

# The School Plan for Student Achievement

**School:** Stevenson Elementary School  
**CDS Code:** 43-69591-6049464  
**District:** Mountain View Whisman School District  
**Principal:** Rebecca Westover  
**Revision Date:** November 15, 2018

The School 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 November 15, 2018.**

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## School Vision and Mission

### Stevenson Elementary School's Vision and Mission Statements

#### School Vision

Through a developmental approach and a rigorous hands-on education, Stevenson Elementary School will engage all students and ensure they realize their full potential as independent thinkers, lifelong learners, and responsible citizens.

#### School Mission

The mission of Stevenson Elementary School is to cultivate a lifelong love of learning by educating the whole child (socially, emotionally, and intellectually) in a collaborative community.

#### School Core Values

Respect

Resilience

Community

Collaboration

Innovation

## School Profile

### Goal 1 - Academic Achievement

Reduce the number of students that are not meeting standards in English Language Arts by 10% moving from 89% to 90% meeting standard by June 2019 as measured by the CAASPP.

#### Key Actions

Implement Response to Intervention Science, Technology, Engineering, Art, and Math Program

Professional development meaningful activities and authentic learning

After school enrichment program with a focus on literacy

Tracking Data For Response to Intervention in School City

Focus 30 Students

Goal from previous year was exceeded. Moved from 84% to 89%.

Reduce the number of students that are not meeting standards in math by 10% moving from 91% to 92% meeting standard by June 2019 as measured by the CAASPP.

#### Key Actions

Implement Response to Intervention Science, Technology, Engineering, Art, and Math Program

Professional development meaningful activities and authentic learning

Tracking Data For Response to Intervention in School City

Focus 30 Students

Goal from previous year was exceeded. Moved from 85% to 91%.

### Goal 2 - Closing the Achievement Gap

Maintain zero At Risk Long Term English Language Learners by June 2019.

Reduce the number of Reclassified Fluent English Proficient (RFEP) students not meeting standard by 10% in ELA moving from 81% to 83% meeting or exceeding standard by June 2019 as measured by CAASPP.

#### Key Actions

Small Group Instruction for Upper Grade Acceleration Students

Small Group Instruction for Lower Grade Acceleration Students

SIOP Training

SIOP Walkthroughs

SIOP grade level observation days

Mentoring for at risk students

After school program for at risk students

Goal from previous year was met (looking at the same students, not the current cohort). Reduced LTEL by 50% moving from 2 students to 1 student.

### Goal 3 - Human Capital

Stevenson will create an environment that fosters PLC's and data driven instruction. Teachers will monitor student pre and post data as part of the RTI process. The data will be used to inform instruction and guide PLC discussions. Data will be monitored after each round of RTI.

#### Key Actions

Dinner Provided on Late Nights

Maintain School Site Council Meetings at 4:45pm

Lunch Discussions

Quality professional development throughout the year

Teacher centered walkthrough visits

RTI data monitoring

Goal from the previous year was met, teachers and staff stayed at Stevenson.

### Goal 4 - Inclusive and Supportive Culture

By June 2019 students will maintain an attendance rate of 97% or better.

Continue to have 0 suspensions in 2018-19

#### Key Actions

Student Leadership

Student Leadership Teachers

Responsive Classroom

Responsive Classroom and Project Cornerstone Training for Noon Duties

Goal from previous year was not met. Stevenson's attendance went from 97.2% to 97.04%

### Goal 5 - Parent Engagement

Parents will continue to be involved in the school and participate in activities and the classrooms as measured by attendance at parent teacher conferences and the Foundations general meetings.

Parent education - new parents will attend three sessions of parent education.

Classroom meetings

Family picnic and ice cream social

Arts Focus

Phone Calls to English learner Families by Facilitator

Goal from previous year was met. Parents were involved in the school.

## Comprehensive Needs Assessment Components

### Data Analysis

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

### **Analysis of Current Instructional Program**

In conjunction with the needs assessments, the categories below 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**

Stevenson staff is committed to providing a high quality, well-rounded education to all students. At Stevenson, the staff uses data from district benchmarks, curriculum-embedded assessments, teacher observations, and the results from the California Assessment of Student Performance and Progress (CAASPP) to understand student needs. Teachers use the data collected to differentiate instruction for individual students and guide whole class instruction.

#### **2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction**

Last year teachers administered the Smarter Balanced Assessment Consortium (SBAC) as part of the CAASPP system to grades three, four, and five. The data collected from the assessment is being used to direct instruction during the 2018-2019 school year. School goals were created in collaboration with the School Site Council, English Language Advisory Committee and teachers around areas of improvement found in the results. Teachers in all grades will also use common formative and summative assessments throughout the year to monitor student progress. The data gathered during the school year will drive the schools Response to Instruction program that is used on a weekly bases at all grade levels. Students that are high achieving or in need of second chance teaching will be grouped by ability to dive deeper or provide additional instruction in content areas.

### **Staffing and Professional Development**

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

All teachers at Stevenson Elementary meet the requirements for highly qualified staff in their assigned positions. They also have authorizations to teach English Language Learners.

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

The District Educational Services department coordinates the staff development plan. Six professional days are planned annually to update and extend adult learning. The emphasis continues to be the implementation of the California State Standards (CSS): knowledge of each grade level's standards, and instructional strategies that ensure building and applying knowledge in all content areas.

To provide additional targeted support for the implementation of CSS and support of English Language Learners, the district funds two release days per grade level, which is facilitated by the site's full-time Instructional Coach. The coach provides support on a daily basis and professional development presentations to the entire staff. Stevenson also supports a Project Based Learning (PBL) planning day to help grade level teams plan and give guidance to teachers in the classroom as they implement projects. The coach and principal help teachers plan projects and observe the delivery of the lessons to provide feedback to teachers.

There are currently four teachers that are participating in the new teacher induction program. The District partners with the Santa Cruz Silicon Valley New Teacher Center to support new teachers. The teachers that are part of this program receive additional professional development and coaching, as well as support to clear their preliminary credential.

Every staff member will also be trained in Responsive Classroom and Project Based Learning. By the end of the year, all teachers new to Stevenson will be sent to either a two-day or four-day Responsive Classroom training as well as PBL training.

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

Teachers at Stevenson also collaborate on a weekly basis to plan, refine curriculum, and meet individual student needs. Teachers also meet with the school's STEAM (Science, Technology, Engineering, Art, Math) teachers to collaborate on projects being taught during RTI (Response to Intervention) time.

Opportunity and Equal Educational Access

6. Services provided by the regular program that enable underperforming students to meet standards

At Stevenson Elementary, all students have the opportunity to be successful. Teachers use researched based teaching practices including Response to Instruction to ensure that students attain academic and social success. During Response to Instruction rotation time with the Science, Technology, Engineering, Art, and Math (STEAM) teachers will provide small group instruction to students who need second chance teaching and extension lessons to those who have mastered the standard. By continually monitoring students, teachers can provide additional help to those that struggle in particular areas. Teachers provide this additional help during small group instruction or individual conferences during the school day. In addition to classroom supports Stevenson has intervention/acceleration teachers that provide additional instruction during the school day to students that are below grade level.

Parental Involvement

7. Resources available from family, school, district, and community to assist under-achieving students

Stevenson Elementary has a full time School and Community Engagement Facilitator who assists families of under achieving students. The facilitator acts as the liaison between students, staff, and parents to remove barriers to improve student learning and achievement. They serve as a resource to students and parents regarding district and community agencies, resources, parent education, and other events and activities that are linked to strong, positive student outcomes.

8. 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)

Stevenson greatly benefits from its supportive parents. Stevenson encourages all parents to volunteer two hours a week and join one of the school's committees. Parents are encouraged to connect with teachers and classroom coordinators to ensure that the needs of the classroom are well aligned with each parents' strengths. If a parent is not available to volunteer in the classroom, there are multiple options for parents to become involved outside of the classroom by providing classroom support or organizing events.

### Funding

9. Services provided by categorical funds that enable underperforming students to meet standards

Stevenson is not a Title I school, and as a result, we benefit from funding provided through the Local Control Funding Formula. The District provides each school an allocation to support students through the Targeted Student Support Program (TSSP). This funding is used to pay for intervention and supports for students that score below standard.

Stevenson's Foundation provides extra monetary support that directly impacts classroom instruction. The Foundation funds Off Site Learning Experiences (OLE's), classroom supplies, teacher professional development, and technology among other items.

### **Description of Barriers and Related School Goals**

At Stevenson we strive to meet the needs of all students both academically and socially. Stevenson believes it is their job to help every student reach their full potential and provide supports to reach students where they are.

The barriers that we face when reaching our school goals are addressing the needs of our socioeconomically disadvantaged students that are under prepared for kindergarten. There are pockets of success but we have not been able to replicate that success with all of our students. The socioeconomically disadvantaged population at Stevenson is a small percentage in comparison to the student population. To help increase awareness Focus 30 students will continue to be discussed.

In general, English learner students at Stevenson reclassify in kinder, first, and second grade which indicates that most students language needs are being met. If students do not reclassify in the early grades there are relatively small numbers at the upper-grade. Having fewer students in the upper grades make doing rotations with English learner students for English language development not possible across the grade level. However, teachers teach English Language Development within their classrooms in small groups or with individual students.

An additional barrier to reaching our goals is the number of new staff and new teachers we have each year. When a new staff member is brought on it typically takes two years for them to become fully trained in District and site needs such as Responsive Classroom and Project Based Learning (PBL). Our engagement facilitator has been new each year at Stevenson which hinders the relationships with our most at risk families.

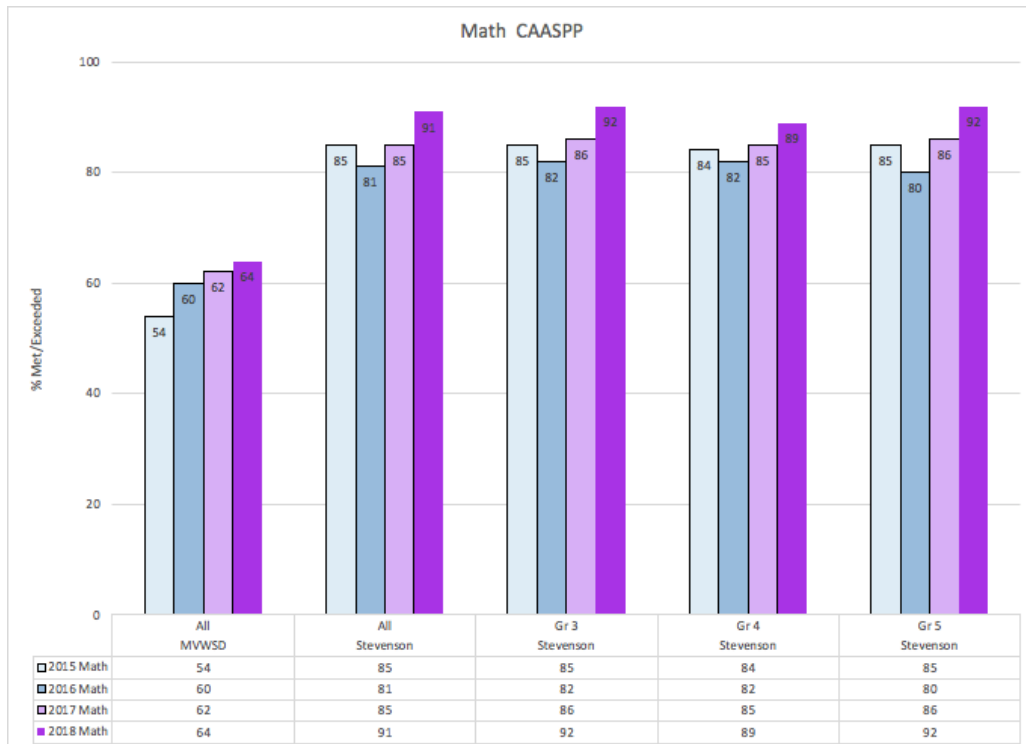
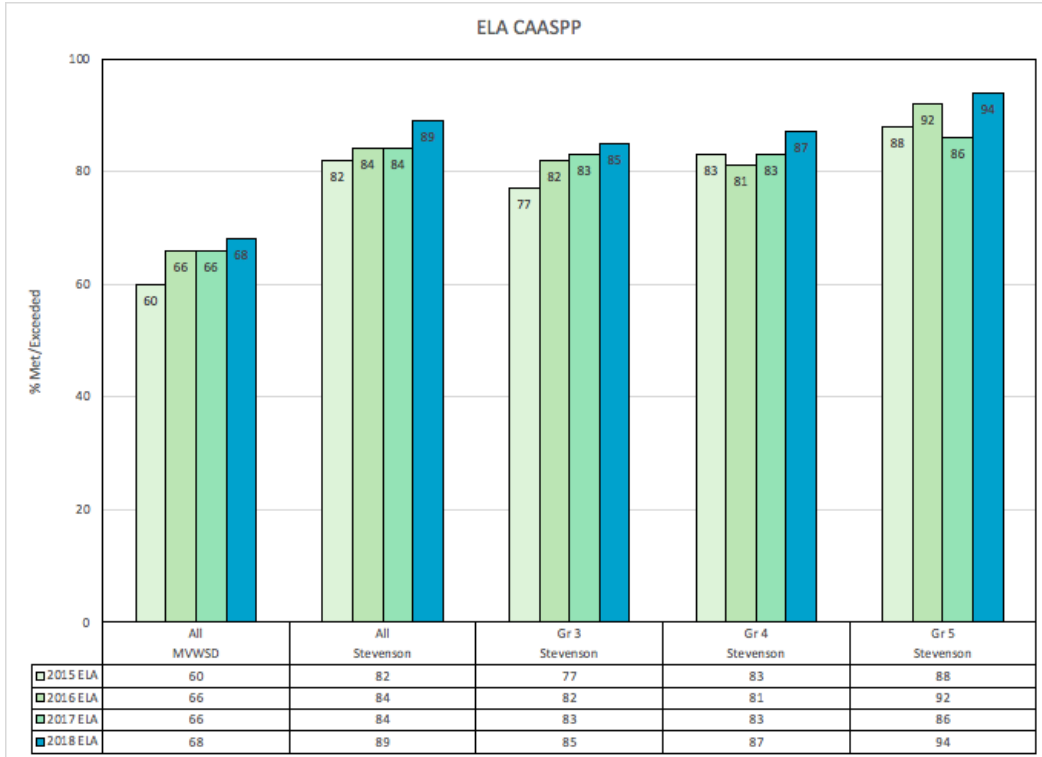
### Site Demographics

Stevenson	2015-16	2016-17	2017-18
Enrollment	388	391	391
Asian	19%	28%	26%
Hispanic/Latino	12%	11%	11%
White	48%	42%	41%
Students with Disabilities	4%	4%	3%
English Learners	14%	9%	10%
SocioEconomically Disadvantaged	9%	6%	7%

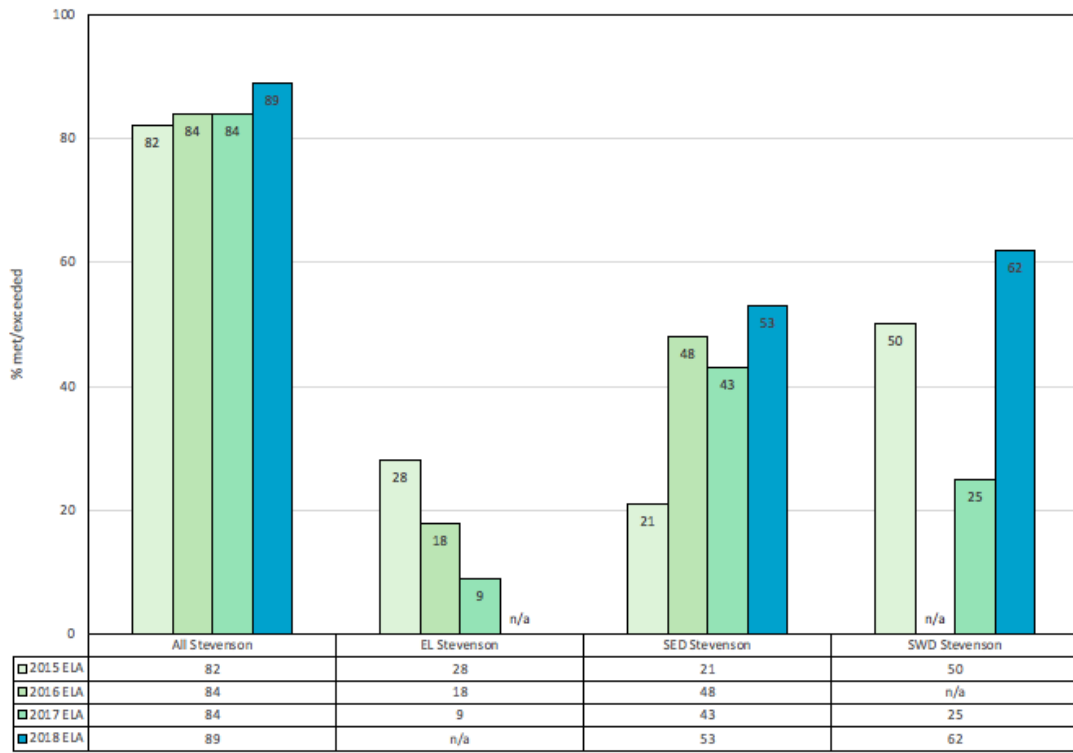
### Site Demographics for students in grades 3-5

Stevenson	2015-2016	2016-2017	2017-2018
English Learners	10%	7%	6%
Reclassified Fluent English Proficient	12%	13%	14%
SocioEconomically Disadvantaged	10%	7%	7%
Students with Disabilities	5%	6%	7%
Asian	19%	17%	16%
Hispanic/Latino	10%	12%	12%
White	52%	52%	52%
Total Enrollment	187	197	195

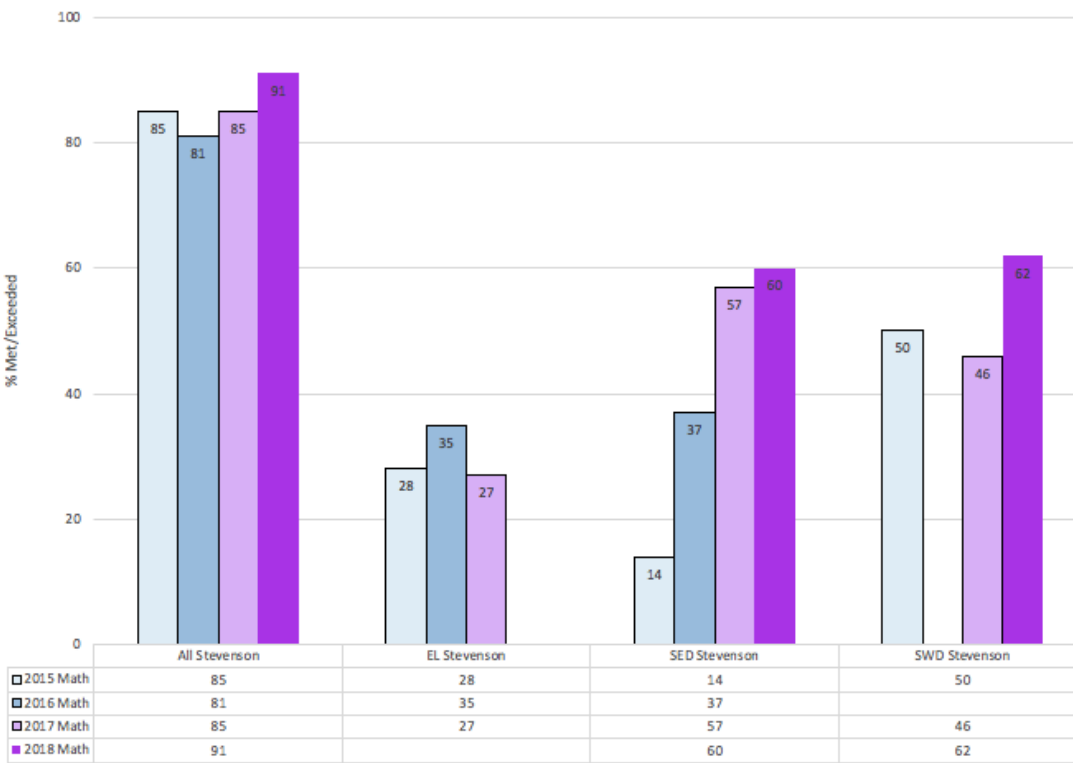




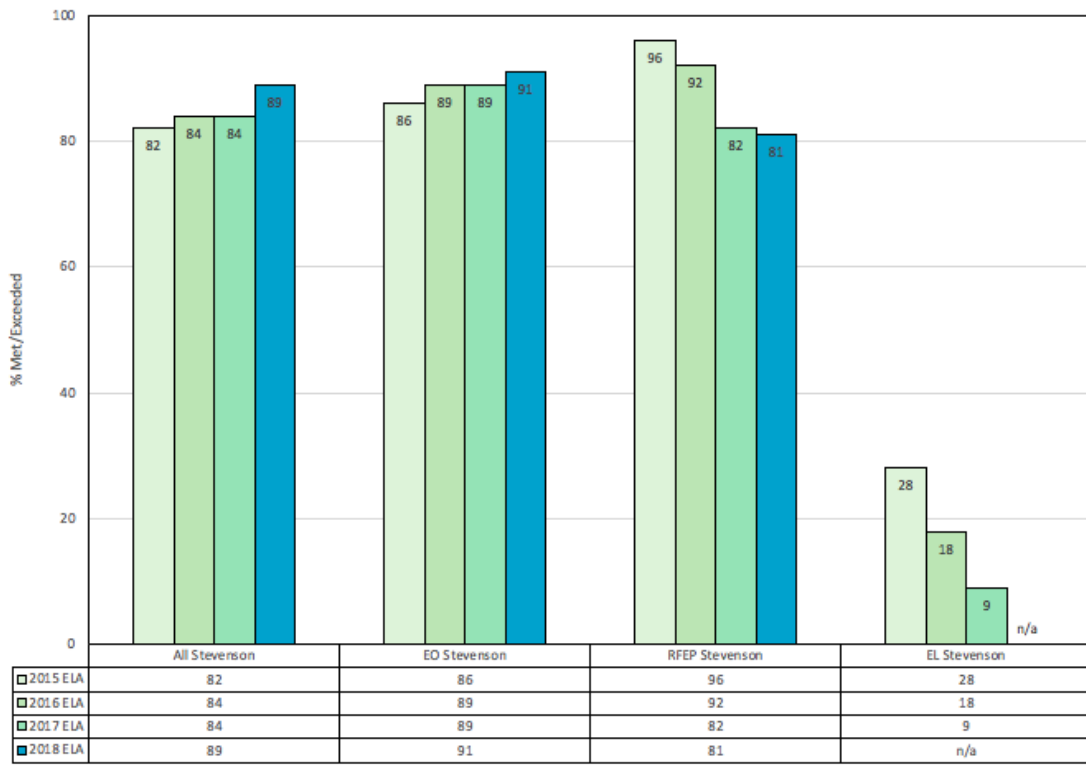
ELA CAASPP Subgroups



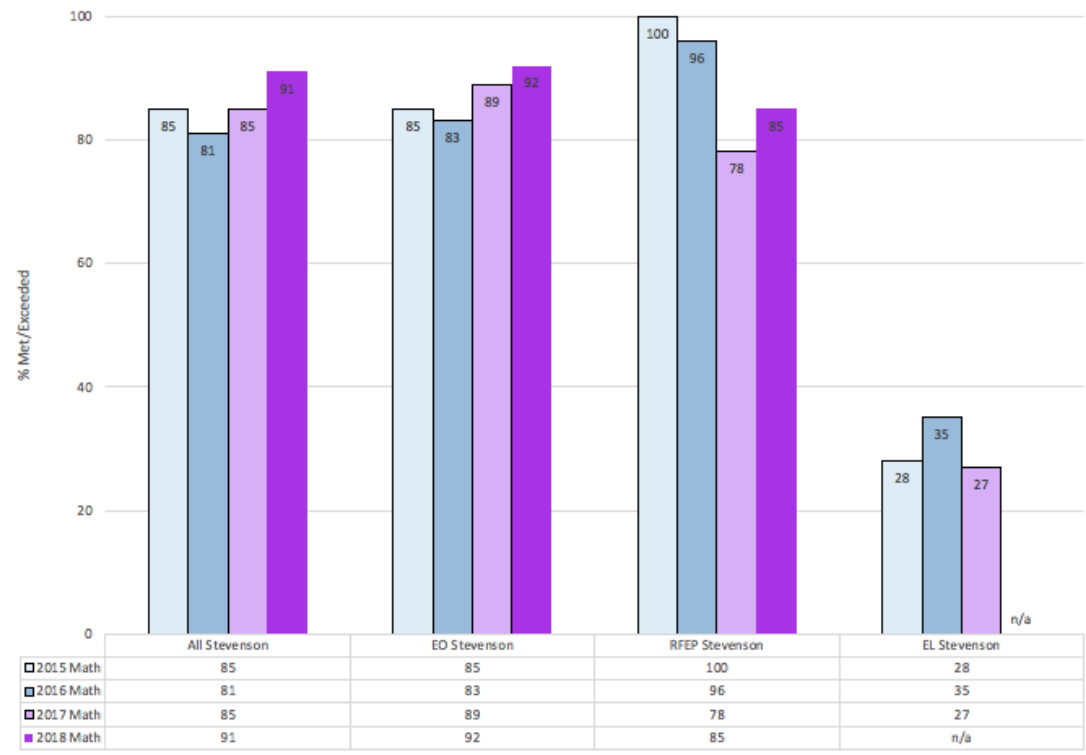
Math CAASPP Subgroups



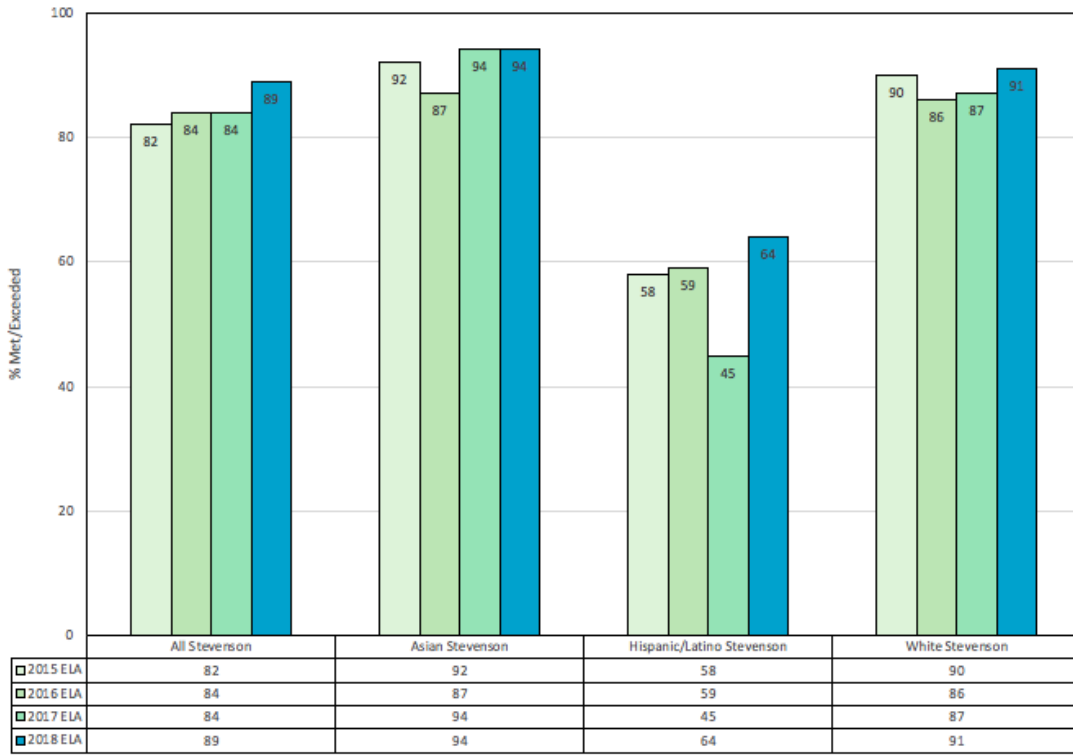
ELA CAASPP English Learner Status



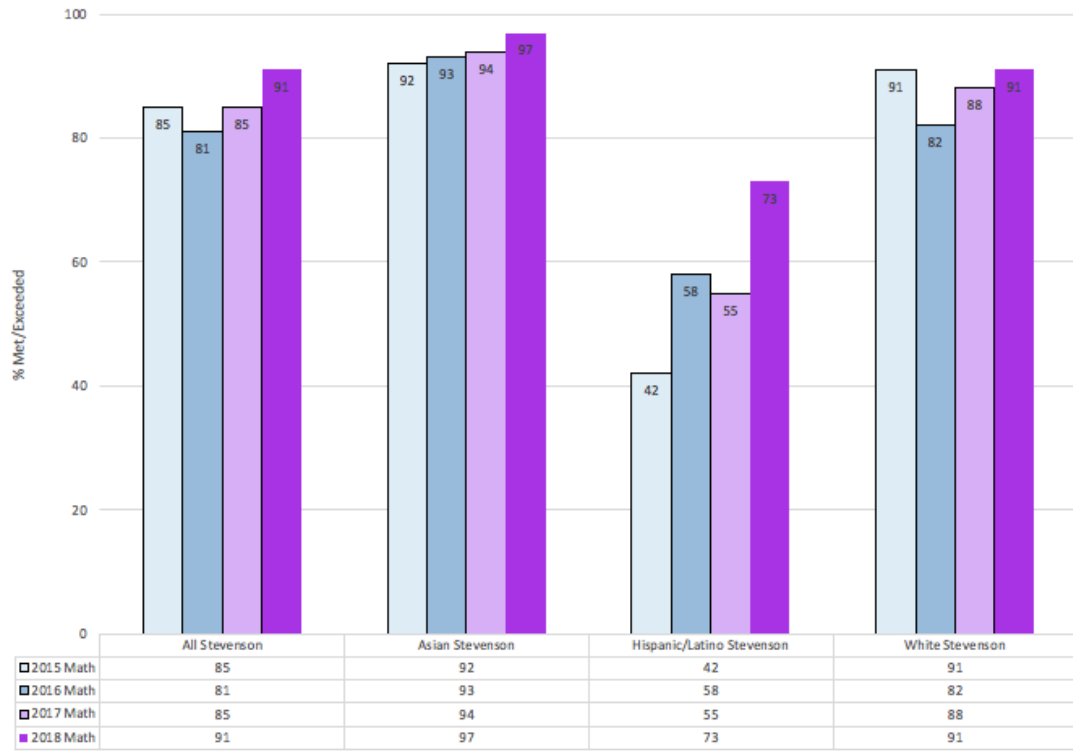
Math CAASPP English Learner Status



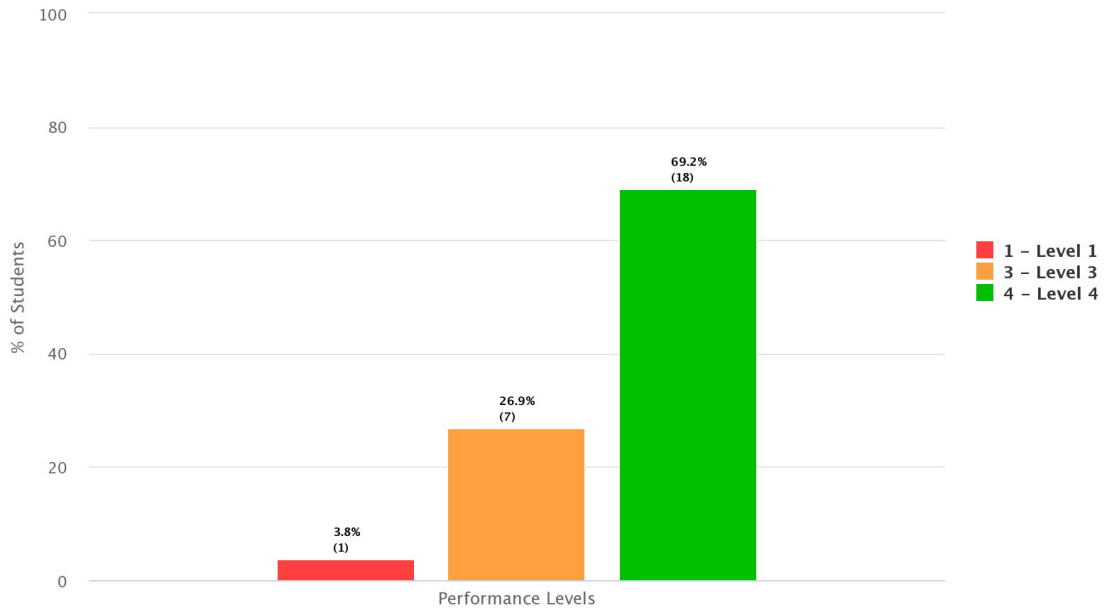
ELA CAASPP Ethnicity



Math CAASPP Ethnicity



### Stevenson English Language Proficiency Assessments for California (ELPAC) 17-18



	2015-16	2016-17	2017-18
Attendance	97.13%	96.95%	97.04%
Suspension	1	0	0
Reclassification	48%	71%	32.6%

## 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 program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Academic Achievement</b>
<b>LEA/LCAP GOAL:</b>
Goal 3: Provide a broad course of study to ensure that all students are prepared for high school with the academic skills and mindset necessary for successful citizenship in the 21st century.
<b>Strategic Plan</b>
Goal 1: Every student will be prepared for high school and 21st Century citizenship.
<b>SCHOOL GOAL #1:</b>
Reduce the number of students that are not meeting standards in English Language Arts by 10% moving from 89% to 90% meeting standard by June 2019 as measured by the CAASPP.
Reduce the number of students that are not meeting standards in math by 10% moving from 91% to 92% meeting standard by June 2019 as measured by the CAASPP.
Key Actions: Response to Instruction (RTI) program with Science, Technology, Engineering, Art, and Math (STEAM) teacher, Focus 30 students, and professional development on meaningful activities and authentic learning.
<b>Data Used to Form this Goal:</b>
2017 CAASPP data, District assessments, CELDT, Reclassification rates, Long Term English Learner Percentage rates
<b>Findings from the Analysis of this Data:</b>
In English language arts students in grades three through five progressively increased their scores. In math students in grades three through five progressively increased their scores.
On average all students made growth. Students that were not meeting standard progressed at a faster rate to close the achievement gap.
Goal from previous year was exceeded. Moved from 84% to 89% in ELA
Goal from previous year was exceeded. Moved from 85% to 91%. in Math

**How the School will Evaluate the Progress of this Goal:**

The school will monitor summative benchmark assessments and formative assessments in math and English Language Arts.

During Response to Intervention teachers will use common summative and formative assessments to understand student progress and adjust for areas of need during the year. Once adjustments have taken place teachers will monitor student improvement through the Response to Intervention process after each cycle.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Each teacher selected two to three students at the end of last year that they felt needed additional support from day one (approximately 30 students in the school). Teachers selected students that they felt could meet standards if given an intentional focus from the first day. Focus 30 cards were then filled out with information about the student that would be helpful to their new teacher. Information such as likes and dislikes, tier 2 interventions, EL status, strategies that worked with the student, strategies that did not work with the student, examples of things that helped with articulation the year before, past teachers, accomplishments, struggles, and goals that would need to be focused on. Over the summer attendance data, English language arts, and math data were added to the form.</p>	9-18	Principal Teachers Resource teacher Clerk Coach	No expenditure, part of regular staff responsibility.			0
<p>Introduce Focus 30 students to new teachers and give teachers time to review their Focus 30 students.</p>	10-18	Principal Teachers Coach	No expenditure, part of regular staff responsibility.			0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Grade level teams will meet with the Resource teacher, coach, and principal to examine data, find patterns and create a plan to address areas of need. This will be done once a trimester to examine student progress.	11-18 to 6-19	Principal Teachers Resource teacher Coach	Data Walks	1000-1999: Certificated Personnel Salaries	School Allocation	4100
Implement Response to Instruction STEAM (Science, Technology, Engineering, Art, Math) Program. Each classroom will rotate twice a week, in small groups, to see the STEAM teachers. The grouping of students will be done by the classroom teacher based on the students' ability level in target areas and will change at least every six weeks. While one group of students is with the STEAM teacher, another small group will stay with their classroom teacher to receive extensions in their learning or help with topics the students did not understand. The rotations will be 30min to 50min long based on the grade level. No matter what level a student is at they will see the STEAM teacher and their classroom teacher twice a week during their Response to Instruction rotations. Every student will be met at their zone of proximate development during the rotations.	9-19 to 6-19	Principal Teachers Resource teacher Coach	No expenditure, part of regular staff responsibility.			0
Tracking Data for Response to Instruction in School City. Teachers will track student groups in School City and monitor student progress every six weeks.	9-18 to 6-19	Principal Teachers Coach	No expenditure, part of regular staff responsibility.			0



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Grade Level Summative and Formative Assessments. Teachers will create long term plans to ensure that students will receive the same formative and summative assessments every six weeks that are in the same grade level.	9-18 to 6-19	Principal Teachers Coach	No expenditure, part of regular staff responsibility.			0
Reflection on Response to Instruction. As a staff we will review the implementation of Response to Intervention and the process used. We will adjust based on student needs.	9-18 to 6-19	Principal Teachers Coach	No expenditure, part of regular staff responsibility.			0
Professional development on meaningful activities/ authentic learning (SIOP)	9-26-18, 10-17-18, 11-14-18, 12-19-19, 1-7-19, 1-16-19, 2-6-19, 4-10-19	Principal Teachers Coach	No expenditure, part of regular staff responsibility.			0

## 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 program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

#### **SUBJECT: Closing the Achievement Gap**

#### **LEA/LCAP GOAL:**

Goal 2: Increase achievement for all students and accelerate learning outcomes for English Language Learners, low-income students, and other target groups to close the achievement gap.

#### **Strategic Plan**

Goal 2: Achievement gaps will be eliminated for all student groups in all areas.

#### **SCHOOL GOAL #2:**

Maintain zero At Risk Long Term English Learners by June 2019.

Reduce the number of Reclassified Fluent English Proficient (RFEF) students not meeting standard by 10% in ELA moving from 81% to 83% meeting or exceeding standard by June 2019 as measured by CAASPP.

Key Actions: Small Group Instruction for Upper Grade Acceleration Students, Small Group Instruction for Lower Grade Acceleration Students, SIOP Training, Science Mentor, and after school program.

#### **Data Used to Form this Goal:**

CAASPP, District assessments, CELDT/ELPAC, Reclassification rates, Long Term English Learner percentage rates

#### **Findings from the Analysis of this Data:**

Goal from the previous year was met when looking at the same cohort of students.

The number of LTEL students was reduced from two to one - Goal met

#### **How the School will Evaluate the Progress of this Goal:**

The school will monitor summative benchmark assessments and formative assessments.

The school will monitor individual student progress through our small group instruction in upper and lower grades. We will also monitor student progress by following our Focus 30 students and through Data Walks.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Small Group Instruction for Upper Grade Acceleration Students. Identify small groups of students that need intensive support that can not be fully serviced through Response to Instruction and have specialists push into classroom or pull out if necessary to accelerate student learning.	9-18 to 6-19	Principal Teachers Response to Intervention Teachers	Intervention/Acceleration Teachers	1000-1999: Certified Personnel Salaries	TSSP	8,000
Small Group Instruction for Lower Grade Acceleration Students. A trained Instructional Assistant will provide push in instruction using Fountas and Pinnell in the lower grades for students that need intensive support that can not be fully serviced through RTI instruction.	9-18 to 6-19	Principal Teachers Response to Intervention Teachers	IA	2000-2999: Classified Personnel Salaries	TSSP	4,000
RTI Instruction (See Goal 1)			No expenditure, part of regular staff responsibility.			0
Teachers will receive training in the SIOP model for English learner instruction. During the two day training teachers received information on the components of SIOP (Lesson Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice and Application, Lesson Delivery, Review and Assessment ) and focused on Comprehensible Input and Strategies.	8/14/18, 8/15/18, 8/16/18	Principal Coach Response to Intervention Teachers	No expenditure, part of regular staff responsibility.			0
Teachers will dive deeper into the SIOP feature of meaningful activities with discussion and reflection. Each meeting will focus on an area of meaningful activities followed by implementation and reflection revision.	19-26-18, 10-17-18, 11-14-18, 12-19-19, 1-7-19, 1-16-19, 2-6-19, 4-10-19	Principal Coach Response to Intervention Teachers	No expenditure, part of regular staff responsibility.			0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will monitor their wait time (SIOP) to allow EL students ample opportunity to process and participate in activities. The site coach will take wait time data in student classrooms individually and share the data with the teacher in order to help meet the needs of each teacher.	9-19 to 6-19	Principal Coach	No expenditure, part of regular staff responsibility.			0
The principal and coach will conduct SIOP walkthroughs using the Districts rubric to assess the implementation of the SIOP model and assess areas of need to include in professional development.	9-19 to 6-19	Principal Coach Teachers PLC principals	No expenditure, part of regular staff responsibility.			0
Teachers will be released for a day of SIOP visits where they will observe other teachers by grade level for the first half of the day. During the second half of the day teachers will reflect and integrate best practices they observed into their own classroom. (Open Classroom)	9-19 to 6-19	Principal Coach Teachers	SIOP Observations/Open Classroom. Paid for by the EL department			0
Socioeconomically Disadvantaged/English learner students will be paired to mentors who will help them create a science fair project for Stevenson's Science, Technology, Engineering, Art, and Math nights.	9-19 to 6-19	Principal Coach Teachers Parents Facilitator	No expenditure, part of regular staff responsibility.			0
Socioeconomically Disadvantaged/English learner students will be paired to mentors who will partner with students to prepare them for school wide events such as Rocket Day.	9-19 to 6-19	Principal Coach Teachers Parents Facilitator	No expenditure, part of regular staff responsibility.			0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>In the Stevenson after-school program, under the guidance of a certified teacher, students have the opportunity to complete homework and engage in integrated CCSS/NGSS curriculum that strengthens their core academic skills in Math and ELA and promote hands-on learning experiences, collaboration, communication, creative problem-solving and critical thinking. On Thursdays students will participate in a hands-on coding programming class so they practice problem solving and analytical skills in a different setting. The after school program will track students' daily attendance. Data will be used to select program attendees: for students in grades 1-3 results from district end-of-year benchmarks will be used; for students in grades 4-5, CAASPP data will be used. To monitor progress and develop action plans, data from results on pre-assessments, weekly formative assessments, and post assessment data will be used. Program monitoring team will be composed of the Stevenson principal, Stevenson after school participating teachers, and School Liaison and will meet regularly to review data and make programmatic decisions.</p>	9-19 to 6-19	Principal Teachers Coach Facilitator Coding Teacher	After School Enrichment	1000-1999: Certificated Personnel Salaries	After School Extended Learning	17,040

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Frequent opportunities for interactions (SIOP), during a staff meeting on 1/23 teachers will practice how to observe quality student interactions. We will be moving away from "get a strategy" to quality interactions. Teachers may bring videos for review or create a list of items that indicate a quality interaction. We will also focus on the interactions of our EL students.	1-23-19	Principal Teachers Coach	No expenditure, part of regular staff responsibility.			0
Staff will spend a day looking at our writing scaffolding practices (SIOP). Specifically we will look at the scaffolds teachers use at each grade level to develop a deeper understanding of the writing that is taught school wide.	1-7-19		No expenditure, part of regular staff responsibility.			0

## 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 program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Human Capital</b>
<b>LEA/LCAP GOAL:</b>
Goal 1: Ensure that all students have access to equitable conditions of learning by providing and investing in highly qualified teachers, leaders, and staff; well-maintained facilities and equipment; and standards-aligned instructional materials and resources in a fiscally responsible manner.
<b>Strategic Plan</b>
Goal 4: Mountain View Whisman School District will invest in teachers, leaders and staff to ensure we are the place talented educators choose to work.
<b>SCHOOL GOAL #3:</b>
Stevenson will create an environment that fosters PLC's and data driven instruction. Teachers will monitor student pre and post data as part of the RTI process. The data will be used to inform instruction and guide PLC discussions.
Key actions: dinner provided on late nights, timing of meetings, publicity team, lunch discussions, on boarding new teachers, teacher centered walkthroughs and RTI data monitoring.
<b>Data Used to Form this Goal:</b>
Meeting about teacher retention Discussion with teachers leaving the school
2017/2018 Goal: Stevenson will create an environment that teachers want to be part of as measured by staff turnover and reason behind leaving. Goal met: Goal from the previous year was met, teachers and staff stayed at Stevenson.
<b>Findings from the Analysis of this Data:</b>
Teachers are willing to drive and receive less compensation in comparison to other districts because they value the progressive ed. approach. Teachers value having the ability to be part of the planning and implementation of curriculum. Evening meetings can be difficult because they cannot go home and must leave early in the morning to avoid traffic.
<b>How the School will Evaluate the Progress of this Goal:</b>
Continued conversations, teacher retention, and reasons for leaving.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Healthy dinner options for teachers before evening meetings and weekend duties.	9/18 to 6/19	Principal	Dinner Provided on Late Nights	5000-5999: Services And Other Operating Expenditures	Donations - General	600
We will hold our SSC meetings right after staff meetings at 4:45 PM. This time will allow parents to attend and teachers to leave at a reasonable time.	9/18 to 6/19	Principal Teachers Parents	No expenditure, part of regular staff responsibility.			
Teachers have expressed an interest in having educational philosophy discussions. To ensure that there is time for discussion teachers suggested that the school purchase lunch on Thursdays before collaboration and the group could have open discussions about curriculum improvement and philosophy.	9/18 to 6/19	Principal Teachers Coach Site Staff	Lunch Discussions	5000-5999: Services And Other Operating Expenditures	Donations - General	500
After every meeting parents and staff will be able to provide input on what they enjoyed about the meetings and what could be improved.	9/18 to 6/19	Principal Teachers Coach Site Staff	No expenditure, part of regular staff responsibility.			
Publicity Team. The team will meet regularly to discuss the needs of the school. The group will answer questions about Stevenson from prospective teachers and students. If needed the team will help reach out to universities to recruit teachers for the District and Stevenson.	9/18 to 6/19	Principal Teachers Coach Site Staff Parents	No expenditure, part of regular staff responsibility.			



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
On boarding New Teachers. New teachers will be provided with a "new teacher" orientation to Stevenson and will have monthly to bi-monthly meetings to discuss questions and review upcoming events at the school. Teachers have signed up to host meetings for new teachers throughout the year.	9/18 to 6/19	Principal Coach Teachers	No expenditure, part of regular staff responsibility.			
Teacher centered walkthroughs	9/18 to 6/19	Principal Teachers	No expenditure, part of regular staff responsibility.			
RTI data monitoring after each cycle. Each cycle will be less than 6 weeks.	9/18 to 6/19	Principal Coach Teachers	No expenditure, part of regular staff responsibility.			

## 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 program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Climate</b>
<b>LEA/LCAP GOAL:</b>
Goal 4: Ensure a safe, healthy, and respectful District and school environment to increase engagement, involvement, and satisfaction of students, staff, parents, and community members.
<b>Strategic Plan</b>
Goal 3: Build engaging and positive interactions among students, staff, parents and the community ensuring that everyone will feel welcomed and included in the educational environment.
<b>SCHOOL GOAL #4:</b>
By June 2019 students will maintain an attendance rate 97% or better. Will continue to have 0 suspensions in the 18/19 year.
Key actions: Student Leadership, Student Leadership Teachers, Responsive Classroom, and Project Cornerstone Training for Noon Duties
<b>Data Used to Form this Goal:</b>
Surveys and attendance documentation 2017-18: By June 2018 students will maintain and attendance rate of 97.2 or better. Goal from previous year was not met. Stevenson's attendance went from 97.2% to 97.04%
<b>Findings from the Analysis of this Data:</b>
In general, students enjoy being at Stevenson and know that their teachers care about them. Students - School Safety 84% overall versus 66% district average Students - 89% favorable belong at school Students - 32% of students have a favorable connection to adults at school (area for improvement)
<b>How the School will Evaluate the Progress of this Goal:</b>
We will monitor student attendance each month. School climate survey. Monitor suspensions and referrals

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Student leadership will meet after school once to twice a week to plan activities for the school and raise awareness around topics of their choice. Student leadership will be student driven and organized. Students will attend a student leadership conference in the spring to help them learn about becoming a leader.	9-18 to 6-19	Principal Teachers Students	Student Leadership	5000-5999: Services And Other Operating Expenditures	After School Enrichment	2,260
Teachers will guide students in the leadership process and how to run leadership meetings. The end of the year goal will be for students to run meetings without adult guidance.	9-18 to 6-19	Teachers	Teachers for Student Leadership	1000-1999: Certificated Personnel Salaries	After School Enrichment	2,000
Responsive Classroom. Send new teachers to Responsive Classroom Training to continue consistent practices in classrooms throughout the school.	9-18 to 6-19	Teachers Principal Coach	Responsive Classroom	5800: Professional/Consulting Services And Operating Expenditures	Donations - General	2,000
Responsive Classroom and Project Cornerstone Training for Noon Duties. The principal will meet with noon duties at least three times a year to train them on Responsive Classroom and Project Cornerstone.	9-18 to 6-19	Principal	No expenditure, part of regular staff responsibility.			
Project Cornerstone Readers. Each month a community member will read a Project Cornerstone book to the students and discuss the meaning of the book. This will sometimes be followed by classroom activities. All readers will be trained before presenting to the class.	9-18 to 6-19	Principal Teachers Coach Parents	No expenditure, part of regular staff responsibility.			
Friday Fever. Continue to hold Friday Fever assemblies each month to build school spirit and unity. At each Friday Fever a Stevenson core value will be presented by a grade level.	9-18 to 6-19	Principal Teachers Coach Students	No expenditure, part of regular staff responsibility.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Stevenson Values. Each month we will focus on one of Stevenson values. Each classroom will present on the values. The values provide a common language for the school.	9-18 to 6-19	Principal Teachers Coach Students	No expenditure, part of regular staff responsibility.			
Light Bulb Lab. Continue to host the Light Bulb Lab in the library on Friday to celebrate creativity and innovation. Students are given passes by their teacher to participate in the lunchtime activities.	9-18 to 6-19	Principal Teachers Coach Students	No expenditure, part of regular staff responsibility.			
Teachers will brainstorm ways students have/could have a favorable connection to adults on campus and implement in the classroom.	1-30-19	Principal Teachers Coach Students	No expenditure, part of regular staff responsibility.			

## Planned Improvements in Student Performance

### School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Parent Involvement</b>
<b>LEA/LCAP GOAL:</b>
Goal 4: Ensure a safe, healthy, and respectful District and school environment to increase engagement, involvement, and satisfaction of students, staff, parents, and community members.
<b>Strategic Plan</b>
Goal 3: Build engaging and positive interactions among students, staff, parents and the community ensuring that everyone will feel welcomed and included in the educational process.
<b>SCHOOL GOAL #4:</b>
Parents will continue to be involved in the school and participate in activities and the classrooms as measured by attendance at parent teacher conferences and the Foundations general meeting.
Key actions: Parent education - parents will attend three sessions of parent education (if new), Classroom meetings, Family picnic, Ice Cream Social, Arts Focus, Phone Calls to English Learner and Socioeconomic Disadvantaged Families by Facilitator
<b>Data Used to Form this Goal:</b>
2017-18 Goal: Parents will continue to be involved in the school and participate in activities and the classrooms. Goal from previous year was met. Parents were involved in the school. Surveys and parent attendance at events
<b>Findings from the Analysis of this Data:</b>
Parents are involved at Stevenson but the school needs to continue to develop connections.
<b>How the School will Evaluate the Progress of this Goal:</b>
Surveys and parent attendance at events

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent Education. Provide parent education on the philosophy of the school, Responsive Classroom, growth mindset, and project cornerstone to include parents in the furthering of the mission and vision of the school when they work in classrooms. New families will meet for a total of 12 hours.	9-18 to 6-19	Principal Coach Teachers Parents	Teachers for Parent Education	1000-1999: Certificated Personnel Salaries	Donations - General	1300
Principal's Coffee. The principal will hold regular coffees to address areas of interest of parents including RTI and SIOP.	9-18 to 6-19	Principal Parents Community Engagement Facilitator	No expenditure, part of regular staff responsibility.			
Weekly Letters from the Principal. Provide parents with a weekly update on what is happening in the school. Discuss core values of Stevenson to ensure parent involvement.	9-18 to 6-19	Principal Secretary	No expenditure, part of regular staff responsibility.			
Classroom Meetings. Three times a year teachers will hold classroom meetings with parents. At the meetings teachers will discuss community, current curriculum, and strategies to help their children at home.	9-18 to 6-19	Principal Coach Teachers Parents Community Engagement Facilitator	No expenditure, part of regular staff responsibility.			
Arts Focus. Arts Focus is led by parent volunteers who collaborate closely with teachers to develop standards-aligned curriculum. Designed to help students explore art in-depth in various subject areas such as clay, drawing and painting, textiles, technology in arts, and 3-dimensional art.	9-18 to 6-19	Principal Coach Teachers Parents	No expenditure, part of regular staff responsibility.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Family Picnic and Ice Cream Social. Each year the Foundation hosts a picnic and ice cream social for students, parents, and families. It is a time for the school to bond and create connections.	9-18 to 6-19	Parents Principal Coach Teachers	No expenditure, part of regular staff responsibility.			
Phone Calls to EL Families. The Community Engagement Facilitator will make personal phone calls to EL families letting them know about important events at the school including ELAC meetings.	9-18 to 6-19	Community Engagement Facilitator	No expenditure, part of regular staff responsibility.			
Workshops for Parents run by the facilitator that include parents and students.		Community Engagement Facilitator Principal	Teachers and supplies	4000-4999: Books And Supplies	Parent Engagement (PIQE/FEI/PU)	1952

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
TSSP	11,400	-600.00
After School Extended Learning	16,080	-960.00
After School Enrichment	4,020	-240.00
Parent Engagement (PIQE/FEI/PU)	827	-1,125.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
After School Enrichment	4,260.00
After School Extended Learning	17,040.00
Donations - General	4,400.00
Parent Engagement (PIQE/FEI/PU)	1,952.00
School Allocation	4,100.00
TSSP	12,000.00



## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	32,440.00
2000-2999: Classified Personnel Salaries	4,000.00
4000-4999: Books And Supplies	1,952.00
5000-5999: Services And Other Operating Expenditures	3,360.00
5800: Professional/Consulting Services And Operating	2,000.00

## 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	After School Enrichment	2,000.00
5000-5999: Services And Other Operating	After School Enrichment	2,260.00
1000-1999: Certificated Personnel Salaries	After School Extended Learning	17,040.00
1000-1999: Certificated Personnel Salaries	Donations - General	1,300.00
5000-5999: Services And Other Operating	Donations - General	1,100.00
5800: Professional/Consulting Services And	Donations - General	2,000.00
4000-4999: Books And Supplies	Parent Engagement (PIQE/FEI/PU)	1,952.00
1000-1999: Certificated Personnel Salaries	School Allocation	4,100.00
1000-1999: Certificated Personnel Salaries	TSSP	8,000.00
2000-2999: Classified Personnel Salaries	TSSP	4,000.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	4,100.00
<b>Goal 2</b>	29,040.00
<b>Goal 3</b>	1,100.00
<b>Goal 4</b>	6,260.00
<b>Goal 5</b>	3,252.00

## 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
Priyngi Fernando				X	
Natalia Ivanova				X	
Carolyn Xu				X	
Lauren McElhatton				X	
Maria Ayala			X		
Angela Bisbee		X			
David Beck		X			
Amanda Clem		X			
Rebecca Westover	X				
Nimi Berman				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	<b>0</b>

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.

## ELAC Membership

Name of ELAC_MEMBER ELAC_MEMBERS	Principal	Classroom Teacher	Other School Staff	Parent or Community ELAC_MEMBER	Secondary Students
Maricela Saldivar				X	
Teresa Coughlan		X			
Rebecca Westover	X				
Araceli Martinez				X	
Veronica Del Rio				X	
Alberto Armedia				X	
Lorena Garcia				X	
<b>Numbers of ELAC Members of each category:</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>0</b>

## 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**):

X English Learner Advisory Committee

Maricela Seldivar  
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 9-12-18.

Attested:

Rebecca Westover

Typed Name of School Principal



Signature of School Principal

9-12-18

Date

Angela Bisbee

Typed Name of SSC Chairperson



Signature of SSC Chairperson

9/12/18

Date