

2017-2018

The Single Plan for Student Achievement

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students.

School: JOE MICHELL SCHOOL

District: LIVERMORE VALLEY JOINT UNIFIED SCHOOLS

County-District School (CDS) Code: 01612006001291

Principal: Laura Lembo Ed.D

Date of this revision: October 1, 2017

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

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The District Governing Board approved this revision of the SPSA on November 14, 2017.



THE STORY:

Joe Michell Mission Statement

Our mission is to inspire and support our school community to be critical and reflective thinkers, risk-takers and inquirers. We empower compassionate global citizens who understand, respect and appreciate diverse traditions and seek to create positive change.

The goal of the Joe Michell staff is to provide a safe environment where students can develop to their full potential academically, emotionally, and socially. We strive for our students to achieve respect for themselves, a lifelong love of learning, higher-level thinking skills, and a sense of responsibility. Our academic program supports children as they acquire the skills they need to appreciate and contribute to our diverse and complex society. In the summer of 2015, Joe Michell TK-8 School was authorized to be an International Baccalaureate (IB) School for the Primary Years Programme (PYP) for the TK through 5th grades, and the Middle Years Programme (MYP) for the 6th through 8th grades. The IB philosophy is that student learning is best done when it is authentic – relevant to the “real” world; and transdisciplinary, which means that the learning is not confined within the boundaries of traditional subject areas but is supported and enriched by them. The IB represents a combination of wide-ranging research and experience – best practice derived from a variety of public and independent schools from around the world.

The IB Learner Profile describes a list of attributes that promote academic rigor and the establishing of a personal value system leading to international-mindedness. The attributes of the profile are visible in many areas of the school and are the heart and soul of our learning experience. The IB Programme encourages students to become:

- Inquirers – their natural curiosity has been nurtured and they actively enjoy learning.
- Thinkers – they exercise initiative in applying thinking skills critically and creatively to solving complex problems.
- Communicators – they receive and express ideas and information confidently in more than one language.
- Risk-takers – they approach unfamiliar situations without anxiety and have the confidence to explore new ideas.
- Knowledgeable – they have explored themes that have global significance and have acquired a critical mass of knowledge.
- Principled – they have a sound grasp of the principles of moral reasoning and have acquired integrity, honesty and a sense of justice.
- Caring – they show sensitivity towards the needs and feelings of others, and have a sense of personal commitment to helping others.
- Open-minded – they respect the values of other individuals and cultures and seek to consider a range of points of view.
- Well-balanced – they understand the importance of physical and mental balance and personal well-being.
- Reflective – they give thoughtful consideration to their own learning by constructively analyzing their personal strengths and weaknesses.

Our teaching staff works collaboratively toward a common goal to provide quality instruction that is meaningful, developmentally appropriate, and aligned with the California State Standards. Michell staff believes that the purpose of assessment is to guide instruction and provide students with an opportunity to receive feedback and reflect on their own learning. Assessment should be authentic and relevant, and developed alongside the implementation of the curriculum, formatted in a manner that allows for all learners to succeed.

At Joe Michel School, we:

- Measure student learning and mastery of concepts, skills, knowledge, attitudes and action.
- Adjust teaching strategies to foster mastery and plan for teaching.
- Set short- and long-term goals and determine differentiation within appropriate learning environments.
- Provide feedback on teaching and learning, and allow for data that will provide evidence as a measure of accountability.

Joe Michell is considered a neighborhood school; with close ties to the community it serves. Students and parents choose Michell for the continuity offered by a TK – 8 educational environment, International Baccalaureate Programmes, as well as its family-like community. Teachers and parents share our mission, vision, and values. Our school community is defined by collaboration, collective inquiry, and mutual support.

School Profile

We are the Eagles, soaring to success!

Joe Michell School is the only International Baccalaureate World School in the Livermore Valley Joint Unified School District and Tri-Valley. In a mostly affluent community, 25% of our students receive free or reduced- price lunch. The demographics of Joe Michell continue to evolve just as our education programs have. We moved from being a relatively small school to a campus with 808 students. Our student population reflects the diversity of the community surrounding our school. 49% of our students are Caucasian, 31% Hispanic, 13% Asian, 3% African American, and 4% Native Hawaiian, Pacific Islander or Native American. Joe Michell School serves a diverse student population, at this time, 17% of students receive Special Education services and 11% of our students are classified as English Language Learners. The diversity of languages spoken by our school community is wide-ranging, including the languages of Albanian, Cantonese, Farsi, Punjabi, Filipino/Tagalog, French, Hindi, Italian, Japanese, Korean, Mandarin, Romanian, Russian, Spanish, Turkish, Vietnamese, and Urdu. Spanish is the second-most common language spoken by our students and their families, and Tagalog is another fast-growing mother- tongue language.

The primary language of instruction across the school is English. All students will develop a fluency in English and all teachers are considered to be language teachers. Joe Michell School provides “language acquisition” instruction to all students in Spanish beginning in Kindergarten, continuously through 8th grade.

Through language acquisition instruction, all students acquire proficiency in the skills of listening, speaking, reading, and writing basic Spanish. Cultural awareness and understanding play a fundamental part in each lesson.

Students at Joe Michell are offered a variety of school, parent, and community-led programs that enhance or supplement their daily curricular studies. Outside of their school day, students are offered enrichment classes in the afternoons through our Friends of Joe Michell Parent Teacher Organization. Music and Movement, Hip-hop Dance, Instrumental Music, Art Studies, and Lego Robotics are just a few examples of the courses offered. Children in need of academic support are provided with English Language Arts or Math intervention classes. For students who are in need of socio-emotional support, we offer Kid Connection: small group “play” directed by our school psychologist for students in elementary grades and counseling through Horizons for our upper grade elementary and middle school students.

- **How the Instructional Leadership Team coaches and supports staff with the implementation of the State standards**

Joe Michell staff is comprised of life-long learners who know the importance of professional development in relation to student achievement. As an authorized IB World School, all Michell staff are required to attend IB training for Primary Years Programme and Middle Years Programme. Beyond the initial training, many staff members have attended advanced IB training. Training for new staff members is scheduled for October and January of this school year.

Additionally, the California State Standards have been a focus of professional development and will be ongoing as we continue implementation. We will continue developing Common Formative Assessments and utilize District Interim Assessments to help teachers assess their students in math and language arts and tailor their instruction to meet students’ needs and prepare students for the Smarter Balanced Science Assessment.

Our Instructional Leadership Team meets monthly to plan our professional development for staff meetings and grade level collaboration. At the beginning of the school year, this team attended the District Leadership Institute and determined that Math was an area of focus as we continued to implement our newly adopted textbook. After disaggregating a variety of test data to identify our underachieving students, areas of growth, achievement gaps, and all areas as they relate to student achievement, staff determine our goals for the year based on that data. Staff members collaborate at grade-level and cross-grade level meetings looking at school data, instructional practices, programs, and students’ learning to determine appropriate staff development training. Michell teachers reflect on IB Units taught and have learned to analyze data to guide instruction. Grade-level teams create common formative assessments. Data derived from these assessments are used to guide instruction.

Our new teachers participate in TVTIP (Tri-Valley Teacher Induction Program), which provides coaching, mentoring, and educational resources. The IB Coordinator provides another structure for staff development as part of an annual evaluation of

our Programme of Inquiry. Each grade level team is made up of lead teachers in core subjects such as mathematics and writing and IB. These lead teachers are encouraged to share their knowledge and skills with our staff both at grade level, cross grade level and staff meetings. Professional development at Michell will continue to be focused on California State Standards, implementation of new Reading and Writing Units of Study, Mathematics Investigations, Inquiry- based lessons, 21st Century skills, Access and Equity Training, and strategies that meet the needs of our English Language Learner students.

- **How your site-based professional development and teacher collaboration process supports students learning of the State standards**

Michell teachers collaborate both formally and informally to share student performance. Professional Learning Communities (PLC) have been established at each grade level for the purpose of meeting more than twice a month to discuss student performance with their grade-level colleagues. During these meetings, teachers create common assessments to evaluate student progress towards specific standards or summative assessments for the IB Unit. Data derived from common assessments are then used to determine how students performed and plan for additional instruction or enrichment, depending on the specific needs of the students. PLC's also meet in vertical teams across grade levels to articulate and plan for rigorous instruction. In the elementary grades, a Readers' and Writers' Workshop model is being implemented to provide students with more individualized instruction. Implementing the newly adopted textbook: Mathematical Investigations is the focus of vertical team meetings to support successful student learning of these strategies. All vertical teams meet to analyze student data and determine specific skills for additional instructional support using a student-rotation model as well. Using the workshop model, teachers meet with individual or small groups to provide targeted intervention. In the middle-school grades, teachers are focused on creating effective learning engagements that support students learning the IB Approaches to Learning Skills. Middle school staff meet across grade levels and subject areas to plan integrated curriculum and projects as part of the IB Middle Years Programme requirements. Students are identified to receive additional instructional support through an Advisory period, and lunch time or after school tutoring. Both formally and informally, teachers collaborate to support student learning at Michell.

- **How you ensure all English Language Learners are acquiring the English language and progressing academically**

At Joe Michell School, the foundation of all learning is through language. As we empower compassionate global citizens to be critical and reflective thinkers, risk-takers and inquirers, we support language development in each student as they make sense of their experiences and construct meaning. By honoring students' unique backgrounds in all stages of language acquisition, students have the opportunity to engage in authentic and meaningful learning experiences. All teachers in the Primary Years Programme (PYP) and Middle Years Programme (MYP) are teachers of language, using a variety of "Sheltered Instruction" strategies and

instructional practices to foster language development, as appropriate for subject area and grade level.

All students identified as speaking a language other than English by the home language survey are screened for English Language Development (ELD) services upon enrollment at Joe Michell TK-8 School, and re-tested yearly once needs are identified. Students are assessed using the California English Language Development Test (CELDT) to determine their level of English proficiency, as required by the state of California. In-class or learning center support is provided to English Language Learner (EL) students to target needs based on their most recent CELDT. All EL students receive 30 minutes of ELD instruction using state-adopted and standards-based materials per day. Each grade level uses a daily rotation that provides EL students with small homogenously group instruction targeting no more than 2 CELDT levels in each group.

Students in 6th through 8th grades who have been identified for English Language Development (ELD) receive instruction using a small group model at the beginning of each instructional day.

- **Transition strategies that are used to assist students entering kindergarten/6th grade/9th grade**

Kindergarten transition

Transitioning strategies used to assist students entering Kindergarten include;

- The District Kindergarten Round-Up registration, which provides information to assist parents as they prepare their child for school.
- Joe Michell offers scheduled school site tours, giving prospective kindergarten parents and neighborhood preschools the opportunity to visit our kindergarten classes, while in session.
- In May, all Joe Michell parents are invited to attend First Five workshops, conducted in both English and Spanish. At the workshops, parents receive a backpack with instructional materials to work with their child during the summer, as a way of preparing their child for kindergarten.
- Transitional Kindergarten teachers meet with Kindergarten teachers to articulate the needs of students entering Kindergarten to ensure a successful transition.
- In June, Joe Michell hosts a Kindergarten orientation designed to provide information about the program, and elementary school expectations. At this time, parents and their student see the classroom setting and have another opportunity to ask, and have their questions answered.
- IB Learner Profile traits and units of study continue in Kindergarten.

5th to 6th transition

- Integrated projects are used to provide students with choices similar to middle school program. Projects are assessed using teacher created rubrics.

- Writing Units of Study are taught at all elementary-grade levels and continue in middle school. Students use Google Docs as part of their 5th Grade IB Exhibition which prepares students with Google Docs used in Middle School.
- IB Learner Profile traits and units of study continue in the Middle Years Programme.
- Increasing responsibility for independent work; planning ahead.
- Use of school planner to organize class assignments and homework.
- Rotations- Math, Science, Reading with three different teachers so students gain the experience of moving efficiently between classrooms and taking responsibility for completing homework from each teacher.
- Use of electronic grading program for progress report printouts listing, assignment and scores for each. Weekly progress-grade reports are provided to students to begin monitoring grades, which prepares student for School Loop in Middle School.
- Resource (students with IEP) – Students are trained to understand their individual needs and take responsibility to ask for appropriate assistance from the classroom teacher and the resource specialist. If students move to/ or leave Michell to attend another school, a transition meeting is held with the Resource Specialist to ensure that the student gets appropriate support at the new school site.
- 5th grade Exhibition provides students with an opportunity to experience learning similar to the 8th grade Community Project. Students identify an issue or need in the community and come up with solutions. The Exhibition is presented to our school community in the same way as the 8th grade Community Project.

8th to 9th transition

We are working to strengthen our transitioning students from the 8th grade into high school. The following activities are available, as needed, to meet the students' need for a smooth transition to high school.

- During 8th grade Physical Education class, the teacher addresses transitioning issues. The lesson focuses on what students know about high school, and what they want to know about high school. This is a class activity where all students work together with their teacher to answer all questions, regarding entering high school.
- MIT Program – Middle School in Transition Program (MIT) includes visitations to a high school where students sit-in on classes, visit labs or other areas, meet instructors/students for overview on classes/activities/groups, and participate in question and answer sessions.
- FIT Program—Freshman in Transition Program (FIT) is a class taken by all incoming Freshman (addresses what students can expect during their high school years).
- Individual high school visitations determine accommodations/modifications of the physical plant and classrooms for student's educational and physical needs.
- High School Representatives attend IEP transition meetings to discuss goals/requirements/ schedules/questions and concerns for transition as appropriate.

- Students attend high school expos, orientations, and other presentations in preparation for this transition.
- Regularly scheduled meetings to coordinate all IB Programmes from Joe Michell and Granada High School.
- **Strategies and services used to increase parent/family/community involvement/education and increase opportunities for them to have a voice in making decisions that effect the school and their student's education**

Multiple services and strategies are utilized at Joe Michell School, encouraging parental, family, and/or community involvement, which support students in becoming grade-level proficient. To begin, Lawrence Livermore National Laboratories sponsors fieldtrips through their visitors' center, supporting science standards. Teaching Opportunities for Partners in Science (TOPS) provides volunteers and teacher resources, for instance students are provided science lessons in a portable planetarium. The District holds a Science Odyssey event, with community judges and community attendance. As well, Sandia National Laboratories sponsors and helps staff Family Science Night. Additionally, our staff organizes two Family Reading Nights to encourage families to engage in reading and writing activities together. Parent Information events are provided to inform parents about the IB Programmes as well as the California State Standards specifically to address ideas and suggestions so that parents can help support their child's learning.

Underperforming students at Joe Michell School directly benefit because of partnerships with community agencies and the resources they provide, such as community and family volunteers, and Regional Occupational (ROP) students who offer academic assistance during the school day. Friends of Joe Michell, our parent teacher organization, raises funds annually to help support school field trips, tutoring, after school enrichment classes, and classroom materials. Joe Michell School helps provide parenting classes, parent center activities, and assists and organizes local snack program (in partnership with a local food bank). Extended Student Services (ESS) provides on-site childcare and homework support before and after school. Lions' Club is a service organization that makes referrals for eye care and health-care services for students with severe medical needs. The Livermore Rotary Club and Hindu Center support literacy through its dictionary education and donation program for third graders. Livermore Historical Society presents free Downtown Livermore tours and History Mobile visits, supporting local history education and California History-Social Science Content Standards.

The principal meets regularly with parents and community members through English Language Advisory Committee, Friends of Joe Michell Community Organization, School Site Council, Coffee with the Principal, and Grade Level Parent Ambassadors to encourage involvement and determine how the school can support the needs of the community.

SPSA HIGHLIGHTS: Identify and briefly summarize the key features of this year's SPSA.

As an authorized IB School for both the PYP and MYP programmes, our staff continues to design more rigorous Units of Inquiry for our students. Providing teachers with time to meet with the IB Coordinator to complete the IB Planner was critical to the success of this site goal. Teachers planned, taught, and reflected upon each unit to identify strengths and weaknesses to use in planning the next unit. This continuous cycle of improvement has become part of our collaborative process. Staff meetings are used as professional development opportunities to collectively evaluate our Programme of Inquiry. Teachers value this process and are willing to experiment with new instructional strategies as a result. As our enrollment grows and new staff members are added, we provide the necessary training and support to ensure implementation of the IB philosophy and mission continues to grow throughout our school campus.

Our priorities for the 2017-28 SPSA

- Implementation of California State Standards through IB Units of Inquiry
- Implementation of Reading and Writing Units of Study
- Implementation of newly adopted Math Investigations
- Increase academic vocabulary across all subject areas
- Increase student use of technology

Our major expenditures supporting these priorities.

- Purchase supplemental instructional materials to support Reading and Writing Units of Study
- Purchase additional Google Chromebooks for student use
- Release time for teachers to participate in staff development
- Professional Development, specifically IB Training, Access and Equity Training for the PYP and MYP program implementation and use of technology in the classrooms

NEEDS ASSESSMENT/Data Analysis – Review of 2016-2017 Performance

Accountability data to include:

- **Dashboard Indicators**
The field test of the Dashboard launched in spring 2017 and it is based on the latest state data that was available when the State Board of Education adopted the new accountability tool in September 2016. For the Academic Indicator, the results are from the 2015-16 school year. For other indicators (Graduation Rate, Suspension Rate, and English Learner Progress), the results are from the 2014-15 school year. The state collects data from local educational agencies at different points throughout the year. To better accommodate the Dashboard, the state is now working to align the reporting of data to annual updates of the Dashboard. But during the field test local educational agencies will have more current data available for the Graduation Rate and Suspension Rate indicators than what is reported through the Dashboard.
- **Academics:**
 - Smarter Balance Assessment results (including interim block assessment results) – 2 year trend
 - District Literacy Benchmark
- **English Learner:**
 - CELDT Results – 2 year trend: number and percent of students at each level
 - Reclassification – 2 year trend; number and percent of students reclassified.
- **Chronic Absenteeism:**
 - Percent of students who have missed 10% or more days of the school year
- **Suspensions**
 - Suspension rate – 2 year trend
- **FitnessGram**
 - 2 year trend: percent of students meeting at least 5 of 6 standards
- **Graduation rate (high schools only)**
 - Cohort graduation rate – 2 year trend
- **College and Career Readiness (high school only)**
 - UC/CSU a-g – 2 year trend: Cohort data - Percent of students meeting UC/CSU a-g requirements
 - Career Technical Education (CTE) – 2 year trend: Percent of students completing a CTE Pathway
- **Parent Engagement**
 - Data demonstrating staff seeks input from parents in decision making
 - Data demonstrating staff promotes parental participation in programs
- **California Healthy Kids Survey (CHKS)**
 - Multiple year trend: percent of students who report they feel safe at school all or most of the time
 - Multiple year trend: the percent of students who report a high level on Caring Relationships with Adults at School
- **Other Data**

2016-17 School Data Analysis

SBAC	2016 ELA		2017 ELA	
	Meeting	Not Meeting	Meeting	Not Meeting
All Grades	48%	52%	56%	44%
3 rd Grade	44%	56%	44%	56%
4 th Grade	44%	56%	51%	49%
5 th Grade	62%	38%	62%	38%
6 th Grade	44%	56%	60%	40%
7 th Grade	47%	53%	61%	39%
8 th Grade	48%	52%	59%	41%

SBAC	2016 Math		2017 Math	
	Meeting	Not Meeting	Meeting	Not Meeting
All Grades	33%	67%	41%	59%
3 rd Grade	46%	54%	44%	56%
4 th Grade	29%	71%	49%	51%
5 th Grade	39%	61%	28%	72%
6 th Grade	29%	71%	48%	53%
7 th Grade	35%	65%	38%	63%
8 th Grade	20%	80%	44%	56%

2016 ELA Reading	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	All Students
<i>Above</i>	22%	17%	29%	15%	15%	15%	19%
<i>At or Near</i>	33%	65%	56%	51%	53%	65%	53%
<i>Below</i>	44%	18%	16%	34%	32%	20%	28%
2016 ELA Writing	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	All Students
<i>Above</i>	22%	20%	40%	16%	30%	9%	23%
<i>At or Near</i>	43%	58%	40%	56%	43%	65%	51%
<i>Below</i>	35%	23%	21%	28%	26%	26%	26%
2016 ELA Listening	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	All Students
<i>Above</i>	29%	11%	24%	16%	17%	7%	17%
<i>At or Near</i>	51%	79%	67%	66%	64%	83%	68%
<i>Below</i>	21%	10%	10%	18%	19%	11%	15%
2016 ELA Research/Inquiry	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	All Students
<i>Above</i>	22%	10%	41%	20%	36%	9%	23%
<i>At or Near</i>	56%	69%	49%	63%	40%	72%	58%
<i>Below</i>	22%	21%	10%	17%	25%	20%	19%

2017 ELA Reading	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	All Students
Above	28%	31%	31%	29%	31%	33%	30%
At or Near	42%	47%	48%	45%	49%	41%	46%
Below	30%	22%	21%	26%	20%	26%	24%
2017 ELA Writing	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	All Students
Above	29%	24%	25%	31%	36%	39%	30%
At or Near	43%	56%	56%	48%	48%	39%	49%
Below	28%	20%	18%	21%	16%	22%	21%
2017 ELA Listening	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	All Students
Above	27%	24%	16%	16%	17%	15%	20%
At or Near	59%	56%	70%	70%	72%	69%	66%
Below	13%	20%	14%	14%	10%	17%	14%
2017 ELA Research/Inquiry	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	All Students
Above	20%	26%	28%	36%	31%	37%	29%
At or Near	53%	55%	49%	44%	53%	35%	49%
Below	27%	20%	23%	20%	16%	28%	22%

2016 MATH Concepts & Procedures	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	All Students
Above	32%	15%	21%	15%	26%	9%	20%
At or Near	33%	46%	39%	37%	28%	61%	40%
Below	35%	39%	40%	49%	46%	30%	41%
2016 MATH Problem Solving & Modeling/ Data Analysis	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	All Students
Above	25%	10%	16%	13%	22%	7%	16%
At or Near	44%	60%	50%	46%	46%	63%	51%
Below	30%	31%	34%	40%	31%	30%	33%
2016 MATH Communicating Reasoning	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	All Students
Above	27%	14%	8%	12%	20%	2%	14%
At or Near	48%	54%	61%	48%	37%	65%	52%
Below	25%	32%	31%	40%	43%	33%	34%

2017 MATH Concepts & Procedures	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	All Students
Above	30%	33%	16%	38%	19%	28%	27%
At or Near	39%	33%	32%	29%	41%	35%	35%
Below	30%	35%	52%	34%	40%	37%	38%
2017 MATH Problem Solving & Modeling/ Data Analysis	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	All Students
Above	25%	28%	13%	19%	14%	30%	21%
At or Near	56%	52%	52%	53%	50%	41%	51%
Below	19%	20%	36%	29%	36%	30%	28%
2017 MATH Communicating Reasoning	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	All Students
Above	27%	29%	9%	24%	20%	26%	22%
At or Near	49%	43%	60%	53%	59%	43%	52%
Below	24%	28%	31%	24%	20%	31%	26%

2016-17 Elementary District Write Assessment						
Trimester 1	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Standard Exceeded						11%
Standard Met	3%	23%	17%	18%	15%	27%
Standard Nearly Met	24%	41%	47%	38%	51%	41%
Standard Not Met	67%	18%	28%	30%	25%	12%
Trimester 3	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Standard Exceeded	3%		5%	3%	4%	38%
Standard Met	58%	74%	61%	48%	44%	32%
Standard Nearly Met	30%	20%	31%	41%	32%	26%
Standard Not Met	8%	6%	3%	8%	2%	3%

2016-2017 Middle School District Write Assessment

Trimester 3	6th Grade	7th Grade	8th Grade
Above Standard	45%	73%	75%
At Standard	36%	21%	19%
Below Standard	18%	6%	6%

CST – Science 2016	Standards Met or Exceeded	Standards Nearly Met
5 th Grade	75%	25%
8 th Grade	62%	38%

CST – Science 2017	Standards Met or Exceeded	Standards Nearly Met
5 th Grade	74%	26%
8 th Grade	64%	36%

2016-17 DISTRICT SBAC INTERIM ASSESSMENT DATA

ELA	3rd Grade Listening	4th Grade Listening	5th Grade Listening	6th Grade Listening	7th Grade Listening	8th Grade Listening
Above	31%	23%	23%	44%	27%	23%
At	48%	57%	62%	44%	56%	56%
Below	21%	20%	15%	13%	17%	21%
ELA				6th Grade Reading	7th Grade Reading	8th Grade Reading
Above				29%	30%	58%
At				53%	51%	31%
Below				18%	19%	11%
ELA				6th Grade Writing	7th Grade Writing	8th Grade Writing
Above				43%	75%	72%
At				35%	19%	22%
Below				22%	6%	6%

MATH	3rd Grade Operations	4th Grade Operations	5th Grade Operations	6th Grade Number Systems	7th Grade Ratio & Proportions	8th Grade Functions
Above	11%	13%	23%	44%	27%	33%
At	49%	53%	51%	44%	56%	32%
Below	40%	34%	26%	13%	17%	35%
MATH				6th Grade Expressions	7th Grade Expressions	8th Grade Expressions
Above				29%	30%	13%
At				53%	51%	37%
Below				18%	19%	50%

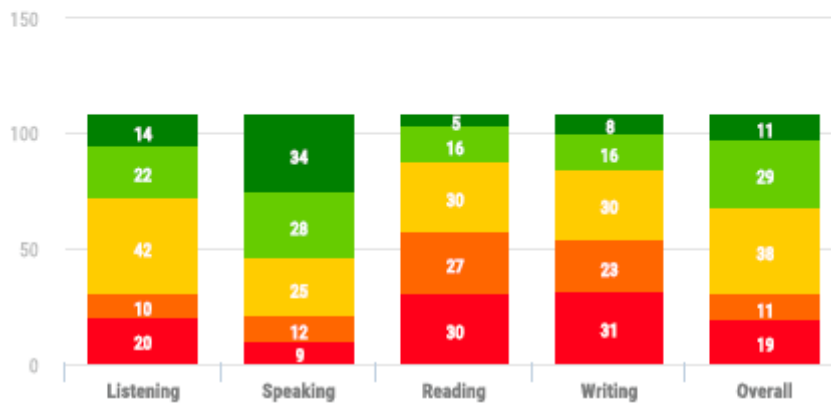
Percentage of Students at Each CELDT Performance Level

Performance Level Percent Change

	2015-16 CELDT		2016-17 CELDT		CHANGE
Advanced	2%	(2)	Advanced	17% (14)	15%
Early Advanced	24%	(20)	Early Advanced	33% (27)	9%
Intermediate	42%	(35)	Intermediate	33% (27)	-9%
Early Intermediate	13%	(11)	Early Intermediate	6% (5)	-7%
Beginner	18%	(15)	Beginner	12% (10)	-6%

Performance Level	Listening		Speaking		Reading		Writing		Overall	
	%	#	%	#	%	#	%	#	%	#
Advanced	13.0	14	31.5	34	4.6	5	7.4	8	10.2	11
Early Advanced	20.4	22	25.9	28	14.8	16	14.8	16	26.9	29
Intermediate	38.9	42	23.1	25	27.8	30	27.8	30	35.2	38
Early Intermediate	9.3	10	11.1	12	25.0	27	21.3	23	10.2	11
Beginning	18.5	20	8.3	9	27.8	30	28.7	31	17.6	19

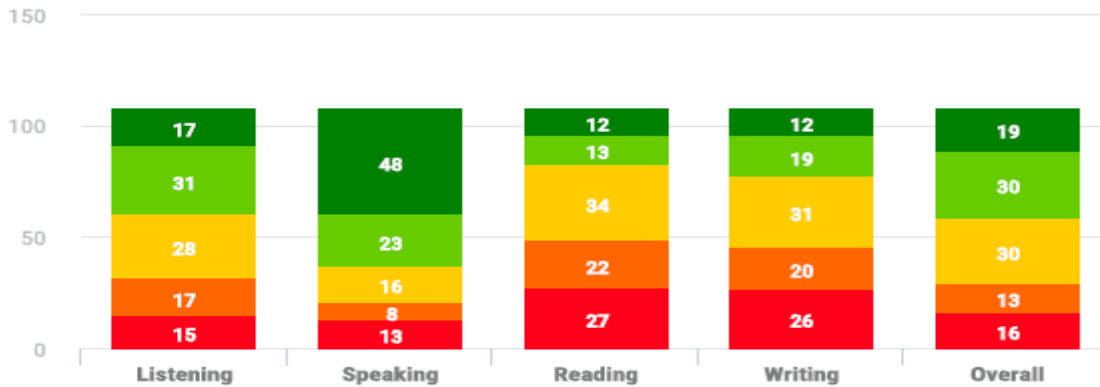
Number of Students at Each Level in Each Domain



2015-2016

Performance Level	Listening		Speaking		Reading		Writing		Overall	
	%	#	%	#	%	#	%	#	%	#
Advanced	15.7	17	44.4	48	11.1	12	11.1	12	17.6	19
Early Advanced	28.7	31	21.3	23	12.0	13	17.6	19	27.8	30
Intermediate	25.9	28	14.8	16	31.5	34	28.7	31	27.8	30
Early Intermediate	15.7	17	7.4	8	20.4	22	18.5	20	12.0	13
Beginning	13.9	15	12.0	13	25.0	27	24.1	26	14.8	16

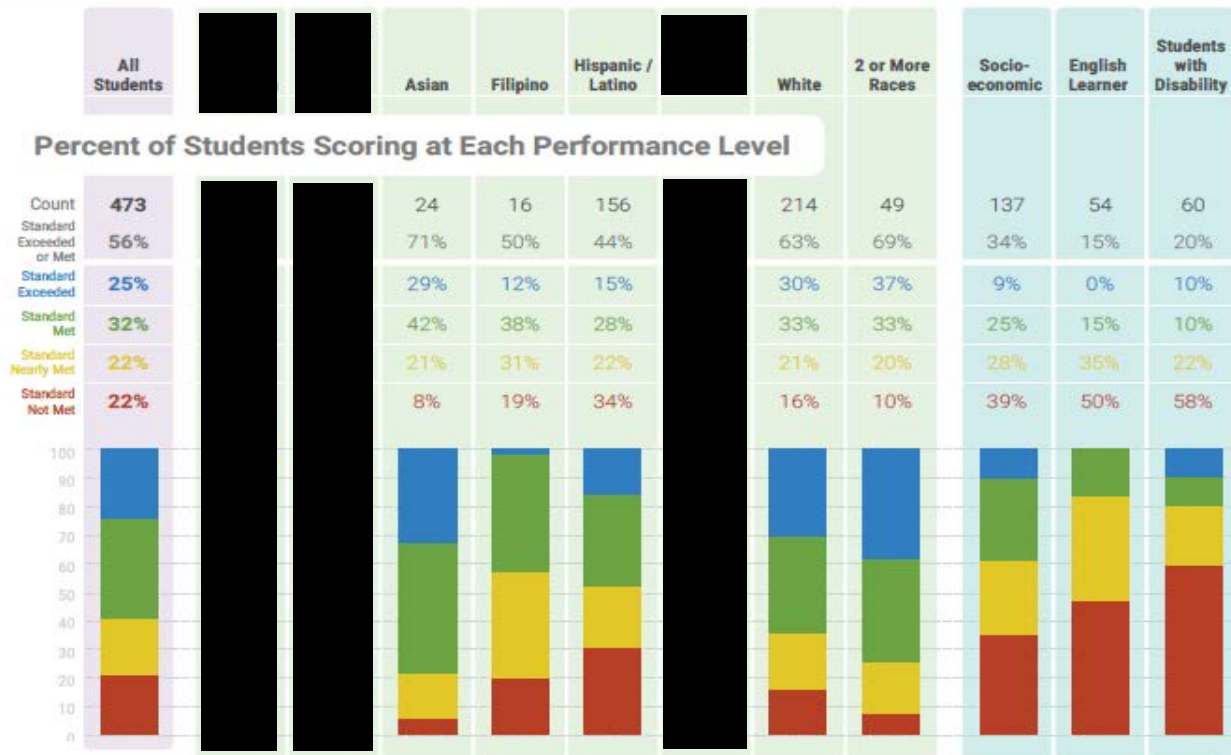
Number of Students at Each Level in Each Domain



2016-2017

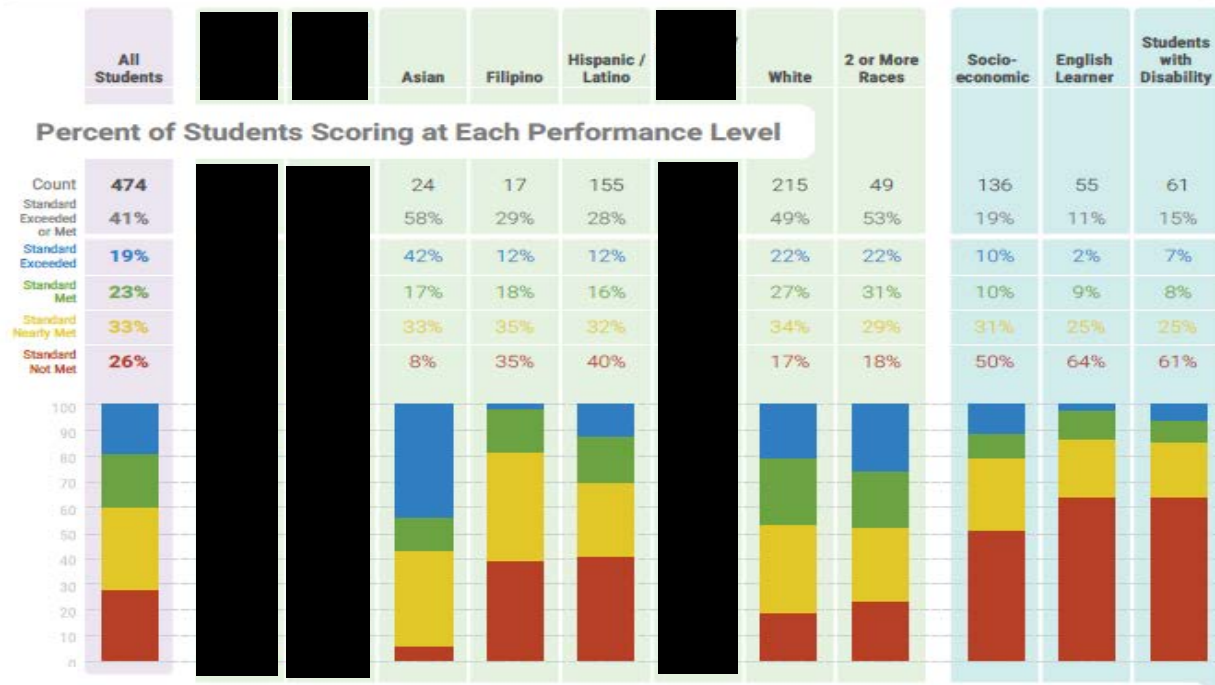
Smarter Balanced Subgroup Summary

2017 ELA: All Grade Levels Tested



Smarter Balanced Subgroup Summary

2017 Math: All Grade Levels Tested



Percent of Students Meeting Proficiency by Subgroup 2015-2016

Subgroups	English Language Arts			Mathematics		
	Exceeded or Met	Nearly Met	Not Met	Exceeded or Met	Nearly Met	Not Met
Hispanic	36%	33%	31%	22%	36%	42%
White	53%	25%	22%	36%	43%	20%
American Indian	0%	0%	100%	0%	0%	100%
African American	25%	0%	75%	0%	0%	100%
Asian	68%	27%	5%	68%	27%	5%
Filipino	55%	14%	32%	36%	32%	32%
Native Hawaiian/ Pacific Islander	67%	33%	0%	33%	67%	0%
2 or more races	59%	30%	11%	48%	26%	26%

Socio-economic	35%	31%	34%	22%	38%	40%
Students with Disabilities	14%	25%	61%	16%	21%	62%
English Learner	20%	26%	54%	19%	17%	64%
Migrant Education	54%	20%	27%	20%	47%	33%

**Percent of Students Meeting Proficiency
by Subgroup 2016-2017**

English Language Arts

Mathematics

Subgroups	Exceeded or Met	Nearly Met	Not Met	Exceeded or Met	Nearly Met	Not Met
Hispanic	44%	22%	34%	28%	32%	40%
White	63%	21%	16%	49%	34%	17%
American Indian	0%	0%	100%	0%	0%	100%
African American	12%	50%	38%	0%	25%	75%
Asian	71%	21%	8%	58%	33%	8%
Filipino	50%	31%	19%	29%	35%	35%
Native Hawaiian/ Pacific Islander	60%	20%	20%	60%	20%	20%
2 or more races	49%	29%	10%	53%	29%	18%
Socio-economic	34%	28%	39%	19%	31%	50%
Students with Disabilities	20%	22%	58%	15%	25%	61%
English Learner	15%	35%	50%	11%	25%	64%
Migrant Education	54%	20%	27%	20%	47%	33%

Physical Fitness Test (PFT) 2015-2016

	% of students achieving the Healthy Fitness Zone		
Grade 5	5 out of 6	6 out of 6	Combined 5/6 and 6/6
Total student tested = 62	34%	24%	58%

	Total # of Students	% Within or above the Healthy Fitness Zone	% Needs Improvement
Aerobic Capacity	57	68%	32%
Body Composition	59	36%	39%
Abdominal Strength and Endurance	61	57%	43%
Trunk Extensor Strength and Flexibility	62	93%	7%
Upper Body Strength and Endurance	63	81%	19%
Flexibility	61	88%	13%

Physical Fitness Test (PFT) 2015-2016

	% of students achieving the Healthy Fitness Zone		
Grade 7	5 out of 6	6 out of 6	Combined 5/6 and 6/6
Total student tested = 58	22%	43%	66%

	Total # of Students	% Within or above the Healthy Fitness Zone	% Needs Improvement
Aerobic Capacity	58	71%	29%
Body Composition	58	71%	29%
Abdominal Strength and Endurance	58	85%	15%
Trunk Extensor Strength and Flexibility	58	100%	0%
Upper Body Strength and Endurance	58	53%	47%
Flexibility	57	96%	4%

Physical Fitness Test (PFT) 2016-2017

	% of students achieving the Healthy Fitness Zone		
Grade 5	5 out of 6	6 out of 6	Combined 5/6 and 6/6
Total student tested = 93	27%	30%	57%

	Total # of Students	% Within or above the Healthy Fitness Zone	% Needs Improvement
Aerobic Capacity	85	81%	19%
Body Composition	85	66%	34%
Abdominal Strength and Endurance	85	53%	47%
Trunk Extensor Strength and Flexibility	93	89%	11%
Upper Body Strength and Endurance	79	84%	16%
Flexibility	93	82%	18%

Physical Fitness Test (PFT) 2016-17

	% of students achieving the Healthy Fitness Zone		
Grade 7	5 out of 6	6 out of 6	Combined 5/6 and 6/6
Total student tested = 90	31%	34%	66%





	Total # of Students	% Within or above the Healthy Fitness Zone	% Needs Improvement
Aerobic Capacity	89	75%	25%
Body Composition	89	66%	34%
Abdominal Strength and Endurance	85	74%	26%
Trunk Extensor Strength and Flexibility	90	100%	0%
Upper Body Strength and Endurance	74	66%	34%
Flexibility	90	96%	4%





Joe Michell - Alameda County

Enrollment: 645 Socioeconomically Disadvantaged: 31% English Learners: 16% Foster Youth: N/A Grade Span: K-5 Reporting Year: Spring 2017 ▼
Charter School: No

- Equity Report
- Status and Change Report
- Detailed Reports
- Student Group Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>		6	4
English Learner Progress (K-12)		1	0
<u>English Language Arts (3-5)</u>		5	0
<u>Mathematics (3-5)</u>		5	1

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

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.

Student Group Report

Joe Michell - Alameda County

Enrollment: 645 Socioeconomically Disadvantaged: 21% English Learners: 16% Foster Youth: N/A Grade Span: K-5 Reporting Year: Spring 2017

Charter School: No

- Equity Report
- Status and Change Report
- Detailed Reports
- Student Group Report**

This report shows the performance levels for all students and for each student group on the state indicators. Select any of the underlined indicators for more detailed information.

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	American Indian	Asian	African American	Filipino	Hispanic	Pacific Islander	Two or More Races	White
Chronic Absenteeism		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>			N/A	N/A			-	-	-	-		-		
English Learner Progress (K-12)		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<u>English Language Arts (3-8)</u>			N/A	N/A			-	-	-	-		-	-	
<u>Mathematics (3-8)</u>			N/A	N/A			-	-	-	-		-	-	

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

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.

CALIFORNIA HEALTHY KIDS SURVEY DATA

5 th GRADE	2011-12	2013-14	2015-16
Feel safe at school all or most of the time	54%	79%	79%
High level of caring relationships with adults at school	62%	71%	71%
High level of school connectedness	58%	64%	72%
7 th GRADE			
Feel safe at school all or most of the time	32%	74%	70%
High level of caring relationships with adults at school	12%	34%	38%
High level of school connectedness	20%	64%	70%

ACTUAL STUDENT ATTENDANCE

	2015-16	2016-17
ELEMENTARY	96.15%	96.58%
MIDDLE SCHOOL	96.44%	96.30%

SUSPENSION RATE

	2013-2014	2014-2015	2015-2016	2016-2017
All Students		.05%	1.38%	2.97%

ENGLISH LEARNER RECLASSIFICATION

	2015-2016	2016-2017
Number of Students	13	15
Percentage of Students	12%	13%

K-12 PARENT 2017 SURVEY DATA

Parents feel informed about important school issues and events	78%
Parents knows how their child is performing and how well the school is performing.	66%
Parents have the opportunity to provide meaningful input regarding decision that affect the school community	58%
Parent volunteer in the classroom or on field trips	66%
Parent participates on a School or District committee (PTO/SSC/ELAC/LCAP/ GATE etc.)	17%
Parent satisfaction with level of communication	44%

Greatest Progress:

The California Dashboard Indicators report a 10.4 point increase in ELA and 10.2 point increase Math performance from last year's indicators. English Learners and Students with Disabilities increased significantly from last year's results, however there is still a significant achievement gap when compared to White and Asian student subgroups.

Staff analyzed the CAASPP data to determine areas of strength as well as areas for growth. Overall, we observed an increase of 8% more students who met or exceeded the ELA and Math standards when compared to last year Smarter Balanced Assessment data. In ELA, 56% of our students met or exceeded standards. Students in our middle school grades experienced the greatest increase in percentage of students meeting or exceeding ELA standards: 6th grade (17%), 7th grade (15%), and 8th grade (9%) change from the previous school year. Our elementary grades showed little change from last year with the exception of 4th grade which demonstrated a 7% increase. A closer analysis by area (claim) within ELA provided additional areas to target growth. Overall all grades combined experienced an increase in the number of students meeting or exceeding all four claims: Reading, Writing, Listening, and Research/Inquiry when compared to last year's results. Reading, Writing, and Research/Inquiry were areas that we experienced the greatest improvement in the number of students who scored above, at or near standards (6% - 11% change). The claim with the fewest percentage of students scoring below standard (14%) was Listening. Listening was identified as an area for growth last year.

Reading, Writing, and Research/Inquiry were claims with the largest percentages (29-30%) of students performing above standard which may be due to the professional development and grade level collaboration during the past school year. A deeper analysis by standards determined that Reading Literature (RL1) and Reading Informational (RI1) were standards that should be an area of focus for our entire staff. We have been implementing Reading and Writing Units of Study to provide students with transdisciplinary learning across all subject areas to meet the IB requirements. Additionally, all grades are engaging students in evidenced-based conversations and writing using a variety of informational texts and sources to prepare students for the 5th grade Exhibition and the 8th grade Community Projects which require students to research their own unit of inquiry and document their process through their writing journals and portfolios.

The CAASPP data for mathematics demonstrated that overall only 41% of students in grades 3-8 met or exceeded the California State Standards. Fourth grade had the highest percentage of students (49%), followed by 6th grade (48%) who met or exceeded math standards. 28% of our 5th grade students met or exceeded these standards. Three grade levels showed significant increases: 4th grade (19%), 6th grade (20%), and 8th grade (25%), while a significant decrease was observed in our 5th grade (-14%). Mathematics is clearly an area in need of growth for Joe Michell students and will be the topic of professional development as we continue to build our understandings of the California State Standards and implement the newly adopted Mathematical Investigations curriculum.

A closer analysis by area (claim) within Math provided additional areas of growth needed. Overall, all grades combined experienced an increase in the number of students meeting or exceeding all three claims: Concepts and Procedures, Problem Solving and Modeling/ Data Analysis, and Communicating Reasoning. Grades 4th, 6th and 8th demonstrated the greatest

gains (11% - 23%) in each of the three claims. Almost all grades reported a decrease in the percentage of students who were below standards in all three claim areas, however Math Concepts and Procedures continues to be a claim with more than one third of our students who score below standard. After analyzing specific test questions and CAASPP Test Blueprints, the area of concepts and procedures appears to be foundational for student success in the other two areas tested: problem solving and modeling/data analysis and communicating reasoning. This will be an area of focus for professional development and grade level collaboration for this school year. Additionally, all grades are engaging students in evidenced-based conversations and clear and coherent writing to communicate results of their investigations. Aligning our IB Unit Planners to include the Next Generation Science Standards will provide students with additional opportunities to practice problem solving and modeling as well as communicating the results of their science investigations which will support these mathematical claims also.

Staff analyzed the data for all student subgroups to identify trends and areas of needs. Additionally, along with other student subgroups, the data for our African American students, Migrant students, and Foster Youth was analyzed and will continue to be monitored to ensure all students are supported in obtaining proficiency. An achievement gap still exists for students when analyzing student data by subgroups in both ELA and Mathematics. Although Hispanic students (8%) and Students with Disabilities (6%) experienced an increase in the percentage of students meeting or exceeding ELA, more than one third to one half of students in these two student subgroups continue to score below standard. Our English Learner, Students with Disabilities, and Socio-economic student subgroups have the largest percentage of students who score below standard in ELA and Math.

Overall, students in our Hispanic, English Learner, African American, American Indian, Socio-economic, and Students with Disabilities are not achieving at the same levels as students in our White, Asian, Native Hawaiian/Pacific Islander, and Filipino student subgroups. The interventions provided to students in Reading and English Language Development throughout this past school year were inadequate to allow all students to reach grade level or above. Instructional practices that support the needs of our Hispanic, English Learner, African American, Migrant and Students with Disabilities will be the focus of our ongoing professional development and grade level collaboration. Academic vocabulary and sentence frames will be used to support student communication through evidence-based conversations and writing across all subject areas.

In addition to the academic achievement data, the Joe Michell Staff reviewed and analyzed additional information, including student attendance data. Our enrollment at Joe Michell has increased as a result of the IB Programmes. Student attendance in grades K-8 averaged 96.44% which was .04% increase when compared to attendance data from the previous year. We did not meet our attendance goal of 98% in either elementary or middle school.

Implementing the IB Learner Profile has had a positive impact upon the school environment and will continue to be the vehicle to foster a positive safe learning environment for all students. Data from the California Healthy Kids Survey showed that 79% of 5th grade and 76% of 7th grade students reported feeling safe at school. In addition to feeling safe, students reported having a high level of school connectedness (70-72%) in both 5th and 7th grades. Our students students reported being happy and proud to belong to Joe Michell – an IB World School.

The language of the IB Learner Profile is evident in every classroom, however we will continue to link the IB Learner Profile traits throughout the IB Units and across all subject areas. In addition to the IB Learner Profile Traits, we are implementing the IB Attitudes in the Primary Years Programme which become Approaches to Learning in the Middle Years Programme. We will be recognizing students during assemblies for demonstrating the IB Traits and Attitudes in both elementary and middle school grades.

Greatest Need:

Orange – Suspension rate was in the “Orange” performance category, specifically English Learner, Hispanic, and Socioeconomically Disadvantaged student subgroups saw an increase the percentage of students who were suspended during the 2015-2016 school year. The popularity of the PYP and MYP Programmes has brought many new families that are new to the IB Programme, the culture and IB Learner Profile Traits. Providing additional behavioral interventions as part of a multi-tiered student support system will reduce the number of student suspensions. Students will have an opportunity to participate in Kid Connection, Horizons Counseling, and Middle School Advisory classes to provide extra support for the social and emotional needs of our students. Creating a team approach through our Student Success Team will identify specific areas to set goals and monitor progress. Implementing a social-emotional curriculum will support students and create a caring learning school environment for all.

Performance Gaps:

Based on our local CAASPP assessment data, 50% of EL students are not meeting standards in ELA and 60% of EL students are not achieving grade level standard in Math. We did not meet our goal for EL students in reading, writing, or mathematics. With the implementation of new literacy and mathematics curriculum and professional development focused on this implementation, our students reading, writing, and math scores will increase as a result of improved instruction. Analyzing the CAASPP Testing Blueprints will provide resources to better design literacy and math instruction that is aligned with California State Standards. Increasing the opportunities for students to use technology, including Google Chrome Books will prepare them for the CAASPP testing format. District and teacher created Interim Assessments will also prepare students for the formatting of the Smarter Balanced Assessments.

We will continue to implement California State Standards in Literacy and Math by focusing on evidence-based student conversations and writing. We began this process last year and will continue implementing this with more depth and across all subject areas. Academic vocabulary will continue to be a focus in all content areas to support our English Learners as well.

Increased or Improved Services

We want all students to meet the expectations of the instructional program. With this in mind, students in grades Kindergarten through 5th are assessed using a Literacy Battery (a combination the Basic Phonic Skills Test, the Developmental Reading Assessment, and/or the Informal Reading Inventory) to determine students in need of literacy instructional

support. Using common formative assessments, students in middle school are identified for additional instruction and support through an Advisory period each week.

As our student demographics change, we are working together to determine how to best meet the academic needs of our students without the Title I staff that we have become accustomed to over the previous years as a Title I School. Through our weekly PLC meetings, we are identifying students at risk and determining how to best address the intervention needs within the classroom. This year we are designing intervention using all available staff and resources. Kindergarten teachers are providing intervention in small groups to 1st and 2nd grade students after their own students have been dismissed. Resource teachers and Special Education Paraeducators are providing additional support within the classroom in addition to providing pull out Resource services. Purchasing site licenses for online literacy and math programs provides students with additional practice to build fluency and master literacy and math skills. The most significant way that students will receive targeted instruction will be through the Reading and Writing Workshop model that provides teachers with opportunities to meet and confer with students in small groups and individually as needed. One goal will be to create math assessments much like the Literacy Battery that will be used to identify students in need of math instructional support.

Involvement/Governance

The SSC reviewed student performance data to evaluate the specific improvement goals. From that analysis, a discussion resulted in modifications being made to the current goals for the following school year. Suggestions were listed and aligned with goals to increase student achievement. The previous school plan was reviewed and demographic data was updated to reflect the current school year. Finally, the SSC reviewed and approved the final draft of the plan.

An English Language Advisory Committee (ELAC) member is assigned to report to the SSC. The principal updates the committee when the ELAC member is not in attendance. One parent, who currently serves as SSC members, represents the Friends of Joe Michell (PTO) and provide suggestions at our monthly meetings.

As part of the principal's report, a review and explanation of student performance data was discussed, which included district assessments. This data was also used to evaluate the specific improvement goals for the current school year

Adding **Monitoring SPSA Plan** as a specific agenda item at each monthly Leadership SSC meeting ensures involvement and active monitoring of the plan. Communicating the goals and activities included in the SPSA during additional advisory committees will increase involvement of all stakeholders.

2017-18 District Local Control Accountability Plan (LCAP) Goals

Focus Student Groups:

English Learners African American Hispanic Low Socio-economic Foster Youth

Goal 1: Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready.

Focus Areas for Site Goals: Literacy/Reading Comprehension
Mathematics
Writing

Measures: Smarter Balance Assessment
Completion of A-G requirements
CTE Pathways completion rates
Graduation rates
District Writing Assessment
CELDT
EL Reclassification
Other local assessments

Goal 2: Provide an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels

Focus Areas for Site Goals: Character Education
All students feeling safe at school
High level of caring relationships with adults at school
Attendance
Physical Fitness
Articulation – between grade levels, departments, and feeder schools, including preschool and post-secondary

Measures: Fitnessgram – Grades 5, 7 and 9
Healthy Kids Survey – Grades 5, 7, 9 & 11 (every other year)
Annual attendance rate/chronic absenteeism
Suspension rate
Other local measures

Goal 3: Enhance parent and community engagement and communication

Focus Areas for Site Goals: Data demonstrating staff seeks input from parents in decision making
Data demonstrating staff promotes parental participation in programs

Measures: Teachers utilizing on-line communication/gradebook
Parent participation on site committees
Other local measures

Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures to raise the academic performance of all students' not yet meeting grade level standards have been established.

LCAP GOAL 1: Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready. Focus Area: Literacy/Reading Comprehension (Include all student groups and specifically English Learners.)
SCHOOL GOAL: #1 85% of all students will meet grade level proficiency in reading comprehension as measured by DRA and IRI assessment. A 10% increase in percentage of students who score meeting ELA standards using CAASPP data.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Local CCSS aligned assessment data and California Assessment of Student Performance and Progress (CAASPP)	Overall, 76% of students met grade level proficiency in reading comprehension. 45% of EL, African American, and SWD student subgroups scored at the proficiency level in reading comprehension. Less than 60% of all students met or exceeded standard on CAASPP for English Language Arts.	We will evaluate the progress through continued analysis and evaluation of both qualitative and quantitative measures such as student work samples, reading comprehension assessments, and interim benchmark assessments.

STRATEGY: During 2017-18, the staff will implement evidenced-based conversations using literary and informational texts school-wide, specifically focused on Reading Literature (RL1) and Reading Informational (RI1) Standards (Key ideas and details). Students will increase vocabulary by reading increasingly complex texts.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
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<p>August 2017 – June 2018</p> <p>In August and September 2017, students will be identified using literacy screening assessments for reading intervention that targets the individual literacy needs of these students.</p> <p>Literacy Group Reading Rotations emphasizing differentiated reading comprehension and analysis, word analysis, sequencing, fluency, vocabulary expansion, and guided reading will be implemented 4 days per week. Student progress will be monitored every 6-8 weeks.</p> <p>August 2017-June 2018</p> <p>Professional development for implementation of California State Standards, specifically evidenced-based conversations using informational texts.</p> <p>Continue training and planning to create International Baccalaureate (IB) units of inquiry.</p>	<p>Classroom Teachers</p> <p>Principal and Classroom Teachers</p> <p>IB Coordinator, Teachers and Administration</p> <p>Principal, Vice Principal, IB Coordinator and staff</p> <p>Teachers, IB Coordinator</p>	<p>August 2017– June 2018</p> <p>Analyze assessment data to identify students from each grade level for reading interventions.</p> <p>Provide literacy screening assessment to identify additional students in need of literacy intervention.</p> <p>Develop a schedule that allocates time for reading intervention, including English Language Development for English learners.</p> <p>Implement Leveled Literacy Intervention reading materials and resources; purchase additional Leveled Literacy Intervention supplementary instructional materials to support implementation of Reading Units of Study</p> <p>Release time for teachers through substitutes or teacher hourly to participate in professional development including: Access and Equity Training, planning IB units of Inquiry by grade level and Interdisciplinary IB units at middle school grades, implementing California State Standards in reading (RL1 and RI 1), and increasing student use of technology.</p> <p>Weekly Grade-level planning with IB Coordinator</p>	<p>No cost</p> <p>No cost</p> <p>No cost</p> <p>\$5,000 (LCFF) Supplemental Instructional materials \$14,235 (LCFF)</p> <p>\$2,625 (LCFF)</p> <p>\$6100 (LCFF)</p> <p>No cost</p>
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	Teachers	Weekly: Grade-level Professional Learning Communities meet weekly to analyze student performance data, set student performance targets and plan instruction based on performance outcomes.	No cost
	Principal, Vice Principal, and Instructional Leadership Team	Monthly: Monitor student progress through performance data to identify students' individual literacy needs, and plan targeted intervention	No cost
	School Site Council	School Site Council will review annual evaluation.	No cost

Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures to raise the academic performance of all students not yet meeting grade level standards have been established.

LCAP GOAL 1: Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready.
Focus Area: Mathematics (Include all student groups and specifically English Learners.)
SCHOOL GOAL: #2 A 10% increase in percentage of students who score meeting or exceeding Math standards using CAASPP data.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
California Assessment of Student Performance and Progress (CAASPP)	Less than 50% of all students met or exceeded standard on CAASPP in mathematics. More than 60% of EL, Socioeconomic and Students with Disabilities student subgroups did not meet math standards on CAASPP	We will evaluate the progress through continued analysis and evaluation of both qualitative and quantitative measures such as student work sample, mathematical writing examples, and grade level interim math assessments

STRATEGY: During 2017-18, the staff will implement evidenced-based conversations to communicate results of student investigations and mathematical thinking, using District adopted textbook. Students will produce coherent writing in math and use mathematical vocabulary to justify their conclusions and communicate their mathematical reasoning.
 Staff will design opportunities for student to use technology to research, problem-solve and analyze data.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
August 2017 – June 2018 Collaborate with District Math Leads/ TSA to facilitate implementation of newly adopted math textbook.	Principal, Vice Principal, and staff.	August 2017 – June 2018 Grade level Professional Learning Communities share strategies used to implement <u>Mathematical Investigations</u> textbook and lesson designs that require students to communicate results of investigations and mathematical thinking and reasoning.	No cost

<p>August 2017-June 2018</p> <p>Continue training and planning to create International Baccalaureate (IB) units of inquiry that are transdisciplinary and include connections to mathematics.</p>	<p>Principal, Vice Principal, IB Coordinator and staff</p>	<p>Weekly Grade-level planning with IB Coordinator</p>	<p>No cost</p>
<p>Professional development for implementation of California State Standards, specifically evidenced-based conversations to communicate results of investigations and mathematical thinking. Design opportunities for students to use technology to apply mathematical concepts.</p>	<p>Principal, Vice Principal, and Instructional Leadership Team</p>	<p>Staff meeting time for teachers to participate in professional development including: analyzing CAASPP Blueprints, designing instruction that aligns with California State Standards specifically focused on application of mathematical concepts and procedures.</p> <p>Staff will work with District sponsored Technology Specialist to design opportunities for students to use technology to research, problem-solve and analyze data.</p>	<p>No cost</p> <p>No cost</p>
	<p>Teachers</p>	<p>Weekly: Grade-level Professional Learning Communities meet weekly to analyze student performance data, set student performance targets and plan instruction based on performance outcomes.</p> <p>Math rotation in intermediate grades to target students in need of math re-teaching, additional practice, or extending math concepts.</p> <p>Use of Reflex Math program to reinforce math concepts taught in class.</p>	<p>No cost</p> <p>\$2,800 (LCFF)</p>
	<p>Principal, Vice Principal, and Instructional Leadership Team</p>	<p>Monthly: Monitor student progress through performance data to identify student's individual language needs, and plan</p>	<p>No cost</p>

		targeted intervention	
	School Site Council	School Site Council will review annual evaluation.	No cost

Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures to raise the academic performance of all students not yet meeting grade level standards have been established.

LCAP GOAL 1: Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready. Focus Area: Writing (Include all student groups and specifically English Learners.)

SCHOOL GOAL: #3 Joe Michell staff will continue to advance writing scores by differentiating instruction for all students. All students will improve their writing score by one point or achieve a score of 3 or higher by the end of the academic years, as measured by the District Writing Assessment.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
District Literacy Benchmark assessment data and California Assessment of Student Performance and Progress (CAASPP)	Overall, 70% of students met grade level proficiency in writing, however, our English Learners, African American, Hispanic, and SWD student subgroups scored significantly below other student subgroups suggesting that an achievement gap exists in the subject area of writing. CAASPP data reflects 21% of students in grades 3-8 score below standard on the ELA Writing Claim	We will evaluate the progress through continued analysis and evaluation of both qualitative and quantitative measures such as student work samples and District Writing Assessments.

STRATEGY: During 2017-18, the staff will continue implementing Writing Units of Study using literary and informational texts school-wide. Evidenced-based writing will be used in all content areas. Increasing the use of technology in all grades will support students typing and keyboarding skills necessary for using Google Docs and other related programs. Focused English Language Development to include academic vocabulary and sentence frames to support our EL students.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
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<p>August 2017 – June 2018</p> <p>Professional Learning Communities (PLC) weekly meetings.</p> <p>Instructional Leadership Team monthly meeting to plan for implementation and</p> <p>Participate in Lab Lessons facilitated by District sponsored Professional Development</p>	<p>Principal, Vice Principal, staff and Instructional Leadership Team</p> <p>Principal, Vice Principal, staff and Instructional Leadership Team</p> <p>Principal, Vice Principal Writing Leads, and</p>	<p>August 2017 – June 2018</p> <p>Weekly: Grade-level Professional Learning Communities meet weekly to analyze student performance data, set student performance targets and plan instruction based on performance outcomes.</p> <p>Monthly Leadership meeting to plan for staff meetings and professional development for implementation of Writing Units of Study.</p> <p>Lab lessons focused on Writer’s Workshop and consistent implementation of Writing Units of Study school wide.</p>	<p>No cost</p> <p>No cost</p> <p>No cost</p>
	<p>Principal, Vice Principal, and Staff</p>	<p>Monthly: Monitor student progress through performance data to identify students’ individual language needs, and plan targeted intervention</p>	<p>No cost</p>
	<p>Principal, Vice Principal, and Staff</p> <hr/> <p>School Site Council</p>	<p>Quarterly: Monitor and evaluate evidenced-based conversations through Instructional Rounds to determine if goals and objectives are being met.</p> <hr/> <p>School Site Council will review annual evaluation.</p>	<p>No cost</p> <p>No cost</p>

Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures to raise the academic performance of all students not yet meeting grade level standards have been established.

LCAP Goal 2: Provide an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels
 Focus Area: Character Education/Suspensions/Diversity Appreciation/Respectful and Inclusive Environment for all Students
 SCHOOL GOAL: #4 The goal is to create a learning environment in which the aims and values of IB are evident, thereby reducing the number of discipline referrals and suspensions by 50% percent.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<p>Discipline data. 2.97% (2016-17) 1.38% (2015-16)</p> <p>California Healthy Kids Survey Data (2015-16)</p> <p>79% of 5th grade report feeling safe at school. 70% of 7th grade report feeling safe at school.</p>	<p>Percentage of student suspensions have increased significantly over last year's total. A need for social/emotional support for students has been identified as a need.</p> <p>IB Learner Profile traits were evident in every classroom. The IB values were observed school wide as well, however, after reflecting on the 5th grade Exhibition and 8th grade Community Project, more can be done to increase student understanding of the IB Programmes.</p>	<p>We will evaluate the progress through continued evaluation of qualitative measures such as completed action, teacher observations and student reflections. Quantitative measures evaluated will include discipline referrals and suspensions.</p>

STRATEGY: The ethical quality of the school community will improve through implementation of IB Learner Profile and participation in the IB Action with emphasis on the culminating 5th grade Exhibition and 8th grade Community Projects. Adding an Advisory period for middle school will help develop the Approaches to Learning skills which will support students' social and emotional growth as well.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)

August 2017 – June 2018		August 2017 – June 2018	
The IB Learner Profile	Principal, Vice Principal, IB Coordinator, and staff	Staff will continue to reinforce the IB Learner Profile traits and make links throughout the IB Units of Inquiry.	No cost
Focus on the IB Attitude – Empathy school wide to deliberately teach this attitude throughout PYP and MYP	Principal and staff	Inform Michell families of each Learner Profile trait and IB Attitudes/ Approaches to Learning Skills through newsletters, notes homes, email, website, etc.	\$300 (LCFF)
IB Awards Assemblies will recognize students for IB Traits, IB Attitudes and IB Approaches to Learning Skills	Principal and staff	Students will be nominated and recognized for demonstrating the IB Learner Profile traits, IB Attitudes, and Approaches to Learning Skills at IB Awards Assemblies.	No cost
Kid Connection and Horizons Counseling	Principal and staff	Kid Connection and Horizons Counseling will be available to support students with social/ emotional needs	\$9350 (LCFF)
Introduce student opportunities for action.	Principal, Vice Principal, IB Coordinator, and local community partners	Partner with local community and global organizations to organize community service events, such as Kids Against Hunger, Unicef, Pennies for Patients, Discovering East Africa, Socktober, etc.	No cost
Advisory class for middle school to include social emotional focus	Principal and staff	Implement Ophelia Project and Choose Love social – emotional curriculum to create a caring learning environment.	No cost

Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures to raise the academic performance of all students not yet meeting grade level standards have been established.

LCAP Goal 2: Provide an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels
 Focus Area: Attendance/Chronic Absenteeism
 SCHOOL GOAL: #5 Our goal is to improve attendance and tardies in order to improve academic performance. Increase the total percent of actual attendance from 96.44% in K-8 to 98% in 2017-2018 school year.

What data did you use to form this goal? Attendance Data –	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
2014/2015 K- 8 96.21%	K-8 grades increased .04 % from the previous year.	We will evaluate the progress through monthly analysis and evaluation of both K-5 and 6-8 attendance data.
2015/2016 K-8 96.40%	Our Elementary grades received the District Attendance Award 3 months and Middle grades received District Attendance Award 2 months during the 2016-17 school year.	The Attendance Clerk will collect attendance data that will be analyzed by SSC. At the end of the school year, the SSC will evaluate the effectiveness of our attendance plan.
2016/2017 K-8 96.44%		
Chronic Absenteeism - .73% (5 out of 744 students)		

STRATEGY: To create a school environment that encourages student attendance through positive incentives and support for families who have challenges that interfere with consistent school attendance.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
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Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures to raise the academic performance of all students not yet meeting grade level standards have been established.

LCAP Goal 2: Provide an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels

Focus Area: Physical Fitness

SCHOOL GOAL: #6 Increase the percentage of students passing at least 5 of the 6 Healthy Fitness Zone standards to 70%.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<p>Physical Fitness Test Data 2016-17 5th grade – 57% passed 5/6 and 6/6 7th grade – 66% passed 5/6 and 6/6</p> <p>Physical Fitness Test Data 2015-16 5th grade – 58 % passed 5/6 and 6/6 7th grade - 66% passed 5/6 and 6/6</p> <p>Physical Fitness Test Data 2014-15 5th grade – 40 % passed 5/6 and 6/6 7th grade – 67% passed 5/6 and 6/6</p>	<p>1% less 5th grade students passed at least 5/6 or 6/6 standards as compared to the previous school year. Abdominal strength and endurance and body composition were identified as areas in need of improvement.</p> <p>The same percentage of 7th grade students passed at least 5/6 or 6/6 standards as compared to the previous school year. Upper body strength and body composition were identified as areas in need of improvement.</p>	<p>We will evaluate the progress through continued analysis and evaluation of quantitative site level physical fitness measures and CA Physical Fitness Assessments.</p>

STRATEGY: Increase opportunities for students to be physically active at school.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
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<p>August 2017 – June 2018</p> <p>Ensure physical education is available to students in accordance with CA required minutes: -200 minutes per 10 days for elementary grades -400 minutes per 10 days for middle school grades</p> <p>Organize noon-time activities that require students to be physically active during lunch recess sports tournaments, volleyball, kickball, and basketball games.</p> <p>Increase the number of students participating in the before school Running Club</p> <p>Increase the number of middle school students participating in school sports teams such as volleyball, basketball, and track.</p> <p>Include physical health as part of the IB Learner Profile trait: Balanced</p>	<p>Principal, Vice Principal and teaching staff</p> <p>Principal, Vice Principal, Yard Duty Supervisors, and Student Leadership Teacher</p> <p>Principal, Parent volunteer and staff</p> <p>Athletic Director, Principal, students</p> <p>Teaching staff</p>	<p>August 2017 – June 2018</p> <p>Physical education is intentionally scheduled into each grade level's weekly plan to meet the instructional minutes required. PE Logs are completed and collected each month.</p> <p>Staff will teach students games that can be played using the playground. Noon-time tournaments will be scheduled to encourage and motivate students to participate. Student leadership will assist with organization and announcing noon-time activities.</p> <p>Information regarding Running Club will be shared with students through a variety of resources including school website, newsletter, and social media.</p> <p>Communication to parents before school begins regarding physical exam requirement to participate in sports teams. Recruit basketball and volleyball coaches.</p> <p>Intentionally teach students about their physical health during the month focused on the IB Learner Profile trait – Balanced.</p>	<p>No cost</p> <p>No cost</p> <p>No cost</p> <p>No cost</p> <p>No cost</p>
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Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures to raise the academic performance of all students not yet meeting grade level standards have been established.

LCAP Goal 2: Provide an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels
Focus Area: Articulation
SCHOOL GOAL: #7 The goal is to create a learning environment in which the aims and values of IB and District goals are evident in every classroom.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<p>Observational data from IB Coordinator for PYP and MYP Programmes</p> <p>Observational findings from Principal and Vice Principal</p> <p>California Healthy Kids Survey Data 79% of 5th grade students feel safe at school 70% of 7th grade students feel safe at school 72% of 5th grade students feel connected to school 70% of 7th grade students feel connected to school</p>	<p>Articulation evident throughout Programme of Inquiry. Implementation of inquiry-based instruction still in progress. Evidence based conversations using informational text was observed in most classrooms.</p>	<p>We will evaluate the progress through continued analysis and evaluation using findings from site observations.</p>

STRATEGY: Increase collaboration to support staff through implementation of California State Standards, District goals and IB requirements.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>August 2017 – June 2018</p> <p>District Leadership Institute in August 2017</p> <p>Instructional Leadership Team Staff Meeting Planning</p> <p>Articulation with Granada IB Programme and academic areas</p> <p>Collaboration with IB Coordinator</p> <p>Professional Learning Communities (PLC) meetings</p>	<p>Instructional Leadership Team staff/ Principal and Vice Principal</p> <p>Instructional Leadership Team Staff/ Principal and Vice Principal</p> <p>Principal/Vice Principal/ Staff/ IB Coordinators</p> <p>Staff/ IB Coordinator</p> <p>Grade level teams/ Vertical Grade level teams</p>	<p>August 2017 – June 2018</p> <p>Joe Michell Leadership Team will attend the District Leadership Institute in August.</p> <p>Leadership Team will meet monthly to align IB program requirements with California State Standards. Topics: Reading Literature/ Reading Informational Standards, Depth of Knowledge, 21st Century skills (IB Approaches to Learning), IB Units of Inquiry. Reading and Writing Units of Study, Mathematical Investigations</p> <p>IB Coordinators at Joe Michell and Granada will collaborate to ensure articulation between both IB Programmes. Staff will collaborate with high school staff to connect both IB Programmes as well as academic subject areas.</p> <p>Staff will meet with IB Coordinator to reflect and refine IB unit planners.</p> <p>PLC structures used to articulate goals among grade levels and vertically within the school (PYP and MYP) PLC occur weekly</p>	<p>No cost to school site</p> <p>No cost</p> <p>No cost</p> <p>No cost</p> <p>No cost</p>

Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures to raise the academic performance of all students not yet meeting grade level standards have been established.

LCAP Goal 3: Enhance parent and community engagement and communication

SCHOOL GOAL: #8 Increase parent participation in school events and committees, including Friends of Joe Mitchell, ELAC, SSC etc.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<p>K-12 Parent 2017 Survey Data 66% of parents report volunteering in class or on field trips 17% of parents report participating in School or District Committees (PTO/SSC/ELAC/LCAP/GATE) 44% of parents are satisfied with school/home communication</p>	<p>Regular communication is needed to inform and engage parents in our IB school community</p>	<p>Survey parents at the end of 2017-18 school year to evaluate effectiveness of our communication goal</p>

STRATEGY: We will encourage parent, family and community involvement in school through a variety of activities. Increase communication through a variety of methods to enhance school/ community involvement.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>August 2017 – June 2018</p> <p>Parent Information Events</p> <p>Goal setting conferences</p>	<p>Principal, Teachers, students and family</p> <p>Teacher, student and family</p>	<p>August 2017 – June 2018</p> <p>Inform and invite school community to attend Back to School Night, Open House, Family Literacy, Family Science and Family Math events.</p> <p>Goal setting conferences will be scheduled in the fall and the spring to establish student goals and report on student progress.</p>	<p>Translation at events \$100 (LCFF)</p>

English Language Advisory Committee	Principal, Vice Principal, EL Liaison, Parents	Participation in Friends of Joe Mitchell, SSC, and school community events	Translation/ Childcare \$200 (LCFF)
Friends of Joe Mitchell – School Community Organization	Principal, Vice Principal, and Teachers	Participation in Friends of Joe Mitchell meetings, and school community events	No Cost
Parent training/Workshop	Principal, Vice Principal and Teachers	Informing Parents about PYP and MYP Programmes through IB Informational Nights	Handouts \$200 (LCFF)
Multicultural Event	Principal, Vice Principal, IB Coordinator, parents and staff	Community event celebrating the diversity within our school	Materials for cultural displays \$300 (LCFF)

Joe Michell K-8 School

**2017/2018 PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE
LCFF Supplemental – English Learner, Low Socio-economic, Foster Youth**

Projected LCFF Supplemental Funds \$ 42,510

The Local Control Accountability Plan (LCAP) designates funds be provided to sites, based on an unduplicated student formula, to be used to address site specific needs targeted to low income, English Learner, foster youth, and at-risk students for specific supports necessary to meet the LCAP Goal #1: *Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready.*

Description of Specific Improvements in the Instruction/Learning of Socio-economically Disadvantaged, English Learner and/or Foster Students	Target Population	Timeline	Person(s) Responsible	Estimated Cost
<p>Improvements or enhancement in instruction:</p> <p>By June 2018, three certificated teachers will provide targeted reading instruction to kindergarten, 1st, and 2nd grade students who scored below benchmark on letter recognition and /or below benchmark on the DRA (Developmental Reading Assessment) Fall assessments. As a result of this intervention, 80% of these students will score at benchmark on these skills as measured by BPST(Basic Phonics Skills Test) and DRA assessments.</p> <p>By June 2018, three certificated teachers will provide targeted reading instruction to identified 3rd, 4th, and 5th grade students who scored below benchmark on the Individual Reading Inventory (IRI) fall assessments. During this intervention, students will focus on reading comprehension and fluency. As a result, 80% of the students will increase their performance as measured by IRI.</p> <p>By June 2018, one certificated teacher will provide targeted reading instruction to identified 6th, 7th, and 8th grade students who scored below</p>	<ul style="list-style-type: none"> ✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth 	<p>August 2017 – June 2018</p>	<p>Principal and Grade level Teachers</p>	<p>\$0</p>

<p>advanced as measured by the CELDT in September 2017. During intervention, students will focus on reading comprehension, using informational texts. As a result, 80% of these students will score 4 out of 5 on a nonfiction-reading comprehension assessment rubric.</p> <p>Kid Connection will be provided to support EL, SED, foster youth, and at-risk students with social and emotional skills necessary to be successful learners.</p>			Principal	\$9,350
<p>Supplemental materials, computers, software, books, supplies may be purchased:</p> <p>License renewal of reading and math computer programs (examples: <i>Reading Eggs</i>, <i>Reflex Math</i>, and <i>Gizmos</i>) will provide students with an interactive approach to build background knowledge needed for conceptual understanding and ongoing skill practice to build mastery.</p> <p>Additional <i>Reading and Writing Unit Units of Study</i> classroom libraries to support current reading and writing instruction to meet the needs of our diverse student population.</p> <p><i>Fountas and Pinnell Leveled Literacy Intervention</i> resources to provide literacy intervention for at-risk students</p>	<ul style="list-style-type: none"> ✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth 	August 2017 – June 2018	Principal	\$2,800
<p>Staff Development and Professional Collaboration, training costs, substitute costs:</p> <p>Release time or hourly pay for teachers to observe effective instructional practices in reading, writing and mathematics to support the implementation of the IB Programme of Inquiry for EL, SED and foster youth, and at-risk students.</p> <p>Access and Equity Training in San Jose for team</p>	<ul style="list-style-type: none"> ✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth 	August 2017 – June 2018	Principal	\$14,235 \$5,000 \$2,625 \$6,100

of three teachers to support implementation of cultural responsive teaching. Staff book study using texts that support effective instructional strategies in language arts and mathematics, which will be used to support EL, SED, foster youth and at-risk students.				\$500
Parental Involvement: Parent Information events for SED, EL, foster youth, and at-risk students that support IB - Reading and Math instruction at home. Interpreters for parents' meetings, IEPs and childcare	<ul style="list-style-type: none"> ✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth 	August 2017 – June 2018	Principal	\$1,600 \$300
Total LCFF Supplemental				\$42,510

Form B: Centralized Services for Planned Improvements in Student Performance

Title I, Part A, Improving the Academic Achievement of the Disadvantaged:

Provides supplemental funds to be used to narrow the educational gap between disadvantaged children and other children in those areas where the highest concentration of children from low-income families attend school.

- *Funds are allocated for kinder readiness, supplemental intervention and summer programs for targeted students, homeless students, professional development, and supplemental instructional materials, supporting the District SPSA Goal #1 (ELA-Reading), Goal #2 (ELA for EL's), Goal #3 (ELA-Writing), and Goal #4 (Math).*
- *Centralized Services*
- *\$450,750*

Title II, Part A, Preparing, Training, and Recruiting High Quality Teachers and Principals:

Provides grants to Local Educational Agencies to increase student academic achievement by improving teacher and principal quality, increasing the number of highly qualified teachers and principals in the schools, and to hold Local Educational Agencies and schools accountable for improvement in student academic achievement.

- *Funds are used for staff development for new teacher support, to improve teacher and principal quality, and to evaluate the programs designed to increase student achievement, supporting the District SPSA Goal #1 (ELA-Reading), Goal #2 (ELA for EL's), Goal #3 (ELA-Writing), and Goal #4 (Math).*
- *Private school staff will have the opportunity to participate in professional development activities funded with Title II.*
- *Centralized Services*
- *\$333,317*

Title III, Language Instruction for Limited English Proficient (LEP) and Immigrant Students:

- *Provides funding for supplementary programs and services for LEP and immigrant students. Programs must provide staff development opportunities to school staff assigned to LEP student populations. Funds may also be used for parental involvement and related LEP student program activities. Supplemental materials to support immigrant and EL students.*
- *An additional counselor to meet the unique needs of immigrant students.*
- *High quality professional development for teachers and administrators, parent education and outreach, and non-mandated translator/interpreters, supporting the District SPSA Goal #1 (ELA-Reading), Goal #2 (ELA for EL's), Goal #3 (ELA-Writing), and Goal #4 (Math).*
- *Centralized Services*
- *\$273,390*

Migrant Education

Provides funding for high quality education programs for migratory children and helps ensure that migratory children who move among the states are not penalized in any manner by disparities among states in curriculum, graduation requirements, or state academic content and student academic achievement standards.

- *Funds are used to identify, recruit, and connect Migrant families to community and district services/support to meet needs such as food, clothing, health care, counseling and academic support. Funds also support professional development, parent education, and preschool education, supporting the District SPSA Goal #1 (ELA-Reading), Goal #2 (ELA for EL's), Goal #3 (ELA-Writing), and Goal #4 (Math).*
 - *Centralized Services*
 - *\$280,984*
-

Form C: Programs Included in this Plan – Michell

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Federal Programs	Allocation
<input type="checkbox"/> Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$0
<input type="checkbox"/> Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$2,000
Total amount of federal categorical funds allocated to this school	\$2,000

State Programs	Allocation
<input type="checkbox"/> Local Control Funding Formula (LCFF) Base Purpose: Support the needs of all students and student groups	\$66,756
<input type="checkbox"/> Local Control Funding Formula (LCFF) Supplemental Purpose: Support the needs of English Learners, low socio-economic, and Foster Youth	\$42,510
Total amount of state categorical funds allocated to this school	\$109,266

Local Funding	
<input type="checkbox"/> Technology Funds – Local Parcel Tax	\$14,166

Form D: 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:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Laura Lembo Ed.D	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
April Mata	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Karen Marguth	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marigrace Parker	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Donielle Machi	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trina Lagenhour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Katelyn Low	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Kristen Madsen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Priya Vivier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
ELAC – Lorena Suarez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	3	1	5	<input type="checkbox"/>

At elementary schools, the SSC 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.

Form E: Recommendations and Assurances

The School Site Council (SSC) reviews and/or recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:¹

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and/or state law.
2. The SSC reviewed its responsibilities under state law and/or 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**):

English Learner Advisory Committee

Special Education Advisory Committee

Gifted and Talented Education Advisory Committee


Departmental Advisory Committee (secondary)

Other committees established by the school or district (list)

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 reviewed by the SSC at a public meeting on: October 24, 2017 .**

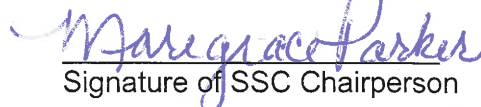
Attested:

Laura Lembo Ed.D
Typed name of School Principal


Signature of School Principal

10/24/17
Date

Marigrace Parker
Typed name of SSC Chairperson


Signature of SSC Chairperson

10/24/17
Date

¹ SSC must review *and* recommend the SPSA for Board approval and address all assurances.

Livermore Valley Joint Unified School District
Gifted And Talented Education Plan- ALL SITES

PROGRAM DESCRIPTION

- The needs of GATE students will be met through differentiated instruction in the classroom as part of the IB Primary Years and Middle Years Programmes.
 - Staff development will be organized to support differentiated instruction.
 - Michell TK-8 students will participate in the District GATE workshops, Michell Afterschool Enrichment programs, Middle School Advisory and Clubs.
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Livermore Valley Joint Unified School District
Library School Site Plan – ALL SITES

PROGRAM DESCRIPTION:

At 34 hours per week, Michell School will provide the following Library services:

- A comprehensive Library Skills program, beginning in second grade, but with a concentration in grades 4 through 5.
- Weekly story-time offered in grades K through 3, including participation in reading the yearly-nominated California Young Reader (CYR) books, with students voting and results sent on to the official CYR committee.
- An open-door policy for Middle School classes, with a day per week set aside for check out, research, and test taking in the Library.
- The Library Media Specialist duties will include collaboration with staff; introduction of new authors, books and award-winning materials to students; oversee purchases of new Library materials, while disposing of outdated materials from the collection; maintaining the catalog data base; train volunteers; assist students with book selection and research; instruct students in the proper care of borrowed books; attend monthly Library Media Specialist duties meetings; create a welcoming and friendly Library; check books in and out, resshelf materials in a timely manner, and plan and run two Book Fairs over the course of the school year.
- The Library Media Specialist will manage textbook inventory, order textbooks as needed, and collaborate with Middle School teachers on Library materials and research as needed; oversee the deletion of old curriculum adoptions and prepare new adoptions for site distribution.
- In addition, the Library Media Specialist will present a district-mandated Digital Literacy program to grades K-5. The program is based on lesson plans created by Common Sense Media and will be presented to students during their weekly visits to the Library.

School Library Materials:

LCFF funds for the Michell Library will be used to purchase new library books to meet the requirement for the International Baccalaureate Programmes. Other funds include profits from two yearly Book Fairs, with money being used to purchase library books, materials needed to catalog new books and repair old books, library supplies. Funds from specific events will also be used to purchase core and extended reading titles for Middle School, as well as research materials for the Library for Middle School use.

Livermore Valley Joint Unified School District
Technology Funding Plan – ALL SITES
Technology Funds: \$ 14,166

PROGRAM DESCRIPTION:

During the 2017-2018 school year, technology will be used in classrooms to enhance learning through instruction. Funding for technology will be used to maintain the current computer lab, STEM/ Design labs, teacher laptops, and software updates.

Some examples are:

- Purchase Google Chrome Books for student use in classrooms and Smarter Balanced State Assessment.
- Purchase educational software site licenses, i.e., Reflex Math, Math Seeds and Zingy Learning.

Livermore Valley Joint Unified School District
2017-2018 Migrant Education Program Site Plan – ALL SITES

The LVJUSD Migrant Education Program (MEP) provides supplementary services for identified Migrant students based on their *Priority for Services Status* and the *Individual Student Needs Assessment* completed by classroom teachers, the MEP Coordinator, Counselor, and Outreach-Recruiters.

Title I Part C funds are used to identify, recruit, and connect Migrant families to community and district support services to meet the unique needs of our Migrant students and families, including but not restricted to food banks, health care, counseling, and high quality academic support during the regular school year and summer intercession. Funds also support professional development, parent education, out of school youth and pre-kindergarten education, administration of the program, and program evaluation.

District-wide Migrant Education direct services include:

- Pre-Kindergarten Program – At Marylin Avenue Elementary School, the Migrant Education School Readiness Program (MESRP) incorporates year-round assessment/needs analysis, intervention, research-based instruction for pre-kindergarten students, parent education, and literacy workshops, and a summer Kinder Readiness Academy (KRA) program. At mid-year, *Listos a los Tres! (Ready at Three!)* Program provides research-based, bilingual instruction and experiences for three-year olds and their parents. Region 1 provides professional development for Pre-Kindergarten teachers and paraprofessionals.
 - K-8 After-School Academic Support Programs – At Marylin Avenue and Junction K-8, Migrant students are provided with supplemental intervention and academic support and materials in English Language Arts and Math during the regular school year and summer school.
 - High School After-School Academic Support Program – Granada High School provides Migrant high school students with supplemental intervention and academic support and materials in English/Language Arts, Math, and other curricular areas as needed during the regular school year.
 - High School Credit Recovery Program – PLATO provides free online credit recovery and materials for Migrant high school students and Out of School Youth not on track for graduation with their peers. Online credit recovery classes are available during the regular school year and summer school.
 - Migrant Middle and High School Debate Teams – At Granada High School and Satellite School, MEP teachers recruit students from all middle and high schools and provide high quality instruction in research, writing, leadership, and
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presentation skills, both English and Spanish, and support student participation in the regional and state debate competitions.

- Parent Advisory Committee (PAC) – PAC meets six times per year at Marilyn Avenue Elementary School and provides all Migrant parents a supportive network and information on community and district services, including graduation requirements, parents' rights, school involvement, health issues, Adult Education classes, high school diploma and GED classes. PAC officers are elected annually and receive leadership skills training from MEP Region 1 at Santa Clara County Office of Education (SCCOE).
 - The District Outreach-Recruiters, Counselor, and Program Administrator monitor all programs, evaluate student progress, provide student and parent referrals for community and district services, intervention program information, facilitate parent meetings, and conduct program evaluations for the region and state. With support and training from MEP Region 1 at SCCOE, the annual Migrant Education Program District Service Agreement (DSA) describes, in detail, the goals, services, and budgets LVJUSD will utilize to meet the needs of our Migrant students and families.
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**Livermore Valley Joint Unified School District
ENGLISH LANGUAGE DEVELOPMENT IMPLEMENTATION PLAN
2017-2018**

Elementary School Name Joe Michell School Date Sept. 8, 2017 English Learner Liaison Ashley Furlong

English Language Development: All English learners are required to receive 30 minutes of ELD instruction, using state-adopted and/or ELD standards-based materials, on a daily basis. Which days and times could one witness ELD instruction using approved materials?

Groupings:

The correct grouping of students is critical for EL student success. Students should be grouped according to CELDT levels for ELD **instruction with no more than two CELDT levels in one group or class**. Grade levels may choose to have a common ELD time and homogenously group students across classes.

Grade	Grouping By class, by CELDT scores, by grade level, across grade levels. etc. No more than 2 CELDT levels per group	Taught by Name of teacher(s), 1 teacher per grade level, 1 teacher for __ grade levels, resource teacher, teachers rotate every __ weeks, months etc.	CELDT Levels Taught by this teacher	Days	Times	Total weekly minutes 150 minutes minimum	Materials Used <i>Avenues</i> and other supplemental materials
TK	By CELDT score	Cancilla	EI	M-F	9:30-10:00	150 minutes	Small group instruction using <i>Avenues</i> , Zoophonics, and GEMS
K	By CELDT score	Byrnes	Beg EI	M-F	9:30-10:00	150 minutes	Small group instruction using <i>Avenues</i> , Leveled Literacy Intervention
K	By CELDT score	Talley	EA Adv	M-F	9:30-10:00	150 minutes	Small group instruction using <i>Avenues</i> , Leveled Literacy Intervention
K	By CELDT score	Mahoney	EI Int	M-F	9:30-10:00	150 minutes	Small group instruction using <i>Avenues</i> , Leveled Literacy Intervention
First	By CELDT score	Barger	EI Int	M-F	9:30 – 10:00	150 minutes	Small group instruction using <i>Avenues</i> , Sipps phonics, Leveled Literacy Intervention
First	By CELDT score	Machi	EA Adv	M-F	9:30 – 10:00	150 minutes	Small group instruction using <i>Avenues</i> , Sipps phonics, Leveled Literacy Intervention
First	By CELDT score	Montano	Beg EI	M-F	9:30 – 10:00	150 minutes	Small group instruction using <i>Avenues</i> , Sipps phonics, Leveled Literacy Intervention

Second	By CELDT score	Jow	EI Int	M-F	9:00-9:30	150 minutes	Small group instruction using Avenues, Science/Social Studies text EL resources, GLAD strategies
Second	By CELDT score	Cortez	EA A	M-F	9:00-9:30	150 minutes	Small group instruction using Avenues, Science/Social Studies text EL resources, GLAD strategies
Second	By CELDT score	Corsaro	Int	M-F	9:00-9:30	150 minutes	Small group instruction using Avenues, Science/Social Studies text EL resources, GLAD strategies
Third	By CELDT score	Zeterberg	EA Adv	M-F	8:50 – 9:20	150 minutes	Small group instruction using Avenues, leveled texts, EL Achieve, conferring materials for one- on –one goals
Third	By CELDT score	Furlong	EI Int	M-F	8:50 – 9:20	150 minutes	Small group instruction using Avenues, leveled texts, EL Achieve, conferring materials for one- on –one goals
Third	By CELDT score	Ball	Beg EI	M-F	8:50 – 9:20	150 minutes	Small group instruction using Avenues, leveled texts, EL Achieve, conferring materials for one- on –one goals
Fourth	By CELDT score	Ashworth	EI Int	M-F	8:50 – 9:20	150 minutes	Small group instruction using Avenues, leveled readers, Read Naturally, GLAD Strategies
Fourth	By CELDT score	Walker	EA Adv	M-F	8:50 – 9:20	150 minutes	Small group instruction using Avenues, CA , leveled readers, Read Naturally, GLAD Strategies
Fourth	By CELDT Score	Matthews	Int EA	M-F	8:50 – 9:20	150 minutes	Small group instruction using Avenues,, leveled readers, Read Naturally, GLAD Strategies
Fifth	By CELDT score	Parker	EA Adv	M-F	11:55-12:25	150 minutes	Small group instruction using Avenues, leveled readers, Read Naturally, GLAD Strategies
Fifth	By CELDT score	Macintire	EI Int	M-F	11:55-12:25	150 minutes	Small group instruction using Avenues,, leveled readers, Read Naturally, GLAD Strategies

Fifth	By CELDT score	Montgomery	Int	M-F	11:55-12:25	150 minutes	Small group instruction using Avenues,, leveled readers, Read Naturally, GLAD Strategies
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