West Contra Costa Unified School District
Hercules Middle School

SINGLE PLAN FOR STUDENT ACHIEVEMENT

2017‑ 2018

Board Approval Date
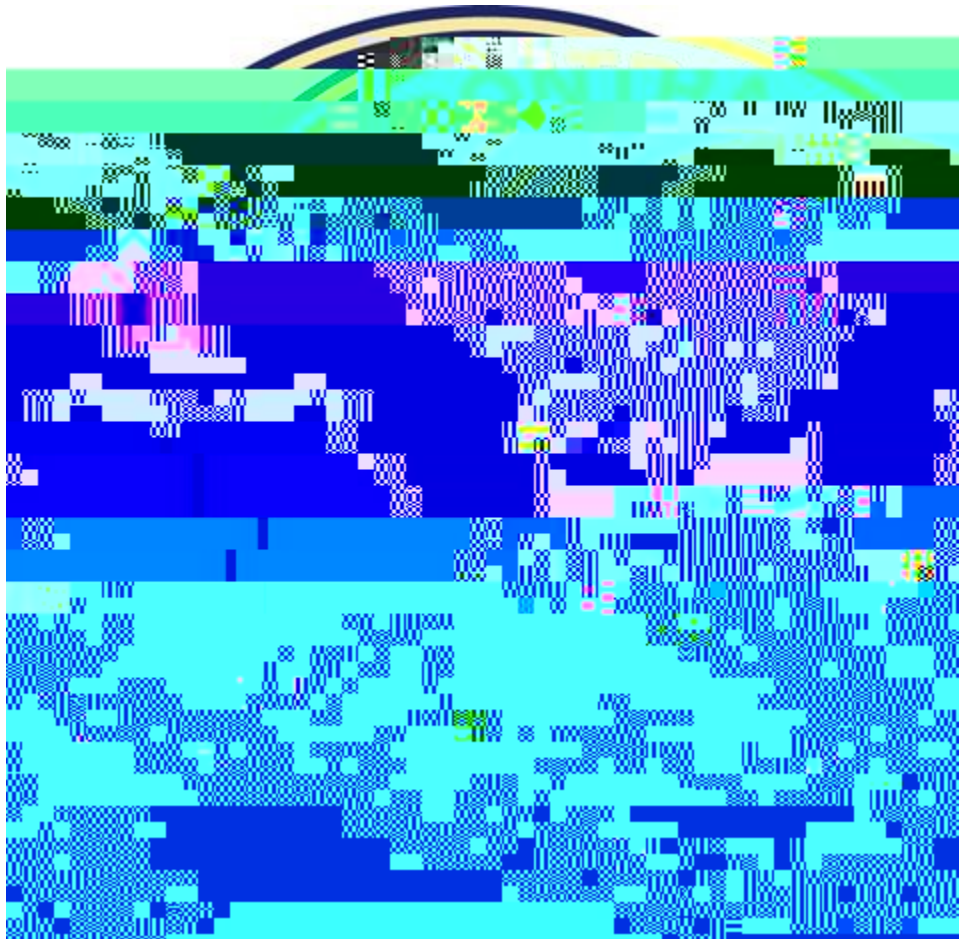
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School Site Council (SSC) Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval, and

West Contra Costa Unified School District
Hercules Middle School
2017- 2018
School Site Council Membership Roster

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

Names of Members		Term ends on:	Identify Chair Person:
Parent/Community Members			
#1	April Manning	8/21/ 2019	
#2	Vacant	8/21/2018	
#3			

Executive Summary

The SinglePlan for Student Achievement (SPSA) has traditionally served as a vehicle for communicating information about th

to

support these efforts.

child socially and emotionally, and involve stakeholders to ensure all WCCUSD students are college and career, able to make life choices that have successful, productive outcomes.

Improve Student Achievement: Provide a clear, well-resourced and rigorous student achievement program that addresses the full range of student needs and results in all students being ready for a successful life.

Support the Whole Child Socially and Emotionally. For students to achieve at high academic levels, schools, families, and cquisition of academic skills.

Involve All Stakeholders: Engage the community in a process that provides for open, transparent, and inclusive participation o community stakeholders in WCCUSD planning.

Ensure All WCCUSD Students Are College and Career Ready. Students can demonstrate independence, build strong content knowledge, respond to the varying demands of audience, task, purpose, and discipline, comprehend as well as critique, v evidence, use technology and digital media strategically and by, and understand other perspectives and cultures.

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Other Critical Student Outcomes, School Climate, Parental Involvement, Services, Implementation of Common Core State Standards, and Course Access.

ams,

activities and actions which are designed to continually address and support the district LCAP goals.

As we go deeper into this work, we will continue to connect these two critical plans, driving the academic needle forward fo WCCUSD students.

specific SPSA plan of action for the 2018 school year.

Theory of Action

Vision Statement: Hercules Middle School is committed to providing a rigorous academic environment that promotes the educational needs of the whole child.

Mission Statement: We believe that as a professional community, it is our privilege to provide a rigorous, academic environment for our students. Our teachers develop lessons that engage students to question their assumptions and think critically. As a school, we foster an academic environment that leads to the development of independent, active citizens. We challenge our students through common core standards. Our staff utilize lead cycles that allow us to be reflective in our practice. This allows us to meet students where they are, and give them the skills they need to become academically capable.

Hercules Middle School values our partnership with parents and all stakeholders.

SPSA Stakeholder Involvement

The School Site Council (SSC) works effectively with its stakeholders to complete the variety of tasks involved in developing, implementing, and monitoring the effectiveness of the Single Plan for Student Achievement (SPSA).

As the lead group, the SSC agrees to the following procedures for completing all work involving the SPSA:

	Task	Choose one task management option for each step		
		SSC Actively Involved in Task	or	Task Delegated to
Step 1	Analyze local assessment data	Process Review of data through out the school year	or	Process: Departments Whole faculty Meetings ILT
Step 2	Gather input from (check all that apply) GATE ELAC CAC X Others Department Leads	Process Continually occurs through out the school year	or	Process: Departments Whole faculty Meetings
Step 3	SPSA strategies development	Process Departmental meetings develop, monitor, revise and edit subject specific frames.		

Data Analysis

	Data Reviewed	Concern/Strength *Determine if data results indicate an area of growth school wide or an area of concern/need*	Description of Findings (400 character max) *Provide a brief description of what the data shows/implications for instruction*
	**Academic Data**		
Choose 3	Accelerated Reader/Star Reading: Full School Results as of Spring 2017		

REQUIRED ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT

Student Achievement

English Language Arts (ELA)

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress	3. Description of 2017-18 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
English Language Arts						

Student Achievement

School Climate

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Focus Area	2. What student needs have been identified and what metrics were used to measure/identify progress	3. Description of 2017-18 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
School Climate	On the 2017 Healthy Kids Survey, under caring relationship, around 40% of students gave negative marks under the Caring Adults in School Band.	By Spring 2018, 80% of Students grades 6-8 will answer the questions in the Caring Adult Section of our School Climate Survey with either agree or strongly agree	School wide	Admin developed School Climate Survey	Improve student engagement and climate outcomes, and allocate services to English learner (EL), low income (LI), and foster youth (FY) students	Report CA Healthy Kids Survey key findings and subgroup comparison

Actions to Support Goal: (one action per line)	By When:	Cost:	Site Funding Source
1 Over-time for CSO and hire 53% CSO	Ongoing	30,000	LCFF
2 Contracts for Student choice incentive rallies, assemblies and activities	Per Semester	10000	LCFF
3 Student incentives for participating in school sponsored activities (ie Squad, yearbook, clubs, basketball, etc)	On Going	1000	LCFF
4 After School Clubs and Coaching hours	On Going	15200	LCFF

Student Achievement

Parent Involvement

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Focus Area	2. What student needs have been identified and what metrics were used to measure/identify progress	3. Description of 2017-18 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome

OPTIONAL ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT

Student Achievement

History/Social Studies

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment
nt Area	2. What student needs have been identified and what metrics were used to measure/identify progress	3. Description of 2017-18 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District

Student Achievements

ILT Goals

	2017-2018 Single Plan for Student Achievement (SPSA) Goals				LCAP Alignment	
1. Focus Area	2. What student needs have been identified and what metrics were used to measure/identify progress	3. Description of 2017-18 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome

Agreements

The following critical compliance items are in place throughout WCCUSD:

‹ Highly Qualified Teachers:
qualified requirements. Our site coordinates with the WCCUSD Human Resources Department to ensure compliance with this item.

‹ Strategies to attract and retain high quality teachers: Our site acknowledges the importance of attracting and retaining high quality instructional staff. Our site coordinates with the WCCUSD Human Resources Department to develop programs and strategies to ensure high quality instruction staff want to come to and remain at our site.

‹ Learning Center Collaborative Model: Each WCCUSD school that runs a collaborative model provides a seamless approach to integrating personnel, resources, and teaching strategies to assist special and general education students. Special education teachers may work with unidentified students and regular education teachers may work with identified students (as long as the

‹ Staff development, selected strategies to implement or continue, and materials used are focused on meeting the needs of at and general education students. This information is detailed in the SPSA. Any funds spent to support the model are also outli in the SPSA. Finally, staff is consistently monitoring and evaluating the effectiveness of the collaborative model so that ch can be made where needed.

‹ Early Learning: Develop plans to assist preschool students through the transition from early childhood programs to local elementary school programs

‹ Schoolwide Plans and Homeless Children and Youth In accordance with McKinney Vento Federal Homeless Assistance Law, the following actions are taken:

  o Flyers are posted in the front office stating the rights of homeless children and services available. These flyers are made readily available to homeless families.
  o
    homeless liaison.
  o Teachers receive yearly training on how to identify warning signs which may indicate homelessness and sensitivity training on the special needs of homeless children and youth.
  o Parents without homes are included in outreach efforts by parent involvement workers for inclusion in school site councils.