

SINGLE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

For the school year 2010.2011

Scotts Valley Middle School

Scotts Valley Unified School District

44-69831-6049944

CDS Code

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise academic performance of all students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

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The District Governing Board approved this School Plan on

Board Approved: Jan. 25, 2011

Scotts Valley Middle School
Single School Plan for Student Achievement
2010.2011

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Scotts Valley Middle School
Mission 2010

We are a middle school with a highly-qualified, diverse staff, personally committed to guide student transition between elementary and high school years through a program which maximizes each individual's personal and academic potential. In order to achieve this goal, we assume responsibility for working together cooperatively, and for creating a climate of honesty and respect in our learning environment.

Scotts Valley Middle School
Vision 2010

We, the educators and parents of Scotts Valley Middle School students, believe that all students have the potential to achieve academic success and become responsible, contributing members of their community.

Scotts Valley Middle School
School Profile 2010

Description

Scotts Valley Middle School (SVMS) is a 6-8 middle school in the Scotts Valley Unified School District. SVMS is located near the base of the Santa Cruz Mountains just south of Silicon Valley. Our school currently serves approximately 600 students in twenty-two general education classrooms and in one Special Day Class student classroom. Our campus also has a large Pavilion that is used by students and the community for physical education classes and community athletic programs. The campus is located in the center of Scotts Valley, allowing many students to self-transport themselves to school and have safe access to the business of downtown Scotts Valley. The school opened in 1941 as a Works Project Administration project as an elementary school and eventually became the middle school. Over the years, twelve portable classrooms have been added to the campus to house classrooms and locker rooms. Our staff includes twenty-eight highly-qualified teachers, 1.6 Resource Specialists, one Special Day class teacher, one part-time speech therapist, one part-time school psychologist, one .2 nurse, two custodians (one day and one night), one administrative assistant, one part-time library clerk and one part-time registrar. Our support staff also includes six instructional aides

that support special education students and also serve as yard supervisors for our break and lunch. The SVMS staff is committed to educating all of our students and has a long tradition of providing a rich learning experience in a warm, caring environment.

In addition to classrooms, the campus includes an administration building where our library, one computer lab and our multi-purpose room is housed. An additional computer lab is housed in one of our portable classrooms on campus. Our campus and athletic facilities are used by many community groups including Scotts Valley Parks and Recreation, Boy Scouts and Girl Scouts, Scotts Valley Lacrosse, Scotts Valley Little League, our PTA and our Scotts Valley Educational Foundation.

Parent and Community Involvement

Scotts Valley Middle School has a very strong community commitment. Our attendance rates exceed 97% annually and we experience full-capacity attendance at both our Back to School Night and Open House events. Additionally, our spring athletics fundraiser, the March Madness Teacher-Student Basketball Tournament always exceeds our anticipated income expectations because of the excellent attendance. We are fortunate to have a very active PTA that contributes thousands of volunteer hours as well as donations that exceed \$70,000 annually directly to our school. Our Scotts Valley Educational Foundation also provides financial support and allows for school involvement in several community-building activities such as the Mountain Charlie Bike Ride Challenge, the Dollar-a-Day fundraising drive, Community Day and the Christmas Tree lot. This generous group currently contributes to our music program by donating over \$40,000.00 to our program for staff. Other community groups that support SVMS via school clean up days and construction projects are the Boy Scouts, GateWay Bible Church and Scotts Valley Rotary. New this year will be the inclusion of a student-level Rotary Club, called the Interact Club, which will be directly supported by site staff and local Rotarians.

Scotts Valley Middle School
Analysis of Current Educational Practice
2010

1. Alignment of curriculum, instruction and materials to content and performance standards:

Our 6-8 district content standards (curriculum) in English Language Arts, math, history, science, visual/performing arts match the California state content standards. Over the past few years, subject departments have written scope and sequences, and aligned units of study to assessments, timelines and California state standards. Due diligence has been given to delivering instruction and using materials that support student achievement to the standards. Math classes are ability grouped with fluidity between classes as students are assessed. Students are also assessed using standards-based, district-wide, grade-level benchmark assessments as well as agreed upon common assessments within each department. Teachers are evaluated using the California Standards for the Teaching Profession to which their instructional strategies are aligned.

2. Availability of standards-based instructional materials appropriate to all student groups.

English/Language Arts – Our current English/language arts curriculum is based on a California state approved textbook series. All activities and instruction surrounding this instruction are based upon the Prentice-Hall text purchased in 2005. Early Fall staff collaboration time will be focused on the successful implementation of the Accelerated Reader Program. As the standard expectation of activity during the Enrichment Period, faculty will be able to individualize reading materials and address the needs of all levels of learners, both high and low. This program is in use in our elementary schools and we believe it to be a natural progression to be used at the middle school level as well.

Math –Our Math Department completed the adoption process for new state-approved mathematic textbooks in the Spring of 2009. The bulk of our adopted materials are from the Holt series with the exception of the Prentice-Hall PreAlgebra book that will be used in our Honors Math 6 class. Our Algebra I text is the middle school version of the text adopted at Scotts Valley High School. Our geometry text is not new however is also the text in use at the high school. This articulation between

our middle and high school supports curriculum planning, assessment creation and evaluation of student achievement data. Because our STAR math scores are the lowest of all standardized scores, we are hopeful that our better aligned materials will support stronger instruction and learning for students.

History – Our History Department adopted the McDougall Littell series for History instruction for students in grades 6-8. This state-adopted, standards-based textbook and workbook series will provide a solid framework from which to build our standards-aligned curriculum. This adoption also provided a large technology-based component for delivery of instruction and student-teacher resources.

Science – 6-8 grade Science teachers adopted the Glencoe textbook series and have had it in use since Fall 2007. This state-adopted, standards-aligned textbook is provided for all students in addition to the hands-on curriculum created by the teachers. The faculty of SVMS has created an extensive standards-based, activity-centered learning program that engages all levels of learners.

The materials addressed above are purchased using state Instructional Materials funds (funds to be spent on materials from an approved standards-based materials list). Not all of the “standards-based” instructional materials provide the necessary resources to meet the needs of all student groups. SVMS uses many additional materials that have been determined to be highly effective in helping students meet or exceed standards.

3. Alignment of staff development to standards, assessed student performance and professional needs:

Decisions regarding staff development are based on teacher input, goals of our school improvement plan, goals of our district Strategic Plan and needs identified in our student performance data. Staff development activities for the 2010.2011 school year will focus on refinement of common assessments for students, the use of data to drive instruction and instructional strategies to support our AYP sub-groups. While several common assessments have been created, many need further refinement as well as input into the Data Director system. Staff will also benefit from further training with Data Director and strategies based on the Response to Intervention model. Staff development at the district and site level includes teacher collaboration/alignment of resources to content standards, formal professional collaboration through grade level/department common planning time and joint collaboration with the high school. New this year is extensive staff development for our special education staff to ensure the implementation of best practices and

accuracy of IEP data and implementation. We continue to support all teachers being NCLB compliant, with 100% currently compliant. Two of our teachers will receive additional staff development through the New Teacher Project of Santa Cruz County. Staff development time is provided daily through the Team Time that is included in our Academy Program. Every other week, students are released at 12:30pm to allow for one and one-half hours of additional collaboration to include such activities as: department collaboration time, vertical articulation with both of our elementary schools and our high school as well as district-wide staff development.

4. Services provided by the regular program to enable under-performing students to meet standards:

- Modifications/accommodations to the curriculum (class and homework)
- Leveled math classes within the Academy
- 1:1 instruction and small group instruction in the classroom, provided by the mainstream teacher, during the school day (Enrichment Period)
- Varied instructional strategies for concept development
- Multi-level activities within the lesson
- Flexible ability grouping in some classes
- Alternative ways for students to demonstrate skills and knowledge
- Highly qualified, credentialed staff
- Trimester-long, Applications Class for identified low achieving students to receive small group instruction in Math and Language Arts
- Collaboration between special Education staff and General Education staff weekly (Special Services Mondays)
- Daily collaboration time provided to allow for professional development activities, both site and district-wide

5. Services provided by categorical funds to enable under-performing students to meet standards:

- Instructional assistants targeted to work with students not meeting grade level performance standards
- Daily English Language Development instruction provided by a highly qualified teacher for identified students
- Title I funds spent to hire a highly-qualified teacher to provide 1:1 and small group instruction to identified Title I students in the areas of Language Arts and Math during the Enrichment Period
- Staff development opportunities for teachers in developing instructional strategies in all content areas
- Services in reading, math and study skills to grades 6-8 including homework assistance and remediation

6. Use of state and local assessments to modify instruction and improve student achievement.

Each year the results of the California Standards Tests are used to identify areas of strength in student performance and to identify areas of instruction that need to be strengthened for improved student achievement via the Data Director program. Because our work together has allowed for the development of Essential Standards in all departments as well as common assessments for students, it has provided additional data for faculty to evaluate progress and growth. New this year will be the inclusion of district-wide, standards-based assessments in Language Arts and Math. Teachers can use their individual class data to inform and modify their instruction to improve student achievement as well as the data provided by our district-wide assessments. Departments can use the performance data to collaborate and share instructional strategies designed to improve student performance.

Staff and school site council use the information to set goals and direct resources for improved student achievement.

7. Family, school, district and community resources available to assist these students:

Family

- Parents make financial contributions to individual classes. Some of these donations are used to purchase materials to help students.
- Parents volunteer in the classes and school site. Most of our volunteers are parents who choose to work in the school.
- Families support students with homework.
- Parents coordinate and supervise our "Lit Circle" program (a "book club" type activity for students during Enrichment)
- PTA supports a full-time art teacher for all students, grades 6-8

School

- Each year the SVMS Parent Teacher Association (PTA) gives each teacher discretionary money that can be used by the teacher to provide resources to meet the needs of students.
- Categorical funds (Special Education, Title I) are allocated to the school in the form of personnel, materials, staff development, and parent education.
- Team Time provides opportunities for teachers and parents to meet together as needed to discuss individual student progress and needs.

- SST (Student Study Team) provides resources of ideas and strategies for both parents and teachers to assist low achieving students.

District

- ELD (English Language Development) serves 6-8 grade students at the site in oral language development and transitional reading/writing development.
- Special Education programs at the site: RSP, Speech and Language, Special Day class, Adaptive physical education, Occupational Therapy
- Counselor Services
- Behavior Specialists

Community

- SVEF (Scotts Valley Educational Foundation) contributes to district-wide needs. For the 2010.2011 school year, these funds are allocated to support instruction in the Arts (music). Teachers continually look for additional resources that would assist below grade level students in meeting standards.
- Gateway Bible Church has "adopted" SVMS and provides regular support and volunteer hours to the school.
- Local businesses and service organizations (Kiwanis, Scotts Valley Rotary Club, etc.) donate funds to the school that can be used in a variety of ways to assist students.

8. School, district and community barriers to improvements in student achievement:

Although we work hard in our district to improve students' achievement, there are some school, district, and community barriers which keep us from succeeding. Some of these include: family dynamics and/or educational priorities, individual behaviors and/or attitudes of students, large class size, and limited funding for classrooms and programs. Second language learner issues are becoming more prevalent and therefore need more attention. The continued depletion of state funds will present on-going challenges for our school. Without the financial support from the state, programs such as our library are at risk. We have been unable to provide summer school to at-risk students for the last two school years.

9. Limitations of the current program to enable under-performing students to meet standards:

Under performing students do not always meet standards due to limitations in our current programs. Some of the limitations include: class size, limited quality instructional assistant time, and limitations of intervention programs. Significant reduction in state allocations to schools has impacted all programs and students. Our new schedule allows for daily intervention with all students as well as small

group, specialized intervention for our higher needs students. Planning includes providing options for our accelerated students as well, giving them the opportunity to go above and beyond in their studies.

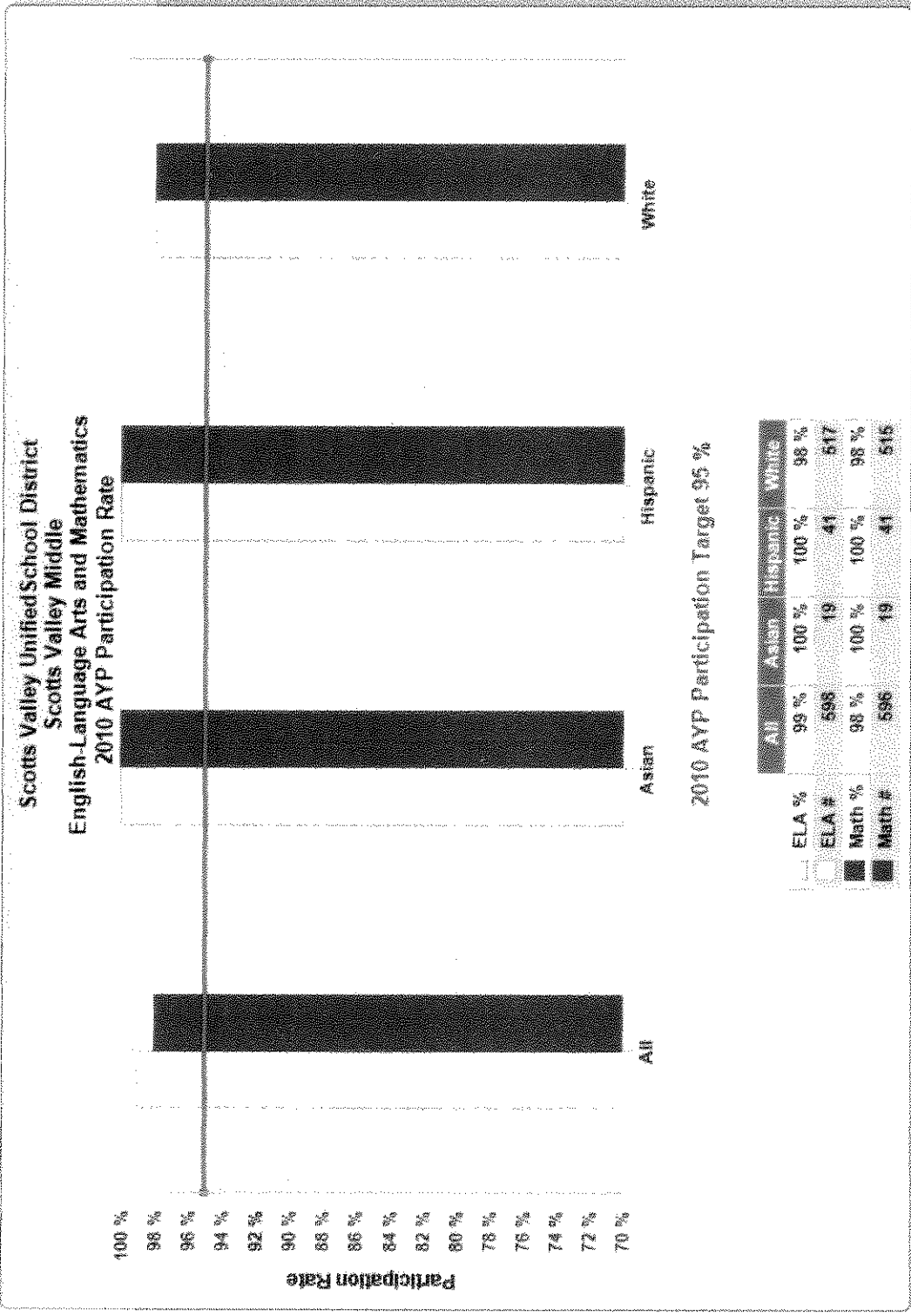
Scotts Valley Middle School Student Achievement Data

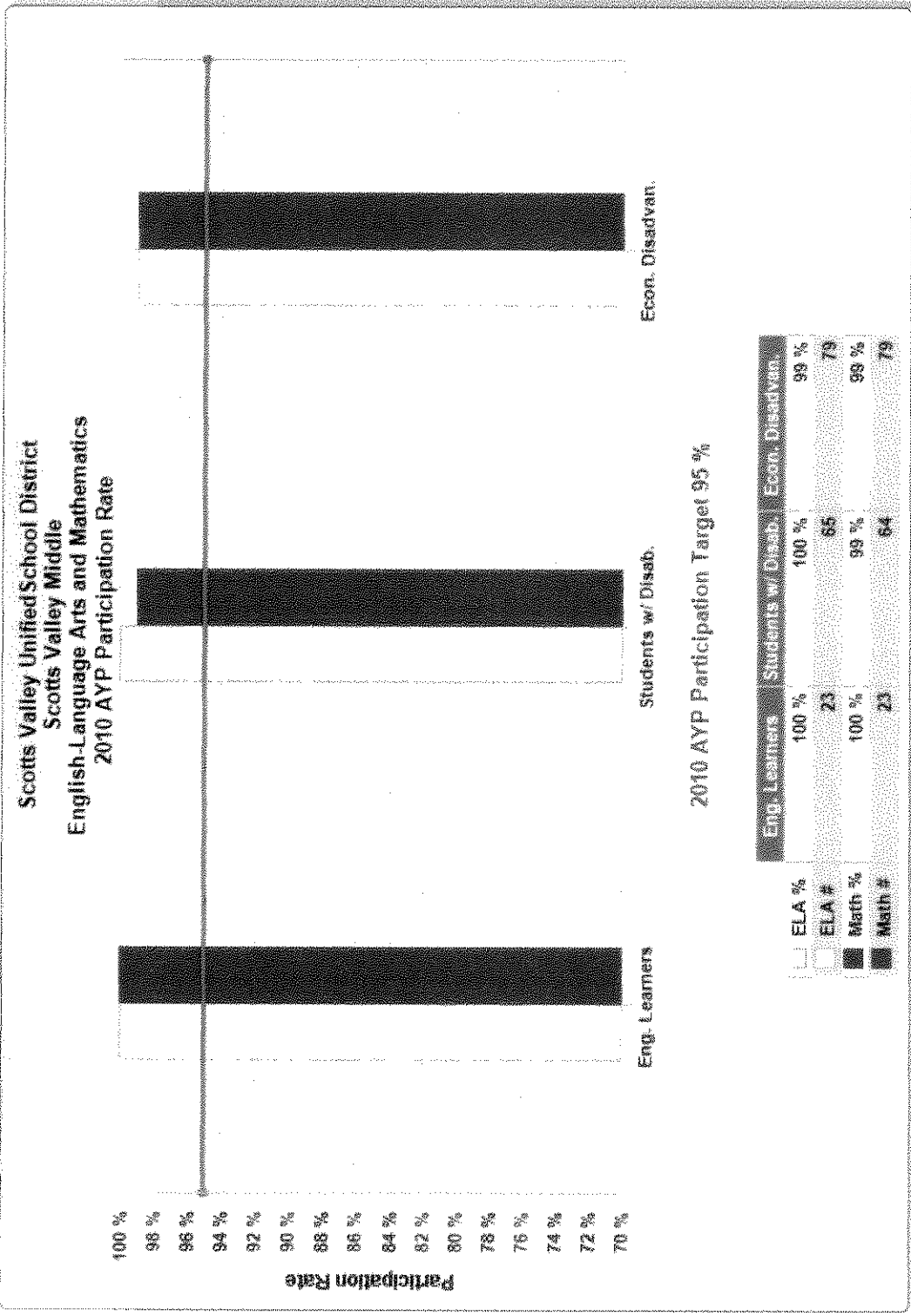
2010 Accountability Progress Report

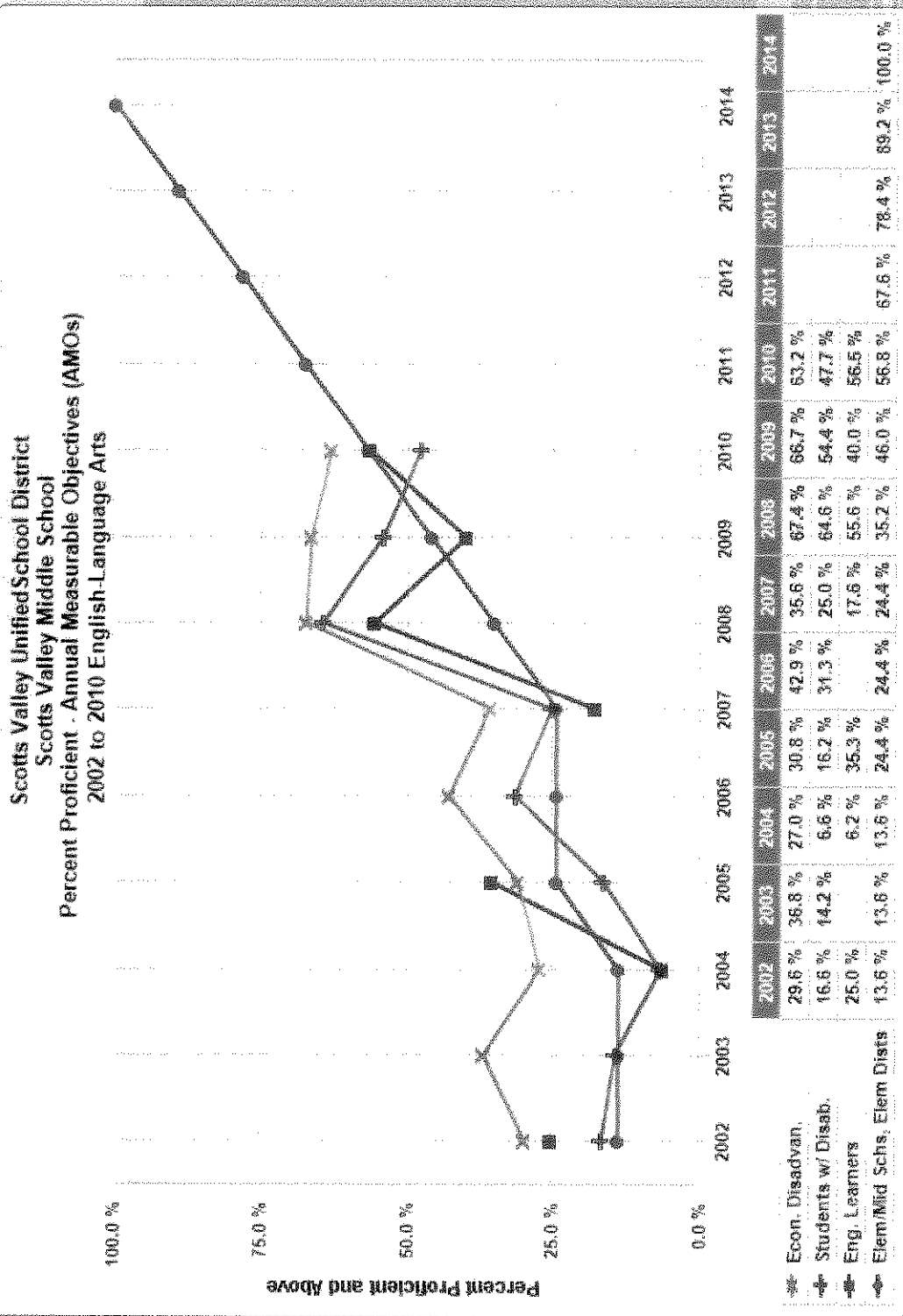
- **Federal Accountability Reports - Adequate Yearly Progress (AYP) Participation Rates/Percent Proficient for English-Language Arts and Mathematics**

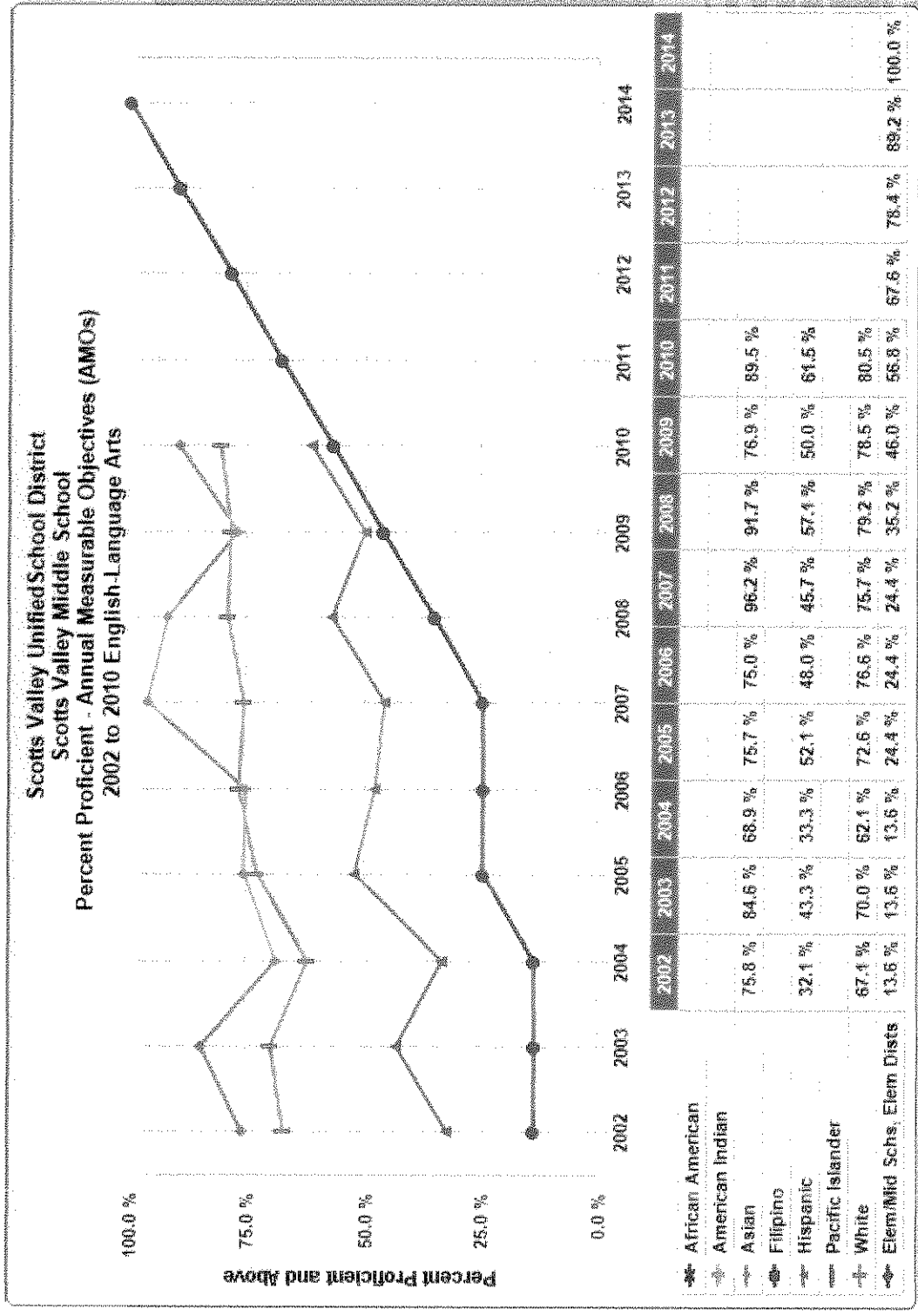
- **State Accountability Data**
 - **California Standards Tests (CST)**
 - **English Language Arts**
 - **Mathematics**
 - **History-Social Science**
 - **Science**

 - **Academic Performance Index Scores 2006-2010**

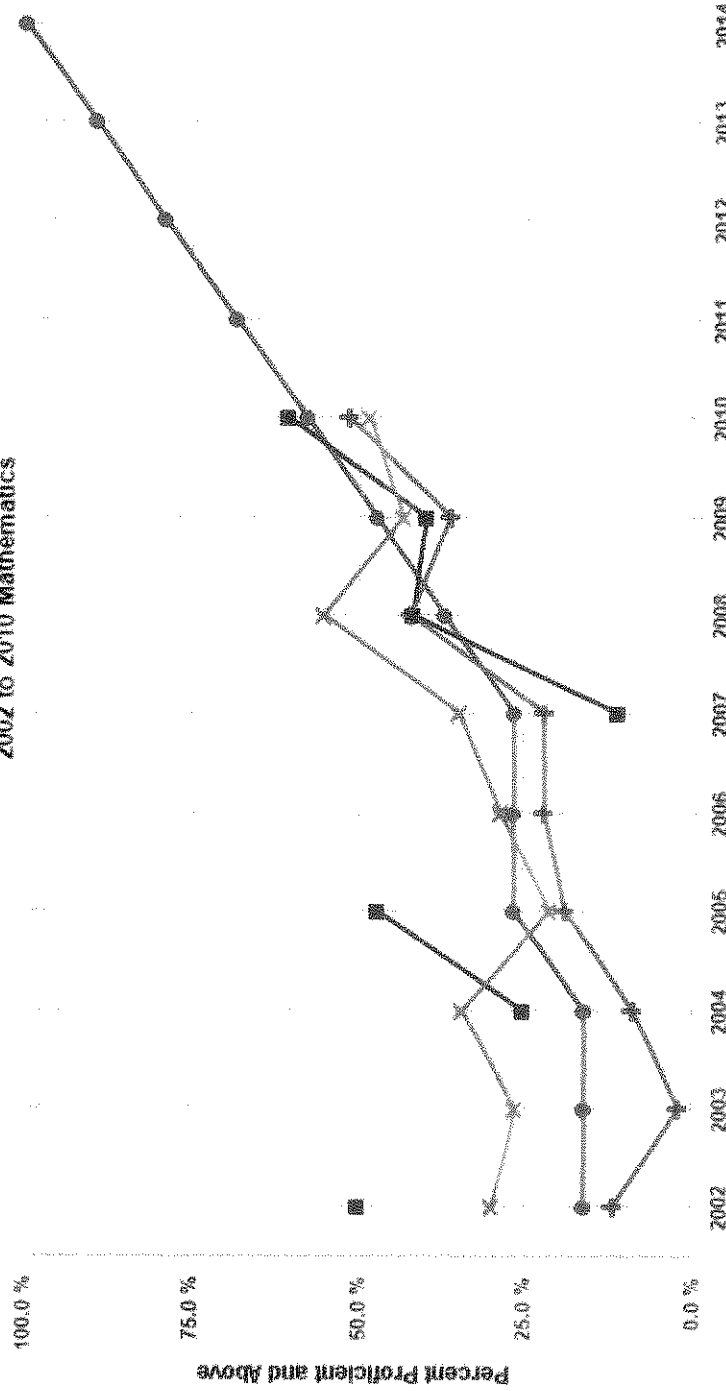






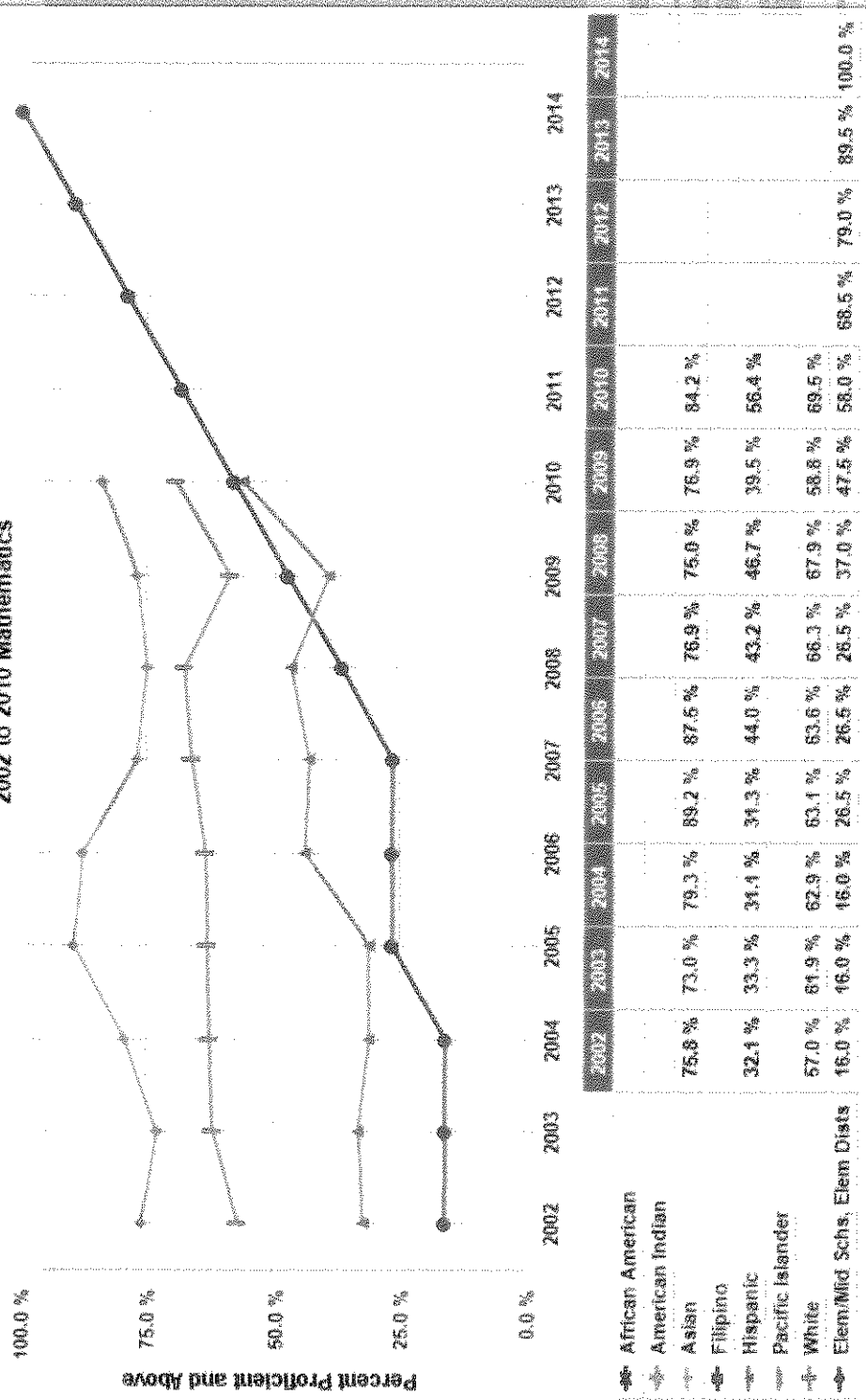


Scotts Valley Unified School District
 Scotts Valley Middle School
 Percent Proficient - Annual Measurable Objectives (AMOs)
 2002 to 2010 Mathematics



	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
% Econ. Disadvan.	29.6%	26.3%	34.2%	21.1%	28.6%	34.8%	55.3%	43.3%	48.7%	68.5%	79.0%	89.5%	100.0%
Students w/ Disab.	11.6%	2.0%	8.8%	18.9%	21.9%	21.9%	42.3%	36.4%	51.6%	79.0%	89.5%	89.5%	89.5%
Eng. Learners	50.0%	25.0%	25.0%	47.1%	42.1%	41.1%	42.1%	40.0%	60.9%	89.5%	89.5%	89.5%	89.5%
Elem/Mid Schs, Elem Dist.	18.0%	16.0%	16.0%	26.5%	26.5%	26.5%	37.0%	47.5%	58.0%	68.5%	79.0%	89.5%	89.5%

Scotts Valley Unified School District
 Scotts Valley Middle School
 Percent Proficient - Annual Measurable Objectives (AMOs)
 2002 to 2010 Mathematics



Student Achievement Data
California Standards Test (CST)
SVMS

CST English/Language Arts

	2008	2009	2010	2008	2009	2010	2008	2009	2010
	6th	6th	6th	7th	7th	7th	8th	8th	8th
% Advanced	37%	39%	41%	42%	38%	37%	35%	41%	58%
% Proficient	37%	37%	35%	41%	43%	46%	38%	33%	25%
% Basic	21%	18%	20%	11%	13%	13%	21%	17%	12%
% Below Basic	3%	4%	3%	2%	4%	3%	4%	6%	5%
% Far Below	3%	2%	1%	3%	3%	1%	3%	3%	1%
% Adv & Prof	74%	76%	76%	83%	81%	83%	73%	74%	83%
% Basic & Below	26%	24%	24%	17%	19%	17%	27%	26%	17%

CST General Math

	2008	2009	2010	2008	2009	2010	2008	2009	2010
	6th	6th	6th	7th	7th	7th	8th	8th	8th
% Advanced	34%	29%	37%	8%	14%	11%	5%	0%	15%
% Proficient	33%	31%	37%	51%	41%	44%	50%	31%	45%
% Basic	23%	27%	18%	30%	34%	33%	30%	44%	24%
% Below Basic	10%	9%	7%	9%	9%	10%	12%	25%	15%
% Far Below	0%	4%	0%	1%	3%	2%	3%	0%	2%
% Adv & Prof	67%	60%	74%	59%	55%	55%	55%	31%	60%
% Basic & Below	33%	40%	26%	41%	45%	45%	45%	69%	40%

CST Algebra 1

	2008	2009	2010	2008	2009	2010	2008	2009	2010
	6th	6th	6th	7th	7th	7th	8th	8th	8th
% Advanced				70%	23%	26%	21%	9%	14%
% Proficient				27%	66%	71%	54%	44%	53%
% Basic				0%	6%	3%	21%	35%	30%
% Below Basic				0%	4%	0%	4%	13%	4%
% Far Below				3%	0%	0%	0%	0%	0%
% Adv & Prof				97%	89%	97%	75%	53%	67%
% Basic & Below				3%	11%	3%	25%	47%	33%

Student Achievement Data
California Standards Test (CST)
SVMS

CST Geometry

	2008	2009	2010	2008	2009	2010	2008	2009	2010
	6th	6th	6th	7th	7th	7th	8th	8th	8th
% Advanced							54%	60%	47%
% Proficient							32%	34%	44%
% Basic							14%	6%	9%
% Below Basic							0%	0%	0%
% Far Below							0%	0%	0%
% Adv & Prof							86%	94%	91%
% Basic & Below							14%	6%	9%

CST History Social Science

	2008	2009	2010	2008	2009	2010	2008	2009	2010
	6th	6th	6th	7th	7th	7th	8th	8th	8th
% Advanced							37%	39%	57%
% Proficient							33%	31%	27%
% Basic							21%	19%	14%
% Below Basic							6%	6%	1%
% Far Below							3%	4%	2%
% Adv & Prof							70%	70%	84%
% Basic & Below							30%	30%	14%

CST Science

	2008	2009	2010	2008	2009	2010	2008	2009	2010
	6th	6th	6th	7th	7th	7th	8th	8th	8th
% Advanced							42%	50%	71%
% Proficient							34%	30%	15%
% Basic							15%	9%	11%
% Below Basic							7%	4%	2%
% Far Below							2%	6%	1%
% Adv & Prof							76%	80%	86%
% Basic & Below							24%	19%	14%

Scotts Valley Middle School API

Year	Score
2006	853
2007	858
2008	864
2009	852
2010	891

Single Plan for Student Achievement 2010-2011 English/Language Arts Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has adopted the following school goals, related actions, and expenditures to raise the academic performance of students and student groups

<p>School Goals:</p> <ul style="list-style-type: none"> • The target percentage of all students who are proficient on the CST tests in ELA will be 82% in 2010-2011. • The target percentage of SWD/SpEd students who are proficient on the CST tests in ELA will be 67.6% in 2010-2011. • The target percentage of EL students who are proficient on the CST tests in ELA will be 67.6% in 2010-2011. • The target percentage of Socio-Economic students who are proficient on the CST tests in ELA will be 67.6% in 2010-2011. • The target percentage of Hispanic students who are proficient on the CST tests in ELA will be 67.6% in 2010-2011. • The target percentage of White students who are proficient on the CST tests in ELA will be 67.6% in 2010-2011. 	<p>Anticipated annual performance growth for each group:</p> <ul style="list-style-type: none"> *Build on successes to 68% on CST *Build on successes to 68% on CST *Increase percentage to 68% *Increase percentage to 68% *Increase percentage to 82%
<p>Student groups and grade levels to participate in this goal:</p> <ul style="list-style-type: none"> *Students with Disabilities *English Language Learners *Socio-Economic Students *Hispanic *White 	<p>Means of evaluating progress toward this goal:</p> <ul style="list-style-type: none"> *Student achievement on district benchmark tests(data director) *Grade level Benchmarks
<p>Evidence to measure academic gains:</p> <ul style="list-style-type: none"> *Data Director evidence *Benchmark grades/Power School 	

Actions to be Taken to Reach This Goal	Responsible Parties	Means of Monitoring	Professional Development	Estimated Cost/Funding Source
<p>Support ELL program at SVMS by providing content-specific input to the EL teacher as well as content-specific materials for her use with EL students</p> <p>EL students will participate in a minimum of 4x/45 minute/weekly sessions of direct instruction in English language</p>	<p>Admin./teacher</p> <p>EL teacher</p>	<p>Review of EL course content, progress of EL students toward R-FEP</p>	<p>Attendance at COE Content Literacy workshop, team time and collaboration time</p>	<p>Title II, substitute teacher costs</p> <p>ELAC, EIA/LEP funds</p>
<p>Establish individualized Accelerated Reader goals for all students. Council students on progress toward goals.</p>	<p>Teachers</p>	<p>Monitor progress toward AR goals</p>	<p>Team Time discussions regarding individual student progress and data discussion of progress</p>	<p>\$0</p>
<p>Support parent volunteer in her development of Literature Circles for all grade levels. Provide book suggestions, recommend students for participation and offer discussion guides for volunteers</p>	<p>Admin/teachers</p>	<p>Student participation log, student survey</p>	<p>Team time and PDC collaboration time</p>	<p>\$0</p>
<p>Direct STAR test preparation with released test questions for all students</p>	<p>Enrichment teachers, Applications teacher, EL teacher</p>	<p>STAR data review and evaluation</p>	<p>Team time planning</p>	<p>\$0</p>

<p>Support instruction of at-risk students via the Applications Class. Provide materials from the adopted materials that may be appropriate for this Tier II level class. Meet with Applications teacher to review each student and their individual scores and needs.</p>	<p>All teachers, Applications teacher</p>	<p>Pre and post-test data, STAR data, benchmark assessment data</p>	<p>Team time planning</p>	<p>Title I funds</p>
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Single Plan for Student Achievement 2010-2011 Mathematics Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has adopted the following school goals, related actions, and expenditures to raise the academic performance of students and student groups

<p>School Goals:</p> <ul style="list-style-type: none"> • The target percentage of all students who are proficient on the CST tests in MATH will be 68.5% in 2010-2011. • The target percentage of SWD/SpEd students who are proficient on the CST tests in MATH will be 68.5% in 2010-2011. • The target percentage of EL students who are proficient on the CST tests in MATH will be 68.5% in 2010-2011. • The target percentage of Socio-Economic students who are proficient on the CST tests in MATH will be 68.5% in 2010-2011. • The target percentage of Hispanic students who are proficient on the CST tests in MATH will be 68.5% in 2010-2011. • The target percentage of White students who are proficient on the CST tests in MATH will be 68.5% in 2010-2011. 	<p>Anticipated annual performance growth for each group:</p> <p>In each subject area, the percentage of students at or above proficient will increase by at least 2-5%.</p> <p>Grade 6 mathematics will increase from 74% proficient to 76% Grade 7 mathematics will increase from 55% proficient to 60% Grade 8 General mathematics will increase from 60% to 64% Grade 8 Algebra will increase from 67% to 70% Grade 8 Geometry will increase from 91% to 92%</p>
<p>Student groups and grade levels to participate in this goal:</p> <p>This goal encompasses all of the students and grade levels at Scotts Valley Middle School.</p>	

Means of evaluating progress toward this goal:		Evidence to measure academic gains:		
Compare results from our cumulative, standards-based assessments given at the end of each trimester with results from prior years.		Differences gleaned from comparing the results of our cumulative, standards-based assessments with results from prior years.		
Actions to be Taken to Reach This Goal	Responsible Parties	Means of Monitoring	Professional Development	Estimated Cost/Funding Source
Teachers will use enrichment time to target specific students lacking in understanding of standards.	All math teachers.	The results of standards-based assessments given in class will highlight gaps in knowledge and guide our creation of target groups.	Team time and collaborative PDC, attendance at Algebraic Thinking	None, Title II costs for substitutes
Teachers will analyze the results of the district-supplied 6-8 benchmark assessments. These results will then help guide our teaching practice to focus on key standards that our class has not yet demonstrated mastery of.	All math teachers.	The results of the district-supplied assessments will be monitored through data director.	Team time and collaborative PDC	None

<p>Teachers will compare and contrast the results of current assessments with their results from prior years. Having the same department and class breakdown as last year allows for this direct comparison of results with the 2009-2010 school-year. These comparisons will allow teachers to constantly strive to improve upon results on common assessments and ultimately student understanding.</p>	<p>All math teachers.</p>	<p>The results of assessments given in 2009-2010 can be compared with results of the same test given in 2010-2011.</p>	<p>Team time and collaborative PDC</p>	<p>None</p>
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Single Plan for Student Achievement 2010-2011 History Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has adopted the following school goals, related actions, and expenditures to raise the academic performance of students and student groups

School Goals:

- The target percentage of **all students** who are proficient on the CST tests in ELA will be 67.6% in 2010-2011.
- The target percentage of **SWD/SpEd students** who are proficient on the CST tests in ELA will be 67.6% in 2010-2011.
- The target percentage of **EL students** who are proficient on the CST tests in ELA will be 67.6% in 2010-2011.
- The target percentage of **Socio-Economic students** who are proficient on the CST tests in ELA will be 67.6% in 2010-2011.
- The target percentage of **Hispanic students** who are proficient on the CST tests in ELA will be 67.6% in 2010-2011.
- The target percentage of **White students** who are proficient on the CST tests in ELA will be 67.6% in 2010-2011.

Student groups and grade levels to participate in this goal:

8th Grade U.S. History Students

Anticipated annual performance growth for each group:

- a) Last year, 16% of 8th Grade History students scored "Basic", "Below Basic", or "Far Below Basic" on the State Standardized test. The History Department's goal is to raise the percentage of students who score in the "Proficient" and "Advanced" categories.
- b) We will also continue to create common assessments during Department/Academy time.

Means of evaluating progress toward this goal: a) Teacher evaluation b) Discussion of assessment results within Department/ Academies c) Use of Enrichment period to prepare students-at-risk for upcoming quizzes/tests.	Evidence to measure academic gains: a) Increased student achievement on State History test b) Analysis of results			
Actions to be Taken to Reach This Goal	Responsible Parties	Means of Monitoring	Professional Development	Estimated Cost/Funding Source
Constant referral to state standards when creating lesson plans and tests. Increase understanding of EL student needs.	Department	Test results and data	Team Time Collaboration, attendance at the COE Content Literacy workshop	\$0, Title I for substitute costs
Common planning within Academies and with Department to share effective strategies and teaching tools.	Department	Test results and data	Team Time Collaboration	\$0
Using Test Generators that follow state standards. Administer common assessments 1x/trimester minimum.	Department	Test results and data	Team Time Collaboration	\$0

<p>Create ongoing formative and summative assessments. Analyze results quarterly and adjust instruction as needed.</p>	<p>Department</p>	<p>Test results and data</p>	<p>Team Time Collaboration</p>	<p>\$0</p>
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Single Plan for Student Achievement 2010-2011 Science Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has adopted the following school goals, related actions, and expenditures to raise the academic performance of students and student groups

School Goals:

- The target percentage of **all students** who are proficient on the CST tests in ELA will be 67.6% in 2010-2011.
- The target percentage of **SWD/SpEd students** who are proficient on the CST tests in ELA will be 67.6% in 2010-2011.
- The target percentage of **EL students** who are proficient on the CST tests in ELA will be 67.6% in 2010-2011.
- The target percentage of **Socio-Economic students** who are proficient on the CST tests in ELA will be 67.6% in 2010-2011.
- The target percentage of **Hispanic students** who are proficient on the CST tests in ELA will be 67.6% in 2010-2011.
- The target percentage of **White students** who are proficient on the CST tests in ELA will be 67.6% in 2010-2011.
- The target percentage of **all students** who are proficient on the CST tests in MATH will be 68.5% in 2010-2011.
- The target percentage of **SWD/SpEd students** who are proficient on the CST tests in MATH will be 68.5% in 2010-2011.
- The target percentage of **EL students** who are proficient on the CST tests in MATH will be 68.5% in 2010-2011.
- The target percentage of **Socio-Economic students** who are proficient on the CST tests in MATH will be 68.5% in 2010-2011.
- The target percentage of **Hispanic students** who are proficient on the CST tests in MATH will be 68.5% in 2010-2011.
- The target percentage of **White students** who are proficient on the CST tests in MATH will be 68.5% in 2010-2011.

<p>Anticipated annual performance growth for each group:</p> <ul style="list-style-type: none"> The proficient / advanced group will improve to 87% on the Science CST The basic and below group will not exceed 13% 	<p>Student groups and grade levels to participate in this goal:</p> <ul style="list-style-type: none"> All students are part of this goal. The 6th and 7th grade teachers lay some of the foundation of science skills that transfer to the 8th grade curriculum. The measureable goal is the 8th grade STAR test results.
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<p>Evidence to measure academic gains:</p> <ul style="list-style-type: none"> STAR 2011 results Trimester Benchmarks 	<p>Means of evaluating progress toward this goal:</p> <ul style="list-style-type: none"> Benchmark Exams STAR prep during enrichment in March-April (prior to STAR) 			
<p>Actions to be Taken to Reach This Goal</p> <p>Use enrichment period to re-teach, review, and reinforce vocabulary, concepts, and standards not yet mastered in science.</p>	<p>Responsible Parties</p> <p>All science teachers, all students</p>	<p>Means of Monitoring</p> <p>*Benchmark exams *STAR prep results</p>	<p>Professional Development</p> <p>*PDD Days (Wednesdays), team time COE Content Literacy workshop</p>	<p>Estimated Cost/Funding Source</p> <p>\$0 Title II, substitute costs</p>

<p>The team will use the three common assessments we have in Data Director to monitor progress and adjust instruction as needed</p>	<p>All science teachers</p>	<p>* Analyze results in Data Director.</p>	<p>PDC Wednesdays, Team Time</p>	<p>\$0</p>
<p>In areas of STAR test where students scored low, teachers will adjust the timeline for those content areas to ensure full coverage. During Enrichment, all teachers will direct STAR test prep practice using STAR release test questions</p>	<p>8th grade science teachers.</p>	<p>*Chapter quizzes and tests *Benchmark exams</p>	<p>PDC Wednesdays, Team Time</p>	<p>\$0</p>
<p>The team has aligned each unit with state standards. Teachers will use labs and myriad of strategies to teach concepts.</p>	<p>All science teachers</p>	<p>*Lab Reports *Quizzes and Chapter Tests</p>	<p>PDC Wednesdays, Team Time, COE Content Literacy Workshop</p>	<p>\$0 Title II, substitute costs</p>

Single Plan for Student Achievement 2010-2011 Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has adopted the following school goals, related actions, and expenditures to raise the academic performance of students and student groups

School Goal The target percentage of all Spanish students who score 75% (or are proficient) on the Level 1 final exam will be 95% in 2010-2011.	
Student groups and grade levels to participate in this goal: All 8 th grade Spanish students Hispanic 8 th grade Spanish students 8 th grade EL Spanish students	Anticipated annual performance growth for each group: 95% of students proficient at Level 1 95% of students proficient at Level 1 95% of students proficient at Level 1
Means of evaluating progress toward this goal: Spanish 1 mid-term exam Spanish 1 final exam	Evidence to measure academic gains: Score of 75% or better on exam Score of 75% or better on exam

Actions to be Taken to Reach This Goal	Responsible Parties	Means of Monitoring	Professional Development	Estimated Cost/Funding Source
Check number of students scoring 75% on Fall trimester benchmark test on conjugating regular -ar verbs.	Classroom Spanish teacher			None
Provide supplementary exercises for students who fall below proficient level on benchmark test	Classroom Spanish teacher			None
Provide reading comprehension exercises during weeks leading up to mid-term and final tests.	Classroom Spanish teacher			None

Single Plan for Student Achievement 2010-2011 Physical Education Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has adopted the following school goals, related actions, and expenditures to raise the academic performance of students and student groups

School Goal:

Students will be able to set personal goals in physical fitness by taking a pre and post test using the California State Fitness Test. Students will be able to measure personal fitness growth by comparing and analyzing results from pre and post Physical Fitness Tests.

Student groups and grade levels to participate in this goal:
6 – 8th Grade Students

Anticipated annual performance growth for each group:

1. 6th Grade - 80% of students will increase the number of laps run within 10 minutes.
2. 7th Grade - 95% of students will meet or exceed 5 of the 6 fitness targets set by the state of California.
3. 7th & 8th Grade – 80% of students will meet their personal fitness goals.

Means of evaluating progress toward this goal:

Review of Data.

Actions to be Taken to Reach This Goal	Responsible Parties	Means of Monitoring
Daily participation in measurable fitness activities that are built into the curriculum.	Physical Education Teachers and Students	Teacher Observation
Times and graphing progress for running activities as well as periodic recording data related to other fitness activities will be conducted to evaluate progress and growth towards fitness goals.	Physical Education Teachers and Students	Teacher Observation and Student Record keeping and self Evaluation.
Times and graphing progress for running activities related to fitness will be conducted to evaluate progress and growth towards running goals.	Physical Education Teachers	Teacher Observation, Student Record Keeping and analyses of running record sheet.

Form C: Programs Included in this Plan

Scotts Valley Middle School

Check the box for each state and federal categorical program in which the school participates and if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical programs in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.

State Programs	Allocation	Resource
<input type="checkbox"/> California School Age Families Education Purpose: Assist expectant and parenting students succeed in school.		
<input type="checkbox"/> Economic Impact Aid / State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program.		7090
<input checked="" type="checkbox"/> Economic Impact Aid / English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners.	\$5,265	7091
<input type="checkbox"/> High Priority Schools Grant Program Purpose: Assist schools in meeting academic growth targets.		
<input type="checkbox"/> Instructional Time and Staff Development Reform Purpose: Train classroom personnel to improve student performance in core curriculum areas.		7393
<input type="checkbox"/> Peer Assistance and Review Purpose: Assist teachers through coaching and mentoring.		7271
<input type="checkbox"/> Pupil Retention Block Grant Purpose: Prevent students from dropping out of school.		7390
<input type="checkbox"/> School and Library Improvement Program Block Grant Purpose: Improve library and other school programs.		7395
<input type="checkbox"/> School Safety and Violence Prevention Act Purpose: Increase school safety.		6405
<input type="checkbox"/> Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students.		6660/6670
<input checked="" type="checkbox"/> English Language Acquisition Program Purpose: To support English acquisition for English Learners Gr 4-8	\$1,080	6286
Total amount of state categorical funds allocated to this school	\$6,345	

Federal Programs under No Child Left Behind (NCLB)			
<input type="checkbox"/>	Title I, Neglected Purpose: Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution		
<input type="checkbox"/>	Title I, Part D: Delinquent Purpose: Supplement instruction for delinquent youth		
<input type="checkbox"/>	Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas		
<input checked="" type="checkbox"/>	Title I, Part A: Targeted Assistance Program Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency.	\$23,474	3010
<input type="checkbox"/>	Title I, Part A: Program Improvement Purpose: Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups.		
<input checked="" type="checkbox"/>	Title II, Part A: Teacher and Principal Training and Recruiting Purpose: Improve and increase the number of highly qualified teachers and principals.	\$9,494	4035
<input type="checkbox"/>	Title II, Part D: Enhancing Education Through Technology Purpose: Support professional development and the use of technology		
<input type="checkbox"/>	Title II, Part A: Language Instruction for Limited-English Proficient (LEP) students Purpose: Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards.		4203
<input type="checkbox"/>	Title IV, Part A: Safe and Drug-Free Schools and Communities Purpose: Support learning environments that promote academic achievement.		3710
<input type="checkbox"/>	Title V: Innovative Programs Purpose: Support educational improvement, library, media, and at-risk students.		4110
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement Purpose: Provide flexibility in the use of NCLB funds to eligible LEAs		
<input type="checkbox"/>	Other Federal Funds (list and describe)		
Total amount of state categorical funds allocated to this school		\$32,968	
Total amount of state and federal categorical funds allocated to this school		\$39,313	

School Site Plan 10-11

Scotts Valley Middle School

Activity	GOALS										Categorical Funding			Function
	English Language Arts	Math	Science	History	TITLE I	Title II	English Language Acquisition	Economic Impact Aid	Details		Instruction			
									Parent Participation	Instruction				
Small group targeted instruction	X	X			X					Certificated teacher 5 days per week, 3 hours per day	Instruction			
Parent Workshop: Supporting Instruction at Home	X	X	X	X	X					One 2 Hour evening class	Parent Participation			
Small group english language instruction	X					X	X			Certificated teacher 5 days per week, 2 hours per day	Instruction			
Supplementary materials for english language acquisition	X					X	X			materials, software	Instruction			
Oral translation for parents	X	X	X	X	X		X			Provide translations for conferences & IEP's	Parent Participation			
COE sponsored workshops	X	X				X				Algebraic thinking, Grading for learning, content literacy, digital connections (Substitute teacher to cover class)	Instructional Supervision			
Staff Presentation at Districtwide Staff Development Day	X					X				Writing across the curriculum	Instructional Supervision			
Staff Development - Using Data Director to Guide Instruction	X	X	X	X	X					Substitute Teacher to cover class during training	Instructional Supervision			
Staff Development - California League of Middle/High Schools	X	X	X	X	X					Registration & Substitute Teacher to cover class during training	Instructional Supervision			
Staff Development - Using Data to Guide Instruction	X	X	X	X	X					Substitute Teacher to cover class during data talks	Instructional Supervision			
Support in using data for Student Achievement	X	X	X			X				Site Technology Leaders	Instructional Technology			

School Site Council Membership

Education Code Section 64001 (g) requires that this plan be reviewed and updated at least annually including proposed expenditures of funds allocated to the school, by the School Site Council. The current make-up of the council (2010.2011) is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or community member	Student
Shannon Dix (alt)				X	
Janet Hendricks				X	
Cathy Elliot				X	
Cindy Broersma		X			
Deidre Robinson		X			
Lark Pifferini		X			
Elizabeth Poser			X		
Amber Bothman					X
Jessica Germany					X
Mary Lonhart	X				
Val Peyser				X	
Vicki Bianchi-Helm				X	
Numbers of Members in each category	1	3	1	5*	2

At elementary schools, the School Site Council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel and (b) parents of 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 and other school personnel, parents (at secondary schools) and students select representatives to the council (Education Code 52012).

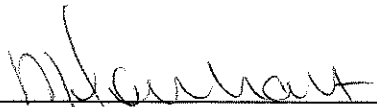
* One parent is considered an alternate to allow for absences, there are only four voting parent members required.

Recommendations and Assurances

The School Site Council recommends this School Plan and its related expenditures to the District Governing Board for approval, and assures the Board of the following:

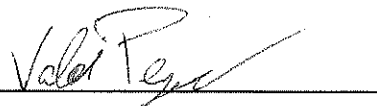
1. The Scotts Valley Middle School Site Council is correctly constituted, and was formed in accordance with District Governing Board policy and state law.
2. The Scotts Valley Middle School Site Council reviewed its responsibilities under state law and district Governing Board Policies.
3. This Single School Plan for Student Achievement is based upon a thorough analysis of student academic performance. The actions proposed are aligned with the goals to improve student performance.
4. This Single School Plan for Student Achievement was adopted by the Scotts Valley Middle School Site Council on: October, 2010.

Attested:



Mary Lonhart, Principal

10.25.10
Date



Valri Peyser, SSC Chairperson

10/25/10
Date