

# The Combined SPSA & LCAP Template

**School:** Thurston Middle School

**District:** Laguna Beach Unified School District

**County-District School (CDS) Code:** 30-66555-6028914

**Principal:** Jennifer Salberg

**Date of this revision:** October 25, 2017

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. In addition, the Laguna Beach Unified School District has addressed the LCAP 8 State Priority Goals.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on 1/9/2018.

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## School and Student Performance Data

### CAASPP Results (All Students) English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	226	237	221	232	221	232	97.8	97.9
Grade 7	262	237	255	221	254	221	97.3	93.2
Grade 8	303	267	296	259	295	259	97.7	97
All Grades	791	741	772	712	770	712	97.6	96.1

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	2567.5	2588.5	28	37	46	45	18	9	9	9
Grade 7	2597.8	2608.3	30	33	44	46	18	13	8	8
Grade 8	2604.3	2632.7	23	37	45	46	23	12	8	6
All Grades	N/A	N/A	27	36	45	46	20	11	8	8

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	33	38	54	48	13	14
Grade 7	38	45	50	45	12	10
Grade 8	37	55	49	37	14	7
All Grades	36	47	51	43	13	10

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	31	51	56	40	14	9
Grade 7	46	51	41	38	13	12
Grade 8	33	50	53	41	14	10
All Grades	37	50	50	39	14	10

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	26	35	68	61	6	4
Grade 7	26	28	67	65	7	7
Grade 8	27	32	64	64	8	4
All Grades	27	32	66	63	7	5

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	44	59	49	37	7	3
Grade 7	46	52	46	41	8	7
Grade 8	34	49	57	45	9	6
All Grades	41	53	51	41	8	5

**Conclusions based on this data:**

1. EL CAASPP scores increased but we continue to be at a low overall level AND SPED ELA continues to maintain their scores but remain in the low level.
2. Overall all students in ELA CAASPP increased, however grade 6th declined by 3 points and grade 7th (increased by 23 points) and 8th (increased by 3).
3. Speaking and Listening scores remained the same, despite efforts to focus on strategies.

## School and Student Performance Data

### CAASPP Results (All Students) Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	226	237	221	231	221	231	97.8	97.5
Grade 7	262	237	254	215	254	214	96.9	90.7
Grade 8	303	267	296	260	295	260	97.7	97.4
All Grades	791	741	771	706	770	705	97.5	95.3

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	2570.1	2593.0	34	48	31	26	24	15	11	12
Grade 7	2595.9	2590.0	38	35	28	29	23	24	11	12
Grade 8	2606.5	2640.4	33	49	27	25	24	16	15	10
All Grades	N/A	N/A	35	44	28	27	24	18	13	11

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	49	60	33	26	18	14
Grade 7	42	46	40	35	18	19
Grade 8	39	58	43	29	18	13
All Grades	43	55	39	30	18	15

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	32	44	53	43	15	13
Grade 7	46	41	41	41	12	19
Grade 8	38	52	48	38	14	10
All Grades	39	46	47	40	14	14

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	33	42	53	44	14	14
Grade 7	44	38	48	48	7	14
Grade 8	35	47	51	44	14	9
All Grades	38	43	51	45	12	12

**Conclusions based on this data:**

1. All students in math increased by 20 points for CAASPP scores in math.
2. Grade 8th math declined by 9% on students met or exceeded.
3. EL, Hispanic and SED scores in CAASPP math increased.

## School and Student Performance Data

### Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	86		100
Percent with Prior Year Data	90.7		100
Number in Cohort	78		100
Number Met	64		79
Percent Met	82.1		79
NCLB Target	59.0	60.5%	62.0%
Met Target	Yes		N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	66	35			67	49
Number Met	31	26			34	39
Percent Met	47.0	74.3			50.7	79.6
NCLB Target	22.8	49.0	24.2%	50.9%	25.4%	52.8%
Met Target	Yes	Yes			N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
<b>English-Language Arts</b>			
Met Participation Rate	--		
Met Percent Proficient or Above	--		
<b>Mathematics</b>			
Met Participation Rate	--		
Met Percent Proficient or Above	--		
<b>Met Target for AMAO 3</b>	<b>Yes</b>		<b>N/A</b>

## School and Student Performance Data

### California English Language Development (CELDT) Data

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
<b>6</b>	33	27	42	33	45	58	33	27							
<b>7</b>	57	33	50	43	67	17			25			8			
<b>8</b>	33	45	58	33	36	25	17	9	8	17	9				8
<b>Total</b>	45	35	50	38	48	33	14	13	11	3	3	3			3



## Form A: Planned Improvements in Student Performance

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 and adequate yearly progress growth 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:

<p><b>LEA GOAL 1:</b>  <b>Increase student academic achievement and social/emotional strength through collaboration, critical thinking, creativity, and communication.</b></p>
<p><b>SCHOOL GOAL:</b>  <b>(Goals should be prioritized, measurable, and focused on identified student learning needs.)</b></p> <p>1) Increase student academic achievement and social/emotional resiliency through collaboration, critical thinking, creativity, and communication.          2) By June of 2018, our positive student attendance rate will increase to 96%.          3) By June of 2018, we will reclassify 40% of our Long-Term English Language Learners population as appropriate.</p>
<p><b>LCAP Priorities Areas 1, 2, 4, 5: Basic-</b> Access to core services as measured by the extent to which students are taught by fully credentialed teachers, have standards-aligned textbooks and materials, and attend classes in safe and clean facilities; <b>Implementation of CCSS</b> – Implementation of the Common Core State Standards for all students; <b>Student Achievement</b> - Student achievement as measured by performance on standardized tests, the Academic Performance Index, the proportion of students who are "college and career ready," the percentage of English learners who are reclassified as fluent in English, the share of high school students who pass Advanced Placement course exams with a score of at least a 3 out of 5, and other measures; <b>Other Student Outcomes</b> – Other student outcomes as measured by performance in other required areas of study such as physical education and the arts. Other forms of assessments, such as SAT or ACT college entrance examination scores of high school students could also be included.</p>

<p><b>What data did you use to form this goal?</b></p> <p>1) MTSS data is used to measure academic achievement and includes student grades for each grading period. Through the MTSS process at Thurston Middle School, data is collected and compiled on student academic performance, student behaviors, and teacher referrals. This data comes from many sources, including teachers, counselors, home language surveys, grade reports, standardized test scores, etc. The 2016-2017 CAASPP standardized testing results are also used to evaluate student achievement in the areas of Language Arts and Mathematics. 2016-17 second semester grades were evaluated to determine the number of students earning one or more D's or F's.</p> <p>2) The 2016-2017 attendance reports were used to determine overall positive attendance, chronic absenteeism and truancy/unexcused absences at Thurston.</p> <p>3) LTEL data, which comes from the CELDT test scores as well as English Language Learners' academic data, was gathered from both 2016-17 as well as 2017-18 in order to do a year-to-year comparison.</p>	<p><b>What were the findings from the analysis of this data?</b></p> <p>1) Analysis of the MTSS data includes targeted examination for each grade level as well as a global perspective of the entire student body. Specifically data on the number of students earning failing grades (F) and students earning below proficient (D) is evaluated. Semester grades for spring 2017 data revealed that 10.1% of sixth grade students, 9.2% of seventh grade students, and 8.7% of eighth grade students earned one or more D's or F's at the end of the spring semester. As an entire school, 9.4% of the total student population earned one or more D or F grade.</p> <p>Our analysis of the MTSS data indicates that students achieved at higher level in the 2016-2017 than the previous year. Overall, the percentage of students getting a D/F was reduced by 1.5% by grade level, the percentage of 6th graders earning a D or F decreased by 1.4%, 7th grade decreased by 2.7%, and the 8th grade decreased by .6%.</p> <p>The CAASPP data in English/Language Arts for 2016-2017 showed that 22% of 6th graders did not meet the targeted</p>	<p><b>How will the school evaluate the progress of this goal?</b></p> <p>1) The MTSS process ensures that measurable data on this goal is gathered and analyzed every six weeks. Specifically, teachers, counselors, administrators, instructional aides, and campus supervisors meet after each grading period to review progress on this goal and to discuss student academic achievement. Additionally, during this regular meeting every six weeks, all teachers and staff will discuss ways in which this goal is being met, as well as ways in which they can continue to support students to accomplish this goal.</p> <p>Furthermore, recently adopted ELA curriculum will be evaluated for effectiveness with common benchmark exams and test data, which will be used to assess effectiveness of the new curriculum.</p> <p>2) Attendance reports will be analyzed on a weekly basis, and per our TMS Attendance Plan, letters will be sent to parents, SART meetings and SARB meetings will be scheduled as needed. The principal will create a focused message throughout the year to all stakeholders, parents and the community. The message</p>
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<p>4) We will use benchmark assessment data in both ELA and Math (given every 6 weeks) to evaluate the effectiveness of our newly adopted ELA and Math curriculum.</p>	<p>standard, 15% of 7th graders did not meet the standard, and 17% of 8th graders did not meet the standard. As an entire school, 18% of the total student population did not meet the standard. Scores in ELA have been consistent with previous years and are on a very slight upward trend.</p> <p>The CAASPP data in Mathematics for 2016-2017 showed that 25% of 6th graders did not meet the targeted standard, 24% of 7th graders did not meet the standard, and 35% of 8th graders did not meet the standard. As an entire school, 27% of the total student population did not meet the standard. In comparing the 2016-2017 CAASPP data to the data from the previous year, we can identify that 6th and 7th grade math scores increased, but the 8th grade scores demonstrated a 9% decline. This downward trend makes it clear that a specific, target approach to increasing math proficiency in 8th grade is necessary.</p> <p>2) Positive attendance data from 2016-2017 shows our rate was 95.2% in comparison to the 2015-2016 rate of 95.7%. 81 students (10.6%) were chronically absent during the 2016-2017 school year in comparison to the previous year where there were 37 students (5.1%) chronically absent. In looking at unexcused absences in the 2016-2017 school year, 200 students (26%) had 3 or more unexcused absences in comparison to the 2015-2016 school year where 217 students (30%) had 3 or more unexcused absences for the year.</p> <p>3) In 2016-2017, we had 23 LTELs at Thurston. The data from the 2016-17 school year shows that we were able to reclassify 8 students, or 34.7% of our LTEL population in June of 2017.</p> <p>4) Student performance data from the benchmark assessments will be gathered for the first time this year; therefore, this is a work in progress and the findings are yet to be determined.</p>	<p>will be communicated through monthly PTA meetings, Back to School Night, TMS Weekly Waves, and morning announcements. Attendance data from 2017-2018 will be evaluated at the start of the 2018-2019 school year to evaluate progress toward our goal of improving our positive student attendance rate to 96%.</p> <p>3) In the 2017-18 school year, we have 15 LTELs, with 7 in 6th grade, 5 in 7th grade, and 3 in 8th grade. Our goal is to have at least 6, or 40% of these students reclassify as Fluent English Proficient (RFEP) by June of 2018.</p> <p>4) Every 6 weeks, the ELA and Math teachers meet during department PLC time to evaluate the data which comes from the benchmark assessments. From there these teachers will make decisions about future instruction and pacing related to improving student achievement.</p>
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**STRATEGY:**  
Student Academic Growth

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Professional Learning Communities:</p> <p>Teachers are given time to collaborate on the implementation of PBL projects, benchmark assessments, UDL lessons, CA ELA &amp; Math Common Core State Standards, NGSS State Standards and Social Studies Framework alignment.</p>	Jenny Salberg, Lisa Brackez, department chairs, and all grade-level teachers	Sept. 2017-June 2018		1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries	District Funded	50,000
<p>CORE Academy:</p> <p>A teacher-designed class to address the unique educational, social, and emotional needs of struggling Thurston students. CORE Academy reinforces essential student competencies by developing academic survival skills and study habits, offering curricular enrichment, individualized goal-setting, lessons in college and career readiness, and by direct instruction in note-taking, test-taking, and time management strategies.</p>	Jenny Salberg, Sarah Schaeffer, Katie Myers, and Chris Nunziata	Sept. 2017-June 2018		1000-1999: Certificated Personnel Salaries  4000-4999: Books And Supplies	District Funded	350,000  2,000

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Extended Learning Opportunities: Offered to all students at Thurston during lunch and after school.</p> <p>Activities include:</p> <ul style="list-style-type: none"> <li>• Geography Bee</li> <li>• Running Club</li> <li>• Ecology Club</li> <li>• French Club</li> <li>• Spanish Club</li> <li>• Book Club</li> <li>• Homework Club</li> <li>• Jazz Band</li> <li>• Christian Club</li> <li>• Art Club</li> <li>• ASB</li> <li>• PALS</li> <li>• Coding Club</li> <li>• History Day Club</li> <li>• Destination Imagination</li> <li>• Model United Nations</li> <li>• Forensics Club</li> <li>• Boys and Girls Coding Club</li> <li>• Braille Club</li> <li>• Pride and Allies Club</li> <li>• Protection Assembly for Wildlife Club</li> </ul>	Jenny Salberg, community members, and participating teachers	Sept. 2017-June 2018		2000-2999: Classified Personnel Salaries	District Funded	3,000

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Technology:</p> <p>Thurston is a BYOD (Bring Your Own Device) school. Thurston students are allowed to bring in their own computers for instructional use or check out a district-owned device for the school year.</p> <p>Technology offerings include:</p> <ul style="list-style-type: none"> <li>• iPads</li> <li>• Chrome Books</li> <li>• Tablets</li> <li>• Hapara</li> <li>• Haiku</li> <li>• Google Docs</li> <li>• Illuminate</li> <li>• Pear Deck</li> <li>• Coding Class</li> <li>• STEM I &amp; II</li> </ul>	Jenny Salberg, Lisa Brackez, Mike Morrison, Ignazio Capano, and participating teachers	Sept. 2017-June 2018		None Specified	District Funded	50,000
<p>0 Period:</p> <p>Thurston students are offered an additional elective for those who want to enhance their learning opportunities. This class meets Monday through Thursday for one hour.</p>	Jenny Salberg and participating teachers	Sept. 2017-June 2018		1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries	District Funded	30,000

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>PBL (Project Based Learning):</p> <p>Thurston students participate in grade-level project units for enrichment.</p> <p>Activities include:</p> <p>6th grade – Oral History and Catalina Outdoor Science Camp  7th grade- Mock Trail  8th grade- Museum of Tolerance Field Trip  7th-8th grade- Passion Project  7th-8th grade World Language students- Global Village Project</p>	Jenny Salberg, Lisa Brackez, and grade-level teachers	Sept. 2017-June 2018		1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 5800: Professional/Consulting Services And Operating Expenditures 5000-5999: Services And Other Operating Expenditures	Parent-Teacher Association (PTA) District Funded	5,000
<p>Electives:</p> <p>A broad offering of electives is available for students to prepare them for high school and college prep classes. Sixth grade electives rotate every 6 weeks, Seventh grade electives rotate every 12 weeks, and Eighth grade elective classes rotate every semester, except for world languages that are year long.</p> <p>Classes include:</p> <ul style="list-style-type: none"> <li>• Spanish. French and Mandarin</li> <li>• Drama</li> <li>• Yearbook</li> <li>• Art</li> <li>• Home economics</li> <li>• Multimedia</li> <li>• Choir</li> <li>• Band</li> <li>• Jazz band</li> <li>• Instrumental strings</li> <li>• STEM</li> <li>• Leadership</li> <li>• Coding</li> <li>• Forensics</li> </ul>	Electives teachers	Sept. 2017-June 2018		1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries	District Funded	100,000

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>WEB (Where Everyone Belongs):</p> <p>WEB is an orientation and transition program that welcomes 6th/7th graders and makes them feel comfortable throughout the first year of their middle school experience. Built on the belief that students can help students succeed, the program trains mentors from 7th &amp; 8th grade to be WEB Leaders. As positive role models, WEB Leaders are mentors and student leaders who guide the 6th/7th graders to discover what it takes to be successful during the transition to middle school and help facilitate 6th/7th grade success.</p> <p>WEB helps students make real connections with each other, thus increasing school safety and reducing incidence of bullying. Through this program, students learn that people at school care about them and their success. WEB increases student achievement, enhances character development efforts, and helps to create an anti-bullying environment.</p>	Jenny Salberg, faculty WEB advisors Darci Anderson and Jeff Dippel, and 7& 8th grade WEB Leaders	Sept. 2017-June 2018		1000-1999: Certificated Personnel Salaries  5800: Professional/Consulting Services And Operating Expenditures	Tobacco-Use Prevention Education  District Funded	1,000  8,500
<p>PBIS/RTI Data:</p> <p>Thurston faculty and staff will continue PBIS and RTI in their ongoing efforts to enhance student behavior and interventions for all students, and to continue to meet their social and emotional needs as outlined by the California Healthy Kids Survey.</p>	All Staff	Sept. 2017-June 2018		None Specified	District Funded  Parent-Teacher Association (PTA)	

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
United in Kindness/PALS/ Leadership:  Thurston will continue to implement monthly activities throughout the school year to increase student involvement in carrying out acts of kindness and compassion.  Examples include: 1. Holiday Toy Drive 2. Thanksgiving Canned Goods Drive 3. Wear Orange Day- prevent bullying 4. Red Ribbon Day- Drug/alcohol awareness 5. Mental Health Awareness Week 6. Mix it up luncheons	Jenny Salberg, Counseling staff, Leah Prettyman, Darci Anderson and Jeff Dippel	Sept. 2017-June 2018		1000-1999: Certificated Personnel Salaries  4000-4999: Books And Supplies	District Funded  Parent-Teacher Association (PTA)	



Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Student Recognitions:</p> <p>Grade-level luncheons are twice a semester to recognize the quiet champions of the classrooms.</p> <p>Gold Card Awards recognize students who have achieved a GPA of 3.5 or higher each semester.</p> <p>"Liveschool" is an online reward system where students earn points based on their "SMART" classroom or school environment behaviors. Raffle incentives are held weekly, and points accumulate for a chance to attend a celebration, called a SMART Assembly.</p> <p>"Post-Card Send Off" is a way teachers can communicate a congratulatory message to students and parents. By sending a post card through the mail, teachers can recognize students for positive behavior, contribution, or achievements.</p> <p>We are also offering a reward/recognition for all students who maintain perfect attendance within a semester here at TMS.</p>	Jenny Salberg, Lisa Brackez, Counseling staff, and all teaching staff	Sept. 2017-June 2018		None Specified	Parent-Teacher Association (PTA)	
<p>ESP- (Extended Study Period):</p> <p>ESP is a weekly opportunity for students to get additional help from any teacher on campus, depending on their greatest area of need, which can include tests, make-up work or additional instruction.</p>	All Staff	Sept. 2017-June 2018		None Specified	District Funded	

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Interventions:</p> <p>At-risk students are given intervention opportunities that provide specialized support and academic growth.</p> <p>Examples include:</p> <ul style="list-style-type: none"> <li>• GATE clusters and activities (made available to non-GATE identified students as well)</li> <li>• CORE Academy</li> <li>• Read 180- a two-period class to improve reading and writing lexiles</li> <li>• Collaboration Classes- integration of general and Special Education students in ELA/Math classes with aide support.</li> <li>• Academic Support- classes offered to support students in academic growth</li> <li>• ELD (English Language Development) is provided for students who are designated as English Language Learners</li> <li>• Mandatorial: Students who receive a “D” or an “F” attend a tutorial for the first 15 minutes of their lunchtime to review weekly printouts of their Aeries’ grade report, begin homework, and to receive additional support from a credentialed teacher.</li> <li>• Homework Club: offered after school Mon-Thur for one hour in the library. Students can obtain assistance on homework and projects from instructional aides. There is also a late bus available to take students home after Homework Club.</li> <li>• Math Support: offered at lunch on Wednesdays for any student who is struggling in math.</li> </ul>	All Staff	Sept. 2017-June 2018		2000-2999: Classified Personnel Salaries 4000-4999: Books And Supplies	Parent-Teacher Association (PTA) Special Education	

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>MTSS (Multi-Tiered Systems of Support):</p> <p>Every six weeks teacher and staff get together for MTSS sessions to identify individual student needs, problem-solving, academic supports for students, and to review student data to create additional support systems with the implementation of Best First Instructional practices.</p>	All Staff	Sept. 2017-June 2018		1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries	District Funded	
<p>Binder Awareness Day:</p> <p>Every Monday at the start of each month students in every first period class clean out their binders. The purpose of this monthly task is to instill the values of responsibility and organization.</p>	Jenny Salberg and all first period teachers	Sept. 2017-June 2018		None Specified	1027	
<p>Attendance:</p> <p>Attendance Plan TMS created an Attendance Plan to better monitor student attendance which clearly details the party responsible for collecting and evaluating attendance data, as well as the consequences for chronic and unexcused absences.</p> <p>Perfect Attendance TMS will reward students who maintain perfect attendance each semester. To qualify, students may not have more than 3 tardies or 3 early releases. The student must have no absences within the semester and cannot have any suspensions.</p>	Gwen Myers, Lisa Brackez, Nance Morrissey, Jennifer DeMark	Sept. 2017-June 2018		0000: Unrestricted	District Funded	

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>SMART Goals:</p> <p>“6 for 6th,” “7 for 7th” and “8 for 8th” is a plan to convey a common message to incoming students and their families. To help all students develop the skill sets and attitudes needed to be successful, teachers collaborated to choose six key focal points that focus on time management, preparedness, consistent use of the planner, organization of binders, and checking grades online.</p>	All Staff	Sept. 2017-June 2018		None Specified	District Funded	
<p>TUPE:</p> <p>This grant provides funds, training, and resources meant to teach our students about the negative effects of smoking and vaping.</p> <p>Botvin:</p> <p>This program was implemented to help 6th &amp; 7th grade students make safe and sane decisions, resolve conflicts, promote self-esteem, and help students to meet the challenges of drugs, smoking, and alcohol.</p> <p>8th grade students are taught Positive Prevention Plus during Health class to address HIV/AIDs, pregnancy prevention and gender identity.</p>	All P.E. Teachers, Health Teacher Penny Dressler	Sept. 2017-June 2018		1000-1999: Certificated Personnel Salaries 5800: Professional/Consulting Services And Operating Expenditures 4000-4999: Books And Supplies	Tobacco-Use Prevention Education	
<p>Tier II Intervention:</p> <p>Monies from Title I will be used as an intervention for Tier II students with a primary focus in Math. An instructional aide will be in charge of the intervention program in the collaboratory to help facilitate math and ELA systems of support.</p>	Jenny Salberg, Brad Rush and Luis Antonio	Sept. 2017-June 2018		2000-2999: Classified Personnel Salaries None Specified None Specified	Title I	

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Cross-Curricular Meetings:</p> <p>Emphasizes teacher collaboration and planning between departments and stresses menus offered for improved student achievement and instruction.</p> <p>Areas of focus this year include:</p> <ul style="list-style-type: none"> <li>• Academic/CAASPP (Every Child, Every Day)</li> <li>• Technology (Continuous Improvement)</li> <li>• School Culture (Resilience)</li> <li>• CER Writing</li> <li>• Speaking and Listening</li> <li>• Strengths Finder</li> <li>• Smart Bytes (teachers teach teachers)</li> <li>• Kagan Cooperative Learning Strategies</li> <li>• Hour of Code</li> <li>• Haiku Web Design</li> <li>• PBL unit design collaboration</li> <li>• Differentiation methods for GATE and EL students</li> <li>• Modeling use of new technologies for student use</li> </ul>	All Staff	Sept. 2017-June 2018		0000: Unrestricted	District Funded	

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Counseling Initiatives:</p> <p>TMS Talks- weekly presentations by students, or staff on academic, social, emotional or career related topics. Students are given the option to attend the talks held in the Collaboratory during ESP.</p> <p>Mindful Mondays- monthly proactive implementation of strategies to support resilience and growth mindset.</p> <p>PAL Tutoring Program- Select 6th grade students are tutored by PAL students to help improve their academic grades during ESP.</p> <p>Green Bench: TMS works with Mission Hospital in an outreach program to draw attention to students' ever-increasing stress levels and emotional concerns. The "Green Bench" encourages students struggling with socio-emotional issues to seek help and open up to a safe adult during Mental Health Awareness Week</p> <p>Ashley Blum- Student Support Specialist is a new staff member who offers social and emotional support to students who are at the tip of the triangle in MTSS.</p>	Jenny Salberg, counselors, staff, and students	Sept. 2017-June 2018				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>ELA, Math and Science Curriculum Implementation:</p> <p>All content areas are now working with the new Common Core State Standards as well as the NGSS in Science; and the new Social Studies Framework. Curriculum implementation has been put into place and teachers are using their "District Release Days" to further work on implementation of the new curriculum and adoption of new textbooks. ELA, Math, and Science teachers are implementing 6-week benchmarks to gather data related to student performance and achievement with the new curriculum.</p>	Jenny Salberg and all ELA, ELD, Math, and Science teachers	Sept. 2017-June 2018		1000-1999: Certificated Personnel Salaries	District Funded	

**Form A: Planned Improvements in Student Performance (continued)**

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 and adequate yearly progress growth 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:

<p><b>LEA GOAL 2:</b>  <b>All students will gain the knowledge and skills to be college and career ready through a wide variety of academic and enrichment opportunities.</b></p>
<p><b>SCHOOL GOAL:</b>  <b>(Goals should be prioritized, measurable, and focused on identified student learning needs.)</b>                  By June of 2018, Thurston Middle School will investigate and create increased opportunities for student exposure to Career and Technical Education (CTE) and Career and College Readiness (CCR) pathways.</p>
<p><b>LCAP Priorities Areas 1, 2, 4, 5: Basic-</b> Access to core services as measured by the extent to which students are taught by fully credentialed teachers, have standards-aligned textbooks and materials, and attend classes in safe and clean facilities; <b>Implementation of CCSS</b> – Implementation of the Common Core State Standards for all students; <b>Student Achievement</b> - Student achievement as measured by performance on standardized tests, the Academic Performance Index, the proportion of students who are "college and career ready," the percentage of English learners who are reclassified as fluent in English, the share of high school students who pass Advanced Placement course exams with a score of at least a 3 out of 5, and other measures; <b>Other Student Outcomes</b> – Other student outcomes as measured by performance in other required areas of study such as physical education and the arts. Other forms of assessments, such as SAT or ACT college entrance examination scores of high school students could also be included.</p>

<p><b>What data did you use to form this goal?</b>                  To evaluate the progress toward this goal, we looked at enrollment in CTE/CCR elective courses.</p> <p>We also evaluate the total number of student participation in CTE/CCR-related clubs as a way to evaluate how much of our student population is engaging in extra-curricular CTE/CCR activities. Currently there are 11 CTE/CCR clubs on our campus in which students may elect to participate. These clubs offer enrichment of academic subject areas such as foreign language, math, science, language arts, technology, and social science. These clubs include: Book Club, Coding Club, Ecology Club, Destination Imagination, Forensics and Mock Trial Club, French Club, Geography Bee Club, History Day Club, MUN, Spanish Club, and Mandarin Club.</p> <p>We also look at the attendance data at the voluntary TMS Career Talks which are offered during ESP on Thursdays</p> <p>LCAP survey data from 2016-17 was also evaluated because it was of interest to note that students had not noted an awareness of CTE/CCR pathways available to them at TMS.</p>	<p><b>What were the findings from the analysis of this data?</b>                  In the 2016-17 school year, many changes were made to the elective courses offered at Thurston, in an effort to increase engagement in CTE/CCR pathways, without denying students the opportunity to follow their VAPA passions as well. Enrollment numbers in the 2017-18 show that the re-alignment of our electives offerings has met its intended goal of steering more students into CTE/CCR pathways, as our enrollment in such electives increased over 13%. Whereas in 2016-17 we had 76% of the student population enrolled in one or more of our CTE/CCR electives, current 2017-2018 data shows that we now have 89.7% of our student population enrolled in a CTE/CCR elective. CTE/CCR electives offered at Thurston include Foreign Language, STEAM, Multi-Media, Coding, the Exploratory Wheel (which has a 9-week technology component), Home Economics, and Forensics.</p> <p>Total enrollment in academic school clubs is 266 , but since many students are members of multiple clubs, we cannot use this number to form a percentage of the total student population.</p> <p>Attendance at Career Talks indicates that students are very</p>	<p><b>How will the school evaluate the progress of this goal?</b>                  Progress of this goal can be measured by comparing the number of students who elect to enroll in one of our 7th and 8th grade CTE/CTR elective offerings for the 2018/2019 school year against the number of students who were enrolled in such classes the previous year.</p> <p>Further progress towards this goal will be evaluated by keeping current data on the overall student participation in the various enrichment activities offered at Thurston Middle School.</p> <p>We hope to see an increase in the percentage of students who have an awareness of available CTE/CCR opportunities at TMS in the 2017-2018 LCAP survey which will be given in December of 2017.</p>
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	<p>interested in hearing industry professionals speak about their passion for their careers. Voluntary attendance at TMS Career Talks on Thursdays during ESP has varied between 60-110 students on average.</p> <p>In looking at the LCAP data, we realized that CTE Pathways needed to be presented in a more explicit manner so that students would gain an understanding of how the offerings at TMS relate to career and college pathways.</p>	
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**STRATEGY:**

Career and Technical Education (CTE) and Career and College Readiness (CCR) pathways

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>"My Next Move" College and Career exploration survey</p> <p>To facilitate student investigation of career possibilities, counselors guide 7th and 8th grade students through a survey, My Next Move. The survey elicits the students' likes and dislikes. Student responses indicate career categories associated with their preferences. Students identify their career categories and explore 2 or 3 jobs. For each career, students examine various job factors: the future outlook for the job market, the education required, a description of the job tasks, and the average income for a starting position. Students complete an assignment responding to their personal career search results.</p> <p>As a culminating activity, students submit their top selected careers to a Google Form. Using the top 10 careers on that list, Thurston counselors work with LBHS' Ms. Kimball to coordinate career speakers for the Black Box to present to interested students during ESP.</p>	<p>Counselors, 7th and 8th grade Social Studies teachers</p>	<p>Sept. 2017-June 2018</p>				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Academic, College-Ready Electives currently offered: <ul style="list-style-type: none"> <li>Spanish 1a/1b</li> <li>French 1a/1b</li> <li>Mandarin 1a/1b</li> </ul>	Jeff Dippel (Spanish) Randi Beckley (French) Er Mei Fan (Mandarin)	Sept. 2017-June 2018		1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies	District Funded	
Career and Technical Education (CTE) Electives currently offered: <ul style="list-style-type: none"> <li>6th grade Exploratory Wheel (offers a 9-week technology course)</li> <li>STEAM</li> <li>Computers/Multi-Media</li> <li>Coding</li> <li>Forensics</li> </ul>	Electives teachers	Sept. 2017-June 2018		1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies	District Funded	
CTE/CCR-related Clubs: <ul style="list-style-type: none"> <li>French Club</li> <li>Mandarin Club</li> <li>Spanish Club</li> <li>Coding Club</li> <li>Destination Imagination</li> <li>Forensics/Mock Trial Club</li> <li>Ecology Club</li> <li>Geography Bee Club</li> <li>History Day Club</li> <li>MUN</li> <li>Book club</li> </ul>	Club advisors, students	Sept. 2017-June 2018				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>TMS Career Talks:</p> <p>During ESP time on Thursdays, students are invited to the Black Box to hear Career Talks given by professionals such as an Olympic athlete, a chef, a firefighter, a rock musician, etc.</p>	Community Members; Professionals; interested students	Sept. 2017-June 2018			Parent-Teacher Association (PTA)	
<p>Passion Project-</p> <p>Seventh and eighth grade students will participate in March choosing between 6 field trips on two days (March 27 or March 28th, 2018). The purpose of these field trips is to increase exposure to college and career readiness opportunities.</p> <p>The choices fall into six cluster career categories associated with students' answers to My Next Move survey: Realistic, Investigative, Artistic, Social, Enterprising and Conventional. As of now, there field trip destinations are scheduled as:  Realistic: Camp Pendleton  Investigative: Virgin Orbit  Artistic: Grammy Museum  Social: Olympic Training Center  Enterprising: NBC Studio (TBD)  Conventional: Finance Park</p>	Jenny Salberg, Lisa Brackez, counseling staff, teachers and 7 & 8th grade students	March 27 and 28, 2018				

**Form A: Planned Improvements in Student Performance (continued)**

<p><b>LEA GOAL 3:</b>  <b>Professional Development focused on 21st Century teaching and learning.</b></p>
<p><b>SCHOOL GOAL:</b>  <b>(Goals should be prioritized, measurable, and focused on identified student learning needs.)</b>          By June of 2018, all staff members at Thurston Middle School shall engage in ongoing, site-level professional development focused on 21st century teaching and learning.</p>
<p><b>LCAP Priorities 1, 2, 3, 4, 5, 6, 8: Basic-: Basic-</b> Access to core services as measured by the extent to which students are taught by fully credentialed teachers, have standards-aligned textbooks and materials, and attend classes in safe and clean facilities; <b>Implementation of CCSS</b> – Implementation of the Common Core State Standards for all students; <b>Course Access</b> – Access to a broad course of study and programs for high-needs and exceptional students: One measure will be levels of enrollment in all required courses for admittance to a 4-year state university; <b>Student Achievement-</b> Student achievement as measured by performance on standardized tests, the Academic Performance Index, the proportion of students who are "college and career ready," the percentage of English learners who are reclassified as fluent in English, the share of high school students who pass Advanced Placement course exams with a score of at least a 3 out of 5, and other measures; <b>Other Student Outcomes</b> – Other student outcomes as measured by performance in other required areas of study such as physical education and the arts. Other forms of assessments, such as SAT or ACT college entrance examination scores of high school students, could also be included; <b>Student Engagement</b> - Student engagement as measured by graduation and middle and high school dropout rates, chronic absenteeism and attendance; <b>School Climate</b> – School climate as measured by suspension and expulsion rates, and other measures as defined by local school districts</p>

<p><b>What data did you use to form this goal?</b>          The main source of data used to form this goal is the 2017/2018 Thurston Middle School staff meeting schedule. Additionally, data from CORE Monday after-school PD is tracked. Classified staff participates on an optional basis in our staff meetings, and their attendance data is also tracked.</p>	<p><b>What were the findings from the analysis of this data?</b>          Findings of data analysis shows that during the 2017-18 school year, each TMS certificated staff member will spend a total of 34.5 hours in on-site professional development. These hours are a combination of department meetings, cross-curricular meetings, MTSS meetings, departmental cross-curricular meetings, and after school professional development.</p> <p>All certificated staff will spend an additional 15 hours of release time (each) with their department cohorts in two full-day horizontal and vertical articulation meetings (alignment of curriculum amongst grade levels as well as between grade levels).</p> <p>On November 8, 2017, six 8th grade teachers and both school counselors attended a full-day vertical articulation site visit at Laguna Beach High School, where they met with 9th grade teachers and observed 9th grade classes in an effort to align curriculum and expectations between TMS and LBHS, for a combined total of 60 hours of PD.</p> <p>CORE Monday after-school PD is attended by approximately 6 teachers a week.</p> <p>Rocket Ready is a voluntary PD opportunity for certificated staff members. This year, TMS has four teachers enrolled in this PD</p>	<p><b>How will the school evaluate the progress of this goal?</b>          One immediate way to measure the progress of this goal is to track the attendance of our staff at professional development opportunities. Additional data that will be used to evaluate progress of this goal is the record-keeping of the self-directed professional development opportunities in which our staff participates. Furthermore, participation in Common Core Mondays and attendance at conferences and workshops will be tracked and accounted for in the accounting of all PD activities in which our staff engages.</p>
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	<p>which constitutes approximately 75 hours of PD per teacher.</p> <p>Our classified staff voluntarily participates in on-going professional development. Last year, 33 classified staff members took part in a combined total of 165.5 hours of professional development activities, including workshops, Cross-Curricular Meetings, and Multi-Tiered Systems of Support meetings (MTSS).</p>	
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**STRATEGY:**  
Professional Development

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)		
			Description	Type	Funding Source
<p>Curriculum Specialists:</p> <p>Two TOSAs (Teacher on Special Assignment) are tasked with conducting research and trainings to offer teacher support in CA State Standards-based instruction and writing across the curriculum.</p>	<p>Curriculum Specialist TOSAs (Michelle Martinez &amp; Sarah Schaeffer), Jenny Salberg, and all teachers</p>	<p>Sept. 2017-June 2018</p>		<p>1000-1999: Certificated Personnel Salaries</p>	<p>District Funded</p>
<p>Vertical Articulation Day:</p> <p>TMS TOSA's hosted 5th grade teachers from El Morro and Top of the World Elementary Schools to visit 6th grade classrooms, and discuss with 6th grade teachers the strengths and weaknesses of 5th grade transition to TMS.</p> <p>LBHS hosted 8th grade teachers from TMS to visit classrooms and discuss with 9th grade teachers the strengths and weaknesses of 8th grade transition to LBHS.</p>	<p>Dr. Odipo, Jenny Salberg, Curriculum Specialist TOSAs, Kim Mathson, and all 6th &amp; 8th grade participating teachers</p>	<p>Sept. 2017-June 2018</p>		<p>1000-1999: Certificated Personnel Salaries</p>	<p>District Funded</p>

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Cross-Curricular Meetings:</p> <p>Teachers choose to participate in either one of three committees; Academic/CAASPP, School Culture, or Technology. Committees came up with focused objectives and goals to meet the needs of students in each area. Each committee will present instructional tips/lessons on December 7th, 2018 in rotation stations for faculty and staff.</p> <p>Examples include:</p> <ul style="list-style-type: none"> <li>• Student Resilience</li> <li>• Teaching persistency/resilience</li> <li>• CAASPP Data</li> <li>• Teacher technology skills</li> <li>• Data-driven instruction</li> <li>• Digital Citizenship</li> </ul>	Jenny Salberg, Lisa Brackez, certificated and classified staff	Sept. 2017-June 2018		4000-4999: Books And Supplies	District Funded	
<p>Professional Learning Communities:</p> <p>Teacher collaboration for the implementation of PBL projects, the evaluation of the benchmark assessment data, to share and implement Common Core strategies, and to inform teaching.</p>	Jenny Salberg, Lisa Brackez, Department Chairs, and certificated and classified staff	Sept. 2017-June 2018		1000-1999: Certificated Personnel Salaries	District Funded	
<p>Smart Bytes:</p> <p>Teachers presenting to the faculty at CCM or faculty meetings on Best First Instruction in the classroom.</p>	Jenny Salberg, Lisa Brackez, certificated and classified staff	Sept. 2017-June 2018		None Specified	None Specified	

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Monday Core Bytes:</p> <p>Teachers who voluntarily meet after school to collaboratively research, plan, and develop standards-based curriculum. Each Monday session begins with a quick teacher presentation called a CORE byte (a successfully implemented strategy, skill, or practice that can be later replicated by the attending staff). Teachers then work within collaborative teams on curricular components of their choice and interest.</p>	Jenny Salberg and grade level teachers	Sept. 2017-June 2018	Teacher stipend for hour	1000-1999: Certificated Personnel Salaries	District Funded	
<p>MTSS (Multi-Tiered Systems of Support):</p> <p>Every six weeks teacher and staff get together for MTSS sessions to identify individual student needs, problem-solving decision making for students, and review student data to create additional support systems with the implementation of Best First Instructional Practices.</p>	Jenny Salberg, Lisa Brackez, counselors, and grade level teachers and classified staff	Sept. 2017-June 2018		None Specified	District Funded	
<p>Rocket Ready</p> <p>A District-led consortium of certificated staff members who engaged on a self-directed professional development. The required "Mission Tasks" focus on enhancing technology innovation in 21st century teaching and learning, with a heavy emphasis on classroom application and reflection. This year two teachers will participate in Level I and two teachers in Level II will continue the process.</p>	4 teachers on staff	Sept. 2017-June 2018				

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Conferences:</p> <p>Thurston teachers attended conferences throughout the year based on area content or Common Core strategies.</p> <p>Included are:</p> <ul style="list-style-type: none"> <li>• Study Sync curriculum training</li> <li>• Brian Shay math training</li> <li>• UC Irvine math training</li> <li>• UC Irvine History Project</li> <li>• CA STEM Symposium</li> <li>• OCDE workshops</li> <li>• Aeries Users Conference</li> <li>• ASB Works User Conference</li> </ul>	Jenny Salberg and participating certificated and classified staff	Sept. 2017-June 2018		5800: Professional/Consulting Services And Operating Expenditures	District Funded	



Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Department Cross-Curricular Meetings:</p> <p>Departments meet together nine times throughout the year in the collaboratory to discuss goals, data, and outcomes for the department in regards to curriculum and instruction for student success.</p> <p>Examples include:</p> <ul style="list-style-type: none"> <li>• Station Rotations/Student Choice</li> <li>• Vocabulary Strategies</li> <li>• Project-Based Learning (PBL)</li> <li>• Depth of Knowledge (DOK)</li> <li>• Listening Strategies/Listenwise</li> <li>• Use of Apps in Education</li> <li>• Illuminate</li> <li>• Study Sync</li> <li>• Google Hangouts in Education</li> <li>• CER Writing</li> <li>• Differentiation</li> <li>• My Access</li> <li>• DBQ Online</li> <li>• Classroom management</li> <li>• Blended Learning</li> <li>• Visible Learning</li> <li>• Data-driven instruction</li> <li>• Big Ideas Math</li> <li>• Thinking Maps</li> <li>• "Writing the Wave" handbook</li> </ul>	Jenny Salberg, Lisa Brackez, and teachers	Sept. 2017-June 2018				

**Form A: Planned Improvements in Student Performance (continued)**

<p><b>LEA GOAL 4:</b>  <b>Safe, attractive, clean, well equipped learning environments for all students that promote critical thinking, collaboration, creativity, and communication.</b></p>
<p><b>SCHOOL GOAL:</b>  <b>(Goals should be prioritized, measurable, and focused on identified student learning needs.)</b></p> <p>1) Thurston Middle School administration will continue to make necessary repairs and improvements to ensure student safety and to promote student learning.          2) TMS staff and teachers will continue to cultivate classroom learning environments that foster critical thinking, collaboration, creativity, and communication.          3) TMS administration will share and adhere to the updated Comprehensive School and Safety Plan.</p>
<p><b>LCAP Priorities 1, 2: Basic-: Basic-</b> Access to core services as measured by the extent to which students are taught by fully credentialed teachers, have standards-aligned textbooks and materials, and attend classes in safe and clean facilities; <b>Implementation of CCSS –</b> Implementation of the Common Core State Standards for all students</p>

<p><b>What data did you use to form this goal?</b>          Data from the Facility Inspection Tool, California Healthy Kids Survey 2015-16, School Climate Survey, LCAP Survey, the Hanover School Climate and Co-Vitality surveys were used to develop this goal.</p>	<p><b>What were the findings from the analysis of this data?</b>          According to the Facility Inspection Tool Evaluation, Thurston Middle School’s overall facility rating is “Good” (95.73%) which indicates that the facilities are maintained in good repair with normal wear and tear. The TMS evaluation went up slightly from last year due to the installation of the current LED lights and new science flooring. Observational data showed that the facilities are maintained on a regular basis both by maintenance staff and also by individual teachers in their own classrooms. Data from the Healthy Kids Survey from 2015-2016 indicated that 90% of students felt that Thurston Middle School provided a safe learning environment.</p> <p>Additional forms of data included teacher observation and conversations. For example, it was noted by site administration the number of teachers willing to re-arrange their own classrooms to a more collaborative setup. It was further noted that teachers were using School Power monies and PTA monies for tangible items that contribute to the development of critical thinking, collaboration, creativity, and communication.</p>	<p><b>How will the school evaluate the progress of this goal?</b>          Continued informal data will be collected during meetings with Thurston’s Principal and the district facilities department. These meetings will be held on site at Thurston Middle School and will allow for the continued progress monitoring of grounds and facilities.</p> <p>Additionally, results of the Healthy Kids Survey, taken during the 2017/2018 school year, and the LCAP Survey of 2017 will be used to assess whether Thurston Middle School has improved the percentage of students that feel safe and supported on campus.</p>
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<p><b>STRATEGY:</b>          Safe, attractive, clean, well equipped learning environment</p>
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Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>4CLE:</p> <p>The 4CLE classroom is based on the 4 C's (Communication, Collaboration, Critical Thinking and Creativity) of learning. This year Thurston continued its efforts to convert five more classrooms into 4CLEs.</p>	Jenny Salberg, Mike Morrison and participating teachers	Sept. 2017-June 2018		6000-6999: Capital Outlay	District Funded	
<p>LCAP Survey:</p> <p>Teachers, parents, and students take this survey to evaluate school climate and culture in order to identify areas needing improvement.</p>	Jenny Salberg, SSC committee members, all staff, students and parents	Sept. 2017-June 2018		None Specified	District Funded	
<p>Facility Inspection Tool:</p> <p>Maintenance:</p> <p>Areas include:</p> <ul style="list-style-type: none"> <li>• Repair and installation of a new gym floor</li> <li>• Roofing repair on the 200 buildings and the collaboratory</li> <li>• HVAC system put into 200 wing, 500 wing and administrative offices</li> <li>• Custodian and maintenance implementation of workers uniform</li> </ul>	Ryan Zajda, Jenny Salberg, Lisa Brackez, and custodians	Sept. 2017-June 2018		6000-6999: Capital Outlay	District Funded	
<p>Collaboratory:</p> <p>Through the SchoolPower Fund a Need Initiative TMS was able to renovate the library to create a 21st century learning environment for both students and staff.</p> <p>Weekly CCMs and department CCMs are presented in the new collaboratory which allows for innovative professional development for teachers and staff.</p>	Jenny Salberg, Lisa Brackez and Amy McNeely	Sept. 2017-June 2018		None Specified	District Funded	

**Form A: Planned Improvements in Student Performance (continued)**

<p><b>LEA GOAL 5:</b>  <b>By promoting a variety of opportunities for parents, students, staff, and the community that strengthen communication and meaningful participation, all stakeholders will be engaged in the learning process.</b></p>
<p><b>SCHOOL GOAL:</b>  <b>(Goals should be prioritized, measurable, and focused on identified student learning needs.)</b>          Thurston Middle School will continue to communicate in various formats with all stakeholders. Communication with all stakeholders including parents and the community will be done in such ways as to strengthen the meaningful participation in the learning process.</p>
<p><b>LCAP Priorities 3, 6, 8: Course Access</b> – Access to a broad course of study and programs for high-needs and exceptional students: One measure will be levels of enrollment in all required courses for admittance to a 4-year state university; <b>Student Engagement</b> - Student engagement as measured by graduation and middle and high school dropout rates, chronic absenteeism and attendance; <b>School Climate</b> – School climate as measured by suspension and expulsion rates, and other measures as defined by local school districts.</p>

<p><b>What data did you use to form this goal?</b>          Data to develop this goal is taken from the 2015-2016 Healthy Kids Survey, School Climate Survey, 2016-2017 LCAP Survey, parent and staff conversations, and written communication from parents.</p>	<p><b>What were the findings from the analysis of this data?</b>          Analysis of the 2016 LCAP Survey showed that 80% of the parents at Thurston Middle School agreed and strongly agreed that they had opportunities for meaningful participation. Informal data revealed that Thurston Middle School utilizes multiple methods to communicate with students, parents, staff, and community members. For example, all teachers, students, and parents have access to both Haiku and Aeries as a form of digital communication.</p>	<p><b>How will the school evaluate the progress of this goal?</b>          Progress of this goal will be measured through results of future School Climate Surveys, LCAP surveys, and the 2017/2018 Healthy Kids Survey (once administered). Further, progress will be monitored by comparing and contrasting the various means in which communication occurs at Thurston Middle School. For example, throughout the year, teachers and administrators will reflect on the opportunities in which they have had to facilitate the learning process through meaningful communication with students, parents, and community members.</p>
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<p><b>STRATEGY:</b>          Communication</p>
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Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>SMART Goals:</p> <p>“6 for 6th,” “7 for 7th” and “8 for 8th” is a plan to convey a common message to incoming students and their families. To help all students develop the skill sets and attitudes needed to be successful, teachers collaborated to choose six key focus points, with a new one being added each year, that focuses on time, supplies, consistent use of planner, organization of binders and checking of online grades.</p>	Jenny Salberg, Lisa Brackez, and all teachers	Sept. 2017-June 2018		None Specified	District Funded	
<p>Aeries.Net:</p> <p>Aeries allow both parents and students the ability to view grades as teachers input them, making feedback quick and meaningful</p>	All grade level teachers	Sept. 2017-June 2018		None Specified	District Funded	
<p>LCAP Survey:</p> <p>Teachers, parents, and students take this survey to evaluate school climate and culture in order to identify areas needing improvement.</p>	Jenny Salberg, SSC Committee, all staff members, students, and parents	Sept. 2017-June 2018		None Specified	District Funded	
<p>PTA Volunteer opportunities:</p> <p>Help teachers, assist in the front office, and facilitate events.</p> <p>Examples:</p> <ol style="list-style-type: none"> <li>1. EPIC Challenge</li> <li>2. Ball Room</li> <li>3. Super Hike</li> </ol> <p>STRIKE Team Dads- Help to facilitate safety and traffic in the mornings for school safety.</p>	Jenny Salberg, and PTA Volunteers	Sept. 2017-June 2018		None Specified	Parent-Teacher Association (PTA)	

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>School Site Council:</p> <p>Members are selected every two years for stakeholder representation and input for the Single Plan for Student Achievement as well as forming the LCAP.</p>	Jenny Salberg, and SAC Committee members	Sept. 2017-June 2018		1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies	District Funded	
<p>School Communication:</p> <p>Includes:</p> <ul style="list-style-type: none"> <li>• Weekly Principal Updates</li> <li>• Thurston Haiku webpage</li> <li>• TMS Marquis</li> <li>• TMS callouts</li> <li>• Weekly Wave</li> <li>• Daily announcements</li> <li>• PTA website, meetings, and email blasts</li> </ul>	Jenny Salberg, Lisa Brackez, and grade level teachers	Sept. 2017-June 2018		None Specified	District Funded Parent-Teacher Association (PTA)	
<p>Parent Information:</p> <p>Includes:</p> <ul style="list-style-type: none"> <li>• Back to School Night</li> <li>• Open House</li> <li>• Incoming 6th Grade Parent Information Night</li> <li>• GATE Parent Information Night</li> <li>• Catalina Parent Night</li> <li>• Coffee Break</li> <li>• PTA monthly meetings</li> <li>• PTA Website (thurstonpta.org)</li> <li>• PTA email blasts</li> </ul>	Jenny Salberg, Lisa Brackez, and all teachers	Sept. 2017-June 2018		1000-1999: Certificated Personnel Salaries None Specified	District Funded Parent-Teacher Association (PTA)	

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Haiku Teacher Blogs:</p> <p>Teachers have daily blogs to communicate assignments and pertinent class-related resources such as teaching notes, worksheets, and information regarding upcoming events. It is an interactive web-based forum among parents, students, and teachers.</p>	All grade level teachers	Sept. 2017-June 2018		5000-5999: Services And Other Operating Expenditures	District Funded	
<p>Live School:</p> <p>Live School is a positive behavior intervention and support (PBIS) system that allows all staff members to award "points" to students who demonstrate SMART behavior. These "points" can be used to purchase rewards intermittently, such as TMS gear or special privileges.</p>	All teachers and staff	Sept. 2017-June 2018		None Specified	None Specified	

**Form D - School Site Council Membership: Thurston Middle School**

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the School Site Council. The current make-up of the council is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Jennifer Salberg	X				
Randi Beckley		X			
Michelle Martinez		X			
Sarah Durand				X	
Marina Flores				X	
Amy Neufeld				X	
Christina de Bretteville				X	
Annie Sadler			X		
<b>Numbers of members of each category</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>0</b>

At elementary schools, the School Site Council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.



**Form E - Recommendations and Assurances (Thurston Middle School)**

The school Advisory council (SAC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SAC is composed of school site and parent representatives.
2. The SAC reviewed its responsibilities and belongs under district governing board policies.
3. The SAC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

- English Learner Advisory Committee
- Special Education Advisory Committee
- Other committees established by the school or district (list):  
GATE

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Signature

4. The SAC reviewed relevant school and district data when creating the goals and actions.
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 presented to the district LCAP committee on: November 14, 2017

Attested:

Jennifer Salberg  
\_\_\_\_\_  
Typed Name of School Principal

*Jennifer Salberg*  
\_\_\_\_\_  
Signature of School Principal

12/5/17  
\_\_\_\_\_  
Date

Michelle Martinez  
\_\_\_\_\_  
Typed Name of SSC Chairperson

*Michelle Martinez*  
\_\_\_\_\_  
Signature of SSC Chairperson

12/5/17  
\_\_\_\_\_  
Date