

SPSA Year ☐ 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

Contact Name  
and Title Laurie Armino, Principal

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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.***

### 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’s overall math performance remains very high and was maintained from the previous year. We are particularly proud of the progress of our Socio-economically disadvantaged students as well as of our students of 2 or more races as seen in the data below.

	Student Performance	Number of Students	Status	Change
<a href="#">All Students</a>		419	Very High 73.4 points above level 3	Maintained +0.5 points
<a href="#">English Learners</a>		196	Very High 69.4 points above level 3	Maintained -0.3 points
<a href="#">Foster Youth</a>		1	*	*
<a href="#">Homeless</a>		50	Very High 47.6 points above level 3	*
<a href="#">Socioeconomically Disadvantaged</a>		110	High 30.7 points above level 3	Increased Significantly +19.9 points
<a href="#">Students with Disabilities</a>		14	Medium 8.9 points below level 3	Declined Significantly -31.2 points
<a href="#">African American</a>		4	*	*
<a href="#">American Indian</a>		1	*	*
<a href="#">Asian</a>		274	Very High 96.6 points above level 3	Maintained +2 points
<a href="#">Filipino</a>		37	Very High 40.5 points above level 3	Declined -4.1 points
<a href="#">Hispanic</a>		54	Medium 1.3 points below level 3	Maintained +1.1 points
<a href="#">Pacific Islander</a>		5	*	*
<a href="#">Two or More Races</a>		16	Very High 54.4 points above level 3	Increased Significantly +18.1 points
<a href="#">White</a>		28	Very High 51.4 points above level 3	Maintained +0.2 points

Professional Learning Communities at Sinnott have continued to focus efforts on math by having a dedicated math block for each grade level during the school day. Teams have identified math essential standards, created common formative and summative assessments, and continue to share best practices. Teams are also providing Tier 2 interventions for target students, and providing enrichment activities for all level of student. 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 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
<a href="#">All Students</a>		419	Very High 60.9 points above level 3	Declined -5.4 points
<a href="#">English Learners</a>		196	Very High 49.6 points above level 3	Declined -5.1 points
<a href="#">Foster Youth</a>		1	*	*
<a href="#">Homeless</a>		50	Very High 45.6 points above level 3	*
<a href="#">Socioeconomically Disadvantaged</a>		110	High 17.6 points above level 3	Increased +14.8 points
<a href="#">Students with Disabilities</a>		14	Low 30.1 points below level 3	Declined -13.9 points
<a href="#">African American</a>		4	*	*
<a href="#">American Indian</a>		1	*	*
<a href="#">Asian</a>		274	Very High 80.1 points above level 3	Maintained -2.1 points
<a href="#">Filipino</a>		37	High 35.6 points above level 3	Declined -14.5 points
<a href="#">Hispanic</a>		54	Low 7.3 points below level 3	Declined -12.8 points
EL - EL Only		81	Low 18 points below level 3	Increased +6 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 (starting with writing),

**GREATEST  
NEEDS**

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 common grade level designated ELD time which will allow for flexible groupings as well as grade level rotations. Students will benefit from the newly adopted Benchmark Advance ELA curriculum which has an ELD component that is meaningful and connected.

Another area where we need to continue to focus our efforts is in math with our Hispanic students. They are very close to meeting standard and extra attention needs to be spent on finding strategies, materials, and engaging activities to meet this populations needs.



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, Hispanic and Students with Disabilities need special attention in ELA as they have not met standard overall and 2 of those subgroups declined from the previous year.

Our Hispanic students, while maintaining in math have still not met standards overall but are very close. We have made great strides in math and will continue with the work we are doing and will also continue to make sure we notice and name our target students in order to provide support.

# BUDGET OVERVIEW

## DESCRIPTION

## AMOUNT

Total Budget Expenditures for SPSA Year **2018-2019**

\$208,697

Total Funds expended for Planned Actions/Services to Meet the Goals for SPSA Year **2018-2019**

Briefly describe any differences between budgeted and expended resources. .

## DESCRIPTION

## AMOUNT

Total Supplemental and Concentration Funds for SPSA year

\$130,519

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
<b>Allocation:</b>	\$53008	\$130,520	0	0	
<b>Expenses:</b>					
<b>Object 1XXX : Certificated Salary</b>		\$28444			
<b>Teacher Salary</b>	5000	\$4000			
<b>Certificated Stipend</b>	8000				
<b>Substitute Teacher</b>					
<b>Sub-Total</b>		- -	- -	- -	
<b>Object 2XXX: Classified Salary</b>		\$38002			
<b>Classified Clerical Salary</b>	\$11,779				
<b>Instructional Assistant</b>		\$4445			
<b>Sub-Total</b>	- -	- -	- -	- -	
<b>Object 3XXX: Benefits</b>					
<b>CE Statutory Benefit</b>		\$7748			
<b>CL Statutory Benefit</b>	\$5761	\$22445			
<b>Health and Welfare</b>					
<b>Sub-Total</b>	- -	- -	- -	- -	-
<b>Object 4XXX: Supplies</b>					
<b>Office Material and Supplies</b>	\$7500	\$10836			



Non-Capitalized Equipment							
Sub-Total	-	-	-	-	-	-	-
Object 5XXX: Operational							
Conference	\$10048						-
Parent Engagement							
Bus and Field-trips							-
Other Professional Services	\$5,000	\$14600					-
Sub-Total	-	-	-	-	-	-	-
Indirect Costs							
Total Expenses	-	-	-	-	-	-	-
BALANCE	53088	130,520					

# 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 March and April ILT meetings, the programs/interventions we currently provide were reviewed. The ILT gathered input from their teams and decisions were made to keep, modify, or discontinue. The 3 district goals were also discussed as well as were things we are already doing at Sinnott to work towards meeting those goals and what needs to be added or modified. Discussed ways to modify our current Homework Club to make it a more targeted and meaningful intervention (including specific skill sessions) as well as having our traditional HW club monitored by a parent volunteer instead of a teacher (students just need a quiet place to complete HW).

During the May ILT meeting, Sinnott's proposed actions were reviewed and the team provided feedback for additions, deletions, and modifications.

### **Teaching Staff**

March PLC and Staff meetings- Teams identified the programs/strategies/resources that have had success. Looked at intervention data. Discussed how to collect better data to monitor intervention programs for the 2018-2019 school year including iReady, observational data, and common formative assessment data.

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

### **\*\*School Site Council**

October-shared and discussed 2016-2017 SBAC results and areas for focus (Hispanic, EL only, and SPED students)

December - reviewed current SPSA actions and progress, CA Dashboard review, iReady diagnostic data update

January-reviewed CELDT replacement assessment-ELPAC

February-Discussed budget cuts and possible cut of Assistant Principal by 50%, EQ School (emotional intelligence) partnership

April-SSC reviewed the proposed actions for the 2018-2019 school plan and asked questions as well as provided feedback on how to carry out actions. Discussed planned budget and 0.2% of AP salary impact. SPSA goals/actions and supplemental budget were approved.

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## 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. 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 GoNoodle Plus to generally address the social emotional needs of students. It was also decided to continue 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 (with cuts may have to let go of 4th grade). 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 HW club. Would like to see before school care as an option (will look into for following school year). A partnership will lead to more communication avenues and great participation overall.

**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.

# Goals, Actions, & Services

☐ New

X 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).. 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 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
iReady ELA (D3)	Proficiency Rate (On level mid/late or above) 1st-53% 2nd-69% 3rd-54% 4th-54% 5th-48% 6th-60%	There was an increase of more than 2% for grades 1,3,and 6th. Grades 2 and 5 dropped from previous year and grade 4 remained the same.	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- DATA not yet complete in Illuminate	84% of K-2 students will meet the winter reading benchmark	85% of K-2 students will meet the winter reading benchmark
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2018-19 CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

EXPECTED	ACTUAL
Increase in D3 iReady proficiency rate for all grade levels.	

# Goal 1 Action 1

<b>Multi-Tiered System of Supports Description:</b> 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	<b>PLANNED</b> Ensure coherence and alignment of standards and instruction	<b>ACTUAL</b>
Expenditures	<b>BUDGETED</b> \$29,076 (supplies, office materials, toner,paper...)	<b>ESTIMATED ACTUAL</b>

## 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 checked="" 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"> <li>Identify essential standards for each grade level</li> <li>Share best teaching practices aligned to CCSS</li> </ul>	To ensure that all students receive CCSS aligned curriculum, teachers will work together in their PLC's to: <ul style="list-style-type: none"> <li>Identify Writing essential standards for each grade level</li> <li>Share best teaching practices aligned to CCSS</li> </ul>	

## BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
<b>Amount</b> \$20,826	<b>Amount</b> \$20,000	<b>Amount</b> 
<b>Source</b> General, Supplemental	<b>Source</b> general, supplemental	<b>Source</b> 
<b>Budget Reference</b> 4310	<b>Budget Reference</b> 4310, 4303	<b>Budget Reference</b> 

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

Create and administer common assessments for language arts

ACTUAL

Expenditures

BUDGETED

N/A

ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

**2017-18**

**2018-19**

**2019-20**

☐ New    ☐ Modified    ☒ Unchanged

☐ New    ☒ Modified    ☐ Unchanged

☐ New    ☐ Modified    ☐ Unchanged

PLC's will work together to:

- 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

PLC's will work together to:

- if necessary, modify and /or create CCSS aligned formative/summative assessments for math
- create CCSS aligned formative/summative assessments for writing
- monitor student progress using results from common assessments to determine next steps

BUDGETED EXPENDITURES:

**2017-18**

**2018-19**

**2019-20**

Amount

Source

Budget  
Reference

Amount

Source

Budget  
Reference

Amount

Source

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	<b>PLANNED</b> Develop and implement language arts scope and sequence for all grade levels.	<b>ACTUAL</b>
Expenditures	<b>BUDGETED</b> <b>\$5000</b>	<b>ESTIMATED ACTUAL</b>

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 checked="" 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"> <li>aligns to CCSS</li> <li>take into consideration specific measurable learning objectives</li> <li>incorporate meaningful learning activities that engage all students</li> </ul>	Teachers will be given the option of having a PLC Team release day to develop/modify a scope and sequence and lessons that: <ul style="list-style-type: none"> <li>aligns to CCSS</li> <li>take into consideration specific measurable learning objectives</li> <li>incorporate meaningful learning activities that engage all students</li> </ul>	

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
<b>Amount</b> \$5000	<b>Amount</b> \$5000	<b>Amount</b> 
<b>Source</b> Supplemental	<b>Source</b> general	<b>Source</b> 



Budget  
Reference

1151

Budget  
Reference

1151

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 as well as provide targeted intervention

ACTUAL

Expenditures

BUDGETED

**\$9076, to provide before and afterschool intervention**

ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

**2017-18**

**2018-19**

**2019-20**

☐ New    ☐ Modified    ☒ Unchanged

☐ New    ☐ Modified    ☒ Unchanged

☐ New    ☐ Modified    ☐ Unchanged

PLCs will:

- 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

PLCs will:

- 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	\$9076	Amount	
Source	supplemental, general	Source	general	Source	
Budget Reference	4310	Budget Reference	4310, 4303	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.

<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	<b>PLANNED</b> Personalize student learning	<b>ACTUAL</b>
Expenditures	<b>BUDGETED</b> \$10836	<b>ESTIMATED ACTUAL</b>

### 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 checked="" 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	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, Zearn, etc...	

### BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
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Amount	\$32,700	Amount	\$10,836	Amount	
Source	Supplemental, general	Source	supplemental	Source	
Budget Reference	4320,4210,4310	Budget Reference	4320	Budget Reference	

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

Multi-Tiered System of Supports Description: Sinnott staff will build capacity and impact student learning.					
<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 Staff will participate in professional development opportunities.	ACTUAL
	BUDGETED \$10,000	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 checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
To build capacity and impact student learning, Sinnott PLCs will determine their professional development needs such as: <ul style="list-style-type: none"> <li>• Project Based Learning</li> <li>• Response to Instruction and Intervention</li> <li>• Professional Learning Communities at Work</li> <li>• Readers and/or Writer's Workshop</li> <li>• Mindfulness</li> <li>• English Language Development</li> </ul>	To build capacity and impact student learning, Sinnott PLCs will determine their professional development needs such as: <ul style="list-style-type: none"> <li>• Project Based Learning</li> <li>• Response to Instruction and Intervention</li> <li>• Professional Learning Communities at Work</li> <li>• Readers and/or Writer's Workshop</li> <li>• Mindfulness/Emotional Intelligence</li> </ul>	

- English Language Development

#### BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
Amount	Amount	Amount
\$10000	\$10,048	
Source	Source	Source
Supplemental	general	
Budget Reference	Budget Reference	Budget Reference
5203	5203	

Goal **1** Action **7**

**Multi-Tiered System of Supports Description:** Sinnott will maintain strong Professional Learning Communities to impact student success.

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 Grade level teams will engage in highly effective Professional Learning Communities	ACTUAL
Expenditures	BUDGETED \$4000 (lead stipends)	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 checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Instructional Leadership Team will provide support and facilitate PLC meetings (2-3X monthly) grounded by the four guiding questions: <ul style="list-style-type: none"> <li>What do we want students to learn?</li> <li>How will we know they have learned it?</li> </ul>	Instructional Leadership Team will provide support and facilitate PLC meetings (2-3X monthly) grounded by the four guiding questions: <ul style="list-style-type: none"> <li>What do we want students to learn?</li> </ul>	

- What will we do if they do not learn?
- What will we do if they already know it?

- 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	\$4000	Amount	
Source	Supplemental	Source	general	Source	
Budget Reference	1119	Budget Reference	1119	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	TBD (9/18)		
Student climate survey	TBD	TBD (9/18)		
Staff climate survey	TBD	TBD (9/18)		

### CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

#### EXPECTED

#### ACTUAL

Parents, students, and staff will feel like they have a voice at Sinnott. Parents will feel they are a part of the community, Students will feel safe and valued.

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

<b>Multi-Tiered System of Supports Description:</b> 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	<b>PLANNED</b> Sinnott will provide counseling services for students in need of social emotional support	<b>ACTUAL</b>
Expenditures	<b>BUDGETED</b> <b>2 days covered by district</b>	<b>ESTIMATED ACTUAL</b>

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 checked="" 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.	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**

<b>Multi-Tiered System of Supports Description:</b> 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 <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	<b>PLANNED</b> Sinnott will provide varied activities for student and family engagement	<b>ACTUAL</b>
Expenditures	<b>BUDGETED</b> <b>\$10,000</b>	<b>ESTIMATED ACTUAL</b>

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 checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>Sinnott will engage our families and students through various events and extra-curricular activities to engage and support their social emotional well being.</p> <ul style="list-style-type: none"> <li>• Wildcat Pledge recognition</li> <li>• Spirit Days/Assemblies</li> <li>• Math Olympiad</li> <li>• Multi-Cultural Night</li> <li>• Art Club</li> <li>• Garden Club</li> <li>• Genius hour</li> <li>• Order of Distinguished service</li> <li>• Wildcat Care Cards</li> <li>• Perfect Attendance awards</li> <li>• Sinnott Parent University</li> <li>• PTA activities</li> <li>• Young Authors Faire</li> <li>• Mindfulness workshops</li> <li>• Mindfulness in the classroom</li> <li>• classroom plays</li> <li>• assemblies</li> <li>• Project Based Learning</li> <li>• Girls on the Run</li> </ul>	<p>Sinnott will engage our families and students through various events and extra-curricular activities to engage and support their social emotional well being.</p> <ul style="list-style-type: none"> <li>• Wildcat Pledge recognition</li> <li>• Spirit Days/Assemblies</li> <li>• Math Olympiad</li> <li>• Multi-Cultural Night</li> <li>• Garden Club</li> <li>• Genius hour</li> <li>• Order of Distinguished service</li> <li>• Wildcat Care Cards</li> <li>• Sinnott Parent University</li> <li>• PTA activities</li> <li>• Young Authors Faire</li> <li>• Mindfulness workshops</li> <li>• Mindfulness in the classroom</li> <li>• classroom plays</li> <li>• assemblies</li> <li>• Project Based Learning</li> <li>• Girls on the Run</li> </ul>	



BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	\$10000	Amount	\$12,238 (includes portation of Asst. Principal salary)	Amount	
Source	supplemental	Source	general	Source	
Budget Reference	5809, 4310, 4210, 4320	Budget Reference	5809	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
	BUDGETED \$14600 (50%of grades 1-3, 100% of grade 4)	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 checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Through Music for Minors, Sinnott will provide music enrichment for students in grades 1-4.	Through Music for Minors, Sinnott will provide music enrichment for students in grades 1-4.	

BUDGETED EXPENDITURES:

**2017-18**

Amount

\$11000

Source

Supplemental

Budget

Reference

5809

**2018-19**

Amount

\$14600

Source

supplemental

Budget

Reference

5809

**2019-20**

Amount

Source

Budget

Reference

Goal **2** Action **4****Multi-Tiered System of Supports Description:** Sinnott will create a safe and welcoming environment for students and families.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

Attendance secretary (0.25 FTE)

ACTUAL

Expenditures

BUDGETED

\$17000

ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:**2017-18**☐ New ☐ Modified ☐ Unchanged

Sinnott will provide for extra secretarial hours in order to:

- closely monitor tardies and absences
- provide a welcoming office environment for students and families

**2018-19**☐ New ☐ Modified ☒ Unchanged

Sinnott will provide for extra secretarial hours in order to:

- closely monitor tardies and absences
- provide a welcoming office environment for students and families

**2019-20**☐ New ☐ Modified ☐ UnchangedBUDGETED EXPENDITURES:**2017-18**

Amount

\$17000

**2018-19**

Amount

\$17000

**2019-20**

Amount

Source	Block grant	Source	general	Source	
Budget Reference	2410, 3202	Budget Reference	2410, 3202	Budget Reference	

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

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

<a href="#">Students to be Served</a>	<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	<b>PLANNED</b> Focus on chronic absenteeism	<b>ACTUAL</b>
Expenditures	<b>BUDGETED</b>	<b>ESTIMATED ACTUAL</b>

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<ul style="list-style-type: none"> <li></li> </ul>	Sinnott will partner with Student Services to provide education to our K/1 families on the importance of school attendance starting from an early age. <ul style="list-style-type: none"> <li>Sinnott will use a site based SART contract for attendance when necessary</li> </ul>	

**BUDGETED EXPENDITURES:**

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

## Goal 2 Action 6

**Multi-Tiered System of Supports Description:** Sinnott students will take ownership of their learning environment

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

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**

☐ New    ☐ Modified    ☐ Unchanged

☐ New    ☐ Modified    ☒ Unchanged

☐ New    ☐ Modified    ☐ Unchanged

Through monthly grade level rotations, students will rid the campus of litter.

Through monthly grade level rotations, students will rid the campus of litter.

### BUDGETED EXPENDITURES:

**2017-18**

**2018-19**

**2019-20**

Amount    \$500

Amount    \$500

Amount

Source    Block grant

Source    general

Source

Budget Reference    4310

Budget Reference    4310

Budget Reference

## Goal 2 Action 7

**Multi-Tiered System of Supports Description:** Positive Behavior Intervention and 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	<b>PLANNED</b> PBIS Year 1 (County office of Ed. trainings and site planning)	<b>ACTUAL</b>
Expenditures	<b>BUDGETED</b> <b>\$32,954 (stipends and AP salary)</b>	<b>ESTIMATED ACTUAL</b>

**2017-18**

**2018-19**

**2019-20**

<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" 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 build a team of teachers/classified staff to start year 1 of PBIS (team stipends and 0.2 Assistant Principal)-planning/foundation year.	

BUDGETED EXPENDITURES:

**2017-18**

**2018-19**

**2019-20**

Amount		Amount	\$32954	Amount	
Source		Source	general, supplemental	Source	
Budget Reference		Budget Reference	1119, 1306, 3101	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 and Math.

### 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%	(2017) EL Only gained 1%, Hispanic stayed the same, SED dropped 3%, SPED dropped 17%	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%	(2017) EL Only gained 9%, Hispanic gained 10%, SED gained 7%, SPED dropped 7%	Each subgroup will make a 2% gain	Each subgroup will make a 2% gain

CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

**EXPECTED**

**ACTUAL**

Increase in CAASPP ELA and Math proficiency for supplemental students

**Goal 3 Action 1**

**Multi-Tiered System of Supports Description:** Sinnott teachers will identify and provide Math intervention for identified students.

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**

Tiered system of interventions

**ACTUAL**

Expenditures

**BUDGETED**

**\$9000**

**ESTIMATED ACTUAL**

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

**2017-18**

**2018-19**

**2019-20**

☐ New    ☐ Modified    ☐ Unchanged

☐ New    ☒ Modified    ☐ Unchanged

☐ New    ☐ Modified    ☐ 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).

PLCs will create a tiered system of interventions for Math, 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**

**2018-19**

**2019-20**

Amount	\$25130	Amount	\$9000	Amount	
Source	Supplemental	Source	general, supplemental	Source	
Budget Reference	5809	Budget Reference	1191	Budget Reference	

## Goal 3 Action 2

Multi-Tiered System of Supports Description: Sinnott teachers will identify and provide ELA intervention for identified students.					
<a href="#">Students to be Served</a>	<input type="checkbox"/> All District	<input type="checkbox"/> All School	<input checked="" type="checkbox"/> Students with Disabilities	<input checked="" type="checkbox"/> Hispanic students, struggling students	
	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income	<input type="checkbox"/> Specific Grade spans: _____	

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" 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 for Writing or Reading, 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	2018-19	2019-20
Amount	Amount	Amount
\$25130	\$9000	
Source	Source	Source
Supplemental	supplemental, general	
Budget Reference	Budget Reference	Budget Reference
5809	1191	



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

**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**

☐ New    ☐ Modified    ☐ Unchanged

☐ New    ☐ Modified    ☒ Unchanged

☐ New    ☐ Modified    ☐ 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.

Teachers will use Illuminate, Aeries 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

\$3000

Amount

Source

supplemental

Source

general

Source

Budget

Reference

1151

Budget

Reference

1151

Budget

Reference

# Goal 3 Action 4

**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 checked="" type="checkbox"/> Hispanic_____
	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income	<input checked="" type="checkbox"/> Specific Grade spans: focus on primary grades

Actions/Services	<b>PLANNED</b> Monitor intervention and extended day programs	<b>ACTUAL</b>
Expenditures	<b>BUDGETED</b> <b>paraprofessional \$64892</b>	<b>ESTIMATED ACTUAL</b>

## 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 checked="" 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"> <li>• Ready Naturally</li> <li>• Signs for Sounds</li> <li>• Quickreads</li> <li>• Math Easy</li> <li>• HW Club</li> <li>• Kinder/First grade push in and pull out</li> </ul>	Sinnott staff will develop feedback systems to monitor student success in intervention and extended day programs. <ul style="list-style-type: none"> <li>• Ready Naturally</li> <li>• Signs for Sounds</li> <li>• Quickreads</li> <li>• HW Club</li> <li>• Kinder/First grade push in and pull out</li> </ul>	

## BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
<b>Amount</b> \$71000	<b>Amount</b> \$64892	<b>Amount</b> 
<b>Source</b> Supplemental, Block	<b>Source</b> supplemental, general	<b>Source</b> 
<b>Budget Reference</b> 2110,3102,3202,1191,2182	<b>Budget Reference</b> 2110, 2482, 3202	<b>Budget Reference</b> 

Goal3Action5

Multi-Tiered System of Supports Description: Implement ELD curriculum aligned to CCSS

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 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
<div><input type="checkbox"/> New<input type="checkbox"/> Modified<input type="checkbox"/> Unchanged</div>	<div><input type="checkbox"/> New<input checked="" type="checkbox"/> Modified<input type="checkbox"/> Unchanged</div>	<div><input type="checkbox"/> New<input type="checkbox"/> Modified<input type="checkbox"/> Unchanged</div>
PLCs will collaborate to identify and purchase supplemental materials that will enable EL students to access the core curriculum.	PLCs will collaborate to identify and purchase supplemental ELA materials that will enable EL students to access the core curriculum.	

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
<div>Amount\$3000</div>	<div>Amount\$3000</div>	<div>Amount</div>
<div>Source supplemental</div>	<div>Source general</div>	<div>Source</div>
<div>Budget Reference 4310</div>	<div>Budget Reference 4310</div>	<div>Budget Reference</div>

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

**Multi-Tiered System of Supports Description:** Sinnott EL students will receive designated ELD instruction that is aligned to ELA standards.

Students to be Served

☐ All District ☐ All School ☐ Students with Disabilities ☐ [Specific Student Group(s)] \_\_\_\_\_

X English Learners ☐ Foster Youth ☐ Low Income ☐ Specific Grade spans: \_\_\_\_\_

Actions/Services

PLANNED

Designated ELD instruction

ACTUAL

Expenditures

BUDGETED

N/A

ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

**2017-18**

**2018-19**

**2019-20**

☐ New ☐ Modified ☐ Unchanged

☐ New ☐ Modified ☒ Unchanged

☐ New ☐ Modified ☐ Unchanged

Teachers will provide targeted ELD instruction that is aligned with ELA curriculum during designated ELD time (at least 30 minutes/daily) .

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

Amount

Amount

Source

Source

Source

Budget  
Reference

Budget  
Reference

Budget  
Reference

Goal **3** Action **7**

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

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

Student Success Team

ACTUAL

Expenditures

BUDGETED

N/A

ESTIMATED ACTUAL

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

**2017-18**

**2018-19**

**2019-20**

☐ New    ☐ Modified    ☐ Unchanged

☐ New    ☐ Modified    ☒ Unchanged

☐ New    ☐ Modified    ☐ Unchanged

Student Success Team will meet weekly to:

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

Student Success Team will meet weekly to:

- discuss teacher referrals.
- set goals and actions for identified students with support and follow up.
- use Aeries to monitor interventions

BUDGETED EXPENDITURES:

**2017-18**

**2018-19**

**2019-20**

Amount

Amount

Amount

Source

Source

Source

Budget  
Reference

Budget  
Reference

Budget  
Reference

Goal **3** Action **8**

**Multi-Tiered System of Supports Description:** Sinnott teachers will use data to analyze student success and provide targeted supports for hispanic students not meeting growth targets.

Students to be Served

☐ All District ☐ All School ☐ Students with Disabilities ☒ [Specific Student Group(s)] Hispanic  
☐ English Learners ☐ Foster Youth ☐ Low Income ☐ Specific Grade spans: \_\_\_\_\_

**2017-18**

**2018-19**

**2019-20**

☐ New ☐ Modified ☐ Unchanged

☒ New ☐ Modified ☐ Unchanged

☐ New ☐ Modified ☐ Unchanged

•

PLC's will use data to identify hispanic students not meeting growth targets and provide targeted intervention.

BUDGETED EXPENDITURES:

**2017-18**

**2018-19**

**2019-20**

Amount

Amount

Amount

Source

Source

Source

Budget  
Reference

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. Jeannie Lam	Teacher	<a href="mailto:jlam@musd.org">jlam@musd.org</a>	4/24/18
2. Susan Hansen	Teacher	<a href="mailto:shansen@musd.org">shansen@musd.org</a>	4/24/18
3. Abilash Thomas	Parent/PTA	<a href="mailto:thomasab@gmail.com">thomasab@gmail.com</a>	4/24/18
4. George Eapen	Parent	<a href="mailto:geapen@gmail.com">geapen@gmail.com</a>	sent by email 4/20/18
5. Padma Subbaraya	Parent	<a href="mailto:padmarani@gmail.com">padmarani@gmail.com</a>	4/24/18

## 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	3	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, Instructional Leadership Team, Sinnott Staff
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: 4/24/18

Attested:

Laurie Armino

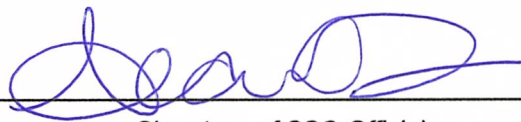


Signature of School Principal

4/24/18

Date

Jeannie Lam



Signature of SSC Official

4/24/18

Date