

2018 – 2019
Single Plan for Student Achievement
Union Hill Middle School



May 21, 2018

The Single Plan for Student Achievement

School: Union Hill Middle School

District: Union Hill School District

County-District School (CDS) Code:
Union Hill Middle School 29664070128629

Principal: Joe Limov

Date of this revision: May 21, 2018

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: Joe Limov

Position: Principal

Telephone Number: 530-273-8456 (Extension 132)

Address: 11638 Colfax Hwy. Grass Valley, CA 95945

E-mail Address: jlimov@uhsd.k12.ca.us

The District Governing Board approved this revision of the SPSA on June 12, 2018



Table of Contents

II. Single Plan for Student Achievement

Form A: Planned Improvements in Student Performance

- 1) 7th - 8th Grade Math Planned Improvements in Student Performance
- 2) 7th - 8th Grade ELA Planned Improvements in Student Performance
- 3) TK – 8th Grade Character Education and School Climate

Form B: Centralized Services for Planned Improvements in Student Performance

- 1) 7th - 8th Grade Math Planned Improvements in Student Performance
- 2) 7th - 8th Grade ELA Planned Improvements in Student Performance
- 4) TK – 8th Grade Character Education and School Climate

Federal and State Funding Summary (in place of Form C)

Form D: School Site Council Membership

Form E: Recommendations and Assurances

ACADEMIC GOALS

Form A: Planned Improvements in Student Performance: 7th – 8th Grade 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:

LEA GOAL # 1: Seventh - eighth grade students grade level proficient on the SBAC math assessment will meet or exceed:

7th = 40% 8th = 55%

SCHOOL GOAL # 1: Seventh - eighth grade students grade level proficient on the SBAC math assessment will meet or exceed:

7th = 40% 8th = 55%

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Curriculum embedded module assessments from Eureka Curriculum (TK – 8) SBAC 2017 Scores (3 – 8) Staff Input on Progress made on LCAP STAR Math Site Council Parent Survey	7 th Grade – Applications of math at all skill levels is needed. Work to implement CCSS using Eureka Math and other math resources. 8 th Grade - Applications of math at all skill levels is needed. Work to implement CCSS using Eureka Math and other math resources.	Curriculum embedded module assessments (TK – 8) Use of Smarter Balanced Assessment, Smarter Balanced Interim Assessments and Smarter Balanced Interim Block assessment results. SBAC 2017 Scores (3 – 8) Site Council Parent Survey

STRATEGY: Through use of CCSS math curriculum, assessment, professional development, implementation of support personnel, support programs and technology resources in line with the Common Core State Standards the following percent of students will be at or above grade level in math at the 7th – 8th grade levels during 2017 – 2018:

7th = 40%8th = 55%

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Amounts in 7 – 8 portion)
1. Implement with fidelity the GO Math curriculum, filling learning gaps where necessary.	Teachers and Administration	Instruct all units with fidelity for the 7 th – 8 th Grade GO math (18-19 version) curriculum	\$ 19,210
2. Parent Education night for math curriculum.	Administration and Teachers	Provide an overview of curriculum demonstrating the parent support materials that are available.	\$ 68
3. Homogenous math grouping of students.	Teachers and Administration	Homogenous math grouping of students with Algebra 1 for 8 th graders and Pre-Algebra for 7th graders.	\$33,433
4. Develop strategies for underperforming students in 7 – 8 grade through teacher collaboration time.	Teachers and Administration	Determine foundational skills that are missing and address with previous level lessons or supplementary materials.	\$ 5100
5. Implement Universal Design for Learning (UDL) strategies to increase engagement.	Administration and Teachers	Provide multiple means of: representation (the “what” of learning), action and expression (the “how” of learning), and engagement (the “why” of learning). http://www.udlcenter.org/	In house training – No Cost
6. Professional development for new math program.	Administration and Teachers	Professional development training provided through newly adopted publisher. Time and funds provided for training of staff to learn effective math intervention and enrichment strategies.	\$ 540

7. Implement and evaluate common assessments to evaluate progress, based on CAASPP rigor.	Administration and Teachers	Develop and implement assessments to determine progress towards meeting Common Core rigorous standards. Use collaboration time to evaluate data.	\$ 3790
8. Provide beginning teacher support.	Administration	New teachers will be enrolled in BTSA and receive support and mentoring from administration and grade level team members.	\$3800 per teacher
9. Provide after school tutorial assistance to students who are struggling.	Administration, School Counselor, Media Center Coordinator	Oversee volunteers to work with students on math after school in the Media Center.	\$ 1856 (% of Media Center Coordinator)
10. Tech resources for implementation of Math CCSS.	Teachers and Administration	Enhance technology use. Use of STAR Math as a math support tool. Add additional chromebooks	STAR Math \$ 3516 Donation for chromebooks = \$30,500
11. 100% of all math teachers Highly Qualified per state standards.	Administration and Teachers	Guarantee that all classroom teachers will be Highly Qualified per state standards.	No Cost

Form A: Planned Improvements in Student Performance: 7th – 8th Grade English Language Arts

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:

LEA GOAL# 2: Seventh – eighth grade students grade level proficient on the SBAC ELA assessment will meet or exceed:	7th = 60%	8th = 80%
LEA GOAL# 2: Seventh – eighth grade students grade level proficient on the SBAC ELA assessment will meet or exceed:	7th = 60%	8th = 80%

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<p>Curriculum embedded assessments</p> <p>Common Grade Level Writing Assessments</p> <p>SBAC 2017 Scores (3 – 8)</p> <p>Staff Input on Progress made on LCAP</p>	<p>Overall, students reading levels are not at grade level.</p> <p>Comprehension of reading materials (fiction and nonfiction) above a recall level of facts is difficult.</p> <p>Students need to expand to higher levels of understanding, including: application, analysis, synthesis and evaluation of information.</p> <p>Study skills and academic language are weak and show a lack of focus and determination.</p> <p>Organizational skills, as it pertains to attacking writing assignments across the curriculum, are lacking.</p> <p>Use of technology for research, writing, and collaborative work is a 21st century skill our students need to have.</p>	<p>Use of Smarter Balanced Assessment, Smarter Balanced Interim Assessments and Smarter Balanced Interim Block assessment results.</p> <p>Feedback from parents on yearly parent survey.</p> <p>Use of curricular embedded assessments to determine progress.</p>

STRATEGY: Through an increase in writing and editing opportunities, more analytical non-fiction reading activities, and technology engagement in both reading and writing the following percent of students will be at or above grade level in ELA at the 7th – 8th grade levels during 2017 – 2018:

7th = 60% 8th = 80%

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>1) Implement and evaluate common assessments to evaluate progress, based on CAASPP rigor.</p>	<p>Teachers</p>	<p>Develop assessments to determine progress towards meeting Common Core State Standards.</p>	<p>\$ 3790</p>

2) Enhance the reading program by expanding types of reading genres.	Teachers and Administration	Add a wider range of novels, including non-fiction historical biographies, which students find engaging.	\$ 1000
3) Increase opportunities to have more writing across the curricular areas.	Teachers and Administration	Science, math, health, social studies and ELA work together to expand opportunities for writing in all curricular areas. Develop a rubric that can be used in multiple subject areas.	\$ 5100
4) Vertical alignment of CCSS in ELA with emphasis on consistent academic language.	Teachers and Administration	Seventh and eighth grade work with 5 th and 6 th grade to align ELA CCSS with an emphasis on academic language, organization and study skills.	\$ 5100
5) Implement RTI during ELA instruction by regrouping and redeploying resources.	Teaches and Administration	Plan for Response to Intervention support by regrouping students at each grade level.	No cost
6) Implement Universal Design for Learning (UDL) strategies to increase engagement.	Administration and Teachers	Provide multiple means of: representation (the “what” of learning), action and expression (the “how” of learning), and engagement (the “why” of learning). http://www.udlcenter.org/	In house training – No Cost
7) Expand technology availability and use toward writing opportunities and reading interests.	Administration and Teachers	Expand the number of chrome books to have 7 th /8 th grade students research, read and write. Expand on peer editing and peer evaluation of writing. Expand the use of STAR Reading and Google Classroom and engage students in the environment in which they are motivated to learn.	STAR Reading = \$3516 Donation of chromebooks = \$30,500.
8) 100% of all ELA/ELD teachers Highly Qualified per state standards.	Teachers and Administration	Provide certification opportunities as needed to have all staff HQT in ELA/ELD instruction.	No cost

9) Provide English Language Learners direct support.	Teachers/Director of Student Services	Provide direct classroom support for EL students to improve fluency. Move EL students up one fluency level.	No cost
--	---------------------------------------	---	---------

Character Education and School Climate Goal

LEA GOAL # 3: Improve the academic performance of students, the school climate, and student attendance by engaging all students and staff in regular activities through the Union Hill Bearcat of Character Program, and by support and intervention services offered on a school wide basis.

SCHOOL GOAL # 3: Improve the academic performance of students, the school climate, and student attendance by engaging all students and staff in regular activities through the Union Hill Bearcat of Character Program, and by support and intervention services offered on a school wide basis.

<p>What data did you use to form this goal?</p> <p>Site Council Parent Survey</p> <p>Staff Input on Progress made on LCAP</p> <p>Student council officers meeting with principal</p> <p>Evaluation of program by Bearcat of Character Committee, who meet bimonthly throughout the school year.</p> <p>Attendance Data</p>	<p>What were the findings from the analysis of this data?</p> <p>Greater engagement in the Bearcat of Character program by all students and staff will improve school climate and morale.</p> <p>Greater engagement in the Bearcat of Character program by all students will improve the academic performance of our students.</p> <p>Greater engagement in the Bearcat of Character program by all students will reduce negative student interactions on the Union Hill campus.</p>	<p>How will the school evaluate the progress of this goal?</p> <p>Evaluation of the 2015-2016 Site Council survey, staff input and student input will help measure our progress toward our goal.</p> <p>Bimonthly Bearcat of Character Committee meetings to evaluate progress.</p> <p>Attendance Data</p>
--	--	--

STRATEGIES: Union Hill School will implement, reinforce, and communicate a schedule of activities that reinforce the qualities and attributes we wish to see in a strong Bearcat of Character student and strong Professional Bearcat of Character staff member.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1) Yearly schedule of activities sent to staff at start of year	B of C Committee	Send out current yearly schedule of activities to staff to provide feedback for updated list of B of C activities.	No cost
2) Monthly update of activities sent out with a challenge to specific grade levels to do the optional B of C activities.	Teachers and B of C Committee	Send out with Principal Weekly E-mail with the next months B of C activities.	No cost
3) Communicate via Bearcat Weekly Bulletin the B of C activities.	Office Staff	Office staff will insert B of C activities into Weekly Bearcat Bulletin as they come up on the calendar.	No cost
4) Focus on the positive aspects of B of C Program	School Counselor, Teachers and Administration	Continued use of positive and affirming language (Bearcat of Character Traits) when working with all students.	\$ 111,082 School Counselor and Psychologist cost
5) Continue Nurtured Heart practices with all students.	All Staff	Reinforce Nurtured Heart practices using our staff trainers.	No Cost
6) Bring clarity to and reinforce school rules, boundaries and expectations around behavior.	Administration and All Staff	Clear expectations and consequences around the rules in the Union Hill Code of Conduct.	No Cost
7) Full time Board Certified Behavioral Analyst (BCBA) with Registered Behavioral Technician support team.	Director of Student Services	BCBA works closely with classroom teachers to design behavior programs for highly disruptive students. Programs supported by Registered Behavior Therapists.	County pays for BCBA \$13,636 (Cost of RBT's) \$2334 (RBT Training)

8) Promote Growth Mindset with all staff, students and parents.	B of C Team, administration, teachers, students and parents	Provide trainings and share resources in promoting a positive growth environment for all those involved in the education of our students.	\$2000
9) Continue to enhance the Professional Bearcat of Character program by adding SSP's, office and support staff to the recognition process.	Principal/Teachers/ SSP's/office staff	Include all Union Hill School Staff in the Professional Bearcat of Character Program.	No Cost
10) Continued implementation of counseling programs for all students.	School Counselor	Social groups, individual counseling, crisis counseling, Club Live, Kindness Crew and many other programs provided by the school counselor sustain a positive school culture where all our students thrive.	\$ 72,991 (Salary) Counselor Budget \$ 5000
11) Maintain zero violations as reported on the Williams Act quarterly audit.	All Staff	All staff will be proactive in working with students and families to resolve questions and concerns when they arise.	No Cost
12) Decrease chronic absenteeism by 1%	Administration, teachers, office staff and parents.	Continue to have positive motivators, such as our partnership with Horace Mann Companies, to encourage students to maintain positive attendance.	No Cost and increase in funding to school with increased attendance.
13) Increase in parent and student participation, including parents and students of unduplicated students and students with special needs in B of C monthly activities.	Administration, teachers, counselor, B of C Committee	Publicize activities and directly invite/involve students and their families to participate in activities that connect students to the school (i.e. Club Live, B of C Assemblies, Lego Club, after school sports)	No Cost

Form B: Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support the site program goals 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.

School Goal # 1: Increase the percentage of 7 – 8 grade students performing at or above grade level in mathematics.

Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
1) Implement with fidelity the GO Math curriculum, filling learning gaps where necessary.	9/18-6/19	No Cost – Using on-line version	\$ 19,210	Textbook/ Materials
2) Parent Education night for math curriculum.	9/18-6/19	Staff stipend	\$ 68	LCFF Supp.
3) Homogenous math grouping of students.	9/18-6/19	No Cost	\$33,433	Gen Fund
4) Develop strategies for underperforming students in 7 – 8 grade through teacher collaboration time.	9/18-6/19	Teacher Collaboration Time	\$ 5100	LCFF Supp.
5) Implement Universal Design for Learning (UDL) strategies to increase engagement.	9/18-6/19	Staff Development Funding	No Cost	None
6) Professional development for new math program.	9/18-6/19	Math Training	\$ 540	Textbook/ Materials
7) Implement and evaluate common assessments to evaluate progress, based on CAASPP rigor.	9/18-6/19	Teacher Collaboration Time	\$3790	LCFF Supp.
8) Provide beginning teacher support.	9/18-6/19	BTSA	\$3800 per teacher	LCFF Supp.

¹ See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

² List the date an action will be taken, or will begin, and the date it will be completed.

9) Provide after school tutorial assistance to students who are struggling.	9/18-6/19	Technology	\$1856	LCFF Supp.
10) Tech Resources for implementation of Math CCSS	9/18 – 6/19	STAR Math and chromebooks	\$3516 + donation	LCFF Supp.
11) 100% of all math teachers Highly Qualified per state standards.	9/18-6/19	No cost	No cost	None

School Goal # 2: Increase the percentage of 7th – 8th grade students performing at or above grade level in English Language Arts.

Actions to be Taken to Reach This Goal ³ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ⁴ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
1) Implement and evaluate common assessments to evaluate progress, based on CAASPP rigor.	9/18-6/19	Teacher Collaboration Time	\$3790	LCFF Supp.
2) Enhance the reading program by expanding types of reading genres.	9/18-6/19	Curriculum	\$1000	General Fund
3) Increase opportunities to have more writing across the curricular areas.	9/18-6/19	Teacher Collaboration Time	\$5100	LCFF Supp.
4) Vertical alignment of CCSS in ELA with emphasis on consistent academic language.	9/18-6/19	Scheduling	\$5100	LCFF Supp.
5) Implement RTI during ELA instruction by regrouping and redeploying resources.	9/18-9/19	No Cost	No Cost	None
6) Implement Universal Design for Learning (UDL) strategies to increase engagement.	9/18-6/19	Staff Development Funding	No Cost	None

³ See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

⁴ List the date an action will be taken, or will begin, and the date it will be completed.

7) Expand technology availability and use toward writing opportunities and reading interests.	9/18-6/19	STAR Reading + chromecarts	\$3516 Donation of \$30,500	None
8) 100% of all ELA/ELD teachers Highly Qualified per state standards.	9/18-6/19	Teacher Quality	No cost	None
9) Provide English Language Learners direct support.	9/18-6/19	EL Program	No cost	None

School Goal # 3: All students and staff will engage in the Bearcat of Character program through activities offered in the classroom, during recess breaks, at assemblies and after school and through the school counseling program.

Actions to be Taken to Reach This Goal ⁵ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ⁶ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
1) Yearly schedule of activities sent to staff at start of year	9/18-6/19	B of C Committee Meeting	No cost	None
2) Monthly update of activities sent out with a challenge to specific grade levels to do the optional B of C activities.	Monthly	B of C Committee Meeting	No cost	None
3) Communicate via Bearcat Weekly Bulletin the B of C activities.	Daily as needed	Powerschool - No additional cost	No cost	None
4) Focus on the positive aspects of B of C Program	9/18-6/19	Counselor's Salary	\$111,082	Gen Budget
5) Continue Nurtured Heart practices with all students.	9/18-6/19	Training provided by staff trainers	No Cost	None
6) Bring clarity to and reinforce school rules, boundaries and expectations around behavior.	9/18-6/19	No Additional Cost	No Cost	None

⁵ See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

⁶ List the date an action will be taken, or will begin, and the date it will be completed.

7) Full time BCBA with RBT support team.	9/18-6/19	Salary/training for RBT's	\$13,636 + \$2334	LCFF Supp.
8) Promote Growth Mindset with all staff, students and parents.	9/18-6/19	Materials/Books	\$2000	None
9) Continue to enhance the Professional Bearcat of Character program by adding SSP's, office and support staff to the recognition process.	9/18-6/19	No cost	No cost	None
10) Continued implementation of counseling programs for all students.	9/18-6/19	Counselor's Salary	\$72,991	General Budget
11) Maintain zero violations as reported on the Williams Act quarterly audit.	9/18-6/19	No cost	No cost	None
12) Decrease chronic absenteeism by 1%	9/18-6/19	No cost	No cost	None
13) Increase in parent and student participation, including parents and students of unduplicated students and students with special needs in B of C monthly activities.	9/18-6/19	Donations (Horace Mann)	No cost	None

Federal and State Funding Summary
(Values based on second interim 17-18)

(Form C from SPSA template no longer useful, as categorical programs have been bundled into the LCFF funding formula)

LCFF Base \$ 1,143,859

LCFF Supplementary \$ 63,502

Part A Title 1 \$00.00 (We do not receive Title 1 Funding)

Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.⁷ The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Jaima Barger	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Cami Rhodes	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deborah Ashton	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kristi Kester	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jaime Reeves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Jil Karas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Brett Bentley	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Denise Connors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Deborah Caddy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Joe Limov	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	3	1	4	<input type="checkbox"/>

⁷ EC Section 52852

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)**:

- English Learner Advisory Committee _____ Signature
- Special Education Advisory Committee _____ Signature
- Gifted and Talented Education Advisory Committee _____ Signature
- District/School Liaison Team for schools in Program Improvement _____ Signature
- Departmental Advisory Committee (secondary) _____ Signature
- Other committees established by the school or district (list)
- Bearcat of Character Committee _____ Signature
- Olweus Bullying Prevention Committee _____ Signature
- Collaboration Committee _____ Signature
- Technology Committee _____ Signature
- Health Advisory Committee _____ 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 May 21, 2018

Attested:

Joseph N. Limov
Typed name of School Principal

Joseph N. Limov 6/16/18
Signature of School Principal Date

Jaime Reeves
Typed name of SSC Chairperson

Jaime Reeves 6/7/18
Signature of SSC Chairperson Date



