

The Single Plan for Student Achievement

School: Nicolet Middle School
CDS Code: 33-66985-6112080
District: Banning Unified School District
Principal: Al Evinger
Revision Date: November 2015

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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School Vision and Mission

Nicolet Middle School's Vision and Mission Statements

Vision Statement

We will provide a content and technology based environment where each student will be held to the highest standards of participation, collaboration, and achievement.

Mission statement

Our mission is to empower and inspire our students to apply the knowledge, skills, and attitudes necessary to advocate for themselves, to meaningfully interact with others, to be active physically, and become balanced, creative, responsibly informed, contributing citizens of a diverse world.

School Belief

Success is the only option.

School Focus

College and Career Readiness

School Motto

Think critically, learn, achieve, succeed!

School Profile

Banning Unified School District, one of the oldest districts in Riverside County, has a past as colorful as the 300-square mile area it services. In the 2014-15 school year, the District served students enrolled in kindergarten through twelfth grade in four elementary schools, one middle school, one comprehensive high school, and one continuation high school. NMS is located in the community of Banning and was built in 1938. The school realizes the importance of not only academic success, but the importance of social and mental well-being. Teachers, administrators, and staff are all dedicated to providing a warm and challenging learning experience for the children.

The diverse population enables the school to embrace many different cultures and strive to create an environment that embraces all. Consistent with Banning Unified School District's beliefs, the school thrives on this diverse population and encourages each student's unique abilities. In 2015-16 the school serves 920 students in grades six through eight. The school operates on a traditional year school calendar.

Nicolet Middle School provides interventions for social, emotional, and academic needs of our students. These interventions include: Social, Emotional, Academic, Discussions (SEAD) meetings, Student Success Team (SST) meetings, subject-specific tutoring, Intensive Intervention Tutors, Support classes in both ELA and Math, as well as, Social, Emotional, and Academic group and individual counseling. All Nicolet Middle School students participate in all site, district, and state assessments. For the 2015-2017 School years we are focusing on "Writing Across the Curriculum" and rolling out our Positive Behavior Intervention System known as (PBIS) school-wide expectations. Full implementation will occur over the three years 2015-16, 2016-17, and 2017-18.

The positive learning atmosphere here at Nicolet Middle School is reinforced by extra-curricular activity, such as intramurals, a variety of clubs, Fun Fridays - attendance incentives, monthly student activities (AAA): Academics, Attendance, Attitude incentives, VIP (Very, Intelligent, Palominos GPA of 3.5 or higher) quarterly celebrations, Back to School Night, Open House, Science Fair, History Day, Spelling Bee, Drama Productions, Choir Presentations, Band and Dance performances, and athletics.

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).

This school year 2015-2016 we will distribute surveys through paper pencil and survey monkey and the results will serve as our baseline data. A formative survey was given to teachers asking the following questions; 1. What worked?, 2. What didn't work?, 3. What is the next step? The survey resulted in identified needs and or concerns within each department. The staff at NMS have created next steps to address each of these needs and have completed or are currently working on the solutions throughout the 2015-2016 school year. NMS understands the importance of information gleaned from these surveys; the newly formed curriculum committee has been charged with this task for creating, distributing and documenting student, parent, teacher survey's for the 2015-2017 school years. The same surveys will be utilized for three consecutive years 2015-2016, 2016-2017, and 2017-2018 to identify trends, needs, and concerns. Prior to the 2017-2018 school year NMS will analyze both the three year results yielded from the survey instrument, and the survey instrument itself to determine of any changes need to made to the survey instrument that may yield better results in regards to trends, needs and concerns.

Classroom Observations

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

This school year 2015-2016 it will be a priority that each administrator spend a minimum of an hour (approximately 5 minutes in a classroom) visit/observations daily - the goal being that each classroom is visited once a week. We will also be doing WICOR walk through's to ensure fidelity of the new initiative to make AVID school wide.

The collective bargaining agreement calls for each teacher, in alternating years, to be evaluated two times. A formative and a summative evaluation followed by a formal evaluation meeting to conclude the process. Administration follows these guidelines, but also has plenty of opportunity to conduct informal walk through's into classrooms for a wide variety of reasons. These informal walk through's can tell us a lot about what is going on in the classroom.

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)

The district provides annual CAASPP performance data to monitor the student performance of our 8th grade Science students and all students in ELA and math. The overall school performance as well as subgroups are analyzed. Site Benchmarks have been implemented. District Benchmarks have been developed to match the state standards. Assessments are provided at three, six and nine week intervals. The 2015-2016 school year NMS will be utilizing CCSS Interim Assessment Benchmark data for evaluation of class and student data. CELDT assessment results will be used for ELD student groups and to differentiate core instruction. This year we are transitioning into the California Common Core State Standards. We will begin creating new District Benchmark Assessments that are aligned with the California Common Core State Standards as well as incorporating instruction shifts as identified in the CCSS into the daily lessons.

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

As a Professional Learning Community our PLC's (departments), grade level teams, and committees collaborate regularly to monitor student performance, plan and discuss common assessments. Data from these assessments is analyzed and strategies are created to raise all students to proficiency. This 2015-2016 school year the teachers will begin to have CAASSP chats to analyze student progress toward academic goals and plan research-based data driven instruction targeted to meet student-identified needs.

Staffing and Professional Development

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

Each of our full time credentialed teachers at NMS teach core subjects and or various electives; 100% of the teachers at Nicolet Middle School meet the requirements for highly qualified staff. The district has a staffing plan in place to ensure that we continue to meet the NCLB highly qualified status.

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

In addition to the required department, grade level and team collaborations, many teachers meet outside of the classroom to share best instructional practices. Teachers assess student progress, write SMART goals, and plan instruction based on the student learning needs identified through this process.

Riverside County Office of Education (RCOE) continues to offer support and training to District Administrators, Instructional Specialist, ELL Specialists and certificated staff to ensure that our curriculum benchmarks are aligned with the state standards and that we focus on best instructional practices. Our Instructional Specialists and ELL Specialist collaborate with the Nicolet certificated staff on best practices instruction. The Instructional Specialists provide a variety of opportunities for professional development on research-based strategies. Most teachers have completed the AB430 professional development for our ELA and Math curriculum as well as the English Learner component.

The professional development our staff will receive for the 2015-2016 school year include: Illuminate, Aesop, SMART board training, Accelerated Reader (AR), Positive Behavior Intervention Support (PBIS), Writing Across the Curriculum, Boys Town, Straight Ace, Teacher webpage development, California Math Council (CMC), Next Generation Science Standards and continued CCSS with a focus on instructional strategies, Jane Schaffer, CCSS Rubric hand scoring, Cornell Note taking, TPR Total Physical Response, iready and WICOR.

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

The staff development at Nicolet Middle School is strategically aligned to ensure that students have access to content standards and are successful in demonstrating proficiency in all core content areas especially English-Language Arts (ELA), reading and Math, for the 2015-2016 school year, Nicolet will continue to use a strategically designed master schedule that incorporates the "Team Concept" in which a group of two to four core subject teachers (dependent on credentials) share the same students. This scheduling design was implemented to increase student success, achievement and school connectedness.

Training sessions at the District and school level have focused on transition/implementation of the California Common Core State Standards in English Language Arts and Mathematics. Training's have also included the effective use of Jane Schaffer, and iready in the intervention classroom. Needs identified in assessment and academic progress data are central in staff development planning. Future professional development will include continued training in Common Core State Standards and technology integration of instructional practices. Frequent use of benchmark data to inform instruction and a focus on student engagement, teaching to mastery, classroom management and effective feedback are also evident.

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

Assisted with instructional specialists and content experts, teachers receive ongoing assistance. The principal, department chairs and site instructional leaders participate in on-going training; how to set learning goals for ELL students, how to meet the instructional needs of English Language Learners and how to monitor the progress of ELL students.

The District instructional specialists provide a variety of opportunities for professional development on research-based strategies. The instructional specialist model classroom lessons, observe instruction, provide feedback to teachers to ensure fidelity to the core curriculum and mastery of new teaching strategies and techniques.

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

Banning Unified School District has also continued its Smart Wednesday collaboration days. Once a week teachers meet with their grade level colleagues to analyze assessment data, create SMART goals, design effective lessons; discuss best practices; share teaching strategies and ideas; meet for vertical integration and how to best prepare students to transition to college and career-readiness. In addition to the required team collaboration, teachers frequently meet at other times to work together. They assess student progress, develop SMART goals, and align instruction based on the student learning needs identified through this process.

Technology, Curriculum, Discipline, Safety, PBIS, and Social committees foster teamwork and are focused to increase student achievement, and school climate for the 2015-2016 school year.

Teaching and Learning

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

Curriculum, instruction and materials are aligned to grade level content and performance standards through the adoption of SBE-adopted and approved ELA Holt Literature and Language Arts texts, and Holt Middle School Math materials. In addition teachers have been trained in grade level content and performance standards and follow site/district pacing guides in each content area that are designed to support instruction of standards and hold students accountable for performing at grade level. During the 2015-16 school year, the district is following the textbook adoption process in English language arts.

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

All schools in the district provide students daily with more than the minutes required by the state of California. Four days per week, students in grades 6 through 8 are given a full day of instruction in order to give students a good foundation for learning. School daily schedules and classroom schedules are developed to follow the minutes of instruction as outlined in the Academic Program Survey. On SMART Wednesdays (30 out of 36 Wednesdays) classes meet for 41 minutes. Students in grades 6 through 8 receive 52 minutes of core ELA four days/week and 41 minutes on SMART Wednesdays (each Wednesday) with an additional 52 minutes of response intervention for those students who need this support 4 days per week (41 minutes on SMART Wednesdays).

For those students in grades 7 through 8 who are more than two years below grade level in reading their core instructional program is a minimum of 104 minutes 4 days per week and 41 minutes on SMART Wednesdays. Students in grades 7 through 8 receive 52 minutes of core Math four days per week and 41 minutes on SMART Wednesdays (each Wednesday) with an additional 52 minutes of intervention for those students who need this support 4 days per week (41 minutes on SMART Wednesdays). In mathematics, students in grade 6 through 8 receive a minimum of 52 minutes per day and 41 minutes on SMART Wednesdays for intervention support. Additionally, NMS has revamped the master schedule into designated houses of instruction in which a group of core teachers share the same students enabling house collaborations and SEAD (Social, Emotional, Academic Discussions). The Principal, Dean of Students, and Counselor monitor the school wide use of minutes of instruction as well as grade level daily schedules and classroom schedules on a frequent and on-going basis.

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

In addition to the daily ELA instruction, students needing academic support are provided with daily additional instructional support during Reading Skills and Math Skills courses. All students who need additional support in mathematics are given additional time each day (a minimum of 15 minutes) to learn concepts and skills in mathematics. Before school and after school programs are designed to help meet the needs of students working below grade level proficiency in reading and or math. The content of the instruction is aligned to the core programs. Site/District pacing guides outline the appropriate on-going use of all adopted core materials in reading/language arts and mathematics.

Math

Through the school's master schedule, the school/district complies with and monitors daily implementation of additional instructional time within the school day for students identified for strategic intervention in mathematics, using the current SBE-adopted, standards-based, basic core and ancillary program materials.

ELA

Through the school's master schedule, the school/district complies with and monitors daily implementation of additional instructional time within the school day for students identified for strategic support in RLA, using the current SBE-adopted, standards-based, basic core program and ancillary materials. This time is given priority and protected from interruptions.

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

Each student has a full set of instructional materials in all core content areas as confirmed by our annual Williams Visit. All students including students served in Special Education and English Language Learners have full access to all core instructional program materials.

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)

Students who are working more than two years below grade level at grades 7-8 (at the intensive level) are provided a standards-aligned core support intervention program. This program serves all students who meet the district criteria including English Learners and Special Education students.

English Language Arts (Adopted July 2010)– Holt California Literature & Language Arts published by Holt McDougal

- 6th – Imagine It
- 7th – First Course
- 8th – Second Course

Mathematics – (Adopted June 2014) Holt CA

- 6th – California Math Common Core Edition - 6th Grade-Course 1; Volumes 1 and 2: McGraw Hill Education
- 7th – California Math Common Core Edition - 7th Grade-Course 2; Volumes 1 and 2: McGraw Hill Education
- 8th - California Math Common Core Edition - 8th Grade-Course 3; Volumes 1 and 2: McGraw Hill Education

Mathematics in Spanish: Dual Immersion (adopted June 2014)

- Edición basada en los estándares comunes Curso 2, Volumen 1: McGraw Hill Education
- Edición basada en los estándares comunes Curso 2, Volumen 2: McGraw Hill Education

Mathematics Intervention (Adopted August 2009)

- McDougal-Littell, Algebra Readiness Program Math Intervention

Science

- 6th – MacMillan/McGraw, Hill Earth Science
- 7th – Pearson, Focus on Life Science (Adopted June 2009)
- 8th – Pearson, Focus on Physical Science (Adopted June 2009)

Social Studies, Prentice Hall, History/Social Science (Adopted April 26, 2007)

- 6th – Houghton Mifflin, History and Social Science CA
- 7th - Medieval and Early Modern Times
- 8th - America: History of Our Nation

Social Studies in Spanish (Dual Immersion) (Adopted April 26, 2007)

- 6th – Houghton Mifflin, History and Social Science CA
- 7th – Prentice Hall: Epoca Medieval y Comienzo de los Tiempos Modernos
- 8th – Prentice Hall: Estados Unidos La Historia de Nuestra Nacion

English Language Development

- 6th – Imagine It
- 7th – HLLA English Language Development (Adopted July 2010)
- 8th – Hampton Brown: Edge (Adopted July 2010)

Opportunity and Equal Educational Access

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

Intervention classes are provided to students who are more than two years below grade level in Reading and Math. In addition to the daily ELA and Math instruction, all students are provided with daily additional instructional support during 52 minutes of intervention support. Students are placed according to their instructional and academic needs. All students working at benchmark and gifted students receive additional support during this time. During the day interventions, before and after school tutoring programs are designed to meet the needs of students working below grade level proficiency in English Language Arts, Reading and or Math. The content of the instruction is aligned to the core programs.

In addition to the the traditional resources such as standards-based curriculum, for the 2015-2018 school years the NMS counselors will provide small group counseling for Academic, Bullying, Self-image, Anger Management, Grief and Depression on an on-going basis for all students to achieve academic and personal success.

14. Research-based educational practices to raise student achievement

NMS uses a data-driven approach to regularly review the effectiveness of our educational programs. Information from in-house, district, state assessments, and the School Site Leadership Team provide the basis for all staff development. On-going review of student data and incorporation of instructional strategies, and intervention programs are monitored and tailored to meet student needs.

Parental Involvement

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

NMS has adopted a system of support services that include, but are not limited to: free and confidential counseling provided by school counselors, Student Success Teams (SST), School Attendance Review Board (SARB) intervention, a district psychologist is available on an as needed basis, as well as a district nurse, and an MFT Therapist.

As a Professional Learning Community (PLC), members may participate in on-going school activities. Evening and Saturday events at the school bring parents into the school environment and encourage their participation in their child's education such as music, art, technology classes, BPAL and Boys and Girls Club which are offered on our campus.

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)

The School Site Council has the formal role in our school of planning, monitoring and evaluating the activities and expenditures of the categorical programs at our school. The other parent advisory group, English Learner Advisory Committee (ELAC), gives input to the School Site Council (SSC). The School Site Leadership Team (SSLT), along with teachers, evaluate student performance on a continual basis and determine which instructional strategies are having the greatest impact on student learning. STAR data, ELA and Math standards-based assessments from DNA are shared with teachers, students, parents and the SSC. Annually, student data is reviewed by all stakeholders. The instructional strategies in the SPSA are also reviewed by the staff and the SSC in order to reaffirm or revise school goals.

To prepare students for academic transition to middle school, 5th grade students are provided a review of their academic performance data to determine successful placement. Conferences are held with teachers, parents and students to discuss course offerings and programs.

To prepare students for academic transition to high school, 8th grades students are provided a review of their academic performance data to determine successful placement. Conferences are held with teachers, parents and students invited to discuss course offerings and programs.

Funding

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

The needs of student groups including Title I, English Learners, GATE and Special Education are supported with categorical funds and the LCAP. Instructional Specialists are available on site along with tutoring in core subjects of language arts, math, history, science and ELD instruction. Library materials are made available to students and staff using categorical funds. Assessment and accountability personnel support teacher's use of the DNA data assessment system so that teachers can monitor student progress on 3-6-9 week intervals with assessments in all core subjects (ELA, Reading, Math, History, and Science). A portion of categorical dollars are spent on on-going professional development for our teachers and staff. Before and after school tutoring is available to a large number of students with a focus on ELA, Math, and Reading intervention instruction and supplemental instruction.

18. Fiscal support (EPC)

Non-categorical funds are utilized toward instructional materials and resources for students and teachers as available, including items that promote a healthy and safe school environment. Categorical and general funds are reviewed by the School Site Council annually. Resources that are considered include personnel, materials, professional development, technology, attendance, tutoring, extended facility use, and additional time for staff. The district in conjunction with NMS provide on-going support, fiscal and in-kind resources to implement and fully sustain the strategic priorities identified by the school and district and applied in this SPSA. This SPSA is aligned with the goals and activities in the LEA Plan each academic year.

Description of Barriers and Related School Goals

The challenges to our ability to reach our school goals are comprised of emotional barriers, motivational barriers, and struggling learners. Emotional barriers observed in our classrooms: (1) Fear of criticism for not knowing the answer; a student acts up when called on to divert attention from expected response, (2) Fear of failure; we observed students in off task behavior because the student does not know the material and/or chooses not to complete or attempt work, (3) Emotional changes occurring both mentally and physically at this age impacting our student's ability to focus. Motivational barriers observed in the classroom: Lack of an understood goal (student expectation of task). Struggling students - we have identified those students that require additional support and provided: (1) block scheduling (2) support classes and, (3) tutoring.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 6	347	320	92.2	310	2440.9	2	14	25	55
Grade 7	304	277	91.1	276	2452.6	3	11	21	64
Grade 8	331	311	94.0	307	2487.9	3	17	30	49
All Grades	982	908	92.5	893		3	14	26	56

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 6	5	33	60	5	29	62	3	55	41	6	52	41
Grade 7	7	26	67	3	34	62	3	49	48	7	40	53
Grade 8	8	34	57	5	43	50	5	50	44	7	46	45
All Grades	6	31	61	4	35	58	4	51	44	7	46	46

Conclusions based on this data:

1. SY 2014-2015 Baseline Overall Data:

Grade 6: 16% nearly met the ELA Standards, overall mean score of 2440 = nearly met. Grade 7: 14% nearly met the ELA Standards, overall mean score of 2452.6 = not met. Grade 8: 20% nearly met the ELA Standards, overall mean score of 2487.9 = nearly met

2. SY 2014-2015 Baseline Reading Data :

All Grades: 38% nearly met or exceeded the ELA Standards. Grade 6: 38% nearly met or exceeded the ELA Standards. Grade 7: 33% nearly met or exceeded the ELA Standards. Grade 8: 42% nearly met or exceeded the ELA Standards.

SY 2014-2015 Baseline Writing Data :

All Grades: 39% nearly met or exceeded the ELA Standards. Grade 6: 34% nearly met or exceeded the ELA Standards. Grade 7: 39% nearly met or exceeded the ELA Standards. Grade 8: 48% nearly met the ELA Standards.

3. SY 2014-2015 Baseline Listening Data :

All Grades: 55% nearly met the ELA Standards. Grade 6: 58% nearly met the ELA Standards. Grade 7: 52% nearly met the ELA Standards. Grade 8: 55% nearly met the ELA Standards.

All Grades: 53% nearly met the ELA Standards. SY 2014-2015 Baseline Research/Inquiry Data : Grade 6: 58% nearly met the ELA Standards. Grade 7: 47% nearly met the ELA Standards. Grade 8: 53% nearly met the ELA Standards.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 6	347	320	92.2	311	2464.8	5	13	30	49
Grade 7	304	278	91.4	276	2452.3	4	8	26	62
Grade 8	331	314	94.9	309	2460.6	4	6	23	65
All Grades	982	912	92.9	896		4	9	26	58

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 6	8	32	59	6	42	52	6	47	46
Grade 7	6	25	69	3	37	60	5	63	32
Grade 8	5	20	74	4	44	52	4	47	49
All Grades	6	26	67	4	41	54	5	52	43

Conclusions based on this data:

1. SY 2014-2015 Baseline Overall Data :

Grade 6: 18% nearly met the Math Standards, over all mean score of 2464.8 = Not met. Grade 7: 12% nearly met the Math Standards, overall mean score of 2452.3 = Not met. Grade 8: 10% nearly met the Math Standards, Overall mean score of 2460.6 = Not met

2. SY 2014-2015 Baseline Applying Mathematical Concepts and Procedures Data:

All Grades: 32% nearly met the Math Standards. Grade 6: 40% nearly met the Math Standards. Grade 7: 31% nearly met the Math Standards. Grade 8: 25% nearly met the Math Standards.

SY 2014-2015 Baseline Using appropriate tools and strategies to solve real world and mathematical problems Data:

All Grades: 45% nearly met the Math Standards. Grade 6: 48% nearly met the Math Standards. Grade 7: 40% nearly met the Math Standards. Grade 8: 48% nearly met the Math Standards.

3. SY 2014-2015 Baseline Demonstrating Ability to support mathematical conclusions Data :

All Grades: 54% nearly met the Math Standards. Grade 6: 53% nearly met the Math Standards. Grade 7: 68% nearly met the Math Standards. Grade 8: 51% nearly met the Math Standards.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
6			12	27	14	31	14	31	5	11	45
7	1	2	11	24	22	48	8	17	4	9	46
8	6	13	23	49	14	30	3	6	1	2	47
Total	7	5	46	33	50	36	25	18	10	7	138

Conclusions based on this data:

1. 38% of students scored early advanced and advanced. These students are candidates for reclassification. 36% of students are intermediate and may require additional resources for success. 25% of students are early and beginning and will require additional support to be successful.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2014-15 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
6			12	26	14	30	14	30	6	13	46
7	1	2	13	24	23	43	9	17	8	15	54
8	6	12	24	48	14	28	4	8	2	4	50
Total	7	5	49	33	51	34	27	18	16	11	150

Conclusions based on this data:

1. District data is comparable to Nicolet Middle School.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	99	134	138
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	99	134	138
Number Met	56	66	65
Percent Met	56.6%	49.3%	47.1%
NCLB Target	57.5	59.0	60.5%
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	5	97	8	128	14	133
Number Met	--	46	--	45	--	48
Percent Met	--	47.4%	--	35.2%	--	36.1%
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	*	Yes	--	No	--	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes		Yes
Met Percent Proficient or Above	No		--
Mathematics			
Met Participation Rate	Yes		Yes
Met Percent Proficient or Above	No		--

Conclusions based on this data:

1. AMAO 1 Data:

The 2014-2015 School year 47.1% of ELL students meet the NCLB target. We did not meet our overall target of 60.5% by 13.4%.

2. AMAO 2 Data:

The 2014-2015 School year 36.1% of ELL students meet the NCLB target. We did not meet our overall target of 50.9% by 14.8%.

3. AMAO 3 Data:

Nicolet did not meet goal in 2012-2013, and no data in 2013-2014 but did meet the goal in 2014-2015

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	859	803	797
Percent with Prior Year Data	99.9	99.5	100.0
Number in Cohort	858	799	797
Number Met	453	420	433
Percent Met	52.8	52.6	54.3
NCLB Target	57.5	59.0	60.5%
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	557	443	558	379	606	367
Number Met	134	167	111	160	100	173
Percent Met	24.1	37.7	19.9	42.2	16.5	47.1
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	Yes	No	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Met Target for AMAO 3	No	No	

Conclusions based on this data:

1. Nicolet is scoring comparable to the District data.

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 academic performance index (API) and adequate yearly progress growth (AYP) 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: English Language Arts
LEA GOAL:
All students will reach high standards, at a minimum attaining proficiency or better in reading.
SCHOOL GOAL #1:
For the 2015-2016 school year our goal for ELA Students is a 5% increase in meeting or exceeding the ELA standards as measured by the CAASPP Assessment : Overall: 1. The percentage for all NMS students meeting or exceeding the ELA standards will increase by 5% for a total of 20.3% 2. The percentage of all grade 6 students meeting or exceeding the ELA standards will increase by 5% for a total of 20.2% 3. The percentage of all grade 7 students meeting or exceeding ELA standards will increase by 5% for a total of 17.9% 4. The percentage of all grade 8 students meeting or exceeding ELA standards will increase by 5% for a total of 20.1%
Data Used to Form this Goal:
Department created assessments and district benchmark.

Findings from the Analysis of this Data:

CAASPP ELA Achievement Data 2014-2015, to be utilized as baseline data for the 2015-2016 school year:

1. Over all: 14.7% of all NMS students met the ELA standard with a score ranging from 81%-97.4% and 2.6% of all NMS students exceeded the standard with a score ranging from 97.5%-100%, for a total of 17.3% of all NMS students meeting or exceeding standards.
2. Grade 6: 14.6% of all grade 6 students met the standard with a score ranging from 81%-97.4% and 2.6% of all NMS students exceeded the standard with a score ranging from 97.5%-100%, for a total of 17.2% of all grade 6 students meeting or exceeding the standards.
3. Grade 7: 11.6% of all 7th grade students met the standards with a score ranging from 89%-96.7% and 3.3% of all NMS students exceeded the standard with a score ranging from 96.8%-100%, for a total of 14.9% of all grade 7 students meeting or exceeding the standards.
4. Grade 8: 17.5% of all 8th grade students met the standard with a score ranging from 80%-97.4% and 2.6% of all NMS students exceeded the standard with a score ranging from 97.5%-100%, for a total 20.1% of all grade 8 students meeting or exceeding the standards.

CAASPP ELA Achievement Data by Ethnicity:

- 48.2% of all African American students met or exceeding the ELA standards.
- 0.0% of all American Indian students met or exceeding the ELA standards.
- 23.0% of all Asian students met or exceeding the ELA standards.
- 45.5% of all Filipino students met or exceeding the ELA standards.
- 17.1% of all Hispanic students met or exceeding the ELA standards.
- 19.7% of all African American students met or exceeding the ELA standards.

CAASPP ELA Achievement Data by Gender:

- 23.1% of all female students met or exceeded the standards.
- 11.0% of all male students met or exceeded the standards.

CAASPP ELA Achievement Data by Significant Sub Groups:

- 17.3 % of all SED, ELL, and SAI students met or exceeded the ELA standards.

CAASPP ELA Claims Data 2014-2015, to be utilized as baseline data for the 2015-2016 school year:

1. Over all:
 - 31.4% of all NMS students are at or near reading standards with a score ranging from 61%-92%, and 6.6% are above reading the reading standard with a score ranging from 93%-100%, for a total of 38% of all NMS students at, near or above reading standard.
 - 36.5% of all NMS students are at or near writing standards with a score ranging from 60%-95%, and 4.4% are above reading the writing standard with a score ranging from 92-100%, for a total of 40.9% of all NMS students at, near or above writing standard.
 - 51.5 % of all NMS students are at or near listening standards with a score ranging from 45%-95%, and 3.8% are above the listening standard with a score ranging from 96%-

How the School will Evaluate the Progress of this Goal:

Department created: Weekly assessments, four and a half week assessments, and benchmarks,CCSS rubric scored student writing and student AR reading scores and AR lexile levels

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Corrective Instruction: 1. Tutoring 2. ELA skills classes 3. Utilize reading Instructional strategies 4. Utilize writing instructional strategies 5. Utilize EL strategies	SY 2015-2018	All ELA Teachers	one full time ELA Intensive intervention Teacher (L-CAP)		LCFF - Supplemental	92,700.00
Provide: Saturday Scholar Sessions to prepare at risk students for the SBAC test	3rd Quarter	Site Admin. and ELA Teachers	Intervention and Support		Title I	10,500.00
Professional Development: 1. Instructional Strategies in Reading, and writing 2. Implementation of CCSS in the classroom 100% 3. RCOE Common Core ELA 4. RCOE ELA Coach	SY 2015-2018	CIA Admin., Site Admin., and Department Chairs	Common Core Teacher Collaboration		Title I	10,500.00
Assessment Materials	SY 2015-2018	CIA Admin., Site Admin., Department Chairs	Test and DNA Data 2014-2015		Title I	2,000.00
			Will utilize DnA data base 2015-2016		Title I	4,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Attendance Incentives 1. Fun Fridays 2. Student of the Month Assemblies 3. District prizes	SY 2015-2018	Site Admin., Counselors, and ASB	Rewards and Recognitions		General Fund	1,200.00
Instructional Materials	SY 2015-2018	CIA Admin., Site Admin. and Department Chairs	Supplemental Materials		Title I	6000.00
Technology Integration: 1. Teacher websites 2. Illuminate 3. Aesop 4. SMART board 5. Google accounts 6. Blackboard	SY 2015-2018	All Teachers	Use of computer lab, LCD, ELMO and My Big Campus, NMS Website		Title I	15,000.00
Parent and Community Involvement	SY 2015-2018	Site Administration and Instructional Staff	SSC, ELAC, Back to School, Open House, Blackboard, NMS website		Title I Part A: Parent Involvement	600.00
Spelling Bee	SY 2015-2018	District Administration, Site Admin., and Site Spelling Bee Coordinator	Competition		General Fund	900.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>In order to accomplish the above goals; over the course of three consecutive school years, 2015-2018; 70% of our student will be proficient in writing. During the 2015-2018 school years, all students will make measurable progress in writing as measure by the CCSS rubric scored student writing samples.</p> <p>The curricular focus will be to increase student proficiency to differentiate between a summary and reflective analysis</p> <p>By the end of the 2015-2016 school year 50% of our students will be proficient at differentiating between a summary and reflective analysis</p> <p>By the end of the 2016-2017 school year 60% of our students will be proficient at differentiating between a summary and reflective analysis</p> <p>By the end of the 2017-2018 school year 70% of our students will be proficient at differentiating between a summary and reflective analysis.</p>	SY 2015-2018	Site Admin and all core instructional staff	Jane Schaffer, CCSS Rubrics Interim Assessments		Title I	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>In order to accomplish the above goals; over the course of three consecutive school years, 2015-2018; 70% of our student will be proficient in writing. During the 2015-2018 school years, all students will make measurable progress in writing as measure by the CCSS rubric scored student writing samples.</p> <p>The curricular focus will be to increase student proficiency to write at grade-level or above in the following styles: opinion/argumentative, information/explanatory, and narrative.</p> <p>By the end of the 2015-2016 school year 45% of our students will write at grade-level or above in the following styles: opinion/argumentative, information/explanatory, and narrative.</p> <p>By the end of the 2016-2017 school year 50% of our students will write at grade-level or above in the following styles: opinion/argumentative, information/explanatory, and narrative.</p> <p>By the end of the 2017-2018 school year 60% of our students will write at grade-level or above in the following styles: opinion/argumentative, information/explanatory, and narrative.</p>	SY 2015-2018	Site Admin. and all core instructional stadd	Jane Schaffer, CCSS Rubrics Interim Assessments		Title I	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
By the end of each consecutive school year 2015-2018 - 100% percent of our students will increase their CCSS rubric writing score by 2 to 3 points in two areas.	SY 2015-2018	Site Admin. and all core instructional Satff	Jane Schaffer, CCSS rubrics		Title I	
<p>Over the course of three consecutive school years, 2015-2018; the ELA department will increase student proficiency in reading. During the 2015-2018 school years, all students will make measurable progress in reading as measured by grade-level or above Accelerated Reader scores.</p> <p>The curricular focus will be to increase student proficiency citing textual evidence to support their responses (CLOSE Reading)</p> <p>By the end of the 2015-2016 school year 50% of our students will be proficient at citing textual evidence to support their response.</p> <p>By the end of the 2016-2017 school year 55% of our students will be proficient at citing textual evidence to support their response.</p> <p>By the end of the 2017-2018 school year 60% of our students will be proficient at citing textual evidence to support their response</p>	SY 2015-2018	Site Admin. and all core instructional Satff	Jane Schaffer, CCSS rubrics		Title I	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Over the course of three consecutive school years, 2015-2018; the ELA department will increase student proficiency in reading. During the 2015-2018 school years, all students will make measurable progress in reading as measured by grade-level or above Accelerated Reader scores.</p> <p>The curricular focus will be to increase student proficiency in independent reading.</p> <p>By the end of the 2015-2016 school year 50% of our students will demonstrate one years growth in reading.</p> <p>By the end of the 2016-2017 school year 55% of our students will demonstrate one years growth in reading.</p> <p>By the end of the 2017-2018 school year 60% of our students will demonstrate one years growth in reading.</p>	SY 2015-2018	Site Admin. and all ELA instructional staff members	AR/STAR		Title I	300.

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 academic performance index (API) and adequate yearly progress growth (AYP) 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: Math
LEA GOAL:
All students will reach high standards , at minimum attaining proficiency or better in mathematics.
SCHOOL GOAL #2:
For the 2015-2016 school year our goal for Math Students is a 5% increase in meeting or exceeding the Math standards as measured by the CAASPP Assessment : Overall: 1. The percentage for all NMS students meeting or exceeding the Math standards will increase by 5% for a total of 18.6% 2. The percentage of all grade 6 students meeting or exceeding the Math standards will increase by 5% for a total of 23.4% 3. The percentage of all grade 7 students meeting or exceeding Math standards will increase by 5% for a total of 17.3% 4. The percentage of all grade 8 students meeting or exceeding Math standards will increase by 5% for a total of 15.1%
Data Used to Form this Goal:
Department created assessments and district benchmarks

Findings from the Analysis of this Data:

CAASPP Math Achievement Level Data 2014-2015, to be utilized as baseline data for the 2015-2016 school year:

1. Over all: 9.3% of all NMS students met the math standard with a score ranging from 87%-95.7% and 4.3% of all NMS students exceeded the standard with a score ranging from 95.8%-100%, for a total of 13.6% of all NMS students meeting or exceeding standards.
2. Grade 6: 13% of all grade 6 students met the standard with a score ranging from 81%-94.6% and 5.4% of all NMS students exceeded the standard with a score ranging from 94.7%-100%, for a total of 18.4% of all grade 6 students meeting or exceeding the standards.
3. Grade 7: 8.3% of all 7th grade students met the standards with a score ranging from 87%-96% and 4.0% of all NMS students exceeded the standard with a score ranging from 97%-100%, for a total of 12.3% of all grade 7 students meeting or exceeding the standards.
4. Grade 8: 6.5% of all 8th grade students met the standard with a score ranging from 90%-96.4% and 3.6% of all NMS students exceeded the standard with a score ranging from 96.5%-100%, for a total 10.1% of all grade 8 students meeting or exceeding the standards.

CAASPP Math Achievement Data by Ethnicity:

- 15.3% of all African American students met or exceeding the math standards.
- 8.3% of all American Indian students met or exceeding the math standards.
- 11.6% of all Asian students met or exceeding the math standards.
- 30.0% of all Filipino students met or exceeding the math standards.
- 13.2% of all Hispanic students met or exceeding the math standards.
- 16.2% of all African American students met or exceeding the math standards.

CAASPP Math Achievement Data by Gender:

- 16.4% of all female students met or exceeded the math standards.
- 11.0% of all male students met or exceeded the math standards.

CAASPP Math Achievement Data by Significant Sub Groups:

- 13.6% of all SED, ELL, and SAI students met or exceeded the math standards.

CAASPP Math Claims Data 2014-2015, to be utilized as baseline data for the 2015-2016 school year:

1. Over all:
 - 25.9% of all NMS students scored At or Near on Concepts and Procedures math standards, and 6.5% scored Above on Concepts and Procedures
 - 41.1% of all NMS students scored At or Near on Problem Solving math standards, and 4.6% scored Above on Problem Solving
 - 52.1% of all NMS students scored At or Near on Comm. Reasoning math standards, and 5.1% scored above on Comm. Reasoning math standards

2. Grade 6:

How the School will Evaluate the Progress of this Goal:

Student performance levels are monitored and interventions are developed accordingly. The focus will be on students approaching proficiency.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Corrective Instruction: 1. Tutoring 2. Math skills classes 3. Utilize reading Instructional strategies to increase math comprehension 4. Utilize writing instructional strategies to increase math comprehension. 5. Utilize EL strategies	SY 2015-2018	Math Teachers	one full time Math Intensive intervention Teacher (L-CAP)		LCFF - Supplemental	28,200.00
Provide: Saturday Scholar Sessions to prepare at risk students for the SBAC test	3rd Quarter	Site Admin. and Math Teachers	Intervention and Support		Title I	10,500.00
Professional Development: 1. Instructional Strategies in Reading, and writing math problems. 2. Implementation of CCSS in the classroom 100% 3. CMC Conference 4. RCOE Math CCSS training 5. RCOE math coach	SY 2015-2018	CIA Admin, Site Admin and Math Department Chair	Common Core Teacher Collaboration		Title I	15,000.00
Instructional Materials	SY 2015-2018	CIA Admin., Site Admin and Department Chair	Supplemental Materials		Title I	6,000.00
Assessment Materials	SY 2015-2018	CIA Admin., Site Admin., and Department Chairs	DnA collection system 2015-2017			4,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Technology Integration: 1. Teacher websites 2. Illuminate 3. Aesop 4. SMART board 5. Google accounts 6. Blackboard	SY 2015-2018	All Instructional Staff	Use of computer lab, LCD, ELMO, My Big Campus, NMS Website		Title I	15,000.00
Attendance Incentives 1. Fun Fridays 2. Student of the Month Assemblies 3. District prizes	SY 2015-2018	Site Admin., Counselors, and ASB	Awards and Recognition		General Fund	1,200.00
Parent and Community Involvement	SY 2015-2018	Site Administration and Instructional Staff	SSC, ELAC, Back to School, Open House, Blackboard, NMS Website		Title I Part A: Parent Involvement	600.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>The curricular focus for 6th grade math will be on building and reinforcing their understanding of numbers, which will include the following measurable assessments:</p> <ol style="list-style-type: none"> 1. Chapter test aligned to the common core 2. Performance Task provided at the end of each chapter 3. CCSS (Common Core State Standards) daily warm ups with a weekly quiz 4. Home work which include a section titled: Think Smart for the Smarter Balance (extra practice) 5. CAASPP practice test done on the SMART Board weekly (informal assessment monitoring) 6. Ticket out the door found after each independent practice 	SY 2015-2018	Site Admin. and all math instructional staff	Illuminate			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>The curricular focus for 7th and 8th grade math will be focusing on reasoning and application, which will include the following measurable assessments:</p> <ol style="list-style-type: none"> 1. Assessment CCSS aligned with multiple response that include inductive reasoning 2. Students response justification 3. Real world link application with an emphasis on vocabulary and higher level thinking 4. Domain performance task 5. Quarterly performance task by groups and individuals 6. Multiple inquiry lab application 7. Computer lab time on practice SBAC test (pre/post test) 	SY 2015-2018	Site Admin. and all math instructional staff	Illuminate			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>By the end of the 2015-2016 school year 40% of our 7th and 8th grade students will be proficient in math reasoning and application as measured by CCSS assessments, student response justification, real world application, domain performance task, quarterly performance task, multiple inquiry lab application and increase their practice SBAC score.</p> <p>By the end of the 2016-2017 school year 45% of our 7th and 8th grade students will be proficient in math reasoning and application as measured by CCSS assessments, student response justification, real world application, domain performance task, quarterly performance task, multiple inquiry lab application and increase their practice SBAC score.</p> <p>By the end of the 2017-2018 school year 50% of our 7th and 8th grade students will be proficient in math reasoning and application as measured by CCSS assessments, student response justification, real world application, domain performance task, quarterly performance task, multiple inquiry lab application and increase their practice SBAC score.</p>	SY 2015-2018	Site Admin. and all math instructional staff	Illuminate			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>By the end of the 2015-2016 school year 40% of our 6th grade students will be proficient in math as measured by chapter test, and performance task.</p> <p>By the end of the 2016-2017 school year 45% of our 6th grade students will be proficient in math as measured by chapter test, and performance task.</p> <p>By the end of the 2017-2018 school year 50% of our 6th grade students will be proficient in math as measured by chapter test, and performance task.</p>	SY 2015-2018	Site Admin. and all math instructional staff	Illuminate			
<p>By the end of the 2015-2016 school year 40% of our students will be proficient in math as measured by site-created quarterly benchmarks and the SBAC test.</p> <p>By the end of the 2016-2017 school year 45% of our students will be proficient in math as measured by site-created quarterly benchmarks and the SBAC test.</p> <p>By the end of the 2016-2017 school year 50% of our students will be proficient in math as measured by site-created quarterly benchmarks and the SBAC test.</p>	SY 2015-2018	Site Admin. and all math instructional staff	Illuminate			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The Math's departmental goal is to prepare our students for the challenges of the new SBAC testing format. Over the course of three consecutive school years, 2015-2018; 51% of our students will score proficient in math on the new SBAC test.	SY 2015-2018	Site Admin. and all math instructional staff	Illuminate			

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 academic performance index (API) and adequate yearly progress growth (AYP) 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: Science
LEA GOAL:
All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
SCHOOL GOAL #3:
For the 2015-2016 school year our goal for 8th grade Science Students is a 5% increase in meeting or exceeding the Science standards as measured by the CST Assessment. The percentage for all 8th grade NMS students meeting or exceeding the Science standards will increase by 5% for a total of 64%.
Data Used to Form this Goal:
Department created assessment, district benchmarks and 8th grade science CST.
Findings from the Analysis of this Data:
The 2012 school year 62% of our 8th grade students scored proficient or above on the California Science CST. The 2013 school year 60% of our 8th grade students scored proficient or above on the California Science CST. The 2014 school year 60% of our 8th grade students scored proficient or above on the California Science CST. The 2015 School year 61% of our 8th grade students scored proficient or above on the California Science CST. Mean Scale Score % Advanced 31 % % Proficient 30 % % Basic 22 % % Below Basic 12 % % Far Below Basic 5 %

How the School will Evaluate the Progress of this Goal:

Weekly assessments, four and half week progress assessments, and benchmarks and Benchmark Analysis protocol (BAP) worksheet: students performance levels are monitored and interventions are developed accordingly.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Corrective Instruction: 1. Tutoring 3. Utilize reading Instructional strategies 4. Utilize writing instructional strategies 5. Utilize EL strategies	SY 2015-2018	Science Teachers	Before/after school small group, sign-in sheets		Title I	3,000.00
Provide: Saturday Scholar Sessions to prepare at risk students for the SBAC test	3rd Quarter	Site Admin. and Science, Teachers	Intervention amd Support		Title I	10,500.00
Science Fair: 1. Provide student with science fair boards 2. Provide awards	2nd Semester	Science Fair Coordinator	Project based learning; science boards, recognition and awards.		General Fund	1,800.00
Professional Development: 1. Instructional Strategies in Reading, and writing 2. Implementation of CCSS in the classroom 100% 3. Next Generation Science Standards	SY 2015-2018	CIA Admin., Site Admin. and Department Chair	Common Core Teacher Collaboration		Title I	10,500.00
Instructional Materials	SY 2015-2018	CIA Admin., Site Admin. and Department Chair	Supplemental Materials		Title I	6,000.00
Assessment Materials	SY 2015-2018	CIA Admin., VP Department Chair, and site Coordinator	DnA collation system 2015-2017			4,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Technology Integration: 1. Teacher websites 2. Illuminate 3. Aesop 4. SMART board 5. Google accounts 6. Blackboard	SY 2015-2018	All Teachers	Use of computer lab, LCD, ELMO, My Big Campus, NMS Website		Title I	15,000.00
Parent and Community Involvement	SY 2015-2018	Site Administration, Parent Liasion, and Leadership Team	SSC, ELAC, Back to School, Open House, NMS Website, Blackboard		Title I Part A: Parent Involvement	600.00
Attendance Incentives 1. Fun Fridays 2. Student of the Month Assemblies 3. District prize	SY 2015-2018	Site Admin., Counselors, and ASB	Awards and recognition		General Fund	1,200.00
The curricular focus will be to increase scientific knowledge to increase student understanding and application of the scientific method. By the end of the 2015-2016 school year 40% of 6th and 7th grade science student will be able to demonstrate increased scientific knowledge as measure by department created assessments. By the end of the 2016-2017 school year 50% of 6th and 7th grade science student will be able to demonstrate increased scientific knowledge as measure by department created assessments.	SY 2015-2018	Site Admin and all Science Teachers	Grade level adopted text			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Over the course of three consecutive school years, 2015-2018, 60% of 6th and 7th grade students will be proficient in science as measured by department created assessments.</p> <p>The curricular focus will be to increase scientific knowledge to increase student interpretation and reasoning of science experimentation.</p>	SY 2015-2018	Site Admin and all Science Teachers	Grade level adopted text			
<p>By the end of the 2015-2016 school year 40% of 8th grade students will be able to demonstrate increased scientific learning as measured by department created assessment.</p> <p>By the end of the 2016-2017 school year 50% of 8th grade students will be able to demonstrate increased scientific learning as measured by department created assessment.</p>	SY 2015-2018	Site Admin and all Science Teachers	Grade level adopted text			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Over the course of three consecutive school years, 2015-2017, 70% of all 8th grade students will be proficient in science as measured by the Science CST.</p> <p>The curricular focus will be to increase scientific learning: 1. Increase student knowledge, use and interpret scientific explanation 2. Increase student ability to generate and evaluate scientific evidence</p> <p>By the end of the 2015-2016 school year 40% of 8th grade students will be proficient in science as measured by the Science CST.</p> <p>By the end of the 2016-2017 school year 50% of 8th grade students will be proficient in science as measured by the Science CST.</p>	SY 2015-2018	Site Admin and all Science Teachers	Grade level adopted text			

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 academic performance index (API) and adequate yearly progress growth (AYP) 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: History
LEA GOAL:
SCHOOL GOAL #4:
For the 2015-2016 school year our goal for all History Students is a 5% increase in meeting or exceeding the History standards as measured by the Unit assessment, and Benchmark Assessment. <ol style="list-style-type: none">1. The percentage for all NMS students meeting or exceeding the History standards will increase by 5% for a total of 43%2. The percentage of all grade 6 students meeting or exceeding the History standards will increase by 5% for a total of 30%3. The percentage of all grade 7 students meeting or exceeding the History standards will increase by 5% for a total of 48.5%4. The percentage of all grade 8 students meeting or exceeding the History standards will increase by 5% for a total of 50.7%
Data Used to Form this Goal:
Weekly quizzes, chapter assessment, quarterly, Benchmark progression.
Findings from the Analysis of this Data:
The 2015 school year 45.7% of 8th grade students were proficient on department created benchmarks. The 2015 school year 43.5% of 7th grade students were proficient on department created benchmarks. The 2015 school year 25.0% of 6th grade students were proficient on department created benchmarks.
How the School will Evaluate the Progress of this Goal:
Students performance levels are monitored and interventions are developed accordingly.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Corrective Instruction: 1. Tutoring 2. ELA skills classes 3. Utilize reading Instructional strategies 4. Utilize writing instructional strategies 5. Utilize EL strategies	SY 2015-2018	All History teaches	Before/After school small group tutoring		Title I	3,000.00
History Day: 1. To provide history day project boards to all students 2. to provide awards for history day participants	SY 2015-2018	Site History Day Coordinator	Project based learning		General Fund	2,400.00
District Inspect Test	3rd Quarter	Mr. Garcia	Student Assessment Data Checks		Title I	3,000.00
Provide: Saturday Scholar Sessions to prepare at risk students for the CAASPP test	Before SBAC test: 3rd and 4th Quarter	Site Admin, and History Teachers	Intervention		Title I	10,500.00
Professional Development: 1. Instructional Strategies in Reading, and writing 2. Implementation of CCSS in the classroom 100%	SY 2015-2018	CIA Admin., Site Admin., and department chair	Common Core Teacher Collaboration, PLC's		Title I	10,500.00
Instructional Materials	SY 2015-2018	CIA Admin., Site Admin. and Dept. Chairs	Supplemental Materials		Title I	6,000.00
Assessment Materials	SY 2015-2018	CIA Admin., Site Admin., Department Chairs, and All Teachers	DnA illuminate data collection system 2015-2017		Title I	4,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Technology Integration: 1. Teacher websites 2. Illuminate 3. Aesop 4. SMART board 5. Google accounts 6. Blackboard	SY 2015-2018	All Teachers	Utilize computer lab, LCD, My Big Campus, SMART Boards, AR, Straight Ace, Classworks, NMS Website		Title I	5,000.00
Parent/Community Involvement	SY 2015-2018	Site Administration and Instructional Staff	ELAC, SSC, Back to School, Open House, Blackboard, NMS Website		Title I Part A: Parent Involvement	600.00
Attendance Incentives 1. Fun Fridays 2. Student of the Month Assemblies 3. District prize	SY 2015-2018	Site Admin., Counselors, ASB	Awards and Recognitions		General Fund	1,200.00
Mock Elections	SY 2015-2018	History Department	Voter Turn, election results		Title I	100.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Over the course of three consecutive school years, 2015-2018, 70% of our students will be proficient in history as measured by the 4th quarter department created benchmark. During the 2015-2018 school years, all students will make measurable progress in concepts of disciplinary thinking.</p> <p>The curricular focus will be on concepts of "Disciplinary Thinking" to develop a sense of who I am, a sense of time, and a sense of place:</p> <ol style="list-style-type: none"> 1. Increase student proficiency in investigating issues, events and developments in history 2. Increase students ability to think critically and process historical, political, economical, and legal significance 3. Increase students ability to think critically and process cause and consequence 4. Increase students ability to think critically and process continuity and change 5. Increase students ability to think critically and process historical perspective 	SY 2015-2018	History Department and Site Admin				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>By the end of the 2015-2016 school year 60% of our students will make measurable progress in Disciplinary Thinking as measured by department created assessments (concepts 1-5 listed above)</p> <p>By the end of the 2016-2017 school year 70% of our students will make measurable progress in Disciplinary Thinking as measured by department created assessments (concepts 1-5 listed above)</p>	SY 2015-2018	History Department and Site Admin				
<p>By the end of the 2015-2016 school year 60% of our students will be proficient in history as measured by the 4th quarter department created benchmark.</p> <p>By the end of the 2016-2017 school year 70% of our students will be proficient in history as measured by the 4th quarter department created benchmark.</p>	SY 2015-2018	History Department and Site Admin				

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 academic performance index (API) and adequate yearly progress growth (AYP) 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: Physical Education
LEA GOAL:
All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
SCHOOL GOAL #5:
The percentage for all NMS students meeting or exceeding the Annual CA Fitnessgram Test will increase by 5% for a total of 35.5%
The percentage for all NMS students exceeding and meeting Physical Fitness Levels will increase by 5% based on Pacer and mile times.
Data Used to Form this Goal:
CA Fitness Test, Longitudinal data from school years 2011-2014

Findings from the Analysis of this Data:

Annual CA Fitnessgram Test / Percent of 7th grade students in each of the Healthy Fitness Zones (HFZ)

School Year 2014-2015: 30.5% of our 7th grade students passed 6 out of 6 fitness test

1. Aerobic Capacity- 72.6%
2. Body Composition- 52.6%
3. Abdominal Strength- 95.8%
4. Trunk Extension Strength-97.9%
5. Upper Body Strength- 73.7%
6. Flexibility-77.9%

School Year 2013-2014: 19.5% of our 7th grade students passed 6 out of 6 fitness test

1. Aerobic Capacity-40.9%
2. Body Composition-53%
3. Abdominal Strength-76.2%
4. Trunk Extension Strength-95.7%
5. Upper Body Strength-64.3%
6. Flexibility-84.1%

School Year 2012-2013: 34.0% of our 7th grade students passed 6 out of 6 fitness test

1. Aerobic Capacity-59.7%
2. Body Composition-47.5%
3. Abdominal Strength-93.4%
4. Trunk Extension Strength-98.4%
5. Upper Body Strength-84.3%
6. Flexibility-86.5%

School Year 2011-2012: 24.4% of our 7th grade students passed 6 out of 6 fitness test

1. Aerobic Capacity-59.7%
2. Body Composition-81.5%
3. Abdominal Strength-91.6%
4. Trunk Extension Strength-51.9%
5. Upper Body Strength-47.7%
6. Flexibility-85.4%

How the School will Evaluate the Progress of this Goal:

Benchmark Fitness Test, Pacer, and Mile run times

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Tutoring	SY 2015-2018	PE Teachers	Intervention and Support		General Fund	1,125.00
Fitness Days	M-W-F SY 2015-2018	PE Teachers	Preparation for fitness test		General Fund	450.00
Intramurals	SY 2015-2018	PE Teachers	Softball, Basketball, Soccer, Flag Football			2,250.00
Technology Integration: 1. Teacher websites 2. Illuminate 3. Aesop 4. Blackboard	SY 2015-2018	PE Teachers	Use of Technology		Title I	6,000.00
Attendance Incentives 1. Fun Fridays 2. Student of the Month Assemblies 3. District prizes	SY 2015-2018	Site Admin., Counselors, and ASB	Awards and Recognition		General Fund	1,200.00
Parent and Community Involvement	SY 2015-2018	Site Administration and All Instructional Staff	SSC, ELAC, Back to School, Open House, Blackboard, and NMS Wensite		Title I Part A: Parent Involvement	600.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Over the course of three consecutive years, 2015-2018, 45% of our 6th and 8th grade students will increase proficiency levels of physical fitness as measured by the pacer and the mile run times.</p> <p>The curricular focus will be to:</p> <ol style="list-style-type: none"> 1. Increase student competency in motor skills and movement patterns 2. Increase student participation 3. Increase student level of fitness <p>By the end of the 2015-2016 school year 25% of 6th and 8th grade students will increase levels of physical fitness as measured by the pacer and mile run times; this will serve as our baseline year.</p> <p>By the end of the 2016-2017 school year 35% of 6th and 8th grade students will increase levels of physical fitness as measured by the pacer and mile run times.</p> <p>By the end of the 2017-2018 school year 45% of 6th and 8th grade students will increase levels of physical fitness as measured by the pacer and mile run times.</p>	SY 2015-2018					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Over the course of three consecutive school years, 2015-2018; 45% of our 7th grade students will increase proficiency in Healthy Fitness Zones (HFZ) and be proficient in 6 out of 6 fitness areas, as measured by the CA Fitnessgram Test.</p> <p>The curricular focus will be to increase student fitness proficiency in each of the six fitness areas:</p> <ol style="list-style-type: none"> 1. Aerobic Capacity 2. Body Composition 3. Abdominal Strength 4. Trunk Extension Strength 5. Upper Body Strength 6. Flexibility 	SY 2015-2018					
<p>By the end of the 2015-2016 school year 25% of 7th grade students will pass 6 out 6 test as measured by the CA Fitnessgram Test.</p> <p>By the end of the 2016-2017 school year 35% of 7th grade students will pass 6 out 6 test as measured by the CA Fitnessgram Test.</p> <p>By the end of the 2017-2018 school year 45% of 7th grade students will pass 6 out 6 test as measured by the CA Fitnessgram Test.</p>	SY 2015-2018					

Planned Improvements in Student Performance

School Goal #6

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 academic performance index (API) and adequate yearly progress growth (AYP) 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: Special Education
LEA GOAL:
SCHOOL GOAL #6:
For the 2015-2016 school year our goal for SAI Students is a 5% increase in meeting or exceeding the ELA standards as measured by the CAASPP Assessment : Overall: 1. The percentage for all NMS SAI students meeting or exceeding the ELA standards will increase by 5% for a total of 22.3% 2. The percentage of all NMS SAI students meeting or exceeding the Math standards will increase by 5% for a total of 18.6%
Data Used to Form this Goal:
Department created assessment, district benchmarks, CST, CMA and CAPA
Findings from the Analysis of this Data:
CAASPP ELA and Math Achievement Data 2015: 17.3 % of all SAI students met or exceeded the ELA standards. 13.6% of all SAI students met or exceeded the Math standards.
How the School will Evaluate the Progress of this Goal:
Monitoring weekly assessments, monthly assessments, student work samples, teacher reports and students performance levels are monitored and interventions are developed accordingly.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development: 1. Instructional Strategies in Reading, and writing 2. Implementation of CCSS in the classroom 100% 3. RCOE Common Core ELA 4. RCOE ELA Coach 5. PBIS 6. Boys Town	SY 2015-2018	CIA Admin. Site Admin., and Department Chair	Common Core, Boys Town, CPI, Teacher Collaboration		Title I	7,500.00
Instructional Materials	SY 2015-2018	CIA Admin. Site Admin. Department Chair	Supplemental Materials		Title I	6,000.00
Assessment Materials	SY 2015-2018	CIA Admin, Site Admin. Department Chair	DnA Illuminate data collection system 2015-2017		Title I	400.00
Technology Integration: 1. Teacher websites 2. Illuminate 3. Aesop 4. SMART board 5. Google accounts 6. Blackboard	SY 2015-2018	Special Ed Teachers	Computers, LCD, ELMO, Walkie-Talkies		Title I	6,000.00
Attendance Incentives 1. Fun Fridays 2. Student of the Month Assemblies 3. District prize	SY 2015-2018	Site Admin., Counselors, ASB	Awards and Recognition		General Fund	1,200.00
Parent and Community Involvement	SY 2015-2018	Site Administration and all Instructional Staff	SSC, ELAC, Back to School, Open House, Blackboard, NMS Website, IEP		Title I Part A: Parent Involvement	600.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Over the course of three consecutive school years, 2015-2018, 45% of our students with special needs will be proficient in reading, writing and mathematics as measured by multiple assessments, CCSS rubric scored student writing, Accelerated Reader, Corrective reading, San Diego Quick decoding Assessment (pre/post), and corrective math.</p> <p>Over the course of three years, 2015-2018, 20% of our student with special needs will be proficient as measured by the SBAC Test.</p> <p>Over the course of three years, 2015-2018, 12% of our student with special needs will be proficient as measured by the CMA and CAPA Test.</p> <p>The curricular focus will be to:</p> <ol style="list-style-type: none"> 1. Increase student proficiency in lexile levels and reading comprehension 2. Increase student proficiency in writing at grade-level 3. Increase student proficiency in math computation 	SY 2015-2018	Site Admin and SAI staff	CCSS Rubrics Corrective Reading			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>By the end of the 2015-2016 school year 10% of our students with special needs will be proficient in reading, writing, and mathematics as measured by multiple assessments; baseline year.</p> <p>By the end of the 2016-2017 school year 20% of our students with special needs will be proficient in reading, writing, and mathematics as measured by multiple assessments.</p> <p>By the end of the 2017-2018 school year 30% of our students with special needs will be proficient in reading, writing, and mathematics as measured by multiple assessments.</p>	SY 2015-2018	Site Admin and SAI staff				
<p>By the end of the 2015-2016, 5% of our student with special needs will be proficient as measured by the SBAC Test.</p> <p>By the end of the 2016-2017, 8% of our student with special needs will be proficient as measured by the SBAC Test.</p> <p>By the end of the 2017-2018, 10% of our student with special needs will be proficient as measured by the SBAC Test.</p>	SY 2015-2018	Site Admin and SAI staff	Interim Assessments			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>By the end of the 2015-2016, 8% of our student with special needs will be proficient as measured by CMA and CAPA.</p> <p>By the end of the 2016-2017, 10% of our student with special needs will be proficient as measured by CMA and CAPA.</p> <p>By the end of the 2017-2018, 12% of our student with special needs will be proficient as measured by CMA and CAPA.</p>	SY 2015-2018	Site Admin and SAI staff	Benchmark Assessments			

Planned Improvements in Student Performance

School Goal #7

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 academic performance index (API) and adequate yearly progress growth (AYP) 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: English Language Learners
LEA GOAL:
All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
SCHOOL GOAL #7:
During the 2015-2016 school years; English Learners will make reasonable progress toward meeting goals in English as measured by AMAO Goals 1, 2, and 3: and a 5% increase in meeting or exceeding the ELA and Math standards as measured by the CCSS/SBAC Assessment :
<ol style="list-style-type: none">1. The percentage for all NMS EL students meeting or exceeding the ELA standards will increase by 5% for a total of 22.3%2. The percentage of all NMS EL students meeting or exceeding the Math standards will increase by 5% for a total of 18.6%
Data Used to Form this Goal:
EADMS CDE Title III Accountability Report
Findings from the Analysis of this Data:
Analysis of the data shows that English Learners failed to meet target goals for AMAO 1 and 2B. *AMAO 2A is not applicable since NMS had only 5 English Learners with less than 5 years. The majority of long term English Learners score at the intermediate level on the CELDT. English Learners achieve significantly below AMAO Goal 3 in ELA and Math. Analysis of SBAC ELA and Math Achievement Data 2015: 17.3 % of all EL students met or exceeded the ELA standards. 13.6% of all EL students met or exceeded the Math standards.

How the School will Evaluate the Progress of this Goal:

Analysis of ELA Department, district assessments, and curriculum-based assessments
 Fidelity to the English Language Development Program
 Use of English Language Development Profile Cards
 Classroom visitation
 Quarterly and semester grade checks
 Math Department data analysis protocol

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
6th Grade: Use of the ELD program 7th Grade: Use the ELD program embedded in HLLA core curriculum 8th Grade: Implement ELD Edge Program Math Department-wide strategies.	SY 2015-2016	Coordinator of Educational Services Site Administrators Counselor EL Program Specialist Staff				
Identify and monitor potential RFEP English Learners Acknowledge academic achievement of reclassified students	August 2015 to March 2016	Site Administrators Counselor EL Program Specialist Staff				
Develop criteria for ELD placement	August 2015 to May 2016	District Administrators Site Administrators Counselor EL Program Specialist				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implementation of student engagement strategies from Teach Like A Champion (text) and Reparable Harm: Fulfilling the Unkept Promise of Educational Opportunity for California's Long Term English Learners (text)	September 2015 to May 2016	Site administrators EL Program Specialist Staff				
Ensure that ELD instruction is delivered daily	August 2015 -May 2016	District and site administrators Counselor, Staff EL Program Specialist				
CELDT Test Prep	November 2015 to May 2016	District and site administrators Counselor, Staff EL Program Specialist Students/Parents				
Professional Development: 1. ELD Strategies	SY 2015-2018	EL program Specialist				
Attendance Incentives 1. Fun Fridays 2. Student of the Month Assemblies 3. District prizes	SY 2015-2018	Administrative Staff, Counseling and ASB	Awards and Recognitions		General Fund	1,200.00
Instructional Materials	SY 2015-2018	Administrative Staff, Department Chair	Supplemental Materials		Title III Part A: Language Instruction for LEP Students	6,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Assessment Materials	SY 2015-2018	Administrative Staff, Department Chair	DnA Illuminate Data Collection and teacher collaboration 2015-2017			4,000.00
Technology Integration: 1. Teacher websites 2. Illuminate 3. Aesop 4. SMART board 5. Google accounts 6. Blackboard	SY 2015-2018	All Instructional Staff			Title I	15,000.00
Parent/Community Involvement	SY 2015-2018	Site Administration and Instructional Staff	SSC, ELAC, Back to School, Open House, Blackboard and NMS Website		Title I Part A: Parent Involvement	600.00

Planned Improvements in Student Performance

School Goal #8

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 academic performance index (API) and adequate yearly progress growth (AYP) 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: Visual and Performance Arts
LEA GOAL:
SCHOOL GOAL #8:
The goal for the 2015-2016 school year for 60% of all students enrolled in the Visual and Performance Arts will be proficient as measured by teacher created quarterly written benchmark, and student performances.
Data Used to Form this Goal:
The VAPA department is new this 2014-2015 school year. The 2015-2016 school year will serve as the baseline year for benchmark data.
Findings from the Analysis of this Data:
No data available at this time.
How the School will Evaluate the Progress of this Goal:
Weekly assessments and or performances assessments. Quarterly Benchmark assessments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Instructional Materials: 1. Art supplies 2. Sheet music 3. Instruments 4. Play scripts 5. Materials for set design 6. Software	SY 2015-2018	Site Administration, VAPA department				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Assessment Materials	SY 2015-2018	Site Administration VAPA Department	DnA Illuminate data collection system and teacher collaboration 2015-2017		Title I	4,000.00
Professional Development 1. Instructional Strategies in Reading, and writing 2. Implementation of CCSS in the classroom 100%	SY 2015-2018	Site Administration VAPA department	Workshops conference		Title I	6,000.00
Technology Integration: 1. Teacher websites 2. Illuminate 3. Aesop 4. Google accounts. 5. Blackboard/teleparent 6. Software applicable to VAPA students	SY 2015-2018	All Staff	Utilize computer lab, LCD, My Big Campus, music programs, virtual art, Plays		Title I	3,000.00
Parent and Community Involvement	SY 2015-2018	Administration VAPA Department	ELAC, SSC, Back to School, Open House, Blackboard, NMS Website		Title I Part A: Parent Involvement	600.00
Attendance Incentives 1. Fun Fridays 2. Student of the Month Assemblies 3. District prize	SY 2015-2018	Site Admin., Counselors, ASB	Awards and Recognitions		General Fund	1,200.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Over the course of three years, 2015-2018, 60% of our students will be proficient in the Visual and Performance Arts as measured by teacher created quarterly written benchmark, and student performances.</p> <p>The curricular focus will be to:</p> <ol style="list-style-type: none"> 1. Increase student knowledge of elements, principals and vocabulary associated as it pertain to the art form in which they participate. 2. Increase student capacity to perform; artistic perception, creative expression, historical and cultural context, aesthetic valuing; and connections, and relations and applications. 3. Increase student reflection of the arts in thoughtful essay or journal writing on ones observations, feelings, and ideas about the arts aligned to our school-wide goal of writing across the curriculum. 	SY 2015-2018	Site Admin., VAPA Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>By the end of the 2015-2016 school year, 50% of our students will be proficient in visual and performing arts as measured by teacher created quarterly written benchmark, and student performances.</p> <p>By the end of the 2016-2017 school year, 60% of our students will be proficient in visual and performing arts as measured by teacher created quarterly written benchmark, and student performances.</p>	SY 2015-2018	Site Admin., VAPA Teachers				

Planned Improvements in Student Performance

School Goal #9

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 academic performance index (API) and adequate yearly progress growth (AYP) 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: School-Wide Behavioral Goal
LEA GOAL:
All students will be educated in learning environments that are safe, drug free, and conducive to learning.
SCHOOL GOAL #9:
There will be a 70% decrease in student off campus suspension as evidenced by NMS discipline data utilizing illuminate.
Data Used to Form this Goal:
The 2014-15 school year will be our baseline year. No data available at this time.
Findings from the Analysis of this Data:
The number of students receiving "K" violations. The Disproportionality Report of students suspended off campus.
How the School will Evaluate the Progress of this Goal:
Discipline Data 2015-2016

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide Positive Behavior Intervention and Support (PBIS) curriculum	SY 2015-2018	All NMS Staff				
Professional Development: 1. PBIS 2. Other means of correction 3. Restorative Justice	SY 2015-2018	All NMS Staff	School wide implementation			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Over the course of three years, 2015-2018; there will be a 70% decrease in student discipline as evidenced by NMS discipline Data.</p> <p>The curricular focus will be to:</p> <ol style="list-style-type: none"> 1. Increase the exhibition of student social and personal responsibility through the use of PBIS education school-wide 2. Decrease the number of students that receive discipline/consequences for level "k" violations. 3. Decrease the number of students that receive discipline/consequences resulting in off campus suspension. <p>By the end of the 2015-2016 School year there will be a 30% decrease in student discipline/consequences for "k" violations and a 50% decrease in Off Campus Suspensions as evidenced by NMS Discipline Data, baseline year.</p> <p>By the end of the 2016-2017 School year there will be a 40% decrease in student discipline/consequences for "k" violations and a 60% decrease in Off Campus Suspensions as evidenced by NMS Discipline Data.</p> <p>By the end of the 2017-2018 School year there will be a 50% decrease in student discipline/consequences for "k" violations and a 70% decrease in Off Campus Suspensions as evidenced by NMS Discipline Data.</p>	SY 2015-2018	Site Admin, all NMS staff				

Planned Improvements in Student Performance

School Goal #10

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 academic performance index (API) and adequate yearly progress growth (AYP) 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: School-Wide Academic Goal
LEA GOAL:
All students will reach high standards, at a minimum attaining proficiency or better in writing and reading.
SCHOOL GOAL #10:
60% of all NMS students will be reading at grade level as measured by AR data 100% of all NMS students will increase one lexile level as measured by AR and iready data 60% of all NMS students will be proficient in writing as measure by the CCSS rubric scored student writing assessments.
Data Used to Form this Goal:
No data at this time, 2015-2016 serves as a baseline year.
Findings from the Analysis of this Data:
No data at this time; 2015-2016 serves as a baseline year
How the School will Evaluate the Progress of this Goal:
Utilize a CCSS rubric on student writing and Accelerated Reader Scores and Jane Schaefer

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Writing Across the Curriculum	SY 2015-2018	All instructional Staff	supplemental Materials Jane Schafer		Title I	
Professional Development 1. RCOE ELA coach	SY 2015-2018	All Instructional Staff	Implementation and monitoring of instructional delivery			
Assessment Materials	SY 2015-2018	District Admin., Site Admin., Department Chairs	Implementation and monitoring student performance		Title I	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Technology Integration: 1. NMS websites 2. Illuminate 3. Blackboard	SY 2015-2018	Site Administration Department Chairs	Design and Implement SBAC testing format			
Parent and Community Involvement	SY 2015-2018	Site Administration and Instructional Staff	SSC, ELAC, Back to School, Open House, Balckboard, NMS website		Title I Part A: Parent Involvement	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Over the course of three consecutive school years, 2014-2017; 60% of our student will be proficient in writing. During the 2014-2017 school years, all students will make measurable progress in writing as measure by the CCSS rubric scored student writing samples.</p> <p>The curricular focus will be to:</p> <ol style="list-style-type: none"> 1. Increase student lexile levels as measured by Accelerated Reader 2. Increase student writing literacy as measured by CCSS rubric scored student writing samples. <p>By the end of the 2014-2015 school year 40% of our students will demonstrate one years growth in reading; this will also serve as our baseline year.</p> <p>By the end of the 2015-2016 school year 50% of our students will demonstrate one years growth in reading.</p> <p>By the end of the 2016-2017 school year 60% of our students will demonstrate one years growth in reading.</p> <p>By the end of the 2014-2015 school year 40% of our students will be proficient in writing as measured by CCSS rubric scored student writing samples, baseline year.</p> <p>By the end of the 2015-2016 school year 50% of our students will be proficient in writing as measured by CCSS rubric scored student writing samples.</p>	SY 2015-2018					

Planned Improvements in Student Performance

School Goal #11

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 academic performance index (API) and adequate yearly progress growth (AYP) 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: School-Wide Instructional Goals
LEA GOAL:
All Students will graduate from high school
SCHOOL GOAL #11:
We will implement AVID instructional Strategies school-wide to increase student achievement levels.
Data Used to Form this Goal:
2015-2016 will be our baseline year
Findings from the Analysis of this Data:
No Data at this time
How the School will Evaluate the Progress of this Goal:
We will utilize Bench Mark Assessment Data, CAASPP Interim Assessment Data, writing data and AR scores

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
AVID trained team	SY 2015-2016	Admin., AVID site team and D.O.	AVID Training		Title I	5000.00
AVID Tutors	SY 2015-2016	Admin., AVID site team and D.O., District AVID leader	Personnel		Title I	9000.00
AVID PD	SY 2015-2018	Admin. and AVID Site team	AVID strategies Admin monitoring			

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
		2,250.00
	General Fund	3,600.00
	General Fund	12,675.00
	LCFF - Supplemental	120,900.00
	Title I	34,800.00
	Title I	215,000.00
	Title I Part A: Parent Involvement	1,200.00
	Title I Part A: Parent Involvement	3,600.00
	Title III Part A: Language Instruction for LEP	6,000.00

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)

Funding Source	Total Expenditures
	2,250.00
General Fund	16,275.00
LCFF - Supplemental	120,900.00
Title I	249,800.00
Title I Part A: Parent Involvement	4,800.00
Title III Part A: Language Instruction for LEP Students	6,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
	360,425.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	143,700.00
Goal 2	76,500.00
Goal 3	48,600.00
Goal 4	46,300.00
Goal 5	11,625.00
Goal 6	21,700.00
Goal 7	22,800.00
Goal 8	14,800.00
Goal 11	14,000.00

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
Al Evinger	X				
Laurie Lazzar (De Souza)		X			
Natalie Rios (Chair)				X	
Beatriz Smith (School Site Coordinator)		X			
Cindy Flanagan			X		
Donna Madrid				X	
Tiffany Jordon				X	
Ligaya Beasley		X			
Janeen McClain (Secretary)		X			
Marisa Diaz (8th grade rep)					X
Anna Torres (Dean of Students)			X		
Karla Arciniega (Parent Liaison)				X	
Daija Washington (7th grade rep)					X
Guena Gray		X			
Numbers of members of each category:	1	4	1	5	3

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

X English Learner Advisory Committee

Signature

X 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 November 2014.

Attested:

Al Evinger

Typed Name of School Principal

Signature of School Principal

Date

Natalie Rios

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date