

# The School Plan for Student Achievement

**School:** Graham Middle School  
**CDS Code:** 43-69591-6047989  
**District:** Mountain View Whisman School District  
**Principal:** Michael Hermosillo  
**Revision Date:** November 15, 2018

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

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

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**The District Governing Board approved this revision of the SPSA on November 15, 2018.**

## Table of Contents

School Vision and Mission .....	3
School Profile.....	3
Comprehensive Needs Assessment Components .....	4
Data Analysis .....	4
Analysis of Current Instructional Program .....	5
Description of Barriers and Related School Goals .....	7
School and Student Performance Data .....	8
CAASPP Results (All Students) .....	8
ELPAC Results .....	12
Planned Improvements in Student Performance .....	13
School Goal #1 .....	13
School Goal #2 .....	16
School Goal #3 .....	19
School Goal #4 .....	22
School Goal #5 .....	24
Summary of Expenditures in this Plan.....	27
Total Allocations and Expenditures by Funding Source .....	27
Total Expenditures by Object Type.....	28
Total Expenditures by Object Type and Funding Source.....	29
Total Expenditures by Goal .....	30
School Site Council Membership .....	31
ELAC Membership .....	32
Recommendations and Assurances.....	33

## School Vision and Mission

### Graham Middle School's Vision and Mission Statements

Vision:

Every student, family, staff and community member is engaged and committed to learning in a collaborative diverse and innovative partnership.

Mission Statement:

We inspire, prepare and empower every student.

Core Values:

Essential Elements: I Belong, Together We Can, Pursue Knowledge, Take Pride, Do No Harm

## School Profile

Graham Middle School is located in Mountain View, a suburban community of 78,000, approximately 35 miles south of San Francisco. It is part of the Mountain View Whisman School District, which serves more than 5,000 students in eight elementary schools and two middle schools. The school receives students from all elementary schools in the district, but the major feeder schools are Bubb, Huff, Landels, and Castro. Graham Middle School students represent the diversity of the city of Mountain View; preparing them for a successful transition to high school, college, and life.

Goal 1: Student Achievement: English Language Arts

By June 2019, there will be an increase from 69% to 72% in the number of students meeting or exceeding standards in English Language Arts, as measured by CAASPP.

Language Arts Key Strategies:

A. Use common formative and summative assessments to drive instructional decisions to meet the need of all students

B. Create and implement a district pacing guide for both middle schools

C. Provide RTI strategic interventions to support all students

D. Implement SIOP features

E. E. Implement Co-Teaching

SIOP

features

Goal 2: By June 2019, there will be an increase from 66% to 70% in the number of students meeting or exceeding standards in Mathematics, as measured by CAASPP.

Mathematics Key Strategies:

A. Use common benchmarks and formative & summative assessments to drive instructional decisions to meet the need of all students

B. Provide RTI strategic interventions to support all students

C. Implement SIOP features

D. Implement Co-Teaching

E. Evaluate pacing guide to reflect changes to master schedule

Goal 3: Closing the Achievement Gap

3.1 By June 2019, we will reduce by 10% from 28 to 25 students who are Long Term English Learners (LTEL)

3.2 By June 2019, we will reduce by 10% from 28 to 25 students who are at-risk of becoming an LTEL

3.3 By June 2019, we will increase the percentage of RFEP students meeting/exceeding standard in ELA from from 61% - 65%

Key Strategies:

A. Implement the following Sheltered Instruction Observation Protocol (SIOP) elements in all classrooms:

1. Language Objectives 2. Developing Key Vocabulary 3. Frequent Opportunities for Interactions 4. Scaffolding Strategies

B. Provide interventions for English Learners

C. Support academic language development

D. Provide monthly professional development for staff

Goal 4: Human Capital 2018-19 Goal:

By June 2019, teachers will work as a Professional Learning Community team to complete at least 4 formative assessment cycles (using benchmarks two of the times).

Key Strategies:

- A. Provide professional development for PLC
- B. Onboard new staff members with training of PLC process and deliverables
- C. Implement new or revised instructional strategies based on formative assessment cycle.

Goal 5: Supportive and Inclusive Culture 2018-19 Goal:

5.1 By June 2019, there will be a 10% decrease in the percentage of students (42% to 32%) feeling disrespected by others at school (Frequently and Almost Always) as measured by the School Climate Survey question.

5.2 By June 2019, average daily attendance for the school year will increase from 96.9% to 97.2%.

5.3 By June 2019, we will reduce the number of school suspensions from 29 to 26.

Key Strategies:

- 1. Research and plan the implementation of a Social and Emotional Learning Program
- 2. Increase positive student recognitions in alignment with Graham's Essential Elements
- 3. Review and revise school-wide discipline process.

## **Comprehensive Needs Assessment Components**

### **Data Analysis**

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

### **Analysis of Current Instructional Program**

In conjunction with the needs assessments, the categories below 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

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

### **Standards, Assessment, and Accountability**

#### **1. Use of state and local assessments to modify instruction and improve student achievement**

Graham Middle School is committed to providing all students with high quality education. Teachers use California State Standards to guide their instruction. The staff use the result of the CAASPP assessments to plan for this year's instruction and plan interventions for target students. In order to monitor students' progress, teachers administer common formative and summative assessments, and trimester district benchmark assessments to inform instructional decisions. Benchmark assessments assess writing, reading, and math skills and progress toward mastery of standards. Teachers in every content area meet weekly with their Grade Level, Content Department, or Job-alike teachers to plan common formative and summative assessments, analyze the data from those assessments and make instructional decisions based on the data.

Mountain View Whisman School District adopted a new English Language Arts' curriculum, Study Sync, for the 2016-2017 school year that aligns to the new state standards. Study Sync is an extremely thorough and rigorous curriculum that has served to better prepare our students to meet or exceed standards. This is our third year using the Study Sync curriculum. Teachers now have a better understanding of what the curriculum provides and how they can adapt it to meet the diverse needs of our students.

Students, parents, and staff members received scores from Smarter Balanced Assessment Consortium (SBAC) tests, which are part of the California Assessment of Student Progress and Performance (CAASPP). The results of this assessment are used to identify areas of need and served as a starting point for this year's Single Plan for Student Achievement.

This school year we implemented a new cascading schedule. This new schedule allows all students to take a least one elective throughout the school year. We have also added Response to Instruction (RTI) classes for all students to provide intervention and enrichment opportunities in Math and English Language Arts. In addition, we have added co-teaching classes in Math and English Language Arts. These implementations help align our school with our district strategic plan and supports all students.

#### **2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction**

Teachers work in collaborative teams within a Professional Learning Community to develop curriculum-embedded common formative assessments. These assessments are designed to assess learning of key standards needed for growth and to address areas of need as indicated by curriculum assessments, district benchmark assessments, and state assessments. Teachers also collaborate in partnership with the other middle school in the district to develop assessments and pacing guides. Data from these assessments are used to measure student growth, analyze instructional practices, and create continuous improvement goals.

## Staffing and Professional Development

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

At Graham Middle School 100% of our teachers meet the requirements for highly qualified staff for their currently assigned positions. Teachers are fully credentialed to teach their assigned content areas. Graham currently has ten teachers that are participating in the teacher induction program, which is a partnership between the District and the Santa Cruz Silicon Valley New Teacher Project. This two-year program provides teachers with support and training in their new profession and allows them to obtain a Clear California Teaching Credential.

In addition to the New Teacher Program, all teachers receive support and guidance from administration, office staff, colleagues, and instructional coaches.

At the beginning of the year Mountain View Whisman School District provided all teachers professional development on Sheltered Instruction Observation Protocol (SIOP), the program our district chose to help close the achievement gap for our English Learners. The district has a three year SIOP implementation plan that includes staff development throughout the year. The coaches and administrators do weekly walk-throughs and provide feedback to teachers on what is going well in terms of the SIOP implementation and opportunities for growth.

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

Graham Middle School shares instructional coaches with Crittenden (the other middle school in our district.) They serve in mathematics, science and literacy to support collaboration teams, teachers' professional goals, site plan strategies, district initiatives, and classroom management.

The instructional coaches provide professional development during staff meetings as well as optional staff development opportunities after school. In addition, the school District provides professional development and coaching for SIOP, RTI, Co-teaching and other academic areas based on our district strategic plan.

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

At Graham Middle School, teachers have the opportunity to collaborate daily with job-alike colleagues due to an additional preparation period from the middle schools' new cascading schedule. All mathematics, science, social studies, language arts and special education teachers have common preparation time to assist in planning in instruction. Additional teacher collaboration occurs within grade level teams, content-area departments, release planning days, and staff meetings. Furthermore, Graham teachers share release days with colleagues from the other middle school in our district, Crittenden, to align instructional practices.

## Opportunity and Equal Educational Access

### 6. Services provided by the regular program that enable underperforming students to meet standards

At Graham Middle School, all students have the chance to be successful. In all of our classrooms, teachers use researched based instructional practices to ensure students attain academic success. Teachers regularly monitor students' progress to identify students that are struggling to attain grade level standards. In order to assist these students, teachers use resources from our district adopted curriculum and other researched based resources. We provide tutorial and intervention support, throughout the week for students who are struggling. We work collaboratively with our city partner "The Beat" to support student learning. Graham has a guidance counselor, At-Risk Coordinator, and School Community Engagement Facilitator who help identify students that are struggling and help coordinate resources to support students. We coordinate services with community partner agencies to support students educational and social emotional needs.

## Parental Involvement

### 7. Resources available from family, school, district, and community to assist under-achieving students

Graham offers multiple resources to our students and families to support under-achieving students and other students that qualify for services. We provide after school academic and recreation programs for students underperforming, before and after school enrichment programs, and counseling programs.

Teachers offer strategies and resources to support under-achieving students' academic success. Graham's School Community Engagement Facilitator, At-Risk Coordinator, and Guidance Counselor help connect families with community agencies and is able to inform parents of the many opportunities that parents can be involved with their child's education.

We also provide weekly parent education, with student tutorials, where teachers and high school students provide small group instruction to students who are struggling.

### 8. 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)

Graham Middle School believes that parents are an essential component of the school community and success. Parents regularly participate in committees and events like School Site Council, English Language Advisory Committee, PTA, Graham Performing Arts Association, Back to School Nights, Open House, and Parent Teacher Conferences, Welcome Week, Spring Fling, College and Career Day, graduation activities. Some classrooms recruit parents to support their classroom instruction. Our staff communicates with parents regarding student successes and areas that need improvement.

## Funding

### 9. Services provided by categorical funds that enable underperforming students to meet standards

Graham Middle School is a district-funded school. While approximately 35% of families qualify for free or reduced lunch, Graham does not receive Title I funding. The majority of funds are allocated to Targeted Student Support and Site Discretionary categories, and each year our Site Council evaluates the progress of our students and works to allocate the funds to help underperforming students meet state standards. At Graham, this funding has been used to pay for after school homework assistance, intervention, tutoring, and purchasing materials to support English Language Learners, Socioeconomically Disadvantaged students, and Foster Youth.

## **Description of Barriers and Related School Goals**

One of the major barriers is the changing community at Graham. Since 2010, Graham has grown from six hundred students to almost 900 students. Our socioeconomically disadvantaged students and our English learning students numbers continue to increase. Our demographics percentages are stable, but the numbers of students within each category are growing. We are serving more students that are in transition and foster youth. Another barrier is the continual change to our staffing. We lose teachers each year as they move to areas with more affordable housing. Hiring and retaining highly qualified teachers is challenge.

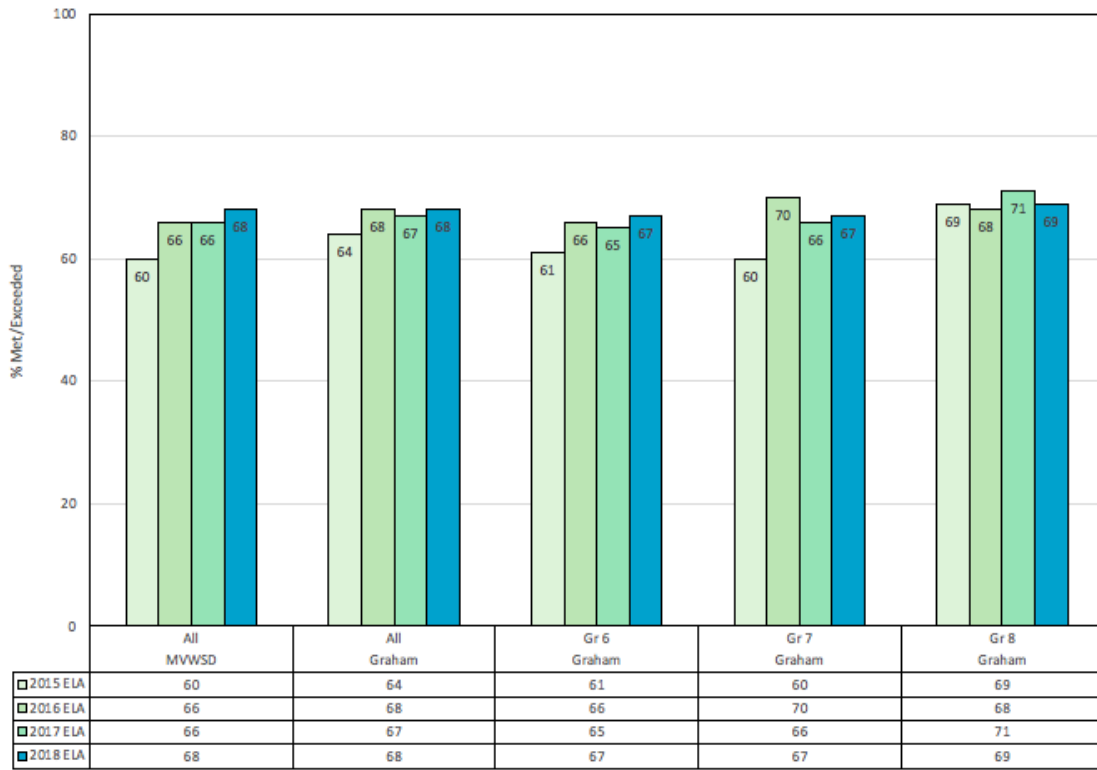
Graham Middle School saw a decrease in the number Reclassified Fluent English Proficient students in both Mathematics and Language Arts bases on the 2018 California State Assessments. Our new school goals and key strategies are specific to RFEF students and English Language Learners to help them be more successful at school.

## Site Demographics

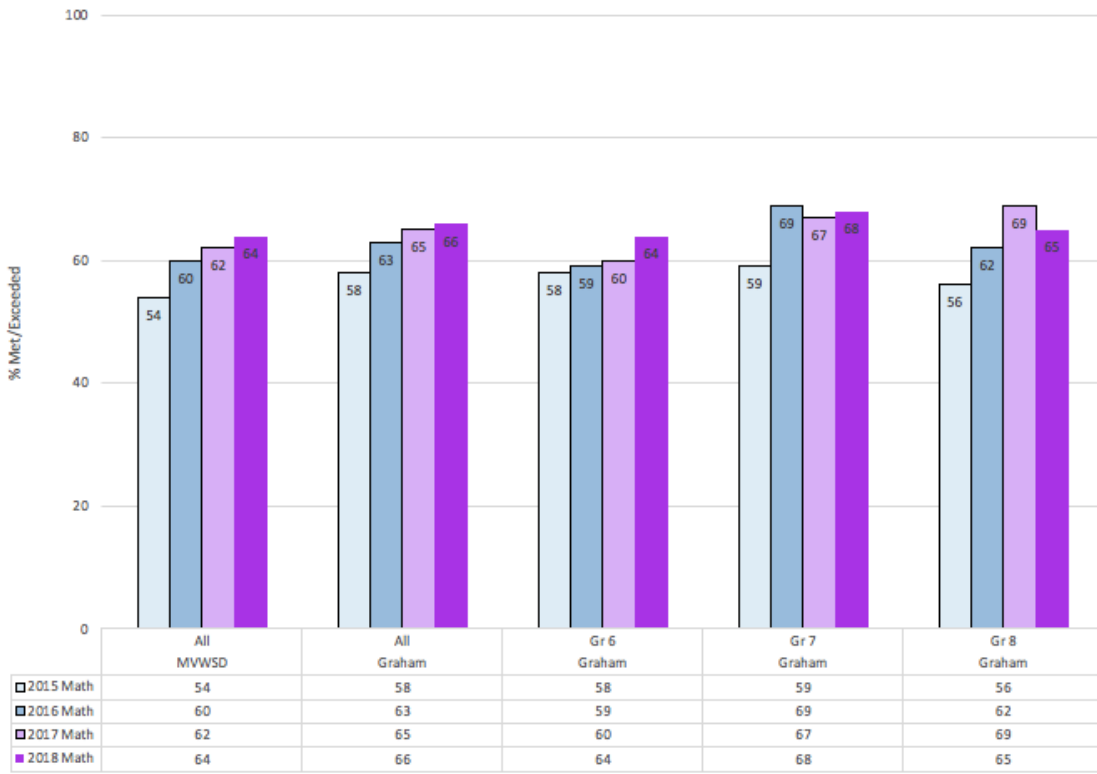
Graham	2015-16	2016-17	2017-18
Enrollment	795	828	873
Asian	14%	14%	14%
Hispanic/Latino	41%	41%	40%
White	32%	32%	33%
Students with Disabilities	12%	15%	11%
English Learners	15%	15%	16%
SocioEconomically Disadvantaged	34%	34%	35%



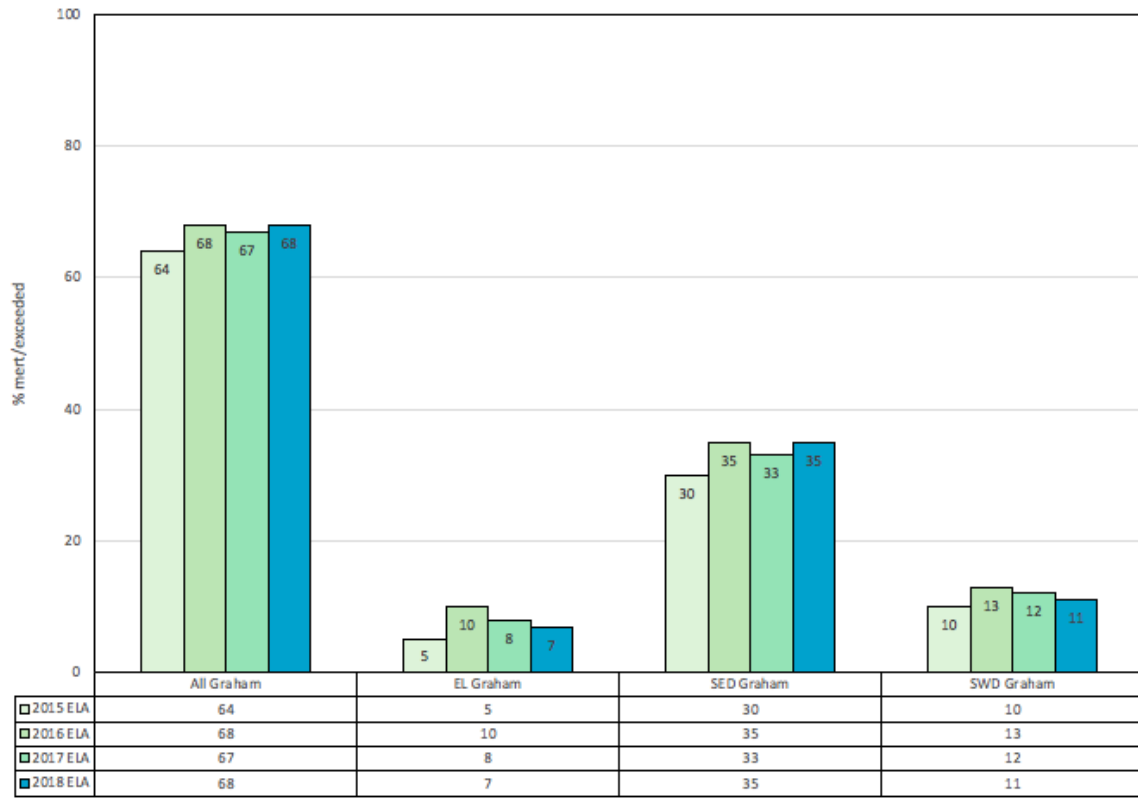
### ELA CAASPP



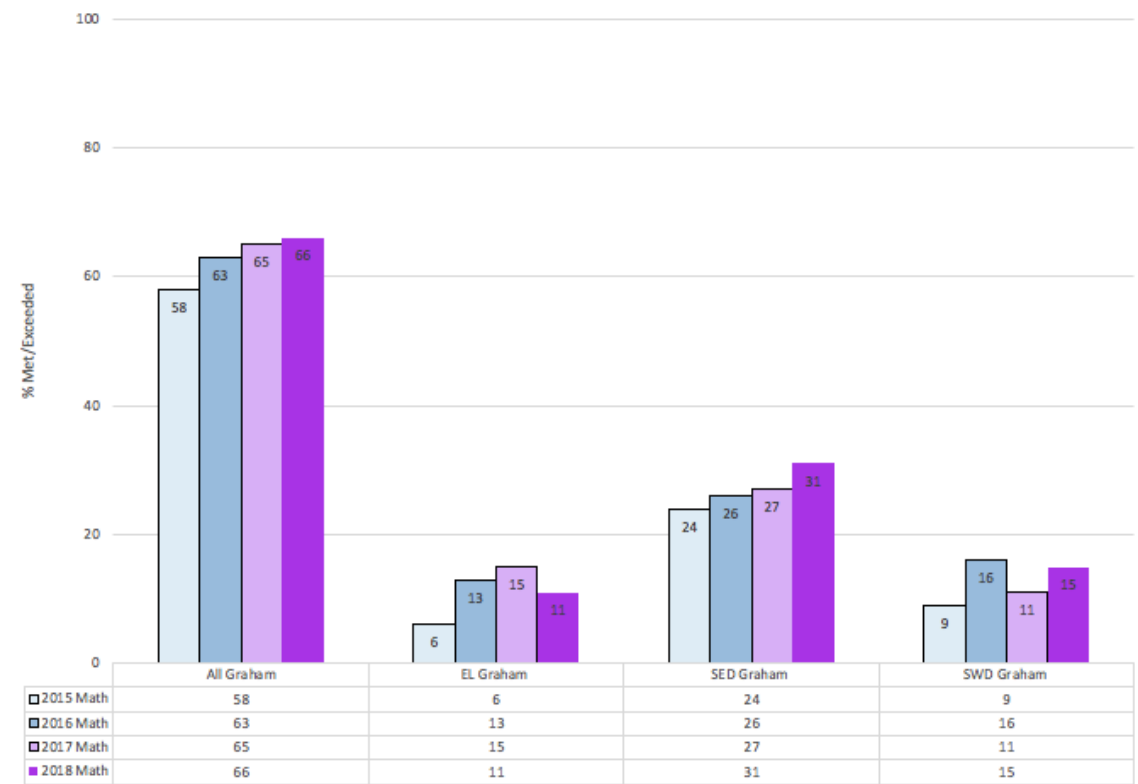
### Math CAASPP



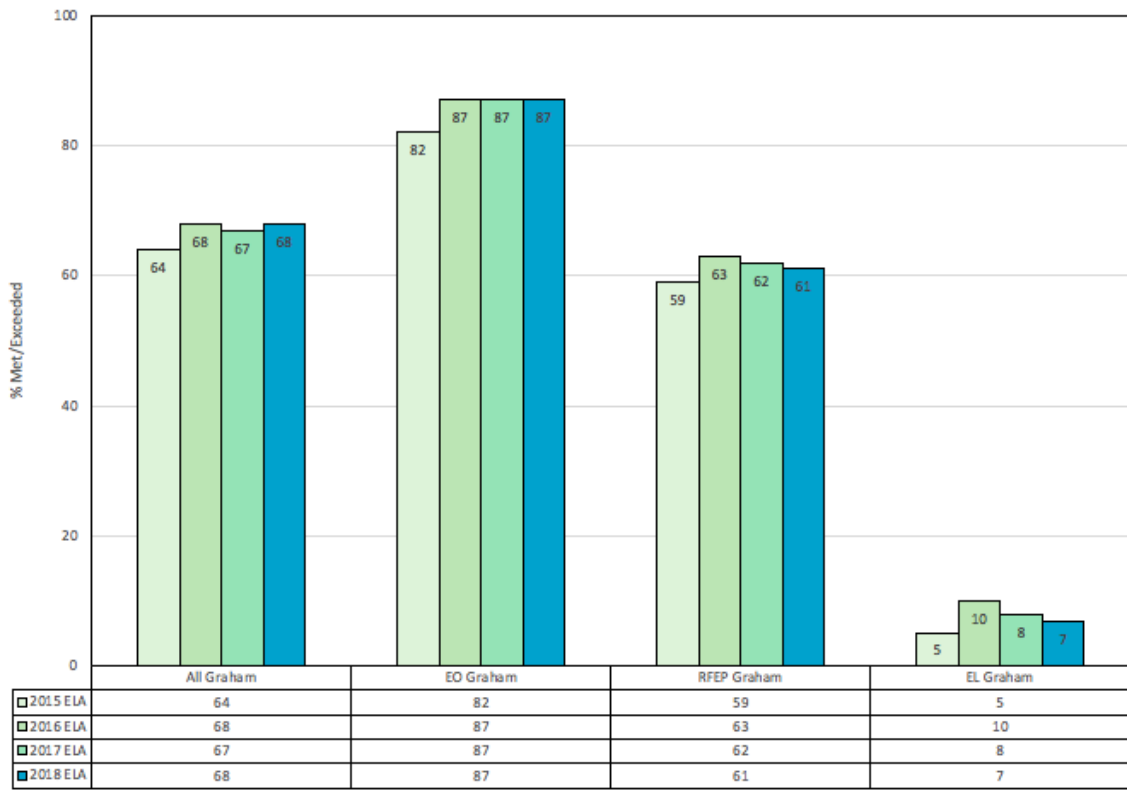
ELA CAASPP Subgroups



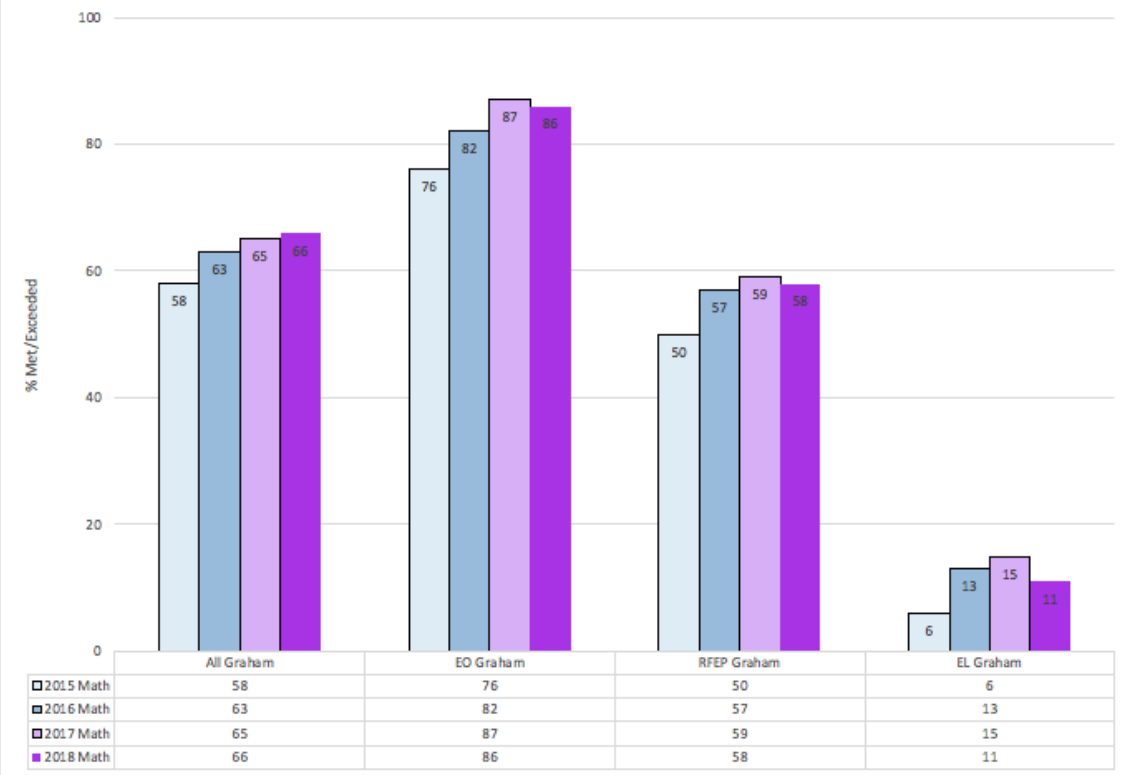
Math CAASPP Subgroups



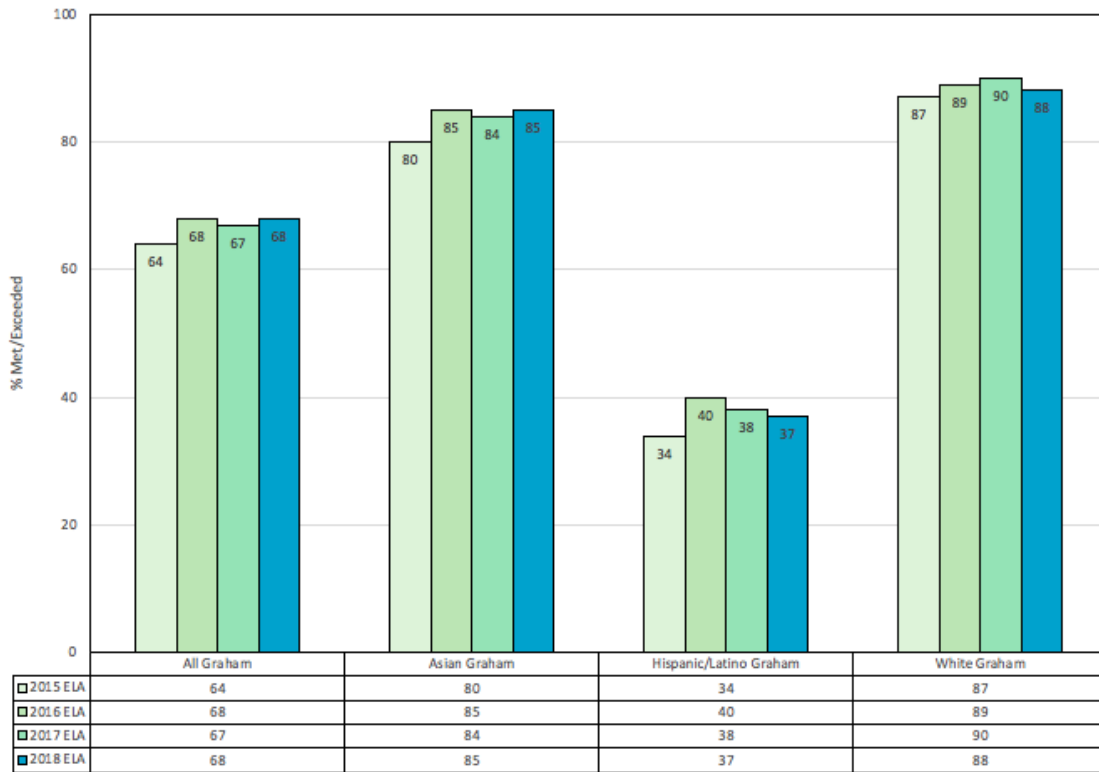
ELA CAASPP English Learner Status



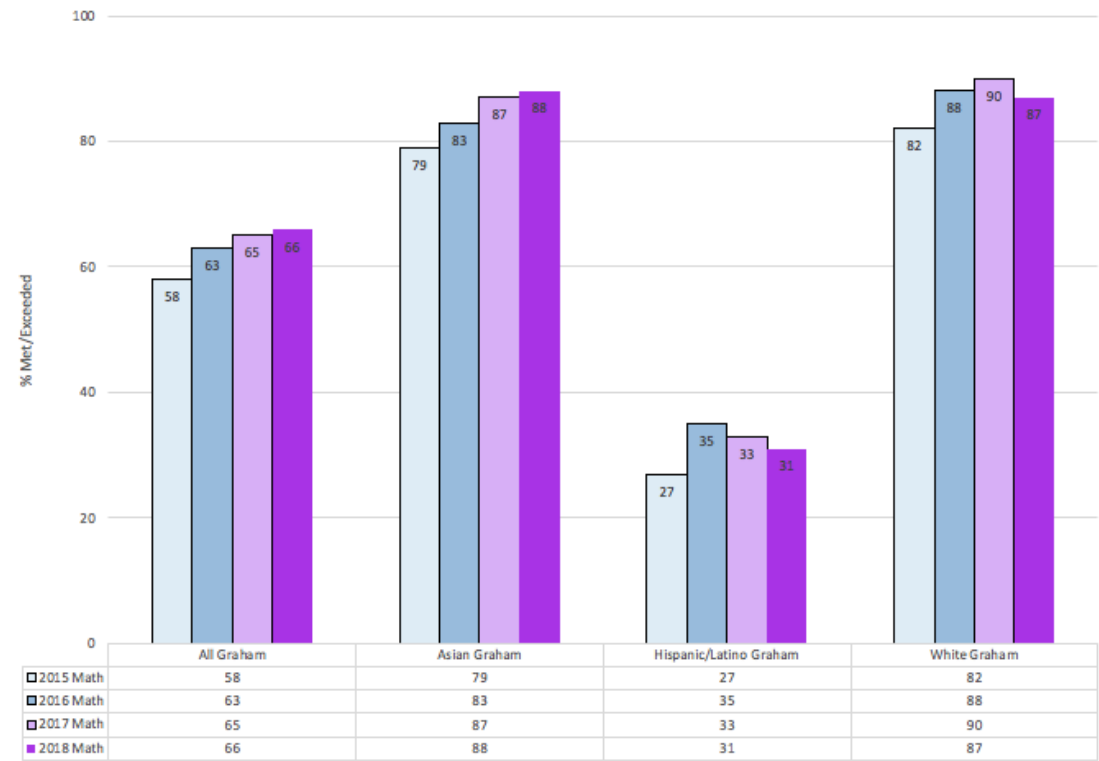
Math CAASPP English Learner Status



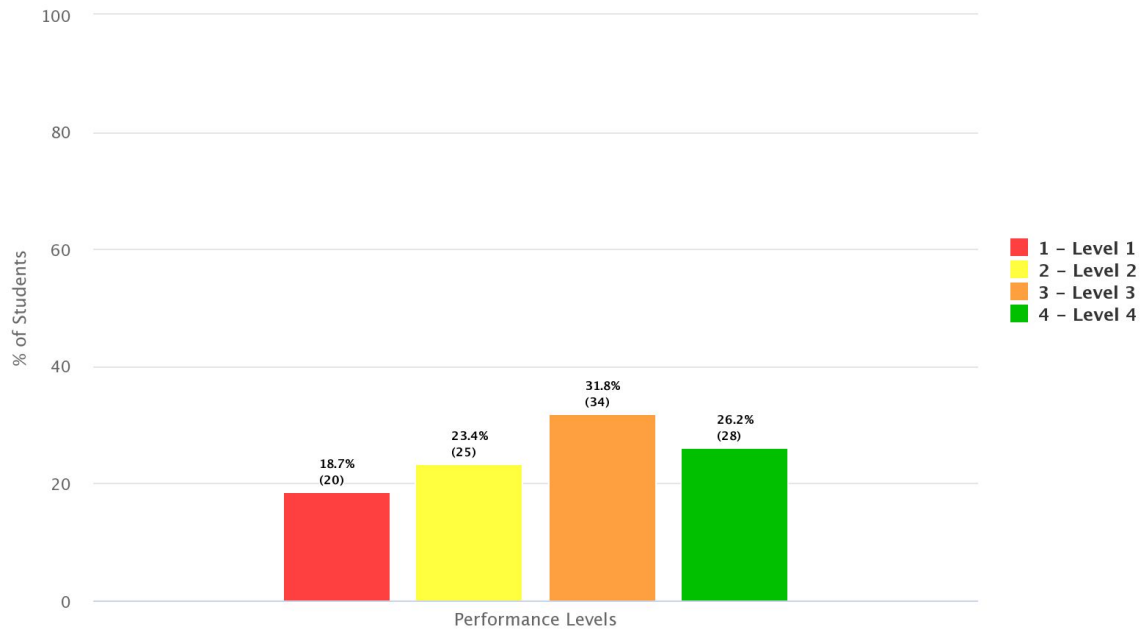
ELA CAASPP Ethnicity



Math CAASPP Ethnicity



### Graham English Language Proficiency Assessments for California (ELPAC) 17-18



	2014-15	2015-16	2016-17	2017-18
Attendance	97.02%	97.24%	96.9%	96.9%
Suspension	56	84	48	29
Reclassification	17.6%	21%	16%	30.8%

## 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 student performance 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:

<b>SUBJECT: Academic Achievement Goal: English Language Arts</b>
<b>LEA/LCAP GOAL:</b>
Goal 2: Increase achievement for all students and accelerate learning outcomes for English Language Learners, low-income students, and other target groups to close the achievement gap.
<b>Strategic Plan</b>
Goal 1: Every student will be prepared for high school and 21st Century citizenship.
<b>SCHOOL GOAL #1:</b>
By June 2019, there will be an increase from 69% to 72% of students meeting or exceeding standards in English Language Arts, as measured by CAASPP.  Key Strategies: A. Use common formative and summative assessments to drive instructional decisions to meet the need of all students B. Create and implement a district pacing guide for both middle schools C. Provide RTI strategic interventions to support all students D. Implement SIOP features E. E. Implement Co-Teaching
<b>Data Used to Form this Goal:</b>
California Assessment of Student Progress and Performance District Assessments (benchmarks and writing) Administration observations
<b>Findings from the Analysis of this Data:</b>
2017-18 Goal: By June 2018, there will be a 4 percentage point increase in the number of students meeting or exceeding standards in English Language Arts as measured by district assessments and CAASPP. The percentage will increase from 66.0 to 70.0 students meeting or exceeding standards in English Language Arts.  Goal met? No (Increased by 1%)

**How the School will Evaluate the Progress of this Goal:**

Administrators and instructional coaches provide weekly feedback to teachers  
 Analyze benchmark data  
 Monitor progress of targeted students  
 Administrators attend department/PLC meetings  
 Administrators check in with ELA department lead at the leadership meetings  
 Administrators meet with instructional coaches to discuss implementation of site and district initiatives and plan next steps  
 Job-alike teachers provide weekly input on PLC data protocol form (administrators review and provide input)  
 Completed Pacing Guide

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Create a pacing guide for 6, 7, and 8 grade and implement the pacing guide, making adjustments as needed.	Create: October-January Implement: October-June	Principals, Teachers, Instructional Coaches	No cost to site			
RTI: Provide professional development to teachers in I-Ready	August-November	District Office	No cost to site			
RTI: Administer diagnostic test to all students in RTI intervention classes every 9 weeks, and analyze data and adjust instruction.	August, November, March and May	Teachers	No cost to site			
RTI: Purchase Resources and materials for ELA to support enrichment for advanced Language arts instruction	August - April	Principals, Teachers	Resources and materials for instruction	4000-4999: Books And Supplies	TSSP	4,000
RTI: Design and Implement Enrichment courses for ELA in collaboration with instructional coaches.	July - June	Principals, Teachers, Instructional Coaches	No Cost to Site			
Research and evaluate reading assessment program to routinely monitor reading progress	November-June	Principals, Teachers, Instructional Coaches	Reading Assessment Program	5000-5999: Services And Other Operating Expenditures	TSSP	4,000
Provide additional Release Days for instructional planning	September - May	Principals, Teachers, Instructional Coaches	Substitutes	1000-1999: Certificated Personnel Salaries	TSSP	6,000

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 in SIOP throughout the year	August - June	Principals, Teachers, Instructional Coaches	No cost to site			
Implement Sheltered Instruction Protocol (SIOP) for all subjects	August - June	Teachers	No cost to site			
Conduct weekly walk-throughs and provide feedback and coaching to teachers on SIOP	August - June	Principals and Instructional Coaches	No cost to site			
Provide professional development to teachers in Co-Teaching	August	Principals and Special Education Coordinators	No cost to site			
Conduct frequent walk-throughs and provide feedback and coaching to teachers on Co-Teaching	August - May	Principals and Special Education Coordinators	No cost to site			
Conduct progress monitoring using data from common formative assessment, Benchmark assessments and feedback from walkthroughs	School Wide: Twice a year Within Departments: At least two additional times	Principals, Teachers, and instructional Coaches	No cost to site			
Implement new or revised action steps based on the review of data throughout the year	Throughout the school year	Principals and Teachers	No cost to site			
Ensure students have access to school materials and supplies for classroom instruction and professional development for teachers	August - June	Principals	Student access to materials and supplies	4000-4999: Books And Supplies	School Allocation	21,620
			Opportunities for Professional Development	5000-5999: Services And Other Operating Expenditures	School Allocation	3,000



## 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 student performance 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:

<b>SUBJECT: Academic Achievement Goal: Mathematics</b>
<b>LEA/LCAP GOAL:</b>
Goal 2: Increase achievement for all students and accelerate learning outcomes for English Language Learners, low-income students, and other target groups to close the achievement gap.
<b>Strategic Plan</b>
Goal 1: Every student will be prepared for high school and 21st Century citizenship.
<b>SCHOOL GOAL #2:</b>
By June 2019, there will be an will increase from 66% to 70% in the number of students meeting or exceeding standards in Mathematics as measured by CAASPP.  Mathematics Key Strategies: A. Use common benchmarks and, formative and summative assessments to drive instructional decisions to meet the need of all students B. Provide RTI strategic interventions to support all students C. Implement SIOP features D. Implement Co-Teaching E. Evaluate pacing guide to reflect changes to master schedule
<b>Data Used to Form this Goal:</b>
California Assessment of Student Performance and Progress (CAASPP) District assessments Unit assessments End of year assessments Administration observations
<b>Findings from the Analysis of this Data:</b>
2017-2018 Goal: By June 2018, there will be a 4-percentage point increase in the number of students meeting or exceeding standards in Mathematics as measured by district assessments and CAASPP. The percentage will increase from 65.0 to 69.0 of students meeting or exceeding standards.  Goal Met? No (increase of 1%)

**How the School will Evaluate the Progress of this Goal:**

Administrators and instructional coaches provide weekly feedback to teachers  
 Analyze benchmark data  
 Monitor progress of targeted students  
 Administrators attend department/PLC meetings  
 Administrators check in with Math department lead at the lead meetings twice a month  
 Administrators meet with instructional coaches to discuss implementation of site and district initiatives and plan next steps  
 Adjusted pacing guides

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
RTI: Provide professional development to teachers in I-Ready	August-September	District Office	No cost to site			
RTI: Administer diagnostic test to all students in RTI classes every 9 weeks	August, November, March, and May	Teachers	No cost to site			
Provide additional Release days for instructional planning	September - May	Principals, Teachers, and Instructional Coaches	Substitute Teachers			
Provide professional development to teachers in SIOP throughout the year	August - June	Principals, teachers, and Instructional Coaches	No cost to site			
Implement Sheltered Instruction Protocol (SIOP) for all subjects	August - June	Teachers	No cost to site			
Conduct weekly walk-throughs and provide feedback to teachers on SIOP	August - June	August - June	No cost to site			
Conduct staff training on how to run a math talk with students, and how to best structure tasks and activities to maximize learning and help with differentiation	Department time monthly throughout year	Math team	No cost to site			
Provide professional development to teachers in Co-Teaching	August	Administrators and Special Education Coordinators	No cost to site			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Conduct frequent walk-throughs and provide feedback to teachers on Co-teaching	August - June	Principals and Special Education Coordinators	No cost to site			
Ensure students have access to school materials and supplies for classroom instruction and professional development for teachers	August - June	Principals and Teachers	Student access to materials and resources	4000-4999: Books And Supplies	School Allocation	22,000
			Professional Development	5000-5999: Services And Other Operating Expenditures	School Allocation	2,000
Conduct progress monitoring using common formative assessment results, Benchmark assessments and feedback from walkthroughs	August - June	Principals, teachers, and Instructional Coaches	No cost to site			
Implement new or revised action steps based on the review of data throughout the year	August - June	Principals and Teachers	No cost to site			

## 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 student performance 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:

<b>SUBJECT: Closing the Achievement Gap Goal</b>
<b>LEA/LCAP GOAL:</b>
Goal 2: Increase achievement for all students and accelerate learning outcomes for English Language Learners, low-income students, and other target groups to close the achievement gap.
<b>Strategic Plan</b>
Goal 2: Achievement gaps will be eliminated for all student groups in all areas.
<b>SCHOOL GOAL #3:</b>
3.1 By June 2019, we will reduce by 10% from 28 to 25 students who are Long Term English Learners (LTEL) 3.2 By June 2019, we will reduce by 10% from 28 to 25 students who are at-risk of becoming an LTEL 3.3 By June 2019, we will increase the percentage of RFEP students meeting/exceeding standard in ELA from from 61% - 65%
Key Strategies: A. Implement the following Sheltered Instruction Observation Protocol (SIOP) elements in all classrooms: 1. Language Objectives 2. Developing Key Vocabulary 3. Frequent Opportunities for Interactions 4. Scaffolding Strategies B. Provide interventions for English Learners C. Support academic language development D. Provide monthly professional development for staff
<b>Data Used to Form this Goal:</b>
California Assessment of Student Performance and Progress District Benchmarks Reclassification Rates Long Term English Learner Percentage Rates
<b>Findings from the Analysis of this Data:</b>
2017-18 Goal: By June 2018, we will decrease the number of Long Term ELLs by 10%
Goal Met: Yes, 8 Students (51 to 43 students)

**How the School will Evaluate the Progress of this Goal:**

California Assessment of Student Performance and Progress  
 District Benchmarks  
 English Learner Progress Monitoring  
 Curriculum Embedded Assessments

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development in Sheltered Instruction Observation Protocol (SIOP) for all teachers. Continued Professional Learning throughout the year during staff meetings and site development days.	August - June	Principals, Teachers, and Instructional Coaches	No cost to site			
Implementation of 4 features in SIOP Instruction: (1) Language Objectives (2) Developing key vocabulary (3) Opportunities for interactions (4) Scaffolds	August - June	Teachers	No cost to site			
Use of English 3D Curriculum for ELs. Provide professional development to ELD teachers for English 3D.	August - June	District Staff, Principals, ELD Teachers	No cost to site			
1. Teachers participate in goals meetings with their evaluating administrator and coach. 2. One goal will be focused on their SIOP implementation	September	Administrators and coaches	No cost to site			
Conduct EL and RFEP progress monitoring using district benchmarks, common formative assessments and feedback from walkthrough. Make adjustments to support students as needed.	November - June	Principals, Teachers, EL Coordinator	No cost to site			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide student tutorials to EL students while parents attend parent engagement nights and monitor student progress.	September - June	Principals, Teachers, SCEF	Staffing	1000-1999: Certificated Personnel Salaries	TSSP	5,000
			Staffing	2000-2999: Classified Personnel Salaries	TSSP	2,000
			Materials	4000-4999: Books And Supplies	TSSP	1,000
Implement after school tutorials for targeted subgroups and monitor student progress. Collect attendance records, and track impact on grades	November - June	Principals, Teachers, SCEF	Staffing	1000-1999: Certificated Personnel Salaries	TSSP	25,000
			Staffing	2000-2999: Classified Personnel Salaries	TSSP	7,000
			Materials	4000-4999: Books And Supplies	TSSP	3,000
Provide more elective courses. All students, including ELs, will receive at least one elective.	August - June	Principals, Teachers	No cost to site			
Implement new or revised strategies based on review and revision of plan	August - June	Principal, Teachers, and SCEF	No cost to site			

## 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 student performance 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:

<b>SUBJECT: Human Capital Goal</b>
<b>LEA/LCAP GOAL:</b>
Goal 1: Ensure that all students have access to equitable conditions of learning by providing and investing in highly qualified teachers, leaders, and staff; well-maintained facilities and equipment; and standards-aligned instructional materials and resources in a fiscally responsible manner.
<b>Strategic Plan</b>
Goal 4: Mountain View Whisman School District will invest in teachers, leaders and staff to ensure we are the place talented educators choose to work.
<b>SCHOOL GOAL #4:</b>
By June 2019, teachers will work as a Professional Learning Community team to complete at least 4 formative assessment cycles (using benchmarks two of the times).  Key Strategies: A. Provide professional development for PLC B. Implement new or revised instructional strategies based on formative assessment cycle.
<b>Data Used to Form this Goal:</b>
Teacher feedback Collaboration notes on formative and summative assessment cycles Administration observation
<b>Findings from the Analysis of this Data:</b>
2017-2018 Goal By June 2018: Teachers will work in PLCs to develop common formative and summative assessments and meet weekly to analyze the results of those assessments to make instructional decisions. Job-alike PLC teams will align their instructional practices.  Goal Met? N/A (Goal was not measurable)

**How the School will Evaluate the Progress of this Goal:**

Each administrator will attend collaborations  
 Feedback to teachers  
 Survey at end of year

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide ongoing professional development on the characteristics of a PLC and formative assessment cycles.	August - June	Principals, Teachers, Instructional Coaches	No cost to site			
Teachers collaborate with their job alike partners to implement at least 4 formative assessment cycles.	August - June	Teachers	No cost to Site			
Teachers implement instructional practices based on formative assessment cycle focusing on our student subgroups.	August - June	Teachers	No cost to site			
Principals to join teachers collaboration meetings in order to conduct progress monitoring of formative assessment cycles	August - June	Principals and Teachers	No cost to site			
Resources and materials for developing as a Professional Learning Community	August - June	Principals and Teachers	Resources and Materials	4000-4999: Books And Supplies	School Allocation	2,000
Restructure collaboration time for Departments, Grade-Level, Job-alike, and Co-teachers	August - June	Teacher Leadership Team	No cost to site			



## 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 student performance 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:

<b>SUBJECT: Inclusive, Supportive Culture Goal</b>
<b>LEA/LCAP GOAL:</b>
Goal 4: Ensure a safe, healthy, and respectful District and school environment to increase engagement, involvement, and satisfaction of students, staff, parents, and community members.
<b>Strategic Plan</b>
Goal 3: Build engaging and positive interactions among students, staff, parents and the community ensuring that everyone will feel welcomed and included in the educational process.
<b>SCHOOL GOAL #4:</b>
<p>5.1 By June 2019, there will be a 6% decrease in the percentage of students (43% to 37%) feeling disrespected by others at school, as measured by the School Climate Survey question.</p> <p>5.2 By June 2019, average daily attendance for the school year will increase from 96.9% to 97.2%.</p> <p>5.3 By June 2019, we will reduce the number of school suspensions from 29 to 26.</p> <p>Key Strategies</p> <p>A. Research and plan the implementation of a Social and Emotional Learning Program</p> <p>B. Increase positive student recognitions in alignment with Graham's Essential Elements</p> <p>C. Review and revise school-wide discipline process.</p>
<b>Data Used to Form this Goal:</b>
<p>Suspension Data</p> <p>Daily Average Attendance Data</p> <p>School Discipline Data</p> <p>School Climate Survey</p> <p>California Dashboard</p>
<b>Findings from the Analysis of this Data:</b>
<p>2017-2018 Goal:</p> <p>By June 2018, there will be a 30% reduction in the number of suspensions in both our Hispanic/Latino and SED subgroup.</p> <p>Goal Met: Yes, Hispanic Latino (27 Suspensions) / No, SED (35-27)</p>

**How the School will Evaluate the Progress of this Goal:**

Review suspension data monthly  
 Monitor attendance  
 School Climate Surveys

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff will research and plan implementation of a social emotional education program	November - June	Principals, Teachers, Classified, Parents	SEL Program	5800: Professional/Consulting Services And Operating Expenditures	School Allocation	10,000
With students, review Graham's Essential Elements and school expectations throughout the school year	August - June	Administrators, Counselor	No cost to site			
Increase positive recognition of Essential Elements and attendance throughout the school year	August - June	Administrators, teachers, counselor	No cost to site			
Review and revise school-wide discipline process. Provide alternatives to suspensions.	August - June	Administrators, Counselor	No cost to site			
Provide school survey at the beginning of the year and end of school year to evaluate how students feel respected by the peers.	November and May	Coaches, Teachers, Counselor	No cost to site			
Provide parent education opportunities with PIQE and FIE	August - June	Principals, SCEF, Teachers, Parents	Services/TrainingTravel	5800: Professional/Consulting Services And Operating Expenditures	Parent Engagement (PIQE/FEI/PU)	23,500
			Childcare/Food	0000: Unrestricted	Parent Engagement (PIQE/FEI/PU)	1,500



## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
School Allocation	60,620	0.00
Yard Supervision	20,711	20,711.00
TSSP	62,200	5,200.00
Science Equipment: Middle School	5,000	5,000.00
After School Extended Learning	34,640	34,640.00
After School Sports - Middle School	50,000	50,000.00
Musical Instruments & Repair - Middle	5,000	5,000.00
Parent Engagement (PIQE/FEI/PU)	27,174	2,174.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Parent Engagement (PIQE/FEI/PU)	25,000.00
School Allocation	60,620.00
TSSP	57,000.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
0000: Unrestricted	1,500.00
1000-1999: Certificated Personnel Salaries	36,000.00
2000-2999: Classified Personnel Salaries	9,000.00
4000-4999: Books And Supplies	53,620.00
5000-5999: Services And Other Operating Expenditures	9,000.00
5800: Professional/Consulting Services And Operating	33,500.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
0000: Unrestricted	Parent Engagement (PIQE/FEI/PU)	1,500.00
5800: Professional/Consulting Services And	Parent Engagement (PIQE/FEI/PU)	23,500.00
4000-4999: Books And Supplies	School Allocation	45,620.00
5000-5999: Services And Other Operating	School Allocation	5,000.00
5800: Professional/Consulting Services And	School Allocation	10,000.00
1000-1999: Certificated Personnel Salaries	TSSP	36,000.00
2000-2999: Classified Personnel Salaries	TSSP	9,000.00
4000-4999: Books And Supplies	TSSP	8,000.00
5000-5999: Services And Other Operating	TSSP	4,000.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	38,620.00
<b>Goal 2</b>	24,000.00
<b>Goal 3</b>	43,000.00
<b>Goal 4</b>	2,000.00
<b>Goal 5</b>	35,000.00

## 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
Michael Hermosillo	X				
Claire Weber		X			
Kirstin Solorzano		X			
Jessica Lee		X			
Arundhati Bose			X		
Margarett Otto				X	
Tarush Verma				X	
Hafsa Mirza				X	
Laurie Balch				X	
Anita Chang				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

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.



## ELAC Membership

Name of ELAC_MEMBER ELAC_MEMBERS	Principal	Classroom Teacher	Other School Staff	Parent or Community ELAC_MEMBER	Secondary Students
Michael Hermsillo	X				
Anthony Swan		X			
Flor Montero				X	
Yolanda Cruz				X	
Maribel Barajas				X	
Azucena Castanon				X	
Manny Velasco			X		
<b>Numbers of ELAC Members of each category:</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>4</b>	

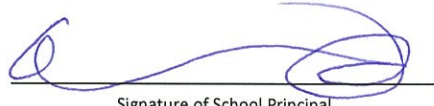

## Recommendations and Assurances

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 School 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**):
  - X English Learner Advisory Committee
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 .

  
\_\_\_\_\_  
Signature 11/8/18

Attested:

<u>Michael Hermosillo</u> Typed Name of School Principal	 _____ Signature of School Principal	<u>11/8/18</u> Date
<u>Hafsa Mirza</u> Typed Name of SSC Chairperson	 _____ Signature of SSC Chairperson	<u>11/8/18</u> Date