West Contra Costa Unified School District

SINGLE PLAN FOR STUDENT ACHIEVEMENT

2018-19

PINOLE MIDDLE SCHOOL

Board Approval Date:	December 5, 2018
Contact Person:	
Principal:	Denise VanHook
Address:	1575 Mann Drive
City:	Pinole, CA 94564
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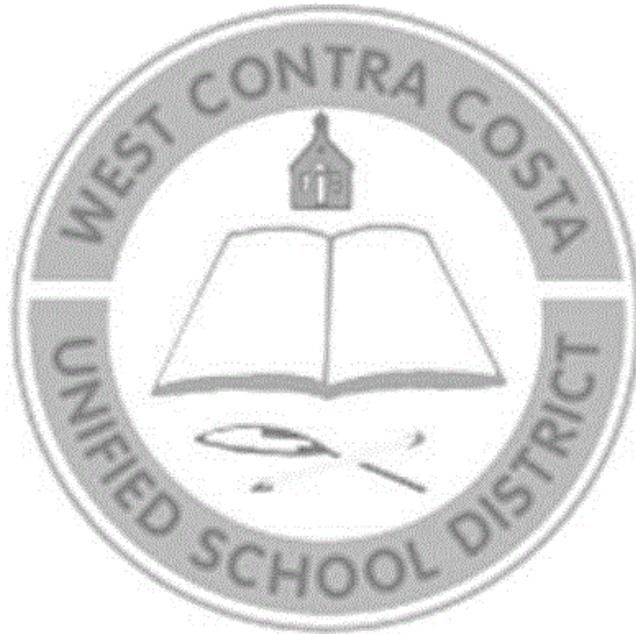
BOARD OF EDUCATION
2018 - 2019

BOARD PRESIDENT: VALERIE CUEVAS
BOARD CLERK: MISTER PHILLIPS

BOARD MEMBERS:

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SUPERINTENDENT
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Table of Contents

School Site Council (SSC) Recommendations and Assurances

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

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

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

3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan:

ELAC

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

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

6. This school plan was adopted by the school site council on: September 19, 2018

7. The School Site Council will monitor the implementation and effectiveness of strategies in the plan at least twice during the 2018-2019 school year, using the WCCUSD monitoring process.

Attested:

Denise Van Hook		
Typed name of school principal	Signature of school principal	Date

Rachel Williams		
Typed name of SSC Chair	Signature of SSC Chair	Date

Secondary School Site Council Membership Roster

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

	Names of Members	Email address (Home mailing address if email n/a)	Phone Number	Terms End on:	Identify Chair Person:
	Parent/Community Members				
Parent #1	Andrea Ponicpic-Mariano			6/20	
Parent #2	Nina Hill			6/19	
Parent #3	Kim Jerge			6/19	
Student #1	Carlos Hernandez			6/20	
Student #2	Alejandro Garcia			6/19	
Student #3	Heaven Garcia			6/19	
	School/Other Members				
Teacher #1	Patricia Baker-Cassaday			6/19	
Teacher #2	Andrew De holl			6/20	
Teacher #3	John Irminger			6/20	
Teacher #4	Rachel Williams			6/19	X
Other	Maria Roberson			6/20	
Principal	Denise Van Hook				

Membership Composition:

Secondary (12 total)

3 Parents/community members

3 Students

4 Classroom teachers

1 Other school staff

1 Principal

SPSA Stakeholder Involvement

The School Site Council (SSC) works effectively with its stakeholders to complete the variety of tasks involved in developing, implementing, and monitoring the effectiveness of the Single Plan for Student Achievement (SPSA). As the lead group, the SSC agrees to the following procedures for completing all work involving the SPSA:

	Task	Choose one task management option for each step		
		SSC Actively Involved in Task	or	Task Delegated to
Step 1	Analyze local assessment data	Process: In September, the SSC will analyze test score data to make appropriate modifications to the SPSA.	or	Process:
Step 2	Gather input from	Process:	or	Process: ELAC parents will convene in December to make recommendations for any modifications to the ELD sections of the SPSA.
Step 3	SPSA strategies development	Process:	or	Process
Step 4	Budget development	Process: After the strategies are approved, the budget is allocated with SSC suggesting modifications as needed.	or	Process:
Step 5	Finalize and submit SPSA for School Board Approval	Date:		
Step 6	SPSA monitoring	Process: Winter and Spring of 2018-2019, SSC will review monitoring forms.	or	Process:

Executive Summary

The Single Plan for Student Achievement (SPSA) has traditionally served as a vehicle for communicating information about the school's vision and initiatives to improve academic achievement, as well as describe how supplemental categorical funds are used to support these efforts. WCCUSD's new district Local Control Accountability Plan (LCAP) is designed to improve student achievement, support the whole child socially and emotionally, and involve stakeholders to ensure all WCCUSD students are college and career-ready, able to make life choices that have successful, productive outcomes.

WCCUSD LCAP GOALS	**Goal 1: Improve Student Achievement** **Goal 2: Improve Instructional Practice** **Goal 3: Increase Parent and Community Engagement and Involvement** **Goal 4: Improve Student Engagement and School Climate Outcomes** **Goal 5: Provide Basic Services to All Students**

Through data metrics and analysis, the LCAP also addresses the State's Priority Areas:

Priority 1 **Basic Services**	Providing all students with access to fully credentialed teachers in their subject areas, as well as instructional materials that align with state standards, and safe, properly maintained school facilities.
Priority 2 **Implementation of State Standards**	Ensuring school programs and services enable all students, including English learners, to access California's academic content and performance standards, including Common Core Standards for English Language Arts and Math, Next Generation Science Standards, and English Language Development Standards.
Priority 3 **Parent Involvement**	Efforts by the school district and schools to seek input from all parents, and to engage parents in decision-making, as well as promoting parent participation in programs that meet the needs of their students and all students.
Priority 4 **Pupil Achievement**	Improving achievement and outcomes for all students, as measured in multiple ways, such as test scores, English proficiency and college and career preparedness.
Priority 5 **Pupil Engagement**	Providing students with engaging programs and course work that keeps them in school, as measured in part by attendance rates, dropout rates and graduation rates.
Priority 6 **School Climate**	Factors both inside and outside the classroom that impact student success such as health, safety, student discipline, and school connectedness, as measured in part by suspension and expulsion rates, and surveys of students, teachers, and parents.
Priority 7 **Course Access**	Ensuring all students have access to a broad course of study in all required subject areas, including math, social science, science, visual and performing arts, health, physical education, career and technical education, and others, that prepares them for college and careers, regardless of what school they attend or where they live.
Priority 8 **Other Pupil Outcomes**	Measuring other important indicators of student performance in all required areas of study.

We are transitioning our school's SPSA to becoming a true companion document to the district LCAP so that it focuses on programs, activities, and actions which are designed to continually address and support the district LCAP goals. As we go deeper into this work, we will continue to connect these two critical plans, driving the academic needle forward for WCCUSD students.

Please read on to learn about our specific SPSA plan of action for the 2018-19 school year.

2018-19 Roadmap Goals:
Nine Key Strategies

Achieving Students

2017-18 LCAP Goals 1 & 5

1. Effective Leaders
Develop leaders to foster and cultivate a shared vision, a positive school culture, and a cohesive instructional program

2. Great Teachers
Support teachers to know their craft and plan and deliver engaging, personalized, and innovative instruction to all students.

3. Authentic Student Experiences
Provide opportunities and academic supports that inspire and motivate students to reach their full potential.

Invested Employees

2017-18 LCAP Goal 2

4. Competitive Compensation
Offer competitive compensation to attract and retain quality educators.

5. Supportive Conditions
Develop school environments where teachers and staff feel valued and empowered and all basic needs are met.

6. Increased Capacity
Support staff in their growth and development through quality professional learning based on individual needs.

Engaged Communities

2017-18 LCAP Goals 3 & 4

7. Safe and Welcoming Schools
Provide school environments where students, families, and staff feel safe and welcome.

8. Positive School Climates
Strengthen school culture through a tiered system of positive and restorative supports.

9. Socio-Emotional Services
Support the whole child through effective social and emotional supports as part of a Full Service Community Schools approach.

Our Theory of Action

Pinole Middle Theory of Action

PINOLE MIDDLE SCHOOL

THEORY OF ACTION

If all of our students are in an environment that teaches them to believe, intelligence is malleable and that they can get smarter if they work harder,

Then students will be more engaged in classroom learning, which would improve student achievement and teacher practices.

If we implement Growth Mindset practices to fidelity school-wide,

Then we will have students who believe that they can learn better relationships between students and teachers/staff, less classroom and campus disruptions, and a more positive school culture and climate.

If we create a solid professional learning community,

Then we will have a culture of collaboration, data-driven instruction, and immediate feedback.

SMART GOALS 2017-2018

1. By June 5, 2018, all students will show growth of one grade level in reading as measured by STAR.

2. By June 5, 2018, 80% of students will cite evidence at a proficiency of 3.0 or better as measured by the District Writing Benchmark assessments and/or common assessments.

3. By June 5, 2018, we will conduct at least 4 RTI parent/teacher meetings to reduce the number of students with D's or F's as measured by grades, meeting agendas, and sign-in sheets.

4. By August 2017, all ILT members will use Google for 100% of meetings, debriefs, observations, trainings, etc. as reported by members of the ILT.

Data Analysis

Data Reviewed		Concern/Strength Determine if data results indicate an area of growth school wide or an area of concern/need	Description of Findings (400 character max) Provide a brief description of what the data shows/implications for instruction
	Academic Data		
Choose 3	STAR Reading	Area of concern	At least 50% of students scored below grade level reading.
	Benchmarks:	Area of concern	
	Benchmarks:	Area of concern	
	SBA:	Area of concern	Declining scores in ELA and Math. Will focus on Growth Mindset for teacher development.
	LTEL Data:	Area of concern	20% were reclassified in 2017-2018. Our goal is to reclassify 100% of ELD 4 students.
	ELPAC	Area of concern	
	GPA	Area of concern	
	Credits Earned	Area of concern	
	Other:	Area of concern	
	Other:	Area of concern	
	Student Support Data		
Choose 2	Attendance	Area of concern	Overall attendance decreased from 95% to 93%.
	Suspension	Area of strength	Suspensions reduced by 50%.
	Parent/Community Survey	Area of concern	
	Healthy Kids Survey	Area of concern	
	Other:	Area of concern	
	Other:	Area of concern	

REQUIRED ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT
Student Achievement

English Language Arts (ELA)

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
English Language Arts	50% of students grew by one grade level as measured by STAR. 88% of students scored 3 on citing evidence.	By June 2019 70% of students will show growth of one year as measured by STAR. By June 2019, students 95% percentage of students will score 3 on citing evidence.	All	STAR and Study Sync	Improve student achievement for all students and accelerate student learning increases for English Learners, Low Income and Foster youth.	Grow 10 points from 17-18 score to move closer to SBAC level 3.
Actions to Support Goal: (one action per line)				**By When:**	**Title I Cost**	**LCFF Cost**
1						
2	Study trips			On-going		2666
3	Provide tutoring			On-going		2000
4	Purchase Library books			On-going		1500
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			On-going		16741
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			On-going		3500
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.			On-going		4125
				TOTAL	**0**	**30532**

Mathematics

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
Mathematics	The Mathematics Diagnostic Test (MDPT) Algebra readiness data from the fall of 2017 administration, indicated that only 64% of all 7th and 8th grade students could solve 1 and 2 step equations and inequalities in one variable.	By January 2019, 70% of students will score 70% correct on solving 1 and 2 step equations using grade level common assessments.	All	Common Assessments and MDPT	1. Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI), students and foster youth (FY).	Grow 15 points from 2017-2018 score to move closer to SBAC Math level 3.
Actions to Support Goal: (one action per line)				**By When:**	**Title I Cost**	**LCFF Cost**
1						
2	Study trips			On-going		2666
3	Hire IA tutoring			On-going		6000
4	Provide tutoring 50 hrs			On-going		2000
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			On-going		3975
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			On-going		1500
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.			On-going		2125
				TOTAL	**0**	**18266**

REQUIRED ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT
Student Achievement

English Language Development (ELD

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
English Language Development (ELD	20% of ELD 4 students reclassified.	90%f ELD 4 students will reclassify.	EL 3,4 & 5	Reclassification criteria	Improve student achievement for all students and and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	English learner (EL) reclassification rate will increase to 13%.
Actions to Support Goal: (one action per line)				**By When:**	**Title I Cost**	**LCFF Cost**
1	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			On-going		1472
2	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			On-going		2000
3	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.			On-going		1333
4						
5						
6						
7						
				TOTAL	0	4805

African American Student Achievement

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
African American	50% of African American students received D's & F"s on their report card.	By June of 2019, we reduce the number of students receiving D's and F's by 25%.	All	Report Cards	1. Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI), students and foster youth (FY).	Grow on SBAC 10 points for ELA and 15 points for math.
Actions to Support Goal: (one action per line)				**By When:**	**Title I Cost**	**LCFF Cost**
1	Tutoring morning and after school			On-going		1500
2	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			On-going		1000
3	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			On-going		1000
4	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.			On-going		500
5						
6						
7						
				TOTAL	0	4000

REQUIRED ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT
Student Achievement
Special Education and Inclusive Environments

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
Special Education and Inclusive Environments	Of the 40 # of RSP students 20 received 1 D or F on the report card in core subjects.	By June 2019, 75% will not have D's or F's on their report card in core subjects.	RSP students	Report cards	Improve student achievement for all students and accelerate student learning increases for English Learners, Low income and Foster Youth.	Grow10/15 points from 17-18 score to move closer to SBAC, ELA and Math level 3
Actions to Support Goal: (one action per line)				**By When:**	**Title I Cost**	**LCFF Cost**
1	Tutoring after school			On-going		500
2	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			On-going		1000
3	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			On-going		1000
4	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.			On-going		500
5						
6						
7						
				TOTAL	**0**	**3000**

Social/Emotional Support for Students

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
Social/Emotional Support for Students	100 students were suspended in 17-18 at least once.	By June 2019, suspensions will be decreased by 50%.	All	Power School	Improve student engagement and climate outcomes, and allocate services to English Learner (EL), low income (LI) and foster youth (FY) students.	Suspension rates will decrease by 2%.
Insert your Discipline Matrix Link here [ ]						
Actions to Support Goal: (one action per line)				**By When:**	**Title I Cost**	**LCFF Cost**
1	Light snacks for PD and students			On-going		3000
2	Contract for students			On-going		13000
3	Extra hours for clerical and admin			On-going		14000
4	Study trips			On-going		2666
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			On-going		6000
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			On-going		3333
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.			On-going		13000
				TOTAL	**0**	**54999**

Parent Involvement

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
Parent Involvement	30% of parents attended at least 1 Parent Night.	By May 2019, 50% of parents will attend at least 1 Parent Night.	All	Sign-in sheets	Increase parent and community engagement, involvement, and satisfaction.	Increase the number of parent responses.
Actions to Support Goal: (one action per line)				**By When:**	**Title I Cost**	**LCFF Cost**
1	Extra hrs for SCOW			On-going		7500
2	Provide light refreshments for parent events and meetings.			On-going		4000
3	Offer translation for parent events and meetings.			On-going		1275
4	Arrange child care for parent events and meetings.			On-going		75
5						
6						
7						
				TOTAL	**0**	**12850**

Overall Budget Summary

Summary of Costs

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
LCFF	128452	0
Title I	0	0

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
LCFF	128452
Title I	0

Agreements

The following critical compliance items are in place throughout WCCUSD:

Highly Qualified Teachers: All teachers and paraprofessionals involved in our academic programs will be highly qualified to teach students in their assigned area of work. Our site coordinates with the WCCUSD Human Resources Department to ensure qualified staff have been assigned to our classrooms.

Strategies to attract and retain high quality teachers: Our site acknowledges the importance of attracting and retaining high quality instructional staff. Our site coordinates with the WCCUSD Human Resources Department to develop programs and strategies to ensure high quality instruction staff want to come to and remain at our site.

Learning Center Collaborative Model: Each WCCUSD school that runs a collaborative model provides a seamless approach to integrating personnel, resources, and teaching strategies to serve at-risk special and general education students. Special education teachers may work with unidentified students and regular education teachers may work with identified students (as long as they are qualified to meet the goals on the students' I.E.P.s).

Professional Development: Staff development, selected strategies to implement or continue, and materials used are focused on meeting the needs of at-risk and general education students. This information is detailed in the SPSA. Any funds spent to support the model are also outlined in the SPSA. Finally, staff is consistently monitoring and evaluating the effectiveness of the collaborative model so that changes can be made where needed.

Early Learning: Develop plans to assist preschool students through the transition from early childhood programs to local elementary school programs.

Schoolwide Plans and Homeless Children and Youth: In accordance with McKinney Vento Federal Homeless Assistance Law, the following actions are taken:

- Flyers are posted in the front office stating the rights of homeless children and services available. These flyers are made readily available to homeless families.

- Staff is trained before the start of each academic year on how to enroll and identify homeless students by the district's homeless liaison.

- Teachers receive yearly training on how to identify warning signs which may indicate homelessness and sensitivity training on the special needs of homeless children and youth.

- Parents without homes are included in outreach efforts by parent involvement outreach workers for inclusion in school site councils.

Title I Centralized Services
(Title I Schools Only)

The following programs and activites are provided to students enrolled in a school identified to receive Federal Title I funding:

- Summer Extended Learning Program - Grades K-8,

- Planning and program support from Partners in Innovation,

- Professional development opportunities and coaching support in the areas of ELA, Math, Science, Technology, and Data Analysis.