

The Single Plan for Student Achievement

School: Wells Middle School
CDS Code: 01-75093-6066484
District: Dublin Unified School District
Principal: Dr. Ean Ainsworth
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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Table of Contents

School Vision and Mission	3
School Profile	3
Comprehensive Needs Assessment Components	5
Data Analysis	5
Surveys	5
Classroom Observations	5
Analysis of Current Instructional Program	6
Description of Barriers and Related School Goals	9
School and Student Performance Data	10
CAASPP Results (All Students)	10
CELDT (Annual Assessment) Results	12
CELDT (All Assessment) Results	14
Title III Accountability (School Data)	16
Title III Accountability (District Data)	17
Planned Improvements in Student Performance	18
School Goal #1	18
School Goal #2	24
School Goal #3	32
Summary of Expenditures in this Plan	37
Total Allocations and Expenditures by Funding Source	37
Total Expenditures by Object Type	38
Total Expenditures by Object Type and Funding Source	39
Total Expenditures by Goal	40
School Site Council Membership	41
Recommendations and Assurances	42

School Vision and Mission

Wells Middle School's Vision and Mission Statements

Wells Middle School provides students a learning environment that promotes honesty, excellence, achievement, respect, and tolerance.

Wells Middle School Core Values:

- *All Students, parents, and staff will have a safe school environment to learn, teach, and participate in.
- *We are a community that cares for our values the contribution of each member of our family.
- * Ownership of a strong positive work ethic and personal integrity is vital to the ongoing development of each Wells community member.
- * We are committed to the development of the whole child. Our inward character matters more than our outward appearance.

School Profile

Wells Middle School opened in 1968 as the first middle school in the small suburban town of Dublin, California. Our twelve-acre campus currently houses approximately 870 sixth, seventh, and eighth grade students. There are three elementary schools that feed into Wells and our eighth grade students are promoted to Dublin High School. Due to changing demographics throughout the district and the 2005 opening of a new school on the east side of town, Wells has shifted from a majority of Caucasian students to a more diverse population. This year our student population consists of 40% Caucasian, 20% Hispanic, 6% Filipino, 6% African American, and 23% Asian. Thirteen (13%) percent of our students are on free and reduced lunch programs.

Our mission statement is at the heart of what we do as an educational community: Wells Middle School provides students a learning environment that promotes honesty, excellence, achievement, respect, and tolerance. We feel a great responsibility to provide each and every student with the best education possible and ensure that all students have the academic foundation necessary to transition students successfully into high school, college, and careers. Our commitment has been evidenced by our recognition as a 5-time California Distinguished School in 1994, 1999, 2003, 2009, and 2012. Wells was also named a 2010 & 2012 California State School of Character.

Wells Middle School staff has committed to intensifying its efforts from last year to examine and clarify its essential standards for each core subject at each grade level using the Common Core State Standards. In addition, the core departments have refined and re-focused the common assessments used throughout the year and have held articulation meetings with the district's other middle school staff to help ensure that there is a shared experience and common assessments district-wide for the middle school grades.

Much of the school's academic success can be attributed to the laser-like focus on those students that could be moved up a level. In addition, the school has developed successful interventions for math and English and study habits in general. The math department has developed several key intervention opportunities for both the students and for the parents in hopes of improving the student achievement of students in math. The Math Center is available to students twice a week after school and is staffed by certificated staff members and around 8 paid high school tutors to assist students with key concepts. The math department has organized a Parent Math Night to help explain and inform our parents of the Common Core math standards and the newly developed flowchart of math classes for students. For the past year and half, Wells has received received six (6) English intervention sections focused on improving student writing and one (1) section focused on math intervention and 6 (six) math intervention sections (2 per grade level staffed at 15:1) aimed at offering the essential standards in a more intimate setting. In addition to new interventions, we continued to modify and improve our established interventions, such as READ 180, English 3-D, and System 44 as well as refine our assessments to ensure that each student masters the common core state standards.

The staff modified the embedded academic prep class in the middle of the morning of the regular school day. The 25-minute class period is designed to allow students who are caught up to get started on their assignments for the day. In addition, the students who are struggling can be assigned to work with specific teachers on remediation areas. It is an extremely fluid and organic concept

that allows for such great flexibility. In addition, our RtI Coordinator organized a "check-in/check-out" program for our most struggling "will-side" students to ensure that they are prepared to start each day and have the appropriate materials & assignments to go home and complete for the next day everyday. The staff is committed to student learning and as such expects all assignments to be completed to the best of the student's ability and is willing to make it possible through these efforts.

Dublin Unified School District has pledged its commitment to becoming a Professional Learning Community (PLC). Wells Middle School embraces this philosophy and enthusiastically joins in the journey. To date, nearly 100% of the certificated staff and 100% of the administrative staff at Wells have attended a multi-day PLC training. In addition, in 2012 the Wells department chairs have also attended several days of Pivot Training to help strengthen what they have learned from PLC trainings. The staff has increased its commitment to collaboration by adding six more collaboration days in 2014 and an additional 5 days in 2015 bringing the total to twenty-one (21) collaboration days in which the students are released early so that the staff may spend the necessary time focusing what we want all students to learn, analyzing and evaluating data as a group, and designing units of study, common assessments, interventions and enrichments for students. These days are in addition to the three (3) professional development days that the district prioritizes and funds each year.

While addressing the mandated core academic requirements, elective classes expand the educational experience of each student. World Language classes in Spanish and French are available to supplement courses administered at Wells, thus preparing students for the rigorous standards at Dublin High School where the A – G requirements are firmly in place. The Wells Music Department continues to instill the love of music in over 160 students each year and receives rave reviews as it adds more awards to its impressive collection. The Technology/Woodshop, Maker Space, and Graphic Design classes have participated in the Alameda County Fair, receiving Blue Ribbon awards. Drama class, Speech & Debate class, Chorus class, Art Classes, and Foods class allow our students to explore the world through self-expression. This year, we are expanding our Gateway to Technology courses entitled, "Project Lead the Way" which makes a connection to STEM (Science, Technology, Engineering, and Math) through courses like: Engineering, Information Computer Science, and robotics classes.

We are very proud of the Character Education Program used at Wells. Staff recognized in order to achieve a sustainable change in our culture, the character education program required total school involvement. Our recognition as a 2012 California State School of Character and selection as a recipient of the 2010 National Promising Practices Awards affirms not only the success of our homegrown Character Education program, but acknowledges the dedication and hard work by the entire staff in our united vision. We believe our program embraces the developmental changes of adolescents and accepts the challenge of inspiring our students to become solid citizens whose actions are guided by integrity, compassion and intellect. We are currently strengthening our program with more of a focus on anti-bullying through the use of more thematic-based units that tie in the 10 pillars of the Dublin Integrity in Action program. In addition, in 2014 Wells' staff created the "Wells' Way" program that offered students a universal behavioral expectation plan focused on three main concepts of: Responsible, Respectful and Ready to Learn. Our RtI Coordinator monitors minor infractions reported by teachers and analyzes for trends that may need to be addressed site-wide.

Our Counseling Center offers individual, group and family counseling sessions for both academic and social/emotional concerns. While incoming sixth grade students attend the annual Wells 6th grade Welcome Party, parents are invited to attend an informational session on how to support their student through the middle school years. An additional way that Wells helps to bridge students from 5th grade to 6th grade is by having the ASB students put together a special day at the end of the 5th grade year in which all feeder school 5th graders come during the day to participate in tours and have a chance to ask questions of current Wells' students. To help connect the incoming parents to Wells' we hold a parent night in which parents meet staff, ask questions, and get a tour. During the school year, our counselors provide invaluable academic and emotional support to students and families. They also teach mindfulness-based stress reduction and life skills to the student body and staff.

Through their extensive and successful fund-raising efforts, Wells receives tremendous assistance from the members of the Parent-Faculty Club (PFC). Wells PFC has proven itself to be an essential part of our continued success. They have been instrumental in securing volunteer assistance for on and off campus events and have financially supported our Character Ed program, purchased student technology to go with the recently installed WiFi, and numerous interventions. Sharing the same vision of providing our students with a strong academic foundation, the Wells PFC partnership has enabled us to step beyond the borders of uncertainty and embrace the challenge of helping our students with new programs even during this time of economic uncertainty. Organized and strong on communication, the PFC is a critical component in ensuring parents receive current news and information about Wells.

We continue to develop and foster business and community partnerships which enable us to provide a broad range of services to our students. From donation of funds to furniture, we have been the recipients of the kindness and support that can be found in the Dublin community. Since the beginning of this school year, we have secured donation assistance from businesses such as; Barnes and Noble, Lowes, CVS, Dreyers, K&B Homes, Lucky's, Mountain Mike's Pizza, Safeway, SAP, Tilley's and Woodbury Financial. In

addition, the donation of time and energy by members of the business community who speak to students in our 6th grade Career Class as well as participate in our annual 8th grade Career Fair has been a wonderful venue for building bridges of mutual support.

The safety and security of our students is paramount in our school plan. We have developed a well-defined discipline plan that is incorporated into the student handbook that each student receives annually. A policy of progressive discipline has resulted in a community comfortable in the knowledge that the welfare of students and staff at Wells is the primary goal of the administration. The Dublin Police Department provides the district with very dedicated School Resource Officers who are available every day and make periodic visits in an effort to know our students in a positive light. In addition, our Emergency Disaster Plan is reviewed and adapted annually to ensure campus safety.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

A parent survey was conducted in May 2016 using Google Forms as the on-line delivery tool. Wells had 89 of its 874 families (10%) respond to the parent survey. The parents were asked to rate their child's experience at Wells this year using a Likert scale of 1 to 5 (high). 23.6% of the parents responded with a rating of 5 and another 44.9% rated their child's experience as a 4 out of 5. That combines to total 68.5% who would rate the experience on the positive side of the scale.

Parents were asked to identify the strengths of the school from a list of options (or they could provide their own). There was a fairly even distribution of what parents felt were the strength of Wells. Among the identified strengths were our specialty programs (50.6%), academic program (49.4%), the sense of community (49.4%), and our staff (44.4%). Interestingly, the parents did feel that the "elective options" were also a strength for their child while at Wells. There was an open-ended component to this survey question where parents were able to suggest other elective options. Several repeated responses included parents wanting to see: 1) engineering-focused classes; 2) coding/programming classes; 3) art and photography classes; and 4) health classes.

When surveyed about the level of rigor (depth of learning) occurring at Wells, 55.7% rated the rigor as "perfect". Data showed however, that about 14.8% felt that Wells needed to add more rigor to the academic program. Another 19.3% felt that the level of rigor was too high at its current level. This may indicate that there is a need to educate the parents on what rigor looks like and what the expectations for rigor will be given the new CCSS-aligned curriculum.

Parents were asked how often they checked the Parent Portal, the on-line parent information program that allows parents to track a child's grade in each class. Nearly one-half (45.5%) indicated that they checked the portal 1-2 times per week. Surprisingly, 26.1% indicated that they checked the portal every day. There was also an open-ended response section question that asked parents for ways that Wells could improve what is currently offered or did at school. Many parents indicated the need for more frequent, consistent communication from parents regarding a child's progress. The responses were around more frequent updates to the Parent Portal, more direct contact (calls, email) when a child's academic program dips.

Classroom Observations

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

The principal & assistant principal attempt to visit classrooms about 2-1/2 hours each week so that they are knowledgeable of what is occurring on campus and in the classrooms relative to student learning. Upon observation, it became apparent that teachers were embracing the CCSS for both ELA & math and NGSS in science. The assessments being given to students in core classes are beginning to mirror the types of questions that the students will see on the SBAC which will help prepare them for that format of assessment. Many of the classrooms have begun to move the student furniture into more group formats (2 per & 4 per group) to help facilitate more student discussion and group work. With the purchase of more Chromebooks, many teachers now have a complete set of laptops dedicated to their classroom every day. This fact has allowed the teachers to really begin to incorporate the technology into every daily lesson which will help students build computer proficiency.

We observed that many teachers have implemented 50% as the lowest score on any given assessment/assignment which helps students not to be unfairly academically punished by getting a 0% from which the student is unable to recover. Also, the observation was made that the students were being assigned less "busy work" as homework and instead focusing on relevant work that builds student learning. I did not see many teachers allowing students to re-take any assessment until the student reached mastery and then using the highest grade. This was a recommendation of the Homework & Grading Committee and I would love to see more teachers moving in that direction. There continues to be a concern that students are not able or allowed to make up a test or quiz in order to demonstrate mastery of the content. A few teachers offer students a chance to correct (or complete an error analysis) in order to recover a few of the lost points.

All classrooms are now equipped with an 80" LED TV that has helped to improve the learning environment by enabling teachers to keep the lights on in the classroom while instructing. In addition, the clarity of the screen and the vibrancy of the colors allows students to see from anywhere within the classroom. All English classrooms and all special education classrooms have a computer cart equipped with 36 Chromebooks per cart. This allows the English and special education teachers to be able to incorporate technology into every lesson knowing that they will have access every day. The same COWs are in half of the math classrooms, half of the science classrooms, and there is a COW in PE that has 42 laptops to cover every student in a PE class. Recently, new scoreboards replaced the old out-dated ones that had been there many years and were failing on many levels.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

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

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

Standards, Assessment, and Accountability

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

Departmental benchmark assessments

CST Science data for 8th grade students sent to each student and parent

Teachers are given common benchmark data from the previous year in both math and ELA

Common formative and summative math, ELA, and science assessments are used to inform instruction, identify students who are not mastering standards, and create interventions for reteaching

Use of cohort data in OARS to monitor student progress.

Scholastic Reading Inventory (SRI) is given 3 times per year to monitor student reading comprehension

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

Staffing and Professional Development

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

All teachers are highly qualified and all teachers are working within credential areas.

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

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

ELA and math teachers meet at least quarterly to develop common formative assessments, develop units of study, and design interventions.

Core teachers (ELA, math, science, history, and World Languages) articulate between the two district middle schools to ensure a consistent middle school experience

District support in using OARS for assessments and data analysis

Implementation of PLC values and practices

Articulation with feeder elementary schools to help align curriculum

District technology training in use of subscription programs (i.e. Discovery Ed, IXL.com, Nextlesson.com, etc.)

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

Dublin has several content coaches that offer assistance to teachers. There are 2 literacy coaches, 2 math coaches, 2 science coaches, and 1 technology coach. In addition, Dublin USD uses the services of 2 TV-TIP coaches to support first and second year teachers.

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

Teachers have 21 days of embedded 60-minute collaboration time within the calendar school year. Teachers meet within a grade level, within course-alikes, and across schools (if possible). In addition, each content area is given up to 4 days within the school day in which continue to collaborate. Several of the content areas choose to arrange to meet as a whole group from both middle schools.

Teaching and Learning

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

District adopted standards-based core textbooks

District adopted curriculum and common midyear/end of year assessments in math

Both Middle School Science departments have begun regular planning meetings to begin to implement NGSS units of study

Science and social science curriculum incorporates the ELA CCSS

PE curriculum aligned with state framework.

Learning objectives posted in classrooms during a lesson

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

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

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

Dublin Unified School District adopts standards-based texts and materials for all core areas.
New standards-aligned ELA textbook adoption was implemented in 2009-2010
New 6th-7th-8th grade math textbooks were selected for implementation in the 2014-15 school year

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

Opportunity and Equal Educational Access

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

READ 180
System 44
English 3D
Language!
Math intervention pull out classes
ELA intervention pull out classes
Check-in/Check-out program
Academic Prep Time classes

14. Research-based educational practices to raise student achievement

Total School Solutions -Targeted Instruction model (Andrew Fischer)
Scholastic reading programs (Read 180, System 44, English 3D)
Check-In/Check-out (CICO) model

Parental Involvement

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

Parent Faculty Club
School Site Council
ELAC
School Counselors/ Community Liaison
Dublin Recreation Department
Parent Portal
Well Street Journal
OneDublin.org
Latino Parent Night
Wexford Way Parent Outreach program

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

Funding

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

Math Center
READ 180
English 3D
System 44
Special Ed Afterschool Homework Assistance
Math Intervention pull out classes
ELA Intervention pull out classes
ELL classes (6 sections)

18. Fiscal support (EPC)

Description of Barriers and Related School Goals

The persistence of the achievement gap for African American and Hispanic sub groups continues to be an issue.
Increased financial uncertainty in the 2016-17 school year given the implementation of the Local Control Funding Formula (LCFF).
Changing demographics in the community, especially with the low-income housing project built within the school boundaries.
Increase in the class sizes of both core academic classes, as well as the intervention classes (designed to be small)
There is a lack of time for collaboration despite having 21 60-minute opportunities in which to meet during the school year/day.
Time to work with entire staff planning for CCSS & SBAC during the month beyond the 1-hour principal-called staff meetings.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 6	300	297	99.0	292	2551.1	24	38	19	17
Grade 7	288	283	98.3	283	2583.4	24	40	23	13
Grade 8	289	279	96.5	279	2609.9	25	47	20	8
All Grades	877	859	97.9	854		25	42	20	13

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 6	24	47	28	35	46	18	22	67	11	47	40	13
Grade 7	28	49	24	49	40	11	20	64	16	35	55	11
Grade 8	38	47	14	37	52	10	20	74	6	42	47	11
All Grades	30	48	22	40	46	13	21	68	11	41	47	11

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 6	300	298	99.3	294	2521.1	23	21	24	31
Grade 7	288	282	97.9	280	2570.6	28	23	29	19
Grade 8	289	280	96.9	276	2576.6	25	24	21	28
All Grades	877	860	98.1	850		25	23	25	26

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 6	29	31	40	22	41	37	24	46	30
Grade 7	35	38	27	32	46	22	28	63	9
Grade 8	34	32	34	27	56	17	25	51	24
All Grades	32	34	34	27	48	25	26	53	21

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2013-14 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
6	2	15	4	31	4	31	2	15	1	8	13
7	2	20	7	70					1	10	10
8	3	25	6	50	2	17	1	8			12
Total	7	20	17	49	6	17	3	9	2	6	35

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
6	2	7	10	36	8	29	5	18	3	11	28
7	3	17	7	39	7	39			1	6	18
8	1	10	6	60	1	10	1	10	1	10	10
Total	6	11	23	41	16	29	6	11	5	9	56

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
6	3	13	7	30	9	39	3	13	1	4	23
7	3	21	7	50	1	7	2	14	1	7	14
8	6	32	9	47	3	16	1	5			19
Total	12	21	23	41	13	23	6	11	2	4	56

Grade	2014-15 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
6	3	10	11	37	8	27	5	17	3	10	30
7	6	27	7	32	7	32			2	9	22
8	2	13	7	47	1	7	2	13	3	20	15
Total	11	16	25	37	16	24	7	10	8	12	67

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	37	35	56
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	37	35	56
Number Met	22	26	36
Percent Met	59.5%	74.3%	64.3%
NCLB Target	57.5	59.0	60.5
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	6	32	12	32	12	46
Number Met	--	20	--	19	--	25
Percent Met	--	62.5%	--	59.4%	--	54.3%
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	*	Yes	--	Yes	--	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	--		--
Met Percent Proficient or Above	--		--
Mathematics			
Met Participation Rate	--		--
Met Percent Proficient or Above	--		--

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	388	404	524
Percent with Prior Year Data	100.0	100.0	99.2
Number in Cohort	388	404	520
Number Met	266	285	351
Percent Met	68.6	70.5	67.5
NCLB Target	57.5	59.0	60.5
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	404	104	458	116	610	127
Number Met	152	58	158	71	206	75
Percent Met	37.6	55.8	34.5	61.2	33.8	59.1
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	Yes	Yes	Yes	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	Yes	
Met Target for AMAO 3	No	No	

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Academic Achievement
LEA GOAL:
Vision 2020 - Strategic Initiative - Maximizing Student Learning - To improve the achievement of all students. (LCAP - "Student Achievement", "Student Engagement", "Implementation of Common Core State Standards", "Course Access")
SCHOOL GOAL #1:
All students will have access to school-wide interventions and electives opportunities designed to support their academic achievement and to offer learning opportunities beyond the classroom.
Data Used to Form this Goal:
Number of D & F students by grade level by content area Number of GATE students Scholastic Reading Inventory (SRI) data from 2015-2016 Math placement matrix data 2015-2016 8th grade CST science 2015-2016

Findings from the Analysis of this Data:

There continues to be a large number of students who receive at least 1 D or F on a final quarter report card , especially in the areas of math, science, and English. Nearly 12% of the entire school has at least one D/F grade each quarter.

25% of 8th grade science students receive a D or F in science.

23% of 8th grade math students earn a D/F grade

During the 2015-2016 school year, the math teachers at Wells found that while students struggling with math were placed in the intervention sections, They continued to not be able to master grade level standards. A majority of students (66%) placed in the intervention sections for math during the 2015-2016 school year will be recommended to continue in intervention for the 2016-2017 school year.

Less than 2% of all R-FEP students received a D or F grade in the 3rd quarter among all classes.

ELA intervention classes reported about 8% of the students earning a D/F grade in the 4th quarter. The 3 intervention teachers anecdotally reported that work completion among the 60 intervention students school-wide had increased as did self-confidence.

The SRI data showed an improvement throughout the year for most students. 6th grade students improved 66 points from fall to winter (waiting on spring results); 7th grade improved by 30 points and 8th grade by 26 points. The averages for 7th & 8th grade fell within the Lexile range for that grade level. 6th grade average Lexile was 28 points below the 6th grade Lexile band but by 8th grade the students appear to make up the deficit and finish within the grade level range. Only 1 6th grade general education student, 1 7th grade general education student, and 3 8th grade general education students fell more than 2 grades levels below their current grade level.

Math placement data showed a gap between the average scores on the 2-3 math assessments given to each student at Wells versus Fallon.

Wells had 155 of the 300 (51.6%) 6th-grade students score between a 1-7 (out of 21 points) on the placement matrix for current 6th grade students. Currently, 50 (17.5%) of the 6th grade students will be placed into the accelerated 7/8 math course next year.

Wells had 108 of the 292 (36%) 7th-grade students score between a 1-7 (out of 21 points) on the placement matrix for current 7th grade students.

Wells increased the number of algebra class sections from 1 section to 2 sections for 2015-16. The number of 7th grade students deemed ready to take algebra in 8th grade between 2015-16 (42) and 2016-17 (50) saw a slight increase.

Wells only had 2 students qualify for geometry for the 2016-17 school year (the class was offered at DHS due to low enrollment).

There was a slight increase at Wells of identified GATE students (13% to 14.4%).

How the School will Evaluate the Progress of this Goal:

Math placement matrix data 2016-2017

Number of section offerings for algebra & accelerated math 7/8

SRI results from 2016-2017

Number of students receiving 1 or more D & F at quarter reporting periods

Report grades of R-FEP students

SBAC summative assessment results for ELA & Math 2015-2016

Benchmark Assessment results 2016-2017

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
In math, students identified as struggling to master essential standards based on results of common assessments throughout the school year will be provided with additional support. The support will be provided by a credentialed math teacher during the school day. Some support will take place during Academic Prep and some during the student's math class. The math department is implementing "TTIP" which stands for "Team Teaching Intervention Program." This program entails having 1 teacher per academic period meet with a predetermined small group of students who are all struggling with the same essential standard. This time will be spent re-teaching standards and instructing current and related material with scaffolding so students do not fall behind.	09/01/2016-06/01/2017	Math department Principal Counselors	Non-discretionary sections given in allocation formula	1000-1999: Certificated Personnel Salaries	District Funded	102,000.00
Students struggling in math classes attend the math center two days after school each week and get assistance from parent volunteers and DHS student tutors skilled in math on his/her work for that week.	09/01/2016-06/01/2017	Math Department Math coordinator	Hire math center coordinator per hour	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	2,500.00
			DHS Student tutors (8) paid \$15/hr 2 days/week for 35 weeks	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	8,400.00
Special education students are clustered into math classes and a special education teacher or instructional assistant is assigned to that math section to offer push in support and use a team teacher approach for those classes or a stand alone class is offered depending on the number of students.	09/01/2016-06/01/2017	Special Education Department		None Specified	None Specified	0.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide 25-minute Academic Prep period within the school day two days per week to provide the opportunity to small group intervention as well as enrichment and homework support.	09/01/2016-06/01/2017	All Certificated Staff		None Specified	None Specified	0.00
Revise homework and grading policies such that course syllabus for similar courses are aligned to district board policy and are consistent within course - specifically the test make-ups/re-test	09/01/2016-06/01/2017	All Certificated Staff		None Specified	None Specified	0.00
<p>6th, 7th, and 8th grade students identified as struggling in English classes, particularly in reading based on the SRI assessments, will be assigned to a reading intervention course in lieu of their elective.</p> <p>RTI Coordinator will establish a process for, and assist with tracking progress of intervention sections.</p> <p>Universal screening of all incoming 5th-7th grade students using the Scholastic Reading Inventory (SRI) to help determine students in need of reading comprehension intervention.</p> <p>Administer the SRI 3 times per year to all students to track reading comprehension progress.</p> <p>Have the ELL Coordinator monitor R-FEP students in terms of academic progress in writing and reading.</p>	09/01/2016-06/01/2017	ELA Staff Principal Counselor	Three non-discretionary sections given to Wells to use as reading intervention courses	1000-1999: Certificated Personnel Salaries	District Funded	51,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Students with two or more F's will be assigned a tutorial intervention class in lieu of their elective. These sections will target students who have struggled with work completion and are not in need of academic intervention.</p> <p>RTI Coordinator will establish a process for, and assist with tracking progress of intervention sections.</p>	09/01/2016-06/01/2017	ELA Staff Principal Counselor	Two non-discretionary sections given to Wells to use as tutorial intervention courses	1000-1999: Certificated Personnel Salaries	District Funded	34,000.00
<p>Develop a World Language Listening/Speaking Lab that uses the existing Chromebooks & Cart.</p> <p>Purchase web-based program (site license) that will allow teacher to monitor student language acquisition skills</p> <p>Purchase headsets w/microphones so students can both listen and record/speak into the computers to be assessed.</p>	09/01/2016-06/01/2017	World Language Department Principal IT Dept.	<p>Purchase web-based program licenses</p> <p>Purchase headphones for use in with the language lab</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>4000-4999: Books And Supplies</p>	<p>Parent Teacher Association/Parent Faculty Club (PTA/PFC)</p> <p>Parent Teacher Association/Parent Faculty Club (PTA/PFC)</p>	<p>720.00</p> <p>5,814.00</p>
<p>Place ELL students into general ed English/history classes for all non-new comer ELL students.</p> <p>Place all ELL new comers into sheltered 2-period ELL class using Highpoint/Avenues materials.</p>	09/01/2016-06/01/2017	ELL Coordinator Principal Counselor	Two sections ELL to add a ELL Newcomers class	1000-1999: Certificated Personnel Salaries	Title III	34,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hire an At-Risk counselor (25%) designed to work specifically with academically at-risk students identified through GPAs; Care Team process; Rtl Coordinator Design a Check-in/Check-out process (CICO) used daily for these students to help monitor daily academic and behavioral progress	09/01/2016-06/01/2017	At-Risk Counselor Rtl Coordinator Counselors Principal	Hire 25% counselor to offset reduction in existing full-time counselor to 75% for the coming school year Hire clerical person 1 hour per day to handle CICO process & data collection	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries	District Funded District Funded	0.00 2,700.00
Hire lunch time recreational coordinator (3-days/week) to plan and implement lunch time sport activities for the students	09/01/2016-06/01/2017	Principal Campus Supervisors ASB Coordinator	Hire hourly classified person to run lunch time activities 3 days per week	2000-2999: Classified Personnel Salaries	District Funded	2,100.00
Math Team Coach (Enrichment) to prepare students for annual math competitions outside of regular day	09/01/2016-06/01/2017	Math Coach	Certificated stipend for math team coach	1000-1999: Certificated Personnel Salaries	District Funded	750.00
Science Bowl Team Coach (Enrichment) to prepare students for the annual Science Bowl Competition (and other science comps) held outside the regular day	09/01/2016-06/01/2017	Science Bowl Coach	Certificated stipend for science team coach	1000-1999: Certificated Personnel Salaries	District Funded	750.00
GATE Field trip coordinator to plan and schedule 4-5 field trips annually and plan 2-3 all GATE bonding & information events	09/01/2016-06/01/2017	GATE	Stipend for GATE field trip coordinator	1000-1999: Certificated Personnel Salaries	District Funded	500.00

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Staff Professional Development
LEA GOAL:
Vision 2020 - Strategic Initiative - Maximizing Student Learning - To improve the achievement of all students. (LCAP - "Student Achievement", "Student Engagement", "Implementation of Common Core State Standards", "Course Access")
SCHOOL GOAL #2:
All staff will receive the training and time necessary for planning and delivering highly engaging and rigorous instruction and assessment.
Data Used to Form this Goal:
Number of CCSS-aligned Units of Study created per grade level Format of current assessments used in core classes Number of grade level & content area release days used 2016-2017
Findings from the Analysis of this Data:
Teachers developed at least 1 Unit of Study per content area by grade level. In some cases, the units were uploaded to the district Google drive folder. All departments must make use of the Google drive folders for placing the completed units of study. Classroom observations revealed that staff are in the process of aligning their essential standards and assessments to the SBAC summative exams and DUSD benchmark assessments. Assessments need to be re-formatted to mirror the depth of knowledge required by the SBAC and to form a deeper level of understanding and mastery by our students. A majority of staff have been trained in the CCSS. Further development of aligned units of study and corresponding assessments are needed.
How the School will Evaluate the Progress of this Goal:
Number of CCSS-aligned Units of Study created per grade level found in district on-line folders Format of current assessments used in core classes Number of grade level & content area release days used 2016-17 Percent of staff trained through workshops specifically on units of study development

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Staff will ensure that the 21 days of collaboration time is focused on improving student academic success in all math courses and modifying our curriculum to the CCSS.</p> <p>Identify Essential Standards within the Common Core State Standards by grade level (on-going).</p> <p>Modify pacing guides for each grade level to match the identified essential standards (on-going).</p> <p>Create common formative assessments focused on CCSS (by grade level) that Wells and Fallon Middle Schools will administer during the year (on-going).</p> <p>Develop SBAC-aligned assessments that assess students at a deeper level of understanding.</p> <p>Create a CFA administration calendar per math course.</p> <p>Wells' math team to work with district-wide MCC to refine math course placement matrix.</p> <p>Work with the Math Curriculum Council (MCC) to develop greater ways of creating conceptual understanding of math facts, fractions, and algebra fundamentals within students (on-going).</p>	08/15/2016-06/2/2017	Math Department		None Specified	None Specified	0.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Common formative assessments will be administered incorporating agreed upon essential standards.</p> <p>Teachers will use pacing guides developed through articulation meetings with Fallon.</p> <p>After completion of the math textbook adoption process, teachers will use adopted texts and other CCSS-aligned supplemental materials.</p> <p>Math staff will continue to implement AVID math strategies into courses to support AVID students placed in their classes.</p> <p>Grade level teachers will analyze the results of common assessments and develop interventions to take place during Academic Prep Time period.</p>	08/15/2016-06/2/2017	Math Department AVID staff		None Specified	None Specified	0.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Staff will ensure that the 21 days of collaboration time is focused on improving student academic success in English literacy.</p> <p>Develop grade level Units of Study that are connected to the identified essential Common Core State Standards.</p> <p>Develop SBAC-aligned assessments that assess students at a deeper level of understanding.</p> <p>Continue to modify pacing guides for each grade level to match the identified essential standards and the needs of the students in the courses.</p> <p>Continue to collaborate with Fallon when possible to ensure consistency of program objectives and level of rigor</p>	08/15/2016-06/2/2017	English Department History Department ELL Coordinator		None Specified	None Specified	0.00
<p>Teachers will use ongoing common formative and summative assessments, clearly communicate student learning objectives.</p> <p>Teachers will collaborate on curriculum to ensure alignment with CCSS and will collaborate on common assessment data.</p> <p>Grade level teams will analyze results and create appropriate interventions and next steps.</p>	08/15/2016-06/2/2017	English Department History Department ELL Coordinator		None Specified	None Specified	0.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Staff will ensure that the 21 days of collaboration time is focused on improving student academic success in Science.</p> <p>Develop grade level Unit Plans that are connected to the identified Next Generation Science Standards</p> <p>Roll out implementation of NGSS in sixth grade (2016-17) and prepare for roll out of 7th & 8th grade (2017-18)</p> <p>Collaborate with Fallon science department to ensure consistency of program.</p> <p>Work with the NGSS district science committee</p> <p>Continue to modify pacing guides for each grade level to match the identified essential standards and the needs of the students in the courses.</p>	08/15/2016-06/2/2017	Science Department		None Specified	None Specified	0.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Staff will ensure that the 21 days of collaboration time is focused on improving student success in Physical Education.</p> <p>Develop grade level Unit Plans that are connected to the identified essential Common Core State Standards and that incorporate the ELL & ELA CCSS components of reading, writing, listening & speaking, and research.</p> <p>Create electronic student fitness portfolios that integrate technology and have students track fitness and progress toward Fit-gram tests.</p> <p>Collaborate with Fallon PE to develop use of electronic student PE portfolios</p>	08/15/2016-06/2/2017	Physical Education		None Specified	None Specified	0.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Staff will ensure that the 21 days of collaboration time is focused on improving student academic success in English literacy.</p> <p>Develop grade level Unit Plans that are connected to the identified essential Common Core State Standards.</p> <p>Develop SBAC-aligned assessments that assess students at a deeper level of understanding.</p> <p>Continue to modify pacing guides for each grade level to match the identified essential standards and the needs of the students in the courses.</p> <p>Collaborate with Fallon & DHS World Language departments to ensure that students are prepared for second year world language courses @ DHS</p>	08/15/2016-06/2/2017	World Language Department		None Specified	None Specified	0.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Professional development - 18 hours of release time per teacher (6) spread over the course of the year to include unit development & Curriculum Design time for alignment to CCSS and in preparation for SBAC.</p> <p>Teams will be released to work with the district coaches to design or refine Common Core aligned units of study or NGSS-aligned</p> <p>Course-alike classes will design and implement at least four fully-aligned CCSS units and these will be placed in the district share folder to provide access to other teachers at other sites.</p> <p>Provide teachers with dedicated time to collaboratively calibrate scoring of common assessments, IBAs, performance tasks, CFAs, and be able to analyze results to adjust instructional practices.</p>	08/15/2016-06/2/2017	Math Department English/History Department PE Department World Language Department Science Department Special Ed Department	13 ELA/history teachers given 18 hours of release time (3 days)	1000-1999: Certificated Personnel Salaries	District Funded	10,080.00
			7 Math teachers given 18 hours of release time (3 days)	1000-1999: Certificated Personnel Salaries	District Funded	4,410.00
			5 PE teachers given 18 hours of release time (3 days)	1000-1999: Certificated Personnel Salaries	District Funded	3,150.00
			6 Science teachers given 18 hours of release time (3 days)	1000-1999: Certificated Personnel Salaries	District Funded	3,780.00
			2 World Language teachers given 18 hours of release time (3 days)	1000-1999: Certificated Personnel Salaries	District Funded	1,260.00
			5 Special Education teachers given 18 hours of release time (3 days)	1000-1999: Certificated Personnel Salaries	District Funded	2,520.00
Professional development - Opportunity for each teacher to attend national content conference on CCSS & SBAC	08/15/2016-06/2/2017	Math Department English/History Department PE Department World Language Department Science Department Special Ed Department	3 teachers per content area (18 total staff) paid travel & conference fees	1000-1999: Certificated Personnel Salaries	District Funded	18,000.00

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: School Culture & Climate - Behavioral Rtl
LEA GOAL:
Vision 2020 - Learning Environment - We will provide a learning environment that maximizes student learning (LCAP - "School Climate")
SCHOOL GOAL #3:
Wells Middle School will provide a school environment that is positive, caring, and focused on ensuring all kids can feel safe and free from bullying and cyber-bullying. Students will learn to be responsible digital citizens and understand what a digital tattoo is and how to be respectful with the use of any digital device while at school. The staff will commit to developing and implementing a Universal Behavioral Expectations Plan (The Wells' Way) and continue to implement the Character Education program to fidelity monthly to help develop the excellent citizenship among all students that promotes a positive learning environment.
Data Used to Form this Goal:
Attendance rates of students Suspension data from 2015-16 Minor Infraction data 2015-16 Number of digital devices confiscated from students 2015-16 for not being responsible and follow the school policies Check-In/Check-Out (CICO) program data

Findings from the Analysis of this Data:

Minor incident reports were created and logged this year to be able to track the types of minor behavior problems and design behavioral Rtl programs to reduce/extinguish the behaviors. There were only 228 minor incident reports filed during the 2015-2016 school year. This is 483 fewer reports than made during the 2014-2015 school year (711). The data for this year showed that off the 228 events that were logged; 6th grade had 33% of the incidents; 7th grade had 25%; 8th grade had 42%. Of the 228 events, 45 students were responsible for 2 or more incidents. These 45 students will be targeted in the fall 2016 for Tier 2 interventions. The majority of MIRs were or defiance, disrespect, and off task behavior. The Rtl Behavioral Team will use the summer to design a campaign to reduce these leading MIR behaviors.

Wells was able to reduce the number of students suspended to 29 total students. 4 of those students were suspended for more than 1 incident. This is largely due to the increase in other means of correction implemented by the Wells staff. A combined total of 11 6th and 7th grade students were suspended. 18 8th grade students were suspended. These 11 returning students will be scheduled for Tier 3 interventions to help reduce the amount of time that they spend out of class. Based on the suspension data from last year, there was an increase in the number of students suspended for bully-related issues and of that there was an increase in cyber-related incidents. The CHKS data indicated that while students felt safe at school, 16% of students had been either witness to or the victim of a bullying incident. In addition, this increase in bully-related issues was also captured in the parent survey where parents indicated the need to continue to focus on anti-bullying strategies and digital citizenship.

Our attendance rate averaged about 97.1% (above district average) but we continue to have about 10-15 students with high absenteeism rates. We were able to take several students to SARB but have not seen a reduction in absenteeism for the cases that were taken to SARB.

How the School will Evaluate the Progress of this Goal:

School-wide Behavioral Expectation Staff Survey
 Progress of the Behavioral Leadership Team
 Number of counseling referrals to outside agencies
 Level of fidelity to which staff is implementing character education program (anecdotal)
 CHKS survey data 2016
 Number of focused assemblies given during the year specifically related to Digital Citizenship
 Attendance rates

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Assemblies focused on Digital Citizenship; cyber bullying; positive, responsible decision making; and character education spread throughout the year.	08/15/2016-06/2/2017	Response to Intervention Coordinator Counselors Character Ed committee	Assembly fees (roughly \$700 per assembly)	5800: Professional/Consulting Services And Operating Expenditures	Parent-Teacher Association (PTA)	4,200.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Release time for the Behavioral Leadership Team (over the summer) to review "The Wells' Way" program after 1 year of being in place.</p> <p>Review Minor Infraction data (MIR) to determine trends and areas of focus for 2016-17.</p> <p>Develop master list of Tier 2 & Tier 3 behavioral interventions that could be used for students struggling on the "will" side.</p> <p>Refine the Check-in/Check-out (CICO) program</p> <p>Admin & Counselor CICO program with selected students.</p> <p>Use the MIR data to help select "will" side targeted students for 2016-17.</p> <p>Continue to implement Restorative Justice program through the use of Youth Court.</p>	08/15/2016-06/2/2017	Behavioral Leadership Team committee Rtl Coordinator Counselors Care Team	Revise/Refresh posters & copies of "The Wells' Way" for staff and site.	4000-4999: Books And Supplies	District Funded	420.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase Character Education materials Continue to promote "Doors of Distinction" program. Purchase Character post cards to give to teachers during the year to be mailed home to parents. Continue to improve the Wells' Way Student Store program through the purchase of incentives to students (small trinkets, etc.)	08/15/2016-06/2/2017	Character Ed committee Counselors Admin & Rtl Coordinator	Copies of the materials developed by the character ed committee	4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC)	1000.00
			Purchase of student incentives (i.e. Roadrunner backpacks, bracelets, etc.) and poster displayed at movie theater/	4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC)	2500.00
			Create opportunities to recognize students caught with character	None Specified	None Specified	0.00
			Purchase items for the student store used as incentive for students caught being good by staff	4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO	1000.00
Create parent education night on cyber-bullying and cyber-citizenship. Create a parent education night to help parents to understand what bullying is (and is not) and the effects that it can have on students. Use digital elective classes as an opportunity to reinforce cyber-citizenship	08/15/2016-06/2/2017	Rtl Coordinator Counselors Behavioral Leadership Team CIO - Traci Bonde	Materials related to Digital Citizenship for parent ed nights	4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	120.00
			Speaker fee for Digital Parent Ed nights	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Truancy Attendance Recovery Program (TARP), especially as it relates to students afraid to come to school.</p> <p>Rtl Coordinator to monitor student attendance, especially for students that are nearing the 10% absent mark for the school year.</p>	08/15/2016-06/2/2017	Student Services Cindy Leung Rtl Coordinator Attendance Clerk	Purchase incentives for students with improved attendance	4000-4999: Books And Supplies	District Funded	300.00
<p>Science teachers educating students on dangerous effects of alcohol & drugs as it relates to the health curriculum</p> <p>Develop mini-lesson on dangers of e-cigarettes and present through TUPE science classes</p>	08/15/2016-06/2/2017	Science department TUPE coordinator Rtl Coordinator	Materials & supplies for the TUPE program	4000-4999: Books And Supplies	Tobacco-Use Prevention Education	200.00
<p>Staff training in Capturing Kids Hearts strategies.</p> <p>Implement the "Class Contract" model from Capturing Kids Hearts in all classrooms to help set clear class expectations using input from students and the teacher.</p>	08/15/2016-06/2/2017	Behavioral Team Principal Staff	Hire CKH trainer to come to work with staff	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	12,000.00

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	237,720.00
None Specified	0.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC)	10,034.00
Parent Teacher Association/Parent Faculty Club	1,000.00
Parent-Teacher Association (PTA)	4,320.00
Title I Part A: Allocation	23,400.00
Title III	34,000.00
Tobacco-Use Prevention Education	200.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	269,200.00
2000-2999: Classified Personnel Salaries	13,200.00
4000-4999: Books And Supplies	11,354.00
5000-5999: Services And Other Operating Expenditures	720.00
5800: Professional/Consulting Services And Operating	16,200.00
None Specified	0.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	District Funded	232,200.00
2000-2999: Classified Personnel Salaries	District Funded	4,800.00
4000-4999: Books And Supplies	District Funded	720.00
None Specified	None Specified	0.00
4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty	9,314.00
5000-5999: Services And Other Operating	Parent Teacher Association/Parent Faculty	720.00
4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty	1,000.00
4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	120.00
5800: Professional/Consulting Services And	Parent-Teacher Association (PTA)	4,200.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	3,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	8,400.00
5800: Professional/Consulting Services And	Title I Part A: Allocation	12,000.00
1000-1999: Certificated Personnel Salaries	Title III	34,000.00
4000-4999: Books And Supplies	Tobacco-Use Prevention Education	200.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	245,234.00
Goal 2	43,200.00
Goal 3	22,240.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Linda Marker		X			
Jere Jones			X		
Merry Dione			X		
Aimee Auer				X	
Mary Washington				X	
Kim Banich				X	
Lorin Benson		X			
Cynthia Arriaga					X
Ean Ainsworth	X				
Numbers of members of each category:	1	2	2	3	1

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

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

X English Learner Advisory Committee

Special Education Advisory Committee

Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

Departmental Advisory Committee (secondary)

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

Signature

Signature

Signature

Signature

Signature

Signature

Signature

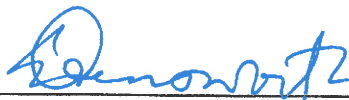
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 5/17/2016.

Attested:

Dr. Ean Ainsworth

Typed Name of School Principal



Signature of School Principal

5/17/16

Date

Dr. Ean Ainsworth

Typed Name of SSC Chairperson



Signature of SSC Chairperson

5/17/16

Date