	X	Supplemental/Concentration	10,000

## James Monroe 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 Monroe Elementary School: Funding Summary

Total Allocations by Program		
Program	Allocation	Balance (Allocations-Expenditures)
Supplemental/Concentration	76,816.00	0.00
Title I	47,176.00	0.00

Total Expenditures by Program	
Program	Total Expenditures
Supplemental/Concentration	76,816.00
Title I	47,176.00