

**2015-16  
SINGLE PLAN FOR STUDENT ACHIEVEMENT**

**Crystal Middle School**

**Fairfield-Suisun Unified District**

The District Governing Board  
approved this revision of the School  
Plan on:

CDS Code:  
48705406051114

Principal:  
Monifa Williams, Principal

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Crystal Middle 2015-16  
Single Plan For Student Achievement Report

Goals and Actions	Start Date	Completion Date	Amount
<b>English-Language Arts</b>			
<b>English-Language Arts Proficiency</b>			
Professional Development and Collaboration	7/1/2015	6/30/2016	\$14,713
Classroom Technology	7/1/2015	6/30/2016	\$14,579
Supplemental Classroom Materials and Supplies	7/1/2015	6/30/2016	\$29,785
Provide Intervention Support to Students	7/1/2015	6/30/2016	\$4,294
<b>English Language Development</b>			
Paraeducator Support Personnel	7/1/2015	6/30/2016	\$37,978
CELDT Assessment Support	7/1/2015	6/30/2016	\$2,000
ELD Program Manager Stipend	7/1/2015	6/30/2016	\$5,500
<b>LCAP Priority 4 - Pupil Achievement</b>			
<b>Mathematics</b>			
Professional Development and Collaboration	7/1/2015	6/30/2016	\$12,039
Supplemental Classroom Materials and Supplies	7/1/2015	6/30/2016	\$26,294
Provide Intervention Support to Students	7/1/2015	6/30/2016	\$4,294
Classroom Technology	7/1/2015	6/30/2016	\$4,500
<b>LCAP Priority 6 - School Climate</b>			
<b>Safe and Supportive School Climate</b>			
Support Parent Involvement	7/1/2015	6/30/2016	\$6,039
Student Recognition and Engagement	7/1/2015	6/30/2016	\$9,860
Implementation of Positive Behavior and Restorative Practices	7/1/2015	6/30/2016	\$4,789
<b>Total Annual Expenditures for Current Site Plan: \$176,664.00</b>			

# Goals

**LEA Goal:**

LEA Plan Goal 1: By July 2017, all students will reach high standards, at a minimum attaining proficiency or better, in English Language Arts and Mathematics.

**LCAP Goal:**

Execute high quality instructional programs and provide educational options to ensure every student graduates college and career ready.,Refine and expand targeted interventions and supports for students' academic, health, and social-emotional development.,Maintain and develop technologically progressive schools.

**Goal Area : English-Language Arts**  
**School Goal : English-Language Arts Proficiency**

The amount of Crystal students who become proficient or advanced will increase by 10% on the CAASPP assessment for the 2015 -2016 school year.

Essential Program Components									
EPC#	1	2	3	4	5	6	7	8	9
Have	✔	✔	✔	✔	✔	✔	✔	✔	✔

**What data did you use to form this goal (findings from data analysis)?**

The data we used to form this goal was student results from the 2013-2014 assessments. The results showed that 22% of Crystal students scored Proficient or Advanced on the 2013-2014 Benchmark One in English Language Arts. Data from the spring 2015 Teach 4 Success Sweeps has been analyzed showing a need to increase the following instructional strategies: Facilitating Student Interactions-22%, Student Engagement- 6%and Cognitive Levels of Questions and Activities- 34% at the Apply level or higher.

**What did the analysis of the data reveal that led you to this goal?**

The analysis of the data revealed that the current percentage of our students scoring Proficient or Advanced is below our target of 61% of all students meeting proficiency.

**What process will you use to monitor and evaluate the data?**

The process that we will use to monitor and evaluate the data is the use of the School City database following each Common Core aligned benchmark assessment, CAASPP assessments and T4S walkthrough data. We will analyze this data at our monthly faculty meeting, department chair, department level, and grade level meetings.

**Strategy:**  
We will continue to emphasize effective instructional strategies to support increased student achievement: the four areas of focus will be cognitive levels of questions and activities, student engagement, facilitating student interactions, and formative assessment. Through a culture of universal achievement, collaboration, standards alignment, assessment, data analysis, and interventions, we will develop exceptional systems that will provide the foundation for all of our students to become college ready. Professional development opportunities will be provided that will support implementation of the Common Core State Standards and technology integration. Technology resources will be purchased and utilized to increase student engagement and teacher productivity.

**Action Title: Professional Development and Collaboration**

**Means of Achievement: Staff development and professional collaboration**

**Action Type :** Form A: Planned Improvements in Student Performance.

**Tasks :**

- Coordinate professional development to be offered. The focus area of the professional development will be instructional strategies, Common Core State Standards, and technology integration.
- Provide time for teachers to collaborate in grade level, subject area, and cross-curricular units of study in order to implement Common Core Standards, to share technology resources, to review common assessments, to plan rigorous lessons, and to share classroom strategies.

**Measures :**

- Agendas
- Sign in sheets
- Meeting notes
- Improved student achievement data
- Improved Teach 4 Success data

**People Assigned :**

- Administration
- Certificated Staff
- Classified Staff

**Start Date :** 7/1/2015

**Completion Date :** 6/30/2016

Funding Resources	Related Expenditures	Estimated Cost
Professional Development/Site Discretionary	Registration fees, travel expenses, meal expenses, and sub costs	\$4,579
Supplemental Concentration Grant	Teacher hourly and sub costs	\$5,000
Supplemental Concentration Grant	Contracts for Consultants	\$1,500
Lottery: Unrestricted	Teacher hourly and sub costs	\$3,634

**Action Title: Classroom Technology**

**Means of Achievement: Improvement of instruction strategies and materials**

**Action Type :** Form A: Planned Improvements in Student Performance.

**Tasks :**

- Provide and maintain classroom technology to support all effective instructional strategies in all content areas and all classroom settings.

**Measures :**

- Titles of software and licenses purchased, and the number of computers, printers, Chrome books, Apple TV, TV displays document cameras, projectors, accessories, and bulbs purchased.

**People Assigned :**

- Administration
- Certificated Staff
- Classified Staff

# Crystal Middle 2015-16

## Single Plan For Student Achievement Report

Start Date : 7/1/2015

Completion Date : 6/30/2016

Funding Resources	Related Expenditures	Estimated Cost
Technology/Site Discretionary	Technology devices and software to assist student learning and teacher productivity	\$4,579
Supplemental Concentration Grant	Technology devices and software to assist student learning and teacher productivity	\$10,000

### Action Title: Supplemental Classroom Materials and Supplies

**Means of Achievement: Improvement of instruction strategies and materials**

**Action Type :** Form A: Planned Improvements in Student Performance.

**Tasks :**

- Provide supplemental classroom materials and supplies, in the English, math, history, science, visual performing arts, and physical education departments, to support the implementation of the Common Core State Standards. Purchase materials and supplies needed to support the daily operation of the school site.

**Measures :**

- Materials and supplies purchased

**People Assigned :**

- Administration
- Certificated Staff
- Classified Staff

Start Date : 7/1/2015

Completion Date : 6/30/2016

Funding Resources	Related Expenditures	Estimated Cost
Supplemental Concentration Grant	Materials and supplies	\$5,000
Library/Site Discretionary	Materials and supplies	\$4,785
Lottery: Unrestricted	Materials and supplies	\$20,000

### Action Title: Provide Intervention Support to Students

**Means of Achievement: Alignment of instruction with content standards**

**Action Type :** Form A: Planned Improvements in Student Performance.

**Tasks :**

- Review current data in the areas of English Language Arts and social science to determine need with students in grades 6-8
- Plan extended day interventions targeted at specific students and grade level ELA and Social Science standards
- Meet with staff to plan areas of student need and length of intervention sessions
- Provide incentives to students that attend intervention regularly
- Communication with parents regarding intervention programs offered

**Measures :**

- Staff feedback
- Student achievement on assessments
- Student attendance at extended day activities

# Crystal Middle 2015-16

## Single Plan For Student Achievement Report

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### People Assigned :

- Administration
- Certificated Staff
- Classified Staff

Start Date : 7/1/2015

Completion Date : 6/30/2016

Funding Resources	Related Expenditures	Estimated Cost
Intervention/Site Discretionary	Teacher hourly	\$4,294

**LEA Goal:**

LEA Plan Goal 2: By July 2017, all limited-English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better, in English Language Arts and Mathematics.

**LCAP Goal:**

Refine and expand targeted interventions and supports for students' academic, health, and social-emotional development.,Execute high quality instructional programs and provide educational options to ensure every student graduates college and career ready.,Maintain and develop technologically progressive schools.

**Goal Area : English-Language Arts**

**School Goal : English Language Development**

The percentage of English Learners who score Early Advanced or Advanced on the 2015 CELDT assessment will increase by 10%.

Essential Program Components									
EPC#	1	2	3	4	5	6	7	8	9
Have	✓	✓	✓	✓	✓	✓	✓	✓	✓

**What data did you use to form this goal (findings from data analysis)?**

The data used to form this goal was student results from the 2014 CELDT assessment. 32.9% of Crystal English Learners scored Early Advanced or Advanced on the 2014 CELDT assessment. Data from the Teach 4 Success Sweeps has been analyzed showing a need to increase the following instructional strategies: Facilitating Student Interactions, Student Engagement and Cognitive Levels of Questions and Activities.

**What did the analysis of the data reveal that led you to this goal?**

The analysis of the data of our current percentage of students scoring Early Advanced or Advanced shows that we are steadily decreasing our number of students scoring Early Advanced and Advanced on the CELDT assessment.

**What process will you use to monitor and evaluate the data?**

The process that we will use to monitor and evaluate the data is the use of the School City database following each Common Core aligned benchmark assessment, CELDT assessment and T4S walkthrough data. We will analyze this data at our monthly faculty meetings, department chair, department level, and grade level meetings.

**Strategy:**

For the 2015-2016 school year we will provide a 1:1 iPad environment for all of our ELD newcomers and ELD I-II students. Each student will have specialized language apps downloaded on their iPads. Applications will regularly be updated and "pushed" to the student iPads that will support their language development. Teachers will engage in collaboration and professional development opportunities will be provided that will support implementation of the Common Core State Standards, English Language development, and technology integration.

**Action Title: Paraeducator Support Personnel**

**Means of Achievement: Auxiliary services for students and parents**

**Action Type :** Form A: Planned Improvements in Student Performance.

**Tasks :**

- Provide paraeducator support in the ELD classroom and general education classroom. The additional support will be given to our ELD students both in the ELD classroom and the general education classroom.

**Measures :**

- Student achievement on assessments
- Classroom observations
- Teacher feedback

**People Assigned :**

- Administration
- Certificated staff
- Classified staff

**Start Date :** 7/1/2015

**Completion Date :** 6/30/2016

Funding Resources	Related Expenditures	Estimated Cost
Supplemental Concentration Grant	Paraeducator: Contracted	\$13,124
Supplemental Concentration Grant	Paraeducator: Contracted	\$22,854
Supplemental Concentration Grant	Paraeducator: Extra Hourly	\$2,000

**Action Title: CELDT Assessment Support**

**Means of Achievement: Improvement of instruction strategies and materials**

**Action Type :** Form A: Planned Improvements in Student Performance.

**Tasks :**

- Administration of the CELDT exam for the 2015-2016 school year.
- Substitute support to release testing teachers.

**Measures :**

- The individual student results on the 2015-2016 CELDT and results of AMAO I, II, and III.

**People Assigned :**

- Administration
- Certificated staff
- Classified staff

**Start Date :** 7/1/2015

**Completion Date :** 6/30/2016

Funding Resources	Related Expenditures	Estimated Cost
Supplemental Concentration Grant	Classified and certificated substitute costs	\$2,000

**Action Title: ELD Program Manager Stipend**

**Means of Achievement: Staff development and professional collaboration**

**Action Type :** Form A: Planned Improvements in Student Performance.



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### Tasks :

- The ELD Program Manager position allows for an additional period of release time. The ELD Program Manager is responsible for organizing and administering the CELDT, planning the ELAC meetings, and monitoring all ELD students' progress during the year.

### Measures :

- Results on the 2015-2016 CELDT exam and results of the AMAO I, II, and III.
- Sign-in sheet from ELAC meetings.

### People Assigned :

- ELD Program Manager
- Classified Staff
- Administration

**Start Date :** 7/1/2015

**Completion Date :** 6/30/2016

Funding Resources	Related Expenditures	Estimated Cost
Supplemental Concentration Grant	EL Program Manager stipend	\$5,500

**LEA Goal:**

LEA Plan Goal 1: By July 2017, all students will reach high standards, at a minimum attaining proficiency or better, in English Language Arts and Mathematics.

**LCAP Goal:**

Refine and expand targeted interventions and supports for students' academic, health, and social-emotional development.,Execute high quality instructional programs and provide educational options to ensure every student graduates college and career ready.,Maintain and develop technologically progressive schools.

**Goal Area : LCAP Priority 4 - Pupil Achievement**

**School Goal : Mathematics**

The amount of Crystal students who will become proficient or advanced will increase by 10% on the CAASPP assessment for the 2015-2016 school year.

Essential Program Components									
EPC#	1	2	3	4	5	6	7	8	9
Have	✓	✓	✓	✓	✓	✓	✓	✓	✓

**What data did you use to form this goal (findings from data analysis)?**

The data we used to form this goal was student results from the 2013-2014 Benchmark assessments. The results showed that 24% of students scored proficient or advanced on the 2013-2014 Benchmark One in math. Data from the spring 2015 Teach 4 Success Sweeps has been analyzed showing a need to increase the following instructional strategies: Facilitating Student Interactions-22%, Student Engagement- 6%and Cognitive Levels of Questions and Activities- 34% at the Apply level or higher.

**What did the analysis of the data reveal that led you to this goal?**

The analysis of the data revealed that the current percentage of our students scoring proficient or advanced is below the target of 47% of our students.

**What process will you use to monitor and evaluate the data?**

The process that we will use to monitor and evaluate the data is the use of the School City database following each Common Core aligned benchmark assessment, CAASPP assessments and T4S walkthrough data. We will analyze this data at our monthly faculty meetings, department chair, department level, and grade level meetings.

**Strategy:**

We will continue to emphasize effective instructional strategies to support increased student achievement: the four areas of focus will be increasing the cognitive level of questions and activities, student engagement, facilitating student interactions, and formative assessment. Through a culture of universal achievement, collaboration, standards alignment, assessment, data analysis, and interventions, we will develop exceptional systems that will provide the foundation for all of our students to become college ready. Professional development opportunities will be provided that will support implementation of the Common Core State Standards, instructional strategies and technology integration. Technology resources will be purchased and utilized to increase student engagement and teacher productivity.

**Action Title: Professional Development and Collaboration**

**Means of Achievement: Staff development and professional collaboration**

**Action Type :** Form A: Planned Improvements in Student Performance.

**Tasks :**

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- Coordinate professional development to be offered. The focus area of the professional development will be instructional strategies, CommonCore Standards, Next Generation Science Standards and technology integration.
- Provide time for teachers to collaborate in grade level, subject area, and cross-curricular units of study in order to implement Common Core Standards, to share technology resources, to review common assessments, to plan rigorous lessons, and to share classroom strategies.

### Measures :

- Agendas
- Sign in sheets
- Meeting notes
- Improved student achievement data
- Improved Teach 4 Success Sweep data

### People Assigned :

- Administration
- Certificated Staff
- Classified Staff

Start Date : 7/1/2015

Completion Date : 6/30/2016

Funding Resources	Related Expenditures	Estimated Cost
Professional Development/Site Discretionary	Registration fees, travel expenses, meal expenses, and sub costs	\$4,500
Lottery: Unrestricted	Teacher hourly and sub costs	\$6,000
Science	Registration fees, travel expenses, meal expenses, and sub costs	\$1,539

### Action Title: Supplemental Classroom Materials and Supplies

**Means of Achievement:** Improvement of instruction strategies and materials

**Action Type :** Form A: Planned Improvements in Student Performance.

### Tasks :

- Provide supplemental classroom materials and supplies in the math, English language arts, science, history, PE and visual and performing arts departments to support the implementation of the Common Core State Standards and the Next Generation Science Standards.
- Purchase materials and supplies to support the daily operation of the school site.

### Measures :

- Materials and supplies purchased

### People Assigned :

- Administration
- Certificated Staff
- Classified Staff

# Crystal Middle 2015-16

## Single Plan For Student Achievement Report

Start Date : 7/1/2015

Completion Date : 6/30/2016

Funding Resources	Related Expenditures	Estimated Cost
Supplemental Concentration Grant	Materials and supplies	\$4,000
Library/Site Discretionary	Materials and supplies	\$4,294
Lottery: Unrestricted	Materials and supplies	\$15,000
Science	Materials and supplies	\$3,000

### Action Title: Provide Intervention Support to Students

#### Means of Achievement: Alignment of instruction with content standards

Action Type : Form A: Planned Improvements in Student Performance.

#### Tasks :

- Review current data in the areas of mathematics and science to determine student needs in grades 6-8
- Plan extended day activities targeted at specific students in the areas of math and science
- Meet with staff to plan for areas of student need and intervention sessions
- Provide incentives to students that attend intervention regularly
- Communication with parents regarding intervention programs offered

#### Measures :

- Staff feedback
- Student achievement on assessments
- Student attendance at extended day activities

#### People Assigned :

- Administration
- Certificated staff
- Classified staff

Start Date : 7/1/2015

Completion Date : 6/30/2016

Funding Resources	Related Expenditures	Estimated Cost
Intervention/Site Discretionary	Teacher hourly	\$4,294

### Action Title: Classroom Technology

#### Means of Achievement: Alignment of instruction with content standards

Action Type : Form A: Planned Improvements in Student Performance.

#### Tasks :

- Provide and maintain classroom technology to support all effective instructional strategies in all content areas and all classroom settings.

#### Measures :

- Titles of software and licenses purchased, and the number of computers, printers, Chrome books, Apple TV, TV displays document cameras, projectors, accessories, and bulbs purchased.

#### People Assigned :

Administration  
Certificated staff

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## Single Plan For Student Achievement Report

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Classified Staff

Start Date : 7/1/2015

Completion Date : 6/30/2016

Funding Resources	Related Expenditures	Estimated Cost
Technology/Site Discretionary	Technology devices and software to assist student learning and teacher productivity	\$4,500

**LEA Goal:**

LEA Plan Goal 4: By July 2017, all students will be educated in learning environments that are safe, drug-free, and conducive to learning.

**LCAP Goal:**

Create a safe, inclusive and welcoming learning environments where students attend and are connect to their schools.,Engage parents and community partners through education, communication and collaboration to promote student success.,Maintain and develop technologically progressive schools.

**Goal Area : LCAP Priority 6 - School Climate**

**School Goal : Safe and Supportive School Climate**

We will provide a safe and supportive school environment by decreasing suspensions by 10%, improving attendance by 1%, increasing parent involvement and positive student recognition and character education.

Essential Program Components									
EPC#	1	2	3	4	5	6	7	8	9
Have				✓	✓		✓	✓	✓

**What data did you use to form this goal (findings from data analysis)?**

The data used to form this goal was the suspension and attendance data from 2014/2015. As well as student and staff survey data on school climate.

**What did the analysis of the data reveal that led you to this goal?**

The analysis of data revealed that there were 224 incidents of disruptive or unsafe student behavior on campus resulting in suspensions in the 2014/2015 school year. Further, with each suspension, our attendance rate decreases. Exceptional systems need to be put into place in order to develop and create a culture of universal achievement. Through increased attendance, implementation of PBIS and Restorative Justice practices, and parent involvement, student achievement will improve.

**What process will you use to monitor and evaluate the data?**

- Suspension data
- Attendance data
- School Climate Surveys
- Sign in sheets from parent events

**Strategy:**

For the 2015-2016 school year we will provide positive incentives and rewards for students. We will bring in guest speakers and put on assemblies that will focus on Character Development and Anti-Bullying. We will offer night time parent courses that will provide necessary tools for student success. Input from staff will be requested periodically. Through a culture of universal achievement, collaboration, standards alignment, assessment, data analysis, and interventions, we will develop exceptional systems that will provide the foundation for all of our students to become college ready. Continued implementation of Safe School Ambassadors will empower student leaders from the diverse groups on campus and equip them with nonviolent communication and intervention skills to stop bullying and violence among their peers. We will continue implementation of Positive Behavior Intervention Support (PBIS) and Restorative Justice practices to support student behavior. We will administer Healthy Kids Survey and Safe Routes to School Survey, analyze data and respond accordingly. Monthly Coffee Chat meetings will be held to share and obtain information and ideas from the parent community. We will track attendance and truancy data, send truancy letters, and hold truancy conferences.

### Action Title: Support Parent Involvement

**Means of Achievement:** Involvement of staff, parents and community

**Action Type :** Form A: Planned Improvements in Student Performance.

**Tasks :**

- Parent information activities will be provided to assist parents in using the Parent Portal system, understanding Common Core, utilizing student engagement techniques, and developing a system of academic accountability. Coffee Chats, guest speakers, materials and supplies for parent support, and child care for events will be provided for our community.

**Measures :**

- Agendas
- Sign in sheets
- Parent attendance at targeted school events focusing on student achievement
- Feedback from the community and parent events and informational nights
- Increased student achievement

**People Assigned :**

- Administration
- Certificated staff
- Classified staff
- Parents/Community Members

**Start Date :** 7/1/2015

**Completion Date :** 6/30/2016

Funding Resources	Related Expenditures	Estimated Cost
Supplemental Concentration Grant	Presenter Fees and Materials for Parents	\$1,500
Parent Involvement/Site Discretionary	Presenter Fees and food costs	\$1,539
Parent Involvement/Site Discretionary	Teacher hourly and hourly rate for childcare	\$3,000

### Action Title: Student Recognition and Engagement

**Means of Achievement:** Auxiliary services for students and parents

**Action Type :** Form A: Planned Improvements in Student Performance.

**Tasks :**

- Provide recognition assemblies for students making growth in academic areas
- Provide on-going communication with parents to encourage and support
- Provide materials and supplies to support character education and college focus
- Provide incentives for students demonstrating positive character
- Support sports activities

**Measures :**

- Award certificates, medals, pins, lanyards, shirts purchased for Honor Roll Assembly, reward certificates, and awards purchased for No Excuses recognition and college awareness promotion

**People Assigned :**

- Administration
- Certificated staff

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- Classified staff

Start Date : 7/1/2015

Completion Date : 6/30/2016

Funding Resources	Related Expenditures	Estimated Cost
Supplemental Concentration Grant	Incentives, certificates, awards, pins, medals, college awareness items	\$2,560
Student Engagement/Site Discretionary	Sports	\$2,000
Lottery: Unrestricted	Certificates, awards, pins, medals, college awareness items	\$3,000
Lottery: Unrestricted	Banners, posters for PBIS/Restorative Practices	\$2,300

### Action Title: Implementation of Positive Behavior and Restorative Practices

#### Means of Achievement: Auxiliary services for students and parents

Action Type : Form A: Planned Improvements in Student Performance.

#### Tasks :

- Positive Behavior Intervention Systems/Restorative Justice training and collaboration
- Safe School Ambassador training and implementation
- Saturday School classes will be offered to support students that are finding themselves in violation of school rules.
- Purchase materials that support character development
- Purchase materials that support positive behavior/restorative practices
- Provide stipends for club advisors

#### Measures :

- Review referral data
- Review attendance data
- Survey students, staff and parents on safe school environment

#### People Assigned :

- Administration
- Certificated staff
- Classified staff

Start Date : 7/1/2015

Completion Date : 6/30/2016

Funding Resources	Related Expenditures	Estimated Cost
Supplemental Concentration Grant	Hourly teacher pay and sub costs	\$2,250
Student Engagement/Site Discretionary	Club adviser stipends	\$2,539



# Crystal Middle 2015-16

## Single Plan For Student Achievement Report

### Funding Programs Included in this Plan

Each state and federal categorical program in which the school participates.

Total Site Plan Budget : \$176,664

Total Annual Expenditures for Current School Plan: (\$176,664)

Balance: \$0

Funding Resource Code	Funding Source	Allocation / Expenditure
1100	<b>Lottery: Unrestricted</b>	<b>\$49,934</b>
	Action: Professional Development and Collaboration	(\$9,634)
	Action: Student Recognition and Engagement	(\$5,300)
	Action: Supplemental Classroom Materials and Supplies	(\$35,000)
	<b>Balance:</b>	<b>\$0</b>
1170	<b>Science</b>	<b>\$4,539</b>
	Action: Professional Development and Collaboration	(\$1,539)
	Action: Supplemental Classroom Materials and Supplies	(\$3,000)
	<b>Balance:</b>	<b>\$0</b>
1110	<b>Parent Involvement/Site Discretionary</b>	<b>\$4,539</b>
	Action: Support Parent Involvement	(\$4,539)
	<b>Balance:</b>	<b>\$0</b>
1120	<b>Student Engagement/Site Discretionary</b>	<b>\$4,539</b>
	Action: Implementation of Positive Behavior and Restorative Practices	(\$2,539)
	Action: Student Recognition and Engagement	(\$2,000)
	<b>Balance:</b>	<b>\$0</b>
1130	<b>Library/Site Discretionary</b>	<b>\$9,079</b>
	Action: Supplemental Classroom Materials and Supplies	(\$9,079)
	<b>Balance:</b>	<b>\$0</b>
1140	<b>Technology/Site Discretionary</b>	<b>\$9,079</b>
	Action: Classroom Technology	(\$9,079)
	<b>Balance:</b>	<b>\$0</b>
1150	<b>Intervention/Site Discretionary</b>	<b>\$8,588</b>
	Action: Provide Intervention Support to Students	(\$8,588)
	<b>Balance:</b>	<b>\$0</b>
1160	<b>Professional Development/Site Discretionary</b>	<b>\$9,079</b>
	Action: Professional Development and Collaboration	(\$9,079)
	<b>Balance:</b>	<b>\$0</b>

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900	<b>Supplemental Concentration Grant</b>	<b>\$77,288</b>
	Action: CELDT Assessment Support	(\$2,000)
	Action: Classroom Technology	(\$10,000)
	Action: ELD Program Manager Stipend	(\$5,500)
	Action: Implementation of Positive Behavior and Restorative Practices	(\$2,250)
	Action: Paraeducator Support Personnel	(\$37,978)
	Action: Professional Development and Collaboration	(\$6,500)
	Action: Student Recognition and Engagement	(\$2,560)
	Action: Supplemental Classroom Materials and Supplies	(\$9,000)
	Action: Support Parent Involvement	(\$1,500)
	<b>Balance:</b>	<b>\$0</b>

**School Site Council Membership**

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

Name	Represents	Contact Info	Reviewed Plan Date
Monifa Williams	Principal	monifaw@fsusd.org	5/13/2015
Heidi Stefanski	Other School Staff	707-435-5800	5/13/2015
Markie Gilmore	Other School Staff	707-435-5800	5/13/2015
George Garcia	Classroom Teacher	707-435-5800	5/13/2015
Carla Accetola	Classroom Teacher	707-435-5800	5/13/2015
Mary Martin	Classroom Teacher	707-435-5800	5/13/2015
Cristina Ramos	Parent or Community Member		5/13/2015
Rose Tannenbaum-Mathis	Classroom Teacher	707-435-5800	5/13/2015
Elena Contreras	Parent or Community Member		5/13/2015
Michelle Davis	Parent or Community Member		5/13/2015

**Total Number of Committee Members**

	Principal	ClassRoom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Number of Members of each Category	1	4	2	3	

Recommendations and Assurances

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

- 1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
- 3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan.

ELAC

\_\_\_\_\_ Signature

- 4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed here in form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6. This SPSA was adopted by the SSC at a public meeting on:

5/13/2015

Attested:

Monifa Williams, Principal

\_\_\_\_\_  
Typed name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

George Garcia

\_\_\_\_\_  
Typed name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date

## Analysis of Current Educational Practice

### 1. Use of state and local assessments to modify instruction and improve student achievement (ESEA):

Crystal analyzed assessment data to navigate where we could improve on instruction. In addition, we analyze our unit assessments and benchmarks through the following process: What do you want the students to learn? How do you know that they have learned it? How do you differentiate instruction for those who have not learned it/those who have? Both math and English teachers meet regularly to review and plan instruction according to the results of the data. Administration and staff regularly review data generated to develop, modify and improve student achievement.

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

Assessments are given to students throughout the school year. The content of the assessments is driven by district pacing guides and is used by teachers to inform their instruction. The data obtained from the assessment is used to form small groups and for reteaching the standards for mastery. The students take district benchmark assessments during the year. The benchmarks provide crucial data on the Common Core Standards throughout the year.

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

Eighty percent of Crystal's teachers hold the necessary credential and are considered Highly Qualified by NCLB criteria. Twenty percent of Crystal's teachers are working towards gaining the necessary credential.

### 4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC):

Principal Williams and Assistant Principal Marley have both completed AB 75 training.

### 5. Sufficiency of credentialed teachers and teacher professional development (e.g. access to AB 466 training on SBE-adopted instructional materials) (EPC):

Classrooms are staffed with credentialed, highly qualified teachers and interns. The district provides access to AB 466 training for all SBE-adopted instructional materials.

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

Crystal provides staff development throughout the school year with a focus on content standards, student performance, student engagement and professional needs. The process of the school plan supports our analysis of data to establish goals for the following year. Our local assessments continue to be evaluated to ensure alignment to standards, academic rigor and a high degree of reliability and validity. Data from the assessments are used to plan future instruction, and our focus on differentiated instructional practices is implemented to support students learning needs. Training for the 2015-2016 school year includes: Teach For Success (T4S) instructional strategies, Common Core State Standards, Next Generation Science Standards, technology implementation, Positive Behavior Intervention Supports and Restorative Practices.

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

Crystal is dedicated to providing ongoing instructional assistance and support for teachers. New teachers have access to BTSA training through a mentor that meets with them regularly throughout the first two years of their employment. Struggling teachers have access to PAR instructional support. Teachers are provided coaching and professional development from the district CAIS teachers in the areas of CCSS English language arts and math. Administration has been trained in Coach For Success (C4S) which provides an avenue for clear communication and guidance on the T4S instructional strategies.

### 8. Teacher collaboration by grade level (K-8) and department (9-12) (EPC):

Crystal holds monthly faculty meetings, monthly department level meetings, monthly grade level meetings, cross-curricular meetings, committee team meetings, Positive Behavior Intervention Systems committee meetings and monthly Planning Team meetings. In addition to these monthly meetings, Crystal also allows teachers to schedule paid collaborative time as the need arises to focus on a particular goal area. These meetings are a time for staff to analyze, discuss and utilize results of assessments to guide student placement, instructional planning and delivery, progress monitoring and school climate.

### 9. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA):

Crystal uses state approved textbooks in all core classes. Student progress toward mastery of Common Core State Standards is regularly measured through assessments. Data from the assessments is reviewed and evaluated on an ongoing basis to ensure students are making adequate progress mastery.

### 10. Adherence to recommended instructional minutes for reading/language arts and mathematics (K-8) (EPC):

Crystal complies with, and monitors, the daily implementation of instructional time for English language arts, ELA, and mathematics core programs.

### 11. Lesson pacing schedule (K-8) and master schedule flexibility for sufficient numbers of intervention courses (EPC):

The Fairfield-Suisun Unified School District prepares and distributes pacing guides for each grade level for English language arts and mathematics. Crystal has built intervention classes into the master schedule. The sixth grade is double blocked in both English language arts and mathematics to provide an additional hour of support for all sixth graders. The seventh and eighth grades have intervention (lab) classes for both English language arts and mathematics for those students that are identified as under-performing according to assessments.

#### **12. Availability of standards-based instructional materials appropriate to all student groups (ESEA):**

Crystal complies with the Williams Act. Every student grades six through eight has access to standards-based instructional materials in all core subjects.

#### **13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC):**

Crystal students are provided with state-adopted and standards-aligned instructional materials in all core subjects.

#### **14. Services provided by the regular program that enable underperforming students to meet standards (ESEA):**

Crystal has built intervention classes into the master schedule. The sixth grade is double blocked in both English language arts and mathematics to provide an additional hour of support for all sixth graders. The seventh and eighth grades have intervention (lab) classes for both English language arts and mathematics for those students that are identified as under performing based on assessments. In addition, 50 minutes of ELD instruction is provided to English Language Learners at all grade levels.

In accordance with Education Code 52860 et seq., resource specialist program services, designated instruction and services, and team teaching for special day classes, except special day classes operating pursuant to Section 56364.1, may be provided to pupils who have not been identified as individuals with exceptional needs, provided that all identified individuals with exceptional needs are appropriately served and a description of the services is included in the school site plan.

Pupils not identified as eligible for special education who are participating in such special education programs will be instructed by specialists with appropriate credentials to serve students in the general education program.

#### **15. Research-based educational practices to raise student achievement at this school (ESEA):**

Crystal consistently focuses on the research-based T4S strategies and Common Core based strategies at all grade levels. Professional development, as well as coaching, is being provided to all teachers for the 2014-2015 school year on all components of T4S.

#### **16. Resources available from family, school, district, and community to assist under-achieving students (ESEA):**

The resources available to assist under-achieving students are a subscription for Accelerated Reader. Before and after school intervention sessions are held throughout the year for student in need of academic intervention. Parents and students also have access to several online academic support programs via the Crystal Middle School website. Parent information sessions are provided during monthly Coffee Chats, and night events with the focus of Common Core instruction and college awareness. iPads have been provided to all ELD I and ELD II students.

#### **17. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of consolidated application programs. (5 CCR 3932):**

The staff and School Site Council annually review and analyze student performance data to determine areas of need, goals and activities for the coming school year. Teachers provide input by grade level or department. The School Site Council consists of parents, teachers, the principal and other school staff. The plan is implemented by school staff, led by the principal who provides reports to the School Site Council at their monthly meetings.

#### **18. Services provided by categorical funds that enable underperforming students to meet standards (ESEA) :**

The staff and School Site Council from Crystal Middle School annually review student achievement data and analyze current instructional programs to determine goals of the following school year. Services and activities designed to improve academic performance are established, and categorical funds are allocated based on the priority of the need. Throughout the year the School Site Council monitors and reviews the spending of these funds.

#### **19. Fiscal support (EPC):**

Crystal's general and categorical funds are coordinated, prioritized and allocated to align with the full implementation of the EPC's in reading and language arts, ELD, and mathematics as specified in the Single Plan for Student Achievement.

### Nine Essential Program Components

1. Use of standards-based State Board of Education (SBE)-adopted (kindergarten through grade eight) or standards-aligned (grade nine through twelve) English/reading/language arts and mathematics instructional materials, including intensive interventions and \* English Language Development materials.
2. Implementation of instructional minutes for basic core Reading/Language Arts and mathematics programs, intensive intervention and strategic support courses as well as additional instructional time for structured English Language Development at all grade levels.
3. Use of an annual district instructional/assessment pacing guide for grades K-8 and high school.
4. Implementation of School Administrator Instructional Leadership Training Program- Instructional materials based professional development and ongoing targeted professional development and support for instructional leaders to ensure the full implementation of the district adopted program and the EPCs.
5. Fully credentialed, highly qualified teachers, per the requirements of the Elementary and Secondary Education Act (ESEA) and professional development on SBE-adopted instructional materials.
6. Implementation of ongoing instructional assistance and support for R/LA, ELD and mathematics teachers through the use of content experts, specialists, and instructional coaches.
7. For all grade levels, implementation of a student achievement monitoring system that provides timely data from common formative and curriculum-embedded and summative assessments for teachers and principals to use to monitor ongoing student progress, identify student needs, inform instruction and determine effectiveness of instructional practices and implementation of the adopted programs.
8. Implementation of monthly structured teacher collaboration for all RLA/ELD and mathematics teachers by grade level (K-8) and common course and department levels (9-12) facilitated by the principal.
9. Implementation of Fiscal Support aligned to full implementation of EPCs.