The Single Plan for Student Achievement

School: Murray Middle School

CDS Code: 15-73742-6009310

District: Sierra Sands Unified School District

Principal: Kirsti Smith

Revision Date: November 15, 2014

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on December 10, 2015.

Table of Contents

School Vision and Mission

Murray Middle School's Vision and Mission Statements
VISION
Murray Middle School will be a community- fostering academic excellence for all students and demonstrating leadership in character development. The vision statement is intended to serve as both the blueprint for improvement and the benchmark by which we will evaluate our progress.
I. Climate - An Exemplary School:
A. Provides a place where students feel comfortable, safe and accepted
B. Promotes open communication between parents, teachers, students which encourages a sense of teamwork and cooperation
C. Acknowledges and celebrates the achievements of students and staff in learning and leadership
D. Develops the concept of community through academic, co-curricular and extracurricular activities with a focus on promoting well rounded students

II. Staff - An Exemplary Staff:
A. Focuses on increased student achievement with instruction methods that reflect current research and proven effective classroom practices
B. Supports the school's mission, vision, values and goals in attitude and action
C. Models the importance of lifelong learning through their commitment to ongoing professional development
D. Works to create conditions that promote student success
E. Encourages colleagues and students in an atmosphere of support and respect
F. Models professionalism through personal integrity, commitment, and ethical behavior
G. Collaborates to improve student learning (instructional strategies, methods, and assessments)
III. Academic Excellence - In an Exemplary School:
A. The curriculum promotes intellectual curiosity, creative thinking, and challenges students to reach their full potential
B. High levels of achievement are accomplished through measurable academic standards aligned with the major instructional goals
C. Focus is placed on character development which incorporates respect, social skills, and moral integrity into academic concepts
D. The concept of teamwork through academic and extracurricular activities is developed
E. Technology will be utilized by staff to enhance teaching strategies and the increase student proficiency with technology.
IV. Students - In an Exemplary School:
A. Accept responsibility for their learning and their actions
B. Set challenging goals and give their best effort to achieve high academic standards
C. Behave toward other students and teachers in a manner consistent with good character (considerate, responsible, and committed)
D. Encourage each other in an atmosphere of support
E. Become involved in school and community service
V. Parents and Community Support - In an Exemplary School the parents and/or community:
A. Play an active role in the academic education and character development of the students
B. Form partnerships with teachers to demonstrate the importance of education
C. Monitor their student's academic progress using planners and on-line services.
D. Are involved with the school by volunteering their time and/or service
E. Are supportive of the school's vision, goals, and mission

MISSION
The mission of Murray Middle School is to create a safe, positive environment to facilitate academic, physical, social, and emotional growth so that our students become productive members of society.

School Profile

Murray Middle School has served the isolated Indian Wells Valley in the southeastern corner of Kern County since 1943. Murray is a 6 - 8 comprehensive school located on the China Lake Naval Weapons Military Base. We have a unique population of students who come from military families, engineering and research families and support families living in the surrounding four hundred square mile area. We serve all segments of our educational community by providing a standardized core of education custom designed for the educational and emotional needs of our students. Our current population is 620 and consists of transient and returning

students, fifty percent qualify for free/reduced lunch, less than 5% live on the naval base and 30% participate in our counseling programs. Our special needs population makes up 10% of our student body and they participate and hold offices in many of our leadership programs. We are proud of our academic growth over the years raising our API from the mid 600 range to our current mid 800 range. Students and staff take school seriously. Our school climate is inclusive and working to be bully resistant. Programs to help students transition into middle school and their new school include Safe School Ambassadors, Rachel's Challenge, AVID, New Student Orientation, ELD services, special classes for students whose first language was not English and our extensive counseling program staffed by one full time counselor, 3 part-time counselor/therapist/psychologists.

Murray Middle School , though isolated on the northern edge of the Mojave Desert, acts as an oasis by providing a history of achievement and a tradition for preparing students for their future.

Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
The annual parent survey administered in the winter of 2015 indicated our areas of strength and growth. Areas of strength included student discipline consistency, including rule enforcement and consequences. Parents feel invited and encouraged to visit school and to participate in events. Areas for growth as indicated by the parent survey include changing the access to our on-line services so that parents can log in with ease and navigate the pages quickly. Parents feel that the communication between the teachers and the parents through phone and email should be more prompt. Topics that parents would like to attend at parent nights include getting ready for college and options for students, GATE education and opportunities, what we do about bullying and how to help their students with the standards so that the students do show mastery of the grade level standards.

Classroom Observations
Veteran teachers are formally observed and evaluated every five years. New teachers are observed many times during the school year and evaluated formally 2 times per year. A Walk About occurs once a week. for every teacher. Teachers observe each other and collaborate on their observations. Teachers are using AVID - WICOR (Writing, Inquiry, Collaboration, Organization and Reading) strategies in their lessons. These strategies are observed and comments to encourage or coach the teachers are given during individual teacher-administrator conferences.

Teachers at Murray Middle School conduct orderly, collaborative lessons every day. Classroom management is a strength of the teachers at Murray which allows students the best opportunity to learn. Our classroom instructional strengths include EDI strategies, AVID strategies and grade level and subject area collaboration. Students benefit from the willingness of teachers to work together to find the best techniques to use to help the students master the standards.

Analysis of Current Instructional Program
The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

   School-wide results of state and district assessments in math and language arts (SBAC, CELDT, benchmarks) are reviewed in late August to identify the school's focus. District pacing guides in Language Arts and Math as well as the State Curriculum Frameworks and blueprint standards, are used as planning guides. Test data is warehoused in Illuminate and data is available by school, by teacher, by student group, and by individual student. This information is used to identify students at risk and to plan instruction and/or re-teaching. Teachers use benchmark results in Language Arts and Mathematics and science and social

studies as well as classroom formative assessments to monitor and modify instruction and plan interventions. Teachers also work in grade level and subject specific collaboration teams to analyze student data, develop curriculum, create action plans and discuss, model, and observe best practices.

Student assessment at Murray Middle School occurs through multiple measures and is ongoing. Students are assessed orally and in writing, through projects, performance tasks, labs, quizzes, and tests. The assessment results are used to adjust pacing and rigor. Assessments specific to Murray include the STAR reading level and comprehension test, formative assessment created by departments, standard benchmarks and placement tests which are used to determine level placement in math classes. The results are also used to place students in either intervention or enrichment and to encourage students to attend lunch or after school tutorials and programs to enrich their knowledge.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Core subject area teachers administer both common formative assessments and common benchmark assessments. Data from the common assessments is used to place students in our intervention programs every five weeks. Students are given time and help to work on classwork and homework that they have not completed or mastered.

The overall data from benchmark assessments is used to modify pacing and instructional strategies. Teachers collaborate weekly and monthly to make changes to lesson design based on the data from the benchmark assessments.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

All of the teachers at Murray are highly qualified except for three special education teachers. These three teachers are working consistently to complete the requirements to become Highly Qualified Teachers.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers participate in professional development in a variety of areas. When new textbooks are adopted teachers receive training for optimal use of the new adoption. Two new teaching strategies have been taken on by Murray teachers. We use EDI and AVID strategies for effective teaching to give students optimal opportunity to master the standards. Three times per school year the four core subject areas have one day of district sponsored collaboration. This has centered on Common Core standards and technology use for effective implementation of these new standards as well as effective instructional strategies for the ELD student population. Teachers attend subject specific staff development out of town as well. ELD teaching strategies are taught during the district collaboration staff development days and ELD workshops are offered for teachers and school personnel to attend as well.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is based on district initiatives and individual school and teacher needs. Student performance data, teacher surveys, and principal observations help determine professional needs. The focus of Murray Middle School's staff development has been predominantly in the area of EDI, ELD, AVID, Common Core and PLC and teaching strategies to differentiate the instruction so that students from non-English speaking backgrounds and socioeconomically disadvantaged families and other ethnicities ,as well as our general education students are able to succeed at mastering the standards. Staff development is specifically focusing on PLC, Use of data to drive instruction, ELD focused strategies, and taking AVID schoolwide. Staff development also includes trainings such as Common Core implementation, Illuminate use, Google training, Smart Music, autism training, and much more.

The four core subject areas attend 3 full day, school district collaboration meetings to develop common pacing, common assessments and common core standards. In addition to the district meetings the school site has 3 minimum days for collaboration as departments and as grade levels to assess the flow of curriculum, use of assessment and review teaching strategies both vertically and horizontally.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The Assistant principal position has evolved into a curriculum coach and has been created to allow for instructional modification and assessment development and analysis. This position is both administrative – taking care of school safety, activities and discipline but is also curriculum and instruction based. This position works with teachers to develop essential standards, pacing guides, benchmark assessments and effective teaching strategies.

The District provides BTSA coaches for new teachers. New teachers attend professional development workshops taught by the BTSA Resource Teachers. The coaches work with teachers on the California Standards for the Teaching Profession. Other content experts and instructional coaches who provide instructional assistance and support for teachers are the district ELA Coach, ELD Teacher Coordinators, Special Education Program Support Teachers, and department liaisons as well as teachers trained in specific areas that come back as teacher trainers. They support site teachers by meeting monthly to work through department staff development needs and on an as needed basis for classroom management, they do peer coaching and observation, model lessons and provide feedback for one another as they review the results of assessments based on particular teaching strategies used to help the students acquire a standard or series of standards. In addition, weekly technology trainings and staff professional development days are used to train in topics such as Illuminate, Aeries, benchmark tests/ analysis, and textbook adoptions in order to assist teachers in planning instruction.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Our teachers have grade level meetings once a month and department meetings three times a month. Once every week for 45 minutes departments collaborate. They use these meetings to review assessments, analyze results, plan re-teaching and examine the progress of targeted students. They also meet to collaborate in cross-grade level teams in departments to work with specific at-risk students. Teachers in some grade levels have attended training to learn to analyze data and design intervention strategies. We use funds to finance substitutes throughout the school year for teachers to collaborate with their grade level and department partner to refine their pacing guides, lesson plans and assessments as well as analyze assessment results and create interventions for areas in need of improvement.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

The four core subject areas have 3 collaboration days to work with both middle schools to understand common core standards, pacing guides and assessments to ensure students are receiving the most appropriate learning with the best teaching strategies to help them master the grade level standards. All teachers use state adopted textbooks and supplementary materials, California content standards, grade level expectations, the district pacing calendars and blueprints to prepare for weekly lesson plans and guide instruction in Language Arts, Math and ELD throughout the year. Grade level teams collaborate together using data from the benchmark assessments, state assessments, and formative assessments to analyze student performance and adjust instruction accordingly.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Our school follows the California Framework and Sierra Sands USD recommended instructional minutes. Every teacher has a daily and yearly plan to ensure that students receive the appropriate amount of instructional time for each subject to not only meet legal requirements but also meet the individual needs of students.   Every effort is made to maintain the integrity of the instructional minutes in ELA and Math classes.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Teachers are guided to pace instruction according to the district pacing guides. Our school gives 4 benchmarks (beginning of the year plus three quarter benchmark assessments) during the school year that assess mastery of skills in all 4 core areas. Additional re-instruction is provided to students not meeting their academic targets. Instruction is individualized to ensure that each student excels at the appropriate level to attain proficiency on grade level standards.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Murray has sufficient textbook and consumable materials for the student population. Textbook adoptions are currently being implemented according to the National and State subject area frameworks and standards adoptions.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Current adopted instructional materials for our site are included in a chart located at the back of this document. Sufficient materials are available, Please refer to SARC/Curriculum and Instruction/Textbooks for more detailed information. in 2012-13 the district completed/implemented a new English Language Arts/ ELL adoption for grades 6 (Glencoe) and 7-8 (Holt).

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

All students receive rigorous, standards-based instruction at their appropriate grade level. In classrooms, teachers provide additional access to the curriculum through small group instruction. In Math, reading and ELA, students are grouped by instructional level, assessed, and regrouped appropriately. Teachers examine student work samples and meet at grade-level and/or department level meetings to ensure that students are mastering standards. They also determine student needs, adjust instruction and plan re-instruction accordingly. Intervention action plans are developed. A school-wide program has been instituted; this is year 3, to bring the students who are in need of intervention as determined by standardized benchmark assessment, together as a group and work on the specific learning goals for those students. Further assistance though the Student Study Team process is used to identify, assist and monitor students at risk. Interventions are agreed upon and implemented by the classroom teachers in collaboration with the student's family.

Students can be assigned or volunteer to be in acceleration programs such as AVID, ALAS, ZAP, Mustang Up, and Study Hall. These programs help students who are not doing homework, not participating in class, struggling with mastery of grade level standards and hoping to go to college.

14. Research-based educational practices to raise student achievement

Murray has truly researched areas for effective teaching strategies so that we can reach every student. The implementation of EDI, AVID. Google Classroom, PLC's and Common Core have increased our teacher's awareness of the varied techniques available and validated what they currently use. The students are benefiting because they are receiving instruction in many different formats which meets the many levels of learning.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

District, community, family and school resources available to assist underachieving students:
• District Nurse
• School Psychologist, speech teacher, Special Education Program Specialists
• After school tutoring and instruction
• Resource Teachers: Special Education, AVID, ALAS, AMS
• Translator
• ELD Teacher Coordinator
• Peer tutors
• Instructional aides
• Parent volunteers
• School Attendance Review Board (SARB)
• Resource Officer, College Community Health counselors
• Intervention/enrichment Program – Advisory Deployment

Our school communicates with parents through:
- Weekly phone, website, and email information messages to every family
- Student Planners
- Progress reports and report cards with Newsletters
- Parent informational meetings and visitations
- Back-To- School Nights/ Open Houses
- Superintendent's Council, community Leadership Team
- Parent Teacher Conferences
- Literacy Nights
- School Site Council
- ELAC meetings
- PTO
- Email, phone calls, and school web pages
- Automated phone system
- New student orientations

Our School Site Council meets state requirements for parity and consists of :
__1_ _ Principal
__3__ Classroom teachers
__1__ Other staff
__3__ Parents and community members
__2__ Students

At SSC meetings, we participate in the planning and approval of the school plan revision, budget, monitoring and evaluation. Each year the SSC attends training and leadership participates in training to learn how to analyze data, set goals and plan interventions. Parents are encouraged to participate in governance activities. Parents are encouraged to participate in an annual survey that serves as an evaluation of services.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The School Site Council is in place to review the overall school goals and to review that the funding allocations are proportioned to support the school goals. The School Site Plan is reviewed on an annual basis by the staff and by the School Site Council. Changes are made and the plan is approved by all stakeholders. Record of the adoption of the plan is made during a School Site Council meeting in November.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical services focused on the underperforming students at this school include but are not limited to: Workability for special education students, and collaboration time funded by the general fund which is used by staff to improve delivery of education and analysis of assessment. All staff members work to improve student performance. Paraprofessionals assist with special education students. Enrichment activities in and out of the school environment for the GATE students, Accelerated Reading and math programs, and ALEK, Moby Max, Accellis and Cool Math Games and support for Student Assistance Team are also provided. Advisory, EDI teaching strategies, AVID and enrichment programs are all funded by the general fund. Teachers work with struggling students to set goals, check progress and celebrate successes. General funds are used to purchase a range of materials for our library.

Translation services (Spanish) are provided as a centralized service through State Economic Impact funding (EIA). This centralized service is presented to each SSC on a yearly basis for discussion and approval. Counselors provide support through grants and work with all students and specifically at risk students, in particular 8th graders.

18. Fiscal support (EPC)

   District provides funding to the school through the general fund. Due to the conversion to LCFF fiscal support is still not finalized and allocations are being researched currently.

Description of Barriers and Related School Goals

Barriers that influence the success of students at Murray include: the changing state fiscal climate (acquisition of necessary materials for teaching the core subjects), the increasing numbers of low socio-economic status of our students, the nature of middle school students (School climate is being addressed consistently in order to keep students engaged and the curriculum relevant), access to school is difficult for many parents and guests due to the barriers to the base, our remote location, and the traveling costs associated with the distance parents must drive to access the school or district offices.

Time will be needed to complete the facilities project for the construction of a new middle school located outside of the barriers of the base property. This one event will definitely allow an increase in parent and community involvement in the school.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

					Overall Achievement				
Grade Level	**# of Students Enrolled**	**# of Students Tested**	**% of Enrolled Students Tested**	**# of Students With Scores**	**Mean Scale Score**	**Standard Exceeded**	**Standard Met**	**Standard Nearly Met**	**Standard Not Met**
Grade 6	201	197	98.0	196	**2537.8**	19	36	28	17
Grade 7	196	192	98.0	192	**2559.4**	16	42	22	19
Grade 8	206	199	96.6	199	**2588.6**	22	40	24	15
All Grades	603	588	97.5	587		19	39	25	17

	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
Grade Level	**Demonstrating understanding of literary & non-fictional texts**			**Producing clear and purposeful writing**			**Demonstrating effective communication skills**			**Investigating, analyzing, and presenting information**		
	Above Standard	**At or Near Standard**	**Below Standard**	**Above Standard**	**At or Near Standard**	**Below Standard**	**Above Standard**	**At or Near Standard**	**Below Standard**	**Above Standard**	**At or Near Standard**	**Below Standard**
Grade 6	24	53	23	28	50	22	20	71	9	28	59	13
Grade 7	26	45	29	34	48	18	13	68	19	24	56	19
Grade 8	35	47	18	37	44	20	22	67	11	30	54	16
All Grades	29	48	23	33	47	20	18	69	13	28	56	16

Conclusions based on this data:

1. Students appear to be mastering effective communication skills. We conclude that we should continue with the strategies being used to teach this.

2. Students are in need of additional assistance with demonstration of understanding both literary and non-fictional texts. We conclude that we need to develop strategies to help the students learn this.

3. All areas of language arts need to be addressed in order to enable a larger percent to be proficient at an above standard level. We conclude that in class and out of class interventions are necessary to help all students master the standards.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

					Overall Achievement				
Grade Level	**# of Students Enrolled**	**# of Students Tested**	**% of Enrolled Students Tested**	**# of Students With Scores**	**Mean Scale Score**	**Standard Exceeded**	**Standard Met**	**Standard Nearly Met**	**Standard Not Met**
Grade 6	201	196	97.5	194	**2510.0**	18	23	26	33
Grade 7	196	192	98.0	192	**2515.8**	14	21	27	38
Grade 8	206	200	97.1	200	**2540.0**	16	22	24	40
All Grades	603	588	97.5	586		16	22	25	37

	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
Grade Level	**Applying mathematical concepts and procedures**			**Using appropriate tools and strategies to solve real world and mathematical problems**			**Demonstrating ability to support mathematical conclusions**		
	Above Standard	**At or Near Standard**	**Below Standard**	**Above Standard**	**At or Near Standard**	**Below Standard**	**Above Standard**	**At or Near Standard**	**Below Standard**
Grade 6	26	29	45	17	43	40	16	49	34
Grade 7	22	31	47	17	46	38	17	64	19
Grade 8	21	33	47	19	52	29	19	49	33
All Grades	23	31	46	18	47	35	17	54	29

Conclusions based on this data:

1. Students are not mastering the math standards at a rate that is expected. We conclude that all students would benefit from additional strategies and interventions.
2. Students are having the most difficulty applying mathematical concepts and procedures. We conclude that staff will need professional development in order to bring effective teaching strategies to the students.
3. Demonstrating ability to support mathematical conclusions appears to be slightly more attainable for the math students. We conclude that we will continue with similar teaching strategies.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	2014-15 CELDT (Annual Assessment) Results										
	#	%	#	%	#	%	#	%	#	%	#
6	0	0	5	45	4	36	1	9	1	9	11
7	0	0	2	29	3	43	2	29	0	0	7
8	0	0	2	17	7	58	2	17	1	8	12
Total			9	30	14	47	5	17	2	7	30

Conclusions based on this data:

1. Based on this data the school will continue to provide targeted services to English Learners to increase the number of English Learners reaching English proficiency.
2. Based upon this data the school will provide targeted support to Long Term English Language Learners.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2014-15 CELDT (All Assessment) Results											Number Tested
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning			
	#	%	#	%	#	%	#	%	#	%		#
6			5	45	4	36	1	9	1	9		11
7			2	25	4	50	2	25				8
8			2	17	7	58	2	17	1	8		12
Total			9	29	15	48	5	16	2	6		31

Conclusions based on this data:

1. Our observations indicate that we have 3 students who are scoring at advanced, 12 who are scoring at early advanced, 11 scoring at intermediate, 8 scoring at early intermediate and 1 scoring in the beginning stages of English acquisition. We conclude that we will be working to help re-designate possibly 15 students from ELL to regular education. Close monitoring of the student's academic progress will be made in order to expedite this re-designation.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	**2013-14**	**2014-15**
Number of Annual Testers	34	32	30
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	34	32	30
Number Met	15	15	15
Percent Met	44.1%	46.9%	50.0%
NCLB Target	57.5	59.0	60.5%
Met Target	**No**	**No**	**No**

AMAO 2	Attaining English Proficiency					
	2012-13		**2013-14**		**2014-15**	
	Years of EL instruction		**Years of EL instruction**		**Years of EL instruction**	
	Less Than 5	**5 Or More**	**Less Than 5**	**5 Or More**	**Less Than 5**	**5 Or More**
Number in Cohort	3	32	4	31	6	25
Number Met	--	12	--	12	--	--
Percent Met	--	37.5%	--	38.7%	--	--
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	*****	**No**	**--**	**No**	**--**	**--**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	**2013-14**	**2014-15**
English-Language Arts			
Met Participation Rate	--		
Met Percent Proficient or Above	--		
Mathematics			
Met Participation Rate	--		
Met Percent Proficient or Above	--		

Conclusions based on this data:

1. Based upon AMAO data, the school will provide targeted services to English Learners to increase the number of English Learners reaching English proficiency.
2. Based upon AMAO data, the district will provide targeted support to Long Term English Language Learners.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	**2013-14**	**2014-15**
Number of Annual Testers	321	306	307
Percent with Prior Year Data	100.0	100.0	100
Number in Cohort	321	306	307
Number Met	173	178	164
Percent Met	53.9	58.2	
NCLB Target	57.5	59.0	60.5%
Met Target	**No**	**No**	**53.4**

AMAO 2	Attaining English Proficiency					
	2012-13		**2013-14**		**2014-15**	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	**5 Or More**	**Less Than 5**	**5 Or More**	**Less Than 5**	**5 Or More**
Number in Cohort	231	145	213	146	225	144
Number Met	51	71	42	69	49	54
Percent Met	22.1	49.0	19.7	47.3	21.8	37.5
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	**Yes**	**Yes**	**No**	**No**	**No**	**No**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	**2013-14**	**2014-15**
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	Yes	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	Yes	
Met Target for AMAO 3	**Yes**	**Yes**	

Conclusions based on this data:

1. Based upon the data for 2013-2014 and 2014-2015, the district did not meet AMAO 1 for annual growth or AMAO 2 for attaining English Proficiency. Based on this data the district will continue to provide targeted services to English Learners to increase the number of English Learners reaching English proficiency.

2. Based upon the data for 2013-2014 and 2014-2015, the district did not meet AMAO 1 for annual growth or AMAO 2 for attaining English Proficiency. Based upon this data the district will provide targeted support to Long Term English Language Learners.

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: LEAP #1, State Priority #2-Implementation of Common Core State Standards
LEA GOAL:
Provide an academic program aligned with the Common Core State Standards that supports all students with equal opportunity for educational growth and creativity while preparing them for a productive future.
SCHOOL GOAL #1:
Provide an academic program fully aligned to the Common Core State Standards
Data Used to Form this Goal:
Academic Program Survey (APS) Implementation Rubric (Scale 1-4). Results from the SBAC assessment
Findings from the Analysis of this Data:
Baseline data indicates Level 2 CCSS implementation in both ELA/ELD and math
How the School will Evaluate the Progress of this Goal:
Annual target for 2016 APS Rubric 3 for ELA/ELD and math

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
Improve Common Core instructional materials	Monthly	Administration, teachers	Purchase support materials	4000-4999: Books And Supplies	General Unrestricted	5000
				None Specified	None Specified	
				None Specified	None Specified	
				None Specified	None Specified	
Adopt/Purchase Common Core instructional materials,	Yearly	School/District personnel	Purchase materials	None Specified	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Identify best practices of CCSS/AVID Schoolwide	Monthly	Administration, AVID coordinator, Liaisons, staff	Release time	1000-1999: Certificated Personnel Salaries	General Unrestricted	1000
			Benefits	3000-3999: Employee Benefits	General Unrestricted	90
Identify and roll out resources and technological tools as needed, requiring typing instruction for all students	Monthly	Administration, staff	Technology Resources	4000-4999: Books And Supplies	General Unrestricted	1140
			Training	5000-5999: Services And Other Operating Expenditures	None Specified	0
Provide Illuminate training/coaching support	Quarterly	Administration	Training provided by district	None Specified	District Funded	
				None Specified	None Specified	
Academic Competition/enrichment	Yearly	Administration	Competitions	5000-5999: Services And Other Operating Expenditures	General Unrestricted	1500
			Release Time	1000-1999: Certificated Personnel Salaries	General Unrestricted	500
			Benefits	3000-3999: Employee Benefits	General Unrestricted	50
			Transportation	5000-5999: Services And Other Operating Expenditures	General Unrestricted	1500
				None Specified	None Specified	
				None Specified	None Specified	
				None Specified	None Specified	
				None Specified	None Specified	

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: LEAP # 1 and #2, State Priority # 2 Implementation of Common Core
LEA GOAL:
Provide a variety of student programs, opportunities, strategies, and targeted interventions that support College and Career readiness.
SCHOOL GOAL #2:
Provide a variety of student programs, opportunities, strategies, and targeted interventions that support College and Career readiness.
Data Used to Form this Goal:
2015 SBAC Data
Findings from the Analysis of this Data:
In ELA, district wide, 47% of 6th grade students, 49% of 7th grade students, and 52% of 8th grade students met or exceeded standards. In math, district wide, 35% of 6th grade students, 29% of of 7th grade students, and 29% of 8th grade students met or exceeded standards. District growth targets are to increase ELA and math performance for all students by 1% and subgroups (SED, EL, and SPED) by 2%.
How the School will Evaluate the Progress of this Goal:
Analysis of 2016 SBAC base to growth data and site benchmark data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
Increase the attendance in programs including GTT, AVID, Music, clubs and sports.	All Year	Staff, admin	Communication	None Specified	None Specified	
Enhance ALAS, Study Skills, Advisory, Mustang Up, Parent Conferences,	All Year	Administration, staff	Research	4000-4999: Books And Supplies	General Unrestricted	1000
Support consumables needed for electives	All Year	Administration	Purchase Materials	4000-4999: Books And Supplies	General Unrestricted	2000
Facilitate collaboration with middle and high school elective staff	All Year	Teachers, Administration	Meetings	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Create Targeted Intervention Programs	All Year	Teachers, Administration	Interventions	1000-1999: Certificated Personnel Salaries	Intervention (BS/AS)	2700
				3000-3999: Employee Benefits	Intervention (BS/AS)	200
Staff Development to include Late Start Wednesday collaboration, District Professional Development and Out of district professional development	ll Year	Teachers, Administration	Staff Development	1000-1999: Certificated Personnel Salaries	General Unrestricted	1000
				3000-3999: Employee Benefits	General Unrestricted	100
				None Specified	None Specified	
Enhance the advisory program further for targeted intervention and to create relevance and engagement for the students.	yearly	Staff, Admininstration	Research, collaboration	None Specified	None Specified	
Counselor training, travel	Yearly	Counselor	Training, travel	1000-1999: Certificated Personnel Salaries	Other	1000

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: LEAP #4, State Priority #1-Basic Services
LEA GOAL:
Provide safe, well-maintained, and adequately equipped schools to ensure a positive learning environment.
SCHOOL GOAL #3:
Provide safe, well-maintained, and adequately equipped schools to ensure a positive learning environment.
Data Used to Form this Goal:
2014 California Healthy Kids Survey and Spring 2015 District Student Survey Results
Findings from the Analysis of this Data:
Data is used to create goals and to set targets as the district looks towards determining consistent survey instrument.
How the School will Evaluate the Progress of this Goal:
Annual Target for 2016

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Collaborate with district personnel to communicate maintenance needs.	Winter 2016	Murray Staff and administration		None Specified	None Specified	
				None Specified	None Specified	
				None Specified	None Specified	
Safety Meetings to include review of discipline plan and data regarding bias toward any sub-group and review of Table Talk results.	All Year	Staff and administration	Safety discussions	None Specified	None Specified	
			Discipline review	None Specified	None Specified	
Maintain clean campus	Yearly	Administration, custodian	Custodial supplies	4000-4999: Books And Supplies	General Unrestricted	6,000
Increase technology availability in every classroom	Ongoing	Murray Administration	Eno Boards, Chromebooks, Elmos	4000-4999: Books And Supplies	General Unrestricted	2000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide 8th grade promotion	Yearly	Administration	Certificates, decorations, programs	4000-4999: Books And Supplies	General Unrestricted	300
				None Specified	None Specified	
Keep instructional materials updated	Yearly	Teachers	Supplies	4000-4999: Books And Supplies	General Unrestricted	6591
			Microscope repair	5000-5999: Services And Other Operating Expenditures	General Unrestricted	700
			Instrument repair	5000-5999: Services And Other Operating Expenditures	General Unrestricted	1450
			Sheet Music	4000-4999: Books And Supplies	General Unrestricted	1450
			Printing	5000-5999: Services And Other Operating Expenditures	General Unrestricted	7000
Keep Health Supplies updated	Monthly	Office staff	Bandages, soap	4000-4999: Books And Supplies	General Unrestricted	100
Support WEB/Rachel's Link/Safe School Ambassador	Quarterly	Staff, administration	Release Time	1000-1999: Certificated Personnel Salaries	General Unrestricted	600
			Training	5000-5999: Services And Other Operating Expenditures	General Unrestricted	3500
			Supplies	4000-4999: Books And Supplies	General Unrestricted	800
			Benefits	3000-3999: Employee Benefits	General Unrestricted	100

Planned Improvements in Student Performance

School Goal #4

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

SUBJECT: LEAP # 4 , State Priority # 3 Parent Involvement
LEA GOAL:
Provide opportunities for community input and educational advocacy through communication of goals, activities, and accomplishments in order to represent the desire and the capabilities of our unique community.
SCHOOL GOAL #4:
Provide opportunities for community input and educational advocacy through communication of goals, activities, and accomplishments.
Data Used to Form this Goal:
Eight State Priority Metrics SSUSD Data Portrait/3 Year Data Trend Ongoing District Progress Reports
Findings from the Analysis of this Data:
Continue to maintain/improve opportunities for stakeholder engagement.
How the School will Evaluate the Progress of this Goal:
Analysis of opportunities for community input and educational advocacy at the site.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Administer and Review student/staff/parent survey responses and discuss concerns, implement solutions	All Year	Administration, department heads, staff	Monthly grade level meetings	None Specified	None Specified	
Develop and implement strategies to improve school connectedness	All Year	All Staff	Monthly meetings	None Specified	None Specified	
PTO meetings, Student Store, School Volunteers, Pastries for Parents, Science Fair, History Day	All Year	All staff, parents, community	Monthly	4000-4999: Books And Supplies	General Unrestricted	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase the participation and number of clubs and staff participation	All Year	All staff	Monthly meetings	4000-4999: Books And Supplies	General Unrestricted	500
Safe School Ambassador and Rachel's Challenge and Web Programs	All Year	Administration, staff	Release time	1000-1999: Certificated Personnel Salaries	General Unrestricted	2500
			Benefits	3000-3999: Employee Benefits	General Unrestricted	275
			Supplies for meetings, rewards and incentives	4000-4999: Books And Supplies	General Unrestricted	500
			Training	5000-5999: Services And Other Operating Expenditures	General Unrestricted	4000
Quarterly Parent/community coffee meetings	Quarterly	Administration	Supplies-coffee, donuts	4000-4999: Books And Supplies	General Unrestricted	400
Weekly email, autodialer message, Website updates and Newsletter every 5 weeks with mailed report cards	All Year	Administration, Teachers	Postage	5000-5999: Services And Other Operating Expenditures	General Unrestricted	2640

Planned Improvements in Student Performance

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School Goal #5

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

SUBJECT: LEAP #2, State Priority #5, State Priority #6
LEA GOAL:
Annually increase percent of English Language Learners making progress in learning English to 60.5% by 2017 (AMAO 1-CELDT)
SCHOOL GOAL #5:
Annually increase percent of English Language Learners making progress in learning English.
Data Used to Form this Goal:
2014 -2015 Annual AMAO 1 Results
Findings from the Analysis of this Data:
2014-15 AMAO 1-CELDT: 53.4%
How the School will Evaluate the Progress of this Goal:
Annual target for 2014 - 2015: AMAO 1 CELDT: 60.5%

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide professional development to teachers and administrators on ELA/ELD instructional model (CCSS instruction along with Designated and Integrated instruction)	All Year	District, and school Administration	Training	5000-5999: Services And Other Operating Expenditures	General Unrestricted	1000
			Substitutes	1000-1999: Certificated Personnel Salaries	General Unrestricted	200
			Benefits	3000-3999: Employee Benefits	General Unrestricted	20

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Use of Academic Vocabulary in all classes	All Year	School Staff	Collaboration	None Specified	None Specified	
				None Specified	None Specified	
Before and After School tutorials	Winter 2016	Administration, teaching staff	Tutorial	1000-1999: Certificated Personnel Salaries	Intervention (BS/AS)	2000
				3000-3999: Employee Benefits	Intervention (BS/AS)	100
			Materials	4000-4999: Books And Supplies	District Funded	1000
ALAS elective	All Year	Administration, Teachers	Materials	4000-4999: Books And Supplies	General Unrestricted	500
Parent communication through ELAC, DELAC	Quarterly	Administration, staff	Meetings	None Specified	None Specified	
Fully support the course requirements for manipulatives, media and technolgy	Yearly	Administration, staff	Books, technololgy	4000-4999: Books And Supplies	General Unrestricted	3000

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Services for Planned Improvements in Student Performance

SUBJECT: Centralized Services for Planned Improvements in Student Performance in student achievement.
SCHOOL GOAL #1:
To support school goal #1 Implementation of Common Core State Standards.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
District Project Teacher to support implementation of ELA Common Core State Standards.	2015-16	M. Savko J. Frisbee	Salary	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	9466.06
			Benefits	3000-3999: Employee Benefits	Title I Part A: Allocation	3398.33

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
General Unrestricted	61,506	0.00
Intervention (BS/AS)	5,000	0.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
District Funded	1,000.00
General Unrestricted	61,506.00
Intervention (BS/AS)	5,000.00
None Specified	0.00
Other	1,000.00

Summary of Expenditures in this Plan

Total Centralized Services Expenditures by Funding Source

Total Centralized Services Expenditures by Funding Source	
Funding Source	**Total Expenditures**
Title I Part A: Allocation	12,864.39

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	11,500.00
3000-3999: Employee Benefits	935.00
4000-4999: Books And Supplies	32,781.00
5000-5999: Services And Other Operating Expenditures	23,290.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
4000-4999: Books And Supplies	District Funded	1,000.00
1000-1999: Certificated Personnel Salaries	General Unrestricted	5,800.00
3000-3999: Employee Benefits	General Unrestricted	635.00
4000-4999: Books And Supplies	General Unrestricted	31,781.00
5000-5999: Services And Other Operating	General Unrestricted	23,290.00
1000-1999: Certificated Personnel Salaries	Intervention (BS/AS)	4,700.00
3000-3999: Employee Benefits	Intervention (BS/AS)	300.00
5000-5999: Services And Other Operating	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Other	1,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	10,780.00
Goal 2	8,000.00
Goal 3	30,591.00
Goal 4	11,315.00
Goal 5	7,820.00

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
Kirsti Smith	X				
Tina Halterman			X		
Tami Welsh		X			
Anthony Barnes		X			
Kate Champeny		X			
Kelly Curtis				X	
Julieann Pennix				X	
Rosalyn Moore				X	
Renee Bradford					X
Carter Singletary					X
Numbers of members of each category:	**1**	**3**	**1**	**3**	**2**

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.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)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):**

[ ]	State Compensatory Education Advisory Committee	
[ ]	English Learner Advisory Committee	Signature
[X]	Special Education Advisory Committee	Signature
[X]	Gifted and Talented Education Program Advisory Committee	Signature
[ ]	District/School Liaison Team for schools in Program Improvement	Signature
[ ]	Compensatory Education Advisory Committee	Signature
[X]	Departmental Advisory Committee (secondary)	Signature
[X]	Other committees established by the school or district (list): School Site Council	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 November 15, 2014.

Attested:

Kirsti Smith		11/17/15
Typed Name of School Principal	Signature of School Principal	Date
Anthony Barnes		11/17/2015
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date