

Single Plan for Student Achievement 2018-2019

Itliong-Vera Cruz Middle School



Single Plan for Student Achievement 2018-2019

School: Itliong-Vera Cruz Middle School

District: New Haven Unified School District

County-District School (CDS) Code: 01-61242-6068266

Principal: Heather Thorner

Date of this revision: October 24, 2018

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

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

| | |
|-------------------|---|
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Form A: Planned Improvements in Student Performance: ELA

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 academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

Local Education Agency (LEA) GOAL:

Goal #1: We will ensure that all students are college, career and life ready.

Goal #2: We will personalize learning in order to engage all students.

Goal #3: We will provide equity and access to all students and families to support safe, caring and more personal learning environments.

Goal #4: We will provide basic services, ensuring students are taught by highly qualified teachers, have full access to standards-aligned instructional materials, and attend well-maintained school facilities

SECTION 1 – SCHOOL GOAL: English Language Arts

California Dashboard – Academic Indicator – English Language Arts

In 2018-2019, Itliong-Vera Cruz Middle School will improve the status of the Academic Indicator in English Language Arts for “Socio-economic Disadvantaged” students by the “Current Status” (Average Distance from Level 3) by +6.4 points from 28.3 to 21.9 and the “Change” (Difference Between Current Status and Prior Status) by 6.4 from -6.4 to +6.4.

In 2018-2019, Itliong-Vera Cruz Middle School will improve the status of the Academic Indicator in English Language Arts for “EL Learners” by the “Current Status” (Average Distance from Level 3) by +7.8 points from -48.4 to -40.8 and the “Change” (Difference Between Current Status and Prior Status) by 7.8 from -7.8 to +7.8.

In 2018-2019, Itliong-Vera Cruz Middle School will improve the status of the Academic Indicator in English Language Arts for “White” students by the “Current Status” (Average Distance from Level 3) by +2.5 points from -5.4 to -2.9 and the “Change” (Difference Between Current Status and Prior Status) by 2.5 from -2.5 to +2.5.

In 2018-2019, Itliong-Vera Cruz Middle School will improve the status of the Academic Indicator in English Language Arts for “Students with Disabilities” by the “Current Status” (Average Distance from Level 3) by +2.3 points from -111.4 to -109.1 and the “Change” (Difference Between Current Status and Prior Status) by 2.3 from -2.3 to +2.3.

In 2018-2019, Itliong-Vera Cruz Middle School will improve the status of the Academic Indicator in English Language Arts for “Hispanic” students by the “Current Status” (Average Distance from Level 3) by +3.9 points from -33.7 to -29.8 and the “Change” (Difference Between Current Status and Prior Status) by 3.9 points from -3.9 to +3.9.

NWEA Growth – English Language Arts

School Wide - The percentage of students in grades 6 through grades 8 who meet their NWEA growth target will increase from 57% in the Spring of 2018 to 62% in the Spring of 2019.

Goals by Grade Level:

- 6th Grade – The percentage of students that meet their growth targets will increase by 5% from 56% in the Spring of 2018 to 61% in the Spring of 2019.
- 7th Grade – The percentage of students that meet their growth targets will increase by 5% from 58% in the Spring of 2018 to 63% in the Spring of 2019.
- 8th Grade – The percentage of students that meet their growth targets will increase by 5% from 56% in the Spring of 2018 to 61% in the Spring of 2019.

SBAC Proficiency Goals – English Language Arts

Goals by Grade Level:

- 6th Grade – The percentage of students that are proficient in ELA will increase by 5% from 54% in Spring 2018 to 59% in Spring 2019.
- 7th Grade – The percentage of students that are proficient in ELA will increase by 5% from 55% in Spring 2018 to 60% in Spring 2019.
- 8th Grade – The percentage of students that are proficient in ELA will increase by 5% from 60% in Spring 2018 to 65% in Spring 2019.

By Spring of 2019, our 6th grade students in the following sub-groups will make these proficiency increases as measured by the SBAC for ELA and will improve as follows:

- The percentage of African American students being proficient in ELA will increase by 5% from 26% in Spring 2018 to 31% in Spring 2019.
- The percentage of Hispanic students being proficient in ELA will increase by 5% from 32% in Spring 2018 to 37% in Spring 2019.
- The percentage of Socio-economic Disadvantaged students being proficient in ELA will increase by 5% from 37% in Spring 2018 to 42% in Spring 2019.
- The percentage of English Learner students being proficient in ELA will increase by 5% from 3% in Spring 2018 to 8% in Spring 2019.
- The percentage of Students with Disabilities (speech or language impairment) students being proficient in ELA will increase by 5% from 7% in Spring 2018 to 12% in Spring 2019.

By Spring of 2019, our 7th grade students in the following sub-groups will make these proficiency increases as measured by the SBAC for ELA and will improve as follows:

- The percentage of African American students being proficient in ELA will increase by 5% from 32% in Spring 2018 to 37% in Spring 2019.
- The percentage of Hispanic students being proficient in ELA will increase by 5% from 37% in Spring 2018 to 42% in Spring 2019.
- The percentage of Socio-economic Disadvantaged students being proficient in ELA will increase by 5% from 42% in Spring 2018 to 47% in Spring 2019.
- The percentage of English Learner students being proficient in ELA will increase by 5% from 4% in Spring 2018 to 9% in Spring 2019.
- The percentage of Students with Disabilities (speech or language impairment) students being proficient in ELA will increase by 5% from 18% in Spring 2018 to 23% in Spring 2019.

By Spring of 2019, our 8th grade students in the following sub-groups will make these proficiency increases as measured by the SBAC for ELA and will improve as follows:

- The percentage of African American students being proficient in ELA will increase by 5% from 30% in Spring 2018 to 35% in Spring 2019.
- The percentage of Hispanic students being proficient in ELA will increase by 5% from 48% in Spring 2018 to 53% in Spring 2019.
- The percentage of Socio-economic Disadvantaged students being proficient in ELA will increase by 5% from 49% in Spring 2018 to 54% in Spring 2019.
- The percentage of English Learner students being proficient in ELA will increase by 5% from 0% in Spring 2018 to 5% in Spring 2019.
- The percentage of Students with Disabilities (speech or language impairment) students being proficient in ELA will increase by 5% from 11% in Spring 2018 to 17% Spring 2019.

| What data did you use to form this goal? | What were the findings from the analysis of this data? | How will the school evaluate the progress of this goal? |
|--|--|---|
| <p>(SBAC) CA Standards Assessment Tests Results Report (ELA) school years 2014 to 2018</p> <p>NWEA Data (ELA): School years 2015 to 2018</p> | <p>SBAC: IVCMS is at 51.6% proficiency in Reading</p> <p>NWEA Spring 2018: IVCMS is at 57% in Reading</p> <p>In order to achieve proficiency for all students at IVCMS, more targeted instruction is needed to support our African American students, English Language Learners (EL), Socio-economic Disadvantaged students and our Students with Disabilities. Our other populations of students are currently meeting proficiency targets.</p> | <p>Each semester the IVCMS Instructional Leadership Team along with the School Site Council (SSC) will evaluate growth based on data derived from the SBAC and NWEA.</p> <p>Students will use the Fall NWEA score to set personal growth goals that they will measure during the Winter NWEA and Spring NWEA.</p> |

STRATEGIES: During the 2018-2019 school year, IVCMS will

- continue to focus on implementation of Reading Apprenticeship (RA), Project Based Learning (PBL), professional development (PD) and instructional coaching focused on English Learners coaching to improve classroom instruction in order to raise student achievement.
- implementation of district-wide adopted instructional materials, collections.
- continue to implement PD and strategies using RA, and Writer's Workshop model.
- continue to implement Common Core State Standards (CCSS) based lessons and units. Implement formative and summative assessments based on CCSS.
- continue to focus on basic services, parent involvement, pupil achievement, pupil engagement, school climate, and other pupil outcomes focusing on special populations such as EL students, Special Education students, Low Socio-economic students, African American students, Latino students, and when needed, General Education students.
- continue to offer academic support beyond the classroom, such as homework club, reading intervention class, and Union City Family Center (UCFC) services.
- continue offering academic support using supplemental materials.
- purchase engaging text selections to capture the interest of all students.

| Action/Date | Person(s) Responsible | Task/Date | Cost and Funding Source |
|--|------------------------------------|---|--------------------------------------|
| Provide direct services such as after school interventions, Homework Club and Peer Tutors | Site Admin/Staff | After school support will be provided for students identified as needing extra support to meet achievement goals. | \$1,000 Title I LCAP (2003) |
| Provide Enrichment/Academic Support Programs | Site Admin/Staff/Outside Providers | The Village Method to support African American students. | \$3,750 100% Title I (2003) |
| EL Coach – 2 period releases time | Teacher | EL Coach to provide support for new comer and long-term EL students. Support planning of integrated and designated ELD programs. | \$49,000 100% Title I (2003) |
| Provide Student Achievement Recognition | Teacher/Admin | A student award system will be maintained. Student will receive various treats to celebrate accomplishments or special activities at lunch. | \$300 100% Title I (2006) |
| Improve testing environments, work with teachers to provide prep support for SBAC, CELDT, & NWEA Testing | Testing Admin/Staff | This is to help run the data and help prepare the school wide assessments: CELDT, NWEA, & SBAC, including support materials & motivational support materials to support students through the testing process. | \$500 100% LCAP (2006) |

| | | | |
|---|---|---|--|
| Continued PD for staff to implement CCSS, improve student achievement, improve student and parent engagement, & improve school climate. | All Staff | Support for staff to continue PD in how to implement CCSS: through release days, new curriculum, curriculum design, instructional materials, books, technology, & other needed supplies. Continue to support Reading Apprenticeship PD. | \$10,000 100% LCAP (4005) |
| Continued support to design and implement common formative and summative assessments. | All Staff | Support for staff to continue PD in how to design and develop common assessments, both formative and summative, in order to implement CCSS: through release days, new curriculum, curriculum design, instructional materials, books, technology & other needed supplies. | \$1,500 LCAP General Fund (4005) |
| Continued support of Literacy achievement goals by acquisition of appropriate materials. | Media Center Staff, Core Teachers, Administrators | Continued development of CCSS curriculum by obtaining appropriate materials for IVCMS in order to have access for students to research and read novels that are more culturally responsive to our student population. | \$5,000 70% LCAP 30% Title I (4005) |
| Provide CCSS training and implement during the 2018-19 school year. | Administrators/ILT/ Teachers | Provide support for staff to continue PD on how to implement CCSS: through conferences, release days, curriculum, curriculum design, instructional materials, books, technology & other related supplies. | \$3,000 LCAP General Fund (2005) |
| | All Staff | Provide support for staff to continue PD on how to design and develop common assessments both formative and summative in order to implement CCSS: through release days, curriculum, curriculum design, instructional materials, books, technology & other related supplies. | |
| Realign and develop benchmark assessments through Rigorous Curriculum Design (RCD) during the 2018-19 school year. | Administrators ILT Members All Staff | Provide support for staff to continue PD in how to implement CCSS: release days, curriculum, curriculum design, instructional materials, books, technology & other related supplies. | \$2,000 LCAP General Fund (2005) |
| Develop, and implement PD activities for CCSS and its implementation. | | Provide support for staff to continue PD to design and develop common assessments, both formative and summative, in order to implement CCSS. Through release days, curriculum, curriculum development, instructional materials, books, technology & other needed supplies. | |

Form A: Planned Improvements in Student Performance: Math

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 academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

Local Education Agency (LEA) GOAL:

Goal #1: We will ensure that all students are college, career and life ready.

Goal #2: We will personalize learning in order to engage all students.

Goal #3: We will provide equity and access to all students and families to support safe, caring and more personal learning environments.

Goal #4: We will provide basic services, ensuring students are taught by highly qualified teachers, have full access to standards-aligned instructional materials, and attend well-maintained school facilities

SECTION 2 – SCHOOL GOAL: Math

California Dashboard – Academic Indicator – Math by +15.6 points from -102.8 to -87.2

In 2018-2019, Itliong-Vera Cruz Middle School will improve the status of the Academic Indicator in Mathematics for “African American students” by the “Current Status” (Average Distance from Level 3) by 6 points from 102.8 to 87.2 and the “Change” (Difference Between Current Status and Prior Status) by 15.6 points from -15.6 points to +15.6 points.

In 2018-2019, Itliong-Vera Cruz Middle School will improve the status of the Academic Indicator in Mathematics for “White” students by the “Current Status” (Average Distance from Level 3) by 5 points from -26.2 to -21.8 and the “Change” (Difference Between Current Status and Prior Status) by 5 points from 1.5 points to 5 points.

In 2018-2019, Itliong-Vera Cruz Middle School will improve the status of the Academic Indicator in Mathematics for “Students with Disabilities” by the “Current Status” (Average Distance from Level 3) by 6.5 points from -142.5 to -136 and the “Change” (Difference Between Current Status and Prior Status) by 5 points from 6.5 points to 5 points.

In 2018-2019, Itliong-Vera Cruz Middle School will improve the status of the Academic Indicator in Mathematics for “English Learners” students by the “Current Status” (Average Distance from Level 3) from 78.5 to below level 3 to 66.7 below level 3 and the “Change” (Difference Between Current Status and Prior Status) by 11.8 points from -11.8 points to +11.8 points.

NWEA Growth – Math

School Wide - The percent of students in Grades 6 through Grades 8 who meet their NWEA growth target will increase by 5% from 50% in Spring 2018 to 55% in Spring 2019.

Goals by Grade Level:

- 6th Grade – The percentage of students that meet their growth targets will increase by 5% from 42% in Spring 2018 to 47% in Spring 2019.
- 7th Grade – The percentage of students that meet their growth targets will increase by 5% from 43% in Spring 2018 to 48% in Spring 2019.
- 8th Grade – The percentage of students that meet their growth targets will increase by 5% from 50% in Spring 2018 to 55% in Spring 2019.

SBAC Proficiency Goals – Math

Goals by Grade Level:

- 6th Grade – By Spring 2019, IVCMS will increase the percentage of students scoring proficient or advanced on SBAC Math by 5% from 46% to 51%.
- 7th Grade – By Spring 2019, IVCMS will increase the percentage of students scoring proficient or advanced on SBAC Math by 5% from 44% to 49%.
- 8th Grade – By Spring 2019, IVCMS will increase the percentage of students scoring proficient or advanced on SBAC Math by 5% from 46% to 51%.

By Spring of 2019, our 6th grade students in the following sub groups will make these proficiency increases as measured by the SBAC for math, will improve as follows:

- The percentage of African American students being proficient in math will increase by 5% from 26% to 31%.
- The percentage of Hispanic students being proficient in math will increase by 5% from 32% to 37%.
- The percentage of Socio-economic Disadvantaged students being proficient in math will increase by 5% from 27% to 32%.
- The percentage of English Learner students being proficient in math will increase by 5% from 0% to 5%.
- The percentage of Students with Disabilities (speech or language impairment) students being proficient in math will increase by 5% from 9% to 14%.

By Spring of 2019, our 7th grade students in the following sub groups will make these proficiency increases as measured by the SBAC for math, will improve as follows:

- The percentage of African American students being proficient in math will increase by 5% from 16% to 21%.
- The percentage of Hispanic students being proficient in math will increase by 5% from 18% to 23%.
- The percentage of Socio-economic Disadvantaged students being proficient in math will increase by 5% from 29% to 34%.
- The percentage of English Learner students being proficient in math will increase by 5% from 4% to 9%.
- The percentage of Students with Disabilities (speech or language impairment) students being proficient in math will increase by 5% from 10% to 15%.

By Spring of 2019, our 8th grade students in the following sub groups will make these proficiency increases as measured by the SBAC for math, will improve as follows:

- The percentage of African American students being proficient in math will increase by 5% from 21% to 26%.
- The percentage of Hispanic students being proficient in math will increase by 5% from 26% to 31%.
- The percentage of Socio-economic Disadvantaged students being proficient in math will increase by 5% from 30% to 35%.
- The percentage of English Learner students being proficient in math will increase by 5% from 10% to 15%.
- The percentage of Students with Disabilities (speech or language impairment) students being proficient in math will increase by 5% from 7% to 12%.

| | | |
|--|---|--|
| <p>What data did you use to form this goal?</p> <p>(SBAC) CA Standards Assessment Tests Results Report (Math) school year 2014 through 2018</p> <p>NWEA Data (Math): School years 2014 through 2018</p> | <p>What were the findings from the analysis of this data?</p> <p>SBAC: IVCMS is at 45% proficiency in Math</p> <p>NWEA: Spring 2018: IVCMS is at 50% proficiency in Math</p> <p>In order to achieve proficiency for all students at IVCMS, more targeted instruction is needed to support our African American students, English Language Learners, Socio-economic Disadvantaged students and our Students with Disabilities. Our other populations of students are currently meeting proficiency targets.</p> | <p>How will the school evaluate the progress of this goal?</p> <p>Each tri-mester the IVCMS Instructional Leadership Team and staff will evaluate growth based on data derived from the SBAC and NWEA assessments.</p> <p>Students will use the Fall NWEA score to set personal growth goals that they will measure during the Winter NWEA and Spring NWEA.</p> |
|--|---|--|

STRATEGIES: During the 2018-19 school year, IVCMS will...

- continue to implement mathematics PD and coaching through the Mathematic Studio Program.
- implement in classroom and outside of the classroom intervention strategies to improve student academic performance in Math.
- continue to focus on CCSS and on basic services, parent involvement, pupil achievement, pupil engagement, school climate, and other pupil outcomes focusing on special populations such as EL students, Special Education students, low socio-economic students, African American students, Latino students and, when needed, General Education Students.

| Action/Date | Person(s) Responsible | Task/Date | Cost and Funding Source |
|--|--|--|--|
| Provide after school interventions, Homework Club and Peer Tutors | Site Admin/Staff | Additional support will be provided for students who need extra support to meet achievement goals. Counselors will work to partner 8 th grade Geometry students with students in need of additional math support. | \$1,000 100% LCAP (2003) |
| Enrichment/Academic Support Programs | Outside Providers | The Village Method for African American students. | \$3,750 100% Title I (2003) |
| Create opportunity for parent engagement with curriculum. | All Staff | Host Math Family Festival nights and Family nights. | \$500 100%Title I (2003) |
| Continued PD for staff in order to implement CCSS, improve student achievement, improve student and parent engagement, & improve school climate. | All Staff | Additional support for staff to continue PD in how to implement CCSS: through release days, curriculum, curriculum development, instructional materials, books, technology & other related supplies. | \$3,000 (\$2,500) LCAP General Fund (2006 and 4005) |
| Continued support to design and implement common formative and summative assessments. | All Staff | Support for staff to continue PD in how to design and develop common assessments both formative and summative in order to implement CCSS through release days, curriculum, curriculum design, instructional materials, books, technology & other related supplies. | \$1,000 LCAP General Fund (4005) |
| Provide CCSS training and implement during the 2018-2019 school year. | Administrators/ILT/ Literacy/Math Coaches | Provide support for staff to continue PD on implementation of CCSS: release days, curriculum, curriculum design, instructional materials, books, technology & other related supplies. | \$1,000 50% LCAP General Fund 50% Title I (2005) |
| Realign and develop benchmark assessments through Rigorous Curriculum Design (RCD) during the 2018-2019 school year. | All Staff | Provide support for staff to continue PD on design and development of common assessments both formative and summative in order to implement CCSS through release days, curriculum, curriculum design, instructional materials, books, technology & other related supplies. | |

Form A: English Language Learners

Local Education Agency (LEA) GOAL:

Goal #1: We will ensure that all students are college, career and life ready.

Goal #2: We will personalize learning in order to engage all students.

Goal #3: We will provide equity and access to all students and families to support safe, caring and more personal learning environments.

Goal #4: We will provide basic services, ensuring students are taught by highly qualified teachers, have full access to standards-aligned instructional materials, and attend well-maintained school facilities

SECTION 3 – SCHOOL GOAL: English Language Learners

California Dashboard – Academic Indicator – English Language Learners

English Learners Indicator - (Red)

For 2018-2019, English Language Learner goals are established through their progress on NWEA and SBAC. Please see the above goals for this specific group of students.

| What data did you use to form this goal? | What were the findings from the analysis of this data? | How will the school evaluate the progress of this goal? |
|---|--|--|
| <p>EL Dashboard will not be available due to change from CELDT to ELPAC and revised classification criteria.</p> <p>SPSA's will not include any analysis of language assessments. Once ELPAC scores are available site and School Site Council will review this assessment and adjust goals and actions as appropriate. Please see specific ELA and Math goals for specific goals for these students.</p> | | <p>EL Academic performance data – NWEA, SBAC; EL Language proficiency data when available.</p> |

STRATEGIES: During the 2018-2019 school year, IVCMS will...

- continue to focus on implementation of Reading Apprenticeship and Tool Kit, PD and literacy coaching to improve classroom instruction in order to raise student achievement. Continue to implement PD and strategies using Writer's Workshop model.
- continue to implement mathematics PD and coaching through the Math Studio Program. Additionally, IVCMS will implement intervention strategies to improve student academic performance in Math by creating a peer tutoring lunch program.
- continue careful and early placement of students in academic classes.
- continue clustering of newcomer students.
- Site focus with focus on EL standards and on academic conversation.
- EL PD for the site.

- EL Professional Learning Communities (PLC), a second cohort will be created.
- EL Support release teacher.
- Newcomer classes – 2.
- Parent Engagement Nights – 3 times a year.
- Supplemental materials targeted towards success for English Language Learners.
- ELA / ELD Textbook Adoption.
- continue to implement CCSS along with other basic services, parent involvement, pupil achievement, pupil engagement, school climate, and other pupil outcomes, focusing on special populations such as EL students.

| Action/Date | Person(s) Responsible | Task/Date | Cost and Funding Source |
|---|---|---|---|
| Based on EL program review done during the Spring of 2015 by the NHUSD, IVCMS has developed a comprehensive EL program to support IVCMS EL students | EL admin EL TOSA IVCMS & district staff | Develop a PD program for staff based on research based practices. Coordinate with district office EL Director and support personnel to implement new EL strategies and understanding. 2 Newcomer support classes. | \$49,000 100% Title I (4001) District Funded |
| Provide instructional materials as well as supplemental materials for EL teachers: novels, readers, supplemental readers, new technology. | EL admin EL TOSA ELA coach Staff | Other classes, curriculum, instructional materials including technology, and related supplies will also be provided to all staff with EL students in their classes. Materials to enable access to grade level content for EL students in ELA, Social Science, Math, Science, and ELA teachers. | \$2,000 90% LCAP 10% Title I (3020) |
| Designated ELD PD | Teachers | Hourly sub release to support the implementation of designated ELD. | \$10,000 District Title 3 (1002) |
| Provide PD to increase proficiency among EL students. | EL admin EL TOSA ELA coach Staff | Release time, district PD training sessions. Release time for teachers to work directly with EL support teacher and EL admin. | \$3,000 50% LCAP 50% Title I (1003) |

Local Education Agency (LEA) GOAL:

Goal #1: We will ensure that all students are college, career and life ready.

Goal #2: We will personalize learning in order to engage all students.

Goal #3: We will provide equity and access to all students and families to support safe, caring and more personal learning environments.

Goal #4: We will provide basic services, ensuring students are taught by highly qualified teachers, have full access to standards-aligned instructional materials, and attend well-maintained school facilities

SECTION 4 – SCHOOL GOAL: School Climate

California Dashboard – Academic Indicator – School Climate

Increase the number of students who follow all school rules and expectations by reducing the number of school disciplinary incidents.

In 2018-2019, Itliong-Vera Cruz Middle School will improve the status of their Suspension Indicator Status for "Students with Disabilities" by the "Current Status" (Average Distance from Level 3) by 2% decline from 20.1% to 18.1% and the "Change" (Difference Between the Current Status and Prior Status) by 2% from -0.8% decline to +2.8%.

In 2018-2019, Itliong-Vera Cruz Middle School will improve the status of their Suspension Indicator Status for "Hispanic" students by the "Current Status" (Average Distance from Level 3) by 2.8% decline from 15.7% to 12.9% and the "Change" (Difference Between the Current Status and Prior Status) by 2.8% from -1.4% to 4.2%.

In 2018-2019, Itliong-Vera Cruz Middle School will improve the status of their Suspension Indicator Status for "Students of 2 or more races" by the "Current Status" (Average Distance from Level 3) by 1.4% decline from 8.9% to 7.5% and the "Change" (Difference Between the Current Status and Prior Status) by 1.4% from -2.8% to -4.2%.

Student Discipline

By Spring 2019, we will reduce the number of infractions and the number of students receiving multiple infractions.

- The number of student discipline referrals will be reduced from 656 to 590.
- The number of suspensions will be reduced from 46 to 40.
- Students receiving multiple referrals will be reduced from 114 to 95.
- Students receiving multiple suspensions will be reduced from 3 to 0.

Attendance

By Spring 2019, we will improve our annual student attendance rate by 1.69% from 96.31% to 98.00% positive attendance.

By Spring 2019, we will reduce our chronic absenteeism rate by 1.6% from 4.6% to 3.0%

What data did you use to form this goal?

IVCMS School Disciplinary Reports

| | Referrals | Days of suspensions at home or Alternative Center |
|-----------|-----------|---|
| 2013-2014 | 1,284 | 107 |
| 2014-2015 | 923 | 114 |
| 2015-2016 | 795 | 73 |
| 2016-2017 | 1,030 | 49 |
| 2017-2018 | 656 | 46 |

According to the 2017-2018 RTT Survey, 7th grade students reported: (Combined District Totals)
 68% like going to school.
 71% feel emotionally safe at school.
 78% feel physically safe at school.
 94% have friends at school.
 83% have an adult at school they feel they can talk to.

IVCMS Attendance Data Reports

| Year | Average from August-December Percentage | Average from January-June Percentage | Overall yearly Attendance Percentage |
|-----------|---|--------------------------------------|--------------------------------------|
| 2013-2014 | 96.93% | 96.77% | 96.78% |
| 2014-2015 | 97.17% | 96.36% | 96.67% |
| 2015-2016 | 96.45% | 96.36% | 96.60% |
| 2016-2017 | 99.93% | 99.96% | 99.77% |
| 2017-2018 | 96.67% | 97.71% | 97.1% |

What were the findings from the analysis of this data?

Current disciplinary data revealed a general decline in the number of suspensions to date for this year. However there is still a number of incidents that we have placed students in our on site suspension room and we would like to decrease those numbers. We also saw an increase in the number of referrals written.

One area of focus is to improve the short term independent study procedures to help ensure A.D.A. is earned.

How will the school evaluate the progress of this goal?

Each tri-mester the IVCMS Instructional Leadership Team along with the School Site Council will evaluate goals based on data derived from the IVCMS School Disciplinary Reports and upcoming parent, staff, student surveys.

When available, CHKS Survey.
 (CHKS is administered every other year)

STRATEGIES: During the 2018-2019 school year, IVCMS will...

- continue to offer counseling for students to prepare and encourage them to making better choices. IVCMS will partner with Union City Youth and Family Services (YFS) to provide additional group and individual counseling.
- continue to focus on implementing an activities program that creates a positive school climate. We will continue to offer incentives for creating a positive school environment.
- offer PD on Blended Learning and Personalization.
- support student creation of a Personalized Learning Plan.
- providing alternative support for students on campus such as: Yoga, Mindfulness, Homework Club, etc.
- implement a transition program WEB (Where Everybody Belongs) for entering 6th graders.
- implement Common Sense media training for students.
- continue to offer motivational student assemblies.
- increase student school activities, before, after and during school/ community building activities.
- implement culturally relevant curriculum, building up classroom/library materials.
- PD for culturally relevant curriculum and equitable practices.
- use C.O.S.T process to help identifying students in need and make connections with students to programs available. Community and Parent involvement, Engagement, and Awareness through on-site collaborative groups.
- implement specific site focus around improving the 6th grade transition to middle school, First 20 days.
- School-wide assembly to address cyber bullying issues ad awareness. #ICANHELPAsembly

| Action/Date | Person(s) Responsible | Task/Date | Cost and Funding Source |
|---|---|---|---|
| Invest in counseling curriculum. | Administrator & Counselors | Instructional materials, and release time for counselors to organize and implement programs geared towards counseling students to make better choices. Programs directed at special populations listed above. | \$500 50% LCAP 50% General Fund (3003) |
| Provide ongoing school-wide activities. | Administrator, Counselors & Activities Director | Instructional materials, release time for counselors to organize and implement programs and geared towards helping create a positive climate on campus. (Student school wide incentive programs). Award Website used and will be promoted to encourage positive student behavior. Motivational Assemblies for students/anti bullying "I can help" School wide assemblies promoting positive school environments will be presented to students. | \$1,000 80% LCAP 20% General Fund (3003) \$100 LCAP Funded 100% (3003) \$2,100 |

| | | | |
|---------------------------|-----------|---|---|
| | | Provide funds towards college tours for all students in the 8 th grade. | \$3,000 50% LCAP 50% Title I (3.3, 3003) |
| | | Media Center will purchase more culturally relevant books and materials for all students to access. | \$3,000 100% General Fund (3.3) |
| Trauma Informed Practices | All Staff | PD to increase awareness and strategies to best support students. | No cost |
| Social Emotional Learning | All Staff | | No cost |

Form A: Parent Engagement

Local Education Agency (LEA) GOAL:

Goal #1: We will ensure that all students are college, career and life ready.

Goal #2: We will personalize learning in order to engage all students.

Goal #3: We will provide equity and access to all students and families to support safe, caring and more personal learning environments.

Goal #4: We will provide basic services, ensuring students are taught by highly qualified teachers, have full access to standards-aligned instructional materials, and attend well-maintained school facilities

SECTION 5 – SCHOOL GOAL: Parent Engagement

IVCMS will increase the number of parents completing the annual NHUSD Parent Survey.

| What data did you use to form this goal? | What were the findings from the analysis of this data? | How will the school evaluate the progress of this goal? |
|---|--|--|
| <p>Number of parents attending Back to School Night, Open House, ELAC and SSC meetings, parent nights.</p> <p>RTT-D Parent Surveys.</p> | <p>It revealed a need for targeted focus on inclusion for parents in events.</p> | <p>The IVCMS Instructional Leadership Team, will guide all staff through analyzation the number of parents attending events. We also plan to survey the parents to gather more data.</p> |

STRATEGIES: During the 2018-2019 school year, IVCMS will ... increase the number of parent evenings hosted at IVCMS to include:

- 6th Grade parent information night – August.
- Math Night for all grade levels.
- Science Nights for all grade levels.
- ELAC meetings, one per trimester.
- Open House and Back to School Night events.
- Parent nights around 8th grade transition to Logan.
- Parent night about online safety.
- create and give a survey to parents to gather data from parents.
- meeting with parents monthly during Parent Volunteer Committee meetings.
- sending monthly newsletters with school information.
- regularly updating our school website to be used as a communication tool with parents.
- use of the REMIND app to let parents know about school news.
- use of TalkingPts.org to connect with our English Language Learning families.

| Action/Date | Person(s) Responsible | Task/Date | Cost and Funding Source |
|--|-------------------------------|--|--|
| STEAM Parent Night | Admin / Teachers | TBD | \$1,000 for supplies 100% Title I (3002) |
| Parent Informational nights on: 6 th grade transition 8 th grade to 9 th transition Common core or district wide initiatives | Admin / teachers / counselors | Become aware of whenever possible, participate in CCSS activities. Help coordinate and disseminate informatin regarding CCSS activities to parents maintain website as an effecitve tool to communicate with our parent community. | No cost |
| Translation services | Admin / Teachers | Translate various documents, meetings, pareent events for our English Learning families | \$1,000 100% Title I (1002) |

Additional Information:

1. School site staff is responsible for implementing this SPSA to help exit program improvement, with technical support provided by ESC staff based in part on guidance from the California State Department of Education.
2. Mentoring of teachers is provided through our coaching practices, and also (for new teachers) through the District's Teacher Induction program (BTSA).
3. The district-wide Migrant Education Program (MEP) contacts qualified migrant families at the start of every year and teachers receive and complete needs assessments for every migrant student. Based on this information along with test scores and the consideration of "Priority for Service," the MEP identifies and targets migrant students for supplemental services such as homework, tutoring, vision and dental screening and direct academic intervention with highly qualified teachers.

Form B: Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

School Goals #: 1-7

| Actions to be Taken to Reach This Goal¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development) | Start Date² Completion Date | Proposed Expenditures | Estimated Cost | Funding Source |
|--|---|---|---|---|
| <p>Services to homeless children.</p> <p>Staffing to oversee and support programs:</p> <ul style="list-style-type: none"> • Program administration and oversight • Curriculum and instructional activities • Professional development activities • Assessment and evaluation activities • Budget development • Materials acquisition • Support of district assessment implementation • Assistance to families and support services <p>Credit recovery</p> <p>Grading and Assessment Task Force and Data Days</p> | <p>July 2018 June 2019</p> | <p>Transportation</p> <p>Administrative staff at Educational Services Center, Assessment Team, Paraprofessionals, Family Service Assistants</p> <p>License and Support</p> <p>Substitute teachers to release teachers for data analysis and planning, as well as determine guidelines and policies for grading and assessment practices</p> | <p>\$50,000</p> <p>\$295,000</p> <p>\$2,500</p> <p>\$60,000</p> | <p>Title I</p> <p>Title I</p> <p>Title I</p> <p>Title I</p> |

¹ See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

² List the date an action will be taken, or will begin, and the date it will be completed.

Form C: Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility), which are described at <http://www.cde.ca.gov/fq/aa/co/ca12squiappcatprog.asp>.

Of the four following options, please select the one that describes this school site:

- This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
- This site operates a SWP but does not consolidate its funds as part of operating a SWP.
- This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
- This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

| State Programs | Allocation | Consolidated in the SWP |
|---|------------|--------------------------|
| <input type="checkbox"/> Local Control Funding Formula (LCFF) – Base Grant Purpose: To provide flexibility in the use of state and local funds by LEAs and schools | \$ | <input type="checkbox"/> |
| <input type="checkbox"/> LCFF – Supplemental Grant Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students | \$ | <input type="checkbox"/> |
| <input type="checkbox"/> LCFF – Concentration Grant Purpose: To provide an additional concentration grant equal to 50 percent of the adjusted LCFF base grant for targeted students exceeding 55 percent of an LEA's enrollment | \$ | <input type="checkbox"/> |
| <input type="checkbox"/> California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school | \$ | <input type="checkbox"/> |
| <input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program | \$ | <input type="checkbox"/> |
| <input type="checkbox"/> Economic Impact Aid/Limited English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners | \$ | <input type="checkbox"/> |
| <input type="checkbox"/> Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring | \$ | <input type="checkbox"/> |
| <input type="checkbox"/> Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas | \$ | <input type="checkbox"/> |
| <input type="checkbox"/> Pupil Retention Block Grant (Carryover only) Purpose: Prevent students from dropping out of school | \$ | <input type="checkbox"/> |
| <input type="checkbox"/> Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement | \$ | <input type="checkbox"/> |
| <input type="checkbox"/> School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs | \$ | <input type="checkbox"/> |
| <input type="checkbox"/> School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety | \$ | <input type="checkbox"/> |
| <input type="checkbox"/> Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students | \$ | <input type="checkbox"/> |

| | | | |
|--|---|-------------------|---|
| <input type="checkbox"/> | List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.) | \$ | <input type="checkbox"/> |
| Total amount of state categorical funds allocated to this school | | \$ | |
| Federal Programs | | Allocation | Consolidated in the SWP |
| <input checked="" type="checkbox"/> | Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs) | \$72,706 | <input checked="" type="checkbox"/> |
| | Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation). | \$727 | <input checked="" type="checkbox"/> |
| | For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2) | \$7,270 | <input checked="" type="checkbox"/> |
| <input type="checkbox"/> | Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals | \$ | <input type="checkbox"/> |
| <input type="checkbox"/> | Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards | \$ | Title III funds may not be consolidated as part of a SWP ³ |
| <input type="checkbox"/> | Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs | \$ | <input type="checkbox"/> |
| <input type="checkbox"/> | For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement | \$ | <input type="checkbox"/> |
| <input checked="" type="checkbox"/> | Other federal funds – Title I Part A Carryover | \$ 5,663 | <input checked="" type="checkbox"/> |
| <input type="checkbox"/> | Other federal funds (list and describe) | \$ | <input type="checkbox"/> |
| <input type="checkbox"/> | Other federal funds (list and describe) | \$ | <input type="checkbox"/> |
| Total amount of federal categorical funds allocated to this school | | \$ 78,369 | |
| Total amount of state and federal categorical funds allocated to this school | | \$ | |

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

³ Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.⁴ The current make-up of the SSC is as follows:

| Names of Members | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Student |
|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Heather Thorner | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Sabrina Albright | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Paula Andrews | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Cindy Woll | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Penny Neuhaus | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Kelly Chockmao | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Shamsa Ramsey | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Kevin Packham | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Kalani Calderon-Ahinga | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Tannia Bretzke | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Jessica Alvarado | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Neil Schwartzfarb | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Numbers of members in each category | 1 | 3 | 2 | 5 | 1 |

⁴ EC Section 52852

Form E: Recommendations and Assurances

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

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 _____ Signature
 - English Learner Advisory Committee _____ Signature
 - Special Education Advisory Committee _____ Signature
 - Gifted and Talented Education 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: October 24, 2018.

Attested:

Heather Thorner

 Typed name of School Principal



 Signature of School Principal

10/23/18

 Date

Penny Neuhaus

 Typed name of SSC Chairperson



 Signature of SSC Chairperson

10/23/18

 Date