

The Single Plan for Student Achievement

School: Mesa Middle School
CDS Code: 40-68759-6109342
District: Lucia Mar Unified School District
Principal: Brett Gimlin
Revision Date: October 31, 2017

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:

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The District Governing Board approved this revision of the SPSA on .

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School Vision and Mission

Mesa Middle School's Vision and Mission Statements

Mesa Mission

Mesa Middle School's mission statement is that we exist to maximize every student's academic potential and personal responsibility. This mission statement provides a common theme that unifies all segments of the Mesa Middle School community- administrators, teaching and support staff, parents, students and community members- in our quest for continuous school improvement. Our mission statement is communicated to parents, students and staff in many ways. On campus you can see "Excellence in Every Endeavor" prominently displayed on buildings and in classrooms. Our strong academic focus is evident throughout the school culture and school life. Samples of excellent student work are prominently displayed in classrooms school-wide, in the library, and office, including the new digital signage in the office to display the increasing amount of digital work. Students are recognized frequently for academic achievements in weekly bulletins for students of the week in rotating subject areas (Language, Math, Science, Social Studies, Physical Education), on the school web site, at annual Renaissance celebrations, and at the end-of year Excellence Dinner. We also teach "character education" in each classroom through weekly student led WEB crew lessons and recognize positive character traits through our school behavior matrix which outlines 3 key positive character traits (Citizenship, Respect, and Responsibility).

School Profile

Mesa Community and Demographics

Mesa Middle School, in the Lucia Mar Unified School District, serves the community of Nipomo, which is located in southern San Luis Obispo County. Nipomo is a mostly agricultural and suburban community of 12,000 with a diverse population. It has grown rapidly over the past 10 years and will continue to grow as Californians discover its small town charm, rural living, and open spaces. Mesa is located some 10 miles away from the community it serves, on the Nipomo Mesa in Arroyo Grande. This year, there are 554 students enrolled at Mesa in grades 7-8. The student population reflects the ethnic and economic diversity of the Nipomo community. Currently our student population is white (36%) and Hispanic (59%), with 61% of our students from socioeconomically disadvantaged homes. 17% of our students have disabilities served by special education services and approximately one in four students (36%) are English language learners (EL and RFEP).

Mesa History

Mesa opened as an elementary school originally, and then transitioned into a 'Back To Basic' school. When Mesa was converted to a middle school, it served sixth, seventh, and eighth grade students. When Dorothea Lange Elementary opened in Nipomo, all three elementary sites in Nipomo became K-6 sites, so Mesa became exclusively 7-8 grades.

Student Support

We are proud of our student-centered, middle school philosophy. The driving force for our accomplishments is the high expectations we hold for ourselves and for our students. A strong academic focus is evident throughout the school culture and classrooms. Teachers use research-based, innovative, technology rich, instructional practices that engage all students in the learning. We continually strengthen our standards-based instruction in order to reach all students, especially our large population of English learners and economically disadvantaged students. We regularly assess student progress and adjust instruction to meet students' needs. A wide array of intervention strategies and support programs are in place for struggling learners. We value and celebrate student academic achievement and positive character. We provide a guidance and counseling program to support our students' academic, social and emotional health. We offer a rich and varied extra-curricular life so that all students can participate in activities which help them grow socially and emotionally. In and out of Mesa's classrooms, you can see "Excellence in Every Endeavor" demonstrated in all aspects of school life. Mesa is continuing to move forward with the strong instructional practices we learned and practiced through TAP. We continue to provide strong goal focused professional development through our Late Start Mondays (LSMs) with a focus on writing, critical thinking, and technology integration to engage students.

Instructional Program

Many intervention programs are offered to support our at-risk students - low achieving, special education, English Learners, migrant, and economically disadvantaged students. Support interventions emphasize a wide range of services.

During the school day, Mesa offers differentiated Language and Math classes to serve students who have demonstrated a history of performing either above, at, or below grade level. Courses serving below level students typically have the smallest class sizes. "Advisory" is a 21 minute period each day for students to work on character education and set goals for academic performance.

After regular school hours, students who need extra time and support in math and language are "invited" to language and math tutoring labs held at strategic times during the school year. An important intervention is the Bright Futures after school program-run through a grant obtained by the state. Mesa partners with Nipomo Recreation to provide both remedial and enrichment classes for all interested students every day for three and a half hours. A late bus is provided to ensure all students have an opportunity to participate in this free program featuring academic tutoring, curriculum enrichment, and extra-curricular activities.

In addition to these major interventions there are many other support services offered. Mesa's full-time academic counselor provides students with both academic and emotional support while coordinating a vast network of interagency services. Our academic counselor works with the school psychologist to oversee student behavior plans and individual education plans. The counselor, School Resource Officer, and a mental health intervention counselor offer individual and group counseling and make referrals to Healthy Start and SAFE (county agencies connected with mental health and social services). The county has provided a part-time parent liaison to work chiefly with our large Hispanic population. The family advocate connects families in need with resources within the community, the school district, and Mesa Middle School. Our Family Advocate is bilingual, and spends a significant portion of his day on campus, interacting with students, and communicating with families regarding resources to help their student succeed in school. We also have at risk programs for boys and girls run by county personnel. Interventions also include: a drop-in after school Homework Club, before school, break, and lunchtime and after school tutoring with select subject area teachers, and Special Education collaborative classes. The entire Mesa faculty and staff are involved with providing extra support for struggling students including a library tech, and special education instructional assistants.

Parent Involvement

We welcome and encourage parent involvement at Mesa Middle School. Parents serve on parent advisory committees, PTSA, volunteers in classrooms and the office and as special tutors or instructors, join us for special presentations or recognition events, judge events or student work, chaperone activities and coordinate special events. We currently have parents on our School Site Council and English Learner Advisory Committee. Our Parent/Teacher/Student Association (PTSA) supports student achievement and school culture through fundraising and volunteer efforts. A strong partnership with our parents is vital to our students' success.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The NWEA MAP tests are used as a marker of student growth throughout the school year. Now in our fourth year of MAP administration, we need to continue to ensure that students are educated about how these tests track individual progress in comparison to district and nationwide norms. This serves as a bi/tri annual benchmark that can help both the student and his/her parents determine where they stand in terms of their skills in Reading and Math in comparison to other students at their same grade level. Additionally placement decisions for 8th graders moving on to high school are based largely on these results. In years past, we have worked on educating students on the MAP criteria for high school class placements and students seem to have a much better understanding of this now. We will continue to educate students on this. This year we are continuing to provide 2-3 time a year teacher led reflection on MAP results so that students can chart their own progress over a two year period and determine their likely placement at the high school. Additionally, we will continue the process of utilizing whole school google form surveys with students. These surveys will focus on student perceptions of academic indicators (checking the planner, communication of the learning objective, use of note taking strategies, use of thinking maps). Teachers will be given their individual averages from each class period as well as how these averages compared to the schoolwide averages in order to reflect on their practice. Parent surveys have been done in the same fashion, but results have lacked validity due to poor participation. We will continue to pursue avenues for engaging and getting feedback from all of our parents.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Administrators will perform one announced observation as part of the Stull Bill evaluation in the form of an announced observation. Informal, 'drop in' observations occur regularly by the principal and/or assistant principal. These observations are typically 20-98 minutes in duration, and will occur at least eight times during the school year for each teacher. Feedback will be left behind after each observation in the form of an email sent to the teacher. The principal and assistant principal share a google form system for tracking the frequency of visits to each teacher, class period, and subject area as well as compiling the content of those visits to inform a final evaluation.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Mesa uses assessment data from MAP: Measures of Academic Progress in Reading and Math two-three times a year. This allows site, teacher, and student goal setting focused on growth. Additionally, students are able to see how they compare to district and national norms. MAP data is used as an indicator of readiness for course placement in 9th grade, and students are made aware of this through goal setting sessions in Advisory and a visit from the NHS Assistant Principal in the Spring as part of the high school enrollment process. Site/district created Writing Prompts are administered at least twice during the year, and we are beginning to generate common assessments and CAASPP style performance tasks in each core subject area. For example, the DWA is morphing into a more source based performance task to more closely mimic the rigor of the CAASPP style performance task. .

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Staff uses data to inform re-teaching cycles, and performance is used to influence course selection (Advanced and remedial courses, After School Tutoring recommendations)

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

All staff members are deemed highly qualified.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All staff have access to and utilize board adopted instructional materials.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

As a former TAP school, we continue on the practice of deep data analysis, and the careful selection of student strategies. Last year and this year we continue to provide professional development that embeds teacher learning of new technology tools. Some examples are the use of chromebooks in professional development, use of google classroom to organize, deliver, and turn in assignments such as EP&R goal setting documents, evaluation documents, teacher surveys, etc. Thinking maps are a focus of professional development as well since they help support our school goals, namely students being able to clearly communicate critical thinking both through oral presentation and in written format. This year we are supporting staff to pass their level 1 Google certification exam.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

A 40% TOSA position spread among 4 teachers is a new format this year. All four teachers receive 10% stipends to take on additional responsibilities in leading professional development and support. They lead professional development on LSMs as well as being a part of weekly TOSA planning meetings and monthly leadership team meetings to analyze instructional needs, student needs, data, and best practice for further development in Late Start Mondays.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Grade levels, and departments meet during late start Mondays to collaborate around student need.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Teachers at Mesa utilize learning from Late Start Mondays and use district adopted instructional materials to deliver a program of instruction that is aligned to California State Content and Common Core standards.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Mesa meets or exceeds state required instructional minutes in all areas. Two years ago we re-examined our allocation of instructional minutes in comparison to the other two middle schools in our district as well as the high school. An adjustment was made to the schedule to lengthen the block periods last year and shorten advisory. We will continue to reflect on this change and determine if other changes need to be made that impact the allocation of time.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Mesa receives additional district support.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Mesa teachers and students possess appropriate instructional materials to meet their learning needs.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Core classes use appropriate district adopted texts.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Teachers differentiate instruction to meet the needs of their students. Advisory Class provides an additional opportunity for differentiation.

14. Research-based educational practices to raise student achievement

Through our LSM structure this year, the Mesa staff is supported in continuing to learn and implement Thinking Maps Writing. Thinking Maps Writing is proven through research to significantly raise achievement, and is considered to be a best practice in many highly successful school districts throughout the nation. Additionally Thinking Maps Writing is being strongly implemented in our Nipomo area feeder schools, and students are coming better prepared. Our TOSAs continue to receive TM Writing training this year as some are new to the TOSA role.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Regular feedback is used from parents and community members to adjust the instructional program at Mesa. Informal data and input is gathered through PTSA, Back to School Night, Parent Conferences, and Open House. The formalized structure of our English Learner Advisory Committee and School Site Council informs direction with regard to the Single Plan.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funds are used to support students below proficient through: Supplemental instructional materials, technology, teacher collaboration time, and extra funding for tutoring. Additionally, Mesa is fortunate to have an after school Bright Futures grant to serve students outside of the school day.

18. Fiscal support (EPC)

Mesa's total categorical planning budget for the 17-18 school year is \$119,505.

Description of Barriers and Related School Goals

The Mesa Middle School staff is proud to serve a diverse student population. Mesa has seen a steady increase in the percentage of free/reduced lunch students. Seven years ago, at the height of the nation-wide economic downturn, Mesa's student body was 55% free/reduced lunch. In the 17/18 school year, during a time of a widely accepted strong economy, we stand at 61% free/reduced lunch. Seventeen percent of our students spend part of their day in a special education setting. Defined by national and state guidelines as a high-needs school, the Mesa staff works diligently to improve our craft and our delivery of instruction to students. In addition to a wide variety of academic supports offered outside of the regular bell schedule, Mesa teachers engage in weekly professional development to learn and implement subject-specific strategies to enhance learning, analyze performance data, and collaborate around effective instructional practices.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	251	260	281	247	259	279	246	259	279	98.4	99.6	99.3
Grade 8	275	247	257	267	244	252	267	244	252	97.1	96.8	98.1
All Grades	526	507	538	514	503	531	513	503	531	97.7	98.2	98.7

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	2531.1	2541.9	2538.8	9	12	7.53	30	36	35.84	31	28	36.92	30	24	19.71
Grade 8	2550.7	2557.0	2562.7	9	11	9.92	32	35	41.67	38	33	28.97	21	21	19.44
All Grades	N/A	N/A	N/A	9	11	8.66	31	36	38.61	35	30	33.15	25	23	19.59

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 7	13	17	14.23	50	48	55.84	36	35	29.93	
Grade 8	14	20	23.08	56	48	50.61	30	32	26.32	
All Grades	14	18	18.43	53	48	53.36	33	33	28.21	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	21	21	19.78	50	59	61.54	29	20	18.68
Grade 8	16	21	18.22	58	52	57.09	25	27	24.70
All Grades	18	21	19.04	54	56	59.42	27	23	21.54

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	13	16	10.91	65	67	68.36	22	17	20.73
Grade 8	12	13	10.48	68	74	76.21	20	13	13.31
All Grades	12	15	10.71	66	71	72.08	21	15	17.21

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	16	21	22.34	59	59	59.34	24	19	18.32
Grade 8	17	23	28.86	63	53	56.50	19	24	14.63
All Grades	17	22	25.43	61	56	58.00	22	22	16.57

Conclusions based on this data:

1. Data provided at the middle school level in reports such as the one above make it difficult to determine the entire picture of growth since a big piece is missing. Growth from 7th grade to 8th grade from one year to the next is at or above the level of the average rise in CAASPP cutline scores (known as "met standard" which was formerly proficient) from one year to the next. To determine growth from 6th grade to 7th grade, you have to dig deeper than the data provided above. In looking at this data, our 7th graders do not grow at the level that the CAASPP cutline scores grow. See attachment at end of plan.
2. We need to continue to focus on literacy skills, namely the ability to read, analyze and compare literary sources and then respond on a real world performance style task. Common assessments in writing will need to be developed in each department which should mimic the CAASPP style performance task to some degree. The DWA needs to evolve to a district performance assessment. Last year was the first year for this change and Mesa students did not do very well. Our goal is to involve other content (Social Studies, Science, and even PE) as the sources in such a task so that students will use evidence from other content areas to support their written claims. In so doing we hope to enlist all departments in what has traditionally been seen as the sole responsibility of language arts teachers: the teaching of writing. All content area teachers are responsible for teaching students to clearly communicate their thinking and writing is an extremely important avenue of communication.
3. This is based mostly on observation of them taking the assessment, but our students need to improve their computer skills and endurance. Our limited technology and lack of wifi infrastructure limits their time and experience using computers to engage in academic work. This will continue to improve as we provide more devices and students experience the need for typing as a means to an end, not just a separate course elective. We are well on our way to a 1:1 environment at Mesa especially in intervention classes.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	251	260	281	247	259	278	246	259	278	98.4	99.6	98.9
Grade 8	275	247	257	265	244	251	265	242	251	96.4	96.8	97.7
All Grades	526	507	538	512	503	529	511	501	529	97.3	98.2	98.3

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	2510.6	2514.8	2516.6	10	11	10.43	19	17	17.63	34	36	36.33	36	36	35.61
Grade 8	2518.9	2533.6	2541.0	12	16	19.12	14	14	16.73	30	32	27.49	44	37	36.65
All Grades	N/A	N/A	N/A	11	14	14.56	17	16	17.20	32	34	32.14	40	37	36.11

Concepts & Procedures										
Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 7	13	18	14.18	39	31	38.55	48	52	47.27	
Grade 8	14	19	25.00	32	33	29.84	54	49	45.16	
All Grades	13	18	19.31	35	32	34.42	51	50	46.27	

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	12	15	14.39	50	45	49.28	38	40	36.33
Grade 8	18	19	20.08	49	50	40.16	32	31	39.76
All Grades	15	17	17.08	50	48	44.97	35	35	37.95

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	13	14	11.15	70	54	57.55	17	32	31.29
Grade 8	8	14	18.95	53	61	50.00	39	25	31.05
All Grades	10	14	14.83	61	57	53.99	29	28	31.18

Conclusions based on this data:

1. Data provided at the middle school level in reports such as the one above make it difficult to determine the entire picture of growth since a big piece is missing. Growth from 7th grade to 8th grade from one year to the next is at or above the level of the average rise in CAASPP cutline scores (known as "met standard" which was formerly proficient) from one year to the next. To determine growth from 6th grade to 7th grade, you have to dig deeper than the data provided above. In looking at this data, our 7th graders do not grow at the level that the CAASPP cutline scores grow. In math, we need to expand our program to include more intervention classes and instructional time for students who are below level. We added a second math intervention class this year (8th) and hired a new teacher for 7th grade math after that position opened up due to a retirement.
2. As part of our professional development goals this year, math is focusing on "communicating reasoning." Although the % of students in the "above standard" area has grown over the past three years, this still is the area that is most difficult for our students to reach the above standard level. Professional Development goals for this year are: Students will extract relevant information from multiple reliable sources, including media, written and lecture format, and use them as evidence to support claims. Students will clearly communicate critical thinking both through oral presentation and in written format. These goals target this weakness on the CAASPP.
3. We are thankful to finally have a Common Core aligned math curriculum (Big Ideas) starting last year. With a second year under our belt, we can continue to determine areas of strengths and weaknesses in the curriculum and make adjustments to implementation. Another area of weakness in our math scores is in the area of "concepts and procedures" or applying mathematical concepts and procedures. As we learn more about the CAASPP assessment and how it aligns to what we have taught in our curriculum, we expect this area to climb. Additionally with the adoption of a math program in the elementary grades, we know that incoming students will come more and more prepared each year. Instructional time continues to be an area of concern with our current block scheduling where traditionally homework completion in math has been pivotal to success. Block scheduling can prompt a teacher to give more homework (for two days instead of one) and a student to procrastinate on doing homework (I have two days instead of one).

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
7	7		6	66	12	23	17	47	45	7	41	23	3		3
8	14	5	5	46	57	25	41	33	45		5	25			
Total	11	3	6	55	37	24	30	39	45	3	21	24	2		2

Conclusions based on this data:

1. Inherent in the middle school is the challenge of moving our 'long term English Learners'. Most students with strong reading, writing, listening, speaking, and mathematics skills who are initially placed into the English Language Learner subgroup in elementary are reclassified before they reach Mesa. This year we have included an ELD class into our master schedule. The ELD class is small in size, and focuses on the development of reading, writing, and speaking in English. Additionally, partly due to our learning within the TAP structure, all teachers are trained in and encouraged to use a wide variety of student-to-student interaction strategies aimed at increasing vocabulary and feedback.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
7	13		9	63	19	22	16	48	44	6	33	22	3		3
8	13	5	5	44	57	25	44	33	45		5	25			
Total	13	2	8	52	38	23	31	40	44	3	19	23	1		2

Conclusions based on this data:

1.

District Assessments

NWEA MAP

Reading

Grade	Achievement Status				Growth Level		
	Fall		Spring		Growth		
	Mean RIT	Percentile	Mean RIT	Percentile	Observed Growth	Projected Growth	Percent Met Projected Growth
7	212.8	40	216.8	44	3.9	3.4	57
8		47	220.7	53	4.0	2.9	62

Math

Grade	Achievement Status				Growth Level		
	Fall		Spring		Growth		
	Mean RIT	Percentile	Mean RIT	Percentile	Observed	Projected	Percent Met
7	216.9	23	221.7	23	4.9	4.8	50
8	225.7	47	233.7	64	8	4	65

District Writing Assessment (DWA)

Grade	Average Score
7	5.6
8	5.2

ReadiStep College and Career Readiness

Grade	2016		2015		2014	
	Count	Percent	Count	Percent	Count	Percent
Eighth			244	22.8%	238	17.7%

PSAT College and Career Readiness

Grade	2016		2015		2014	
	Count	Percent	Count	Percent	Count	Percent
Sophomores						

School District Goals

Lucia Mar Unified School District Goals

Student Success: LMUSD will ensure that all students are prepared for college and career choices by meeting the Common Core State Standards with an emphasis on 21st Century Skills while ensuring a safe, nurturing and positive learning environment.

Goal #1: **Student Achievement** - All Lucia Mar students will meet or exceed their individualized learning targets while utilizing the Four C's of 21st Century Learning: Communication; Creativity, Critical Thinking and Collaboration. Learning targets may be defined in Individualized Education Plans for District set learning targets for all students or groups of students as appropriate.

Goal #2: **School Climate** - Lucia Mar schools will support the growth of the whole child and their families by providing social-emotional support and parent education.

Goal #3: **Future Ready** - Lucia Mar students and staff will utilize technology as a tool in the learning/work environment to allow students and staff to learn and work using personalized, research-based digital learning strategies in order to equip all students with skills to problem solve, work collaboratively and utilize technology and 21st Century facilities in order to achieve their full potential.

Goal # 4: **Organizational Excellence** - Lucia Mar staff will work together to upgrade District policies and procedures to support increased efficiencies, student learning, as well as student & staff safety.

How the Single Plan for Student Achievement is aligned to the District Goals:

The academic program at Mesa Middle School is in tight alignment with the stated goals of The Lucia Mar Unified School District. Great energy, enthusiasm, and training goes into our efforts to close the achievement gap. Students with great academic need receive additional supports through our Intervention Model and/or after school tutoring. The implementation of Thinking Maps and Thinking Maps Writing meet Common Core and 21st Century Skills aims, and the after effects of TAP implementation ensures that measurable gains in students learning are constantly assessed and monitored. Assessments such as MAP and the DWA maintain focus on a wide set of skills critical to success in college, career, and life.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional programs at our school. Academic performance is measured through state, district, and site assessments as well as other multiple measures that are used to identify the growth our students make during the year. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting their state and local growth targets.

SUBJECT: Achievement
Lucia Mar Unified School District Goal:
All Lucia Mar students will meet or exceed their individualized learning targets while utilizing the 4C's of 21 st Century Learning: Communication, Creativity, Critical Thinking, and Collaboration. Learning targets may be defined in Individualized Education Plans or District set learning targets for all students or groups of students as appropriate.
SCHOOL GOAL #1:
Last year, students took the CAASPP assessment for the third year. This now allows us to compare Mesa growth to the entire state of California, other counties, and schools in our own Lucia Mar School District. Goals will be set in both ELA and Math and will be based upon growth from 6th grade CAASPP 2017 to our upcoming 7th grade CAASPP 2018, and from 7th grade CAASPP 2017 to our upcoming 8th grade CAASPP 2018. State and district reports do not show this all important 6th grade to 7th grade growth. The schoolwide goal will be to meet or exceed the growth of the average CA student as they move up the line of "met standard."
Language Arts 7th grade ELA goal Students will meet or exceed the statewide "standard met" level (formerly "proficient") rise from 2531 to 2552 or +21 from 6th to 7th grade. 8th grade ELA goal Students will meet or exceed the statewide "standard met" level (formerly "proficient") rise from 2552 to 2567 or +15 from 7th to 8th grade.
Mathematics 7th grade MATH goal Students will meet or exceed the statewide "standard met" level (formerly "proficient") rise from 2552 to 2567 or +15 from 6th to 7th grade. 8th grade MATH goal Students will meet or exceed the statewide "standard met" level (formerly "proficient") rise from 2567 to 2586 or +19 from 7th to 8th grade.
MAP data will be tracked as well in Reading and Math with attention to comparing actual and projected growth. Similar to above and based on 2015 NWEA MAP norms. See attachment.
Data Used to Form this Goal:
Data used to form the goals above came from our own students' CAASPP data from last year as well as statewide "standard met" levels pulled from the CAASPP website (http://caaspp.cde.ca.gov/). These "standard met" marks should not change over time and are equivalent to the standard 350 proficient line on the CST. When we compare our growth to this "standard met" rise as well as to the California average and surrounding middle school averages (Paulding and Judkins), we get a good idea of how we are progressing relative to others.

For more detailed information on this data please see attachment: CAASPP Explanation for SSC

Findings from the Analysis of this Data:

In looking at the data comparisons between Mesa students last year and "standard met" level rises, we noticed a difference between the two grade levels. 8th grade results were at or slightly above the rise in "standard met.". 7th grade results fell slightly below what we would expect. 7th grade math was a particular area of concern prompting a look at our 7th grade math program and interventions. A positive that we noticed in the data was that 7th grade math students who were enrolled in math intervention averaged a +34.2 point gain on the CAASPP from 6th grade to 7th grade, which far exceeded the +15 rise in "standard met" from 6th grade to 7th grade.

How the School will Evaluate the Progress of this Goal:

CAASPP results will be evaluated within the larger context of how we compare at the state, county, and district level. We will also break down results by class, program, and teacher.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Software purchase to support implementation of math intervention materials (possibly Dreambox) and Kyte Learning to support teacher professional development (Split between goals 1 & 3)	August-June	Admin, Curriculum, ITS staff, teaching staff	Software purchase	4000-4999: Books And Supplies	3010	1250
Release days for grade level collaboration/scoring writing assessments, development/monitoring of common assessments	August-June	All Staff	Substitute Release and Extra Duty	1000-1999: Certificated Personnel Salaries	4035	1341
			Substitute Release and Extra Duty	3000-3999: Employee Benefits	4035	247
			Additional instructional materials	1000-1999: Certificated Personnel Salaries	0709	4000
			Substitute Release and Extra Duty	3000-3999: Employee Benefits	0709	735
Supplemental instructional materials will be purchased to: provide reading and responding materials, provide student notebooks (ISN's) aimed at	August-June	All staff	Supplementary Instructional Materials	4000-4999: Books And Supplies	0709	11,223
			Supplementary Instructional Materials	4000-4999: Books And Supplies	4203	9828

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
developing critical thinking and writing skills, and additional reading material will be purchased for classroom and library use. Additionally, student and teacher technology will be upgraded and maintained in proper working order to provide supplemental targeted instruction.			Supplementary Instructional materials to support teacher learning	4000-4999: Books And Supplies	4035	0
			Supplementary materials to support parent involvement	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	744
			Supplementary Instructional Materials	4000-4999: Books And Supplies	3010	21147
Supplemental technology will be purchased to provide intervention support to ELD and non proficient students. Access to technology during the school day is imperative for our low SES students, non proficient students, and ELD students who do not have the level of access at home of other students without those challenges. (Split between goals 1 & 3)	August-June	Administration, ITS, All staff	Supplemental technology to support intervention	4000-4999: Books And Supplies	0709	11000
				4000-4999: Books And Supplies	3010	11000
Teacher Extra Duty pay to support professional development in google certification training. Professional Development during LSM will support this goal with additional financial incentive for teachers to study and pass the certification exam on their own. Level 1= 15 hours Level 2= 20 hours \$10 exam fee (Split between goals 1 & 3)	August-June	Admin, Teaching staff	Extra duty pay and exam fees	1000-1999: Certificated Personnel Salaries	0709	1000
				3000-3999: Employee Benefits	0709	552
			Extra duty pay and exam fees	1000-1999: Certificated Personnel Salaries	3010	2500
				3000-3999: Employee Benefits	3010	460

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional programs at our school. Academic performance is measured through state, district, and site assessments as well as other multiple measures that are used to identify the growth our students make during the year. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting their state and local growth targets.

SUBJECT: School Climate
Lucia Mar Unified School District Goal:
Lucia Mar schools will support the growth of the whole child and their families by providing social-emotional support and parent education.
SCHOOL GOAL #2:
Mesa will support the district school climate goal by <ol style="list-style-type: none">1. Continuing the process of implementing PBIS (Positive Behavioral Interventions and Supports) to encourage all students to exhibit positive character and attend school regularly2. Tracking attendance, making frequent parent contacts when attendance issues arise, and pursuing the SARB process3. Improving participation rate for parent and student access to homelink on an ongoing basis.4. Hold schoolwide events such as back to school night, parent conferences, open house, AVID recognition night, and parent education nights as part of the PEP (Parent Education Program) to be held in the Nipomo community at NHS.5. Hold frequent lunchtime activities (sports, ASB, Friday Night Live) to support student involvement
Data Used to Form this Goal:
<ol style="list-style-type: none">1. Middle school is only two years, which makes parent involvement extremely difficult. Add in the fact that Mesa is not a community school and serves a community that is 10 miles away and you have a difficult challenge. This makes for low attendance at some of our traditional parent involvement nights (Back to School night, parent conferences, open house). This makes it imperative that we strengthen all other lines of communications.2. Attendance data is readily available for us and we are able to track it from year to year.3. Homelink usage- homelink continues to be a useful avenue for parents and students to monitor their grades. Up until last year, we at Mesa have not really tracked how much parents are accessing it. We have definitely promoted it, but we have not tracked it. Aeries has the ability to track who is signed up, and when the last time they accessed homelink. We will be working with Kristy Mooney in ITS to continue to utilize this data.4. Data on attendance at schoolwide events is mostly anecdotal. Many teachers traditionally state that our most needy students' parents do not attend parent involvement nights. We are evaluating our current parent conference night and may decide to discontinue/alter it to ensure we have more face to face conversations with the students who need the most interventions.5. CHKS surveys, discipline data, and anecdotal evidence shows that disciplinary incidents tend to occur when students are not engaged whether that be during class or in between classes. Lunch is our longest period of unstructured time at 35 minutes. The more we can keep our students engaged, the less problems (discipline) will result.

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Findings from the Analysis of this Data:

Based on all of the data points above, and when we compare ourselves to other schools across the state and in our immediate area, Mesa Middle School has an excellent school climate. Our goal is to continue to maintain this and continue the trend upwards.

How the School will Evaluate the Progress of this Goal:

This goal will be evaluated through several metrics:

1. Last year we developed a process for tracking low level disciplinary referrals as well as positive behavior recognitions through a google form. This process results in data that can be used to implement behavior interventions for students, improve parent communication, reinforce positive behavior in the 80-90% of students who are consistently doing the right thing, and inform teaching of the elements of our Mesa behavior matrix through the use of a student led "web crew" during advisory periods. Lots of moving parts. If you are interested in learning more, please contact Mr. Gimlin for a more thorough explanation.
2. Attendance- poor attendance generally indicates that students do not enjoy coming to school, solid attendance indicates the opposite. We will also be tracking parent attendance at school events and even pursuing holding events in the Nipomo community (PEP at NHS), an important consideration for a school that is 10 miles away from the community it serves.
- 3.. Homelink usage- homelink continues to be a useful avenue for parents and students to monitor their grades. Aeries has the ability to track who is signed up for, and when the last time they accessed homelink. Tracking this data can be elusive since some parents just have their student log in, so they can check their grades instead of logging in with their own parent email. We plan to educate students continually through their regular classes in the importance of checking their grades in homelink on an ongoing basis.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
We have one teacher who organizes and runs noontime activities and supervision to promote student engagement and lessen disciplinary incidents.	August-June	Principal, Teacher	Noontime activities		Other	NA
Additional bilingual secretarial time to support parent communication with Spanish speaking families	August-June	Secretary	1 hour additional bilingual secretary	2000-2999: Classified Personnel Salaries	0709	4945
				3000-3999: Employee Benefits	0709	1283
Materials to support PBIS/school safety/antibullying. This year we have shifted away from students earning bracelets and will run more of a student store with incentives that			PBIS supplies	4000-4999: Books And Supplies	School Safety and Violence Prevention Act	2000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
students can purchase when they earn "Mesa Money" through positive behavior recognitions.						

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional programs at our school. Academic performance is measured through state, district, and site assessments as well as other multiple measures that are used to identify the growth our students make during the year. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting their state and local growth targets.

SUBJECT: Future Ready Education
Lucia Mar Unified School District Goal:
Lucia Mar students and staff will utilize technology as a tool in the learning/work environment to allow students and staff to learn and work using personalized, research-based digital learning strategies in order to equip all students with skills to problem solve, work collaboratively and utilize technology and 21st Century facilities in order to achieve their full potential.
SCHOOL GOAL #3:
Last year this goal focused on incremental movement of Mesa towards a 1:1 computing environment along with staff and administration utilization of GAFE (Google Apps for Education) which is now G Suite for Education. That goal continues this year as everything continues to utilize google. The goal this year is to maximize the benefits of the recent launch of wifi environments in all of our classrooms. Not every teacher is ready to traverse the change to managing and engaging students with individual devices in their classrooms. Thankfully this goes along with our inability to support this financially. We have started with a handful of classrooms with 1:1 devices and continue to add on to that when teachers show readiness. The expectation will be for these classrooms to serve as learning labs so that others can learn from them and the teachers implementing 1:1 can partner together to support one another. Each year we will add additional devices and evaluate their usage. In addition to the increase in devices, we have focused our weekly professional development on ways teachers can leverage technology to improve instruction, and take charge of their own professional growth. We have set the lofty goal of having all teachers be Google Level 1 certified by the end of the school year. As of 10/30/17, we have 7 staff members who have achieved level 1 certification and 2 staff members who have achieved level 2 certification. Two of the level 1 certifications and one of the level 2 certifications are held by administrators. If we expect teachers to work towards this goal, we need to make it a priority ourselves as leaders.
Data Used to Form this Goal:
Two years ago, Mesa had zero out of three computer labs equipped with display devices that could support teacher instruction/modeling. We had only one location for wifi (library) and one set of 30 chromebooks that could be utilized by students in this setting. We had not specifically tracked computer lab usage by classes in the past. That all changed. We now have 3 computer lab spaces with 65 inch TV displays and are working to install document cameras in each lab as well. Data from computer lab and library usage was tracked last year in terms of quantitative usage (how many times teachers used the lab) and qualitative usage (to what extent was the teacher and class using the technology-see SAMR model @ goo.gl/2gfhe for definition and examples. This information along with student needs were used to determine teachers who would move towards 1:1 first. Last year and this year we added additional devices and now have eight 1:1 classroom environments in addition to library and three computer labs.
Knowledge that disparity in access to devices is often affected by socioeconomic status was also a key factor in creating this goal.

Findings from the Analysis of this Data:

Two years ago, we provided large 65 inch TVs for each of our three computer labs that display the teacher computer image. These have changed the computer lab environment from one where typing was the goal without much instruction to an environment where instruction comes to the forefront and typing is just a tool to access and utilize that instruction. We noticed a large increase in the demand for our computer labs as more and more teachers signed up to use them. The quality of the instruction happening in these settings began to change as teachers were learning to use digital resources to engage their students. Student engagement was high in these settings, and engagement is a key to achievement. This high level of engagement has transferred into classrooms with 1:1 chromebooks and the lab availability has gone up.

How the School will Evaluate the Progress of this Goal:

We will continue to track quantitative and qualitative computer lab usage and in class usage of chromebooks using a schoolwide shared "sign up" document for labs as well as drop in observation notes by observers. We will evaluate how new devices are being utilized using the SAMR model, highlight successes and provide training for teachers as they make the instructional transition to a 1:1 computing environment. With wifi now in place, we have begun purchasing class sets of devices and will evaluate their implementation in terms of SAMR and student achievement.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Supplemental technology will be purchased to provide intervention support to ELD and non proficient students. Access to technology during the school day is imperative for our low SES students, non proficient students, and ELD students who do not have the level of access at home of other students without those challenges. (Split between goals 1 & 3)	August-June	Principal	Technology	4000-4999: Books And Supplies	0709	8500
			Technology	4000-4999: Books And Supplies	3010	8500
We will be investing in professional development for staff members to attend technology focused conferences (Fall and Spring CUE) to support our transition to a 21st century learning environment.	August-August	Principal and staff	Travel and Conference	5000-5999: Services And Other Operating Expenditures	3010	7500
			Travel and Conference	5000-5999: Services And Other Operating Expenditures	0709	7500
We are providing support for personalized professional development, providing an initial	August-August	Principal and staff	Software Purchase	4000-4999: Books And Supplies	3010	1250

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>pilot of Kyte Learning which allows staff members to take courses to learn about and demonstrate expertise in a variety of areas, for example, google, classroom management, assessment tools, presentation tools, communication and collaboration, and even social media. (Goals 1 & 3)</p>						
<p>Teacher Extra Duty pay to support professional development in google certification training. Professional Development during LSM will support this goal with additional financial incentive for teachers to study and pass the certification exam on their own. Level 1= 15 hours Level 2= 20 hours \$10 exam fee (Split between goals 1 & 3)</p>	August-June	Principal and staff	Teacher Extra Duty	1000-1999: Certificated Personnel Salaries	0709	3000

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional programs at our school. Academic performance is measured through state, district, and site assessments as well as other multiple measures that are used to identify the growth our students make during the year. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting their state and local growth targets.

SUBJECT: Organizational Excellence
Lucia Mar Unified School District Goal:
Lucia Mar staff will work together to upgrade District policies and procedures to support increased efficiencies, student learning, as well as student and staff safety.
SCHOOL GOAL #4:
<p>As a third year principal at Mesa, I have a fairly new perspective in regards to the policies and procedures in place that support efficiency, student learning, as well as student and staff safety. Sometimes doing things the way they have always been done makes sense. If something isn't broke, then why fix it. Other times, it is simply easier to do things again and again without reflecting on how they are working for all stakeholders. The goal of continual improvement relies on reflection, not doing things the way they have always been done.</p> <p>#1 Increase student and staff safety at Mesa #2 Create and implement efficient and transparent systems for tracking student discipline, teacher observations, student of the month nominations, Yosemite payment tracking, Mesa Staff Resources website #3 Increase efficiency and transparency of digital classrooms</p>
Data Used to Form this Goal:
<p>I will mainly address the district goal as funneled down to the site level, but there are multiple examples of Mesa staff participating in working together on district level committees. Examples- Math Committee, Language Arts Adoption committee, English Learner committee, District Technology Plan Committee, etc.</p> <p>#1 Data is mostly anecdotal and preventative in nature. Each morning, I (Brett Gimlin) walk around the school campus at around 6:30 am checking each door and evaluating the campus. This practice began after the recent incident with the school in Atascadero. In doing these morning walks, on occasion I have found classroom doors left unlocked, not closed properly, windows left open, and evidence of break ins. This practice has allowed me to reactively and proactively address issues with our facility and procedures. In addition to these morning walks, we do our required safety drills and reflect on them as well as considering countless "what if" scenarios when it comes to an intruder on campus. This has prompted discussions and work orders generated to FMO. Additionally, we have new staff members this year who can provide an invaluable outsider's perspective.</p> <p>#2 Last year we began to utilize a schoolwide discipline reporting and positive behavior report in a digital format (google form with add ons).</p> <p>This lower level disciplinary report used by teachers came about as a result of a system we already had in place in our 7th grade classrooms. This system had clear advantages in regards to holding students accountable for their behavior and work completion, but it was not schoolwide and there were issues in terms of transparency. This system was</p>

modified to take a digital format and is in the BETA year 2 stage. Things worked well last year, and we have been able to make adjustments along the way. Our goal is to increase student accountability and transparency with the knowledge that decreases in student discipline will support student learning.

Our system for positive behavior reports is the other side of the PBIS (Positive Behavioral Interventions and Supports) coin, and we are making an adjustment to this system this year.

Additional systems that are new this year:

Student of the Month submission system (google form and add ons)- Departments are assigned a rotating week where they can nominate students to be recognized. Once the simple form is submitted the student name and pertinent information automatically generates a Recognition Certificate that our school secretary can edit if need be and print out. This saves a tremendous amount of secretarial time and supports positive recognitions that we all know is good for kids.

Yosemite Payment Tracking System- Yosemite is the "mother of all field trips" in terms of the amount of time and effort put into planning for and managing the numerous details that must be done in order to make it happen for our kids. The duties are distributed among many of our staff members, but one area that has had a tremendous impact on past secretaries and a few other staff members is the payment tracking. Our new system is based off a google form with add ons that generate records of each individual deposits, with receipts and a few spreadsheet tricks that update whenever any new payment is made. This automates a system that once took countless hours. We are still in year one, but overall this system seems to be working very well.

Drop in observation system- Administration uses a google form drop in observation system that is now in year two. With the addition of Awesome Tables, the system allows observers a transparent view into the overall instructional picture on the Mesa campus.

Mesa Staff Resources website- Last year I created the Mesa Staff Resources website using the old google sites. Half way through the year, I made the transition to the more modern NEW google sites. This year I have continued to grow the website as a one stop shop for all of the resources that a staff member might need at Mesa. It is by no means perfect, but it serves as one model for others who may be dipping their toes in the water of generating their class website. Creating a website myself makes me much better equipped to help others who are creating their own site. It also helps me see the "why" behind having a website (saves me work).

#3 Last year, several teachers began to utilize google classroom, which provides students with a location to get and turn in classroom materials and assignments. An additional advantage is that a teacher can sign up other teachers or an administrator to either be teachers or students in their google classroom. This helps improve collaboration, opportunities for feedback, and sharing of materials between teachers. As more and more classrooms transition to 1:1, teachers are noticing the benefits of google classroom. I have asked all teachers to join at least one other teacher's google classroom this year.

Findings from the Analysis of this Data:

As work orders are completed, the campus will become more secure. Rekeying and installation of door plates on portable classroom doors has decreased the likelihood that the campus will be broken into again. The workroom pod structure presents concerns in regards to safety should an intruder gain access to a pod classroom. We are working with FMO to mitigate this concern.

How the School will Evaluate the Progress of this Goal:

#1 Monitor frequency of facility being left unsecured, number of break ins, staff consistency in terms of following established protocols for emergency drills and in emergency situations (should they occur)

#2 Track usage of systems for tracking data and get feedback from stakeholders in terms of effectiveness (discipline, positive behavior reports, Yosemite payments, student of the month, drop ins, and website traffic)

#3 Number of teachers utilizing google classroom and number of teachers allowing other teachers to sign up as students or teachers in their google classroom

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Costs associated with supporting this goal are mainly targeted on administrator/FMO time. At times they may impact site general fund costs for small issues and/or FMO budgets.	Ongoing, 365 days a year	All staff				
Discipline system requires a 7th grade and 8th grade teacher each day to host detention in their classroom for 15 minutes plus a teacher to help manage the system.	August-June	Staff who sign up to help	Detention supervision	1000-1999: Certificated Personnel Salaries	General Fund	3000

Planned Improvements in Student Performance

School Goal: Non-Academic

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional programs at our school. Academic performance is measured through state, district, and site assessments as well as other multiple measures that are used to identify the growth our students make during the year. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting their state and local growth targets.

SUBJECT:
Lucia Mar Unified School District Goal:
SCHOOL GOAL:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal: Non-Academic

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional programs at our school. Academic performance is measured through state, district, and site assessments as well as other multiple measures that are used to identify the growth our students make during the year. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting their state and local growth targets.

SUBJECT:
Lucia Mar Unified School District Goal:
SCHOOL GOAL:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services: Preliminary Budget – District

Centralized Services	2016-2017 Projected Preliminary Categorical Budget								5/25/16
	Carryover (distributed in October)	\$95,295.00	\$ 14,542.00		\$56,404.00	\$31,490.00			\$297,731.00
	Preliminary 2016-2017	\$200,000.00	\$219,629.00	\$79,437.00	\$192,559.00	\$54,693.00		\$42,376.00	\$788,694.00
	Hold Harmless 15%								
	Available Resources for Planning	\$ 295,295.00	\$334,171.00	\$79,437.00	\$248,963.00	\$ 86,183.00		\$42,376.00	\$1,086,425.00
	Site Budgets:	Program 3010	Program 3010-1202	Program 3010-1202-0300	Program 4035	Program 4203		Program 3060	\$
	Description								
	Resource Codes	Title I	Title I Program Improvement	Title I PD	Title II	Title III	Immigrant	Migrant	
Object Codes									
1110	Teachers Full Time				39,077	19,539			\$58,616.00
1130	Teachers Hourly (LST/CSR)		150,000						\$150,000.00
1150	Teacher Extra Duty		68,500	25,000	30,000				\$123,500.00
1160	Teacher Substitutes	61,000		20,000	22,500				\$103,500.00
2700	Administrators	60,104			64781				\$124,885.00
2100	Inst. Assistant Salary								
2130	Inst. Assistant Hourly								
2150	Inst. Assistant Extra Duty								
2160	Inst. Assistant Sub								
2400	Clerical Salaries	21,742				21,742		22827	\$66,311.00
2420	Clerical Part-Time								
2460	Clerical Substitute								
2470	Clerical Overtime								
2930	Other Classified Hourly Extra Duty								

2960	Other Classified Hourly Sub	2,500							\$2,500.00
3000	Certificated Benefits 16.70%	20,224	36,490	7,515	15,293	3,263			\$82,785.24
3000	Cert H&W (\$10,000) (add for each employee if applicable)	5,000			10,000	5,000			\$20,000.00
3000	Classified Benefits 25.32%	6,138				5,505		5,780	\$17,422.95
3000	Class H&W (District cost of H&W package) (add for each employee if applicable)	5,000				5,000		10000	\$20,000.00
3000	Total Benefits	36,362	36,490	7,515	25,293	18,768	-	15,780	\$140,208.19
Subtotal	1000-3000's	181,708	254,990	52,515	181,651	60,049	-	38,607	\$769,520.19
For Page 2	4000-6000's	\$113,587	\$79,182	\$26,922	\$67,312	\$26,134	\$0	\$3,769	\$316,904.81
2017-2018 Projected Preliminary Categorical Budget									
Remaining \$	For 4000 - 6000	113,587	79,182	26,922	67,312	26,134			\$313,135.61
	Site Budgets:	Program 3010	Program 3010-1202	Program 3010-1202-0300	Program 4035	Program 4203		Program 3060	5/25/17
	Description								
	Resource Codes	Title I	Title I Program Improvement	Title I PD	Title II	Title III	Immigrant	Migrant	
Object Code									
4200	Books and Reference Materials	5000		5000					\$10,000.00
4220	Library Books								
4300- 1000	Instructional/Classroom Materials	10,000	816	5,000				2769	\$18,585.00
4300 - 2700	Program Supplies								
4323	Technology under \$500								
4423	Technology over \$500								
4400	Non Capital (equipment/technology over \$500)								
5200	Travel and Conference			16,000	10,908				\$26,908.00
5230	Mileage	1,000						1000	\$2,000.00
5300	Dues and Professional Memberships								

5621	Rentals/Copier Leases/Monthly Charges								
5640	Repairs/Maintenance Equipment								
5670	Software Support Contracts (ongoing yearly)								
5713	Field Trips (district bus)								
5716	Duplicating (Repro Dept)	1,000		922					\$ 1,922.00
5760	Food Service (order from Food Servces)								
5800	Consultants (need consulting agreements)								
5840	Fingerprinting	1,292							\$1,292.00
5855	Outside Printing								
5861	Car rental/Outside Vendor Bus								
5912	Communication/ IPAD Data Plans								
5921	Communication/Cell Phones								
5930	Postage/Meter								
5899	Holdback	95,295	78,365		56,404	26,134			\$256,198.00
4000 - 6000	Total 4000-5000's	113,587	79,181	26,922	67,312	26,134	-	3,769	\$316,905.00
Must match	Total								

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
3010	53607	0.00
Title I Part A: Parent Involvement	744	0.00
4203	9828	0.00
0709	53738	0.00
4035	1588	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
0709	53,738.00
3010	53,607.00
4035	1,588.00
4203	9,828.00
General Fund	3,000.00
School Safety and Violence Prevention Act	2,000.00
Title I Part A: Parent Involvement	744.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	14,841.00
2000-2999: Classified Personnel Salaries	4,945.00
3000-3999: Employee Benefits	3,277.00
4000-4999: Books And Supplies	86,442.00
5000-5999: Services And Other Operating Expenditures	15,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	0709	8,000.00
2000-2999: Classified Personnel Salaries	0709	4,945.00
3000-3999: Employee Benefits	0709	2,570.00
4000-4999: Books And Supplies	0709	30,723.00
5000-5999: Services And Other Operating	0709	7,500.00
1000-1999: Certificated Personnel Salaries	3010	2,500.00
3000-3999: Employee Benefits	3010	460.00
4000-4999: Books And Supplies	3010	43,147.00
5000-5999: Services And Other Operating	3010	7,500.00
1000-1999: Certificated Personnel Salaries	4035	1,341.00
3000-3999: Employee Benefits	4035	247.00
4000-4999: Books And Supplies	4035	0.00
4000-4999: Books And Supplies	4203	9,828.00
1000-1999: Certificated Personnel Salaries	General Fund	3,000.00
4000-4999: Books And Supplies	School Safety and Violence Prevention Act	2,000.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	744.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	77,027.00
Goal 2	8,228.00
Goal 3	36,250.00
Goal 4	3,000.00

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. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Emily Sharpe					X
Debbie Podsednik			X		
Jeanne Moreno				X	
Arianna Amaral					X
Maria Baza				X	
Tiffanie Alarcon		X			
Dave Osterbauer		X			
Derek Muetzel			X		
Brett Gimlin	X				
				X	
Numbers of members of each category:	1	2	2	2	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 students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) 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)**:

State Compensatory Education Advisory Committee	Signature
English Learner Advisory Committee	Signature
Special Education Advisory Committee	Signature
Gifted and Talented Education Program Advisory Committee	Signature
District/School Liaison Team for schools in Program Improvement	Signature
Compensatory Education Advisory Committee	Signature
Departmental Advisory Committee (secondary)	Signature
Other committees established by the school or district (list):	Signature

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

Attested:

Brett Gimlin		
Typed Name of School Principal	Signature of School Principal	Date

Maria Baza		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

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Brett Gimlin

Typed Name of School Principal



Signature of School Principal

10-31-17

Date

Maria Baza

Typed Name of SSC Chairperson



Signature of SSC Chairperson

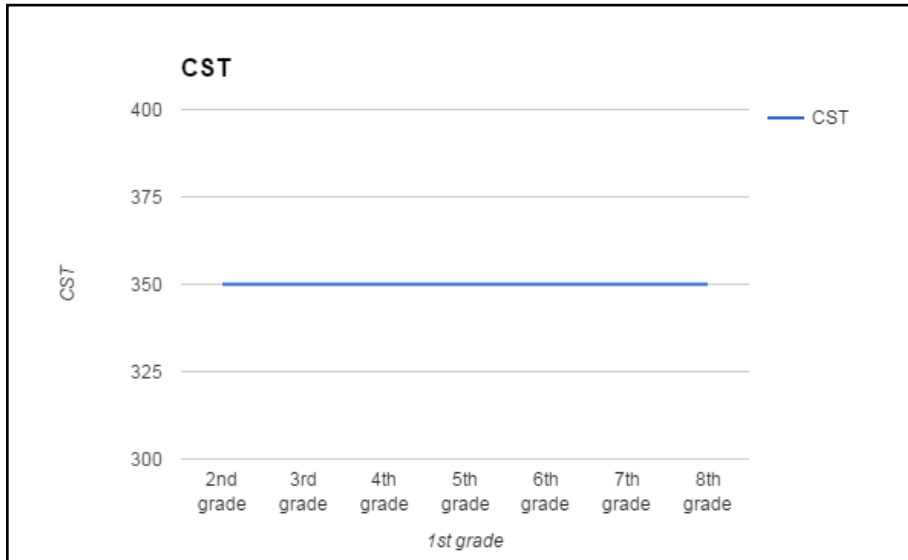
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Date

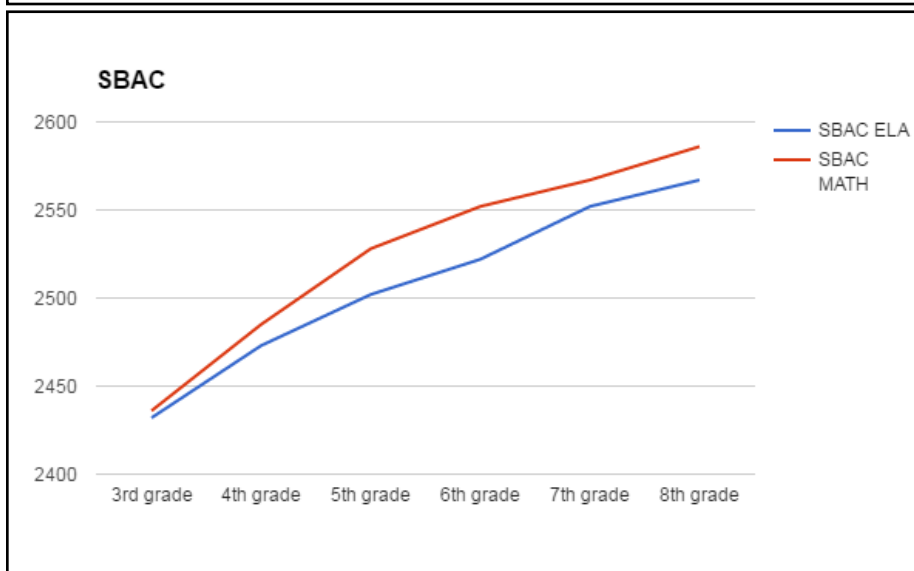
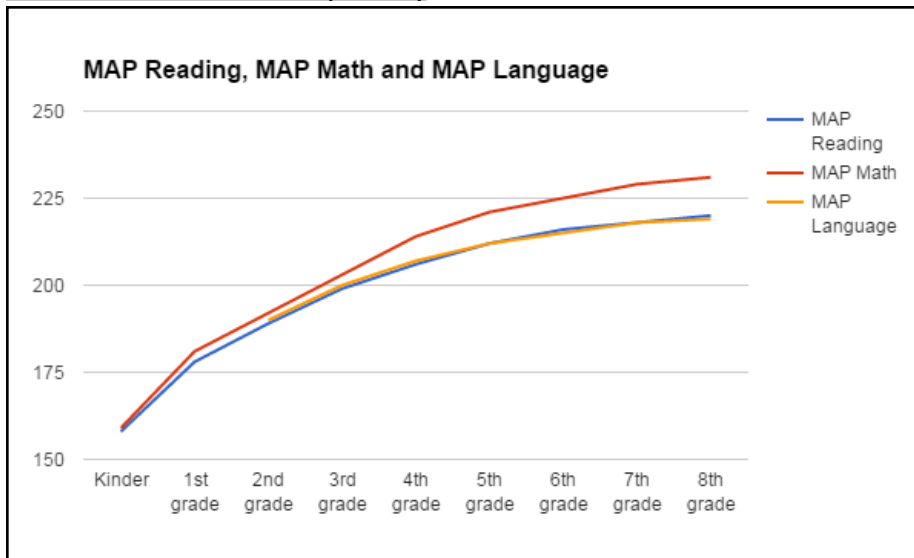
JEANNE MORENO

JEANNE MORENO 10-31-17

A new type of test...



New MAP and CAASPP(SBAC)



2015 to 2017 Results

Growth from one year to the next, not cohort data

2015 SBAC Results		2016 SBAC Results		2017 SBAC Results		3 year gain	"+/-" state avg
Math 7							
Proficient	2567	Proficient	2567	Proficient	2567		
CALIFORNIA	2518	CALIFORNIA	2525	CALIFORNIA	2525	up 7	
PLDG	2535	PLDG	2541	PLDG	2545	up 10	20
JUD	2538	JUD	2530	JUD	2532	down 6	7
LMUSD	2528	LMUSD	2529	LMUSD	2532	up 4	7
MESA	2511	MESA	2515	MESA	2517	up 6	-8
Math 8							
Proficient	2586	Proficient	2586	Proficient	2586	-	
CALIFORNIA	2534	CALIFORNIA	2541	CALIFORNIA	2540	up 6	
PLDG	2518	PLDG	2553	PLDG	2559	up 41	19
LMUSD	2523	LMUSD	2543	LMUSD	2541	up 18	1
MESA	2519	MESA	2534	MESA	2541	up 22	Even
JUD	2534	JUD	2541	JUD	2523	down 11	-17
2015 SBAC Results		2016 SBAC Results		2017 SBAC Results		3 year gain	"+/-" state avg
Lang 7							
Proficient	2552	Proficient	2552	Proficient	2552		
CALIFORNIA	2532	CALIFORNIA	2542	CALIFORNIA	2542	up 10	
PLDG	2547	PLDG	2564	PLDG	2568	up 21	26
JUD	2551	JUD	2566	JUD	2558	up 7	16
LMUSD	2542	LMUSD	2557	LMUSD	2555	up 13	13
MESA	2531	MESA	2543	MESA	2539	up 8	-3
Lang 8							
Proficient	2567	Proficient	2567	Proficient	2567	-	
CALIFORNIA	2553	CALIFORNIA	2560	CALIFORNIA	2559	up 6	
PLDG	2555	PLDG	2556	PLDG	2574	up 19	15
JUD	2576	JUD	2589	JUD	2582	up 6	23
LMUSD	2559	LMUSD	2566	LMUSD	2573	up 14	14
MESA	2550	MESA	2558	MESA	2563	up 13	4

The chart above shows where Mesa scores in comparison to CA average, LMUSD, Paulding, and Judkins over the course of a 3 year period as well as how far away Mesa is from the CA state average. This indicates a relative weakness when compared to the average CA student in both 7th grade Language Arts and 7th grade Math.

Cohort data
2016-2017 Results

Math

Last year’s 7th graders when tested on the Spring CAASPP grew **+9.46** points in Math from where they were on the CAASPP in 6th grade. The standard met level (formerly “proficient”) rises from 2552 to 2567 or **+15** from 6th to 7th grade. See table below. That shows that last year’s growth in 7th grade math overall **did not** meet the expected level of growth.

Last year’s 8th graders when tested on the Spring CAASPP grew **+21.06** points in Math from where they were on the CAASPP in 6th grade. The standard met level (formerly “proficient”) rises from 2567 to 2586 or **+19** from 7th to 8th grade. See table below. That shows that last year’s growth in 8th grade math overall **exceeded** the expected level of growth.

Language Arts

Last year’s 7th graders when tested on the Spring CAASPP grew **+18.2** points in language arts from where they were on the CAASPP in 6th grade. The standard met level (formerly “proficient”) rises from 2531 to 2552 or **+21** from 6th to 7th grade. See table below. That shows that last year’s growth in 7th grade language arts overall **did not** meet the expected level of growth.

Last year’s 8th graders when tested on the Spring CAASPP grew **+17.82** points in language arts from where they were on the CAASPP in 6th grade. The standard met level (formerly “proficient”) rises from 2552 to 2567 or **+15** from 7th to 8th grade. See table below. That shows that last year’s growth in 8th grade language arts overall **exceeded** the expected level of growth.

English Language Arts/Literacy						
Grade	Minimum Scale Score	Maximum Scale Score	Achievement Level Scale Score Range for Standard Not Met	Achievement Level Scale Score Range for Standard Nearly Met	Achievement Level Scale Score Range for Standard Met	Achievement Level Scale Score Range for Standard Exceeded
3	2114	2623	2114–2366	2367–2431	2432–2489	2490–2623
4	2131	2663	2131–2415	2416–2472	2473–2532	2533–2663
5	2201	2701	2201–2441	2442–2501	2502–2581	2582–2701
6	2210	2724	2210–2456	2457–2530	2531 –2617	2618–2724
7	2258	2745	2258–2478	2479–2551	2552 –2648	2649–2745
8	2288	2769	2288–2486	2487–2566	2567 –2667	2668–2769
11	2299	2795	2299–2492	2493–2582	2583–2681	2682–2795

Mathematics

Grade	Minimum Scale Score	Maximum Scale Score	Achievement Level Scale Score Range for Standard Not Met	Achievement Level Scale Score Range for Standard Nearly Met	Achievement Level Scale Score Range for Standard Met	Achievement Level Scale Score Range for Standard Exceeded
3	2189	2621	2189–2380	2381–2435	2436–2500	2501–2621
4	2204	2659	2204–2410	2411–2484	2485–2548	2549–2659
5	2219	2700	2219–2454	2455–2527	2528–2578	2579–2700
6	2235	2748	2235–2472	2473–2551	2552–2609	2610–2748
7	2250	2778	2250–2483	2484–2566	2567–2634	2635–2778
8	2265	2802	2265–2503	2504–2585	2586–2652	2653–2802
11	2280	2862	2280–2542	2543–2627	2628–2717	2718–2862

Smarter Balanced Website [Link](#)

2015 NWEA MAP Growth Normative Data

Looking for context to MAP® Growth™ normative percentiles? The “**2015 NWEA™ Comparative Data One Sheet**” includes multiple **College and Career Readiness (CCR)** benchmarks, including those from **ACT®** and **Smarter Balanced Assessment Consortium (Smarter Balanced)**.

By using carefully constructed measurement scales that span grades, MAP Growth interim assessments from NWEA offer educators efficient and very accurate estimates of student achievement status within a subject. Before achievement test scores can be useful to educators, however, they need to be evaluated within a context.

To that end, 2015 RIT Scale Norms allow educators to compare achievement status—and changes in achievement status (growth) between test occasions—to students’ performance in the same grade at a comparable stage of the school year. This contextualizing of student performance:

- + helps teachers as they plan instruction for individual students or confer with parents
- + supports school and district administrators as they focus on allocating resources
- + empowers school staff as they work to improve all educational outcomes

For the research behind changes to the 2015 RIT Scale Norms, please see **page six**.

For many reasons, it is inadvisable to compare performance of a student on one set of test norms to his or her performance on another. NWEA strongly advises educators to use the 2015 norms because they provide the current and most accurate reference for MAP Growth scores.

Slight differences from the 2011 norms have been observed, some of which reflect true change in the performance of the students. In addition, evidence indicates three other plausible sources for these differences.

- + Schools demographics changed between 2011 and 2015 and may have contributed to differences.
- + Methodological improvements such as a larger and more representative sample, the use of nine (vs five) terms of data, and a new model for estimating growth have made the 2015 norms more accurate.
- + The varied nature of Common Core State Standards adoption, implementation, and testing appear to have resulted in lower test scores. The sources of these observed differences are the subject of further research.

Well-constructed test score norms can inform many education-related activities. Educators find RIT Scale Norms especially useful in four key areas:

1. Individualizing instruction
2. Setting achievement goals for students or entire schools
3. Understanding achievement patterns
4. Evaluating student performance

MAP Growth Status and Growth Norms for Students and Schools

The 2015 NWEA RIT Scale Norms Study provides status and growth norms for individual students as well as for schools on each of the four RIT scales: reading, language usage, mathematics, and general science. The study's results are based on K-11 grade level samples. Each sample is comprised of 72,000 to 153,000 student test records from approximately 1,000 schools. These numbers vary by subject. These samples were drawn randomly from test record pools of up to 10.2 million students attending more than 23,500 public schools spread across 6,000 districts in 49 states. Rigorous procedures were used to ensure that the norms were representative of the U.S. school-age population.

Since MAP Growth assessments can be administered on a schedule designed to meet a school's needs, tests can be administered at any time during the school year. The 2015 norms adjust for this scheduling flexibility by accounting for instructional days, allowing more valid comparisons for status and growth. For example, the norms may be used to locate a student's achievement status (as a percentile rank) for any specified instructional week of the school year.

Similar adjustments are made to the norms when comparing student growth. Median growth conditioned on the student's initial score may be determined for any number of instructional weeks separating two test occasions. This allows educators to make appropriate norm-referenced interpretations of test results that are consistent with their chosen testing schedule. As an additional feature, the norms provide the percentile rank corresponding to a student's observed gain over an instructional interval of a specific length. That is, the norms tell educators what percentage of students made at least as much growth as a particular student for the same period of time, whatever its duration. Situating growth as relative to percentages of students nationwide helps educators move beyond the simple conclusion that a student either did or did not "make target growth."

In order for the norms to take instructional days into account, school district calendars for each school represented in the study sample were retrieved. Using the instructional days data plus the dates of testing, NWEA created "periods or testing seasons" for beginning-of-year norms, middle-of-year norms, and end-of-year norms. Tests occurring at the center of these periods were used to construct the status and growth norms tables that appear below. However, if a school's testing calendar does not conform to the one used to construct these tables, the normative references provided through the NWEA reporting system still allow appropriate comparisons to be made.

Understanding Standard Deviation (SD)

The columns labeled "SD" in the tables below contain the standard deviations of the means. An SD is simply a measure of dispersion of scores around the mean value; the smaller the SD, the more compact the scores are around the mean. SDs are particularly useful when comparing student-level norms and school-level norms and can help educators make a range of inferences. For example, knowing the spread of the data can help identify students who fall well above or below the school average. When making determinations of relative effectiveness, the SDs linked to school norms can also help determine if schools have roughly the same range of scores.

The norms in the tables below have a very straightforward interpretation. For example, in the status norms for reading, grade 2 students in the middle of the “begin-year” period had a mean score of 174.7 and a standard deviation of 15.5. To get a sense of how much dispersion there was, the SD 15.5 can be

subtracted from the mean and added to the mean to produce a range of about 159–190. Since the norms are based on the bell curve, we know that 68% of all scores are expected to fall between in this range.

2015 READING Student Status Norms						
	Begin-Year		Mid-Year		End-Year	
Grade	Mean	SD	Mean	SD	Mean	SD
K	141.0	13.54	151.3	12.73	158.1	12.85
1	160.7	13.08	171.5	13.54	177.5	14.54
2	174.7	15.52	184.2	14.98	188.7	15.21
3	188.3	15.85	195.6	15.14	198.6	15.10
4	198.2	15.53	203.6	14.96	205.9	14.92
5	205.7	15.13	209.8	14.65	211.8	14.72
6	211.0	14.94	214.2	14.53	215.8	14.66
7	214.4	15.31	216.9	14.98	218.2	15.14
8	217.2	15.72	219.1	15.37	220.1	15.73
9	220.2	15.68	221.3	15.54	221.9	16.21
10	220.4	16.85	221.0	16.70	221.2	17.48
11	222.6	16.75	222.7	16.53	222.3	17.68

2015 MATHEMATICS Student Status Norms						
	Begin-Year		Mid-Year		End-Year	
Grade	Mean	SD	Mean	SD	Mean	SD
K	140.0	15.06	151.5	13.95	159.1	13.69
1	162.4	12.87	173.8	12.96	180.8	13.63
2	176.9	13.22	186.4	13.11	192.1	13.54
3	190.4	13.10	198.2	13.29	203.4	13.81
4	201.9	13.76	208.7	14.27	213.5	14.97
5	211.4	14.68	217.2	15.33	221.4	16.18
6	217.6	15.53	222.1	16.00	225.3	16.71
7	222.6	16.59	226.1	17.07	228.6	17.72
8	226.3	17.85	229.1	18.31	230.9	19.11
9	230.3	18.13	232.2	18.62	233.4	19.52
10	230.1	19.60	231.5	20.01	232.4	20.96
11	233.3	19.95	234.4	20.18	235.0	21.30

2015 LANGUAGE USAGE Student Status Norms						
	Begin-Year		Mid-Year		End-Year	
Grade	Mean	SD	Mean	SD	Mean	SD
2	174.5	16.58	184.9	15.34	189.7	15.47
3	189.4	15.20	196.8	14.24	200.0	14.11
4	198.8	14.66	204.4	13.83	206.7	13.64
5	205.6	13.87	209.7	13.23	211.5	13.19
6	210.7	13.79	213.9	13.30	215.3	13.38
7	214.0	13.82	216.5	13.52	217.6	13.70
8	216.2	14.17	218.1	13.92	219.0	14.26
9	218.4	14.15	219.7	13.98	220.4	14.50
10	218.9	15.04	219.7	14.99	220.1	15.74
11	221.5	14.96	222.1	14.85	222.1	15.80

2015 GENERAL SCIENCE Student Status Norms						
	Begin-Year		Mid-Year		End-Year	
Grade	Mean	SD	Mean	SD	Mean	SD
3	187.5	11.74	192.6	10.92	195.4	11.01
4	194.6	11.16	198.7	10.75	201.0	10.92
5	200.2	11.06	203.7	10.80	205.7	11.07
6	204.3	11.54	207.1	11.40	208.6	11.73
7	207.2	11.92	209.5	11.87	210.9	12.23
8	210.3	12.28	212.3	12.19	213.5	12.63
9*	212.4	12.83	213.9	12.78	214.8	13.32
10*	213.4	13.76	214.5	13.72	215	14.29

*Only status norms are provided for grades 9 and 10 general science. These status norms describe the distributions of achievement in general science academic skills and content knowledge for the relevant student populations for these grades and are useful for screening and placement purposes. Test results should not be used to evaluate performance where science content is more specialized, such as in topically differentiated high school science courses (e.g., biology, chemistry, physics).

Growth norms developed for the 2015 RIT Scale Norms Study reflect the common observation that the rate of academic growth is related to the student's starting status on the measurement scale; typically, students starting out at a lower level tend to grow more. The growth norm tables below show mean growth when the mean grade level status score is used as the starting score. In each case, the starting score is treated as a factor predicting growth. If a particular student's

starting score was below the grade level status mean, the growth mean is typically higher. Similarly, students with starting scores above the grade level mean would typically show less growth on average. This procedure, coupled with the inclusion of instructional days in computing the norms, results in a highly flexible and better contextualized reference for understanding RIT scores.

2015 READING Student Growth Norms						
Grade	Begin-to-Mid Year		Mid-to-End Year		Begin-to-End Year	
	Mean	SD	Mean	SD	Mean	SD
K	10.3	6.01	6.81	5.46	17.1	8.11
1	10.8	6.00	5.99	5.46	16.8	8.09
2	9.5	6.05	4.52	5.49	14.0	8.20
3	7.3	5.79	3.02	5.33	10.3	7.59
4	5.4	5.56	2.33	5.19	7.8	7.05
5	4.2	5.60	1.97	5.21	6.1	7.15
6	3.2	5.62	1.54	5.22	4.8	7.19
7	2.5	5.58	1.25	5.20	3.7	7.11
8	1.9	6.05	0.99	5.49	2.8	8.19
9	1.1	6.35	0.60	5.68	1.7	8.87
10	0.6	6.72	0.17	5.91	0.7	9.66

2015 MATHEMATICS Student Growth Norms						
Grade	Begin-to-Mid Year		Mid-to-End Year		Begin-to-End Year	
	Mean	SD	Mean	SD	Mean	SD
K	11.4	5.56	7.67	5.03	19.1	7.59
1	11.4	5.50	6.97	4.99	18.4	7.45
2	9.5	5.35	5.72	4.90	15.2	7.11
3	7.8	5.08	5.19	4.73	13.0	6.47
4	6.8	5.05	4.78	4.72	11.6	6.41
5	5.8	5.22	4.13	4.82	9.9	6.80
6	4.4	5.20	3.26	4.80	7.7	6.75
7	3.5	5.11	2.47	4.75	6.0	6.55
8	2.9	5.59	1.78	5.05	4.6	7.66
9	2.0	5.81	1.17	5.19	3.1	8.15
10	1.5	6.18	0.85	5.42	2.3	8.92

2015 LANGUAGE USAGE Student Growth Norms						
Grade	Begin-to-Mid Year		Mid-to-End Year		Begin-to-End Year	
	Mean	SD	Mean	SD	Mean	SD
2	10.4	6.61	4.74	5.70	15.2	9.83
3	7.4	5.61	3.14	5.06	10.6	7.69
4	5.6	5.26	2.28	4.84	7.9	6.90
5	4.1	5.21	1.76	4.81	5.8	6.78
6	3.2	5.23	1.32	4.83	4.5	6.84
7	2.5	5.14	1.10	4.77	3.6	6.61
8	1.9	5.40	0.96	4.93	2.9	7.22
9	1.4	5.65	0.65	5.08	2.0	7.79
10	0.8	6.03	0.42	5.32	1.2	8.61

2015 GENERAL SCIENCE Student Growth Norms						
Grade	Begin-to-Mid Year		Mid-to-End Year		Begin-to-End Year	
	Mean	SD	Mean	SD	Mean	SD
3	5.1	6.28	2.88	5.85	8.0	8.02
4	4.2	5.94	2.27	5.64	6.4	7.19
5	3.5	5.92	2.04	5.63	5.5	7.13
6	2.8	5.92	1.59	5.63	4.3	7.14
7	2.3	5.91	1.39	5.62	3.7	7.10
8	2.0	6.09	1.24	5.73	3.2	7.56

Using School Norms

Just as references to performance at the student level are important, school-level references can provide important insights. Because student-level norms are inappropriate for understanding the performance and progress of groups of students—such as students from a specific grade level—the 2015 RIT Scale Norms Study includes norms for schools in addition to student norms for status and growth.

School-level norms provide references for comparing how grade levels of students within a school compare, as a group, to:

- + the same grade level of students in another specific school
- + the same grade level of students in public schools across the U.S.

This allows school and district administrators to use school-level norms to monitor school performance over time, and to compare schools' performance within the district. The tables below contain school norms for growth. The important difference between student and school growth is in the SD columns. As the tables show, the growth of students at any grade level is understandably more muted than the growth of the individual students.

2015 READING School Growth Norms						
Grade	Begin-to-Mid Year		Mid-to-End Year		Begin-to-End Year	
	Mean	SD	Mean	SD	Mean	SD
K	10.3	1.73	6.8	1.29	17.1	3.02
1	10.8	1.59	6.0	1.20	16.8	2.79
2	9.5	1.43	4.5	1.07	14.0	2.50
3	7.3	1.17	3.0	0.88	10.3	2.05
4	5.4	0.96	2.3	0.72	7.8	1.68
5	4.2	1.02	2.0	0.77	6.1	1.78
6	3.2	1.10	1.5	0.82	4.8	1.92
7	2.5	1.05	1.3	0.79	3.7	1.83
8	1.9	1.29	1.0	0.97	2.8	2.25
9	1.1	1.33	0.6	1.00	1.7	2.32
10	0.6	1.59	0.2	1.19	0.7	2.78

2015 MATHEMATICS School Growth Norms						
Grade	Begin-to-Mid Year		Mid-to-End Year		Begin-to-End Year	
	Mean	SD	Mean	SD	Mean	SD
K	11.4	1.77	7.7	1.32	19.1	3.09
1	11.4	1.71	7.0	1.28	18.4	2.99
2	9.5	1.52	5.7	1.14	15.2	2.66
3	7.8	1.26	5.2	0.94	13.0	2.20
4	6.8	1.30	4.8	0.97	11.6	2.27
5	5.8	1.54	4.1	1.16	9.9	2.70
6	4.4	1.33	3.3	1.00	7.7	2.33
7	3.5	1.22	2.5	0.92	6.0	2.13
8	2.9	1.26	1.8	0.94	4.6	2.20
9	2.0	1.36	1.2	1.02	3.1	2.38
10	1.5	1.53	0.9	1.15	2.3	2.67

2015 LANGUAGE USAGE School Growth Norms						
Grade	Begin-to-Mid Year		Mid-to-End Year		Begin-to-End Year	
	Mean	SD	Mean	SD	Mean	SD
2	10.4	1.49	4.7	1.12	15.2	2.61
3	7.4	1.29	3.1	0.97	10.6	2.26
4	5.6	1.02	2.3	0.77	7.9	1.79
5	4.1	0.98	1.8	0.74	5.8	1.71
6	3.2	1.04	1.3	0.78	4.5	1.82
7	2.5	1.07	1.1	0.81	3.6	1.88
8	1.9	1.09	1.0	0.82	2.9	1.90
9	1.4	1.25	0.7	0.94	2.0	2.18
10	0.8	1.44	0.4	1.08	1.2	2.52

2015 GENERAL SCIENCE School Growth Norms						
Grade	Begin-to-Mid Year		Mid-to-End Year		Begin-to-End Year	
	Mean	SD	Mean	SD	Mean	SD
3	5.1	1.24	2.9	0.93	8.0	2.16
4	4.2	1.07	2.3	0.80	6.4	1.87
5	3.5	1.07	2.0	0.80	5.5	1.87
6	2.8	0.91	1.6	0.68	4.3	1.58
7	2.3	0.79	1.4	0.60	3.7	1.39
8	2.0	0.99	1.2	0.74	3.2	1.72

MAP Growth Norms Study Design/Method: Comparing 2015 to 2011

Design/Method	2011	2015	Benefit to Norms	Results and Reports
Time Span	5 terms, Spring 2009–Fall 2011	9 terms, Fall 2011–Spring 2014	Improves results accuracy	Uses more data for curve fitting
Instructional Time	High % of generic calendars	Lower % of generic calendars	Improves results accuracy	Uses better measures of instructional time
Growth Model	Regular polynomial	Additive polynomial	Improves results accuracy	Reduces seasonal bias
Weights	School Challenge Index 1.0	School Challenge Index 2.0	Improves results accuracy	Better recognizes demographic differences between states
Growth Terms	Spring-Spring, Fall-Fall, Fall-Spring, Fall-Winter	Winter-Winter, Fall-Fall, Spring-Spring, Fall-Winter, Fall-Spring, Winter-Spring	Increases reports utility	Adds new term-to-term comparisons
Student and School Norms in the Same Study	Separate studies	Same study	Increases reports utility	Appropriately supports student and school grade-level comparisons

Thum & Hauser, 2015 Student and School RIT Norms Research Update 1; 4/9/2015



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Mesa Middle School Site Council (SSC)
Minutes for Meeting #2 2017-2018 School Year
Date: 10/31/17 @ 3:15 pm

Attendees:

Brett Gimlin Derek Muetzel Liliana Sansores Jeanne Moreno Tiffanie Alarcon Dave Osterbauer Emily Sharpe ...	brett.gimlin@lmusd.org derek.muetzel@lmusd.org liliana.sansores-moreno@lmusd.org jeanne.moreno@lmusd.org tiffanie.alarcon@lmusd.org david.osterbauer@lmusd.org 152759@lmusd.org	Mesa Principal Mesa Asst. Principal Mesa Staff-Secretary Mesa Parent Mesa Parent Mesa Staff-Teacher Mesa Staff-Teacher Mesa Student
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Agenda

- 1. Review and Approval of SSC #1 Meeting Minutes**
 Motion to approve SSC #1 Meeting minutes by Emily Sharpe, second by Tiffanie Alarcon, approved unanimously.
- 2. Review of SPSA (Single Plan for Student Achievement)**
 Presented by Brett
- 3. Approval**
 Motion to approve SPSA by Jeanne Moreno, second by Emily Sharpe, approved Unanimously
- 4. Adjourn 4:15 p.m.**

<p>GOAL 1 / ACHIEVEMENT</p> <p>All Lucia Mar students will demonstrate achievement at grade level or proficiency in all subject areas while utilizing the Four C's of 21st Century Learning: Communication, Creativity, Critical Thinking, and Collaboration.</p>	<p>GOAL 2 / SCHOOL CLIMATE</p> <p>Lucia Mar schools will support the growth of the whole child and their families by providing social-emotional support and parent education.</p>
<p>GOAL 3 / FUTURE READY EDUCATION</p> <p>The students, staff and systems of Lucia Mar will be supported by future ready technology and facilities,</p>	<p>GOAL 4 / ORGANIZATIONAL EXCELLENCE</p> <p>Lucia Mar staff will work together to upgrade District policies and procedures to support increased efficiencies, student learning and student & staff safety.</p>