

Vineyard Elementary School

2020/2021

Single Plan for Student Achievement

DISTRICT:

Templeton Unified
School District
960 Old County Road
Templeton, CA 93465-9419
805.434.5800
www.tusd.ca.schoolloop.com

SCHOOL:

Vineyard Elementary
2121 Vineyard Drive
Templeton, CA 93465-9412
805.434.5840

SCHOOL SITE COUNCIL:

Principal: Devon Hodgson
SAC Chair:
Others:

Plan Objective

The top priority of California's education system is academic achievement. The Single Plan for Student Achievement is one of the many tools that California school districts are using to measure and track their academic achievement accomplishments.

The purpose of the Single Plan for Student Achievement (SPSA) is to create a cycle of continuous improvement of student performance, and to ensure that all students succeed in reaching academic standards set by the State Board of Education. The California Department of Education commends the efforts of all members of the school community for their efforts to achieve this purpose.

Site Contact

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:

Contact Person: Devon Hodgson, Ed.D.

Phone Number: 805.434.5840

Address: 2121 Vineyard Drive
Templeton, CA 93465

Email Address: dhodgson@templetonusd.org

School Site Council Membership

Site Council Membership								
Member Names	Principal	Director	Other Staff	Teacher	Parent	Community	Student	Alternate
Jennifer Becker					X			
Kyle Beal Wommack					X			
Vacant					X			
Vacant					X			
Vacant					X			
Devon Hodgson	X							
Christy Van Alstine				X				
Katie Fraser				X				
Denise Kanefield				X				
Amber Persley				X				
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Opening Description

Mission Statement

Vineyard Elementary School will develop 21st century scholars through innovative instruction and rigorous academic expectations.

Vision Statement

Vineyard Elementary School will provide the educational foundation for students to become active, life-long learners. Gaining, using, and sharing knowledge benefits the students, their community, and their world in our constantly shifting technological society.

Belief Statement

Vineyard Elementary School will build upon its successes through the collaboration of staff, student involvement in curricular and extracurricular activities, and in partnership with the community.

School Profile

Vineyard Elementary School (VES) serves 3rd through 5th grade students in the small community of Templeton, California. The school prides itself on a highly trained and caring staff and the promotion of a family atmosphere. Standards of education are high and students are challenged to stretch themselves educationally in the school's rich learning environments. For a second time, VES was designated as a California Distinguished School 2012.

The campus is located in a scenic rural area. With approximately 490 students, the student to teacher ratio is approximately 24:1 at grade three and 30:1 at grades 4 and 5. The staff includes one principal, 20 general education teachers, three special education teachers, one speech therapist, four enrichment class teachers, a .8 FTE counselor and a full-time psychologist. Support

staff includes three paraeducators, a full time custodian, a secretary, a clerk, and five lunch/field supervisors.

The campus has expansive grounds and features buildings that surround a central courtyard and entrance. A portion of the land surrounding the school is dedicated to an outdoor nature trail that includes the Paso Robles Creek. Nature studies of the local environment and its flora and fauna are incorporated into the curriculum at each grade level. A school garden is a focal point of the campus and provides fresh vegetables for the cafeteria's salad bar.

All students are integrated into the regular school population. Students with special needs are accommodated in a variety of programs that strive to develop a balance between consultations, pull out and inclusion models such as the Resource Specialist Program (RSP) or District Intensive Services Class (DISC). The intervention teachers and reading paraeducator serve all students who are having difficulties with reading. The intervention teacher and math specialist provide interventions for students at varying levels with emphasis on those performing at the below basic and basic math levels.

Although VES has a growing population of English Language Learners (ELL), they are clustered at each grade level in a mainstreamed classroom, and all teachers are trained in language acquisition. The English Learner Development (ELD) Program develops language acquisition through designated and integrated supports with a part-time paraeducator. Regular education teachers and school specialists, including the Reading and Math Specialists, work to identify and service those students who may need support throughout the year. When students are identified as being "at risk," a Student Study Team (SST) session is held. After the staff tries multiple interventions, including visiting the resource and reading or math labs, the Student Study Team meets and may or may not suggest that a student be tested for special education services. Currently our school has students with disabilities that range from severely emotionally disturbed and severely low functioning autism to students with specific learning disabilities. Our speech and language therapist works with approximately 30 students at VES.

A strong core curriculum, based on the California State Standards, is emphasized for all students regardless of differing learning styles or abilities and encompasses all areas of study. Professional Learning Communities (PLC), shared leadership, and grade-level planning are highly regarded at VES because of its positive impact on student learning. Teachers participate in summer institutes where grade-level teams analyze the growth made by their students, develop rigorous units of study, revise curriculum calendars, and plan for the future. The collaboration and grade-level sharing resulting from the various programs and PLC offerings benefit all staff at VES and develops greater emphasis on education for the students.

The school district allows teachers to conduct focus areas of study in lieu of annual evaluations. To date, VES has several teachers working in this capacity. Two have become "Teachers of Teachers" (TOT) and train the VES staff in Thinking Maps and Write from the Beginning Strategies. Other projects have included Implementation of the Next Generation Science Standards (NGSS), Mathematics Improvement Strategies, and Instructional Rounds.

Students are released approximately one hour early each Wednesday to allow teachers to participate in professional development, plan, develop curricular plans, and assess student data on a weekly basis within grade-level teams. Additionally, teachers are provided 120 minutes of individual preparation time each week while students participate in library, music, and computer classes. A credentialed music teacher was hired during the 2017 – 18 school year, and students are learning to read music, develop vocal skills, and play a variety of instruments. Artistic endeavors and advancement is a hallmark of VES history.

VES has a strong focus on academic excellence. Student needs are addressed on a regular basis through the Rtl (Response to Intervention) model. This includes: Teacher developed units of study, extended conferences, Student Study Team (SST) meetings, placement in intervention programs, benchmark assessments, interim benchmark assessments through the Smarter Balanced Assessment, ongoing reading and math assessments, and differentiated instruction. Students not making regular grade-level progress are provided support through a wide array of intervention programs.

In 2014/15 the Smarter Balanced Assessment was enacted. Highlighted areas show SBA areas where VES has met the SBA standards. The school is pleased with the positive trends shown in this data.

	3 rd ELA	3 rd Math	4 th ELA	4 th Math	5 th ELA	5 th Math
2014-15	2427	2418	2500	2477	2397	2440
2015-16	2435	2443	2489	2478	2526	2511
2016-17	2440	2432	2502	2482	2519	2506
2017-18	2466	2447	2484	2464	2537	2523
2018-19	2464	2452	2507	2489	2504	2481
Achievement Level Scale Score Range for Standard Met	2432-2489	2436-2500	2473-2532	2485-2548	2502-2581	2528-2578

The Templeton community is supportive and active at Vineyard Elementary School. Parents volunteer in the classrooms and participate in decisions and goal setting throughout the school year.

A robust after-school enrichment program is available thanks to staff who give of their time to offer after-school programs. These classes are generously funded by a grant from the Templeton Education Foundation. Some of these classes include: Running Club, Chemistry of Cooking, Garden Club, Butterfly Garden/Viticulture, Google Learn by Doing/Chromebook Classes, Drama Club, Kindness Rocks, and Helping Hands Service Club.

Parents and community members enthusiastically attend school events which include: Battle of the Books, trimester awards assemblies, STEAM night, PTO Spring Fling, Talent Show, PTO Book Fair, and grade-level drama programs. The Templeton Educational Foundation (TEF), a group of parents, and local citizens and business people, funds grants to support student learning. We believe that

VES is a positive environment for our children, teachers, and the entire community. In addition to these opportunities, parents are invited to attend district meetings such as LCAP, SSC, and district committees for English Learners (DELAC), arts education, or meetings for particular curricular areas.

SSC analyzes and implements the school plan and makes recommendations on school improvement. SSC functions as an instrumental decision making group for the improvement of student achievement. It does this by allocating resources toward targeted school improvement in the VES school plan. Each year the SSC analyzes program results to determine new priorities. Parents bring a community/home connection to our discussion. The principal and teachers function as the curriculum experts.

ANALYSIS OF CURRENT EDUCATION PRACTICES

Embedded in this document will be references to the Local Control and Accountability Plan (LCAP). These annotations will alert the reader to connections to this document which guides funding for Templeton schools. The following statements characterize educational practices at this school:

1. Standards, Assessment, and Accountability

Vineyard Elementary School is implementing the Templeton Unified School District's (TUSD) goals for alignment of curriculum and instruction as it correlates to the California State Standards and 21st century thinking skills. Student performance is based on curriculum standards included in the Smarter Balanced Assessment and new California State Standards. Student performance data is disaggregated by Academic Performance Indices for each test and by cluster groupings for specific skill areas. Assessment is based on curriculum resources and texts purchased from lists adopted by the California Department of Education. Assessment data is used to monitor and implement intervention strategies and to modify instruction throughout the academic school year. Additional testing in the form of benchmark reading, math, and writing assessments take place on an ongoing basis.

2. Staffing and Professional Development

Vineyard Elementary School hires highly qualified and talented teachers. All teachers are No Child Left Behind (NCLB) compliant and a single designated certificated employee is assigned to each classroom. The district leadership has established criteria for staff development which requires that professional activities focus on standards-based instruction and assessment. All site professional development is specific to the established board goals. The district has adopted the model of Professional Learning Communities (PLC) as the structure for teacher staff development. In this model, school staff meets weekly for collaboration activities which focus on curriculum and instructional strategies and assessment of student learning. The staff collaborates to develop strategies that address the learning needs of all students. VES also adopted a leveled reading program known as "Rock 'n' Read". This challenges students for one hour a day at their personal reading level with grade level concepts taught in the home classroom. These collaboration activities for site teachers also address various goals of the school's Single Plan for Student Achievement. Other professional training times such as in-services, workshops and conferences provide additional information to the instructional staff on specific curricular areas.

3. Teaching and Learning

Vineyard Elementary School aligns all curriculum, instruction and materials to the California State Standards. Pacing charts and curriculum calendars are created and followed each year to ensure that all necessary content is taught and assessed. Articulation among vertical grade levels also takes place at Vineyard Elementary School. Information about content and assessment results is used to ensure appropriate interventions for students. The Templeton Unified School District (TUSD) year-long calendar guarantees recommended instructional minutes for reading/language arts and mathematics. Students at Vineyard Elementary School are identified for intervention services using one or more of the following criteria: classroom teacher recommendation, multiple assessments both formal and informal, including the Smarter Balanced Assessment (SBA) for 3rd, 4th, and 5th grades, district benchmarks, the RtI model, Fast Bridge, Fountus and Pinnel tests, STAR reading and Math tests, and the Basic Phonics Skills Test (BPST), as well as classroom observations conducted by the principal and district support staff.

4. Opportunity and Equal Educational Access

Underperforming students are targeted with frequent assessments and monitoring strategies that focus on their needs. Homework Club, reading interventions, math interventions, and Student Study Teams are integrated into Vineyard Elementary School's instructional programs.

5. Involvement

Vineyard Elementary School draws on the resources of the Templeton Education Foundation (TEF), SSC, PTO, DELAC, parent and community volunteers, the County Office of Education, the Special Education Local Plan Area (SELPA), and health and counseling programs to assist under-achieving students and to support all students to achieve their individual goals.

6. Funding

Vineyard Elementary School is supported by various funding sources that provide both basic and supplemental services to students. Federal, state, and local funds all combine to allow for wide-ranging programs and services.

Prior to 2013-14, state funding (by far the single biggest source of funding for public schools) was comprised of general purpose (unrestricted) and categorical (restricted) funding. A fundamental change to state funding was introduced in 2013/14 under the Local Control Funding Formula (LCFF). Along with an overall increase in funding from the state, almost all of the former specialized categorical funding for programs such as GATE, Art/Music, library services, and other specific programs was rolled into general purpose funds. Instead of numerous small, prescribed streams of funding with specific mandates for their use, schools now receive almost entirely general purpose funding which can be used for any educationally-appropriate activity.

The district general fund support is the primary source of funding for core instructional activities, including employing teachers and support staff. Federal funding, such as Title I, augments services for underperforming students toward meeting standards. State Lottery funds and donations provide standards-based instructional resources. Funding is provided for computers and technology resources to assist teachers and students in curriculum and to support instructional services. PTO and TEF funding, along with private donations, have greatly enhanced the quality and quantity of technology resources, enrichment activities, and general supplies.

Funding Sources

The following funds are allocated to this school through the school district's consolidated application and other sources.

Funding Total: \$2,626,690

1. School Goal: Planned Improvements in Student Performance

Subject Area: All Core Subjects

Goal Statement:

- Build upon 21st century instructional practices and continue to utilize rigorous content in all subjects (LCAP)
- Staff use of question stems in class discussions and student work
- Utilize rigorous content and data systems to ensure student success on the SBA assessments

Groups Participating: All staff

Students Affected:

All students, including English Language Learners and Socio-Economically Disadvantaged Students, will participate.

Strategies and objectives to achieve goal #1:

1. Implement the use of Thinking Maps in 100% of classrooms
2. Implement Write from the Beginning in all classrooms by Spring 2019
3. Professional development in the use of the Illuminate data system
4. Incorporate technology into daily lessons
5. Utilize skills needed for integrated English Language Learner (ELL) support to meet district Local Control and Accountability Plan (LCAP) goals for language acquisition

All students Anticipated Performance Growth:

Students will show positive growth status during SBA testing with movement of 10% of all students up a level in both math and English Language Arts.

Means of Evaluating Progress

1. Continue to utilize Rigorous Curriculum Units of study at all grade levels
2. Review curricular pacing calendars on an ongoing basis
3. Completed, tested, and teacher reviewed Interim Assessment Benchmark (IAB) tests (one per trimester in English Language Arts and Math)
4. Summative assessments conducted for site- or district-determined areas of focus which will provide comparisons at the site and district levels
5. Develop staff meeting and PLC professional development calendar to plan trainings for Write from the Beginning, Thinking Maps, NGSS and Illuminate

Group Data Collected:

Units of Study, Curricular calendars, PLC calendars, IAB's, and summative assessments

Participant(s):

Principal, Grade Level Teachers

Funding Sources:

Site budget, PTO, TEF, district level support

Responsibilities:

Principal/SSC/Staff to initiate actions and follow-through on each item

Re-evaluate: Ongoing evaluation of progress toward goals

From/To: 09/19 to 6/20

2. School Goal: Employee Resources

Subject Area: All Core Subjects

Goal Statement:

- Train new staff in newly implemented programs such as Thinking Maps, Write from the Beginning (WFTB), Eureka, Benchmark Advance, 21st century skills (LCAP)
- Define new content standards, e.g., Next Generation Science Standards (NGSS) and new Social Studies Standards, if available; maintain high academic performance for all students (LCAP)
- Develop opportunities to increase staff knowledge of Google programs, Integrated and Designated ELL supports, Illuminate, Benchmark Advance, and other programs that support student learning (LCAP)

Groups Participating:

All employee groups will participate

Students Affected:

All students

Strategies and objectives to achieve goal #2:

1. Ongoing update of curriculum calendars
2. Follow-through training with Leveled Reading (Rock 'n' Read – Cara Bergen)
3. Research curricular materials for NGSS (LCAP)
4. Next level training for WFTB
5. Collaboration with the San Luis Obispo County Office of Education for ELL staff development (LCAP)

All Students Anticipated Performance Growth:

All students will benefit through increased focus on student performance, California State Standards, long-range planning and positive behavior

Means of Evaluating Progress:

1. Principal to participate in in-services and other training sessions
2. Minutes from PLC and other meetings

Group Data Collected:

Teacher survey determining advantages and helpfulness of goal when reviewing goal

Participant(s):

Devon Hodgson, Principal
Katie Fraser, Teacher (Science Committee Rep)
All staff, certificated and classified

Funding Sources:

Site budget, PTO, TEF, district level support

Responsibilities: Site principal/SSC to initiate actions and follow-through on each

Re-evaluate: Ongoing evaluation of progress toward goals

From/To: 09/19 to 6/20

3. School Goal: Fiscal Integrity

Subject area: All core subjects

Goal Statement:

Financially support content standards through technology and curriculum development.

Groups Participating:

All staff and site advisory groups

Students Affected: All students will benefit through fiscal management that is focused on student performance, California State Standards, and positive behavior.

Strategies and objectives to achieve goal #3.

1. Seek funding for Read Naturally Live (\$680) and Basic Phonics Skills Test (BPST) \$600
2. RAZ kids - \$400
3. Support leveled reading training - \$6,000
4. Staff training and release times - \$1,450
5. Mystery Science - \$450
6. Scoot Pad (free)
7. Front Row (free)

All Students Anticipated Performance Growth

Providing appropriate funding for teacher professional development will positively affect student growth

Means of Evaluating Progress:

1. Budget tracking and calculated spending methodologies based on school and district goals
2. 25% of grant submissions to be accepted and supported by donors

Group Data Collected:

Grant applications and spreadsheets

Participant(s):

Devon Hodgson, Principal
Alicia Fouquet, Secretary to the Principal
Grade Level Teachers

Funding Sources: Grants, site, PTO, SAC, TEF, and district support

Responsibilities: Site principal/SSC to initiate actions and follow-through on each

Re-evaluate: Ongoing evaluation of progress toward goals

From/To: 09/19 – 6/20

4. School Goal: Use of Technology Education and Communication

Subject Area: All Core Subjects

Goal Statement:

Develop and maintain content and data systems

Groups Participating:

All staff

Strategies and objectives to achieve goal #4:

1. Train staff and utilize Illuminate as a data resource to inform instruction
2. Develop student ability to deconstruct questions when presented digitally
3. Seek funding for Read Naturally Live and BPST - \$600
4. RAZ kids - \$450
5. Fund FastBridge and STAR
6. Front Row (free)
7. Scoot Pad (free)
8. Google classroom (free)
9. Use the annual SSC survey to receive community feedback on current or newly implemented programs

All Students Anticipated Performance Growth:

Students will benefit from data-driven decision making

Means of Evaluating Progress:

1. Work with SSC to create annual survey and tally results to share with superintendent
2. Use Illuminate and other data sources to inform instruction

Group data collected:

PLC minutes, Illuminate data information, SBA information

Participant(s):

Devon Hodgson, Principal
VES Staff

Funding Sources:

SSC, PTO, TEF, and district support as needed

Responsibilities:

Site principal/SSC to initiate actions and follow-through on each

Re-Evaluate:

Ongoing evaluation of progress toward goals

From/To: 9/19 – 6/20

Closing Description

Vineyard Elementary School Parental Involvement Policy:

Vision: Parents are their students' first and most important teachers. Research tells us that parent involvement makes a critical difference. When schools welcome families, establish personal relationships, help parents understand how the educational system works, and encourage collaboration to improve student achievement, students experience greater success and the schools do as well.

Our school is committed to being family-friendly and to working as partners to help all our students learn at high levels.

Our school encourages families to be:

- Teachers of their students at home
- Supporters of our school
- Advocates for all children
- Decision-makers in school policy and practice

To be family-friendly, our school will provide:

- A welcoming environment
 - Standards of welcoming behavior apply to all staff
 - Visitors are greeted immediately and politely and can get information easily
 - Principal will be visible and accessible by phone, email, or in person as often as possible
 - Students of all abilities, races, creeds, and walks of life will feel included at VES
- Programs and activities to engage families in improving student achievement with examples of remediation and enrichment classes as available
 - STEAM night
 - Student work displayed in classrooms
 - VES weekly emails via SchoolMessenger
 - Whiteboard and marquee updates in front of the school
 - Grade level performances
 - Math 24 Competition
 - Math 400 Club at grade 3
 - Garden Club
 - Catch-up Club –Lunch and after school tutoring sessions
 - Student Council
 - Learning Among the Oaks Ambassadors
 - Battle of the Books
 - Recycling

- Drama Club
- Talent Show
- Running Club
- Cooking Class
- PTO Community Dinner
- Other afterschool enrichment or intervention classes
- Open recess/lunch activities when available which include library, computers, music, and an open art studio as available
- Strong relationships between teachers and families
- New families welcomed through personal meetings and school tours with the principal
- Teachers and families can meet face-to-face through meetings, conferences, Back-to-School Night and Open House
- Teachers and the principal can make contact with families individually or through emails, phone calls, newsletters, websites, and mass call-outs and emails
- Families/parents have an opportunity to be involved in many different committees such as School Site Council (SSC), Parent Teacher Organization (PTO), LCAP FabLab, District English Language Acquisition Committee (DELAC), Wellness and curricular committees
- School committees reflect the diversity of the school community and welcome families from all backgrounds
- Vineyard Elementary School is open and accessible to parents who want to meet with teachers, the principal and members of the school community
- Families learn how the school system works and how to be effective advocates for their students and through Student Study Teams, teacher/principal communications and the Parent Teacher Organization
- Teachers learn about successful approaches to working with families of diverse cultural backgrounds
- Families and staff learn together how to collaborate to improve student achievement
- Reaches out to identify and draw in local community resources that can assist staff and families, e.g., Career Day and Read Across America Day

Recommendations and Assurances

The School Advisory Committee is correctly constituted and was formed in accordance with the district governing board policy and state law.

- ✓ The School Advisory Committee 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.
- ✓ The School Advisory Committee reviewed the content requirements for school plans of programs included in the 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.
- ✓ 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.
- ✓ The school plan was adopted by the council on: March 2, 2020.

The School Site Council sought and considered all recommendations from the following groups or committees before adopting this plan:

- Public Notice -Posted: August 18, 2020
- Governing Board Reviewed: September 24, 2020
- School Site Plan March 2, 2020

Approved: Attested:

Devon Hodgson, Principal

SSC Chairperson

Date

Date