



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Fort Irwin Middle School	36-73890-6104681		

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program
Comprehensive Support and Improvement

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Fort Irwin Middle School will meet ESSA (Every Student Succeeds Act) requirements to support the academic achievement so that all students, particularly the lowest achieving students, demonstrate proficiency on the State's academic standards and California Dashboard Indicators. The school goals are designed to influence the educational programming of our site and are aligned with the goals of the LCAP. The goals are also designed to support the school in improving state Dashboard indicators related to: school climate, academic achievement, graduation rate, college and career readiness, and local indicators as defined in the Dashboard.

Table of Contents

SPSA Title Page	1
Purpose and Description.....	3
Table of Contents.....	4
Comprehensive Needs Assessment Components	6
Data Analysis	6
Surveys	6
Classroom Observations.....	6
Analysis of Current Instructional Program.....	7
Stakeholder Involvement	14
Resource Inequities	15
School and Student Performance Data	16
Student Enrollment.....	16
CAASPP Results.....	18
ELPAC Results	22
Student Population.....	24
Overall Performance	25
Academic Performance.....	26
Academic Engagement.....	32
Conditions & Climate.....	35
Goals, Strategies, & Proposed Expenditures.....	37
Goal 1.....	37
Goal 2.....	42
Goal 3.....	50
Goal 4.....	51
Goal 5.....	52
Budget Summary	53
Budget Summary	53
Other Federal, State, and Local Funds	53
Budgeted Funds and Expenditures in this Plan.....	54
Funds Budgeted to the School by Funding Source.....	54
Expenditures by Funding Source	54
Expenditures by Budget Reference	54
Expenditures by Budget Reference and Funding Source	54
Expenditures by Goal.....	55
School Site Council Membership	56
Recommendations and Assurances	57

Instructions.....58
 Instructions: Linked Table of Contents.....58
 Purpose and Description.....59
 Stakeholder Involvement.....59
 Resource Inequities59
Goals, Strategies, Expenditures, & Annual Review60
 Annual Review61
 Budget Summary62
 Appendix A: Plan Requirements64
 Appendix B:.....67
 Appendix C: Select State and Federal Programs69

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Student Survey

1. When asked, at my school, there is a teacher or some other adult who really cares about me? 67% of the students surveyed feel that this is very much or pretty much true.
2. When asked, is there a teacher or some other adult who tells you when you are doing a good job? 71% of the students surveyed feel that this is very much or pretty much true.
3. When asked, are you engaged and interested in learning at your school? 69% of the students surveyed believe that this is very much or pretty much true.
4. When asked, are you happy to be at this school? 69% of the students surveyed stated they strongly agree or agree with this question.
5. When asked, do you feel the teachers and other adults treat students fairly at this school? 72% of the students surveyed agreed or strongly agreed.
6. When asked, do you feel safe at this school? 75 % of the students surveyed feel they are safe at school most or all of the time.
7. When asked, are assemblies, field trips, and other activities important at the school? 86% of the students strongly agreed or agreed.
8. When asked, do you see the principal in your classroom? 89% of the students surveyed stated they see the principal some of the time or most of the time in their classroom.
9. When asked, would you recommend Fort Irwin Middle School to other kids? 50% of the students surveyed stated yes they would recommend their school.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The Principal at Fort Irwin Middle School utilizes three types of classroom observations throughout the school year. There are scheduled and unscheduled formal observations, informal observations, and progress monitoring observations.

Scheduled and unscheduled formal classroom observations are conducted in accordance with the Silver Valley Unified School District and Silver Valley Educational Association (SVEA) collective bargaining agreement. These observations are part of the agreement and are conducted within a set of agreed-upon expectations and deadlines. Probationary and Permanent certificated staff have specified intervals for formal observations.

Informal observations (walkthrough) are conducted routinely by school and district administration. During these walk-through observations, the Principal and/or district administration are looking for successes in our instructional program, implementation or areas of opportunity to implement new curriculum, and for areas of opportunity to support students and staff. These walk-through observations with our district leaders give us valuable insight and time to discuss the needs of each teacher as well as the students in the classrooms.

Progress monitoring observations for students are those in which the Principal or district administration is following up on pre-planned student observations to ensure that students are supported. These may take place after meeting with a parent or to give feedback to parents about a student's progress. Progress monitoring observations are used only when necessary, and only to support a student's academics or personal growth.

At least three times per year, the School Principal meets with all certificated teachers to see how individual students are succeeding in and out of the classroom. The school Principal also discusses the need to support teacher's differentiation of instruction for students in their classroom. During the student monitoring conferences, teachers discuss with the principal the academic successes and struggles as well as, the social/emotional and behavioral success and struggle each student is exhibiting in and out of the classroom.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories 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

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

State and local assessment are used in accordance with state and local requirements to support the academic needs of our students. Assessment windows are determined as early as possible by the school district, and then shared with the school sites to ensure that adequate instructional time is devoted to the success of all students. Instruction is planned utilizing the most current California Common Core State Standards. Additionally, released test questions and instructional support materials from Silver Valley USD's adopted curriculum are used to align curriculum with anticipated questions on state and local assessments.

Credentialed teachers at Fort Irwin Middle School are expected to familiarize themselves with the California Assessment of Student Performance and Progress (CAASPP) Interim Assessment and Assessment Blocks, MobyMax, STAR Enterprise Reading and Math, and Pearson Realize and how student achievement data is differentiated in their classes. Teachers will continue to use this information to target instruction. Student achievement test scores are also used to identify students for placement in academic intervention or enrichment groups using Response to Intervention and Instruction designated instructional time. In addition, FIMS Response to Intervention curriculum for students identified to be below grade level and in need of academic supports includes: Houghton Mifflin Harcourt's Math 180, Read 180, and System 44 curriculum. CELDT assessments data is used to identify English Learners and to support their growth through English language development instruction in the classroom.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Certificated teachers are expected to use several student based operating systems to gather educational information on each student by Name, by Need, and by Skill. Students use MobyMax computer program in Mathematics and English Language Arts and the STAR Enterprise Reading and STAR Enterprise Math computer programs. All of this data is used for student placement and to differentiate instruction within the classroom. This is done in order to strategically target students that need additional support either through the general education setting in the classroom, using small group or individualized tutoring appointments before/during/after school, or through the school's Response to Intervention program. Teachers also gather information from our Data Base System within Illuminate using the following assessment data; California Assessment of Student Performance and Progress (CAASPP) Interim Assessment and Assessment Blocks and CELDT information to also help determine placement and modify instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All certificated staff have met the No Child Left Behind requirements of being a highly qualified teacher or are working towards becoming a highly qualified teacher. All classified instructional aide staff members have passed the necessary requirements and testing to be highly qualified to work with students. Silver Valley Unified School District Human Resource Department works extremely hard to ensure every member of the Silver Valley team has met all requirements to qualify as highly qualified staff.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Silver Valley Unified School District provides extensive professional development for teachers, specifically in the areas of English/Language Arts, Mathematics, and RTI. This takes place in the form of professional development sessions at the school district's Educational Services Center and at the individual school sites.

At the school site, there are four sixth grade teachers, four seventh grade teachers, and four eighth grade teachers. We also have one Art/Tech teacher, a half-time music teacher that is shared with Tiefort View Intermediate School, two Physical Education teachers, and one Special Day Class/Resource Specialist Teacher. All of the school's teachers participate in district and school provided professional development in both Mathematics and English Language Arts which includes writing throughout the school year.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development at Silver Valley Unified School District takes place both at the district's Educational Support Center or at the individual school sites. Every Wednesday, teachers meet in Professional Learning Communities to learn new instructional strategies, support existing instructional strategies, or meet in grade levels or instructional core groups for planning and curriculum articulation. These staff development sessions are designed to align curriculum between school sites, increase collaboration, and grow the educator. Additionally, every six weeks all teachers K-8 meet at Yermo School to collaborate on curriculum needs for the current and upcoming year, discuss testing and benchmarks, and align instructional strategies across the district. District collaboration is an important tool to help ensure that adopted materials are used efficiently and effectively, and also to help support teachers with fresh ideas and best practices that they can use in their classrooms.

Staff development is focused on becoming a professional learning community (PLC). Fort Irwin Middle School arranges its academic instructional program around four essential components and the Dufour's four questions.

1. What is it we want our students to know?
2. How will we know if they have learned it?
3. What will we do if they do not know it?
4. What will we do if they already know it?

By focusing on these four questions the site and district have framed what is important to each student. We can answer these four questions using the following essential components: High Quality Standards-Based Instruction, Universal Access, Academic Safety Nets, and Social/Emotional Safety Nets.

Through Response to Intervention at Fort Irwin Middle School, we are ensuring each child receives the time and support needed to achieve academic success. While using the book *Simplifying Response to Intervention Four Essential Guiding Principles* by Austin Buffum, Mike Mattos, and Chris Weber our staff is using the following four essential guiding principles.

1. Collective Responsibility
2. Concentrated Instruction
3. Convergent Assessment
4. Certain (guarantee) Access

These questions are a guide to hold every person on campus responsible for ensuring ALL students are learning, ALL students are being given targeted instruction, ALL students will have the same access to academic materials, computer technology and access to celebrating their successes. Not only does this resource (book) address academic interventions but also behavioral interventions. Through these questions we are taking teaching and learning above and beyond. Today's students are moving beyond the basics and embracing the 4 C's - "super skills" for the 21st century! The 4 C's include Communication, Collaboration, Critical Thinking and Creativity.

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

SVUSD provides ongoing instructional assistance and support for teachers via multiple methods: district based coaching, out of district coaching, both in and out of district training, and classroom based support. District based coaches are coaches that the school district employs to support other teachers. An example of these are the district's two Positive Behavioral Interventions and Supports (PBIS) coaches. The coaches visit school sites throughout the year to assist the staff with implementing PBIS strategies, develop PBIS guidelines, and provide ongoing PBIS support that is aligned with Desert Mountain SELPA PBIS frameworks and National PBIS Standards.

Along with the professional development offered to all teachers through our partnership with Pearson, there are several content experts who work alongside the teachers to help with any concerns they may have. These content experts have helped whenever the teachers need it. One example of a Silver Valley Unified School District partnership with a content expert is Pat Pavelka. Mrs. Pavelka provides strategies for teachers to use in their classrooms. She also visits the classrooms and provides classroom coaching to the teachers through classroom management strategies, reading, and writing strategies. There has also been Professional Development training with Renaissance Learning (STAR Enterprise - Reading and Math), Read 180 Enterprise, System 44 Enterprise, Math180 Enterprise, Singapore Math Strategies in Number Sense, Model Drawing and Fractions.

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

The master schedule at FIMS has a built-in minimum day schedule to accommodate professional learning community meetings every Wednesday afternoon. With the guidance of the Principal and Professional Learning Community Coordinator, the teachers are provided with numerous opportunities to collaborate as a team, as separate grade levels, and as instructional core departments. Approximately every six weeks throughout the school year, Silver Valley Unified School District schools meet at Yermo School to collaborate as instructional core departments on items such as vertical and horizontal curriculum alignment, instructional strategies and best practices, annual standardized test preparation strategies, and ongoing issues that are affecting the school district. Based on feedback from these meetings, the school district then conducts further investigation into how it can support teachers and students at individual school sites.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Silver Valley Unified School District adopts and provides curriculum that is utilized in classroom instruction that is aligned with Common Core State Standards. Throughout the year, teachers are provided time to collaborate with guidance of the School Principal and grade level chairs to create pacing guides, lesson plans, and assessments that are aligned with Common Core State Standards and adopted curriculum. Each year, the pacing guides and lesson plans are adjusted to support the needs of students. Extra work days are provided by Silver Valley Unified School District for teachers to volunteer their summer in order for them to modify and adjust the pacing guides and lesson plans based on department suggestions.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The Principal of Fort Irwin Middle School verifies the total instructional minutes each year. Daily bell schedules are provided to district administration for minimum and regular instructional days to ensure that the instructional minute requirements for English Language Arts and Mathematics are met. Time is also embedded into the master schedule for Response to Intervention for all students for intensive instruction or for enrichment depending on student needs.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Fort Irwin Middle School meets the requirements of lesson pacing through master schedule flexibility, and allowing sufficient time for intervention courses. Each year, the master schedule is reviewed to ensure that it includes sufficient time for RTI intervention throughout the school day, allows for flexibility in scheduling should the needs of students change, and to provide time for staff to prepare their lessons successfully. Tutoring in English Language Arts, Mathematics, Science, and History Social Science is provided before and after school to students needing additional academic support. RTI programs are available for students in need of structured academic support with our RTI teachers in Read 180/System 44 and Math 180.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Silver Valley Unified School District provides and ensures that students have sufficient materials that are aligned with California Common Core State Standards. All teachers are provided with adopted materials in accordance with California's textbook adoption cycle which includes purchasing student textbooks. The district office provides full funding for all adopted material. Additional supplemental materials are purchased using site funds.

The Silver Valley Unified School District textbook adoption policy is followed including review and recommendation by a site committee of parents and teachers, review and recommendation by the District Curriculum and Instruction Committee, public inspection, and School Board review and adoption.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Silver Valley Unified School District provides adopted materials to school sites, thereby ensuring that students have sufficient materials that are aligned with California Common Core State Standards. Whenever possible, English Language Development and intervention strategies are included to support English Learners and struggling students.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Fort Irwin Middle School provides Response to Intervention (RtI) classes for targeted intervention in English Language Arts and Mathematics for intensive students whom are in need of the most support. Enrichment classes are built in the master schedule to challenge students in the general education setting. Through initial testing students who are identified as under-performing are placed in a small group intervention class during the school day. In the general education classroom, teachers utilize differentiation strategies to meet the needs of students that need instruction at differing levels of performance. Throughout the year, teachers utilize benchmark and formative assessment data to identify learners in need of individual support. Teachers and the principal meet to identify the needs of students on a quarterly basis.

Evidence-based educational practices to raise student achievement

Silver Valley Unified School District adopts research-based intervention programs. The following programs are currently being used at Fort Irwin Middle School: Read 180 and Edmentum. These programs are used to increase student achievement in the general education setting. All of these programs are research-based and are supplemented with small group instruction to help our special education, English language learners, and struggling students to increase their reading and mathematics skills. Professional development is provided by Silver Valley Unified School District to support teachers with up-to-date information and training on the programs.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

At Fort Irwin Middle School we have a before and after school tutoring program to meet the needs of underachieving students in literacy and mathematics. We also offer extra-curricular activities for students such as cheerleading, cross country, volleyball, basketball, and soccer. We have built-in enrichment courses in our master schedule to challenge and interest students. A few of the course offerings are STEM (science, technology, engineering, and math) enrichment, Science Enrichment, Math Enrichment, Film Studies, Art, AVID, and Music (instrument and vocal). Our parent-teacher organization helps to bring outside programs to our school for enrichment activities, providing assemblies, and support at various sports games.

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)

At Fort Irwin Middle School our School Site Council meets monthly to discuss the Single Plan for Student Achievement, and how we will continue to meet the needs of our students academically and financially. The School Site Council also meets to discuss the Site Safety Plan. We also have a Site Strategic Planning Team which meets yearly to discuss the needs of the school and students. The Site Strategic Planning team works together to ensure the school maintains alignment with the district pillars of focus and the LCAP. The Site Strategic Planning Team brings forward recommendations to the site administrator and staff for improvements. Parents and FIMS Staff are also invited to take part in the Silver Valley Unified School District Strategic Planning meeting twice a year, in the fall and spring. The district strategic planning committee works together to ensure the district is providing the services as stated in the LCAP.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

The school district has adopted Response to Intervention programs and technology to support under performing students that is aligned with California Common Core State Standards. Two computer labs have been provided for teachers to utilize when preparing for state tests, and to support academic instruction. Each class also has either 5 student laptops or desktop computers. Academic conferences have been funded to support teachers in using Singapore Math Strategies and ways to Differentiate Instruction in content area classrooms.

Fiscal support (EPC)

Fort Irwin Middle School is provided a site budget to be used based on the needs of the school and to support student achievement and success. The funding is spent in accordance with the needs of students and they include the purchase of technology, instructional support materials, conferences and other professional development training's. A key pillar of Fort Irwin Middle School is Positive Behavioral Interventions and Supports. This program is supported with school funds both for training and student support.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The school site council met to review the needs assessment and progress of student groups on November 4, 2019. During this meeting goals, actions, funding, and services were discussed and the 2019-20 SPSA was approved. Participants included, students, parents, teachers, counselors, parents, and administrative staff.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Fort Irwin Middle School is not in CSI, TSI, or ATSI.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	1.7%	0.72%	0.73%	5	2	2
African American	17.0%	13.41%	9.09%	49	37	25
Asian	1.4%	1.09%	0.73%	4	3	2
Filipino	1.7%	1.81%	1.82%	5	5	5
Hispanic/Latino	26.0%	29.71%	33.45%	75	82	92
Pacific Islander	5.2%	5.07%	4%	15	14	11
White	35.8%	34.42%	37.45%	103	95	103
Multiple/No Response	%	1.81%	%		5	
Total Enrollment				288	276	275

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Grade 6	106	117	101
Grade 7	97	85	97
Grade 8	85	74	77
Total Enrollment	288	276	275

Conclusions based on this data:

1. Enrollment in the last three years has averaged 279 students.
2. Sixth grade enrollment continues to be the largest grade level.
3. The two largest enrollment subgroups based on race is white and Hispanic/Latino

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	12	8	9	4.2%	2.9%	3.3%
Fluent English Proficient (FEP)	23	16	13	8.0%	5.8%	4.7%
Reclassified Fluent English Proficient		3	0	0.0%	25.0%	0.0%

Conclusions based on this data:

1. During the 2017-2018 school year the largest number of students were reclassified as Fluent English Proficient (RFEP) with three students being reclassified.
2. The largest enrollment of English Learners was in the 2016-2017 school year with 12 students.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	109	115	104	106	111	94	106	111	94	97.2	96.5	90.4
Grade 7	95	79	107	92	78	106	92	78	106	96.8	98.7	99.1
Grade 8	75	75	81	73	71	76	73	71	76	97.3	94.7	93.8
All	279	269	292	271	260	276	271	260	276	97.1	96.7	94.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2525.	2551.	2511.	12.26	16.22	10.64	33.02	47.75	37.23	36.79	27.93	26.60	17.92	8.11	25.53
Grade 7	2531.	2554.	2574.	4.35	12.82	17.92	41.30	41.03	48.11	30.43	28.21	22.64	23.91	17.95	11.32
Grade 8	2554.	2593.	2569.	6.85	16.90	10.53	35.62	49.30	44.74	38.36	28.17	27.63	19.18	5.63	17.11
All Grades	N/A	N/A	N/A	8.12	15.38	13.41	36.53	46.15	43.48	35.06	28.08	25.36	20.30	10.38	17.75

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	24.53	23.42	20.21	51.89	59.46	45.74	23.58	17.12	34.04
Grade 7	15.22	25.64	25.47	59.78	51.28	56.60	25.00	23.08	17.92
Grade 8	26.03	33.80	27.63	34.25	50.70	46.05	39.73	15.49	26.32
All Grades	21.77	26.92	24.28	49.82	54.62	50.00	28.41	18.46	25.72

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	24.53	26.13	7.45	47.17	57.66	56.38	28.30	16.22	36.17
Grade 7	16.30	23.08	30.19	58.70	55.13	59.43	25.00	21.79	10.38
Grade 8	20.55	21.13	23.68	58.90	64.79	56.58	20.55	14.08	19.74
All Grades	20.66	23.85	20.65	54.24	58.85	57.61	25.09	17.31	21.74

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	11.32	19.82	13.83	75.47	74.77	69.15	13.21	5.41	17.02
Grade 7	7.61	7.69	14.15	71.74	74.36	74.53	20.65	17.95	11.32
Grade 8	6.85	21.13	21.05	73.97	71.83	71.05	19.18	7.04	7.89
All Grades	8.86	16.54	15.94	73.80	73.85	71.74	17.34	9.62	12.32

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	21.70	28.83	17.02	56.60	58.56	62.77	21.70	12.61	20.21
Grade 7	10.87	28.21	26.42	63.04	61.54	61.32	26.09	10.26	12.26
Grade 8	16.44	38.03	26.32	64.38	53.52	56.58	19.18	8.45	17.11
All Grades	16.61	31.15	23.19	60.89	58.08	60.51	22.51	10.77	16.30

Conclusions based on this data:

1. Students continue to adjust to the rigor of Common Core State Standards; 55% of the students tested in English Language Arts/Literacy nearly met or did not meet the achievement standard. They need substantial improvement to demonstrate the knowledge and skills in English Language Arts/Literacy needed for likely success in future coursework. The two areas of concern with these students are in the areas of Reading and Writing. Students are not demonstrating the ability to read closely and analytically to comprehend literary and informational text of moderate complexity. These same students are not demonstrating an ability to produce effective and well-grounded writing for a range of purposes and audiences. We will focus on these two areas for the 2017-2018 school year.
2. Students will benefit from increased professional development of their teachers in Common Core State Standards using techniques to support student engagement and comprehension.
3. We are increasing an emphasis on reading and writing to support our ELA students in grades 6-8.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	109	115	104	106	111	94	106	111	94	97.2	96.5	90.4
Grade 7	95	79	107	92	78	106	91	78	106	96.8	98.7	99.1
Grade 8	75	75	81	73	71	76	73	71	76	97.3	94.7	93.8
All	279	269	292	271	260	276	270	260	276	97.1	96.7	94.5

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2535.	2540.	2522.	23.58	16.22	12.77	21.70	30.63	23.40	26.42	36.04	37.23	28.30	17.12	26.60
Grade 7	2523.	2544.	2551.	8.79	19.23	15.09	23.08	23.08	27.36	35.16	32.05	39.62	32.97	25.64	17.92
Grade 8	2518.	2567.	2569.	13.70	22.54	21.05	13.70	26.76	21.05	20.55	25.35	31.58	52.05	25.35	26.32
All Grades	N/A	N/A	N/A	15.93	18.85	15.94	20.00	27.31	24.28	27.78	31.92	36.59	36.30	21.92	23.19

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 6	33.02	27.03	19.15	33.02	47.75	44.68	33.96	25.23	36.17	
Grade 7	13.19	20.51	24.53	41.76	47.44	46.23	45.05	32.05	29.25	
Grade 8	16.44	30.99	23.68	27.40	35.21	42.11	56.16	33.80	34.21	
All Grades	21.85	26.15	22.46	34.44	44.23	44.57	43.70	29.62	32.97	

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	23.58	15.32	15.96	42.45	57.66	50.00	33.96	27.03	34.04
Grade 7	16.48	19.23	14.15	53.85	53.85	60.38	29.67	26.92	25.47
Grade 8	15.07	26.76	22.37	34.25	53.52	55.26	50.68	19.72	22.37
All Grades	18.89	19.62	17.03	44.07	55.38	55.43	37.04	25.00	27.54

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	20.75	18.02	18.09	48.11	54.95	53.19	31.13	27.03	28.72
Grade 7	12.09	15.38	15.09	62.64	53.85	69.81	25.27	30.77	15.09
Grade 8	13.70	28.17	22.37	45.21	50.70	56.58	41.10	21.13	21.05
All Grades	15.93	20.00	18.12	52.22	53.46	60.51	31.85	26.54	21.38

Conclusions based on this data:

1. Students are adjusting to the increased rigor in Mathematics Common Core State Standards; 64% of the students tested in Mathematics nearly met or did not meet the achievement standard. They need substantial improvement to demonstrate the knowledge and skills in Mathematics needed for likely success in future coursework. The area of greatest concern with these students is Communicating Reasoning. Students are not demonstrating the ability to use appropriate tools and strategies to solve real world and mathematical problems. This will be an area of focus for the 2017-2018 school year.
2. More frequent student monitoring conferences will be held with all teachers quarterly for the 2017-2018.
3. High numbers of students are At or Near Standard. Targeted instruction needs to be focused on those students to shift them to Above Standard.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	*	*	*	*	*	*	*	6
Grade 7	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*
All Grades							*	8

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	*	*	*		*		*	*	*
All Grades	*	*	*	*		*		*	*	*

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	*	*	*		*		*	*	*
All Grades	*	*	*	*		*		*	*	*

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	*	*	*		*		*	*	*
All Grades	*	*	*	*		*		*	*	*

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*		*	*	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*		*	*	*

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*		*	*	*

Conclusions based on this data:

- 1.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
276	47.5%	2.9%	
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	8	2.9%
Homeless	4	1.4%
Socioeconomically Disadvantaged	131	47.5%
Students with Disabilities	22	8.0%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	37	13.4%
American Indian	2	0.7%
Asian	3	1.1%
Filipino	5	1.8%
Hispanic	82	29.7%
Two or More Races	33	12.0%
Pacific Islander	14	5.1%
White	95	34.4%






Conclusions based on this data:

1. School enrollment is predominately represented by the race/ethnicity white.
2. Nearly half of the school enrollment is socioeconomically disadvantaged.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Blue	Chronic Absenteeism  Green	Suspension Rate  Green
Mathematics  Green		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1. As a school site we will continue to work on improving suspension rates through PBIS and the addition of SEL instruction within the school day.
2. Continue to work to improve both mathematics and English Language Arts test scores by providing teachers with professional development and coaching and modeling.
3. We will continue to work to improve absenteeism through attendance incentives and rewards.

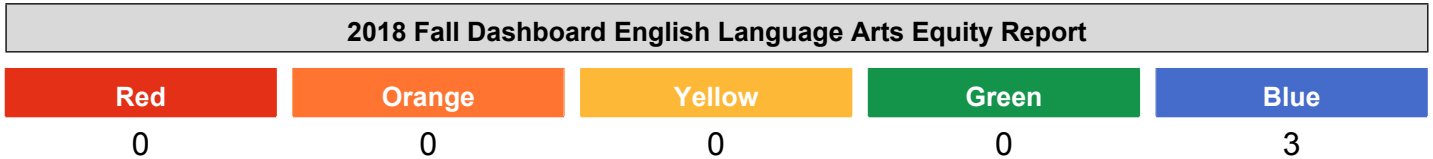
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  <p>Blue</p> <p>22.7 points above standard</p> <p>Increased 33 points</p> <p>214 students</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Blue</p> <p>15.1 points above standard</p> <p>Increased 39.7 points</p> <p>98 students</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>62.4 points below standard</p> <p>Increased 25.3 points</p> <p>18 students</p>

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 12.8 points above standard Increased 27 points 25 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 15.2 points above standard Increased 46.5 points 65 students	 No Performance Color 33 points above standard Increased 31.8 points 29 students	 No Performance Color 7.9 points above standard Increased 34.5 points 12 students	 Blue 33.5 points above standard Increased 31.1 points 72 students

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 4 students	Less than 11 Students - Data Not Displayed for Privacy 2 students	24.7 points above standard Increased 31.8 points 197 students

Conclusions based on this data:

1. Based on the data we will continue to work to improve the percentage of EL students who meet or exceed standards on the ELA portion of the CAASPP.
2. Based on the data we will continue to work to improve the percentage of SPED student who meet or exceed standards on the ELA portion of the CAASPP.

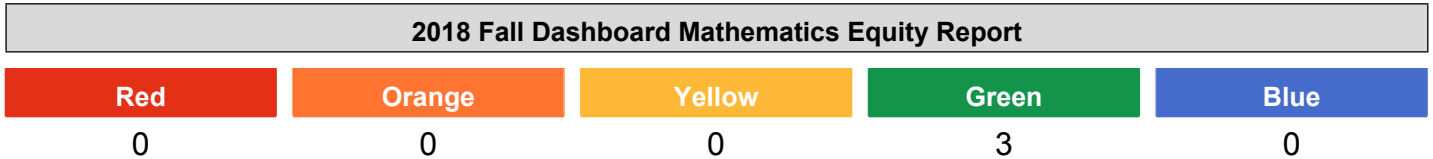
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>12.5 points below standard</p> <p>Increased</p> <p>22.9 points 214 students</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>23.7 points below standard</p> <p>Increased</p> <p>36.1 points 98 students</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>128.9 points below standard</p> <p>Declined -12 points</p> <p>18 students</p>

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 41.9 points below standard Increased 7.3 points 25 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 20.3 points below standard Increased 35.1 points 65 students	 No Performance Color 20.1 points above standard Increased 36.3 points 29 students	 No Performance Color 36.8 points below standard Increased 22.7 points 12 students	 Green 1 points below standard Increased 16.1 points 72 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 4 students	Less than 11 Students - Data Not Displayed for Privacy 2 students	9.1 points below standard Increased 20.7 points 197 students

Conclusions based on this data:

1. Overall we will continue to work to improve the percentage of all students who meet or exceed standards on the Math portion of CAASPP, specifically in grades sixth and eighth.
2. Based on the data we will continue to work to improve the percentage of SPED students who meet or exceed standards on the Math portion of the CAASPP.
3. Based on the data we will continue to work to improve the percentage of EL students who meet or exceed standards on the Math portion of the CAASPP.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage

Conclusions based on this data:

1.

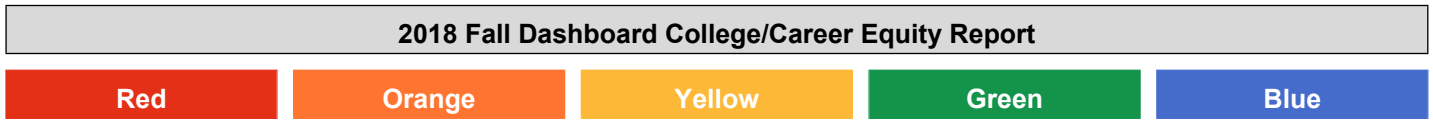
School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

- 1.

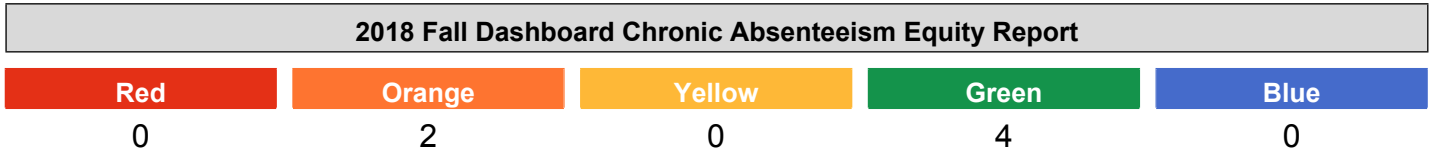
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>4.7% chronically absent</p> <p>Declined 0.8%</p> <p>321 students</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>8 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>6.4% chronically absent</p> <p>Declined 1.1%</p> <p>156 students</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>6.7% chronically absent</p> <p>Increased 3.3%</p> <p>30 students</p>

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Green 2.4% chronically absent Increased 0.6% 42 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 8% chronically absent Increased 3.4% 100 students	 Green 4.4% chronically absent Declined 3.5% 45 students	 No Performance Color 7.1% chronically absent Declined 6.2% 14 students	 Green 2.8% chronically absent Declined 4.1% 109 students

Conclusions based on this data:

1. Continue to work to improve the attendance of Hispanic students and students with disabilities through the use of attendance incentives and rewards.

School and Student Performance Data

Academic Engagement Graduation Rate

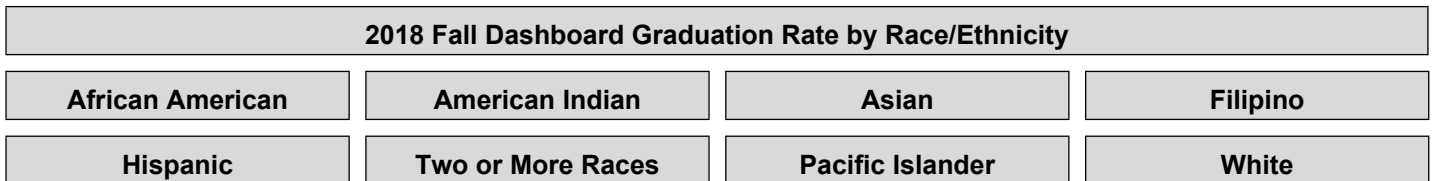
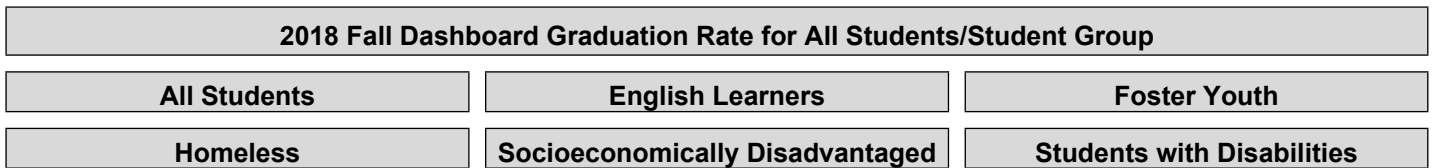
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

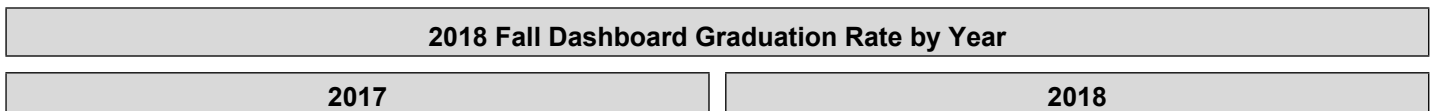
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

- 1.

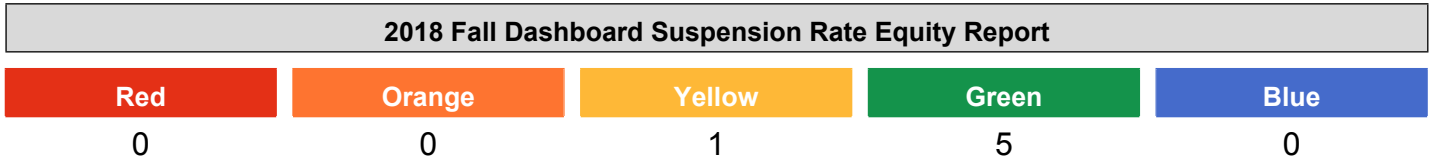
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Green 3.6% suspended at least once Declined -2.9% 330 students	<p>English Learners</p>  No Performance Color Less than 11 Students - Data Not 9 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 1 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not 5 students	<p>Socioeconomically Disadvantaged</p>  Green 2.5% suspended at least once Declined -3.5% 157 students	<p>Students with Disabilities</p>  Yellow 10% suspended at least once Declined -6.7% 30 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Green 4.5% suspended at least once Declined -6.2% 44 students	 No Performance Color Less than 11 Students - Data 3 students	 No Performance Color Less than 11 Students - Data 3 students	 No Performance Color Less than 11 Students - Data 6 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 2% suspended at least once Declined -2.6% 101 students	 Green 4.3% suspended at least once Declined -5.9% 46 students	 No Performance Color 6.7% suspended at least once Declined -6.7% 15 students	 Green 4.5% suspended at least once Declined -0.5% 112 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
5.4% suspended at least once	6.5% suspended at least once	3.6% suspended at least once

Conclusions based on this data:

- Continue to reduce the suspension rates through the use of PBIS incentives and the implementation of SEL curriculum.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Mathematics and English Language Arts through Basic Services

LEA/LCAP Goal

1. STUDENT ACHIEVEMENT: All students will achieve proficiency or better in English Language Arts and Mathematics while receiving appropriate academic supports and a well-balanced course of study, including Career Technical Education.

Key Actions: 1.1 – Provide side-by-side professional learning for certificated staff through teacher coaching and modeling

Key Actions: 1.2 – Expand implementation of Response to Intervention (RtI) to encourage and support learning based on identified student needs.

Key Actions: 1.3 – Implement Common Core State Standards and assessments to enable students to develop 21st Century Skills.

Key Actions: 1.4 – Implement site plans through data analysis, plan revisions and school community involvement to increase student achievement.

Goal 1

All students at Fort Irwin Middle School will be provided a rich core curriculum consisting of topics in mathematics, laboratory-based science, weekly writing in all classes, and extensive reading of all types of materials in all classes. Setting high academic expectations and creating a supportive climate of encouragement with extra time and help for students who need it which includes before and after school tutoring hours. Engaging students in challenging, hands-on assignments that require them to practice new skills, incorporate their interests, and relate to life outside the school. Providing families with information about the school and their student's progress, and encouraging discussions between parents and students about educational and career goals. Grouping students to help them connect what they are learning across the curriculum and linking them to a caring adult within the school. Coordinating curriculum, while sharing data among students with their teachers and teachers with the school administrator, and preparing students for success in high school. Working with Human Resources at the District Office to higher and assign highly qualified teachers to every classroom with highly qualified support personnel.

Students will use technology in order to participate in MobyMax, Edmentum, STAR Enterprise Reading, and STAR Enterprise Math programs to help monitor student achievement. Teachers assign portions of the district adopted Mathematics and English Language Arts curriculum online for assignments and assessments.

Implement, monitor, and support tiered instructions so that student achievement meets or exceeds the expectations of the Silver Valley Unified School District, the County of San Bernardino, the State of California, and the Federal Government.

LCAP Alignment: Student Achievement, Technology, and Parent/Student Support

State Priorities: 1 - Basic Services, 2 - Implementation of Common Core State Standards, 3 - Parent Involvement, 4 - Student Achievement, 7 - Access to a Broad Curriculum

Identified Need

Although student at FIMS continue to perform well, it is important that we ensure all students are receiving high quality instruction in all areas and that teachers are trained in new curriculum and instructional practices.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2019 CAASP ELA Scores	57% met or exceeded standards	ELA proficiency rates will increase by 3%
2019 CAASPP Math Scores	40% met or exceeded standards	Math proficiency rates will increase by 3%

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Student progress monitoring will occur in the classrooms between students and teachers. Student monitoring conferences will take place between the teachers and the principal and between the Principal and Assistant Superintendent of Educational Services.

Ensure the CAASPP ELA and Mathematics data is reviewed by Language Arts and Math teachers for all incoming grade level students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1200	Unrestricted 4000-4999: Books And Supplies The school provides every student an agenda that they can use to prepare for their classes.
1500	Unrestricted 1000-1999: Certificated Personnel Salaries Guest Teachers to release teachers to meet with Principal Copy Paper Ink Reproducibles Index cards Lamination

White Board Markers

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

New students enrolled at FIMS will be bench marked for basic English Language Arts and Mathematics proficiency using STAR Enterprise software.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5000

Source(s)

Unrestricted
5000-5999: Services And Other Operating Expenditures
Renaissance Place Licensing

District Funded
5000-5999: Services And Other Operating Expenditures

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Student

Strategy/Activity

Ensure sufficient instructional minutes are offered, and are aligned to Essential Program components.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Time
Scheduling

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Determine intervention curriculum based on Interim Assessments Blocks (IABs) and other student support data.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2000

Source(s)

Unrestricted
4000-4999: Books And Supplies
Time
Copy Paper
Ink

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Target specific "Intensive" students for RTI programs; Read 180 and/or System 44 during the regular school day. Utilize RTI teacher to target instruction for those students and provide relevant growth data for CAASPP projections.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
Read 180

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Continue ongoing staff training's: MobyMax: Digital Learning (grades 6-8 teachers), STAR Enterprise Reading, STAR Enterprise Math, Singapore Math Training's, Pearson enVision Math, Pat Pavelka workshops in reading and writing, System 44 and/or Read 180 programs for Rtl teachers.

Training's will be provided for every teacher on campus during PLC Wednesday or using Authorized Release.

Principal will monitor training is completed and implemented.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6000	District Funded 5800: Professional/Consulting Services And Operating Expenditures Professional Development
5000	LCFF - Supplemental

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

FIMS sends teachers to Staff Development for Educators for Singapore Math Strategies and Differentiate Instruction Math Strategies. This conference is generally held during the summer in Las Vegas, Nevada.
During the conference, teachers visit multiple sessions to hear lectures from instructional leaders on best practices and classroom management.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
15000	Unrestricted 5800: Professional/Consulting Services And Operating Expenditures Professional Development

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Student Engagement and School Climate

LEA/LCAP Goal

III. STUDENT/PARENT SUPPORT: Increase staff and families' ability to support student academic, social/emotional and physical needs.

Key Actions: 3.1 - Continue implementation of Positive Behavioral Interventions and Supports (PBIS) and develop tier 2 and 3 interventions based on student needs.

Key Actions: 3.2 – Develop and implement parent leadership classes to support student success.

Key Actions: 3.3 – Implement site and district safety plans to ensure a safe and supportive work environment for all.

Key Actions: 3.4 – Continue to implement all facilities and maintenance projects detailed in the 2014-17 Facilities Plan.

Goal 2

ALL students will be trained on the school wide and classroom expectations of Positive Behavioral Interventions and Supports to ensure every student is being a responsible, safe and respectful student. Through the PBIS model, students will be rewarded accordingly through our weekly drawings, attendance awards and quarterly awards programs. Data will be collected and shared with staff to ensure the students are meeting the expectations set forth in the PBIS program.

Teachers will work together in order to implement Advancement via Independent Determination (AVID) strategies school wide and promote college awareness for ALL students.

LCAP Alignment: Student Achievement, Technology, and Parent/Student Support

State Priorities: 3 - Parent Involvement, 4 - Student Achievement, 5 - Student Engagement, 6 - School Climate, 8 - Other School Outcomes

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local Metric: % of Schools with full parent membership and participation on School Site Council Local Metric: % Parents/Caregivers reporting that their input is welcomed Local Metric: % of Parents/Caregivers reporting	Parent Survey Results When asked, when you visit your child's school, is the staff friendly and helpful 79% responded all or most of the time. When asked, are the administrators easy to talk to	Increase by 3% the percentage that feels that when they visit your child's school, is the staff friendly and helpful Increase by 3% the percentage that feels that the administrators are easy to talk to

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>that schools recognize good behavior (PBIS)</p> <p>Local Metric: % of students that report they are recognized for doing a good job.</p> <p>Local Metric: % of teachers/staff report their school is a safe place for learning.</p> <p>Local Metric: Parent Leadership training opportunities will be offered to our community members</p> <p>Local Metric: Site Strategic Planning at every site (Decision Making)</p> <p>Local Metric: Increase the amount of parents that participate in district survey (Input</p>	<p>81% responded all or most of the time.</p> <p>When asked, are parents involved in planning, implementing, or evaluating school programs, 28% responded yes, another 50% responded that they did not know.</p> <p>When asked, is my involvement in my child's education valued at my school 82% agreed or strongly agreed.</p> <p>When asked, if the school sets high standards for academic performance for all students, 72% agreed or strongly agreed.</p> <p>When asked, is my child's school good about staying in touch with me, 69% agreed or strongly agreed</p> <p>When asked, if the school clearly communicates to students the consequences of breaking school rules, 84% agreed or strongly agreed.</p> <p>When asked, does the school reward good student choices and behaviors, 69% said all of the time or most of the time.</p> <p>When asked, if they would recommend their child's school to other parents, 69% responded yes</p>	<p>Increase by 3% the percentage that feels that parents are involved in planning, implementing, or evaluating school programs</p> <p>Increase by 3% the percentage that feels their involvement in their child's education is valued by the school</p> <p>Increase by 3% the percentage that feels that the school sets high standards for academic performance for all students</p> <p>Increase by 3% the percentage that feels that their child's school good about staying in touch with them</p> <p>Increase by 3% the percentage that feels that the school clearly communicates to students the consequences of breaking school rules</p> <p>Increase by 3% the percentage that believes that the school rewards good student choices and behaviors</p> <p>Increase by 3% the percentage that would recommend their child's school to other parents</p>

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

After school programs available for all students. Activities include intramural sports (cross country, volleyball, basketball, and soccer), Spelling Bee, Chess Club, Music programs, Before school tutoring, and After school tutoring.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	District Funded 5000-5999: Services And Other Operating Expenditures Appendix B Stipends Supplies for Activities
5000	Unrestricted 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Our goal is to increase student attendance to 97% for the 2016-2017 school year, 97.25% for the 2017-2018 school, and 97.5% for the 2018-2019 school year. Incentives include but are not limited to: t-shirts, lunch provided by the principal, extra social time, certificates, school supplies, snack items, and other middle school incentives.

The school will hold a kickoff PBIS assembly at the beginning of the school year. The PBIS assembly will cover school wide expectations for behavior and explain the process for receiving a Get REAL ticket.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	Unrestricted 5000-5999: Services And Other Operating Expenditures Trophies Awards Certificates

Food
 Card Stock
 Ink
 Lamination
 Field Trips
 Transportation
 Incentives: t-shirts, lunch provided by principal, extra social time, certificates, school supplies, snack items, etc.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Continue to reward students academically through quarterly awards program. Program is based on academics and behavior. Incentives include but are not limited to: t-shirts, lunch provided by the principal, extra social time, certificates, school supplies, snack items, and other middle school incentives.

The school will frequently reward students for positive behavior by drawing names randomly from turned in Get REAL tickets. The award recipients will be announced to all students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5000

Source(s)

Unrestricted
 5000-5999: Services And Other Operating Expenditures
 Trophies
 Awards
 Certificates
 Food
 Card Stock
 Ink
 Lamination
 Field Trips
 Transportation
 Incentives: t-shirts, lunch provided by principal, extra social time, certificates, school supplies, snack items, etc.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Continue to reward students for pro-social behavior through our weekly random drawing for students receiving Get REAL Tickets. The recipients from the weekly drawing will be called over the morning announcements for the entire school body to hear. Students will report to the front office/counselors office to receive their prize.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	Unrestricted 5000-5999: Services And Other Operating Expenditures Student Incentives: t-shirts, lunch provided by principal, extra social time, certificates, school supplies, snack items, etc.
500	Unrestricted 5000-5999: Services And Other Operating Expenditures Get REAL Tickets
500	Unrestricted 5000-5999: Services And Other Operating Expenditures ODR Forms

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Continue to hold Student Success Team (SST) Meetings and Check In Check Out (CICO) Meetings with teachers, parents, students, and principal. SSTs and CICO meetings will be part of the tiered interventions for behavior and academics.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Unrestricted 5000-5999: Services And Other Operating Expenditures Time Guest Teachers

Paper
Ink
Copies

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Share AVID strategies school wide through focused professional development opportunities in Professional Learning Community sessions.

The teachers will receive lessons and materials which align the teachers' AVID strategy Professional Development sessions with AVID's WICOR strategies and program needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5000

Source(s)

Unrestricted
0000: Unrestricted
Time
Paper
Ink
Copies

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Survey students to determine their self-identified strengths and weaknesses, and administer a learning style inventory to the entire school body.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000

Source(s)

Unrestricted
5000-5999: Services And Other Operating
Expenditures

The school may need to purchase a Survey Monkey account to allow for larger surveys to be taken. We may also need to purchase a Learning Style Inventory survey for the students.

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Hold at least two AVID Nights to support parents in learning about AVID and to recruit and generate interest in potential new AVID students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

Source(s)

Unrestricted
5000-5999: Services And Other Operating Expenditures
Supplies for parent night
Food/Refreshments for families

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Promote AVID throughout the campus by visual recognition of colleges and college awareness.

Motivational guest speakers for students, career speakers, and college speakers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3000

Source(s)

Unrestricted
0000: Unrestricted
College Pennants
College Fat Heads for ground quad area
Guest Speakers

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Field Trips to colleges to assist them with college planning and promoting the vision of going to college.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2000

Source(s)

Unrestricted
0000: Unrestricted
Transportation
Food

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 3

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$71,200.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
------------------	-----------------

Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
District Funded	\$8,000.00
LCFF - Supplemental	\$5,000.00
Unrestricted	\$58,200.00

Subtotal of state or local funds included for this school: \$71,200.00

Total of federal, state, and/or local funds for this school: \$71,200.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
----------------	--------	---------

Expenditures by Funding Source

Funding Source	Amount
District Funded	8,000.00
LCFF - Supplemental	5,000.00
Unrestricted	58,200.00

Expenditures by Budget Reference

Budget Reference	Amount
	5,000.00
0000: Unrestricted	10,000.00
1000-1999: Certificated Personnel Salaries	1,500.00
4000-4999: Books And Supplies	3,200.00
5000-5999: Services And Other Operating Expenditures	30,500.00
5800: Professional/Consulting Services And Operating Expenditures	21,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5000-5999: Services And Other Operating Expenditures	District Funded	2,000.00
5800: Professional/Consulting Services And Operating Expenditures	District Funded	6,000.00
	LCFF - Supplemental	5,000.00
0000: Unrestricted	Unrestricted	10,000.00

1000-1999: Certificated Personnel Salaries	Unrestricted	1,500.00
4000-4999: Books And Supplies	Unrestricted	3,200.00
5000-5999: Services And Other Operating Expenditures	Unrestricted	28,500.00
5800: Professional/Consulting Services And Operating Expenditures	Unrestricted	15,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	35,700.00
Goal 2	35,500.00

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:

- 1 School Principal
- 3 Classroom Teachers
- 2 Other School Staff
- 4 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Megan McIntosh	Principal
Hamelene Funk	Classroom Teacher
Morgan Vilorio	Classroom Teacher
Renee Beaver	Classroom Teacher
Ashley Griffith	Other School Staff
Melina Enderle	Other School Staff
Sonja Mitchell	Parent or Community Member
Travis Talbot	Parent or Community Member
Marquis McInnis	Parent or Community Member
Gina Fox	Parent or Community Member
Jeremiah Johnson	Secondary Student
Naima Leama	Secondary Student

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.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

Other: Grade 6-8 English and Math Teachers

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.

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.

This SPSA was adopted by the SSC at a public meeting on 11/21/19.

Attested:



Principal, Megan McIntosh on 11/21/19

SSC Chairperson, Hamelene Funk on 11/21/19

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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