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 7, 2019

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 7, 2019.

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 nine 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 2020, 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, and I-Ready diagnostics to drive instructional decisions to meet the needs of all students
B. Implement a district pacing guide for both middle schools with fidelity
C. Provide RTI strategic interventions to support all students based upon I-Ready diagnostics
D. Implement SIOP features in all classrooms with fidelity
E. Continue the implementation Co-Teaching

Goal 2: By June 2020, there will be an will increase from 62% to 65% 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, and I-Ready diagnostics to drive instructional decisions to meet the needs of all students
B. Provide RTI strategic interventions to support student growth and proficiency
C. Continue to implement SIOP features with fidelity
D. Continue the implement Co-Teaching with fidelity
E. Continue to implement and monitor the math subjects pacing guide within the math department with fidelity
F. Use data from i-Ready diagnostics to reflect math course, RTI, and study skills section changes to master schedule

Goal 3: Closing the Achievement Gap
3.1 By June 2020, there will be a reduction in the number students who are Long Term English Learners (LTEL) by 10 % (from 36 to 28)
3.2 By June 2020, there will be a reduction in the number students who are at-risk of becoming an LTEL by at least 1.
3.3 By June 2020, we will increase the percentage of RFEP students meeting/exceeding standard in ELA from from 61% - 65%
3.4 By March 2020, 80% of English learners that score a level 4 on the ELPAC will reclassify or maintain a 4 on the ELPAC (20 of 25 students).

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

1. Language Objectives 2. Content Objectives 3. Developing Key Vocabulary 4. Frequent Opportunities for Student Interactions 5. Gradual Release Scaffolding Strategies
B. Provide I-Ready diagnostic driven RTI and Study Skills interventions for English Learners
C. Support academic language development in all subject areas
D. Provide regularly scheduled professional development for staff with coaches

Goal 4: Human Capital 2019-20 Goal:
By June 2020, teachers will have worked in collaborative teams within a Professional Learning Community (PLC) team to complete at least 3 formative I-Ready diagnostic assessment cycles (including at least 2 benchmark assessments)

Key Strategies:
A. Provide professional development for PLC teams
B. Implement SIOP instructional strategies across the subject areas with fidelity.
C. Assign RTI and Study Skills interventions based upon I-Ready diagnostic data results.

Goal 5: Supportive and Inclusive Culture 2019-20 Goal:
5.1 By June 2020, 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.
5.2 By June 2020, average daily attendance for the school year will increase from 96.9% to 97.2%.
5.3 By June 2020, we will reduce the number of school suspensions from 29 to 26.

Key Strategies
A. Continue the gradual implementation of the MindUp Social and Emotional Learning Program with fidelity
B. Allow teachers the opportunity to practice the MindUp techniques in staff meetings
C. Encourage teachers to practice the MindUp techniques in their classrooms
D. Increase the Brain Break sessions in classrooms throughout the school day
E. Increase the positive student recognitions in alignment with Graham's Essential Elements
F. Review and revise school-wide discipline process to include restorative practices and character education development

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, in 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 met or exceed standards. This is our third year using they 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 area of need and served as a starting point for this year's Single Plan for Student Achievement.

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

New for the 2019-2020 school year is the use of I-Ready diagnostic assessments in English language arts and math, three time per school year to drive our instructions and interventions

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 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)

Based on the new laws associated with the Every Student Succeeds Act and California's new state assignment accountability system, Districts must identify the number of teachers that are in the following categories: 1. Misassigned (teaching without the appropriate credential) 2. Out of Field (teaching with a limited permit) 3. Ineffective (has taught less than 3 years). Graham Middle school has no misassigned teachers, no out of field teachers, and 5 teachers in their first two years of teaching. All other teachers are considered "highly qualified".
Graham currently has five 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, two At-Risk Supervisors, and a 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 at-risk and under-achieving students' academic success. Graham's School Community Engagement Facilitator, At-Risk Coordinators, 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.

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 (SSC), English Language Advisory Committee (ELAC), 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. 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. 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.

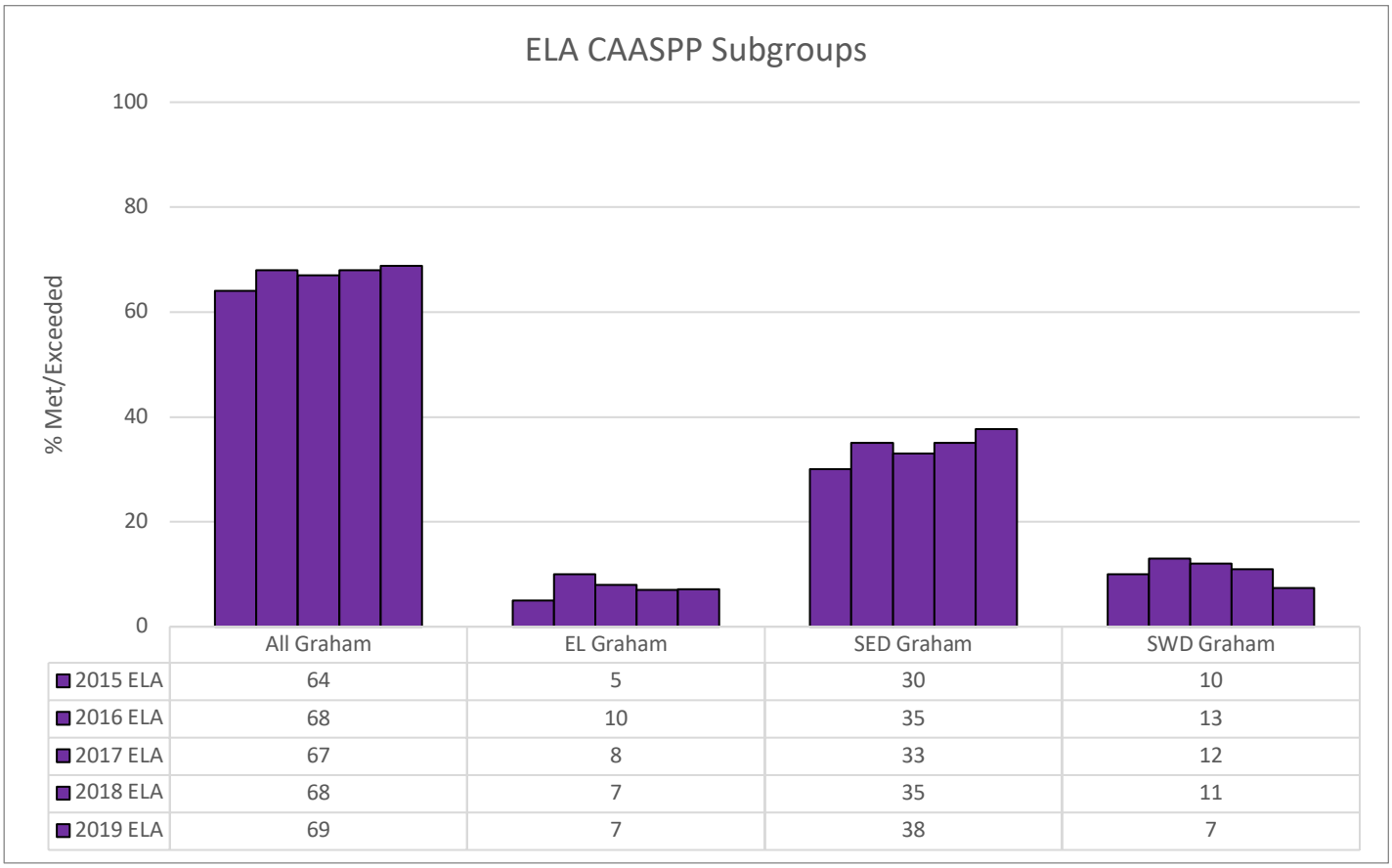
Graham Middle School saw a decrease in the number Reclassified Fluent English Proficient students in both Mathematics and Language Arts on the 2019 California State Assessments. Our new school goals and key strategies are specific to RFEP students and English Language Learners to help them be more successful at school.

Achievement in mathematics has been inconsistent. Teachers are getting additional professional development and support this year.

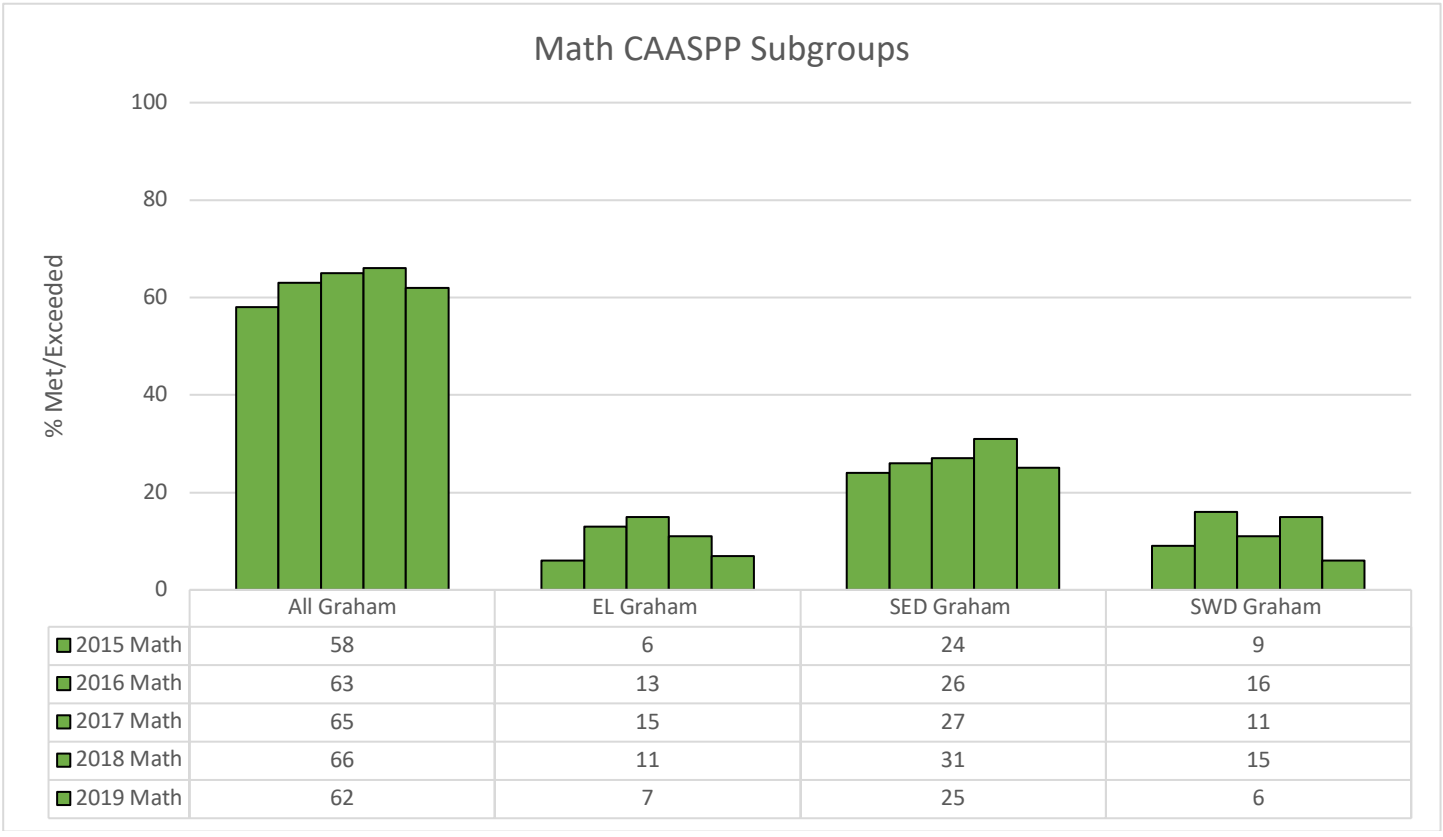
Graham

Graham	2015-16	2016-17	2017-18	2018-19
Enrollment	795	828	873	865
Asian	14%	14%	14%	14%
Hispanic/Latino	41%	41%	40%	40%
White	32%	32%	33%	31%
Students with Disabilities	12%	15%	11%	10%
English Learners	15%	15%	16%	14%
SocioEconomically Disadvantaged	34%	34%	35%	34%

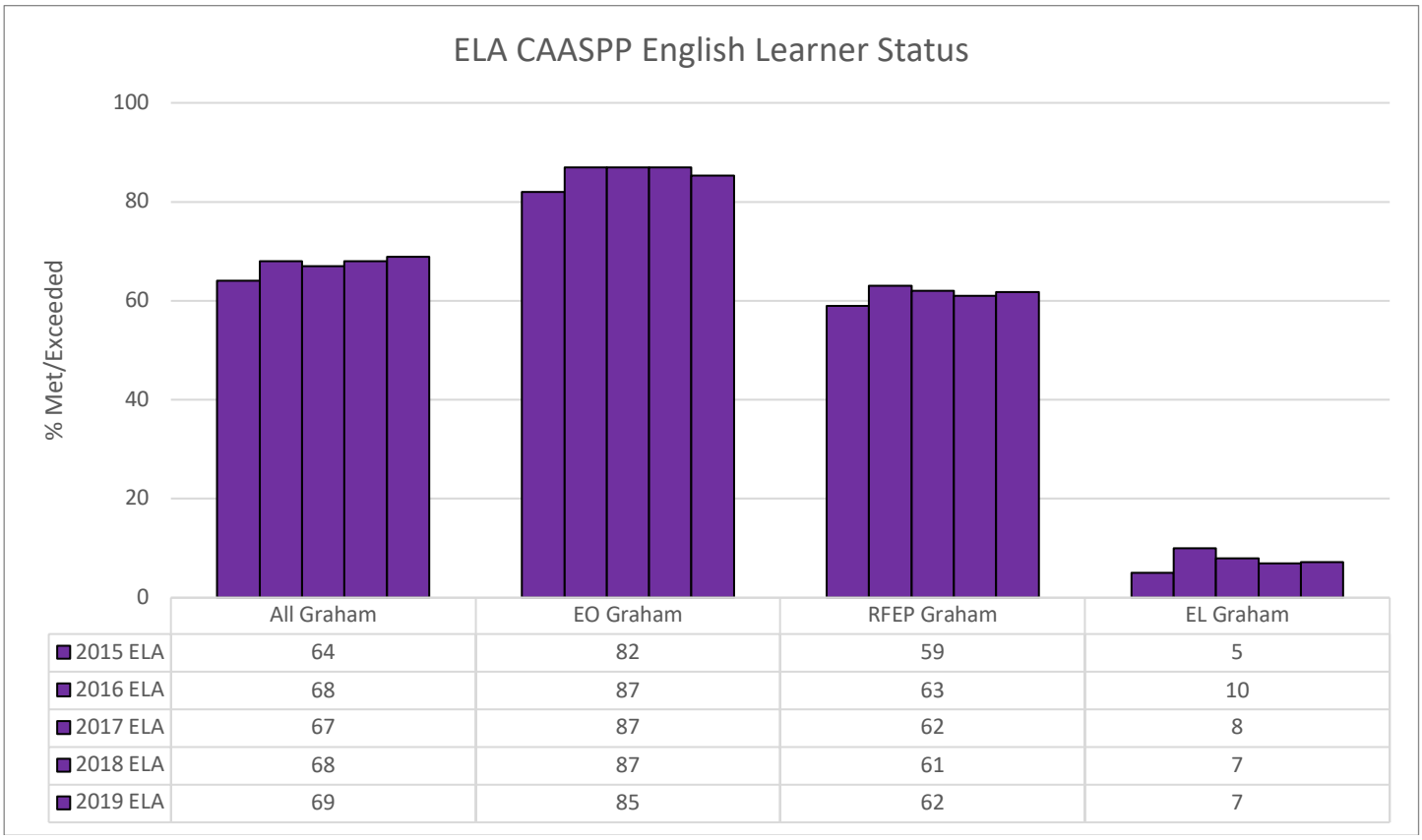
Graham	2014-15	2015-16	2016-17	2017-18	2018-19
Attendance	97.02%	97.24%	96.9%	96.9%	96.73
Suspension	56	84	48	29	18
Reclassification	17.6%	21%	16%	30.8%	11.43%



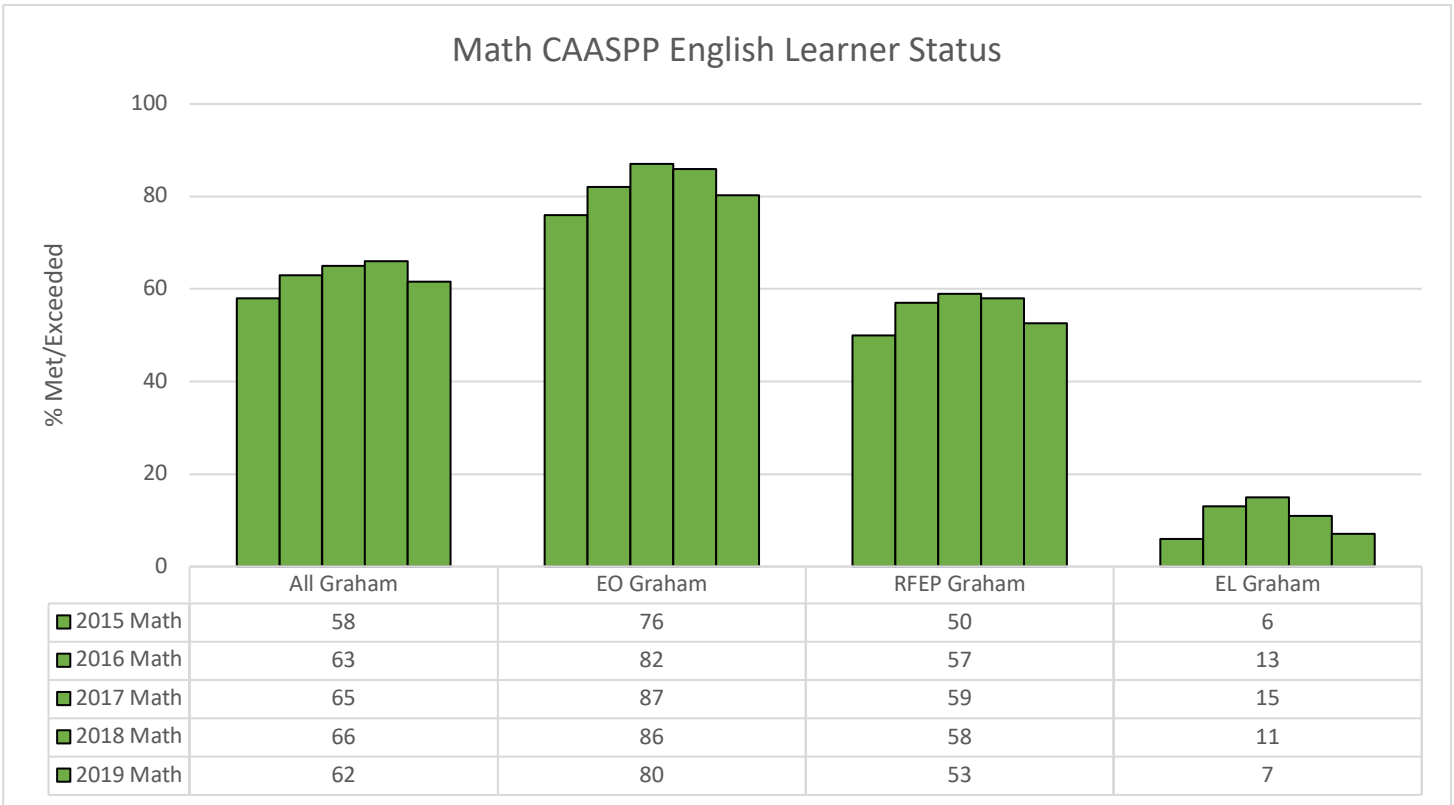
	All Graham	EL Graham	SED Graham	SWD Graham
2015 ELA	64	5	30	10
2016 ELA	68	10	35	13
2017 ELA	67	8	33	12
2018 ELA	68	7	35	11
2019 ELA	69	7	38	7



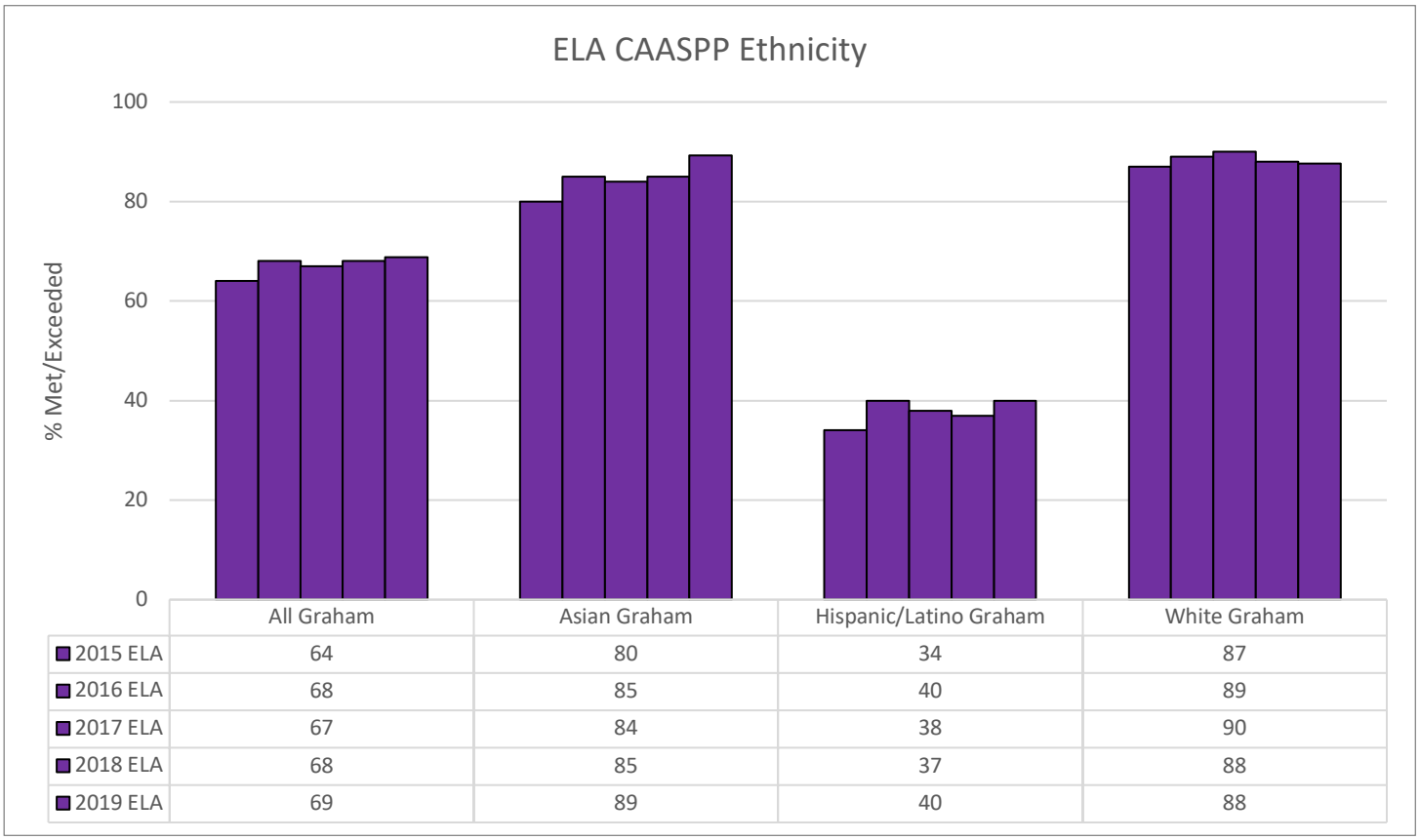
	All Graham	EL Graham	SED Graham	SWD Graham
2015 Math	58	6	24	9
2016 Math	63	13	26	16
2017 Math	65	15	27	11
2018 Math	66	11	31	15
2019 Math	62	7	25	6



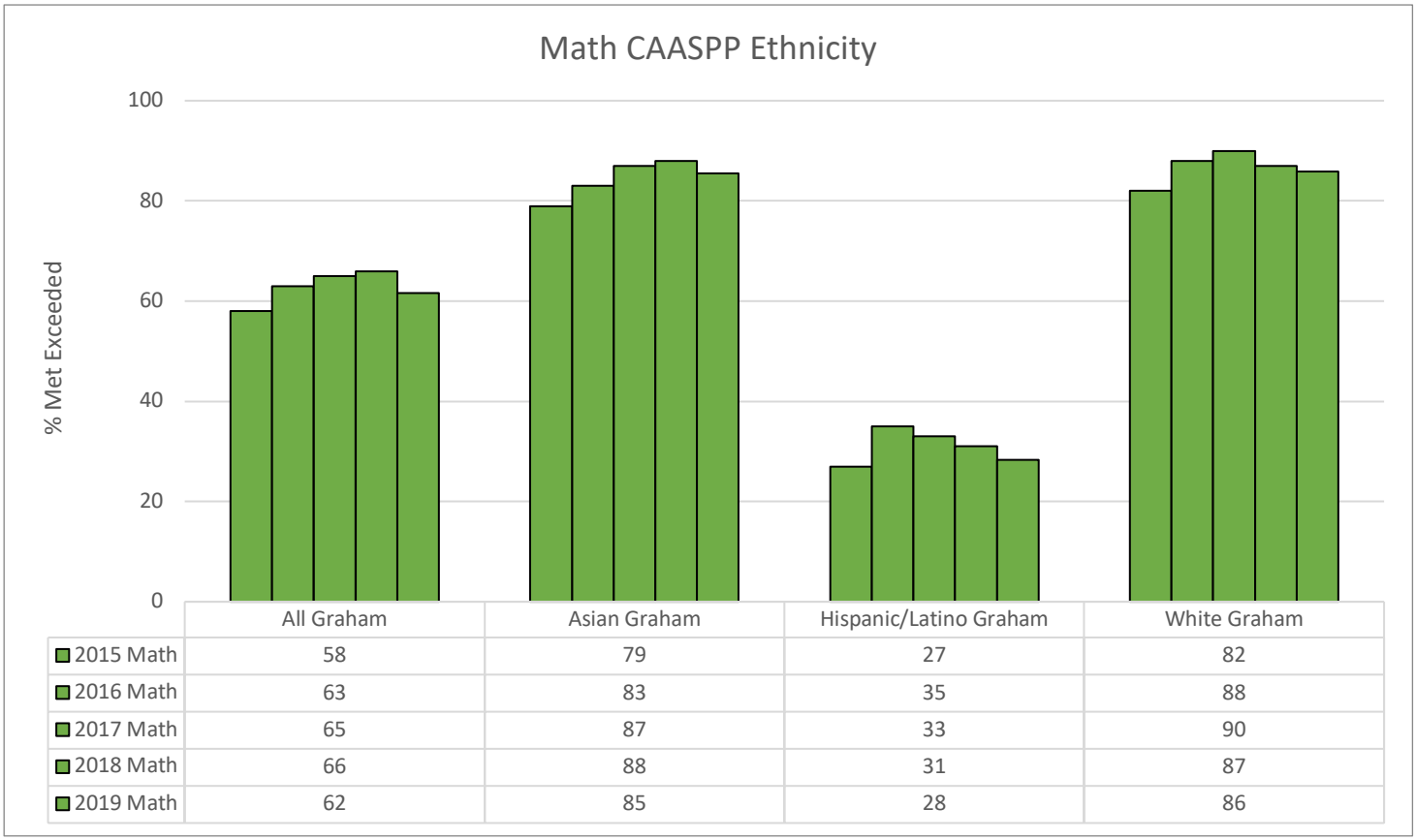
	All Graham	EO Graham	RFEP Graham	EL Graham
2015 ELA	64	82	59	5
2016 ELA	68	87	63	10
2017 ELA	67	87	62	8
2018 ELA	68	87	61	7
2019 ELA	69	85	62	7



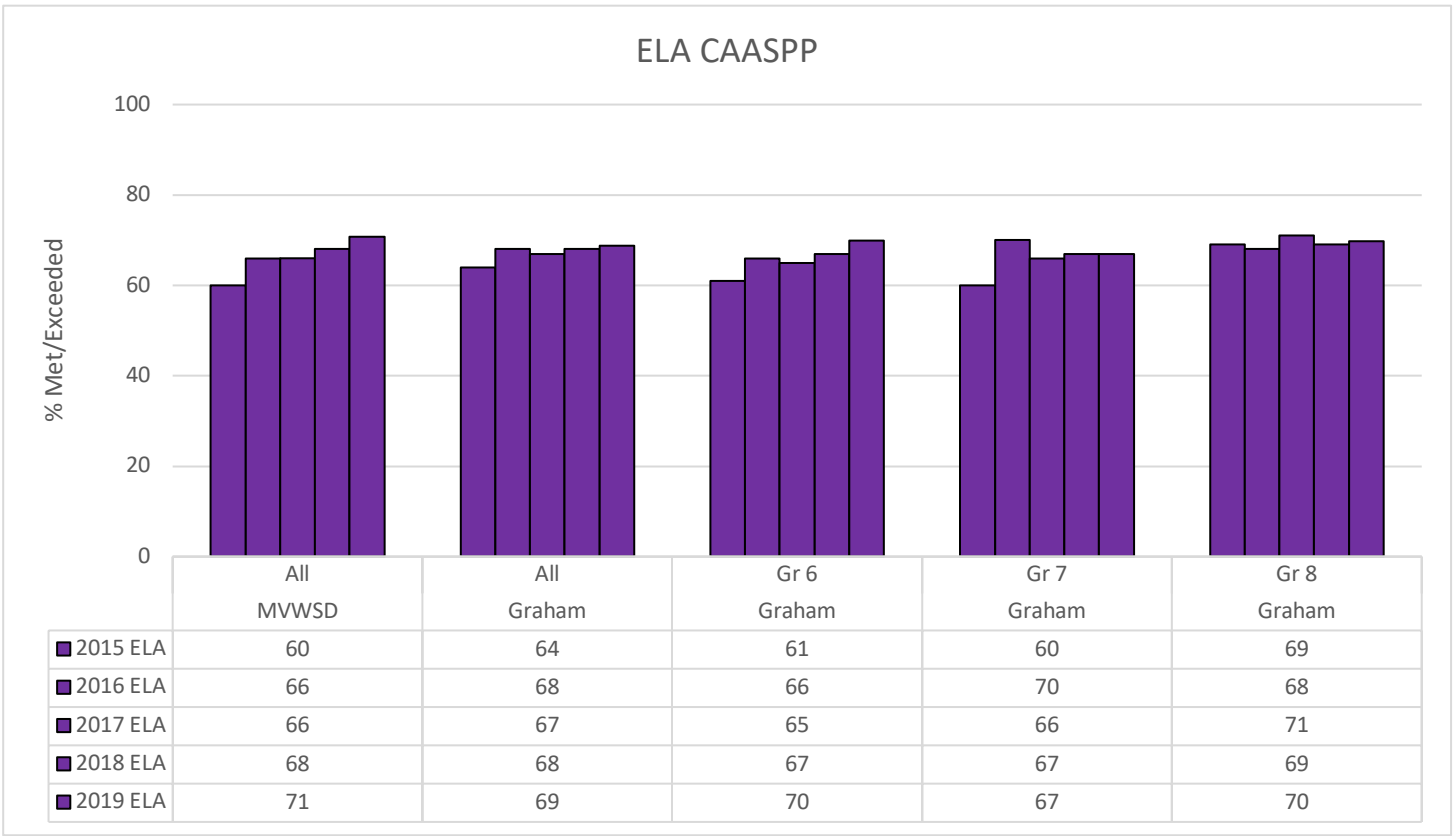
	All Graham	EO Graham	RFEP Graham	EL Graham
2015 Math	58	76	50	6
2016 Math	63	82	57	13
2017 Math	65	87	59	15
2018 Math	66	86	58	11
2019 Math	62	80	53	7



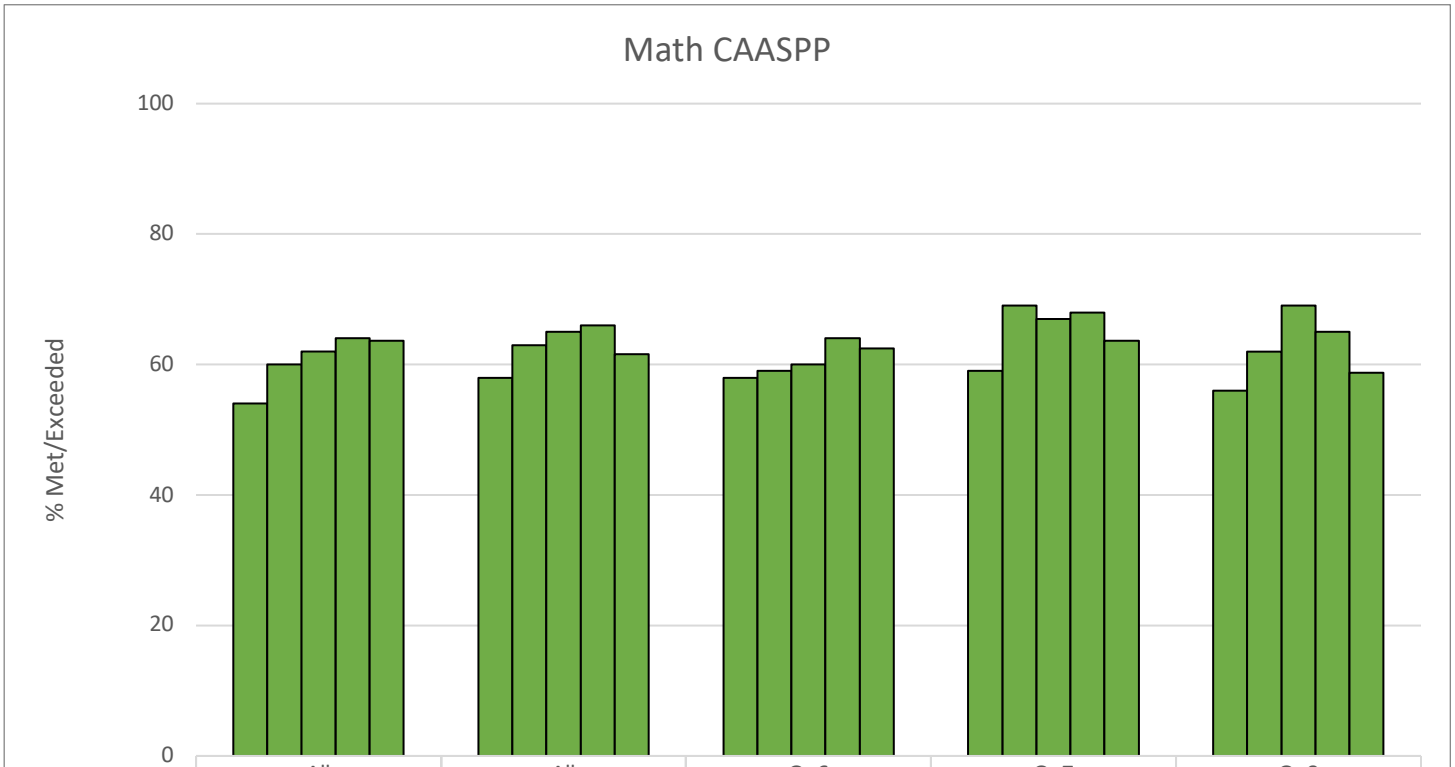
	All Graham	Asian Graham	Hispanic/Latino Graham	White Graham
2015 ELA	64	80	34	87
2016 ELA	68	85	40	89
2017 ELA	67	84	38	90
2018 ELA	68	85	37	88
2019 ELA	69	89	40	88



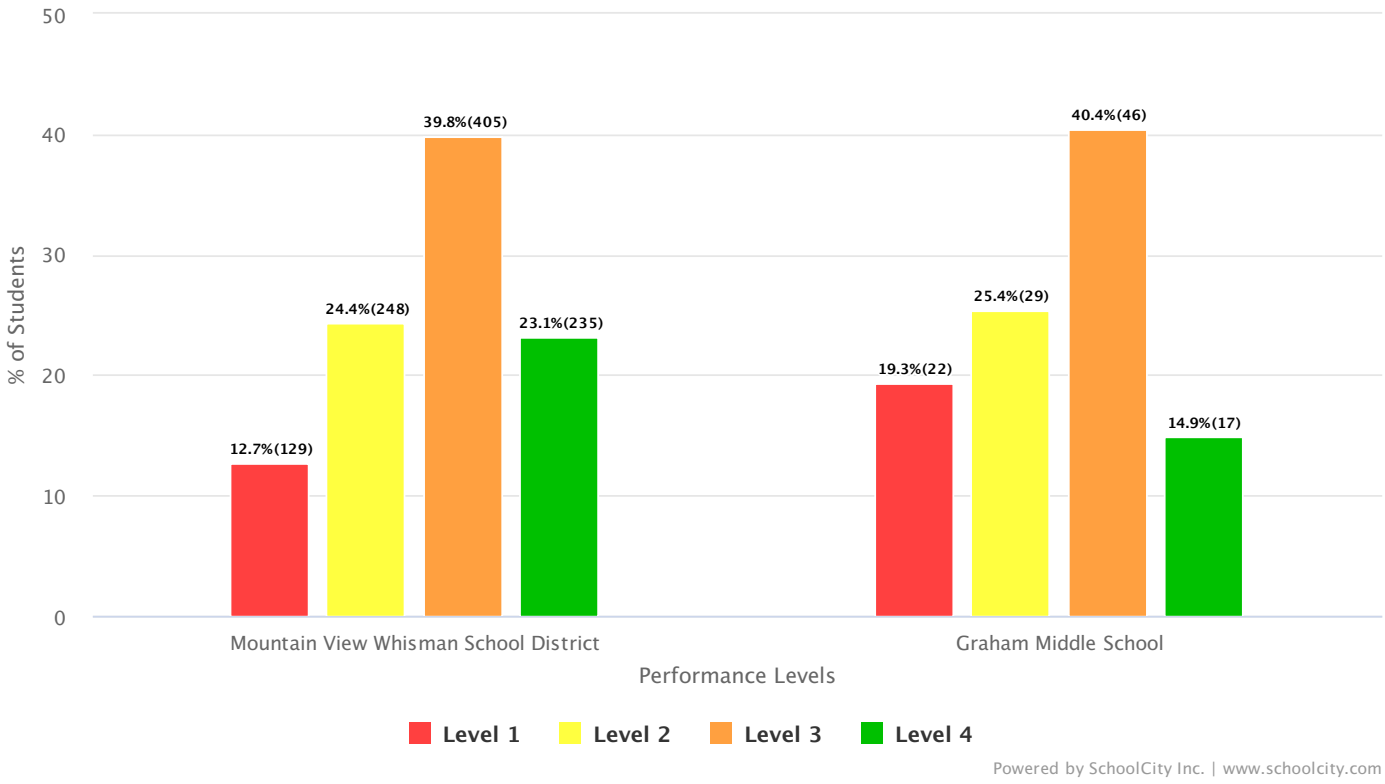
	All Graham	Asian Graham	Hispanic/Latino Graham	White Graham
2015 Math	58	79	27	82
2016 Math	63	83	35	88
2017 Math	65	87	33	90
2018 Math	66	88	31	87
2019 Math	62	85	28	86



	All MVWSD	All Graham	Gr 6 Graham	Gr 7 Graham	Gr 8 Graham
2015 ELA	60	64	61	60	69
2016 ELA	66	68	66	70	68
2017 ELA	66	67	65	66	71
2018 ELA	68	68	67	67	69
2019 ELA	71	69	70	67	70



	All MVWSD	All Graham	Gr 6 Graham	Gr 7 Graham	Gr 8 Graham
2015 Math	54	58	58	59	56
2016 Math	60	63	59	69	62
2017 Math	62	65	60	67	69
2018 Math	64	66	64	68	65
2019 Math	64	62	63	64	59


English Language Proficiency Assessments for California (ELPAC)
2018-19
50
40
30
20
10
0
% of Students
12.7%(129)
24.4%(248)
39.8%(405)
23.1%(235)
19.3%(22)
25.4%(29)
40.4%(46)
14.9%(17)
Mountain View Whisman School District
Graham Middle School
Performance Levels
Level 1
Level 2
Level 3
Level 4
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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:

SUBJECT: Academic Achievement Goal: English Language Arts
LEA/LCAP GOAL:
Goal 3: Provide a broad course of study to ensure that all students are prepared for high school with the academic skills and mindset necessary for successful citizenship in the 21st century.
Strategic Plan
Goal 1: Every student will be prepared for high school and 21st Century citizenship.
SCHOOL GOAL #1:
By June 2020, 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. Continue the use of common formative and summative assessments, and I-Ready diagnostics to drive instructional decisions to meet the need of all students B. Continue the implementation the district pacing guide for English Language Arts with fidelity and purpose C. Continue to provide RTI strategic interventions based upon I-Ready diagnostics to support students that have not met standards D. Continue the implementation of SIOP features with fidelity and purpose, focusing on language/content objectives, student interactions, and gradual release/differentiation strategies and techniques E. Continue the implementation of the Co-Teaching model
Data Used to Form this Goal:
California Assessment of Student Progress and Performance District Assessments (benchmarks and writing) I-Ready diagnostics Administrative observations
Findings from the Analysis of this Data:
This goal was not met in the 18/19 school year. The number (percentage) remained the same at 69%

How the School will Evaluate the Progress of this Goal:
Administrators and instructional coaches provide weekly feedback to teachers based upon regularly schedule classroom walk-throughs Analyze benchmark and I-Ready diagnostic data Monitor progress of targeted students Administrators attend department, PLC, and grade level meetings with regularity Administrators check in with ELA department lead at the site 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) Implement trimester check-ins with ELA department on the implementation of the ELA Pacing Guide (three per year)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to implement the pacing guide for 6, 7, and 8 grade and make adjustments as needed.	September - May 2020	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 ELA classes every 3 times per year, and analyze data and adjust instruction.	September, December, and March	Teachers	No cost to site			
RTI: Purchase Resources and materials for ELA RTI and tutorial Language arts instruction	August - April	Principals, Teachers	Resources and materials for instruction	4000-4999: Books And Supplies	TSSP	6,000
RTI: Research and purchase Study Skills and Tutorial curriculum for ELA, in collaboration with instructional coaches.	October - June	Principals, Teachers, Instructional Coaches	Resources and materials for instruction	4000-4999: Books And Supplies	TSSP	6,000
Evaluate Study Skills curriculum, Tutorial and Homework Club programs to routinely monitor reading progress	October - June	Principals, Teachers, Instructional Coaches	Resources and materials for instruction	5000-5999: Services And Other Operating Expenditures	TSSP	4,000
Provide additional Release Days for instructional planning and training	October - May	Principals,Teachers, Instructional Coaches	Substitutes	1000-1999: Certificated Personnel Salaries	TSSP	3,000

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 school year	August - June	Principals, Teachers, Instructional Coaches	No cost to site			
Implement Sheltered Instruction Protocol (SIOP) for all subjects	September - June	Teachers	No cost to site			
Conduct weekly walk-throughs and provide feedback and coaching to teachers on SIOP	September - May	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	September - May	Principals and Special Education Coordinators	No cost to site			
Conduct progress monitoring using data from common formative assessment, Benchmark assessments, I-Ready diagnostics, 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	12,000
			Opportunities for Professional Development	5000-5999: Services And Other Operating Expenditures	School Allocation	6,000

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:

SUBJECT: Academic Achievement Goal: Mathematics
LEA/LCAP GOAL:
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.
Strategic Plan
Goal 1: Every student will be prepared for high school and 21st Century citizenship.
SCHOOL GOAL #2:
By June 2020, 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, formative and summative assessments, and I-Ready diagnostic data to drive instructional decisions, to meet the need of all students B. Provide RTI strategic interventions to support students growth and proficiency C. Continue to implement SIOP features with fidelity D. Continue to implement Co-Teaching with fidelity E. Continue to implement and monitor the math subjects pacing guide within the math department with fidelity. F. Use data from I-Ready diagnostics to reflect math course, RTI and Study Skills section changes to master schedule
Data Used to Form this Goal:
California Assessment of Student Performance and Progress (CAASPP) I-Ready diagnostics District assessments Benchmark/Unit assessments End of year assessments Administration observations
Findings from the Analysis of this Data:
This goal was not met in the 2018 - 2019 school year. However, there was an increase of 1 percent in the number of students meeting or exceeding standards in Mathematics as measured by district assessments and CAASPP.

How the School will Evaluate the Progress of this Goal:
Administrators and instructional coaches provide weekly feedback to teachers based upon regularly scheduled SIOP classroom walk throughs Disaggregate I-Ready diagnostic data to inform teachers and properly schedule RTI classes Analyze benchmark data Monitor progress of targeted students Administrators attend department/PLC/grade level meetings with regularity Administrators check in with Math department lead at the lead meetings with regularity Administrators meet with instructional coaches to discuss implementation of site and district initiatives and plan next steps Monitor math sections for pacing guide implementation and adjustment

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 3 times per school year	August, December and May	Teachers	No cost to site			
Provide Release days in addition to District funded days for instructional planning and professional development/training	September - May	Principals, Teachers, and Instructional Coaches	Substitute Teachers	5000-5999: Services And Other Operating Expenditures	TSSP	3,000
Provide professional development to teachers in SIOP throughout the year	August - June	Principals, teachers, and Instructional Coaches	No cost to site			
Continue to 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	September - May	August - June	No cost to site			
Organize and coordinate with coaches staff meeting training sessions on SIOP strategies	September - May	Coaches/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	September - May	Principals, Coaches, 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	12,000
			Professional Development	5000-5999: Services And Other Operating Expenditures	School Allocation	5,000
Conduct progress monitoring using common formative assessment results, Benchmark assessments, I-Ready diagnostic data 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:

SUBJECT: Closing the Achievement Gap Goal
LEA/LCAP GOAL:
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.
Strategic Plan
Goal 2: Achievement gaps will be eliminated for all student groups in all areas.
SCHOOL GOAL #3:
3.1 By June 2020, there will be a reduction in the number students who are Long Term English Learners (LTEL) by 10 % (from 36-28) 3.2 By June 2020, there will be a reduction in the number students who are at-risk of becoming an LTEL by at least 1. 3.3 By June 2020, we will increase the percentage of RFEP students meeting/exceeding standard in ELA from from 61% - 65% 3.4 By March 2020, 80% of English learners that score a level 4 on the ELPAC will reclassify or maintain a 4 on the ELPAC (20 of 25 students). Key Strategies: A. Implement the following Sheltered Instruction Observation Protocol (SIOP) elements in all classrooms: 1. Language Objectives 2. Content Objectives 3. Developing Key Vocabulary 4. Frequent Opportunities for Student Interactions 5. Gradual Release Scaffolding Strategies B. Provide I-Ready diagnostic driven RTI and Study Skills interventions for English Learners C. Support academic language development in all subject areas D. Provide regularly scheduled professional development for staff with coaches
Data Used to Form this Goal:
California Assessment of Student Performance and Progress District Benchmarks I-Ready Diagnostic Assessments Reclassification Rates Long Term English Learner Percentage Rates
Findings from the Analysis of this Data:
This goal was met for the 2018-19 school year, with 8 students reclassified (51 to 43 students).

How the School will Evaluate the Progress of this Goal:
California Assessment of Student Performance and Progress Performance on I-Ready Diagnostic Assessments 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 staff development days.	August - June	Principals, Teachers, and Instructional Coaches	No cost to site			
Implementation of 4 features in SIOP Instruction: (1) Language / Content Objectives (2) Developing key vocabulary (3) Opportunities for interactions (4) Gradual Release/Scaffolds	September - June	Teachers	No cost to site			
Use of English 3D Curriculum for ELL's not yet reclassified. Provide professional development to ELD teachers for English 3D.	August - June	District Staff, Principals, ELD Teachers	No cost to site			
Coaches and site administrators create, coordinate, and implement a SIOP professional development training schedule for teachers during staff meetings	September - May	Administrators and Coaches	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 EL and RFEP progress monitoring using district benchmarks, common formative assessments, I-Ready diagnostics, and feedback from classroom walk-throughs. Make scheduling adjustments to support students as needed.	November - June	Principals, Teachers, EL Coordinator	No cost to site			
Provide after school student tutorials and Homework Support Club opportunities for targeted subgroups and monitor student progress. Collect attendance records, and track impact on grades by grade level	September - May	Principals, Teachers, SCEF	Staffing	1000-1999: Certificated Personnel Salaries	TSSP	12,000
			Staffing	2000-2999: Classified Personnel Salaries	TSSP	4,000
			Materials	4000-4999: Books And Supplies	TSSP	3000
				None Specified	TSSP	
				None Specified	TSSP	
				None Specified	TSSP	
Use I-Ready diagnostic data to properly schedule all ELL students in ELA RTI and Study Skills courses.	August - May	Principals, Teachers	No cost to site			
Implement new or revised interventions based on review of ELL student performance data	August - May	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:

SUBJECT: Human Capital Goal
LEA/LCAP GOAL:
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.
Strategic Plan
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.
SCHOOL GOAL #4:
By June 2020, teachers will have worked as a Professional Learning Community team to complete at least 3 formative I-Ready diagnostic assessment cycles (using benchmarks two of the times). Key Strategies: A. Provide professional development for PLC teams B. Implement SIOP instructional strategies across the subject areas with fidelity. C. Assign RTI and Study Skills interventions based upon I-Ready diagnostic data results.
Data Used to Form this Goal:
Teacher feedback Collaboration notes on formative and summative assessment cycles Use I-Ready disaggregated data to drive instruction and interventions Administrative walk throughs and classroom observations
Findings from the Analysis of this Data:
For the 2018-2019 school year, this goal, for the most part was not measurable, and therefore, not met.
How the School will Evaluate the Progress of this Goal:
For the 2019-2020 school year, each administrator will attend department, grade level and PLC collaboration meetings with regularity. Teacher leaders will provide administration with notes and sign-in sheets for each collaborative meeting. Administration/coaches will provide regular feedback to teachers

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, I-Ready, and formative assessment cycles that include rigorous instruction	August - May	Principals, Teachers, Instructional Coaches	No cost to site			
Teachers collaborate with their job alike partners to implement at least 3 formative I-Ready assessment cycles.	August - June	Teachers	No cost to Site			
Teachers will implement with fidelity SIOP instructional practices across the subject areas. I-Ready 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 to allow for the disaggregation of I-Ready diagnostic data	October - May	Teacher Leadership Team	Compensation and Resources	1000-1999: Certificated Personnel Salaries	TSSP	2,000
Implement new or revised action steps based on the review of data throughout the year	Ongoing	Principals and Teachers				

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:

SUBJECT: Inclusive, Supportive Culture Goal
LEA/LCAP GOAL:
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.
Strategic Plan
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.
SCHOOL GOAL #5:
5.1 By June 2020, 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. 5.2 By June 2020, average daily attendance for the school year will increase from 96.9% to 97.2%. 5.3 By June 2020, we will reduce the number of school suspensions from 29 to 26. Key Strategies A. Continue the gradual implementation of the MindUp Social and Emotional Learning Program with fidelity B. Allow teachers the opportunity to practice the MindUp techniques in staff meetings C. Encourage teachers to practice the MindUp techniques in their classrooms D. Increase the Brain Break sessions in classrooms throughout the school day E. Increase the positive student recognitions in alignment with Graham's Essential Elements F. Review and revise school-wide discipline process to include restorative practices and character education development
Data Used to Form this Goal:
Suspension Data Daily Average Attendance Data School Discipline Data Classroom walkthroughs School Climate Survey Student Survey California Dashboard

Findings from the Analysis of this Data:
In the 2018-2019 school year, there were 26 suspensions for the Hispanic / Latino subgroup. Therefore, this goal was met.
How the School will Evaluate the Progress of this Goal:
Review suspension data monthly Monitor attendance Regularly scheduled at-Risk student meetings 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 continue the school-wide implementation of the MindUp Social Emotional Learning Program	August - June	Principals, Teachers, Classified, Parents	Site SEL Program	5800: Professional/Consulting Services And Operating Expenditures	TSSP	2000
Students will review Graham's Essential Elements, MindUp lessons, and school expectations during Welcome Week, and throughout the school year on revisit days	August - June	Administrators, Counselor	No cost to site	5000-5999: Services And Other Operating Expenditures	School Allocation	2000
Staff will 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 to include restorative practices, Character Education, and alternatives to suspensions	October - June	Administrators, Counselor	Site Restorative Practices	4000-4999: Books And Supplies	TSSP	6000
Provide school survey at the end of the school year to evaluate the degree to which students feel respected by their peers and staff.	May 2020	Coaches, Teachers, Counselor	No cost to site			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Partner with local community agencies to provide parent education opportunities	October - June	Principals, SCEF, Teachers, Parents	Services/Training/Travel	5800: Professional/Consulting Services And Operating Expenditures	Parent Engagement (PIQE/FEI/PU)	20,500
			Childcare/Food	0000: Unrestricted	Parent Engagement (PIQE/FEI/PU)	1,500
Send i-Ready diagnostic reports to parents three times per year after each administration.	September, December, June	Principals	District expense			
Implement new or revised action steps based on the review of data throughout the year	Ongoing	Principals and Teachers				

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	60,060	21,060.00
TSSP	61,800	10,800.00
Science Equipment: Middle School	5,000	5,000.00
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	5,174.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
Parent Engagement (PIQE/FEI/PU)	22,000.00
School Allocation	39,000.00
TSSP	51,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0000: Unrestricted	1,500.00
1000-1999: Certificated Personnel Salaries	17,000.00
2000-2999: Classified Personnel Salaries	4,000.00
4000-4999: Books And Supplies	47,000.00
5000-5999: Services And Other Operating Expenditures	20,000.00
5800: Professional/Consulting Services And Operating	22,500.00

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)	20,500.00
4000-4999: Books And Supplies	School Allocation	26,000.00
5000-5999: Services And Other Operating	School Allocation	13,000.00
1000-1999: Certificated Personnel Salaries	TSSP	17,000.00
2000-2999: Classified Personnel Salaries	TSSP	4,000.00
4000-4999: Books And Supplies	TSSP	21,000.00
5000-5999: Services And Other Operating	TSSP	7,000.00
5800: Professional/Consulting Services And	TSSP	2,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	37,000.00
Goal 2	20,000.00
Goal 3	19,000.00
Goal 4	4,000.00
Goal 5	32,000.00

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			
Kathleen Lee			X		
Margarett Otto				X	
Julie Stanford				X	
Susan McDonald				X	
Gaylen Coleman				X	
Tarush Varma				X	
Numbers of members of each category:	**1**	**3**	**1**	**5**	

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	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Michael Hermosillo	X				
Sydney Villareal-Koerber		X			
Ernesto Nassau			X		
Victoria Kayser				X	
Celeste Ruelas				X	
Alejandro Chavez				X	
Numbers of ELAC Members of each category:	**1**	**1**	**1**	**4**	

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)s to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the 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

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on October 10, 2019.

Attested:

Michael Hermosillo
Typed Name of School Principal

Signature of School Principal

10/10/19
Date

Margaret Otto
Typed Name of SSC Chairperson

Signature of SSC Chairperson

10/10/19
Date