

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	Anthony Spangler Elementary School		
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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. 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.

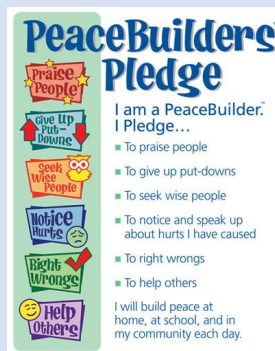
GREATEST PROGRESS

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



Anthony Spangler Elementary (Milpitas, CA)
Milpitas Unified

Suspension (Elementary School) - Student Group Five-by-Five Placement

Select an Indicator: Reporting Year:

[Return to Search](#)
[View the Dashboard Report](#)
[View District Five-by-Five Placement](#)
[View Detailed Data](#)

LEVEL	Increased Significantly by greater than 2.0%	Increased by 0.3% to 2.0%	Maintained Declined or increased by less than 0.3%	Declined by 0.3% to less than 1.0%	Declined Significantly by 1.0% or greater
Very Low 0.5% or less	Gray (N/A)	Green • Socioeconomically Disadvantaged	Blue • All Students (School Placement) • English Learners • Asian • Hispanic • White	Blue (None)	Blue (None)
Low greater than 0.5% to 1.0%	Gray (N/A)	Yellow • Students with Disabilities • Filipino	Green (None)	Green (None)	Blue (None)
Medium greater than 1.0% to 3.0%	Orange (None)	Orange (None)	Yellow (None)	Green (None)	Green (None)
High greater than 3.0% to 6.0%	Red (None)	Orange (None)	Orange (None)	Yellow (None)	Yellow (None)
Very High greater than 6.0%	Red (None)	Red (None)	Red (None)	Orange (None)	Yellow (None)

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Five-by-Five Placement report. (The only exception to this rule is when a district oversees only charter schools.)

Total Number of Student Groups in Each Performance Level

All Student Groups	Red	Orange	Yellow	Green	Blue
~	~	~	~	~	~

GREATEST PROGRESS

English Language Arts

As the data charts below indicate, our greatest progress in English Language Arts was the White subgroup who increased significantly by 29.2 points. Our Asian subgroup continues to perform in the very high level, and all our students perform in the high level. English learners and Filipino students performed in the high level two years in a row.

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 developed an intensive Math intervention using Marilyn Burns' Do The Math. Our greatest progress in Mathematics were the Asian students who increased 9.2 points and are performing in the very high level. All our students performed in the high level, as well as our English learners and Filipino students.

SEAL

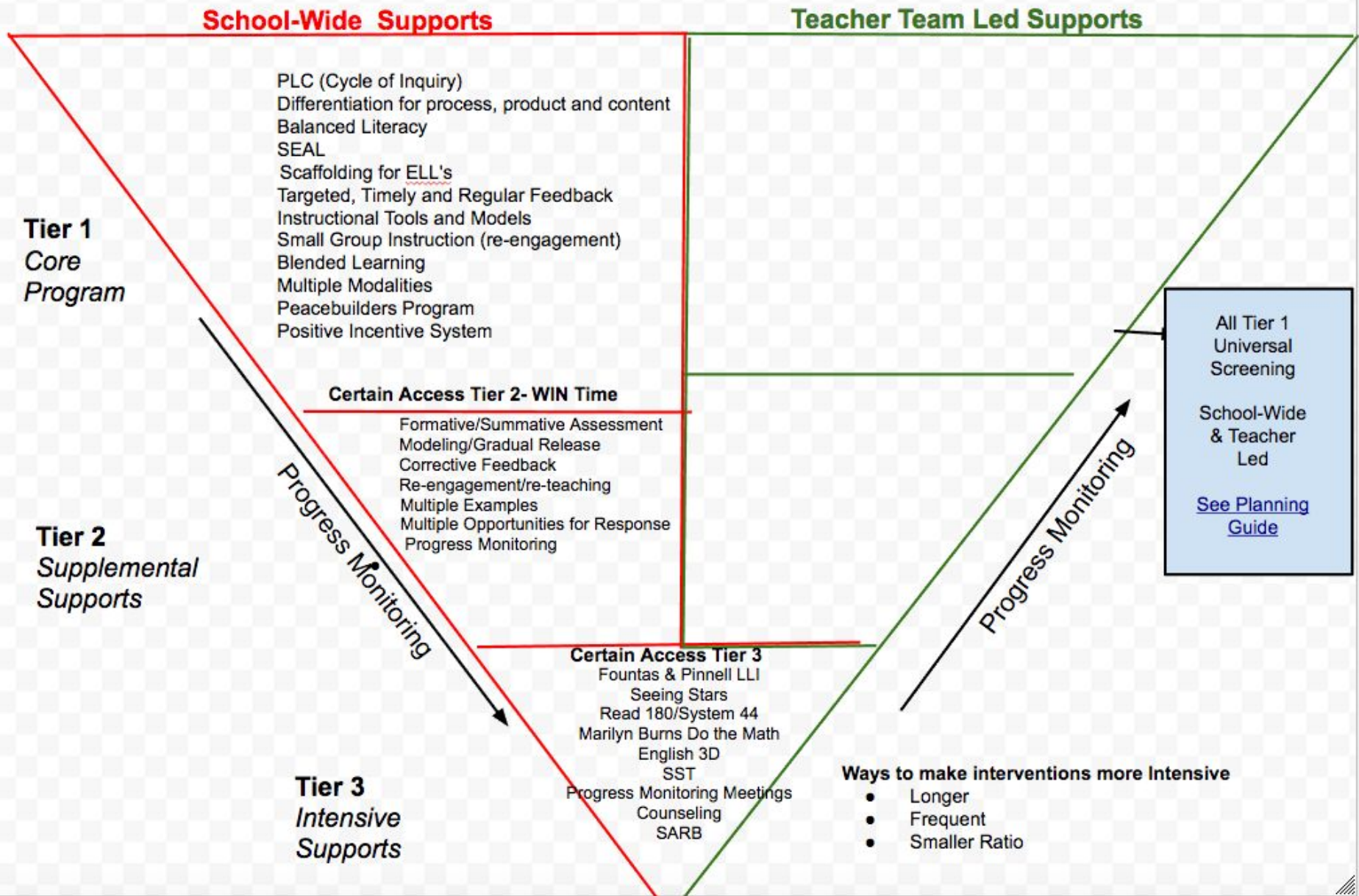
We are very proud of our Sobrato Early Academic Language (SEAL) implementation TK-3rd grade. Our teachers have been taking anecdotal and observational data indicating an increase in use of academic language during collaborative conversations. An [Overview](#) of our SEAL program details our commitment 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.

Although too soon to determine the impact of this program on our students' language and literacy outcomes, our school attendance rates are on the rise, and our anecdotal data indicates an increase in student engagement across all ethnicities, languages, and demographic groups.

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

Anthony Spangler Elementary (Milpitas, CA)
Milpitas Unified

[Return to Search](#)

English Language Arts (Grades 3-8) - Student Group Five-by-Five Placement

[View the Dashboard Report](#)

[View District Five-by-Five Placement](#)

Select an Indicator: English Language Arts (Grades 3-8) Indicator Reporting Year: 2017 (Fall)

[View Detailed Data](#)

LEVEL	Declined Significantly by more than 15 points	Declined by 3 to 15 points	Maintained Declined by less than 3 points or increased by less than 3 points	Increased by 3 to less than 15 points	Increased Significantly by 15 points or more
Very High 45 or more points above	Green (None)	Green (None)	Blue ▪ Asian	Blue (None)	Blue (None)
High 10 points above to less than 45 points above	Green (None)	Green ▪ All Students (School Placement) ▪ English Learners	Green ▪ Filipino	Green (None)	Blue (None)
Medium 5 points below to less than 10 points above	Yellow (None)	Yellow (None)	Yellow (None)	Green (None)	Green (None)
Low More than 5 points below to 70 points below	Orange ▪ Socioeconomically Disadvantaged ▪ Hispanic	Orange (None)	Orange (None)	Yellow (None)	Yellow (None)
Very Low More than 70 points below	Red ▪ Students with Disabilities	Red (None)	Red (None)	Orange (None)	Orange (None)

English Language Arts 2016 Five by Five Placement

GREATEST PROGRESS

English Language Arts Detailed Report

ELA 2017 CAASPP: Spangler's Asian students are performing in the "very high" tier with a maintained performance rating at 2.7%. All Spangler students, along with English Learner and Filipino subgroups, are performing in the "high" tier. Spangler attributes this growth to a heightened focus on differentiating instruction for all students at Tier 1, while providing a research based intensive intervention at Tier 3. Spangler will continue to build its RTI program to accelerate student achievement at both Tier 1 and Tier 2, while decreasing the need for Tier 3 intensive intervention support.

Equity Report

Status and Change Report








Detailed Report

Student Group Report

This report shows the performance levels for a single state indicator, English Language Arts Assessment, 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.

View the [Five-by-Five Placement Report](#) for this Indicator.

▼ All

	Student Performance	Number of Students	Status	Change
<u>All Students</u>		297	High 19.8 points above level 3	Declined -3.1 points
<u>English Learners</u>		149	High 13.9 points above level 3	Declined -6.2 points
<u>Foster Youth</u>		1	*	*
<u>Homeless</u>		1	*	*
<u>Socioeconomically Disadvantaged</u>		131	Low 15.6 points below level 3	Declined Significantly -15.8 points
<u>Students with Disabilities</u>		50	Very Low 78.8 points below level 3	Declined Significantly -21.9 points
<u>African American</u>		10	*	*
<u>American Indian</u>		4	*	*
<u>Asian</u>		114	Very High 68.8 points above level 3	Maintained +2.6 points
<u>Filipino</u>		81	High 21.7 points above level 3	Maintained +2 points
<u>Hispanic</u>		63	Low 47.3 points below level 3	Declined Significantly -26.6 points
<u>Pacific Islander</u>		1	*	*
<u>Two or More Races</u>		6	*	*
<u>White</u>		18	Medium 6.7 points above level 3	Increased Significantly +29.2 points

Mathematics (Grades 3-8) - Student Group Five-by-Five Placement

[View District Five-by-Five Placement](#)

Select an Indicator: Mathematics (Grades 3-8) Indicator

Reporting Year: 2017 (Fall)

[View Detailed Data](#)

LEVEL	Declined Significantly by more than 15 points	Declined by 3 to 15 points	Maintained Declined by less than 3 point or increased by less than 3 points	Increased by 3 to less than 15 points	Increased Significantly by 15 points or more
Very High 35 or more points above	Green (None)	Green (None)	Blue (None)	Blue Asian	Blue (None)
High zero points to less than 35 points above	Green (None)	Green All Students (School Placement)	Green English Learners	Green (None)	Blue (None)
Medium 25 points below to zero	Yellow (None)	Yellow Filipino	Yellow (None)	Green (None)	Green (None)
Low More than 25 points below to 95 points below	Orange Students with Disabilities Hispanic	Orange Socioeconomically Disadvantaged	Orange (None)	Yellow (None)	Yellow (None)
Very Low More than 95 points below	Red (None)	Red (None)	Red (None)	Orange (None)	Orange (None)

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Five-by-Five Placement report. (The only exception to this rule is when a district oversees only charter schools.)

Total Number of Student Groups in Each Performance Level

All Student Groups	Red	Orange	Yellow	Green	Blue
6	0	3	1	1	1

Mathematics 2017 Five by Five Placement

Mathematics Detailed Report

Math 2017 CAASPP: Spangler's Asian students are performing in the "very high" tier with an increased performance rating. All Spangler students, along with English Learner and Filipino subgroups, are performing in the "high" tier, and the English learners maintained their growth. Spangler attributes this growth to a heightened focus on differentiating instruction for all students at Tier 1, while providing a research based intensive intervention at Tier 3. Spangler will continue to build its RTI program to accelerate student achievement at both Tier 1 and Tier 2, while decreasing the need for Tier 3 intensive intervention support.

Math Assessment Report

Anthony Spangler Elementary - Santa Clara County

[List of all schools in this district](#)

Enrollment: 587 Socioeconomically Disadvantaged: 31.2% English Learners: 33%

Foster Youth: 0.3% Grade Span: K-6 Charter School: No

Dashboard Release:








Fall 2017

[Equity Report](#) [Status and Change Report](#) [Detailed Report](#) [Student Group Report](#)

This report shows the performance levels for a single state indicator, Math Assessment, 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.

View the [Five-by-Five Placement Report](#) for this Indicator.

▼ All

	Student Performance	Number of Students	Status	Change
All Students		297	High 4.9 points above level 3	Declined -3.2 points
English Learners		149	High 2.8 points above level 3	Maintained 0 points
Foster Youth		1	*	*
Homeless		1	*	*
Socioeconomically Disadvantaged		131	Low 26.5 points below level 3	Declined -10.5 points
Students with Disabilities		50	Low 83 points below level 3	Declined Significantly -19 points
African American		10	*	*
American Indian		4	*	*
Asian		114	Very High 66.8 points above level 3	Increased +9.8 points
Filipino		81	Medium 1.3 points below level 3	Declined -3.7 points
Hispanic		63	Low 66.9 points below level 3	Declined Significantly -20.6 points
Pacific Islander		1	*	*
Two or More Races		6	*	*
White		18	Low 45.5 points below level 3	Maintained -1.9 points

GREATEST PROGRESS

English Learners Student Group Report

Anthony Spangler Elementary - Santa Clara County

[List of all schools in this district](#)

Enrollment: 587 Socioeconomically Disadvantaged: 31.2% English Learners: 33% Foster Youth: 0.3%

Grade Span: K-6 Charter School: No

Dashboard Release:

Fall 2017






Equity Report

Status and Change Report

Detailed Report

Student Group Report

This report shows the performance levels for English Learners 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
Suspension Rate (K-12)		Very Low 0%	Maintained 0%
English Learner Progress (1-12)		Very High 85.4%	Increased +5%
English Language Arts (3-8)		High 13.9 points above level 3	Declined -6.2 points
Mathematics (3-8)		High 2.8 points above level 3	Maintained 0 points

Performance Levels:



Red (Lowest Performance)



Orange



Yellow



Green



Blue (Highest Performance)

Spangler's English learners are performing at the Very High level and demonstrated an increase of 5%.

iReady School-Wide Growth
Comparison of 16/17 D1-D3 English Language Arts and Mathematics and 2017/18

iReady School-Wide Growth
Diagnostic 1-Diagnostic 3 2017/2018

<u>D1 Math</u>	<u>D2 Math</u>	<u>D3 Math</u>	<u>D4 Math</u>
13% (72) >one level below	9% (48) > one level below	6% (30)>one level below	
50% (277) one level below	40% (223) one level below	32 % (171) one level below	
37% (209) on level	51% (286) on level	63% (335) on level	
<u>D1 ELA</u>	<u>D2 ELA</u>	<u>D3 ELA</u>	<u>D4 ELA</u>
14% (77) >one level below	12 % (67)> one level below	9% (53)> one level below	
42% (233) one level below	32 % (173) one level below	23% (128) one level below	
45% (249) on level	56 % (304) on level	68% (377) on level	

iReady School-Wide Growth

Diagnostic 1-Diagnostic 4 2016/2017

<u>D1 Math</u> 16% (86) >one level below 49% (257) one level below 35% (186) on level	<u>D2 Math</u> 10% (53) > one level below 43% (232) one level below 47% (253) on level	<u>D3 Math</u> 8% (43)>one level below 31 % (171) one level below 61% (334) on level	<u>D4 Math</u> 6% (33)>one level below 23% (124) one level below 71% (385) on level
<u>D1 ELA</u> 15% (82) >one level below 43% (226) one level below 42% (223) on level	<u>D2 ELA</u> 12 % (66)> one level below 35 % (189) one level below 53 % (285) on level	<u>D3 ELA</u> 10% (53)> one level below 28% (158) one level below 62% (344) on level	<u>D4 ELA</u> 8% (44)>one level below 20% (113) one level below 72% (396) on level

Literacy Growth in Spangler LLC Intervention Students- Average Growth by Grade Level

See [Correlation Chart](#)

(as reflected in classroom teachers' DRA or F & P assessments from Sept 2016, Dec 2016 & Mar 2017, as applicable)

LLC 2017-2018 Data

Tracking Reading Level Growth for Tier 3 Reading Students

Students Grades 1st-6th Receiving Tier 3 Extra Reading Support in LLC

Aug 2017-March 2018

Data to Be Updated & Analyze When Final Data Comes in- May 2018

- **Page 2: LLC/Tier Reading Programs Listed**
- **Page 3: Number of Students Served in Spangler LLC 2017-2018 for Reading Support**
- **Page 4: Literacy Growth Seen in LLC Tier Students Sept 2017-2018
(Basic Data Outlined)**
- **Pages 5- Other Considerations**

2017-2018 LLC/Tier Reading Programs Listed:

LLC Tier 3 Reading Teachers/Instructors 2017-2018:

- Donna Nelson (Fountas & Pinnell, Grades 1st-6th)**
- Debbie Nauseda (Read 180 & System 44, Grades 3rd-6th)**
- Michelle Peterson (Fountas & Pinnell, Seeing Stars, 1st & 2nd Grade)**
- Coordinator: Ann Du Bois**

Number of Students Served in Spangler LLC 2017-2018 for Reading Support:

***Total Students Served: 57**

Kinders: N/A- Supported by Kinder Instructional Aides & Kinder Program

-- 9 First Graders (Sept 2017-March 2018)

--- 10 Second Graders (Sept 2017-March 2018)

--10 Third Graders (Sept 2017-March 2018)

-- 6 Fourth Graders (Sept 2017-March 2018)

--10 Fifth Graders (Sept 2017-March 2018)

-- 12 Sixth Graders (Sept 2017-March 2018)

Literacy Growth Seen in Spangler LLC Intervention Students- Average Growth by Grade Level

(as reflected in classroom teachers' DRA or F&P assessments from Sept 2017, Dec 2017 & Feb 2018, as applicable)

- 1st Grade: Average of +3 DRA2 levels Sept 2017-March 2018
- 2nd Grade: Average of +1.9 DRA2 levels Sept 2017-March 2018
- 3rd Grade: Average of +1.6 DRA2 levels Sept 2017-March 2018
- 4th Grade: Average of +2.6 F & P levels Sept 2017-March 2018
- 5th Grade: Average of +2 F & P levels Sept 2017-March 2018
- Sixth Grade: Average of +3 F & P levels Sept 2017-March 2018

Other Considerations:

When considering student progress, we should also keep in mind factors that are not reflected in the data. For example, other positive areas of growth can be seen in many of the tier 3 LLC students. These positive growth areas include:

- an increase students' self-esteem
- academic improvements in such areas as oral fluency, phonics knowledge, writing, improvements in sound-letter knowledge and/or high frequency words, improvements in verbalizing and grasping comprehension of books at instructional levels

-positive experience in small group with successes in literacy activities at students' instructional level and improvement in participating actively and successfully in group book discussions

Assumptions:

Familiarity with Spangler's Tier 3 Intensive Intervention Menu.

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. Due to the slight decrease (3.2%) , we are only 4.9 points from level 3. For the 2018–19 academic year, students will increase by 5% or greater in their SBAC performance. 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. On the SBAC Math, our Hispanic students declined significantly. Furthermore, our non reclassified **English learners** continue to lag behind and are not making adequate progress. On both the ELA and Math CAASPP, English learners declined significantly.

The steps we will take to address these challenges areas are:

- Implement English 3D at the fourth, 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 (Benchmark, 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 - Santa Clara County

[List of all schools in this district](#)

Enrollment: 587 Socioeconomically Disadvantaged: 31.2% English Learners: 33% Foster Youth: 0.3%

Grade Span: K-6 Charter School: No

Dashboard Release:

Fall 2017





Equity Report

Status and Change Report

Detailed Report

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
Suspension Rate (K-12)		Low 1%	Increased +1%
English Language Arts (3-8)		Very Low 78.8 points below level 3	Declined Significantly -21.9 points
Mathematics (3-8)		Low 83 points below level 3	Declined Significantly -19 points

Performance Levels:

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

Students with Disabilities 2017 CAASPP: While All Spangler students are performing in the “high” overall along with English Learners and Asian and Filipino subgroups, Students with Disabilities performed in low tier in Mathematics and very low tier in English Language Arts. Spangler is working to identify professional development and collaboration systems for the 2018/2019 school year to better address the unique learning needs of our students.

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

Hispanic Student Group Report

Anthony Spangler Elementary - Santa Clara County

List of all schools in this district

Enrollment: 587 Socioeconomically Disadvantaged: 31.2% English Learners: 33% Foster Youth: 0.3%

Grade Span: K-6 Charter School: No

Dashboard Release:

Fall 2017





Equity Report

Status and Change Report

Detailed Report

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
<u>Chronic Absenteeism</u> 	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>		Very Low 0%	Maintained 0%
<u>English Language Arts (3-8)</u>		Low 47.3 points below level 3	Declined Significantly -26.6 points
<u>Mathematics (3-8)</u>		Low 66.9 points below level 3	Declined Significantly -20.6 points

Performance Levels:

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

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

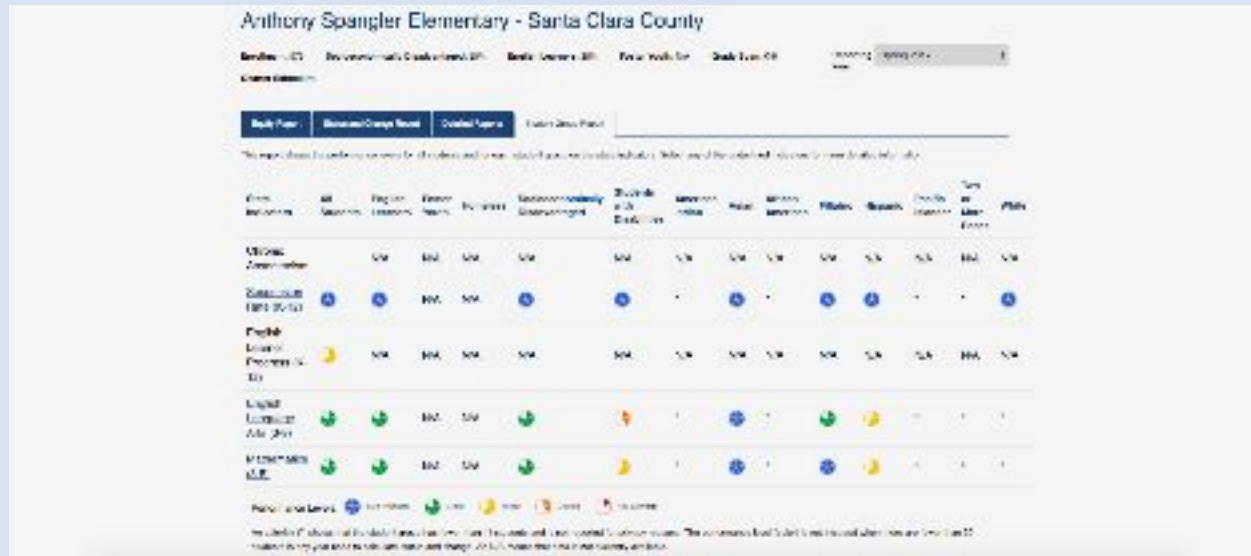
Hispanic students 2017 CAASPP: While all Spangler's students are performing in the "high" tier overall along with English Learner and Asian Filipino subgroups, Latino students performed in the low tier. Spangler's PLC's are working to identify its Latino/a students to ensure needs are met through targeted 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. Latino students will be given priority for both math and ELA Tier 3 intervention programs.

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

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 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.
- District 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 and provide targeted intervention and family engagement and outreach.
- 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.

SCHOOL NAME: Spangler

PROGRAM ALLOCATIONS

DESCRIPTION	Block Grant	Supplemental	Title I	TOTAL
Allocation:	42,804.00	145,911.00		188,715.00
Expenses:				
Object 1XXX : Certificated Salary				
Teacher Salary (Read 180)		40,000.00		40,000.00
Certificated Stipend				-
Admin Support	15,000.00	15,000.00		30,000.00
Substitute Teacher (SEAL)	15,000.00			15,000.00
Sub-Total	30,000.00	55,000.00	-	85,000.00
Object 2XXX: Classified Salary				
Summer Reading Support		5,089.00		5,029.00
Library Support		4,911.00		4,911.00
Blended Learning Support		5,000.00		5,000.00
Classified Clerical Salary	12,804.00	4,000.00		16,804.00
Instructional Assistants (PLC Enrichment support & kinder aide)		50,000.00		50,000.00
Sub-Total	12,804.00	69,000.00	-	81,804.00
Object 3XXX: Benefits				
CE Statutory Benefit				-
CL Statutory Benefit				-
Health and Welfare				-
Sub-Total	-	-	-	-
Object 4XXX: Supplies				
Office Material and Supplies		11,911.00		11,911.00
Parent Engagement		5,000.00		5,000.00
Curricular Needs		5,000.00		5,000.00
Non-Capitalized Equipment				-
Sub-Total	-	21,911.00	-	21,911.00
Object 5XXX: Operational				
Conference				-

Other Professional Services				-
Sub-Total	-	-	-	-
Indirect Costs				
Total Expenses	42,804.00	145,911.00	-	188,715.00
BALANCE	\$0.00	\$0.00	\$0.00	

SSC Chair Signature (Supplemental Only)
Principal Signature

Brandy Stachande 5/4/18
5/4/18

BUDGET OVERVIEW

DESCRIPTION

AMOUNT

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

\$188,715.00

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

\$188,715.00

Briefly describe any differences between budgeted and expended resources.

None

DESCRIPTION

AMOUNT

Total Supplemental and Concentration Funds for SPSA year

\$145,911.00

Percentage of SPSA Budget that is Supplemental or Concentration Funds

77%

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.

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
- Monthly Parent Read Alouds/PeaceBuilder Activities
- 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 16/17; 17/18
- 17/18 & 18/19 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 2017 /2018 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 type="checkbox"/> Modified	x unchanged	
Goal 1	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.		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 2019.	

[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	Actual	2018-19	2019-20
Reclassification Rates	Reclassification Rates 21 students reclassified 16/17 school year.	Reclassification Rates Between 20-30 students on average to be reclassified 17/18 school year	Reclassification Rates 27 students reclassified	Maintain level of English Learner progress on SBAC and increase reclassification rates	
<u>SBAC</u>	<u>SBAC</u> Very High 85.4%	<u>SBAC</u> Very High at 85.4%	<u>SBAC</u> Very High at 85.4% with a 5% increase		
<u>SBAC</u> <u>iReady</u> <u>Tier 3 Data</u>	Overall, Spangler students increased in performance on SBAC in ELA and performed in the High range. 63% of Spangler students are in the Green	<u>iReady</u> 5% increase at 68% <u>SBAC</u>	<u>iReady</u> 5% increase- 68% <u>SBAC</u> SBAC decline by 3.1% <u>Tier 3</u>	<u>iReady</u> Increase growth in iReady at 5% <u>SBAC</u> Increase growth in SBAC by 5%	

	<p>(Met/Exceeded) on Math iReady February Benchmark; however, 37% are in the yellow and red which indicate the need to provide additional support in the CCSS foundational literacy skills.</p> <p>LLC Detailed Data on Pgs. 14</p>	<p>3.1 % decline At 19.8 points above mean.</p> <p><u>Tier 3</u></p> <p>Average growth in first through third grade= 2.3 DRA points, and in fourth through sixth grade average increase in F&P levels = 2.4</p> <p>LLC Detailed Data on Pgs. 14-16</p>	<p>Significant increase in DRA levels in first; however, growth in second and third grade was lower than expected. In fourth through sixth grade it was higher than expected with 2.4 grade level increase overall.</p> <p>LLC Detailed Data on Pgs. 14-16</p>	<p><u>Tier 3</u></p> <p>Tier 3 data to maintain average growth rate of 2-4 grade levels per student.</p>	
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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.	Teachers continue to monitor our students’ growth through weekly and monthly formative assessments that are aligned to CCSS. In addition, we held Progress monitor meetings with PLC’s 3x this year to collaborate with the Tier 3 Intervention team to determine student progress and whether intervention required intensifying, revision, or termination.

Goal 1 Action 1

Multi-Tiered System of Supports Description: Tier 1 academic program (General description of Goal)	
<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- General description of what our action for Goal 1)	ACTUAL

Expenditures

Ongoing consistent collaboration of PLCs to support the needs of all students at all 3 Tiers and to engage in cycles of inquiry	PLC's collaborated around cycles of inquiry and determined needs of all tiers of students. PLC's planned, reviewed and monitored student progress regularly and consistently to determine next steps in classroom Tier 1 instruction, as well as Tier 2 (WIN) and Tier 3 Intensive pull out support.
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 <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

ANTICIPATED MODIFICATIONSACTION 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 x Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> 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	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	

BUDGETED EXPENDITURES:

2017-18

2018-19

2019-20

10,000.00

Amount

10,000

Amount

Source	Supplemental	Source	Supplemental	Source	
Budget Reference	709100	Budget Reference	709100	Budget Reference	

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

Multi-Tiered System of Supports Description: Tier 1 academic program					
<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 Implementation of Research Based Common Core aligned instructional strategies.	ACTUAL Implementation of Research Based Common Core aligned instructional strategies- specifically SEAL, Balanced Literacy (Guided Reading Book Study w/Andrea Butler) and Benchmark Implementation .
	BUDGETED <ul style="list-style-type: none"> • Release time for PLC's to plan, monitor, and adjust their teaching • Kinder Aides • Release time on DRA2 & F&P • Release time for planning literacy instruction • Purchase <u>Leveled Literacy Intervention</u> program components 	ESTIMATED ACTUAL BUDGETED <ul style="list-style-type: none"> • Release time was provided for PLC's to plan, monitor, and adjust their teaching • Kinder Aides provided Tier 3 support • Release time & PD on DRA2 & F&P • Release time for planning literacy instruction
Expenditures		

<ul style="list-style-type: none"> • Maintain ongoing programs & any replacement materials (leveled readers and supplemental resources) • Purchase books, informational and complex, texts, as well as licences 	<ul style="list-style-type: none"> • Purchased <u>Leveled Literacy Intervention</u> program to Maintain ongoing programs & any replacement materials (leveled readers and supplemental resources) • Purchase books, informational and complex, texts, as well as licenses.
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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 x 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, Tier 3 Intensive support, and provide instructional strategies that support student needs.</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, Tier 3 Intensive support, and provide instructional strategies that support student needs.</p>	

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
Amount	Amount	Amount
\$30,000.00	\$30,000.00	

Source
Budget
Reference

Supplemental
709100

Source
Budget
Reference

Supplemental
709100

Source
Budget
Reference

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

Multi-Tiered System of Supports Description: Tier 1 academic program & Tier 3 intensive academic intervention	
<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 Teachers will participate in professional development focusing on strategies to differentiate core instruction in order to meet all students' needs.	ACTUAL Teachers will participate in ongoing professional development focusing on strategies to differentiate common core aligned instruction in order to meet all students' needs
	BUDGETED <ul style="list-style-type: none"> ● Retain current RTI Coordinator (DuBois) and Intervention staff to deliver and monitor Tiered interventions ● Provide Balanced Literacy PD 	ESTIMATED ACTUAL <ul style="list-style-type: none"> ● Admin (Both Principal and Assistant Principal will coordinate and implement system of Tiered interventions. ● Provide Balanced literacy PD (onsite based)
Expenditures	<ul style="list-style-type: none"> ● SEAL PD continued Cohort 2 (year 1-2nd and 3rd grades) ● PD on Differentiation ● Collaboration release time for PLC's 	<ul style="list-style-type: none"> ● SEAL PD continued Cohort 2 (year 1-2nd and 3rd grades) ● PD on Differentiation (in house w/District Committees) ● Collaboration release time for PLC's

ANTICIPATED MODIFICATIONS TO

ACTION NARRATIVES:

2017-18

☐ New ☒ Modified ☐ Unchanged

2018-19

☐ New ☐ Modified ☒ Unchanged

2019-20

☐ New ☐ Modified ☐ 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.

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), as well as the Literacy Backbone. and any new PD (Benchmark Adoption) Spangler's [essential practices](#) provide the foundation for our staff's PD focus areas.

BUDGETED EXPENDITURES:

2017-18

Amount

\$50,000 SEAL Coach

Source

Supplemental

Budget

Reference

709100

2018-19

Amount

Release time \$ 20,000

Source

Block Grant

Budget

Reference

Block Grant

2019-20

Amount

Source

Budget

Reference

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

Multi-Tiered System of Supports Description: Tier 2 social emotional strategic support, Tier 3 intensive academic intervention)	
<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 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 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.
	BUDGETED ● Hire summer reading support staff.	ESTIMATED ACTUAL ● Hire summer reading support staff.
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
Evolving Action	Evolving Action	

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
Amount	Amount	Amount
Source	Source	Source
Budget Reference	Budget Reference	Budget Reference
\$5000.00	\$10,000	
Supplemental	Supplemental	
709100	709100	

Goals, Actions, & Services

	<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged		
Goal 2	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.		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 2019.		

[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	Actual	2018-19	2019-20
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SBAC
iReady

SBAC

Overall, Spangler students increased in performance on SBAC Math and performed in the High range.

iReady

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.

SBAC

All Spangler students declined in their performance on the overall Math SBAC by 3.2% points. English learners maintained in their SBAC Math performance, and our Asian students increased by 9.8% points.

iReady

Overall Spangler has 63% of students in the green on iReady, this is 2% points above where they were at this time last year. We've also reduced by 2% the number of students in the red on iReady.

SBAC

All Spangler students declined in their performance on the overall Math SBAC by 3.2% points. English learners maintained in their SBAC Math performance and our Asian students increased by 9.8% points.

iReady

Overall, Spangler has 63% of students in the green on iReady, this is 2% points above where they were at this time last year. We've also reduced by 2% the number of students in the red on iReady.

We expect to see an increase in the number of students performing in the at/near level on the Math SBAC. We also expect to see our English learners increase in their performance on the SBAC, as well as our Filipino students.

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

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.

ACTUAL

Teachers and admin monitored the progress of students through weekly formative and monthly summative assessments. Weekly PLC data was reviewed, and trimester progress monitoring meetings took place with each PLC.

Trimester progress and report cards to parents were reviewed during Parent Teacher Conferences. Students in grades k, 1, 3, 4, 5 and 6th maintained data binders where they were able to track and monitor their own progress on their goals. Students and Parents participated in Goal Setting meetings with teachers. We monitored interim SBAC, CELDT and report card data as it became available.

We saw an increase in many subgroups; however, overall all our students declined slightly in both ELA and Math. However, our students are still performing at a high level in both ELA and Math.

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

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

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

- Teachers participated in Number Talks PD in collaboration with the SCCOE math coordinator-Jenny Cheng
- Stanford Math Counting Collections is still part of our math curriculum in the 1st and 3rd grade classrooms.
- Blended learning licences for IXL and iReady are purchased annually.

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 xUnchanged	<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 SVMI, Singapore), as well as any new PD (NumberTalks). Spangler's essential practices provide the foundation for our staff's PD focus areas.	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 SVMI, Singapore), as well as any new PD (NumberTalks). Spangler's essential practices provide the foundation for our staff's PD focus areas.	

BUDGETED EXPENDITURES:

2017-18

2018-19

2019-20

Amount	\$3000.00	Amount	\$3000.00	Amount	
Source	Supplemental	Source	Supplemental	Source	
Budget Reference	709100	Budget Reference	709100	Budget Reference	

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

Multi-Tiered System of Supports Description: Tier 1 academic program, Tier 2 Tier 3 intensive academic intervention	
<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 Ongoing consistent collaboration of PLCs to support the needs of all students at all 3 Tiers and to engage in cycles of inquiry	ACTUAL Ongoing consistent collaboration of PLCs to support the needs of all students at all 3 Tiers and to engage in cycles of inquiry
	BUDGETED <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Release time for PLC’s to plan, monitor and adjust their teaching Hire PLC support staff to provide enrichment for students while teachers collaborate Contract w/the SCCOE Math Coordinator to develop a scope and sequence of support in the area of Problem Solving, Number Sense and Mathematical Reasoning (all areas of challenge in our iReady and SBAC data)
Expenditures		

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 x Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>Evolve over time</p> <p>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.</p>	<p>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.</p>	

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
Amount	Amount	Amount
\$20,000.00	\$15,000.00	
Source	Source	Source
Supplemental	Supplemental	
Budget Reference	Budget Reference	Budget Reference
709100	709100	

PLANNED ACTIONS / SERVICES-

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

Multi-Tiered System of Supports Description: Tier 3 intensive academic intervention	
<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 Provide intensive intervention to support students identified as in need of foundational math skills.	ACTUAL Provide intensive intervention to support students identified as in need of foundational math skills.
	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 <ul style="list-style-type: none"> • Contracted w/SCCOE Math Coordinator, Jenny Cheng to provide ongoing Math PD support for Spangler’s PLC’s • Provide release time for PLC’s to plan, develop and analyze their student’s needs within foundational math skills. • Continue building manipulatives and collections for Stanford Math implementation (Grades 1 & 3)
Expenditures		

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 x 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 will be matched with regularly progress monitor meetings as an LLC team and staff.	Using targeted WIN time for Tier 2 school-wide, our students will receive intensive interventions within PLC's with Counting Collections, Number Talks, differentiated number sense, and foundational math skills. Cycles will be matched with regularly scheduled progress monitor meetings as an LLC with PLC's.	

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
Amount Source Budget Reference	Amount Source Budget Reference	Amount Source Budget Reference
Intervention Units (\$5000.00) Supplemental 709100	SCCOE Trainer \$5,000.00 Supplemental 709100	

Goals, Actions, & Services

	<input type="checkbox"/> New	<input checked="" type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
<div>Goal 3</div>	All Low Income (LI) and SPED Spangler students will demonstrate one year of grade level growth in their Mastery/Proficiency of the CCSS in ELA and Math. 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.		All Low Income (LI) and SPED Spangler students will demonstrate one year of grade level growth in their Mastery/Proficiency of the CCSS in ELA and Math. 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:

Identified Need

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

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 differentiated and targeted scaffolding strategies in order to demonstrate mastery of the CCSS.

GOAL SETTING: EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017/2018	Actual	2018-19	2019-20
<u>Early Literacy Tier 3</u> Increase number of students in grades K-3 on grade level in ELA	Avg growth in DRA2 Reading Levels 2-3 levels for Primary and 1-2 F&P levels for Intermediate	Avg growth in DRA2 Reading Levels 2-3 levels for Primary and 1-2 F&P levels for Intermediate	Avg growth in reading DRA2 1-2 levels F&P 2-3 levels	Increase number of students in grades K-3 reading at benchmark level on DRA2 Increase number of students in grades 4-6 reading on benchmark in F&P	
<u>SBAC</u> LI maintain or increase slightly by 2-5% in both areas Math ELA	Very Low range on SBAC in both areas	Low range in Math Low range in ELA	Declined by 10.5% in Math Declined 15.9 in ELA	Maintain or increase slightly by 2-5% in both areas	
<u>SBAC</u> Special Education maintain or increase slightly by 2-5% in both areas Math Math ELA	Very Low range on SBAC in both areas	Low Range in Math Very Low Range in ELA	Declined 19.5% in Math Declined 21.9% in ELA	Maintain or increase slightly by 2-5% in both areas	

<u>Reclassification Rates</u> Increase of 10% in Reclassification of English Learners	Approximately 8% of Spangler's English learners were reclassified this year.	27 English Learners were reclassified, which met our goal of 10% reclassification rate and also a total increase of 2% of reclassified students.	27 English Learners were reclassified which met our goal of 10% reclassification rate and also a total increase of 2% of reclassified students.	Increase of 10% in Reclassification of English Learners	
<u>SBAC</u> 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.	At the high level but declined by 6.2% in ELA	At the high level but declined by 6.2% in ELA	English learners will improve their performance on the ELA SBAC by 5%	

CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

EXPECTED

ACTUAL

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	Teachers and admin monitored 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).
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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.

Students with disabilities declined significantly 21.9% in ELA and in Math declined significantly by 19%.

Some, not all, students and parents participated in Goal Setting meetings with teachers during Parent Teacher Conferences.

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

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

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

Actions/Services	PLANNED	ACTUAL
	Implementation of English Language Development CCSS for TK-6.	Implementation of English Language Development CCSS for TK-6. (SEAL primary/English 3D intermediate)
Expenditures	BUDGETED	ESTIMATED ACTUAL
	<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 • Integrated ELD/ELA CCSS framework release days for planning and collaboration • Release time for PLC's to plan, monitor, and adjust their ELD teaching 	<ul style="list-style-type: none"> • Spangler Staff received ongoing Professional Development on SEAL instructional model for language and literacy, as well as English 3D • Integrated ELD (SEAL) /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
<input type="checkbox"/> New x Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New x Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>Evolve over time</p> <p>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.</p>	<p>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 and designated 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.</p>	

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
<p>Amount</p> <p>SEAL Instructional Coach (\$50,000.) Release time for collaboration on dedicated and integrated ELD \$5000.00</p> <p>Source</p> <p>Supplemental</p> <p>Budget Reference</p> <p>709100</p>	<p>Amount</p> <p>\$20,000 Release Time</p> <p>Source</p> <p>Supplemental</p> <p>Budget Reference</p> <p>709100</p>	<p>Amount</p> <p></p> <p>Source</p> <p></p> <p>Budget Reference</p> <p></p>

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

Provide timely, systematic, and targeted ELD /ELA interventions.

ACTUAL

Provide timely, systematic, and targeted ELD/ELA interventions.

Expenditures

BUDGETED

- Provide a roving sub 6 days per year for trimester Check Ups and Progress Monitoring meetings with RTI team
- 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

ESTIMATED ACTUAL

- Provide a roving sub 6 days per year for trimester Check Ups and Progress Monitoring meetings with RTI team
- 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 additional 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 (Debbie Nauseda) to implement Read 180 before and during school

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 checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Evolve over time 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.	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.	

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
Amount	Amount	Amount
Source	Source	Source
Budget Reference	Budget Reference	Budget Reference
\$40,000	Read 180 \$40,000	
Supplemental	Supplemental	
709100	709100	

Goals, Actions, & Services

	<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" 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.		Spangler students will receive targeted, personalized instruction and support during the 18-19 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	Actual	2018-19	2019-20
Early Literacy: Increase number of students in grades K-3 reading on grade level in ELA.	See Leveled Literacy Intervention Data and Read 180 Pg.	Spangler has increased by an average of 1 DRA2 level students reading on grade level. See LLC data on pgs. 14-16.	Spangler has increased by an average of 1 DRA2 level students reading on grade level. See LLC data on pgs. 14-16.	Spangler students will continue to increase in their reading levels on the DRA2 and F&P. Primary students K-3 will increase by an avg. 2-3 DRA2 reading levels and 4-6 graders by an avg. 3-4 F&P reading levels.	

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.	6% of Spangler students are in the red on iReady- a decrease of 2% but not the 5% as expected	6% of Spangler students are in the red on iReady- a decrease of 2% but not the 5% as expected	4% growth in the number of students performing in the green on math iReady and reduce by 5% the number of students performing in the red.	
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.	We did not meet the goals; however, we did increase by 5% the students in the green on iReady.	We did not meet the goals; however, we did increase by 5% the students in the green on iReady.	We will increase the number of students in green on iReady ELA by 10% thus reducing the number of students in yellow by at least 5%	

CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

EXPECTED

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

ACTUAL

Teachers and admin monitored 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 declined significantly 21.9% in ELA and in Math declined significantly by 19%.

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.

English learners reclassification rates increased slightly; however, their overall performance on SBAC ELA declined by 6.2% in both ELA and maintained in Math.

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

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

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

Actions/Services

PLANNED

Using Data Notebooks, staff will make personalized learning visible to all students.

ACTUAL

Using Data Notebooks, staff in grades K, 1, 3, 4-6 personalized learning and made learning visible to our students.

Expenditures

BUDGETED

- 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

- Teachers were provided with ongoing Professional Development opportunities provided by Ed Tech Mentor (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.
- Staff used additional alternative platforms for Personalized learning and playlists.
- IXL, Razz Kids, Learning A-Z, and Reading Counts subscriptions were purchased.

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 x Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> 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.	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-feedback, feed forward, and feedup 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 Source	Amount Source	Amount Source
Release Time/Tech TOSA Supplemental	Release Time/Tech TOSA Supplemental	

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

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

Actions/Services	PLANNED	ACTUAL

Expenditures

Provide embedded and structured time for PLC's to regularly collaborate.	Embedded and structured release time was provided for PLC's to regularly collaborate.
BUDGETED	ESTIMATED ACTUAL
<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 	<ul style="list-style-type: none"> Teachers were provided with embedded collaboration release time by hiring enrichment staff for rotations. Purchased hardware and software to support personalized learning PE, blended learning, and library enrichment support was provided.

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 checked="" 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.	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	\$15,000	Amount	\$15,000	Amount	
Source	Supplemental	Source	Supplemental	Source	
Budget Reference	70910	Budget Reference	70910	Budget Reference	

Goals, Actions, & Services

	<input type="checkbox"/> New	<input checked="" type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
<u>Goal 5</u>	<p>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.</p> <p>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.</p>		

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

Identified Need

STATE	1	2	3	4	5	6	7	8	9	10	LOCAL	-----
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	Actual	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.	Satisfaction remains high with respect to Parent Engagement; however, homework concerns persist-mainly at the intermediate level.	Satisfaction remains high with respect to Parent Engagement; however, homework concerns persist-mainly at the intermediate level.	Reduce the number of parent concerns regarding homework by providing additional opportunities for parent education.	
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.	Attendance at Parent events has increased by 5%	Attendance at Parent events has increased by 5%	Maintain Parent engagement at all Parent workshops and events.	
Increase in PTA and SSC membership.	10% of our enrollment are PTA members. Our SSC board regularly attends meetings; however, we would like to improve attendance to include non-board members in attendance regularly.	PTA enrollment has increased to 15% SSC membership has declined.	PTA enrollment has increased to 15% SSC membership has declined.	SSC membership will increase by at least two parents joining our board.	

CURRENT SCHOOL YEAR MONITORING AND ACTUAL OUTCOMES AT GOAL LEVEL

EXPECTED

Admin and staff expect to see an increase in both student and family school satisfaction and engagement in their child's learning as

ACTUAL

Admin and staff experienced 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.

measured by sign-in sheets, evaluations, and attendance rates of parents and students at conferences, parent nights, and events.

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

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

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

Actions/Services

Continue relevant and timely Parent/Principal monthly Coffee

ACTUAL

Spangler admin hosted monthly Parent/Principal Coffee meetings.

Expenditures

- Instructional materials to build parent capacity regarding increasing student academic achievement

ESTIMATED ACTUAL

We purchased Instructional materials and provided parent education to empower parents and increase their capacity and awareness of student achievement supports.

ANTICIPATED MODIFICATIONS TO ACTION NARRATIVES:

2017-18

2018-19

2019-20

☐ New ☒ Modified ☐ Unchanged

☐ New ☐ Modified ☒ Unchanged

☐ New ☐ Modified ☐ 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.

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

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.	guide and inform our continued commitment to high levels of learning for all Spangler students.	
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BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	\$1000.00	Amount	\$1,000	Amount	
Source	Supplemental/Title 1	Source	Supplemental	Source	
Budget Reference	709100/30100	Budget Reference	70910	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	
<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)] Parents
	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income <input type="checkbox"/> Specific Grade spans: _____

	PLANNED	ACTUAL
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.	Implemented an interactive Parent University Series on the following topics: SMART Goal Setting/Data Binders, CCSS, SBAC, Blended Learning, Digital Literacy, ELD, Reclassification, Mindfulness, Literacy, CPR, Title 1, etc.
Expenditures	<ul style="list-style-type: none"> Instructional materials purchased for parent workshops to build parent capacity regarding increasing student academic achievement 	ESTIMATED ACTUAL <ul style="list-style-type: none"> Instructional materials were purchased for parent workshops to build parent capacity regarding increasing student academic achievement

<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Translations provided (written and oral) • Childcare providers hired • Hired teachers to plan and implement Parent University series with parents and students • Recruit parents for community outreach and engagement
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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 checked="" 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.	Staff will analyze 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, Mindfulness, and SBAC.	

BUDGETED EXPENDITURES:

2017-18		2018-19		2019-20	
Amount	\$2000.00	Amount	\$2,000	Amount	
Source	Supplemental	Source	Supplemental	Source	
Budget Reference	709100	Budget Reference	709100	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	<input checked="" type="checkbox"/> All School	<input type="checkbox"/> Students with Disabilities	<input checked="" type="checkbox"/> [Specific Student Group(s)]	Parents
	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income	<input type="checkbox"/> Specific Grade spans: _____	

	PLANNED	ESTIMATED ACTUAL
Actions/Services	Implement regular Goal Setting parent nights.	Implemented goal setting in class and during parent/teacher conferences.
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 	<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 provided for teachers to prepare for parent university workshops Hired Child Care providers

- Recruit Latino liaisons for outreach and engagement

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 checked="" 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.	Staff and Spangler families will participate in SMART Goal Setting using Data Notebooks and Report Card benchmark expectations. Goal Setting conferences will be provided in November and parent/student Goal Setting/Growth Mindset 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.	

BUDGETED EXPENDITURES:

2017-18	2018-19	2019-20
Amount	Amount	Amount
Source	Source	Source
Budget Reference	Budget Reference	Budget Reference
\$3000,00	\$3000.00	
Supplemental/Title 1	Supplemental	
709100/30100	70910	

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. Beatrice Gutierrez	Parent	beatriceg71@yahoo.com	
5. Teresa Starr	Teacher	tstarr@musd.org	
6. Jacky Wilhelmsen	Teacher	jwilhelm@musd.org	
7. Elaine Silveria	Parent	silveria@pachell.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	4	0

School Site Council Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan.
(Check all that apply):

- ☒ English Learner Advisory Committee signature: _____
- ☐ If applicable, Local Control Funding Formula Stakeholders Advisory Committee (D-LCAP or CBAC signature: _____
- ☐ Special Education Advisory Committee signature: _____
- ☐ Departmental Advisory Committee (secondary) signature: _____
- ☐ District/School Liaison Team for schools in comprehensive support and improvement signature: _____
- ☒ Other committees established by the school or district (specify)
Leadership Team
signature: _____

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the LCAP .
5. The SSC is submitting parent comments of dissatisfaction with the plan if applicable.
6. This SPSA is based on a **thorough analysis of student academic performance**. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
7. This SPSA was approved by the SSC at a public meeting on: May 3, 2018

Catherine Waslif

Typed name of School Principal

Signature of School Principal

5/4/18

Date

Brandy Bhatkhande

Typed name of SSC Chairperson

Signature of SSC Chairperson

5/4/18

Date