

The Single Plan for Student Achievement

School: Ross Elementary
CDS Code: 21 65433 6024673
District: Ross Elementary School District
Principal: Melissa Benson, K-4 Principal
Revision Date: June 15, 2016

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 June 15, 2016.

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School Vision and Mission

Ross Elementary's Vision and Mission Statements

Mission:

Ross School District is committed to engaging learners in a safe, vibrant environment that supports academic rigor to ignite innovation.

Vision:

Ross School develops habits of heart, mind and action in all of our learners.

Ross School aims to graduate learners who possess the 5 C's:

- Content Knowledge and Skills
- Confidence in Learning, Demonstrating Resilience, Grit and Perseverance
- Compassion
- Collaborative Practices
- Creative Problem Solving Skills

Strategic Initiatives for 2015-2020:

- Invest in Learners
- Invest in Teaching Excellence
- Invest in Community Relationships

School Profile

The Ross School District is a single-site school district, serving students in kindergarten through eighth grade in the community of Ross, CA. Ross School is an award winning, dynamic school committed to academic excellence and innovation. Habits of heart, mind and action are at the core of all decision making centered on the learner and their experience. Students are expected to apply their thinking and learning in a variety of highly engaging and forward thinking courses.

Curriculum is based upon the Common Core State Standards, grounded in rigor and differentiated supports for all levels of learners. In addition to core academic instruction, students are provided enrichment and innovative curricula taught by specialized teachers for music, art, physical education, reading, Spanish, technology integration, fabrication laboratory and STEM classes as part of the instructional program. The average class size for grades K-8 is 22 students. The average student to teacher ratio is 13:1.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	43	43	100.0	41	2505.0	60	21	9	5
Grade 4	55	55	100.0	53	2527.2	51	25	15	5
Grade 5	41	41	100.0	39	2568.0	39	44	12	0
Grade 6	43	41	95.3	38	2605.2	44	37	10	2
Grade 7	23	23	100.0	22	2614.6	35	43	17	0
Grade 8	39	38	97.4	20	2645.3	24	21	8	0
All Grades	244	241	98.8	213		44	31	12	2

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	54	39	7	49	44	7	51	44	5	66	27	7
Grade 4	55	40	6	38	57	6	30	66	4	34	34	9
Grade 5	38	62	0	46	49	5	36	62	3	62	38	0
Grade 6	53	42	5	58	32	11	37	61	3	55	45	0
Grade 7	41	50	9	50	50	0	50	45	5	36	64	0
Grade 8	55	40	5	60	35	5	30	65	5	45	55	0
All Grades	50	45	5	48	46	6	38	58	4	50	40	4

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	43	43	100.0	43	2493.2	40	49	7	5
Grade 4	55	54	98.2	49	2489.5	15	33	37	6
Grade 5	41	41	100.0	41	2519.5	17	29	39	15
Grade 6	43	41	95.3	41	2596.4	46	34	15	5
Grade 7	23	22	95.7	22	2622.0	59	23	9	9
Grade 8	39	38	97.4	36	2625.0	32	39	16	8
All Grades	244	239	98.0	232		32	36	22	8

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	60	35	5	47	49	5	65	30	5
Grade 4	29	49	22	20	71	8	27	51	22
Grade 5	17	54	29	22	56	22	24	61	15
Grade 6	56	34	10	34	63	2	44	46	10
Grade 7	68	18	14	68	23	9	55	45	0
Grade 8	36	53	11	56	33	11	31	58	11
All Grades	42	42	16	38	53	9	40	49	12

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Academic School Goal
LEA/LCAP GOAL:
Increase student achievement for all students in English Language Arts and Mathematics
SCHOOL GOAL #1:
For the 2016-2017 school year, students fourth through eighth grades will increase their performance on the CAASPP by 1% in mathematics and show growth on local assessment data.
Data Used to Form this Goal:
Smarter Balanced Assessment Consortium (SBAC) and other local assessments
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
Track progress and proficiency of individual student and grade level performance through annual, benchmark, and local assessments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
(August 2016) New Staff Professional Development	(August 9th-10th 2016) Schedule Trainer to Provide Support in Action Research, Evidence-Based Practices, and High Impact Instructional Practices (Consultant/Trainer will revisit October 14th. Provide BTSA Support Differentiated Support in mathematics instruction and ELA through SVMl, Reach Associates, HTH/HM/Stanford	Administration	Increased Professional Development Support for Probationary and Temporary Certificated Staff.		General Fund	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
(August 2016) Focus on Formative Assessment Professional Development	(August 15th) Launch Design Thinking P.D. (August 16th, November 10th, January 27th, and March 31st) Faculty will engage in an action research project with Shirley Clarke (October 10th) One Day Assessment for Learning Conference with Dylan Wiliam Visible Learners Inside Series Support- Feedback and Assessment Capable Learners Finalize identification of priority math standards		Quote reassessed to include kindergarten & 1st grade students No Additional Cost			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
(August 2015- June 2016) Explore diagnostic assessment tools and evidence based supplementary curriculum for students identified as needing intervention in math	Pilot math intervention programs designed to meet individual needs of students performing below the proficiency range. Revisit K-2 benchmark assessment tools to help guide instructional decision making and track progress	Administration & Learning Center teachers	ELA/ LEP Revenue	4000-4999: Books And Supplies	Federal Revenue	740
Offer advanced math classes for eligible 7th & 8th grade students	(Spring 2015) Assessment of 7th & 8th grade students in the area of mathematics. Determination of criteria for eligibility of advanced courses. (August 2015- June 2016) Eligible 7th grade students offered advanced math class	Administration & MS math teachers	Math Assessments	3000-3999: Employee Benefits	Title I Revenue	13,640
Provide Community Engagement Opportunities to all Stakeholders	Speaker Series Ross School Coffee	Administration & teachers	General Fund			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
(August 2016- June 2017) Redesign K-5 STEM Program	Continue membership with Silicon Valley Mathematics Initiative (SVMI) for professional development opportunities, materials, and assessments	STEM teacher, elementary teachers, MS science teachers, MS math teachers, Fab Lab teacher and MS art teacher	SVMI membership	4000-4999: Books And Supplies		
Provide ongoing Professional Development Support for Veteran Staff	(August-May) National Board Certification					
(August 2016- June 2017) Middle School electives classes include rigorous academic options	(Quarterly 2016-2017) Students are provided choice in elective courses. Assessment of enrollment numbers provides information about student interest and decisions about ongoing course offering. Include multiple mathematics pathways	Administration & MS teachers	Planet Bravo		Local Revenue-Parcel Tax	
Addition of opportunities period	ongoing					

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Social Goal
LEA/LCAP GOAL:
Invest in Community Relationships: Create a culture of caring
SCHOOL GOAL #2:
All students in the Ross School District will show growth in their perception of connection to peers, staff, and community members
Data Used to Form this Goal:
California Healthy Kids Survey (CHKS) and local surveys
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
The Ross School Site Council, Administration and Counseling Department will evaluate school climate by analyzing results from the annual CHKS and other assessment information as part of the SPSA evaluation process.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Collect more extensive data and information about student connectedness. This additional data and the results of the CHKS will be used to assess school climate.	<p>(August 2016-June 2017)</p> <p>Provide multiple opportunities for feedback on peer-to-peer relationships.</p> <p>Conduct CHKS and review growth over time to identifying next steps.</p> <p>Conduct student/teacher programs, including Bear Families; Second Step guidance lessons; mentor program; and middle school Advisory.</p> <p>Introduction of "friendship bench"</p> <p>Expansion of middle school electives (leadership, Broadcast Journalism)</p>	Site Council Members, Administration, School Counselor	Partial funding of School Counselor	3000-3999: Employee Benefits	Title I Revenue	13,641

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase student voice in ways to improve school climate and student teacher connectedness	<p>Work collaboratively with the middle school student leadership on ways to improve school climate and for an opportunity to include student voice in decision-making.</p> <p>Continue student participation of site council and broaden leadership opportunities and organizations for student voice and choice</p>	Site Council Members, Administration, School Counselor				
Develop a Collaboration Rubric that is vertically articulated K-8	Work with stakeholders to develop a rubric to assess knowledge and skills in the area of collaboration	Administration, teachers and School Counselor			General Fund	1,191

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	26,380.00
Goal 2	14,832.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Melissa Benson	X				
Jessa Hager		X			
Christina Leone		X			
Robyn Luhning				X	
Tracy Reid			X		
Melissa Slayen				X	
Jason Traut		X			
Brett Collins				X	
Hope Garbo				X	
Carrie Weinstein				X	
Nancy Svendsen				X	
Annelisa Svendsen					X
Martha Fishburne					X
Numbers of members of each category:	1	3	1	4	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.