

The Single Plan for Student Achievement

School: Ocala Middle School
CDS Code: 43-69369-6089270
District: Alum Rock Union Elementary School District
Principal: Tracy Leathers
Revision Date: October 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 ConApp 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:

Contact Person: Tracy Leathers
Position: Principal
Phone Number: (408) 928-8356
Address: 2800 Ocala Avenue
San Jose CA, 95148
E-mail Address: tracy.leathers@arusd.org

The District Governing Board approved this revision of the SPSA on December 8, 2017.

Table of Contents

School Vision and Mission	4
School Profile	4
Comprehensive Needs Assessment Components	4
Data Analysis	4
Surveys	4
Classroom Observations	4
Analysis of Current Instructional Program	4
Description of Barriers and Related School Goals	8
School and Student Performance Data	9
CAASPP Results (All Students)	9
ELPAC Results	13
Planned Improvements in Student Performance	14
School Goal #1	14
School Goal #2	23
School Goal #3	29
School Goal #4	34
School Goal #5	37
School Goal #6	39
School Goal #7	41
School Goal #8	43
Centralized Services for Planned Improvements in Student Performance	45
Centralized Service Goal #1	45
Centralized Service Goal #2	46
Centralized Service Goal #3	47
Centralized Service Goal #4	48
Centralized Service Goal #5	49
Summary of Expenditures in this Plan	50
Total Allocations and Expenditures by Funding Source	50
Total Expenditures by Object Type and Funding Source	50
Total Expenditures by Funding Source	51
Total Expenditures by Object Type	52
Total Expenditures by Goal	53
School Site Council Membership	54
Recommendations and Assurances	55

School Vision and Mission

Ocala Middle School's Vision and Mission Statements

Mission:

Ocala is committed to leveraging our diverse community for the purpose of helping ALL students be change agents in their community and GEARed UP for their future. Through PBL and the design thinking process, our students will engage in authentic, relevant problem-solving in order to become college and career ready. The staff is dedicated to providing a learning environment that supports students both academically and socio-emotionally. Ocala will be a place for all community stakeholders to come and be equipped to build a stronger community.

Vision : GEAR up for success.

School Profile

Ocala STEAM Academy is a 6th-8th grade Project Based Learning Middle School that focuses on teaching STEAM content through a PBL model. Ocala is one of 24 schools in the Alum Rock Union School District nestled in the East Hills of San Jose, CA. Ocala is a Title I School, which means that it receives additional funds from federal government and provides 100% free school lunches for our students. A significant number of our students are considered economically disadvantaged, and of those students about 35% are English Language Learners. We continue to struggle to meet the needs of our subgroups and intend to successfully do this in the future with the dedication, strategic planning, and hard work by the staff.

Ocala staff and students actively participate with parents and community members through many opportunities that support the improvement of our school such as school parent volunteers, parent workshops, academic nights for parents, School Site Council, and fundraising. Our parents are continually kept informed through the school newsletter, school website, community flyers, and parent notices from teachers and administration. Additionally parents are active participants in both PTA and our Campus Collaborative.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

A parent survey is used at the beginning, midpoint, and end of they year to gather input and give suggestions about the progress of Ocala. Smaller surveys are also conducted throughout the year at Parent Cafes and school events. Parents are asked about safety, academics, engagement, technology, and suggestions for Ocala.

Classroom Observations

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

The school administrators conduct regular classroom observations focused on classroom instruction in all classrooms. Feedback is provided to each teacher. Focus areas include PBL content, STEAM curriculum, CCSS, the integration of technology, and supports for ELs.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program

Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

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

As a part of their regular planning and collaboration time, Ocala staff uses data to plan and reflect in a systematic method. On a rotating schedule, teachers collaborate with both departments and grade levels to deepen their understanding of curriculum, instruction, assessment, and monitor student progress towards the acquisition of standards mastery. Teachers use a variety of assessments and CFU (checks for understanding) to inform instruction, including Illuminate, iReady, NewsELA, and OARS. Teachers can access and analyze student data class wide, school wide, district or state wide (when relevant) to monitor student performance and goal attainment. This information guides the staff in their efforts to provide individualized instruction and the ability to differentiate learning for each student.

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

We use the following assessments to monitor for student achievement:

- ELPAC
- iReady Math & ELA
- Standards-Based Report Cards
- ELD Report Cards
- SMARTER Balanced Assessments
- PBL Performance Tasks
- Math Benchmark Assessments
- Trimester Writing Assessments

Staffing and Professional Development

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

The Principal is Assembly Bill (AB) 75/430 trained on State Board of Education adopted instructional materials. Teachers meet the guidelines of being highly qualified.

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

Teachers receive Professional Development in all district adopted curriculum, ELPAC, Smarter Balance Assessments, and district adopted technology components.

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

School-wide staff development is utilized at Ocala to maximize student and staff learning. Staff development is aligned with content standards, student assessment, school design, and professional needs. The Ocala Instructional Leadership Team develops and supports the school-wide implementation of the Theory of Action. The following Professional Development activities support our school best practices:

- The Administrators participate in District Level PLCs and appropriate PDs
- Teachers participate in school and district department and grade level PDs
- Teachers receive ongoing training in appropriate content areas
- School staff receives appropriate training for ELPAC
- School staff receives appropriate training for SBAC
- School staff receives appropriate training for STEAM, PBL, 21st Century Learning, and other related topics that support school wide STEAM design.

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

Ocala has instructional support for staff provided by Administrators, Resource Teacher, and appropriate District personnel.

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

Teachers meet weekly in grade level and/or department teams to ROCI and plan to best meet the needs of every student.

Teaching and Learning

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

To support the alignment of curriculum, instruction, and materials:

- Teachers submit weekly lesson plans that align with school goals
- All teachers use appropriate district adopted curriculum
- Administrators monitor and give feedback on instruction using frequent classroom walkthroughs
- New teachers will participate in BTSA and Intern programs
- The hiring and evaluation of teachers is based on the CSTP standards
- Teachers are provided release time each trimester to collaborate

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

Ocala teachers adhere to the state allotment of recommended time for each content area and English Language Learners.

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

The appropriate master schedule is created to support the appropriate student supports and lesson pacing.

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

Ocala maintains an appropriate core curriculum to appropriately align with CCSS.

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

Ocala maintains an appropriate core curriculum to appropriately align with CCSS. All materials support our instructional program and standards-based model. In addition, parents receive copies of content standards appropriate to their child's grade level and the procedures used to evaluate their student's progress during parent/teacher conferences.

Opportunity and Equal Educational Access

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

Ocala provides intervention opportunities for reading, language arts, and math. Teachers use iReady, SBAC, Report Cards, short assessments, and teacher input to identify and support the needs of the students. Our intervention programs are as follows:

- In class differentiation and blended learning supports for reading, language arts, and math
- Push-in, pull out, and whole class support from City Year
- Flexible instructional grouping based on student needs and levels
- ELD embedded supports through CM strategies
- ELD pull out and push in supports

14. Research-based educational practices to raise student achievement

- Teachers have all been trained through the BIE on Project Based Learning implementation and curriculum
- Teachers have been trained and will continue to be trained in CCSS, including the importance of Depth of Knowledge (DOK)
- The Administrators use CWTs to gather data to support and improve instructional practices
- Teachers use Constructed Meaning to support integrated ELD support during instruction

Parental Involvement

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

Parents are a crucial part of the success at Ocala and we work very hard to support our families and have them be an important part of our school success. The following resources are in place for our families:

- School Linked Services (SLS)
- Parent University
- Active Parenting Workshops
- Monthly Parent Cafes
- Frequently updates website that lists available resources
- District Parent Conferences and Workshops
- English Language Advisory Committee
- SPARC
- School Site Council meetings
- Student Study Teams to use a team effort to support student success
- Community Events every trimester (BTSN, STEAM Night, Exhibition Night)
- Parent/Teacher Conferences
- City Year After School Support

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

All stakeholders were involved in making recommendations for the Ocala School Plan.

Funding

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

Ocala provides the following categorically funded services to enable under-performing students to meet CCS standards.

- Effective implementation of Homework Centers at Ocala focused on the needs of at-risk students.
- EIA, Title 1 and Title III funds are used to help fund the school's "Technology/Resource" position; which focuses on supporting low-achieving students.
- One of the district's literacy coach, resource teacher, and classroom teachers meet to analyze and assess student data to determine if EL students are meeting their annual yearly progress goal based on length of time in the district's ELD program through district PLCs

After School/Before School Intervention Classes are held from October through April.

18. Fiscal support (EPC)

The school receives Supplemental and Concentration funds (LCAP) and Categorical funds (Title I & Title III)

Description of Barriers and Related School Goals

As a Title I school, one of our major barriers that we must overcome is the achievement gap between our major subgroups. With this in mind, we are being very strategic in our efforts of providing a quality education to all students in all content subject areas. We are ensuring that we have multiple ways of identifying student needs and the opportunities for students to receive during school, before school, and after school. We are also partnering with City Year and using our SLS coordinator to bring in additional resources such as Sylvan Learning Center.

Another Barrier that we need to overcome is chronic absenteeism. We are utilizing our on-site Multi-Service Team to support a subcommittee focused on supporting student needs and improving attendance. This involves the school Assistant Principal, the Counselor, the City Year Program Manager, the Community Liaison, the SLS Coordinator and the PBIS lead teacher. We are also utilizing the District Multi-Tiered System to support these needs. This includes regular communication, frequent home visits, and ongoing positive incentives for students with good or improved attendance.

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 6	141	158	154	139	157	152	138	157	152	98.6	99.4	98.7
Grade 7	174	154	159	172	148	158	172	148	158	98.9	96.1	99.4
Grade 8	173	181	173	167	177	164	166	177	163	96.5	97.8	94.8
All Grades	488	493	486	478	482	474	476	482	473	98	97.8	97.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard 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 6	2481.3	2486.8	2489.9	9	12.10	6.58	22	18.47	30.92	30	28.66	27.63	38	40.76	34.87
Grade 7	2528.8	2531.0	2535.9	12	9.46	13.29	26	35.14	32.28	34	29.05	26.58	28	26.35	27.85
Grade 8	2539.7	2537.5	2530.5	11	8.47	8.59	27	24.86	31.90	34	42.94	25.77	28	23.73	33.74
All Grades	N/A	N/A	N/A	11	9.96	9.51	25	25.93	31.71	33	34.02	26.64	31	30.08	32.14

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 6	9	13.38	11.18	43	43.31	43.42	48	43.31	45.39
Grade 7	17	15.54	16.46	44	51.35	49.37	38	33.11	34.18
Grade 8	15	14.69	15.34	49	49.15	46.63	36	36.16	38.04
All Grades	14	14.52	14.38	46	47.93	46.51	40	37.55	39.11

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 6	14	12.74	13.82	43	36.94	44.08	43	50.32	42.11
Grade 7	16	20.95	22.78	53	49.32	49.37	31	29.73	27.85
Grade 8	16	13.56	12.35	49	50.85	47.53	35	35.59	40.12
All Grades	16	15.56	16.31	49	45.85	47.03	36	38.59	36.65

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 6	6	9.55	6.58	62	61.15	61.18	33	29.30	32.24
Grade 7	13	8.11	10.76	66	64.19	65.19	21	27.70	24.05
Grade 8	7	10.17	9.82	70	65.54	63.19	22	24.29	26.99
All Grades	9	9.34	9.09	66	63.69	63.21	25	26.97	27.70

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 6	28	21.02	30.92	48	44.59	40.79	25	34.39	28.29
Grade 7	21	23.65	27.85	60	52.70	51.90	19	23.65	20.25
Grade 8	21	18.64	22.09	58	55.93	48.47	21	25.42	29.45
All Grades	23	20.95	26.85	56	51.24	47.15	21	27.80	26.00

Conclusions based on this data:

1. 32% of our students are still not meeting grade level expectations.
2. Students meeting expectations improved by 6%.
3. Students showed solid gain in Research/Inquiry.

School and Student Performance Data

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 6	141	158	154	140	158	153	139	158	153	99.3	100	99.4
Grade 7	174	154	160	173	153	159	173	153	159	99.4	99.4	99.4
Grade 8	173	181	173	169	181	166	169	181	166	97.7	100	96
All Grades	488	493	487	482	492	478	481	492	478	98.8	99.8	98.2

* 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 6	2463.3	2463.3	2462.5	8	8.23	6.54	12	13.92	12.42	28	22.15	30.72	52	55.70	50.33
Grade 7	2519.8	2508.6	2502.0	10	11.11	15.09	22	23.53	17.61	33	28.10	22.01	35	37.25	45.28
Grade 8	2518.8	2508.6	2517.8	8	9.94	10.84	15	14.36	16.87	37	28.73	26.51	41	46.96	45.78
All Grades	N/A	N/A	N/A	9	9.76	10.88	17	17.07	15.69	33	26.42	26.36	42	46.75	47.07

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 6	9	10.13	10.46	31	20.89	28.76	60	68.99	60.78
Grade 7	20	20.26	22.64	39	35.29	22.64	41	44.44	54.72
Grade 8	13	12.71	13.94	34	29.83	35.76	53	57.46	50.30
All Grades	14	14.23	15.72	35	28.66	29.14	51	57.11	55.14

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 6	6	8.23	7.84	40	32.28	33.99	54	59.49	58.17
Grade 7	12	12.42	15.09	49	45.10	39.62	39	42.48	45.28
Grade 8	11	16.02	14.46	59	35.91	47.59	30	48.07	37.95
All Grades	10	12.40	12.55	50	37.60	40.59	40	50.00	46.86

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 6	13	9.49	6.54	43	43.04	45.10	44	47.47	48.37
Grade 7	13	15.03	15.09	61	53.59	45.91	27	31.37	38.99
Grade 8	12	8.84	14.55	54	53.04	52.12	34	38.12	33.33
All Grades	12	10.98	12.16	53	50.00	47.80	34	39.02	40.04

Conclusions based on this data:

1. Students not meeting grade level expectations remained rather stagnant.
2. Math continues to be the area in need of the most growth.
3. Students exceeding grade level increased in the 7th grade.

School and Student Performance Data

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.

Planned Improvements in Student Performance

School Goal #1

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 student performance 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:

SUBJECT: Reading/Language Arts/Math/All Content Areas
LEA GOAL:
Provide all students with a rigorous, challenging, and innovative instructional program that prepares them for college readiness and for excellence in the 21st century
SCHOOL GOAL #1:
All students will achieve proficiency in ELA and Math
Data Used to Form this Goal:
Spring 2018 SBAC test data Performance trends from previous SBAC assessments District & local assessments ELPAC Data (historic and current trends) Ongoing CFU and other assessment data
Findings from the Analysis of this Data:
In all grade levels the largest percentage of students did not meet standards. EL students are not meeting standards. Students showed slight improvement from the previous year.

How the School will Evaluate the Progress of this Goal:

On-going program monitoring and performance indicators from:

iReady
 short cycle assessments
 teacher generated assessments
 SBAC
 ELPAC
 Performance Tasks
 IEP goals
 504 plans

Strategy #1:

Support teachers in continued implementation of Common Core Standards, PBIS, and schoolwide PBL and STEAM. In collaboration with the Human Resource Department, hire and retain teachers who are highly qualified.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development (both on site and on location)	Ongoing – regularly scheduled monthly meetings, training and PD whenever necessary/available	Administration, Leadership Team (ILT + PBIS) Ocala Staff seeking PD to better their practice	stipends 13 members x 700 each and 4 x 400 each	1000-1999: Certificated Personnel Salaries	Title I	9,900.00
			Cost of National STEAM Conference	5000-5999: Services And Other Operating Expenditures	Supplemental/Concentration	4000.00
			Fall Cue, Cue	5000-5999: Services And Other Operating Expenditures	Supplemental/Concentration	6000.00
	Meetings for planning and alignment for best practices in accordance with EL Achieve, 4 C's, Common Core, and PBL.					
	ILT and PBIS engage in PD separately and then meet as a whole Leadership Team once a month					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Learning off site (and on site guests and presenters) to enrich student learning and directly support program implementation for STEAM and PBL alignment.	Each trimester: Students enter competitions to support STEAM (i.e. Math Olympiad, Destination Imagination, Lego Robotics, etc.) Students will each participate in a real world experience (field trip or guest presentation) that directly aligns with their grade level PBL driving question.	Administration	2,000.00 per grade level r (admission, transportation, registration fees, etc.)	5800: Professional/Consulting Services And Operating Expenditures	Title I	6,000.00
Support School Wide Programs and Academic specific needs (this included AVID, but also including Leadership Retreat and regular ILT meeting and planning time), Release days for staff planning, and contracts with experts to bring in PD onsite	Ongoing PD as needed; Retreat in March No Excuses University	Leadership Team Administration, Grade Level Leads Ocala Staff	Registration fees, facility rental, food, supplies, equipment, PD or other guest speakers or trainers	5000-5999: Services And Other Operating Expenditures	Supplemental/Conce ntration	1,832.00
			sub release costs, extended duty time	1000-1999: Certificated Personnel Salaries	Title I	6,000.00
			Raft PD & Phase 2 SCI	5000-5999: Services And Other Operating Expenditures	Supplemental/Conce ntration	2,000.00
			MESA	5000-5999: Services And Other Operating Expenditures	Supplemental/Conce ntration	3,000.00
			AVID Classes Taught by Certified Instructors (including benefits)	1000-1999: Certificated Personnel Salaries	Supplemental/Conce ntration	80,000
			NEU Conference (mandatory)	5000-5999: Services And Other Operating Expenditures	Supplemental/Conce ntration	7,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Annual review of Ocala STEAM Academy operational practices and systems	Throughout the 2018-2019 school year	Administration, PBIS Team	Materials and supplies that support existing and new programs that strengthen school culture Funded through PBIS and SLS			
Team building and other opportunities for staff in order to strengthen positive school culture	Throughout the 2018-2019 school year	Administration, Leadership Team	Site celebrations and community engagement in celebrating successes and enriching student learning Purchasing appropriate materials to support curricular and school climate needs.	4000-4999: Books And Supplies	Title I	4,200.56

Strategy #2:

Involve parents and community in student success.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Involvement: (Involve parents and community in planning and implementing the school plan). <ul style="list-style-type: none"> Distribute parent/student handbook on school wide practices, academic expectations and discipline. Parent Institute or similar program. Monthly newsletter The school will offer orientation for incoming 6th grade students and their parents 	August 2018	Staff	Printing	5700-5799: Transfers Of Direct Costs	Title I	500
	Ongoing August – June	Staff Administration	6th Grade Orientation & ongoing supports	1000-1999: Certificated Personnel Salaries	Title I	3,000
	August 2018	Staff	Parent cafes and parent outreach (funded through SLS)			
	October and beyond	Administration, Staff				
	August – June	Administration Principal, SSC				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> Parent conferences by the middle of 1st trimester, and additional parent conferences for at – risk students when needed. Monthly Coffee with Principal parent meeting The Principal and the Site Council will monitor progress and make needed revisions to the SPSA 	August - June					

Strategy #3:

Support 21st Century Skill Development via technology, and instructional materials

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Routinely provide necessary equipment and instructional materials to directly support student learning.	Ongoing throughout the school year: purchase sufficient equipment to directly support instruction, intervention, and instructional technology.	Administration, Office staff, all staff	Maintain and lease copiers for instructional use	5000-5999: Services And Other Operating Expenditures	Supplemental/Conce ntration	6,468.00
Instructional Coach to support VILS (one to one iPad grant) and 21st century technology integration.	Ongoing Instructional Coach will directly support alignment of best practices and support professional development for all staff	Tina Bustamante	Salary/Benefits	1000-1999: Certificated Personnel Salaries	Title I	47,343.68

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	Instructional Coach oversees the Design Lab Instructional Coach acts as supervisor for the MOUSE squad Instructional Coach oversees school wide implementation of one to one technology usage by staff and students					
Provide supplies and materials to support implementation of specified curriculum and activities for Ocala STEAM Academy	Ongoing	Administration, staff	Materials to support Design Thinking Activities, PBL, 21st Century Learning, etc.	4000-4999: Books And Supplies	Supplemental/Conce ntration	1,000.00

Strategy #4:

Strengthen instructional delivery (including support for English Learners) through school-wide EL Achieve strategies and continued transition to Common Core.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Establish school-wide focus and emphasis of EL Achieve to strengthen current implementation into all content areas	Ongoing (heavily focused during first three months of school) Provide staff meeting and other opportunities for	Administration and Teachers	Extended duty and sub release time	1000-1999: Certificated Personnel Salaries	Title I	1000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	<p>staff to be trained and practice EL Achieve lessons; provide opportunities for ongoing practice throughout the year</p> <p>Focus on strengthening school wide implementation as staff continues to receive training</p> <p>CWT's for implementation data ongoing</p> <p>Lesson plans include CM focus and EL strategies ongoing</p>					
Monitor progress on English Learners and adhere to district expectations in serving EL's	<p>Ongoing</p> <p>Provide explicit feedback and support for teachers in working with EL students and implementing EL Achieve.</p>	Administration and EL Liaison, MariaElena Ruiz				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Create extended learning and educational opportunities for all students	Model lesson taught by EL Liaison to support instructional practices of CM Ongoing PD to support CM and effectively create lessons that integrate strategies into PBL.	Administration, Ocala Staff				
Student incentive/rewards to increase student motivation to achieve academically	Ongoing	Administration and Teachers	Incentives, rewards, certificates in recognition of academic achievement	4000-4999: Books And Supplies	Supplemental/Conce ntration	1,000.00

Strategy #5:

Support goals in TOA (Theory of Action) and constantly revisit tool to access impact and adjust as needed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Illuminate, eschool, and iReady data management systems are used by administrators and teachers to access student performance data so it can be too compared to school wide, district, state, and national data to ascertain student performance and guide efforts to improve and measure the effectiveness of instruction.	Ongoing	Administration, ILT, Instructional Coach	Administration and Instructional Coach will support with systems around assessments, data, and interventions. Grade Level and Department meeting time will be allocated for data analysis and individual student evaluation.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Administration and teachers will utilize data driven decision making. Teacher created assessments will be utilized to directly align with PBL plans			

Strategy #6:

Support the success of all students, including those with special needs and/or disabilities.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Meet regularly with Special Education and attend all IEPs.	Ongoing	Administration, staff				
Use the SST process to support any students in need of additional support.	Ongoing	Administration, staff				
Meet regularly to update and support all 504 plans.	Ongoing	Administration, staff				

Planned Improvements in Student Performance

School Goal #2

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 student performance 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:

SUBJECT: All Content Areas
LEA GOAL:
English Learners will have the required skills to reach grade level standards/proficiency.
SCHOOL GOAL #2:
All ELs will reach grade level proficiency. All limited English proficient students will progress in English proficiency such that they will be re-designated before High School. <ul style="list-style-type: none">• 80% students will advance 1 performance band level on ELPAC• Reduce LTEL's by 25%• 100% of EL's will show growth on iReady
Data Used to Form this Goal:
Spring 2018 SBAC test data Performance trends from previous SBAC District & local assessments
Findings from the Analysis of this Data:
A large number of the students fell below grade level criteria. Scores were relatively stagnant in the last two years. Students made slight gains in both SBAC and ELPAC There was a higher percentage of students advanced and advanced than in previous years.

How the School will Evaluate the Progress of this Goal:

On-going program monitoring and performance indicators from:

iReady

short cycle assessments

teacher generated assessments

SBAC

Performance Tasks

CELDT/ELPAC

Strategy #1:

Build an effective master schedule and appropriately group students to maximize their learning potential.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Group students by target level for ELD and appropriately for content areas.	June (initially), revisit throughout the school year Use ELPAC data to support appropriate class placement of students	Administration, Leadership Team, EL Liaison				

Strategy #2:

Continue school-wide implementation of EL Achieve and offer other strategic supports to strengthen instructional delivery including support for English Learners and, continued transition to Common Core.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will continue to receive training to support EL Achieve implementation and collaborate to support the needs of EL students. This includes data analysis of student assessments taken throughout the school year, increasing teacher	Ongoing	Staff				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
collaboration, learning effective teaching ELD strategies, CCSS training, and other necessary training to raise student achievement						
Create extended learning and educational opportunities for English Learners	Ongoing	Staff	Title III money is used to supplement this opportunity for students. These funds are centrally funded.			
Staff, parents and community involved in school programs for English Learners	Ongoing; monthly	Staff; SSC/ELAC	SSC/English Learner Advisory Committee meets periodically to acquire parental input regarding the school plan, expenditures of categorical monies, and to provide enhanced communication between home and school.			
Student incentive/rewards to increase student motivation to achieve academically. This will be done collaboratively through PBIS	May 2019	Staff; EL Liaison, PTA	Organize a Re-designation Ceremony to celebrate students who are reclassified and recognize improvement efforts by students Ongoing recognition of gains throughout the year	4000-4999: Books And Supplies	Supplemental/Concentration	1,000.00

Strategy #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #4:

Strengthen instructional delivery (including support for English Learners) through school-wide EL Achieve strategies and continued implementation of Common Core.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue school-wide focus and emphasis of EL Achieve Implementation	Ongoing (heavily focused during first three months of school) Provide staff meeting and other opportunities for staff to be trained and practice EL Achieve lessons; provide opportunities for ongoing practice throughout the year Focus on strengthening school wide implementation as staff continues to receive training CWT's for implementation data ongoing Lesson plans include CM focus and EL strategies ongoing	Administration and Teachers				
Monitor progress on English Learners	Ongoing	Administration and EL Liaison,				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
and adhere to district expectations in serving EL's	Provide explicit feedback and support for teachers in working with EL students and implementing EL Achieve.	MariaElena Ruiz				
Create extended learning and educational opportunities for all students	As needed	Administration and Teachers	Model lessons taught by EL Liaison to support implementation of CM Ongoing PD to support CM and effectively create lessons that integrate strategies into STEAM and PBL			

Strategy #5:

Support goals in TOA (Theory of Action) and constantly revisit tool to access impact and adjust as needed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Illuminate, Data zone, eschool, and iReady data management systems are used by administrators and teachers to access student performance data so it can be too compared to school wide, district, state, and national data to ascertain student performance and guide efforts to improve and measure the effectiveness of instruction.	Ongoing	Administration, ILT, Resource Teacher	Administration and Resource Teacher will support with systems around assessments, data, and interventions. Grade Level and Department meeting time will be allocated for data analysis and individual student evaluation.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Administration and teachers will utilize data driven decision making. Teacher created assessments will be utilized to directly align with PBL implementation			

Strategy #6:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #3

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 student performance 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:

SUBJECT: All Content Areas
LEA GOAL:
Provide all students and families a safe, welcoming, and caring environment conducive to learning.
SCHOOL GOAL #3:
All students will be provided a safe and welcoming learning environment that supports both academic and social-emotional success. Positive Behavior Intervention Support system will be implemented school wide. Parent participation will increase by 10%. All Students at Ocala STEAM Academy will be educated in a safe, nurturing, supportive, and healthy learning environment. Ocala STEAM Academy will increase its Average Daily Attendance to 98%. Opportunities for parent engagement will be provided by the school.
Data Used to Form this Goal:
Staff and student survey data Monthly referral & suspension data PBIS Implementation Report Attendance Data
Findings from the Analysis of this Data:
Student referrals continue to decline. The one area that continues to have incidents is the SELPA/ED. Student discipline referrals decreased 51% in 2016-2017 Student discipline referrals decreased 38% in 2015-2016 Attendance has been between 96-97% the last three years October 2017 increased to 98.2%

How the School will Evaluate the Progress of this Goal:

Ongoing progress monitoring analyzed along with survey results and data

Strategy #1:

Build an effective master schedule and appropriately group students to maximize their learning potential.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
An appropriate schedule is developed to support both the academic and social emotional needs to reach student.	August 2018; check and monitored throughout the year for appropriateness	Administration, staff				
Opportunities are provided outside of the traditional classroom setting to encourage students' love of school	Ongoing	Administration, staff	Clubs, extended learning time, Saturday academies, etc. are utilized to support student success	1000-1999: Certificated Personnel Salaries	Supplemental/Concentration	1,000.00

Strategy #2:

Develop a healthy and positive climate that supports staff, students, family, and community members.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Incorporate many strategies throughout the school to help students feel supported and connected. Recognize students regularly for both social emotional and academic achievements	Ongoing	Administration, counseling department, staff	Honor Roll & College T-shirts Awesomeness forms in triplicate (funded through PBIS)	4000-4999: Books And Supplies	Supplemental/Concentration	3000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Spirit Weeks, Bully Prevention, School Rallies, Assemblies, Monthly College Day, Theme Days, Student of the Month, Honor Roll, Perfect Attendance Awards, Trimester Rewards</p> <p>Include NEU powerful symbolism and GEAR UP items</p>						
Regular parent meetings and opportunities for families at Ocala	Ongoing	Staff, SLS Coordinator, Community Liaison, Administration	<p>Plan opportunities for parents to get involved at school. Invite parents/community to partner in developing and implementing strategies related to parent involvement and home support through on-going communication with parents.</p> <p>Funded through SLS Measure A</p>			
Recognition opportunities for parent engagement	Ongoing	Staff, SLS Coordinator, Community Liaison, Administration	Funded through SLA Measure A			
The staff will participate in safety trainings in order to learn the skills necessary to stay safe and keep our students safe.	Monthly	Staff, Safe Schools, Campus SRO				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Expectations and procedures are clearly communicated to staff, students, and community</p> <p>Provide access to resources in order to eliminate social, emotional, physical, and behavioral barriers.</p>	Beginning of the school year; updated and revisited each trimester	Staff	<p>A detailed explanation of rules, expectations, consequences, etc... is created and published each year in the student agenda. These expectations will be clearly communicated through behavior assemblies</p> <p>Student and families are provided access to counseling, community resources, tutoring, etc... Referrals are made to help with mental health referrals, social services application, and other needs of students and families and Community Based Organizations</p>			

Strategy #3:

Develop and support a campus that has a strong college going culture.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Develop Powerful Symbolism and Systems around the Six Exceptional Systems of NEU	Ongoing	Leadership Team, staff	<p>No Excuses University Conference; Leadership Seminar</p> <p>Cost will be funded out of General Funds</p>			
Create a campus that physically reflects a college mindset.	Ongoing	staff	College banners, flags, signs, mascots, etc.	4000-4999: Books And Supplies	Supplemental/Conce ntration	1,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Upkeep of current physical space and improvement where it is necessitated to create a welcoming environment for students, families, and community members	As needed	Staff	Furniture, posters, paint. counters, blinds, etc. for common areas such as SCI, front office, hallways, etc.	4000-4999: Books And Supplies	Supplemental/Conce ntration	1,000.00

Strategy #4:

Support Ocala STEAM Academy with aesthetically pleasing phtysical environment that support a positive, safe, and engaging learning environment.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #6:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #4

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 student performance 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:

SUBJECT: All Stakeholders
LEA GOAL:
Engage Stakeholders in a meaningful way that promotes a positive learning, working and community environment that is geared toward student achievement.
SCHOOL GOAL #4:
Involve and engage all stakeholders associated with Ocala STEAM Academy including students, staff, district personnel, families, community members, and service providers.
Data Used to Form this Goal:
Survey data Volunteer Hours Attendance data from school events PBL data and curriculum
Findings from the Analysis of this Data:
Community involvement has steadily increased at Ocala for the last four years. Parent involvement has tripled from 2015 to now.
How the School will Evaluate the Progress of this Goal:
Survey data Volunteer Hours Attendance data from school events PBL data and curriculum
Strategy #1:
Create opportunities for parents to become involved in the Ocala community in a meaningful way.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Create regular meetings for parents to attend to learn about Ocala and meet other parents and staff.	Monthly Parent Cafes	Staff, PTA	Funding through SLS Measure A			
Create meaningful opportunities for parents to volunteer at Ocala	Ongoing	Staff	Funding through SLS Measure A			
Work with staff and outside providers to bring PD and workshops to Ocala for parents	Ongoing	Staff	Funding through SLS Measure A Parenting classes are offered to parents to improve parenting skills that directly affect student success, positive behaviors and parent participation. Educational PDs are offered for parents to better themselves and support their child's learning			
Create parent opportunities at all school wide events (including BTSN, STEAM Night, Exhibitions Nights, etc.)	Each Trimester	Staff, PTA, SLS, Community Liaison	Funding through SLS Measure A			

Strategy #2:

Build a strong relationship with our feeder schools that focuses on incoming 5th graders

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Attend events at Meyer, Ryan, and Cassell on a consistent basis to meet and develop a relationship with families, students, and staff at feeder schools	Ongoing	Administrators, Community Liaison				
Collaborate with Administrators from Meyer, Ryan, and Cassell to strengthen feeder pattern.	Monthly	Administrators				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Visit feeder 4th & 5th Grade classroom & invite students to visit Ocala	Visit them in Fall Host them in Winter	Administration and Staff	Purchase materials and supplies for activities for feeder school students Print and mail information about school event (funded through SLS)	4000-4999: Books And Supplies	Title I	1,029.48

Strategy #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #6:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #5

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 student performance 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:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #5:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Strategy #1:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #6

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 student performance 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:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #6:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Strategy #1:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #6:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

School Goal #7

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 student performance 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:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #6:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Strategy #1:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #6:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

School Goal #8

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 student performance 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:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #6:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Strategy #1:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #4:						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #5:						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #6:						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

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 this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Arts (ELA) / Mathematics
SCHOOL GOAL #1:
All students will reach high standards in ELA at a minimum meet or exceed standards on SBAC in 2018-2019. All students will reach high standards in Mathematics, at a minimum, attaining met or exceeded standards in mathematics by 2018-2019.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Resource teacher to provide student support at the site level; Program Administrators to support site principals and teachers to enhance instructional strategies for student learning; and provide substitute teachers to release classrooms to attend Professional Development.	August 2017-June 2018	District and School Personnel	Certificated salaries at district and site school level	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	867,789
			Certificated benefits	3000-3999: Benefits	Title I Part A: Allocation	256,780
Staff provides program and fiscal support to school sites.	August 2017-June 2018	District and School Personnel	Classified salaries at the district level and during summer school	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	204,781
			Classified benefits	3000-3999: Benefits	Title I Part A: Allocation	65,377
Provide additional, supplementary materials and supplies for teachers and students (i.e., summer school, McKinney-Vento program, private school)	August 2017-June 2018	District and School Personnel	Materials and supplies	4000-4999: Books And Supplies	Title I Part A: Allocation	331,075
Provide supplementary support for students and teachers (i.e., summer school contracts, materials, targeted interventions).	August 2017-June 2018	District and School Personnel	Travel, conferences, contracts, transportation, license agreements	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	961,517

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Learners
SCHOOL GOAL #2:
All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or advanced in reading/language arts and mathematics by 2017-2018.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide English Language Learners with supplementary instructional support.	August 2017-June 2018	District and School Personnel	Certificated salaries for extended duty, substitute costs, overtime	1000-1999: Certificated Personnel Salaries	Title III Part A: Language Instruction for LEP Students	235,809
			Certificated benefits	3000-3999: Benefits	Title III Part A: Language Instruction for LEP Students	68,700
Provide English Language Learners will supplementary materials to support their learning.	August 2017-June 2018	District and School Personnel	Materials and supplies; software	4000-4999: Books And Supplies	Title III Part A: Language Instruction for LEP Students	79,155
Provide supplementary English Language Development materials and training for teachers and district instructional coaches.	August 2017-June 2018	District Personnel	Supplementary services (i.e., contracts, license agreements) and professional development for district instructional coaches and teachers	5000-5999: Services And Other Operating Expenditures	Title III Part A: Language Instruction for LEP Students	56,500

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	78,973.72	0.00
Supplemental/Concentration	119,300.00	0.00

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	Supplemental/Concentration	81,000.00
4000-4999: Books And Supplies	Supplemental/Concentration	8,000.00
5000-5999: Services And Other Operating	Supplemental/Concentration	30,300.00
1000-1999: Certificated Personnel Salaries	Title I	67,243.68
4000-4999: Books And Supplies	Title I	5,230.04
5700-5799: Transfers Of Direct Costs	Title I	500.00
5800: Professional/Consulting Services And	Title I	6,000.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
Supplemental/Concentration	119,300.00
Title I	78,973.72

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	148,243.68
4000-4999: Books And Supplies	13,230.04
5000-5999: Services And Other Operating Expenditures	30,300.00
5700-5799: Transfers Of Direct Costs	500.00
5800: Professional/Consulting Services And Operating	6,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	190,244.24
Goal 2	1,000.00
Goal 3	6,000.00
Goal 4	1,029.48

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Tracy Leathers	X				
Carey Heinen		X			
Cristina Bustamante		X			
Julie Arroyo		X			
Herlinda Barrios			X		
Ana Perez				X	
Marilyn Albarran				X	
Marlene Gonzalez				X	
Edith Mota				X	
Sandra De La O				X	
Numbers of members of each category:	1	3	1	5	

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

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) 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

X 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

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

Instructional Leadership Team

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 1, 2017.

Attested:

Tracy Leathers

Typed Name of School Principal

Signature of School Principal

Date

Julie Arroyo

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date