Ronald McNair Single Plan for Student Achievement
2015-2016

School: Ronald McNair Middle School

District: Ravenswood School District

County-San Mateo County CDS Code: 41 68999 6044317

Principal: Amanda Kemp

Date of this revision: November 16, 2015

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 ConApp and ESEA Program Improvement into the SPSA. In addition, the Konocti Unified School District has addressed the LCAP 8 State Priority Goals.

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

Contact Person: Lorena Morales-Ellis

Position: Assistant Superintendent of Curriculum and Instruction

Telephone Number: 65-329-2800

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The District Governing Board approved this revision of the SPSA on _____

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II. Single Plan for Student Achievement

Form A: 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 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:

LEA GOAL 1: English Language Arts (ELA) - Implement Common Core and state standards - By 2018, all teachers will implement Common Core and state standards for all subject areas - ELA, ELD, Math, Science, Music, and Art - and will adjust instruction to meet student learning needs.

SCHOOL GOAL:
1. The percentage of students performing at 'Standard Met' or 'Standard Exceeded' on the CAASPP assessment will increase by a total of 4% at each grade level.
    a. ELA
        i. 6th grade 9%increases to 13%
        ii. 7th grade 6% increases to 10%
        iii. 8th grade 4% increases to 8%
    b. Math
        i. 6th grade 7% increases to 11%
        ii. 7th grade 3% increases to 7%
        iii. 8th grade 2% increases to 6%

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2. Students who are at grade level in reading or mathematics will move a minimum of one grade level span as evidenced on Let's Go Learn benchmark exams and students who are below grade level will move one and a half grade levels on Let's Go Learn exams.
3. Math Department will plan and implement number talks on a weekly basis.
4. ELA and Math Departments will meet bi-weekly to analyze data to drive instruction.
5. We will decrease the amount of students appearing on the failing grade roster by 25%.

LCAP Priority areas:
Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Other Student Outcomes – other indicators of student performance in required areas of study

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?
• CAASP test scores • CELDT reclassification data • Beginning of the Year **Let's Go Learn** Assessments in Math and ELA • Mid Year **Let's Go Learn** Assessments in Math and ELA • End of the Year **Let's Go Learn** Assessments in Math and ELA	ELA 6th Grade--9% standards met or exceeds standards with 32% in the nearly met category. 7th grade--6% standards met or exceeds standards with 21% in the nearly met category. 8th grade--4% standards met or exceeds standards with 32% in the nearly met category. MATH 6th grade--7% standards met or exceeds standards with 24% in the nearly met category. 7th grade--3% standards	CAASPP data will be collected annually and will act as summative assessment data. This data will be used to determine what changes will need to be made the following year. Let's Go Learn assessments will be given in both Math and ELA a minimum of 3 times a year with the teachers analyzing data to drive instruction and assisting students in setting growth goals. The site leadership team will analyze the data to develop professional development

• McDougal Littell Assessment ELA • Failing Grade Roster • SWIS (School Wide Information System) Data • SST (Success Success Team) Data • Attendance Data	met or exceeds standards with 18% in the nearly met category. 8th grade--2% standards met or exceeds standards with 8% in the nearly met category. ELA BOY Assessments (McDougal Littell): 6th grade--12% above or meeting expectations with 14% approaching 7th grade--19% above or meeting expectations with 23% approaching 8th grade--29% above or meeting expectations with 30% approaching ELA EOY Assessments (McDougal Littell) 6th grade--34% above or meeting expectations with 17% approaching 7th grade--21% above or meeting expectations with 20% approaching EOY Assessment (Let's Go Learn) 8th grade--21% above or meeting expectations with 40% approaching 41 students ended up on the Failing Grade Roster for 2 quarters in a row.	and department meeting agendas. Detect students who need assistance early through data monitoring, progress report monitoring, and referrals/attendance.

STRATEGY:

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)

1.Teacher Collaboration (department and grade level)-weekly	1. Teaching staff	1. Establish school wide schedule and protocol systems for teacher collaboration and planning for effective analysis of student data. In order to provide 80 minutes of collaboration time elective staff will be hired totaling 2 additional credentialed staff members.Providing an art and band elective as well as time allow for teacher collaboration. These specials teachers release general teachers to collaborate in the following areas:
		  a. Lesson planning, inquiry cycles, discuss student success and concerns, data analysis, implementation of teaching and intervention strategies
		  b. August 18, 2015-June 12, 2016
			1. Elective teachers $143, 800 Ravenswood Education Foundation and other Local Donations

2.College Awareness and Study Skills-ongoing	2.AVID Teacher/ staff	2. AVID teachers utilize study skills, college preparatory curriculum, and explicit organization strategies to prepare students for high school readiness and beyond.Entire staff is trained to support the AVID program in their classrooms.	2. AVID Training for 2 Elective teachers paid by district. Addition training funded by PEERY Grant--$5000 AVID tutors funded by REF--$5000

3. Reader and Writer's Workshop Teacher Training	3.C&I, lead teachers, New Teacher Center	3. Site professional development and teaching materials to extend district training to support teachers in the implementation of Reader's and Writer's Workshop.	3. Covered in Lead/Curriculum team budget in Goal #1 Item 5
4. Access to relevant materials-ongoing	4. Teaching Staff	4. Students engage in science labs and are inspired through realia. They are supported in physical education with up-to-date, relevant materials, and all students can access academic acceleration materials.	4. General fund-Regular Ed (101)+School Admin (405) $6500 PEERY Grant $7,000
5. After school program	5.ASP program	5. After school staff provides ongoing tutoring for students	5. ASP funded through District
6. Develop a site leadership team-twice a month all year	6. Admin and Lead Teacher	6. Provide professional development to all certificated and classified staff on how to support all students including students who receive Integrated Services. (Lead Team and Curriculum Team)	6. General Fund—School Allocation (106) $4000
7. Purchase Flocabulary, Brain-pop, and Raz kids (technology to enhance student learning). (Oct.)	7. Site Leadership Team	7. Students engage in online text that is at their independent and/or instructional level to reinforce fluency, reading comprehension, and academic vocabulary in all subject areas. This is available to students in school and at home.	7. PEERY Grant $500
8. Teacher Peer Observations	8. Admin/ Teachers	8. Teachers will observe their peers to learn and share best practices.	8. No cost. Admin releases

9. Student monitoring - every trimester	9. Teachers/ Admin	9. Students who failed a core class will have a parent/teacher conference to set goals for improvement.	9. No cost
10. Student Success Team Implementation- ongoing	10. School Personnel	10. Student who made failing grade roster twice will have a student success team meeting with admin, parents, teachers, and all necessary staff to support growth. In addition, they are offered 1 on 1 tutoring though the SES program.	10. No cost

LEA GOAL: 2 Equal access - PreK-8th grade students have equal access to core programs, supports, and services in order to increase achievement and respond to student needs.

SCHOOL GOAL:
1. The amount of students reclassified as fluent English speakers will double from 10 to 20.
2. We will increase the number of students moving up in CELDT proficiency bands.
3. Newcomers/ CELDT 1s and 2s will have additional intervention to access English quicker.
4. Decrease the amount of referrals/suspensions by 20%
5. Incorporate middle school appropriate PBIS strategies and implement them with fidelity.
6. We will increase the amount of parents involved by 5%

LCAP Priorities:
Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

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?
CELDT Scores SWIS Data	**CELDT Data:**				SAMAN and CELDT data will be collected annually and be reflected upon at the site leadership meetings and school
		6th	7th	8th	

6

SAMAN Data

Adv	11%	21%	20%
EA	41%	26%	25%
Int	35%	26%	33%
EI	11%	18%	17%
Beg	3%	9%	5%

10 students were reclassified as fluent English speakers in the 2014-15 school year.

SWIS Data:
Total Referrals 2014-2015

	6th	7th	8th
Minor	129	185	244
Major	33	40	28

Total Suspensions 2014-2015

	Days	Events	# Stud.
In-School	3	2	2
Out of Sch	251	92	50
Expul	0	0	0

SAMAN Assessment
(no score less than a 2)

wide.

The school will consider the needs of the majority of students who are still ELs and adjust instruction for differentiation and high academic vocabulary.

School will problem solve how to decrease referrals and increase classroom time. Analyzing the data for the "big 5" elements and put in preventative measures.

SLT will meet and create an action plan that focuses on areas in need of growth to fully implement the SAM Model.

	Areas of Strength -School serves all students. -All students at school are considered general education students. -School has established an SLT -SAM implementation is fully recognized and supported by District **Areas for Growth** -Gen Ed teachers assume responsibility for all students -School is inclusive for all students for all school functions -School is organized to provide all accommodations to students in such a way as to maximize the number of students who will benefit -All students are taught in accordance with the general curriculum. -The school has an active schoolwide PBIS program operating at all 3 levels. -School is a data-driven, collective, decision-making, learning organization. -School effectively utilizing gen ed students in instruction of students in need of support. -All personnel at the school participate in the teaching/ learning process and are valued for their respective contributions. -School has working partnership with its community businesses and service providers.	

STRATEGY:

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1. Provide professional development for staff for ELD curriculum	1. Curriculum and Instruction/ Teachers	1. Teachers will attend PD once per month on the implementation of ELD standards and curriculum.	1. District funded
2. Supplies for staff -ongoing	2. Teaching Staff/Admin	2. Students engage in hands-on learning and labs with equitable access to materials. Elective classes receive funding to make learning more tactile and experiential.	2. General Fund- School Allocation (106) $5133 PEERY-$4000
3. Student CELDT Workshop- Sept.	3. Admin	3. Students who are CELDT 4s and 5s will be invited to an after school class with the principal to work on perfecting the writing portion of the CELDT exam as well as review all strategies deemed effective for each section of the exam.	3. No Cost
4. Increase parent Involvement and host workshops- ongoing	4. All site staff	4. The school will hold evening events and meetings for parents and families to involve in the school community. This includes: SSC/ELAC, family movie night each trimester, band concerts/art shows, spring carnival, parent workshops, late night conferences, monthly Cafecito, and honors breakfast for each trimester.	4. Title 1--$684 Local Donations- $5,800 PEERY--$2000
5. Implement SAMAN action Plan-ongoing	5. School Leadership Team	5. School Leadership Team creates, reviews and implements SAMAN action plan	5. Same budget as Goal 1, Strategy #6
6. CELDT 1s and 2s have intensive English class-	6. Teachers	6. During the elective period, CELDT 1s and 2s are given small group instruction specific to	6. Same budget as Goal 1, Strategy #1

ongoing		accessing English quickly. They are offered lunchtime band and can transfer to band as their elective when they reach intermediate English goals.	
7. Reduction in referrals/ suspensions for 2015-16 school year.	7. Teachers/ support staff/ admin	7. The PBIS committee will meet monthly to analyze data and formulate action plans that decrease referrals and increase student time in class. The support staff (IS, Campus Relations, yard duty, and admin) will provide in class support when necessary.	7. Same budget as Goal 1, Strategy #6

LEA GOAL: 3 Integrate technology - Integrate technology into all subject areas to increase student achievement and engagement with 21st Century skills.

LEA Goal: 2d High Quality Professional Development – Teachers will received professional development on CCSS strategies and implementation

SCHOOL GOAL:
1. Teachers will integrate technology to provide a blended learning classroom environment.
2. Students will use technology to both learn as well as show what they have learned.

LCAP Priorities:
Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

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?
Research around the digital divide.	Students without access to digital broadband do not do as well in school as their same age peers.	Evaluate how often students are accessing technology for academic purposes such as tutorials, research, and paper writing.

Technology accessibility on campus	Each classroom is equipped with a 1 to 1 laptop.	Analyze the staff comfort level of using technology and plan PD accordingly.
Staff with technological expertise	Each teacher has a laptop. Each classroom has a ceiling mounted or table top projector. The computer lab can host 32 students and the teacher. We have one MakerSpace	Look for correlations between students who are accessing technology regularly and CAASPP assessments.
	We have one techie teachers and three teachers who have specific program expertise. All other teachers use technology to access information and communicatie.	

STRATEGY:

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1.Integrate technology into classroom instruction weekly.	1.LIM/Teachers	1.School Site staff includes a Library Information Media Specialist who supports the library as well as academic research through technology in the classroom.	1. Title I--$55, 233
2. Maintain technology and update laptops for access speed when needed.	2. Admin, Tech department	2. Purchasing, refurbishing and updating classroom and school wide technology.	2. General fund-School Allocation (106)--$7,000
3. Utilize online	3.Tech/C&I/Ad	3. Utilize Khan	

	min/Teachers	Academy, Raz Kids, Brain Pop, Flocabulary, Imagine learning in the classroom in an intentional way to support student learning.	3. Same budget as Goal 1, Strategy #7
programs to support student learning weekly.			
4. Utilize MakerSpace	4. C&I/Site Staff	4. Create a schedule for staff/students wanting to use the MakerSpace to create an engineer	4. No budget cost
5. Provide PD for teachers to expand their knowledge of technology.	5. Admin/ Teachers/SLT	5. Admin and Lead Teams determine the necessary technology needs to meet the needs of students to meet 21st century skills and to develop innovative instructional programs. Staff can have the opportunity to attend outside training or differentiated site PD.	5. General Fund-School Allocation (106)--$5,000
6. Have students analyze data from online assessments and set growth goals.	6. Students/ teachers/ admin	6. After each Lets Go Learn assessment in Math and ELA, students will look up their own data and set SMART goals for incremental growth and analyze them after each assessment for success.	6. No budget cost

LEA GOAL 4: Transition to high school - Ensure a smooth transition to high school by developing systems and programs that monitor student progress towards social, behavior, attendance, and reaching academic goals.

SCHOOL GOAL:

1. Students will set high behavioral goals based on initial data and receive support in order to reach those goals.
2. Students will increase attendance, time in class, and receiving targeted intervention.
3. Students will be placed in high school courses that meet A-G requirements.
4. Parents will be informed of all placement choices and how to be support their child's registration.

LCAP Priorities:
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

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?
Let's Go Learn Assessments in ELA and Math Attendance data from Infinite Campus Referral data from SWIS Sequoia High School Placement flow chart for math and ELA	**Math BOY Lets Go Learn 2015**	Staff and students will meet to look for patterns that reflect increased attendance and fewer referrals increase academic performance.

Math BOY Lets Go Learn 2015

	6th	7th	8th
Above	6%	6%	2%
Meeting	5%	0%	4%
Approach	11%	15%	22%
Below	43%	26%	6%
FB	35%	53%	66%

ELA BOY Lets Go Learn 2015

	6th	7th	8th
Above	10%	18%	16%
Meeting	11%	11%	7%
Approach	5%	10%	4%
Below	11%	5%	11%
FB	61%	55%	62%

2014-15 Monthly ADA Report

	6th	7th	8th
Aug	98%	97%	97&
Sept	96%	96%	94%
Oct.	95%	95%	92%
Nov.	94%	92%	95%
Dec.	88%	85%	87%
Jan.	94%	89%	91%
Feb.	95%	93%	92%
Mar.	94%	93%	93%
April	93%	93%	93%
May	94%	93%	93%
June	94%	96%	95%

ADA for Entire 2014-15 SY
6th--94.54%
7th--93.37%
8th--93.15%
Total All Grades: 93.68%

SWIS Data:
Total Referrals 2014-2015

	6th	7th	8th
Minor	129	185	244
Major	33	40	28

Total Suspensions 2014-2015

	Days	Events	# Stud.
In-School	3	2	2
Out of Sch	251	92	50
Expul	0	0	0

STRATEGY:

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1a. Monthly PBIS assemblies 1.b Daily rewards system	1. Assembly committee/ PBIS committee/ staff	1. The school implements a PBIS (positive behavior intervention support) approach to school wide discipline and motivation for attendance.	1.PEERY Grant-- $3175
2. CASSY counselor/3 days a week	2. CASSY counselor	2. The school has a contract with CASSY to provide counseling to students.	2. General Fund- $15,000
3. Daily student leadership opportunities supported by one special event.	3.Challenge Day Staff/School Staff	3. The school will contract with Challenge Day to provide leadership and communication skills for 7th and 8th grade students.	3. PEERY Grant $3, 325
4. Student supervision	4. Campus relations/ yard duty/ administration	4. Providing a safe and supervised environment is essential in supporting students having a smooth transition at school. To support that goal we have 1	4. General Fund- Regular Ed (101) campus relations- $41, 715 Yard Duty-- $25,000

		campus relation, 1 yard duty employee, and 1 Americorp volunteer from Boys and Girls Club.	Americorp- contract funded by Boys and Girls Club.
5a. High School Transition meetings with students/ weekly Goal setting conferences with students quarterly	5a. High school transition coordinator /teacher	5. All students meet whole class and in small groups to set success goals for high school placement. Additionally, staff analyze student data to inform instruction.	5. High School Transition coordinator funded by District. Other data analysis requires no funding
5b. Data analysis in Math and ELA/ monthly	5b. School administration		
6. Parent information meetings	6. High school transition coordinator/ site administration/ teachers	6. Multiple parent information meetings to assist in understanding the process of registration, A-G requirements, and college and career readiness.	6. Same budget as Goal 2, Strategy #4

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
Amanda Kemp	☒	☐	☐	☐	☐
Sarah Azevedo	☐	☒	☐	☐	☐
Gary Davis	☐	☒	☐	☐	☐
Tim Jones	☐	☒	☐	☐	☐
Charles Cheadle	☐	☐	☒	☐	☐
Maria Teresa Garcia	☐	☐	☐	☒	☐
Hilda Madrigal	☐	☐	☐	☒	☐
Erika Rosas	☐	☐	☐	☒	☐
Maribel Gastelum	☐	☐	☐	☒	☐
Soila Castaneda	☐	☐	☐	☒	☐
	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐
Numbers of members in each category	1	3	1	5	☐

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[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) SLT _____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: November 19, 2015 .

Attested:

Amanda Kemp
Typed name of School Principal   Signature of School Principal   11/19/15   Date

Gary Davis
Typed name of SSC Chairperson   Signature of SSC Chairperson   11/19/15   Date

SPSA Form F: Budget Planning Tool

School:	Ronald McNair Middle School
District:	Ravenswood City School District
CDS Code:	41 68999 6044317
Administrator:	Amanda Kemp, principal
Date of Revision:	18-Nov-15
Operating Schoolwide Program (SWP)?	

Fiscal Year Allocation for Funding Sources		Funding Sources	Total of Estimate Expenditures from Funding Source	Remaining Balance for Funding Source		Budget/Resource Code Descriptions	Budget/Resource Codes	Estimated Expenditures for All Goals by Code Type
$	43,151.00	Title I, part A	43,151.00	$	-		303	
$	25,000.00	PEERY Grant	25,000.00	$	-			
$	87,665.00	Regualr Education	87,665				101	
$	23,223.00	School Allocation	21,133	$	2,090.00		106	
$	7,983.00	School Admin	7,983	$	-		405	
$	5,800.00	Local Donations	5800	$	-		321	
$	5,000.00	REF/AVID	5,000	$	-		321	

Goal 1

Funding Source	Title I, part A	PEERY Grant	Unrestricted Funds	Local Donations	REF
Remaining Fiscal Year Allocation	303	0	0	5800	0
Estimated Costs per Funding Source	$ -	$ 12,000.00	$ -		

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs	Estimated Costs	Estimated Costs	Estimated Costs	Estimated Costs
AVID tutor expenses Goal 1 Strategy 2	Ravenswood Education Foundation						$ 5,000.00
AVID field trip and training expenses Goal 1 Strategy 2	PEERY Grant			$ 5,000.00			
Access to relevant materials Goal 1 Strategy 4	PEERY Grant			$ 7,000.00			
Access to relevant materials Goal 1 Strategy 4	General Fund (Regular Ed/Sch Admin)	101+405			$ 6,500.00		
Expenses for Site Leadership Team Goal 1 Strategy 6	School Allocation	106			$ 4,000.00		
Purchase Tech Licenses Goal 1 Strategy 7	PEERY Grant			$ 500.00			

Goal 2

SPSA Form F: Budget Planning Tool	
School:	Ronald McNair Middle School
District:	Ravenswood City School District
CDS Code:	41 68999 6044317
Administrator:	Amanda Kemp, principal
Date of Revision:	18-Nov-15
Operating Schoolwide Program (SWP)?	

Funding Source	Title I, part A	PEERY Grant	Unrestricted Funds	Local Donations	REF
Remaining Fiscal Year Allocation	0	0	0	5800	0
Estimated Costs per Funding Source	$ 684.00	$ 4,000.00	$ 5,133.00		

Code	Budget Category	Description of expenditures for implementing this Goal	Estimated Costs	Estimated Costs	Estimated Costs	Estimated Costs
106	School Allocation	Purchasing of supplies for staff Goal 2 Strategy 2			$ 5,133.00	
	PEERY	Purchasing of supplies for staff Goal 2 Strategy 2		$ 4,000.00		
303	Title 1	Purchasing supplies for parent workshops Goal 2 Strag 4	$ 684.00			
321	Local Donations	Purchasing supplies for parent workshops Goal 2 Strag 4				$ 5,800.00
303	Title 1	Purchasing supplies for parent workshops Goal 2 Strag 4		$ 2,000.00		

Goal 3

SPSA Form F: Budget Planning Tool		
School:	Ronald McNair Middle School	
District:	Ravenswood City School District	
CDS Code:	41 68999 6044317	
Administrator:	Amanda Kemp, principal	
Date of Revision:	18-Nov-15	
Operating Schoolwide Program (SWP)?		

Funding Source	Title I, part A	PEERY Grant	Unrestricted Funds	Local Donations	REF
Remaining Fiscal Year Allocation	0	0	0	5800	0
Estimated Costs per Funding Source	$ 55,233.00	$ -	$ 12,000.00		

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs	Estimated Costs	Estimated Costs	Estimated Costs	Estimated Costs
Salary for LIM Goal 3 Strategy 1	Title 1	303	$ 55,233.00				
Technology maintenance and upgrade Goal 3 Strategy 2	School Allocation	106			$ 7,000.00		
Staff Development/Conference opportunities	School Allocation	106			$ 5,000.00		

Goal 4

Funding Source	Title I, part A	PEERY Grant	Regular Education	Local Donations	REF
Remaining Fiscal Year Allocation	0	0	0	5800	0
Estimated Costs per Funding Source	$ -	$ 6,500.00	$ 81,715.00		

Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs	Estimated Costs	Estimated Costs	Estimated Costs	Estimated Costs
Materials for assemblies, student incentives Goal 4 Strategy 1	PEERY Grant						
CASSY Counselor Contributions Goal 4 Strategy 2	Regular Education /District Support	101		$ 3,175.00	$ 15,000.00		
Outside vendor for PBIS Goal 4 Strategy 3	PEERY Grant			$ 3,325.00			
Salary for Campus Relations Goal 4 Strategy 4	Regular Education	101			$41,715		
Salary for yard duty Goal 4 Strategy 4	Regular Education	101			$ 25,000.00		

Single Plan for Student Achievement (SPSA) ANNUAL EVALUATION REPORT

SCHOOL: __Ronald McNair Middle School__ ☒ SWP (School wide Program) ☐ TAS (Targeted Assistance)

As required by the Elementary and Secondary Education Act (ESEA) the school site council (SSC) annually conducts review of all the programs funded through the consolidated application (ConApp) and analyzes findings to determine whether or not the goals and objectives described in the SPSA have been met and made modifications as necessary.

GOAL 1

A. Proficiency in Reading/Language Arts

   a. Student proficiency in reading/language arts on the 2012-13 CST indicated that 28% of all students are proficient in ELA. Our site goal is that proficiency will be increased as identified on Benchmark and F&P assessments. Our school will do this by facilitating high quality professional learning opportunities for teachers, administrators, and support staff to ensure that every student has access to teachers who are prepared to teach to the levels of rigor and depth required by the CCSS.

B. Proficiency in Mathematics

   a. Student proficiency in math on the 2012-13 CST indicates that 21.1% of all students are proficient in mathematics. Our site goal is that proficiency will be increased as identified on Benchmark assessments . Our school will do this by facilitating high quality professional learning opportunities for teachers, administrators, and support staff to ensure that every student has access to teachers who are prepared to teach to the levels of rigor and depth required by the CCSS.

C. Proficiency for High Priority Students

   a. Our high priority groups (English Learners, Latino students, and Students with Disabilities) all demonstrated significant growth in reading/language arts. Our goal is to raise achievement overall (as indicated in Goal 1A) and close the subgroup gaps. By June, 2015 students will have comparable scores to their grade level peers across the district on their Benchmark exams in ELA and Math..

D. Effective Teaching and Administration

   a. Currently. 90% of our school's teachers, and all administrators have completed training on our CCSS-R/LA Curriculum maps (that include use of our current instructional materials and other resources). Our goal is to have all teachers fully trained on current maps by June, 2015 and to have all teachers and administrators fully trained to teach common core state standards from current adoptions and bridge materials by August 2015.

E. Implementation, Involvement & Monitoring

Based on district parent needs assessment findings conducted in 2013, our school goal was to increase parent satisfaction (to 80% or above) and increase the type and quality of parent involvement that is directly correlated with student success in high school and beyond. The End-of-year parent survey administered in 2015 will indicate that 80% or more parents are confident in their ability to advocate for and support their student's success at the next level. In addition. 80% or more of stakeholders will report knowledge and satisfaction with McNair's core and extended

Objectives: To increase proficiency in reading, mathematics, and academic acceleration for English learners, Latino students and students with disabilities.

Academic Achievement (ELA/Math)

ELA
6th Grade--9% standards met or exceeds standards with 32% in the nearly met category.
7th grade--6% standards met or exceeds standards with 21% in the nearly met category.
8th grade--4% standards met or exceeds standards with 32% in the nearly met category.

MATH
6th grade--7% standards met or exceeds standards with 24% in the nearly met category.
7th grade--3% standards met or exceeds standards with 18% in the nearly met category.
8th grade--2% standards met or exceeds standards with 8% in the nearly met category.

Achievement Gap in Graduation and College and Career Readiness

Strategies that are working for the school:

Focus on Cornell Notes –helps all students focus on structured notes and deeper academic questions.
Small group and individualized support for students.
Leveled classroom libraries.
7th grade guest author inspired students to want to read and write.
Book talks with volunteers in the 6th grade.

Evidence that strategies are working:
Data analysis amongst grade levels on Cornell notes.
Increased interest in student reading.
Increased student vocabulary.

our school will continue to improve and increase parent outreach strategies so that 80% or more of parents are active participants in the education of their children as measured by our site stakeholder survey.

F. Parental Notification

    a. Our school will provide required communications to parents in a timely manner. By September 2015 our school/LEA will provide 100% of parents of ELs with the following information regarding their children, in a language parents can understand: - identification as EL; - program placement options; - program placement notification; - English language proficiency level, as determined by CELDT results and any local English Proficiency assessments used; - academic achievement level; - redesignation information; and - at the high school level, graduation requirements and annual notification of their students' progress toward meeting those requirements.

G. Services for Immigrant Students

    a. Our school will continue to provide high quality Instruction and Support Services to all immigrant students.

H. Services to Migrant Education Students

The LEA will provide high quality after school and summer academic programs and support services to qualifying Migrant Ed. students K-8, and instructional support services to Migrant Ed. preschoolers. By August 2015, 70% of Migrant Ed. students will either be on par with or better than their district peers.

Objectives

Academic Achievement (ELA/Math)

Achievement Gap in Graduation and College and Career Readiness
CELDT Data:

	6th	7th	8th
Adv	11%	21%	20%
EA	41%	26%	25%
Int	35%	26%	33%
EI	11%	18%	17%
Beg	3%	9%	5%

10 students were reclassified as fluent English speakers in the 2014-15 school year.

Strategies that are working for the school:

Students are accessing programs such as Imagine Learning, Khan Academy, and ABC mouse to access English quicker.

Evidence that strategies are working:
Students who used the programs with fidelity advanced quicker than those who didn't.

Strategies that are need modification:

Explicit Intentional instruction for learning English

Modifications planned to address what is not working:

CELDT 1s and 2s to have small elective English classes

Lunch time band to compensate.

ALD in math block for 20 min/day.

After school advanced CELDT prep for CELDT 4s and 5s.