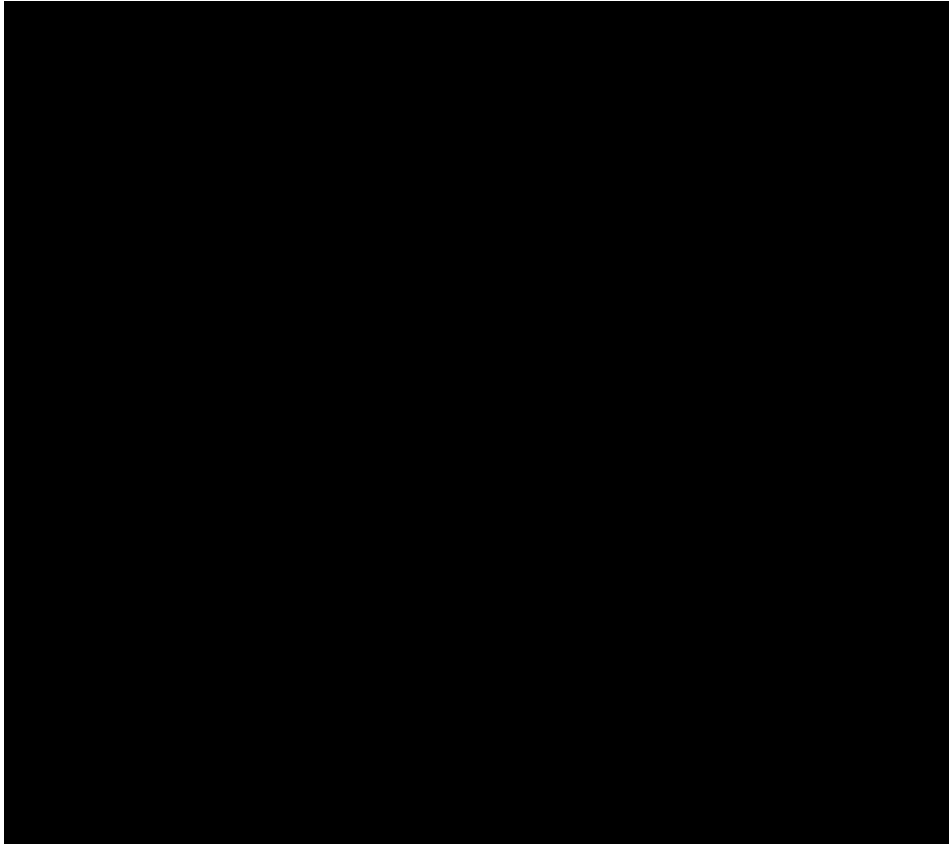


West Contra Costa Unified School District  
SINGLE PLAN FOR STUDENT ACHIEVEMENT  
2018-19

PINOLE MIDDLE SCHOOL



Board Approval Date:	December 5, 2018
Contact Person:	_____
Principal:	Denise VanHook
Address:	1575 Mann Drive
City:	Pinole, CA 94564
Telephone Number:	231-1436
E-mail address:	dvanhook@wccusd.net



BOARD OF EDUCATION

2018 - 2019

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## School Site Council (SSC) Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan:

ELAC

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council on: September 19, 2018
7. The School Site Council will monitor the implementation and effectiveness of strategies in the plan at least twice during the 2018-2019 school year, using the WCCUSD monitoring process.

Attested:

Denise Van Hook

Typed name of school principal

Signature of school principal

Date

Rachel Williams

Typed name of SSC Chair

Signature of SSC Chair

Date



## SPSA Stakeholder Involvement

The School Site Council (SSC) works effectively with its stakeholders to complete the variety of tasks involved in developing, implementing, and monitoring the effectiveness of the Single Plan for Student Achievement (SPSA). As the lead group, the SSC agrees to the following procedures for completing all work involving the SPSA :

		Choose one task management option for each step		
Task		SSC Actively Involved in Task	or	Task Delegated to
Step 1	Analyze local assessment data	Process	or	Process
		In September, the SSC will analyze test score data to make appropriate modifications to the SPSA.		
Step 2	Gather input from	Process	or	Process
				ELAC parents will convene in December to make recommendations for any modifications to the ELD sections of the SPSA.
Step 3	SPSA strategies development	Process	or	Process
Step 4	Budget development	Process	or	Process
		After the strategies are approved, the budget is allocated with SSC suggesting modifications as needed.		
Step 5	Finalize and submit SPSA for School Board Approval	Date:		
Step 6	SPSA monitoring	Process	or	Process
		Winter and Spring of 2018-2019, SSC will review monitoring forms		

## Executive Summary

The Single Plan for Student Achievement (SPSA) has traditionally served as a vehicle for communicating information about the school's vision and initiatives to improve academic achievement, as well as describe how supplemental categorical funds are used to support these efforts. WCCUSD's new district Local Control Accountability Plan (LCAP) is designed to improve student achievement, support the whole child socially and emotionally, and involve stakeholders to ensure all WCCUSD students are college and career-ready, able to make life choices that have successful, productive outcomes.

WCCUSD LCAP GOALS

- Goal 1: Improve Student Achievement
- Goal 2: Improve Instructional Practice
- Goal 3: Increase Parent and Community Engagement and Involvement
- Goal 4: Improve Student Engagement and School Climate Outcomes
- Goal 5: Provide Basic Services to All Students

Through data metrics and analysis, the LCAP also addresses the State's Priority Areas:

**Priority 1 Basic Services** Providing all students with access to fully credentialed teachers in their subject areas, as well as instructional materials that align with state standards, and safe, properly maintained school facilities.

**Priority 2 Implementation of State Standards** Ensuring school programs and services enable all students, including English learners, to access California's academic content and performance standards, including Common Core Standards for English Language Arts and Math, Next Generation Science Standards, and English Language Development Standards.

**Priority 3 Parent Involvement** Efforts by the school district and schools to seek input from all parents, and to engage parents in decision-making, as well as promoting parent participation in programs that meet the needs of their students and all students.

**Priority 4 Pupil Achievement** Improving achievement and outcomes for all students, as measured in multiple ways, such as test scores, English proficiency and college and career preparedness.

**Priority 5 Pupil Engagement** Providing students with engaging programs and coursework that keeps them in school, as measured in part by attendance rates, dropout rates, and graduation rates.

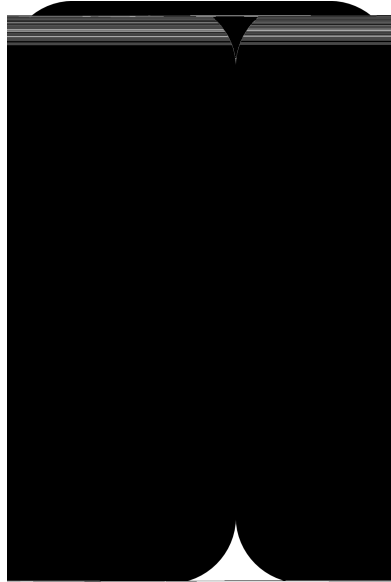
**Priority 6 School Climate** Factors both inside and outside the classroom that impact student success such as health, safety, student discipline, and school connectedness, as measured in part by suspension and expulsion rates, and surveys of students, teachers, and parents.

**Priority 7 Course Access** Ensuring all students have access to a broad course of study in all required subject areas, including math, social science, science, visual and performing arts, health, physical education, career and technical education, and others, that prepares them for college and careers, regardless of what school they attend or where they live.

**Priority 8 Other Pupil Outcomes** Measuring other important indicators of student performance in all required areas of study.

We are transitioning our school's SPSA to becoming a true companion document to the district LCAP so that it focuses on programs, activities, and actions which are designed to continually address and support the district LCAP goals. As we go deeper into this work, we will continue to connect these two critical plans, driving the academic needle forward for WCCUSD students. Please read on to learn about our specific SPSA plan of action for the 2018-19 school year.

2018-19 Roadmap Goals:  
Nine Key Strategies



Our Theory of Action

[Pinole Middle Theory of Action](#)



# PINOLE MIDDLE SCHOOL

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If all of our students are in an environment that teaches them to believe, intelligence is malleable and that they can get smarter if they work harder,

Then students will be more engaged in classroom learning, which would improve student achievement and teacher practices.

If we implement Growth Mindset practices to fidelity school-wide,

Then we will have students who believe that they can learn better relationships between students and teachers/staff, less classroom and campus disruptions, and a more positive school culture and climate.

If we create a solid professional learning community,

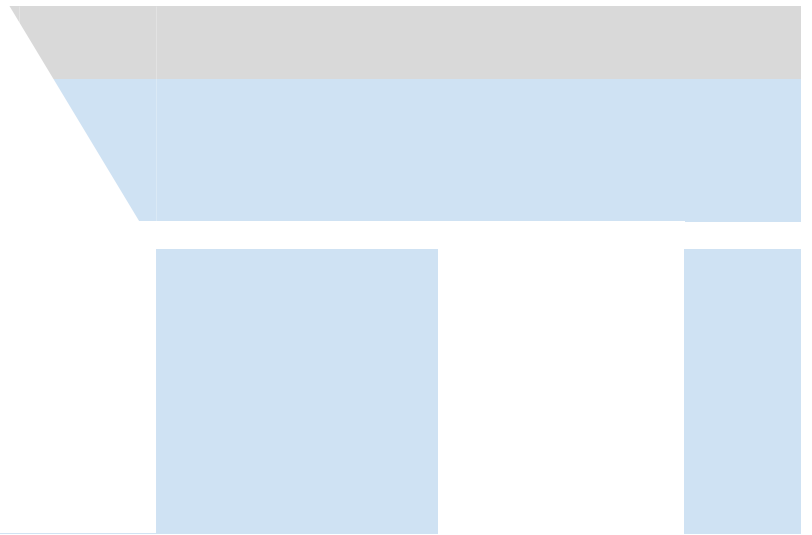
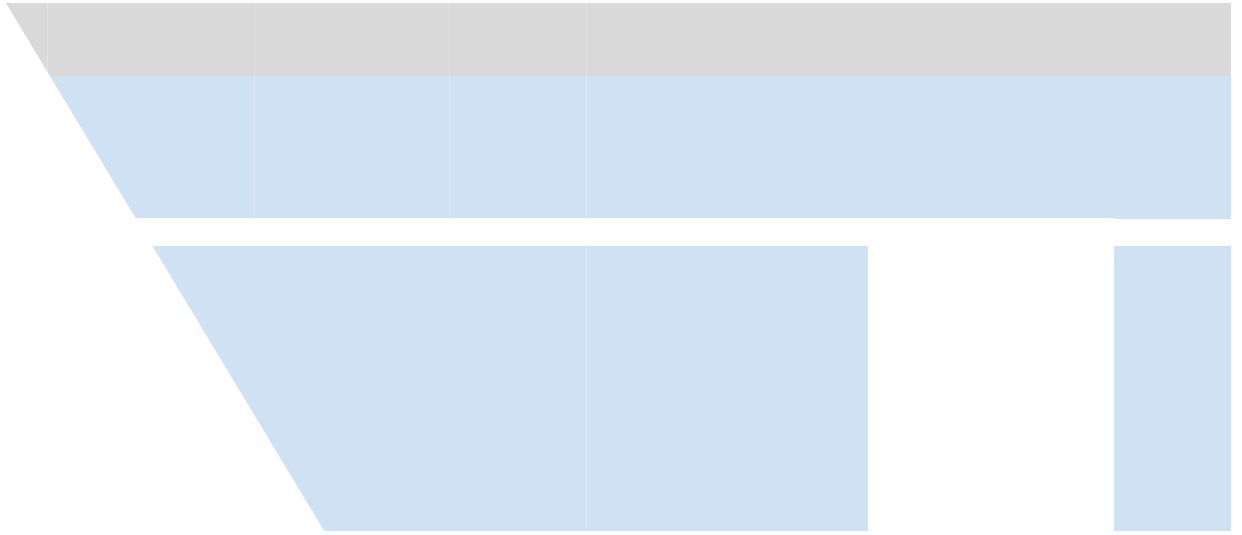
Then we will have a culture of collaboration, data-driven instruction, and immediate feedback.

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1. By June 5, 2018, all students will show growth of one grade level in reading as measured by STAR.
2. By June 5, 2018, 80% of students will cite evidence at a proficiency of 3.0 or better as measured by the District Writing Benchmark assessments and/or common assessments.
3. By June 5, 2018, we will conduct at least 4 RTI parent/teacher meetings to reduce the number of students with D's or F's as measured by grades, meeting agendas, and sign-in sheets.
4. By August 2017, all ILT members will use Google for 100% of meetings,







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Overall Budget Summary  
Summary of Costs  
Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF	128452	0
Title I	0	0

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF	128452
Title I	0

## Agreements

The following critical compliance items are in place throughout WCCUSD:

**Highly Qualified Teachers:** All teachers and paraprofessionals involved in our academic programs will be highly qualified to teach students in their assigned area of work. Our site coordinates with the WCCUSD Human Resources Department to ensure qualified staff have been assigned to our classrooms.

**Strategies to attract and retain high quality teachers:** Our site acknowledges the importance of attracting and retaining high quality instructional staff. Our site coordinates with the WCCUSD Human Resources Department to develop programs and strategies to ensure high quality instructional staff want to come to and remain at our site.

**Learning Center Collaborative Model:** Each WCCUSD school that runs a collaborative model provides a seamless approach to integrating personnel, resources, and teaching strategies to serve at-risk special and general education students. Special education teachers may work with unidentified students and regular education teachers may work with identified students (as long as they are qualified to meet the goal on the students' I.E.P.s).

## Title I Centralized Services (Title I Schools Only)

The following programs and activities are provided to students enrolled in a school identified to receive Federal Title I funding:

- Summer Extended Learning Program - Grades K-8
- Planning and program support from Partners in Innovation,
- Professional development opportunities and coaching support in the areas of ELA, Math, Science, Technology, and Data Analysis