

The Single Plan for Student Achievement

School: John Muir Middle School
CDS Code: 16-63891-6010359
District: Corcoran Unified School District
Principal: Ken Spencer
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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

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School Vision and Mission

John Muir Middle School's Vision and Mission Statements

"Increasing Student Success"

The Vision of Corcoran Unified is to "Become a Destination District where people are drawn to Corcoran due to the quality, reputation and accomplishments of our schools."

The MISSION of the Corcoran Unified School District is "We are relentless in creating an environment for all to improve mind, character and body."

The Vision and Mission of John Muir Middle School is "We are Respectful of Others, Property, and Self, and We ARE Future High School Graduates."

School Profile

John Muir Middle School is located in Corcoran, California. Corcoran is a small agricultural area in the Central San Joaquin Valley with a total population of 24,813. The total household population is 3,594 and the total Group quarter population (two prisons) is 11,388. The local economy is supported mainly by corporate farming and the California State Prison system. John Muir Middle School is served by the Corcoran Unified School District, which includes three elementary schools, one middle school, one comprehensive high school, and one alternative education campus. The enrollment in the District is 3300 students. John Muir provides the educational needs of all the sixth, seventh and eighth graders in the community of Corcoran and has an enrollment of 722 students. The demographic structure of John Muir is approximately 86.6% Hispanic, 7.8% White, 3.5% Black and 2.1 % other. John Muir has approximately 37.3% of its population designated as English Language Learners. The class size is 30+. John Muir has a staff of a Principal, two Vice Principals, and two ELD (English Language Development) Coaches, 54 Teachers and support staff.

John Muir students attend a total of 180 instructional days, with every Wednesday scheduled as minimum days for staff development. The average attendance rate for John Muir School is approximately 94%. John Muir exceeds the California Education Code established number of minutes per year for each grade.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

A comprehensive Internal Coherence Survey was completed in June of 2013. It is a detailed analysis of staff views of school leadership. Please contact the school principal for a copy of the results.

Classroom Observations

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

Classroom observations are conducted both in formal and informal ways. Feedback is provided to instructors for informal classroom observations with notes or emails providing recognition of good things and the inclusion of recommendations for improvement. Formal observations are conducted with instructors who are due for a formal evaluation. Each evaluation for permanent teachers

requires three classroom observations and then a formal written evaluation. Non-permanent teachers are evaluated with the same requirements except they are evaluated twice during the year.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

State assessment data was not available for the 2014-2015 school year because students were not given the California Standards Test the Spring of 2014 except for the 8th Grade Science CST. Local Benchmarks were also in transition as John Muir Middle School transitioned from old Benchmark Assessments to new assessments that more accurately assessed the Common Core Standards that will be assessed on the Smarter Balanced Assessment Consortium (SBAC) test that will be administered for the first time with scores the Spring of 2015. John Muir Middle School did give the pilot SBAC (Smarter Balanced Assessment Consortium) assessment to our students. This year, 2014-2015, John Muir Middle School has implemented Unit Plans for ELA and Math in all grades that address the Common Core standards. These plans were developed in the Spring of 2014 with advisement from a curriculum consultant from the Kings County Office of Education. These plans were implemented in the Fall of 2014-2015. A follow up day was scheduled for each grade level for the fall 2014 and the winter 2015 to update, add to, and revise. Benchmark/Unit Assessments have been implemented this year, 2014-2015, with full dedication to CCSS standards and a system of Tier II RtI intervention after every unit based on the results of the Unit Assessment. Students are provided 2-3 days of re-teaching if they did not meet 70% on the assessment. Students who pass the test are given an enrichment assignment that lengthens their understanding of the standards that were assessed in the unit.

John Muir has also implemented a system to add to the Tier II intervention system after school called the AEC (Academic Enrichment Center) program. Students are assigned to this after school Tier II intervention program if their Grade Point Average (G.P.A.) is below a 2.00. Students are assigned to a teacher Tuesday, Wednesday, and Thursday afternoons for one hour until the next grading period. The teacher in charge counsels individually with each student about once a week, looking at the grades and assignment report for each class, and then making goals and a plan to improve their grades. There is also a high school upperclassman student in each AEC room to help students with their work and to tutor them.

Another piece of the Tier II RtI program is inside the classroom. After each Unit of instruction is completed, teachers are required to use the results of their assessment to determine who needs additional instruction in carefully selected standards based on the results of the assessment. Students who passed are assigned an enrichment assignment to complete. Students who did not demonstrate proficiency are assigned additional instruction provided by their teacher in the classroom. Students have the opportunity to improve their benchmark grade by passing a second, shorter assessment following the intervention.

A final piece of the Tier II RtI program is new to JMMS this year, which is the credit recovery program. JMMS has instituted a new policy that models a high school graduation process. Students who do not pass a required quarter (not semester) course have to retake the course to make sure they have enough units to qualify for promotion. The requirements to qualify for promotion for this initial implementation are listed below. Students are pulled out of an elective course during the day or after school in order to be given an opportunity to retake these courses.

Tier III in RtI, also known as intensive intervention, is provided during the school day to students who have demonstrated that they are severely being in reading, math, or language acquisition. This is provided in an intervention room housed on the JM campus with a teacher and two para-professionals in the room at almost all of the instructional times. Students are identified by ELD Coaches through standardized test scores or local assessments. They are given ESL Reading Smart, a reading intervention that provides instruction online at the students appropriate level, Ascend Math which does the same thing as reading except in math, and Rosetta Stone for students who have very little English Language knowledge.

Students who are ELD designated are also given an ELD class in which they have a leveled supplemental English Language Acquisition program (Inside by National Geographic) and they also have opportunities for supplemental reading instruction with ESL Reading Smart.

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

John Muir Middle School Employs a Response to Intervention Pyramid in which structures are in place for all three tiers. Tier I is good and effective first time instruction. The Corcoran Unified School District and John Muir Middle School have introduced Kagan Cooperative Structures in the form of a 2-day professional development during the summer of 2014 so teachers would have the foundation for improving the amount of engaging type of instruction that can help students learn. At John Muir Middle School, we have continued our dedication to the Jane Schaffer Writing Program that was implemented last year in order to maintain our structure for improving writing across all curriculums and in every class. The school also employs the use of Thinking Maps as a system of graphic organizers that are used in all classes. The school also utilizes one to one iPads in order to enhance student learning and 21st Century Skills (critical thinking, communication, collaboration, and creativity.)

Staffing and Professional Development

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

JMMS aggressively pursues teaching candidates that are highly qualified. However, due to a teaching shortage this last summer (2014), some teachers were hired who are completing their teaching credential through a number of different teacher credential programs. Teachers who are new to the school are assigned an ELD Coach (There are two on campus) who helps them with lesson planning and teaching strategies. These teachers are on assignment without a class and are available to help them during the interns planning period and to also observe them teaching so that they can provide productive feedback. They are also available to sub their class for them so these teachers can go watch other teachers teach in order to get ideas about their own instruction.

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

When new instructional materials are adopted by the district, teachers are given professional development from the company from which CUSD purchased the materials from. New teachers who are new to the curriculum are provided training from their teacher colleagues and also from the ELD Coaches who are teachers on assignment.

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

Staff development is a cooperative effort between the Corcoran Unified School District Administration and the John Muir Middle School leadership team. New teachers are provided training on site adopted instructional programs. For example, the whole staff was provided professional development on the Jane Schaffer writing process during the summer of 2013. New staff was provided a one day training by the ELD coaches on site so that they would know the writing program.

Thinking Maps are adopted by JMMS as our official graphic organizers. New teachers are provided training on Thinking Maps when they arrive during the fall so they are kept up to speed on the use of this system in the classroom.

Kagan Cooperative Learning was provided to the entire district teaching staff the Summer of 2014, and we will provide follow up training the summer of 2015. Administration and the ELD Coaches were also trained, so they can help coach the teachers in implementing these strategies.

The Corcoran Unified School District has also brought in staff development for ELD, Special Education Laws, Explicit Direct Instruction, Positive Behavior Management, and Close Reading in the last two years. These trainings have been supported at the sites, including JMMS.

Other areas of need are addressed at the site during weekly professional development times on Wednesday mornings. Some areas of work are vocabulary development, sentence frames usage, project based learning, and technology use in the classroom.

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

JMMS has two ELD Coaches who do not have classes assigned to them. There is also a technology coach on site this year who is supervised by CUSD but who is on our site full time. The Kings County Office of Education has also been contracted with to provide coaching for the ELA and Math PLC teams to help them concert their lesson to Common Core Standards and to convert them to Unit plans that more appropriately address essential questions and areas of study that relate to the CCSS standards. They also receive assistance creating assessments used in each unit that provide data to the teachers to measure student achievement.

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

Teachers are first assigned to a grade level, subject area based PLC. These groups meet regularly, often 3 times a month during Wednesday morning professional development time. For 2014-2015 we have implemented regular whole grade level meetings once a quarter to discuss cross curricular collaboration and also writing across the curriculum. JMMS has also established vertical PLC's in which all of the subject like teachers meet once a quarter to discuss articulation of their subject area. For example, all of the ELA teachers in 6th, 7th, and 8th grade meet together in this meeting. Agendas are kept on a shared document with all stakeholders and minutes of the meetings are kept. Plans are also in place to coordinate with the high school in the future.

Teaching and Learning

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

All core classes align their instructional plans to common core standards, if those standards exist. There is still some work being done at the state level for science and social studies, so we are currently following CST standards until the transition has completed. English Language Arts and Math are all using the new standards. Text books are utilized as a resource in order to teach to the newest standards. ELA and Math have been given help from the educational services division of KCOE to convert their teaching guides to the new standards.

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

JMMS meets all minimal required instructional minutes for English Language Arts and Math. In fact, JMMS exceeds these minutes. A double period in both of these subjects is currently offered.

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

Lesson pacing schedules are decided upon in a cooperative effort with teacher professional learning communities and administration. Support was provided for these plans from the KCOE the Spring of 2014 and has continued in 2014-2015. Teacher grade level PLC's have listed their benchmark assessment dates on a master calendar that can be viewed by all teachers. Teacher groups have the flexibility to change these assessment windows as needed based on the performance of the students in the classroom. They also have the professional freedom to alter the assessment if needed based on the assessment of the students as performed by the teachers.

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

Course curriculum for all subjects is state adopted and approved by the local school board.

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

Intervention materials are adopted as supplemental educational materials by the SBE. These include the intervention programs that are accessible online and in paper format. These include ESL Reading Smart, Ascend Math, Inside ELD Curriculum, Rosetta Stone, IXL, Edgenuity, and other supplementary texts used in the classrooms.

Opportunity and Equal Educational Access

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

These services include all of the Tier II and Tier III resources at JMMS.

John Muir has also implemented a system to add to the Tier II intervention system after school called the AEC (Academic Enrichment Center) program. Students are assigned to this after school Tier II intervention program if their Grade Point Average (G.P.A.) is below a 2.00. Students are assigned to a teacher Tuesday, Wednesday, and Thursday afternoons for one hour until the next grading period. The teacher in charge counsels individually with each student about once a week, looking at the grades and assignment report for each class, and then making goals and a plan to improve their grades. There is also a high school upperclassman student in each AEC room to help students with their work and to tutor them.

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Students who are ELD designated are also given an ELD class in which they have a leveled supplemental English Language Acquisition program (Inside by National Geographic) and they also have opportunities for supplemental reading instruction with ESL Reading Smart.

14. Research-based educational practices to raise student achievement

JMMS adopted the Jane Schaffer writing process during the summer of 2013 as the JMMS writing structure. Thinking Maps are adopted by JMMS as our official graphic organizers. New teachers are provided training on Thinking Maps when they arrive during the fall so they are kept up to speed on the use of this system in the classroom.

Kagan Cooperative Learning was provided to the entire district teaching staff the Summer of 2014, and we will provide follow up training the summer of 2015. Administration and the ELD Coaches were also trained, so they can help coach the teachers in implementing these strategies.

The Corcoran Unified School District has also brought in staff development for ELD, Special Education Laws, Explicit Direct Instruction, Positive Behavior Management, and Close Reading in the last two years. These trainings have been supported at the sites, including JMMS.

Other areas of need are addressed at the site during weekly professional development times on Wednesday mornings. Some areas of work are vocabulary development, sentence frames usage, project based learning, and technology use in the classroom.

Parental Involvement

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

Many JMMS students qualify for Supplemental Education Services due to their Title I status and their performance on past assessments. These students and families can select from a list of providers. They also had a choice to sign up for some on site math tutoring offered by an SES provider for 10 Saturday sessions.

The school also implements a complete set of Tier II and Tier III intervention strategies to assist students who may be under-achieving.

The regular program provides all students with the core content standards. Instruction is modified to meet the needs of underperforming students. Modifications include graphic organizers, verbal and written instructions, individual and/or small group instruction, leveled reading groups, group work, peer tutoring, as well as other intervention techniques. John Muir is a School-wide Title 1 Program. All students have equal access to the core curriculum through direct teacher instruction in the core academic subjects. The RSP (Resource Specialist Program) program provides supplemental instructional services to learning disabled children according to their Individualized Educational Plan (IEP) and/or 504.

Title 1 monies are used to provide supplemental instruction and support for those students identified as not meeting minimum requirements academically. CLAD certification is required for all teachers in the state of California. All supplemental services will support the students' total educational program to ensure it is aligned in content, sequence, and focus.

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

JMMS has an active School Site Council and English Language Advisory Council. The school also has a representative on the District English Language Advisory Council. These two groups include parents and community representatives. The School Site Council has representative from administration, the classroom teachers, parents, and students. They provide input and approve the Single Plan for Student Achievement.

Funding

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

Services provided for JMMS students by categorical funds include the full or partial funding of para-professionals who work with underperforming students in an intervention setting and certificated teachers who function in the capacity as intervention teachers or instructional coaches.

18. Fiscal support (EPC)

Categorical funds are allocated to help students achieve who are achieving below their ability via para-professionals, certificated teachers and coaches, materials and supplies, computer software, and professional development opportunities that can improve instruction.

Description of Barriers and Related School Goals

Limitations include but are not limited to large class sizes in some cases, lack of adequate funds to fully address all of the instructional and emotional needs of our students, lack of adequate funds to provide a comprehensive parent education program, and lack of full time site specific youth service officer.

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	617	630		48	48		22	26		2	1	
Growth API	702	686		782	789		621	561				
Base API	701	702		819	783		604	615				
Target	5	5										
Growth	1	-16										
Met Target	No	No										

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	538	554		230	232		565	583		64	67	
Growth API	696	682		620	616		689	673		371	363	
Base API	693	696		614	621		686	689		398	370	
Target	5	5		9	9		6	6				
Growth	3	-14		6	-5		3	-16				
Met Target	No	No		No	No		No	No				

Conclusions based on this data:

1. Achievement dropped across the board when comparing 2012 and 2013.
2. The drop was less for the English Language Learners than the other groups.
3. African American students grew while the white subgroup dropped the most. These two groups are not official sub-groups because of their lack of numbers.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	240	225		26	28		7	2		--		
Percent At or Above Proficient	39.0	35.7		54.2	58.3		31.8	7.7		--	--	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	No	No		--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	100		100	100		99	100		100	100	
Number At or Above Proficient	201	193		50	45		207	191		3	2	
Percent At or Above Proficient	37.5	34.8		21.7	19.4		36.8	32.8		4.7	3.0	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	No	No		No	No		No	No		--	--	

Conclusions based on this data:

1. The AYP numbers does not match the API numbers for the White and African American Groups. While the API numbers were up, the AYP numbers at proficient were down in 2013.
2. The subgroups all had a drop in numbers of students at or above proficient.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	99		100	98		100	93		100	100	
Number At or Above Proficient	182	173		21	23		1	2		--		
Percent At or Above Proficient	29.6	27.7		43.8	47.9		4.5	8.3		--	--	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	No	No		--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	99		99	100		99	99		100	93	
Number At or Above Proficient	155	146		36	36		152	145		2	3	
Percent At or Above Proficient	28.9	26.5		15.7	15.6		27.0	25.0		3.1	4.8	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	No	No		No	No		No	No		--	--	

Conclusions based on this data:

1. The math scores of the White and African American students increased.
2. The English Learners stayed the same regarding percent at or above proficient in 2013.
3. Students with disabilities had an increase.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2013-14 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
6	1	2	13	22	27	47	12	21	5	9	58
7	1	3	14	37	18	47	1	3	4	11	38
8	6	11	28	51	14	25	5	9	2	4	55
Total	8	5	55	36	59	39	18	12	11	7	151

Conclusions based on this data:

1. As students move up in grade level many are moving from the lower Celdt Levels to the higher Celdt levels.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
6	1	2	13	21	27	44	12	20	8	13	61
7	1	2	14	34	18	44	1	2	7	17	41
8	6	10	28	48	16	28	5	9	3	5	58
Total	8	5	55	34	61	38	18	11	18	11	160

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	164	151	
Percent with Prior Year Data	100.0%	100.0%	
Number in Cohort	164	151	
Number Met	104	71	
Percent Met	63.4%	47.0%	
NCLB Target	56.0	57.5	59.0
Met Target	Yes	No	

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	8	157	20	136		
Number Met	--	76	--	55		
Percent Met	--	48.4%	--	40.4%		
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	*	Yes	*	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	

Conclusions based on this data:

1. JMMS is still not meeting all required targets.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	778	761	779
Percent with Prior Year Data	100.0	99.9	91.8
Number in Cohort	778	760	715
Number Met	495	364	352
Percent Met	63.6	47.9	49.2
NCLB Target	56.0	57.5	59.0
Met Target	Yes	No	No

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	518	383	547	359	532	385
Number Met	117	178	95	146	87	141
Percent Met	22.6	46.5	17.4	40.7	16.4	36.6
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	Yes	Yes	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Met Target for AMAO 3	No	No	No

Conclusions based on this data:

1. District data has dropped the last two years.
2. The numbers of reclassified ELD students may be affecting this.

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: Academic Achievement/College and Career Readiness
LEA/LCAP GOAL:
Student academic achievement and college and career readiness.
SCHOOL GOAL #1:
Students will be academically prepared to be successful in high school courses so that they can pass the required units to receive a high school diploma and be college or career ready.
Data Used to Form this Goal:
Previous Program Improvement status and API for JMMS. Previous promotion data from JMMS. Previous GPA data from JMMS.
Findings from the Analysis of this Data:
JMMS has been in Program Improvement since the identification was implemented in 1997. The API for John Muir Middle School had incrementally increased until the last two years the CST was taken. A rigorous promotion requirement did not mimic a high school graduation set of requirements and was not indicative of which students were deemed ready to be academically successful when they were to begin high school as 9th graders. GPA's for students indicated a large amount of students with GPA's below a 2.0.
How the School will Evaluate the Progress of this Goal:
John Muir Middle School will be to establish a base line from the Smarter Balanced Assessment Consortium (SBAC) assessment administered to the students this school year, 2014-2015. Future measurement of growth will be determined based on this baseline year. JMMS seeks to increase the number of students who qualify for promotion based on the change in promotion requirements and also the ability to recover credits lost from grades of F in academic classes. It is expected that this number will grow for the next several years. It is expected that the number of students who are below a 2.0 GPA will decrease over the next several years due to the interventions taking place for Tier II and Tier III. It is also expected that changes in student engagement strategies in all classrooms will result in more students learning after the first time instruction, indicating an improvement in RtI Tier 1, which is good, quality first time instruction to all students.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
Development of unit plans in ELA, Social Studies, and Math for the 2014-2015 school year with subsequent review professional development days for the teachers with support from KCOE. (Kings County Office of Education) Subsequent development of unit plans in Science when the SBE has decided on a set of middle school standards at the close of 2015.	2015-2015	Principal and Vice Principals, ELD Instructional Coaches, PLC Teacher Leaders, PLC Teacher members, KCOE consultant.	Professional development time to sit with the PLC with the guidance of the KCOE consultant in order to create and improve CCSS based and rigorous unit plans and formative assessments. Teacher Coach Stipends and Instructional Coaches Salaries Instructional Aides' Salaries	5800: Professional/Consulting Services And Operating Expenditures District Funded	10,000
Increased achievement on the SBAC after the baseline of 2015.	2015 and beyond	Administration and all instructional staff	Implementation of teaching strategies, and student tasks, and technology in order to successfully take the SBAC assessment.	5800: Professional/Consulting Services And Operating Expenditures LCFF - Base	20,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement a promotion credit requirement system and a system of credit recovery for students who do not earn required credits.	2014-2015	Administration and all instructional staff.	Contract with Edgenuity to provide credit recovery courses.	5800: Professional/Consulting Services And Operating Expenditures	Lottery: Instructional Materials	16,565
			Implement an intervention teacher to oversee this program as elective class pull out during the school day and to keep track of the students in the systems.	1000-1999: Certificated Personnel Salaries	General Fund	65,000
			Convert the grading system from a full year grade to a quarter grade that starts over every quarter.	None Specified	None Specified	0
			Create the parameters in aeries that are required to provide graduation status reports.	None Specified	None Specified	0
			Implement instructional aides to oversee this program as elective class pull out during the school day and to keep track of the students in the systems.	2000-2999: Classified Personnel Salaries	General Fund	40,000
			Technology Coach	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	82333.
			Edgenuity Computer Access to online credit recovery coursework	4000-4999: Books And Supplies	Title I Part A: Allocation	14127.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continuing a focus on academic achievement, and understand of grades and how they affect the GPA, and continue the system of academic support for students who are below a 2.00 GPA.	2014-2015	Administration and all staff	Continue the efforts of AEC to give students support in the form of tutoring and the awareness they need to keep their grades at a passing level.	1000-1999: Certificated Personnel Salaries	General Fund	9,000
Staff Salaries, Benefits, Retirement, etc.	2014-2015	Cost for various staff at JMMS to support improvement in academic achievement.		0000: Unrestricted 2000-2999: Classified Personnel Salaries 1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 2000-2999: Classified Personnel Salaries 1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries	Unrestricted LCFF - Supplemental District Funded District Funded Special Education Special Education Other	3292739. 160000. 85409.00 9296. 103000. 265778.24 38182.

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: Parental and Community Member Involvement	
LEA/LCAP GOAL:	
Parent, family and community members need to be more engaged with CUSD student education	
SCHOOL GOAL #2:	
Increase parent involvement in Back to School Night, Parent Conferences, and knowledge of promotion requirements and school activities. Increase parent participation in school activities.	
Data Used to Form this Goal:	
Sign in sheets from Back to School Night, report cards picked up at Parent Conferences, and attempts and methods for distributing the information on the new promotion requirements, credit recovery, and school to home communication.	
Findings from the Analysis of this Data:	
Incentives for parents to attend Back to School Night included ice cream for every member of the family. This resulted in a 400 percent increase in participation at the back to school night in 2014. Parent Conference attendance was stagnant from previous years attendance. Parent Link is being used to distribute information to parents through phone, email, and text message. Parents are also being asked to download the CUSD App in order to access their students parent portal grading reporting system and to view the school calendar and school announcements.	
How the School will Evaluate the Progress of this Goal:	
The numbers of family members attending Back to School Night and Parent Conferences will serve as a measure for this goal. The number of parents who download the app will be measured to see how many sign up for the app.	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source Amount
Treats will be needed as incentive for the parents to come to Back to School Events, Parent Conferences, and other academic competition events.	2014-2015	Administration and all Instructional Staff. Parents of students.	Plan and carry out the activities required to meet these goals. Treats will have to be ordered and paid for as incentives for parents and families.	4000-4999: Books And Supplies	General Fund 4483.
				0000: Unrestricted	General Fund 1000.

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: School Facilities and Safe Schools	
LEA/LCAP GOAL:	
Improve School Facilities and Safe Schools	
SCHOOL GOAL #3:	
Improve the general cleanliness of campus and improve student behavior so that discipline, suspensions, and expulsions drop.	
Data Used to Form this Goal:	
School discipline data and evaluation of school grounds.	
Findings from the Analysis of this Data:	
Campus cleanliness can be improved by teaching students to throw trash away in proper receptacles. PBIS principals will improve student behavior.	
How the School will Evaluate the Progress of this Goal:	
School discipline data and evaluation of school grounds.	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
Implementation of more PBIS principles that are required for the recognition level of Silver will help to continue the improvement of student behavior.	2014-2015	All school staff, including PBIS Committee.	The committee will meet and develop plans to reach the silver level of PBIS. The committee will share information and data with the school staff both in meetings and posted in selected PBIS informational areas.	4000-4999: Books And Supplies	Other
					1,400

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Improve the look of the facility	2014-2015	All school staff and students.	Recycle containers are implemented to increase the amount of recycling for bottles and cans. Paper recycling will be collected and taken the paper/cardboard recycle bin. Gum on cement will be scraped by students doing campus beautification. Trash will placed in receptacles by students and staff.	None Specified	None Specified	0

Planned Improvements in Student Performance

School Goal #4

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

SUBJECT: ELD Student Academic Improvement	
LEA/LCAP GOAL:	
Increase number of students on track towards proficiency for college and career readiness.	
SCHOOL GOAL #4:	
Provide means for ELD students to become fluent English proficient.	
Data Used to Form this Goal:	
CELDT	
Findings from the Analysis of this Data:	
John Muir Middle School is moving students up levels during their three years at JMMS. More improvement is needed to get students reclassified as fluent English proficient.	
How the School will Evaluate the Progress of this Goal:	
CELDT data, GPA of ELD students, and walk through observations of teaching strategies that encourage reading, writing, speaking, and listening.	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source Amount
Students who are below a 2.00 will be identified and provided opportunities to receive tutoring and counseling on how to improve their grades.	2014-2015	Administration, AEC teachers, AEC tutors, students.	ELD students will be assigned, up to the slots available, to the AEC program when their GPA is below a 2.00.	5000-5999: Services And Other Operating Expenditures	General Fund 9,000
Students who are designated as ELD will be assigned a supplemental ELD class that uses ELD specific curriculum and supplemental resources.	2014-2015	Administration, ELD teacher, ELD Coaches.	ELD students are assigned an extra ELD class in addition to their regular education ELA class with curriculum selected close to their CELDT level.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental 180,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students who are CELDT level 1 and who are brand new to learning English will receive intensive English support until they are able to have basic understanding of English.	2014-2015	Administrator, Intervention Teacher, Intervention Aides, ELD Coaches.	ELD students who are brand new to English and cannot understand basic conversational English are assigned to intensive English development that includes Rosetta Stone, ESL Reading Smart, and ELD class. These students are provided this instruction during their ELA and Social Studies Time.	1000-1999: Certificated Personnel Salaries	General Fund	80,000
			Classified Instructional Aides	2000-2999: Classified Personnel Salaries	District Funded	9000.
				1000-1999: Certificated Personnel Salaries	Title III	7195.

Planned Improvements in Student Performance

School Goal #5

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

SUBJECT: Increase the amount of highly engaging instructional the classroom
LEA/LCAP GOAL:
Increase number of students on track towards proficiency for college and career readiness.
SCHOOL GOAL #5:
JMMS instructors will implement strategies that increase the amount of student engagement with standards based curriculum and will adjust instruction as needed based on the results of various checking for understanding strategies.
Data Used to Form this Goal:
Instructional Rounds recommendations will be used to provide data. Catapult coaching visits will be used to gather instructional data for the teachers in the Catapult cohort, as well as the teacher cohort from last year. Teacher evaluations will also be used to provide data on instructional strategies. Data will be gathered to determine how many teachers are implementing Kagan Cooperative Learning strategies in their classrooms, which is one way to increase student engagement with curriculum. Project based learning is another instructional method in which data must be gathered.
Findings from the Analysis of this Data:
Findings from the various sources will help the instructional staff analyze the instructional methods being used.
How the School will Evaluate the Progress of this Goal:
Increased engagement in classrooms with fewer behavior problems will be the goal. The school will evaluate the progress the various methods used to gather data, which are: Instructional Rounds recommendations will be used to provide data. Catapult coaching visits will be used to gather instructional data for the teachers in the Catapult cohort, as well as the teacher cohort from last year. Teacher evaluations will also be used to provide data on instructional strategies.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
Instructional Rounds Feedback	January 2015	Administration and Instructional Rounds Team Members for the JMMS visit.	The Instructional Rounds Team will be able to bring back feedback from the Rounds visit to the staff that will be used to help the staff determine methods for improvement and areas that are going well.	5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation	300.00
Kagan Cooperative Learning will continue to be implemented at JMMS	2014-2016	District office administration and site administration including Instructional Coaches.	Teachers received 2 days of Kagan Cooperative Learning training August 2014 paid by district funds. 2 more days will be provided the summer of 2015. Site administration models Kagan strategies in PD meetings and also offers coaching to teachers for implementation in the classroom.	5800: Professional/Consulting Services And Operating Expenditures District Funded	0
Schaffer Writing Training for new staff	2014-2015	Training is offered to all new teachers on site by the Instructional Coaches.	This is a one day training for new teachers. All staff was trained in this writing structure the summer of 2013. Costs will be for substitute teachers.	5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Allocation	100.00
Thinking Maps Training for new staff	2014-2015	Training is offered to all new teachers on site by the Instructional Coaches.	This is a one day training for new teachers. All staff has been trained previously. Costs will be for substitute teachers.	5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Allocation	100.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Amount
Vocabulary Development and ELD Training for all staff on a continuing basis	2014-2015	Training offered to all staff during PD late start days by the instructional coaches and administration.	This is periodic during the school year during late start PD time.	5800: Professional/Consulting Services And Operating Expenditures None Specified	0
Technology Training	2014-2015	Training and support offered to all staff in the form of instructional coaches, both as a whole staff and one on one.	Teachers have a monthly technology training day during PD late start days and they also have one on one time throughout the year from the Instructional Coach.	5800: Professional/Consulting Services And Operating Expenditures District Funded	0
Supplemental Instructional Resources on the Internet: IXL for math, AR for Reading, ESL Reading Smart for Reading, Ascend Math for Math, Rosetta Stone for English Language Development, Edgenuity for credit recovery, various apps that enhance learning on the student 1 to 1 iPads.	2014-2015	Costs for site licenses for students to access these programs, including one time costs for purchase of apps at group pricing from Apple if the app has gone through the adoption process at the school site.	These are supplemental resources that teachers use to supplement their classroom instruction, both in class at at home.	5000-5999: Services And Other Operating Expenditures Lottery: Instructional Materials Title I Part A: Allocation	5520.78 4783.00
Staff Development for people to learn more about CCSS teaching principals, ELD instruction, and technology instructional methods.	2014-2015	Various trainings and professional development opportunities that teachers can attend to improve their capacity to understand, teach, and instruct to common core principles.	Trainings that teachers can be sent to to increase their capacity to learn in these various areas.	5800: Professional/Consulting Services And Operating Expenditures 5000-5999: Services And Other Operating Expenditures District Funded General Fund	4000.00 2500. 2000.

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Unrestricted	3292739.	0.00
LCFF - Supplemental	422333.	0.00
Title I Part A: Allocation	19410.	0.00
Title III	7195.	0.00
Lottery: Instructional Materials	22085.78	0.00
Special Education	368778.24	0.00
Other	39450.93.	

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	120,205.00
General Fund	210,483.00
LCFF - Base	20,000.00
LCFF - Supplemental	422,333.00
Lottery: Instructional Materials	22,085.78
None Specified	0.00
Other	39,582.00
Special Education	368,778.24
Title I Part A: Allocation	19,410.00
Title III	7,195.00
Unrestricted	3,292,739.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0000: Unrestricted	3,293,739.00
1000-1999: Certificated Personnel Salaries	774,715.24
2000-2999: Classified Personnel Salaries	359,478.00
4000-4999: Books And Supplies	20,010.00
5000-5999: Services And Other Operating Expenditures	17,320.78
5800: Professional/Consulting Services And Operating	50,765.00
None Specified	0.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	District Funded	85,409.00
2000-2999: Classified Personnel Salaries	District Funded	18,296.00
5000-5999: Services And Other Operating	District Funded	2,500.00
5800: Professional/Consulting Services And	District Funded	14,000.00
	General Fund	2,000.00
0000: Unrestricted	General Fund	1,000.00
1000-1999: Certificated Personnel Salaries	General Fund	154,000.00
2000-2999: Classified Personnel Salaries	General Fund	40,000.00
4000-4999: Books And Supplies	General Fund	4,483.00
5000-5999: Services And Other Operating	General Fund	9,000.00
5800: Professional/Consulting Services And	LCFF - Base	20,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	262,333.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	160,000.00
5000-5999: Services And Other Operating	Lottery: Instructional Materials	5,520.78
5800: Professional/Consulting Services And	Lottery: Instructional Materials	16,565.00
5800: Professional/Consulting Services And	None Specified	0.00
None Specified	None Specified	0.00
2000-2999: Classified Personnel Salaries	Other	38,182.00
4000-4999: Books And Supplies	Other	1,400.00
1000-1999: Certificated Personnel Salaries	Special Education	265,778.24
2000-2999: Classified Personnel Salaries	Special Education	103,000.00
	Title I Part A: Allocation	4,783.00
4000-4999: Books And Supplies	Title I Part A: Allocation	14,127.00
5000-5999: Services And Other Operating	Title I Part A: Allocation	300.00
5800: Professional/Consulting Services And	Title I Part A: Allocation	200.00
1000-1999: Certificated Personnel Salaries	Title III	7,195.00
0000: Unrestricted	Unrestricted	3,292,739.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	4,211,429.24
Goal 2	5,483.00
Goal 3	1,400.00
Goal 4	285,195.00
Goal 5	19,303.78

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Ken Spencer	[X]	[]	[]	[]	[]
Judy Fierro	[]	[X]	[]	[]	[]
Lori Montejano	[]	[X]	[]	[]	[]
Jari Stokes	[]	[X]	[]	[]	[]
Juana Villafan	[]	[]	[]	[X]	[]
Silvia Bravo	[]	[]	[]	[X]	[]
Alma Wences	[]	[]	[]	[X]	[]
Lupe Fields	[]	[X]	[]	[]	[]
Crystal Gonzalez	[]	[]	[]	[]	[X]
Matthew Alvarez	[]	[]	[]	[]	[X]
Antonia Becerra	[]	[]	[]	[]	[X]
Xochitl Cortez	[]	[]	[X]	[]	[]
Numbers of members of each category:	1	3	1	6	3

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

Annual Evaluation of Student Progress
John Muir Middle School
2013-2014

Plan Component: Performance Goal #1				
Goal: Goal #1: Increase student achievement school-wide to ensure student mastery of California Content Standards in order to meet the No Child Left Behind requirements.	Desired Outcome: Alignment of instruction with content standards: Curriculum Guides in each content area. Improvement of instructional strategies and materials · Monthly PD · Student iPADSs Extended learning time: ·Extended Day Tutoring ·Supplemental Ed Services Staff Development and professional collaboration: Involvement of staff, parents and community: Schedule two weeks of parent conference Auxiliary services for students and parents: 6 th grade orientation Monitoring program implementation and results: · Review Assessment Data	Result: Planning was helped by KCOE consultants working with ELA and Math grade level teams. Monthly PD for technology was held. AEC was implemented for the year to give extended learning time for students. Catapult provided some of the SES tutoring on Saturdays for Math. Math has been shown to be a great need. Parent involvement was increased through increased recruiting for student activities. Parent conferences were scheduled and held. 6 th Grade Orientation was held. Assessments were transitioned from the older benchmarks to unit assessments that were more common core based.		
Implementation of Activities				
Activities that worked well for us:	Activities to continue-minimal modifications:	Activities to continue- significant modifications needed	Activities to eliminate:	
Writing Programs	The school writing program was given to the teachers in August with PD training	Continue training new teachers on the writing program. Continue quarterly PLC writing trainings and discussions led by the ELA teachers.	None	
Reading	Introduced training days from KCOE to help teachers change planning to unit plans and CCSS standards. Provided training on the AR program that is already in use.	Review of the created plans is needed, and continued during 14-15.	None	

Annual Evaluation of Student Progress
John Muir Middle School
2013-2014

Mathematics	Introduced training days from KCOE to help teachers change planning to unit plans and CCSS standards. Provided training on the AR program that is already in use.	Review of the created plans is needed, and continued during 14-15.	None	
Other	SSC members wanted clarification on how the school was measuring without state tests. Explanation of local based assessments was given, including the use of CELDT test. GPA and 2.0 has increased. Promotion has increased.			

Annual Evaluation of Student Progress
John Muir Middle School
2013-2014

Plan Component: Performance Goal #2			
Goal: Goal #2: Ensure that John Muir Middle School implements an effective Response to Intervention (RTI) program.		Desired Outcome: Alignment of instruction with content standard. Improvement of instructional strategies and materials· Purchase ESL Reading Smart, Power Reading, and Rosetta Stone for the implementation of the intensive reading program. Purchase Ascend Math for the implementation of the intensive math program. Extended learning time: Staff Development and professional collaboration: Involvement of staff, parents and community: Auxiliary services for students and parents: Provide intensive reading and math intervention for students who score <i>Far Below Basic</i> and <i>Below Basic</i> on the English Language Arts CST Monitoring program implementation and results: Weekly Assessments	Result: KCOE Days helped with alignment to content standards. All of the supplemental intervention programs listed were purchased. AEC extended the learning day. Staff involved with intervention was given PD on how to use the programs. The program was monitored by academic coaches and administration with reports from the intervention programs.
Implementation of Activities			
Activities that worked well for us:	Activities to continue-minimal modifications:	Activities to continue- significant modifications needed	Activities to eliminate:
Writing Programs	All intervention programs and activities seem to work for us at JMMS.	Continued work in conjunction with KCOE for unit creation to CCSS.	None
Reading	All intervention programs and activities seem to work for us at JMMS.	Continued work in conjunction with KCOE for unit creation to CCSS.	None
Mathematics	All intervention programs and activities seem to work for us at JMMS.	Continued work in conjunction with KCOE for unit creation to CCSS.	None
	SSC members were given		

Annual Evaluation of Student Progress
John Muir Middle School
2013-2014

Other	information on all the intervention programs again, and told how they are measured. There was also discussion on the addition of credit recovery for the 14-15 school year, which is currently happening.		
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Annual Evaluation of Student Progress
John Muir Middle School
2013-2014

Plan Component: Performance Goal #3- Academic Performance			
Goal: Goal #3: Ensure that ELD students are making at least one year's growth progress towards re-designation annually. ELD classes are aligned to facilitate English literacy and access to the core curriculum	Desired Outcome: Alignment of instruction with content standards. ELD Standards aligned. Improvement of Instructional Strategies Increased educational opportunity. Additional services are available for CELDT 1 & CELDT 2 LEP students during the day. Students are placed appropriately in ELD classes, as determined on the CELDT and LAS scores. Staff Development and professional collaboration. Staff is trained monthly on SDAIE strategies and Best Practices to provide high quality instruction for all ELs Involvement of staff, parents and community: Auxiliary services for students and parents Additional services are available for CELDT 1 & CELDT 2 LEP students during the day. Monitoring program implementation and results. Quarterly monitoring	Result: Overall students who are ELD are making the progress, but not all students are making the one-year growth goal. The increased services were provided for CELDT level 1 students, providing help to help them learn English in an intensive way. ELD training was continued for staff provided by Academic Coaches. Parental Involvement opportunities were increased.	
Implementation of Activities			
Activities that worked well for us:	Activities to continue-minimal modifications:	Activities to continue- significant modifications needed	Activities to eliminate:
Writing Programs	Students were given curriculum from a state adopted ELD program that has a large focus on writing skills. Minimal modifications would include support for the teacher to teach writing more effectively.	Significant changes are not needed.	None
Reading	Students were given curriculum from a state adopted ELD program that has a large focus on reading skills. Minimal modifications	Significant changes are not needed.	None

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	would include support for the teacher to teach writing more effectively.			
Mathematics	This goal focuses on Reading and Writing.	Significant changes are not needed.	None	
Other	SSC asked about how we get data. It was explained to them that CELDT results come in December or January for the previous year.			

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Plan Component:

Performance Goal #4

Goal: Goal #4: Disaggregate data by sub-groups to drive the curriculum and drive the appropriate intervention(s).	Desired Outcome: Alignment of instruction with content standards: ·Provide time and opportunity for staff to develop and align standards-based lessons. Extended learning time:·Provide supplemental educational services to subgroups failing to meet the state content standards. Increased educational opportunity. Provide supplemental educational services to subgroups failing to meet the state content standards. Staff Development and professional collaboration: Auxiliary services for students and parents: Monitoring program implementation and results: The data is disaggregated and used to measure growth and drive the direction of the instruction and curriculum	Result: Data disaggregation has been minimized because of the cancellation of the CST tests for 13-14. This occurred after the plan was approved and written. The school site has used CELDT tests to give us a picture of how students are progressing, but this does not measure all students. Local assessments have been updated and changed as well with the change to unit assessments. Staff in ELA and Math has been given time to develop and align to the new CCSS standards. Supplemental services have been provided through the educational intervention system outlined in other sections. Staff is provided time for collaboration to break down the data, to create intervention plans in the classroom for re-teaching, and to monitor how ELD students are doing.
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Implementation of Activities

Activities that worked well for us:	Activities to continue-minimal modifications:	Activities to continue- significant modifications needed	Activities to eliminate:
Writing Programs	Quarterly writing benchmarks were continued during 13-14 and staff was given professional development time for all subject area teachers to see how writing is	No significant modifications needed.	None

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	being taught, to recognize high, medium, and low writing accomplishment, and time to discuss how writing can be implemented in all subject areas.			
Reading	Staff was provided in-service on the Accelerated Reader program., which is one part of the reading and vocabulary development plan at JMMS.	No significant modifications needed.	None	
Mathematics	Mathematics teachers have opportunity during PD time to break down data from unit assessments after every unit. This allows them to create intervention plans.	No significant modifications needed.	None	
Other				

Plan Component: Performance Goal #5- Academic Performance		
Goal: Goal #5: Increase involvement/morale of	Desired Outcome: Involvement of staff, parents and	Result: There was a small increase in parent involvement at student activities during the 13-

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students, staff, parents and community	community: School Site Council English Learner Advisory Committee Schools Events such as but not limited to Back to School Nite, field, trips, Career Day, Volcano Night, Awards Ceremony, Promotion Ceremony, Fundraisers, Dances Parent/Teacher Conferences Quarterly reports cards mailed home Staff activities such as but not limited to "Salsa Contest", Teachers vs Students games.	14 school year.
Implementation of Activities		
Activities that worked well for us:	Activities to continue-minimal modifications:	Activities to continue- significant modifications needed
Writing Programs	N/A	N/A
Reading	N/A	N/A
Mathematics	N/A	N/A
Other	Participation has increased in band and parent has increased as well. Sports and Activities have been added, including the FBLA club. SSC asked about classes to help	

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	students learn sports. Response from the school was that they learn sports during PE class.		
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Recommendations and Assurances

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

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

- ☐ State Compensatory Education Advisory Committee
- ☒ English Learner Advisory Committee
- ☐ Special Education Advisory Committee
- ☐ Gifted and Talented Education Program Advisory Committee
- ☐ District/School Liaison Team for schools in Program Improvement
- ☐ Compensatory Education Advisory Committee
- ☐ Departmental Advisory Committee (secondary)
- ☐ Other committees established by the school or district (list):

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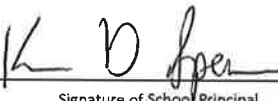
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4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency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

Attested:

Ken Spencer		2/18/15
Typed Name of School Principal	Signature of School Principal	Date
Juana Villafan		2-18-15
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date