

SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT ETTERSBURG SCHOOL

2010-2011 SCHOOL YEAR

12-63040-6101893
CDS Code

Date of this revision: March 2011

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

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Position: Principal

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Southern Humboldt Unified School District

The District Governing Board approved this revision of the School Plan on May 12, 2011

School Vision and Mission

Our vision at Ettersburg School is to ensure that the school campus is safe and conducive to learning for all students academically, socially, and personally. All members of the Ettersburg School community will:

- ❖ Provide and support differentiated instruction to allow for the individual development of students so that they can each produce their own best work
- ❖ Teach and/or support the teaching of content standards in unique and interesting ways to address a variety of learning modalities and abilities
- ❖ Create an environment where all members feel emotionally, physically, and psychologically safe
- ❖ Maintain an awareness, sensitivity, and respect for individuals and their unique qualities
- ❖ Be free of any acts, including words or other behaviors that threaten, diminish, or degrade others in any way and/or put them in a position of being afraid or feeling unsafe

All students, staff, parents, and guardians have a right to be in an environment that fosters positive attitudes and encourages self-esteem, which is what Ettersburg School strives towards.

School Profile

Ettersburg School is part of Southern Humboldt Unified School District. The District is located in a mountainous area of Humboldt County, half the area of Rhode Island. Students attend elementary schools scattered throughout the District which feed into a high school 45 minutes from Ettersburg School. The area is rugged woodland and ranch land, with the Pacific Ocean bordering the west. Many of the inhabitants are "back to the land", independent, involved in agriculture and counter culture. Main employers in the area are schools, government, utilities, service industry, tourism, and self-employment.

Ettersburg School is 15 miles, or 30 minutes, from the nearest town of Redway. During the winter months, due to slides, ice and snow, the travel time is greatly extended, or the roads may be impassable. Homesteads are scattered throughout the mountainous area, with the closest neighbor being, perhaps, a mile or more away. Students travel 15-45 minutes to school by private vehicle. The nearest social services are two hours away (in Eureka). Enrollment in Ettersburg School, serving K-3, has gone from a high of 29 students to the current enrollment of 9 students. There are some pre-school and younger-aged children in the area. Enrollment is expected to increase. Most parents come to school events. There is parent support for academics but sometimes life's challenges prevent active support. There are no regular classroom volunteers. There is very little ethnic or cultural variety at the school. 63% of the students are in single-parent households. 88% of the students are eligible for free-or-reduced lunch, 75% are eligible for special education services, and 50% are identified Title 1.

Ettersburg School is a one-room school which sits on a grassy knoll overlooking the King Range. There is a large playground, containing a variety of play structures. New equipment was added in 2008, and is appreciated by students and community alike. Within the school building, there is a kitchen, bathrooms, and a classroom containing a computer lab with 3 computers for student use;

book, video, and audio library, musical instruments, TV/VCR, and office equipment. The office computer has internet access. There are two full-time adults on staff, one teacher, and one aide/cook/secretary. A custodian is there 1.5 hours per day. Special ed staff and school nurse are available for consultation and for direct services as needed. Principal is on-site 1 day per month, attends IEP and SST meetings, and is available by phone at other times as needed. With our small size, we are able to maintain a family-type atmosphere, and staff members are able to address the academic as well as emotional, physical, and social needs of the students.

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

The following statements characterize educational practice at this school:

Currently adopted Science, Social Studies, Math and Language Arts programs are aligned with California Content Standards. There are more than enough standards-based instructional materials available to the grade levels and achievement levels of the students. With each new program adoption, there is initial and ongoing staff development and peer collaboration for implementation of the new program. The Ettersburg School teacher and instructional assistant also have the opportunity to attend out-of-district workshops in order to keep current with new research and best practices across the curriculum.

Because Ettersburg School is a small, one-room schoolhouse, with low enrollment and high teacher-to-student ratio, students receive individualized instruction based on their performance levels in all academic areas. The daily schedule is flexible to best meet the academic needs of each student. An instructional assistant works 4 hours a day with Title 1 students. Identification for Title 1 services comes from Fall District Benchmark tests, teacher recommendation, and Spring STAR Test results. Ongoing formal and informal assessment is used by the teacher to determine program modifications. Currently 50% of the students in the classroom are not meeting grade-level standards in at least one area.

Special education services are available as needed. Currently, the speech therapist provides biweekly services to one student. The resource teacher provides services to one student. There are no community resources available. 50% of the students regularly return homework assignments.

Geography of the community prevents extra-curricular activities for most students. Remediation takes place within the regular day. The advantage of being a small school is that each student gets assistance based specifically on their identified academic needs. The disadvantage is that there is not a peer group to aspire to higher achievement. Because of the low enrollment, every activity needs to be modified to meet the needs of the group in terms of physical size and ability. This is especially felt during group reading and PE time, but also during science, art, music, social studies, etc.

STUDENT PERFORMANCE DATA SUMMARY

Because of our small enrollment, student performance data is not statistically significant. Our school does not have an API. Our school demographic characteristics are also not statistically significant. We do, however, have data from local measures. It is important to keep in mind that this data is reflective of less than 10 students.

Local Measures of Student Performance Percentage of Students Not Passing Fall Benchmarks

Language Arts

| | 2009 | 2010 |
|---|------|------|
| K | 0% | 0% |
| 1 | 100% | 100% |
| 2 | 100% | 50% |
| 3 | 0% | 50% |

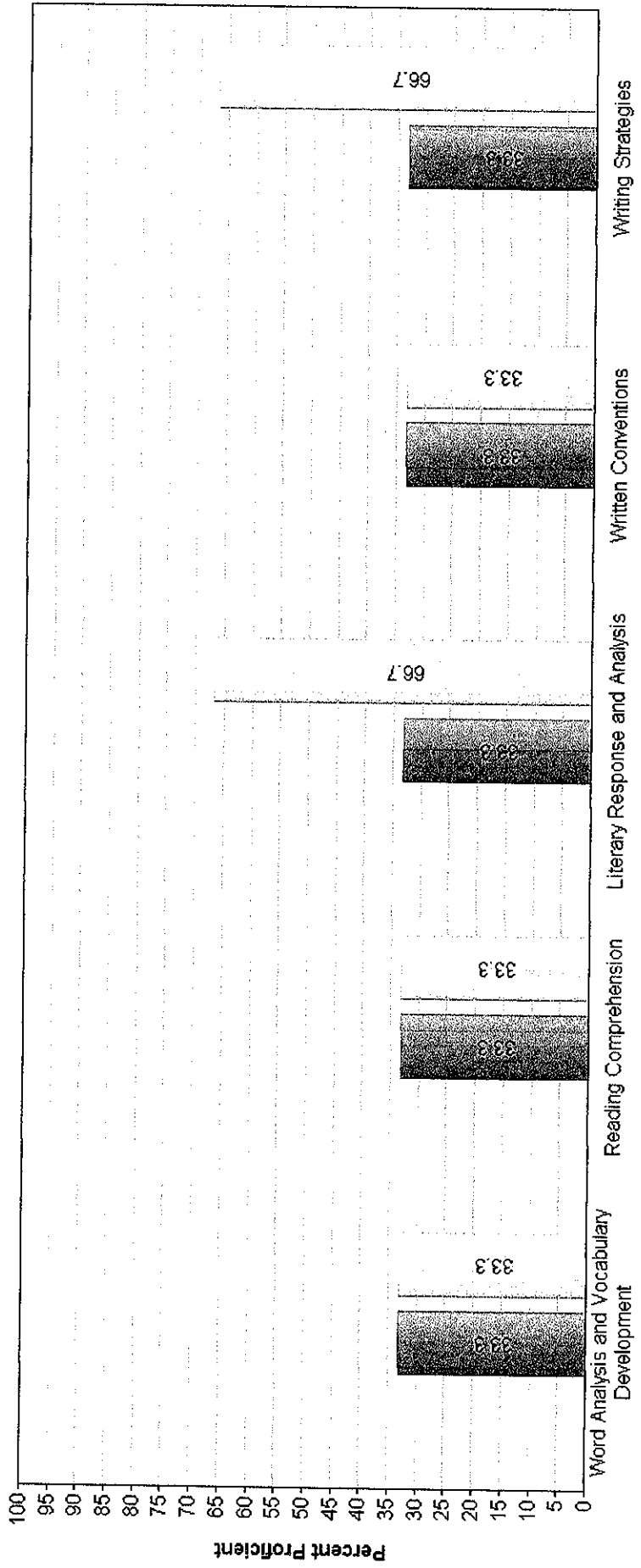
Math

| | 2009 | 2010 |
|---|------|------|
| K | 100% | 0% |
| 1 | 100% | 100% |
| 2 | 100% | 100% |
| 3 | 0% | 50% |

CST Multi-Year Cluster Performance

Grades 2 and 3

2007-2008
 2008-2009
 2009-2010

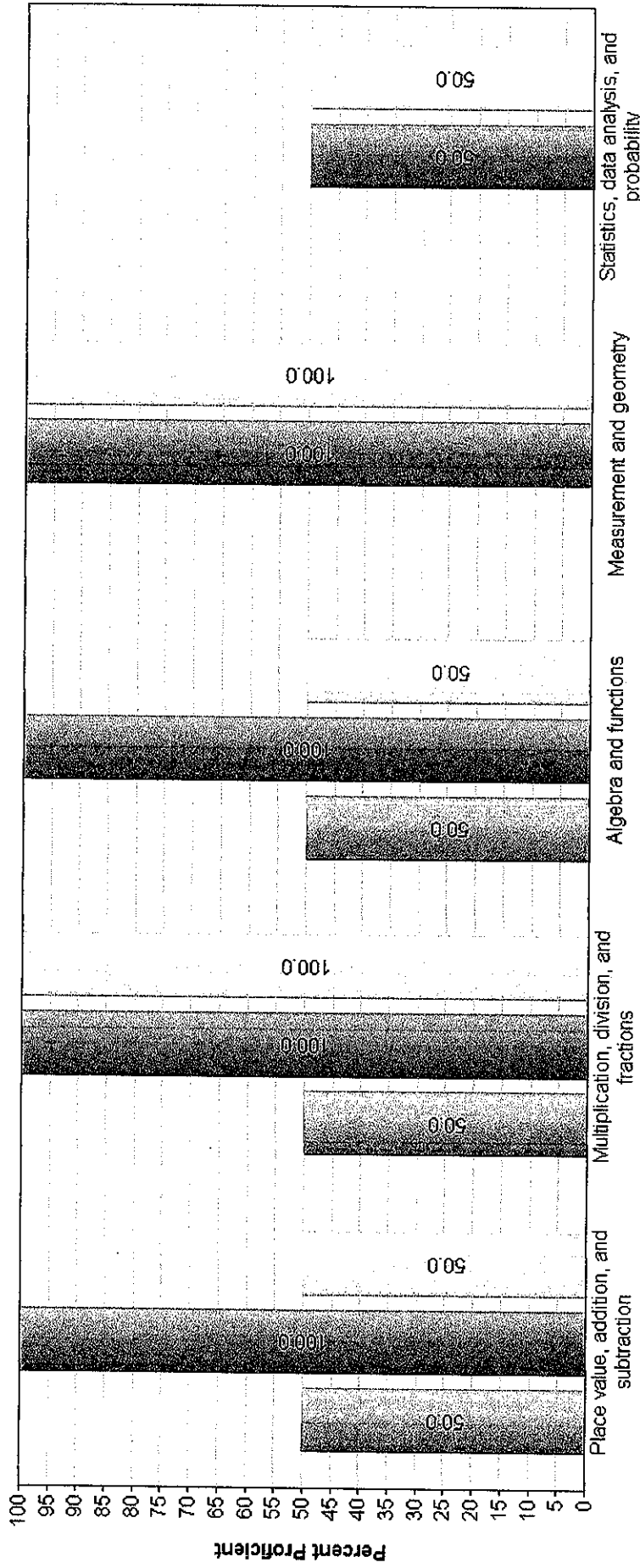


English-Language Arts
Non-matched Students

CST Multi-Year Cluster Performance

2nd Grade

2007-2008
 2008-2009
 2009-2010

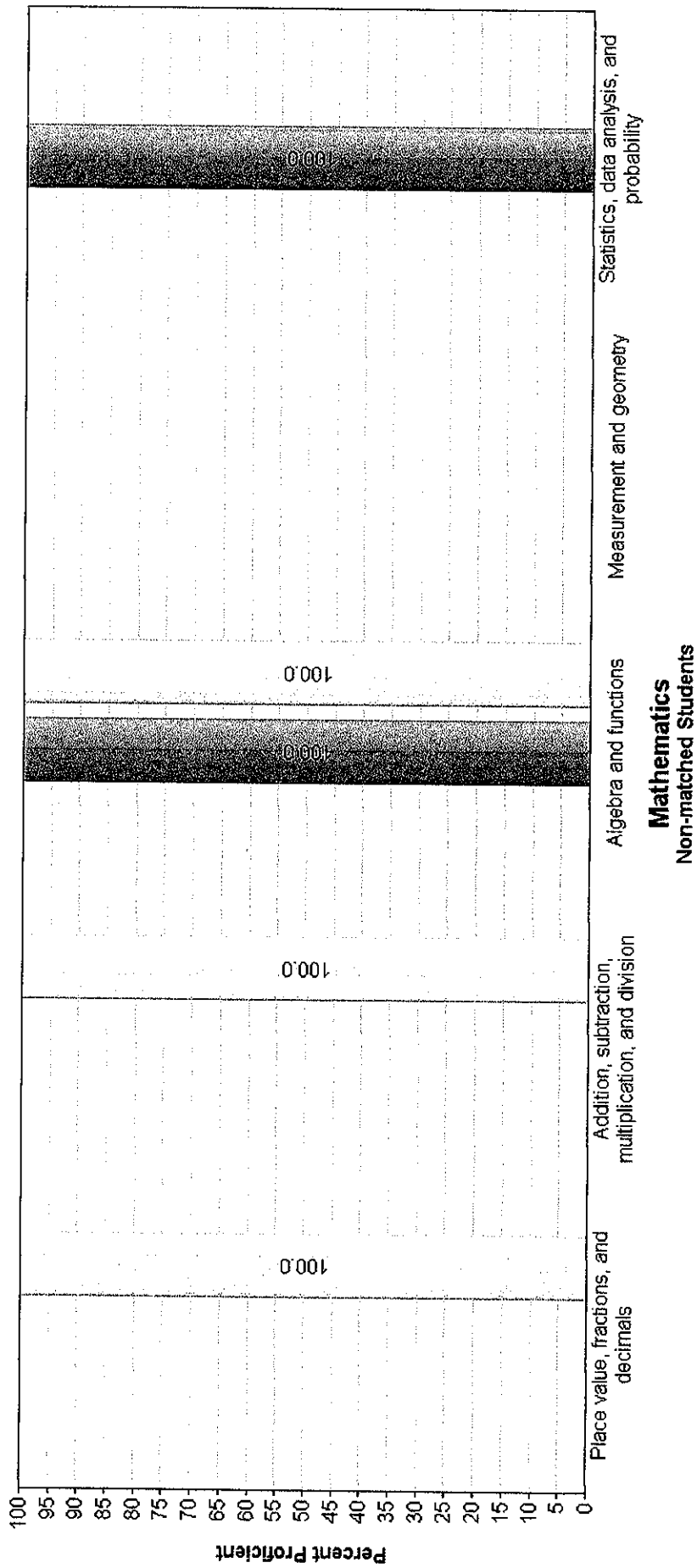


Mathematics
Non-matched Students

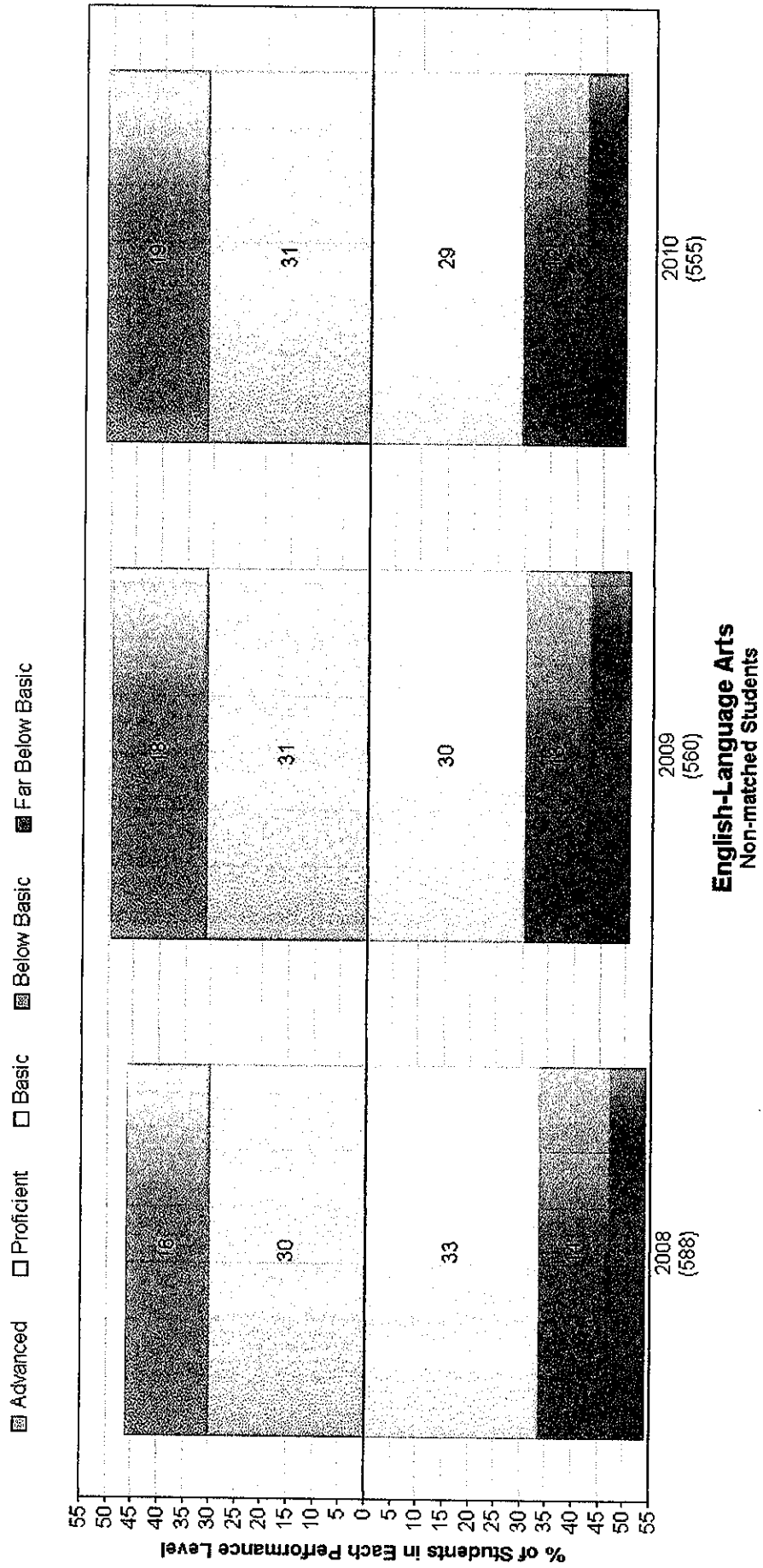
CST Multi-Year Cluster Performance

3rd Grade

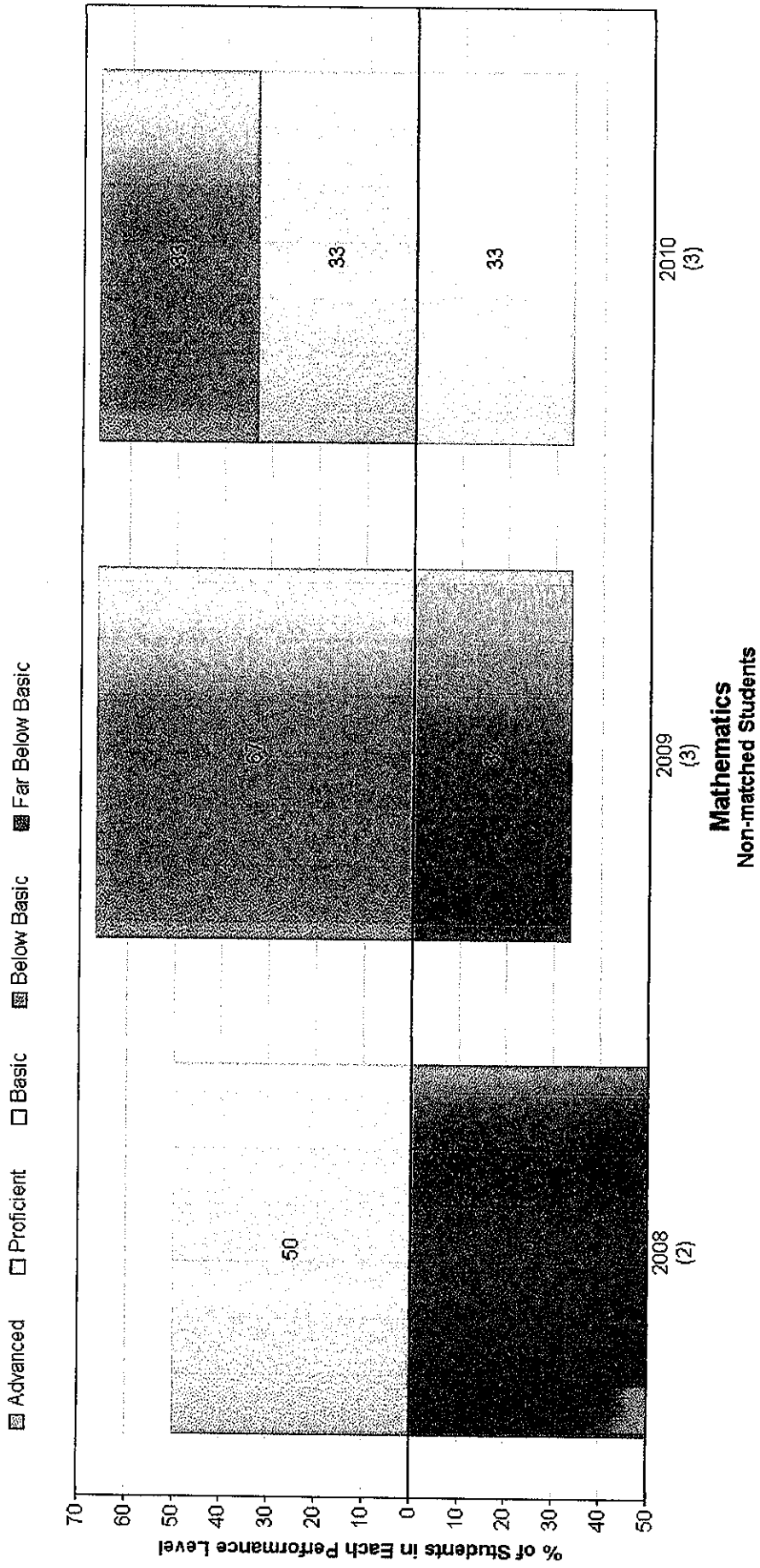
2007-2008
 2008-2009
 2009-2010



CST Multi-Year Performance Level Distribution



CST Multi-Year Performance Level Distribution



Conclusions from Student Performance Data

- Fewer students passed the district math benchmarks than language arts benchmarks.
- Most students who didn't pass the benchmarks failed both language arts and math.
- About 50% of students didn't pass the benchmark tests.

Conclusions from Parent, Teacher, and Student Input

Low performing students in general may:

- have low self-image, limited confidence and high anxiety.
- lose progress during the summer.
- need more direct instruction---have to be taught things others just "get".
- have limited exposure to rich experiences outside of school.

Low performing students in reading may:

- arrive at school with little experience of print, where others arrive reading.
- have limited attention spans, inability to hear phonemes, and minimal cognitive flexibility.
- have limited exposure to rich vocabulary outside of school.
- need to be taught that reading is an active process that requires regular practice.
- need all content areas taught using multiple modalities with differentiated instruction.

Low performing students in writing may:

- have a limited vocabulary which limits writing abilities.
- have underdeveloped fine-motor skills which can get in the way. Typing can help.
- not know how to using an editing program or edit work on their own.
- struggle with writing fluency.
- not have correct modeling of writing at home.
- have an inability to organize thoughts in a logical sequential manner which can hamper good thoughts.

Low performing students in math may:

- find math vocabulary challenging.
- not have as much experience with time and money as other students.
- not find California Math Standards developmentally appropriate.
- need concrete math instruction and practice for a longer period of time.
- need concepts presented at a slower pace and the curriculum slowed down.
- need extra support and practice with math facts.

School Goals for Improving Student Achievement

Goal #1:

67% of students will score proficient or above, meeting the state target, on the CST in ELA in 2012. This will be an increase of 18%.

Goal #2:

68% of students will score proficient or above, meeting the state target, on the CST in mathematics in 2012. This will be an increase of 13%.

Goal #3:

Students will write clear, coherent, and focused pieces appropriate to their grade level, as measured by a score of "proficient" in the writing strategies cluster skill for their grade in 2012.

Goal #4:

Average daily attendance for students will be over 92% in the 2011-2012 school year.

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

GOAL # 1 for Improving Student Achievement: 67% of students will score proficient or above, meeting the state target, on the CST in ELA in 2012. This will be an increase of 18%.

Student groups participating in this goal: School Wide Title One Students

Performance gains expected for these students: Each student performing below basic will move up one performance level

Means of evaluating progress toward this goal: CST Results

Group data needed to measure academic gains: CST Results

| Description of Specific Actions to Improve Educational Practice | Implementers/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|---|---|---|---------------------------------|------------------------------|
| <p>Alignment of instruction with content standards: The current language arts program is aligned to the content standards. Teacher will review content standards for reading and will continue to use materials that are aligned with the standards. Teacher will use Wednesday time to meet with instructional aide to assess alignment and best teaching practices.</p> | <p>Principal Teacher Wednesdays</p> | <p>Materials</p> | | |
| <p>Improvement of instructional strategies and materials: Instructional assistants in each classroom will provide one-on-one and small group support to targeted students to increase time spent on fluency, comprehension and decoding skills.</p> | <p>Teacher Instructional Assistant Ongoing</p> | <p>Materials Instructional Assistant</p> | <p>\$ 100 \$ 2,949</p> | <p>SBCP Title 1</p> |

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE (continued)

| | | | | |
|---|---|---|--|---------------------------------------|
| Increased educational opportunity: Small group activities for targeted students to follow whole group lessons. Rewards will be given for attendance. | Teacher Instructional Assistant Ongoing | Volunteer luncheon salaries for instructional assistants rewards materials | \$ 100 \$ above \$ 25 \$ 25 | SBCP Title One Parent Group |
| GATE students given instruction at differentiated rate. | Teacher | | | |
| Staff development and professional collaboration: Teacher will meet with instructional assistant Wednesdays to address curricular needs. Teacher will use buy-back day for school-wide staff development | Teacher and Principal | supplies | \$ 100 | SBCP |
| Involvement of staff, parents and community: Parents will be provided with at-home strategies to reinforce lessons at school. | Teacher Ongoing | supplies | \$100 | Title One SBCP |
| Auxiliary services for students and parents: Student Study Team meetings will be held for students when classroom modifications aren't providing expected results. Special Education referrals will be made when appropriate. Transition meetings will be held for students with IEPs as they transition into another elementary school. | Principal RST SST Coordinator Teacher Parents Ongoing | Substitute salaries | \$ 100 daily | SBCP |
| Monitoring program implementation and results: School Site Council will review benchmark results and implementation of student plan and support services will be modified and provided as needed. | SSC Teacher Principal Spring | | | Title One SBCP |

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE (continued)

GOAL # 2 for Improving Student Achievement: 68% of students will score proficient or above, meeting the state target, on the CST in mathematics in 2012. This will be an increase of 13%.
 Student groups participating in this goal: School Wide Title I students.
 Performance gains expected for these students: Each student performing below basic would move up one performance level.
 Means of evaluating progress toward this goal: CST Results
 Group data needed to measure academic gains: CST Results

| Description of Specific Actions to Improve Educational Practice | Implementers/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|--|---|---|-----------------------------|---------------------------|
| Alignment of instruction with content standards: Teacher will review math content standards for their grade level and will continue to use materials that are aligned with the standards. Teacher will use Wednesday time to meet in grade level groups to assess alignment and best teaching practices. | Principal Teacher Ongoing | | | |
| Improvement of instructional strategies and materials: Students will have an appropriate balance between use of concrete materials and activities to support their understanding of more abstract math concepts. | Teacher Ongoing | materials | \$100 | SBCP |
| Increased educational opportunity: Resource Teacher and instructional assistant will provide specific instruction and support to identified students. Instructional assistant will provide 1:1 or small group assistance to Title 1 students to support them in reaching this goal. GATE Students will be presented material at a differentiated rate. | Principal RST Instructional Aide Ongoing | RST and instructional assistant salaries Teacher | \$ salary schedule \$ above | Special Education Title 1 |

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE (continued)

| | | | | |
|--|--|-------------------------------|-----------------------|-------------------------|
| <p>Staff development and professional collaboration: Wednesdays--Teachers, including RST, will meet regularly to discuss students challenged by math concepts, and brainstorm additional ways to help them.</p> | <p>Teacher Ongoing</p> | | | |
| <p>Involvement of staff, parents and community: Student progress will be shared with parents at conferences at least once each year. State standards will be presented at Back to School Night. Strategies will be presented in occasional newsletters.</p> | <p>Teacher Ongoing</p> | <p>Materials and Supplies</p> | <p>\$100</p> | <p>Title 1 SBCP</p> |
| <p>Auxiliary services for students and parents: Student Study Team meetings will be held for students when classroom modifications aren't providing expected results. Special Education referrals will be made when appropriate. Transition meetings will be held for students with IEPs as they transition into other elementary schools.</p> | <p>Principal RST SST Coordinator Teacher Parents Ongoing</p> | <p>Substitute salaries</p> | <p>\$ 100 daily</p> | <p>SBCP</p> |
| <p>Monitoring program implementation and results: School Site Council will review benchmark results and implementation of student plan and support services will be modified and provided as needed.</p> | <p>Principal SSC Spring Ongoing</p> | | <p>Included above</p> | <p>N/A</p> |

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE (continued)

GOAL # 3 for Improving Student Achievement: Students will write clear, coherent, and focused pieces appropriate to their grade level, as measured by a score of "proficient" in the writing strategies cluster skill for their grade in 2012. Student groups participating in this goal: School Wide Title One Students
Performance gains expected for these students: Score of "proficient" on the writing strategies cluster skill for individual grades
Means of evaluating progress toward this goal: Writing Strategies cluster scores
Group data needed to measure academic gains: Writing Strategies cluster scores

| Description of Specific Actions to Improve Educational Practice | Implementers/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|---|---|---|-------------------|-----------------|
| Alignment of instruction with content standards: Teacher will review writing content standards at their grade levels. Teacher will use Wednesday time to assess alignment and best teaching practices. | Teacher Ongoing | N/A | | N/A |
| Improvement of instructional strategies and materials: Daily Oral Language will be used to review grammar and mechanics. Vocabulary-rich literature will be read to students. Vocabulary and spelling will be taught sequentially. Students will be taught writing using Step Up to Writing as a process and will be exposed to a wide variety of writing styles to address state standards. | Teacher Ongoing | Step Up to Writing Manuals | \$100 | SBCP |
| Extended learning time: Students will have regular access to the computer lab to improve writing skills through word processing. Students will receive one-on-one and/or small group instruction to assist with writing goal. | Teacher Instructional assistant Ongoing | Instructional assistant salary Instructional materials and supplies (IA costs covered in Goal #1) | \$ included above | SBCP Title 1 |

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE (continued)

| Description of Specific Improvements to be Made in Educational Practice | Implementers/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|--|---|--|-----------------------|--|
| <p>Increased educational opportunity. Instructional assistant will provide specific support to identified students through 1:1 or small group instruction.</p> <p>Resource teacher, Speech and Language pathologist and Special Education Instructional Assistant will provide additional services to students with IEPs. GATE students will receive instruction at a differentiated rate.</p> | <p>Teacher RST Speech Pathologist Instructional assistants Ongoing Teacher</p> | <p>Instructional assistant salaries (IA costs covered under Goal #1)</p> | | <p>Title 1 SBCP Special Ed</p> |
| <p>Staff development and professional collaboration: Wednesdays--Teacher will review strengths and areas of concern in writing and create lessons to address concerns. Teacher will share practices that are successful in teaching organization, genre and conventions of writing during Wednesdays. Teacher will attend Step Up to Writing Workshops.</p> | <p>Ongoing</p> | <p>Step Up To Writing Training Substitute salaries</p> | <p>\$ above</p> | <p>Title One</p> |
| <p>Involvement of staff, parents and community: Teacher will discuss writing achievement with parents at conferences at least once per year. Specific strategies will be presented at Back to School Night and in regular newsletters.</p> | <p>Teacher Parent Group Ongoing</p> | <p>Materials and Supplies</p> | <p>\$ 100</p> | <p>SBCP</p> |
| <p>Auxiliary services for students and parents: Student Study Team meetings will be held for students when classroom modifications aren't providing expected results. Special Education referrals will be made when appropriate. Transition meetings will be held for students with IEPs as they transition into other elementary schools.</p> | <p>Principal RST SST Teacher Parents Ongoing</p> | <p>Substitute salaries</p> | | <p>SBCP Spec. Ed. Funds</p> |
| <p>Monitoring program implementation and results: Teacher will review CST results and create programs to address areas of concern. Teacher will also review benefits of Step Up to Writing program.</p> | <p>Principal SSC Ongoing</p> | | | |

CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds (listed under "Other") may be allocated to the school in accordance with district policy. *(Delete funding sources from this list for which the school does not receive an allocation.)*

State Programs

Economic Impact Aid/ State Compensatory Education

Amount: \$0

Purpose: Help educationally disadvantaged students succeed in the regular program.

School Improvement Program

Amount:

Purpose: Improve school response to educational, personal and career needs of all students.

Federal Programs

Elementary and Secondary Education Act:

Title I: Targeted Assistance Program

Amount: \$2,949

Purpose: Help educationally disadvantaged students achieve grade level proficiency.

Title V: Innovative Programs

Amount: \$

Purpose: Support educational improvement, library, media, and at-risk students.

Other Federal Funds (list and describe):

Amount: \$

Total amount of state and federal categorical funds allocated to this school:

\$2,949

RECOMMENDATIONS AND ASSURANCES

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

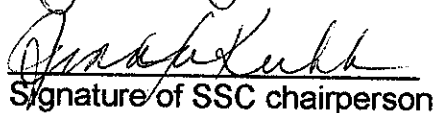
1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (*Check those that apply*):
 - School Advisory Committee for State Compensatory Education Programs
 - English Learner Advisory Committee
 - Community Advisory Committee for Special Education Programs
 - Gifted and Talented Education Program Advisory Committee
 - Other (*list*) PTO
4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council on: date
7. Attested:

Julie Johansen
Typed name of school principal


Signature of school principal

4/22/11
Date

Jennifer Kubik
Typed name of SSC chairperson


Signature of SSC chairperson

4-22-11
Date