

The Single Plan for Student Achievement

Miranda Jr. High School
12630400129114

Osprey Learning Center Independent Study
12630401230069

Date of this revision: February 2017

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

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

Contact Person: Mr. Jeff Landry

Position: Principal

Telephone Number: 707.943.3144 ext. 3107

Address: 6831 Avenue of Giants PO Box 188 Miranda, CA 95553-0188

E-mail Address: jefflandry@sohumusd.com

Southern Humboldt Unified School District

Form A: Planned Improvements in Student Performance

The School Site Council understands that there is a shift occurring in the educational process which includes the adoption of Common Core State Standards beginning in the 2014-15 school year. During the Spring of 2015, students will be taking online tests through the California Assessment of Student Performance and Progress (CAASPP). Students will be testing in both ELA and Mathematics in grade 11.

<p>SCHOOL GOAL # 1 Provide appropriate instruction to meet the varied academic and career goals of all students, including subgroups, by diagnosing and prescribing to individual student needs.</p>				
<p>Student groups and grades 7 & 8 to participate in this goal: Low Socio-Economic status, Students With Disabilities, English Language Learners, low self-esteem, at-risk</p>		<p>Anticipated annual performance growth for each group: Increased CAASPP scores in ELA and Math.</p>		
<p>Means of evaluating progress toward this goal: Individual historical baselines; Practice Exams; Actual Performance on the tests; Curricular Benchmarks; Participation in Enrichment.</p>		<p>Group data to be collected to measure academic gains: Use SBAC/CAASPP to assess student progress</p>		
<p>Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>				
	<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>1. Ensure that teachers have the necessary skills to assist students by improving their instruction, through the creation and implementation of a Professional Development Plan to incorporate:</p> <p>a. Provide professional development opportunities on Wednesdays which will be to integrate technology and collaboration, which is integral in the CCSS classroom.</p> <p>b. Ensure a process for articulation/collaboration among and between levels and departments, particularly articulation with feeder school teachers.</p> <p>c. Teachers will have the opportunity to attend professional development conferences in Common Core, Technology, Classroom Management, STEAM, and School Climate.</p> <p>d. All classes use the same course description template. After submitting the course descriptions, the counseling department creates a course catalog.</p> <p>e. Ensure that teachers are trained to affirm self-esteem and the inherent dignity of every person</p>	<p>Fall 2013-ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>½ day subs allow teachers time to develop/improve tests</p>	<p>\$5,000 for ongoing professional development opportunities during the school year and summer.</p>	<p>Title 1</p> <p>General Fund</p> <p>Staff Dev.</p>

Form B: Centralized Support for Planned Improvements in Student Performance

The school site council has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

SCHOOL GOAL # 2		Develop communities and nurture mindsets to ensure all students function as members of a tolerant, diverse school.			
Student groups and grade levels to participate in this goal: All students, especially those referred.		Anticipated annual performance growth for each group: Reduction of referrals, and improved climate survey results.			
Means of evaluating progress toward this goal: Active clubs, fewer referrals, and more students on track for graduation based credit checks.		Group data to be collected to measure academic gains: Currently using credits earned to measure on track for graduation. School climate calm and supportive. SBAC/CAASPP for assessment.			
<p>Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>					
	Start Date	Proposed Expenditures	Estimated Cost	Funding Source	Completion Date
1.	Ongoing	Provide an opportunity for school personnel to share information and discuss students: staff, counseling, and admin meetings.			
2.	Ongoing	Expand ways to improve school climate, including: rallies, performances, music dept. concerts, plays, presentations, speakers, activities, student driven activities, and PBIS like program for 7 th and 8 th graders	Spare Change Performances Recycled Youth Performances Miranda Parent Partnership	\$300 \$700	Local
3.	Ongoing	Explore field trips that access local opportunities and experiences: Decade of Difference, HSU, CR, Walking in the Redwoods, science dept. Ice Skating, Mendocino Adventure Ropes Course, 10 km in the Redwoods	Transportation	\$5,000	HCOE, Local Community Donations, Principals Fund
4.	Ongoing	Professional Development-which includes; Trauma Informed Practices, At-Risk Students, Suicide Prevention, MJH PBIS Enrichment activities, Alcohol and Other Drugs, Planned Parenthood presentations etc	Planners Kuder Navigator	\$200	General Fund Agency partners

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<p>SCHOOL GOAL # 3 Provide and maintain a functioning education technology system paired with career readiness avenues to open an avenue for students to demonstrate critical thinking and communication skills, and teamwork for application in the world of work.</p>				
<p>Student groups and grade levels to participate in this goal: All student groups, grades 7 – 8</p>		<p>Anticipated annual performance growth for each group: Growth in CAASPP scores over baseline.</p>		
<p>Means of evaluating progress toward this goal: Kuder, Student & Teacher surveys, active use of digital platforms such as Google Classroom or SchoolWise, and curriculum publishers such as Pearson or CPM.</p>		<p>Group data to be collected to measure academic gains: Portfolios, certifications, course syllabi, course grades, CAASPP scores, Senior Projects, Teacher Survey</p>		
<p>Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>1. Use HCOE to inservice staff</p>	<p>Ongoing</p>			
<p>2. District technology coordinator to ensure all computers are in working order and have the most updated browsers and software.</p>	<p>Ongoing</p>			
<p>3. Explore the possibility of an internship program for students for credit and possible pay at school and the community</p>				
<p>4. Encourage students to develop a Life Plan and Goal envisioning</p>				

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SCHOOL GOAL # 4 IN PROCESS OF BEING MERGED WITH GOAL #2				
Provide a safe learning environment that promotes respect, physical health, and appreciation for appropriate social behaviors.				
Student groups and grade levels to participate in this goal: All student groups.		Anticipated annual performance growth for each group: The climate at South Fork, Miranda Jr. High and Osprey Learning Center to be consistently positive		
Means of evaluating progress toward this goal: Surveys of stakeholders Healthy Kids Survey Statistical Data on Discipline Annual Fitness Test Positive Reinforcement PBIS (Positive Behavioral Interventions and Support) SWIS (School-Wide Information System)		Group data to be collected to measure academic gains: Student Survey Teacher Survey Health Kids Survey Parent Survey Statistical Data on Discipline		
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)		Start Date Completion Date	Proposed Expenditures	Estimated Cost
<ol style="list-style-type: none"> 1. Establish and maintain a support system to help link 8th graders with the culture of SFHS including joint assemblies and classes on campus. 2. Support student led efforts to improve nutrition choices. 3. Expand health education to include impacts of nutrition, physical exercise, nutrition labels, etc. 4. Monitor implementation of Safety Plan. 5. 7th & 8th graders participate in PBIS, and 2nd Step. 6. ASB involved in planning positive assemblies 7. Anti-Bullying Prevention Youth Alive 8. Peer mediation and mentoring 9. Nutritionist, CPR, Planned Parenthood in PE 10. Class and individual AOD presentations through counseling dept. 11. Awards: Academics, Attendance, Citizenship, 7th & 8th weekly recognition 		<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>		<p>Local funds Community donations</p>

Form C: Programs Included in this Plan

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 program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
<p>California School Age Families Education <u>Purpose:</u> Assist expectant and parenting students succeed in school.</p>	\$
<p>Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.</p>	\$
<p>Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners</p>	\$
<p>High Priority Schools Grant Program <u>Purpose:</u> Assist schools in meeting academic growth targets.</p>	\$
<p>Instructional Time and Staff Development Reform <u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas.</p>	\$
<p>Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.</p>	\$
<p>Pupil Retention Block Grant <u>Purpose:</u> Prevent students from dropping out of school.</p>	\$
<p>School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs.</p>	\$
<p>School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.</p>	\$
<p>Tobacco-Use Prevention Education, include alcohol and other recreational drugs <u>Purpose:</u> Eliminate tobacco use and the use fo alcohol and other recreational drugs among students.</p>	\$
<p>List and Describe Other State or Local funds (e.g., Gifted and Talented Education) Local Funds</p>	\$
<p>Total amount of state categorical funds allocated to this school</p>	\$

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

Form D: School Site Council Membership

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

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
James Seymour		X			
Bret Wilsey		X			
Donna Bowman			X		
Jeff Landry	X				
Heather Kornberg				X	
Chris Weston				X	
*Amanda Gamble				X	
Aiden Gutshall					X
Numbers of members of each category	1	2	1	3	1

* chairperson

Form E: 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 (**Check those that apply**):

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee

Community Advisory Committee for Special Education Programs

Gifted and Talented Education Program Advisory Committee

Other (English Language, Students With Disabilities)

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 LEA 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 at a public meeting on: January 14, 2013.

Attested:

Jeff Landry

Typed name of school principal

Signature of school principal

March 14, 2017
Date

Amanda Gamble

Typed name of SSC chairperson

Signature of SSC chairperson

March 14, 2017
Date