

The Single Plan for Student Achievement

School: Murray Middle School
CDS Code: 15-73742-6009310
District: Sierra Sands Unified School District
Principal: Kirsti Smith
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

Contact Person: Kirsti Smith
Position: Principal
Phone Number: (760) 499-1820
Address: 921 East Inyokern Road
Ridgecrest CA, 93555
E-mail Address: ksmith@ssusd.org

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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 600 and consists of transient and returning

students, fifty percent qualify for free/reduced lunch, less than 10% 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, 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 2014 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 other year. New teachers are observed many times during the school year and evaluated formally 2 times. A Walk About occurs once a week. for every teacher. Teachers observe each other and collaborate on their observations. Teachers are using EDI (Explicit Direct Instruction) 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, 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 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 six weeks. Students are re-taught the essential standards they had not mastered as indicated by the common formative assessments. Data indicates that students are mastering the standards at a higher rate as compared to past years.

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. 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 Explicit Direct Instruction (EDI), 3D curriculum for intervention groups, and taking AVID schoolwide. Staff development also includes trainings such as PLC, Common Core implementation, Kate Kinsella math strategies, Larry Bell Language arts acquisition strategies, 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 once a month. Once every week for 30 minutes department collaborate in addition to the monthly hour long collaboration meetings. 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 our SLIBG 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. There is a need for more in-school day time for collaboration. Various ideas for this are being researched.

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 through 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, I/E, 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, ELA -English 3D. 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 – 30 minutes, 2 times a week 6 sessions a year

Our school communicates with parents through:

- Weekly phone and email information messages to every family
- Student Planners
- Progress reports and report cards
- Parent informational meetings and visitations
- Back-To- School Nights/ Open Houses
- Superintendent's Council
- Parent Teacher Conferences
- Literacy Nights
- School Site Council
- ELAC meetings
- PTO
- EdLine, 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 SLIBG which is used by staff to improve delivery of education and analysis of assessment. The teaching positions for ALAS, AMS and AVID courses are funded by categorical funds as is the AVID coordinator position. These staff members all 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 and support for Student Assistance Team are also provided. I/E program, EDI teaching strategies, and enrichment programs are all funded by categorical programs. Teachers work with struggling students to set goals, check progress and celebrate successes. Categorical 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 school and library improvement block grant (general fund), GATE, and 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

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	564	539		366	334		31	31		19	18	
Growth API	808	833		821	850		744	746		951	994	
Base API	779	825		793	837		725	768		904	955	
Target	5	A		5	A							
Growth	29	8		28	13							
Met Target	Yes	Yes		Yes	Yes							

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	116	120		50	52		264	270		72	79	
Growth API	756	767		732	695		736	762		539	609	
Base API	721	774		637	752		689	755		500	553	
Target	5	5					6	5				
Growth	35	-7					47	7				
Met Target	Yes	No					Yes	Yes				

Conclusions based on this data:

1. We observed the API for the English Learners population decreased between 2012 - 2013. We conclude that more instruction time needs to be allotted to this population of students as well as varied teaching strategies. Research based curriculum should be used to facilitate this population of students mastery of the standards.
2. We observed that the API for African American students decreased between 2012 - 2013. We conclude that more instruction time needs to be allotted to this population of students as well as varied teaching strategies. Research based curriculum should be used to facilitate this population of students mastery of the standards.
3. We observed that the socio-economically disadvantaged API increased for the 2012-2013 school year. We conclude that our intervention programs, classroom management and focus on EDI and AVID strategies have made the curriculum more attainable for this population.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	99		99	99		100	100		100	100	
Number At or Above Proficient	342	340		227	220		17	15		18	18	
Percent At or Above Proficient	60.6	63.1		62.0	65.9		54.8	48.4		94.7	100.0	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	Yes	Yes		Yes	Yes		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		99	100		100	99	
Number At or Above Proficient	55	59		20	17		123	130		18	20	
Percent At or Above Proficient	47.4	49.2		40.0	32.7		46.6	48.1		25.0	25.3	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	Yes	No		--	--		Yes	No		--	--	

Conclusions based on this data:

1. Observations show that the significant subgroups have increased their mastery of the standards at proficient or above, over the past 3 years. But there is still an achievement gap between subgroups. We can conclude that intervention is necessary as well as varied teaching strategies and increased parent communication.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	99		99	99		100	100		100	100	
Number At or Above Proficient	303	301		210	203		11	12		16	17	
Percent At or Above Proficient	53.8	55.9		57.4	61.0		36.7	38.7		84.2	94.4	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	Yes	No		Yes	Yes		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		99	100		100	99	
Number At or Above Proficient	47	46		21	17		103	112		14	18	
Percent At or Above Proficient	40.5	38.3		42.0	32.7		39.2	41.5		19.7	22.8	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	Yes	No		--	--		Yes	No		--	--	

Conclusions based on this data:

- Observations show that the significant subgroups (except EL) have increased their mastery of the standards at proficient or above, over the past 3 years. But there is still an achievement gap between subgroups. We can conclude that intervention is necessary as well as varied teaching strategies and increased parent communication.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2013-14 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
6	1	13			4	50	3	38			8
7			3	27	4	36	3	27	1	9	11
8	1	8	7	54	3	23	1	8	1	8	13
Total	2	6	10	31	11	34	7	22	2	6	32

Conclusions based on this data:

1. We observed that there were two students who took this initial assessment and scored at the advanced and early advanced levels. We conclude that these students may potentially meet the redesignation criteria.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
6	1	11			4	44	3	33	1	11	9
7	1	8	3	23	4	31	3	23	2	15	13
8	1	7	7	50	3	21	1	7	2	14	14
Total	3	8	10	28	11	31	7	19	5	14	36

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		
	2011-12	2012-13	2013-14
Number of Annual Testers	28	34	32
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	28	34	32
Number Met	--	15	15
Percent Met	--	44.1%	46.9%
NCLB Target	56.0	57.5	59.0
Met Target	*	No	No

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	1	27	3	32	4	31
Number Met	--	--	--	12	--	12
Percent Met	--	--	--	37.5%	--	38.7%
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	*	*	*	No	--	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
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. We observed that most EL students at Murray are long term English learners who have not exited the program. We conclude that focused instruction on their EL needs, to enable them to demonstrate English proficiency, is needed. Test Scores, CELDT test, and GPA all affect the student's continued placement in the ELD program.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	358	321	306
Percent with Prior Year Data	99.7	100.0	100.0
Number in Cohort	357	321	306
Number Met	213	173	178
Percent Met	59.7	53.9	58.2
NCLB Target	56.0	57.5	59.0
Met Target	Yes	No	No

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	253	167	231	145	213	146
Number Met	57	81	51	71	42	69
Percent Met	22.5	48.5	22.1	49.0	19.7	47.3
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	Yes	Yes	Yes	Yes	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	Yes	Yes
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	Yes	Yes
Met Target for AMAO 3	No	Yes	Yes

Conclusions based on this data:

1. We observed Murray mirrors the district data regarding most students being long term English language learners. The conclusion is that we need to develop curriculum and teaching strategies that make acquisition of the Common Core state standards accessible to this student population.

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 #4, State Priority #1-Basic Services	
LEA GOAL:	
Provide safe, well-maintained, and adequately equipped schools to ensure a positive learning environment.	
SCHOOL GOAL #1:	
Provide safe, well-maintained, and adequately equipped schools to ensure a positive learning environment.	
Data Used to Form this Goal:	
Spring 2015 District Staff, Parent and Student Survey results. School survey.	
Findings from the Analysis of this Data:	
2013-2014 District Survey data indicates that 40% of students agree that schools are clean, safe, and in good condition. School parent adn studnets survey indicated 65% agree the school is safe, clean and in good condition.	
How the School will Evaluate the Progress of this Goal:	
Annual Target for 2015 Increase survey results to 43% agree Increase school survey results to 70%	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
Collaborate with district personnel to communicate maintenance needs.	Winter 2014	Murray Staff and administration	Release Time	2000-2999: Classified Personnel Salaries	General Unrestricted
			Benefits	3000-3999: Employee Benefits	General Unrestricted
			Paper for surveys	4000-4999: Books And Supplies	General Unrestricted

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Communication with stakeholders	Monthly	Murray Staff and Administration	Newsletters regarding school climate and academic achievement Email and Auto dialer	4000-4999: Books And Supplies	General Unrestricted	1500
Increase technology availability in every classroom	Ongoing	Murray Administration	Eno Boards, Chromebooks	4000-4999: Books And Supplies	General Unrestricted	1000
Review Discipline Plan	Spring 2015	Teachers, Administration, counselor	Release Time Benefits	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	General Unrestricted	200 20
Keep instructional materials updated	Yearly	Teachers	Supplies Microscope repair Instrument repair	4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures	General Unrestricted General Unrestricted General Unrestricted	11275 700 1450
Maintain clean campus	Ongoing	Principal, custodian	Sheet Music Printing Custodial supplies	4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures 4000-4999: Books And Supplies	General Unrestricted General Unrestricted General Unrestricted	1450 7000 6,000
Provide 8th grade promotion ceremony	May 2015	Principal, teachers	8th grade promotion supplies	4000-4999: Books And Supplies	General Unrestricted	300

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, State Priority #2-Implementation of Common Core State Standards	
LEA GOAL:	
Provide an academic program fully aligned to the Common Core State Standards	
SCHOOL GOAL #2:	
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).	
Findings from the Analysis of this Data:	
Baseline data indicates minimal (Rubric 1) CCSS implementation in ELA/ELD and math	
How the School will Evaluate the Progress of this Goal:	
Annual target for 2015 APS Rubric 2	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
Develop Common Core instructional materials	Monthly	Administration, teachers	Release Time	1000-1999: Certificated Personnel Salaries	2000
			Benefits	3000-3999: Employee Benefits	200
			Professional development events	5000-5999: Services And Other Operating Expenditures	1500
Adopt/Purchase Common Core instructional materials, and implement with fidelity.	Yearly	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
Develop and implement Common Core common assessments	Yearly	Administration, staff	Release time	1000-1999: Certificated Personnel Salaries	General Unrestricted	1500
			Benefits	3000-3999: Employee Benefits	General Unrestricted	135
Identify best practices of CCSS/AVID Schoolwide (AVID Coordinator)	Monthly	Administration, 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	Technology resources	4000-4999: Books And Supplies	General Unrestricted	5000
			Training	5000-5999: Services And Other Operating Expenditures	General Unrestricted	500
Provide Illuminate training/coaching support	Quarterly	Administration	Training provided by district	None Specified	District Funded	
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	1000
			Benefits	3000-3999: Employee Benefits	General Unrestricted	90
			Transportation	5000-5999: Services And Other Operating Expenditures	General Unrestricted	1640

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 #1, #3, #5, State Priority #3-Parent Involvement, State Priority #4-Student Achievement, State Priority #7-Course Access
LEA GOAL:
Reduce rate of students receiving a D or F in a core course
SCHOOL GOAL #3:
Reduce the rate of students earning a D or F in a core course.
Data Used to Form this Goal:
Semester D/F rates in core courses
Findings from the Analysis of this Data:
Baseline data:
English:
Semester 1: 17.2%
Semester 2: 20.0%
History:
Semester 1: 24.0%
Semester 2: 22.0%
Math:
Semester 1: 23.7%
Semester 2: 30.6%
Science:
Semester 1: 25.3%
Semester 2: 28.8%

How the School will Evaluate the Progress of this Goal:

Annual targets for 2015:

English:

Semester 1: 16.2%

Semester 2: 19.0%

History:

Semester 1: 23.0%

Semester 2: 21.0%

Math:

Semester 1: 22.7%

Semester 2: 29.6%

Science:

Semester 1: 24.3%

Semester 2: 27.8%

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
Establish effective interventions for Grades 6-8, IE - Allow students to re-take tests	Spring 2015	Department Head, Administration	Collaboration in department and grade level meetings Materials	4000-4999: Books And Supplies	General Unrestricted 795
Review, revise, and implement current homework policies and evaluate/revise as needed.	Spring 2015	Department head, administration	Collaboration, staff meetings		
Identify indicators in AERIES Analytics to identify and monitor at-risk students	Spring 2015	Administration, teaching staff	District, administrators, department heads meetings		
Staff/parent training on district supported internet programs	Ongoing	Counselor, Administration	Training for parents		
Identify, develop, and/or implement parent outreach programs, communicate with stakeholders	Monthly	Administration	Collaboration Benefits	1000-1999: Certified Personnel Salaries 3000-3999: Employee Benefits	General Unrestricted 1500 General Unrestricted 90

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement a paid tutorial position for teachers for lunch, before school and after school, after school bus.	Winter 2014	Administration	Tutoring Salary	1000-1999: Certificated Personnel Salaries	Intervention (BS/AS)	1000
			Benefits	3000-3999: Employee Benefits	Intervention (BS/AS)	90
			Bus	5000-5999: Services And Other Operating Expenditures	Intervention (BS/AS)	1000
			Monthly newsletters, parent phone calls	4000-4999: Books And Supplies	General Unrestricted	500
Increase counselor communication with student and parent/guardians of subgroup populations regarding progress	Monthly	Counselor, administration	Review tasks for advisory during meetings, help teachers with questions			
Advisory used as tutorial on a daily basis by all teachers, pull out and tutor within.	Daily	Teaching staff, administrators, counselor				

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, State Priority #4-Student Achievement, State Priority #7-Course Access
LEA GOAL:
Improve school connectedness and school climate for students
SCHOOL GOAL #4:
Improve school connectedness and school climate for students.
Data Used to Form this Goal:
2014 District Student Survey
2012-13 Data:
Suspension Rate
Expulsion Rate
Attendance Rate
Dropout Rate
Graduation Rate
Findings from the Analysis of this Data:
District Survey data indicates that 60% of students agree that they look forward to coming to school each day. 2014 District Student Survey
2012-13 Data:
Suspension Rate: 8.8%
Expulsion Rate: 0.5%
Attendance Rate: 95%
Dropout Rate: 1.0%
Graduation Rate: 92.7%

How the School will Evaluate the Progress of this Goal:

Annual Targets for 2015

District Survey data indicates that 60% of students agree that they look forward to coming to school each day.2014 District Student Survey

2012-13 Data:

Suspension Rate: 6.8%

Expulsion Rate: 0.4%

Attendance Rate: At or above 95%

Dropout Rate: Decrease or maintain 1.0%

Graduation Rate: 93.7%

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
Review student/staff/parent survey responses and discuss concerns, implement solutions	Spring 2015	Administration, department heads, staff	Monthly grade level meetings		
Develop and implement strategies to improve school connectedness	Spring 2015	All Staff	Monthly meetings		
Review Advisory plan, implement with fidelity	Spring 2015	All staff	Monthly meetings		
Increase the number of clubs and staff participation	Fall 2014	All staff	Monthly meetings		
Safe School Ambassador and Rachel's Challenge and Web Programs	Fall 2014	Administration, staff	Release time	1000-1999: Certificated Personnel Salaries	2500
			Benefits	3000-3999: Employee Benefits	275
			Supplies for meetings, rewards and incentives	4000-4999: Books And Supplies	500
			Training	5000-5999: Services And Other Operating Expenditures	4000

Planned Improvements in Student Performance

School Goal #5

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 attaining English proficiency to 25.1% by 2017 (AMAO 2-CELDT)
SCHOOL GOAL #5:
Annually increase percent of English Language Learners attaining English proficiency to 25.1% by 2017 (AMAO 2-CELDT)
Data Used to Form this Goal:
2012-13 Annual AMAO 2 (CELDT) Results
Findings from the Analysis of this Data:
2012-13
AMAO 2-CELDT: 22.1%
How the School will Evaluate the Progress of this Goal:
Annual target for 2015:
AMAO 2-CELDT: 23.1%

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)	Spring 2015	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	Fall 2014	School Staff	Collaboration Materials	4000-4999: Books And Supplies	General Unrestricted	1000
Before and After School tutorials	Winter 2014	Administration, teaching staff	Tutorial	1000-1999: Certificated Personnel Salaries	Intervention (BS/AS)	2730
				3000-3999: Employee Benefits	Intervention (BS/AS)	180
			Materials	4000-4999: Books And Supplies	District Funded	1000

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	60,180	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	60,180.00
Intervention (BS/AS)	5,000.00

Summary of Expenditures in this Plan

Total Centralized Services Expenditures by Funding Source

Total Centralized Services Expenditures by Funding Source	
Funding Source	Total Expenditures

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	13,630.00
2000-2999: Classified Personnel Salaries	200.00
3000-3999: Employee Benefits	1,240.00
4000-4999: Books And Supplies	30,820.00
5000-5999: Services And Other Operating Expenditures	20,290.00

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	9,900.00
2000-2999: Classified Personnel Salaries	General Unrestricted	200.00
3000-3999: Employee Benefits	General Unrestricted	970.00
4000-4999: Books And Supplies	General Unrestricted	29,820.00
5000-5999: Services And Other Operating	General Unrestricted	19,290.00
1000-1999: Certificated Personnel Salaries	Intervention (BS/AS)	3,730.00
3000-3999: Employee Benefits	Intervention (BS/AS)	270.00
5000-5999: Services And Other Operating	Intervention (BS/AS)	1,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	31,645.00
Goal 2	16,155.00
Goal 3	4,975.00
Goal 4	7,275.00
Goal 5	6,130.00

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]	[]
Suzanne Clark	[]	[]	[]	[X]	[]
Rosalyn Moore	[]	[]	[]	[X]	[]
Daelynn Thornton	[]	[]	[]	[]	[X]
Jay Hibbs	[]	[]	[]	[]	[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) 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

Signature

☐ English Learner Advisory Committee

Signature

☐ Special Education Advisory Committee

Signature

☐ Gifted and Talented Education Program Advisory Committee

Signature

☐ District/School Liaison Team for schools in Program Improvement

Signature

☐ Compensatory Education Advisory Committee

Signature

☐ Departmental Advisory Committee (secondary)

Signature

☐ Other committees established by the school or district (list):

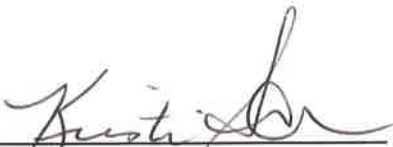
Signature

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

Typed Name of School Principal



Signature of School Principal

11/15/14

Date

Anthony Barnes

Typed Name of SSC Chairperson



Signature of SSC Chairperson

11/15/14

Date