The Single Plan for Student Achievement
Sylvan Union School District

School: Daniel J. Savage Middle School

CDS Code: 50-71290-0108761

District: Sylvan Union Elementary School District

Principal: Michael Stagnaro

Revision Date:

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:

Contact Person: Michael Stagnaro

Position: Principal

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The District Governing Board approved this revision of the SPSA on .

	Daniel J. Savage Middle School will promote and create learning environments with highly qualified personnel that will maximize access to the academic core for all pupils, including targeted groups, as well as provide enrichment opportunities that will allow our pupils to demonstrate proficiency and literacy in 21st century skills.	Related State and/or Local Priorities:
GOAL A:		1 X 2 X 3 4 X 5 6 7 X 8 X Title I: 1 X 2 X 3 4 X 5 6 7 8 X 9 X 10

Identified Need :	Although the site ELA is at standard on the aggregate (+10 distance from a 3 on CAASPP data), there is a need to continue with math strategies to bring more students to proficiency. Generally, students are more proficient in ELA than Math on a 2:1 basis. Currently, aggregate math scores are at -25 (distance from three). The special education population needed the most support in ELA & Math. Data indicates that there is a need for co-teaching professional development to assist the Special Education populations. There is a need to continue with creating a structured Tier 2 and Tier 3, so that the achievement gap is reduced. The data that we have demonstrates that the priority for Tier 2 and Tier 3 should be ELA & Math. We will continue to support teachers through the implementation of Professional Learning Communities. Data indicates a need for increased technology use during instruction and assessment with the necessary training of staff and students.

SPSA Year: 2018-2019

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. SBAC ELA/Literacy - % of Students Met or Exceeded EADMS Data	2016-2017 ELA/Literacy 55.4% - All Students 0% - English Learners 54.9% - Low Income 44.8% - 6th Grade 0% - English Learners 46.1% - Low Income 59.2% - 7th Grade 0% - English Learners 57.4% - Low Income 60.7% - 8th Grade 0% - English Learners 59.6% - Low Income	2017-2018 ELA/Literacy 58.82% - All Students 4% - English Learners 46.97% - Low Income 58.16% - 6th Grade 7.69% - English Learners 45.8% - Low Income 58.08% - 7th Grade 0% - English Learners 48.7% - Low Income 60.3% - 8th Grade 0% - English Learners 45.95% - Low Income	2018-2019 ELA/Literacy 85% - All Students 70% - English Learners 85% - Low Income 80% - 6th Grade 70% - English Learners 80% - Low Income 90% - 7th Grade 70% - English Learners 85% - Low Income 85% - 8th Grade 70% - English Learners 85% - Low Income	2019-2020 ELA/Literacy 100% - All Students 100% - English Learners 100% - Low Income 100% - 6th Grade 100% - English Learners 100% - Low Income 100% - 7th Grade 100% - English Learners 100% - Low Income 100% - 8th Grade 100% - English Learners 100% - Low Income
2. SBAC Mathematics % of Students Standard Met or Exceeded EADMS Data	2016-2017 Mathematics 40.1% - All Students 1.8% - English Learners 39.2% - Low Income 37.4% - 6th Grade 3.7% - English Learners 36.7% - Low Income	2017-2018 Mathematics 43.3% - All Students 1.96% - English Learners 28.54% - Low Income 42.66% - 6th 3.85% - English Learners	2018-2019 Mathematics 85% - All Students 70% - English Learners 80% - Low Income 75% - 6th Grade 70% - English Learners	2019-2020 Mathematics 100% - All Students 100% - English Learners 100% - Low Income 100% - 6th Grade 100% - English Learners

		26.7% - Low Income	75% - Low Income	100% - Low Income
	39.5% - 7th Grade 0% - English Learners 40.9% - Low Income 43.8% - 8th Grade 0% - English Learners 39.4% - Low Income	42.8% - 7th Grade 0% - English Learners 30.5% - Low Income 44.2% - 8th Grade 0% - English Learners 27.9% - Low Income	80% - 7th Grade 70% - English Learners 80% - Low Income 80% - 8th Grade 70% - English Learners 80% - Low Income	100% - 7th Grade 100% - English Learners 100% - Low Income 100% - 8th Grade 100% - English Learners 100% - Low Income
3. Sylvan District ELA Benchmarks - % of students expected to meet or exceed standards EADMS Data	2016-2017 ELA By Trimester 6th: 1st-53%; 2nd-80%; 3rd-NA% 7th: 1st-77%; 2nd-78%; 3rd-59% 8th: 1st-71%; 2nd-67%; 3rd-58%	2017-2018 ELA By Trimester 6th: 1st-32%; 2nd- 40%; 3rd-4% 7th: 1st-60.9%; 2nd-18.7%; 3rd-21% 8th: 1st-73%; 2nd-10.8%; 3rd-63%	2018-2019 ELA By Trimester 6th: 1st- 80%; 2nd- 92%; 3rd-75% 7th: 1st- 90%; 2nd- 90%; 3rd-92% 8th: 1st- 90%; 2nd- 90%; 3rd-85%	2019-2020 ELA By Trimester 6th: 1st-100%; 2nd-100%; 3rd-100% 7th: 1st-100%; 2nd-100%; 3rd-100% 8th: 1st-100%; 2nd-100%; 3rd-100%
4. Sylvan District Math Benchmarks - % of students expected to meet or exceed standards EADMS Data	2016-2017 Math By Trimester 6th: 1st-85%; 2nd-55%; 3rd-82% 7th: 1st-38%; 2nd-34%; 3rd-38% 8th: 1st-61%; 2nd-37%; 3rd-50%	2017-2018 Math By Trimester 6th: 1st- 18.5%; 2nd- 50% 70%; 3rd- 23% 7th: 1st- 49.9%; 2nd-15.4%; 3rd-25% 8th: 1st- 57.7%; 2nd-41.7%; 3rd-5%	2018-2019 Math By Trimester 6th: 1st- 95%; 2nd- 85%; 3rd-94% 7th: 1st- 75%; 2nd- 75%; 3rd-75% 8th: 1st- 87%; 2nd- 75%; 3rd-85%	2019-2020 Math By Trimester 6th: 1st-100%; 2nd-100%; 3rd-100% 7th: 1st-100%; 2nd-100%; 3rd-100% 8th: 1st-100%; 2nd-100%; 3rd-100%
5. English Language Development Test EADMS Data	This will be determined based on the new English Language Proficiency Assessments for California (ELPAC) that will be operational in Spring 2017.	This will be determined based on the new English Language Proficiency Assessments for California (ELPAC) that will be operational in Spring 2017.	This will be determined based on the new English Language Proficiency Assessments for California (ELPAC) that will be operational in Spring 2017.	This will be determined based on the new English Language Proficiency Assessments for California (ELPAC) that will be operational in Spring 2017.
6. English Learner Reclassification Rate Local Data	2016-2017 - 12 students	15 students - increase of 25%	Increase by 2%	Increase by 2%
7. FitnessGram - 7th Grade EADMS Data	2016-2017 Aerobic Capacity - Healthy Fitness Zone - 75% 2016-2017 Flexibility - Healthy Fitness Zone - 78%	Aerobic Capacity - 66% (-11%) Flexibility - 73.9% (-6%)	Increase Aerobic Capacity by 2% Increase Flexibility by 2%	Increase Aerobic Capacity by 2% Increase Flexibility by 2%
8. Professional learning on research-based instructional strategies focused on State	BrightBytes March 2017 36%- Teachers' time spent on	Proposed -Increase by 10% (Actual decease to 18%)	Increase by 10%	Increase by 10%

Standards for all students in order to provide a broad course of study BrightBytes	school-sponsored professional learning 9-33 hours 21% - Percent of teachers considered this professional learning above average.	Proposed -Increase by 10% (Actual increase to 25%)		
9. Access to technology BrightBytes	BrightBytes March 2017 46% of teachers asked their students to complete online assessments at least monthly	48% - March 2018	Increase by 10%	Increase by 10 %
10. Use of instructional technology BrightBytes	BrightBytes March 2017 23% of teachers report using digital textbooks at least weekly 76% teachers-reported almost daily student computer use in the classroom 26% of teachers report they are highly knowledgeable in digital citizenship skill 14% of students report they are taught digital citizenship skills at least monthly	Proposed - Increase by 2% - Actual is 46% (increase of 23%) Proposed - Increase by 3% - Actual 73% (decrease of 3%) Proposed - Increase by 5% - Actual Digital Citizenship Skill (Teacher)- 32% (increase of 6%) Proposed - Increase by 5% - Digital Citizenship Skill (Student) - Actual 15% (increase of 1%)	Increase by 2% Increase by 3% Increase by 5% Increase by 5%	Increase by 2% Increase by 3% Increase by 5% Increase by 5%
11. Professional Learning Communities Progress SUSD PLC Survey	PLC Survey 2016-2017 Fall 2016 Average scores: Learning as our fundamental purpose - 1.56 Building a collaborative culture through high-performing teams - 2.5 A focus on results - 1.75 Level of Collective Efficacy - 501 (17-18 Fall survey)	PLC Survey 2017-2018 Fundamental Purpose 2.13 Collaborative Culture 2.42 Focus on Results Increase by 1.93 Level of Collective Efficacy Increase 30 points	PLC Survey 2018-2019 Fundamental Purpose Increase by 5% Collaborative Culture Increase by 5% Focus on Results Increase by 5% Level of Collective Efficacy Increase by 30 points	PLC Survey 2019-2020 Fundamental Purpose Increase by 5% Collaborative Culture Increase by 5% Focus on Results Increase by 5% Level of Collective Efficacy Increase by 30 points
11. California Assessment Science Test (CAST)	Baseline will be set in 2017-2018	Growth	Growth	Growth

EADMS Data				
12. Special Education - Goals Met		Growth	Growth	100% of Special Education Students will meet their individual goals.

Actions/Services	Pupils to be served within identified scope of service	Budgeted Expenditures
A.1 Professional learning based on research-based strategies focused on the California State standards in all areas of instruction to meet the academic needs of all students including English Learners, Foster Youth, Low Income, Special Education and Reclassified and English Proficient students.	X All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Professional Learning fees Substitute Teacher costs Instructional supplies
A.2 Professional Learning: For teachers and students to gain 21st Century Skills, educators and students will receive training in the use of technology and creative strategies to integrate technology in instruction that increases academic achievement of all students.	X All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Professional Learning fees Technology costs including hardware and software
A.3 Professional Learning in research-based writing strategies including specific writing strategies for different curricular areas.	X All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Instructional materials Cost of substitute teachers
A.4 Collaborative Teams will focus on academic work to increase student achievement paying special attention to student groups	X All OR: Low Income pupils English Learners	Instructional material costs

	Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	
	X All ------------------ OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	
A.5 Increase student academic performance in all content areas by providing opportunities for intervention and enrichment in all content areas within the regular academic day and extended learning opportunities.	X All ------------------ OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Professional Learning Fees Teacher hourly pay Instructional Materials
A.6 A Para-Professional to provide support for all students. RFEP students can be monitored and the para-professional provide additional support for RFEP students not making adequate academic progress.	All ------------------ OR: Low Income pupils X English Learners Foster Youth X Redesignated fluent English proficient Other Subgroups: (Specify)	Classified Salary

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL B:	Daniel J. Savage Middle School will create supportive, welcoming, and engaging campuses for pupils, parents, staff, and community.	Related State and/or Local Priorities: 1 2 3 X 4 5 X 6 X 7 8 Title I: 1 2 X 3 4 5 6 X 7 8 9 10
Identified Need :	From the data, suspensions have declined. There are certain groups that have high percentages of suspension (Special Ed; Socio-Economic Disadvantaged). Daily attendance rates have improved to 96.6% with chronic absenteeism at 9%. To decrease suspensions and increase attendance, there is a need to establish and improve the norms of the school site that aligns with the Code of Conduct. There is a need to begin a school intervention team with counselors, psychologists, admin, and teachers to discuss attendance, behavior, and academic issues of students. There is a need for more proactive parent involvement and find ways to discover their priorities for parent learning opportunities.	

SPSA Year: 2018-2019

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. Parent Participation at School-Sponsored Events	2017-2018 will be baseline with number of parents/family members attending events counted	Baseline with number of parents/family members attending events counted	Increase by 20% number of parents/family members attending events counted	Increase by 20% number of parents/family members attending events counted
2. Attendance Rates Local Data	Attendance Rates - 2016-2017 96%	DS Attendance (through Mar. 2018) - 96.62% (Increase of 0.62%)	Increase by 0.5%	Increase by 0.5%
3. Chronic Absenteeism Rates CALPADS 14.1 Report CA School Dashboard	Chronic Absenteeism Rates - 2016-2017 Students Absent >=10% and <20% - 7.4% Students Absent >=20% - 1.69%	Decrease by 2% Decrease by 1%	Decrease by 2% Decrease by 0.5%	Decrease by 2% Decrease by 0.5%
4. BrightBytes - Student Collaboration	BrightBytes - March 2017 54% of students were asked to collaborate online with classmates at least monthly	Proposed -Increase by 10%; Actual 55% (increase of 1%)	Increase by 10%	Increase by 10%
5. Suspension Rates CA School Dashboard Local Data	Suspension Rates - 2014-2015 Current Status on California School Dashboard All Students -3.1% Students with Disabilities - 3.5% English Learners - 1.6% Low Income - 3.1%	2016-17 - 179 (April 2017) 2017-18 - 119 (April 2018)	Decrease all groups by 2%	Decrease all groups by 2%

6. Expulsion Rates Local Data	Expulsion Rates - 2016-2017 8 expulsions	DS Expulsion Rate (through April 23, 2018) - 0 expulsions	Decrease by 2%	Decrease by 2%
7. Middle School Dropout Data DataQuest	Middle School Dropout Rates 2015-2016 Maintain 0% Dropout Rate	Maintained 0%	Maintain 0%	Maintain 0%
8. California Healthy Kids Survey (CHKS)	CHKS - 2016-2017 80% of student feel close to people at school; 70% feel a part of the school	Administered Every Other Year - next year 2018-2019	Increase both by 5%	Administered Every Other Year - next year 2020-2021
		.		

Actions/Services	Pupils to be served within identified scope of service	Budgeted Expenditures
B.1 Parent engagement opportunities	X All ---------------------- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Child care, Translator Salaries Instructional Materials Teacher hourly pay
B.2 Provide opportunities for pupils to form connections with peers and adults.	X All ---------------------- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Instructional Materials Substitute Pay
B.3 Professional learning for all staff including classified staff to develop/improve school-pupil-parent connections.	X All ---------------------- OR: Low Income pupils English Learners Foster Youth Redesignated fluent	Substitute pay Training/conference cost Materials

	English proficient Other Subgroups: (Specify)	
B.4 Additional counseling opportunities will be provided to assist students with making good choices, to assist with social/mental health and academic needs.	X All ------------------------- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Instructional Materials
B.5 Clarify and update the Code of Conduct regarding expectations for students and parents.	X All ------------------------- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Instructional Materials

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

School Site Council Membership
Middle School Site

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

Position	Name of Members	Year Elected	Year Term Ends
Administration	Michael A. Stagnaro	N/A	N/A
Teacher	Chris Long	2017	2019
Teacher	Tara McMullen	2017	2019
Teacher	Kellie Tubbs	2018	2020
Teacher	Melissa Xavier	2018	2020
Other Staff	Cyrilla Simpson	2017	2019
Parent	Patricia Villapondo	2017	2019
Parent	Lisa Lomas	2018	2020
Parent	Allison Wilbers-Reese	2017	2019
Student	Camylle Simpson	2018	2019
Student	Caroline McGuire	2018	2019
Student	Nickolas Wilmot	2018	2019

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)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**):

[X]   School Site Council

[ ]   English Learner Advisory Committee

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

                        _____
                               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 November 20, 2018.

Attested:

Michael Stagnaro
Typed Name of School Principal

_____   11/20/200
Signature of School Principal   Date

Melissa Xavier
Typed Name of SSC Chairperson

_____   11/20/2018
Signature of SSC Chairperson   Date