Santa Ana Unified School District
Single Plan for Student Achievement
Summary
2015-16

Spurgeon Intermediate School

Superintendent
Rick Miller, Ph.D.

Spurgeon Intermediate School
Vision Statement

We provide a balanced and equitable education in a safe, respectful, and positive 21st century school. By tapping into the diverse interests and needs of all stakeholders, we instill and encourage the passion to be lifelong learners.

Spurgeon Intermediate School
Mission Statement

We are creating a bridge of proficiency from the California Content to the Common Core State Standards by emphasizing critical thinking and problem solving skills. Our students will demonstrate mastery of effective oral and written communication and mathematical competency, allowing their curiosity and imagination to meet the challenge of an increasingly global society. We see academic excellence, collaboration and adaptability as instrumental in providing the nesessary outcomes for achieving success in the 21st century.

School Profile

Enrollment/Demographic Data

School Enrollment Trends

Grades	2012-13	2013-14	2014-15
6	354	231	386
7	414	332	258
8	376	372	348

Percent Actual Attendance

2012-13	2013-14	2014-15
97.10	96.40	97.07

Student Demographic
by Ethnicity

	2013-14	2014-15
American Indian or Alaska Native	2 (0.21%)	2 (0.2%)
Asian	14 (1.50%)	15 (1.5%)
Pacific Islander	1 (0.11%)	1 (0.1%)
Filipino	1 (0.11%)	1 (0.1%)
Hispanic or Latino	915 (97.86%)	967 (97.5%)
African American	0 (0%)	2 (0.2%)
White (not Hispanic)	2 (0.21%)	2 (0.2%)
Multiple or No Response	0 (0%)	1 (0.1%)
Total Enrollment	935	992

Student Achievement Goals

Goal I: Vision and Standards: High Expectations, Culture and Leadership
LCAP Goal 1: Students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.
LCAP Goal 2: Students will have equitable access to a high quality curricular and instructional program that is accessible from school and home.
LCAP Goal 3: Students and staff will work in a healthy, safe, and secure environment that supports learning.

School Goal: Spurgeon Intermediate School will create a rigorous, equitable, and healthy learning environment that engenders and fosters the skills and values necessary for students to become successful citizens in the 21st century.

Actions and services to improve rigor of instructional programs:
- Support department governance, including collaboration meetings based around shared curriculum/grade-level content.
- Collaborate with outside experts and consultants to develop and carry out a plan to improve instructional practices. Teachers will share results of newly implemented strategies in collaboration, department and/or staff meetings.
- Provide professional development in strategies that will assist English learners to better access a rigorous curriculum.
- Administration and teachers will participate in offsite visits to Summit Schools, High Tech High, ISTE, AVID, and the CUE conference in order to expand their knowledge of personalized/blended learning to enrich and enhance the core program.
- Provide continued training for Project-Based Learning (PBL) to enrich and enhance the core program and support the implementation plan.
- Support targeted supplemental materials and instruction to ensure that all students are able to access a rigorous, standards based curriculum. Provide teachers and support providers access to use district print shop to create materials.
- Expand the AVID program to ensure students receive extra support in all core subjects. In order to meet their educational needs students will be exposed to guest speakers, educational field trips, and tutoring.
- Provide timely and meaningful feedback to teachers through classroom visits.
- Extended opportunities for participation in district provided professional development
- Release time and substitutes provided for teachers to maintain professional development for professional development (UCI lesson study, EID subdays, program evaluation extra duty)

Actions and services to improve students' access to rigorous instructional programs:
- Provide after school Math and ELA Intervention. Utilizing a blend of digital and face-to-face instruction.
- Provide equipment and training for teachers to use a broad range of technology to assist with student understanding, such as Google Tools, Canvas, Chromebooks, iPads, Smartboards, digital document cameras, streaming video, and internet resources.
- Provide parents with an understanding of the curriculum, instructional practices, technology and assessment that are utilized in the school.
- Utilize expert resources to provide parent education and computer training as well as offering a program for parents to earn a GED.
- Support the efforts of teachers and other staff in communication with homes that speak a language other than English, such as translators, Xtend, Edulink, BlackBoard, and school publications produced in multiple languages.
- Provide students with access to technology at school everyday.
- Provide supplementary instructional materials to support extended learning opportunities based on students needs identified by staff.
- Provide at least 1 fieldtrip to a college campus for every student.
- Ensure success for low-income pupils by providing transition support (bridge program) from 5th to 6th grade.
- Support the position of a teacher to implement the supplementary Spurgeon HOPE program for 20 general education 6th - 8th grade students in need of a more focused academic and social and emotional support.

Actions and services to provide a healthy, safe, and secure environment for students and teachers that support learning:
- Provide Positive Behavior Interventions Supports (PBIS) training and create a collaboratively developed school plan to deal with conditions and student behavior that interferes with learning.
- Create a positive environment through reinforcement, certificates, rewards, assemblies, field trips, rallies, enrichment and spirit building activities in order to strengthen a sense of connection and purpose.
- The counselors and AP will meet with the attendance clerk to go over chronic truancies. They will then meet with the students and parents.

- Provide public displays of school-wide achievement such as community involvement, data wall, parent communications, and public websites.
- Utilize school staff to work with students not meeting expectations in learning or conduct.
- Utilize social skills curriculum in Advisory period.
- Employee Benefits to support salaried employees supporting supplementary programs and activities to promote the school vision.

Goal IIa: Reading Across the Curriculum
LCAP Goal 1: Students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.

School Goal:
All Spurgeon Intermediate School students will demonstrate the ability to:
- Read grade level text independently
- Organize thoughts both verbally and in writing
- Use appropriate academic language in both discussions and in writing
- Know how and where to access valid information
- Evaluate whether information retrieved is valid
- See connections across disciplines/genres
- Accurately summarize textual passages
- Accurately cite textual evidence to support a claim or argument
- Actively seek information to problem solve or complete a task (research)
- Apply reading skills to non-fiction texts and real life situations
- Be prepared for college, the work force and adult life
- Earn passing grades of C or better
- Develop a love of reading, writing and learning English

Actions and services to improve alignment of instruction, strategies around materials with content standard to meet the needs of students with a variety of achievement levels.
- Continue to provide English language arts instruction consistent with state standards and the adopted curriculum in language arts. Students will be placed in language arts programs based upon a placement criteria which involves multiple measures including a curriculum embedded assessment in language arts.
- Purchase materials and provide training to augment and support standards based instruction in ELA.
- Provide release time for departmental program planning, alignment of lessons to CCSS for ELA and matching materials and strategies to best meet the needs of Spurgeon students.
- Support the use of common planning periods by using them to analyze student work, assess data, and create action plans to adjust instruction to meet the needs of all students.
- Spurgeon ELA teachers will continue to use Accelerated Reader to promote independent reading of novels and library books.
- Teachers and students will have access to SAUSD board approved supplemental novels to further reading opportunities.
- Utilize SAUSD instructional materials to assist teachers and administration in providing students engaging, research-based instruction aligned with the CCSS
- Purchase instructional materials for the AVID program to enhance reading instruction that promotes college and career readiness.
- All Spurgeon teachers will teach literacy as it relates to their subject area. Teachers will provide students with reading strategies to assist them in navigating complex text as indicated by the CCSS.

Actions and services to provide extended learning opportunities:
- Support programs that extend learning independently beyond the classroom such as Accelerated Reader, ST Math, Opened.com, Google Apps and Khan Academy.
- Provide ELA intervention programs after school to help students improve their reading literacy skills assessed on the MAP test.
- 1:1 Chromebook rollout provide students with access to curriculum at home.

Actions and services to increased access to technology:
- Teachers will use available technology and resources to help make content accessible.
- STAR Reading Assessments will measure every student's lexile growth and assist in proper reading placement.
- Accelerated Reader will assist in monitoring student independent reading and provide incentives to read.
- Students will have access to chrome books in every classroom in 2015-2016.

Actions and services to improve staff development and professional collaboration:

- Train staff in the use of Cornell Notes, Thinking Maps and other graphic organizers, and implement these strategies in all classes.
- Provide training to the staff in building its capacity in utilizing Illuminate.
- Provide time for department members to facilitate data analysis, and the use of data to inform instruction.
- Support District Professional Development Plan by attending district trainings. (CCSS, Thinking Maps, GATE, Curriculum Writing, DBQ, Academic Language, Writing Across the Curriculum)
- Provide release time for departmental program planning, alignment of lessons to the common core, and matching materials and strategies to best meet the needs of Spurgeon students.
- Provide staff development in Lesson Study with a focus on formative assessment.

Goal IIb: Writing Across the Curriculum
LCAP Goal 1: Students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.

School Goal: Spurgeon will focus on writing as a means of communication. Students will be able to use clear and coherent writing to express themselves, and demonstrate their understanding of concepts in all core subject matter textbooks at grade level. Spurgeon students will demonstrate effective writing skills across the curriculum by applying their knowledge of cognitive strategies.

Alignment of Instruction, Strategies and Materials with Content Standards:

- Continue using strategies from Step-Up to Writing and Pathway to Academic Success training, mentoring and materials to increase writing across the curriculum and a develop common language of instruction.
- Purchase materials to augment and support standards based writing instruction. All classes will participate in District writing Proficiency exam.
- All Spurgeon teachers will understand the CCSS for ELA and their relation to teaching writing.
- AVID teachers will use instructional materials for the AVID program to enhance writing instruction.
- Instructional Leadership Team (ILT), academic departments, and individual teachers will monitor progress toward meeting goals using benchmark measures.
- Lesson plans that show evidence of formal, informal, and timed writing assignments.
- Grade-level collaboration will occur to assess the writing portion of common assessments.

Extended Learning Opportunities:

- Provide English language arts intervention classes consistent with state standards and the adopted curriculum in language arts as well as Read 180.
- Provide tutoring to students who have not scored proficient on the District Writing Assessment.

Increased Access to Technology:

- Support extended use of the computer lab before school, at lunch and after school.
- Students will have access to chrome books in almost every classroom in 2014-2015. Our goal is to implement 1:1 by 2015-2016.

Staff Development and Professional Collaboration:

- Support District professional development plan by attending district trainings (CCSS, Pathways, etc.)
- Common planning periods and modified Wednesdays will be used to meet and discuss effective writing strategies

Involvement of Parents and Community:

- Present at parent meetings: ELA instructional practices, ELA/ELD Standards, and the importance of A-G requirements, and preparing for CAHSEE.

Goal IIc: English Language Development
LCAP Goal 1: Students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.

School Goal: Spurgeon English Learners will move towards English language proficiency by improving their performance on the California

English Language Development Test (CELDT) by one level each year. Spurgeon English Learners will move towards proficiency by applying literacy strategies (visualizing, questioning, determining importance, predicting, making inferences, synthesizing, and making connections) across the curriculum.

Actions and services to improve alignment of instruction, strategies and materials with content standards:

- Continue to provide English language arts instruction consistent with state standards and the adopted curriculum in language arts. Students will be placed in a leveled language arts program based upon a placement criteria that involves multiple measures which include a curriculum embedded assessment.
- All teachers will use learned strategies for teaching English Learners (SDAIE, Thinking Maps)
- Ensure access for EL students to the core instructional program including the implementing of project-based learning, increasing Visual and Performing Arts (VAPA), and other elective classes.
- Implement progress monitoring (growth) assessments for all academic programs. Engage professional learning opportunities to promote a growth mindset. Support the review of grading practices and establishing of common criteria.
- Provide EL student services including newcomers program, summer enrichment programs, and summer bridge program. Provide Long-term English Learner (LTEL) teacher training.
- Instructional Leadership Team (ILT), academic departments, and individual teachers will monitor CELDT.

Actions and services to increase support and extend learning opportunities for EL students.

- Support programs that extend learning independently beyond the classroom such as Accelerated Reader, Lexia, and incentive programs.
- Support after-school classes that provide practice for English learners such as Engage 360º and after-school intervention programs.
- Extended hours for the library to support students and parents.
- Provide ELA intervention program through an extended period (7th period) to help students improve their reading literacy skills assessed on the MAP test.

Actions and services to increase EL students' access to technology:

- Provide time and resources for teachers to collaborate over data analysis of benchmark tests in order to inform instruction.
- Provide professional development in the use of technology, especially in the areas that increase access to the curriculum by English learners such as the use of Smart Boards, streaming video, and internet resources, Google apps and implement this technology in all classes.
- Maintain existing computers and other instructional technology, upgrade these resources when necessary, and provide technical support to teachers and support staff.
- Students will have access to chrome books in every classroom whether through 1:1 implementation or from computer cart.

Actions and services to improve staff development and professional collaboration that support EL students' achievement.

- Provide training on scaffolding instruction, technology and other instructional practices that will improve the learning environment and assist teachers in checking for student understanding.
- Provide training to the staff in building its capacity to utilize local, district and state held student assessment databases.
- Provide support to teachers to increase content area literacy, and increase the effectiveness of student note-taking strategies, Cornell notes, content vocabulary instruction, CPEC strategies and writing in the content areas.
- Provide timely feedback to teachers regarding instruction and student engagement through the use of frequent administrative classroom visits.
- Through a partnership with OCDE, we will work on creating an EL Plan to support our students and staff.

Goal IId: Mathematics
LCAP Goal 1: Students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.

School Goal:
All Spurgeon Intermediate School students will demonstrate the ability to:
- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.

- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning

Actions and Services to Align Instruction, Strategies and Materials with Content Standards
- Adapt and supplement our curriculum to match the rigor and shifts presented by the new California State Standards in Mathematics.
- Provide training for materials that enhance, augment and support instruction toward meeting the new California State Standards in Mathematics.

Actions and Services to Provide Extended Learning Opportunities
- Support programs that extend learning independently beyond the classroom and can be accessed from home or other off-campus sites such as ST Math by the Mind Institute, OpenEd and Khan Academy.
- After school content area tutoring offered by certificated classroom teachers.

Actions and Services to Increase Access to Technology:
- Students utilize a variety of online platforms to practice and strengthen math skills, such as Khan Academy, OpenEd, MobyMax & SumDog.
- Students will use technology at least 3 times per week to increase math proficiency.

Actions and Services to Provide or Enhance Staff Development and Professional Collaboration:
- Provide time for department members to develop curriculum, create assessments, facilitate data analysis, and make use of data and feedback from classroom visits to inform instruction.
- Provide training to the staff in building their capacity to utilize local, district and state held student assessment databases.
- Extended opportunities for participation in district provided professional development
- Training for new California state standards

Actions and Services to Involve Parents and Community
- Present at parent meetings: instructional practices in math, Common Core State Mathematics Standards information, and the importance of preparing for CAHSEE, A-G requirements, and ways families can support math instruction.
- Present to ELAC the assessment information and examples of instruction in math.
- Provide information to students and parents regarding the importance of preserving and doing well in math across all levels of intermediate school.

Goal III: Parent and Community: Partnerships for Student Learners
LCAP Goal 3: Students and staff will work in a healthy, safe, and secure environment that supports learning.

School Goal: Spurgeon will strengthen parent and community partnerships to contribute to student achievement and create a healthy, safe, and secure school environment.

Building on parenting strengths
Actions and Services to Increase Parent Awareness of School Programs and Student Achievement Goals
- Include STAR Renaissance assessment, CCGI, GPA and demonstrations of educational technology, instructional materials, and programs in parent meetings.
- Hold parent meetings such as PTO, ELAC, Pizza with the Principal and Coffee with the Principal that will open opportunities to explore ways to include parent voice in decision-making, and provide parents with reliable information regarding parent meetings, workshops, and trainings available.
- Include parents in the program verification process to assure that they are aware of and in agreement with the courses their children are

enrolled in and have a better understanding of the course offerings of the school.

- Share results of student, staff and parent surveys at parent meetings, Pizza with the Principal & ELAC.
- Support parent contact by the use of flyers, Social Media, ParentLink and our school website.
- Parent workshops and GED Preparation classes for parents.

Communicating effectively
Actions and Services to Improve and Increase Communication

- Provide additional staffing for translation and interpreting.
- Purchase and utilize technologies and services that encourage greater communication between the home and school, such as translation programs and ParentLink.
- Present at parent meetings: core subject instructional practices, ELA/ELD and math standards, CELDT Test and re-designation information, and the importance of preparing for CAHSEE and A-G requirements.
- Provide each student with an agenda to help parents monitor student progress.
- Conduct parent orientation meetings by grade level showing parents the instructional program of the school, and ways they can be a partner in education.

Organizing opportunities for volunteering
Actions and Services to Increase Opportunities for Parent Volunteerism

- Principal institute open-door policy for parents to encourage campus visits and/or contact.
- Hold monthly ELAC meetings to encourage parents to volunteer and participate in school's activities.
- Conduct surveys to illicit parents' skills and resources.

Learning at home
Actions and Services to Support Learning at Home

- Provide parents training on how to access the school's website and Aeries.
- Roll out chromebooks to support parent learning at home.

Involving in decision making
Actions and Services to Involve Parents in Decision Making

- Hold LCAP meetings
- Parents serve on SSC (School Site Council)
- Parents serve on ELAC/DLAC

Collaborating with the community
Actions and Services to Collaborate with the Community

- Establish relationships with learning institutions such as the Ecology Center, Back Bay Science Center, and the Bowers Museum to support students' learning.
- AVID program make field trip to 4th St. Market to learn more about businesses in the community
- Yearly performance by Music Department at Templo Calvario
- Day walk field trip by Success Class to explore the community

Building relationships
Actions and Services to Build Relationships

- Meet with surrounding businesses to establish relationships
- Meet with residents in surrounding trailer park homes to establish rapport.
- Hold monthly Pizza with the Principal and Coffee with the Principal meetings

Funding

State and Federal Funding			
Services provided by categorical funds to enable underperforming students to meet standards	**Expenditure Type**	**Funding Source**	**2015-16 Budget**
Release time, Substitutes and PBL mentoring to support Lesson Study and other professional development opportunities.	1000-1999: Certificated Personnel Salaries	Title I, Part A	69,460.00
Benefits for certificated and classified employees.	3000-3999: Employee Benefits	Title I, Part A	9,516.02

State and Federal Funding			
Services provided by categorical funds to enable underperforming students to meet standards	Expenditure Type	Funding Source	2015-16 Budget
Increased library inventory.	4000-4999: Books And Supplies	Title I, Part A	14,158.41
Enriching offsite visits to Summit Schools, High Tech High, ISTE, AVID, and the CUE conference.	5000-5999: Services And Other Operating Expenditures	Title I, Part A	39,567.20
Consulting services by UCI for Lesson Study. consultant services for MAP data/instruction improvement. EL consultant services through OCDE.	5800: Professional/Consulting Services And Operating Expenditures	Title I, Part A	75,800.00
Letters, Flyers, Hand-outs and other notifications to Parents and the Community.	5900: Communications	Title I, Part A	4,380.13
		Total	212,881.76