

McSwain Elementary School Site Plan
2016 - 2017

TITLE I - Part A

Purpose: To provide supplemental instructional opportunities for students who are not meeting academic standards. The instructional emphasis will be to teach research-based strategies that will help the student narrow the educational gap in all core curriculum areas in order to meet the state's academic standards.

Budget:

Budget Acct. Codes	Expense Description	2015/16 Working Budget	2016/17 Proposed Budget	Difference
1000	Certificated Personnel	46,355	67,515	21,160
2000	Classified Personnel	15,117	8,498	(6,619)
3000	Employee Benefits	9,191	11,909	2,718
4000	Books & Supplies	6,536	4,278	(2,258)
5000	Other Operating Expenditures	20,740	4,000	(16,740)
7000	Tuition & Trsfs	3,684	3,800	116
Total		101,623	100,000	(1,623)

Included in the budget are required reservations as follows:

1000	Professional Development	10,149	10,000	(149)
5000	Homeless Services	100	0.00	(100)
5000	Parent Outreach	100	0.00	(100)
5000	Choice Transportation	1,000	0.00	(1,000)
5000	Supplemental Education Services	22,800	0.00	(22,800)

Goal:

Continue to provide instruction that supports State's Standards.

- Continually review new materials in both reading and math to be used with Title I students.
- Continue to provide Title I reading support services, classroom paraprofessionals, and additional ELD opportunity classes.
- The school will include suggestions for home activities in the school newsletter.
- To continue to promote parent awareness and involvement in both areas of reading and math.
- Provide parent communication through parent conferences.
- Provide referrals and support for students to outreach services.
- Provide direct and indirect Homeless services for students who meet the criteria

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Goal:

To increase staff effectiveness in working with Title I students.

- Maintain on going communication between Title I teachers and regular education teacher.
- Provide & review identification criteria of Title I students with all staff members.
- Provide training for classified and certificated staff on strategies to use with Title I students.
- Strengthen McSwain School's core programs by supplementing the student's instruction with scientifically based research proven programs
- Provide staff development for the certificated, classified and administrative staff in the Common Core State Standards
- Provide staff with additional Professional Development opportunities and materials to develop lessons that will assist Title I students to improve their academic achievement.

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Special Education

Purpose: To remediate speech/language disorders and to assist students in the acquisition of speech/language skills that allows them to be successful communicators and/or learners in the school environment.

Purpose: To provide services which will support and help students with exceptional needs be successful in the school wide setting. Services will include procedures for referrals, assessment and monitoring of the students' individual education plans. Resource Specialist will provide support for the general education teachers in curriculum modification, instructional strategies, and assignment monitoring and program modification.

Budget:

Budget Acct. Codes	Expense Description	2015/16 Working Budget	2016/17 Proposed Budget	Difference
1000	Certificated Personnel	225,222	234,496	9,274
2000	Classified Personnel	48,092	35,394	(12,698)
3000	Employee Benefits	78,807	89,133	10,326
4000	Books & Supplies	4,044	0.00	(4,044)
5000	Other Operating Expenditures	2,059	0.00	(2,059)
7000	Tuition & Trsfs	36,159	35,360	(799)
Total		394,383	394,383	0.00

Goal: To provide speech/language techniques/skills in the most expedient manner possible that allows the students to remain in the classroom without speech/language services. To provide support for the classroom teachers by providing input as to how best teach the speech/language student that may be in their classroom.

Goal: To support educational opportunities for students with exceptional needs in the least restrictive environment. To help students achieve goals aligned with the California State Standards.

- The speech and language instructor will support basic education that is built upon language.
- The speech instructor and the classroom teacher will teach speech and language skills that will be utilized over the student's lifetime.
- The speech instructor will help the student acquire good communication skills, which are necessary for success in school, home, and community.

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- Pre-school individual education plans will be written for identified students.
- Services will be provided for pre-school students who have been identified.
- Those students followed on a regular ongoing basis will not push special education teachers beyond the established caseload limits. However, there are no limits to incidental help or service to non-identified students.
- The speech instructor will assess and evaluate students for qualification and assistance.
- The Student Study Team usually makes Special Educational referrals. Referrals may also be made directly by parents, school administrators, or other interested persons or agencies.
- All Resource students have a current IEP, which includes current performance levels and a plan for each student to receive McSwain School's core curriculum, in regular education classes with support from the Resource Specialist. Some Special Education students will receive additional support of the core curriculum (History, Math, English, and Science) in the resource room as needed. The students will receive support in strategies to help them be most successful in the regular classroom. Resource students, meeting eligibility criteria may participate in all extracurricular activities, such as sports and campus clubs.
- IEP teams can consist of the Resource Specialist, and administrator, parent(s), the student, and the regular education teacher(s). The Health Educator, school psychologist, and other appropriate persons may also be invited.
- Elementary and Middle School Resource Specialists coordinate student instruction with special and regular staff. Resource Specialists help to develop student performance standards in the areas of academics, developmental, personal, social, and community. The student will receive support services from the specialist in the regular classroom setting and on an individual basis when deemed necessary. Resource specialists will work with the students in groups involving non-identified students in order to promote student interaction in the least restrictive environment.
- Regular education teachers and the Resource Specialist work closely to modify regular education classes and/or give support to Special Education students so that they may meet the grade level requirements of the regular education classes. Many meetings are held on an informal basis due to the small size of the school.
- The Resource Specialists attend all regular education activities, as well as Special Education in-services held at the county level.
- The Resource Specialists will also coordinate or provide site staff development for regular education staff on special education issues.

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- The Resource Specialists may work with non-identified students in early intervention (K-2) programs and remediation 3-8 programs.
- Those students, identified or non-identified followed on a regular ongoing basis will not push special education teachers beyond established caseload limits. However, there are no limits to incidental help or service to non-identified students.
- The Resource Specialist may provide study skills classes for all students who need assistance in order to attain academic achievement.
- Supplemental materials, direct instruction programs, manipulatives and resources will be made available through resource and special day services as deemed necessary to meet the needs of the students.

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Title II - Improving Teacher Quality

Purpose: To provide training for teachers and administrators in order to maintain a highly qualified staff. A highly qualified staff will better be able to improve student academic achievement. The program flexibility supports professional development, class-size reduction and other teacher quality activities.

To reduce class size in order to meet the needs of identified students.

Budget:

Budget Acct. Codes	Expense Description	2015/16 Working Budget	2016/17 Proposed Budget	Difference
1000	Certificated Personnel	19,282	19,000	(282)
3000	Employee Benefits	6,173	6,415	242
4000	Books & Supplies	-0-	-0-	-0-
5000	Other Operating expenditures	-0-	-0-	-0-
7000	Tuition & Trsfs	960	1,000	40
Total		26,415	26,415	0.00

Goal: Assess teachers' areas of training needed and provide them with training that is relevant to the staff.

- Administer and review staff needs assessment.
- Provide school wide staff development that is research based.
- Improve teacher quality by providing training that addresses individual teacher's needs.
- Provide staffing to reduce class size in areas of low academic achievement.
- Continue to prepare and train teachers to be highly qualified in approaches and strategies that will help all students reach their academic potential.
- Provide additional staffing to provide support for students in math and reading.
- Provide peer coaching and collaborative meeting time for teachers to share and support one another. Allow time for peer coaching and observation opportunities for continued staff growth.
- Provide training to teachers to enable teachers to involve parents in the education of their children
- Provided professional development opportunities for teachers, paraprofessionals, and administrators in areas identified by needs assessment.

Goal: Assess data to identify student needs

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- Utilize staff size reduction staff to meet student needs.
- Analyze and desegregate data. Provide access to teachers for planning and driving instruction.
- Use data to for student placement and to provide support.
- Complete needs assessment to help provide targeted professional development based on need

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Title III – Planned improvement in programs for LEP students and immigrants

Purpose: For all limited English proficient students to become proficient in English and reach high state academic standards, at a minimum attaining proficiency or better in reading, language arts and mathematics.

Budget:

Budget Acct. Codes	Expense Description	2015/16 Working Budget	2016/17 Proposed Budget	Difference
2000	Classified Personnel	7,839	7,628	(211)
3000	Employee Benefits	702	913	211
4000	Books & Supplies	-0-	-0-	-0-
5000	Other Operating Expenditures	-0-	-0-	-0-
7000	Tuition & trsfs	-0-	-0-	-0-
Total		8,541	8,541	-0-

Goal: To improve educational opportunities for ELL students.

- The Administration will monitor the ELD program for ELL students to ensure that the lessons are: 1) appropriate for their identified level of language proficiency and 2) promote student’s second language acquisition in listening, speaking, reading, and writing.
- The Assistant Principal will monitor bilingual aide’s classroom schedules. Classroom teachers will assign lesson duties to aides.
- The Administration will ensure adequate instructional materials are available to staff who work with ELL students as well as identify and provide appropriate in-service opportunities.
- Annual assessments of English language proficiency will be administered (CELDT).
- Annual measurable achievement objectives will be established and measured for each English learner.
- Provide home/ school communication through assistance of Bilingual Clerk, as well as, provide support for student needs.
- Additional support services will be provided by paraprofessionals.

McSwain Union Elementary School District
School Site Council
May 10, 2016
4:00

Minutes

- I. Welcome
 - a. Roll-Call 4:05pm (Sign in Sheet)
 - b. Sign in: Laurie Havel, Sara Valencia, Leslie Murphy, Kristie Shearer, Ike Blackwood, Erin Tassej, Andy Hill, Julie Mello.

- II. Approval of Minutes
 - a. Motioned for approval by Blackwood, seconded by Hill. Motion passed.

- III. Cafeteria Update
 - a. Special Committee in place by Mr. Brasil
 - b. Togo's Thursday
 - c. Replace some equipment

- IV. Safety Update/Locker Room update
 - a. More supervision in area
 - b. No staff kids in area

- V. LCAP Parent Survey Results
 - a. Reviewed results 3-8th grade took survey
 - b. Due to results, full time counselor, 3.5 library tech, L&A Clinician

- VI. School Plan – Needs SSC Approval
 - a. Reviewed, Motioned for approval by Shearer, Seconded by Blackwood. Motion passed.

- VII. Questions on LCAP
 - a. No questions

- VIII. Good of the Order

- IX. Future Agenda Items

- X. Adjournment, 4:39pm.