The Single Plan for Student Achievement

for

Gravenstein Union School District

CDS Code: _49-70714-6051742_

Date of this revision: _February 28, 2018_

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

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

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Gravenstein Union School District

The District Governing Board approved this revision of the School Plan _____3/14/18_____

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Gravenstein Union School District
Student Achievement in English Language Arts
2017-18

SMART Goals: Please see attached ELA grade level goals

Actions: Coherent actions you will take to put your theory into practice and solve the problem you have identified.	Results Indicators: Activities or evidence that the strategy is in place, actions are being taken and are producing the anticipated results	Resources: People/Time/Money	Funding Source: Title 1, SIP, Title II Title III, other
Assessment/Data Analysis •Test results •Verbal check in/CFU •Choral response •Anecdotal observation •Student performance on homework and class work •Writing portfolios •District benchmark tests	•Test results show increase in student proficiency in writing strategies •District benchmark tests	• State sponsored standardized tests •Teachers •Administration •TAs •Parents •Volunteers	•State sponsored standardized tests •LCFF
Instructional Strategies •Writing fluency activities •Writers' workshop •Display great examples of student writing •Display vocabulary on classroom walls •Non-fiction reading materials, incl. magazines, Science & SS weekly & monthly publications, ReadWork.org.,	•Teacher & TA observation of students •Holistic writing prompt results •Writing portfolio holds evidence from the writing process with multiple drafts to show growth	•Teachers •Administration •TAs •Parents •Volunteers	•Title 1 •Tier III •Special Education •General Fund •Private donations •MPF •GSF
Instructional Strategies Teachers use supplemental materials such as: •IXL •Linda Mood Bell •*Imagine It* K-5th gr. •*Study Sync* 6-8th gr.	•Writing produced from supplemental materials •Reading & Writing for information & developing viable arguments	•Teachers •Administration •TAs •Parents •Volunteers	•Title 1 •SIP •Special Education •General Fund •Private donations
Intervention •Mini-lessons •1:1 w/teacher or TA •Parent conference •Learning Lab •Homework Club/Beyond the Bell	•Mini-lessons •1:1 w/ teacher or TA •Parent involvement •Learning Lab	•Teachers •Administration •TAs •Parents/volunteers	•Title 1 •SIP •Special Education •Private donations •Child Development Fund

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Gravenstein Union School District
Student Achievement in Mathematics
2017-18

SMART Goals: Please see attached Math grade level goals

Actions: Coherent actions you will take to put your theory into practice and solve the problem you have identified.	Results Indicators: Activities or evidence that the strategy is in place, actions are being taken and are producing the anticipated results	Resources: People/Time/Money	Funding Source: Title 1, SIP, Title II Title III, other
Assessment/Data Analysis •Test results •Verbal check-in •Choral response •Anecdotal observation •Student performance on homework and class work •MARS Tasks/Journal practice •Go Math assessments	•Test scores in target areas increase in proficiency level •Ed Results technology tools break down data •Data Quest data •Benchmark tests	• State sponsored standardized tests •Teachers •Administration •TAs •Parents •Volunteers	•Title 1 •Special Education •Private donations •LCFF
Instructional Strategies e.g. •Direct instruction •Guided practice •Partner work-think, pair, share •1:1 instruction •Homework practice •Small group •Classroom displays •MARS Tasks	•Teacher and TA observation of students' success & participation •Improvement in benchmark testing •Improvement in class work and homework accuracy	•Teachers •Administration •TAs •Parents •Volunteers	•Title 1 •Special Education •Private donations •MPF •GSF
Instructional Strategies •Tutoring •Math journals •IXL •Kahn Academy •Prodigy •CAASPP interim assessments	•Students more able to work independently with accuracy •Use pretest & re-teach lesson concepts •Accuracy in math journals •Task performance programs	•Teachers •Administration •TAs •Parents •Volunteers	•Title 1 •Special Education •Private donations
Intervention •Learning Lab •1:1 instruction •Go Math intervention •Homework Club/Beyond the Bell	•Benchmark testing shows improvement •Intervention record-keeping in students' individual journals •Kids track their own progress	•Teachers •Administration •TAs •Parents •Volunteers	•Title 1 •Special Education •Private donations •Child Development Fund

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Gravenstein Union School District
Culture & Context
School environment, norms and behaviors of school community (e.g. risk taking, collaboration, problem-solving, Professional Learning Communities, pacing guides, etc.) necessary to implement student achievement goals.
2017-18

Smart goals: Build community and care for our Earth, beautiful schools, and grounds by developing a recycling program that increases the sorting of trash on campus and reduces trash going to the landfill.

Actions: Coherent actions you will take to put your theory into practice and solve the problem you have identified.	Results Indicators: Activities or evidence that the strategy is in place, actions are being taken and are producing the anticipated results	Resources: People/Time/Money	Funding Source: Title 1, SIP, Title II Title III, other
Assessment/Data Analysis Planning: -Staff mtgs -GSF meetings -In classrooms -Family Outreach -Parent survey	-Staff mtg agenda shows recycling topic for discussion/instruction -Custodians notice properly sorted trash	Staff Students GSF Board Community Members	Donations Fundraising •LCFF
Instructional Strategies Implementation/Communication: -Post signage w/ sorting guidelines -Monday Messages -Hillcrest Bulletin -Instruct staff and students about sorting trash -Create system for recycle pick up in classrooms	Parent survey	All of above resources	Donations Fundraising •MPF •GSF
Instructional Strategies : -Provide supervision for sorting -Teachers and Principal help communicate plan -Obtain recycle bins from waste management company. -Provide sorting stations	Same as above	All of above resources	Donations Fundraising
Intervention: -Families help out -Consider recognizing students who help with recycling program		All of above resources •Seek donations •Other fundraisers	Donations Fundraising

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Gravenstein Elementary School

Academic Goal Setting for 2017-2018 (SPSA-TK)

Developed on November 9, 2017 (ERD)

Grade level: Transitional Kindergarten

Teachers involved: Stephanie Tomsky

Please complete the table below by filling in the relevant information. To create the most comprehensive goals, grade level teachers should aim to analyze data from a minimum of two different assessments. This should be done for both ELA and Math.

Assessments used: *(i.e. 2017 CAASPP; program diagnostic assessment; grade level Prerequisite inventory; unit assessments or weekly assessments). Verify that all teachers at the grade level have used the same assessments so data can be compared/contrasted.*	Analysis of Assessment results: *(identify specific trends, patterns or areas of weakness/strength) Please be specific with the data. What percentages in which areas? Which subgroups can be singled out?*
1 Math-flash cards, teacher assessment, notes/checklists taken during centers	
2	
1 Language Arts-flash cards, teacher assessment, notes/checklists taken during centers	
2	

(Add more rows if necessary to reflect the multiple methods used to gather data.)

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2017-2018 Academic Goals (SPSA-TK)

	English/Language Arts	Math
GOAL for 2017-2018	Students recognize 85% upper/lower case alphabet letters	Students recognize numbers to 0-10 with 100% accuracy
Specific steps created to achieve goal	Continue working with World of Wonders program, letter of the week sharing, letter of the week notebooks	Use math centers with guides from World of Wonders program, themed guided centers during morning work time
Timeline	All year	All year
Staff responsible for monitoring goal progress	Stephanie Tomsky	Stephanie Tomsky
Support needed	*still working on observing World of Wonders program in another TK classroom at another school	*still working on observing World of Wonders program in another TK classroom at another school
Goal Progress (To be recorded at each month's staff meeting.)	November-We have learned 7 of 26 letters in depth. December-We have learned 10 of 26 letters in depth. January-We have learned 14 of 26 letters in depth. February-We have learned 16 of 26 letters in depth. March- April- May-	November-Introduced numbers 1-5 in whole class time. December-Introduced numbers 0-5 during morning centers. January-Introduced numbers 0-8 in morning centers. February-Introduced numbers 0-10 in morning centers and with one-on-one volunteers. March- April- May-

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Gravenstein Elementary School
Academic Goal Setting for 2017-2018 (SPSA-K)
Developed on November 9, 2017 (ERD)

Grade level: Kindergarten

Teachers involved: Kory Briggs, Kate Crandall, Sally Redfern, Beth Trivunovic

Please complete the table below by filling in the relevant information. To create the most comprehensive goals, grade level teachers should aim to analyze data from a minimum of two different assessments. This should be done for both ELA and Math.

	Assessments used: (i.e. 2017 CAASPP; program diagnostic assessment; grade level Prerequisite inventory; unit assessments or weekly assessments). Verify that all teachers at the grade level have used the same assessments so data can be compared/contrasted.	**Analysis of Assessment results:** (identify specific trends, patterns or areas of weakness/strength) Please be specific with the data. What percentages in which areas? Which subgroups can be singled out?
1	Math- Teacher generated pre-tests	Students are not familiar with math vocabulary pertaining to addition and subtraction symbols and/or problem solving key phrases. (i.e. how many more, less...)
2	Math-	
1	Language Arts- Writing Journals	Correct usage of capitals at the beginning of sentences and ending with correct punctuation.
2	Language Arts- Handwriting Workbooks	Correct letter and number formation using a correct pencil grip. **Special attention to reversals.

(Add more rows if necessary to reflect the multiple methods used to gather data.)

2017-2018 Academic Goals

	English/Language Arts	Math
GOAL for 2017-2018	Students will have correct usage of capitals at the beginning of sentences, and ending with correct punctuation. Students will demonstrate correct letter and number formation using a correct pencil grip. Special attention to reversals.	Students will be familiar with math vocabulary pertaining to addition and subtraction symbols and/or problem solving key phrases. (i.e. how many more, less…)
Specific steps created to achieve goal	Daily handwriting practice. Writing Journals for free and structured writing practice and editing routines. Dictation with editing practice.	Anchor charts highlighting addition and subtraction signs, words, pictures, etc.
Timeline	Year long	Year long
Staff responsible for monitoring goal progress	Kindergarten Teachers	Kindergarten Teachers
Support needed	Mr. Ray Ms. Jenn	Mr. Ray Ms. Jenn
Goal Progress (To be recorded at each month's staff meeting.)	November-Reviewed and set new goals December-Homework included direction for parents to assist with correcting letter and number formation, and correct use of capitals. January-Practice in Zaner-Bloser handwriting books, dictation to practice correct capitalization. February-Discussed report card assessment tools. Looked at Open Court materials for next year. Discussed how structured play could match Lesson/Unit themes. May need to look online for intervention and/or small group instruction to better meet individual needs next year. March-	November-Reviewed and set new goals December-Homework included math word problems for addition. January-Whole group and independent practice with addition sentences and terminology. February-Discussed report card assessment tools, and looked into supplemental Math materials online for next year. We compared our current resources to those available online looking at curriculum that supports small group, engaging student centered learning, intervention, CCSS assessments, etc. March-

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Gravenstein Elementary School
Academic Goal Setting for 2017-2018 (SPSA- 1)
Developed on November 9, 2017 (ERD)

Grade level: First grade

Teachers involved: Debbie Candau, Kadie Clement, Michelle Dellosa, Kelley Lannon

Please complete the table below by filling in the relevant information. To create the most comprehensive goals, grade level teachers should aim to analyze data from a minimum of two different assessments. This should be done for both ELA and Math.

	Assessments used: *(i.e. 2017 CAASPP; program diagnostic assessment; grade level Prerequisite inventory; unit assessments or weekly assessments). Verify that all teachers at the grade level have used the same assessments so data can be compared/contrasted.*	**Analysis of Assessment results:** *(identify specific trends, patterns or areas of weakness/strength) Please be specific with the data. What percentages in which areas? Which subgroups can be singled out?*
1	Math-Go Math Performance Tasks	We will continue analyzing scores from each chapter performance task.
2	Math-Weekly Timed Test for Math Fact Fluency, Addition and Subtraction up to 10.	We will be watching for growth in addition and subtraction fluency.
1	Language Arts-Open Court Assessments	Assessments broken down by section (i.e. comprehension, phonics, spelling, sight words, and grammar). We will be focusing on the grammar section.

(Add more rows if necessary to reflect the multiple methods used to gather data.)

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2017-2018 Academic Goals (SPSA-1 cont)

	English/Language Arts	Math
GOAL for 2017-2018	1. CCSS.ELA-LITERACY.RL.1.1 Answer questions about key details in a text. 2. CCSS.ELA-LITERACY.W.1.8 With guidance and support from adults, gather information from provided sources to answer a question.	1. With guidance and support from adults, students will use objects, drawings, equations with symbols, and math vocabulary to explain their mathematical thinking and problem solving. 2. Students will improve their timed math fluency scores to 10 in addition and subtraction.
Specific steps created to achieve goal	1. Strategies: Students will receive weekly instruction and practice with: -reading comprehension questions related to their core decodable books -locating and identifying text evidence to answer the comprehension questions -students will identify key words in the questions and locate those same words in the text - Students will locate the answer to the question and highlight the text evidence in their decodable book. 2. Strategies: Students will receive weekly instruction and practice with: -Rephrasing questions in order to answer in complete sentences that are precise and thoroughly address and answer the question posed -Students will respond to questions in writing using complete sentences that include: question rephrasing, correct spelling, capitalization, ending punctuation, and provide text evidence	1. Students will receive weekly instruction and practice with: Explaining math thinking using "Explain It to the Martians" worksheets and the "PROVE IT" process to check their work 2. We will incorporate fluency fact practice during their computer time. -Students struggling will meet on a weekly basis to play a math game, focusing on fluency.
Timeline	Prior to each staff meeting, 1st grade teachers will meet to compare and evaluate the grammar portion of the weekly Wonders Assessments as well as reading comprehension through the Decodables. Teachers will share resources that have proven successful.	Prior to each staff meeting, 1st grade teachers will meet to share the math fluency scores.

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Staff responsible for monitoring goal progress	Kelley Lannon and Debbie Candau	Kadie Clement and Michelle Dellosa
Support needed	Subscription to education.com and some apps that target first grade grammar skills.	Engaging apps that target addition and subtraction fluency to 10. 60 decks of playing cards for math games.
Goal Progress (To be recorded at each month's staff meeting.)	November- December- January- February- March- April- May-	November- December- January- February- March- April- May-

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Gravenstein Elementary School
Academic Goal Setting for 2017-2018 (SPSA- 2)
Developed on November 9, 2017 (ERD)

Grade level: Second grade

Teachers involved: Aimee Otterson, Michelle Sprinkle, Nicole Basque, Shannon DeBolt

Please complete the table below by filling in the relevant information. To create the most comprehensive goals, grade level teachers should aim to analyze data from a minimum of two different assessments. This should be done for both ELA and Math.

	Assessments used: *(i.e. 2017 CAASPP; program diagnostic assessment; grade level Prerequisite inventory; unit assessments or weekly assessments). Verify that all teachers at the grade level have used the same assessments so data can be compared/contrasted.*	Analysis of Assessment results: *(identify specific trends, patterns or areas of weakness/strength) Please be specific with the data. What percentages in which areas? Which subgroups can be singled out?*
1	Math- Performance Tasks	Students struggled to understand that each question builds upon the previous questions.
2	Math- Chapter Tests	Students are unable to independently set up and solve word problems.
1	Language Arts- Weekly Writing Assessment	Students struggled to effectively cite sources in Weekly Writing Assessments.
2	Language Arts- Unit Writing Assessment	Students struggled to provide title of the article and cite one example from each passage in Unit Writing Assessment.

(Add more rows if necessary to reflect the multiple methods used to gather data.)

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2017-2018 Academic Goals

	English/Language Arts	Math
GOAL for 2017-2018	Cite text evidence effectively when comparing two passages	Improve student ability to effectively set up and solve word problems
Specific steps created to achieve goal	• Set aside time each week to review the previous week's writing assessment. • Student access to rubric and checklist for weekly writing assessment.	• Utilize Math on the Spot to guide instruction • Set aside time to review Math Performance Tasks once students have finished
Timeline	• Writing assessments will be reviewed on a weekly basis	• Will review Math Performance Task after each Chapter • Math on the Spot
Staff responsible for monitoring goal progress	• Classroom Teachers	• Classroom Teachers
Support needed	• N/A	• Consistent internet connection
Goal Progress (To be recorded at each month's staff meeting.)	**November-** Set Goal **December-** Developed rubric that could be used for writing assessment. **January-** Switched to new ELA Program, researched new rubric. Students are performing better on writing assessments in Open Court because they are able to reference the text and show text evidence. **February-** **March-** **April-** **May-**	**November-** Set Goal **December-** More time is needed to see the impact of reviewing Performance Tasks, as we only had one in December. **January-** Internet sometimes doesn't work for showing Math on the Spot during Math Block. **February-** **March-** **April-** **May-**

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Gravenstein Elementary School
Academic Goal Setting for 2017-2018 (SPSA- 3)
Developed on November 9, 2017 (ERD)

Grade level: Third grade

Teachers involved: Suzi Mattish, Vanessa Nordstrom, Beth haas, Alicia Barrera

Please complete the table below by filling in the relevant information. To create the most comprehensive goals, grade level teachers should aim to analyze data from a minimum of two different assessments. This should be done for both ELA and Math.

	Assessments used: (i.e. 2017 CAASPP; program diagnostic assessment; grade level Prerequisite inventory; unit assessments or weekly assessments). Verify that all teachers at the grade level have used the same assessments so data can be compared/contrasted.	Analysis of Assessment results: (identify specific trends, patterns or areas of weakness/strength) Please be specific with the data. What percentages in which areas? Which subgroups can be singled out?
1	Math- CAASPP	No incoming data for CAASPP.
2	Math- Chapter Assessments	Goal of 70% or above for all of our student on chapter tests.
1	Language Arts- CAASPP	No incoming data for CAASPP
2	Language Arts- Digital Readworks and ELA Performance Task in Feb	Goal of all students scoring 3s or above on Performance Task.

(Add more rows if necessary to reflect the multiple methods used to gather data.)

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2017-2018 Academic Goals

	English/Language Arts	Math
GOAL for 2017-2018	Supporting reading comprehension answers with text evidence	Multi-step word problems
Specific steps created to achieve goal	1. Open Court "Accessing Complex Texts" and "Developing Vocabulary" sections that have in text references. 2. Digital Readworks	1. Daily practice during math lessons
Timeline	By CAASPP testing with grade-level check-ins in 6 week intervals. January Performance Task Results	By CAASPP testing with grade-level check-ins in 6 week intervals
Staff responsible for monitoring goal progress	Vanessa Nordstrom	Vanessa Nordstrom
Support needed	None above what we already have	None above what we already have
Goal Progress (To be recorded at each month's staff meeting.)	November- n/a December- n/a January- goals modified for Open Court February- March- April- May-	November- n/a December- n/a January- n/a February- March- April- May-

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Gravenstein Elementary School
Academic Goal Setting for 2017-2018 (SPSA- 4)
Developed on November 9, 2017 (ERD)

Grade level: Fourth grade

Teachers involved: Petria Sully, Allie Brown, Marianne Davis, Lynn Martinez

Please complete the table below by filling in the relevant information. To create the most comprehensive goals, grade level teachers should aim to analyze data from a minimum of two different assessments. This should be done for both ELA and Math.

	Assessments used: (i.e. 2017 CAASPP; program diagnostic assessment; grade level Prerequisite inventory; unit assessments or weekly assessments). Verify that all teachers at the grade level have used the same assessments so data can be compared/contrasted.	Analysis of Assessment results: (identify specific trends, patterns or areas of weakness/strength) Please be specific with the data. What percentages in which areas? Which subgroups can be singled out?
1	Math - End of Chapter Tests	Strengths - computation and skill-based understanding Weakness - multi-layered problem solving, problems that build on one another
2	Math - Mars Tasks and Performance Tasks (Go Math!)	Strengths - helping students think critically about problem solving Weakness - finding the time to really dig in, complete, and analyze
1	Language Arts - Selection Assessment	Strengths - straightforward comprehension of basic literary elements Weakness - no writing component
2	Language Arts - Weekly Assessment	Strengths - The questions are challenging and require critical thought. The online format is aligned to the CCSS format, and there is a writing component that is tied well to writing about comparative text requiring text evidence support. Weakness - some questions are vague and need more direction or support, so we are needing to edit /rewrite several questions. In addition, the questions do not always align to the weekly content or practice.
3	Fluency each Trimester 119/139/152 (75th percentile)	Strengths-Provides a clear picture of our students and their reading capabilities--See link between low fluency/low CAASSP scores

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(Add more rows if necessary to reflect the multiple methods used to gather data.)

2017-2018 Academic Goals

	English/Language Arts	Math
GOAL for 2017-2018	Continue to work on Listening Claim	Critical Thinking and Communication Claim
Specific steps created to achieve goal	Readworks audio online, Wonders Multimedia library - incorporate a listening component in every weekly practice and as an assessment in every unit assessment. Interim Listening assessments	Complete MARS Tasks/Performance Tasks Weekly, Interim performance task assessments.
Timeline	Evaluate data monthly as a team	Evaluate monthly as a team
Staff responsible for monitoring goal progress	4th Grade Team	4th Grade Team
Support needed	Time to collaborate and discuss modifications needed to make Wonders content and assessments easily accessible for all students. Student Log-Ins for CAASPP	Student Log-Ins for CAASPP
Goal Progress (To be recorded at each month's staff meeting.)	November-Set our goals December- January- February- March- April- May-	November-Set our goals December- January- February- March- April- May-

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Gravenstein Elementary School

Academic Goal Setting for 2017-2018 (SPSA- 5)

Developed on November 9, 2017 (ERD) Updated: December 14, 2017 (ERD); February 8, 2014 (ERD)

Grade level: Fifth grade
Teachers involved: Alexis Grimm, Ani Hansen, Christina Urmini

Please complete the table below by filling in the relevant information. To create the most comprehensive goals, grade level teachers should aim to analyze data from a minimum of two different assessments. This should be done for both ELA and Math.

Grade 4 Mathematics

78 Students Tested -- Average Scale Score 2508±8

% Standard Not Met	% Standard Nearly Met	% Standard Met	% Standard Exceeded
15	22	29	33

	Assessments used:	Analysis of Assessment results:
	(i.e. 2017 CAASPP; program diagnostic assessment; grade level Prerequisite inventory; unit assessments or weekly assessments). Verify that all teachers at the grade level have used the same assessments so data can be compared/contrasted.	(identify specific trends, patterns or areas of weakness/strength) Please be specific with the data. What percentages in which areas? Which subgroups can be singled out?
1	Math- Communicating Reasoning	Students will continue to work on explaining to themselves the meaning of a problem and looking for entry points to its solution. Students will be able to understand the approaches of others to solving complex problems and identify correspondences between different approaches. Students will continue to work on clearly expressing their problem solving process and approach in writing. • Short answer Math Tests • Oral in class discussions
2	Math-	Students will continue to work on calculating accurately and efficiently,

Attention to Precision/Problem Solving	They will express numerical answers with a degree of precision appropriate for the problem context. Students will work on developing carefully formulated explanations to each other and in writing.
	• Weekly fact fluency quizzes • Demonstrating computation accuracy in chapter tests • Short answer Math Tests • CAASPP Practice Tests

(Add more rows if necessary to reflect the multiple methods used to gather data.)

2017-2018 Academic Goals (SPSA- 5 cont)

	English/Language Arts	Math
GOAL for 2017-2018	Students will write well-developed multi-paragraph essays exhibiting proper organization, structure, and English conventions.	All students achieve 70% mastery on chapter quizzes and tests.
Specific steps created to achieve goal	Our strategies for reaching this goal are to review and reinforce the grade-level standards through: direct instruction, guided practice, and independent practice. **Direct Instruction**- Wonders curriculum & In-depth novel study **Guided Practice**- Wonders and Science/Social Studies extended writing assignments/research projects **Independent Practice**- ixl for practice of conventions, rubrics and structured outlines **Assessment:** 1. Genre theme essays 2. Novels: Response to Literature Essays 3. Weekly Selection and Unit Assessments 4. Wonders: Beginning of the Year Diagnostic Assessment, Benchmark Assessments: Middle of the Year & End of the Year	Our strategies for reaching this goal will be achieved through: direct instruction, guided practice, and independent practice. **Direct Instruction**- Go Math! Curriculum and students taking notes in a Math Notebook **Guided Practice**- Think Central online assignments and teacher-created worksheets and activities **Independent Practice**- Go Math! Provided homework; IXL chapter-specific skills **Assessment:** 1. Prerequisite Skill Inventory Assessment 2. Fact Fluency (weekly time test) 3. Think Central chapter quizzes and tests 4. Mid-year assessment 5. End-of-the-Year assessment
Timeline	**1st Trimester:** Diagnostic Assessments (Comprehension, Vocabulary, Phonics, and Fluency), Unit Assessment, Weekly Selection Tests **2nd Trimester:** Middle of the Year Benchmark, Unit Assessment, Weekly Selection Tests **3rd Trimester:** End of the Year Benchmark, Unit	**1st Trimester:** Prerequisite Skill Inventory Assessment, Mid-Chapter Checkpoints, Chapter Tests, weekly fact fluency quizzes **2nd Trimester:** Middle of the Year Test, Mid-Chapter Checkpoints, Chapter Tests, weekly fact fluency quizzes **3rd Trimester:** End of the Year Assessment, Mid-Chapter

Grade 4 ELA/Literacy

78 Students Tested -- Average Scale Score 2524±9

% Standard Not Met	% Standard Nearly Met	% Standard Met	% Standard Exceeded
8	15	27	50

Assessments used:
(i.e. 2017 CAASPP; program diagnostic assessment; grade level Prerequisite inventory; unit assessments or weekly assessments). Verify that all teachers at the grade level have used the same assessments so data can be compared/contrasted.

Analysis of Assessment results:
(Identify specific trends, patterns or areas of weakness/strength) Please be specific with the data. What percentages in which areas? Which subgroups can be singled out?

1	Language Arts-CAASPP: Listening and Speaking	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. • Listening to teacher read aloud novels • Listening to audio for weekly Wonders texts • Responding to comprehension questions based on what was read/listen aloud
2	Language Arts-CAASPP: Research and Inquiry	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. • Monthly Literature Responses on novels • Cross-curricular research projects on units of study

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	Assessment, Weekly Selection Tests, 2017-2018 CAASPP	Checkpoints, Chapter Tests, weekly fact fluency quizzes, 2017-2018 CAASPP
Staff responsible for monitoring goal progress	Classroom teacher	Classroom Teacher
Support needed	Learning Lab support for students below grade level, as needed afternoon support pull outs	Learning Lab support for students below grade level, as needed afternoon support pull outs
Goal Progress (To be recorded at each month's staff meeting.)	**August-** Placement and Diagnostic Assessment, review of 4th grade CAASPP scores **September-** weekly selection assessment, unit narrative **October-** Began *Secret Garden*, completed (1) Response to Literature Essay, Unit Narrative, Science Periodic Table Essays, Ancient Civilization summaries, Completed Unit 1 of Wonders **November-** setting up goals, completing (1) Response to Literature Essays, Explorer Research Report, completed reading Novel: *Secret Garden*, completed Unit 2 of Wonders **December-** Started Open Court pilot Unit 3; Novel Study: *Blood on the River* (Grimm), *Woodsrunner* (Hansen), *Mrs. Frisby and the Rats of NIMH* (Urmini); Science Cellular Respiration Summary, poetry/figurative language **January-** Wrapped up Unit 3 of Open Court, Unit Heritage/Culture Project/Essay; Science Summary of Photosynthesis and Plant Systems; Social Studies start State Report Research and Outline; Response to Literature on classroom Novel Study; Start Unit 4 of Open Court **February-** Unit 4 of Open Court, Novel reading/comprehension of *My Brother Sam is Dead* (all classes), Begin ELA Unit Writing persuasive writing assignment on Energy Sources/Conservation, Science compare and contrast writing on Life Cycle of Trout and Salmon	**August-** Prerequisite Skill Inventory Assessment **September-** Mid-Chapter 1 Quiz, Chapter 1 Test **October-** Mid-Chapter 2 Quiz, Chapter 2 Test, Mid-Chapter 3 Quiz **November-** setting up goals, Chapter 3 Test, Mid-Chapter 4 Quiz **December-** Chapter 4 Test, Mid-Chapter 5 Quiz, Chapter 5 Test, 4th grade Fraction Review **January-** Mid-Chapter 6 Checkpoint Quiz, Additional Fraction reinforcement practice, Chapter 6 Test **February-** Mid Chapter 7 Checkpoint Quiz, Fraction/Percentage Math for Valentine's Day, Chapter 7 Test, CAASPP Practice/*ThinkSmarter* WKBK assignments **March-** Mid Chapter 8 Checkpoint Quiz, Pi Day Math Activities, Chapter 8 Test, CAASPP Practice/*ThinkSmarter* WKBK assignments **April-** **May-**

Hillcrest Middle School
Academic Goal Setting for 2017-2018
Developed on November 9, 2017 (ERD)

Grade level: 6
Teachers involved:

Please complete the table below by filling in the relevant information. To create the most comprehensive goals, grade level teachers should aim to analyze data from a minimum of two different assessments. This should be done for both ELA and Math.

	Assessments used: (i.e. 2017 CAASPP; program diagnostic assessment; grade level Prerequisite inventory; unit assessments or weekly assessments). Verify that all teachers at the grade level have used the same assessments so data can be compared/contrasted.	Analysis of Assessment results: (identify specific trends, patterns or areas of weakness/strength) Please be specific with the data. What percentages in which areas? Which subgroups can be singled out?
1	Math- 2017 CAASPP	We are aiming at moving near standard students to above standard students
2	Math- Unit Assessments	
1	Language Arts- 2017 CAASPP	We are aiming at moving near standard students to above standard students
2	Language Arts- Monthly assessments	

(Add more rows if necessary to reflect the multiple methods used to gather data.)

2017-2018 Academic Goals

	English/Language Arts	Math
GOAL for 2017-2018	Students will understand spoken information in collaborative conversations.	Communicate reasoning by making decisions about how to approach problems and identify relationships and patterns.
Specific steps created to achieve goal	StudySync collaborative conversations videos and lessons	Identify and analyze unit assessments challenge questions
Timeline	May 2018	May 2018
Staff responsible for	6th grade teachers	6th grade teachers

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monitoring goal progress		
Support needed	None	None
Progress monitoring	Beginning/Middle/End Assessments	Formal/informal assessments

Hillcrest Middle School
Academic Goal Setting for 2017-2018
Developed on November 9, 2017 (ERD)

Grade level: 7
Teachers involved: Clements, Garson, Collins,

Please complete the table below by filling in the relevant information. To create the most comprehensive goals, grade level teachers should aim to analyze data from a minimum of two different assessments. This should be done for both ELA and Math.

	Assessments used: (i.e. 2017 CAASPP; program diagnostic assessment; grade level Prerequisite inventory; unit assessments or weekly assessments). Verify that all teachers at the grade level have used the same assessments so data can be compared/contrasted.	Analysis of Assessment results: (identify specific trends, patterns or areas of weakness/strength) Please be specific with the data. What percentages in which areas? Which subgroups can be singled out?
1	Math- CAASPP Results 16-17	Communicate Reasoning
2	Math- Module Tests	Attention to precision
1	Language Arts- CAASPP Results 16-17	
2	Language Arts-	

(Add more rows if necessary to reflect the multiple methods used to gather data.)

2017-2018 Academic Goals

	English/Language Arts	Math
GOAL for 2017-2018	Improve Listening for Content and Comprehension Skills	Communicate Reasoning in Problem Solving
Specific steps created to achieve goal	1. Review CAASPP testing practices for listening assessments. 2. Incorporate listening activities, specifically content recall activities, at or above grade level, without transcripts. 3. Use collaborative listening activities with the objective of communicating content without	"Think tasks" that tackle bigger problems with a portion focused on explaining how the problem was solved.

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	notes or written support. 4. Daily Mindfulness Practice (3-5 min.)	
Timeline	Weekly listening activity with practice CAASPP assessments starting in January 2018.	Weekly discussion in the class, with a written component 2-3 times/month.
Staff responsible for monitoring goal progress	Garson, Clements, Collins	Each classroom teacher
Support needed	Technological support with non-fiction listening resources (Study Sync, Podcasts) and content comprehension assessment materials.	Additional time for writing - language arts block? Scholastic Magazine subscription?
Progress monitoring	Weekly	Classroom teachers design same assignments and compare assessments.

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Hillcrest Middle School
Academic Goal Setting for 2017-2018
Developed on November 9, 2017 (ERD)

Grade level: 8

Teachers involved:

Please complete the table below by filling in the relevant information. To create the most comprehensive goals, grade level teachers should aim to analyze data from a minimum of two different assessments. This should be done for both ELA and Math.

	Assessments used: (i.e. 2017 CAASPP; program diagnostic assessment; grade level Prerequisite inventory; unit assessments or weekly assessments). Verify that all teachers at the grade level have used the same assessments so data can be compared/contrasted.	Analysis of Assessment results: (identify specific trends, patterns or areas of weakness/strength) Please be specific with the data. What percentages in which areas? Which subgroups can be singled out?
1	Math-CAASPP 2016-2017	Communicate Reasoning
2	Math- Module Tests	Attention to Precision
1	Language Arts-CAASPP 2016-2017	Listening - how well do students understand spoken information?
2	Language Arts-CAASPP 2016-2017	Research and Inquiry - how well can students find and present and information about a topic
1	Science -	
2	Science -	

(Add more rows if necessary to reflect the multiple methods used to gather data.)

2017-2018 Academic Goals

	English/Language Arts	Math	Science
GOAL for 2017-2018	Research and Inquiry - how well can students find and present and information about a topic	Communicate Reasoning in Problem Solving	Prepare students to be able to write a claim-based answer to a complex scientific question, that includes appropriate support and evidence.
Specific steps created to achieve	Research Inquiry- Trimester Social Studies project, smaller, using Primary Sources in Social Studies	"Think tasks" that tackle bigger problems with a portion focused on explaining how the problem was solved.	Begin with discriminating information, then answer simple questions, identify appropriate support,

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goal	each Chapter and Language Arts to extrapolate pertinent information		construct and organize the argument including a thesis.
Timeline	Continually (at least once a week)	Weekly discussion in the class, with a written component 2-3 times/month.	Ongoing throughout the school year.
Staff responsible for monitoring goal progress	Each classroom LA and Social Studies teacher	Each classroom teacher	Science teachers in collaboration with Language Arts.
Support needed	For other Language Arts teachers, communication between Language Arts and Social Studies teachers	Additional time for writing - language arts block? Scholastic Magazine subscription?	Self directed planning time during ERDs, professional development as appropriate
Progress monitoring	Informal and formal assessment	Classroom teachers design same assignments and compare assessments.	Measure growth with benchmark developed by science department.

Form C: Programs Included in this Plan

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

State Programs		Allocation
☐	California School Age Families Education Purpose: Assist expectant and parenting students to succeed in school.	$0
☐	Economic Impact Aid/ State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program.	$24,409 in LCFF
☐	Economic Impact Aid/ English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners	$0
☐	High Priority Schools Grant Program Purpose: Assist schools in meeting academic growth targets.	$0
☐	Instructional Time and Staff Development Reform Purpose: Train classroom personnel to improve student performance in core curriculum areas.	$0
☐	Peer Assistance and Review Purpose: Assist teachers through coaching and mentoring.	$3,598 in LCFF
☐	Pupil Retention Block Grant Purpose: Prevent students from dropping out of school.	$0

☐	School and Library Improvement Program Block Grant Purpose: Improve library and other school programs.	$67,481 in LCFF
☐	School Safety and Violence Prevention Act Purpose: Increase school safety.	$7,990 in LCFF
☐	Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students.	$0
☐	List and Describe Other State or Local funds (e.g., Gifted and Talented Education)	$19,067
	Total amount of state categorical funds allocated to this school *Categorical funds have rolled into LCFF	$122,545

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Federal Programs under No Child Left Behind (NCLB)	Allocation
☐ Title I, Neglected Purpose: Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	$
☐ Title I, Part D: Delinquent Purpose: Supplement instruction for delinquent youth	$
☐ Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	$
☐ Title I, Part A: Targeted Assistance Program Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	$40,996
☐ Title I, Part A: Program Improvement Purpose: Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	$
☐ Title II, Part A: Teacher and Principal Training and Recruiting Purpose: Improve and increase the number of highly qualified teachers and principals	$8,401
☐ Title II, Part D: Enhancing Education Through Technology Purpose: Support professional development and the use of technology	$
☐ Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	$6,728
☐ Title IV, Part A: Safe and Drug-Free Schools and Communities Purpose: Support learning environments that promote academic achievement	$
☐ Title V: Innovative Programs Purpose: Support educational improvement, library, media, and at-risk students	$
☐ Title VI, Part B: Rural Education Achievement Purpose: Provide flexibility in the use of NCLB funds to eligible LEAs	$
☐ Other Federal Funds (list and describe[1])	$0
Total amount of federal categorical funds allocated to this school	$56,125
Total amount of state and federal categorical funds allocated to this school	$178,670

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

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Form D: School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:[2]

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Jennifer Schwinn/Keri Pugno/David Fichera	X				
Dan Dexter		X			
Beth Hass		X			
Beth Trivunovic		X			
Brian Sposato			X		
Michele Gray				X	
Linda Block				X	
Terese Hillborn				X	
Vacant					
Vacant					
Numbers of members of each category	1	3	1	3	

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[2] 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.

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Form E: Recommendations and Assurances

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

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan *(Check those that apply)*:

   __X__ School Advisory Committee for State Compensatory Education Programs

   ___ English Learner Advisory Committee

   ___ Community Advisory Committee for Special Education Programs

   ___ Gifted and Talented Education Program Advisory Committee

   ___ Other *(list)*

4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.

5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This school plan was adopted by the school site council at a public meeting on: __2/28/18__.

Attested:

Jennifer Schwinn		2/28/18
Typed name of District Supt.	Signature of District Supt.	Date
Dan Dexter		3-5-18
Typed name of SSC chairperson	Signature of SSC chairperson	Date

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