

# 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:** April 4, 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 .

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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.

## 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.

## 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>          Increase student academic achievement and social/emotional strength through collaboration, critical thinking, creativity, and communication.</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>          Through the MTSS process at Thurston Middle School, data is collected and compiled on student academic performance, student behaviors, and teacher referrals. MTSS data is used to measure academic achievement and includes student grades for each grading period.</p> <p>The 2015-2016 CAASPP standardized testing results are also used to evaluate student achievement in the areas of Language Arts and Mathematics.</p> <p>First semester of 2016-17 grades were evaluated to determine the number of students earning one or more D's or F's.</p>	<p><b>What were the findings from the analysis of this data?</b>          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 fall 2017 data revealed that 11.5% of sixth grade students, 11.9% of seventh grade students, and 9.28% of eighth grade students earned one or more D's or F's at the end of the fall semester. As an entire school, 10.95% of the total student population earned one or more D or F grade.</p> <p>The CAASPP data in English/Language Arts for 2015-2016 showed that 18% of 6th graders did not meet targeted standard, 21% of 7th graders did not meet the standard, and 18% of 8th graders did not meet the standard. As an entire school, 19% of the total student population did not meet the standard.</p> <p>The CAASPP data in Mathematics for 2015-2016 showed that 27% of 6th graders did not meet the targeted standard, 36% of 7th graders did not meet the standard, and 26% of 8th graders did not meet the standard. As an entire school, 29% of the total student population did not meet the standard.</p>	<p><b>How will the school evaluate the progress of this goal?</b>          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>Once the 2016-2017 CAASPP data comes in, we will do a comparative evaluation of student progress and determine what specific areas of need may be identified by the data.</p>
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**STRATEGY:**  
Student Academic Growth

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)		
			Description	Type	Funding Source
<p>Professional Learning Communities:</p> <p>Teachers are given time to collaborate on the implementation of PBL projects, benchmark assessments, UDL lessons, CA State Standards alignment.</p>	Jenny Salberg, Lisa Brackez, department chairs, and all grade-level teachers	Sept. 2017-June 2018		<p>1000-1999: Certificated Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p>	District Funded
<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, Leah Prettyman, and Alana Slovaski	Sept. 2017-June 2018		<p>1000-1999: Certificated Personnel Salaries</p> <p>4000-4999: Books And Supplies</p>	District Funded

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)		
			Description	Type	Funding Source
<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>• Mythology Club</li> <li>• Running Club</li> <li>• Ecology Club</li> <li>• Chess 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>• Math Club</li> <li>• PALS</li> <li>• Coding Club</li> <li>• History Day Club</li> <li>• Destination Imagination Competition</li> <li>• Model United Nations</li> <li>• Forensics Club</li> </ul>	Jenny Salberg, community members, and participating teachers	Sept. 2017-June 2018		2000-2999: Classified Personnel Salaries	District Funded

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)		
			Description	Type	Funding Source
<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
<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
<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, Keith Hawkins 8th grade- Holocaust Field Trip</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

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)		
			Description	Type	Funding Source
<p>Electives:</p> <p>A broad offering of electives is available for students to prepare them for high school and college prep classes.</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

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)		
			Description	Type	Funding Source
<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 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 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
<p>PBIS/RTI Data:</p> <p>Thurston faculty and staff will continue PBIS and RTI as an ongoing goal to enhance student behavior and interventions for all students and continue 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
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 3. Thanksgiving Canned Goods Drive 4. Wear Orange Day- prevent bullying 5. Red Ribbon Day- Drug/alcohol awareness 6. Mental Health Awareness Week a) "Green Bench" and green bracelets	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
<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>“SMART cards” are earned when students display positive behaviors. Raffle incentives are held weekly, and cards 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 in the planning stages of offering a reward/recognition for all students who maintain perfect attendance over their three years here at TMS. This will be implemented in the 2017-2018 school year.</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
<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- Two period class to improve reading and writing lexiles</li> <li>• Collaboration Classes- integration of general and Special Education students in ELA classes with aide support.</li> <li>• Academic Support- classes offered to support students in academic growth</li> <li>• ELD (English Language Development) is offered to students who are designated as an English Language Learner</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
<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 placements 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>ELA/ELD Curriculum Implementation:</p> <p>ELA teachers in conjunction with Thurston's ELD teacher began the lengthy process of selecting new California State Standards-aligned textbooks and curriculum for ELA/ELD during the 2016-2017 school year. This process continued during the 2016-17 school year, as several teachers piloted Study Sync, a state-adopted ELA/ELD curriculum. We are hoping to officially adopt and implement this curriculum in the 2017-18 school year.</p>	Jenny Salberg; ELA teachers, and ELD teacher Megan Matthias	Sept. 2017-June 2018		1000-1999: Certificated Personnel Salaries	District Funded

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)		
			Description	Type	Funding Source
<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>	Health Teacher Penny Dressler	Sept. 2017-June 2018		1000-1999: Certificated Personnel Salaries	Tobacco-Use Prevention Education
<p>Botvin:</p> <p>This program was implemented to help students make safe and sane decisions, resolve conflicts, promote self-esteem, and help students to meet the challenges of drugs, smoking, and alcohol.</p>	All P.E. Teachers	Sept. 2017-June 2018		5800: Professional/Consulting Services And Operating Expenditures 4000-4999: Books And Supplies 1000-1999: Certificated Personnel Salaries	Tobacco-Use Prevention Education

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)		
			Description	Type	Funding Source
<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>Examples include:</p> <ul style="list-style-type: none"> <li>• 1st semester Teacher Mission Possible</li> <li>• 2nd semester Mission Possible 2</li> </ul> <p>Projects: Writing or Listening &amp; Speaking</p> <ul style="list-style-type: none"> <li>• Guest speaker visits (Weston Kieschnick)</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
<p>Math Curriculum Implementation</p> <p>Continued implementation of Big Ideas Math Curriculum (BIM). The Math department teachers will continue to improve math scores with specific focus on 6th and 7th grade through the use of hands on projects and real world training. Math teachers have attended professional development training through the Irvine Math Project and consultant Brian Shay.</p>	Jenny Salberg and all math teachers	Sept. 2017-June 2018		0000: Unrestricted	District Funded

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)		
			Description	Type	Funding Source
<p>Social Studies Curriculum Implementation</p> <p>The state of CA approved in July of 2016 the new History-Social Studies Framework for grades K-12. Michelle Martinez will attend the CSU Long Beach Framework rollout to inform the department of any new changes to the standards. Social Studies teachers will also attend DBQ conferences as professional development to implement more rigorous writing throughout the content. 8th grade social studies teachers will also be piloting Active Classroom for additional content resources.</p>	Jenny Salberg and all social studies teachers	Sept. 2017-June 2018		0000: Unrestricted	District Funded
<p>Science Curriculum Implementation</p> <p>Science teachers have been attending professional development workshops at the Ocean Institute in regards to the implementation of the new CA NGSS standards by OCDE. Teachers have also visited other school districts (Torrance, San Diegito and Vista USD) to view the implementation of the new NGSS standards.</p>	Jenny Salberg and all social studies teachers	Sept. 2017-June 2018		0000: Unrestricted	District Funded
<p>ELD Curriculum Adoption Year:</p> <p>The ELD teacher will engage in the lengthy process of selecting new California State Standards-aligned textbooks and curriculum for ELD, to be implemented in the 2017-2018 school year.</p> <p>Currently ELD students use the National Geographic "Inside" textbook for instruction. Spring semester of 2017 ELD will be piloting "Escalante" and "iLit" for improving student reclassification. Focus will continue on the steadily decrease of LTEL reclassifications. Fall semester included the reclassification of six students to RFEP.</p>	Jenny Salberg, Yadi Rojas and Megan Matthias	Sept. 2017-June 2018		0000: Unrestricted	District Funded Lottery: Instructional Materials

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)		
			Description	Type	Funding Source
<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>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>	Jenny Salberg, counselors, staff, and students	Sept. 2017-June 2018		None Specified	None Specified

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

<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 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>          Data for this goal was collected on the number of students currently enrolled in academic elective classes such as Foreign Language, STEAM, Computers/Multi-Media, Coding, the Exploratory Wheel (which has a 9-week technology component) and Forensics. Specifically, this data was used as those elective courses target the college and career-ready skills needed in our 21st century students. Additionally, qualitative data was gathered from teacher conversations and observations of the number of students participating in academic enrichment activities.</p>	<p><b>What were the findings from the analysis of this data?</b>          For the 2016-17 school year, 548 students participated in one or both of the STEAM, Coding, Exploratory Wheel, or Computers/Multi-Media electives, which was 76% of the total student population at Thurston. Additionally, 276 students were involved in school clubs, 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>Currently there are 12 academic clubs on our campus in which students may elect to participate. These clubs offer enrichment of the academic subject areas such as foreign language, math, science, language arts, and social science. These clubs include: 20Time, Book Club, Coding Club, Destination Imagination, Forensics and Mock Trial Club, French Club, Geography Bee Club, History Day Club, Math Club, MUN, Spanish Club, and Spelling Bee Club.</p> <p>This data shows that our student population is high-achieving and as a whole, seeks challenging engagement opportunities. With many elective choices, students have historically been given the opportunity to enroll in a maximum of two electives (by taking a zero period during the school day) per school year. In looking at this year's electives enrollment numbers, we recognized that many of our students are choosing this two-</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 new 7th and 8th grade CTE/CTR elective offerings for the 2017/2018 school year against the number of students who were enrolled in such classes this year.</p> <p>Further progress towards this goal will be evaluated by student participation in the various enrichment activities offered at Thurston Middle School. For example, students will develop college and career readiness skills by participating in one of our 12 academic clubs on campus.</p>
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elective pathway, making it difficult for us to imagine how we can continue to increase enrollment in our CTE and CCR electives.

While proud of our many electives offerings, we also recognize that some students cannot take a zero period, limiting them to only one elective. Furthermore, not all students want to choose a CTE or CCR elective instead of Visual and Performing Arts (VAPA) classes such as music, art, or drama, which we know are equally important to producing well-rounded students. Since our schedule limited the number of ways students can be exposed to such opportunities, we decided that we needed to revamp our electives offerings and re-group them in a way that allows for increased engagement in CTE/CCR electives while allowing students the opportunity to follow their VAPA passions as well.

The process began with a round-table discussion with all electives teachers and our counseling and administration staff. Ideas were shared and considered with many opinions being taken into consideration. The result of this meeting was the concept of adding 7th and 8th grade wheel electives by re-grouping our electives offerings and connecting CTE/CCR electives with non-academic electives in a 7th and 8th grade year-long "wheel" elective. In this way, students gain exposure to three electives within one rotating class. The teachers are excited that we can increase student opportunities to engage in CTE/CCR electives while at the same time, allowing students to continue to pursue their interests in the Visual and Performing Arts.

**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
<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>	Counselors, 7th and 8th grade Social Studies teachers	Sept. 2017-June 2018			
<p>Academic, College-Ready Electives currently offered:</p> <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

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)		
			Description	Type	Funding Source
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
Other Electives: A broad offering of electives is available for students to prepare them for high school and college prep Visual and Performing Arts classes, including: <ul style="list-style-type: none"> <li>• Drama</li> <li>• Yearbook</li> <li>• Art</li> <li>• Home economics</li> <li>• Choir</li> <li>• Band</li> <li>• Jazz band</li> <li>• Instrumental strings</li> <li>• Leadership</li> </ul>	Elective teachers	Sept. 2017-June 2018		1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 4000-4999: Books And Supplies	District Funded
					Parent-Teacher Association (PTA)

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

<p><b>LEA GOAL 3:</b> Professional Development focused on 21st Century teaching and learning.</p>
<p><b>SCHOOL GOAL:</b> (Goals should be prioritized, measurable, and focused on identified student learning needs.) 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: 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> The main source of data used to form this goal was the 2016/2017 Thurston Middle School staff meeting schedule. Additionally, data from all self-directed professional enrichment activities were counted, including registration materials for conferences, CORE Monday after-school PD, adoption and piloting trainings on new curriculum, Math and STEM conferences, and specialized trainings with educational gurus. Furthermore, Rocket Ready enrollment data was used to determine the number of staff who are self-directing their professional development.</p>	<p><b>What were the findings from the analysis of this data?</b> Findings of data analysis showed that during the 2016-17 school year, TMS certificated staff members spent a combined total of 990.5 hours engaged in professional development activities. 367 of these hours came from on and off-site trainings, 19 hours from Cross-Curricular Meetings, and 600 hours were earned by the 8 teachers who took part in "Rocket Ready," which focused on technology innovation in the classroom, involving approximately 75 hours of self-directed professional development per teacher. There were an additional 4.5 hours of professional development time on three different minimum days over the course of the 2016-17 school year.</p> <p>Our classified staff voluntarily participates in on-going professional development. 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> <p>It was noted by our administrative team that many more of the classified staff attends these PD activities than actually sign in on the attendance sheet. Therefore it was difficult to obtain an accurate count of these staff members' actual PD hours, which our records do not reflect. One thing this data analysis indicates is that we can improve and streamline our system for attendance-taking on the classified employees' PD hours.</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><b>STRATEGY:</b> Professional Development</p>
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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, Jenny Salberg, and all teachers</p>	<p>Sept. 2017-June 2018</p>		<p>1000-1999: Certificated Personnel Salaries</p>	<p>District Funded</p>
<p>Instructional Rounds:</p> <p>Two TOSAs (Teacher on Special Assignment) are appointed to lead staff involvement in instructional rounds as a method of professional development, with the specific focus on student engagement, checking for understanding, and writing across curricular areas.</p>	<p>Curriculum Specialist TOSAs, Jenny Salberg, and all teachers who choose to participate</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
<p>Cross-Curricular Meetings:</p> <p>Teachers participated in a "Mission Possible" in which they selected one or more specific high effect-size teaching strategies they wanted to research and implement in their classrooms. 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>• Teaching persistency/resilience</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, 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, department information and Common Core strategies.</p>	Jenny Salberg, Lisa Brackez, Department Chairs, and certificated and classified staff	Sept. 2017-June 2018		1000-1999: Certificated Personnel Salaries	District Funded

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)		
			Description	Type	Funding Source
Smart Bytes: Teachers presenting to the faculty at CCM or faculty meetings on Best First Instruction in the classroom.	Jenny Salberg, Lisa Brackez, certificated and classified staff	Sept. 2017-June 2018		None Specified	None Specified
Monday Core Bytes: 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.	Jenny Salberg and grade level teachers	Sept. 2017-June 2018	Teacher stipend for hour	1000-1999: Certificated Personnel Salaries	District Funded
MTSS (Multi-Tiered Systems of Support): 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.	Jenny Salberg, Lisa Brackez, counselors, and grade level teachers and classified staff	Sept. 2017-June 2018		None Specified	District Funded
Rocket Ready A District-led consortium of certificated staff members who engaged on a self-directed mission of approx. 75 hours of PD each. The required "Mission Tasks" focus on enhancing technology innovation in 21st century teaching and learning, with a heavy emphasis on classroom application and reflection.	8 teachers on staff	Sept. 2017-June 2018			

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)		
			Description	Type	Funding Source
<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>• CA STEM Symposium</li> <li>• CA Art Education Association Southern Regional Convergence</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			

**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>          Thurston Middle School will continue to make necessary repairs and improvements to ensure student safety and to promote student learning. Additionally, Thurston Middle School will continue to cultivate classroom learning environments that foster critical thinking, collaboration, creativity, and communication.</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 from the Facility Inspection Tool, California Healthy Kids Survey 2015-16, School Climate Survey, LCAP Survey, and observational data 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.           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 weekly meetings with Thurston’s Principal and the district facilities department. These weekly meetings will be held on site at Thurston Middle School and will allow for the continued progress monitoring of grounds and facilities.           Most importantly, progress will be evaluated in June of 2017 as site administrators observe individual classrooms and note the rooms and teachers that have incorporated 21st century techniques, opportunities, and skills.           Additionally, results of the Healthy Kids Survey, taken during the 2015/2016 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
<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>• installation of LED lights throughout the school</li> <li>• Roofing repair on the Black Box</li> </ul>	Jeff Dixon, Jenny Salberg, Lisa Brackez, and custodians	Sept. 2017-June 2018		6000-6999: Capital Outlay	District Funded

Action/Date	Person(s) Responsible	Task/Date	Proposed Expenditure(s)		
			Description	Type	Funding Source
<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.</p> <p>Included in the renovation was a new circulation desk, back office furniture and new flooring, additional bookshelves, 7 TVs with an extron hub center to control all TVs, 4 Apple TVs, a Nureva board, new student tables and chairs, white board wall, 2 charging tables, and 2 podium stands for presentations were added to create a 21st learning environment for both students and staff.</p> <p>Weekly CCM's 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 6, 7, 8: Student Engagement</b> - Student engagement as measured by graduation and middle and high school dropout rates, chronic absenteeism and attendance; Parent involvement as measured by the extent to which parents participate in key school decisions; <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 was 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 2015/2016 Healthy Kids Survey. 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: 1. EPIC Challenge 2. Ball Room</p> <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
School Site Council:  Members are selected every two years for stakeholder representation and input for the Single Plan for Student Achievement	Jenny Salberg, and SAC Committee members	Sept. 2017-June 2018		1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies	District Funded	
School Communication:  Includes: <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)	
Parent Information:  Includes: <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>• 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>Attendance Policy:</p> <p>TMS will focus on increasing attendance by 5% for the 2017-2018 academic school year.</p> <p>Multiple forms of data will be used to gather information to analyze the low attendance rate for 2016-2017. Data will be analyzed through attendance records based on student absences in regards to doctor appointments, students marked ill, students missing by periods and unexcused absences. This data will allow a more accurate attendance record which will enable TMS to have a clear focus on ways to improve student attendance.</p> <p>This data will allow the principal to focus on multiple levels of communication to inform parents and the community on the importance of school attendance. The principal will create a focused message throughout the year to all stakeholders, parents and the community. The message will be communicated through monthly PTA meetings, Back to School Night, TMS Weekly Updates and weekly call blasts.</p>	Jenny Salberg, Lisa Brackez	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			
Peggy Wolff				X	
Jessica Estrada				X	
Jeff Elganyhian				X	
Lisa Rossi				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:

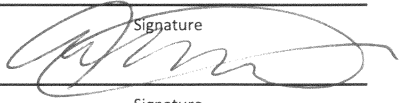
1. The SAC is composed of school site and parent representatives.
2. The SAC reviewed its responsibilities and belongs under district governing board policies.
3. The SAC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

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: March 17, 2015

Attested:

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

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

4/4/17  
\_\_\_\_\_  
Date

Randi Beckley  
\_\_\_\_\_  
Typed Name of SSC Chairperson

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

4/4/17  
\_\_\_\_\_  
Date