

**West Contra Costa Unified School District
Pinole Middle School**

SINGLE PLAN FOR STUDENT ACHIEVEMENT

2017 - 2018



Board Approval Date:	November 19, 2017
Principal:	Denise Van Hook
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BOARD OF EDUCATION
2017 – 2018

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Required Student Achievement Strategies

ELA
Math
ELD
African American
Attendance
School Climate
Parent Involvement

Optional Student Achievement Strategies

Science
History/Social Studies
World Language
ILT Goals
Other 1
Other 2

- Overall Budget Summary
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School Site Council (SSC) Recommendations and Assurances

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

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan.

X English Learner Advisory Committee

Other (*list*)

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan 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 school plan was adopted by the school site council on: **April 27, 2017**.
7. The School Site Council will monitor the implementation and effectiveness of strategies in the plan at least twice during the **2017 - 2018** school year, using the WCCUSD monitoring process.

Attested:

Denise Van Hook		
_____ Typed name of school principal	_____ Signature of school principal	_____ Date
James Williams		
_____ Typed name of SSC chairperson	_____ Signature of SSC chairperson	_____ Date

West Contra Costa Unified School District
Pinole Middle School
2017 - 2018
School Site Council Membership Roster

Education Code Section 64001(g) requires that the SPSA 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 school site council is as follows:

Names of Members		Term ends on:	Identify Chair Person:
<i>Parent/Community Members</i>			
#1	Nina Hill	6/18	
#2	Kim Jerge	6/18	
#3	James Williams	6/18	X
<i>Student Members</i>			
#1	Jaheim Hill	6/18	
#2	Ali Rayane	6/18	
#3	Alejandro Garcia	6/18	
<i>School/Other Members</i>			
Tchr #1	Elizabeth Brooking	6/18	
Tchr #2	Patricia Baker-Casaday	6/18	
Tchr #3	Rachel Williams	6/18	
Tchr #4	Joseph Sosensky	6/18	
Other	Bill Swift	6/18	
Principal	Denise Van Hook	N/A	

Membership Composition:

Secondary (12 total)

1 Principal
4 classroom teachers
1 other school staff
3 parents/community members
3 students

Executive Summary

The Single Plan for Student Achievement (SPSA) has traditionally served as a vehicle for communicating information about the school's vision, initiatives to improve academic achievement, as well as describe how supplemental categorical funds are used to support these efforts.

WCCUSD's new district Local Control Accountability Plan (LCAP) is designed to improve student achievement, support the whole child socially and emotionally, and involve stakeholders to ensure all WCCUSD students are college and career-ready, able to make life choices that have successful, productive outcomes.

Improve Student Achievement: Provide a clear, well-resourced and rigorous student achievement program that addresses the full range of student needs and results in all students being prepared for a successful life.

Support the Whole Child Socially and Emotionally: For students to achieve at high academic levels, schools, families, and communities must focus on the child's social, emotional, physical and behavioral health, as well as the acquisition of academic skills.

Involve All Stakeholders: Engage the community in a process that provides for open, transparent, and inclusive participation of community stakeholders in WCCUSD planning.

Ensure All WCCUSD Students Are College and Career-Ready: Students can demonstrate independence, build strong content knowledge, respond to the varying demands of audience, task, purpose, and discipline, comprehend as well as critique, value evidence, use technology and digital media strategically and capably, and understand other perspectives and cultures.

Through data metrics and analysis, the LCAP also addresses the State's Priority Areas: Student Achievement, Student Engagement, Other Critical Student Outcomes, School Climate, Parental Involvement, Basic Services, Implementation of Common Core State Standards, and Course Access.

We are transitioning our school's SPSA to becoming a true companion document to the district LCAP so that it focuses on programs, activities and actions which are designed to continually address and support the district LCAP goals.

As we go deeper into this work, we will continue to connect these two critical plans, driving the academic needle forward for WCCUSD students.

Please read on to learn about Pinole Middle School's specific SPSA plan of action for the 2017-18 school year.

Theory of Action

PINOLE MIDDLE SCHOOL'S THEORY OF ACTION

If all of our students are in an environment that teaches them to believe intelligence is malleable and that they can get smarter if they work harder,

Then students will be more engaged in classroom learning, which would improve student achievement and teacher practices.

If we implement Growth Mindset practices to fidelity school-wide,

Then we will have students who believe that they can learn, better relationships between students and teachers/staff, less classroom and campus disruptions, and a more positive school culture and climate.

If we create a solid professional learning community,

Then we will have a culture of collaboration, data-driven instruction, and immediate feedback.

SPSA Stakeholder Involvement

The School Site Council (SSC) works effectively with its stakeholders to complete the variety of tasks involved in developing, implementing, and monitoring the effectiveness of the Single Plan for Student Achievement (SPSA).

As the lead group, the SSC agrees to the following procedures for completing all work involving the SPSA:

Choose one task management option for each step				
	Task	SSC Actively Involved in Task	or	Task Delegated to
Step 1	Analyze local assessment data	Process: In September, the SSC will analyze test score data to make appropriate modifications to the SPSA.	or	Process:
Step 2	Gather input from (check all that apply) <input checked="" type="checkbox"/> GATE <input checked="" type="checkbox"/> ELAC <input type="checkbox"/> CAC <input type="checkbox"/> Others	Process:	or	Process: ELAC parents will convene in December to make recommendations for any modifications to the EL and GATE sections of the SPSA.
Step 3	SPSA strategies development	Process:	or	Process:
Step 4	Budget development	Process: After the strategies are approved, the budget is allocated with SSC suggesting modifications as needed.	or	Process:
Step 5	Finalize and submit SPSA for School Board Approval	Date:		
Step 6	SPSA monitoring	Process: Winter and spring of 2017-18, SSC will review monitoring forms.	or	Process:

System-wide Barriers

The following system-wide barriers have impacted our ability to meet our academic goals. Check all that apply and provide brief description of issue(s) and where applicable any site determined strategy for overcoming the barrier(s).

Barrier Description	Strategy for Overcoming Barrier
Staffing:	*
Facilities maintenance:	*
Facility capacity (space for classrooms/programs):	*
<input checked="" type="checkbox"/> Safety: Need additional CSO	X* We need an additional CSO from the District.
Materials availability:	*
Technology:	*
Fiscal Support:	*
Compliance Support:	*
Curriculum and Instruction Support:	*
Other:	*

* A check in the box indicates that completion of this section requires additional central administrative department support.

Data Analysis

	Data Reviewed	Concern/Strength <i>Determine if data results indicate an area of growth school wide or an area of concern/need</i>	Description of Findings (400 character max) <i>Provide a brief description of what the data shows/implications for instruction</i>
Academic Data			
Choose 3	Accelerated Reader/Star Reading: STAR	XArea of concern Area of strength	60% of students scored below the 50th percentile
	Benchmarks: District Writing	XArea of concern Area of strength	Students scored 2.4 out of 4
	Benchmarks:	Area of concern Area of strength	
	Benchmarks:	Area of concern Area of strength	
	SBA:	Area of concern Area of strength	
	AMAO Data:	Area of concern Area of strength	
	CELDT:	Area of concern Area of strength	
	Grade Count: (Secondary Only)	Area of concern Area of strength	
	GPA: (Secondary Only) Power School	XArea of concern Area of strength	Of the 111 African American students 52 received D's and F's on report card.
	Credits Earned: (Secondary Only)	Area of concern Area of strength	
	Other:	Area of concern Area of strength	
	Other:	Area of concern Area of strength	
Student Support Data			
Choose 2	Attendance: Monthly Attendance Report	XArea of concern Area of strength	Overall attendance decreased from 95% to 93%.
	Suspension Power School	XArea of concern Area of strength	Although African America boys make up 15% of the population, they were disproportionately suspended by 69%.
	Parent/Community Survey:	Area of concern Area of strength	
	Healthy Kids Survey:	Area of concern Area of strength	
	Other:	Area of concern Area of strength	
	Other:	Area of concern Area of strength	

REQUIRED ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT

Student Achievement

English Language Arts (ELA)

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
English Language Arts	<p>1. Reading- 65% of 7th and 8th grade students scored below the 50th percentile on the Star Reading Assessment.</p> <p>2. Writing - On average, students scored 2.5 out of 4 points on "citing evidence" as measured by the district Writing Benchmark.</p>	<p>1. By June 5, 2018, all students will show growth of one grade level in reading as measured by STAR.</p> <p>2. By June 5, 2018, 80% of students will cite evidence at a proficiency of 3.0 or better as measured by the District Writing Benchmark assessments.</p>	All	<p>1. STAR Reading Assessment</p> <p>2. District Writing Benchmark Assessments</p>	<p>Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).</p> <ul style="list-style-type: none"> ----- 	<p>Grow 10 points from 2016-17 score to move closer to SBAC ELA level 3</p>
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Plan PDs and collaborations for explicit instruction with citing evidence. Purchase materials and supplies.		November 2017	1000	LCFF	
2	Implement after school tutoring twice per week		October 2017			
3	Purchase materials and supplies		on-going	2500	LCFF	
4	Arrange collaboration time for ILT to examine student work and instruction in teaching writing		November 2017	1088	LCFF	
5	Grad tutors for intervention afterschool		December 2017			
6	Arrange study trips and substitutes to increase improve student learning		September 2017	2000	LCFF	
7	Facilitate Conferences and Workshops for PD and purchase materials and supplies		October 2017	500	LCFF	
8	Purchase Technology for Pinole Students		January 2018	4000	LCFF	

9	Subs for Academic Conferences	May 2018	21333	LCFF
10	Study trips	June 2018	2000	LCFF
11	Contract for PD	June 2018	15433	LCFF
12	Conferences	Ongoing	3000	LCFF
13	Subscriptions	Ongoing	2000	LCFF

Student Achievement

Mathematics

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
Mathematics	The Mathematics Diagnostic Test (MDPT) Algebra readiness data from the fall of 2017 administration, indicated that only 24% of all 7th and 8th grade students could solve 1 and 2 step equations and inequalities in one variable .	By January 2018, 80% of students will get 70% correct on Integers using grade level common assessment	All students	Common Assessments By grade level/District Benchmarks	1.Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY). • -----	Grow 15 points from 2016-17 score to move closer to SBAC Math level 3.
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Engage in daily note taking.		September 207			
2	Complete warm ups that stress fundamentals of concepts		September 2017			
3	Give frequent quizzes to frequently assess		October 2017			
4	Provide after school and intervention tutoring 4 days a week		October 2017	1500	LCFF	
5	Provide enrichment activities, such as Math Club.		November 2017	1000	LCFF	
6	Conduct tier 2 intervention tutoring 4 days for an hour		October 2017			
7	Purchase materials and supplies for Pinole Middle students including online licences.		October 2017	6085	LCFF	
8	Organize, plan, facilitate PDs, collaborations, conferences and workshops for Pinole Middle Teachers		October 2017			
9	Organize study trips to provide depth and hands-on real-world experiences to enhance skills, knowledge, and vocabulary in content areas		AS needed	5000	LCFF	

10	On-line licenses	October 2017	5000	LCFF
11	Grad tutor during school and afterschool	October 2017		
12	Conferences	December 2017	2000	LCFF
13	Subs for Academic Conferencing	January 2018		
14	Extra teacher hours for Collaboration	August 2017	1500	LCFF
15	Subs for Study Trips	October 2017	2000	LCFF

Student Achievement

English Language Development (ELD)

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
English Language Development (ELD)	<p>1. 10% of ELD students scored at the 50th percentile or above on the STAR Reading Assessment.</p> <p>2. Writing- On average, our students scored 2.5 out 4 points on citing evidence as measured by the District Writing Benchmark or ELD Benchmarks</p>	<p>1. By June 2018, ELD levels 1, 2, and 3-100% will have at least 20% growth in Lexile.</p> <p>2. By June 2018, 70% of ELs will reclassify.</p>	English Learners	STAR Reading Assessment, District Writing Benchmark, or District ELD Benchmarks	<p>Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).</p> <p>• -----</p>	Increase rate to 11%
Actions to Support Goal: (one action per line)			By When:		Cost:	Site Funding Source
1	Purchase classroom materials for CLOSE Reading activities to be used during ELD	January 2018	500	LCFF		
2	Purchase informational books for classroom libraries for ELD classrooms	January 2018	500	LCFF		
3	Purchase subscriptions for publication to engage high interest for low level readers in ELD classrooms	January 2018				
4	Arrange collaboration hours for sharing best practices and examining student work in ELD.	January 2017	600	LCFF		
5	Grad tutors will conduct after school tutoring to support ELD students	October 2017				
6	Arrange study trips and substitutes to improve student learning.	October 2017	1000	LCFF		
7	Facilitate conferences and workshops for PDs	January 2018	500	LCFF		
8	Extra hours for PD and Collaborations	Ongoing	6864	LCFF		
9	Subs for Academic Conferencing	June 2018	1000	LCFF		
10	Study Trips	Ongoing	5000	LCFF		

Student Achievement

African American

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Focus Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
Math, English	Of the 111 African American students enrolled, 52 or 50% of A/A students are receiving at least 1 D or F on their report card.	1. By May of 2018, the Pinole Math Dept will decrease the levels of African American students receiving D's and F's by 25% as measured by report card data in Power School.	All African American Students	1. District Benchmark 2. Common Assessments	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	Grow 10 points from 2016-17 score to move closer to SBAC ELA level 3. Grow 15 points from 2016-17 score to move closer to SBAC Math level 3.
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Implement ALEKS		August 2017			
2	Provide math tutoring morning, lunch, after school		September 2017			
3	Use math binders to reinforce non-cognitive skills.		August 2017			
4	Facilitate Study Trips		October 2017 - May 2018			
5	Hire Upper Division Tutor for 250 hrs		November 2017			
6	Design special reports to inform parents		November 2017			
7	Purchase materials and supplies, including but not limited to technology		October 2017			
8	Implement PBIS		October 2017			
9	Implement Growth Mindset		August 2017			

Student Achievement

Attendance

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Focus Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
Attendance	Our school average for 16/17 was 93.61. We would like to increase to at least 95% as evidenced by the District's percentage Actual Attendance Comparison Report.	By June of 2018, our attendance average for the year will increase to 95%.	All	Percentage Actual Attendance Comparison Report.	Improve student engagement and climate outcomes, and allocate services to English learner (EL), low income (LI), and foster youth (FY) students	All schools will maintain 95% or above attendance rate
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Purchase incentives for improved and excellent attendance and decrease tardies		September 2017	1500	LCFF	
2	Extra clerk hours (3.5 hours x 5 days)		August 2017			
3	Implement incentive program for excellent and improved attendance and decreased tardies		October 2017	500	LCFF	

Student Achievement

School Climate

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Focus Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
School Climate	Although African American boys make up 15% of the student population they were disproportionately suspended by 69%.	1. By May of 2018, we will reduce disproportionate suspensions by 40% as measured by the data in Power School. 2. By June 2018, we will reduce classroom disruptions by 50% as measured by referrals.	African American males	Referral and suspension data	Improve student engagement and climate outcomes, and allocate services to English learner (EL), low income (LI), and foster youth (FY) students	Suspension rates will decrease by 2%
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Practice Restorative Justice Principles		September 2017			
2	Implement PBIS		September 2017			
3	Implement boys group		Oct/Nov 2017			
4	One and One mentoring and life skills		October 2017			
5	On going PDs around trauma		November 2017	500	LCFF	
6	Implement RTI systems that reduce suspensions of African American boys.		On going			
7	Purchase materials and supplies,including but not limited to technology, for Pinole students		January 2018	1500	LCFF	
8	Hire Consultant for PD		December 2017			
9	Facilitate Study Trips		November 2017	2000	LCFF	
10	Psychologist additional day (Catholic Charities)		October 2017			
11	Extra clerk hours - 400 hrs		November 2017	5689	LCFF	
12	Extra teacher hours for tutoring		Ongoing	3922	LCFF	

13	Contract for counseling services	Ongoing	13000	LCFF
14	Extra hours for bilingual clerk	Ongoing	8533	LCFF

Student Achievement

Parent Involvement

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Focus Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
Parent Involvement	1. By June 2018, we will offer 3 Parent Nights with 75% of parents in attendance as measured by sign-in sheets.	1. By June 2018, we will offered 3 Parent Nights with 50% of parents in attendance as measured by sign-in sheets.	ALL	sign in sheets	Increase parent and community engagement, involvement, and satisfaction.	To seek parent input, parents will be encouraged to complete the California School Parent Survey. The number of parent responses will increase (3A).
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Develop at least two parent family nights for math and English strategies		January 2018			
2	Develop parent workshops to support student strategies at home and at school.		March 2018			
3	Provide translating services for second language parents		January 2018	1479	LCFF	
4	Provide at least 3 Power School training for parents		June 2018			
5	Provide babysitting		October 2017			
6	Sign-in sheets					
7	Extra hours for bilingual SCOWs		Ongoing	8000	LCFF	
8	Contract for Parent		Ongoing	2000	LCFF	

Overall Budget Summary

Summary of Costs

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF	143526	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF	143,526.00

Agreements

The following critical compliance items are in place throughout WCCUSD:

- **Highly Qualified Teachers:** All teachers and paraprofessional involved in our academic programs will meet NCLB's highly qualified requirements. Our site coordinates with the WCCUSD Human Resources Department to ensure compliance with this item.
- **Strategies to attract and retain high quality teachers:** Our site acknowledges the importance of attracting and retaining high quality instructional staff. Our site coordinates with the WCCUSD Human Resources Department to develop programs and strategies to ensure high quality instruction staff want to come to and remain at our site.
- **Learning Center Collaborative Model:** Each WCCUSD school that runs a collaborative model provides a seamless approach to integrating personnel, resources, and teaching strategies to serve at-risk special and general education students. Special education teachers may work with unidentified students and regular education teachers may work with identified students (as long as they are qualified to meet the goals on the students' I.E.P.s).
- **Staff development,** selected strategies to implement or continue, and materials used are focused on meeting the needs of at-risk and general education students. This information is detailed in the SPSA. Any funds spent to support the model are also outlined in the SPSA. Finally, staff is consistently monitoring and evaluating the effectiveness of the collaborative model so that changes can be made where needed.
- **Early Learning:** Develop plans to assist preschool students through the transition from early childhood programs to local elementary school programs
- **Schoolwide Plans and Homeless Children and Youth:** In accordance with McKinney Vento Federal Homeless Assistance Law, the following actions are taken:
 - Flyers are posted in the front office stating the rights of homeless children and services available. These flyers are made readily available to homeless families.
 - Staff is trained before the start of each academic year on how to enroll and identify homeless students by the district's homeless liaison.
 - Teachers receive yearly training on how to identify warning signs which may indicate homelessness and sensitivity training on the special needs of homeless children and youth.
 - Parents without homes are included in outreach efforts by parent involvement outreach workers for inclusion in school site councils.