

# The Single Plan for Student Achievement

**2017-18**

**Terman Middle School**

School Name

**436964106118707**

CDS Code

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students.. California Education Code and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs into the Single Plan for Student Achievement.

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

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**Palo Alto Unified School District**

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

**Terman Middle School  
Palo Alto Unified School District  
SPSA PLAN FOR YEAR 2017-2018**

**A: High Quality Teaching and Learning** (Aligned to Strategic Goal A, C, and E)

Engage every student in purposeful, joyful learning that appropriately challenges all students to ensure core content mastery and maximizes each student's opportunity to excel academically.

**Goal 1: Assessment for Learning**

**Measurable Goal** (school selects goal/s to be accomplished by June 2018):

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Terman Middle School will address the Opportunity and Access Gap, leading to an Achievement Gap.

- Course-alike classes/courses will implement two (2) common assessments during the school year.
- Teachers will self-report the implementation of Learning Targets (verbal and written) will guide instruction.
- Teachers will implement common grading procedures and policies.

**Measuring Effectiveness** – How will we measure our *progress* toward our goal? (What incremental measures will you review throughout the year?)

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Terman Department Instructional Leaders will record the work around common assessments and grading during the school year. During the spring semester, we will schedule reflection meetings to give teachers an opportunity to discuss success, and growth areas for improvement and next steps.

<b>Strategies/Actions</b> to Reach this goal:	<b>Who is responsible</b> for facilitation of this strategy/action item:	<b>Monitoring Implementation</b> Data/evidence we will collect to ensure that this strategy/action is being implemented:
Site and district professional development	Administrators, Department Instructional Leaders, district administrators, and teachers	Coordination and participation in strategic professional development at site and district office throughout the school year
Focused classroom observations w/feedback to specifically monitor the implementation of verbal and written learning targets	Administrators, Department Instructional Leaders, district coaches, and teachers	Informal and formal feedback, review of teacher PLC growth plans, PLC notes from release days, pre-post observations, classroom observations
Department instructional leaders will lead site based teacher release time for continued professional development and design/revision of learning targets	Administrators, Department Instructional Leaders, district coaches, and teachers	Release time and department (grade/course- alike) meeting agendas and notes; common learning targets
Department instructional leaders will lead site based teacher release time for continued professional development and design/revision of common assessment and calibration	Administrators, Department Instructional Leaders, district coaches, and teachers	Release time and department (grade/course- alike) meeting agendas and minutes; common grading policy and procedures
Common prep periods will be built into the school master schedule for curriculum teams to create consistency and integrity within courses	Administrators, Department Instructional Leaders, district coaches and teachers	Weekly meeting and team meeting agendas and minutes
Train new teachers with learning targets and Assessment for Learning at the PAUSD New Teacher Orientation in addition to ongoing professional development throughout the school year	Administrators, district administrators, Department Instructional Leaders, and teachers	New teacher institute agenda and attendance

**B: Equity and Access** (Aligned to Strategic Goal A, B, C, D, and E)

Assure that every student has access to multiple programs, services, activities, and enrichment experiences that supports student learning and enable each individual to achieve his or her fullest intellectual, creative, and social potential.

**Goal 1: Supporting Achievement for All Students**

**Measurable Goal** (school selects goal/s to be accomplished by June 2018):

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Percentage increase on CAASPP English Language Arts/Literacy and Mathematics assessment for Black or African American, Hispanic or Latin, English Language Learners and Students with Disabilities will equal or exceed the Spring 2017 score report.

**Measuring Effectiveness** – How will we measure our *progress* toward our goal? (What incremental measures will you review throughout the year?)

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Use of DataZone to strategically do a deep dive into the CAASPP reports to identify areas of success, growth and/or plateaus of all groups & subgroups, including African American, Latino, SED, and EL students.

<b>Strategies/Actions</b> to Reach this goal:	<b>Who is responsible</b> for facilitation of this strategy/action item:	<b>Monitoring Implementation</b> Data/evidence we will collect to ensure that this strategy/action is being implemented:
Teachers will review student data through the use of a site based data-collection tool to identify all students in their classes and teams	Administrators, Department Instructional Leaders, teachers	Data collection tool, DataZone, team data chats
Teachers will engage in professional learning around implementing engaging learning strategies and differentiating instruction for all students	Administrators, Department Instructional Leaders, teachers	Professional development agendas, Friday Memos, department/grade level meeting agendas, class observation and feedback
Weekly PACT and HST meetings with grade level administrators, counselors, health and specialist to share, discuss and thought-partner around data for students not meeting expectation	Administrators, counselors, health office professionals	Team meeting agendas and minutes
Strategically offer 6th grade extension and intervention class 3x weekly during FLEX period	Math Instructional Leader, teachers	Formative assessment and teacher input
Provide Homework Habitat and Math Advantage provided after school 3x weekly for those students who need and want extra support	Counselors, teachers	Homework Habitat and Math Advantage attendance
By 2021, all secondary school students in grades 6 through 9 who have "not met" or "nearly met" standard on the CAASPP ELA assessment will receive targeted intervention through the general education and/or intervention specialist	Administrators, specialists, teachers	Various data points (formative, summative, CAASPP)
Convene Student Study Team (SST) meetings for those students of concern	Counselors, grade level administrators, teachers	SST notes and data

**C: Equity and Access** (Aligned to Strategic Goals A, B, C, D, and E)

Assure that every student has access to multiple programs, services, activities, and enrichment experiences that supports student learning and enable each individual to achieve his or her fullest intellectual, creative, and social potential.

**Goal 2: Providing Opportunities for All Students**

**Measurable Goal** (school selects goal/s to be accomplished by June 2018):

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Terman will increase and improve learning for all students, including a focus on HUR students, through targeted professional development, strategic interventions and course offerings.

**Measuring Effectiveness** – How will we measure our *progress* toward our goal? (What incremental measures will you review throughout the year?)

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Monitoring of grade-level common assessments, quarterly grade reports, attendance, discipline and health through the use of DateZone, Infinite Campus, PARCS, and teacher created student surveys.

<b>Strategies/Actions</b> to Reach this goal:	<b>Who is responsible</b> for facilitation of this strategy/action item:	<b>Monitoring Implementation</b> Data/evidence we will collect to ensure that this strategy/action is being implemented?
Early identification of targeted students through DataZone and Data Chats	Counselors, grade level administrators, teachers	DataZone data queries
On-going targeted professional development for teachers on maximizing use of DataZone for student data queries	Administrators, counselors, district data team administrators, teachers,	Staff meeting agenda devoted to training
One-on-One / Team Data chats with administrators	Administrators, Department Instructional Leaders, teachers	Meeting agenda, student data reports, strategic groups of students (lists)
"Hour of Code" event specifically for HUR students and parents	Administrators, computer technology teachers, technology leaders,	Hour of code attendance, parent invitation and agenda
Strategically offer 6th grade extension and intervention class 3x weekly during FLEX period	Department Instructional Leaders, teachers	Formative assessment and teacher input
Take advantage of enrichment field trip when available, Spring 2018 (i.e.: African American College Readiness Summit at SJSU)	Administrators, district equity administrators, family engagement specialist	List of attendees and agenda
Support AVID Site Team and share and implement AVID strategies schoolwide	Administrators, AVID site team, teachers	Site meeting agendas, AVID site goals, agenda and minutes
Provide oral translation services in both Mandarin and Spanish at school functions/events	Administrators, counselors, family engagement specialist	Agendas, service agreements
Provide written translation of necessary school documents in Mandarin and Spanish	Administrators, family engagement specialist	Translated documents

**D: Wellness and Safety (Aligned to Strategic Goals A, B, C, D, and E)**

Provide for the social-emotional needs of students and staff and cultivate positive healthy, identity safe school environments that promote high levels of connection, engagement and overall well-being throughout the school community.

**Goal 1: SEL**

**Measurable Goal** (school selects goal/s to be accomplished by June 2018):

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1) Students and staff will be participating in social emotional lessons through our Social Kindness Program, school wide Not in Our School Week. As a result, the Terman PARCS data results will increase 1% as measured by students self-reporting the following:

- "I feel like I matter" in this school
- Connectedness with staff and feel that I have a number of adults that I can talk to when I need help with a problem
- Feeling of belonging to a safe school community

2) Increase student participation in Spring 2018 Day of Service. Discussions and planning for a Staff-Student Mentorship for implementation in Fall 2019.

**Measuring Effectiveness** – How will we measure our *progress* toward our goal? (What incremental measures will you review throughout the year?)

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1) PARCS results

2) Increase in student participation in Terman Day of Service in Spring 2018



<b>Strategies/Actions</b> to Reach this goal:	<b>Who is responsible</b> for facilitation of this strategy/action item:	<b>Monitoring Implementation</b> Data/evidence we will collect to ensure that this strategy/action is being implemented:
Social Kindness Program - revisions, expansion when needed	Administrators, advisory teachers, counselors, staff	Advisory lessons on social kindness; school wide activities to increase social awareness and inclusion
Thoughtfully create advisory classes partnering students and teachers	Administrators, counselors, teachers	Team meetings, weekly PACT and HST meetings to discuss
Continue expanding Terman Day of Service	Administrators, parents, staff, YCS	Participation and sign-up for Terman Day of Service
Schoolwide SEL activities including Inclusive Schools Week, Unity Day, and Not in Our Schools Week	Administrators, counselors, teachers	Create student friendly inclusive activities for each event/week
Explore Staff / Student mentor program	Administrators, counselors,, teachers	Mentoring lists, monitoring monthly, revisions when needed
Teaming of students and staff - students are with the same core and teams of teachers throughout the school day and school year	Administrators, counselors, teachers	Weekly team meeting agendas, PACT and HEST meeting agendas, PLC meetings

**School Site Council Membership  
Terman Middle School**

Education Code Section 64001(g) 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 school site council is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Melissa Howell	[X]	[ ]	[ ]	[ ]	[ ]
Lois Caires	[ ]	X			
Jennifer Carlstrom	[ ]			X	
Ivette Daugherty	[ ]	X			
Aileen Delaney	[ ]	X			
Cindi Durchslag	[ ]	X			
Lauren Hahn	[ ]			X	
Joy Helsaple	[ ]		X		
Anne LaWer	[ ]			X	
Zhiyin Pan	[ ]			X	
Jennifer Schultz	[ ]			X	
Jules Lustig	[ ]				X
Wyatt Pedersen	[ ]				X
Quincy Rosenzweig	[ ]				X
<b>Numbers of members of each category</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>4</b>	<b>3</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.

**Recommendations and Assurances  
Terman Middle School**

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 **(Check those that apply)**:
  - School Advisory Committee for State Compensatory Education Programs
  
  - X English Learner Advisory Committee
  
  - Community Advisory Committee for Special Education Programs
  
  - Gifted and Talented Education Program Advisory Committee
  
  - X Other committees established by the school or district (list):  
Ed Council
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 herein 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: 11/9/2015

Attested:

Melissa Howell  
\_\_\_\_\_  
Typed Name of School Principal

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

\_\_\_\_\_  
Date

Jennifer Carlstrom  
\_\_\_\_\_  
Typed Name of SSC Chairperson

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

\_\_\_\_\_  
Date

Joy Helsaple  
\_\_\_\_\_  
Typed Name of SSC Chairperson

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

\_\_\_\_\_  
Date

**Title I Budget  
SPSA Budget: Terman Middle School**

	<b>Expense Accounts</b>	<b>Instructional Services/ Programs</b>	<b>Release Time/ Staff Development</b>	<b>Instructional Assistants/ Aides/Tutors</b>	<b>Supplies/Materials and Equipment</b>	<b>Centralized Services</b>	<b>EXPENSE TOTAL</b>
1000	Certificated Salaries						
2000	Classified Salaries						
3000	Employee Benefits						
4000	Supplies						
5000	Contracted Services						
6000	Capital Outlay						
7000	Indirect Costs						

**2017-2018 SIP Budget  
SPSA Budget: Terman Middle School**

	<b>Expense Accounts</b>	<b>Instructional Services/ Programs</b>	<b>Release Time/ Staff Development</b>	<b>Instructional Assistants/ Aides/Tutors</b>	<b>Supplies/Materials and Equipment</b>	<b>Centralized Services</b>	<b>EXPENSE TOTAL</b>
1000	Certificated Salaries	19,624					19,624
2000	Classified Salaries			900			900
3000	Employee Benefits						
4000	Supplies						
5000	Contracted Services						
6000	Capital Outlay						
7000	Indirect Costs	2,980					2,980
	<b>Total</b>	22,604		900			23,504

**SIP Budget**  
**SPSA Budget: Terman Middle School**

	<b>Expense Accounts</b>	<b>Instructional Services/ Programs</b>	<b>Release Time/ Staff Development</b>	<b>Instructional Assistants/ Aides/Tutors</b>	<b>Supplies/Materials and Equipment</b>	<b>Centralized Services</b>	<b>EXPENSE TOTAL</b>
1000	Certificated Salaries						
2000	Classified Salaries						
3000	Employee Benefits						
4000	Supplies						
5000	Contracted Services						
6000	Capital Outlay						
7000	Indirect Costs						

**Budget**  
**SPSA Budget: Terman Middle School**

	<b>Expense Accounts</b>	<b>Instructional Services/ Programs</b>	<b>Release Time/ Staff Development</b>	<b>Instructional Assistants/ Aides/Tutors</b>	<b>Supplies/Materials and Equipment</b>	<b>Centralized Services</b>	<b>EXPENSE TOTAL</b>
1000	Certificated Salaries						
2000	Classified Salaries						
3000	Employee Benefits						
4000	Supplies						
5000	Contracted Services						
6000	Capital Outlay						
7000	Indirect Costs						

**Budget**  
**SPSA Budget: Terman Middle School**

	<b>Expense Accounts</b>	<b>Instructional Services/ Programs</b>	<b>Release Time/ Staff Development</b>	<b>Instructional Assistants/ Aides/Tutors</b>	<b>Supplies/Materials and Equipment</b>	<b>Centralized Services</b>	<b>EXPENSE TOTAL</b>
1000	Certificated Salaries						
2000	Classified Salaries						
3000	Employee Benefits						
4000	Supplies						
5000	Contracted Services						
6000	Capital Outlay						
7000	Indirect Costs						



**Budget**  
**SPSA Budget: Terman Middle School**

	<b>Expense Accounts</b>	<b>Instructional Services/ Programs</b>	<b>Release Time/ Staff Development</b>	<b>Instructional Assistants/ Aides/Tutors</b>	<b>Supplies/Materials and Equipment</b>	<b>Centralized Services</b>	<b>EXPENSE TOTAL</b>
1000	Certificated Salaries						
2000	Classified Salaries						
3000	Employee Benefits						
4000	Supplies						
5000	Contracted Services						
6000	Capital Outlay						
7000	Indirect Costs						

# 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	237	256	221	228	244	212	227	244	212	96.2	94.9	95.9
Grade 7	241	258	241	235	248	240	235	248	240	97.5	96.1	99.6
Grade 8	248	238	246	236	230	244	236	230	244	95.2	96.6	99.2
All Grades	726	752	708	699	722	696	698	722	696	96.3	95.9	98.3

\* 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	2612.8	2606.0	2613.8	47	49	53.30	39	34	33.49	10	12	6.13	4	5	7.08
Grade 7	2623.2	2640.4	2628.1	46	50	45.42	35	37	38.75	13	9	6.25	6	4	9.58
Grade 8	2647.4	2649.8	2642.1	44	48	43.44	39	34	38.52	12	11	12.30	4	7	5.74
All Grades	N/A	N/A	N/A	46	49	47.13	38	35	37.07	12	11	8.33	5	5	7.47

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	48	50	57.35	45	39	34.12	7	11	8.53
Grade 7	54	57	60.83	38	37	28.33	9	6	10.83
Grade 8	54	63	52.46	39	29	38.93	7	8	8.61
All Grades	52	57	56.83	41	35	33.81	7	8	9.35

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	59	55	61.14	37	38	31.28	4	7	7.58
Grade 7	55	63	57.50	36	31	31.67	9	6	10.83
Grade 8	58	59	53.91	34	34	39.09	8	7	7.00
All Grades	57	59	57.35	36	35	34.15	7	7	8.50

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	37	36	42.65	59	61	51.66	3	3	5.69
Grade 7	37	40	32.08	57	54	62.08	6	6	5.83
Grade 8	40	42	37.30	55	52	59.43	6	6	3.28
All Grades	38	39	37.12	57	55	57.99	5	5	4.89

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	64	58	66.35	32	38	27.96	4	4	5.69
Grade 7	57	65	60.83	37	31	31.25	7	4	7.92
Grade 8	53	58	54.92	42	37	39.75	5	5	5.33
All Grades	58	60	60.43	37	36	33.24	5	4	6.33

**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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	237	256	221	230	251	219	230	251	219	97.0	97.7	99.1
Grade 7	241	258	241	236	254	240	236	254	240	97.9	98.4	99.6
Grade 8	248	238	246	237	231	244	237	231	244	95.6	97.1	99.2
All Grades	726	752	708	703	736	703	703	736	703	96.8	97.7	99.3

\* 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	2616.7	2610.8	2634.1	60	57	64.84	17	20	18.26	16	13	10.96	8	10	5.94
Grade 7	2636.6	2643.2	2643.5	59	61	63.75	17	20	14.17	14	13	13.75	10	7	8.33
Grade 8	2681.7	2686.6	2676.8	66	68	63.93	16	18	14.75	11	6	13.93	6	8	7.38
All Grades	N/A	N/A	N/A	62	62	64.15	17	19	15.65	14	11	12.94	8	8	7.25

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	61	65	70.32	26	21	20.09	13	14	9.59
Grade 7	64	68	69.17	22	21	17.50	14	11	13.33
Grade 8	72	75	65.98	18	16	22.13	10	9	11.89
All Grades	66	69	68.42	22	19	19.91	12	12	11.66

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	54	55	61.64	37	33	30.59	9	13	7.76
Grade 7	65	63	65.83	27	28	24.17	8	9	10.00
Grade 8	72	70	62.30	24	24	29.10	4	7	8.61
All Grades	64	62	63.30	29	28	27.88	7	10	8.82

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	59	51	64.84	35	41	27.40	7	8	7.76
Grade 7	59	63	60.83	35	30	32.08	6	7	7.08
Grade 8	57	63	64.34	36	31	28.28	7	6	7.38
All Grades	58	59	63.30	35	34	29.30	6	7	7.40

Conclusions based on this data:

1.

**School and Student Performance Data**

**CAASPP Results (All Students)**

**Science**

CAASPP Science Results for All Students												
Grade Level	Science											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
8	93	89		4	6		3	2		0	3	

## 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
<b>6</b>	25	26	18	42	37	55	25	37	18			9	8		
<b>7</b>	55	17	15	30	50	54	10	33	31	5					
<b>8</b>	47		67	47		17	7	80	17		20				
<b>Total</b>	45	21	27	38	34	47	13	42	23	2	3	3	2		