

2016-17
The Single Plan for Student Achievement

School: South Lake Middle School

Irvine Unified School District

County-District School (CDS) Code: 30-73650-6111876

Principal: Belinda Averill

Date of this revision: October 7, 2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

Contact Person:	Belinda Averill
Position:	Principal
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The District Governing Board approved this revision of the SPSA on November 4, 2016.

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School Profile Including Demographic Characteristics (Middle School)

Contact Information

School		District	
School Name	South Lake Middle School	District Name	Irvine Unified School District
Street	655 West Yale Loop	Phone Number	(949) 936-6500
City, State, Zip	Irvine, CA 92614	Web Site	www.iusd.org
Phone Number	(949) 936-6700	Superintendent	Mr. Terry Walker
Principal	Belinda Averill	E-mail Address	TerryWalker@iusd.org
E-mail Address	belindaaverill@iusd.org	CDS Code	30-73650-6111876

Student Enrollment by Grade Level (School Year 2015-16 based on October CBEDS)

Grade Level	Number of Students
Grade 7	366
Grade 8	379
Total Enrollment	745

Student Enrollment by Subgroup (School Year 2015-16 based on October CBEDS)

Some students are identified in more than one sub-group

Student Group	Percent of Enrollment	Number of Student
	2015-16	2015-16
American Indian	0.4%	3
African American	3.7%	26
Asian	32.3%	228
Filipino	2.7%	19
Hispanic/Latino	14.9%	105
Pacific Islander	0.3%	2
White	41.5%	293
Multiple/No Response	0.1%	1
	Total Enrollment:	706

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Form A: 1. Planned Improvements in Student Performance ELA/ELD

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 and adequate yearly progress growth 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:

District-wide Continuous Improvement Effort Goal 2016-17
Students and staff will demonstrate intellectual risk taking and embrace error as an integral part of the learning process.
SCHOOL GOAL #1: (Goals should be prioritized, measurable and focused on identified student learning needs)
Using The Learning Cycle, ELA teams will focus on the Interpret, Act and Evaluate steps in the cycle. Using data from common formative assessments, ELA teams will identify students in need of intervention for a specific learning target. The goal is to structure Tutorial with targeted interventions across the grade level to enhance student learning.
Data Used to Form this Goal:
Through the use of Common Formative Assessments such as Canvas Quizzes, ELA teams will export data for analysis as well as use Aeries data.
Findings from the Analysis of this Data:
Findings for this process are based on the individual CFA's given throughout a unit. Targets include both writing structures and literary analysis skills.
How the School will Evaluate the Progress of this Goal:
The ELA PLC teams will use data from each area to further analyze student proficiency in the areas for focus. With support from the PLC Lead, the team will incorporate The Learning Cycle with fidelity and to enhance student learning. Success criteria for interventions will guide and monitor student progress and response to intervention.
Strategy:
Teachers will participate in the following professional development: UCI Writing Project, School-wide and District-wide PD including data analysis, argumentative writing, etc. and PLC Lead support in The Learning Cycle. Teachers will use PLC time to further analyze student performance including Title 1, ELL, Core, and GATE to meet the instructional needs of all students. Use of technology to support the writing process and to generate data reports (ie. Canvas and Aeries). PLC teams will use The Learning Cycle to intervene and inform instruction.

Action/Date		Person(s) Responsible	Task/Date	Cost and Funding Source (itemize for each source)
1	Library Media Tech support for all students.	Aug - June	Cost of the Library Media Clerk is shared between LCFF Base and Gift. Cost is shared by all departments in the school. Split departmental shares.	LCAP B \$1750 Gift \$2545

Action/Date		Person(s) Responsible	Task/Date	Cost and Funding Source (itemize for each source)
2	Title I Intervention Coordinator & Services	Aug - June	Organize, advertise, and present Parent Information Night. Split between ELA and Math.	Title I \$1034
			Title I Coordinator Stipend split by ELA and Math	Dist. \$750
			Read Naturally Server Software, Scholastic Maintenance Agreement, Brain Pop.	LCAP S \$1695 Title I \$1052 Dist. \$2200
3	Title I Support Personnel	Aug - June	0.2 FTE salaries (Two periods of Guided Studies. Each Guided Studies elective is reduced by 1/2 student load, the equivalent of .1 FTE per class or .2 for two classes.) Support is for all four core areas - split by ELA, Math, SS, Sci)	Title I \$5374
			0.2 FTE teacher salaries (Two periods of Reading Lab. Each Reading elective is reduced by 1/2 student load, the equivalent of .1 FTE per class or .2 for two classes)	Title I \$21,179
			Instructional Assistants salaries for Reading Lab, Math Lab & Guided Studies (Split between ELA and Math.) Support in Sheltered ELA & SS (split between ELA \$ SS)	LCAP S \$3116 Title I \$14,216
4	ELL Support Personnel	Aug - June	Instructional Support salary for ELL Students in Sheltered ELA and History. Split between ELA and SS.	LCAP S \$6779
5	English Dept. Release Days	July - Jun	ELA team use of 3 PLC days in summer (site based).	LCAP B \$3000
			Substitute Teachers for Release Days: 1 Norming Day & 3 Grading Day & 4 PLC days	Dist. \$5280
6	Professional Development Conference	Aug - June	Substitute Teachers for Release Days (Each department covers registration fees if available)	LCAP B \$750 LCAP S \$2000
7	Department Chair Stipend	All year	Department Chair Stipend	LCAP B \$400
8	ELD/ELAC Coordinator Stipend	Ongoing	ELAC/ELD coordinator stipend	Dist. \$1500

Action/Date		Person(s) Responsible	Task/Date	Cost and Funding Source (itemize for each source)
9	Title I Technology Supports		Purchasing of Chromebook computers to provide Reading Support for students in Reading Lab.	Title I \$5000

Total Expenditures in this Goal:

LCAP Base	LCAP Supplemental	Lottery	Title I	Gift	District	Other	Total
5,900	13,590		47,855	2,545	9,730		79,620

Form A: 2. Planned Improvements in Student Performance Math

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 and adequate yearly progress growth 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:

District-wide Continuous Improvement Effort Goal 2016-17
Students and staff will demonstrate intellectual risk taking and embrace error as an integral part of the learning process.
SCHOOL GOAL #2: (Goals should be prioritized, measurable and focused on identified student learning needs)
In order to address the Interpret, Act and Evaluate steps of The Learning Cycle, the math team have identified the essential skills necessary for Math 7 and Math 8. These will be assessed weekly through mini-quizzes. The data from these quizzes will be used to inform instruction and promote student success. Students will be allowed multiple opportunities for re-takes of these assessments after providing an intervention if needed.
Data Used to Form this Goal:
The data from the weekly skill quizzes will be analyzed to identify students in need of an in-class or more structured intervention.
Findings from the Analysis of this Data:
The math team will continually assess the success criteria for mastery when reviewing student progress. Students will be awarded the highest score of all their attempts. Using TLC, the team will continue to refine the process and reflect on the success of these Common Formative Assessments.
How the School will Evaluate the Progress of this Goal:
The math team will review progress report grades, weekly mini-quiz scores and review data regularly using identified success criteria.
Strategy:
Teachers will participate in both district-wide professional development related to the implementation of integrated math, California Math Council conference, and work closely with IUSD TOSA's and Math Lead/PLC Coach to refine instruction, curriculum and assessment in integrated math. Teachers will use PLC time to further analyze student performance including Title 1, ELL, Core, and GATE to meet the instructional needs of all students. Use of technology to enhance student engagement, provide instruction and identify intervention for students. PLC teams will use The Learning Cycle to intervene and inform instruction.

Action/Date		Person(s) Responsible	Task/Date	Cost and Funding Source (itemize for each source)
1	Library Media Tech	Aug - June	Cost of Library Media Clerk is shared between LCFF Base and Gift. Cost is shared by all departments (split in equal shares.)	LCAP B \$1750 Gift \$2545

Action/Date		Person(s) Responsible	Task/Date	Cost and Funding Source (itemize for each source)
2	Title I Support Personnel	Aug - June	.0.2 FTE salaries (Two periods of Guided Studies. Each Guided Studies elective is reduced by 1/2 student load, the equivalent of .1 FTE per class or .2 for two classes.) Support is for all four core areas - split by ELA, Math, SS, Sci)	Title I \$5374
			0.2 FTE teacher salaries (Two periods of Math Lab. Each Math elective is reduced by 1/2 student load, the equivalent of .1 FTE per class or .2 for two classes)	Title I \$17,954
			Instructional Assistants salaries for Reading Lab, Math Lab & Guided Studies (Split between ELA and Math.)	Title I \$14,216
			0.4 FTE teacher salaries (Two periods Co-teach Math - both 7 & 8) to reduce student-teacher ratio for direct support in core class instruction.	Title I \$42,993
			Cost of salary for Math teacher of Extended Learning Math Support (after school math class for struggling students)	Title I \$1000
3	Title I Intervention Coordinator & Services	Aug - June	Organize, advertise, and present Parent Information Night. Split between ELA & Math.	Title I \$1034
			Title I Coordinator Stipend ELA & Math	Dist. \$750
4	Math Department Release Days	Aug - June	Math team use of 3 PLC days in summer (site based) and 4 Release Days (IUSD) during the year (substitute required).	LCAP B \$2300 Dist. \$2,200
5	Professional Development Conferences	Aug - June	Substitute teachers for Release Days (Each department covers registration fees if available)	LCAP B \$750 Title I \$1000
6	Math Department Chair Stipend	Aug - June	Stipend for attending after school meetings and managing resources.	LCAP B \$400
				Title I

Total Expenditures in this Goal:

LCAP Base	LCAP Supplemental	Lottery	Title I	Gift	District	Other	Total
5,200			83,571	2,545	2,950		94,266

Form A: 3. Planned Improvements in Student Performance Social Science

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 and adequate yearly progress growth 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:

District-wide Continuous Improvement Effort Goal 2016-17
Students and staff will demonstrate intellectual risk taking and embrace error as an integral part of the learning process.
SCHOOL GOAL #3: (Goals should be prioritized, measurable and focused on identified student learning needs)
Social Science teams will use formalized, consistent tools for tracking data and student learning on written assignments as part of the Interpret, Act and Evaluate steps in The Learning Cycle, including the use of a score sheet for which students will be responsible for recording and maintaining data on written assignments about thesis/claim, evidence, and commentary proficiency.
Data Used to Form this Goal:
The Social Science teams collected and interpreted data from past rubrics (8th - Argumentative Columbus Writing Assessments, 7th- Black Death Project & Historical Thinking Rubric) and student performance to identify areas of struggle. As a result, they have created a goal to improve student learning and effectively promote student growth in the areas of writing, an area identified for improvement for all students.
Findings from the Analysis of this Data:
8th grade teams identified issues with their Rubric as it assessed too many skills for one piece, as a result the team will narrow their focus on evidence and commentary. Team identified an area of strength in evidence to support claim, but inserting commentary needs more instruction, scaffolding and modeling. 7th grade teams identified a need for more guidance with students to be success in their written treatments paragraph, including the citation of paraphrased information. In addition, they would like to be more purposeful in identifying/tagging questions to collect more informative data from assessments.
How the School will Evaluate the Progress of this Goal:
The History Department will use the steps of The Learning Cycle to continually interpret and act on data. They will identify the skill deficiencies of students and look to develop strategic intervention strategies. They will progress monitor through common formative assessments and incorporating their department wide Tool for students to progress monitor their own success and areas for growth as well as part of the Evaluate step in The Learning Cycle.
Strategy:
Teachers will participate in both district-wide professional development related to the implementation of argumentative writing, UCI History Project, The Learning Cycle Professional Development, and support of PLC Facilitator. Teachers will use PLC time to further analyze student performance including Title 1, ELL, Core, and GATE to meet the instructional needs of all students. Use of technology to enhance student engagement, provide instruction and identify intervention for students. PLC Teams will incorporate The Learning Cycle using the department wide Tool for students to track their own progress.

Action/Date		Person(s) Responsible	Task/Date	Cost and Funding Source (itemize for each source)	
1	Library Media Tech support for all students.	Aug - June	Cost of Library Media Clerk is shared between LCFF Base and Gift. Cost is shared by all departments in the school. Split department shares.	LCAP B	\$1750
				Gift	\$2545
2	ELL Support Personnel	Sug - June	Instructional Assistant salary for ELL student in Sheltered ELA and History. Split between ELA and SS.	LCAP S	\$6779
3	Title I Support Personnel	Aug - June	Instructional Assistant salary for Title I students enrolled in Sheltered ELA and History (split between ELA and SS.)	LCAP S	\$3116
			.0.2 FTE salaries (Two periods of Guided Studies. Each Guided Studies elective is reduced by 1/2 student load, the equivalent of .1 FTE per class or .2 for two classes.) Support is for all four core areas - split by ELA, Math, SS, Sci)	Title I	\$5374
4	Social Science Department Release Days	June, 2016 - June, 2017	SS team use of 3 PLC days in summer (site based).	LCAP B	\$2300
			Substitute Teachers for Release Days: 1 Norming Day & 1 Grading Day, 4 PLC Days	Dist.	\$5280
5	Professional Development/Conferences	Aug - June	Substitute Teachers for Release days (Each department covers registration fees if available)	LCAP B	\$750
				LCAP S	\$2000
6	Social Science Department Chair Stipend	Aug - June	Stipend for attending after-school meetings & managing budget/materials/resources	LCAP B	\$400

Total Expenditures in this Goal:

LCAP Base	LCAP Supplemental	Lottery	Title I	Gift	District	Other	Total
5,200	11,895		5,374	2,545	5,280		30,294

Form A: 4. Planned Improvements in Student Performance Science

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 and adequate yearly progress growth 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:

District-wide Continuous Improvement Effort Goal 2016-17
Students and staff will demonstrate intellectual risk taking and embrace error as an integral part of the learning process.
SCHOOL GOAL #4: (Goals should be prioritized, measurable and focused on identified student learning needs)
Sine the adoption of the Next Generation Science Standards (NGSS), the science department is developing more lessons that fit the 5E model, specifically the engage and explore portion. With NGSS, we will be working towards having students learn through discovery rather than being taught the content from the beginning. What this might look like is that teams will build in time for students to complete research using outside sources through the use of Chromebooks/Computer lab to Explore the current events/research/statistics behind the topic we are studying. Teams are also looking to begin a unit with a phenomenon, something students can relate to, and come back to this phenomenon as they progress through the unit.
Data Used to Form this Goal:
To support The Learning Cycle, teams will be using a Kahoot, Nearpod, and other assessments (quizzes, labs) as means of formatively assessing student learning. Kahoot and Nearpod both generates student achievement data immediately so there can be remediation within the same class period or invite only students who are struggling with the concepts into Tutorial.
Findings from the Analysis of this Data:
Science teams have decided on the 5E Lesson to assist in transforming the science classroom to become more student centered and implement NGSS with fidelity. Both 7th and 8th grade teams have created assessment templates to use during PLC time to look at data and make instructional fixes according to that data.
How the School will Evaluate the Progress of this Goal:
During PLC meetings, teachers will share out some sample 5E lessons and discuss the success, or note somethings that needs to be improved upon. Teachers will use the data collected to help us see whether or not students are able to better grasp the content with the new lessons and make decisions moving forward.
Strategy:
Teachers will participate in district and school-wide professional development for NGSS Roll-out including the support of the Science Lead/PLC Coach. Teachers will use PLC time to further analyze student performance including Title 1, ELL, Core, and GATE to meet the instructional needs of all students. Use of technology to enhance student engagement, provide instruction and identify intervention for students. PLC teams will use The Learning Cycle to assess student learning to drive instruction.

Action/Date		Person(s) Responsible	Task/Date	Cost and Funding Source (itemize for each source)
1	Library media Tech support for all students.	Aug - June	Cost of Library Media Clerk is shared between LCFF	LCAP B \$1750

Action/Date		Person(s) Responsible	Task/Date	Cost and Funding Source (itemize for each source)	
			Base and Gift. Cost is shared by all departments in the school. Split department shares.	Gift	\$2545
2	Title I Support Personnel	Aug - June	.0.2 FTE salaries (Two periods of Guided Studies. Each Guided Studies elective is reduced by 1/2 student load, the equivalent of .1 FTE per class or .2 for two classes.) Support is for all four core areas - split by ELA, Math, SS, Sci)	Title I	\$5374
3	Science Release Days	Aug - June	Science Team use of 3 PLC days in summer (site based) and 4 Release Days (IUSD) during the year (substitute required).	LCAP B Dist.	\$2300 \$2200
4	Professional Development Conferences	Aug - June	Allocation for conference attendance and Substitutes required has increased due to NGSS implementation.	LCAP B LCAP S	\$1200 \$500
5	Department Chair Stipend	Aug - June	Stipend for attending after-school meetings and managing resources/responsibilities.	LCAP B	\$400
				Other	\$5334

Total Expenditures in this Goal:

LCAP Base	LCAP Supplemental	Lottery	Title I	Gift	District	Other	Total
5,650	500		5,374	2,545	2,200	5,334	21,603

Form A: 5. Planned Improvements in Student Performance VAPA

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 and adequate yearly progress growth 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:

District-wide Continuous Improvement Effort Goal 2016-17
Students and staff will demonstrate intellectual risk taking and embrace error as an integral part of the learning process.
SCHOOL GOAL #5: (Goals should be prioritized, measurable and focused on identified student learning needs)
Visual and Performing Arts will explore artistic choices as they relate to Inspiration (student self-expression) over Imitation (copying artistic work). VAPA courses plan to guide students through a process of Collective Inquiry designed to focus attention, and personal reflection, on the artistic process, specific in describing the choices students artists make in the work.
Data Used to Form this Goal:
Performing Arts Observation, scoring and performance data from students in both instrumental and vocal music. Visual Arts Examination of student produced art work.
Findings from the Analysis of this Data:
Performing Arts Instrumental and Vocal Performing Arts will implement a standard five-point rubric to assess student performance. Students will also be using a Self-Reflection process to monitor their skills and growth. Visual Arts Continual review of the elements of the creative process such as thumbnail sketches, rough drafts, brainstorming, and peer reviews to monitor students progress and development of ideas.
How the School will Evaluate the Progress of this Goal:
Performing Arts As this is a pilot year, I will present data collected to my PLC for consideration and further discussion. Visual Arts Use all of the steps of the learning cycle to clarify the difference between inspiration and imitation and include student reflections and analysis of their own work and evaluate both their work and others including the use of inspiration.

Strategy:

Participate in district and school wide professional development. California Art Education Association Conference.
 Teachers will use PLC time to further analyze student performance including Title 1, ELL, Core, and GATE to meet the instructional needs of all students.
 Use of technology to enhance student engagement, provide instruction and identify intervention for students.
 Running some closed Tutorial sessions to foster brainstorming, risk taking and collaboration for our collaborative projects as well as set norms for these meetings.

Action/Date		Person(s) Responsible	Task/Date	Cost and Funding Source (itemize for each source)
1	VAPA Department Chair Stipend	Aug - June	Stipend for attending after school meetings/managing resources	LCAP B \$400
2	Instructional Materials	Aug - June	Cost of instrumental, choral and fine art materials to restore program from previous years (one-time monies)	LCAP B \$13,000
3	VAPA Department Release Days	Aug - June	Release days for attending intra-district PLC meetings and on-site PLC time. (3 per site and 4 per district)	LCAP B \$1100 Dist. \$880
4	Professional Development Conferences	Aug - Sept	Substitute Teachers for Release Days and up to \$200 in registration fees.	LCAP B \$600
5	Instructional Supports	Nov - June	Choreography Coach for musical.	Gift \$500

Total Expenditures in this Goal:

LCAP Base	LCAP Supplemental	Lottery	Title I	Gift	District	Other	Total
15,100				500	880		16,480

Form A: 6. Planned Improvements in Student Performance Physical Education

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 and adequate yearly progress growth 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:

District-wide Continuous Improvement Effort Goal 2016-17
Students and staff will demonstrate intellectual risk taking and embrace error as an integral part of the learning process.
SCHOOL GOAL #6: (Goals should be prioritized, measurable and focused on identified student learning needs)
PE will promote a well-rounded curriculum that includes non-traditional sports and activities that will allow students to be physically active outside of just traditional sports. Through traditional and nontraditional sports, students will prepare for all five components of physical fitness and will be assessed throughout the school year, culminating with the CA Physical Fitness Test.
Data Used to Form this Goal:
Students will test each month to prepare for the fitness test. The first test will be in October and it will be a baseline test for current physical level. This will help us monitor each student's progress throughout the year, all the way up to the CA Fitness Test in March. Having a benchmark test each month will allow us to evaluate and reteach areas that may need it.
Findings from the Analysis of this Data:
Through the use of The Learning Cycle, the PE Team will identify and target students who are not meeting the proficiency levels to effectively differentiate instructions for them to achieve success as well as challenge those who are not exceeding. Students exceeding proficiency will be challenged through leadership roles and skill enhancements to further develop their skills.
How the School will Evaluate the Progress of this Goal:
Each month students will be completing the CA Physical Fitness Test to assess growth. This will help each student self-assess what areas they need to individually work on. Each week students will be participating in a variety of teacher directed fitness activities to help each student make progress to achieve standard-met for CA Fitness testing.
Strategy:
Teachers will use PLC time to further analyze student performance including Title 1, ELL, Core, and GATE to meet the instructional needs of all students. Use of technology to enhance student engagement, provide instruction and identify intervention for students. PLC team will use The Learning Cycle to intervene and inform instruction.

Action/Date		Person(s) Responsible	Task/Date	Cost and Funding Source (itemize for each source)
1	PE Department Chair Stipend	Aug - June	Stipend for attending meetings/managing resources	
2	PE Paraprofessional	Aug - June	Instructional Assistant for 25 hour/wk to support	LCAP S \$5016

Action/Date		Person(s) Responsible	Task/Date	Cost and Funding Source (itemize for each source)
			Title I, ELL, and Gen.Ed students enrolled in PE.	
3	Instructional Materials	Aug - June	Purchasing of equipment and storage for PE fto restore program materials (one time monies)	Gift \$2100
4	PE Department Release Days	Aug - June	3 Release days in summer and 4 PLC Days during the year requiring substitutes.	Dist. \$880
5	Professional Development Conference	Aug - June	Substitute Teachers for Release Days and up to \$200 in registration fees	

Total Expenditures in this Goal:

LCAP Base	LCAP Supplemental	Lottery	Title I	Gift	District	Other	Total
	5,016			2,100	880		7,996

Form A: 7. Planned Improvements in Student Performance School Climate

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 and adequate yearly progress growth 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:

District-wide Continuous Improvement Effort Goal 2016-17
Students and staff will demonstrate intellectual risk taking and embrace error as an integral part of the learning process.
SCHOOL GOAL #7: (Goals should be prioritized, measurable and focused on identified student learning needs)
<ol style="list-style-type: none"> 1. Develop progress monitoring system to determine effectiveness of intervention classes. 2. Reinforce PBIS by acknowledging students using Shark Cards, positive emails and phone calls home, and creation of Shark Card Prize Patrol. 3. Create simplified communication system using technology for SIT and staff to identify at risk students. 4. Begin offering an informational meeting for parents with students with high absence and tardy rates to inform them about importance of attendance in school.
Data Used to Form this Goal:
Local Assessment data (easyCBM, STAR Renaissance, SBAC), D/F Rate, SIT/SST data, Absence and Tardy Rates, Discipline Data, SIT communication via email and google forms
Findings from the Analysis of this Data:
South Lake Intervention team determined communication needed to be simplified for SIT and staff to effectively identify at-risk students and progress monitor the effectiveness of the interventions.
How the School will Evaluate the Progress of this Goal:
Review of SWIS/discipline data, absence/tardy data, percentage of staff communicating using technology for SIT students, and academics (D/F rate, reading level, basic math skills) for students placed in intervention classes.
Strategy:
Professional Development, Review of South Lake data, Intervention team meetings, SIT/SST review, Parent attendance class

Action/Date		Person(s) Responsible	Task/Date	Cost and Funding Source (itemize for each source)	
1	Title I Supports- ongoing	Title 1 Counselor	Parent Night (Jan, 2017) and Parent Meetings and/or Workshops (2 per trimester).	Title I	\$1000
2	Positive Behavior Intervention Supports - ongoing	PBIS Coordinators	Purchasing of prizes, incentives and materials as needed throughout the year.	Gift	\$500

Action/Date		Person(s) Responsible	Task/Date	Cost and Funding Source (itemize for each source)	
			Stipends for Coordinators	Dist.	\$750
3.	Intervention Lead Teacher - ongoing	Intervention Lead	Coordinate Student Intervention Team (ILT) - Student Intervention Team weekly meetings, communication with teachers and parents, coordination of Extended Learning	Dist.	\$1500
4	Heart & Sole - Girls on the Run - Fall & Spring Teams	H & S Coaches	Form team of 30 girls to run weekly, participate in the lessons and run in 5K as culminating event. Program is funded by iCAP grant (iPSF).	Other	\$4350

Total Expenditures in this Goal:

LCAP Base	LCAP Supplemental	Lottery	Title I	Gift	District	Other	Total
			1,000	500	2,250	4,350	8,100

2016-17 IUSD Comprehensive Professional Learning Plan – SPSA

2016-2017 Continuous Improvement Efforts – Districtwide Goals

- Students and staff will demonstrate intellectual risk taking and embrace error as an integral part of the learning process.

2016-2017 Continuous Improvement Efforts – School-Wide Goal

- Each school will be intentional about the creation of an environment that encourages intellectual risk taking and fosters self-reflection for students and staff. The goal should include a description of how progress will be measured.

Continuous Improvement Efforts – School-Wide Goal for South Lake Middle School:

<i>Part 1: Sites add details about site based professional learning, district will provide details on districtwide professional learning</i>			
Part 1: 2016-17 District-wide Professional Learning			
Day	Date/Time	Content/Outcomes	Organized by
6 Hour Full day staff development #1	August 19, 2016 8:00-2:30	District Based: Professional Learning Communities and The Learning Cycle – Part A	District
6 Hour Full day staff development #2	October 10, 2016 8:00-2:30	Site Based: TLC- How do we use data? What does data analysis look like school-wide? PLC Team? Individually?	Site
6 Hour Full day staff development #3	February 17, 2017 8:00-2:30	District Based: Professional Learning Communities and The Learning Cycle – Part B	District
<p>ITA Agreement, Section 10.7.5: In addition to the calendars referenced in 10.7.2, 10.7.3, and 10.7.4, there shall be an additional twelve hours of mandatory staff developments for all bargaining unit members.</p> <ul style="list-style-type: none"> • 10.7.5.1: The additional mandatory staff of: <ul style="list-style-type: none"> ○ Two (2) six (6) hour days or ○ One (1) six (6) hour day and six (6) distributed hours or ○ Twelve (12) distributed hours or ○ Other structures equivalent to twelve (12) hours • 10.7.5.2: The plan for and structure of the additional mandatory staff development time shall be decided upon collaboratively between the site administrator and the bargaining unit members at the site. • 10.7.5.2.1: The agreed upon structure of the staff development for the subsequent year shall be submitted to the Irvine Teachers Association by the site administrator or designee no later than May 1 of each year. • 10.7.2.2.2: Any site plan and/or structure for the staff development that requires a work year of other than those referenced in 10.7.2, 10.7.3 and 10.7.4 shall require a Contract Waiver through the Irvine Teachers’ Association. 			
<i>Part 2: Sites need to identify 12 hours of additional professional learning that is developed in alignment with ITA contract 10.7.5. If your site has approved waiver day(s), record 6 hours each day. Some boxes may be left empty but hours must equal 12.</i>			

Part 2: 2016-17 Contractually Required Professional Learning

Number of Hours	Waiver Day or PL Session	Date/Time	Content/Outcomes	Person Responsible
Hours	Site PL or Waiver Day			
Hours	Site PL or Waiver Day			
1.25 Hours	Site PL (If needed)	9/13/2016 @7:45am	What is Intellectual Risk Taking? Review Climate Survey data and generate departmental goals for fostering and evaluating Intellectual Risk Taking.	Admin
1.25 Hours	Site PL (If needed)	10/18/2016 @7:45am	What is Critical Thinking? What does this look like in the classroom? Calibrate what it is and what it looks like and how we evaluate it.	Admin
1.25 Hours	Site PL (If needed)	11/8/2016 @7:45am	What does student collaboration look like? What is the difference between group work and collaboration? Calibrate what it is and how we evaluate it.	Site Leaders & Admin
1.25 Hours	Site PL (If needed)	12/6/2016 @7:45am	How is effective communication assessed at SLMS? Are our expectations for students aligned and measurable? How do we know?	Site Leaders & Admin
1.25 Hours	Site PL (If needed)	1/10/2017 @7:45am	Share out our PLC implementation of TLC. What are our strengths at this time? Are we making progress on our goals?	PLC Leads & Admin
1.25 Hours	Site PL (If needed)	2/7/2017 @7:45am	How do we know our students are well? How do we know students are problem solvers? Advocate for themselves? Show self-confidence? Persevere? Calibrate what these mean at SLMS and evidence for these.	Counseling & Admin
1.25 Hours	Site PL (If needed)	3/14/2017 @7:45am	How does technology impact learning? Collaboration? Engagement? How do we know? Calibrate why we use technology and how we are assessing the effectiveness of using it.	TAC & Admin
1.25 Hours	Site PL (If needed)	4/11/2017 @7:45am	Where are with The Learning Cycle? PLC Leads share out of effective use of data analysis and interventions. What we others doing?	PLC Leads
1.25 Hours	Site PL (If needed)	5/9/2017 @7:45am	Review of Climate Survey data. How have we grown in Intellectual Risk taking and Growth Mindset?	Admin
1.25 Hours	Site PL (If needed)	5/23/2017 @7:45am	Final SPSA Evaluation and goals for next year.	Admin
12.5 Total	MUST EQUAL 12 HOURS			

Form B: Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

Title I

The Title 1, Part A program requires the district to reserve funds for parent involvement purposes (minimum of 1%). IUSD has chosen to allocate these earmarked funds to the sites and to monitor expenditures. The Title 1, Part A program also requires the district to reserve some funding for serving homeless students prior to allocating funds to the sites. IUSD reserves \$5,000 for these purposes annually.

Title III

The Title III plan includes the integrated design and implementation of effective district-wide instructional programs for English Language Learners and Immigrant students. Title III funding is centralized to ensure appropriate levels of instructional supports that include 1) paraprofessionals and co-teaching models in the Newcomer/SEI classrooms, 2) extended learning and intersession opportunities, 3) high quality professional development for teachers and support staff in meeting the needs of ELL and immigrant students, and 4) Parent Outreach and Involvement Activities that provide multiple ways for parents/guardians to be involved in the work of the school and the learning of their students.

Form C: Programs Included in this Plan

Participation in state and federal programs and the amount allocated for each program are indicated in the tables below. The plan must describe the activities to be conducted at each school site for the state and federal programs in which the school participates. The totals of these pages should match the cost estimates in Form A and the school's allocation in the Consolidated Applications.

State Programs	Allocation
Local Control Funding Formula (LCFF) – Base Grant Purpose: To provide flexibility in the use of state and local funds by LEAs and schools	\$101,119.00
LCFF – Supplemental Grant Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students	\$44,499.00
Total amount of state categorical funds allocated to this school	\$145,618.00
Federal Programs	Allocation
Title I, Part A: Allocation (IUSD schools are all Targeted Assistance Schools) Purpose: To improve basic programs operated by local educational agencies (LEAs). 1% of funding is allocated for parental involvement. Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs.	\$148,215.31
Total amount of federal categorical funds allocated to this school	\$148,215.31
Total amount of state and federal categorical funds allocated to this school	\$293,833.31

The following federal program funds are centralized at the district level. The sites share of the centralized services are identified in the table below:

Federal Projects	Centralized Allocation
Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students (These funds are centralized at the district level) Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$9,051.93
Title III, Part A: Immigrant (These funds are centralized at the district level) Purpose: Providing instructional programs and services for immigrant students.	\$3113.39
Total amount of centralized funding	\$12,165.32

Form D: School Site Council Membership (SSC)

School Site Council

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

The Single Plan for Student Achievement

The purpose of the Single Plan for Student Achievement (SPSA) is to raise the academic performance of all students to the level of state achievement standards. The SPSA must integrate the purposes and requirements of all categorical programs in which the school participates. The plan must be amended and approved by the local governing board at least annually and whenever there are material changes that affect the academic program for students at the school.

SCHOOL SITE COUNCIL MEMBERSHIP (SSC)

Education Code Section 64001 requires that this plan be reviewed and updated at least annually by the school site council and include the proposed expenditures of funds allocated through the Consolidated Application. The current make-up of the council is as follows:

Name of Members	Group A			Group B	
	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Belinda Averill	1				
Cindy Baringoldz			1		
David Kette			1		
Komal Achhnani		1			
Jason Genier		1			
Beth DeVoid			1		
Adrienne Miyadi				1	
Daniel Morrison				1	
Christopher Shea				1	
Ian Novosal					1
Medha Sarkar					1
Yamah Popal					1
Jennifer Takiguchi (alternate non-voting member)					
Shireen Gavary (alternate non-voting member)					
Numbers of members of each category	1	2	3	3	3
(Totals of Group A and Group B must equal)	Total Group A: 6			Total Group B: 6	

At elementary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must, in addition, be equal numbers of parents or other community members selected by parents, and students. Teachers, other school personnel, parents and (at secondary schools) students select representatives to the council (Education Code 52012).

Form E: Recommendations and Assurances

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

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

X English Learner Advisory Committee _____
Signature

X Special Education Advisory Committee _____
Signature

X Gifted and Talented Education Program Advisory Committee _____
Signature

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

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: October 21, 2015

Attested:

Belinda Averill _____
Typed Name of School Principal Signature of School Principal Date

Adrienne Miyadi _____
Typed Name of SSC Chairperson Signature of SSC Chairperson Date

Form F: Program Expenditure Summary

Total Expenditures in this Plan

All Goals	
LCAP B	37,050
LCAP S	31,001
Lottery	
Title I	143,174
Gift	13,280
District	24,170
Other	9,684
Total	258,359

Goal 1 – ELA/ELD	
LCAP B	5,900
LCAP S	13,590
Lottery	
Title I	47,855
Gift	2,545
District	9,730
Other	
Total	79,620

Goal 2 - Math	
LCAP B	5,200
LCAP S	
Lottery	
Title I	83,571
Gift	2,545
District	2,950
Other	
Total	94,266

Goal 3 – Social Science	
LCAP B	5,200
LCAP S	11,895
Lottery	
Title I	5,374
Gift	2,545
District	5,280
Other	
Total	30,294

Goal 4 - Science	
LCAP B	5,650
LCAP S	500
Lottery	
Title I	5,374
Gift	2,545
District	2,200
Other	5,334
Total	21,603

Goal 5 - VAPA	
LCAP B	15,100
LCAP S	
Lottery	
Title I	
Gift	500
District	880
Other	
Total	16,480

Goal 6 – Physical Education	
LCAP B	
LCAP S	5,016
Lottery	
Title I	
Gift	2,100
District	880
Other	
Total	7,996

Goal 7 – School Climate	
LCAP B	
LCAP S	
Lottery	
Title I	1,000
Gift	500
District	2,250
Other	4,350
Total	8,100

Goal 8 - Optional	
LCAP B	
LCAP S	
Lottery	
Title I	
Gift	
District	
Other	
Total	