

SPSA Year X 2017–18 2018–19 2019–20

[LCFF Accountability Dashboard](#) Essential data to support completion of this SPSA. Please analyze the school's full data set; specific links are also provided within the template.

Single Plan for Student Achievement (SPSA) Template

School Name John Sinnott Elementary School

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2017-20 Plan Summary

School's STORY

Briefly describe the students and community and how the school serves them.

Mission Statement: The John Sinnott mission is to build upon our students strengths and talents by tirelessly maximizing their social, emotional, and academic potential in an ever changing world. We will build relationships, foster lifelong learning, and measure annual growth, establishing a safety net of supports to ensure success.

Vision: John Sinnott Elementary school shares the Milpitas Unified School District's vision that every student is valued, challenged, and successful.

School Theory of Action

John Sinnott Elementary School maintains the goal to Close the Achievement Gap while Increasing Academic Achievement for All Students. As a means to achieve this goal, we view our parents and families as our partners in providing our students with the best, well rounded educational program possible. We maintain high expectations and model

positive performance, guiding students to become lifelong learners who will be successful citizens in the 21st century.

Sinnott Elementary School opened in the fall of 1968. It is one of nine elementary schools serving students in the city of Milpitas. Sinnott has an enrollment of over 750 students, making Sinnott one of the largest elementary schools in MUSD. Sinnott is a transitional kindergarten through sixth grade elementary school with an ethnically diverse student population.

Sinnott teachers and support staff believe that a strong academic focus, supported by a positive and caring learning environment is essential to our students' success. Our staff of talented teachers provides high-quality instruction in the classroom, and emphasizes high expectations for all students. We also provide intervention and enrichment opportunities, after school tutoring classes, and homework club. We place a strong emphasis on a safe and dynamic environment to meet the social and academic needs of all students. Our school also meets the needs of all students through many special programs including EL primary language support, a Speech and Language Pathologist(SLP), a Science Specialist in grades 4-6, a Physical Education(PE) paraprofessional, and Special Education.

The staff at Sinnott School believes that all children can learn and be successful. We have a Wildcat Care Card program recognizing positive behavior, Safety Patrol, Student Council, and the Order of Distinguished Service (ODS) to encourage students to participate in school-wide community service and develop good citizenship. Students also serve the school as flag monitors, cafeteria helpers, and recycle monitors. Each year the student council leads the school in the Jack Emery Drive; which provides food to Milpitas families in need. These experiences empower students to make a difference in their community.

We are committed to celebrating our diverse student body by developing an inclusive, caring educational community in which all students have the opportunity to achieve their maximum potential. Here at Sinnott, we strive to create a stimulating and challenging learning environment which provides varied approaches to learning. We equip our students to become powerful thinkers, effective communicators, self-directed learners, and responsible citizens.

For several years and continuing, Sinnott's focus has been on implementing and maintaining Professional Learning Communities. PLC's focus on four guiding principles: What do we want students to learn? How will we know if they learned it? What will we do if they do not learn it? What will we do if they already know it? The staff has worked tirelessly, starting with math, at identifying essential standards, developing common formative and summative assessments, and analyzing data in order to best meet the learning needs of all of our students.

The implementation of technology is used to develop concepts and help make students' learning experiences meaningful. Each classroom has access to chromebook carts as well as 5+ class chromebooks. We are committed to increasing the technological skills and opportunities for students by continuing our effort to put more technology in the hands of our teachers and students.

Our staff goes to great lengths to communicate with our families and community, through newsletters, Parentlink, and the school website. Sinnott is fortunate to have a partnership with the Parent Teacher Association (PTA) that supports our school in numerous ways to enhance educational experiences. Our PTA provides special programs, assemblies, activities, and fundraising throughout the year.

We are proud of success that Sinnott has achieved and will continue to work at finding ways to meet the needs of each and every student and their families.

SPSA HIGHLIGHTS

Identify and briefly summarize the key features of this year's SPSA.

Professional Learning Communities: Sinnott staff will continue to engage in cycles of inquiry in our high quality professional learning communities. Our work on building shared knowledge and common language around the common core state standards has and will continue to allow teachers to better work together to develop systems that target the needs of our students. We will build a shared accountability for student learning in a safe environment of support.

Student Engagement: Sinnott will continue to develop blended learning opportunities for students to increase real world application and differentiated learning. We not only want to focus on academic targets but on a well rounded learning experiences that includes music and the arts.

Family Partnership: Our intention is to better partner with our families through more outreach, communication, and family academic and social events.

REVIEW OF PERFORMANCE

Based on a review of performance on the **state indicators** and **local performance** indicators included in the LCFF Accountability Dashboard, progress toward goals, local self-assessment tools, stakeholder input, or other information, what progress is the school most **proud** of and how does the school **plan to maintain** or **build upon that success**? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

Sinnott had significant gains in math performance. While ALL students increased significantly, we are particularly proud of the progress of our Socio-economically disadvantaged, Students with disabilities, Hispanic students and our EL only students as seen in the data below.

	Student Performance	Number of Students	Status	Change
All Students		414	Very High 72.9 points above level 3	Increased Significantly +18.3 points
English Learners		204	Very High 69.6 points above level 3	Increased +12.5 points
Foster Youth		N/A	N/A	N/A
Homeless		N/A	N/A	N/A
Socioeconomically Disadvantaged		70	High 10.8 points above level 3	Increased +12.4 points
Students with Disabilities		22	High 22.2 points above level 3	Increased Significantly +17.8 points
African American		4	*	*
American Indian		1	*	*
Asian		277	Very High 94.7 points above level 3	Increased Significantly +18.2 points

<u>Filipino</u>		37	Very High 44.6 points above level 3	Increased Significantly +23.6 points
<u>Hispanic</u>		46	High 2.5 points below level 3	Increased Significantly +25 points
<u>Pacific Islander</u>		6	*	*
<u>Two or More Races</u>		14	Very High 36.4 points above level 3	Increased +5.4 points
<u>White</u>		29	Very High 51.2 points above level 3	Increased +11.4 points

Additional English Learner Assessment Data

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for English Learners and reclassified students are provided below for informational purposes.

	Number of Students	Status	Change
EL - EL Only	79	High 15 points above level 3	Maintained +1.6 points
EL - Reclassified Only	125	Very High 104.2 points above level 3	Increased +11.4 points

Professional Learning Communities at Sinnott have been focusing efforts on math by having a dedicated math block for each grade level during the school day, identifying math essential standards, creating common formative and summative assessments, sharing best practices, providing Tier 2 interventions for target students, and providing enrichment activities for all level of student. There is still work to be done on helping our Hispanic students meet standard but they had a 25 point increase. Sinnott will continue to work on Tier 2 (grade level standard intervention) and Tier 3 (universal skill intervention) math interventions in the year to come. Additionally, staff has identified the strategies and programs that have worked for math and are developing ways to translate those, where applicable, into English Language Arts.

Referring to the LCFF Accountability Dashboard, identify any **state indicator** or **local performance** indicator for which overall performance was in the “Red” or “Orange” or “Yellow” performance category or where the school received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the school has determined **need significant improvement** based on review of local performance indicators or **other local indicators**. What **steps** is the school planning to take **to address** these **areas with the greatest need** for improvement?

At Sinnott, the progress of our Socioeconomically disadvantaged, Students with disabilities, Hispanic Students, and our EL only students in English Language Arts are our greatest need. This is noted in the data below in English Language Arts.

	Student Performance	Number of Students	Status	Change
All Students		413	Very High 66.3 points above level 3	Increased +9.2 points
English Learners		204	Very High 54.7 points above level 3	Increased +8.7 points
Foster Youth		N/A	N/A	N/A
Homeless		N/A	N/A	N/A
Socioeconomically Disadvantaged		70	Medium 2.8 points above level 3	Declined -2.8 points
Students with Disabilities		22	Low 16.1 points below level 3	Declined -5.7 points
African American		4	*	*
American Indian		1	*	*
Asian		277	Very High 82.2 points above level 3	Increased +12.1 points
Filipino		37	Very High 50.1 points above level 3	Increased +15.3 points

GREATEST NEEDS

<u>Hispanic</u>		46	Medium 5.5 points above level 3	Declined -3.5 points
<u>Pacific Islander</u>		6	*	*
<u>Two or More Races</u>		14	High 43 points above level 3	Maintained +3.2 points
<u>White</u>		28	Very High 57.6 points above level 3	Maintained +5.5 points

Additional English Learner Assessment Data

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for English Learners and reclassified students are provided below for informational purposes.

	Number of Students	Status	Change
EL - EL Only	79	Low 24 points below level 3	Declined Significantly -28.2 points
EL - Reclassified Only	125	Very High 104.5 points above level 3	Increased +17 points

In order to address these needs, we will start by creating a strong Tier 1 foundation. As with math, we will have a dedicated ELA block for each grade level, agree on ELA essential standards, create common formative and summative assessments, share best practices, analyze data and provide Tier 2 and Tier 3 interventions. Our goal is to identify these “target students” at the start of the school year and through the work in our Professional Learning Communities address their needs through goal setting and targeted, individualized plans. Also, we plan to engage families and provide targeted workshops, monitor the effectiveness of interventions, and work closely with the Resource specialist to identify student specific needs.

Additionally, we will better support our EL students with designated ELD blocks which will allow for flexible groupings as well as grade level rotations. Students will benefit from the newly adopted ELA curriculum which has an ELD component that is meaningful and connected.

Referring to the LCFF Accountability Dashboard, identify any state indicator for which performance for any student group was **two or more** performance levels **below** the **“all student”** performance. What **steps** is the school planning to take **to address these performance gaps**?

PERFORMANCE GAPS

As noted in the data above, Sinnott shows performance gaps for our EL only, Hispanic, Socio-economically disadvantaged and our Students with Disabilities in English Language Arts. Our EL only and students with disabilities need special attention in ELA as they have not met standard overall and declined from the previous year. Our Hispanic students, while making significant gains in math have still not met standards overall. We have made great strides in math and will continue with the work we are doing but now make sure we notice and name our target students in order to provide targeted support.

BUDGET OVERVIEW

DESCRIPTION

AMOUNT

Total Budget Expenditures for SPSA Year **2017-18**

\$210,424

Total Funds expended for Planned Actions/Services to Meet the Goals for SPSA Year **2017-18**

Briefly describe any differences between budgeted and expended resources. .

Will complete once carry over is identified if any

DESCRIPTION

AMOUNT

Total Supplemental and Concentration Funds for SPSA year

\$130,271

Percentage of SPSA Budget that is Supplemental or Concentration Funds

62%

Briefly describe how services for disadvantaged students (low socioeconomic, English learners, or foster/homeless) have been improved at least the percentage above. For school wide programs, indicate how they are the best way to serve disadvantaged students.

Our school wide overall focus is to build systems that specifically identify student learning gaps and provide targeted intervention and enrichment support both in and out of the classroom. By doing this, we will be targeting the needs of our disadvantaged students. We also want students to find success in areas outside of academics which is why we are including Music for Minors during the instructional day.

Newly adopted ELD curriculum will provide our English Learners with language support that will be tied into the ELA curriculum.

Sinnott staff will also be identify supplemental materials that will improve the success of our EL learners both in math and ELA.

Budget Summary

DESCRIPTION	Block Grant	Supplemental	Title I	Other: Grants/Donations	TOTAL
Allocation:	\$54,002	\$130,271	0	0	
Expenses:					
Object 1XXX : Certificated Salary					
Teacher Salary		\$5000			
Certificated Stipend		\$4000			
Substitute Teacher		\$10000			
Sub-Total		-	-	-	-
Object 2XXX: Classified Salary					
Classified Clerical Salary	\$11,186				
Instructional Assistant	\$20,198	\$16,873			
Sub-Total		-	-	-	-
Object 3XXX: Benefits					
CE Statutory Benefit					
CL Statutory Benefit	\$15,793	\$8,768			
Health and Welfare					

Sub-Total	-	-	-	-	-
Object 4XXX: Supplies					
Office Material and Supplies	\$2,825	\$30,500			
Non-Capitalized Equipment		\$10,000			
Sub-Total	-	-	-	-	-
Object 5XXX: Operational					
Conference		\$10,000			-
Parent Engagement		\$10,000			
Bus and Field-trips					-
Other Professional Services	\$4,000	\$25,130			-
Sub-Total	-	-	-	-	-
Indirect Costs					
Total Expenses	-	-	-	-	-
BALANCE	54002	130,271			

Stakeholder Engagement

SPSA Year 2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR SPSA AND ANNUAL UPDATE

How, when, and with whom did the School consult as part of the planning process for this SPSA/Annual Review and Analysis?

Instructional Leadership Team

During our April ILT meeting, the programs/interventions we currently provide were ranked by the team as “needed”, “maybe but need more data to track”, and “no”. The 3 district goals were also discussed as well as were things we are already doing at Sinnott to work towards meeting those goals.

During the May ILT meeting, Sinnott’s proposed actions were reviewed and the team provided feedback.

Teaching Staff

April - Shared the CA Dashboard for Sinnott. Teams identified the programs/strategies/resources that have been implemented that have led to our great successes in Math. Teams then discussed how Sinnott might be able to translate our work in math into ELA which is where we are seeing a greater need.

May-Staff reviewed the proposed actions for the 2017-2018 school plan and asked questions as well as provided feedback.

School Site Council

February - Shared both i-Ready and school-wide SBAC data and discussed successes as well as areas to focus on. Looked at our current goals and expenditures and how they address our needs.

April- Shared the CA Dashboard for Sinnott. Discussed the work that PLCs are currently doing that have led to our success and how we can build on that success.

May-SSC reviewed the proposed actions for the 2017-2018 school plan and asked questions as well as provided feedback.

PTA

May-shared proposed actions for the 2017-2018 school plan. Asked questions and provided feedback on programs to continue (Music for Minors).

IMPACT ON SPSA AND ANNUAL UPDATE

How did these consultations impact the SPSA for the upcoming year?

ILT/Staff: helped to decide what programs and interventions to carry forward and what to let go of. iReady afterschool intervention will no longer be offered. The site budget will cover Raz Kids, Scholastic News, and Scope magazine as these resources can be used for differentiated lessons, blended learning, and intervention during class time. Added a Sinnott Parent University for the 2017-2018 school year that will be in addition to the district parent university. It was also decided to put names and faces to our target students so that the staff as a whole can support those students in appropriate ways. Sinnott students are “our” students and we will have a shared responsibility for their success.

SSC: Always asks great questions which require site leadership to be really thoughtful when developing actions for Sinnott. Provided feedback on current programs; want Music for Minors expanded to more grade levels. SSC member who is also on PTA brought the idea of bringing PTA in as a partner on some of our existing staff led programs such as Math Olympiad. A partnership will lead to more communication avenues and great participation overall. Another action that was added from SSC input is to have students take ownership over the cleanliness of our campus by having clean up days throughout the year.

PTA: Open to partnering with staff on more events. Provided feedback on programs, reiterating the desire to expand Music for Minors on behalf of parents. A partnership with Infineon was brought to Sinnott by the PTA to provide classroom volunteers and potentially STEM kits and STEM days. This partnership could lead to teachers being able to provide more targeted intervention during the school day to small groups as volunteers work with the larger group.

Goals, Actions, & Services

New

Modified

Unchanged

Goal 1

All MUSD students will receive standards-based instruction, curriculum and assessments by highly qualified teachers in a safe environment to be fully prepared for college and career and close the achievement gap.

Sinnott will increase proficiency rates at each grade level in math and ELA common core state standards as measured by iReady (diagnostic 3, end of year view) and CAASPP data. Additionally, 85% of K-2 students will meet the winter reading benchmark as measured by DRA2.

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 4 5 7 8

LOCAL _____

[Identified Need](#)

According to the California Dashboard, Sinnott students overall performed in the very high range in both math and ELA. Performance in ELA is below our performance in math, especially when looking at significant subgroups as will be addressed in Goal 3.

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP Math	Proficiency Rate (2016) 3rd-71% 4th-89% 5th-72% 6th-89%	each grade level will increase by at least 2%	each grade level will increase by at least 2%	each grade level will increase by at least 2%
CAASPP ELA	Proficiency Rate (2016) 3rd-70%	each grade level will increase by at least 2%	each grade level will increase by at least 2%	each grade level will increase by at least 2%

	4th-80% 5th-73% 6th-86%			
iReady Math (D3)	Proficiency Rate (On level mid/late or above) 1st-46% 2nd-71% 3rd-51% 4th-69% 5th-69% 6th-74%	each grade level will increase by at least 2%	each grade level will increase by at least 2%	each grade level will increase by at least 2%

iReady ELA (D3)	Proficiency Rate (On level mid/late or above) 1st-53% 2nd-69% 3rd-54% 4th-54% 5th-48% 6th-60%	each grade level will increase by at least 2%	each grade level will increase by at least 2%	each grade level will increase by at least 2%
DRA2 (winter)	Proficiency Rate K-99% 1st-81% 2nd-96%	83% of K-2 students will meet the winter reading benchmark	84% of K-2 students will meet the winter reading benchmark	85% of K-2 students will meet the winter reading benchmark

2016-17 CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

EXPECTED

ACTUAL

Increase in CAASPP ELA and Math from 2015-2016 (multi year cohort comparison)	CAASPP ELA			CAASPP Math		
	Grade	2015	2016	Grade	2015	2016
	3 to 4	72%	81%	3 to 4	83%	90%
	4 to 5	74%	76%	4 to 5	71%	75%

	5 to 6	83%	88%		5 to 6	77%	89%
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Goal **1** Action **1**

Multi-Tiered System of Supports Description: All Sinnott students will receive CCSS aligned curriculum

<u>Students to be Served</u>	<input type="checkbox"/> All District	<input checked="" type="checkbox"/> All School	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income	<input type="checkbox"/> Specific Grade spans: _____

Actions/Services	PLANNED Ensure coherence and alignment of standards and instruction	ACTUAL
	BUDGETED \$30826 (supplies, office materials, toner,paper...)	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
To ensure that all Sinnott students receive CCSS aligned curriculum, teachers will work together in their PLC's to? <ul style="list-style-type: none"> Identify essential standards for each grade level Share best teaching practices aligned to CCSS 		

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
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Amount	\$20,826	Amount		Amount	
Source	General, Supplemental	Source		Source	
Budget Reference	4310	Budget Reference		Budget Reference	

Goal **1** Action **2**

Multi-Tiered System of Supports Description: Sinnott teachers will measure mastery of CCSS aligned curriculum

Students to be Served All District All School Students with Disabilities [Specific Student Group(s)] _____

English Learners Foster Youth Low Income Specific Grade spans: _____

Actions/Services	PLANNED	ACTUAL
	Create and administer common assessments	
Expenditures	BUDGETED	ESTIMATED ACTUAL
	N/A	

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
PLC's will work together to: <ul style="list-style-type: none"> ● create and/or modify CCSS aligned formative/summative assessments for ELA and math. ● Monitor student progress using results from common assessments to determine next steps 		

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20

Amount		Amount		Amount	
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Goal **1** Action **3**

Multi-Tiered System of Supports Description: Sinnott teachers will develop and implement a scope and sequence aligned to the CCSS that engages all students.

<u>Students to be Served</u>	<input type="checkbox"/> All District	<input checked="" type="checkbox"/> All School	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income	<input type="checkbox"/> Specific Grade spans: _____

Actions/Services	PLANNED	ACTUAL
	Develop and implement scope and sequence for all grade levels.	
Expenditures	BUDGETED \$5000	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Teachers will be provided with release days to develop a scope and sequence that: <ul style="list-style-type: none"> aligns to CCSS take into consideration specific measureable learning objectives incorporate meaningful learning activities that engage all students 		

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
Amount: \$5000	Amount:	Amount:
Source: Supplemental	Source:	Source:
Budget Reference: 1151	Budget Reference:	Budget Reference:

Goal **1** Action **4**

Multi-Tiered System of Supports Description: Sinnott teachers will use common assessment data and benchmarks to provide targeted intervention and enrichment.

Students to be Served All District All School Students with Disabilities [Specific Student Group(s)] _____
 English Learners Foster Youth Low Income Specific Grade spans: _____

Actions/Services	PLANNED Use data to inform and adjust instruction	ACTUAL Grade Level agendas and PLC notes
Expenditures	BUDGETED \$10000	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
PLCs will: <ul style="list-style-type: none"> administer agreed upon assessments for collecting data analyze student performance data 		

- identify student need based on performance data
- create and implement targeted interventions and enrichment to support individual learning needs

BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	\$10000	Amount		Amount	
Source	supplemental, general	Source		Source	
Budget Reference	4310	Budget Reference		Budget Reference	

Goal 1 Action 5

Multi-Tiered System of Supports Description: Sinnott will provide a blended learning environment for students in order to meet their individual learning needs.

Students to be Served All District All School Students with Disabilities [Specific Student Group(s)] _____

English Learners Foster Youth Low Income Specific Grade spans: _____

Actions/Services	PLANNED Personalize student learning	ACTUAL
	BUDGETED \$22,700 programs, \$10000 chromebooks	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

In order to address individual learning needs, Sinnott teachers will continue to implement blended learning models to better personalize learning for students using adaptive learning platforms such as: i-Ready, Front Row, Brain Pop, Learning A-Z, SCOPE, Scholastic News

BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	\$32,700	Amount		Amount	
Source	Supplemental, general	Source		Source	
Budget Reference	4320,4210,4310	Budget Reference		Budget Reference	

Goal **1** Action **6**

Multi-Tiered System of Supports Description: Sinnott staff will build capacity and impact student learning.

Students to be Served All District All School Students with Disabilities [Specific Student Group(s)] _____
 English Learners Foster Youth Low Income Specific Grade spans: _____

Actions/Services	PLANNED Staff will participate in professional development opportunities.	ACTUAL Links to collected assessment data
	BUDGETED \$10,000	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

<p>To build capacity and impact student learning, Sinnott PLCs will determine their professional development needs such as:</p> <ul style="list-style-type: none"> ● Project Based Learning ● Response to Instruction and Intervention ● Professional Learning Communities at Work ● Readers and/or Writer’s Workshop ● Mindfulness ● English Language Development 		
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BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
Amount: \$10000	Amount:	Amount:
Source: Supplemental	Source:	Source:
Budget Reference: 5203	Budget Reference:	Budget Reference:

Goal 1 Action 7

Multi-Tiered System of Supports Description: Sinnott will maintain strong Professional Learning Communities to impact student success.	
<u>Students to be Served</u>	<input type="checkbox"/> All District <input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> Specific Grade spans: _____

	<p>PLANNED</p> <p>Grade level teams will engage in highly effective Professional Learning Communities</p>	<p>ACTUAL</p>
Expenditures	<p>BUDGETED</p> <p>\$4000 (lead stipends)</p>	<p>ESTIMATED ACTUAL</p>

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Instructional Leadership Team will provide support and facilitate PLC meetings (2-3X monthly) grounded by the four guiding questions:

- What do we want students to learn?
- How will we know they have learned it?
- What will we do if they do not learn?
- What will we do if they already know it?

BUDGETED EXPENDITURES:

2017-18

2018-19

2019-20

Amount

\$4000

Amount

Amount

Source

Supplemental

Source

Source

Budget Reference

1119

Budget Reference

Budget Reference

Goals, Actions, & Services

New

Modified

Unchanged

Goal 2

All MUSD students will have an equal opportunity to learn in a culturally responsive, physically and emotionally safe environment.

Sinnott students, families, and staff will be engaged in both the academic and social-emotional aspects of school.

State and/or Local Priorities Addressed by this goal:

STATE 3 5 6

LOCAL _____

Identified Need

Sinnott has the need to target and evaluate actions to address opportunities for student, family, and staff engagement.

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent engagement survey	TBD			
Student climate survey	TBD			
Staff climate survey	TBD			
School Site council participation	7 parents	SSC will increase by 1	SSC will increase by 1	SSC will increase by 1
PTA membership	192	PTA membership will increase by 5%	PTA membership will increase by 5%	PTA membership will increase by 5%

CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

EXPECTED	ACTUAL
SSC: 4 Parents There was no other current school year monitoring.	SSC 2016-2017: 7 parents

Goal **2** Action **1**

Multi-Tiered System of Supports Description: Sinnott will meet the social needs of our students.

<u>Students to be Served</u>	<input type="checkbox"/> All District	<input checked="" type="checkbox"/> All School	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income	<input type="checkbox"/> Specific Grade spans: _____

Actions/Services	PLANNED Sinnott will provide counseling services for students in need of social emotional support	ACTUAL
Expenditures	BUDGETED \$5000	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Struggling students will be identified and referred to counseling services through the Student Success Team.		

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
Amount: \$5000 Source: supplemental Budget Reference: 5809	Amount: Source: Budget Reference:	Amount: Source: Budget Reference:

Goal 2 Action 2

Multi-Tiered System of Supports Description: Sinnott will increase the engagement of families and students through varied activities.	
<u>Students to be Served</u>	<input type="checkbox"/> All District <input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <u>[Specific Student Group(s)]</u> _____ <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> Specific Grade spans: _____

Actions/Services	PLANNED Sinnott will provide varied activities for student and family engagement	ACTUAL
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Expenditures

BUDGETED \$10,000	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Sinnott will engage our families and students through various events and extra-curricular activities to engage and support their social emotional well being.

- Wildcat Pledge recognition
- Spirit Days/Assemblies
- Math Olympiad
- Multi-Cultural Night
- Art Club
- Garden Club
- Genius hour
- Order of Distinguished service
- Wildcat Care Cards
- Perfect Attendance awards
- Sinnott Parent University
- PTA activities
- Young Authors Faire
- Mindfulness workshops
- Mindfulness in the classroom
- classroom plays
- assemblies
- Project Based Learning
- Girls on the Run

BUDGETED EXPENDITURES:

2017-18

Amount	\$10000
Source	supplemental
Budget Reference	5809, 4310, 4210, 4320

2018-19

Amount	
Source	
Budget Reference	

2019-20

Amount	
Source	
Budget Reference	

PLANNED ACTIONS / SERVICES-

Goal **2** Action **3**

Multi-Tiered System of Supports Description: Sinnott will foster the development of the whole child.

Students to be Served

- All District
 All School
 Students with Disabilities
 [Specific Student Group(s)] _____
 English Learners
 Foster Youth
 Low Income
 Specific Grade spans: _____

Actions/Services

PLANNED
Sinnott will provide music enrichment

ACTUAL

Expenditures

BUDGETED
\$11000 (50% of cost)

ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18

- New Modified Unchanged

2018-19

- New Modified Unchanged

2019-20

- New Modified Unchanged

Through Music for Minors, Sinnott will provide music enrichment for students in grades 1-3.

BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	\$11000	Amount		Amount	
Source	Supplemental	Source		Source	
Budget Reference	5809	Budget Reference		Budget Reference	

Goal **2** Action **4**

Multi-Tiered System of Supports Description: Sinnott will create a safe and welcoming environment for students and families.

<u>Students to be Served</u>	<input type="checkbox"/> All District	<input checked="" type="checkbox"/> All School	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income	<input type="checkbox"/> Specific Grade spans: _____

Actions/Services	PLANNED	ACTUAL
	Attendance secretary (0.25 FTE)	
Expenditures	BUDGETED	ESTIMATED ACTUAL
	\$17000	

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Sinnott will provide for extra secretarial hours in order to: <ul style="list-style-type: none"> • closely monitor tardies and absences • provide a welcoming office environment for students and families 		

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
Amount: \$17000	Amount:	Amount:
Source: Block grant	Source:	Source:
Budget Reference: 2410, 3202	Budget Reference:	Budget Reference:

Goal **2** Action **5**

Multi-Tiered System of Supports Description: Sinnott students will take ownership of their learning environment	
<u>Students to be Served</u>	<input type="checkbox"/> All District <input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____ <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> Specific Grade spans: _____

Actions/Services	PLANNED Student's will provide campus clean up	ACTUAL
Expenditures	BUDGETED \$500 (cleaning supplies)	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Through monthly grade level rotations, students will rid the campus of litter.		

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
Amount: \$500	Amount:	Amount:

Source
Budget
Reference

Block grant
4310

Source
Budget
Reference

Source
Budget
Reference

Goals, Actions, & Services

New

Modified

Unchanged

Goal 3

MUSD supplemental students: consisting of Low Income, English Learners, Foster Youth and Special Education will make significant academic growth in the 2017-2018 school year as detailed by the AMOs

Sinnott supplemental students will increase proficiency rates at each grade level in math and ELA common core state standards as measured by CAASPP data.

[State and/or Local Priorities Addressed by this goal:](#)

STATE 5 6 7 8

LOCAL _____

[Identified Need](#)

Sinnott shows performance gaps for our EL only, Hispanic, Socio-economically disadvantaged and our Students with Disabilities in English Language Arts. Our EL only and students with disabilities need special attention in ELA as they have not met standard overall and declined from the previous year.

Our Hispanic students, while making significant gains in math have still not met standards overall.

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP ELA	Percent Proficient overall (2016) EL only 20% Hispanic 47% Disadvantaged 51% SPED 37%	Each subgroup will make a 2% gain	Each subgroup will make a 2% gain	Each subgroup will make a 2% gain

CAASPP Math	Percent proficient overall (2016) EL only 51% Hispanic 42% Disadvantaged 53% SPED 47%	Each subgroup will make a 2% gain	Each subgroup will make a 2% gain	Each subgroup will make a 2% gain
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CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

EXPECTED	ACTUAL	
Increase in CAASPP ELA and Math proficiency from 2015-2016 (multi year cohort comparison)	ELA 2015-2016	Math 2015-2016
	<u>Hispanic</u>	
	3 to 4 40-60%	3 to 4 50-60%
	4 to 5 42-33%	4 to 5 17-33%
	5 to 6 71-86%	5 to 6 57-86%
	<u>EL only</u>	
	3 to 4 26-42%	3 to 4 68-79%
	4 to 5 19-12%	4 to 5 12-31%
	5 to 6 20-20%	5 to 6 40-80%
	<u>Disadvantaged</u>	
	3 to 4 58-68%	3 to 4 79-84%
	4 to 5 38-46%	4 to 5 35-38%
	5 to 6 53-76%	5 to 6 53-71%
<u>SPED</u>		
3 to 4 33-100% (3)	3 to 4 67-67%	
4 to 5 0-50% (2)	4 to 5 0-0%	

	5 to 6 40-20% (5)	5 to 6 40-60%
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Goal **3** Action **1**

Multi-Tiered System of Supports Description: Sinnott teachers will identify and provide intervention for identified students.	
<u>Students to be Served</u>	<input type="checkbox"/> All District <input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____ <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> Specific Grade spans: _____

Actions/Services	PLANNED Tiered system of interventions	ACTUAL
Expenditures	BUDGETED \$25130 intervention services still to be identified	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
PLCs will create a tiered system of interventions with clear data driven benchmarks for entry and exit, starting with Tier 2 (grade level standards intervention) and then moving to Tier 3 (universal skills intervention).		

BUDGETED EXPENDITURES:

2017-18

Amount	\$25130
Source	Supplemental
Budget Reference	5809

2018-19

Amount	
Source	
Budget Reference	

2019-20

Amount	
Source	
Budget Reference	

Goal **3** Action **2**

Multi-Tiered System of Supports Description: Sinnott teachers will use data to analyze student success and provide targeted supports.

Students to be Served All District All School Students with Disabilities [Specific Student Group(s)] _____
 English Learners Foster Youth Low Income Specific Grade spans: _____

Actions/Services

PLANNED
Teachers will collect and analyze data

ACTUAL

Expenditures

BUDGETED
\$5000 (subs for DRA testing release)

ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Teachers will use Illuminate or other identified program to enter and analyze classroom, grade level, and school wide data to provide targeted instruction and intervention.		

BUDGETED EXPENDITURES:

2017-18

2018-19

2019-20

Amount	\$5000	Amount		Amount	
Source	supplemental	Source		Source	
Budget Reference	1151	Budget Reference		Budget Reference	

Goal **3** Action **3**

Multi-Tiered System of Supports Description: PLCs will systematically monitor current intervention and extended day programs to ensure that target students are meeting grade level standards.

<u>Students to be Served</u>	<input type="checkbox"/> All District	<input type="checkbox"/> All School	<input checked="" type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income	<input type="checkbox"/> Specific Grade spans: _____

Actions/Services	PLANNED Monitor intervention and extended day programs	ACTUAL
Expenditures	BUDGETED para \$56000, hourly \$15000	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Sinnott staff will develop feedback systems to monitor student success in intervention and extended day programs.		

<ul style="list-style-type: none"> • Ready Naturally • Signs for Sounds • Quickreads • Math Easy • HW Club • Kinder/First grade push in and pull out 		
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BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
Amount: \$71000	Amount:	Amount:
Source: Supplemental, Block	Source:	Source:
Budget Reference: 2110,3102,3202,1191,2182	Budget Reference:	Budget Reference:

Goal 3 Action 4

Multi-Tiered System of Supports Description: Implement ELD curriculum aligned to CCSS	
<u>Students to be Served</u>	<input type="checkbox"/> All District <input type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____ <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> Specific Grade spans: _____

Actions/Services	PLANNED Sinnott will provide targeted academic strategies to meet the needs of our EL students.	ACTUAL
Expenditures	BUDGETED \$3000 materials	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18	2018-19	2019-20
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<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
PLCs will collaborate to identify and purchase supplemental materials that will enable EL students to access the core curriculum.		

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
Amount: \$3000	Amount:	Amount:
Source: supplemental	Source:	Source:
Budget Reference: 4310	Budget Reference:	Budget Reference:

Goal 3 Action 5

Multi-Tiered System of Supports Description: Sinnott EL students will receive designated ELD instruction that is aligned to ELA standards.	
<u>Students to be Served</u>	<input type="checkbox"/> All District <input type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____ <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> Specific Grade spans: _____

Actions/Services	PLANNED	ACTUAL
	Designated ELD instruction	
Expenditures	BUDGETED	ESTIMATED ACTUAL
	N/A	

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
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Teachers will provide targeted ELD instruction that is aligned with ELA curriculum during designated ELD time (at least 30 minutes/daily) .

BUDGETED EXPENDITURES:

	2017-18	2018-19	2019-20
Amount			
Source			
Budget Reference			

Goal **3** Action **6 +**

Multi-Tiered System of Supports Description: The Sinnott Student Success Team will support identified students.

<u>Students to be Served</u>	<input type="checkbox"/> All District <input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> Specific Grade spans: _____

Actions/Services	PLANNED Student Success Team	ACTUAL
Expenditures	BUDGETED N/A	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18**2018-19****2019-20**New Modified UnchangedNew Modified UnchangedNew Modified Unchanged

Student Success Team will meet weekly to:

- discuss teacher referrals.
- set goals and actions for identified students with support and follow up.

BUDGETED EXPENDITURES:**2017-18****2018-19****2019-20**

Amount

Amount

Amount

Source

Source

Source

Budget
ReferenceBudget
ReferenceBudget
Reference

School Site Council Membership

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

Name	Represents	Contact Info	Reviewed Plan Date
1. Rita Maultsby	Teacher	rmaultsby@musd.org	5/2/17
2. Susan Hansen	Teacher	shansen@musd.org	5/2/17
3. Abilash Thomas	Parent/PTA	thomasab@gmail.com	5/2/17
4. Wen Tseng	Parent	wstsend@gmail.com	5/2/17
5. Lynn Kitzmiller	Parent	tiggerkitz32@hotmail.com	5/2/17
6. MD Thach	Parent	mdthach@yahoo.com	5/2/17
7. Yu Liu	Parent	yu_liu99@yahoo.com	5/2/17
8. Shirley Hui	Parent	shuidee@yahoo.com	5/2/17
9. Laurie Armino	Admin	larmino@musd.org	5/2/17

10. Lydia Mancias
11. Kang Shen

Classified
Parent

lmancias@musd.org
shenkang@hotmail.com

5/2/17
5/2/17

Total Number of School Site Council Members

	Principal	ClassRoom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Number of members of each category	1	2	1	7	0

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:
Parent Stakeholder Groups (Adjust list to reflect any site specific groups)
PTA
English Language Advisory Committee
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 here in 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: 5/16/17

Attested:

_____ Laurie Armino	_____ Signature of School Principal	_____ Date
_____ Rita Maultsby	_____ Signature of SSC Official	_____ Date