

SPSA Year x 2017–18 ☐ 2018–19 ☐ 2019–20

Single Plan for Student Achievement

(SPSA) Template

[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.

School Name	Anthony Spangler Elementary School		
Contact Name and Title	Catherine Waslif, Principal	Email and Phone	cwaslif@musd.org (408) 635-2870 ext. 1005

2017–20 Plan Summary

School's STORY and THEORY OF ACTION

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

Anthony Spangler School serves approximately 600 transitional kindergarten through sixth grade students. Ours is a rich, balanced microcosm of the world community. A variety of languages are spoken in our homes, and almost fifty percent of all households speak a language other than English. Approximately 50% of our students qualify for the Federal Free and Reduced Lunch Program. At Spangler, we strive to create a stimulating and challenging learning environment that provides for varied approaches to teaching, high levels of learning for all students, and elevated expectations for academic achievement. As such, students will be powerful thinkers, effective communicators, self-directed learners, and responsible citizens.

The Spangler Staff is comprised of twenty-nine teachers, which includes a Resource Specialist and a Science Specialist. In addition, our staff includes secretaries, custodians, paraprofessionals/instructional assistants, two part-time P.E. paraprofessionals, a psychologist, a counselor, and two Speech and Language Therapists. Our vision is to deliver *High Levels of Learning for All Students*, while our mission is to work collaboratively to accomplish that vision. Our focus is the use of differentiated instructional strategies to meet the needs of our diverse

student population, as measured by student performance on district and state assessments. In addition, Spangler school has a philosophy of early intervention, following the state-endorsed Response to Instruction and Intervention (RTI2) framework. Examples of such are teachers providing small group daily support for below grade level students which is further bolstered by school-wide intensive intervention programs before, during and after school. Teachers work in Professional Learning Communities (PLCs) to address the unique needs of each and every student. The Cycle of Inquiry, setting goals, monitoring progress and adjusting instruction is the focal point of our work together.

At Spangler school, our [Theory of Action](#) – “*If we implement high quality Professional Learning Communities (PLC’s) within a Response to Intervention and Instruction (RTI2) model, then all students will learn at high levels*” – is the foundation of our program. Recognizing that the demands on our educational system have never been greater and the consequences of failure as severe, we knew that we had to invest in first redefining Spangler’s culture if we were to ever realize our Theory of Action. We set out to rebuild our school culture around the 4 PLC questions: 1. What do we want all students to learn? 2. How will we know when each student has acquired the intended knowledge and skills? 3. How do we respond when students don’t learn? and 4. How will we respond to students who have mastered the intended knowledge and skills? All of these questions address the fundamental purpose of schooling at Spangler: *Learning*.

Our Spangler PLC’s identify struggling students by using a Response to Intervention and Instruction model. Through progress monitoring, students who have not mastered specific learning targets are identified and corrective actions taken. We do not wait for our students to fail. During weekly PLC meetings, teachers use the [collective inquiry](#) cycle to identify students who are not learning and provide targeted small group instruction for them. Teachers regularly measure student growth and, if needed, determine additional Tier 3 supports. Our school-wide RTI2 progress monitoring meetings are focused on [guiding questions](#); we ask teachers to analyze their students’ learning; thus, RTI2 and PLC’s become “natural partners.”

At Spangler, our focus is on learning. We foster an emotionally and physically safe environment adhering to the PeaceBuilders character traits. Our theory of action is focused on results, and student learning is our fundamental purpose. Our PLC’s work in collaborative teams focused on results to develop a shared sense of the school they hope to manifest and articulate the collective commitments they are prepared to make in order to move our school forward. Specific and measurable goals serve as targets and timelines. Our PLC’s engage in [collective inquiry](#): setting goals, teaching, giving common assessments and checking for progress along the way. PLC’s identify strengths and weaknesses in student learning and use the information to drive continuous improvement and inform instruction.

Over time, it became clear that our main challenge was PLC question 3: “How do we respond when our students don’t learn?” We examined the basic assumption of schooling, which is that all kids can learn and then explored what that concept meant for Spangler’s staff. We realized that in one classroom beliefs and responses might greatly differ from those of the classroom nextdoor. This meant that Spangler students who experience difficulty in learning are subject to very different responses based on the beliefs and practices of their individual teachers.

Being truly committed to the concept of learning for each student, we realized that we must stop subjecting our students to a random educational program when they struggle academically; instead, we set out to develop a set of consistent, systematic procedures ([Universal Screening Planning Guide/Referral](#)) ensuring that each student is guaranteed additional time and support when needed.

Once our staff begins to respond to our students communally (Tier 2) rather than as individuals, our school will be one step closer to becoming a high functioning PLC within an RTI2 model. Our challenge remains at the Tier 2 level collectively responding to the needs of all our students. When students struggle, the remedy should not solely be left up to the judgment and individual beliefs of one teacher. No teacher can possibly possess all the knowledge, skills, time, and resources needed to ensure high levels of learning for all their students; instead, our teachers continue to work in collaborative teams to systematically answer the question “What do WE do when our students don’t learn?” thereby ensuring a systematic, school-wide approach. Providing additional time and support relies more on will and determination than on providing additional resources. We understand, though, that no system of intervention will ever compensate for poor teaching. For this reason, in addition to developing an intervention system, it is necessary to develop the capacity of every educator to become more effective. Tier 1, the Core Program, must be strengthened through collective responsibility and job embedded collaborative PLC’s focused on best practice.

Currently, Spangler has approximately 17% struggling readers, students one to two years below benchmark. Our focus must be on accelerating these students, as they need Tier 1 plus Tier 2 support. Tier 1 is intended to meet the educational needs of at least 75% of our students; however, we are falling short of that 75% proficiency rate, so before we prescribe Tier 2 or Tier 3 interventions, classroom teachers must continue to differentiate instruction for small groups of students within the classroom. As this is the case, we must strengthen Tier 1. We do not believe that Tier 2 and Tier 3 support should ever mitigate ineffective classroom instruction, so we continue to refine Tier 1 through collaboration and focused professional development.

SPSA HIGHLIGHTS

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

[School-wide Essential Practices, aligned to district priorities](#), are the foundation for our Tier 1 program. Teachers and administration regularly monitor progress of students through regularly embedded PLC meetings dedicated to cycles of inquiry (using multiple measures of data), trimester progress and report cards to parents and regular Progress Monitoring Meetings (3X year). Students and parents will participate in Goal Setting meetings with administration and teachers. We monitor SBAC interim and summative data, as well as CELDT data as it becomes available. Furthermore, PLC's provide continuous [Feedback](#) to administration and instructional leadership team members to improve teaching and learning.

At Tier 1, our powerful classroom instruction will be based on the following five key components:

- 1.) Essential Standards/Power Standards
- 2.) 21st Century Skills
- 3.) Research Based Practices
- 4.) Student Centered Instruction that is rigorous and relevant
- 5.) Mastery Criteria for Success

Our PLC's engage in [collective inquiry](#): setting goals, teaching, giving common assessments and checking for progress along the way. PLC's identify strengths and weaknesses in student learning and use the information to drive continuous improvement and inform instruction. Our PLC's identify struggling students by using an effective Response to Intervention and Instruction model. All PLC's are asked to use our school-wide [Universal Screening Planning Guide](#) to refer their students to Tier 3 intensive intervention. In addition, PLC's work together to develop their [What I Need Time](#) plan for students who require supplemental intervention, Tier 2. PLC's develop SMART goals as part of their cycles of inquiry and present their findings to staff during twice annual school-wide [PLC celebration days](#).

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

Based on a thorough analysis of state indicators and performance on the California Dashboard, Spangler has made significant progress toward goals in English Language Arts and Mathematics.

Suspensions

As indicated by the California School Dashboard report below, Spangler's suspensions (including in-house suspensions) have significantly declined, which is consistent with our renewed focus on our PeaceBuilder's program. Spangler students and families are engaged in our school-wide efforts surrounding the following key PeaceBuilder principles:

- Righting Wrongs
- Giving Up Put Downs
- Seeking Wise People
- Helping Others
- Noticing Hurts
- Praising Others



This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined student groups for more detailed information.

	Student Performance	Number of Students	Status	Change
<u>All Students</u>	Blue	613	Very Low 0%	Maintained -0.2%
<u>English Learners</u>	Blue	219	Very Low 0%	Maintained 0%
Foster Youth		N/A	N/A	N/A
Homeless		N/A	N/A	N/A
<u>Socioeconomically Disadvantaged</u>	Blue	253	Very Low 0%	Declined -0.4%
<u>Students with Disabilities</u>	Blue	66	Very Low 0%	Declined Significantly -1.1%
African American		14	Very Low 0%	Maintained 0%
American Indian		4	*	*
Asian	Blue	239	Very Low 0%	Maintained 0%
Filipino	Blue	154	Very Low 0%	Maintained 0%
Hispanic	Blue	135	Very Low 0%	Maintained 0%
Pacific Islander		5	*	*
Two or More Races		17	Very Low 0%	*
<u>White</u>	Blue	45	Very Low 0%	Declined Significantly -2.0%

Performance Levels: Blue (Best), Green, Yellow, Orange, Red (Lowest)

GREATEST PROGRESS

English Language Arts

As the data charts below indicate, our greatest progress in English Language Arts was the Asian subgroup who increased significantly by 20.5 points, and our Reclassified English learners grew 30.9 points. All students, Filipino, English learners and Socioeconomically Disadvantaged students grew and are in the high to medium category with significant increases noted in ELA from 2015 to 2016 on the ELA CAASPP.

Mathematics

Mathematics has been an area of heightened focus for our staff. Last year's SBAC data indicated a need for intensified support. As a result, we have developed an intensive Math intervention using Marilyn Burns' Do The Math. Our greatest progress in Mathematics were the Filipino, Asian and Reclassified English learner subgroups. Our Filipino subgroup increased significantly with a 15.5 point gain. Overall, all of our students increased by 10 points.

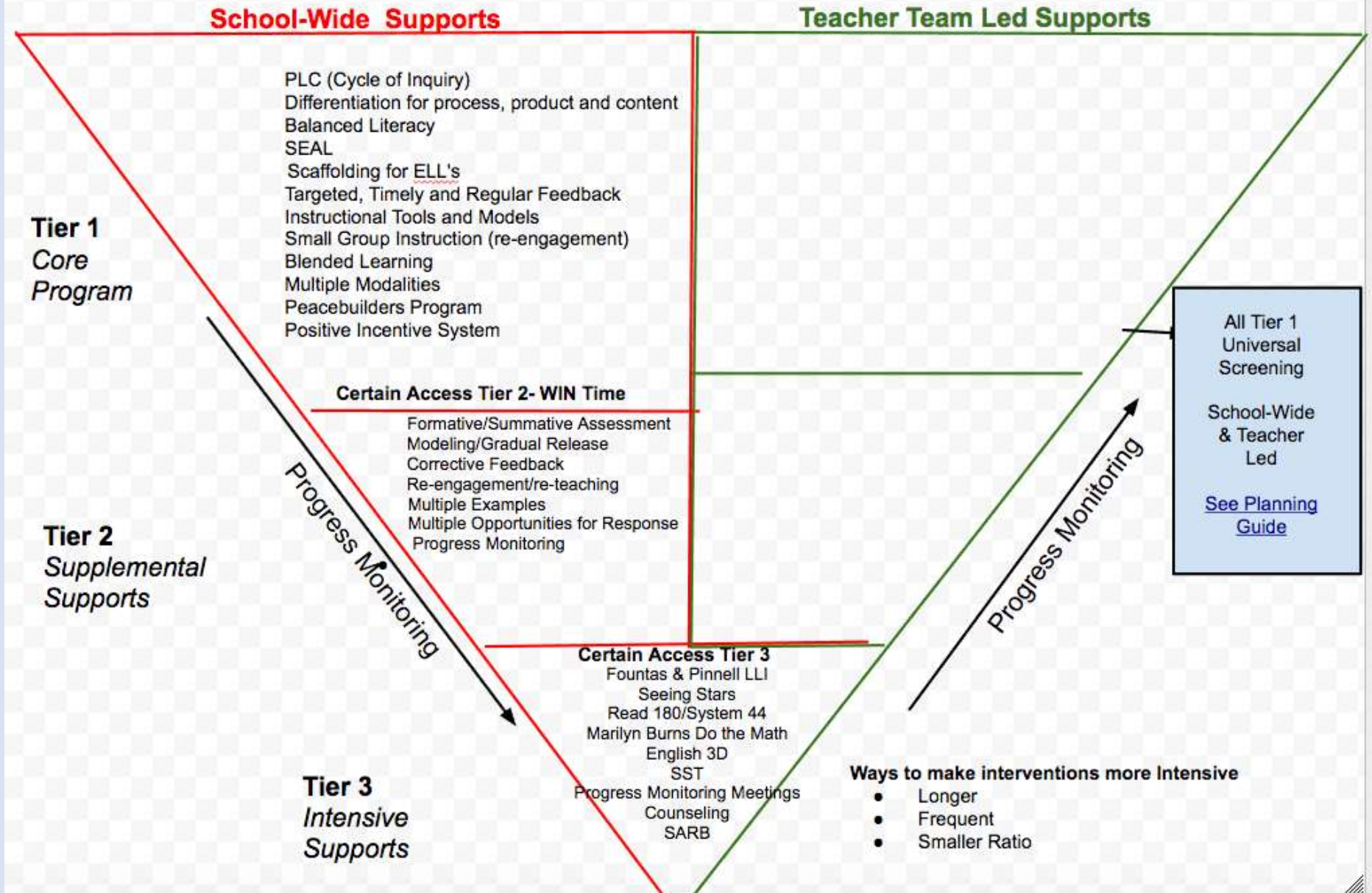
SEAL

We are very proud of our Sobrato Early Academic Language (SEAL) implementation TK-3rd grade. Our teachers have been taking anecdotal and observational data indicating an increase in use of academic language during collaborative conversations. An [Overview](#) of our SEAL program details our commitment to preventing the continuing creation of Long Term English Learners. Additionally, SEAL has increased the rigor for all our students - especially our English learners. The emphasis on oral language is an essential element of an effective language development program for young children and for ELs. An explicit focus on academic language is needed, as Language develops in context not in isolation.

RTI

Our work must be driven by the knowledge that our collaborative efforts will help determine the success or failure of our students. RTI should not be a program to raise student test scores, but rather a process to realize students' hopes and dreams. It should not be a way to meet state mandates, but a means to serve our students. At Spangler, we have worked together to define the key role of classroom teachers within an RTI2 framework. Teachers work collaboratively within their PLC's to define students' academic and/or behavioral concerns using the Universal Screener and RTI referral forms. Teachers decide on the best explanation for why the problem is occurring and select the appropriate "evidence based" Tier 3 intensive interventions. Teachers monitor students' responses to the intervention plan and determine whether progress is sufficient or additional intervention is necessary. If students fail to make progress, staff members meet to determine next steps and whether to adjust, intensify or modify intervention.

Spangler Pyramid Response to Intervention PRTI



GREATEST PROGRESS

English Language Arts 2016 Five by Five Placement

GREATEST NEEDS

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?

GREATEST NEEDS

Both summative and formative assessment data indicate the greatest needs are within the following student groups: students with disabilities and Hispanic and non-reclassified English learners. Furthermore, our Math data indicates a need to continuously improve the performance of all our students. Despite the 10 point growth, we are still 8 points from level 3. For the 2018-19 academic year, students will increase by 5% or greater. Even though the California Accountability Dashboard indicates that all of our students have medium, high or very high status and either increased or maintained in level on both mathematics and English language arts, our **students with disabilities** are low in status. Our students with disabilities need to make significant improvement in both ELA and Math. Additionally, our **Hispanic** students are in need of targeted support as they are in the yellow area on the California School Dashboard and have not increased in performance but rather maintained. Furthermore, our **English learners** continue to lag behind and are not making progress. On both the ELA and Math CAASPP, English learners declined significantly.

The steps we will take to address these areas are:

- Implement English 3D at the fifth and sixth grade levels through small group targeted dedicated ELD time. Continue to support the implementation of SEAL TK-4th grade.
- Increased collaboration of embedded PLC's in both ELA and Mathematics.
- Create a PLC collaboration schedule for general education teachers, Special Day Class (SDC) teachers and Resource Specialist.
- Provide ongoing embedded Professional Development in the areas of Balanced Literacy, Mathematics and Differentiation (Andrea Butler, Lucy Calkins and SVMJ).
- Engage parents with Parent University, Goal Setting and PeaceBuilders program.

Students with Disabilities are significantly underperforming in English Language Arts with a significant decline and underperforming in Mathematics while maintaining their performance.

Students with Disabilities Student Group Report

Anthony Spangler Elementary

Enrollment: 575

Socioeconomically Disadvantaged: 35%

English Learners: 38%

Foster Youth: N/A

Grade Span: K-6

Reporting
Year:

Spring 2017

Charter School: No




Equity Report

Status and Change Report

Detailed Reports

Student Group Report

This report shows the performance levels for Students with Disabilities on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>		Very Low 0%	Declined Significantly -1.1%
English Learner Progress (K-12)	N/A	N/A	N/A
<u>English Language Arts (3-8)</u>		Low 56.9 points below level 3	Declined -4.1 points
<u>Mathematics (3-8)</u>		Low 64 points below level 3	Maintained +1 points

Performance Levels:  Blue (Highest)  Green  Yellow  Orange  Red (Lowest)

Students with Disabilities 2016 CAASPP: While All Spangler students are performing in the “high” overall along with English Learners and Asian and Filipino subgroups, Students with Disabilities is the group who performed in low tier in Mathematics and English Language Arts. Spangler is working to identify professional development, and collaboration systems are in place for 2017/2018 to better address the unique learning needs of these students.

Hispanic Students underperforming in both ELA and Math as compared to their Asian and Filipino counterparts.

Hispanic Student Group Report

Anthony Spangler Elementary

Enrollment: 575 Socioeconomically Disadvantaged: 35% English Learners: 38% Foster Youth: N/A Grade Span: K-6

Reporting Year: Spring 2017

Charter School: No

Equity Report

Status and Change Report

Detailed Reports

Student Group Report

This report shows the performance levels for Hispanic on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>		Very Low 0%	Maintained 0%
English Learner Progress (K-12)	N/A	N/A	N/A
<u>English Language Arts (3-8)</u>		Low 20.7 points below level 3	Maintained +2.2 points
<u>Mathematics (3-8)</u>		Low 46.3 points below level 3	Maintained -0.7 points

Performance Levels:  Blue (highest)  Green  Yellow  Change  Red (lowest)

Hispanic students 2016 CAASPP: While all Spangler’s students are performing in the “high” tier overall along with English Learner and Asian Filipino subgroups, Latino students performed in the low tier. Spangler’s PLC’s are working to identify its Latino/a students to ensure needs are met through targeted instruction and intervention in both ELA and Mathematics. Spangler’s instructional focus will continue to be improving our RTI program in ELA and Math while addressing the unique English language development needs of our Hispanic non reclassified students.

English Learners significantly lag behind their non-reclassified counterparts. Spangler’s English learners performed in the low range and declined significantly in performance.

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 both the English Learners and reclassified students are provided below for informational purposes.

	Number of Students	Status	Change
EL - EL Only	72	Low 44.4 points below level 3	Declined Significantly -19.1 points
EL - Reclassified Only	79	Very High 78.9 points above level 3	Increased Significantly +30.9 points

Performance Levels:  Blue (Highest)  Green  Yellow  Orange  Red (Lowest)

PERFORMANCE GAPS

PERFORMANCE GAPS

The greatest performance gaps exist in our Hispanic, English learners and students with disabilities.



Students with Disabilities are 56.9 points below level 3 on the SBAC California Dashboard and have declined in their performance by 4.1 points. English learners (EL only) are 44.4 points below level 3 and have declined significantly by 19.1 points. Hispanic students are 20.7 points below level 3 in ELA as compared to all students at 22.8 points above level 3 and maintained accordingly. We plan to take the following steps to address these performance gaps:

- Students with disabilities (RS and SDC) will be provided targeted differentiated support at Tier 1 and Tier 2.
- Additionally, both general education and special education teachers will be provided with embedded collaboration time to support student's IEP goals.
- English learners (TK-4) will receive consistent dedicated and integrated ELD instruction through SEAL, and fifth and sixth grade English learners will receive dedicated ELD with small group English 3D instruction.
- Our Students with Disabilities, Hispanic students and English learner families will be invited to Goal Setting Conferences where they will receive information on setting and monitoring SMART goals for their students.
- In addition, our Latino liaison and staff will provide Latino nights for all interested families where we will provide workshops to support our students' unique learning needs in both ELA and Math.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the school will increase or improve services for low-income students, English learners, and foster youth.

- Year 2 and 3 SEAL (Sobrato Early Academic Language) model Implementation will provide students with an integrated and designated English Language Development in Grades 2 and 3. The SEAL model is currently implemented at TK-3 grade levels.
- English 3D will continue into its second year of implementation for Grades 5-6 English learners, especially long term English learners.
- Spangler's Latino Liaison and SSC will continue to provide a comprehensive family engagement menu of services to all low-income, English learner and foster youth families and students.
- The assistant principal will monitor student attendance.
- Spangler administration will engage parents of truant students in dialogues and create action Student Success Team intervention plans to support the families and ensure that students attend school.

BUDGET OVERVIEW

DESCRIPTION

AMOUNT

Total Budget Expenditures for SPSA Year **2016-17**

\$246,962.00

Total Funds expended for Planned Actions/Services to Meet
the Goals for SPSA Year **2016-17**

\$246,962.00

Briefly describe any differences between budgeted and expended resources.

No difference noted

DESCRIPTION

AMOUNT

Total Supplemental and Concentration Funds for SPSA year

\$154,399

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.

Spangler’s PLC’s, SST and RTI structures provide the following services for disadvantaged students:

- Examine student’s record for grades, attendance, and background information.
- Offer interventions at all Tiers (1, 2 & 3) before, during and after school.
- Monitor Progress for evidence of academic and social progress using Data Notebooks.

Budget Summary

DESCRIPTION	Block Grant	Supplemental	Title I	Other: Grants/Donations	TOTAL
Allocation:	40,938.00	154,399.00	51,625.00		246,962.00

Expenses:					
Object 1XXX : Certificated Salary					
Teacher Salary			51,625.00		51,625.00
Certificated Stipend					
Substitute Teacher (SEAL)	25,000.00				25,000.00
Sub-Total		-	-	-	-
Object 2XXX: Classified Salary					
Classified Salary (clerk & enrichment)	12,000.00	4,000.00			16,000.00
Blended Learning Support		17,000.00			17,000.00
Library Support		3,000.00			3,000.00
Instructional Assistants (Kinder Aides)		100,000.00			92,000.00
Sub-Total	-	-	-	-	-
Object 3XXX: Benefits					
CE Statutory Benefit					
CL Statutory Benefit					
Health and Welfare					
Sub-Total	-	-	-	-	-
Object 4XXX: Supplies					
Office Material, Parent Engagement and Program Supplies		20,000.00			27,337.00
Curricular Needs (Math, ELA & ELD)		10,000.00			15,000.00

Non-Capitalized Equipment						
Sub-Total	-	-	-	-	-	-
Object 5XXX: Operational						
Conference						-
Parent Engagement						
Bus and Field-trips						-
Other Professional Services (PD-Literacy & Summer Reading)	5000.00					-
Sub-Total	-	-	-	-	-	-
Indirect Costs						
Total Expenses	40,938.00-	154,399.00-	51,625.0-	-	-	246,962.00-
BALANCE						

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?

Our School Site Council is the primary custodian of our school's Single Plan for Student Achievement; however, there is quite a bit of overlap between our leadership team, administration and key stakeholders (PTA etc.). Our Single Plan for Student Achievement was written by our leadership team with broad stakeholder input (staff and parents).

Stakeholder Groups Involved: (Please Refer to the [Spangler Family Handbook](#) for meeting dates & times)

- Spangler Staff
- Instructional Leadership Team
- School Site Council
- Parent / Principal Coffee Attendees
- PTA

Stakeholder Feedback/Input provided monthly:

- Instructional Leadership Team Meetings
- Staff Meetings
- SSC Meetings
- Parent/Principal Coffee
- PTA Meetings

The Spangler Instructional Leadership team set a planning agenda which insured that their vision was clearly communicated and their focus was

on student achievement. Together, we created a timeline that allowed for analysis of each step and ensured that no items were overlooked. Both the site council and our leadership team met (separately) to review the prior year's Single Plan results and new student assessment data. By our first site council meeting, we outlined our meetings with a focus on the following areas:

- Results from 15/16
- 16/17 Focus Areas
- Strategies/Actions/Tasks
- Budgets

Most importantly was evaluation of our progress towards meeting school goals. As such, both our leadership team and SSC reviewed last year's plan guided by the following questions:

- Did the school meet its goals?
- Have priorities changed?
- Should new or additional goals be written?
- Should any goals be eliminated?
- Should some goals be revised with more challenging measurement criteria?
- Were last year's actions implemented?
- Did actions produce the desired results?

Our School Site Council has met each month throughout the 2016/2017 school year to review benchmark data, discuss and analyze student achievement results and determine next steps for intervention and expenditures for both parent and teacher support.

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

Our process flowed well, and feedback provided was critical in the formation of updated goals, strategies and budget expenditures.

Goals, Actions, & Services

	<input type="checkbox"/> New	<input checked="" type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
<u>Goal 1</u>	All Spangler students will demonstrate significant growth toward mastery of the CCSS in ELA, as measured by multiple indicators (iReady, SBAC, SRI, Kindergarten Assessments, DRA2 and F&P) by June 2018.		

State and/or Local Priorities Addressed by this goal:

STATE 1 2 4 5 7 8

LOCAL _____

Identified Need

Spangler will implement a Differentiated Tier 1 Core Program in English Language Arts to ensure high levels of learning for all students. Differentiated Instruction in Tier 1 ensures that all teachers use a variety of instructional and assessment strategies, curriculum materials, heterogeneous groupings, and other scaffolding supports to allow all students access to the ELA CCSS.

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC/iReady ELA	Overall, Spangler students increased in performance on SBAC in ELA and performed in the High range. 63% of Spangler students are in the Green (Met/Exceeded) on Math iReady February Benchmark; however, 37%	SBAC, iReady, CFA's DRA2, F&P		

	are in the yellow and red which indicate the need to provide additional support in the CCSS foundational literacy skills.			
Reclassification/ CELDT	21 students reclassified 16/17 school year.			

CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

EXPECTED	ACTUAL
Teachers and admin will monitor progress of students through weekly formative and summative assessments, weekly PLC data discussions (using multiple measures of data), trimester progress and report cards to parents and regular Progress Monitoring Meetings (3X year). Students and parents will participate in Goal Setting meetings with admin and teachers. We plan to see an overall increase of 5% in the number of students at proficiency on DRA2, and an increase of 5% at or near standard on SBAC in ELA.	

Goal 1 Action 1

Multi-Tiered System of Supports Description: Tier 1 academic program (General description of Goal)

Students to be Served	<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- General description of what our action for Goal 1 Ongoing consistent collaboration of PLCs to support the needs of all students at all 3 Tiers and to engage in cycles of inquiry	ACTUAL
Expenditures	BUDGETED <ul style="list-style-type: none"> Professional Development on DRA2 & F&P-Release time Purchase <u>Leveled Literacy Intervention</u> program components Maintain ongoing programs & any replacement materials (leveled readers and supplemental resources) Release time for PLC to plan, monitor and adjust their teaching Kinder Aides Purchase blended learning software 	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS

ACTION NARRATIVES:

2017-18

2018-19

2019-20

☐ New ☒ Modified ☐ Unchanged

☐ New ☐ Modified ☐ Unchanged

☐ New ☐ Modified ☐ Unchanged

Evolving Action

All teachers use a variety of instructional and assessment strategies, curriculum materials, heterogeneous groupings, gradual release of responsibility and other scaffolding supports to

allow all students access to the ELA CCSS and to demonstrate content mastery		
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BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
	10,000.00	Amount		Amount	
Source	Supplemental	Source		Source	
Budget Reference	709100	Budget Reference		Budget Reference	

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

Multi-Tiered System of Supports Description: **Tier 1 academic program**

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

Implementation of Research Based Common Core aligned instructional strategies.

ACTUAL

BUDGETED

- Release time for PLC's to plan, monitor and adjust their teaching
- Kinder Aides
- Professional Development on DRA2 & F&P
- Release time for planning literacy instruction
- Purchase Leveled Literacy Intervention program components
- Maintain ongoing programs & any replacement materials (leveled readers and supplemental resources)
- Purchase books, informational and complex, texts

ESTIMATED ACTUAL

Expenditures

ANTICIPATED MODIFICATIONS TO
ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" 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
<p>Evolving Action</p> <p>PLC's will identify the needs of students through Cycles of Inquiry and provide research based CCSS aligned instructional strategies at all 3 Tiers.</p> <p>We will begin with assessing our students with a Universal Screener both school-wide and in the Little Learning Center. PLCs will use the Universal Screening Planning Guide and regular Progress Monitoring meetings to identify students in need of Tier 1 Core Program support, Tier 2 Supplemental support, and Tier 3 Intensive support and provide instructional strategies that support student needs.</p>		

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
Amount	Amount	Amount
Source	Source	Source
<div>\$30,000.00</div>		
<div>Supplemental</div>		

Budget
Reference

709100

Budget
Reference

Budget
Reference

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

Multi-Tiered System of Supports Description: **Tier 1 academic program & Tier 3 intensive academic intervention)**

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 participate in professional development focusing on strategies to differentiate core instruction in order to meet all students' needs.

ACTUAL

Expenditures

BUDGETED

- Retain current RTI Coordinator (DuBois) and Intervention staff to deliver and monitor Tiered interventions
- Provide Balanced Literacy PD
- SEAL PD continued Cohort 2 (year 1-2nd and 3rd grades)
- PD on Differentiation
- Collaboration release time for PLC's

ESTIMATED ACTUAL

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[ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:](#)

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" 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
<p>Evolving Action</p> <p>PLC’s will identify their PD needs that align with school-wide goals. Through data analysis Spangler staff will identify the specific areas of need and collaborate on both current PD (SEAL, English 3D and Singapore) as well as any new PD (Literacy Backbone). Spangler’s essential practices provide the foundation for our staff’s PD focus areas.</p>		

[BUDGETED EXPENDITURES:](#)

2017-18	2018-19	2019-20
<div> <div>Amount</div> <div>\$50,000 SEAL Coach</div> </div>	<div> <div>Amount</div> <div></div> </div>	<div> <div>Amount</div> <div></div> </div>
<div> <div>Source</div> <div>Supplemental</div> </div>	<div> <div>Source</div> <div></div> </div>	<div> <div>Source</div> <div></div> </div>
<div> <div>Budget Reference</div> <div>709100</div> </div>	<div> <div>Budget Reference</div> <div></div> </div>	<div> <div>Budget Reference</div> <div></div> </div>

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

Multi-Tiered System of Supports Description: Tier 2 social emotional strategic support, Tier 3 intensive academic intervention)	
Students to be Served	<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 Extended School Year support with Summer Reading Program and Learning Center open for students to engage in summer reading and writing, as well as online reading programs, Razz Kids, Reading Counts etc.	ACTUAL
	BUDGETED ● Hire summer reading support staff.	ESTIMATED ACTUAL
Expenditures		

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
Evolving Action		

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
Amount	Amount	Amount
Source	Source	Source
Budget Reference	Budget Reference	Budget Reference
\$5000.00		
Supplemental		
709100		

Goals, Actions, & Services

	<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged
Goal 2	<p>All Spangler students will demonstrate significant growth toward mastery of the CCSS in Math as measured by Multiple indicators (iReady, SBAC, Formative Assessments) by June 2018.</p> <p>.</p>		

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8 9 10

LOCAL _____

Identified Need

Implement a differentiated Core Program at Tier 1 to ensure high levels of learning for all students. Differentiated instruction in Tier 1 ensures that all teachers use a variety of instructional and assessment strategies, curriculum materials, heterogeneous grouping and other scaffolding supports to allow all students access to the Mathematics CCSS.

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC/iReady	Overall, Spangler students increased in performance on SBAC Math and performed in the High range. 62% of Spangler students are in the Green (Met/Exceeded) on Math iReady February Benchmark; however, 38% are in the yellow and red, which indicates the need to provide additional support in the CCSS mathematical practices.			
Tier 3 Intensive Intervention Data (Marilyn Burns' Do the Math)	See LLC Data Pg.			

CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

EXPECTED

ACTUAL

Teachers and admin will monitor progress of students through weekly formative and summative assessments, weekly PLC data discussions (using multiple measures of data), trimester progress and report cards to parents and regular Progress Monitoring Meetings (3X year). Students and Parents will participate in Goal Setting meetings with admin and teachers. We will monitor SBAC and CELDT data as it becomes available.

We plan to see a 5% overall growth in SBAC Math, 5% overall growth in iReady Math and a 5% decrease in referrals to Tier 3 Interventions.

Goal 2 Action 1

Multi-Tiered System of Supports Description: Tier 1 academic program, Tier 2 social emotional strategic support, Tier 3 intensive intervention

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 participate in professional development focusing on strategies to differentiate core instruction in order to meet all students' needs

ACTUAL

Expenditures

BUDGETED

- Identify and implement valuable Math Professional Development (SVMI, Singapore etc.)
- Stanford Math ongoing professional development Coach provides support to classroom teachers and release time for collaboration
- Singapore Strategies Professional Development Trainer and ongoing collaboration release time for teachers
- Blended learning software licenses to support personalized math instruction (IXL)

ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO
ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" 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
Evolving Action PLC’s will identify their PD needs that align with school-wide goals. Through data analysis Spangler staff will identify the specific areas of need and collaborate on both current PD (SEAL, English 3D and Singapore) as well as any new PD (Literacy Backbone). Spangler’s essential practices provide the foundation for our staff’s PD focus areas.		

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
Amount	Amount	Amount
Source	Source	Source
Budget Reference	Budget Reference	Budget Reference
<div><div>\$3000.00</div><div>Supplemental</div><div>709100</div></div>		

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

Multi-Tiered System of Supports Description: **Tier 1 academic program, Tier 2 Tier 3 intensive academic intervention**

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

Ongoing consistent collaboration of PLCs to support the needs of all students at all 3 Tiers and to engage in cycles of inquiry

ACTUAL

Expenditures

BUDGETED

- Release time for PLC's to plan, monitor and adjust their teaching
- Hire PLC support staff to provide enrichment for students while teachers collaborate

ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO
ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" 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
Evolve over time Set expectations and structure time for PLC's to regularly examine student work, formative assessment data to inform instruction, and identify differentiation needs of students through Cycles of Inquiry. PLCs will use the Universal Screening Planning Guide and regular Progress Monitoring meetings to identify students in need of Tier 1 Core Program support, Tier 2 Supplemental support, and Tier 3 Intensive support. Implement RTI framework, Tier 1 Core, Tier 2 supplemental and Tier 3 Intensive supports provided to all Spangler students.		

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
Amount <div>\$20,000.00</div>	Amount <div></div>	Amount <div></div>

Source

Budget
Reference

Supplemental
709100

Source

Budget
Reference

Source

Budget
Reference

PLANNED ACTIONS / SERVICES-

Goal 2 Action 3

Multi-Tiered System of Supports Description: Tier 3 intensive academic intervention				
Students to be Served	<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 Provide intensive intervention to support students identified as in need of foundational math skills.	ACTUAL
	BUDGETED <ul style="list-style-type: none">● Purchase additional “Do the Math” by Marilyn Burns and Develop additional Tier 3 Math Interventions (possibly Math 180)● Purchase Math 180 licenses for at risk (Tier 3) math students, as identified by Universal Screener● Continue building manipulatives and collections for Stanford Math implementation● Hire substitute to release Counting Collections coach to support Counting Collections implementation	ESTIMATED ACTUAL
Expenditures		

ANTICIPATED MODIFICATIONS TO
ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" 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
Evolve over time Using Marilyn Burns’ Intervention Units, Stanford Math Early Math, Math 180 and Counting Collections, we will provide Tier 3 math intervention programs to support students identified as in need of foundational math skills. Cycles with be matched with regularly progress monitor meetings as an LLC team and staff.		

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
Amount	Amount	Amount
Source	Source	Source
Budget Reference	Budget Reference	Budget Reference
Intervention Units (\$5000.00)		
Supplemental		
709100		

Goals, Actions, & Services

	<input type="checkbox"/> New	<input checked="" type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
Goal 3	All LI and SPED Spangler students will demonstrate one year of grade level growth in their Mastery/Proficiency of the CCSS. Additionally, we will increase the percentage of reclassified students by 10%, as measured by district reclassification rates, and will reduce by 10% the number of English learners performing below the proficient level as measured on district iReady Benchmarks, SBAC, IEP goals and classroom formative and summative assessments by June 2018. All LI and SPED Spangler students will demonstrate one year of grade level growth in their Mastery/Proficiency of the CCSS.		

State and/or Local Priorities Addressed by this goal:

STATE

1

2

3

4

5

6

7

8

9

10

LOCAL

Identified Need

All English learners, Special Education students and underserved students will be provided with meaningful access to the core ELA/Mathematics curriculum through a variety of scaffolding strategies in order to demonstrate mastery of the CCSS.

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline		2017-18	2018-19	2019-20
Early Literacy: Increase number of students in grades K-3 on grade level in ELA	See LLC Leveled Literacy and Read 180 Data Pg.				
Increase of 10% in Reclassification of English Learners	Approximately 8% of Spangler's English learners were reclassified this year.				
Non-reclassified English learners will improve their performance on the ELA SBAC by 5%	English learners are performing at the low level on SBAC (yellow) and have decreased in their performance significantly.				

CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

EXPECTED

ACTUAL

<p>Teachers and admin will monitor the progress of students through weekly formative and summative assessments, weekly PLC data discussions (using multiple measures of data), trimester progress and report cards to parents and regular Progress Monitoring Meetings (3X year). Students with disabilities will show an overall increase in SBAC growth of 5%. English learners reclassification rates will increase by 10%, and their overall performance on SBAC will improve by 5% in both ELA and Math. Students and parents will participate in Goal Setting meetings with admin and teachers.</p>	
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Goal 3 Action 1

Multi-Tiered System of Supports Description: Tier 1 monitoring, Tier 2 supports, and Tier 3 intensive supports.	
Students to be Served	<input type="checkbox"/> All District <input checked="" 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 type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income <input type="checkbox"/> Specific Grade spans: _____

Actions/Services	PLANNED Implementation of English Language Development CCSS for TK-6.	ACTUAL
	BUDGETED <ul style="list-style-type: none"> Provide Spangler Staff with ongoing Professional Development on SEAL instructional model for language and literacy, as well as English 3D 	ESTIMATED ACTUAL
Expenditures		

- Integrated ELD/ELA CCSS framework release days for planning and collaboration
- Release time for PLC's to plan, monitor and adjust their ELD teaching

ANTICIPATED MODIFICATIONS TO
ACTION NARRATIVES:

2017-18

2018-19

2019-20

☐ New x Modified ☐ Unchanged

☐ New ☐ Modified ☐ Unchanged

☐ New ☐ Modified ☐ Unchanged

Evolve over time

Implementation of SEAL Instructional Model of language and literacy for TK-4 grades and English 3D for 5-6 grades. Additionally, all staff will develop and implement a school-wide integrated ELD program that includes all 5 key components of the ELA/ELD framework as well as PLC determined non negotiables of Research Based ELD instructional strategies.

BUDGETED EXPENDITURES:

2017-18

Amount

Source

Budget
Reference

SEAL Instructional Coach (\$50,000.) Release time for collaboration on dedicated and integrated ELD \$5000.00
Supplemental
709100

2018-19

Amount

Source

Budget
Reference

2019-20

Amount

Source

Budget
Reference

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

Multi-Tiered System of Supports Description: Tier 1 academic program, Tier 2 social emotional strategic support, Tier 3 intensive academic intervention)

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
Provide timely, systematic and targeted ELD interventions.	
BUDGETED	ESTIMATED ACTUAL
<ul style="list-style-type: none"> Provide a roving sub 6 days per year for 	

Expenditures

<p>trimester Check Ups and Progress Monitoring meetings with RTI team</p> <ul style="list-style-type: none"> ● Extended learning supports (Home Visits, Resources, Before School intervention, and Open Learning Center) for families as a resource ● Purchase a variety of teaching/learning materials (specifically English 3D and Nonfiction readers) to engage and support ELL's and SPED students ● Translation of written communications as well as oral communication-newsletters, flyers, emails, etc. Oral communication provided by Liaison via Parent Link, etc. ● Hire Certificated teacher to implement Read 180 before and during school 	
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ANTICIPATED MODIFICATIONS TO
ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" 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
<div>Evolve over time</div> <div>PLCs will use the Universal Screening Planning Guide and regular Progress Monitoring meetings to identify students in need of Tier 1 Core Program support, Tier 2 Supplemental support, and Tier 3 Intensive support. Furthermore, they will implement RTI framework, Tier 1 Core, Tier 2 supplemental and Tier 3 Intensive supports to underserved populations while simultaneously setting goals and monitoring those goals.</div>		

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
Amount	Amount	Amount
Source	Source	Source
Budget Reference	Budget Reference	Budget Reference
Core and Supplemental curricular Resources, Translations		
Supplemental		
709100		

Goals, Actions, & Services

	<input type="checkbox"/> New	<input checked="" type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
Goal 4	Spangler students will receive targeted, personalized instruction and support during the 17-18 school year. We will improve each student's abilities and proficiencies by one grade level in ELA and Math CCSS by implementing a Multi-Tiered System of Instruction and Intervention (RTI) within highly effective Professional Learning Communities by June 2018.		

State and/or Local Priorities Addressed by this goal:

Identified Need

STATE 1 2 3 4 5 6 7 8 9 10 LOCAL _____

Implement Response to Instruction and Intervention and Professional Learning Communities designed around a three-tiered approach with systematically applied strategies and targeted instruction at varying levels of intervention.

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Early Literacy: Increase number of students in grades K-3 performing on grade level in ELA.	See Leveled Literacy Intervention Data and Read 180 Pg.			

Reduce by 5% the number of students in red on iReady Math.	Currently 8% of Spangler students are performing in the Red (at risk) range on iReady Math.				
Reduce by 5% the number of students in red on iReady ELA.	Currently 10% of Spangler students are performing in the Red (at risk) range on iReady ELA.				

CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

EXPECTED	ACTUAL
<p>Teachers and admin will monitor progress of students through weekly formative and summative assessments, weekly PLC data discussions (using multiple measures of data), trimester progress and report cards to parents and regular Progress Monitoring Meetings (3X year). Students with disabilities will show an overall increase in SBAC growth of 5%. English learners reclassification rates will increase by 10%, and their overall performance on SBAC will improve by 5% in both ELA and Math. Students and parents will participate in Goal Setting meetings with Admin and Teachers.</p>	

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Goal

4

Action

1

Multi-Tiered System of Supports Description:
Tier 1 academic program, Tier 2 social emotional strategic support, Tier 3 intensive intervention

Students to be Served	<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 Using Data Notebooks, staff will make personalized learning visible to all students.	ACTUAL
	BUDGETED <ul style="list-style-type: none"> Teachers are provided with ongoing Professional Development opportunities provided by Ed Tech Mentors (Google Apps for Education) Support for in class blended learning model of instruction Tier 1 as well as Tier 2 What I Need (WIN) time. Explore and possibly implement alternative platforms for Personalized learning Purchase IXL, Razz Kids, Learning A-Z and Reading Counts subscriptions 	ESTIMATED ACTUAL
Expenditures		

ANTICIPATED MODIFICATIONS TO
ACTION NARRATIVES:

2017-18

2018-19

2019-20

☐ New x Modified ☐ Unchanged

☐ New ☐ Modified ☐ Unchanged

☐ New ☐ Modified ☐ Unchanged

Evolving Action

PLC's will use Data Notebooks to make personalized learning visible to all students. Classrooms are designed with blended learning rotations where students take ownership of their own academic achievement- immediate feedback is provided, as instruction is customized enabling students to learn at their own pace, path, place, and time.

BUDGETED EXPENDITURES:

2017-18

2018-19

2019-20

Amount

Release Time/Tech TOSA

Amount

Amount

Source

Supplemental

Source

Source

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

Multi-Tiered System of Supports Description: **Tier 1 academic program, Tier 2 social emotional strategic support, Tier 3 intensive intervention**

Students to be Served

☐ All District x All School ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

☐ English Learners ☐ Foster Youth ☐ Low Income ☐ Specific Grade spans: _____

Actions/Services	PLANNED Provide embedded and structured time for PLC's to regularly collaborate.	ACTUAL
Expenditures	BUDGETED <ul style="list-style-type: none"> Teachers are provided with embedded collaboration release time by hiring Learning Center support staff Purchase hardware and software to support personalized learning Hire Dance and PE enrichment support providers 	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO
ACTION NARRATIVES:

2017-18	2018-19	2019-20
<input type="checkbox"/> New x 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
Evolving Action PLC's will be provided regular embedded collaboration time where they develop norms and collective commitments as well as SMART goals. PLC's routinely examine student data, develop plans for Tier 1 differentiated instruction, WIN time at Tier 2 and identify students for intensive interventions using the Universal Screener.		

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
Amount	Amount	Amount
Source	Source	Source
Budget Reference	Budget Reference	Budget Reference
Technology-\$ 25,000		
Supplemental		
70910		

Goals, Actions, & Services

	<input type="checkbox"/> New	<input checked="" type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
Goal 5	Spangler school will report significant improvements in parent engagement by providing parents with regular opportunities to acquire necessary information, knowledge and skills to support their children’s education.		

State and/or Local Priorities Addressed by this goal:

STATE	1	2	3	4	5	6	7	8	9	10	LOCAL	_____
Identified Need												
Ensure that parents (multilingual, LI and SPED) are provided with opportunities for training to support their children’s learning; communications will be translated.												

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline		2017-18	2018-19	2019-20
Satisfaction Surveys	Currently, the majority of the parents who attend parent engagement events are satisfied; however, many have				

	expressed an interest in supporting their children in homework, as well as parenting strategies.				
Attendance at all Parent Engagement Events (Open House, BTSN, Parent University, Parent Coffee)	Currently, 10% of Spangler parents attend Parent University, as well as Parent Coffee.				
Increase in PTA and SSC membership.	10% of our enrolled families are PTA members. Our SSC board regularly attends meetings; however, we would like to improve attendance to include non-board members in attendance regularly.				

CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

EXPECTED	ACTUAL
Admin and staff expect to see an increase in both student and family school satisfaction and engagement in their child’s learning as measured by sign-in sheets, evaluations and attendance rates of parents and students at	

conferences, parent nights and events.	
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Goal **5** Action **1**

Multi-Tiered System of Supports Description: Tier 1 academic program, Tier 2 social emotional strategic support, Tier 3 intensive intervention	
Students to be Served	<input type="checkbox"/> All District <input checked="" type="checkbox"/> All School <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> [Specific Student Group(s)] Parents
	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> Specific Grade spans:_____

Actions/Services	Continue relevant and timely Parent/Principal monthly Coffee	ACTUAL
Expenditures	<ul style="list-style-type: none"> Instructional materials to build parent capacity regarding increasing student academic achievement 	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

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

Evolving Action

Admin will invite all Spangler families to monthly Parent Principal Coffee meetings. Agendas will be aligned to LCAP parent engagement as well as Academic and Social/Emotional LCAP goals. Parents will be provided resources as well as surveys to guide and inform our continued commitment to high levels of learning for all spangler students.

BUDGETED EXPENDITURES:

2017-18

Amount

\$1000.00

Source

Supplemental/Title 1

Budget

Reference

709100/30100

2018-19

Amount

Source

Budget

Reference

2019-20

Amount

Source

Budget

Reference

Goal 5 Action 2

Multi-Tiered System of Supports Description: Tier 1 academic program, Tier 2 social emotional strategic support, Tier 3 intensive intervention

Students to be Served

☐ All District ☒ All School ☐ Students with Disabilities ☐ [Specific Student Group(s)] Parents

☐ English Learners ☐ Foster Youth ☐ Low Income ☐ Specific Grade spans:_____

Actions/Services	Implement an interactive Parent University Series on the following topics: SMART Goal Setting/Data Binders, CCSS, SBAC, Blended Learning, Digital Literacy, ELD, Reclassification, Literacy, Title 1, etc.	ACTUAL
Expenditures	<ul style="list-style-type: none"> • Instructional materials purchased for parent workshops to build parent capacity regarding increasing student academic achievement • Translations provided (written and oral) • Childcare • Release time for teachers to provide goal setting parent night • Hire teachers to provide Parent University with parents and students • Recruit parents for outreach and engagement 	ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO
ACTION NARRATIVES:

2017-18

2018-19

2019-20

<input type="checkbox"/> New x 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
Evolving Action Staff will use school-wide data to create a menu of parent workshops aimed at increasing parent understanding of CCSS in Math and ELA as well as language development, Growth Mindset and SBAC.		

BUDGETED EXPENDITURES:

2017-18

Amount

\$2000.00

Source

Supplemental

Budget

Reference

709100

2018-19

Amount

Source

Budget

Reference

2019-20

Amount

Source

Budget

Reference

Goal **5** Action **3**

Multi-Tiered System of Supports Description: **Tier 1 academic program, Tier 2 social emotional strategic support, Tier 3 intensive intervention**

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

Actions/Services

Implement regular Goal Setting parent nights.

ACTUAL

Expenditures

<ul style="list-style-type: none"> • Instructional materials purchased for parent workshops to build parent capacity regarding increasing student academic achievement • Translations provided (written and oral) • Release time for teachers to prepare for goal setting parent night • Hire teachers to provide Parent Goal Setting nights • Recruit Latino liaisons for outreach and engagement 	ESTIMATED ACTUAL
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ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" 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
Evolving Action Staff and Spangler families will participate in SMART Goal Setting using Data Notebooks and Report Card expectations. Goal Setting conferences will be provided in November and parent workshops twice throughout the school year. Students will be encouraged to track and		

monitor their own progress and to report progress on their goals throughout the school year.		
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BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	\$3000,00	Amount		Amount	
Source	Supplemental/Title 1	Source		Source	
Budget Reference	709100/30100	Budget Reference		Budget 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. Catherine Waslif	Admin	cwaslif@musd.org	
2. Brandy Bhatkhande	Parent/Chair	brandyjo33@hotmail.com	
3. Anna Jeng	Parent	annakarminna@yahoo.com	
4. Scarlett Wong	Parent	scarlett.wong@yahoo.com	
5. Beatrice Gutierrez	Parent	beatriceg827@gmail.com	
6. Marie Primicias	Parent	mprimicias@gmail.com	
7. Teresa Starr	Teacher	tstarr@musd.org	
8. Jacky Wilhelmsen	Teacher	jwilhelm@musd.org	
9. Elaine Silveria	Parent	silveria@pacbell.net	

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	0	6	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)

- Home and School Club
- Special Education
- Gifted and Talented
- Foster, homeless, disadvantaged
- English Language Advisory Committee

Student Stakeholder Groups

- Student representatives
- ASB

- 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:

Attested:

Typed name of School Principal

Signature of School Principal

Date

Catherine Waslif

Typed name of SSC Official

Brandy Bhatkhande

Signature of SSC Official

Date

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Attested:

----- Catherine Waslif 5/2/17

Typed name of School Principal

Signature of School Principal

Date

Catherine Waslif

----- Brandy Bhatkhande 5/2/17

Typed name of SSC Official

Signature of SSC Official

Date

Brandy Bhatkhande

