

The Single Plan for Student Achievement

School: Quimby Oak Middle School
CDS Code: 43-69435-6047179
District: Evergreen Elementary School District
Principal: Philip J. Bond
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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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Table of Contents

School Vision and Mission	4
School Profile.....	4
Comprehensive Needs Assessment Components	5
Data Analysis	5
Surveys	5
Classroom Observations.....	6
Analysis of Current Instructional Program	6
Description of Barriers and Related School Goals	13
School and Student Performance Data	14
CAASPP Results (All Students)	14
CELDT (Annual Assessment) Results.....	16
CELDT (All Assessment) Results.....	17
Title III Accountability (School Data)	18
Title III Accountability (District Data).....	19
California Physical Fitness Test Results	20
Planned Improvements in Student Performance	21
Mathematics, School Goal #1, District LCAP #1.....	21
Reading/Language Arts, School Goal #2, District LCAP #1	25
Science, School Goal #3, District LCAP #1.....	29
English Language Development, School Goal #4, District LCAP #1	31
Technology, School Goal #5, District LCAP #1	33
School Climate, School Goal #6, District LCAP #5.....	36
Parent Involvement, School Goal #7, District LCAP #3.....	39
Centralized Services for Planned Improvements in Student Performance	41
Centralized Service Goal #1	41
Centralized Service Goal #2	43
Centralized Service Goal #3.....	45
Centralized Service Goal #4.....	47
Centralized Service Goal #5.....	48
Summary of Expenditures in this Plan.....	49
Total Allocations and Expenditures by Funding Source	49
Total Expenditures by Object Type.....	50
Total Expenditures by Object Type and Funding Source.....	51
Total Expenditures by Goal	52

School Site Council Membership53
Recommendations and Assurances.....54

School Vision and Mission

Quimby Oak Middle School's Vision and Mission Statements

Vision:

At Quimby Oak Middle School, student performance reflects learners who are: literate in reading, writing, computing and communicating; problem solvers and decision makers; able to utilize technology; reflective and self evaluative; and growing in confidence as life-long learners.

This vision transforms into four school wide goals for all students: participation in a comprehensive rigorous curriculum, equitable access to the core curriculum as well as extra-curricular and intramural activities, a safe environment that supports their social and emotional development, and a place for opportunities to develop technical and thinking skills to make them productive participants in the technological community of the 21st century.

Through a balanced, integrated curriculum and cooperative partnership with parents and community, Quimby Oak Middle School prepares its diverse student body for the changes and challenges of the 21st Century, continually emphasizing that students within and beyond the classroom embodies the democratic ideals of personal responsibility, proactive participation, group problem solving, and ethical decision making.

This vision establishes the framework for all decisions about curriculum, instruction, assessment, and resources.

Mission:

We encourage and expect our students to strive to do their best. We know that within a well-defined, consistent, structured environment, each child has the capability to achieve academic success and thus develop self-esteem.

Working together, the school and parents encourage the students to develop self-reliance and confidence in their ability to achieve. In order to facilitate student academic success, parents, teachers, and students recognize the necessity for rules, standards, and procedures to provide an effective and safe learning environment. Teachers acknowledge their responsibility to provide appropriate planned and implemented lessons, using a variety of materials, which allow for individual needs. A comprehensive, yet integrated curriculum is evident at Quimby Oak. This curriculum is to be delivered in such a way that every student will perform up to high, clearly defined standards. We encourage parental involvement and support as an essential part of the child's social and academic growth.

Becoming educated is ultimately the student's responsibility. It is our hope and intent that the students will take advantage of the opportunities for reading and writing, realize the necessity for problem solving, interact with other students and staff members in a positive, mature manner, and develop the skills needed to adapt to the demands of a rapidly changing world.

School Profile

Quimby Oak is an extraordinary and special place for students! Entering the school you can sense a positive energy as students move across the campus, teachers collaborate, and parents come to support the multitude of activities. Quimby Oak has evolved over the years into a dynamic, nurturing, and safe learning environment for all students and where learning, growing and developing intellectually are cornerstones to success. Quimby Oak is an example of what a systematic focus on academic standards, sound teaching practices, and community support can accomplish.

Quimby Oak Middle School opened its doors on the lush rolling hills of east San Jose in 1968. Today, Quimby Oak boasts of an active campus of 1015 7th and 8th graders. We serve a diverse population made up of 58% Asian, 23.7% Hispanic, 9.5% Filipino, 4.2 % White, 3.4% African American, 0.3% Pacific Islander, and 0.6% Multiple Race students. We believe that students come first. Students are expected to strive to their highest potential, developing within a well-defined, safe, consistent, structured environment where each student has the capability to achieve academic success, healthy well-being, and thus develop positive self-esteem.

Quimby Oak serves a community rich in ethnic and economic diversity. Reflective planning based on current research, Common Core State Standards, and student achievement data has resulted in high levels of student success for our diverse students. Quimby Oak

has been honored in 1992, 1996, 2001, and 2013 with California Distinguished School Awards. In 2015, Quimby Oak attained the California Gold Ribbon Award.

At Quimby Oak, teamwork guarantees all students' talents are maximized using a research based model of collaboration with interdisciplinary teams. Common Core State Standards and District goals guide Teams in planning and help lead the collaborative conversations regarding student progress and performance. Each class at Quimby Oak supports all students in a rigorous standards-based program that also integrates opportunities for students to develop social and emotional skills that will support them beyond the school day. Special needs students are integrated into the program while being provided assistance through specialized resources as needed.

Student centered programs, both academic and social, focus on looking at the whole child and making decisions based on that information. Research has shown that a caring and connected school climate impacts student learning. At Quimby Oak, a school-wide philosophy promotes dignity, appreciation for diversity, cooperation, tolerance, and develops positive self-esteem. Quimby Oak is a school where students have a voice, where students take ownership of their safety and the well-being of each other, and where the positive relationships between adults and students on campus are seen as vital.

Quimby Oak offers an extensive elective program that supplements our academic program. Students are encouraged to pursue interests in art, symphonic band, concert band, chorus, leadership, peer advisory, and 21st century project based learning during their two years at Quimby. After school programs include competitive sports, yearbook, and targeted tutoring. Additionally, students have the opportunity to participate in extended academic programs overseen and coordinated by parents and community stakeholders. These include: Math Olympiad, Science Olympiad, MOEMS (Math Olympiads for Elementary and Middle Schools), Odyssey of the Mind, AMC8 (American Mathematics Contest 8), and Math Counts. These activities support and assist in the academic, emotional, and physical development of students.

Students at Quimby succeed because quality staff, involved parent groups, numerous volunteers, community agencies, businesses, and partners work together collaboratively. The School Site Council, Parent-Teacher-Student Association, and parents who serve on district committees support and guide innovative programs at the site to ensure student overall success and well-being.

With the "Students Come First" motto in mind, Quimby Oak has created a kaleidoscope of programs and practices that have been crafted in both a very strategic and a very organic way. During annual reviews of the data, the staff reflects on both the academic and socio-emotional needs of the students. Using both strengths and concerns, programs and practices are analyzed, goals are established, and actions plans are created.

Quimby Oak is unique not only for who we are and what we do, but for the way we put it all together for students. We have never lost sight of our belief – students come first. The result is a powerful student-centered belief that all students can learn in a culture of positive student relationships.

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).

During the 2012/2013 school year, the School Site Council discussed different ideas to improve the Comprehensive School Safety Plan at Evergreen School. The goals of the safety plan the group generated searched for information about the effectiveness of the Project Cornerstone Program at our school. Based on the group's conversation, two surveys were to be created. The first survey was a parent survey which asked questions about the parent's general knowledge of the Project Cornerstone ABC program as well as some of the finer details of the program. The second survey was a student survey which focused on Developmental Assets in which the students scored themselves weaker on the Project Cornerstone Me and My World Survey. Both of the surveys will be

administered for the first time in Fall of 2013 through the use of an online survey program. A follow up survey that will measure growth of the school year will be given in the Spring of 2014.

Classroom Observations

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

Formal Observation and Evaluation and assessment of the performance of each certificated employee are made on a continuing basis as follows:

- At least once a year for temporary personnel
- At least once a year for probationary personnel
- At least once every other year for personnel with permanent status

Informal classroom observations are conducted routinely throughout the school year by the school administrator.

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 use of state and local assessments at Evergreen Elementary are used to modify and improve student achievement that is directly aligned with the state standards and provides information that, when integrated and examined as a whole, creates a full picture of student achievement and school improvement. All teachers administer reading tests on a regular basis for accurate placement of students in flexible guided reading groups and to drive reading instruction. Teachers continuously administer Accelerated Reader tests, which provide an independent reading level for each child. All teachers that teach kindergarten through sixth grade administer reading fluency tests. In addition, each grade level has their own assessment pieces they complete at their grade level. For example, kindergarten teachers use the "Evergreen School District Kindergarten Assessment" which evaluates a student's ability to identify upper and lower case letters, the letter sounds, high frequency words, blending, geometric shapes, number recognition and sorting three times in a year. Teachers in grades one, two and three use the BPST and spelling inventories to evaluate the children. They give the math diagnostic tests that are part of the adopted math series. The thoughtful use of assessment data to improve instruction has had a positive effect for students at Evergreen Elementary School.

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

Evergreen Elementary School has a monitoring system which includes curriculum embedded assessments available as part of the math and language arts adopted programs. Teachers use the language arts pacing guide and unit assessments to inform their instruction and differentiate based on student needs. The language arts unit assessments are conducted once at the beginning of a unit and once at the end of the unit as a means of progress monitoring. The weekly assessments are given between the unit assessments. These assessments inform teachers on student progress and effectiveness of instruction in all reading/language arts. Evergreen students are also given beginning and end of the year assessment to mark their growth in mathematics over the year. These curriculum-embedded assessments are based on the adopted reading/language arts and mathematics programs. The purpose of these assessments is to provide timely data to teachers and principals to make decisions that will improve instruction and student achievement.

Staffing and Professional Development

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

To maintain Evergreen School District's position as a high performing district, we must continue to develop and support a worldclass educational system. Doing so includes ensuring that there is an adequate supply of highly qualified and effective teachers, paraprofessionals, and administrators who are prepared to meet the challenges of teaching California's growing and diverse student population.

These efforts, in accordance with No Child Left Behind (NCLB), have resulted in significant improvements in the preparation, authorization, and assignment of teachers throughout the district. NCLB Teacher Quality requires that teachers:

1. Have at least a bachelor's degree from an accredited institution of higher education.
2. Hold full state certification.
3. Demonstrate subject-matter competence for each NCLB core academic subject they teach.

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

Evergreen Elementary School certifies that all classrooms have highly qualified teachers credentialed for their assignment, as documented on the annual CBEDS report. Some examples of the staff developmental teachers go through on a yearly basis are:

- a. the use of data to analyze and to inform classroom and school wide practices.
- b. participate in grade level team meetings to discuss and use student achievement results to determine student progress, the effective use of research-based practices, and to plan deliver and adjust instruction.
- c. participate in ELL professional development to highlight instructional practices to support ELL in the learning of the academic content standards.
- d. use of technology tools provided with adopted curriculum to enhance curriculum knowledge and implementation.
- e. training for teachers to use common, ongoing, formative assessments to collaborate about the progress of students and to adjust instruction to support struggling learners.
- f. classroom coaching tied directly to the skillful implementation of all components of the adopted program.

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

Staff development is directly aligned to Common Core State Standards, assessed student performance, and professional needs through faculty meetings, department meetings, cross-curricular team meetings, grade-level meetings, and articulation committees. This collaboration is on-going and occurs during designated staff development days, teacher prep periods, and after school. All new teachers go through the BTSA program which familiarizes them with content standards and any new standards-based adopted curriculum.

The Administration works closely with teacher and department leads to get input on staff needs and couples this with research based, proven effective programs and strategies, which help schools build proficiency to meet Common Core State Standards.

Each department reflects on the previous year's test scores to help create new standard based goals. The administration and department leads help to facilitate on-going conversation surrounding student assessment. This leads to data-driven instruction. Professional needs are then addressed based on the goals and data through staff development with the ultimate objective of closing the achievement gap and increasing student achievement. This can be supported through staff development that is directly aligned to Common Core State Standards, assessment, and professional needs.

A few key points to professional/staff development that lead to successful school improvement and real change in the classroom are:

- Make sure the content, approach, and efficacy of the training will help the school reach its vision
- Having a shared vision of expectations and implementation
- Plan and schedule training in advance
- Follow-through/accountability with implementation
- Incentives for staff that commit to on-going, long-term professional development
- Make sure all staff are involved in appropriate professional development

Professional development is an essential component of our success at Quimby Oak. The staff has the belief that if the students are to achieve their maximum potential, they must be taught by highly skilled, contemporary professionals that model the ability to be life long learners. A comprehensive staff development plan is based on the district's long range plan. The plan is reflected in the evaluation process in which the teachers are evaluated. All new teachers are closely monitored for two years through a mentor program. Quimby Oak offers site training days that are based on the needs and wants of the staff in order to help them better relate to their middle school students.

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

At the middle school level, all teachers have students experiencing low academic performance. Students with special needs, such as ELL and Special Education, receive targeted additional services and benefit from the collaboration between the area specialists and the child's teachers. Referrals for special support services routinely go through the Student Success Team (SST). The SST reviews referred students to determine appropriate services for consideration. These services range from counseling by the school psychologist, school counselor, the part time marriage and family counselor, referral to outside counseling agencies, and/or assessment testing for special education programming in Language Arts, Math, or speech and language placement. The SST also provides teachers with suggestions for modifications of regular program instruction for students identified with special needs.

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

Teacher collaboration is and has been embraced by the district and at each school site using the research based strategies found in the works of DuFour, Marzano, and Tomlinson to name a few. It is our firm belief that in order for students to succeed, we must work together as a team and not in isolation. At Quimby, departments, grade level, and cross curricular teams collaborate at least twice monthly. During the first collaboration weeks of the school year, teachers work together to identify grade level goals using information from state and local assessments as well as other formative and summative data. At subsequent regularly scheduled collaboration meetings, they work and meet together to review and analyze progress towards established student achievement goals that have a positive impact on the classroom using information from a variety of formative and summative sources including a deep analysis of student work, observation, and local benchmark data. Teacher collaboration supports focused dialogue on progress towards goals, and the use of data to support standards based achievement to refine and adjust goals and/or instruction to ensure growth in student achievement. This is part of the professional learning community established at Quimby. In addition to our site based teamwork together at each grade level and across grade levels, teams, and departments, teachers spend five professional district days working in grade level teams to gain additional professional development in core subject matter. This allows for the opportunity to discuss successful research based practices, as well as identify challenges and potential solutions to grade level/subject matter issues that arise. Because of the instilled belief that we work together, teachers at Quimby are committed and dedicated to the continuous improvement process for student learning and achievement.

Teaching and Learning

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

All curriculum, instruction, and materials that is delivered by teachers at Evergreen Elementary School are aligned to content and performance standards. All teachers at Evergreen are fully implementing their respective district adopted standards-based textbooks and supplementary materials in all curricular areas, including language arts, mathematics, English language development, social studies, and science.

All teachers meet monthly to discuss successes as well as the implementation of school-wide instructional strategies to be used consistently across content areas and grade levels. All staff members are included in the process of identifying and developing strategies for addressing critical areas of improvement.

Academic intervention groups, focusing on English Learners, in Language Arts and Math will begin in October. Renaissance (Accelerated Reader) is being promoted in ALL classrooms. AR books are available in the library and classrooms.

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

The recommended instructional minutes are defined by the Evergreen School District and addressed as the average weekly instructional minutes for reading/language arts and mathematics.

The guidelines for reading language arts are 450 minutes for kindergarten, 750 minutes for grades 1 through 3, and 650 minutes for grades 4 through 6.

The recommended daily instructional minutes for areas of focus include:

- Oral language 10 minutes
- Word study 10 to 20 minutes
- Reading 10 to 20 minutes
- Writing 15 to 20 minutes
- Small group instruction 45 to 60 minutes.

The guidelines for mathematics are 100 minutes for kindergarten, 250 minutes for grades 1 through 3, and 350 minutes for grades 4 through 6.

Adherence to the recommended guidelines are:

- The alignment of daily classroom instruction to content standards
- Complete implementation of the state adopted texts
- Weekly lesson plans
- Grade level planning and collaboration
- Curriculum mapping
- On-going professional development
- Pacing Guides
- Classroom assessments
- School wide assessments

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

Pacing schedules have been developed in math and reading/language arts. Benchmark assessments allow us to monitor student progress toward proficiency. For students who are not making appropriate progress, intervention is prescribed. Teachers use a variety of in-classroom intervention strategies including small group instruction, front-loading, differentiated instruction, along with specifically designed intervention resources that align with the adopted materials. Each department meets monthly to monitor pacing. This fosters on-going dialogue and collaboration surrounding instruction and assessment. Additionally, the school offers extended day classes for students who are at-risk of retention. Quimby offers an after school Lobos in for Targeted Tutoring (LIFTT) program. In LIFTT, approximately seventy students have been identified who fall in the category of Mandatory Retention or have not reached proficiency in either Math or Language Arts on their 2014-15 CAASPP results or current performance in Math and Language Arts. In addition, Quimby offers after school ELL tutoring twice a week to help support the EL population with targeted intervention that focuses on Language Arts.

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

California Education Code 35186 addresses Evergreen School District's responsibilities regarding textbooks and curricular materials. To comply, there must be sufficient textbooks and instructional materials for each pupil, including English learners. Textbooks and/or instructional materials must be available to students to use in class and to take home. As such, all students receive grade-level textbooks for Language Arts, Social Studies, Science, and Math. These materials directly align with the State Standards and are approved by the State Board of Education. Teachers certify that each child has an approved textbook and reports are prepared and approved by the School Board to ensure that our school and the Evergreen School District are compliant.

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)

Evergreen Elementary School District provides Common Core aligned or California State standards-based instructional materials in core subject areas to all students, as described in California Education Code 35186. All students in grades TK-6 are provided with grade level appropriate instructional materials in core curricular areas: English Language Arts (K-6: Macmillan/McGraw-Hill 2010), Mathematics (K-3: Engage New York 2014; 4-5: Bridges in Mathematics 2nd edition 2014; 6: College Preparatory Math 2014), Science (K: Scott Foresman 2008; 1-5: Macmillan/McGraw-Hill 2008; 6: Holt, Rhinehart, Winston 2008), Social Studies (K: Scott Foresman 2007; K-6: Houghton Mifflin 2007), and TK Units of Study. All instructional materials are approved by the Evergreen School District Board of Trustees and include intervention, extension, and EL support materials, which teachers utilize based on student need. Teachers provide quality instructional programs, and collaborate on and apply research-based strategies and ideas to integrate themes across the curriculum.

All instructional materials go through a rigorous selection process. Instructional materials selection in core curriculum areas is a three-tier process. The first tier involves the review and study of research, frameworks, and approved materials by the state of California. During the second tier, teachers and administrators identify two to three programs to pilot. Materials must reflect current research, the culture of our community, and the needs of our students. The third tier begins the piloting process and training. Teachers in primary and upper grades volunteer to pilot the various materials. Feedback is strongly encouraged from all stakeholders (students, parents, teachers, support staff, and community). For every curriculum selection, all piloted instructional materials are available for review in the Teacher Center. Parent input is strongly encouraged.

Opportunity and Equal Educational Access

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

Classroom teachers and eight certificated specialists provide Integrated Support services to our students. Specialists include a Resource Specialist and nine part time specialists including a Nurse, Psychologist, Marriage and Family Therapist Interns, Speech/Language Pathologist, English Language Development teacher, Media Clerk, Occupational Therapist, and Adaptive Physical Education teacher. Evergreen is prepared to respond to the needs of individual or groups of students, by providing assistance and facilitating the delivery of an array of services in a coordinated and timely fashion. Support services include but are not limited to counseling, occupational therapy, physical therapy, speech therapy, adaptive physical education, Resource Program, Special Day Class, tutoring, health screening, and psychological services.

Evergreen classroom teachers use a variety of research based pedagogical approaches in the classroom. These approaches include: guided reading, centers, differentiated math and reading groups, Words Their Way spelling, shared reading, Step Up to Writing, 6 Traits, Writer's and Reader's Workshop, STEM/STEAM strategies, Project Base Learning and SEAL Pogram (Sobroto Early Academic Language) and modified lessons to help under performing students achieve. Likewise audiobooks, visual aides, manipulatives, collaborative learning, parent volunteers, and computer software including Accelerated Reader and Online Math Intervention help support under performing students to meet state standards. The Evergreen staff believes that it is our job as educators to help bring out the academic potential of every student.

14. Research-based educational practices to raise student achievement

The mission of Evergreen Elementary School is to strive to provide greater student success and to ensure this success for all of our diverse student population in the 21st Century using Marzano's book, *What Works in Classrooms* as a guide. Evergreen Elementary School is dedicated to having high expectations for every student. We provide after school enrichment classes such as Chess Club, Math Olympiad, and Extended Day Support. Using the research of Carol Ann Tomlinson, we implement differentiated instructional strategies and techniques such as, adjusting questions, compacting curriculum, tiered assignments peer teaching, reading buddies and learning centers in our classrooms. Marzano's third School Factor is "parent and community involvement." Our PTA sponsors Family Literacy Night, Family Math Night, and Science Night. They volunteer in classrooms and at school events. As members of our School Site Council, our parents are full partners in the decisions that affect student academic success, as well as the school climate. Finally, through school-wide rules and procedures and spirit days we provide a positive school climate. We offer our students a safe and nurturing environment in which they can excel.

Professional Learning Communities(PLCs) have been implemented and are guided by a clear and compelling vision of what the school must become to help all students learn. Sites utilize results-oriented goals to mark their progress and members work together to clarify exactly what each student must learn, monitor each student's learning on a timely basis, provide systematic interventions and extend and enrich learning when students have already mastered the intended outcomes. Teams in a PLC engage in collective inquiry into best practices in both teaching and learning. Instruction Coaches are available at each site to help transform learning. The coach supports the teachers in developing his or her expertise then develops meaningful attainable action plans. The action plans should enhance the structure of organizations and their attainment of the specified school goals.

Parental Involvement

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

High quality academic assessments assist in diagnosis, teaching, and learning in the classroom in ways that best enable under achieving students to meet State student achievement academic standards and do well in focal curriculum. Standards-aligned instructional materials and strategies include the district purchasing of materials on the State-adopted list for grades K-8 to support all students including those under-achieving. Teachers regularly examine student work samples to ensure that students are mastering grade level standards. The school and district offer extended day learning academics within the school year with set standards based curriculum and designed number of hours of attendance. Evergreen School District and Evergreen Elementary School has designed staff development and professional collaboration aligned with standards-based instructional materials to assist under-achieving students. The district and the schools have active parent leadership groups including the District Advisory Council, Parent Advisory Council, School Site Council, English Language Learner Parent Advisory Council, Title 1 Parent Advisory Council where the involvement of parents focuses on ways to assist students and monitor program effectiveness. Additional services listed below assist student academic needs.

- Student Study teams provide coaching to classroom teachers and monitoring of individual student success.
- Evergreen's School psychologist works directly with students and families most at risk of not achieving academic proficiency.
- Evergreen Elementary posts weekly newsletters on the school's website to inform parents of current events.

Parent University

SEAL

Counselors

MFT Interns

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 (SSC), under the leadership of the principal, serves as a team through which the school improvement process moves forward. Our team is represented by 5 parents or community members (elected by parents of students who attend our school), 3 teachers, and one classified member. The team works to develop a school plan that has measurable objectives. These objectives are based on the school budget and seek to improve the needs of the total school population. The SSC oversees, monitors, and reviews the site plan. The team also approves any revisions to the plan when necessary. Ultimately, the SSC will recommend our plan to the Evergreen School Board of Trustees for approval.

The English Learner Advisory Committee (ELAC) is comprised of school staff including the principal and members of the parent community. The percent of parents on the committee is reflective of the percent of English Learners at the school. The ELAC committee helps develop and implement the plan for English Learners. They also must understand the needs of those children in our school and ensure the plan addresses those needs. The principal along with other staff members clarifies the issues confronting our English Learners, explains testing, and assists our EL community in understanding the laws and regulations surrounding our EL population. The school also has at least one representative who participates at the district level in DELAC, the District English Learners Advisory committee. There, the representative has the opportunity to have his/her voice heard regarding effectiveness of the program, questions about implementation across the district, testing requirements, or any concerns or questions parents may have. It is important to note that all participants be provided materials in their primary language whenever possible.

Funding

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

Supplemental funds are used to provide services and support to assist under performing students in meeting the standards during the regular instructional day, before and after school. The State Board of Education approved supplemental materials are purchased to support regular education students as well as English Language Learners (ELL), Socio-economically disadvantaged students, and foster youth. Additional instructional time is provided in the areas of Language Arts and Math through extended day classes, which are held either prior to or following the regular school day.

18. Fiscal support (EPC)

The school's general and supplemental funds are coordinated, prioritized, and allocated to align with the full implementation of the Essential Program Components in Reading Language Arts, English Language Development, Mathematics, and the Single Plan for Student Achievement (SPSA). Evergreen Elementary School uses the monies that are allocated by the state to assure that the educational needs of all students are being met through a balanced academic program. The School Site Council helps in development of the SPSA to ensure that the money is being used for all academic programs at the school.

Description of Barriers and Related School Goals

We are in full implementation of the Common Core State Standards and The California Assessment of Student Performance and Progress (CAASPP). We may come across unexpected challenges.

Funding for maintenance of current technology has been a barrier. We will continually find new and creative ways to receive revenue flow.

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 7	486	477	98.1	475	2584.4	26	41	18	14
Grade 8	507	501	98.8	501	2607.2	24	45	22	9
All Grades	993	978	98.5	976		25	43	20	12

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 7	26	52	21	50	38	12	17	68	15	40	49	11
Grade 8	33	50	17	52	39	9	16	73	11	41	49	10
All Grades	30	51	19	51	38	11	17	71	13	41	49	11

Conclusions based on this data:

1. Eighty-eight percent of Quimby Oak students have exceeded, met, or nearly met standards in English Language Arts.
2. Twelve percent of Quimby Oak students are below standards in English Language Arts.
3. On the English Language Arts test, the highest amount of students not meeting standards is in the strand of reading.

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 7	486	476	97.9	475	2587.8	34	27	23	16
Grade 8	507	501	98.8	501	2608.7	37	23	23	17
All Grades	993	977	98.4	976		36	25	23	16

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 7	46	32	22	36	45	19	35	58	8
Grade 8	44	35	21	39	48	13	35	49	16
All Grades	45	34	22	38	46	16	35	53	12

Conclusions based on this data:

1. Eight-four percent of Quimby Oak students exceeded, met, or nearly met math standards.
2. Sixteen percent of Quimby Oak students did not meet math standards.
3. On the mathematics test, the highest amount of students below standard was in the strand of Concepts and Procedures.

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
	#	%	#	%	#	%	#	%	#	%	#
7	10	22	19	41	8	17	5	11	4	9	46
8	12	32	13	34	6	16	4	11	3	8	38
Total	22	26	32	38	14	17	9	11	7	8	84

Conclusions based on this data:

1. Sixty-four percent of our students taking the CELDT scored at the Early Advanced level or higher, an increase of six percent from 2013-14.

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
	#	%	#	%	#	%	#	%	#	%	#
7	14	26	20	37	8	15	5	9	7	13	54
8	13	33	13	33	6	15	5	13	3	8	40
Total	27	29	33	35	14	15	10	11	10	11	94

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	87	74	84
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	87	74	84
Number Met	56	52	57
Percent Met	64.4%	70.3%	67.9%
NCLB Target	57.5	59.0	60.5%
Met Target	Yes	Yes	Yes

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	23	71	22	56	19	67
Number Met	--	36	--	31	--	43
Percent Met	--	50.7%	--	55.4%	--	64.2%
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	*	Yes	--	Yes	--	Yes

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	Yes		--
Mathematics			
Met Participation Rate	Yes		Yes
Met Percent Proficient or Above	Yes		--

Conclusions based on this data:

1. Quimby Oak students met AMAO 1 and 2 targets.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	2,593	2508	2,468
Percent with Prior Year Data	100.0	100.0	100.0
Number in Cohort	2,592	2508	2,468
Number Met	1,597	1597	1,488
Percent Met	61.6	63.7	60.3
NCLB Target	57.5	59.0	60.5%
Met Target	Yes	Yes	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	2,626	652	2446	638	2,389	731
Number Met	825	286	791	293	656	362
Percent Met	31.4	43.9	32.3	45.9	27.5	49.5
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	Yes	No	Yes	No	Yes	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. This is the first year that we have not made AMAO 1...and we are literally .2% below the target.
2. We still have been able to meet the target for the less than 5 years cohort.
3. Our >5 target percent did have a 4.4% increase

School and Student Performance Data

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	2011-12 Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	16.7	31.7	33.1

Grade Level	2012-13 Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	14.7	25.6	41.1

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	14.3	27.3	41.4

Planned Improvements in Student Performance

Mathematics, School Goal #1, District LCAP #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: Mathematics
LCAP GOAL:
LCAP Goal 1: Promote achievement for all students in a rigorous, 21st century learning environments of collaboration, communication, critical thinking and creativity.
LCAP SCHOOL GOAL:
By 2016-17, eighty-four percent of Quimby Oak Middle School students will be at standard in the area of Concepts & Procedures: applying mathematical concepts and procedures.
Data Used to Form this Goal:
2015 California Assessment of Student Performance and Progress (CAASPP) math results
Findings from the Analysis of this Data:
Seventy-nine percent of Quimby Oak Middle School students are above, at, or near standard in the area of concepts and procedures in math. Twenty-two percent of students were below standard.
How the School will Evaluate the Progress of this Goal:
Five percent of students scoring below standard will grow in the area of concepts and procedures in math on 2015-16's CAASPP.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> Use supplemental resources such as: practice workbooks from other publishers, skill worksheets, online resources (e.g. IXL) Collaboration with other content areas to address cross-curricular overlap Flexibility to address needs of students to supplement missing math skills needed to perform assignments in content area Identify struggling students and encourage attendance to math club and invite students to intervention programs such as LIFTT. Re-institute Family Math Night 	8/19/15-12/31/16	Math Teachers	Family Math Night Teacher Presenters	1000-1999: Certificated Personnel Salaries	Supplemental Fund	300
			Family Math Night Supplies	4000-4999: Books And Supplies	Supplemental Fund	550
			35 IXL licenses will be purchased for Miss MacSween's 8th grade Elevate class.	4000-4999: Books And Supplies	Supplemental Fund	299
Teachers will be making math relatable to students through science by application of graphing/equations to science, teaching students how scientists use math, and working on precision and accuracy.	8/19/15-12/31/16	Science Teachers				
Teachers will provide clear and explicit instructions on assignments, classroom procedures, and on historiography to reinforce steps and orders thinking in math.	8/19/15-12/31/16	Social Studies/History Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students will analyze data related to curriculum (example: college, bullying, drugs, etc.) with the support of graphs and charts.	8/19/15-12/31/16	Peer Advisory Teachers				
Introduce math terms mean, median, range and have the students incorporate that into their mile graph.	8/19/15-12/31/16	Physical Education Teachers				
Teachers will be frontloading content vocabulary with visuals. Based on what they observe in graphs, students will give a written response to show understanding. Students will create graphic organizers that show order of operations.	8/19/15-12/31/16	English Language Development Teachers				
Students will use collaborative roles when working in groups.	8/19/15-12/31/16	Electives Teachers				
After School Programs such as the LIFTT program will be offered to students who are struggling academically in their core classes. Hourly rates and stipends will be given to certificated teachers and aides for their participation in supporting these programs.	October 2015 - April 2016	Teachers and Assistant Principals	Stipends will be given to teachers for teacher budgets. See funds in English Language Arts goal.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> Teach common pre-reading strategies to help students get the most from their math textbooks. Collaborate on math content area vocabulary. 	8/19/15-12/31/16	English Language Arts Teachers				

Planned Improvements in Student Performance

Reading/Language Arts, School Goal #2, District LCAP #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: Reading/Language Arts
LCAP GOAL:
LCAP Goal 1: Promote achievement for all students in a rigorous, 21st century learning environments of collaboration, communication, critical thinking and creativity.
LCAP SCHOOL GOAL:
By 2016-17, eighty-six percent of Quimby Oak Middle School students will be at standard in the area of Reading: demonstrating understanding of literary and non-fictional texts.
Data Used to Form this Goal:
2015 California Assessment of Student Performance and Progress (CAASPP) English Language Arts Results
Findings from the Analysis of this Data:
Eighty-one percent of Quimby Oak Middle School students are above, at, or near standard in reading. Nineteen percent of students are below standard.
How the School will Evaluate the Progress of this Goal:
Five percent of students scoring below standard will grow in reading on 2015-16's CAASPP.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> Homogeneous reading groups to benefit students with low reading skills. These groups will help them hone in on their scores. Utilizing the AR Reading and Testing Program to determine and monitor student progress throughout the year. Students will access and interact with technology more frequently when using the testing program. Teach and support other content area teachers with reading strategies and common vocabulary/reading terminology. This collaboration will help to support reading literacy across all content areas. 	8/19/15-12/31/16	English Language Arts Teachers	8th Grade ELA teachers will purchase two sets of books and one audio of each book.	4000-4999: Books And Supplies	Supplemental Fund	677
<ul style="list-style-type: none"> Read out lessons and problems as a class. Spend time making sense of the problem. Use graphic organizers to help students organize the information that is given to them and understand the question they need to answer. Learning Log: students summarize what they learned in the lesson, write it in complete sentences, and provide examples (portfolio of student work and learning) 	8/19/15-12/31/16	Math Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will include the following in their instruction: annotation of text, current event articles, support of reading/grammar/understanding of material through lab write-ups, showing students how to take responsibility in asking more questions, student work in teams to help each other, and using evidence (data) to support statements.	8/19/15-12/31/16	Science Teachers				
Students will become proficient in analyzing primary and secondary sources using evidence to support and develop claims.	8/19/15-12/31/16	History/Social Studies Teachers				
Teachers will implement silent reading on Fridays and will use current event articles to support the curriculum.	8/19/15-12/31/16	Peer Advisory Teachers				
After School Programs such as the LIFTT program will be offered to students who are struggling academically in their core classes. Hourly rates and stipends will be given to certificated teachers and aides for their participation in supporting these programs.	October 2015 to April 2016	Teachers and Assistant Principals	Stipend will be given to teachers for teacher budgets. Instructional Aides Classified LIFTT Hours Instructional Aides Classified LIFTT Hour Benefits	4000-4999: Books And Supplies 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	Supplemental Fund Supplemental Fund Supplemental Fund	6500 2000 500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> Teachers will introduce vocabulary "Word of the Week" related to health and fitness. Students will understand the meaning of each word. Each student is to incorporate the terms mean, median, and range on their mile graphs. 	8/19/15-12/31/16	P.E. Teachers				
The English Language Development Department will implement the following to support their instruction: graphic organizers, annotation strategies, weekly emphasis on academic vocabulary developments, and idiomatic phrases. There will be weekly practice through use of Rosetta Stone for ELL 1s and 2s.	8/19/15-12/31/16	English Language Development Teachers				
Lobos in for Targeted Tutoring (LIFTT) will be offered after school to support qualifying ELL students struggling in Math and/or ELA.	October 2015 to April 2016	Scott Guagliardo and Assistant Principals	Stipend given to teacher for teacher budget using LIFTT funds.			
Students read non-fiction articles on various artists from around the world.	8/19/15-12/31/16	Elective Teachers				
Books will be purchased for the school library to finish some partial book series that the library has in its collection.	October 2015 - June 2016	Missy Marsh	4000-4999: Books And Supplies	Supplemental Fund	500	

Planned Improvements in Student Performance

Science, School Goal #3, District LCAP #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: Science
LCAP GOAL:
LCAP Goal 1: Promote achievement for all students in a rigorous, 21st century learning environments of collaboration, communication, critical thinking and creativity.
LCAP SCHOOL GOAL:
As we transition into the new Next Generation Science Standards (NGSS), the science department will focus on integrating the science and engineering portion of the new standards. By 2016-17, 92% of students will be proficient on the California Standards Test.
Data Used to Form this Goal:
California Standards Test (CST) results
Findings from the Analysis of this Data:
The number of proficient and advanced students on the CST increased by 2%, and therefore 87% of students are proficient and advanced. Nine percent of students scored in the basic level.
How the School will Evaluate the Progress of this Goal:
Two percent of students will increase to proficient or advanced on the 2016 CST.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implementation of NGSS standards when possible	8/19/15-12/31/16	Science Teachers				
Teachers will be creating more hands-on labs, inquiries, prototyping/re-design, and tech research of non-fiction text.	8/19/15-12/31/16	Science Teachers	Supplies for labs	4000-4999: Books And Supplies	Supplemental Fund	2000

Planned Improvements in Student Performance

English Language Development, School Goal #4, District LCAP #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 Development (ELD)
LCAP GOAL:
LCAP Goal 1: Promote achievement for all students in a rigorous, 21st century learning environments of collaboration, communication, critical thinking and creativity.
LCAP SCHOOL GOAL:
By 2016-17, five percent of students in the Quimby Oak English Language Development program will move up a level on the CELDT.
Data Used to Form this Goal:
CAASPP and CELDT data
Findings from the Analysis of this Data:
Quimby exceeded targets on AMAO 1 and 2. However, 46% of ELL students did not meet standards on the CAASPP.
How the School will Evaluate the Progress of this Goal:
Five percent of ELL students will move up one level on the CELDT.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
ELD teachers will incorporate guided reading groups and literature circles into their instruction. Expository books and magazines will be purchased.	10/1/15 - 12/31/16	Kristin Guinnane, Scott Guagliardo, and Loan Dinh	Expository Books and Magazines	4000-4999: Books And Supplies	Title III	1834

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
ELL students will use the Rosetta Stone program and Chromebooks to support their English listening/speaking, writing, reading, and presentation skills.	10/1/15 - 12/31/16	Kristin Guinnane, Scott Guagliardo, and Loan Dinh	Headphones with Microphones	4000-4999: Books And Supplies	Title III	942
			15 Chromebooks with license, eWaste fee, and VGA adapter.	4000-4999: Books And Supplies	Title III	4600
Scholastic Math will be purchased to help improve ELL students' reading skills while integrating real world math into lessons.	October 2015 - June 2016	Christine Knecht	15 subscriptions from Scholastic Math	4000-4999: Books And Supplies	Title III	124

Planned Improvements in Student Performance

Technology, School Goal #5, District LCAP #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: Technology
LCAP GOAL:
LCAP Goal 1: Promote achievement for all students in a rigorous, 21st century learning environments of collaboration, communication, critical thinking and creativity.
LCAP SCHOOL GOAL:
Quimby Oak Middle School will purchase additional laptop carts to enhance student access to technology.
Data Used to Form this Goal:
Inventory Survey
Findings from the Analysis of this Data:
Current computers are outdated and need monthly software updates.
How the School will Evaluate the Progress of this Goal:
Students will have access to technology at least weekly. We will use computer lab sign-ups to evaluate this goal.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Quimby Oak will purchase additional laptop carts.	9/1/15-12/31/16	Philip Bond	Supplemental Technology	4000-4999: Books And Supplies	Supplemental Fund	14154
				4000-4999: Books And Supplies	Supplemental Fund	22000
Quimby Oak will repair projectors and SMART Boards.	9/1/15 - 12/31/16	Philip Bond		5000-5999: Services And Other Operating Expenditures	Supplemental Fund	6319

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
We will fundraise through a Turkey Trot and write Donors Choose Grants	9/1/15-12/31/15	Michelle Geery, Megan Kawahara, and Marena Doxie				
Students will use laptops to create digital scrapbooks for 7th grade Service Learning Projects. They'll also use them to research and write reports on the Civil Rights Movement, college, and drug awareness.	9/1/15-12/31/15	Peer Advisory Teachers				
Students will incorporate handheld devices to use during the mile. They can use their music for motivation. They will also download Nike Plus (free) app to track their mile times, distance, and other statistics. Also, YouTube will be incorporated to teach basic skills and follow along with dancing tutorials.	9/1/15-12/31/15	P.E. Teachers				
The English Language Development (ELD) Department will use Rosetta Stone, TeacherTube, SMART Boards, set up a class-wide electronic social network via School Loop, use Google Classroom, Google Docs, and Google Drive.	9/1/15-12/31/15	ELD Teachers				
Sign-in sheets will be made for lab/cart usage.	September 2015	Missy Marsh				
We will have a site tech support person on staff.	8/19/2015 - 12/31/2016	Mark Stolan				
A 2-in-1 printer and copy machine will be purchased for the music department.	October 2015 - June 2016	Students: Dathan Tran, Nicholas Castrence, and Gurjot Cheema	4000-4999: Books And Supplies	Supplemental Fund	250	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
History teachers will simultaneously model and teach students how to read and annotate primary and secondary text sources, how to analyze visual text sources, and how to gather data from sources and take effective notes for research projects using a Jstand V2e and lightening to VGA adapter cord.	October 2015 - June 2016	History Teachers		4000-4999: Books And Supplies	Supplemental Fund	204

Planned Improvements in Student Performance

School Climate, School Goal #6, District LCAP #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: School Climate - Safe School
LCAP GOAL:
LCAP Goal 5: Enhance the climate of safety and wellness throughout the district.
LCAP SCHOOL GOAL:
Quimby Oak Middle School students will have an increase in positive school climate and student/staff interactions. By 2016-17, there will be an increase in the areas of student engagement and interactions with staff on the Youth Truth Survey.
Data Used to Form this Goal:
Youth Truth Survey (May 2015) and Staff Meeting Analysis of Data
Findings from the Analysis of this Data:
Quimby Oak Middle School students have similar perceptions to students in Evergreen District middle schools and less positive perceptions of their school experience compared to students at other schools that have participated in the Youth Truth Survey.
How the School will Evaluate the Progress of this Goal:
By 2016-17, there will be an increase in the areas of student engagement and interactions with staff on the Youth Truth Survey.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Buddy Leader Program: A peer/buddy mentor program is developed for students to help ease the transition from elementary to middle school. The program also provides participating students support, empowerment, and positive identity which results in safer, more secure, and a thriving school environment. Buddy Leaders are also involved in the Expect and Respect Workshop, Red Ribbon Week, Birthday Cards, Talent Show, and Talent Showcase Week	8/18/2015 - 12/31/2016	Julia Abb, Megan Kawahara, Kyle Sanchez, and 8th grade Buddy Leaders				
Promote a Positive School Climate: Students are recognized based on academic and/or good behavior for teachers' Student of the Month and Administrators' weekly "Habits of Minds" Student of the Week. Opportunities for staff and students, such as but not limited to awards, prizes, and food provided by CNS for those deserving will also be offered.	8/19/2015 - 12/31/2016	Principal, Assistant Principals, Teachers, and Supporting Staff				
Quimby Oak will build more school pride through rallies.	8/19/2015 - 12/31/2016	Raquel Sinwald, Megan Kawahara, and Assistant Principals				
Quimby Oak has student clubs run by students or staff: Boyz II Men Club, Open Mic Club, Chess Masters & Totally Board!, Quimby Art Collective, Leadership Tutoring Program, Go Green Team, Tech Club, Math Program	8/19/2015 - 12/31/2016	Miles Garner, Mark Fujimoto, Kristin Guinnane, Loan Dinh, Kyle Sanchez, and student leaders				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Quimby Oak will implement Freedom Fridays at least three times this school year.	September 2015 - June 2016	Quimby Oak Culture Team				
Dumbbells, curl bars, medicine balls, and other P.E. weight room items will be purchased to build student image and confidence.	October 2015 - June 2016	Students: Brandon Nguyen and Matthew Regala	4000-4999: Books And Supplies		Supplemental Fund	220

Planned Improvements in Student Performance

Parent Involvement, School Goal #7, District LCAP #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: Parent Involvement
LCAP GOAL:
LCAP Goal 3: Promote collaboration, transparency and communication with students, parents, staff and the broader community.
LCAP SCHOOL GOAL:
During the 2015-16 school year, a variety of opportunities will be offered to 100% of families in an effort to solidify the partnership between school and home.
Data Used to Form this Goal:
Student grades and discipline referrals reflected a need for increased parent involvement. We reach out to parents through the academic planner, school newsletter, School Loop, annual carnival, Back-to-School Night, Open House, chaperones for student activities, PTSA, Parent University, School Site Council, English Language Advisory Committee, and other strategies as well.
Findings from the Analysis of this Data:
After looking at student grades and current parent involvement levels, we wanted to strengthen parent involvement to help with school climate, the developmental assets, and academic achievement.
How the School will Evaluate the Progress of this Goal:
A measurable increase in student achievement linked to an increase in parent involvement and school sponsored community events.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Academic Planner: 100% of Quimby Oak students will receive an academic planner to facilitate a successful year.	8/19/2015 - 12/31/2016	School Secretary				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Afternoon/Evening Activities: After school activities and events will be in place to encourage family involvement such as, but not limited to Back to School Night, Parent University, Science Fair, Speech Contest, Talent Show, Carnival, Sports Events, Honors Awards Nights, Sports Awards Nights, Dances, Fundraisers, parent led after school activities such as MOEMS and Odyssey of the Mind, Parent Appreciation Tea, Parent Information Nights, Open House, School Site Council, and English Language Advisory Committee meetings.</p>	<p>8/19/2015 - 12/31/2016</p>	<p>Teachers, Project Specialist, Administration</p>				

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in English /Language Arts
SCHOOL GOAL #1:
For English/Language Arts, establish a baseline data after analysis of results of California Assessment of Student Performance and Progress (CAASPP) that will increase incrementally 3% until the year 2017.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> Continue to provide high quality professional development on the Common Core Standards. All teachers will receive professional development at a minimum of 5 times each year on research-based instructional practices. The focus areas will be continuing to implement CCSS and how the CCSS are aligned with the new ELD standards with particular focus on how ELs can access academic content and how the ELD standards are addressed within the context of CCSS. 	<ul style="list-style-type: none"> 8/14-6/17 	Williams Deguara Stephens-Radle	Coaches	1000-1999: Certificated Personnel Salaries	Supplemental Fund	150,000
			Administrators	3000-3999: Employee Benefits	General Fund	3,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> Support teachers with needed instructional materials to enhance instructional practices. 	9/14-6/17	Williams Deguara	Instructional Materials	4000-4999: Books And Supplies	Supplemental Fund	300,000
<ul style="list-style-type: none"> Provide PBL Professional Development to support students and also address the needs of ELs. 	<ul style="list-style-type: none"> 9/14- 6/17 	Williams Deguara	Project Based Learning training for sustaining these practices	None Specified 3000-3999: Employee Benefits	Supplemental Fund	185,000
<ul style="list-style-type: none"> Provide intervention for targeted students. Provide intervention for English learners and specifically for LTELs based on the need of the school. 	10/14-6/17	Williams Deguara	Student Intervention	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	Title I Title III None Specified	143,000 135,000
<ul style="list-style-type: none"> * Provide professional development for teachers to support student learning in the area of technology and digital citizenship. 	10/14-6/17	Williams Deguara	Support for Technology	1000-1999: Certificated Personnel Salaries 5800: Professional/Consulting Services And Operating Expenditures	Supplemental Fund	50,000
Parents will have opportunities to participate in classes that will enable them to learn the new standards and how they can support their child's learning.	9/14-6/17	Williams	Parent Engagement		Supplemental Fund Title I	42,000

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Mathematics
SCHOOL GOAL #2:
For Mathematics, establish a baseline data after analysis of results of California Assessment of Student Performance and Progress (CAASPP) that will increase incrementally 3% until the year 2017.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to provide high quality professional development on the Common Core Standards. All teachers will receive professional development at a minimum of 5 times each year on research-based instructional practices. The focus areas will be continuing to implement CCSS and how the CCSS are aligned with the new ELD standards with particular focus on how ELs can access academic content and how the ELD standards are addressed within the context of CCSS.	8/14-8/17	Williams Deguara	Coaching	1000-1999: Certificated Personnel Salaries	Supplemental Fund	150,000
				3000-3999: Employee Benefits	Title II Teacher Quality and Lottery	3,500
Support teachers with needed instructional materials in order to enhance instructional practices.	6/17 11/14-	Williams Deguara Principals	Instructional Materials	4000-4999: Books And Supplies	Supplemental Fund	300,000
Provide PBL Professional Development to support students and also address the needs of ELs.	1/14-6/17	Williams Deguara	Project Based Learning	1000-1999: Certificated Personnel Salaries		185,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide intervention for targeted students. <ul style="list-style-type: none"> Targeted ELs and LTELS 	10/14-6/17	Williams Deguara Principals	Intervention	1000-1999: Certificated Personnel Salaries	Title I	143,000
				2000-2999: Classified Personnel Salaries	Title III General Fund	135,000
* Provide professional development for teachers to support student learning in the area of technology and digital citizenship.	11/13-6/17	Williams Deguara Stephens-Radle Principals Abed	Enhancing Instruction With Technology		Title II Teacher Quality Supplemental Fund Title II Teacher Quality	63,500 50,000
Parents will have opportunities to participate in classes that will enable them to learn the new standards and show them how they can support their child's learning.	9/14-6/17	Williams	Parent Support and Enagement		Supplemental Fund None Specified	42,000

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Language Proficiency
SCHOOL GOAL #3:
By June, 2017, the percentage of ELs attaining proficiency in Reading/Language Arts will increase as indicated by a CELDT, AR Star, and CAASPP.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Instructional Assistants will work collaboratively with their site teachers to support language learners in learning English and accessing content and academic vocabulary by pushing into the classroom to assist targeted students.	11/14- 6/17	Williams Deguara Principals	Instructional Assistants collaborate with teachers to support targeted students. Instructional assistants are pushing into the classroom	2000-2999: Classified Personnel Salaries 1000-1999: Certificated Personnel Salaries	Supplemental Fund General Fund	312,539
<ul style="list-style-type: none"> Targeted students will be involved in specific intervention strategies and/or programs. (PI schools) Targeted Intervention for ELs and LTELs(all schools) 	10-14- 6/17	Williams Deguara Principals	Intervention/SES Specified Tutorial Programs	1000-1999: Certificated Personnel Salaries	Title I Title III	286,000 135,000
All teachers will have opportunities to receive professional development during the year to help support their implementation of common core standards aligned with EL standards. Coaches will be trained on the ELA/ELD Framework as a support for teachers, instructional assistants and administrators.	10/14-6/17	Williams Deguara EL TOSA/Rodriguez Principals	Professional Development		Supplemental Fund General Fund	150,000
Teachers will continue to provide quality differentiated EL instruction for students within the school day. This will include dedicated ELD and Integrated ELD.	8/13-6/17	Williams Deguara Principals Teachers	Differentiated Instruction Within the school day	1000-1999: Certificated Personnel Salaries	Supplemental Fund None Specified	1,118,955

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parents will have opportunities to participate in classes that will enable them to learn the new standards and how they can support their child's learning.	10/14- 6/17	Williams Choy Principals	Parent University Site parent Activities/Nights			42,000

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

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

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

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

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Supplemental Fund	56,473.00
Title III	7,500.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	300.00
2000-2999: Classified Personnel Salaries	2,000.00
3000-3999: Employee Benefits	500.00
4000-4999: Books And Supplies	54,854.00
5000-5999: Services And Other Operating Expenditures	6,319.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	Supplemental Fund	300.00
2000-2999: Classified Personnel Salaries	Supplemental Fund	2,000.00
3000-3999: Employee Benefits	Supplemental Fund	500.00
4000-4999: Books And Supplies	Supplemental Fund	47,354.00
5000-5999: Services And Other Operating	Supplemental Fund	6,319.00
4000-4999: Books And Supplies	Title III	7,500.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	1,149.00
Goal 2	10,177.00
Goal 6	2,000.00
Goal 10	7,500.00
Goal 12	42,927.00
Goal 13	220.00

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
Phil Bond	X				
Loan Dinh		X			
Megan Kawahara		X			
Michelle Geery		X			
Aimee MacSween		X			
Missy Marsh			X		
Karunakaran Karuppiah				X	
Conrad Taylor				X	
Amy Guan				X	
Zoey Kumre					X
Surya Midha					X
Anthony Zito					X
Numbers of members of each category:	1	4	1	3	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

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 9/30/2015.

Attested:

Philip J. Bond

Typed Name of School Principal

Signature of School Principal

Date

Conrad Taylor

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

**Quimby Oak Middle School
2014-15 Compliance Calendar**

Description	Date	Procedures & Comments	Completed
ACCESS TO CORE CURRICULUM/MODIFICATION			
Monitoring	monthly	SST dates selected in August and meets every 1st and 3rd Tuesday of the month	x
Discussions	bi-monthly	Staff meetings	ongoing
COMMUNICATION WITH SPECIALISTS			
Lists of students in programs to teachers	October	Updated lists provided for teachers begin/end of 1st Trimester	x
Scheduled communication (specialist/teacher)	ongoing	Communication is ongoing	ongoing
Scheduled communication (specialist/specialist)	ongoing	Communication is ongoing	ongoing
UNIFORM COMPLAINT POLICY			
Student Orientation	8/20/15, 4/2016	Expectation Assembly held twice per year, written notification in student handbook	
Staff Training	8/17/15	Discussion at back to school inservice, written notification provided in staff handbook	x
NONDISCRIMINATION POLICY			
Student Orientation	8/20/15, 4/2016	Expectation Assembly held twice per year, written notification in student handbook	
Staff Training	8/17/15	Discussion at back to school inservice, written notification provided in staff handbook	x
SEXUAL HARASSMENT POLICY			
Staff training	8/17/15	Discussion at back to school inservice, written notification provided in staff handbook	x
Regulatory publication	8/17/15	Publication in the staff handbook	x
Student orientation	8/20/15, 4/2016	Expectation Assembly held twice per year, written notification in student handbook	
TOBACCO FREE POLICY CAMPUS			
Public Notification	8/20/15		x

Description	Date	Procedures & Comments	Completed
GENDER EQUITY			
Analysis	8/17/15	Discussion at back to school inservice, written notification in staff handbook	x
Staff Training	8/17/15	Discussion at back to school inservice, written notification in staff handbook	x
MIGRANT EDUCATION			
Staff Training	8/17/15	Discussion at back to school inservice, written notification in student and staff handbook	x
Student List	October '15 & ongoing	Generated through Power School	ongoing
SAFE SCHOOL ACTIVITIES			
Character education/conflict resolution	Ongoing	Project Cornerstone, Implementation of Peer/Buddy Mentor Program, Peer Advisory Class	ongoing
Intervention List	Oct. '15	Collaboration with Administration and teachers to generate list	x
Drug Awareness	Ongoing	Peer Advisory Class (Too Good for Drugs)	ongoing
DISTRICT PARENT INVOLVEMENT POLICY			
Site parent involvement activities (other than PTSA)	10/14/15		x
Site staff parent involvement training activities	10/6/15	SSC Training	x
	10/14/15	DELAC Training	x
ADVISORY COMMITTEES MEMBERSHIP SELECTION			
ELAC	10/8/15	Election of committee members	x
DELAC Rep	10/8/15	ELAC Meeting	x
ELAC/DELAC Training	10/14/15		x
ELAC Meetings	10/8/15, 12/3/15, 3/3/16, 5/5/16		ongoing
School Site Council	9/30/15	Election of committee members	x
DAC Rep	9/30/15	SSC Meeting	x
SSC Training	10/6/15		x

Description	Date	Procedures & Comments	Completed
SSC Meetings	9/30/15, 10/14/15		ongoing
	12/16/15, 1/13/16		
	2/24/16, 3/23/16		
	5/11/16		
Review By-Laws			
SSC	9/30/15	SSC Meeting	x
ELAC	10/8/15	ELAC Meeting	x
SINGLE SCHOOL PLAN			
Review needs, analyze data, develop goals/ objectives/activities, adjust budget	Aug. - Oct. '15	School Plan revisions (Faculty, SSC)	ongoing
ELL PROGRAM			
Review EL Master Plan with parents	Oct. and Dec. '15		
Administer CELDT for new students within 30 days of enrollment	Oct. '15/ ongoing		x
Keep records of EL students	ongoing		ongoing
Share new Categorical Newsletter with parents/staff	monthly		ongoing
Allow grade level teams to discuss EL data/progress/ concerns	monthly		ongoing

Quimby Oak Middle School
Parent Involvement Policy
2015-16

Quimby Oak Middle School strongly believes that the overall success of our students is directly correlated to the positive connection between home and school. For that reason, we have put into place a policy that fosters this relationship.

Parent Gatherings:

- Back to School Night
- Open House
- Science Fair
- Parent Teacher Conferences
- Planned Parenthood/HIV Parent Information meeting (7th grade parents)
- Participation in classroom activities and fieldtrips
- Parent Volunteer Appreciation
- Academic Honors Nights (Fall & Spring)
- Athletic Recognition Night
- After School Activities (i.e. sports events, dances, and talent show)
- Parent University
- Frontload for Success
- Reclassification Celebration

Committee Opportunities:

- School Site Council
- English Language Advisory Committee
- District English Language Advisory Committee
- District Advisory Committee
- Parent Advisory Committee
- Parent, Teacher, and Student Association (PTSA)
- Carnival Committee

Communication:

- School Loop/website
- Ongoing counseling and conferencing
- At-Risk and Promotion/Retention Conference procedures
- Student Contracts
- Language translation provided
- Fall - Back to School Night
- Spring - Open House
- Student Study Team
- IEP/504 Meetings
- Student Handbook
- Weekly Progress Reports
- Progress Reports
- Report Card
- Weekly Newsletter
- Phone calls and emails to parents
- Parent Teacher Conferences

School Activity Participation:

- Fundraising/Donations
- Chaperone Dances
- Carnival

- Book Fair
- EEEF
- Sports Events (Athletic Admission Fees)
- Magazine Drive (Student Activity Funds)
- Shares Card
- Discount Cards (Purchases go to PTSA)
- BoxTops (PTSA driven)
- Parent/Companies Matching Funds

Parent Run School Activities:

- Odyssey of the Mind
- MOEMS (Math Olympiad)
- Math Counts
- AMC8
- Science Olympiad
- Reflections

Teacher Run Activities:

Lunch: Chess Masters, Totally Board!, Quimby Oak Art Collective
Buddy Leaders
MEChA
Boyz II Men

Student Run Activities:

Project Green Team
Tech Club
Math Club
Lobo Community Leaders

COMPREHENSIVE SCHOOL SAFETY PLAN 2015/16 DATA ANALYSIS

Quimby Oak Middle School

School/Site

Data Source	2010-2011	2011-12	2012-13	2014-15
Q.O. Student Survey			x	x
Q.O. Parent Survey				x
Q.O. Staff Survey				x
Developmental Assets from the Search Institute Survey	x			x
Suspensions	x	x	x	x
Expulsions	x	x	x	x
Civil Rights Data Collection		x		

Conclusions from Data:

- 78% of students feel safe at school and 24% feel somewhat safe at school
- 96% of the students are doing moderately to optimally well on Search Institute's 40-item Thriving survey
- 91% of students are familiar with school wide rules and 69% of parents are familiar with school wide rules and consequences
- Discipline has lessened by 89 incidents comparable to last year, and suspensions have lessened by 10
- 30% of parents only feel they are somewhat familiar w/cyberbullying and consequences
- 35% of students feel bullying, intimidation, and harassment are somewhat of a problem; 45% of staff feel it is somewhat serious of a problem
- 40% of students are not familiar with the run, hide, defend drill; 27% of students are not familiar w/code blue procedures; 38% of parents are not familiar with emergency procedures

Conclusions from Parent, Teacher and Student Input:

- Students are willing to go above and beyond to help the community.
- Most bullying happens online.
- Students need to feel empowered to address their own hardships and know how to seek help when needed.
- More supervision is needed during break.
- Students and parents feel trespassing is an issue (taking short cuts through school).

Quimby Oak Middle School

School/Site

List Data Sources Reviewed and How the Data Determined the Goals: surveys, focus groups, discipline, and attendance.

- Search Institute Survey (Project Cornerstone), February 2014
- Quimby Oak Student Survey, Staff Survey, and Parent Survey, December 2014
- Safe School Student Focus Group, January 2015
- Cross-Curricular Teacher Teams, January 2015
- PowerSchool Data & Logs, 2013-2015

Areas of Pride and Strength (include school programs and practices that promote a positive learning environment).

- Student involved and/or lead programs such as Buddy Leaders, LIFTT program, Go Green Team, After School Math Program, and Tech Club.
- Students enjoy noon-time activities.
- We have a strong after school athletics program.
- Students like Assistant Principals' Student of the Week and Teachers' Student of the Month
- Students are more accepting of other students' differences.
- We have a well-maintained campus.
- Teacher teams include math teachers this year.

Areas we wish to Change:

I. We want to end or decrease the amount of bullying.

II. Train students and staff on run, hide, defend and code blue and communicate emergency procedures to parents.

**COMPREHENSIVE SCHOOL SAFETY PLAN 2015-16
GOALS, STRATEGIES AND ACTIVITIES
FOR ENSURING A SAFE AND ORDERLY**

ENVIRONMENT Component I – People and Programs

Quimby Oak Middle School

School/Site

Component I: People and Programs (Have at least one goal, measurable objective and activity for each component)
Goal #1 Our school will be a place where students and staff demonstrate respect for everyone on campus.
Measurable Objective: By March 2016, there will be a 10% increase of students minimally or never hearing/seeing any act of bullying.
Action Steps 1.0 Clearly communicate to students, parents, and staff about the No Touch Policy. a. Administration will address the No Touch Policy to students during safety assemblies in August and April. b. Parents will learn about the No Touch Policy during all parent events including PTSA's general meetings, School Site Council, and ELAC. c. Staff will be reminded of the No Touch Policy and protocols when there is a violation. d. All staff will enforce the No Touch Policy.
2.0 Educate students and parents about cyberbullying. a. Ask staff to instruct a lesson(s) on cyberbullying. b. Host a parent night about cyberbullying.
3.0 Empower students to find and ask for help when needed. a. Place a link on the school's homepage to report bullying and place bullying reporting forms in the front office. b. Remind students during the safety assemblies where and how to report bullying or suspicious conduct (anonymously). c. Remind students of where to ask for help (staff) and introduce students to psychologists and marriage & family therapist (MFT). d. Ask PTSA to fund an assembly about teenage obstacles (including bullying and self harm). e. Students will create a professionally made poster about "What is bullying at Quimby Oak?" to be hung in every classroom. f. Information about bullying will be announced monthly during morning announcements.

g. A phone list will be made of places to call for help when a student does not want to speak to an adult.

4.0 We will begin a student mediation program.

- a. Staff will train students on student to student mediation.
- b. Student mediators will create student mediation process and protocols.
- c. Students will decorate student mediation room.

5.0 Leadership will promote all activities on campus.

- a. Students will create posters/banners of activities to be hung around campus.
- b. Students will make announcements during 4th period classes regarding events on campus.

**COMPREHENSIVE SCHOOL SAFETY PLAN 2015/16
GOALS, STRATEGIES AND ACTIVITIES
FOR ENSURING A SAFE AND ORDERLY
ENVIRONMENT Component I
PEOPLE AND PROGRAMS, Continued**

Quimby Oak Middle School

School/Site

Who will take the lead	School Site Council, Student Council, Leadership, and Buddy Leaders
Completion Date and Budget	March 2016, budget dependent on discussion of needs by student programs
Resources Needed	funds for poster printing
How we will Monitor and evaluate	Project Specialist with students in leadership positions

COMPREHENSIVE SCHOOL SAFETY PLAN 2015-16

GOALS, STRATEGIES AND ACTIVITIES FOR ENSURING A SAFE AND ORDERLY ENVIRONMENT **Component II - Place**

Quimby Oak Middle School
School/Site

Component II: Place (Have at least one goal, measurable objective and activity for each component)
Goal #2 Quimby Oak Middle School is a place where students and staff feel safe.
Objective: As a school, our community will be familiar with emergency procedures. By March 2016, 10% of students that feel unsafe or somewhat safe will feel safe or very safe on campus.
Action Steps 1.0 Students, parents, and staff will be familiar with emergency procedures, especially with Run, Hide, and Defend and Code Blue. a. We will continue monthly drills. b. Students and staff will be trained two times each year on Run, Hide, Defend and Code Blue.
2.0 All visitors will check-in at the office. a. All visitors will sign-in at the office and receive a visitors badge. b. All Evergreen Staff that are not part of Quimby Middle School will wear a visible badge when on campus. c. School secretary will post staff absences and correlating substitute name on board daily.
3.0 Supervision schedule will be revised to meet the needs of our school. a. Supervision schedule will be revised. b. There will be more administrators supervising during break.

**COMPREHENSIVE SCHOOL SAFETY PLAN 2015-16
GOALS, STRATEGIES AND ACTIVITIES
FOR ENSURING A SAFE AND ORDERLY
ENVIRONMENT **Component II Place**, Continued**

Quimby Oak Middle School

School/Site

Who will take the lead	School Site Council, Student Council, Leadership, and Buddy Leaders
Completion Date and Budget	March 2016, dependent on decisions of Student Programs
Resources Needed	support from SJPD/Safe Campus Initiative and board for substitutes
How we will Monitor and evaluate	Project Specialist with students in leadership positions