

The Single Plan for Student Achievement

School: Parkway Elementary School
CDS Code: 34-67439-6034201
District: Sacramento City Unified School District
Principal: Doyal Martin
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: Doyal Martin
Position: Principal
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Sacramento, CA 95823
E-mail Address: doyal-martin@scusd.edu



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

Sacramento City Unified School District

School Description and Mission Statement (most recent year)

It is the mission of Parkway Elementary School to maximize each student's potential through a meaningful education in a safe and culturally inclusive environment. It is our goal to work with the family and community to provide a strong academic foundation in order to prepare all students to become productive citizens in a global society.

To address this mission, Parkway Elementary School will:

- . provide a safe and secure environment where people enjoy learning
- . stress the importance of rigorous academic programming
- . recognize the worth, dignity, and leadership capacity of every individual
- . focus on quality, research based instructional programming
- . work in partnership with the parents and the Parkway community

Parkway Elementary School's staff is committed to enhancing our educational skills and expertise. We will teach and motivate all students to compete academically and demonstrate academic proficiency in the core curriculum areas, while building confidence in their ability to achieve.

School and Student Performance Data

Academic Performance Index (API) 3-Year Average

	2013 Growth	Non Weighted	Weighted
Schoolwide	748	761	760
African American	719		
American Indian			
Asian	760		
Filipino			
Hispanic	743		
Pacific Islander	792		
White	800		
Socioecon Disadvantaged	747		
English Learners	731		
Students w/ Disabilities	613		

*Produced in absence of a 2014 API Growth Report during California's Assessment Transition

2014 Adequate Yearly Progress Report (AYP) PI Year: 3

Percent Proficient	ELA	Math	PI
Schoolwide			
African American			
PIAmerican Indian			
Filipino			
Hispanic			
Pacific Islander			
Socioecon Disadvantaged			
English Learners			
Students w/ Disabilities			

Notes: AYP only reported for high schools based on 2014 CAHSEE, CAPA, and cohort graduation rate.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K			2	9	1	5	7	32	12	55	22
1			4	11	14	40	8	23	9	26	35
2			3	8	19	50	9	24	7	18	38
3			2	7	15	56	5	19	5	19	27
4			3	8	18	49	12	32	4	11	37
5			2	9	11	50	1	5	8	36	22
6			1	5	15	79	3	16			19
Total			17	9	93	47	45	23	45	23	200

School and Student Performance Data

Title III accountability is a series of Annual Measureable Achievement Objectives (AMAO) that LEAs in receipt of Title III funds must meet each year for their EL populations. AMAO 1 measures the percentage of ELs making annual progress on CELDT, based on their previous CELDT performance level. AMAO 2 measures the percentage of ELs who have attained the English proficient level on the CELDT. Targets must be met for two EL cohorts: students in English language instruction educational programs for less than five years (Cohort 1); and students in English language instruction educational programs for five years or more (Cohort 2). AMAO 3 is based on ELA and Math AYP Participation and Performance targets for the EL subgroup.

Title III

Title III	2011 - 2012				
	AMAO 1 – Annual Growth	AMAO 2 – Attaining English Proficiency		AMAO 3 – Proficient or Advanced on STAR/CAHSEE	
		Less than 5 years	5 Years or More	ELA	Math
Targets	56%	20.1%	45.1%	78.0%	78.2%
# Annual Testers	195	195	195	195	195
% w/ Prior-Year Data	99.0%			99.0%	99.0%
# in Cohort	193	213	46		
# Met AMAO	103	30	17		
% Met AMAO	53.4%	14.1%	37.0%		

Title III	2012 - 2013				
	AMAO 1 – Annual Growth	AMAO 2 – Attaining English Proficiency		AMAO 3 – Proficient or Advanced on STAR/CAHSEE	
		Less than 5 years	5 Years or More	ELA	Math
Targets	57.5%	21.4%	47.0%	89.0%	89.1%
# Annual Testers	166	166	166	166	166
% w/ Prior-Year Data	100.0%			100.0%	100.0%
# in Cohort	166	177	36		
# Met AMAO	86	28	9		
% Met AMAO	51.8%	15.8%	25.0%		

Title III	2013 - 2014				
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	AMAO 1 – Annual Growth	AMAO 2 – Attaining English Proficiency		AMAO 3 – Proficient or Advanced on STAR/CAHSEE	
		Less than 5 years	5 Years or More	ELA	Math
Targets	59.0%	22.8%	49.0%	100%	100%
# Annual Testers	165	165	165	165	165
% w/ Prior-Year Data	100.0%			100.0%	100.0%
# in Cohort	165	153	38		
# Met AMAO	70	10	4		
% Met AMAO	42.4%	6.5%	10.5%		

*In 2014, AYP was only reported for high schools based on 2014 CAHSEE, CAPA, and cohort graduation rate.

School and Student Performance Data

Guide to Success		13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15	
Metric	Distracted Targets (14-15, 15-16, 16-17)	Schoolwide		EL		SES		Foster		
College and Career Readiness	API	Maintain: ALL, EL, SES until API is revised	748		731		747			
	Common Core Implementation (E/M/ELD/Sci)	# increase: staff trained								
	*12 th grade cohort who graduate	% increase: Schwide to 90% and maintain, EL 3%, SES 2%, 1%								
	AP (or IB) Course Taking	% increase students enrolled in AP/IB, schwide								
		% increase scores 3+ (AP) 1%; % increase IB Diplomas								
	*On-track to be career and college ready (A-G completion, EAP exemption)	% increase: A-G completion 5% each year								
		% increase in exemptions: ELA (3%, 2%)								
		% increase in exemptions: Math (2%, 3%)								
		% increase in SAT college ready benchmarks								
	*ACT/SAT	% increase in ACT college ready benchmarks								
GATE	% increase in participation: 3% each year									
Linked Learning Pathways	# increase students participating (1038, 916)									
Engagement	Chronic Absenteeism	% decrease: .05% each year (Schwide, EL, SES, Foster)		8.60%						
	*Staff attendance	% of instructional school days present								
	Student attendance	% increase: Schwide, EL, SES .05% each year, Foster 1% each year	95.42%							

Guide to Success			13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15
Metric	Distracted Targets (14-15, 15-16, 16-17)	Schoolwide	EL		SES		Foster			
	High School Cohort & Middle School Drop Out	% decrease: Cohort, EL, SES by .05%; MS maintain <1%								
	Parent Resource Centers/Information Areas	# increase from 47 to 56, 62, 71 schools								
	Parent/Teacher Home Visits	# increase by 200, 100, 100								
	Academic Parent Teacher Teams	# increase from 13 to 15, 16, 17 schools								
	Active school PTA/PTOs	% increase in schools with active groups from 75% to 77, 78, and 79%								
	California Healthy Kids Survey	% increase in students reporting positive school climate factors ES and MS 1%, 2%, 3%.								
	Expulsions	% maintenance: MS and HS <0.1%								
	*Suspension Rate	*Suspension rate per 100 students # decrease (in & out of school): variable # of days by Elem, K-8, middle, HS	5.4							
Transformation	Title III AMAOs	% Meeting or exceeding AMAOs 1-3								
	EL Reclassification	% increase in RFEP rate (1% each year)			12.8%					
	API	Maintain: ALL, EL, SES until API is revised	748		731		747			
Basic Services	Sufficiency of Textbooks	Maintain sufficiency								
	Teacher Misalignment	% decrease (.25% each year)								
	Facilities Maintenance	% meeting FIT inspection (100% each year) FTE increase: Custodians (by 21.5, maintain at 86.5)								

Guide to Success		13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15
Metric	Distracted Targets (14-15, 15-16, 16-17)	Schoolwide		EL		SES		Foster	
	FTE increase: Plant Manager (by 11, maintain at 71)								

Notes: CAASPP ELA and Math Performance Data not available until 2015; GTS measures to be finalized for inclusion: SEL Student Guide to Success (Graduation Profile), Student Portfolios, and Transformation “growth” calculations. Please check back for data updates. Also, please check the appendices, as some schools provide additional information.

For Schools in Program Improvement:

What are the specific issues that caused the school to be identified in Program Improvement?

District LCAP Goals and Actions

Goal 1: Increase percent of students who are on track to graduate college and career ready.
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Action 1.1: Provide standards aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready.
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Action 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed.

Action 1.3: Develop an infrastructure for on-going analysis of student performance and progress by providing teacher release time and collaborative learning time.
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Goal 2: Schools will provide students with a clean, healthy, physically and emotionally safe learning environment.

Action 2.1: Students will be provided cleaner, better maintained learning environments.

Action 2.2: All schools will become safer, more culturally competent environments, where students learn social and emotional skills and receive additional supports to increase their engagement in learning.

Action 2.3: Schools will provide more varied opportunities for students to become interested in school and learning through technology based activities, project based learning, extended extracurricular, and expanded learning program involvement.

Goal 3: Parents, family and community stakeholders will become more fully engaged as partners in the education of students in SCUSD.

Action 3.1: Stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education.

Action 3.2: Stakeholders will receive improved district and site communications, including translation/interpretation services.

2014-15 Allocations of Funds

Allocations of Funds

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I Part A: Allocation	\$122,994	0.00
LCFF LEP	\$41,563	0.00
LCFF F/R	\$157,657	0.00

Planned Improvements in Student Performance

School Goal #1

District/LCAP GOAL:
Action 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed.
Action 1.3: Develop an infrastructure for on-going analysis of student performance and progress by providing teacher release time and collaborative learning time.
Action 1.1: Provide standards aligned curriculum assessments and high quality instruction to prepare students to graduate college and career ready.
SCHOOL GOAL #1:
Teachers will further their knowledge and use of the CCSS focus on student-centered lesson planning with the support of professional development and technology for teachers and administration in all core subjects including Physical Education, Social Sciences, ELA, Math and Science).
Data Used to Form this Goal:
2013 AYP Report 2012 STAR results
Findings from the Analysis of this Data:
Parkway did not meet the AYP criteria in any of its target areas. The language arts target was 89.2% and Parkway achieved 42.9% in Language Arts. The mathematics target was 89.5%. Parkway was only at 46%. The last API report from 2012 Parkway dropped 17 points.
How the School will Evaluate the Progress of this Goal:
<ul style="list-style-type: none">• iReady data• 2015 SBAC results• common assessments• CPT• Collaboration• PLC's
Parent Engagement Activities Related to this Goal:
Parent nights, parent/teacher conferences, SST meetings, IEP meetings, etc...
For Schools in Program Improvement: How does this goal address the school's program improvement issues?
This goal addresses our PI issues in that it directly effects all students in our school. We did not meet our AYP goals so therefore learning better and more inclusive teaching practices will help our students access the curriculum better.

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Sub Group	
<ul style="list-style-type: none"> implement CCSS into teaching practices support for writing instruction academic conferences CPT build collaborative lessons to increase effective teaching strategies which will be measured by the SBAC teachers along with principals will perform task analysis, differentiation 	Teachers and Administration	Teacher release time for CPT, collaboration, administrative and teacher professional development	LCFF LEP	4,020	All	<p>Classroom observations (formal and informal)</p> <p>Continuous analysis in all subject areas, staff taking advantage of PD opportunities</p>
<p>Continuous professional development for math and ELA to include:</p> <ul style="list-style-type: none"> effective use of math curriculum and manipulatives promoting higher order thinking skills through questioning Write Tools Common Core SCOE Principal's Institute 	Assistant Principal Principal Teachers	<p>SCOE PD</p> <p>Principals Institute</p>	<p>Title I Part A: Allocation</p> <p>LCFF F/R</p>	<p>14,457</p> <p>2,000</p>	<p>All</p> <p>All</p>	<p>coaching cycle provided by SCOE</p> <p>Teacher feedback</p> <p>Evaluations</p>
<p>Instructional aides will work with different levels of students to provide re-teaching and enrichment who need support.</p> <p>Aides will also support in EL academic needs</p>	Administration, instructional aides and bilingual aides	<p>assistance in all academic areas including technology and library to support core.</p> <p>Instructional aides will assist low achieving students</p> <p>Instructional aides will help EL students</p>	<p>Title I Part A: Allocation</p> <p>LCFF F/R</p> <p>LCFF LEP</p>	<p>5,991</p> <p>14,407</p> <p>34,396</p>	<p>All</p> <p>All</p> <p>EL</p>	<p>Monitor student progress</p> <p>Teacher feedback</p> <p>Formal and informal observations</p>

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Sub Group	
Supplies necessary to support the core curriculum and instruction in classrooms for student success: Books Supplemental supplies for ALL subject areas including, Physical education, science, social studies, ELA and mathematics	All Stakeholders	books, software, and other materials to support all academic areas	LCFF F/R	4,250	All	Assessment data Progress monitoring
			Title I Part A: Allocation	3,274	All	
		Supplemental Materials- technology, books, supplies	LCFF LEP	1,147		
Use technology, a single K–12 adaptive diagnostic, that pinpoints students' needs down to the sub-skill level and ongoing progress monitoring shows whether students are on track to achieve end-of-year targets. Integrate technology into teaching and learning, upgrading classroom technology that is conducive to 21st Century Learning. Purchase replacement hardware to support student achievement, classroom instruction, computer lab and library. Purchase supplemental technology programs for academic support in all core areas.	Principal, Assistant Principal, teachers and instructional aides	iReady	LCFF F/R	22,000	All	Diagnosics Software generated reports on student progress
Duplicating of supplemental, intervention materials and copy costs	All	Copy costs and copier cost	Title I Part A: Allocation	7,000		

Planned Improvements in Student Performance

School Goal #2

District/LCAP GOAL:
Action 2.1: Students will be provided cleaner better maintained learning environments.
Action 2.2: All schools will become safer more culturally competent environments where students learn social and emotional skills and receive additional supports to increase their engagement in learning.
Action 2.3: Schools will provide more varied opportunities for students to become interested in school and learning through technology based activities project based learning extended extracurricular and expanded learning program involvement.
SCHOOL GOAL #2:
The importance of social and emotional wellness is essential to student success for college and career readiness. We will integrate character education and SEL into our curriculum so that students have healthy relationships with peers, families, teachers and staff to increase the positivity of our school climate.
Data Used to Form this Goal:
<ul style="list-style-type: none">• suspension data• referrals• attendance data
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
Progress Monitoring
Parent Engagement Activities Related to this Goal:
<ul style="list-style-type: none">• Family and Engagement Classes• school-wide events to bring families together• newsletters• Connect Ed phone calls
For Schools in Program Improvement: How does this goal address the school's program improvement issues?
Students need to be socially and emotionally stable to handle the rigorous and high expectations of Parkway Elementary School. If we are able to handle student emotional and social needs, they are able to learn.

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Sub Group	
<p>Provide regular incentives for students with good attendance, behavior and is a good citizen.</p> <p>Purchase necessary supplies for character education, anti-bullying, attendance, academic achievement and recognition assemblies for activities in and outside of the classroom.</p>	Principal Counselor Assistant Principal Social Worker Office Staff	Character Ed Curriculum	LCFF LEP	2,000	All	Quarterly
PBIS is used to build consistency of behavioral expectations across the school.	Principal Counselor Social Worker	PBIS	LCFF F/R	4,000	All	Quarterly - review office referral data
Utilize Student Support Center to handle SEL and any other factors that effect student learning	Social Worker Coordinator- Counselor Interns	Coordinator	Title I Part A: Allocation	44,000	All	Referral data
		Social Worker	Title I Part A: Allocation	44,000	All	
		Interns	N/A		All	
<p>Monthly and weekly celebrations will take place to motivate students to succeed:</p> <ul style="list-style-type: none"> • Monthly recognition assemblies • Student lunch • Awards 	Principal	Incentives	Title I Part A: Allocation	500	All	
All of the principal duties and responsibilities will be supported	Administration	Assistant Principal	LCFF F/R	110,000	All	

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	
Students will receive opportunities to learn outside the classroom and the campus to be exposed to educational and practical life experiences	Administration and Teachers	Field trips to enrich student learning outside the classroom and campus	LCFF F/R	1,000	

Planned Improvements in Student Performance

School Goal #3

District/LCAP GOAL:
Action 3.1: Stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education.
Action 3.2: Stakeholders will receive improved district and site communications including translation/interpretation services.
SCHOOL GOAL #3:
The school will make a greater effort to maintain communication with families and work with families to become more engaged and supportive of their children and the school.
Data Used to Form this Goal:
<ul style="list-style-type: none">• Parent-Teacher Conference Attendance• Attendance for School-Wide Events SSC PTO
Findings from the Analysis of this Data:
Majority of our families are NOT engaged and a part of our school community
How the School will Evaluate the Progress of this Goal:
<ul style="list-style-type: none">• Parent-Teacher conference attendance data• School-Wide event attendance data• Attendance from parent engagement events
Parent Engagement Activities Related to this Goal:
<ul style="list-style-type: none">• Home Visits• School Site Council• Parent/Teacher Conferences• Connect Ed Calls• Parent Resource Center• Student Support Center• School/Family Nights• Parent Coffee Chats• All Pro Dads and iMom Monthly Programs• Parent Leadership Groups

For Schools in Program Improvement: How does this goal address the school's program improvement issues?

Research shows when parents, school, and community work together to support student learning, children tend to perform better in school and attend school regularly.

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring	
		Item or Action Funded	Funding Source	Amount		Target Student Sub Group
Involve parents in School Site Council	Principal	Principal, community	N/A			
<p>School meetings and events will be communicated to parents through:</p> <ul style="list-style-type: none"> • Monthly parent newsletters. • Monthly parent coffee • Flyers <p>Printing costs will cover written materials.</p>	Staff	Parent night trainings and communication costs	Title I Part A: Allocation	3,772	All	Monitor parent attendance at school events, SSC Meetings, parent/teacher conferences, PTO meetings, etc...
<p>Staff members will participate in the Home Visit program.</p> <ul style="list-style-type: none"> • Training will be offered to new staff members. 	Principal and teachers					
<p>PTO (Parent/ Teacher Organization) to:</p> <ul style="list-style-type: none"> • Increase parent involvement • encourage use of parent resource center • Assist and plan fundraising events 						
<p>Plan bimonthly family nights to communicate school wide goals, show case classroom success, and offer at home learning strategies.</p> <p>Translation services, food, and child care will be provided at school events and meetings.</p>	Principal					

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	
Connect Ed	Principal				

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF F/R	157,657.00
LCFF LEP	41,563.00
Title I Part A: Allocation	122,994.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	112,942.00
Goal 2	205,500.00
Goal 3	3,772.00

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
Doyal Martin	X				
Dorothy Rahman		X			
Teresa Hanneman		X			
Rocio Mercado				X	
Angee Gonzalez			X		
Lourdes Rodriguez				X	
Andre Cook				X	
Frances Mosely				X	
Heather Jack				X	
Shannon Teves					

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.

Annual Evaluation – REQUIRED Spring 2016

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Strategies and Activities

Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.

Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

Lack of timely implementation

Limited or ineffective professional development to support implementation

Lack of effective follow-up or coaching to support implementation

Not implemented with fidelity

Not appropriately matched to student needs/student population

Other:

Based on the analysis of this practice, would you recommend:

Eliminating it from next year's plan

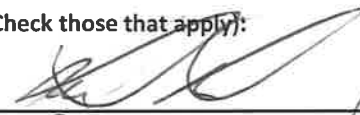
Continuing it with the following modifications:

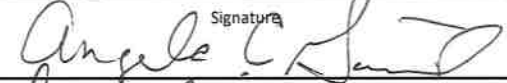
Recommendations and Assurances

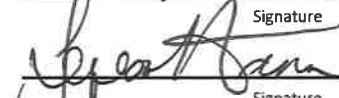
The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:


1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**


- English Learner Advisory Committee
- Special Education Advisory Committee
- Gifted and Talented Education Program Advisory Committee
- District/School Liaison Team for schools in Program Improvement
- Compensatory Education Advisory Committee
- Departmental Advisory Committee (secondary)
- Other committees established by the school or district (list):
Parkway's Teacher Leadership team



 Signature


 Signature


 Signature


 Signature


 Signature

 Signature

 Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on 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 SPSA was adopted by the SSC at a public meeting on 02/03/15.

Attested:

Doyal Martin

Typed Name of School Principal



Signature of School Principal

3-6-15

Date

Dorothy Rahman - Martinez

Typed Name of SSC Chairperson



Signature of SSC Chairperson

3-6-15

Date