

The School Plan for Student Achievement

Richard L. Graves Middle School
School Name

19-65037-6022859
CDS Code

Date of this revision: April 18, 2018

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

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School District

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The District Governing Board approved this revision of the School Plan on May 15, 2018.

II. School Vision and Mission

School Mission Statement:

The mission of Richard L. Graves Middle School is to prepare every student for success in high school and beyond by focusing on the core academic subjects in an effective and integrated curriculum.

School Vision Statement

- We will prepare students academically and socially for success in high school.
- We will provide students with a supportive environment, which includes parents and the community, as they make the transition from elementary school to high school. (Counselor, counseling resources).
- We will prepare students for independent and life-long learning, for setting individual goals, and for making positive choices. (Student planner, 3-Week Advisory).
- We will hold high expectations for students and provide numerous avenues of support so that each middle school learner succeeds.
- We will engage students with challenging lessons and opportunities to think critically and demonstrate their learning in a variety of ways.
- We will develop a rich set of courses and enrichment opportunities that infuse learning with science, technology, engineering, mathematics, visual and performing arts, career/real-world connections, and multicultural experiences.
- We will create small interdisciplinary learning communities in order to foster close relationships for accountability and engagement among our students and with adults.
- We will work with our feeder elementary and high schools to promote seamless, smooth transitions.
- We will create a safe, fair, and healthy school environment through a policy of positive discipline, safe and engaging facilities, access to adult mentors and counseling and school and community health and social services.
- We will foster distributed leadership, collaborative decision-making and regular data analysis to keep our focus on learning and continual improvement.
- We will build a professional learning community through recruitment, training, coaching, and collaboration.
- We will build partnerships by engaging families, businesses, local and state agencies and organizations, higher education, and community members as partners in supporting middle grades student achievement.

III. School Profile

School Profile

Graves Middle School (GMS) is a two-year middle school serving grades 7 and 8. Average enrollment is approximately 650 students made up of 95% Hispanic, 3% White and 2% other minority. Thirty-five percent of the student population is considered English Learners and 85% participate in the National School Lunch Program. GMS is the only seventh and eighth grade middle school for students in the South Whittier School District in the unincorporated area of Los Angeles County. The school is located on one of the community's main thoroughfares, near two commercial shopping centers in the city of Santa Fe Springs. The neighborhood's main housing consists of single-family homes and some apartment complexes. The main ethnic group in the community is Hispanic/Latino. The predominant second language in the community is Spanish. The school operates on a traditional year calendar.

The South Whittier School District covers an area of 4½ square miles and is comprised of seven (7) schools, six (6) elementary schools and one (1) middle school. Graves Middle School services the educational needs of the seventh and eighth grade students in the district. With the community's passage of the Measure W bond, the middle school underwent modernization; fencing, lighting, air-conditioning of classrooms, multimedia library facilities, the new construction of a multipurpose room/gymnasium, shower and locker rooms, a thirteen-room classroom building including administration facilities, student mall, and outdoor basketball courts. Modernization was completed during the 2007-08 school year. Every student has a take home device and all classrooms access points that allow for speedy internet access, all of which was purchased through the district technology program.

Overview of School Programs

The educational program at Graves Middle school focuses on a standards-based core curriculum. The master schedule is built on an eight-period day with an A/B block schedule with Embedded Support and students take two periods of English/language arts and math for a total of 90 minutes. During the 2008-09 school year the middle school started the AVID program and received certification in May, 2010. Students who are "Standard Nearly Met" to "Standard Exceeded" on the SBAC in math and English/language arts are eligible for this program. In addition, students working at grade level or approaching grade level are eligible to enroll in elective classes. In addition to AVID, we started AVID Excel for college bound students who are designated English Learners or recent Re-designated Fluent English Proficient students. This program is meant to support the academic and language-based needs of our English Learners. In addition, students can take electives, such as band, art, painting, student leadership, Study Skills, Mentors, STEM (Science, Technology, Engineering, and Mathematics), traditional AVID, or AVID Excel. We converted our master schedule so students are on a rotating 90 minute eight period A/B block schedule with tutorial time (Embedded Support) for all kids. All students have a take home device (Chromebook or iPad) and we use various digital curricula for some of our core content areas. Students' instructional day was increased by 30 minutes each day and we use the time to have teachers collaborate with one another. We use a formal collaborative inquiry protocol known as "Plan, Do, Analyze, Reflect (PDAR)" so our teachers have a professional process for collaboration. We use this protocol for driving instruction, teaching and learning. GMS has been highly decorated over the years, as we have been designated as an AVID National Demonstration Site, a Golden Bell Award Winner, a Gold Ribbon Award Winner, a Title I Academic Achievement School, and an AVID Teacher Advocacy Award Winner. We look to continue to move forward, as we strengthen all of our programs.

The Graves Middle School staff utilizes and analyzes our standardized unit assessments in our four core content areas that help us to assist our students and further inform our instruction. Our staff uses Direct Interactive Instruction (DII), Thinking Maps, AVID WICOR strategies and AVID Excel EL strategies. Our teachers have received extensive training in DII, Thinking Maps, AVID Excel EL strategies, and AVID WICOR strategies by professional developers and all site staff members have been trained. Furthermore, during the 2017-18 school year we will continue to use these strategies to support all students. This level of professional development has made a difference for our students and our teachers alike.

English Learners

In addition to the DII, Thinking Maps, AVID WICOR strategies, and AVID Excel EL strategies that our teachers received, we have taken additional steps to support our English Learners. We have implemented the Rosetta Stone English Language Development program during class time as well as an after school program. We have made an iPad cart

available to teachers so they can allow our EL students to develop their English in the classroom during the school day. As mentioned previously, we also implemented the AVID Excel program and introduced iPads and Chromebooks into the English Language Arts for EL students and the AVID Excel program.

Honors Program

Graves Middle School has also established an honors program that has been very successful and popular within our community. Students participate in a summer school program that is focused on allowing our high achieving students to participate in our Advanced Math Track program. Most honors students also take Language Arts and Social Studies during the summer to prepare them for the upcoming school year. Additionally, students in the honors academy have the opportunity to attend field trips throughout the year. They also enjoy field trips to local areas of academic interest and local colleges and universities.

Parent, Student, Teacher, Administrator Accountability

3 Week Grade Advisory

Teachers enter student grades into the Aeries Parent Portal online grading system on a consistent basis. These grades are recorded on a student grade card by the 5th period advisory teacher and students are required to take the card home for a parent signature. Students with passing grades of C's or higher have the opportunity to participate in school activities, while students earning GPAs below 2.0 stay in class for a special advisory period to meet with their teacher to receive academic advising and to make up work. For each 3 week grading increment, teachers who give failing grades are required to contact parents and meet with an administrator to discuss interventions and parent contacts for each student receiving a failing grade. Parents are able to log into the Parent Portal to view students grades, assignments, and attendance in real time at any time if they have internet access. We are using Embedded Support (tutorial time) to help all of our students to stay organized and to stay on top of their missing work. These programs have allowed for strong lines of communication between the school and our families. Accordingly, we are going to continue our intervention program with our at-risk students. We will support and assist our students so that they meet our rigorous 8th grade promotion policy requirements.

Anti-Bullying Program

During the 2012-13 school year Graves Middle School implemented the Olweus Anti-Bullying program. During the 2011-12 through 2014-15 school year our leadership team guided our Olweus Anti-Bullying program so we could lead the school's anti-bullying effort. Additionally, a questionnaire was administered to all students regarding bullying at Graves. The results were analyzed and shared with the staff during the school "buy back" days. Furthermore, the staff was trained on the Olweus Anti-Bullying program so that we would have a common response to anti-bullying. A referral form was created and teachers meet with their 5th period classes weekly during the Olweus period to train students about our anti-bullying program. We purchased an online anti-bullying site, Sprigeo, that allows students and parents to anonymously report bullying at any time and from any place. Although only 10% of kids are bullied at Graves, we want to be a bully-free school.

IV. Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)

The state of California is using the CAASPP state testing program for the 2017-18 SY, we will receive additional data this school year. We will analyze our California Dashboard Indicators to ensure quality instruction and continuous improvement.

B. Surveys

GMS has administered a district school climate survey so we can find out about our campus climate. In addition, our 7th grade students, our staff, and some of our parents took the district LCAP student Survey to give us feedback about our school climate. We look forward to using the information to help improve our school climate and culture. In the past we administered bullying survey and we found out that GMS is significantly below the national average for bullying, about 10% of kids were bullied last year. We have a leadership team and a comprehensive school wide plan to address and decrease the bullying on campus.

C. Classroom Observations

Current Instructional Practices:

Teachers' professionalism is evident in many aspects of instruction. Teachers use collaboration time to design lessons to address students' needs. Ineffective practices such as popcorn reading and completion of workbook pages focusing on knowledge-level information are absent. Teachers use class time for research-based instructional activities. GMS is using digital platforms (rather than traditional hard bound textbooks) for our ELA and science classes and we are employing various digital curricula in history, math and our electives.

The use of technology via computers, iPads, Chromebooks, math programs, LCD projectors, document cameras, internet sites, PowerPoint presentations in all classrooms at Graves Middle School provide effective presentations of new material and opportunities for review. As an AVID National Demonstration Site we use WICOR strategies and Excel EL strategies, but we also use Thinking Maps, DII, performance tasks, and conceptual understanding of mathematics to assist students in many classrooms in core content areas.

Teachers are conscientious about ensuring that the Common Core State Standards (CCSS), learning objectives/essential questions, and language objectives are evident by being posted and referenced for students as the basis of instruction, which is observed in all classrooms. In many classrooms, students also write the learning objective in their notebooks. As a result, students' ability to articulate the learning objective is greatly improved. In every classroom high levels of active engagement by students in activities more closely tied to the learning objectives can be observed. Teachers have planned for multiple opportunities to utilize activities in which students can actively participate during the lesson. The active engagement strategy of shared reading is being used in E/LA classrooms. Direct Interactive Instruction (DII), Excel EL strategies, AVID WICOR strategies, as well as conceptual and collaborative math instruction are also being utilized throughout our campus. Checking for understanding is also being used, particularly the use of pair-share and group response in which students work collaboratively to develop an agreed-upon answer shared via white boards to respond to a question posed by the teacher. Teachers use randomizers to randomly call on individual students or small groups of students to check for understanding of the lesson content.

Next Steps:

We will continue to use Excel EL strategies, DII, WICOR strategies, and Thinking Maps strategies to support our students and their learning needs. Part of this work is posting the CCSS and writing clear learning and language objectives. In designing learning objectives, we need to reflect on the level of cognition of the objective to increase the opportunities for students to analyze and apply new knowledge. Teachers review the resources provided in the district-adopted text/platform to ensure that the more challenging thinking activities are included in the learning objectives and used throughout the lesson. In designing objectives, we need to be cognizant about language production for our English Learners. We are also working with professional developers in the area of math and science to assist our students with the CCSS and the NGSS.

While teachers are planning lesson activities to actively engage students, they reflect on how the activity helps students master the intended learning so they can apply it to developing a body of knowledge and they can build on it for future learning. For example, teachers analyze if the activity provides opportunities for students to demonstrate

that they can define what a preposition is and how it is used. This helps students transfer their learning so they know how to use prepositions in their own oral and written communication. In math, teachers analyze if students can articulate the concept of positive and negative numbers so students will have that knowledge firmly in place for CCSS Algebra and advanced math courses.

In modeling lessons, teachers use meta-cognition strategies to model for students the thought process they arrive at when arriving at the correct answer. Since what makes an answer correct needs to be known to the learners, students get opportunities to practice identifying what they think and how they make decisions about the right answer. Students should be able to support answers with a rationale or specific evidence from a text so they know not only what is correct, but why it is correct. Teachers demonstrate this with think aloud, think time, and turn and talk strategies for students. In using these strategies to check for understanding, teachers take think-pair-share to the next level. To hold students accountable, teachers have students share their thoughts with the entire class. Teachers allow students to have time to think about their answer before sharing. They continue to use multiple strategies for student talk, such as look at your partner, make eye contact, and answer the questions in complete sentences using academic language. Teachers plan multiple ways to assist students who do not understand a concept by coming up with meaningful activities for other students to do while they reteach the students who need to have it explained in a different manner than the first time.

Teachers also connect vocabulary from narrative and expository reading by increasing students' use of academic vocabulary in speaking and writing. Teachers use sentence frames that include introductory phrases to increase students' use of more sophisticated syntax. Teachers evaluate the level of rigor expected in student writing and give students constructive feedback about their writing. In all four core subject areas, students demonstrate their understanding of concepts through both verbal and written responses that include great depth and multiple paragraphs when they are responding in writing.

Graves Middle School is using the Rosetta Stone English Language Development program and the AVID Excel program for our English Learners, whether they are recently arrived students or Long Term English Learners (LTEL). We utilize Chromebooks and iPads so teachers can have their English Learners access Rosetta Stone and other instructional programs during the school day and after school as well. These intervention programs are helping our students become better readers and more fluent in all aspects of English language development, as evidenced by our results on standardized assessments.

D. Student Work and School Documents

Student data and work will be collected and analyzed throughout the school year by our teaching and administrative staff. This will help us calibrate how we assess our students.

E. Analysis of Current Instructional Program (See Appendix B)

See Appendix B

V. Description of Barriers and Related School Goals

Goal for 2017-18

Site-based unit benchmark and other assessment data will be used to drive instruction and interventions for all students. IAB and ICA assessments for the English/language arts and math departments created assessments for social science, and science will be scanned into SchoolCity and examined at department meetings. Administrators and department data chairs will be in charge of department meetings where data is analyzed and instruction is discussed. Student data and work samples will be evaluated and instruction will be adjusted according to student needs. Teachers will re-teach content that needs to be presented again because students did not perform at a proficient level when they originally took the benchmark assessment.

Barrier

The IAB and ICA assessments have not been streamlined by CAASPP, so there are some challenges with disaggregating and utilizing data effectively. The state is improving their system, and we will continue to analyze the data and move forward.

Plan for 2017-18

LCAP funds are being used to compensate teacher-leaders for serving as department chairs in the areas of math, social science, and English/language arts. Our department chairs pull data and print reports from SchoolCity and they facilitate data team meetings, including the formulation of lesson plans and goals based on the data. Our site-based instructional coach supports the data meetings and instructional collaboration.

VI. Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

| | |
|--|--|
| <p>LCAP Goal #1:</p> <p>Create a learning environment where students feel safe and flourish as they develop skills needed to be competitive in the 21st Century global market through full implementation of Common Core State Standards and effective use of technology.</p> | |
| <p>SCHOOL GOAL # 1 (Based on conclusions from Analysis of Program Components and Student Data pages)</p> <p>Graves Middle School will facilitate personal student success by providing a safe and secure environment where mutual respect is demonstrated by students and staff.</p> <p>Graves Middle School has implemented the Common Core State Standards (CCSS) and will start to implement the Next Generation Science Standards (NGSS), provide full access to all courses, improve pupil achievement and other pupil outcomes.</p> <p>Graves Middle School will continue to increase the "C" or above rate for 7th and 8th graders and utilize the 8th Grade Promotion Policy.</p> | |
| <p>Student groups and grade levels to participate in this goal: All Graves students will participate in this goal.</p> <p>Target Student Groups: High Achievement students, Students with Disabilities, Hispanic, Foster Youth, English learners, and Socio-Economically Disadvantaged students, homeless students, and children of military families.</p> | <p>Anticipated annual performance growth for each group: Program for High Achievement students.</p> <p>All students will participate in the CAASPP assessment, at the rate of 95% or higher in ELA and Math</p> |
| <p>Means of evaluating progress toward this goal: 1A: Progress made by students will be measured by longitudinal growth on district units assessments, district benchmarks, and teacher records.</p> <p>1B: Progress made by students will be measured by continuous growth on the: *SchoolCity Assessments *District benchmarks (ELA/Math/Science/History) *Weekly/Unit Tests, Formative Assessments *Principal observations *Teacher Evaluations</p> | <p>Group data to be collected to measure academic gains: SchoolCity data resulting from multiples measures: Teacher-generated assessments, SchoolCity Assessments, CELDT Test, District Benchmark Assessments, and all Core Program Assessments.</p> <p>In addition: Attendance rates, the the Fitnessgram/Physical Fitness Exam of 7th grade students, Olweus implementation, District school climate survey, PBIS Intervention Support Checklist, referrals to community agencies (Whole Child, Spiritt Family Services, Pacific Clinics, etc.) as evidence from Parent Conferences, SST meetings, IEP meetings.</p> <ul style="list-style-type: none"> * CAASPP State Assessment * CELDT * District Benchmarks * Teacher observation and assessments * IAB/ICA |

| Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development) | Start Date Completion Date | Proposed Expenditures | Estimated Cost | Funding Source |
|--|---------------------------------------|---|---------------------------|-------------------------------|
| 1.0 The school leadership employs a wide range of strategies to support the implementation of the CCSS and encourages parental and community involvement, especially with the teaching and learning process. | | | | |
| 1.1 All core and supplemental materials used in classrooms are aligned to current Common Core State Standards (CCSS) content standards and are implemented appropriately. | 2017-2018 | Supplemental materials for CCSS | \$2,000.00 | LCFF |
| 1.2. Various forms of formative and summative CCSS based assessments are used to monitor progress toward mastery of the CCSS. Special ed. staff will work with site and district administrators to receive CCSS and CAASPP training. | 2017-2018 | Supplemental materials for CCSS | \$2,000.00 | LCFF |
| 1.3 Data will be analyzed during department meetings, data conferences, and trimester reviews. This information will be used to differentiate instruction and provide enrichment/intervention in a timely manner. | 2017-2018 | Extra-pay assignment for department chairs and teachers | \$10,000.00 | LCFF |
| 1.4 Graves teachers will appropriately implement the CCSS. | 2017-2018 | Professional Development | District cost | District budget and resources |
| 1.5 Data Analysis/Progress Monitoring during data conferences and/or professional development days (including release time for teachers) will be conducted by the administrative staff using SchoolCity to track student progress and inform instructional practices as well as CCSS training information. | 2017-2018 | Extra-pay assignment for department chairs and teachers | \$10,000.00 | LCFF |
| 1.6 DII will continue for all teachers with support from district coaches, as needed. | 2017-2018 | Subs | \$150.00 per day | LCFF |
| 1.7 Teachers will continue to attend CCSS/NGSS training and share information with colleagues. Special Ed. staff will work with fellow staff members, and site and district administrators to receive CCSS and CAASPP training. | 2017-2018 | CCSS/NGSS Professional Development and subs | \$2,000.00 | LCFF Title I |
| 1.8 ELA teachers will continue to receive training on the SchoolCity tool for curriculum/standards alignment and implementation. | 2017-2018 | Subs | \$150.00 per day | LCFF |
| 1.9 All teachers will continue to receive Thinking Maps training and will continue to align instruction to school-wide and district-wide writing initiatives and prompts. | 2017-2018 | Subs | \$150.00 per day | LCFF |

| <p align="center">Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p> | <p align="center">Start Date Completion Date</p> | <p align="center">Proposed Expenditures</p> | <p align="center">Estimated Cost</p> | <p align="center">Funding Source</p> |
|---|---|--|---|---|
| <p>1.11 Teachers will focus their instructional efforts on high leverage strategies/initiatives to increase the intended rigor of the CCSS and introduce the NGSS and Amplify Science. These strategies/initiatives include:</p> <p>*Utilize AVID WICOR and Excel EL strategies to support students' academic success</p> <ul style="list-style-type: none"> • Using locally adopted, standards-aligned instructional materials, curriculum, & assessments • Participating in the CAASPP and train students in the skills needed to take the CAASPP • Implementing the four components of Direct Interactive Instruction appropriately-- Standards and Measurable Objectives, Lesson Structure and Sequence, Student Engagement (interaction, feedback, and directives), and Proactive Classroom Management. • Teaching students how to use academic language while in academic settings • Integrating anytime, Intensive, Strategic and Supportive Academic and Behavioral Response to Intervention strategies that focus on a positive reward system • Grouping students, as needed, to maximize instruction and learning • Integrating the arts into the curriculum • Consistently using Leveled Sentence Frames and SDAIE strategies as needed throughout the instructional day and across all subject areas • Implementing the 4 Cs "Super Skills" for the 21st Century • Utilizing technology to maximize instruction and learning • Using metacognitive practices to teach students how to learn about learning • Implementing the Olweus/PBIS Anti-bullying Program • Instructing students on the use of metacognitive skills to increase learning • Developing rigorous and relevant instruction that motivates students to achieve at higher levels: Costas Taxonomy • Incorporate PBIS to create/sustain a positive school climate that includes a suicide prevention component | <p>2017-2018</p> | <p>Subs</p> | <p>\$150.00 per day</p> | <p>LCFF</p> |

| Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development) | Start Date Completion Date | Proposed Expenditures | Estimated Cost | Funding Source |
|--|---------------------------------------|----------------------------------|---------------------------|-----------------------------|
| 1.12 School requisition forms, for professional development are to be linked to a specific goal in the school's Single Plan for Student Achievement as evidenced by review of requisition forms by a district administrator. | 2017-2018 | Forms | \$100.00 | LCFF |
| 1.13 Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): Graves will organize activities to stimulate family participation based on information gained from parent surveys in the areas of parenting, communicating, learning at home and decision-making, collaborating with the community and volunteering as evidenced by scheduled activities and parent sign-in sheets. A parent incentive component will be added to these activities to increase parent support and participation. | 2017-2018 | Food and child care | \$500.00 | Title I- Parent Involvement |
| 1.14 Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): Graves will annually ensure a correctly composed and elected School Site Council and/or English Learner Advisory Committee. | 2017-2018 | Correspondence | \$500.00 | LCFF |
| 1.15 Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): Graves will hold at least one Title I Parent meeting and one School Advisory Committee Meeting annually. At each meeting, parents will receive information about the state standards for reading, supplemental support available for Title I students, and ways that they can support reading at home as evidenced by agendas and minutes. | 2017-2018 | Correspondence | \$500.00 | LCFF |
| 1.16 The site administrator will ensure that teachers regularly inform parents of their child's academic and personal progress by monitoring communication through aeries.net, Trimester Progress reports, advisories, parent/teacher conferences, Student Study Team (SST) conferences, IEP meetings, Mind the Red Mondays, and Blackboard: Nov./Feb./April/June/as needed | 2017-2018 | Correspondence | \$500.00 | LCFF |
| 1.17 The site administrator will communicate with parents in a language they can understand, in a timely manner, about academic proficiency levels, grade-level standards, local assessments as well as available student assistance and support. All notices, reports, statements, or records that district staff send parents or guardians will be provided in written form and in the primary language to the extent possible. Individual parent conferences will be held at least twice each year, and on-going as needed, to interpret student district reading assessments results and reading program as evidenced by conference schedules. | 2017-2018 | Correspondence | \$500.00 | LCFF |
| 1.18 Graves will improve existing technologies and continue to increase the use of new technologies in order to more effectively communicate with parents and to increase parent involvement and engagement. | 2017-2018 | Correspondence/Website | \$200.00 | LCFF |

| Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development) | Start Date Completion Date | Proposed Expenditures | Estimated Cost | Funding Source |
|---|---------------------------------------|---|---------------------------|--|
| 1.19 Auxiliary services for students and parents (including transition from preschool, elementary, and middle school): * Transition IEPs will be scheduled and held for students with disabilities who are transitioning into and out of Graves as needed. Parents, school staff and receiving teacher will attend meetings to review IEP goals as evidenced by IEP. * During Transition IEPs a brief high school orientation for students and parents will be held each year in order to familiarize the parents and students with programs offered at the high schools and review the math and ELA standards and expectations as evidenced by agendas and sign-in sheets. | 2017-2018 | Subs | \$150.00 per day | LCFF |
| 2. GMS will establish an environment where students feel safe and secure, and mutual respect is demonstrated by students and staff. | | | | |
| 2.1 All students, faculty, and staff have been trained to employ the Olweus Bullying Prevention Program via kick off activities, class meetings every two weeks, PBIS, and the school site discipline plan. | 2017-2018 | Subs | \$150.00 per day | LCFF |
| 2.2 A checklist referring to Positive Behavior Intervention Support (PBIS) is available for school site stakeholders. | 2017-2018 | Subs | \$150.00 per day | LCFF |
| 2.3 All certificated and classified staff will participate in training aligned to their specific jobs, safety, discipline, and on the contents and goals of the SPSA, in order to better support the school sites. Customer service and cross training will be the focus areas of the training. Attendance at training will be verified by sign-in sheets. | 2017-2018 | Subs | \$150.00 per day | LCFF |
| 2.4 School requisition forms, for professional development are to be linked to a specific goal in the school's Single Plan for Student Achievement as evidenced by review of requisition forms by a district administrator. | 2017-2018 | Forms | \$100.00 | LCFF |
| 2.5 District Approved Interventions/Enrichment programs will be implemented by district staff, content experts, consultants, and/or community volunteers to meet and enrich the academic needs of all students. | 2017-2018 | Cost of content experts and consultants | \$2,000.00 | Title I LCFF |
| 2.6 Coaching will be used to build leadership capacity in the teaching staff and the administration. | 2017-2018 | \$33,168.00 | \$33,168.00 | Centralized District Budget Title I |
| 2.7 A more safe and secure learning environment will be provided as funding becomes available including staff training on CPI, anti-bullying, PBIS, and suicide prevention. | 2017-2018 | Subs | \$150.00 per day | LCFF |

| Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development) | Start Date Completion Date | Proposed Expenditures | Estimated Cost | Funding Source |
|---|---------------------------------------|--|---|--|
| <p>2.8 District and middle school staff will create and adopt programs that cater to the unique academic and social/emotional needs of adolescents, including AVID and university and career awareness. Staff will develop programs that prepare students for success in high school and the university and monitor progress through grade review and input from tutors to ensure that students master content standards.</p> <p>Two 7th grade and two 8th grade AVID classes and AVID Excel classes will be offered to students. In addition to AVID, a student leadership class, a drama club, two STEM classes, a technology class, two band classes, an art class, and a painting class will be offered.</p> <p>AVID coordinator, AVID elective teachers, and AVID Site TEAM will attend summer training conference.</p> <p>Provide comprehensive student planner system with school information, school rules and consequences, and character education pages.</p> | 2017-2018 | AVID Professional Development Fee AVID tutors STEM coordinator stipend & materials Project Lead the Way related costs Travel, conference, field trips Purchase Planners | \$750.00 \$20,000.00 \$1,643.00 \$200.00 \$2,000.00 \$6,000.00 | LCFF Title I Centralized District Budget |
| 3. A culture where positive behavior is the norm and there is no tolerance for bullying. | | | | |
| 3.1 School requisition forms, for professional development are to be linked to a specific goal in the school's Single Plan for Student Achievement as evidenced by review of requisition forms by a district administrator. | 2017-2018 | Forms | \$100.00 | LCFF |
| 3.2 Students will be provided opportunities to practice and develop their leadership skills. A student incentive/reward system will be implemented to increase student motivation and student achievement. | 2017-2018 | Cost for student incentives | \$1,000.00 | ASB and volleyball funds (Field House rental) |
| 3.3 Coaching will be used to build leadership capacity in the teaching staff and the administration. | 2017-2018 | \$33,168.00 | \$33,168.00 | Centralized District Budget LCFF |
| 3.4 A more safe and secure learning environment will be provided as funding becomes available including staff training on CPI, anti-bullying, PBIS, and suicide prevention. | 2017-2018 | Subs | \$150.00 per day | LCFF |
| 3.5 School partners, such as Whole Child, Spiritt Family, and Pacific Clinics services, etc., will continue to receive school site and district referrals on an as needed basis for students who require additional support services. | 2017-2018 | Correspondence | \$100.00 | LCFF |
| 4. Implementation of the district Wellness Policy | | | | |
| 4.1 School requisition forms, for professional development are to be linked to a specific goal in the school's Single Plan for Student Achievement as evidenced by review of requisition forms by a district administrator. | 2017-2018 | Subs | \$150.00 per day | LCFF |
| 4.2 Coaching will be used to build leadership capacity in the teaching staff and the administration. | 2017-2018 | \$33,168.00 | \$33,168.00 | Centralized District Budget LCFF |

| Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development) | Start Date Completion Date | Proposed Expenditures | Estimated Cost | Funding Source |
|---|---------------------------------------|---|---------------------------|-----------------------------|
| 4.3 School partners, such as Whole Child, Spiritt Family, and Pacific Clinics services, will continue to receive school site and district referrals on an as needed basis for students who require additional support services. | 2017-2018 | Correspondence | \$100.00 | LCFF |
| 5. All students, including low income students, have access to basic health services. | | | | |
| 5.1 Graves will continue to improve existing technology and increase the use of new technologies in order to more effectively communicate with parents and to increase parent involvement and engagement for basic health services. | 2017-2018 | Correspondence | \$100.00 | LCFF |
| 5.2 School partners, such as Whole Child, Spiritt Family, and Pacific Clinics services, will continue to receive school site and district referrals on an as needed basis for students who require additional support services in the area of basic health services. | 2017-2018 | Correspondence | \$100.00 | LCFF |
| 6. Maintain a culture characterized by trust, professionalism, and high expectations for all students, having access to a system of personal support services, activities, and opportunities at the school and within the community. | | | | |
| 6.1 The staff will support district efforts that cater to the unique academic and social/emotional needs of adolescents, including metacognitive strategies and university and career awareness. Staff will develop programs that prepare students for success in middle school, high school, and the university level. | 2017-2018 | Surveys Parent Ed. materials Trainers Child care | \$500.00 | Title I LCFF |
| 6.2 School requisition forms, for professional development are to be linked to a specific goal in the school's Single Plan for Student Achievement as evidenced by review of requisition forms by a district administrator. | 2017-2018 | Forms | \$100.00 | LCFF |
| 6.3 Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): Graves will annually ensure a correctly composed and elected School Site Council and/or English Learner Advisory Committee. | 2017-2018 | Correspondence | \$100.00 | LCFF |
| 6.4 The site administrator will ensure that teachers regularly inform parents of their child's academic and personal progress by monitoring communication through Trimester Progress reports, parent/teacher conferences, Student Study Team (SST) conferences, IEP meetings, Aeries.net, and Aeries communication: Consistently and as needed. | 2017-2018 | Cost for aeries.net and Blackboard | District-based cost | Centralized district budget |
| 6.5 Graves will hold a Back-to-School Night event in the fall to review grade level standards and expectations as evidenced by agendas and sign-in sheets. In the spring of each year, Open House events will be held to showcase student work reflecting grade level standards. | 2017-2018 | Correspondence | \$100.00 | LCFF |
| 6.6 Graves will continue providing Parent Education Trainings that target parents of English learners. | 2017-2018 | Correspondence | \$100.00 | LCFF |
| 6.7 Graves will provide child care, meals, and attendance incentives to encourage attendance and participation at parent meetings, trainings, and workshops. These activities will be scheduled at a variety of convenient times to enable parents to participate in school-related meetings and training sessions as evidenced by meeting schedules. | 2017-2018 | Cost for child care and incentives | \$500.00 | Title I Parent Involvement |

| Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development) | Start Date Completion Date | Proposed Expenditures | Estimated Cost | Funding Source |
|--|---------------------------------------|----------------------------------|---------------------------|-------------------------------------|
| 6.8 Graves will continue to improve on current technologies and increase the use of new technologies in order to more effectively communicate with parents and to increase parent involvement and engagement. | 2017-2018 | Correspondence/Website | \$1,000.00 | LCFF |
| 7. Auxiliary services for students and parents, including transition to high school | | | | |
| 7.1 Transition IEP's are scheduled for students with disabilities at all transition grades; 6th to 7th, and 8th to 9th, to ensure a smooth transition to the new setting as evidenced by IEP meetings. | 2017-2018 | Correspondence | \$100.00 | LCFF |
| 7.2 A parent visitation and middle school orientation program for students and parents will be held each year in order to familiarize the parents and students with programs offered at Graves Middle School as evidenced by agendas and sign-in sheets. | 2017-2018 | Child care and food | \$500.00 | Title I Parent Education |
| 7.3 District/site administrators and teachers at Graves Middle School will collaborate with the Whittier Union High School District to create orientation programs for eighth grade students matriculating from Graves Middle School as evidenced by collaboration meeting notes. | 2017-2018 | Subs | \$150.00 | LCFF |
| 7.4 English learners who have not made annual growth in their English acquisition skills based on review of annual CELDT scores, will be identified for ELD intervention. Intervention instruction will be provided during the school day and during extended school day and extended school year programs. | 2017-2018 | Teacher extra-pay | \$2,000.00 | Centralized District Budget LCFF |
| 7.5 7th and 8th grade students who are at-risk of not graduating high school based or those who scored "Standard Not Met" or "Standard Nearly Met" on the CAASPP will be identified for the replacement reading National Geographic intervention class. Intervention instruction will be provided during the school day, during extended school day, and during extended school year programs. | 2017-2018 | Teacher extra-pay | \$36,000.00 | LCFF Title I |
| 8. Monitoring program effectiveness | | | | |
| 8.1 Graves Middle School will fully support the Public School Accountability Act. | 2017-2018 | Subs | \$150.00 per day | LCFF |
| 8.2 Graves Middle School employees will participate in all phases and components of the state's standards-based assessment system. | 2017-2018 | No cost | No cost | LCFF |
| 8.3 CAASPP test data, school performance indicators, and will be used to monitor programs and drive changes in instructional practice, as needed. | 2017-2018 | Department chairs | \$10,000.00 | LCFF |
| 8.4 Graves Middle School will have a Single Plan for Student Achievement, aligned to the Local Educational Agency LCAP Plan, which will be monitored by the School Site Council, informed by ELAC recommendations, and revised each year based on assessment data as evidenced by meeting agendas and minutes. | 2017-2018 | Correspondence | \$100.00 | LCFF |

| Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development) | Start Date Completion Date | Proposed Expenditures | Estimated Cost | Funding Source |
|--|---------------------------------------|----------------------------------|---------------------------|---------------------------|
| 8.5 State, district, and site assessment results and other relevant student work will be analyzed and used to drive changes in the instructional calendar and intervention practices during the academic year. | 2017-2018 | Department chairs | \$10,000.00 | LCFF |

VI. Planned Improvements in Student Performance (continued)

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| <p>LCAP Goal #2:</p> <p>Provide opportunities and support for students as they develop and expand their knowledge across a broad course of study which will prepare them for college and the workforce. Increased and improved services will be provided for all sub groups.</p> | |
| <p>SCHOOL GOAL #2 (Based on conclusions from Analysis of Program Components and Student Data pages) SCHOOL GOAL #1A Graves Middle School will decrease the percent of students scoring "Standard Not Met" or "Standard Nearly Met" on the CAASPP by 7% in ELA and 5% in Math and will increase the percent of students who score "Standard Met" or "Standard Exceeded" by 6%. Assessments will provide data towards mastery of CCSS. We will use Supplemental and Concentration funding sources to supplement the educational experience for our students.</p> | |
| <p>Student groups and grade levels to participate in this goal: All Graves students will participate in this goal. Student target groups include: * Hispanic * English learner * Socio-economically disadvantaged/homeless students * Foster Youth * Students with Disabilities * Children of military families</p> | <p>Anticipated annual performance growth for each group: Hispanic. There will be an increase of 7% of students who score "Standard Met" or "Standard Exceeded" on district and or school site assessments. Socio-economically Disadvantaged. There will be an increase of 7% of students who score "Standard Met" or "Standard Exceeded" on district and or school site assessments. English Language Learners. There will be an increase of 4% of students who score "Standard Met" or "Standard Exceeded" on district and or school site assessments. Foster Youth. There will be an increase of 4% of students who score "Standard Met" or "Standard Exceeded" on district and or school site assessments. Students with Disabilities -There will be an increase of 5% of students who score "Standard Met" or "Standard Exceeded" on district and or school site assessments.</p> |
| <p>Means of evaluating progress toward this goal: * SchoolCity Reports * End of the Unit Assessments (ELA/Math) * School Diagnostic Assessments * Administrative Observations * Teacher Evaluations</p> | <p>Group data to be collected to measure academic gains: * CAASPP * ELPAC * CAPA/CMA * ICA/IAB</p> |

| <p>Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p> | <p>Start Date Completion Date</p> | <p>Proposed Expenditures</p> | <p>Estimated Cost</p> | <p>Funding Source</p> |
|---|--|---|--|--|
|---|--|---|--|--|

| Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development) | Start Date Completion Date | Proposed Expenditures | Estimated Cost | Funding Source |
|---|---------------------------------------|---|---------------------------|--|
| 1.0 COMMON CORE STATE STANDARDS. All students will receive instruction based on Common Core State Standards (CCSS), which will prepare them for college and the workforce. | | | | |
| <p>1.1 MATERIALS & TECHNOLOGY. All students will have access to district adopted core and supplemental materials. These materials will be aligned to grade level CCSS in all content areas.</p> <p>Intervention/Enrichment materials will be used to meet the individual needs of students.</p> <p>GMS has received a significant amount of technology over the past few years, so the goal is for the school to continue to be equipped with functioning permanent labs and or other technology such as Chromebooks, iPads, document cameras, and projectors. GMS met its five year plan to allow all students to have 1-1 take home Chromebook in order to give all students access to technology on a daily basis. This cost was covered by the district office.</p> | 2017-2018 | Core materials-purchased by district Intervention Materials Intervention Aides Technology Hardware Software Maintenance | \$7,000.00 | Centralized district budget LCFF Site/Centralized budget |
| <p>1.2 ASSESSMENTS.</p> <p>The CAASPP, ELPAC, and various forms of district and program formative and summative assessments are used to monitor progress towards mastery of CCSS.</p> <p>School performance results are also used to set goals and monitor school site progress.</p> <p>Staff will implement a district and school site assessment schedule which includes district, program, and state assessments as well as timelines for the administration of assessments.</p> | 2017-2018 | Extra-pay assignment for department chairs | \$500.00 | Title I LCFF Centralized district budget |
| <p>1.3 COLLABORATION/PROGRESS MONITORING.</p> <p>1.3a Ongoing data will be collected and analyzed during department meetings, data conferences, and trimester reviews. This information will be used to differentiate instruction and provide enrichment/intervention in a timely manner.</p> <p>1.3b Meetings will include all teachers including specialists and special education teachers. The Professional Learning Community (PLC) model will be utilized as a way to continue to improve and enhance grade level and staff meetings.</p> | 2017-2018 | Extra-pay assignment for department chairs | \$10,000.00 | Title I LCFF |
| <p>1.4 TEACHING STRATEGIES. Teachers will use research-based instructional strategies such as DII, Thinking Maps, AVID WICOR strategies, AVID Excel EL strategies, etc. in order to scaffold all students during daily instruction.</p> | 2017-2018 | Professional Development Substitutes Conferences Travel Professional Materials | \$20,000.00 | Title I LCFF |
| <p>1.5 STAFFING. District will hire highly qualified staff that meet or exceed state guidelines.</p> | 2017-2018 | District related cost | District related cost | Centralized district budget |

| Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development) | Start Date Completion Date | Proposed Expenditures | Estimated Cost | Funding Source |
|---|---------------------------------------|--|---------------------------|--|
| 1.6 INSTRUCTIONAL MINUTES. All students including Students with Disabilities and English Learners, have access to the core curriculum by ensuring daily schedules meet the required instructional time for all curricular areas. | 2017-2018 | None | None | None |
| 1.7 We will provide continued training to our teachers so they can support students with their use of Chromebooks, DBQ online, Amplify ELA/ELD and Amplify Science, and AVID WICOR strategies, etc. | 2017-2018 | Professional Development Substitutes Conferences Travel Professional Materials | \$5,000.00 | Title I LCFF Centralized district budget |
| 1.8 We will use "drug dogs" as a deterrent to students to ensure a safe and secure environment for all staff and students. | 2017-2018 | Cost of the contract for the services provided | \$2,000.00 | LCFF |
| 2.0 INCREASE INSTRUCTIONAL DAY. A need exists to increase the instructional day and year to ensure maximum opportunities for Title I and English learner students to achieve grade level standards at the same level as their peers inside and outside of the district. | | | | |
| 2.1 INTERVENTION AND SSTs. Disaggregated student assessment data will be used to identify students, including English learners for placement into GMS's intervention program. Intervention will be designed to support English Language Arts and or mathematics as evidenced by data. Intervention classes will be offered to students within their regular school day as well as after school. Student Study Team (SST) will meet on an as needed basis to identify and monitor proposed interventions for at-risk students. | 2017-2018 | Data conferences Intervention Program Intervention Materials | \$ 500.00 | Title I LCFF |
| 2.2 EXTENDED YEAR. Students with Disabilities will be invited to attend an extended school year program focusing on skills identified in students' IEPs. | 2017-2018 | Cost for extended school year | \$13,000.00 | Centralized district budget |
| 2.3 THINK TOGETHER. THINK Together will continue to provide extended day programs for students. Program Coordinator will meet with site staff on a regular basis to align program components to state standards and site practices. The THINK Together program will focus on intervention/remediation, homework support, technology, enrichment activities, and physical fitness through organized indoor and outdoor activities. THINK Together staff will submit attendance reports monthly and expense reports quarterly to the Educational Services and Business Department | 2017-2018 | Cost for THINK Together program | \$900,000.00 | ACES grant |
| 2.4 ASSESSMENT. Some students taking the CAASPP who score "Standard Not Met" or "Standard Nearly Met" in English Language Arts will be supported in a heterogeneous classroom. Students who don't meet our school's academic policy will be required to attend after school intervention and/or remediation. Benchmark/Unit assessments will be used to identify students who struggle in ELA and/or Math. Student progress will be monitored by reviewing program assessment data during data conferences. | 2017-2018 | Intervention Materials Pay for Intervention Staff (extra pay) | \$36,000.00 | Title I LCFF |

| Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development) | Start Date Completion Date | Proposed Expenditures | Estimated Cost | Funding Source |
|--|---------------------------------------|----------------------------------|---------------------------|-----------------------------|
| 2.5 SUMMER SCHOOL. Opportunities to increase academic proficiency will be offered to English learners and students scoring "Standard Not Met" or "Standard Nearly Met" on district/state assessments. | 2017-2018 | Cost of summer school | \$35,000.00 | Centralized district budget |
| 2.6 STAFFING. Staff and/or consultants will deliver enrichment classes based on data and identified school needs. | 2017-2018 | Staff Consultants | \$8,000.00 | Title I LCFF |
| 3.0 STUDENTS WITH DISABILITIES. Students with disabilities will meet all goals outlined in their Individualized Educational Plans (IEPs) in the least restrictive environment. | | | | |
| 3.1 TRANSITIONAL IEPs. Transition IEPs will be scheduled and held for students with disabilities in the spring prior to entering a new grade level setting (6 to 7 and 8 to high school). This articulation will ensure a smooth transition to the new school site and provide the family an offer of a Free an Appropriate Public Education in the new setting. | 2017-2018 | Substitutes | \$150.00 per day | Centralized district budget |
| 3.2 PROGRAM. Students with identified special instructional needs will receive a program as determined by the IEP team decision based upon a review of individual data, ensuring appropriate accommodations and supports as defined in the IEP. This data will include, but not be limited to state test data; district benchmark data; IEP assessments; standardized assessments, teacher-made assessments; family history and parent observation; medical and psychological information and assessments; and student work products. The principal and/or designee will monitor IEP implementation through regular classroom visits and conversations with case carriers. | 2017-2018 | None | None | None |
| 3.3 SPECIAL EDUCATION. Special education students will receive intervention through small group instruction with the support of GMS staff teachers. General education program will use the district adopted core curriculum and other CCSS aligned support materials. | 2017-2018 | None | None | None |
| 3.4 RSP. Push-in or Pull-out RSP teacher or aide will provide instruction and or support to meet the students' IEP goals and offer of FAPE. RSP will use a variety of materials such as Common Core State Standards based materials or other approved programs to supplement learning for students. | 2017-2018 | None | None | None |
| 3.5 SDC. Students will receive specially designed instruction in a Special Day Class (SDC). SDC will use the ULS program and other support materials to supplement learning of special education students. | 2017-2018 | None | None | None |
| 3.6 STAFFING. Utilize highly qualified staff with the appropriate credentials to meet the goals outlined in all students' IEPs. Utilize sufficient staff who supports the mandated requirements for individual student's needs and also maintains caseloads, as outlined in education code. | 2017-2018 | Correct staffing | District cost | Centralized district budget |
| 4.0 All students including low income (Title I), English learners, Foster Youth are engaged in challenging learning experiences in the classroom that effectively help them learn the curriculum standards assessed on the CAASPP. | | | | |
| 4.1 ASSESSMENTS. In addition to 1.2 Assessments, data will be disaggregated and used to monitor strategies used for each of the identified subgroups (Title I, EL, Foster Youth, and other state identified subgroups.) | 2017-2018 | None | None | None |

| Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development) | Start Date Completion Date | Proposed Expenditures | Estimated Cost | Funding Source |
|---|---------------------------------------|--|---------------------------|---------------------------|
| 4.2 TEACHING AND LEARNING. In addition to 1.5 TEACHING STRATEGIES, identified subgroups will have programs such as Rosetta Stone and site based tutoring. | 2017-2018 | Support materials Support programs | \$35,000.00 | Title I LCFF |
| 4.3 TECHNOLOGY. Subgroups will be provided with a comprehensive technology program which includes resources such as Chromebooks, iPads, laptops, as well as apps and educational websites that promote 21st Century Learning and performance task projects. Staff will receive training in aligning CCSS, programs, strategies, and the CAASPP to build a cohesive program which prepares students for the CAASPP. | 2017-2018 | Technology Hardware Software Website registration | \$6,000.00 | Title I LCFF |
| 4.4 STAFFING. Staff will be trained in meeting the legal mandates and procedures for working with subgroups, specifically Foster Youth. | 2017-2018 | Professional Development Substitutes | \$150.00 for subs | Title I LCFF |

VI. Planned Improvements in Student Performance (continued)

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| LCAP Goal #3: | |
| Provide professional development opportunities for all staff to develop professional efficacy, to ensure that high-quality instruction is provided to all students. | |
| SCHOOL GOAL #3 (Based on conclusions from Analysis of Program Components and Student Data pages) Staff will have access to professional development training opportunities at the district and site level. | |
| Student groups and grade levels to participate in this goal: All staff will participate in professional development opportunities. Therefore, all students will benefit. | Anticipated annual performance growth for each group: Data for CAASPP. |
| Means of evaluating progress toward this goal: Student progress will be monitored through the analysis of Synced Solution unit assessments and SchoolCity Data. | Group data to be collected to measure academic gains: Teacher observations Data from department assessments Results from CAASPP |

| Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development) | Start Date Completion Date | Proposed Expenditures | Estimated Cost | Funding Source |
|---|---|--|-----------------------|---|
| 1. All staff will have access to professional development | | | | |
| 1.1 CCSS: All staff will be trained on Common Core State Standards, Next Generation Science Standards, AVID WICOR strategies, Excel EL strategies, and 21st Century learning strategies. * Critical Thinking Skills/Problem Solving Skills * Excel EL strategies * Integrated Content Based Learning Across Curriculum * Japanese Lesson Study opportunities | 2017-2018 | Substitute pay Extra pay assignment Registration fees Mileage Presenter fees Materials and supplies | \$20,000.00 | Centralized district budget Title I LCFF |
| 1.2 MATH - All math department staff members will receive training in the newly adopted Go Math program. * Staff members will receive training on various mathematical concepts: CCSS Mathematical Practices and strategies with staff developer * Teachers will receive professional development in AVID WICOR and Excel EL strategies | 2017-2018 | Substitute pay Extra pay assignment Registration fees Mileage Presenter fees Materials and supplies | District derived cost | Centralized district budgets Title I LCFF |
| 1.3 Language Arts/Science/Social Science - All teachers from these departments will receive ongoing support/training for CCSS based units. * Teachers will receive support in the implementation of CCSS lesson design and content. * Teachers will participate in vertical and horizontal collaboration at the site level to gain a better understanding of the structure of CCSS. * Teachers will be trained on providing multiple types of text structures: Informational text, literature, poetry, etc. * Teachers will receive ongoing support/training in Thinking Maps * Teachers will receive training on the NGSS * Teachers will receive professional development in AVID WICOR and Excel EL strategies * Admin. will pursue training for our history teachers in CCSS | 2017-2018 | Substitute pay Extra pay assignment Registration fees Mileage Presenter fees Materials and supplies | \$5,000.00 | Centralized district budgets Title I LCFF |

| Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development) | Start Date Completion Date | Proposed Expenditures | Estimated Cost | Funding Source |
|--|---------------------------------------|--|---------------------------|--|
| 1.4 COLLABORATION: Teachers will meet twice monthly to collaborate on core curricular needs and to discuss Best Practices. * Monthly department meetings * Committee meetings: Curriculum, High Achievers, Technology, Assessment, AVID, and Olweus * Participation in vertical articulation with WUHSD and with 6th grade teachers | 2017-2018 | Substitute pay Extra pay assignment Registration fees Mileage Presenter fees Materials and supplies | \$300.00 | Centralized district budgets and site budget |
| 1.5 COACHING: Teachers will be provided with ongoing access to coaching support, including but not limited to: * Planning/Observation/Feedback * Japanese Lesson Study * Reading Strategies | 2017-2018 | Substitute pay Extra pay assignment Registration fees Mileage Presenter Fees Materials and supplies | \$36,000.00 | Centralized district budgets and site budget |
| 1.6 TECHNOLOGY: Teachers will have access to professional development on 21st Century computer based topics: Using technology in the classroom, effective strategies, issues pertaining to laws and policies etc. | 2017-2018 | Substitute pay Extra pay assignment Registration fees Mileage Presenter Fees Materials and supplies | \$1,000.00 | Title I LCFF |

VI. Planned Improvements in Student Performance (continued)

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| LCAP Goal #4: | |
| Strengthen communication with parents and community members by providing resources and opportunities for parents' active engagement in their student's education. | |
| SCHOOL GOAL #4 (Based on conclusions from Analysis of Program Components and Student Data pages) | |
| SCHOOL GOAL # 4 Strengthen communication with parents and community members to provide resources and opportunities for parents to provide meaningful input into their students' education. | |
| Student groups and grade levels to participate in this goal: All students will benefit from the support of community stakeholders. | Anticipated annual performance growth for each group: N/A |
| Means of evaluating progress toward this goal: Analysis of the effectiveness of the means of communication with parents and community members in their home language. Various means of communication include written communication, aeries.net, Blackboard messages, school website and social media, parent surveys, and community partnerships. | Group data to be collected to measure academic gains: N/A |

| Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development) | Start Date Completion Date | Proposed Expenditures | Estimated Cost | Funding Source |
|--|---|---|---------------------------------|---------------------------------|
| Strengthen communication with parents and community members to provide resources and opportunities for parents to provide meaningful input into their students' education. | | | | |
| 1. Various means of communication include written communication, Blackboard messages, aeries.net, school website and social media, parent surveys, and community partnerships. | 2017-2018 | Blackboard license, school website license, aeries.net cost, and duplicating costs | Centralized services | District LCFF |
| 2. Hold regular parent advisory meetings, trainings, and give parents/community members the opportunity to attend within district and out of district conferences. | 2017-2018 | Within district and out of district conferences | \$1, 500.00 | Title I Parent Education |
| 3. Provide child care, translation, incentives, prizes, and rewards to encourage parent/community member participation in ongoing events. | 2017-2018 | Child care, translation services, incentives, prizes, and rewards | \$1,500.00 | Title I Parent Education |
| 4. Provide opportunities for parents and community members to participate in family nights, family education opportunities, Back-to-School Night, Open House, Parent/Teacher conferences, Annual Title I meeting, etc. | 2017-2018 | Child care costs, materials and supplies, translation services, prizes, and rewards | \$1,500.00 | Title I Parent Education |
| 5. Appropriately constituted parent advisory committees (School Site Council and/or ELAC, PTSA, Parent Advisory Committee, etc.) which serve to develop and approve the Single Plan for Student Achievement (SPSA)/Local Control Accountability Plan (LCAP) and school budgets, and review program effectiveness. | 2017-2018 | Duplicating costs | \$100.00 | General fund |
| 6. Parents will be informed throughout the school year about students' academic and behavioral progress utilizing advisory cards, aeries.net, the Blackboard program, Back-to-School Night, Open House, Parent Conferences, and parent meetings, etc. This includes all special populations, such as low Socio Economic Status, High Achieving, Special Education, and foster youth. | 2017-2018 | Cost of aeries.net and the Blackboard program | Centralized services | District LCFF |

| Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development) | Start Date Completion Date | Proposed Expenditures | Estimated Cost | Funding Source |
|--|---------------------------------------|---|---------------------------|---------------------------|
| 7. Current School Accountability Report Cards (SARC) containing all required information will be posted annually on the school website. | 2017-2018 | School website | Centralized services | District LCFF |
| 8. Parents of English Learners will be informed on an annual basis of their children's progress in the area of language development. | 2017-2018 | Duplicating costs | \$100.00 | General fund |
| 9. GMS has a community liaison that reaches out to the community to support students and the community. He offers various workshops to support the academic needs of students and the community. | 2017-2018 | Cost of salary and benefits for the liaison | Centralized services | District LCFF |

VI. Planned Improvements in Student Performance (continued)

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| LCAP Goal #5: | |
| Provide a comprehensive system of support services to facilitate student success, both academically and personally. | |
| SCHOOL GOAL #5 (Based on conclusions from Analysis of Program Components and Student Data pages) | |
| Create a learning environment where students feel safe and can grow and flourish as they develop the skills needed in order to be competitive in the 21st Century global market. | |
| Student groups and grade levels to participate in this goal: All 7th and 8th grade students. | Anticipated annual performance growth for each group: N/A |
| Means of evaluating progress toward this goal: Compliance with Williams requirements and review of our partnership with THINK Together. | Group data to be collected to measure academic gains: N/A |

| Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development) | Start Date Completion Date | Proposed Expenditures | Estimated Cost | Funding Source |
|---|---|---|--|--|
| Provide all students the opportunity to participate in the school's educational program and provide staff with opportunities to receive professional development and utilize the various programs that are offered to our students. Graves will comply with Williams requirements and nurture our relationship with THINK Together. | | | | |
| All students will learn from a highly qualified staff member within the school environment. | 2017-2018 | Salaries for staff and for staff development | Cost for salaries and professional development | Centralized district budgets and school site budgets |
| 1.2 All students, including Foster Youth, Children of Military families, special needs, English Learners, foster youth, GATE students, socio-economically disadvantaged, and other students will have equal access to the school's entire educational program. | 2017-2018 | Salaries for staff costs and for funds and resources for various educational programs | Cost for salaries and for resources and various educational programs | Centralized district budgets and school site budgets |
| All students, including special needs, English Learners, foster youth, GATE students, socio-economically disadvantaged, and other students will have full access to standards-aligned instructional materials at school and at home. | 2017-2018 | Cost and for instructional materials and supplies | Cost for materials and supplies | Centralized district budgets and school site budgets |
| All students will have full access to the library during the school day as well as before and after school so they can utilize technology and receive support for their school work. | 2017-2018 | Salary for library clerk | Library clerk salary | Centralized district budgets |
| GMS provides a safe, clean, well-maintained, and orderly learning environment that nurtures learning and provides a focus on continuous school improvement. The Olweus program, the PBIS program, and partnerships with Spirit Family Services, Pacific Clinics, and the Whole Child, among other organizations, support the social and emotional health and development of our students so they feel safe and engaged in their learning. | 2017-2018 | Costs of materials, supplies, and training for our various programs | \$200.00 | Centralized district budgets and school site budgets |

| Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development) | Start Date Completion Date | Proposed Expenditures | Estimated Cost | Funding Source |
|--|---------------------------------------|---|--|--|
| GMS complies with Williams requirements for school cleanliness and orderliness as well as the requirements for educational materials and supplies. | 2017-2018 | Salary for school and district custodians and maintenance personnel and instructional materials | Cost of school and district custodians and maintenance personnel salaries and instructional materials and supplies | Centralized district budgets |
| GMS works with THINK Together to provide an after school program that assists students with a safe environment to do their homework, participate in physical activity, and participate in an enrichment program. | 2017-2018 | The cost of the THINK Together program | \$900,000.00 | ACES Grant |
| GMS provides opportunities for volunteers, content experts, and consultants to enhance students' 21st Century Skills. | 2017-2018 | The cost of fees for content experts and consultants | \$10,000.00 | Centralized district budgets and school site budgets |

Appendix A - School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Enrolled Students Tested | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 7 | 374 | 314 | 324 | 367 | 314 | 321 | 367 | 314 | 320 | 98.1 | 100 | 99.1 |
| Grade 8 | 375 | 348 | 303 | 369 | 346 | 301 | 369 | 346 | 301 | 98.4 | 99.4 | 99.3 |
| All Grades | 749 | 662 | 627 | 736 | 660 | 622 | 736 | 660 | 621 | 98.3 | 99.7 | 99.2 |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|--------|--------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 7 | 2511.4 | 2518.3 | 2502.6 | 5 | 9.87 | 9.06 | 31 | 32.48 | 25.00 | 29 | 22.61 | 23.44 | 36 | 35.03 | 42.50 |
| Grade 8 | 2521.1 | 2514.6 | 2537.0 | 8 | 5.49 | 9.63 | 28 | 22.25 | 30.56 | 24 | 33.24 | 25.58 | 41 | 39.02 | 34.22 |
| All Grades | N/A | N/A | N/A | 6 | 7.58 | 9.34 | 29 | 27.12 | 27.70 | 26 | 28.18 | 24.48 | 38 | 37.12 | 38.49 |

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 7 | 11 | 14.97 | 10.94 | 43 | 43.31 | 38.44 | 45 | 41.72 | 50.63 |
| Grade 8 | 17 | 9.54 | 16.94 | 37 | 40.17 | 38.21 | 46 | 50.29 | 44.85 |
| All Grades | 14 | 12.12 | 13.85 | 40 | 41.67 | 38.33 | 46 | 46.21 | 47.83 |

| Writing Producing clear and purposeful writing | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 7 | 15 | 21.34 | 18.44 | 52 | 46.82 | 45.63 | 33 | 31.85 | 35.94 |
| Grade 8 | 15 | 10.40 | 19.67 | 45 | 50.58 | 46.00 | 40 | 39.02 | 34.33 |
| All Grades | 15 | 15.61 | 19.03 | 49 | 48.79 | 45.81 | 37 | 35.61 | 35.16 |

| Listening Demonstrating effective communication skills | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 7 | 7 | 9.55 | 4.38 | 64 | 57.01 | 55.63 | 30 | 33.44 | 40.00 |
| Grade 8 | 7 | 4.62 | 12.96 | 66 | 63.87 | 61.46 | 28 | 31.50 | 25.58 |
| All Grades | 7 | 6.97 | 8.53 | 65 | 60.61 | 58.45 | 29 | 32.42 | 33.01 |

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 7 | 14 | 22.29 | 22.19 | 56 | 41.72 | 41.56 | 30 | 35.99 | 36.25 |
| Grade 8 | 14 | 13.87 | 20.60 | 48 | 48.55 | 48.17 | 38 | 37.57 | 31.23 |
| All Grades | 14 | 17.88 | 21.42 | 52 | 45.30 | 44.77 | 34 | 36.82 | 33.82 |

Conclusions based on this data:

1. Although our students' scores are lower than we would hope for, our students have comparable scores to students in the Whittier Area and Statewide when they are grouped with similar demographic characteristics. The state goal is to have 5% growth, but we showed about 3% overall last year when you average out the school-wide scores. We know we have to make more progress, so our goal is 7% growth.
2. Although our students' scores are lower than we would hope for, our students are showing value-added growth while they are at Graves Middle School. We want to increase this value added growth more than last year so we can reach our goal of 7% growth.
3. Our goal is to show significant improvement over the years, as we know that our students can do better, and so can we as a staff. We feel that our collaborative systems and structures will help us reach 7% growth.

Appendix A - School and Student Performance Data (continued)

CAASPP Results (All Students)

Mathematics

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Enrolled Students Tested | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 7 | 374 | 314 | 324 | 365 | 313 | 321 | 365 | 312 | 321 | 97.6 | 99.7 | 99.1 |
| Grade 8 | 376 | 348 | 304 | 370 | 346 | 302 | 370 | 346 | 302 | 98.4 | 99.4 | 99.3 |
| All Grades | 750 | 662 | 628 | 735 | 659 | 623 | 735 | 658 | 623 | 98 | 99.5 | 99.2 |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|--------|--------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 7 | 2482.6 | 2488.7 | 2474.1 | 6 | 9.94 | 7.79 | 14 | 12.18 | 13.08 | 31 | 27.88 | 22.43 | 49 | 50.00 | 56.70 |
| Grade 8 | 2497.6 | 2482.4 | 2505.3 | 15 | 9.54 | 13.25 | 11 | 10.69 | 12.25 | 14 | 19.36 | 21.85 | 60 | 60.40 | 52.65 |
| All Grades | N/A | N/A | N/A | 10 | 9.73 | 10.43 | 12 | 11.40 | 12.68 | 23 | 23.40 | 22.15 | 55 | 55.47 | 54.74 |

| Concepts & Procedures | | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|--|
| Applying mathematical concepts and procedures | | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | |
| Grade 7 | 13 | 14.10 | 12.46 | 29 | 25.96 | 21.81 | 59 | 59.94 | 65.73 | |
| Grade 8 | 21 | 13.87 | 15.95 | 17 | 22.83 | 25.25 | 62 | 63.29 | 58.80 | |
| All Grades | 17 | 13.98 | 14.15 | 23 | 24.32 | 23.47 | 60 | 61.70 | 62.38 | |

| 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 | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 7 | 9 | 10.58 | 11.84 | 39 | 38.46 | 33.64 | 52 | 50.96 | 54.52 |
| Grade 8 | 13 | 10.40 | 14.90 | 43 | 28.03 | 42.72 | 43 | 61.56 | 42.38 |
| All Grades | 11 | 10.49 | 13.32 | 41 | 32.98 | 38.04 | 48 | 56.53 | 48.64 |

| Communicating Reasoning Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 7 | 7 | 9.62 | 7.17 | 49 | 47.76 | 51.09 | 44 | 42.63 | 41.74 |
| Grade 8 | 13 | 9.54 | 14.90 | 43 | 39.02 | 44.70 | 44 | 51.45 | 40.40 |
| All Grades | 10 | 9.57 | 10.91 | 46 | 43.16 | 47.99 | 44 | 47.26 | 41.09 |

Conclusions based on this data:

1. Although our students' scores are lower than we would hope for, our students have comparable scores to students in the Whittier Area and Statewide when they are grouped with similar demographic characteristics. The state goal is to have 5% growth, but we showed about 3% overall last year when you average out the school-wide scores. We know we have to make more progress, so our goal is 5% growth.
2. Although our students' scores are lower than we would hope for, our students are showing value-added growth while they are at Graves Middle School. We want to increase this value added growth more than last year so we can reach our goal of 5% growth.
3. Our goal is to show significant improvement over the years, as we know that our students can do better, and so can we as a staff. We feel that our collaborative systems and structures will help us reach 5% growth.

Appendix A - School and Student Performance Data (continued)

ELPAC Results

| 2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | |
|--|---------|---------------|------------------|---------------------------|
| Grade Level | Overall | Oral Language | Written Language | Number of Students Tested |

| Overall Language Number and Percentage of Students at Each Performance Level for All Students | | | | | | | | | |
|--|---------|---|---------|---|---------|---|---------|---|--------------------------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students |
| | # | % | # | % | # | % | # | % | |

| Oral Language Number and Percentage of Students at Each Performance Level for All Students | | | | | | | | | |
|---|---------|---|---------|---|---------|---|---------|---|--------------------------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students |
| | # | % | # | % | # | % | # | % | |

| Written Language Number and Percentage of Students at Each Performance Level for All Students | | | | | | | | | |
|--|---------|---|---------|---|---------|---|---------|---|--------------------------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students |
| | # | % | # | % | # | % | # | % | |

| Listening Domain Number and Percentage of Students by Domain Performance Level for All Students | | | | |
|--|----------------|---------------------|-----------|--------------------------|
| Grade Level | Well Developed | Somewhat/Moderately | Beginning | Total Number of Students |

| Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students | | | | |
|---|----------------|---------------------|-----------|--------------------------|
| Grade Level | Well Developed | Somewhat/Moderately | Beginning | Total Number of Students |

| Reading Domain Number and Percentage of Students by Domain Performance Level for All Students | | | | |
|--|----------------|---------------------|-----------|--------------------------|
| Grade Level | Well Developed | Somewhat/Moderately | Beginning | Total Number of Students |

| Writing Domain Number and Percentage of Students by Domain Performance Level for All Students | | | | |
|--|----------------|---------------------|-----------|--------------------------|
| Grade Level | Well Developed | Somewhat/Moderately | Beginning | Total Number of Students |

Conclusions based on this data:

1.

Appendix A - School and Student Performance Data (continued)

Student Population

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

| 2017-18 Student Population | | | |
|--|---|---|--|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 645 | 88.7% | 32.4% | 0.8% |
| 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 | 209 | 32.4% |
| Foster Youth | 5 | 0.8% |
| Homeless | 41 | 6.4% |
| Socioeconomically Disadvantaged | 572 | 88.7% |
| Students with Disabilities | 114 | 17.7% |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 4 | 0.6% |
| Asian | 4 | 0.6% |
| Filipino | 12 | 1.9% |
| Hispanic | 599 | 92.9% |
| Pacific Islander | 1 | 0.2% |
| White | 25 | 3.9% |






Conclusions based on this data:

1.

Appendix A - School and Student Performance Data (continued)

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|--|---|
| English Language Arts  Yellow | Chronic Absenteeism  Orange | Suspension Rate  Green |
| Mathematics  Yellow | | |
| English Learner Progress  No Performance Color | | |

Conclusions based on this data:

1. We will continue to take steps to decrease our suspension rate by working with our mental health partners and our school counselor. We will also develop a stronger PBIS program and develop a MTSS program to meet the needs of all of our kids. We will continue to meet the needs of our EL students and reclassify them as appropriate. We have shown strength in this area, so we will continue to work with our teachers so they use strategies that support our EL students.
2. We are using a new ELA program that differentiates for our students. It requires them to write for 10-20 minutes every day and it is a very student centered curriculum, so we expect better results. Our teachers are collaborating quite a bit to fully utilize the ELA curriculum. We are also going to use the IABs and/or ICAs and then adjust instruction based on the data we analyze. We are also using the PDAR process to guide our collaboration and our instruction. This process is student-centered and very effective for teachers.
3. We are using different instructional strategies for math to support our students. Teachers will continue to use collaborative strategies, performance tasks, conceptual strategies, and direct instruction to meet the kids' needs. Our teachers are collaborating quite a bit to determine the best way to support rigorous math instruction. We are also going to use the IABs and then adjust instruction based on the data we analyze. We are also using the PDAR process to guide our collaboration and our instruction. This process is student-centered and very effective for teachers. We are developing a plan for our math department so that there is focused and coherent instruction in our math classes.

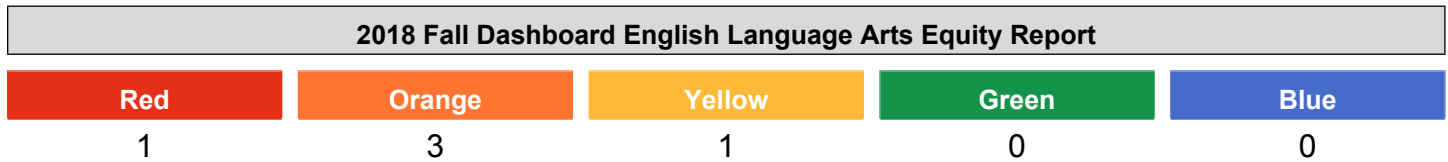
Appendix A - School and Student Performance Data (continued)

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>  Yellow 38.8 points below standard Increased 3 points 603 students | <p>English Learners</p>  Yellow 53.5 points below standard Increased 8.2 points 329 students | <p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students |
| <p>Homeless</p>  Orange 68.9 points below standard Maintained 0.3 points 31 students | <p>Socioeconomically Disadvantaged</p>  Orange 44.7 points below standard Maintained 1.2 points 536 students | <p>Students with Disabilities</p>  Red 124.5 points below standard Maintained -2.6 points 89 students |

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|---|--|---|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students |  No Performance Color 0 Students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students |  No Performance Color 29 points above standard 12 students |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Orange 41.6 points below standard Maintained 1.1 points 560 students |  No Performance Color 0 Students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students |  No Performance Color 30.7 points below standard Increased 18.2 points 23 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 |
|---|---|--|
| 120.7 points below standard Declined -4.9 points 150 students | 2.9 points above standard Maintained -0.6 points 179 students | 44.4 points below standard Declined -4.3 points 198 students |

Conclusions based on this data:

1. We are using a new ELA program that differentiates for our students. It requires them to write for 10-20 minutes every day and it is a very student centered curriculum, so we expect better results. Our teachers are collaborating quite a bit to fully utilize the ELA curriculum. We are also going to use the IABs and/or ICAs and then adjust instruction based on the data we analyze. We are also using the PDAR process to guide our collaboration and our instruction. This process is student-centered and very effective for teachers.
2. We are using designated ELD time as part of the Amplify ELD program to differentiate instruction for our EL students. This program also supports some of our other subgroups because of overlap students.
3. We want to continue to support our RFEP, EL and EO students with the above-mentioned programs and processes. We are satisfied with our RFEP progress, but we have to improve results with grade level content, tutoring, and Embedded Support.

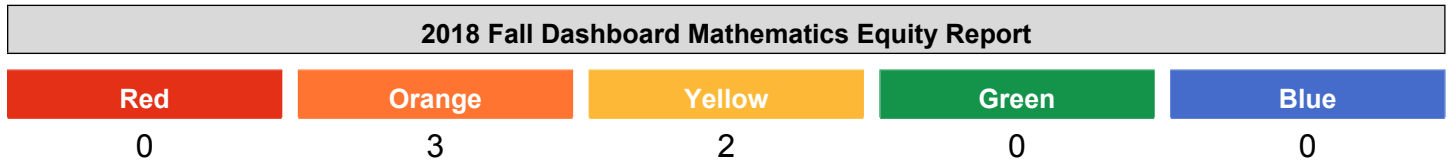
Appendix A - School and Student Performance Data (continued)

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>  Yellow 84.6 points below standard Increased 5.7 points 605 students | <p>English Learners</p>  Orange 95.9 points below standard Increased 16.4 points 330 students | <p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students |
| <p>Homeless</p>  Orange 111.8 points below standard Increased 18.4 points 31 students | <p>Socioeconomically Disadvantaged</p>  Yellow 89.6 points below standard Increased 6.4 points 538 students | <p>Students with Disabilities</p>  Orange 173.4 points below standard Increased 11.3 points 89 students |

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|---|--|--|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students |  No Performance Color 0 Students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students |  No Performance Color 2.3 points above standard 12 students |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Yellow 88.6 points below standard Increased 4.1 points 562 students |  No Performance Color 0 Students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students |  No Performance Color 66.8 points below standard Increased 15.6 points 23 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 |
|--|--|--|
| 170 points below standard Maintained 1.3 points 151 students | 33.5 points below standard Increased 8.9 points 179 students | 98.3 points below standard Declined -4.1 points 199 students |

Conclusions based on this data:

1. We are using different instructional strategies for math to support our students. Teachers will continue to use collaborative strategies, performance tasks, conceptual strategies, and direct instruction to meet the kids' needs. We are having students use math reasoning and then they have to discuss their rationale. They also have to critique each other's reasoning.
2. Our teachers are collaborating quite a bit to determine the best way to support rigorous math instruction. We are also going to use the IABs and then adjust instruction based on the data we analyze. We are also using the PDAR process to guide our collaboration and our instruction. This process is student-centered and very effective for teachers. We are developing a plan for our math department so that there is focused and coherent instruction in our math classes.
3. Students are working collaboratively, in small groups and in pairs, to support one another in mastery of the lesson. We anticipate that these changes will make a difference for our students.

Appendix A - School and Student Performance Data (continued)

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 |
| 170 | 22.9% | 43.5% | 24.7% | 8.8% |

Conclusions based on this data:

1. Although we are very pleased with our EL progress report, we will continue to support our EL students so they can continue to experience success. We feel our AVID Excel program has supported many of our EL students, so we will continue to develop this program to support our kids. We feel that our EL coordinator has truly supported our EL kids, so we will continue to support her as she enables our EL students to be successful.
2. We have taken steps to improve the suspension rate for our EL students, and we will continue to work with our EL coordinator and our teachers with PBIS and MTSS to decrease the EL suspension rate.
3. We have taken steps to improve math instruction for our EL students, as all EL students are in grade level content and they are receiving mastery instruction. We will ensure that they also continue to receive Embedded Support, Study Skills, and after school tutoring as needed.

Appendix A - School and Student Performance Data (continued)

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.

| 2018 Fall Dashboard College/Career Equity Report | | | | |
|--|--------|--------|-------|------|
| Red | Orange | Yellow | Green | Blue |

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. N/A

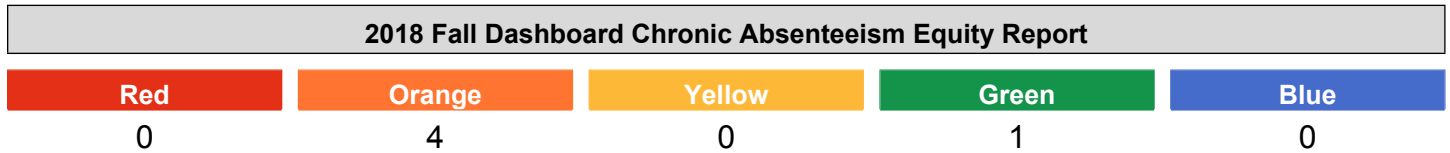
Appendix A - School and Student Performance Data (continued)

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>  Orange 9% chronically absent Increased 0.8% 666 students | <p>English Learners</p>  Green 6.7% chronically absent Declined 1.4% 223 students | <p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students |
| <p>Homeless</p>  Orange 14.3% chronically absent Increased 2% 42 students | <p>Socioeconomically Disadvantaged</p>  Orange 9.1% chronically absent Increased 0.6% 595 students | <p>Students with Disabilities</p>  Orange 11.2% chronically absent Maintained 0.2% 116 students |

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|---|--|---|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students |  No Performance Color 0% chronically absent 12 students |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Orange 9% chronically absent Increased 0.5% 619 students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students |  No Performance Color 8% chronically absent Increased 0.6% 25 students |

Conclusions based on this data:

1. We will continue to take steps to decrease our Chronic Absenteeism rate by working with our SART and SARB committees, our mental health partners, and our school counselor.
2. We will also develop a stronger PBIS program and develop a MTSS program to meet the needs of all of our kids because we believe academic and social-emotional factors affect student attendance and achievement.
3. We will engage our parents to ensure that they have resources and accountability to improve attendance for all students.

Appendix A - School and Student Performance Data (continued)

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.

2018 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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.

2018 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

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.

2018 Fall Dashboard Graduation Rate by Year

2017

2018

Conclusions based on this data:

1. N/A

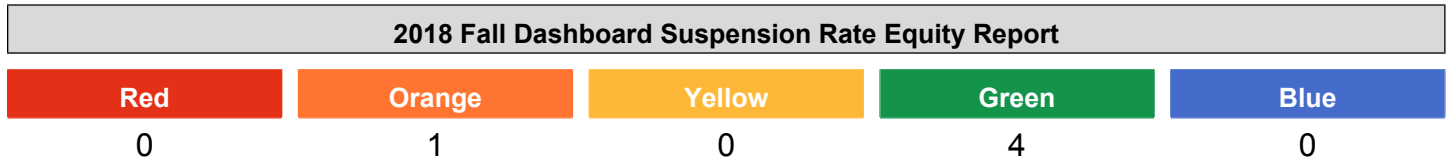
Appendix A - School and Student Performance Data (continued)

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>  <p>Green</p> <p>4.2% suspended at least once</p> <p>Declined -5.6%</p> <p>671 students</p> | <p>English Learners</p>  <p>Green</p> <p>4.9% suspended at least once</p> <p>Declined -5.7%</p> <p>224 students</p> | <p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not 6 students</p> |
| <p>Homeless</p>  <p>Orange</p> <p>2.3% suspended at least once</p> <p>Increased 2.3%</p> <p>44 students</p> | <p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>4.7% suspended at least once</p> <p>Declined -5.3%</p> <p>600 students</p> | <p>Students with Disabilities</p>  <p>Green</p> <p>7.8% suspended at least once</p> <p>Declined -6.3%</p> <p>116 students</p> |

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|---|--|---|
|  No Performance Color Less than 11 Students - Data 5 students |  No Performance Color 0 Students |  No Performance Color Less than 11 Students - Data 4 students |  No Performance Color 8.3% suspended at least once 12 students |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Green 4.3% suspended at least once Declined -5.6% 624 students |  No Performance Color 0 Students |  No Performance Color Less than 11 Students - Data 1 students |  No Performance Color 0% suspended at least once Declined -11.1% 25 students |

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

2018 Fall Dashboard Suspension Rate by Year

| 2016 | 2017 | 2018 |
|------------------------------|------------------------------|------------------------------|
| 8.7% suspended at least once | 9.8% suspended at least once | 4.2% suspended at least once |

Conclusions based on this data:

1. We will continue to take steps to decrease our suspension rate by working with staff to think about alternatives, our mental health partners, and our school counselor.
2. We will also develop a stronger PBIS program and develop a MTSS program to meet the needs of all of our kids because we believe academic and social-emotional factors affect student attendance and achievement.
3. We will engage our parents to ensure that they have resources and accountability to improve attendance for all students.

Appendix B - Analysis of Current Instructional Program

This section lists statements about the instructional program adapted from NCLB, Title I, Part A and the related California Essential Program Components (EPC). To analyze these statements, the school site council will need information from a variety of sources (e.g., Survey Results, Library Plan, Master Plan, SARC).

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 was given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)

Teachers have analyzed 2017-2018 test scores. We are continuing to go deeper with the CCSS and we are giving SBAC type assessments. Our teachers are using IAB assessments that mirror the SBAC and we are using this data to inform our instruction and make adjustments to our instructional program.

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

Teachers analyze state, district and locally created assessment data and re-teach students who have difficulties with the content on these formative assessments.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)

All staff members at Graves Middle School have met the requirements for being NCLB highly qualified.

4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)

The principal has received training for the currently adopted instructional materials and CCSS.

5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)

Sufficiency of credentialed teachers:

Williams Legislation showed that 100 percent of our teachers are NCLB compliant and are highly qualified to teach the courses they are assigned to teach in the master schedule.

Math Department

Houghton Mifflin "Go Math" textbook adoption- adopted 2014-15

Math teachers received Houghton Mifflin training for the new math adoption in 2014-2015 and they continue to receive training on an ongoing basis.

English Department

Teachers received training in CCSS, SBAC, and Amplify ELA/ELD.

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

The GMS staff has done a significant amount of training with AVID and AVID Excel to become a school-wide AVID school. We have received WICOR training and there are varying levels of implementation in all classrooms at GMS. We have also worked with Michael Fullan and the Systems Leadership Collaborative to ensure that we have the right systems, structures, and drivers in place to improve teaching and learning at GMS. We are considering further systems improvements so that we can increase teacher efficacy and student learning.

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

Action Learning Systems Direct Interactive Instruction (DII) training for all content area teachers during the 2011-12 and 2012-13 school years.

The instructional coach work with all departments in the areas of DII, Thinking Maps, and AVID strategies. Science teachers are receiving CCSS and NGSS training from Lauren Swanson from Whittier College. Teachers are receiving site based and off site professional development in AVID WICOR and Excel EL strategies.

8. Teacher collaboration by grade level (EPC)

Mondays are designated as teacher collaboration days:

All departments/subject area teachers work on common pacing guides and update them when necessary. Teachers are using Mondays to transition to the CCSS and to SBAC type assessments during the 2017-18 school year.

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)

We continue to improve with implementing the CCSS and the SBAC for the 2017-18 school year, and we are utilizing CCSS aligned materials and instructional practices and locally created assessments that mirror the SBAC. We feel that this will help our students master the CCSS and the SBAC.

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)

Our students are double blocked in ELA and math, so we meet the recommended instructional minutes for these two content areas.

11. Lesson pacing schedule (EPC)

We will continue to utilize the CCSS and the SBAC for the 2017-18 school year. We will also continue to utilize CCSS aligned materials and instructional practices and locally created assessments that mirror the SBAC. We have created new pacing plans that are based on the CCSS and the SBAC.

12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)

We will continue to use the CCSS and the SBAC for the 2017-18 school year. We will also continue to utilize CCSS aligned materials and instructional practices and locally created assessments that mirror the SBAC. The materials we are using will be aligned to the CCSS, as we utilize the Synced Solution in ELA for our lessons and our pacing plan.

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

We will continue to use the CCSS and the SBAC for the 2017-18 school year. We will also continue to utilize CCSS aligned materials and instructional practices and locally created assessments that mirror the SBAC. 90% of our teaching staff have received formal AVID WICOR and Excel EL training. The materials we are using will be aligned to the CCSS as we utilize the ELA curriculum for our lessons and pacing plan.

Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)

Action Learning Systems provided Direct Interactive Instruction (DII) training for all content area teachers during the 2011-12 and 2012-13 school years. District Instructional Coaches have worked with all teachers to support DII and Thinking Maps. Teachers and students have benefited from this professional development. Working with the SWSD, Graves Middle School coordinates resources that come from state, local, and federal funding sources, we work with local agencies to support students with their social, emotional, mental, and financial needs so our underachieving students can attain grade level success.

15. Research-based educational practices to raise student achievement at this school (NCLB)

Action Learning Systems provided Direct Interactive Instruction (DII) training for all content area teachers during the 2011-12 and 2012-13 school years. District Instructional Coaches have worked with all teachers to support DII and Thinking Maps. 90% of our core teaching staff have received formal AVID WICOR and Excel EL training. Teachers and students have benefited from this professional development.

16. Opportunities for increased learning time (Title I SWP and PI requirement)

GMS exceeds the amount of state required instructional minutes for one school year, our ELA and math classes are double blocked so they get plenty of instruction in these two content areas.

17. Transition from preschool to kindergarten (Title I SWP)

Graves is a middle school, so this does not apply to us.

Involvement

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

Working with the SWSD, Graves Middle School coordinates resources that come from state, local, and federal funding sources, we work with local agencies to support students with their social, emotional, mental, and financial needs so our underachieving students can attain grade level success. We have a site-based Community Liaison who helps us reach out to parents and support our students and the community.

19. Strategies to increase parental involvement (Title I SWP)

Parent Involvement Training - Teachers, administration, and parents/PTSA president
DAC/DELAC
PTSA
SSC/ELAC

Annual Title I parent meeting
AVID/Academy Family Nights
Aeries Parent Training
Google Classroom & Google Aps for Education Parent Training
Intervention Parent Meetings
CCSS Parent Training
Spiritt Family Services Parent Training
Parents of feeder elementary school students visit GMS in the winter and the spring
Open House/Back-To-School Night
Parent-Teacher Conferences

20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

School Site Council/ELAC meetings
DAC/DELAC
Superintendent's Facilities Advisory Committee
LCAP Committee
PTSA

Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)

Special education support, during school/after school support programs, tutoring, intervention for at-risk kids, Study Skills classes, use of Mentors to support Study Skills students, and in-school and out-of-school counseling are the services that support our under performing students.

22. Fiscal support (EPC)

State (LCFF) and Federal (Title I dollars) funds support our educational program.

Appendix C - School Budget

Appendix D - Title I Allocations

Appendix E - Recommendations and Assurances (Richard L. Graves Middle School)

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:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: May 15, 2018

Attested:

Dr. Matthew C. Fraijo

Typed Name of School Principal

Signature of School Principal

4/24/18

Date

Yesenia Prillwitz

Typed Name of SSC Chairperson

Signature of SSC Chairperson

4/24/18

Date

Appendix F - Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

Parents Pledge:

Staff Pledge:

Appendix G - School Site Council Membership: Richard L. Graves Middle School

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

| Name of Members | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Students |
|--|-----------|-------------------|--------------------|----------------------------|--------------------|
| Matthew C. Fraijo | X | | | | |
| Snow Nakajima | | X | | | |
| Tricia Vega-Jeter | | X | | | |
| Elyse Kenny-Schiller | | X | | | |
| Lydia White | | | X | | |
| Norma Cardenas | | | | X | |
| Jasmin Bueno | | | | X | |
| Alejandra Sanchez | | | | X | |
| Yesenia Prillwitz | | | | X | |
| Claudia Hernandez | | | | X | |
| Numbers of members of each category | 1 | 3 | 1 | 5 | 0 |

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

SOUTH WHITTIER SCHOOL DISTRICT
“Success for Every Student”
Site Budget
2017–2018
Graves Middle School

Revised April 18, 2018

| Title 1 | Title 1: Parent Involvement | LCFF Discretionary |
|--|--|---|
| \$48,125.00 | \$1,502.00 | \$75,125.00 |
| <u>Non-Cap Equipment</u> | <u>Classified Extra Pay</u> 1) \$900.00- Translating Support- M. Franco & R. Mendoza | <u>Contracted Srvc</u> 1) \$750.00-Project Lead the Way 2) \$500.00- Student rewards and incentives 3) \$500.00- D.O. Food Services for AVID Demo Site Visit (cover with volleyball funds) 4) \$1,800.00- K9 Drug Dog Services 5) \$495.00- Fix lamination machine 6) \$2,557.00- Amplify Science 7) \$1,551.00- Amplify Science- Integ. Units 8) \$843.00- PLTW access to website- Frias |
| <u>Contracted Srvc</u> 1) \$448.66- Sprigeo | <u>Parent Education/Support</u> 1) \$250.00- Take-Note parent training, cyberbullying Total- \$352.00 | <u>Non-Cap Equipment</u> 1) \$15,000.00- Chromebooks 2) \$8,271.87- Tables and chairs |
| <u>Classified Extra Pay</u> 1) \$600.00 Campus Supervision – L. White 2) \$500.00- End of year activities-L. Ruiz 3) \$560.00- Aide support to SDC kids to Knott’s | | <u>Teacher Extra Pay</u> 1) \$2,995.78- AVID Summer Institute for Ed Lopez, Brandon Mitsunaga, Caleb Rouse, & Odelisa Orellana 2) \$1,269.77- PLTW Summer Institute for Nakajima |
| <u>Travel and Conference</u> 1) \$250.00- Gibson for PLTW training | | <u>Subs</u> 1) \$4,500.00 (30 subs at \$150) |
| <u>Teacher extra pay</u> 1) \$30,916.00- Intervention 2) \$1,000.00- Gibson for PLTW training | | <u>Classified Extra Pay</u> |
| <u>Mtrls & Supplies</u> 1) \$4,838.51-School Planner/Agenda for all students 2) \$500.00-Library books 3) \$825.00-Rosetta Stone licenses 4) \$2,600.00- Amplify Science 5) \$605.00- Kagan math materials 6) \$255.00- Books for the library | | <u>Computer Software</u> 1) \$750.00- Digital DBQ |

| | | |
|--|--|--|
| <p>Total Title I Expenditures- \$44, 187.00 (combined)</p> <p>Total Title I Budget- \$49, 627.00 (combined)</p> | | <p><u>Materials and Supplies</u></p> <p>1) \$200.00- "Oracle" books</p> |
| | | <p><u>Travel and Conference</u></p> <p>1) \$5,661.03- For registration & travel expense reimbursement for AVID Summer Institute for Ed Lopez, Odelisa Orellana, Caleb Rouse, & Brandon Mitsunaga</p> <p>2) \$2,675.28- Project Lead the Way (STEM training)</p> <p>3) \$1,550.00- PLTW PD at Cal Poly</p> |
| | | <p><u>Band Repairs</u></p> <p>1) \$1,000.00-Anaheim Band Instruments</p> |
| | | <p><u>Teacher Extra Pay- Intervention</u></p> <p>1) \$1,335.00 for teacher extra pay/tutoring</p> <p>2) \$5, 000.00 AVID Coord. Stipend- D. Honeycutt</p> <p>3) \$3,000.00- Ast. Int. Coord.– A. Riisager</p> |
| | | <p><u>Teacher Extra Pay</u></p> <p>1) \$10,000.00- Department Head stipends</p> |
| | | <p><u>Teacher Extra Duty</u></p> |
| | | <p><u>Prof. Development</u></p> <p>1) \$400.00- P.E. conference</p> <p>2) \$125.00- PLTW training</p> |
| | | <p>Total- \$74,225.00</p> |

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|--|-----------------------|---------------|------------------|-------------|------------------|
| 2018 Single Plan for Student Achievement | 2018-04-18 | | | | 33 |

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[Previous Section](#)
[VII. Appendix D - Title I Allocation](#)

[Current Section](#)
VII. Appendix E - Recommendations and Assurances

[Next Section](#)
[VIII. Appendix F - Home/School Compact](#)

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Appendix E - Recommendations and Assurances (Richard L. Graves Middle School)

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

State Compensatory Education Advisory Committee

English Learner Advisory Committee

Special Education Advisory Committee

Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

Departmental Advisory Committee (Secondary)

Signature

Clear

Signature

Clear

Signature

Clear

Signature

Clear

Signature

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Signature

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Signature

Clear

Signature

Clear

Other committees established by the school or district (list):

4. The SSC reviewed the content requirements for school plans of programs included in this SPsA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPsA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPsA was adopted by the SSC at a public meeting on: December 15, 2016

Attested:

Typed Name of School Principal

Dr. Matthew C. Fraijo

Signature of School Principal

Clear

Date

4/24/18

Typed Name of SSC Chairperson

Yesenia Prillwitz

Signature of SSC Chairperson

Clear

Date

4/24/18

Next Section

VII. Appendix F - Home/School Compact

Current Section

VII. Appendix E - Recommendations and Assurances

Previous Section

VII. Appendix D - Title I Allocation

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Budget By Expenditures