

School Year: **2022-23**



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date
Thurston Middle School	30-66555-6028914	October 25, 2022

School Vision and Mission

Our staff is united by a vision of a high-performing school where every child is held to high academic expectations within a caring, supportive environment. It is our mission to ignite a passion for learning in all students through a rigorous, well-rounded, exploratory curriculum, and to give each student the knowledge, experience, world perspectives, and skills needed to become a lifelong learner and producer in a competitive and interconnected world. These shared values shape the approach we take in all interactions with students and guide us in the decision-making and goal-setting activities that happen at the site-based level. The staff at Thurston work tirelessly to meet the needs of every student, every day. From the implementation of state standards to the integration of technology, from the establishment of shared departmental Benchmarks and Expected Learning Outcomes, to the evaluation of this data which drives our instructional strategies within a Multi-Tiered System of Supports, we believe wholeheartedly in the power of collaboration and communication. Our staff strives both individually and collectively for continual improvement. We meet weekly in Professional Learning Communities to refine teaching strategies, evaluate data from common assessments, and implement individualized, targeted student support. These dedicated efforts are what set Thurston apart. We work tirelessly to help every child push beyond his or her unique challenges to achieve at a higher academic level.

School Profile

Established in 1968, Thurston Middle School is the only middle school within the Laguna Beach Unified School District in Orange County, California. We are a proud “Schools to Watch” recipient, and a California Distinguished School and Gold Ribbon School. Thurston serves approximately 540 students.

Demographically, our student population is approximately 71% White, 12% Hispanic, 6% Asian, 1% African American, with a small percentage of other backgrounds represented. About 14% of our population is socioeconomically disadvantaged, and approximately 3% are English Language Learners. Furthermore, about 9% of our population is comprised of students with disabilities. Although the state postponed CAASPP testing for the 2019-2020 school year, our 2021-2022 testing results are as follows:

CAASPP:

ELA: 37% of students exceeded standard, 39% met standard, 16% nearly met standard, 8% standard not met

Math: 42% of students exceeded standard, 24% met standard, 22% nearly met standard, 12% standard not met

iREADY:

ELA: 72% at or above grade level, 17% near grade level, 11% below grade level

Math: 74% at or above grade level, 18% near grade level, 8% below grade level

Evaluation and Impact of Previous Year’s SPSA

Directions: Answer the questions below to determine whether the strategies, actions/tasks and expenditures written in the SPSA have increased students’ achievement.

Performance Goal #1: Develop COLLEGE and CAREER-READINESS SKILLS through meaningful collaboration, creativity, communication, critical thinking, problem-solving, and stewardship.

Did the school meet the School’s Goal last year? If “yes,” identify the strategies that contributed most to meeting the goal. If “no,” identify the main barriers that prevented the school from meeting its goal.

School Goal: Strengthening school-wide Multi-Tiered System of Support (MTSS) by analyzing essential learning outcomes, implementing a comprehensive assessment system, and enhancing professional learning communities that are responsive to the academic needs of every child.

Yes, our school completed the following activities to assess our current MTSS framework, and identify areas of improvement.

TIER I

(a) Staff will review the Fidelity Integrity Assessment (FIA) to build a common understanding of the essential components of a comprehensive Multi-Tiered System of Supports framework.

- (b) Our staff will analyze our current Essential Learning Outcomes and look for opportunities to enhance the work.
- (c) Implement a universal screening tool (ELA, math) and utilize PLCs to analyze student data to determine targeted supports.
- (d) Utilize a Gap Analysis process (e.g., Collaborative Support Team outcomes data, iReady, SEL Survey) to identify common patterns of need.
- (e) Based on Gap Analysis, assess our inventory of supports and apply targeted support(s) and/or create newfound support(s) to address student needs.

TIER II

- (a) Teachers, counselors, and administrators will review D/F lists, i-Ready assessment information, attendance, and student subgroups to identify students needing targeted intervention. Students will receive targeted support in ELA and Math using a combination of the i-Ready curriculum and small group, teacher-directed instruction.
- (b) Every 4-6 weeks, students receiving targeted instruction will take the i-Ready diagnostic progress monitoring tool to assess growth, and will be exited from the intervention once they achieve the skills they need to be successful, as indicated by the i-Ready score of "near or met grade level."

Performance Goal #2: Foster SOCIAL-EMOTIONAL COMPETENCIES and SELF-IDENTITY through student agency, engagement, resiliency, and positive relationships.

Did the school meet the School's Goal last year? If "yes," identify the strategies that contributed most to meeting the goal. If "no," identify the main barriers that prevented the school from meeting its goal.

School Goal: Strengthening our school-wide behavioral support system by analyzing our universal behavior and social-emotional support system, implementing data analysis procedures, and enhancing professional learning communities that are responsive to the behavioral needs of every child.

Yes, our school completed the following activities to support this goal.

- (a) Our staff will convene a Behavioral Advisory Team to assess Tier 1 behavioral practices. This team will utilize the Positive Behavior Intervention and Support's (PBIS) TIER I assessment tool called the "Tiered Fidelity Inventory" to assess current Tier I behavioral expectations and practices.
- (b) Provide training to all staff in School Wide Intervention Systems (SWIS) and Live School.
- (c) Monitor data on a monthly basis, assess problems of practice, and develop action steps to target specific problem statements (system approach).
- (d) Utilize ongoing data to guide tiered practices.

Performance Goal #3: Ensure SAFE, EQUITABLE, and INCLUSIVE SCHOOLS through caring learning environments, targeted support, strategic planning, and stakeholder engagement.

Did the school meet the School's Goal last year? If "yes," identify the strategies that contributed most to meeting the goal. If "no," identify the main barriers that prevented the school from meeting its goal.

School Goal: TMS will review and revise the current Incident Command structure, communicate expectations to all stakeholders, and practice responses through regularly scheduled drills, including debriefing outcomes with community first responders and school personnel. In addition, the staff will undergo annual training for their specific roles and responsibilities in the Incident Command Structure.

Yes, our school completed the following actions in support of our goal.

TMS reviewed and revised the Incident Command structure, communicate expectations to all stakeholders, and practice responses through regularly scheduled drills, including debriefing those outcomes with community first responders and school personnel. In addition, the staff will undergo annual training for their specific roles and responsibilities in the Incident Command structure.

- Survey staff interests regarding the various Incident Command roles and assign new staff to IC teams.
- Assess current emergency drills, and collect anecdotal data during debriefs.

- Revise and detail our Incident Command system and collaborate with stakeholders.
- Utilize scheduled drills to apply our learning throughout the year.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Student outcomes were analyzed and the SPSA was developed with input from our school Leadership Team, MTSS Subcommittees, and our School Site Council on October 25, 2022.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.29%	%	%	2		
African American	1.16%	0.6%	0.68%	8	4	4
Asian	5.64%	5.2%	4.44%	39	33	26
Filipino	1.01%	1.3%	1.37%	7	8	8
Hispanic/Latino	12.3%	11.4%	11.43%	85	73	67
Pacific Islander	0%	%	%	0		
White	71.2%	73.0%	72.35%	492	467	424
Multiple/No Response	7.38%	7.7%	8.70%	51	49	51
	Total Enrollment			691	640	586

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 6	209	202	177
Grade 7	209	216	197
Grade 8	273	222	212
Total Enrollment	691	640	586

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Fully Functioning Assessment and Academic Intervention System of Support (MTSS) - By June 2023, all school sites will have implemented (and adjusted as needed) their fully functioning assessment system to track and report every student's progress in real time and will have developed, implemented, and evaluated specific academic interventions in the areas of math and ELA to support identified students.

School Goal 1

By June 2023, Thurston will have established professional learning communities that utilize research-based inquiry cycles, functioning data systems, and practices to proactively address students' academic needs.

Identified Need

TMS values a teaming approach to building sustainable academic support systems that proactively address student needs. Last year, our Leadership Team guided school-wide implementation practices and developed an Academic Subcommittee tasked with investigating TIER I academic practices and making recommendations to enhance our collective programming. This year's focus will be to continue to utilize self-assessment tools (i.e., Fidelity Integrity Assessment) to enhance our TIER I (universal) practices and inform how we respond with TIER II (supports designated for some students).

Areas of focus include:

- A universal PLC Model that uses standardized protocols that identify common goal setting, design and deliver instruction, common measurements, and evaluation of next steps.
- The evaluation of universal screening data, and how it informs PLCs (TIER I instruction), and ELA, math interventions, and after-school supports (TIER II instruction).
- The development and evaluation of ELA and Math interventions (referral criteria, referral process, progressing monitoring tools, communication loops, exit criteria, supplemental supports following intervention).
- Develop a responsive Leadership PLC (comprised of counselors and intervention leads) that periodically reviews student Early Warning Systems data every 3 weeks (counselors) and every 6 -8 weeks (intervention leads) to proactively address student needs and assign appropriate supports.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fidelity Integrity Assessment	Fidelity Integrity Assessment Measures: 3.1 Academic Support (Implementing Phase) 3.2 Academic Instruction (Implementing Phase)	Fidelity Integrity Assessment Measures: 3.1 Academic Support (Sustaining Phase) 3.2 Academic Instruction (Sustaining Phase)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	3.3 Data-Based Decision-Making (Implementing Phase)	3.3 Data-Based Decision-Making (Sustaining Phase)
iReady	<p>ELA: 72% at or above grade level, 17% near grade level, 11% below grade level</p> <p>Math: 74% at or above grade level, 18% near grade level, 8% below grade level</p>	<p>ELA: 80% at or above, 15% near, 5% below</p> <p>ELA: 80% at or above, 15% near, 5% below</p>

Complete a copy of the Action/Service table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Action/Service 1

Students to be Served by this Action/Service

(Identify either All Students or one or more specific student groups)

All students

Action/Service

- (a) Staff will review the Fidelity Integrity Assessment (FIA) to build a common understanding of the essential components of a comprehensive Multi-Tiered System of Supports framework.
- (b) MTSS Academic Committee will analyze current PLC model practices, share research-based practices, and support staff with ongoing inquiry cycles throughout the year.
- (c) Counseling, Special Education, and Administration team will conduct student data reviews every 3 weeks using the Early Warning System and GPA slide comparison information to identify students needing additional support.
- (d) Grade-Level Collaborative Support Teams will meet following each progress reporting period to share Tier I instructional strategies to best support students struggling with academics, behavior, and/or social-emotional well-being.
- (e) MTSS Academic Committee, Instructional TOSAs, Administration and Tutorial Leads will develop an inquiry cycle around our Tutorial Model and look for opportunities to develop a responsive academic support structure, as well as student enrichment opportunities for all students.

Proposed Expenditures for this Action/Service

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Social and Emotional Support - Every student will be known and connected on our campuses - By June 2023, all sites will expand their Multi-Tiered Systems of Support in the areas of student social-emotional wellness and engagement so that every learner is known and connected. Students will know their personal strengths and interests, develop healthy coping strategies to enhance resilience, be goal-directed, and positively contribute to the classroom and school culture.

School Goal 2

By June 2023, Thurston will have established professional learning communities that utilize research-based inquiry cycles, functioning data systems and practices to proactively address the behavioral and social-emotional needs of all students.

Identified Need

When our staff took the Fidelity Integrity Assessment last year, we found that we were in the "Installing phase" for 4.1 Behavioral and Social-Emotional Support systems. We would like to push ourselves forward to the "Implementing" phase, to implement a universal behavior and social-emotional support system. We recognize that we need to teach school-wide behavioral expectations and social-emotional learning skills, and then measure the fidelity of implementation of the support systems and practices. We will implement opportunities for grade-level and/or content area teachers to collaborate with special educators to monitor students' behavior and social-emotional progress.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fidelity Integrity Assessment	4.1 Behavior Support - Implementing 4.2 Behavior Instruction - Implementing	4.1 Behavior Support - Sustaining 4.2 Behavior Instruction - Sustaining
Tiered Fidelity Inventory	Tiered Fidelity Inventory - Tier I (23 of 30 actions, 77%) Tiered Fidelity Inventory - Tier II (0 of 26 actions, 0%)	Tiered Fidelity Inventory - Tier I (85% or better) Tiered Fidelity Inventory - Tier II (13 of 26 actions)
School Wide Intervention and Supports and Live School	Live School - 60% of staff utilize Live School System SWIS Referrals - 13 Referrals per day	Live School - 90% of staff utilizing Live School Point System SWIS Referrals - 9 referrals per day or lower (25% or more decrease)

Complete a copy of the Action/Service table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Action/Service 1

Students to be Served by this Action/Service

(Identify either All Students or one or more specific student groups)

All students

Action/Service

Our MTSS behavior Committee will continue to meet throughout the year and

(a) use the Tiered Fidelity Inventory to guide school-wide practices at TIER I and TIER II

(b) analyze fidelity usage and outcome data to assess trends (e.g., the more staff utilize Live School, the fewer daily referrals we should see)

(c) run periodic drill-down data to identify problem behaviors, collaborate to determine action plans, and share analysis and action steps with staff, students, and parents

(d) continue to provide onboarding training for new staff or staff needing re-teaching

(e) partner with our ASB to enhance programming, including plans to collect school-wide student engagement and feedback (eg., Dress code)

Proposed Expenditures for this Action/Service

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Ensure safe, equitable, and inclusive schools through caring learning environments, targeted support, strategic planning, and stakeholder engagement.

School Goal 3

By June of 2023, Thurston will engage with students and staff to investigate current sustainability practices, identify early entry points in developing sustainability practices, and educate our community in hopes of sustaining school-wide practices.

Identified Need

Students from our School Site Council would like to take action on developing a team that would analyze our current sustainability practices, look for early entry points, and develop actions steps to ensure make school-wide efforts in being environmentally friendly.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Utilize student leadership and staff to develop a Green Team	As of now, no current team exists.	Develop a Green team that uses Inquiry cycles to determine problems, and research-based practices to address needs.
Use Green Team to analyze current practices	Develop a Fishbone Diagram of current practices and problems to determine problem statement and vision of the group.	Develop actions that address problem statement and educational opportunities to support school-wide involvement.
Documentation of progress	Develop schedule of meetings, agendas, inquiry cycles, meeting minutes, and record action steps (engagement, activities, etc).	Based on 22-23 progress, Green Team will make recommendations for 23-24 sustainability goals.

Complete a copy of the Action/Service table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Action/Service 1

Students to be Served by this Action/Service

(Identify either All Students or one or more specific student groups)

Students and Staff

Action/Service

TMS will take a teaming approach to analyze our current sustainability practices, look for early entry points into school-wide sustainability practices, and develop action steps to address current concerns and practices.

Suggested Actions:

- Develop a student-driven Green Team
- Admin will consult with Green Team to model the inquiry cycle, develop a problem statement, articulate actions to the broader community, and facilitate engagement and support of developed sustainability practices.

Proposed Expenditures for this Action/Service

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

District Goal 1

Ensure safe, equitable, and inclusive schools through caring learning environments, targeted support, strategic planning, and stakeholder engagement.

Identified Need

Students who are at-risk of performing below grade level need additional support. [The following actions and related expenditures support this district and school goals will be performed as a centralized service to schools and is in alignment with the Consolidated Application.]

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA & Math Proficiency	Districtwide 23% (ELA) and 23% (Math) are not grade level proficient. The largest achievement gap exists with students who are English learners or who have IEPs.	Lower percent of students not achieving at grade level based on the CAASPP. Decrease in achievement gap between English learners and students with IEPs and districtwide average.

Complete a copy of the Action/Service table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Action/Service 1

Students to be Served by this Action/Service

(Identify either All Students or one or more specific student groups)

English learners

Action/Service

Provide centralized program coordination.

Proposed Expenditures for this Action/Service

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

185,269

Source(s)

Categorical (Federal) - Title I (At-Risk/Low Income)

Action/Service 2

Students to be Served by this Action/Service

(Identify either All Students or one or more specific student groups)

At-risk students

Action/Service

Provide target interventions, including after school support and additional resources.

Proposed Expenditures for this Action/Service

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

46,537

Categorical (Federal) - Title I (At-Risk/Low Income)

Action/Service 3

Students to be Served by this Action/Service

(Identify either All Students or one or more specific student groups)

English learners

Action/Service

Parent meetings and staff training for professional learning, conferences, and workshops.

Proposed Expenditures for this Action/Service

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

10,165

Categorical (Federal) - Title I (At-Risk/Low Income)

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:

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Joe Vidal	Principal
Randi Beckley	Classroom Teacher
Chris Nunziata	Classroom Teacher
Kristine Von Iderstein	Classroom Teacher
Megan Bhaskaran	Classroom Teacher
Brooke Henderson	Other School Staff
Karen Arellano	Parent or Community Member
Amanda Stannard	Parent or Community Member
Laura Heacock	Parent or Community Member
Ariana Ghane	Secondary Student
James Jordan	Secondary Student
Zoe Bartles	Secondary Student

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 expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

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.

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.

This SPSA was adopted by the SSC at a public meeting on 10/25/22.

Attested:



Principal, Joe Vidal on 10/25/22



SSC Chairperson, Randi Beckley on 10/25/22