

The School Plan for Student Achievement

School: Stevenson Elementary School
CDS Code: 43-69591-6049464
District: Mountain View Whisman School District
Principal: Ryan Santiago
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

Stevenson Elementary School's Vision and Mission Statements

School Vision

Through a developmental approach and a rigorous hands-on education, Stevenson Elementary School will engage all students and ensure they realize their full potential as independent thinkers, lifelong learners, and responsible citizens.

School Mission

The mission of Stevenson Elementary School is to cultivate a lifelong love of learning by educating the whole child (socially, emotionally, and intellectually) in a collaborative community.

School Core Values

Respect

Resilience

Community

Collaboration

Innovation

School Profile

Stevenson Elementary School, one of Mountain View's choice schools, is committed to educating the whole child in a collaborative community. Stevenson has been leading the region as a model for progressive education since 1996 and was founded on the fundamental belief in the importance of teachers, children, and parents working together to create a vibrant learning environment. Stevenson is committed to providing a balanced education that teaches to the whole child, incorporating the intellectual, creative, social, physical, and emotional growth of our students. At Stevenson, we believe that by utilizing a developmental approach grounded in hands-on education, students will realize their full potential as independent thinkers, life-long learners, and responsible citizens.

Goal 1 - Academic Achievement

ELA - By June 2020, there will be a 1-percentage point increase (from 87% to 88%) in the number of students meeting or exceeding standards in ELA as measured by CAASPP grades 3 - 5.

MATH - By June 2020, there will be a 1-percentage point increase (from 88% to 89%) in the number of students meeting or exceeding standards in Math as measured by CAASPP grades 3 - 5.

Key Actions:

Science, Technology, Engineering, Art, and Math (STEAM) Program

Professional development for Sheltered Instruction Observation Protocol (SIOP)

Response to Instruction - Provide Intervention and Enrichment

Focus 30 Students

Science and STEAM training and coaching

Writing - Professional development and supplemental resources

Project Based Learning Professional Development

Goal 2 - Closing the Achievement Gap

By June 2019, there will be a reduction of At-Risk English Learners of at least one student as measured by state criteria (ELPAC proficiency, years as an EL, and CAASPP scores)

By June 2020, there will be a 1 percentage point increase (from 94% to 95%) in the number of RFEP (reclassified fluent English proficient) students meeting or exceeding standards in English Language Arts as measured by CAASPP grades 3 - 5.

By March of 2020, 80% of English Learners (6 out of 8 students) that score a level 4 on the ELPAC will reclassify or maintain a 4 on the ELPAC.

Key Actions:

Small Group Acceleration Instruction for literacy and language development

Professional development for Sheltered Instruction Observation Protocol (SIOP)

Response to Instruction - Provide Intervention and Enrichment
Open Classrooms - SIOP grade level observation days
After school instruction for students not a grade level proficiency

Goal 3 - Human Capital

Stevenson will create an environment that fosters PLC's and data driven instruction. Grade level teams will use common formative cycles at least every 6 weeks for RTI instruction.

Key Actions:

Grade Level PLC's collaborate using formative assessment cycles
Educational philosophy discussion lunches
On-Boarding new teachers
Teacher Centered Walkthroughs
Quality professional development throughout the year

Goal 4 - Inclusive and Supportive Culture

By June 2020, the average attendance percentage for the school will increase from 95.68% to 97%.
By June 2020, suspensions will maintain at zero.

Key Actions:

Student Leadership Team
Responsive Classroom Training and implementation
Train Yard Duty Staff in Responsive Classroom
New SEL program IMPACT
Friday Fever
Stevenson Values (Monthly)
Light Bulb Lab
Classroom Buddies

Goal 5 - Parent Engagement

Stevenson staff will improve communication with parents and students on academic and social emotional goals and progress.

Key Actions:

Student Lead Conferences
Principal's Coffees, SSC, and ELAC Meetings
Weekly newsletters from the Principal
Classroom Meetings with Parents 3x a year
Phone calls to EL and students not meeting standards families

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

Stevenson staff is committed to providing a high quality, well-rounded education to all students. At Stevenson, the staff uses data from district benchmarks, curriculum-embedded assessments, teacher observations, and the results from the California Assessment of Student Performance and Progress (CAASPP) to understand student needs. Teachers use the data collected to differentiate instruction for individual students and guide whole class instruction.

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

Last year teachers administered the Smarter Balanced Assessment Consortium (SBAC) as part of the CAASPP system to grades three, four, and five. The data collected from the assessment is being used to direct instruction during the 2019-2020 school year. School goals were created in collaboration with the School Site Council, English Language Advisory Committee and teachers around areas of improvement found in the results. Teachers in all grades will also use common formative and summative assessments throughout the year to monitor student progress. The data gathered during the school year will drive the schools Response to Instruction program that is used on a weekly bases at all grade levels. Students that are high achieving or in need of second chance teaching will be grouped by ability to dive deeper or provide additional instruction in content areas.

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). Stevenson Elementary school has no misassigned teachers, no out of field teachers, and 4 teachers in their first two years of teaching. All other teachers are considered "highly qualified".

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

The District Educational Services department coordinates the staff development plan. Six professional days are planned annually to update and extend adult learning. The emphasis continues to be the implementation of the California State Standards (CSS): knowledge of each grade level's standards, and instructional strategies that ensure building and applying knowledge in all content areas.

To provide additional targeted support for the implementation of state standards and support of English Language Learners, Stevenson school will provide two release days per grade level, which is facilitated by the site's Instructional Coach. The coach provides instructional support and professional development presentations to the entire staff. Stevenson also supports a Project Based Learning (PBL) planning days to help grade level teams plan and give guidance to teachers in the classroom as they implement projects. The coach and principal help teachers plan projects and observe the delivery of the lessons to provide feedback to teachers.

There are currently four teachers that are participating in the new teacher induction program. The District partners with the Santa Cruz Silicon Valley New Teacher Center to support new teachers. The teachers that are part of this program receive additional professional development and coaching, as well as support to clear their preliminary credential.

Every staff member will also be trained in Responsive Classroom and Project Based Learning. By the end of the year, all teachers new to Stevenson will be sent to either a two-day or four-day Responsive Classroom training as well as PBL training.

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

Teachers at Stevenson collaborate on a weekly basis to plan, refine curriculum, and meet individual student needs. Teachers also meet with the school's STEAM (Science, Technology, Engineering, Art, Math) teachers to collaborate on projects being taught during RTI (Response to Intervention) time.

Opportunity and Equal Educational Access

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

At Stevenson Elementary, all students have the opportunity to be successful. Teachers use researched based teaching practices including Response to Instruction to ensure that students attain academic and social success. During Response to Instruction rotation time with the Science, Technology, Engineering, Art, and Math (STEAM) teachers will provide small group instruction to students who need second chance teaching and extension lessons to those who have mastered the standard. By continually monitoring students, teachers can provide additional help to those that struggle in particular areas. Teachers provide this additional help during small group instruction or individual conferences during the school day. In addition to classroom supports Stevenson has intervention/acceleration teachers that provide additional instruction during the school day to students that are below grade level.

Parental Involvement

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

Stevenson Elementary has a School and Community Engagement Facilitator who assists families of under achieving students. The facilitator acts as the liaison between students, staff, and parents to remove barriers to improve student learning and achievement. They serve as a resource to students and parents regarding district and community agencies, resources, parent education, and other events and activities that are linked to strong, positive student outcomes.

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)

Stevenson greatly benefits from its supportive parents. Stevenson encourages all parents to volunteer two hours a week and join one of the school's committees. Parents are encouraged to connect with teachers and classroom coordinators to ensure that the needs of the classroom are well aligned with each parents' strengths. If a parent is not available to volunteer in the classroom, there are multiple options for parents to become involved outside of the classroom by providing classroom support or organizing events.

Funding

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

Stevenson is not a Title I school, and as a result, we benefit from funding provided through the Local Control Funding Formula. The District provides each school an allocation to support students through the Targeted Student Support Program (TSSP). This funding is used to pay for intervention and supports for students that score below standard.

Stevenson's Foundation provides extra monetary support that directly impacts classroom instruction. The Foundation funds Off Site Learning Experiences (OLE's), classroom supplies, teacher professional development, and technology among other items.

Description of Barriers and Related School Goals

At Stevenson, we strive to meet the needs of all students both academically and socially. Stevenson believes it is their job to help every student reach their full potential and provide supports to reach students where they are.

The barriers that we face when reaching our school goals are addressing the needs of our socioeconomically disadvantaged students that are under prepared for kindergarten. There are pockets of success but we have not been able to replicate that success with all of our students. The socioeconomically disadvantaged population at Stevenson is a small percentage in comparison to the student population. To help increase awareness, Stevenson will continue to monitor English Learner progress and other students that are not meeting grade level standards.

In general, English learner students at Stevenson reclassify in kinder, first, and second grade which indicates that most students language needs are being met. If students do not reclassify in the early grades there are relatively small numbers at the upper-grade. Having fewer students in the upper grades make doing rotations with English learner students for English language development not possible across the grade level. However, teachers provide both integrated and designated English Language Development within their classrooms in small groups or with individual students.

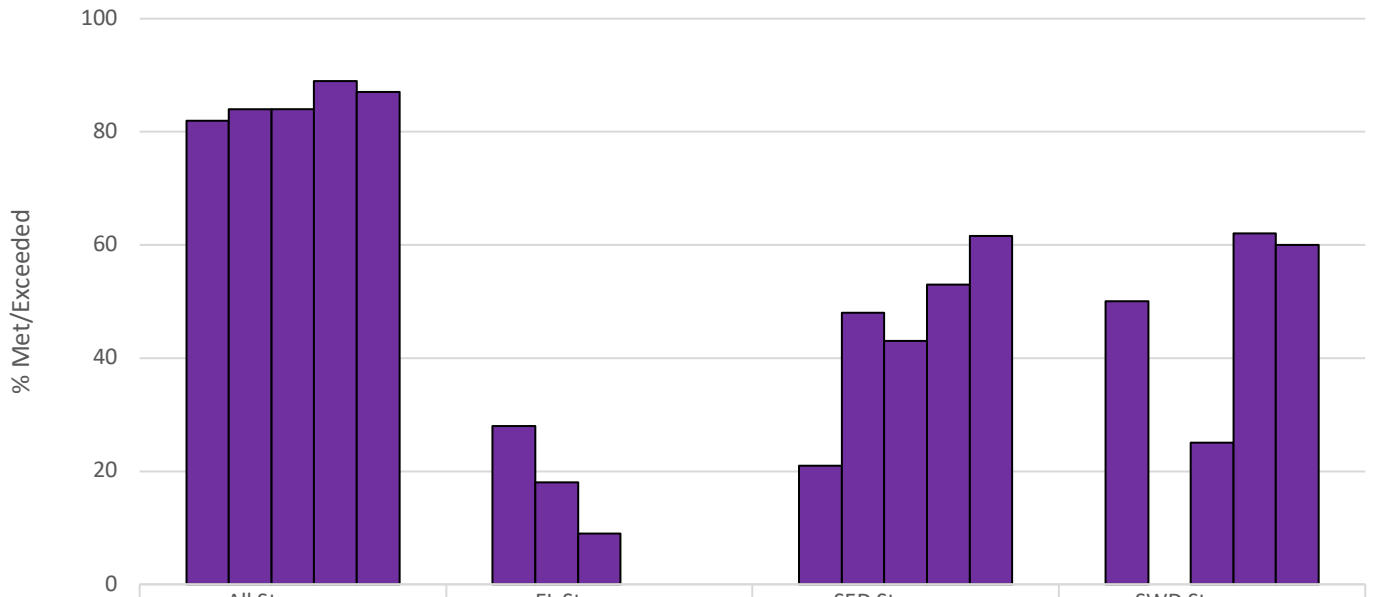
An additional barrier to reaching our goals is the number of new staff and new teachers we have each year. When a new staff member is brought on it typically takes two years for them to become fully trained in District and site needs such as Responsive Classroom and Project Based Learning (PBL). Our engagement facilitator has been new each year at Stevenson which is a challenge in building rapport and relationships with our most at risk families.

Stevenson Demographics K5	2015-16	2016-17	2017-18	2018-19
Enrollment	388	391	391	427
Asian	19%	28%	26%	30%
Hispanic/Latino	12%	11%	11%	12%
White	48%	42%	41%	40%
Students with Disabilities	4%	4%	3%	7%
English Learners	14%	9%	10%	9%
SocioEconomically Disadvantaged	9%	6%	7%	6%

Stevenson Demographics for students in grades 3-5	2015-16	2016-17	2017-18	2018-19
English Learners	10%	7%	6%	6%
Reclassified Fluent English Proficient	12%	13%	14%	17%
SocioEconomically Disadvantaged	10%	7%	7%	7%
Students with Disabilities	5%	6%	7%	8%
Asian	19%	17%	16%	21%
Hispanic/Latino	10%	12%	12%	16%
White	52%	52%	52%	44%
Total Enrollment	187	197	195	187

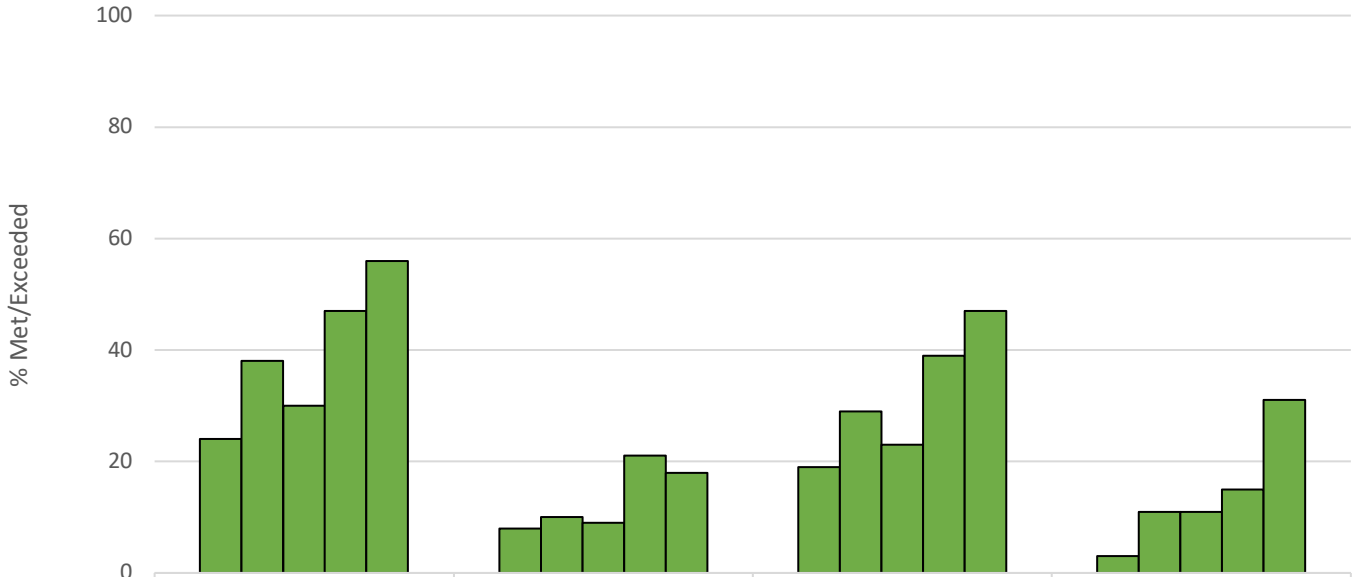
Stevenson	2015-16	2016-17	2017-18	2018-19
Attendance	97.13%	96.95%	97.04%	97.22
Suspension	1	0	0	0
Reclassification	48%	71%	32.6%	28.95%

ELA CAASPP Subgroups



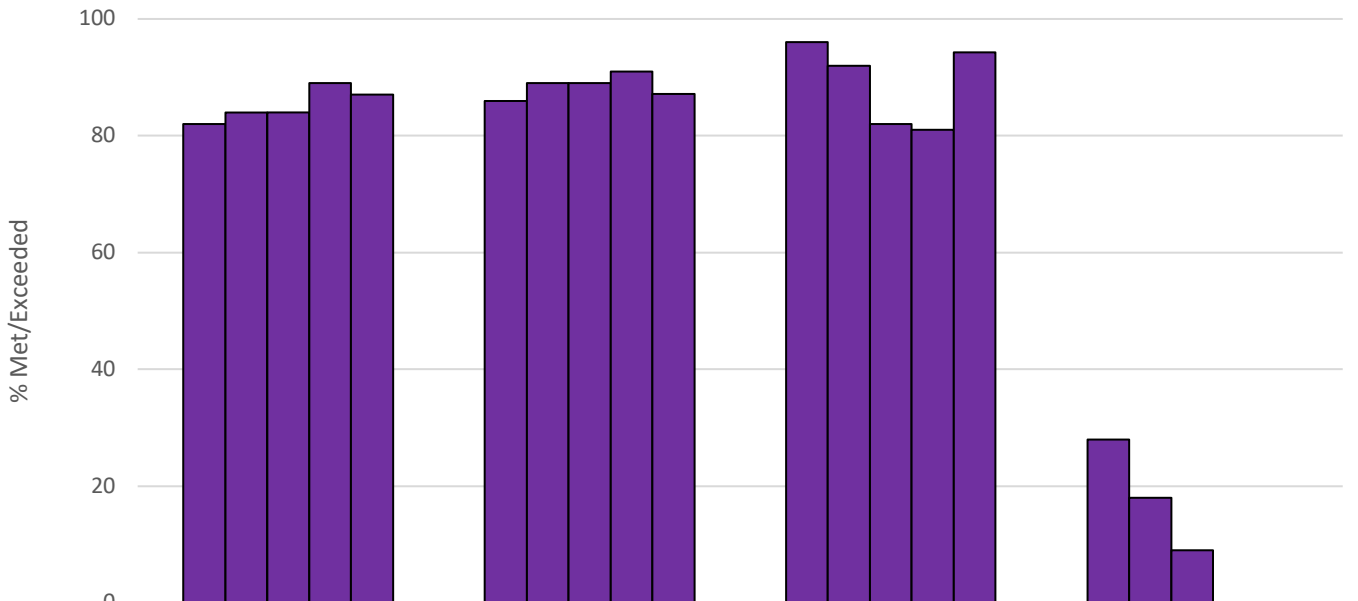
	All Stevenson	EL Stevenson	SED Stevenson	SWD Stevenson
2015 ELA	82	28	21	50
2016 ELA	84	18	48	
2017 ELA	84	9	43	25
2018 ELA	89		53	62
2019 ELA	87		62	60

Math CAASPP Subgroups



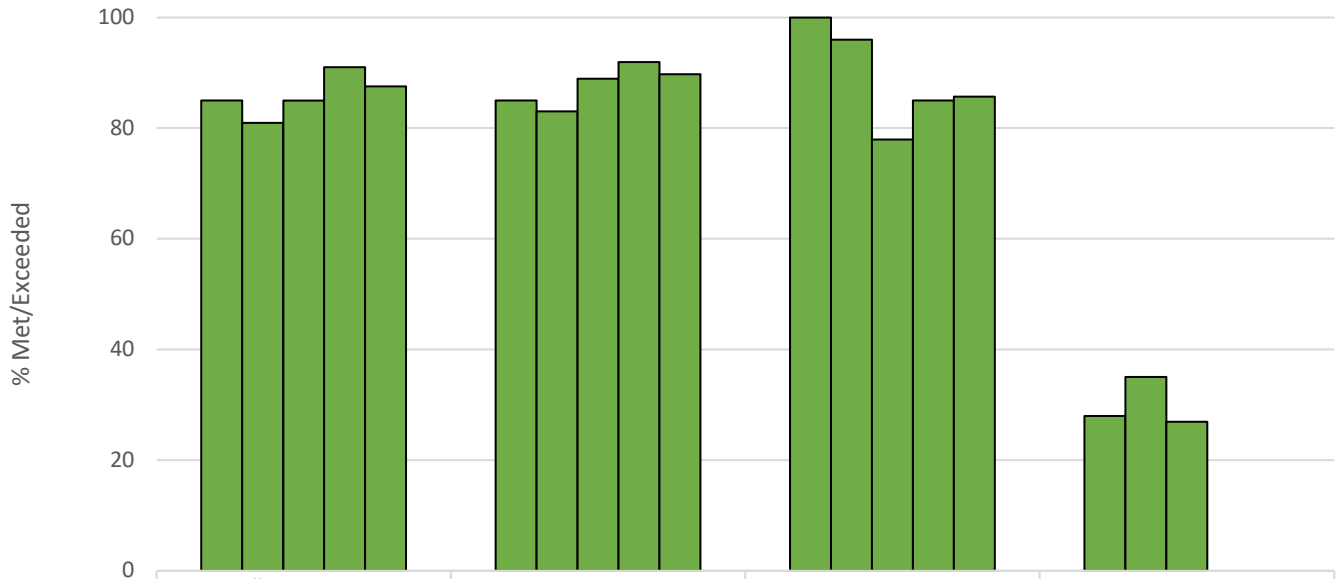
	All Stevenson	EL Stevenson	SED Stevenson	SWD Stevenson
2015 Math	24	8	19	3
2016 Math	38	10	29	11
2017 Math	30	9	23	11
2018 Math	47	21	39	15
2019 Math	56	18	47	31

ELA CAASPP English Learner Status



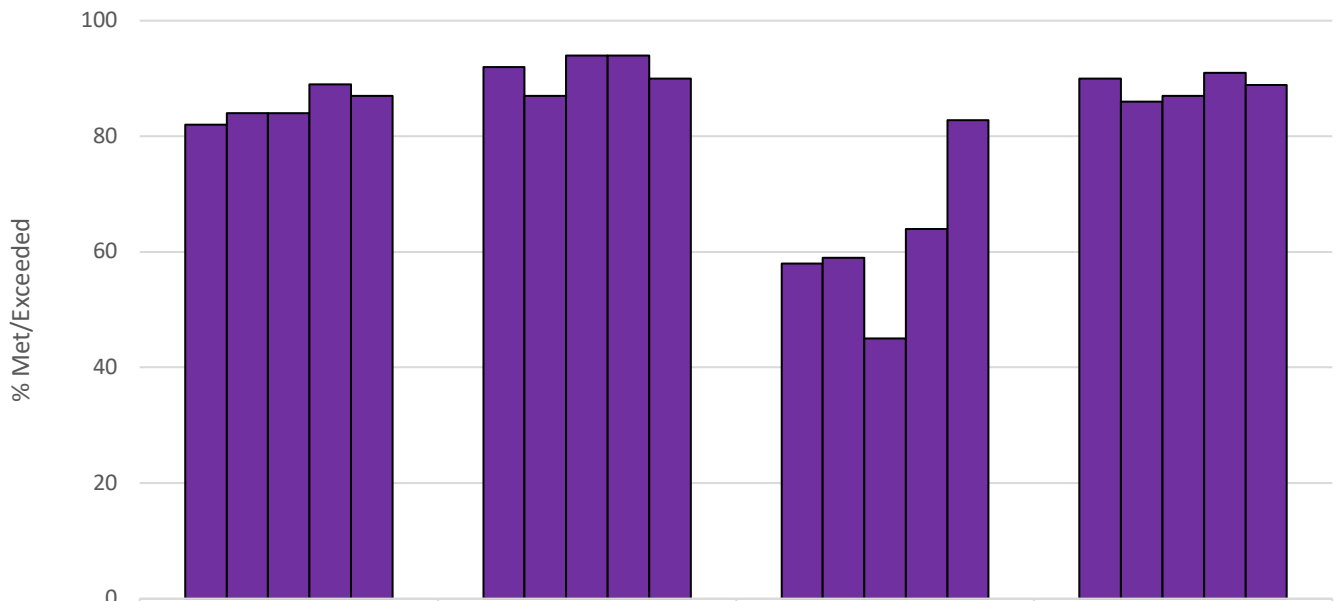
	All Stevenson	EO Stevenson	RFEP Stevenson	EL Stevenson
2015 ELA	82	86	96	28
2016 ELA	84	89	92	18
2017 ELA	84	89	82	9
2018 ELA	89	91	81	
2019 ELA	87	87	94	

Math CAASPP English Learner Status



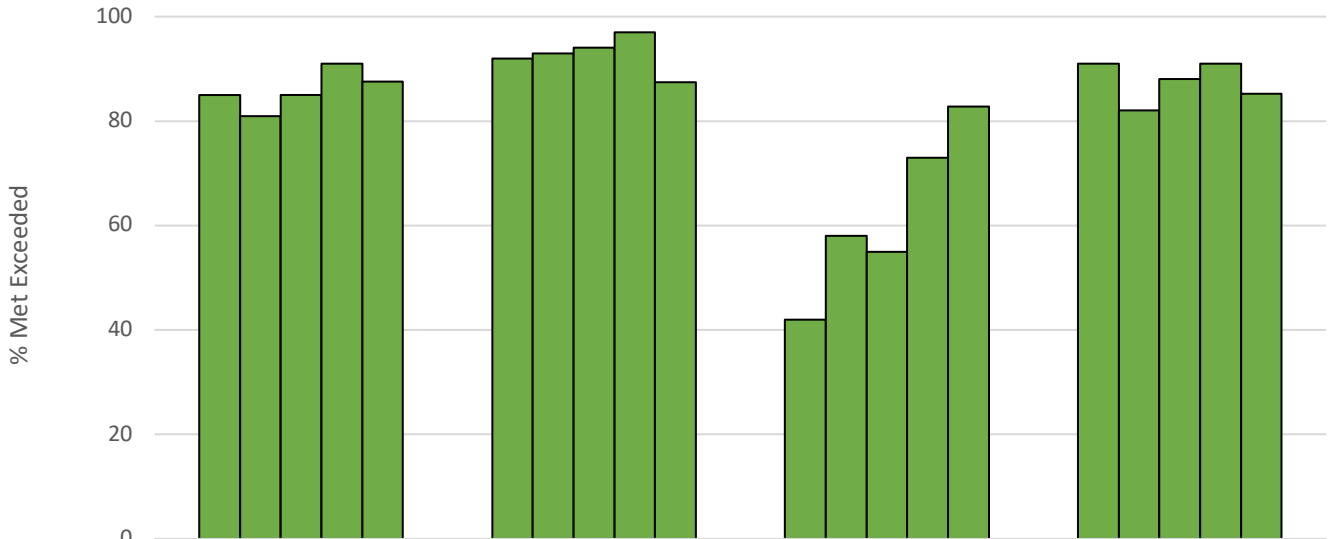
	All Stevenson	EO Stevenson	RFEP Stevenson	EL Stevenson
2015 Math	85	85	100	28
2016 Math	81	83	96	35
2017 Math	85	89	78	27
2018 Math	91	92	85	n/a
2019 Math	88	90	86	n/a

ELA CAASPP Ethnicity



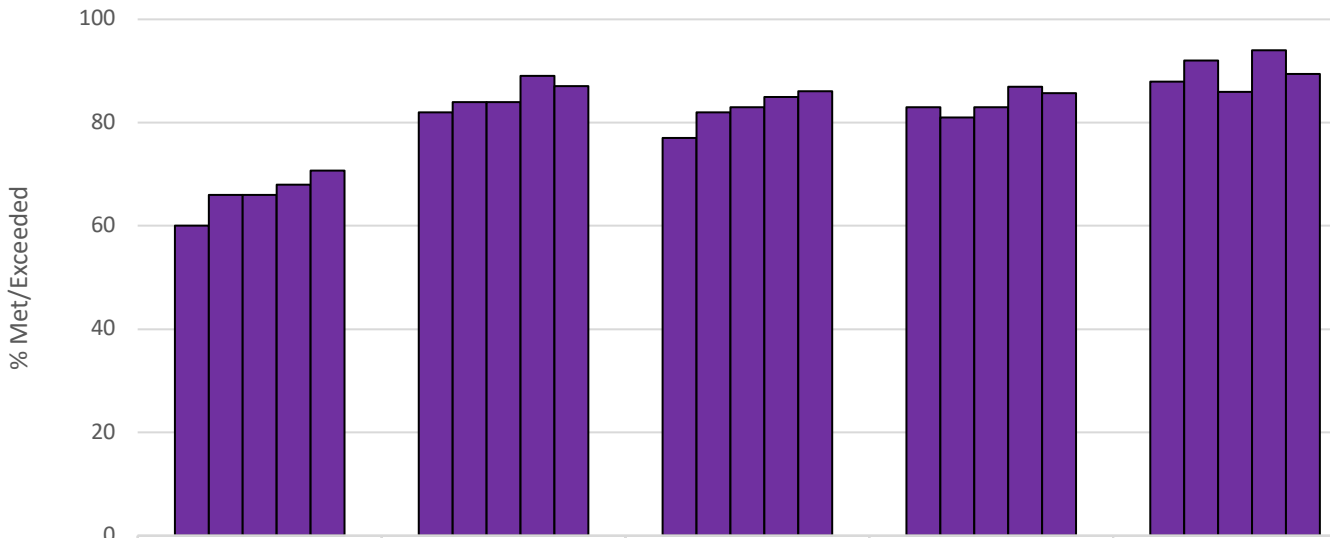
	All Stevenson	Asian Stevenson	Hispanic/Latino Stevenson	White Stevenson
2015 ELA	82	92	58	90
2016 ELA	84	87	59	86
2017 ELA	84	94	45	87
2018 ELA	89	94	64	91
2019 ELA	87	90	83	89

Math CAASPP Ethnicity



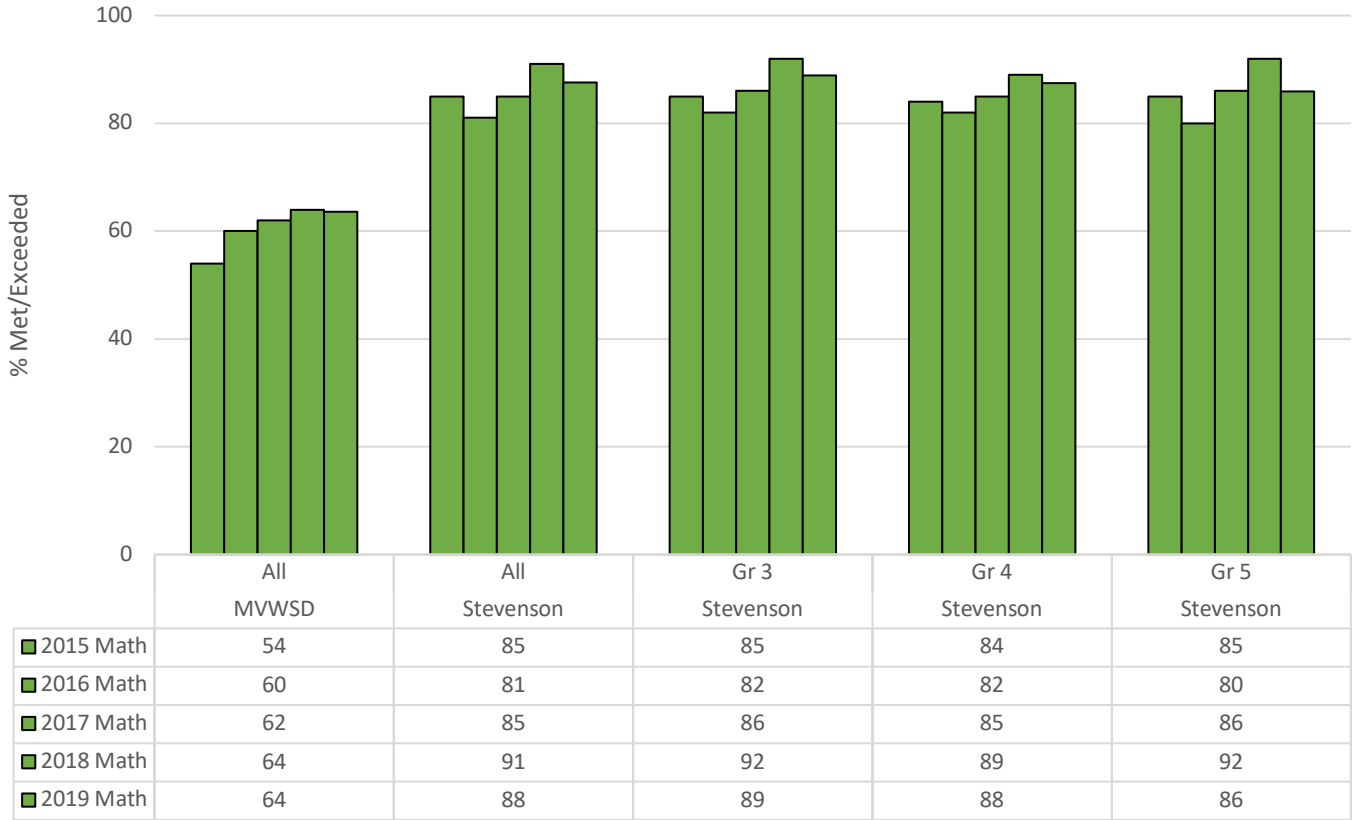
	All Stevenson	Asian Stevenson	Hispanic/Latino Stevenson	White Stevenson
2015 Math	85	92	42	91
2016 Math	81	93	58	82
2017 Math	85	94	55	88
2018 Math	91	97	73	91
2019 Math	88	88	83	85

ELA CAASPP

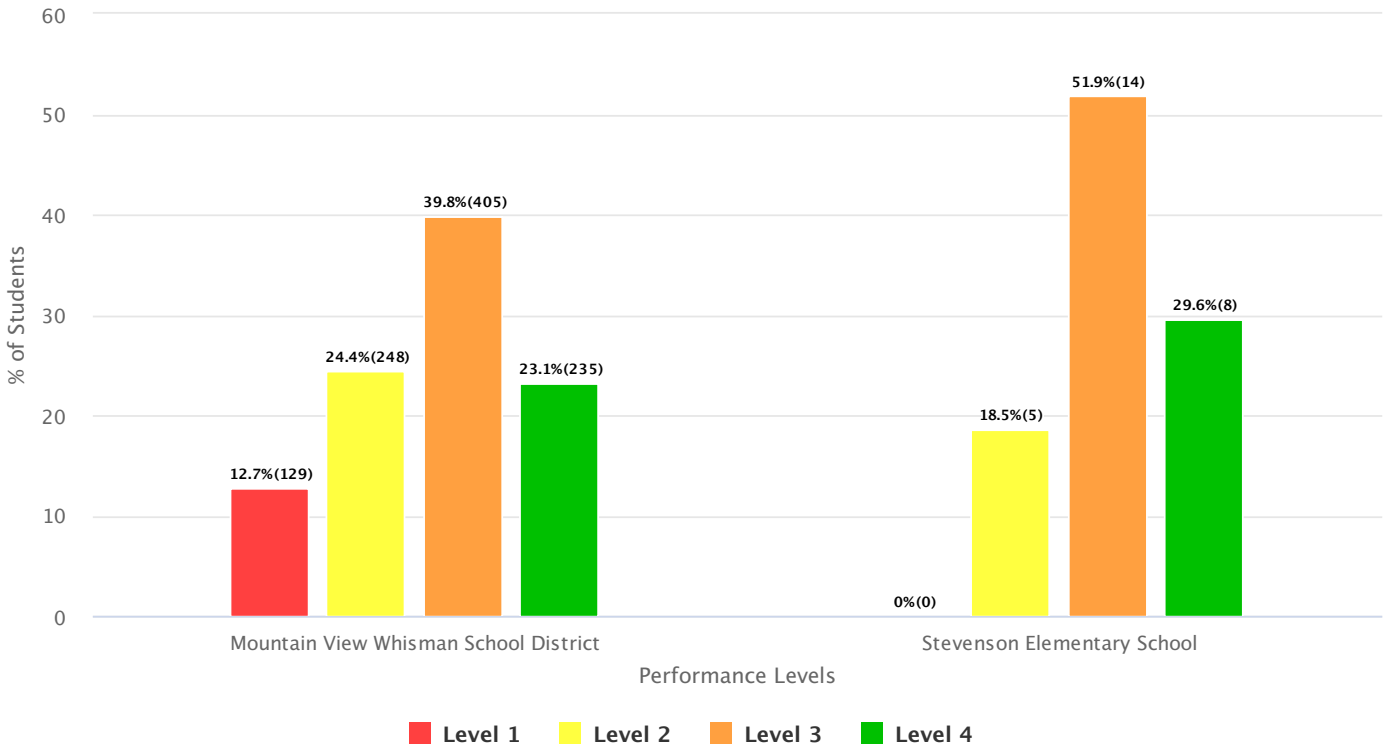


	All MVWSD	All Stevenson	Gr 3 Stevenson	Gr 4 Stevenson	Gr 5 Stevenson
2015 ELA	60	82	77	83	88
2016 ELA	66	84	82	81	92
2017 ELA	66	84	83	83	86
2018 ELA	68	89	85	87	94
2019 ELA	71	87	86	86	89

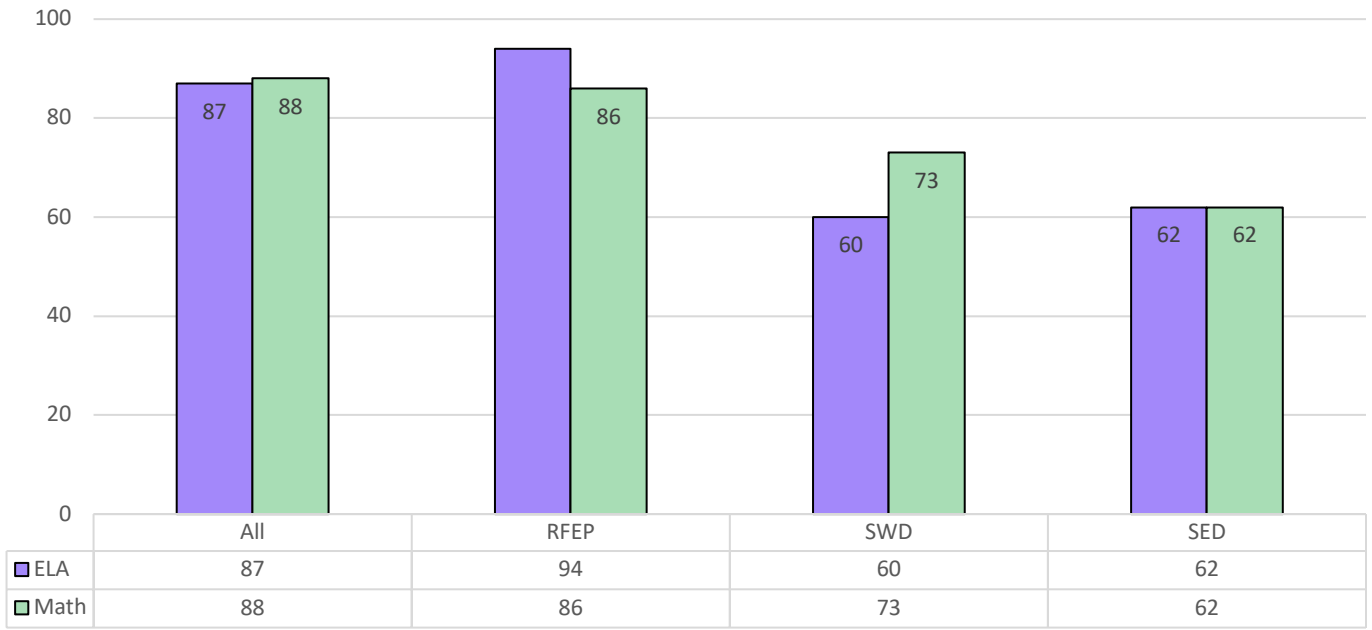
Math CAASPP



English Language Proficiency Assessments for California (ELPAC) 2018-19



Stevenson CAASPP Data Based on 2019-20 enrollment



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
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 a 1-percentage point increase (from 87% to 88%) in the number of students meeting or exceeding standards in ELA as measured by CAASPP grades 3 - 5. By June 2020, there will be a 1-percentage point increase (from 88% to 89%) in the number of students meeting or exceeding standards in Math as measured by CAASPP grades 3 - 5. Key Actions: Science, Technology, Engineering, Art, and Math (STEAM) Program Professional development for Sheltered Instruction Observation Protocol (SIOP) Response to Instruction - Provide Intervention and Enrichment Focus 30 Students Science and STEAM training and coaching Writing - Professional development and supplemental resources Project Based Learning Professional Development
Data Used to Form this Goal:
2019 CAASPP data and District assessments

Findings from the Analysis of this Data:

In English Language Arts, students in grades three through five slightly decreased in the number of students meeting or exceeding proficiency. Grade five had a 5% decrease. In math, students in grades three through five slightly decreased in the number of students meeting or exceeding proficiency. Grade five had a 6% decrease. Overall there was a decrease in the percentage of students meeting proficiency. The 5th-grade students decreased more than 3rd and 4th grade.

ELA: Goal from the previous year was not met. Moved from 89% to 87%.

Math: Goal from the previous year was not met. Moved from 91% to 88%.

How the School will Evaluate the Progress of this Goal:

The school will monitor i-Ready diagnostics as well as district and classroom summative/formative assessments in math and English Language Arts.

During Response to Intervention teachers will use common summative and formative assessments to understand student progress and adjust for areas of need during the year. Once adjustments have taken place teachers will monitor student improvement through the Response to Intervention process after each cycle.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Focus 30 Students - Each teacher selected two to three students at the end of last school year that they felt needed additional support from day one (approximately 30 students in the school). Focus 30 cards were then filled out with student's demographics, academic and social and emotional data or comments.	May 2019	Principal, Teachers, Resource teacher, Clerk, and Coach	No expenditure, part of regular staff responsibility.			0
Introduce Focus 30 students to new teachers and give teachers time to review their Focus 30 students.	August 2019 - Staff Meeting	Principal, Teachers, Coach	No expenditure, part of regular staff responsibility.			0
Grade Level Data Review Teams will meet with the Resource teacher, coach, and principal to examine data, find patterns and create a plan to address areas of need. This will be done once a trimester to examine student progress.	November 2019 and February 2020	Principal, Teachers, Resource teacher, and Coach	Grade Level Data Review Days - Substitutes Needed	1000-1999: Certificated Personnel Salaries	School Allocation	3500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers, Instructional Coach and principal will review Focus 30 process and refine implementation.	May 2020	Principal, Teachers, Resource teacher, and Coach	No expenditure, part of regular staff responsibility.			0
Implement Response to Instruction STEAM (Science, Technology, Engineering, Art, Math) Program. Each classroom will rotate twice a week, in small groups, to see the STEAM teachers. The grouping of students will be done by the classroom teacher based on the students' ability level in target areas and will change at least every six weeks. While one group of students is with the STEAM teacher, another small group will stay with their classroom teacher to receive extensions in their learning or help with topics the students did not understand. No matter what level a student is at they will see the STEAM teacher and their classroom teacher twice a week during their Response to Instruction rotations. Every student will be at their zone of proximate development during the rotations.	August 2019 to June 2020	Principal, Teachers, and Coach	STEAM materials and resources	4000-4999: Books And Supplies	Science Equipment Elementary	1500
Response To Instruction (RTI) - Teachers will provide pre-assessments and post-assessments to determine interventions and enrichment lessons. Teachers will analyze student progress for each 6-week cycle.	August 2019 to June 2020	Principal, Teachers, and Coach	No expenditure, part of regular staff responsibility.			0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Reflection on Response to Instruction. As a staff we will review the implementation of Response to Intervention and the process used. We will adjust based on student needs.	May 2020	Principal, Teachers, and Coach	No expenditure, part of regular staff responsibility.			0
Professional development on Sheltered Instructional Observation Protocols (SIOP). Refer to Goal #2.	August 2019 - June 2020	Principal, Teachers, and Coach	No expenditure, part of regular staff responsibility.			0
At least once trimester, teachers will meet as a grade level team to analyze student writings and determine next steps to support language support and the writing process for different text types.	November 2019- May 2020	Principal, Teachers, and Coach	No expenditure, part of regular staff responsibility.			
Provide teachers with supplemental resources and professional development for writing instruction.	September 2019- March 2020	Principal, Teachers, and Coach	Supplemental resources	4000-4999: Books And Supplies	School Allocation	1000
Science and STEAM Professional Development - STEAM teachers will receive professional development throughout the with Discovery Education. Classroom teachers will receive professional development throughout the year with Science is Elementary.	August 2019 -May 2020	Principal, Teachers, and Coach	No expenditure, part of regular staff responsibility.			
Implement new i-Ready assessments for Math and ELA three times a year. Teachers will analyze data and determine next steps to ensure that each student makes one year academic growth.	September 2019- May 2020	Principal, Teachers, and Coach	No expenditure, part of regular staff responsibility.			
Provide each grade level with two release planning days.	September 2019- March 2020	Principal, Teachers, Instructional Coach	Substitutes Needed	1000-1999: Certificated Personnel Salaries	School Allocation	4,800

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 Project Based Learning. Grade level Teams will reflect and analyze PBL projects with an outside consultant for rigor and to develop critical thinking, collaboration, and creativity for our students.	October 2019-April 2020	Principal, Teachers, and Coach	Funded by donations			
Ensure students have access to school materials, resources and supplies for classroom instruction.	August 2019-May 2020	Principal	Materials and Resources	4000-4999: Books And Supplies	School Allocation	14,775
Analyze data from benchmarks, observations, and feedback and revise plan as needed.	Ongoing	Principal, Teacher, and School Site Council	No expenditure, part of regular staff responsibility.			

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: Closing the Achievement Gap
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 #2:
By June 2019, there will be a reduction of At-Risk English Learners of at least one student (from 2 students to one) as measured by state criteria (ELPAC proficiency, years as an EL, and CAASPP scores).
By June 2020, there will be a 1-percentage point increase (from 94-95%) in the number of RFEP (reclassified fluent English proficient) students meeting or exceeding standards in English Language Arts as measured by CAASPP grades 3 - 5.
By March of 2020, 80% of English learners (6 out of 8 students) that scored a level 4 on the ELPAC will reclassify or maintain a 4 on the ELPAC.
Key Actions: Small Group Instruction for Literacy Acceleration RTI Instruction SIOP Instruction After School Programs Open Classrooms for SIOP and other instructional practices
Data Used to Form this Goal:
CAASPP, District assessments, ELPAC, Reclassification rates, At-Risk English Learner percentage rates
Findings from the Analysis of this Data:
Goal from the previous year was met for Reclassified Fluent English Proficient students in ELA. From 81%-94% as measured by ELA CAASPP.

How the School will Evaluate the Progress of this Goal:

The school will monitor summative benchmark assessments and formative assessments.

The school will monitor individual student progress through our small group instruction in upper and lower grades. We will also monitor student progress by following our Focus 30 students and through Data Walks.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hire intervention teacher for small group instruction. Identify small students that need intensive support in language development or literacy that can not be fully serviced through Response to Instruction and have specialists push into classroom or pull out if necessary to accelerate student learning.	October 2019 - April 2020	Principal Teachers Response to Intervention Teachers	Intervention/Acceleration Teacher	1000-1999: Certificated Personnel Salaries	TSSP	9,600
			Same as above	1000-1999: Certificated Personnel Salaries	School Allocation	4150
RTI Instruction (See Goal 1)	August 2019-June 2020	Principal Teachers Response to Intervention Teachers	No expenditure, part of regular staff responsibility.			
Professional Development in Sheltered Instruction Observation Protocol (SIOP) for all teachers August. Continued Professional Learning throughout the year during staff meetings and site development days.	August 2019-June 2020	Principal, Teachers, and Instructional Coach	District Funded. No site expenditures.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implementation of 5 features in SIOP Instruction: (9) Key Vocabulary Emphasized (20) Hands On Materials and/or manipulatives for students (21) Activities provided for students to apply content (23) Content Objectives clearly supported lesson delivery Objectives (24) Language Objectives clearly supported lesson delivery Objectives.	August 2019-May 2020	Principal Coach Response to Intervention Teachers	No expenditure, part of regular staff responsibility.			
Teachers will collaborate on SIOP features and will incorporate into daily instruction and Project Based Learning.	August 2019 - May 2020	Principal Coach Response to Intervention Teachers	No expenditure, part of regular staff responsibility.			
The principal and coach will conduct SIOP walkthroughs to provide feedback on instructional practices and implementation of the SIOP model and assess areas of need to include in professional development.	August 2019-June 2020	Principal and Coach	No expenditure, part of regular staff responsibility.			
Teachers will be released for a day of SIOP visits where they will observe other teachers by grade level for the first half of the day. During the second half of the day teachers will reflect and integrate best practices they observed into their own classroom. (Open Classrooms)	October 2019 - April 2020	Principal Coach Teachers	Substitutes needed	1000-1999: Certificated Personnel Salaries	School Allocation	1875
Conduct EL, newcomer, and RFEP progress monitoring using district benchmarks, common formative assessments. Make adjustments to support students as needed.	November 2019-June 2020	Principal, Coach, Teachers, SCEF	No expenditure, part of regular staff responsibility.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide teachers with Learning A-Z English Learner Edition to support language development instruction.	October 2019	Principal Coach Teachers Parents Facilitator	No expenditure, part of regular staff responsibility.	5000-5999: Services And Other Operating Expenditures	TSSP	600
Provide teachers with professional learning on the new state English Language assessment ELPAC.	December 2019	Principal Coach Teachers SCEF	No expenditure, part of regular staff responsibility.			0
After School support, under the guidance of a certified teacher, identified students will have the opportunity to complete to extend their learning from the school day and engage in hands-on learning experiences, collaboration, communication, creative problem-solving and critical thinking that will provide enrichment.	October 2019-April 2020	Principal Teachers Coach Facilitator Coding Teacher	After School Enrichment provided by certificated teachers	1000-1999: Certificated Personnel Salaries	After School Enrichment	2,300
Analyze data from benchmarks, observations, and feedback and revise plan as needed	Ongoing	Principal Teachers School Site Council	No expenditure, part of staff responsibility.			0

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: Human Capital
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 #3:
Stevenson will create an environment that fosters PLC's and data driven instruction. Grade level teams will use common formative cycles at least every 6 weeks for RTI instruction. Key actions: Grade Level PLC's collaborate using formative assessment cycles Educational philosophy discussion lunches On-Boarding new teachers Teacher Centered Walkthroughs
Data Used to Form this Goal:
2018-2019 Hanover Staff Survey Results: 96% of staff agreed or strongly agreed that teachers at Stevenson uses performance data for planning. 96% of staff agreed or strongly agreed that teachers at Stevenson are committed to continuously improving opportunities for student learning. 92% of staff agreed or strongly agreed that teachers at Stevenson are provided with adequate support.
Findings from the Analysis of this Data:
Staff is highly engaged in using data for planning and are committed to improving learning and instruction for all students. This goal will build upon these findings.
How the School will Evaluate the Progress of this Goal:
Evidence of common formative cycles every six weeks.

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 2019-May 2020	Principal	No expenditure, part of regular staff responsibility.			
Grade level teams will collaborate using the formative assessment cycle as part of our RTI program.	August 2019-May 2020	Principal Teachers Parents	No expenditure, part of regular staff responsibility.			
Teachers implement instruction based on the formative assessment cycle focusing on our students' areas of growth or extension.	August 2019-May 2020	Principal Teachers Coach Site Staff	No expenditure, part of regular staff responsibility.			
Principal to join teachers collaboration meetings in order to provide feedback on collaboration practices and implementation of formative assessment cycles.	August 2019-May 2020	Principal Teachers Coach Site Staff	No expenditure, part of regular staff responsibility.			
Continue with lunchtime educational philosophy discussions. To ensure that there is time for discussion teachers suggested that the school purchase lunch on Thursdays before collaboration and the group could have open discussions about curriculum improvement and philosophy.	August 2019-May 2020	Principal Teachers Coach Site Staff Parents	Funded by donations			
On boarding New Teachers. New teachers will be provided with a "new teacher" orientation to Stevenson and will have monthly to bi-monthly meetings to discuss questions and review upcoming events at the school. Teachers have signed up to host meetings for new teachers throughout the year.	August 2019-May 2020	Principal Coach Teachers	No expenditure, part of regular staff responsibility.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Analyze data from benchmarks, observations, and feedback and revise plan as needed	Ongoing	Principal Teachers School Site Council	No expenditures			

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: Climate
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 #4:
By June 2020, the average attendance percentage for the school will increase from 95.68% to 97%. By June 2020, suspensions will maintain at zero. Key actions: Student Leadership Team Responsive Classroom Training and implementation Train Yard Duty Staff in Responsive Classroom New SEL program IMPACT Friday Fever Stevenson Values (Monthly) Light Bulb Lab Classroom Buddies
Data Used to Form this Goal:
Surveys and attendance documentation Goal from previous year was not met. Stevenson's attendance went from 97.04% to 95.68%
Findings from the Analysis of this Data:
In general, students enjoy being at Stevenson and know that staff adults care about their success. Based on 2019 Hanover Survey: 94% of students agreed or strongly agreed that they feel safe at school. 99% of students agreed or strongly agreed that adults care about their success. 99% of students agreed or strongly agreed that they have friends at school.

How the School will Evaluate the Progress of this Goal:

We will monitor student attendance each month.
 School climate survey.
 Monitor suspensions and behavior incidents.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Student leadership will meet after school once a week to plan activities for the school and raise awareness around topics of their choice. Student leadership will be student driven and organized.	August 2019-June 2020	Principal Teachers Students				
Teachers will guide students in the leadership process and how to run leadership meetings. The end of the year goal will be for students to run meetings without adult guidance.	August 2019-June 2020	Teachers	Teachers for Student Leadership	1000-1999: Certificated Personnel Salaries	After School Enrichment	2,000
Responsive Classroom. Send new teachers to initial Responsive Classroom Training to continue consistent practices in classrooms throughout the school. Veteran teachers will have the opportunity to attend an advanced Responsive Classroom training.	August 2019 - June 2020	Teachers Principal Coach	Funded by donations			
Responsive Classroom and ImPACT Training for Noon Duties. The principal will meet with noon duties at least three times a year to train them on Responsive Classroom and Project Cornerstone.	October 2019, January 2020, March 2020	Principal	Funded by donations			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement new Social Emotional program that was created by teachers, staff, and parents called ImpACT (previously, Stevenson partnered with Project Cornerstone). Each month a community member will read an ImpACT book to the students that aligns to Stevenson's core values and discuss the meaning of the book. This will sometimes be followed by classroom and school-wide activities. All readers will be trained before presenting to the class.	September 2019-June 2020	Principal Teachers Coach Parents	No expenditure, part of regular staff responsibility.			
Friday Fever. Continue to hold Friday Fever assemblies each month to build school spirit and unity. At each Friday Fever a Stevenson core value will be presented by a grade level.	September 2019-June 2020	Principal Teachers Coach Students	No expenditure, part of regular staff responsibility.			
Stevenson Values. Each month we will focus on one of Stevenson values. Each classroom will present on the values. The values provide a common language for the school.	September 2019-June 2020	Principal Teachers Coach Students	No expenditure, part of regular staff responsibility.			
Light Bulb Lab. Continue to host the Light Bulb Lab in the library on Friday to celebrate creativity and innovation. Students are given passes by their teacher to participate in the lunchtime activities.	September 2019-June 2020	Principal Teachers Coach Students	No expenditure, part of regular staff responsibility.			
Classroom buddies - Upper grade and lower grade students will be partnered to build school community, which aligns to our core values.	September 2019-June 2020	Principal Teachers	No expenditure, part of regular staff responsibility.			
Analyze data from benchmarks, observations, and feedback and revise plan as needed	Ongoing	Principal Teachers School Site Council	No expenditures needed			

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: Parent Involvement
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:
Stevenson Staff will improve communication with parents and students on academic and social emotional goals and progress. Key Actions: Student Lead Conferences Principal's Coffee Weekly newsletters from the Principal Classroom Meetings with Parents 3x a year Phone calls to EL and students not meeting standards families
Data Used to Form this Goal:
District feedback from parent surveys requests more communication on academic goals and student progress.
Findings from the Analysis of this Data:
Parents are involved and informed at Stevenson, but improvement is needed in communicating students results on academic progress and helping parents understand instruction and assessments.
How the School will Evaluate the Progress of this Goal:
Surveys and parent input at school information events

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Student Led Conferences - Upper grade students will participate in parent-teacher conferences. Students will have an understanding of academic progress and be able to communicate with parents.	9-18 to 6-19	Principal Teachers	No expenditure, part of regular staff responsibility.			
Principal's Coffees, SSC, and ELAC meetings - The principal will hold regular parent meetings to address academic instruction and assessments taking place over the school year.	9-18 to 6-19	Principal School Community Engagement Facilitator	Food/Childcare	0000: Unrestricted	Parent Engagement (PIQE/FEI/PU)	250
			Workshops/trainings	5000-5999: Services And Other Operating Expenditures	Parent Engagement (PIQE/FEI/PU)	1631
Weekly Letters from the Principal. Provide parents with a weekly update on what is happening in the school. Discuss academic goals core values of Stevenson to ensure parent understanding of instruction and assessments.	9-18 to 6-19	Principal Secretary	No expenditure, part of regular staff responsibility.			
Classroom Meetings. Three times a year teachers will hold classroom meetings with parents. At the meetings teachers will discuss academic instruction, assessments, and social emotional implementation.	9-18 to 6-19	Principal Coach Teachers Parents Community Engagement Facilitator	No expenditure, part of regular staff responsibility.			
Phone calls to families of English Learners and students not meeting grade level standards. The Community Engagement Facilitator and teachers will make personal phone calls letting them know about student academic progress.	9-18 to 6-19	Principal Coach Teachers Parents	No expenditure, part of regular staff responsibility.			
Analyze data from benchmarks, observations, and feedback and revise plan as needed	Ongoing	Principal Teachers School Site Council	No expenditures			

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	30,100	0.00
TSSP	10,200	0.00
After School Enrichment	4,300	0.00
Parent Engagement (PIQE/FEI/PU)	1,881	0.00
Science Equipment Elementary	1,500	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
After School Enrichment	4,300.00
Parent Engagement (PIQE/FEI/PU)	1,881.00
School Allocation	30,100.00
Science Equipment Elementary	1,500.00
TSSP	10,200.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0000: Unrestricted	250.00
1000-1999: Certificated Personnel Salaries	28,225.00
4000-4999: Books And Supplies	17,275.00
5000-5999: Services And Other Operating Expenditures	2,231.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	After School Enrichment	4,300.00
0000: Unrestricted	Parent Engagement (PIQE/FEI/PU)	250.00
5000-5999: Services And Other Operating	Parent Engagement (PIQE/FEI/PU)	1,631.00
1000-1999: Certificated Personnel Salaries	School Allocation	14,325.00
4000-4999: Books And Supplies	School Allocation	15,775.00
4000-4999: Books And Supplies	Science Equipment Elementary	1,500.00
1000-1999: Certificated Personnel Salaries	TSSP	9,600.00
5000-5999: Services And Other Operating	TSSP	600.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	25,575.00
Goal 2	18,525.00
Goal 4	2,000.00
Goal 5	1,881.00

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
Ryan Santiago	X				
Natalia Ivanova				X	
Carolyn Xu				X	
Nimi Berman				X	
Carlos Diuk				X	
Alexey Demyanenko				X	
Amanda Clem		X			
Elizabeth Park		X			
Natalie La Rosa		X			
Manny Velasco			X		
Numbers of members of each category:	1	3	1	5	0

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
Ryan Santiago	X				
Brittany Sternberg		X			
Manny Velasco			X		
Blanca Valencia				X	
Gelasia Herrera				X	
Veronica Del Rio				X	
Numbers of ELAC Members of each category:	1	1	1	3	

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



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 10-16-19.

Attested:

<u>Ryan Santiago</u>		<u>10/16/19</u>
Typed Name of School Principal	Signature of School Principal	Date

<u>Nimi Berman</u>		<u>10/16/19</u>
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date