

The Single Plan for Student Achievement

School: Stevenson Elementary School
CDS Code: 43-69591-6049464
District: Mountain View Whisman School District
Principal: Rebecca Westover
Revision Date: October 27, 2017

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

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

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The District Governing Board approved this revision of the SPSA on November 16, 2017.

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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

Goal 1 - Academic Achievement

Reduce the number of students that are not meeting standards in English Language Arts by 10% moving from 84% to 85.6% meeting standard by June 2018 as measured by the CAASPP.

Key Actions

Implement Response to Intervention Science, Technology, Engineering, Art, and Math Program

Open Classroom Video During Response to Intervention Time

Tracking Data For Response to Intervention in School City

Focus 30 Students

Reduce the number of students that are not meeting standards in math by 10% moving from 85.4% to 86.9% meeting standard by June 2018 as measured by the CAASPP.

Key Actions

Implement Response to Intervention Science, Technology, Engineering, Art, and Math Program

Open Classroom Video During Response to Intervention Time

Tracking Data For Response to Intervention in School City

Focus 30 Students

Goal 2 - Closing the Achievement Gap

Reduce the number of At Risk Long Term English Language Learner students by 50% by reducing the number of students from two to one by June 2018.

Key Actions

Small Group Instruction for Upper Grade Acceleration Students

Small Group Instruction for Lower Grade Acceleration Students

SIOB Training

SIOB Walkthroughs

Goal 3 - Human Capital

Stevenson will create an environment that teachers want to be a part of as measured by staff turnover and reasons behind leaving.

Key Actions

Dinner Provided on Late Nights

School Site Council Meetings Moved to 4:45 PM

Lunch Discussions

Plus/Deltas

Goal 4 - Inclusive and Supportive Culture

The Single Plan for Student Achievement

By June 2018 students will maintain an attendance rate of 97.2% or better.

Key Actions

Student Leadership

Student Leadership Teachers

Responsive Classroom

Responsive Classroom and Project Cornerstone Training for Noon Duties

Goal 5 - Parent Engagement

Parents will continue to be involved in the school and participate in activities and the classrooms.

Parent education - new parents will attend three sessions of parent education.

Classroom meetings

Family picnic and ice cream social

Arts Focus

Phone Calls to English learner Families by Facilitator

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 2017-2018 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)

All teachers at Stevenson Elementary meet the requirements for highly qualified staff in their assigned positions. They also have authorizations to teach English Language Learners.

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 CSS and support of English Language Learners, the district funds two release days per grade level, which is facilitated by the site’s full-time Instructional Coach. The coach provides support on a daily basis and professional development presentations to the entire staff. Stevenson also supports a Project Based Learning (PBL) planning day 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 three 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 also 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 Intervention 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 part time 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. Due to the small number of socioeconomically disadvantaged students it can be harder to reach the small numbers. To help increase awareness Focus 30 students will continue to be discussed.

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 teach 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 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).

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	61	70	70	59	69	69	59	69	69	96.7	98.6	98.6
Grade 4	58	60	66	57	57	66	57	57	66	98.3	95	100
Grade 5	60	60	59	60	58	57	60	58	57	100.0	96.7	96.6
All Grades	179	190	195	176	184	192	176	184	192	98.3	96.8	98.5

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2502.2	2491.9	2489.2	69	54	57.97	8	28	24.64	14	12	11.59	8	7	5.80
Grade 4	2545.7	2544.8	2538.3	60	67	53.03	23	14	30.30	12	9	9.09	5	11	7.58
Grade 5	2602.5	2597.0	2603.6	70	66	68.42	18	26	17.54	5	3	10.53	7	5	3.51
All Grades	N/A	N/A	N/A	66	61	59.38	16	23	24.48	10	8	10.42	7	8	5.73

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	58	49	57.97	31	41	34.78	12	10	7.25
Grade 4	58	60	50.00	35	28	42.42	7	12	7.58
Grade 5	72	66	64.91	22	29	31.58	7	5	3.51
All Grades	63	58	57.29	29	33	36.46	9	9	6.25

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	53	46	44.93	39	45	47.83	8	9	7.25
Grade 4	53	61	45.45	40	26	45.45	7	12	9.09
Grade 5	73	62	66.67	17	31	24.56	10	7	8.77
All Grades	60	56	51.56	32	35	40.10	9	9	8.33

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	53	39	46.38	42	55	49.28	5	6	4.35
Grade 4	46	37	42.42	51	61	53.03	4	2	4.55
Grade 5	53	52	59.65	47	43	36.84	0	5	3.51
All Grades	51	42	48.96	47	53	46.88	3	4	4.17

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	54	49	42.03	39	42	47.83	7	9	10.14
Grade 4	56	47	46.97	42	47	48.48	2	5	4.55
Grade 5	68	76	57.89	30	21	38.60	2	3	3.51
All Grades	60	57	48.44	37	37	45.31	3	6	6.25

Conclusions based on this data:

1. 2016-2017 goal reduce the number of students that are not meeting standards by 10% moving from 84% to 85.6%. Goal not met. Scores stayed stable at 84%
2. Every cohort made positive growth, moving more students into standard met and standard exceeded.
3. 84% of students met or were above standard.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	61	70	70	59	70	70	59	70	70	96.7	100	100
Grade 4	58	60	66	57	57	66	57	57	66	98.3	95	100
Grade 5	60	60	59	60	57	57	60	57	57	100.0	95	96.6
All Grades	179	190	195	176	184	193	176	184	193	98.3	96.8	99

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2506.0	2507.7	2513.6	58	56	60.00	27	26	25.71	7	14	10.00	8	4	4.29
Grade 4	2550.6	2562.5	2564.8	51	61	63.64	33	21	21.21	12	14	13.64	4	4	1.52
Grade 5	2616.8	2596.3	2606.7	73	61	70.18	12	19	15.79	12	16	10.53	3	4	3.51
All Grades	N/A	N/A	N/A	61	59	64.25	24	22	21.24	10	15	11.40	5	4	3.11

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 3	68	66	65.71	22	27	28.57	10	7	5.71	
Grade 4	67	72	74.24	28	18	21.21	5	11	4.55	
Grade 5	80	68	73.68	12	25	19.30	8	7	7.02	
All Grades	72	68	70.98	20	23	23.32	8	8	5.70	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	61	63	72.86	32	29	22.86	7	9	4.29
Grade 4	47	60	60.61	47	26	36.36	5	14	3.03
Grade 5	70	63	68.42	25	28	24.56	5	9	7.02
All Grades	60	62	67.36	35	28	27.98	6	10	4.66

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	76	61	62.86	12	36	30.00	12	3	7.14
Grade 4	60	67	65.15	35	25	28.79	5	9	6.06
Grade 5	68	60	61.40	25	33	33.33	7	7	5.26
All Grades	68	63	63.21	24	32	30.57	8	6	6.22

Conclusions based on this data:

1. 2016-2017 goal reduce the number of students that are not meeting standards by 10% moving from 81.3% to 83.2%. Goal exceeded to 85.6%
2. Every cohort made positive growth, moving more students into standard met and standard exceeded.
3. Overall 85.6% of students met or were above standard.

Demographics

	2014-2015	2015-2016	2016-2017
English Learners*	13.9%	14.2%	9%
Reclassified Fluent English Proficient*	26.2%	23.5%	10%
SocioEconomically Disadvantaged	7.3%	9.3%	6%
Students with Disabilities	3.8%	3.6%	4%
White	53%	48.2	41.5%
Asian	17.1%	19.1%	28.1%
Hispanic/Latino	11.7%	12.1%	11.2%
Total Enrollment	368	388	391

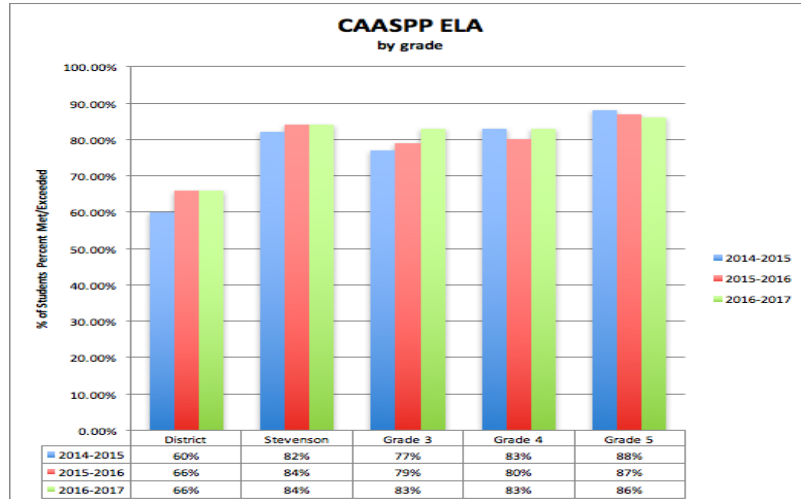
Mountain View Whisman School District

Stevenson Demographics (Grades 3-5)

	2014-2015	2015-2016	2016-2017
English Learners*	8%	10%	7%
Reclassified Fluent English Proficient*	15%	12%	13%
SocioEconomically Disadvantaged	7%	10%	7%
Students with Disabilities	6%	5%	6%
White	58%	52%	52%
Asian	16%	19%	17%
Hispanic/Latino	11%	10%	12%
Total Enrollment	180	187	197

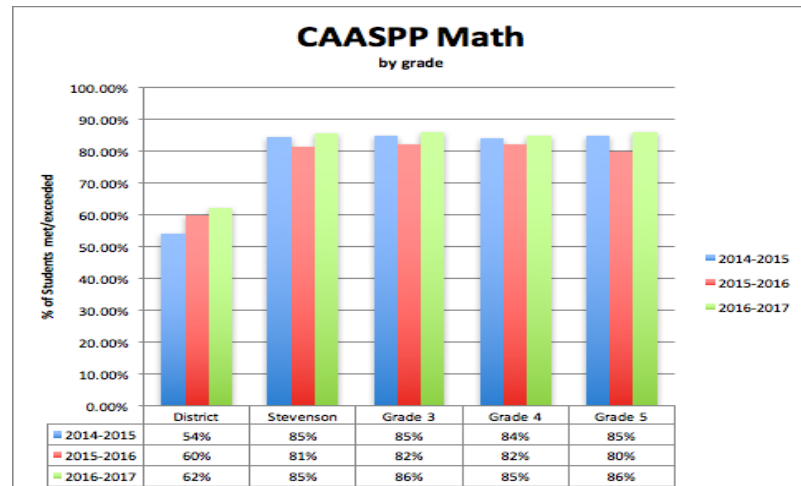
Mountain View Whisman School District

CAASPP - ELA by grade level



Mountain View Whisman School District

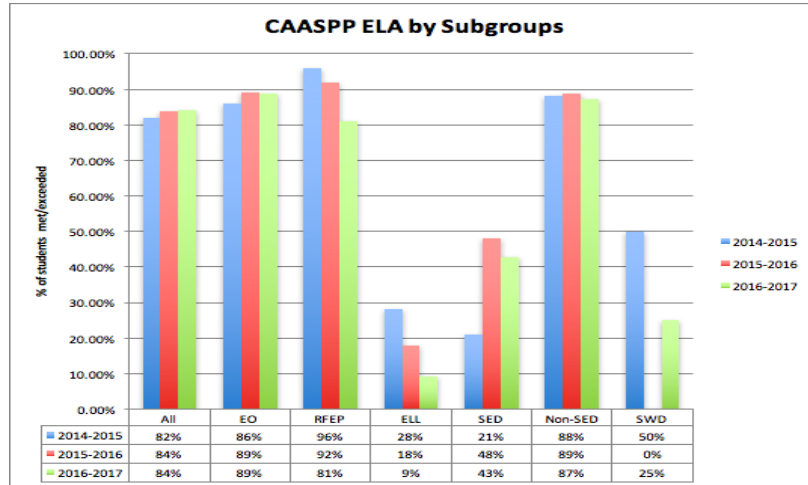
CAASPP - Math by grade level



Mountain View Whisman School District

CAASPP - ELA by Subgroup

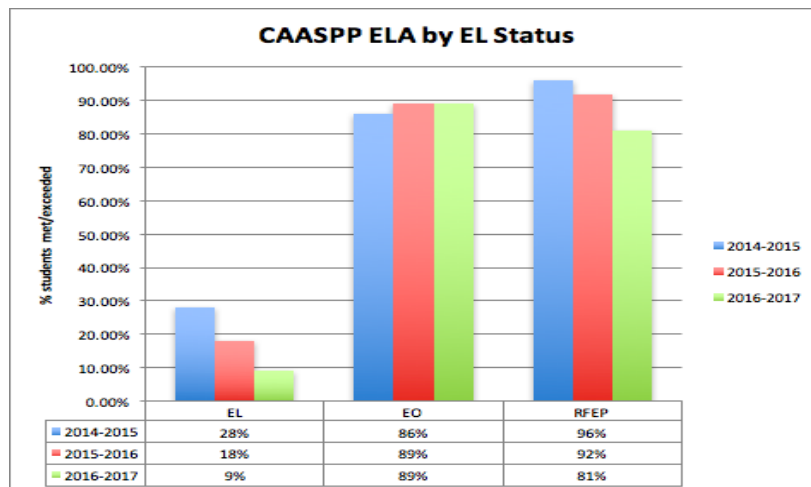
(English Learners, SocioEconomically Disadvantaged, Students with Disabilities)



Mountain View Whisman School District

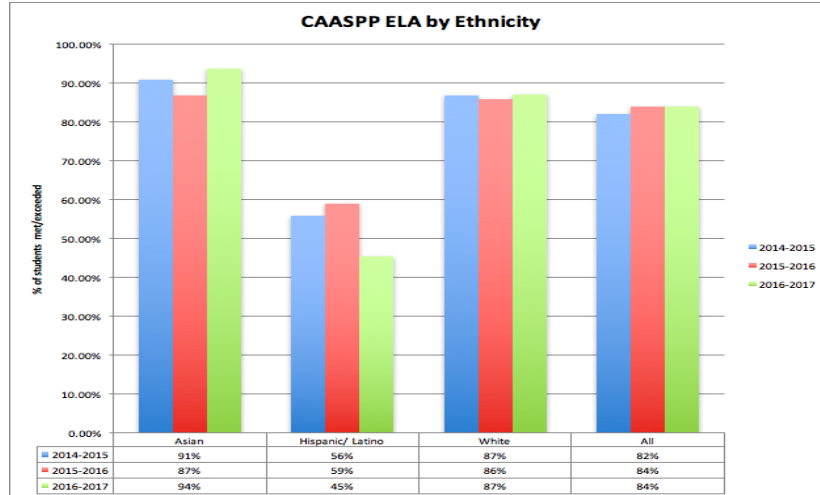
CAASPP - ELA by English Learner Status

(EO, RFEP, EL)



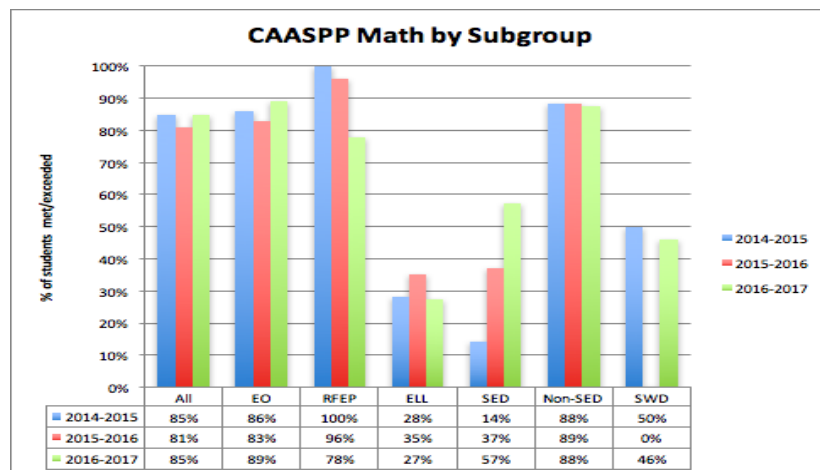
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CAASPP - ELA by Ethnicity (Asian, Hispanic/Latino, White)



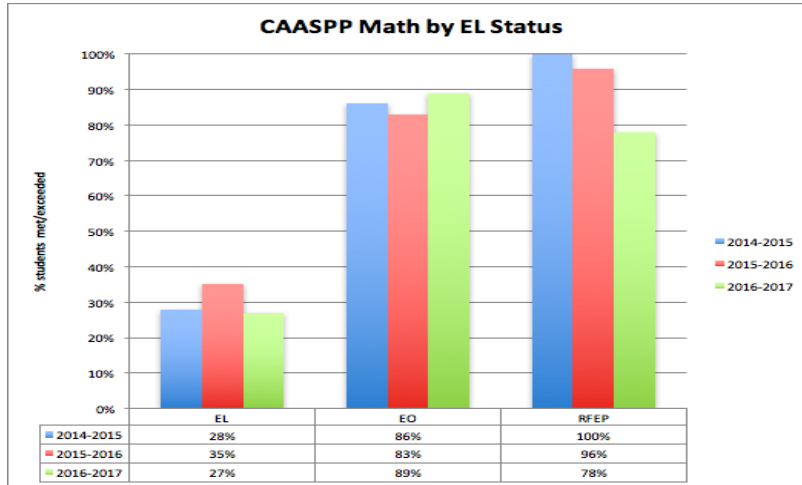
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CAASPP - Math by Subgroup (English Learners, SocioEconomically Disadvantaged, Students with Disabilities)



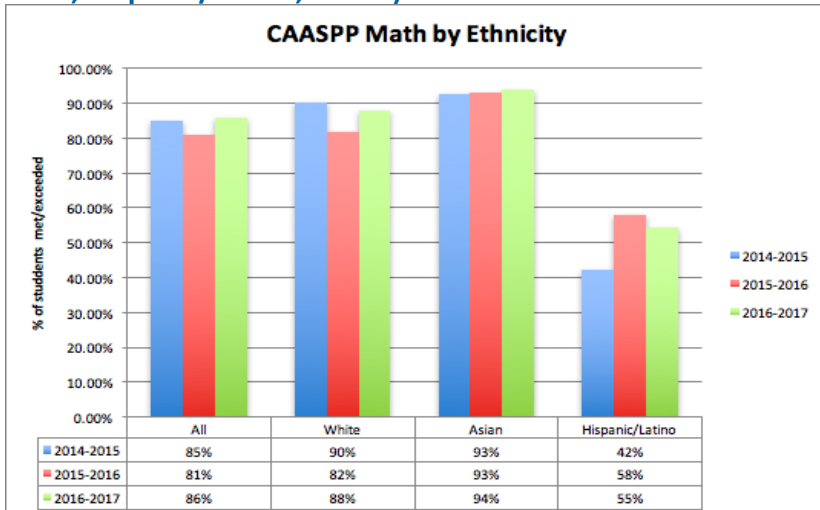
Mountain View Whisman School District

CAASPP - Math by English Learner Status (EO, RFEP, EL)



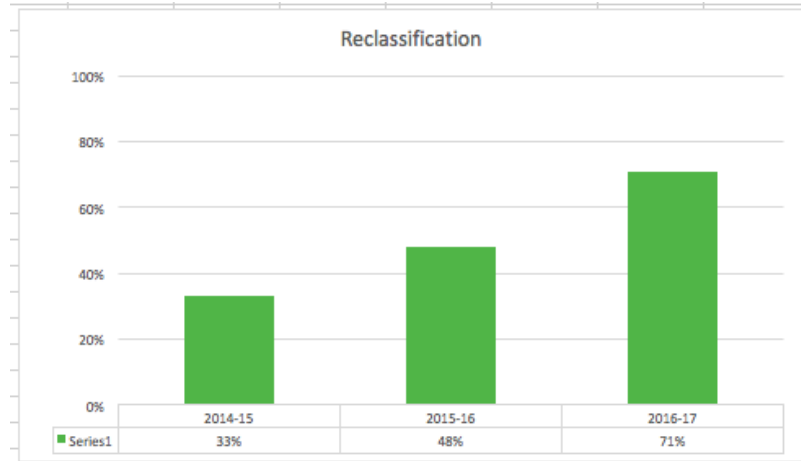
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CAASPP - Math by Ethnicity (Asian, Hispanic/Latino, White)



Mountain View Whisman School District

Reclassification



Mountain View Whisman School District

Attendance and Suspension

2015-2016 1 student suspended
2016-2017 No students were suspended

2015-2016 Attendance 97.02%
2016-2017 Attendance 97.05%

Mountain View Whisman School District

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:
Reduce the number of students that are not meeting standards by 10% moving from 84% to 85.6% meeting standard in English language arts by June 2018 as measured by the CAASPP in grades 3-5. Reduce the number of students that are not meeting standards by 10% moving from 85.4% to 86.86% meeting standard in Math by June 2018 as measured by the CAASPP in grades 3-5. Key Actions: Response to Intervention (RTI) program with Science, Technology, Engineering, Art, and Math (STEAM) teacher, Focus 30 students, and Open Classroom Video Inquiry lessons.
Data Used to Form this Goal:
2017 CAASPP data, District assessments, CELDT, Reclassification rates, Long Term English Learner Percentage rates
Findings from the Analysis of this Data:
In the 2016-2017 school year Stevenson did not meet its goal of reducing the number of students that were not meeting standards in English language arts by 10% moving from 84% to 85.6%. Stevenson stayed stable at 84% In the 2016-2017 school year Stevenson also exceeded its goal of reducing the number of students that were not meeting standards in math by over 10% moving from 81.3% to 85.4% In English language arts students in grades three through five progressively increased their scores. In math students in grades three through five progressively increased their scores. On average students made more than one full year of growth, indicating that all students at every level are progressing. In English language arts students have made steady growth over two years.

How the School will Evaluate the Progress of this Goal:

The school will monitor summative benchmark assessments and 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 six week cycle.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Each teacher selected two to three students at the end of last year that they felt needed additional support from day one (approximately 30 students in the school). Teachers selected students that they felt could meet standards if given an intentional focus from the first day. Focus 30 cards were then filled out with information about the student that would be helpful to their new teacher. Information such as likes and dislikes, tier 2 interventions, EL status, strategies that worked with the student, strategies that did not work with the student, examples of things that helped with articulation the year before, past teachers, accomplishments, struggles, and goals that would need to be focused on. Over the summer attendance data, English language arts, and math data were added to the form.	9-1-17	Principal Teachers Resource teacher Clerk 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 prior to the start of the year.	8-7-17	Principal Teachers Resource teacher	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
Grade level 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.	11-1-17 to 6-1-18	Principal Teachers Resource teacher Coach	Data Walks	1000-1999: Certificated Personnel Salaries	School Allocation	4100
Implement Response to Intervention 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 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. The rotations will be 30min to 50min long based on the grade level. 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 Intervention rotations. Every student will be met at their zone of proximate development during the rotations.	8-21-17 to 6-1-18	Principal Teachers Resource teacher 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
Open Classroom Video Inquiry During Response to Intervention Time. Teachers will video themselves teaching extension and second chance teaching lessons to students during Response to Intervention time. After recording their teaching, which will focus on application of concepts, they will review the video with peers to analyze and discuss best practices for differentiation including the use of SIOP.	8-21-17 to 6-1-18	Principal Teachers Coach	No expenditure, part of regular staff responsibility.			0
Tracking Data For Response to Intervention in School City. Teachers will track student groups in School City and monitor student progress every six weeks.	8-21-17 to 6-1-18	Principal Teachers Coach	No expenditure, part of regular staff responsibility.			0
Grade Level Summative and Formative Assessments. Teachers will create long term plans to ensure that students will receive the same formative and summative assessments every six weeks that are in the same grade level.	8-21-17 to 6-1-18	Principal Teachers Coach	No expenditure, part of regular staff responsibility.			0
Reflection on Response to Intervention. As a staff we will review the implementation of Response to Intervention and the process used. We will adjust based on student needs.	12-6-17 and 5-30-18	Principal Teachers Coach	No expenditure, part of regular staff responsibility.			0

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:
Reduce the number of At Risk Long Term English Language Learner students by 50% by reducing the number of students from two to one by June 2018. Key Actions: Small Group Instruction for Upper Grade Acceleration Students, Small Group Instruction for Lower Grade Acceleration Students, SIOP Training , Science Mentor, and Activity Mentor
Data Used to Form this Goal:
CAASPP, District assessments, CELDT, Reclassification rates, Long Term English Learner percentage rates
Findings from the Analysis of this Data:
Our SED and Hispanic students have continued to struggle at Stevenson. We have seen some improvement but it has been inconsistent. There are two students that are considered At Risk Long Term English Language Learners. We will continue to provide additional supports to these students.

How the School will Evaluate the Progress of this Goal:

The school will monitor summative benchmark assessments and formative assessments.

2016-2017 goal reduce the number of Socioeconomic disadvantaged (SED) and English learner (EL) students that are not meeting standard by 10%.

Goal met in math for Socioeconomic disadvantaged students but not met in other areas.

We saw a drop in scores for SED students in ELA (66% to 43%).

We saw a significant increase for SED students in Math (37% to 57%)

There were 14 students in this category. A change in a few of our students contributed to the significant swings. Our SED students are an area of improvement.

EL students saw a drop in scores in ELA (17% to 9%) and Math (35 to 27%).

There were 11 students in this category. From the previous year, 5 students were reclassified. Of the 11 students 8 of the students were in third and fourth grade.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Small Group Instruction for Upper Grade Acceleration Students. Identify small groups of students that need intensive support that can not be fully serviced through Response to Intervention instruction and have specialists push into classroom or pull out if necessary to accelerate student learning.	9/17-6/18	Principal Teachers Response to Intervention Teachers	Intervention/Acceleration Teachers	1000-1999: Certificated Personnel Salaries	TSSP	10,400
Small Group Instruction for Lower Grade Acceleration Students. A trained Instructional Assistant will provide push in instruction using Fountas and Pinnell in the lower grades for students that need intensive support that can not be fully serviced through RTI instruction.	9/17-6/18	Principal Teachers Response to Intervention Teachers	IA	2000-2999: Classified Personnel Salaries	TSSP	6,000
RTI Instruction (See Goal 1)			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
Teachers will receive training in the SIOP model for English learner instruction. During the two day training teachers received information on the eight components of SIOP (Lesson Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice and Application, Lesson Delivery, Review and Assessment). On 8/10 the staff discussed and chose an additional two features they felt would increase student achievement based on a review of student data.	8/8/17, 8/9/17, 8/10/17	Principal Coach Response to Intervention Teachers	SIOP Training			0
Teachers will dive deeper into the SIOP feature of meaningful activities with discussion and reflection. During the first professional development teachers will discuss ideas and criteria for meaningful activities. During the second meeting teachers will bring examples of student work and lessons taught after the first professional development for reflection and refinement.	11/29/17 and 12/13/18	Principal Coach Response to Intervention Teachers	SIOP Meaningful Activities			0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will dive deeper into the SIOP feature of background experiences with discussion and reflection. During the first professional development teachers will discuss how to explicitly link and build background for students who do not have background knowledge. During the second meeting teachers will bring examples of student work and lessons taught after the first professional development for reflection and refinement. During the full staff professional development day on 1/2 teachers will dive deeper into how to build background for our English learners and socioeconomically disadvantaged students based on their experiences.	3/7/18, 1/2/18, 4/4/18	Principal Coach Response to Intervention Teachers	SIOP Background Experiences			0
The principal and coach will conduct SIOP walkthroughs using the Districts rubric to assess the implementation of the SIOP model and assess areas of need to include in professional development.	9/17-6/18	Principal Coach Teachers	SIOP Walkthroughs			0
Teachers will video themselves teaching as part of Response to Intervention implementation and reflection. The video tapes will also be used to collect evidence for SIOP.	9/17-6/18	Principal Coach Teachers	Open Classroom Video Inquiry During Response to Intervention Time			0
Socioeconomically disadvantaged/English learner students will be paired to mentors who will help them create a science fair project for Stevenson's Science, Technology, Engineering, Art, and Math nights.	9/17-6/18	Principal Coach Teachers Parents Facilitator	Science Mentor			0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Socioeconomically disadvantaged/English learner students will be paired to mentors who will partner with students to prepare them for school wide events such as Rocket Day.	9/17-6/18	Principal Coach Teachers Parents Facilitator	Activity Mentor			0
Symon Hayes will continue to work with teachers to focus PBL's to support the needs of English learner and socioeconomically disadvantaged students though lesson planning and building background.	9/17-6/18	Principal Teachers Coach	Project Based Learning Coaching	5800: Professional/Consulting Services And Operating Expenditures	Donations - General	5,740.00
We will continue testing our students to monitor progress on the acquisition of the English language.	9/17- 6/18		CELDT Testing	2000-2999: Classified Personnel Salaries	TSSP	7,400.00

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 teachers want to be a part of as measured by staff turnover and reasons behind leaving. Key actions: dinner provided on late nights, timing of meetings, publicity team, onboarding new teachers.
Data Used to Form this Goal:
Meeting about teacher retention Discussion with teachers leaving the school 2016-17 Goal: Teachers will engage in Professional Learning Communities in a four-week cycle as measured by teacher submission of notes. Goal met: teachers engaged in PLC communities and cycles of inquiry.
Findings from the Analysis of this Data:
Teachers are willing to drive and receive less compensation in comparison to other districts because they value the progressive ed. approach. Teachers value having the ability to be part of the planning and implementation of curriculum. Evening meetings can be difficult because they cannot go home and must leave early in the morning to avoid traffic.
How the School will Evaluate the Progress of this Goal:
Continued conversations, teacher retention, and reasons for leaving.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Healthy dinner options for teachers before evening meetings and weekend duties.	8/17 to 6/18	Principal	Dinner Provided on Late Nights	5000-5999: Services And Other Operating Expenditures	Donations - General	600
We will hold our SSC meetings right after staff meetings at 4:45 PM. This time will allow parents to attend and teachers to leave at a reasonable time.	8/17 to 6/18	Principal Teachers Parents	No expenditure, part of regular staff responsibility.			
Teachers have expressed an interest in having 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.	8/17 to 6/18	Principal Teachers Coach Site Staff	Lunch Discussions	5000-5999: Services And Other Operating Expenditures	Donations - General	500
After every meeting parents and staff will be able to provide input on what they enjoyed about the meetings and what could be improved.	8/17 to 6/18	Principal Teachers Coach Site Staff	No expenditure, part of regular staff responsibility.			
Publicity Team. The team will meet regularly to discuss the needs of the school. The group will answer questions about Stevenson from prospective teachers and students. If needed the team will help reach out to universities to recruit teachers for the District and Stevenson.	8/17 to 6/18	Principal Teachers Coach Site Staff Parents	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
Onboarding 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. In addition to their grade level team partners they will have a staff member that is designated as their go to person for questions.	8/17 to 6/18	Principal Coach Teachers	No expenditure, part of regular staff responsibility.			

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 2018 students will maintain an attendance rate 97.2% or better. Key actions: Student Leadership, Student Leadership Teachers, Responsive Classroom, and Project Cornerstone Training for Noon Duties
Data Used to Form this Goal:
Surveys and attendance documentation
Findings from the Analysis of this Data:
In general, students enjoy being at Stevenson and know that their teachers care about them. 93.9% of students say they feel safe at school 95.8% of students say that their teachers really care about them. 88.9% of students say they feel comfortable around people that look and act differently than they do. 81.6% of students say they look forward to going to school.
How the School will Evaluate the Progress of this Goal:
We will monitor student attendance each month. School climate survey.

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 to twice a week to plan activities for the school and raise awareness around topics of their choice. Student leadership will be student driven and organized. Students will attend a student leadership conference in the spring to help them learn about becoming a leader.	9/17-6/18	Principal Teachers Students	Student Leadership	5000-5999: Services And Other Operating Expenditures	After School Enrichment	1,970
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.	9/17-6/18	Teachers	Teachers for Student Leadership	1000-1999: Certificated Personnel Salaries	After School Enrichment	2,000
Responsive Classroom. Send new teachers to Responsive Classroom Training to continue consistent practices in classrooms throughout the school	9/17-6/18	Teachers Principal Coach	Responsive Classroom	5800: Professional/Consulting Services And Operating Expenditures	Donations - General	2,000
Responsive Classroom and Project Cornerstone 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.	9/17-6/18	Principal	No expenditure, part of regular staff responsibility.			
Project Cornerstone Readers. Each month a community member will read a Project Cornerstone book to the students and discuss the meaning of the book. This will sometimes be followed by classroom activities. All readers will be trained before presenting to the class.	9/17-6/18	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.	9/17-6/18	Principal Teachers Coach Students	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
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.	9/17-6/18	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.	9/17-6/18	Principal Teachers Coach Students	No expenditure, part of regular staff responsibility.			

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 #4:
Parents will continue to be involved in the school and participate in activities and the classrooms. Key actions: Parent education - parents will attend three sessions of parent education (if new), Classroom meetings, Family picnic, Ice Cream Social, Arts Focus, Phone Calls to English Learner and Socioeconomic Disadvantaged Families by Facilitator
Data Used to Form this Goal:
Surveys and parent attendance at events
Findings from the Analysis of this Data:
Parents are involved at Stevenson but the school needs to continue to develop connections.
How the School will Evaluate the Progress of this Goal:
Surveys and parent attendance at events

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent Education. Provide parent education on the philosophy of the school, Responsive Classroom, growth mindset, and project cornerstone to include parents in the furthering of the mission and vision of the school when they work in classrooms. New families will meet for a total of 12 hours.	8/17-6/18	Principal Coach Teachers Parents	Teachers for Parent Education	1000-1999: Certificated Personnel Salaries	Donations - General	1300
Principal's Coffee. The principal will hold regular coffees to address areas of interest of parents including RTI and SIOP.	8/17-6/18	Principal Parents Community Engagement Facilitator	No expenditure, part of regular staff responsibility.			
Weekly Letters from the Principal. Provide parents with a weekly update on what is happening in the school. Discuss core values of Stevenson to ensure parent involvement.	8/17-6/18	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 community, current curriculum, and strategies to help their children at home.	8/17-6/18	Principal Coach Teachers Parents Community Engagement Facilitator	No expenditure, part of regular staff responsibility.			
Arts Focus. Arts Focus is led by parent volunteers who collaborate closely with teachers to develop standards-aligned curriculum. Designed to help students explore art in-depth in various subject areas such as clay, drawing and painting, textiles, technology in arts, and 3-dimensional art.	8/17-6/18	Principal Coach Teachers Parents	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
Family Picnic and Ice Cream Social. Each year the Foundation hosts a picnic and ice cream social for students, parents, and families. It is a time for the school to bond and create connections.	5-18	Parents Principal Coach Teachers	No expenditure, part of regular staff responsibility.			
Phone Calls to EL Families. The Community Engagement Facilitator will make personal phone calls to EL families letting them know about important events at the school including ELAC meetings.	8/17-6/18	Community Engagement Facilitator	No expenditure, part of regular staff responsibility.			

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	4,100	0.00
Donations - General	10,140	0.00
TSSP	23,800	0.00
After School Enrichment	3,970	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
After School Enrichment	3,970.00
Donations - General	10,140.00
School Allocation	4,100.00
TSSP	23,800.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	17,800.00
2000-2999: Classified Personnel Salaries	13,400.00
5000-5999: Services And Other Operating Expenditures	3,070.00
5800: Professional/Consulting Services And Operating	7,740.00

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	2,000.00
5000-5999: Services And Other Operating	After School Enrichment	1,970.00
1000-1999: Certificated Personnel Salaries	Donations - General	1,300.00
5000-5999: Services And Other Operating	Donations - General	1,100.00
5800: Professional/Consulting Services And	Donations - General	7,740.00
1000-1999: Certificated Personnel Salaries	School Allocation	4,100.00
1000-1999: Certificated Personnel Salaries	TSSP	10,400.00
2000-2999: Classified Personnel Salaries	TSSP	13,400.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	4,100.00
Goal 2	29,540.00
Goal 3	1,100.00
Goal 4	5,970.00
Goal 5	1,300.00

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
Priyngi Fernando				X	
Susan Lin				X	
Susan McDonald				X	
Lauren McElhatton				X	
Maria Ayala			X		
Angela Bisbee		X			
Zoe Sharp		X			
Jennifer Brito		X			
Rebecca Westover	X				
Nimi Berman				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 ELAC_MEMBERS	Principal	Classroom Teacher	Other School Staff	Parent or Community ELAC_MEMBER	Secondary Students
Lourdes Arenas-Meza				X	
Teresa Coughlan		X			
Rebecca Westover	X				
Irina Goncharur				X	
Numbers of ELAC_MEMBERS of each category:	1	1	0	2	0

Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):
 English Learner Advisory Committee
4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 10-13-17.

 10/18/17
Signature

Attested:

Rebecca Westover

Typed Name of School Principal



Signature of School Principal

10/18/17

Date

Jennifer Brito

Typed Name of SSC Chairperson



Signature of SSC Chairperson

10/18/17

Date