

SILVER VALLEY UNIFIED SCHOOL DISTRICT
Mrs. Jill Kemock, Superintendent



The 2014-2015 Single Plan for Student Achievement

Fort Irwin Middle School (2014-2015)
36-73890-6104681
CDS Code

Date of this revision: 11/20/2014

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal *No Child Left Behind Act* (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

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 of Trustee approved this revision of the Single Plan for Student Achievement on December 09, 2014

Silver Valley Unified School District
Mission Statement

Silver Valley Unified School District's Mission is to maximize the use of its resources through community, family, and staff involvement and to gain and maintain student interest by providing a learning environment and challenging curriculum which develops essential skills for effective citizenship and prepares students for a lifetime of learning.

**Silver Valley Unified School District
District Strategic Plan
2014 - 2015**

CURRICULUM

Goal 1: We will implement a balanced curriculum with clear, consistent expectations and accountability for all students to learn.

Key Actions:

- 1.1 Provide side-by-side professional learning for certificated staff through teacher coaching and modeling in math and language arts.
- 1.2 Research and implement an online curriculum to support K-6 learning in Silver Valley Academy.
- 1.3 Continue implementation of Response to Intervention (RtI) strategies already in place to encourage individualized learning for every student.
- 1.4 Begin implementation of Common Core State Standards and Assessments.
- 1.5 Monitor the Single Plans for Student Achievement.

TECHNOLOGY

Goal 2: We will implement a reliable, sustainable, technology infrastructure that supports operations, instruction, and meaningful student learning.

Key Actions:

- 2.1 Conduct a district wide needs assessment of computers to determine a replacement plan that will be sustainable and meet growing technology needs through 2016-17 including Common Core State Standards Assessment System.
- 2.2 Determine an implementation timeline and funding strategy based on current needs and future growth to achieve maximization of resources.
- 2.3 Provide instructional technology support to fully implement district instructional programs.

STUDENT SUPPORT

Goal 3: We will provide a safe and equitable environment in which students receive personal, emotional and physical support to meet the challenges of the future.

Key Actions:

- 3.1 Offer more diverse learning opportunities by growing Silver Valley Academy to include K-6 students and opening an enrollment office for the Academy on Fort Irwin.
- 3.2 Complete all Priority 1 facilities and maintenance projects detailed in 2012-2015 Facilities Plan.
- 3.3 Continue implementation of Positive Behavioral Interventions and Supports (PBIS).
- 3.4 Monitor the single plans to ensure a safe supportive environment for every student.

DISTRICT STABILITY

Goal 4: We will implement standard operating procedures that are equitable, accountable and adaptable to improve district stability.

Key Actions:

- 4.1 Develop a process and visual tool to illustrate the relationships between expenditures for specialized initiatives and their impact on student achievement.
- 4.2 Develop consistently excellent leadership at site and district levels for classified, certificated and management staff.
- 4.3 Develop an active marketing plan for the district, including an informative, user-friendly district website.
- 4.4 Proactively seek control with state and federal revenues to maintain a stable balanced budget.

SCHOOL PROFILE

Fort Irwin Middle School, (FIMS) is located on Fort Irwin National Training Center in the Mojave Desert, 38 miles from the nearest city, Barstow, California. From December of 2006, FIMS served the base as a third through eighth grade school, but with the opening of Tiefert View Intermediate School was reconfigured into a traditional sixth through eighth grade middle school. Our staff consists primarily of personnel who live minimally in Barstow, but many live as far away as Victorville, 68 miles from the school. As a result, many staff members use carpools, district provided or military provided bus services to get to the school. This results in endurance and time constraints on their ability to provide services to our students beyond the school-day. Our student population is composed of approximately ninety percent military dependent children who have travelled all over the world, and come to FIMS with many views of what schools are and how they as students fit into them. The remaining students are composed of students who are intra-district and inter-district transfer students whose parents are employed at Fort Irwin. Some of these are retired or are formerly military related personnel, but many are civilians who have chosen employment, many miles from their homes. Students in these situations are impacted similarly to our staff that travel great distances. Many of our soldier parents are assigned to the "Operations Group," 11th Armored Cavalry Regiment or the 916th Sustainment Brigade and therefore spend many days and/or hours in the field away from their families supporting the rotational units that pass through the National Training Center in route to Afghanistan or other destinations. They are combat veterans selected for this assignment because of their multiple overseas deployments and unique skill sets. This of course substantially impacts the social-emotional stability of many FIMS students in meaningful ways.

Analysis of Current Instructional Program

An analysis of the current instructional program was conducted in September 2012, November 2013 and 2014 which evaluated the educational practices at school using the following 1-3 scale where 3= Exceeding performance goal. The criteria for the evaluation are based on *No Child Left Behind Act* (NCLB) and the nine *Essential Program Components* (EPC) of the California Department of Education (CDE). The results are as follows: 1. Not meeting performance goals, 2. Meeting performance goals, 3. Exceeding performance goals

2012-2013	2013-2014	2014-2015		
2.0	2.0	2.0	1.	State and local assessments are used to modify instruction and improve student achievement. (NCLB)
2.0	2.0	3.0	2.	Data is used to monitor student progress on assessments and modify instruction. (EPC)
2.0	2.0	3.0	3.	Status of meeting requirements for highly qualified staff (NCLB)
2.0	2.0	3.0	4.	Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials). (EPC)
2.0	2.0	3.0	5.	Alignment of staff development to content standards, student assessment, and professional needs. (NCLB)
2.0	2.0	3.0	6.	Ongoing instructional assistance and support for teachers (e.g., use of instructional coaches). (EPC)
2.0	2.0	2.0	7.	Teacher collaboration by grade level (K-5) and department (6-8, and 9-12) (EPC)
2.0	2.0	3.0	8.	Alignment of curriculum, instruction, and materials to content and performance standards. (NCLB)
2.0	2.0	3.0	9.	Adherence to instructional minutes for reading/language arts and mathematics. (EPC)
2.0	2.0	3.0	10.	Lesson pacing schedule and master schedule flexibility for sufficient numbers of intervention courses. (EPC)
2.0	2.0	2.0	11.	Availability of standards-based instructional materials appropriate to all student groups. (NCLB)
2.0	2.0	3.0	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)
2.0	2.0	3.0	13.	Services provided in Tier 1 and 2 that enable under-performing students to meet standards. (NCLB)
2.0	2.0	3.0	14.	Research-based educational practices to raise student achievement at this school (NCLB)
2.0	2.0	3.0	15.	Family, school, district, and community resources are available to assist under-achieving students. (NCLB)
2.0	2.0	3.0	16.	Involvement of parents, community, teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of consolidated application programs. (5 CCR 3932)
2.0	2.0	3.0	17.	Services provided by categorical funds enable under-performing students to meet standards. (NCLB)
2.0	2.0	3.0	18.	Fiscal support is used appropriately for English/reading/language arts and mathematics program goals in the school plan. (EPC)

Our self-study reflects the perception that we are exceeding the majority of our performance goals; we will be conversing about each of these as a part of our PLC time in order to continue to build understanding and movement toward exceeding all performance goals.

SCHOOL VISION

Fort Irwin Middle School will develop an academic program that will focus on high expectations of pupil performance in an environment where students feel socially, emotionally, and physically safe.

SCHOOL MISSION

We will create a school culture where all members build relationships that support and motivate students to “Do Their Best” academically and behaviorally.

SCHOOL CULTURE

This Single Plan for Student Achievement is a “living document” which has been created and continues to evolve through the efforts of our representative School Site Council to respond to the academic, social, emotional and physical needs of our students based on documented evidence. Our School Site Council consists of students, parents, certificated and non-certificated staff and the site principal who represent our community stakeholders. Over the last year, we have focused our efforts on three key overlapping components of enhancing our school culture: first, we have been establishing a functional Tiered Response to Intervention, (RTI) system to respond to our students’ needs within and outside the school day; second, we have been preparing and are now implementing a Positive Behavior Interventions and Support, (PBIS) system to explicitly teach and uphold expected positive school-wide behaviors and to provide additional preventions and supports for those students who demonstrate more need. Third, we have been working to become a Professional Learning Community, (PLC) school, and are now truly on our way to becoming one.

Some successes we have experienced so far as a result of our focused efforts are that we now have in place several additional ways to support positive student academic and behavioral outcomes. We have been able to embed with fidelity our READ 180 and System 44 classes into the school day. We were able to reestablish band classes within our school day, and still provide band afterschool. We have received a mini-grant to purchase and are in the process of implementing web-based graphic arts and web-page design programs as a part of our Technology Class. We now have eight Xbox 360s with Kinect systems which are currently being used as a part of our physical fitness classes, and will be being used to reward students for “Getting R.E.A.L.” by allowing them to select a friend to invite to play for a week during lunch. Getting R.E.A.L. is a part of our PBIS. The acronym R.E.A.L. stands for Respect, Engaged, Achieve, and Lead. Students are recognized by Get REAL tickets for demonstrating pro-social behaviors that reflect these areas. In 2014 we have implemented a true AVID elective class and have moved AVID school wide focusing primarily on Organization. Many teachers, especially those who have received AVID training have already expanded the use of AVID strategies to improve instruction in their own classrooms. We have also established and are currently furnishing a classroom as an AVID Tutorial room. We are also in the planning stages to increase our number of AVID Elective Classrooms to three, one at each grade level for the 2015-2016 school year.

Student Academic Performance Data Summary

Annual Academic Performance Index 2012-2013

Star 2013 Percent Tested	Number Included in the 2013 API	2012 API (Base)	2012 Statewide Rank	2012 Similar Schools Rank	2012-2013 Growth Target	2013 API Target	2013 API Score
100	295	820	6	9	A	A	840
Student Groups		Number of Pupils Included in 2013 API	Numerically Significant	2012 Subgroup API Base	2012-2013 Growth Target	2013 API Target	2013 API Score
African American, not Hispanic		44	No	749			817
American Indian or Alaska Native		5	No				
Asian		7	No				
Filipino		8	No				
Hispanic or Latino		71	Yes	815	A	A	821
Pacific Islander		11	No	839			
White not Hispanic		118	Yes	844			868
Economically Disadvantaged		114	Yes	805	A	A	813
English Learners		11	No	756			599
Students with Disabilities		23	No	604			711

Data Summary: Significantly surpassed School and most Subgroup 2013 API Targets.

Percent Proficient - Annual Measurable Objectives (AMOs)

GROUPS	English-Language Arts Target 89.2 % Met all percent proficient rate criteria? Yes					89.5 % Met all percent proficient rate criteria? No				
	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2012 AYP Criteria	Alternative Method	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2012 AYP Criteria	Alternative Method
Schoolwide	295	200	67.8	Yes	SH	293	159	54.3	Yes	SH
Black or African American	53	34	64.2	Yes	SH	53	21	39.6	Yes	SH
American Indian or Alaska Native	4	--	--	--		4	--	--	--	
Asian	5	--	--	--		5	--	--	--	
Filipino	5	--	--	--		5	--	--	--	
Hispanic or Latino	81	54	66.7	Yes	SH	80	43	53.8	Yes	SH
Native Hawaiian or Pacific Islander	6	--	--	--		5	--	--	--	
White	114	85	74.6	Yes	SH	114	73	64.0	Yes	SH
Two or More Races	27	16	59.3	--		27	13	48.1	--	
Socioeconomically Disadvantaged	130	80	61.5	Yes	SH	128	54	42.2	No	
English Learners	12	2	16.7	--		12	1	8.3	--	
Students with Disabilities	28	11	39.3	--		28	9	32.1	--	

Data Summary: Did Not Meet AYP in Math for Schoolwide but did in all Subgroup areas through Safe Harbor except in for our Socioeconomically Disadvantaged subgroup.

Longitudinal Data and Trends

ELA	6 th Grade				7 th Grade				8 th Grade			
	2010	2011	2012	2013	2010	2011	2012	2013	2010	2011	2012	2013
%A	16	14	27	27	14	23	24	23	16	30	38	33
%P	31	34	31	35	40	39	38	44	25	32	20	32
%B	34	34	31	25	33	22	21	28	35	31	33	21
%BB	16	15	8	7	9	15	17	5	14	3	8	12
%FBB	3	3	2	5	4	2	1	0	10	4	1	3

Data Summary: Significant percentage increase in Proficient or above bands in 6th- 8th Grade.

MATH	6 th Grade				7 th Grade				8 th Grade	Gen. Math		
	2010	2011	2012	2013	2010	2011	2012	2013			2012	2013
%A	12	8	20	20	0	16	12	19	0	17	19	8
%P	32	35	33	32	19	30	36	31	0	33	20	39
%B	32	33	30	31	51	34	31	39	0	33	41	38
%BB	20	21	15	13	22	10	17	10	0	15	17	16
%FBB	3	3	2	3	8	10	3	1	0	2	3	0

Data Summary: Significant percentage increase in Proficient or above bands in 8th Grade.

Algebra	8 th Grade				Science	8 th Grade				
	2010	2011	2012	2013		2010	2011	2012	2013	2014
%A	0	12	29	6	%A	20	39	32	26	36
%P	2	35	29	59	%P	23	22	26	32	28
%B	13	23	33	19	%B	27	27	24	20	22
%BB	51	30	8	16	%BB	15	9	11	16	7
%FBB	33	0	0	0	%FBB	14	2	7	6	6

Data Summary: Significant percentage increase in Proficient or above bands in 8th Grade.

Data Summary: Significant increases in band level growth coupled with increased numbers of students in the Proficient or above bands resulted in increase in API overall and most subgroups except English Language Learner sub group which had a significant decrease. Met all but one AMOs for AYP.

Student Behavioral Performance Data Summary

Comparison of Out of School Suspensions 2010-2011/2011-2012/2012-2013/2013-2014

Suspension Codes	2010-2011	2011-2012	2012-2013	2013-2014
48900 a1	8	26	19	20
48900 a2	1	1	5	2
48900 b	0	0	1	1
48900 b	0	0	0	1
48900 f	0	4	0	0
48900 g	3	5	2	0
48900 i	1	2	4	0
48900 k	0	10	28	6
48900 q	0	0	1	0
48900 r	2	1	1	0
48900.2	0	0	0	2
48900.3	1	0	0	0
48915.a2	0	1	0	0
48915 b	0	0	1	3

Data Summary: The implementation of PBIS in 2012-2014 resulted in a reduction in the number of 48900a1: Caused, attempted to cause, or threatened to cause physical injury to another student. In 2013-2014, Tier II Check in Check Out, (CICO) process was implemented there was a decrease in the number of 48900k suspensions.

Student Attendance Data Summary

Comparison Percent Average Daily Attendance 2010-2011/2011-2012/2012-2013/2013-2014

2010-2011

Mo. 1	Mo. 2	Mo. 3	Mo. 4	Mo. 5	Mo. 6	Mo. 7	Mo. 8	Mo. 9	Mo. 10	Mo. 11	Avg.
97.29	97.12	96.92	97.00	95.91	96.41	96.36	96.41	96.41	97.23	96.47	96.69

2011-2012

Mo. 1	Mo. 2	Mo. 3	Mo. 4	Mo. 5	Mo. 6	Mo. 7	Mo. 8	Mo. 9	Mo. 10	Mo. 11	Avg.
98.08	96.99	97.16	97.10	96.17	96.22	96.48	95.59	95.08	95.88	94.94	96.34

2012-2013

Mo. 1	Mo. 2	Mo. 3	Mo. 4	Mo. 5	Mo. 6	Mo. 7	Mo. 8	Mo. 9	Mo. 10	Mo. 11	Avg.
96.26	94.76	96.00	95.99	95.35	96.49	93.37	95.86	94.60	96.07	*93.83	95.48

2013-2014

Mo. 1	Mo. 2	Mo. 3	Mo. 4	Mo. 5	Mo. 6	Mo. 7	Mo. 8	Mo. 9	Mo. 10	Mo. 11	Avg.
98.45	97.20	97.06	97.36	96.97	96.37	96.50	96.89	97.29	97.44	94.89	96.95

Data Summary: There was a significant increase in monthly attendance averages in 2013-2014.

Other Relevant Student Data

**Number of Students participating in Extracurricular Teams/Clubs/Opportunities
2011-2012/2012-2013/2013-2014**

2011-2012

Cross Country	Volleyball	Baseball	Basketball	Soccer	Track & Field	Drama	Band/Choir
20	22	18	28	34	40	0	0

2012-2013

Cross Country	Volleyball (Varsity)	Baseball	Basketball	Soccer (Coed)	Track & Field	Drama	Band/Choir
38	18	0	30	22	83	75	20

2013-2014

Cross Country	Volleyball (Varsity)	Baseball	Basketball	Soccer (Coed)	Track & Field	Drama	Band/Choir
40	26	0	40	25	95	120	24

**Results of Student Survey from November 2014 (232 students)
(Note) Not all students responded to every question.**

How often have you moved in the last three years? 154 (66%) students have moved 1-2 times, 34 (15%) students have moved 3 or more times.
How many adults on campus do you trust? 39 (17%) students trust 0, 118 (51%) trust 1-4, and 73 (32%) trust 4 or more.
How safe do you feel at school? 28 (12%) students feel very safe, 1104 (45%) feel safe, 73 (32%) feel neither safe nor unsafe, 13 (6%) feel unsafe, 11 (5%) feel very unsafe.
How much of a problem is bullying? 60 (26%) students said not a problem, 65 (29%) said a little problem, 62 (27%) said a big problem, 41 (18%) not sure
In which area are you most interested? Students said colleges/universities 1 st , careers 2 nd , goal setting 3 rd , and high school info 4 th

**Results of Student Survey from August 2013 (95 6th, 132, 7th, 53 8th)
(Note) Not all students responded to every question.**

How often have you moved in the last three years? 176 (63%) students have moved 1-2 times, 65 (23%) students have moved 3 or more times.
How many adults on campus do you trust? 28 (10%) students trust 0, 152 (54%) trust 1-4, and 100 (36%) trust 4 or more.
How safe do you feel at school? 62 (22%) students feel very safe, 140 (50%) feel safe, 67 (24%) feel neither safe nor unsafe, 7 (3%) feel unsafe, 4 (1%) feel very unsafe.
How much of a problem is bullying? 74 (27%) students said not a problem, 87 (32%) said a little problem, 68 (25%) said a big problem, 53(19%) not sure
In which area are you most interested? Students said colleges/universities 1 st , careers 2 nd , high school info 3 rd , and goal setting 4 th

Section 1: Instructional Program Description

Fort Irwin Middle School arranges its academic instructional program around four essential components:

HIGH QUALITY, STANDARDS-BASED INSTRUCTION
UNIVERSAL ACCESS
ACADEMIC SAFETY NETS
SOCIAL/EMOTIONAL SAFETY NETS

The implementation of these essential components is described below:

HIGH QUALITY, STANDARDS-BASED INSTRUCTION

Our academic program is based upon the rigorous California standards in English/Language Arts, Mathematics, Science, and History/Social Science.

In addition, in order to align with our district strategic plan we provide a “balanced” curriculum with clear, consistent expectations and accountability for all students to learn. This “balanced” curriculum includes physical and health education, and student electives in fine arts and technology.

UNIVERSAL ACCESS

Universal access refers to the ability of all people to have equal opportunity, time, and access to the core academic curriculum. The staff recognizes that students arrive at school with varying needs, and thus we endeavor to be collectively responsible to ensure high levels of learning for every child. We have determined that in order for all students to learn at high levels we must ensure that each student has certain access; we endeavor to ensure this by providing flexible programs, procedures, and policies that meet those needs by name, by need, and by skill. As a burgeoning Professional Learning Community, (PLC) we are focusing our time and energy into developing ourselves as instructional leaders who will be able to provide concentrated instruction to ensure our students learn: first, what is essential, second, what is important, and third, what is nice to know. In order to effectively accomplish this; we must: “know what it is we expect our students to know and be able to do, know when they have learned, know how we’ll respond when they haven’t learned, know how we’ll respond when they already know.” (DuFour, DuFour, Eaker, & Many, 2006) This requires that we continuously monitor our students’ progress toward standards based learning goals through convergent assessment. We do this through the use of data collection and analysis tools; our Student Response Systems,(SRS), our Renaissance Learning: STAR Reading & STAR Math, Success Maker, Defined STEM, Smarter Balance Interim Assessments, Illuminate, and Infinite Campus, (IC). We serve the following populations in the manner described below:

Gifted and Talented

We support the needs of our gifted and talented 6th grade students by providing enrichment and extension activities within the classroom, and in addition provide band instruction after school two days a week. We support the needs of our gifted and talented 7th and 8th grade students by offering language arts, math, science, and social studies enrichment courses. In addition, we have art, technology, Spanish, and band classes for enrichment opportunities. We offer extracurricular opportunities such as Drama Productions, essay contests and the National Spelling Bee. We are also currently surveying staff to see who may be interested in supporting our school's involvement in Academic Pentathlon. In addition, we are currently researching the development of afterschool STEM Academy using VEX Robotics.

Students with Disabilities (SWD)

We support the needs of our students with disabilities by providing direct access to the core curriculum using combinations of the following models based on the identified individual needs of each student as identified by their Individual Education Plan, (IEP) goals: clustered inclusion with in-class support and out-of-class support on an as-needed basis, pull out language arts and math instruction with accommodations and modifications provided, pull out intervention services for language arts and math. We provide on-site occupational, speech and counseling services.

We further support the needs our 6th grade students with disabilities by clustering them in one of two daily Wildcat Hour homerooms wherein they receive direct assistance from one certificated special education provider and one para-professionals. In addition, we have purchased specialized software such as Dragon Speak to meet the specific needs of our students.

English Language Learners (ELL)

All staff members are made aware of ELL students' current language acquisition proficiency levels as a result of the California English Language Development Test (CELDT) annually. We have purchased Rosetta Stone software for Beginning Language Learners of American English. English Learners are further supported by placement with CLAD certified teachers, and all ELL students are enrolled in either System 44 or Read 180 depending on their level of need.

504 Plan Students, Americans with Disabilities Act, (ADA)

All staff members are made aware of specific accommodations to be provided these students. We provide individualized accommodations as needed based on the 504 plan. We hold formal 504 Meetings which are held minimally once a year to monitor student progress to determine what actually works and share that information with all relevant teachers.

SST Students

All staff members are made aware of these students' specific identified needs. We provide individualized accommodations as needed based on the decisions made by the Student Study Team, (SST). Typically these accommodations cover three areas of need: academic, behavioral, and/or attendance needs.

Socio-Economically Disadvantaged Students (Title 1/EIA)

Our EIA program is designed to close the achievement gap for students who struggle meeting state academic standards. We currently offer language arts and mathematics double blocks within the school-day based on students' academic needs as evidenced by our diagnostic, interim assessments and end of year formal state summative data. We currently offer pull out intervention services for language arts and math, as well as informal Before and After School Tutoring.

ACADEMIC SAFETY NETS (RESPONSE TO INTERVENTION)

Fort Irwin Middle School, as part of the Silver Valley Unified School District, subscribes to the guiding questions of Professional Learning Communities (PLC). One of those questions is, "How does the school respond when students don't learn?"

Our school responds with the following safety nets for our students when they don't demonstrate progress toward mastery of the academic standards:

During the lesson

- High Quality Standards-Based Instruction and Assessment using district adopted curriculum and pacing guides, continuous monitoring using student response systems, site created diagnostic and progress monitoring assessments, and district approved quarterly benchmark formative assessments
- Differentiated Instruction
- Accommodated and/or Modified Lessons or Assignments
- Subgroup Focus

During the school day

- Targeted Math Intervention for all 6th grade students, and for specifically identified 7th grade and 8th grade students
- Success Maker for Math and Language Arts
- Targeted Language Arts Intervention for all 6th grade students, and for specifically identified 7th grade and 8th grade students
- Targeted Language Arts Intervention for Intensive 6th, 7th, and 8th Grade students using Read 180 and System 44
- Language Arts and Math Pull-Out Support Services for Students with Disabilities
- Academic Counseling Services

Beyond the school day

- Informal Before and After School Tutoring
- Informal and Formal Student Study Teams (SSTs)
- Parent Conferences

Beyond the school

- External Community Tutoring Services through Middle School Tutoring (MST)
- The KAHN Academy
- Tutor.com Provided to All Military Dependent Children
- Student Online Achievement Resources, (SOAR) Provided to All Military Dependent Children
- Infinite Campus, Parent Portal, Student Portal

The Role of Assessment and Response to Intervention (RtI)

At Fort Irwin Middle School previous Summative State Assessment Data, Diagnostic Tests, and Interim Assessments serve as a means of determining student learning of specific state standards. Using data from these assessments assists us in identifying which standards students have learned and which standards they have not yet mastered. This information assists the Fort Irwin staff in three main ways: first, it assists individual classroom teachers in preparing differentiated forms of instruction, modifying lessons based on individually identified needs, preparing remediation and extension activities, and identifying our "Strategic" students

in each class; second, it assists groups of subject matter teachers as they work with other subject area peers to develop and modify common assessments and identify potential best practices, third, it assists the whole staff in identifying specific students with critical deficiencies, our “Intensive” students, which places them at risk of retention and thus the need for specifically targeted tutoring.

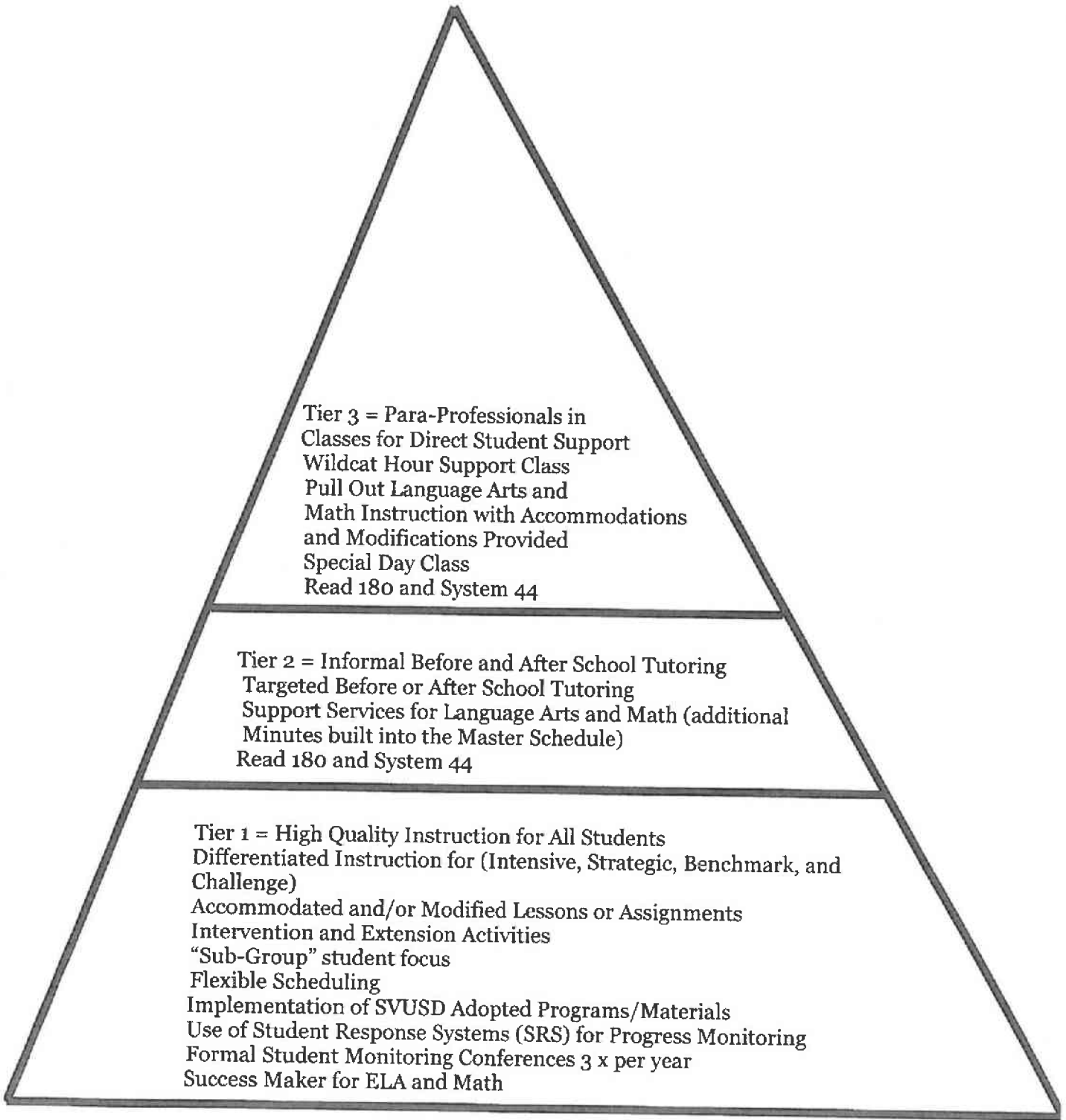
On a day to day basis, use of the Student Response Systems, (SRS) allows teachers and students to quickly identify areas of strength and deficiency through “real time” progress monitoring allowing for rapid and accurate responses based on individual student needs. One response to individual student needs we have implemented is the use of Success Maker for both ELA and math skill monitoring and development. This interactive computer based program allows for individual student’s to be initially assessed and then their growth monitored through their time at FIMS. In 2014-2015 we have added Renaissance Learning’s STAR Reading & Math to our student assessment tools as a diagnostic and progress monitoring tool.

In addition, the data we collect needs to be shared as quickly as possible with the students, parents and guardians so that they can work with the teachers to establish evidence based responses to each of their students; by name, by need, and by skill. All parent/guardians should be assessing their student’s progress at least weekly using the Parent Portal and should be aware that staff posts upcoming assignments in the form of a Newsletter so that students and parents can plan ahead in case they have to miss school or have several large assignments coming up. In 2014-2015 we added Student Portal and students check their grades during homeroom about once per week. We have also added the capacity to send Missing Assignment messages to parents using Parent Portal.

Parents whose students are classified as “Strategic” are encouraged to communicate with their student’s teachers more often. They should also be aware of and utilize the web based and externally provided resources that support improvement in both language arts and math; the Success Maker, KAHN Academy, SOAR and Tutor.com web based resources.

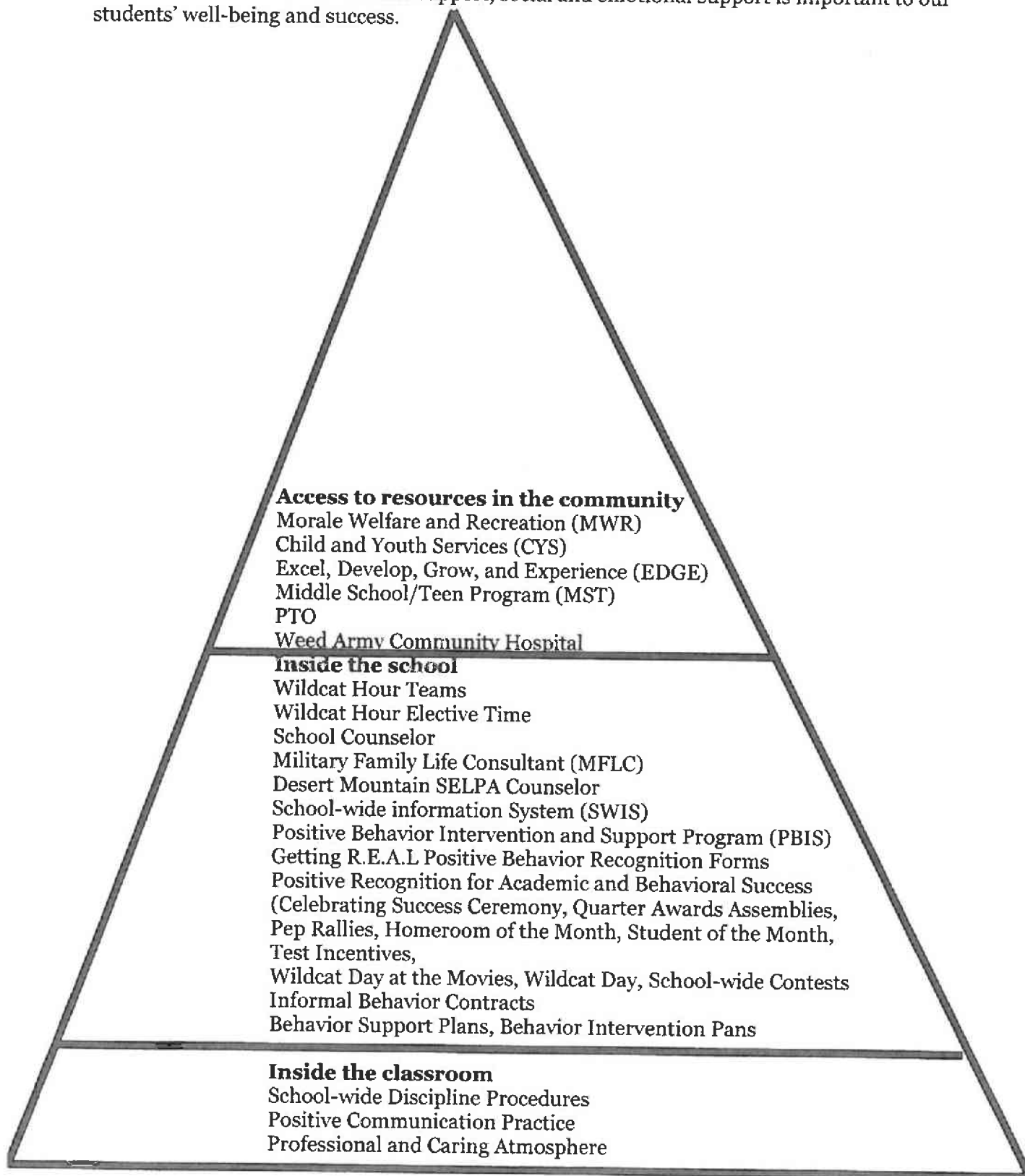
Parents whose students are classified as “Intensive” should be collaboratively communicating with their student’s teachers every day, minimally using the Agenda. They too should also be aware and utilize the web based and externally provided resources that support improvement in both language arts and math; the Success Maker, KAHN Academy, SOAR and Tutor.com web based resources. They may also consider additional tutoring services provided by the military’s Middle School Teen Center, (MST).

Response to Intervention (RtI) at Fort Irwin Middle School has three levels. Depending on student needs, academic/instructional support is provided as listed below:



SOCIAL/EMOTIONAL SAFETY NETS

In addition to the academic support, social and emotional support is important to our students' well-being and success.



Section 2: Needs Assessment

Characteristics of our School's Stakeholders and Implications for the Plan

What are the implications based on the characteristics of our stakeholders?

Students

6th -8th Grade: requires specialized configuration of master schedule to meet multiple subject requirement that all 6th grade teachers teach each of their students in two subjects each day. This feature limits the flexibility of both staff and student placement in relation to the master schedule of course offerings.

Student Population 356: increased number of students performing at higher levels requires more students having enrichment classes, thus with a limited number of staff members puts a strain on the flexibility of the master schedule, especially due to the shared teacher with TVIS.

Staff

18.5 Certificated Teachers: initial reduction in force from 2008-2009 school year of 1.0 teacher; resulted in an increased number of students per teacher and limited the flexibility of both staff and student placement in relation to the master schedule of course offerings. A new Master Schedule was developed for the 2011-2012 school year primarily based on our students' language arts and mathematics needs as evidenced by their Placement Test and CST/CMA results. These changes resulted in a need for redistribution of teaching assignments; changing from four to five sixth grade teachers, using one single subject teacher to teach both 7th and 8th grade science and another to teach both 7th and 8th grade history/social science. In addition, an increase in the percent of students receiving special education services provided the rationale to support the transition from a part-time to full time special education position. Further, the governing board's support and approval of the implementation of Response to Intervention provided an opportunity to hire a Response to Intervention, (RTI) teacher.

Community

Military Community: National Training Center Fort Irwin: substantial amount of financial and physical support provided by both the Parent Teacher Organization and our Support Squadron: 1st Squadron, 11th ACR. In addition several military related organizations provide both internal and external Academic and Social/Emotional Safety Nets.

Our Improvement Story

What did we say we would do in 2012-2013?

a. School Goal 1: Ninety percent (255) of all students with valid scores will score in the proficient or advanced bands and the appropriate number of students in each subgroup will move up to the proficient performance band on the Math California Standards Tests (For 2012-2013: 7 Black or African Americans, 6 Hispanic or Latino, 5 White, and 6 Socioeconomically Disadvantaged)

Did we do it? What did we do well?

a. No, only 54.3% of 293 students tested performed at the proficient or higher level; however, we did meet Safe Harbor for Overall and three of the four significant subgroups made AYP

What could we change?

a. With the implementation of Common Core State Standards, (CCSS) and the California Assessment of Student Performance and Progress, (CAASPP), a growth based measure of student academic performance; we will need to very purposefully identify individual student strengths and areas of need, and adjust our primary instruction and supports to ensure maximum academic growth for each student.

What did we say we would do in 2012-2013?

b. School Goal 2: Ninety percent (255) of all students with valid scores will score in the proficient or advanced bands and the appropriate number of students in each subgroup will move up to the proficient performance band on the Language Arts California Standards Tests (For 2012-2013: 6 Black or African Americans, 5 Hispanic or Latino, 4 White, and 5 Socioeconomically Disadvantaged)

Did we do it? What did we do well?

b. No, only 67.8.0% of 295 students tested performed at the proficient or higher level; however, we did meet AYP in all four of the four significant subgroups

What could we change?

b. With the implementation of Common Core State Standards, (CCSS) and the California Assessment of Student Performance and Progress, (CAASPP), a growth based measure of student academic performance; we will need to very purposefully identify individual student strengths and areas of need, and adjust our primary instruction and supports to ensure maximum academic growth for each student.

What did we say we would do within 2012 and 2014?

c. Program Support Goal 1: Our team will develop, implement, and use the Positive Behavior Intervention and Support program to positively impact the student pro-social behavior, school engagement, attendance, and academic achievement.

Did we do it? What did we do well?

c. Yes and no. We continued with our established practices such as: our annual Celebrating Success Ceremony, our Quarter Awards assemblies, our Quarter Pep Rallies, our mid-year, after-school activity, "Wildcat Day at the Movies", and our end of the year, after-school activity, "Wildcat Day", we also positively rewarded and recognized more students in more ways in an ongoing manner. We have already begun one strategy to accomplish this by creating "Get R.E.A.L." tickets; which are given by staff to any student who they observe doing a positive behavior or action which is not specifically expected or required. We have continued our training in a formalized Positive Behavior Intervention and Support program, (PBIS), and

continue to implement our PBIS. We have used the School-wide Information System to better identify our Tier II and Tier III students and have address their behavioral needs with Check-in Check-out practices and Behavioral Support Plans as needed. We have held students to a high level of expected behaviors which will improve school safety and academic outcomes. As examples, we improved pro-social behaviors by reducing the number of major physical offences from twenty six to nineteen (27% reduction) in 2012-2013, and only up one in 2013-2014. Maybe more significant was the reduction in classroom disruptions from 28 in 2012-2013 to 6 in 2013-2014 (79% reduction). We also significantly increased our academic achievement as measured by the Academic Performance Index from 820 to 840 in 2012-2013. We also improved our overall monthly attendance averages in 2013-2014.

What could we change?

c. In 2014 we have already begun to recognize more students more frequently through the use of "Pawsitive Paws". We have also provided these to external community members such as our local shops and organizations like the Girl Scouts. We need to increase the number of students who receive recognition weekly through drawings. We also need to produce PBIS Videos that we can share with incoming students and external community members via our webpage to improve understanding of our school expectations for Positive Behavior. We need to improve student attendance rates by more timely recognition of students maintaining attendance at or above our attendance goal. We need to focus specifically on improving our timeliness of addressing student absenteeism and communication with students and parents explaining both the S.A.R.T. and S.A.R.B. processes as needed.

What might be our next steps?

Continue implementation of varied and differentiated instructional forms to meet diverse population needs by use of: Diagnostic Tests, continuous monitoring using Student Response Systems, Interim Assessments and Student Monitoring Conferences. Continue implementation of specific state adopted responses to intervention programs. Continue the implementation of Flexible Scheduling and the use of "Continuous Student Monitoring" program where all teachers use data to determine which students may require specific intervention responses outside of the regular classroom setting. We need to continue to implement the use of Success Maker to ensure accurate and timely progress monitoring and manage our resources to ensure that all students have minimally have access twice weekly. We need to transition toward the use of more Projects Based Learning Assessments such as those provided by Defined STEM. We need to ensure that all students are being prepared for the Smarter Balance Assessment by being given assigned time to be using the Typing Club program. Ensure that all students and parents are aware of the availability of Success Maker, The Kahn Academy, SOARS and tutor.com for all military dependent children. Implement whole school focus on which math and ELA knowledge and skills are essential, important and nice to know. Ensure that the focus and use of our PLC time is centered on what we have identified as our areas of focus: PBIS, AVID, RTI, CCSS.

In addition, we continue to build a Collaborative Learning Culture where Better Teacher Learning leads to Better Student Learning. We are growing this culture by providing financial support for professional development to our teachers and staff to ensure that our burgeoning PLC will receive training to become more effective as evidenced by increased numbers of students learning at high levels. We also are edifying our adult learners by continuing our professional development for all Math teachers with (CPM) and Singapore Math and Language Arts teachers with Expository Reading and Writing Course, (ERWC) and (Holt). We will also be expanding our Advancement via Individualized Determination, (AVID) Team to receive more training and increase implementing AVID strategies in our classrooms.

Summary Statements

It is clear as our district and school focus on two components of our District's Strategic Plan; Assessment and Collaboration that we as stakeholders need to work together as a Professional Learning Community where we take Collective Responsibility to ensure that: we endeavor to provide flexible programs, well thought out and articulated procedures, and beneficial policies that meet the needs our students as individuals, guaranteeing Certain Access; by name, by need, and by skill. In order to effectively accomplish this; we must: know what it is we expect our students to know and be able to do, know when they have learned, know how we'll respond when they haven't learned, know how we'll respond when they already know (DuFour, 2006) by providing Concentrated Instruction. This requires that we continuously monitor our students' progress toward standards based learning goals using Convergent Assessment which requires that we share in the analysis of our data, and that we collaboratively communicate with each other as educators, and with our students and their parents about our efforts to improve each individual student's learning outcomes.

These professional conversations need to first focus on providing successful daily Tier I interventions within the classroom and during the school day. Then on an as needed basis need to shift toward providing more intensive support in alternate settings during the school day using flexible scheduling. We may also use our categorical resources to provide specifically targeted intervention to students outside of the regular school day.

In support of our school-wide focus on individualized student learning, we need to implement the use of technology in such a manner that allows all students to have opportunity to show what they know. If this is to be accomplished we must support the purchase of contemporary hardware and supporting software.

Further in order to create a school culture where our students enjoy learning and coming to school we must implement more activities that they enjoy and reward them for their positive participation in making FIMS a better place. This can be enhanced by increasing the number of both within the school activities and afterschool activities and will primarily depend on programs funded by our categorical funds. This school culture can be further enhanced by creating more opportunities for students to receive positive outcomes for their efforts and specifically supported by the creation of the "Wildcat Day at the Movies" in January and the "Wildcat Day" in May.

Implications for the Plan?

The School Site Council has created SMART Goals and accompanying action steps that the school stakeholders can understand; can reasonably accomplish and which can produce measurable outcomes. Of the four key areas of the district's Strategic Plan, FIMS has elected to focus on aligning their SMART Goals with three: curriculum, student support, and technology. Although the three SMART Goals are segregated by area, they have been intrinsically knitted together via the action steps to establish a functional trinity wherein each goal supports the other to attain the existing School Vision, that, "Fort Irwin Middle School will develop an academic program that will focus on high expectations of pupil performance in an environment where students feel socially, emotionally, and physically safe."

Next Steps.

We want to ensure that all stakeholders have a clear understanding of where we are as it related to ensuring high levels of learning for all students as we move forward with educating our students to be College and Career Ready. We will continue designing Common Core State Standards Based lessons for both Math and English Language Arts and developing common progress monitoring assessments in order to collaboratively identify individual student strengths and needs and timely and effective responses to those needs. In addition we will be identifying specific resources and ways parents can use these resources to assist their students/children at home.

Form A: Planned Improvements in Student Performance

The school site council (SSC) 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 API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

SCHOOL GOAL # 1 ONE HUNDRED PERCENT OF STUDENTS WILL BE ASSESSED TO ESTABLISH BASELINE SCORES FOR THE CALIFORNIA ASSESSMENT OF PERFORMANCE AND PROGRESS, (CAASPP) FOR MATH (or other summative assessment as identified in a student's IEP)						
Student groups and grade levels to participate in this goal: All students in grades 6-8	Anticipated annual performance growth for each group: Baseline data established 2014-2015					
Means of evaluating progress toward this goal:	Group data to be collected to measure academic gains:					
Use Interim scores to evaluate longitudinal progress	Annual Math California Assessment of Performance and Progress scores by grade level					
Actions to be Taken to Reach This Goal: Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ² Monitored by Monitored When	Proposed Expenditures ³	Estimated Cost	Funding Source	Strategic Plan Alignment/ Priority Areas	
Ensure that all math teachers have time for vertical and lateral articulation meetings	Nov 2010 Principal Annually	N/A	N/A	N/A	1-3/1,2,3	
Verify implementation of varied and differentiated instructional forms to meet diverse population needs	Nov 2010 Principal Ongoing	N/A	N/A	N/A	1-3/1,2,3	
Focus on Common Core math standards and assessment through use of STAR Math, Success Maker, and Defined STEM	RTI Coordinator Weekly	N/A	N/A	N/A	1-3/1,2,3,4	

See Appendix B: Chart of Requirements for the SPSS for content required by each program or funding source supporting this goal. List the date an action will be taken or will begin, and the date it will be completed.

If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as "middle grades reading tutor" or "laptop computer", and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures.

Inform all students and parents of the availability of Success Maker, The Kahn Academy, tutor.com for all military dependent children	Aug 2010 Front Office Annually	N/A	N/A	N/A	1.3/1,2,3,7
Ensure that CASSPP Math data is reviewed by math teachers for all incoming grade level students and that any areas of whole class deficiency become a part of focused changes to current curriculum implementation and any areas of individual deficiencies become a key part of focused learning communicated between the student, teacher, and parent	Aug 2010 Principal and Math Teachers Annually	N/A	N/A	N/A	1.3/1,2,3,4,6,7
Ensure sufficient instructional minutes are offered, aligned to Essential Program components (EPC 2) 2	Aug 2011 Principal Annually	N/A	N/A	N/A	N/A/1,2,3
Target specific students for RTI, during the regular school day. (6 th - 8 th Grades)	Nov 2010 Principal & Counselor Ongoing	N/A	N/A	N/A	1.3/1,2,3
Calendar dates for vertical articulation between both our feeder intermediate school and the high school to allow for data driven conversations about our transitioning students.	May 2011 Principals Annually	N/A	N/A	N/A	1.3/1,2,3

SCHOOL GOAL # 2 ONE HUNDRED PERCENT OF STUDENTS WILL BE ASSESSED TO ESTABLISH BASELINE SCORES FOR THE CALIFORNIA ASSESSMENT OF PERFORMANCE AND PROGRESS, (CAASPP) FOR ELA (or other summative assessment as identified in a student's IEP)

Student groups and grade levels to participate in this goal: All students in grades 6-8		Anticipated annual performance growth for each group: Baseline data established 2014-2015				
Means of evaluating progress toward this goal:		Group data to be collected to measure academic gains:				
Use Interim scores to evaluate longitudinal progress		Annual ELA California Assessment of Performance and Progress scores by grade level				
Actions to be Taken to Reach This Goal ⁴ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Dates ⁵ Monitored by Monitored When	Proposed Expenditures ⁶	Estimated Cost	Funding Source	Strategic Plan Alignment/Priority Areas	
Ensure that all language arts teachers have time for vertical and lateral articulation meetings	Nov 2010 Principal Annually	N/A	N/A	N/A	1.3/1,2,3	
Verify implementation of varied and differentiated instructional forms to meet diverse population needs	Nov 2010 Principal Ongoing	N/A	N/A	N/A	1.3/1,2,3	
Focus on Common Core math standards and assessment through use of STAR Math, Success Maker, and Defined STEM	Feb - April RTI Coordinator Weekly Aug 2010 Front Office Annually	N/A	N/A	N/A	1.3/1,2,3,4	
Inform all students and parents of the availability of Success Maker, The Kahn Academy, tutor.com for all military dependent children and all student access to		N/A	N/A	N/A	1.3/1,2,3,7	

See Appendix B: Chart of Requirements for the SPSS for content required by each program or funding source supporting this goal.
 List the date an action will be taken or will begin, and the date it will be completed.
 If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as "middle grades reading tutor" or "laptop computer", and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures.

<p>Kahn Academy</p>	<p>Ensure that CAASPP ELA data is reviewed by language arts teachers for all incoming grade level students and that any areas of whole class deficiency become a part of focused changes to current curriculum implementation and any areas of individual deficiencies become a key part of focused learning communicated between the student, teacher, and parent</p>	<p>Aug 2010 Principal And ELA Teachers Annually</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>1.3/1,2,3,4,6,7</p>
<p>Ensure sufficient instructional minutes are offered, aligned to Essential Program components (EPC 2) 2</p>	<p>Aug 2011 Principal Annually</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>1.3/1,2,3</p>
<p>Hold Parent Conferences each Fall and Spring</p>	<p>Aug 2010 Principals Annually</p>	<p>Teachers all day substitute coverage x 22 x 2</p>	<p>\$5,500</p>	<p>DISC 1141</p>	<p>N/A</p>	<p>N/A</p>	<p>1.3/1,2,3,4,6,7</p>
<p>Target specific students for RTI, during the regular school day. (6th - 8th Grades)</p>	<p>Nov 2010 Counselor Ongoing</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>1.3/1,2,3</p>
<p>Target specific students for RTI, using Reading 180 or System 44 during the regular school day. (6th - 8th Grades)</p>	<p>Nov 2010 Counselor Ongoing</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>1.3/1,2,3</p>
<p>Calendar dates for vertical articulation between both our feeder intermediate school and the high school to allow for data driven conversations about our transitioning students.</p>	<p>May 2011 Principals Annually</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>1.3/1,2,3</p>

Form B: Centralized Support for Planned Improvements in Student Performance

The school site council (SSC) has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

PROGRAM SUPPORT GOAL # 1
OUR TEAM WILL DEVELOP, IMPLEMENT AND USE THE POSITIVE BEHAVIOR INTERVENTION AND SUPPORT PROGRAM TO POSITIVELY IMPACT THE STUDENT PRO SOCIAL BEHAVIOR, SCHOOL ENGAGEMENT, ATTENDANCE AND ACADEMIC ACHIEVEMENT.

Groups participating in this goal (e.g., students, parents, teachers, administrators);	Anticipated annual growth for each group:			
Students, parents, teachers, counselor, MFLC, principal, Booster Club, school liaison, garrison and base commanders, district and county personnel	Ten percent decrease in the number of incidents related to emotional and physical violence between students; second, ten percent decrease in the number of disruptive and defiant behaviors in the classrooms			
Means of evaluating progress toward this goal:	Group data to be collected to measure gains:			
<u>Monthly report for Behaviors from Infinite Campus and Referral Log</u>	End-of-the-year school report for Behaviors from Infinite Campus and Referral Log			
Actions to be Taken to Reach This Goal? Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ^s Monitored by Monitored When	Proposed Expenditures ^s	Estimated Cost	Funding Source
Maintain Celebrating Success Ceremony: publicly rewarding and honoring students who move up a band-level or score a proficient and/or advanced on language Arts and/or Math CST	Aug 2010 Principal & Counselor Fall	Incentives and Ceremony Materials	\$1,500	DISC 5880 3-3/4,5,6,7,8
Maintain Student Quarter Awards: publicly rewarding and honoring students who may be attain any of the following standards: A & B Honor Roll, Perfect Attendance, Best Male and Female Athlete, Best in Subject Area to include, Language Arts, Mathematics, Science, Social Studies, Fine Arts, and Physical Education	Fall, Winter, Spring 2010 Principal & Grade Chairs Quarterly	Incentives and Ceremony Materials	\$400	DISC 5880 3-3/5,6,7,8

See Appendix B: Chart of Requirements for the SPSA for content required by each program or funding source supporting this goal. List the date an action will be taken or will begin, and the date it will be completed. If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as "middle grades reading tutor" or "laptop computer", and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures.

Maintain 8 th Grade Promotion: publicly recognizing and honoring those eighth grade students who have made adequate progress in meeting the 8 th grade level standards; with special recognition being given to those students who have excelled in curricular and extracurricular areas.	May 2010 Principal & Counselor Spring	Incentives and Ceremony Materials	\$1,000	DISC 4390	3-3/6,7,8
Purchase Weekly "Pawsitive" and Attendance incentives	Aug 2012 Principal & PBIS Team	Incentives	\$2,250	DISC 5880	3-3/6,7,8
Support Team Trainings	Aug 2012 Principal & PLC Lead	Teachers all day substitute coverage	\$2,250	DISC 1141	1-3/7,8
Maintain Focus on High Expectations of Pupil Academic and Behavioral Performance	Aug 2010 Principal, Counselor, Teachers Ongoing	3-ring Wildcat binders, student startup Kit, agendas, dividers	\$2,800, \$4,000, \$2,100, \$2,000	DISC 4310	3-3/1,3,8
Purchase Homeroom of the Month Meals	Aug 2012 Principal Monthly	Incentives	\$900	DISC 5880	3-3/6,8
Purchase Student of the Month Meals	Aug 2012 Principal Monthly	Incentives	\$100	DISC 5880	3-3/8
Purchase PBIS Getting REAL Awards	April 2012 PBIS Coach Ongoing	Incentives	\$1,500	DISC 5880	3-3/8
PBIS Lunchtime Rewards Games	Aug 2013	Kinect	\$800.00	DISC 4310	3-3/8
Purchase End of Month No ODRs Treats	Aug 2013 Annually	Incentives	\$600.00	DISC 5880	3-3/8
End of Year Academic Trip	Nov 2014 Ongoing	Buses, Entrance Fee	\$5,000.00	DISC ???	3-3/1,3,6,7,8

PROGRAM SUPPORT GOAL # 2

Technology: THERE WILL BE AN INCREASED USE OF TECHNOLOGY HARDWARE AND SOFTWARE IN CLASSROOMS BY STAFF AND STUDENTS IN ORDER TO ENHANCE THE DELIVERY OF THE ADOPTED CORE CURRICULUM, PROVIDE ENRICHMENT OPPORTUNITIES AND ASSESS STUDENT LEARNING IN A MORE TIMELY AND EFFECTIVE MANNER

Groups participating in this goal (e.g., students, parents, teachers, administrators); students, teachers, administration, and other school staff	Anticipated annual growth for each group: There will be a ten percent increased use of ELMOs, Mobys, SRS, and the web-based Discovery Streaming Group data to be collected to measure gains: End of the year report on classroom technology use modeled after the CTAP annual report						
Means of evaluating progress toward this goal: Monthly report on classroom technology use modeled after the CTAP annual report	Actions to be Taken to Reach This Goal ¹⁰ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ¹¹ Completion Date	Proposed Expenditures ¹²	Estimated Cost	Funding Source	Strategic Plan Alignment/Priority Areas	
	Maintain use of Technology	Nov 2011 Principal Annually	Hardware and Software	\$10,000	DISC ???	2-3/1,2,3,5,6,7,8	
	Maintain Discovery Streaming License	Jan 2011 Principal Annually	Site License	\$2775.60	DISC 5840	2-3/1,2,3,5,6,7,8	
	Maintain use of School Messenger	Aug 2013 Principal Annually	Site License	\$876.76	DISC 5840	2-3/6,7,8	
	IPAD Peripherals and Apps	Aug 2013	Peripherals/Apps	\$400.00	DISC 4390	2-3/8	

¹⁰ See Appendix B: Chart of Requirements for the SPSS for content required by each program or funding source supporting this goal.
¹¹ List the date an action will be taken or will begin, and the date it will be completed.
¹² If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as "middle grades reading tutor" or "laptop computer", and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures.

Form C: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education <u>Purpose:</u> Assist expectant and parenting students succeed in school.	\$
<input type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	\$
<input type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$
<input type="checkbox"/> High Priority Schools Grant Program <u>Purpose:</u> Assist schools in meeting academic growth targets.	\$
<input type="checkbox"/> Instructional Time and Staff Development Reform <u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas.	\$
<input type="checkbox"/> Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	\$
<input type="checkbox"/> Pupil Retention Block Grant <u>Purpose:</u> Prevent students from dropping out of school.	\$
<input type="checkbox"/> School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs.	\$
<input type="checkbox"/> School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	\$
<input type="checkbox"/> Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.	\$
<input type="checkbox"/> List and Describe Other State or Local funds (e.g., Gifted and Talented Education)	\$
Total amount of state categorical funds allocated to this school	\$0.00

Federal Programs under No Child Left Behind (NCLB)	Allocation
<input type="checkbox"/> Title I, Neglected Purpose: Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	\$
<input type="checkbox"/> Title I, Part D: Delinquent Purpose: Supplement instruction for delinquent youth	\$
<input type="checkbox"/> Title I, Part A: School-wide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	\$
<input type="checkbox"/> Title I, Part A: Targeted Assistance Program Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$
<input type="checkbox"/> Title I, Part A: Program Improvement Purpose: Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	\$
<input type="checkbox"/> Title II, Part A: Teacher and Principal Training and Recruiting Purpose: Improve and increase the number of highly qualified teachers and principals	\$
<input type="checkbox"/> Title II, Part D: Enhancing Education Through Technology Purpose: Support professional development and the use of technology	\$
<input type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$
<input type="checkbox"/> Title IV, Part A: Safe and Drug-Free Schools and Communities Purpose: Support learning environments that promote academic achievement	\$
<input type="checkbox"/> Title V: Innovative Programs Purpose: Support educational improvement, library, media, and at-risk students	\$
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement Purpose: Provide flexibility in the use of NCLB funds to eligible LEAs	\$
<input type="checkbox"/> Other Federal Funds (list and describe ¹³)	\$
Total amount of federal categorical funds allocated to this school	\$
Total amount of state and federal categorical funds allocated to this school	\$

¹³ For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Form D: School Site Council (SSC) Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:¹⁴

Names of Members	Principal	Classroom Teacher or Certified Staff	Other School Staff	Parent or Community Member	Secondary Student
Michael Sullivan	X				
Monte Carman		X			
Megan McIntosh		X			
Angela Min		X			
Stephanie Shubert		X			
Sheila Bowers			X		
Christie Sandor				X	
Jennifer Stoeger				X	
Tianthony Wagner Sr.				X	
Malea Banks					X
Zaylin McIntosh					X
Isabella Wilcox					X
Numbers of members of each category	1	4	1	3	3

¹⁴ 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.

Form E: Recommendations and Assurances


The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):
 - School Advisory Committee for State Compensatory Education Programs
 - English Learner Advisory Committee
 - Community Advisory Committee for Special Education Programs
 - Gifted and Talented Education Program Advisory Committee
 - Other Grade 6-8 English and Math Teachers
4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan 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 school plan was adopted by the school site council at a public meeting on: November 10, 2012.

Attested:

Michael Sullivan

Typed name of school principal



Signature of school principal and date

Angela Min

Typed name of SSC chairperson



Signature of SSC chairperson and date 11-25-14