

**2012-
2013**

Arcadia
Unified
School
District

Single Plan
for Student
Achievement

DANA MIDDLE SCHOOL



**Arcadia Unified School District
Single Plan for Student Achievement**

Plan spans: 2012-2016 Current year: 2012-2013

School: Dana Middle School

CDS Code: 19 64261 6057475

The ***Single Plan for Student Achievement*** (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index (API). California *Education Code* and the federal No Child Left Behind Act (NCLB) requires each school to consolidate all school plans for programs funded through School and Library Improvement Block Grant, the Consolidated Application, and NCLB Program Improvement into the ***Single Plan for Student Achievement***. The Common Core and skills for the 21st Century are will be implemented in the next few years. We will also apply these concepts to the SPSA.

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

Principal: Daniel Hacking

School: Dana Middle School

Address: 1401 S. First Ave. Arcadia, CA 91006

District: Arcadia Unified School District

County: Los Angeles

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Date approved by the Arcadia Unified School District Governing Board:



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District Vision

In the Arcadia Unified School District, families and community are partners for student success. The policies, personnel and resources of the Arcadia Unified School District are used to insure that all students are provided engaging, meaningful schoolwork that results in challenging them to think and reason, develop ownership for their own lifelong learning, respect diversity, and be contributing members of society.

District Mission

It is the mission of the Arcadia Unified School District and the obligation of each school to provide quality work which is engaging, results in students learning meaningful content, and challenges every student to learn more.

District Beliefs

- *Students are clients of the school district entitled to quality work.*
- *Teachers are leaders entrusted to create quality work for students.*
- *Principals as leaders of leaders are accountable for the success of the school.*
- *District- level staff has a responsibility to work with schools and support initiative and effort to design quality work for students.*
- *All support staff contribute to an environment conducive to engaging students in quality work.*
- *The Superintendent has a critical responsibility to communicate a vision of the future and to initiate and support action toward the vision.*
- *The Board of Education is responsible for setting policies that are consistent with these belief and that help the district to realize its vision.*
- *Developing quality work requires commitment to continuous professional growth on the part of educators and district staff.*
- *The resources of the district must be organized to support the school's obligation to provide quality work.*
- *Schools and families are partners in helping students develop a sense of ownership for their learning.*
- *The school district has a responsibility to enlist family and community resources necessary to support students' school success.*



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School Mission:

The Dana Middle School community holds high expectations for all of its members. Our purpose is to create responsible citizens with lifelong passion for learning and excellence. Through a variety of educational experiences, we strive to develop self reliance, integrity, and respect for others.

School Profile:

Dana Middle School was named after 19th century author and abolitionist Richard Henry Dana. The school is part of the Arcadia Unified School District and is located in the San Gabriel Valley. Both a Blue Ribbon and Distinguished California School, Dana operates on a Mtraditional schedule and serves 790 students. Arcadia schools have a reputation for providing a quality, academically challenging program. Students at Dana Middle School are offered a comprehensive educational program that provides instruction in English, math, history and science and affords students many opportunities for success. All students at Dana Middle School participate in a broad-based, integrated, and academically oriented core curriculum. Teaching strategies include a balance of teacher-directed learning, student-generated activities, cooperative learning structures, an extensive use of technology, and other practices which successfully motivate and inform young adolescents. Adapting instruction to match the diversity of students' learning styles, interests and developmental readiness is a constant focus, and instruction is differentiated to afford learning opportunities to all students. Interventions are offered to ensure that all students derive the maximum educational benefit from their years at Dana. The educational experience for students is enhanced by a comprehensive music program encompassing Orchestra, Band, Marching Band and Auxiliary. Classes in Drama, Art, Home Economics, Skills for Success, and math and English intervention are available as electives for Dana's students.

Positive recognition creates a learning environment that fosters respect for the individual and promotes self-esteem. Dana has a variety of incentives that encourage and recognize student achievement which include: Rotary Award; Order of the Anchor (Honor Roll, Principal's Recognition Award, and Straight 'A's), Student of the Month, and our Emerson Award.

Students are also encouraged to participate in the school's extracurricular activities. These programs promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Dana currently offers the following extracurricular activities: including Student Council; Yearbook; Peer Tutoring; Intramural Sports through Arcadia Recreation Department; Lunchtime Sports Club; Where Everybody Belongs, WEB; Game Club; Cooking Club; Mile Run Club; Scrabble Club, History Movie Club, Maddie Cowgill Cancer Awareness Club, Science Olympiad, Dance Club, Knitting Club, Safe Zone, Art Club, Crazy for Math, and Open Mic Singing Club. The staff at Dana strives to create an atmosphere of dignity and respect for all. Students at Dana Middle School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others.

School Accountability Report Card (SARC) can be located at: www.ausd.net

****No need to print the report. It is advised that you use the information included in the SARC as data to complete this Single Plan for Student Achievement.**



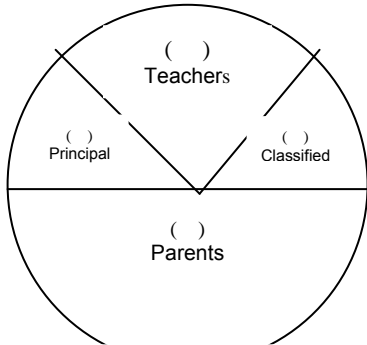
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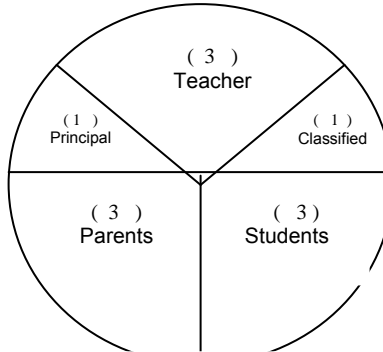
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SCHOOL SITE COUNCIL

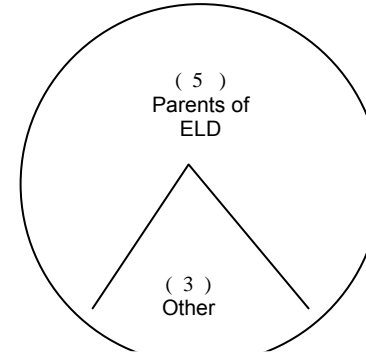
Instructions: Enter the number of members of each in the appropriate diagram



School Site Council (SSC)
Elementary



School Site Council (SSC)
Secondary



School English Learner Advisory
Council (ELAC)

List School Site Council members in the chart; indicate their membership affiliations

Members	School Site Council	English Language Advisory Council	Parent of student in school	Parent of Title I student	Parent of ELD student	Principal	Teacher	Classified Staff	Student (secondary only)	Other (specify)
Jessica Green	X						X			
Martha Robertson	X						X			
Daniel Johns	X						X			
Kelli Hille	X						X			



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Fern Billingsly	X		X							
Emmanuelle Oddenino	X		X							
Angela Hui	X		X							
Angela Lui	X								X	
Ella Cho	X								X	
Vivian Chan									X	
Daniel Hacking	X					X				
Mei Tan	X							X		

CENTRALIZED SERVICES



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CURRICULUM COORDINATORS

Work with principals and teachers to develop and implement district curriculum. Oversee curriculum implementation at their level of responsibility (i.e. elementary, middle school, or high school). Conduct staff development sessions. Research and seek out experts to come to the district for further professional growth opportunities. Monitor instructional programs for K-12 English Language Learners (ELL) at schools.

COORDINATOR OF CATEGORICAL PROGRAMS

Collect, organizes, and prepares data for state and federal reports and required evaluations. Maintains document files and records necessary for consolidated programs. Attends meetings regarding categorical programs and disseminates information as needed. Orders standardized tests for district and oversees distribution. Assists schools in the preparation, implementation, and evaluation of their school level plans.

SECRETARIES

Type and mail final forms, applications, etc. Organize materials for staff development sessions. Place orders for materials as needed. Prepare department communications.

K-Camp

A summer school program (four weeks, Monday through Thursday) designed to help students transition to AUSD Kindergarten. Curriculum includes themes, chosen specifically for K-Camp, designed to help the student develop: oral language; pre-reading skills; math concepts; interest in science, art, and music; independence; and social skills.

CURRICULUM DEVELOPMENT

Hourly pay for teachers to prepare curriculum and in-service materials for the benefit of students. Released (substitute) time for teachers to attend conferences and workshops related to student achievement.

FIXED CHARGES

Fringe benefits for centralized personnel paid from categorical funds.

MISCELLANEOUS

Conferences, travel, printing, supplies, and equipment for Centralized Services staff to provide planning, budget information, implementation, and consultation assistance to schools.



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FISCAL PROGRAMS

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter the amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical programs in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

Check as needed	State Programs	Allocation
	Economic Impact Aid/English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners.	\$ Zondra Borg
	Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	\$
	School Improvement Program Funding <u>Purpose:</u> Improve library and other school programs.	\$21,671.00
	School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	\$3,868.00
	List and Describe Other State or Local funds	\$
		\$
		\$
	Total amount of state categorical funds allocated to this school	\$



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Check as needed	Federal Programs	Allocation
	Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency.	\$Zondra Borg
	Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals.	\$
	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient students attain English proficiency and meet academic performance standards.	\$Charlene Mutter
	Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement.	\$
	Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students.	\$309.00
	Other Federal Funds (list and describe)	\$
	Total amount of federal categorical funds allocated to this school	\$
	Total amount of state and federal categorical funds allocated to this school	\$



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SCHOOL DATA

Reflection is the key to growth. The act of stepping back and taking a fresh look at the data in order to make sense of it, learn from it, and develop new understandings. Candid stock taking and thoughtful examination requires honest self-analysis and open communication with colleagues and constituents. Use the information you have gathered from the data sources to reflect and set goals for learning for all students.

		Number of Students									
		Grade Levels									
		K	1	2	3	4	5	6	7	8	TOTAL
School Enrollment (total)								240	285	265	790
LEP Enrollment								13	17	7	37
Title I Identified								19	17	9	45
Special Education	RSP							12	13	16	41
	SDC							7	2	7	16

		9	10	11	12	TOTAL
School Enrollment (total)						
LEP Enrollment						
Title I Identified						
Special Education	RSP					
	SDC					



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ANALYSIS OF PREVIOUS GOALS (revision years only)

Annually the school site council must evaluate the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of planned improvements is part of the analysis of student data for the following year's plan.

Conduct a reflective conversation regarding the current Single Plan for Student Achievement following criteria listed below.

In narrative form, respond to the following:

Review current Single Plan for Student Achievement goals to determine if the previous goals were met.

- Consider progress made toward achieving goals
- Reflect on progress
- Consider completion date, funding, and evaluation
- Support conclusions with data

Goal 1 – Proficiency on the CST ELA Test for all students is progressing. We are just below our stated targets of 86%, with 85.3% of our students scoring advanced or proficient on the test in 2012. The English department collaborates by looking at benchmark data, the district writing assessment, students' Scholastic Reading Inventory (SRI), sharing best practices, utilizing MyAccess and recommending students for intervention in reading and writing to improve the academic achievement of those students scoring basic and below on the state ELA test.

Goal 2 – Proficiency on the CST Mathematics Test for all students is progressing with improvement across most grade levels in the 2011-2012 school year. Geometry students and 7th grade algebra students scored 100% advanced or proficient on their respective tests. There was a decrease in 8th grade algebra scores with 89% of our students earning advanced or proficient scores, down from 95.2% the previous year. This is due to more students taking Algebra I rather than Math 8. Our Math 8 scores went down from 51.2% advanced and proficient to 34.7% advanced and proficient. Our 6th grade math scores improved from 86% advanced and proficient to 91% advanced and proficient on the CST. 7th grade pre-algebra scores improved from 87% to 89% advanced and proficient on the CST. Our math intervention program continues to succeed with over half its students improving their CST scores. This year we are offering a 6th and 7th grade intervention class before school three days a week. The math department is continuing to teach an intensive intervention pre-algebra class using curriculum from UCLA during the school day. Sixth and seventh grade offer math support for struggling students during the advisory period, while in eighth grade lower students take Math 8 rather than Algebra 1. The math department is working collaboratively to share best practices, analyze data, and discuss the needs of struggling students.



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Goal 3 – Collaboration among the Dana staff to analyze data to drive instruction, share best practices, and develop programs to support the academic success of all students is progressing. The staff is collegial and works well together. Staff, grade level, and department meetings are held with a focus on students, curriculum, and assessment. The master schedule committee convened in 2011. Thanks to its diligence, we have implemented a rotating schedule and lengthened Advisory to focus on academic intervention. The need for smaller class sizes and more elective options for students has been addressed, but the problems have not been solved. This committee continues to meet in the 2012-13 school year. Common assessments in the form of district-wide benchmarks have been implemented in English and math. Staff uses data to focus efforts on those students who need intervention in reading, writing, and mathematics. Dana utilizes Skills for School Success, a program in which all students have been taught the skills necessary to be an organized and effective pupil.

Goal 4 – All students will develop a positive connection to the Dana Middle School community. Our tri-annual survey shows that most students like their school, teachers, and peers. They have strong bonds to the Dana community thanks to our program, Where Everybody Belongs (WEB), in which sixth grade students and new students are paired with an eighth grade WEB leader. Another part of student leadership involves our Associated Student Body (ASB). Both WEB and ASB raise money for the school, promote positive school climate and implement projects for school improvement. Student recognition programs are held throughout the school year to honor students who go above and beyond in a variety of ways. Anti-bullying curriculum is taught in health classes which occur during PE. There are over ten clubs active on campus during lunch and before school. The intramural program matches teams from neighboring schools in basketball, football and volleyball. The music program involves over one-third of the student body. Also involved with the marching band are the auxiliary units of Drill Team, Flags and Breakers. Dana offers grade-level field trips: Outdoor Science School (6th), Catalina Science Camp (7th) and Pali Leadership Camp (8th). Students are also involved in theme days such as American Heritage Day, Medieval Day and Greek Day. All these extra activities help to connect our students to Dana and add value to their educational experience.



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DEMOGRAPHIC DATA SUMMARY

The Single Plan for Student Achievement must be based on an analysis of verifiable data, including results of the Academic Performance Index (API) and the California English Language Development Test (CELDT). Using such measures of student performance, identify significant low performance among all student groups. **Attach 2010 Data Profile from Key Data Systems.**

Dana API Performance

Academic Performance Index (API): API is a single number, ranging from a low of 200 to a high of 1000, that reflects a school's, an LEA's, or a subgroup's performance level, based on the results of statewide testing. Its purpose is to measure the academic performance and growth of schools.

API 2010 Base 936 Growth 941 +5
API 2011 Base 941 Growth 942 +1
API 2012 Base 944 Growth 950 +6

Dana AYP Performance

Adequate Yearly Progress (AYP): AYP is required under Title I of the Federal NCLB Act of 2001. States commit to the goals of NCLB by participating in Title I, a program under NCLB that provides funding to help educate low-income children. The primary goal of Title I is for all students to be proficient in English Language Arts and mathematics, as determined by state assessments, by 2014.

AYP English Language Arts

AYP Overall Proficient 2010 ELA: 86.8%
AYP Overall Proficient 2011 ELA: 85.3%
AYP Overall Proficient 2012 ELA: 87.0%

AYP Math

AYP Overall Proficient 2010 Math: 85%
AYP Overall Proficient 2011 Math: 87%
AYP Overall Proficient 2012 Math: 88%



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Dana Academic Performance of significant sub-groups, AYP

All significant subgroups met their AYP target (Asian, White, SED, English Learners)

Hispanic Subgroup, English Language Arts, AYP

2010 69%

2011 71%

2012 76%

Hispanic Subgroup, Math, AYP

2010 58%

2011 66%

2012 65%

SED (Social-Economic Disadvantaged) Subgroup, English Language Arts, AYP

2010 72%

2011 70%

2012 80%

SED Subgroup, Math, AYP

2010 76%

2011 73%

2012 83%

English Learners, English Language Arts, AYP

2010 71%

2011 72%

2012 58%

English Learners, Math, AYP

2010 83%

2011 78%

2012 77%



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Special Education, English Language Arts, AYP

2010 67%

2011 72%

2012 58%

Special Education, Math, AYP

2010 49%

2011 44%

2012 43%

CELDT DATA 2012-2013

California English Language Development Test (CELDT): CELDT is given to a pupil whose primary language is other than English as indicated on the Home Language Survey. Students are tested in listening, speaking, reading, and writing. Tests are given annually until the student is reclassified or is determined to be fluent in English at the time of testing.

37 Students were tested

Overall: 75% Improvement, with the most dramatic improvement in reading and writing

Reading: 62% Improvement

Writing: 78% Improvement

Listening: 68% Improvement

Speaking: 84% Improvement

ADDITIONAL ANALYSIS OF TEST SCORES

English/Language Arts Proficiency

Overall for grades 6-8: 87% Proficient and Advanced (+2.8%)



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6th Grade ELA: Improved on 4/5 Subtests
 Most improvement in Literary Response & Analysis
 Strongest scores for Word Analysis and Vocabulary (84% Correct)

7th Grade ELA: Improved on 3/5 Subtests
 Writing assessment scores improved
 Strongest scores for Reading Comprehension (81% Correct)

8th Grade ELA: Slight movement (1%) up or down on all Subtests
 Strongest scores for Written and Oral Language Conventions (82% Correct)

English Language Arts COHORT Grade 8
 2010 28% Proficient 59% Advanced (87% Prof/Adv)
 2011 20% Proficient 69% Advanced (89% Prof/Adv)
 2012 16% Proficient 71% Advanced (87% Prof/Adv)

Writing Assessment Analysis, AUSD created assessments

AUSD Writing Assessment Results by Grade Level			AUSD Writing Assessment Results by Prompt	
Grade 6			Build a Teacher	
Proficient	78	31%	P 89	37%
Non Proficient	160	69%	NP 157	63%
Total	238		Total: 245	
Grade 7			Improvement to School Rules	
Proficient	129	52%	P 13	52%
Non Proficient	124	48%	NP 12	48%
Total	253		Total: 25	



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Grade 8			The Negative Effects of Electronics	
Proficient	118	59%	P 176	53%
Non Proficient	84	41%	NP 165	47%
Total	202		Total: 266	
The Dream Award (Picture Prompt)			Lady and the Rent Man	
Special Education and ELL students			or	
			Your Generations' Contribution	
P 10	38%		P 33	61%
NP 17	62%		NP 20	39%
Total 27			Total 55	

California Standards Test (CST): The CSTs are a major component of the STAR (Standardized Testing and Reporting) program. The CSTs are developed by California educators and test developers specifically for California. They measure students' progress toward achieving California's state-adopted academic content standards, which describe what students should know and be able to do in each grade and subject tested. Students in grades two through eleven take multiple-choice CSTs for various subjects. Students in grade seven complete a writing assessment—the CST for Writing—as a part of the CST for English–Language Arts (ELA).

Math Proficiency, CST

Algebra 7th Grade: 100% advanced
 8th Grade 29% proficient/60% advanced
 Geometry: 100% proficient/advanced

6th Grade Math: Improved on ALL Subtests; strongest scores for Algebra & Functions
 7th Grade Math: Improved on 4/6 Subtests; strongest scores on Statistics, Data Analysis
 8th Grade General Math decreased from 53% proficient/advanced to 34% proficient/advanced



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Math COHORT Grade 8

2010	34% Proficient	47% Advanced	(81% Prof/Adv)
2011	31% Proficient	65% Advanced	(96% Prof/Adv)
2012	29% Proficient	60% Advanced	(89% Prof/Adv)

Science Proficiency, CST

8th Grade Science Proficiency

2010	Combined Proficient/Advanced: 92%
2011	Combined Proficient/Advanced: 88%
2012	Combined Proficient/Advanced: 93%

Largest growth in Investigation and Experimentation (+7.4%)

Social Science Proficiency, CST

MS History Proficiency (8th grade test covers 6-8th grade standards)

2010	Combined Proficient/Advanced: 78%
2011	Combined Proficient/Advanced: 79%
2012	Combined Proficient/Advanced: 83%

Other Data Sources such as Healthy Kids Survey, Physical Fitness, Local Assessments (list)

Conclusions indicated by the data:

1. Healthy Kids Survey: 65% of 7th grade males feel safe at school; 15% of 7th grade males have been in a physical fight at school.
2. Healthy Kids Survey: 82% of 7th grade students feel connected to the school; 71% of 7th grade students feel comfortable going to an adult in school for help.
3. Library Plan: 82% of the Dewey Classifications have copyright dates of 1992 or older. We met our goal to raise the average age of our non-fiction volumes from 1990 to 1996, to meet copyright markers of 10-15 years (suggested by the California Dept. of Education) in 2011.



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CURRENT INSTRUCTIONAL PROGRAM ANALYSIS

Consider the relationship between the current instructional program and conclusions reached from analysis of student data. Determine those program areas that need to be addressed to raise performance of all student groups with emphasis on those groups not meeting academic standards. Use information from a variety of sources such as:

- Local Assessments (District MyAccess writing, benchmarks)
- California Healthy Kids Survey, school or district data
- Physical Fitness Testing
- Library Plan
- Technology Plan
- School Accountability Report Card (does not need to be attached to SPSA)
- Accountability Rubric
- Local Educational Agency Plan
- Structured discussions with school and district staff

Looking at the various data from Dana Middle School it is clear that most students (almost 90%) are at or above grade level in English Language Arts, mathematics, science and social science. The one in ten students who does not meet proficiency is the focus of intense intervention efforts which include special education, ELL instruction, and targeted reading, writing, and math intervention classes. General education classes are meeting the needs of the majority of our students as evidenced by the scores on the California Standards Test. With the implementation of district-wide benchmarks, students and teachers are even more prepared for the standards based exams.



STUDENT PERFORMANCE GOALS

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 API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of all student groups with emphasis on students not meeting state standards:

<p>*SCHOOL GOAL # 1 (Based on conclusions from Analysis of Program Components and Student Data pages) By June 2013, all Dana students will work to maintain or improve to a minimum score of proficient in English Language Arts as measured by the CST (California Standards Test).</p>	
<p>Student groups and grade levels to participate in this goal: All students in grades 6-8</p>	<p>Anticipated annual performance growth for each group: Grades 6-8: 85% will be proficient on the 2010 CST, (+1%) 87.6% will be proficient on the 2011 CST, (+2.6%) 91% will be proficient on the 2012 CST</p> <p>71.7% of Special Education students were proficient on the 2011 CMA-CST an improvement of 4.7% since 2009. All Special Education students with scale scores below 325 will improve their scale score by 10 points annually.</p>
<p>Means of evaluating progress toward this goal: Ongoing review of school plan and CST data by faculty, benchmark data within departments with district curriculum specialist and review of plan by school site council.</p>	<p>Group and individual data to be collected to measure academic gains: CST scores; District benchmarks; SRI (Lexile score range); My Access writing scores; district writing assessment; CELDT</p>



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<p align="center">Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p align="center">Start Date Completion Date</p>	<p align="center">Proposed Expenditures</p>	<p align="center">Estimated Cost</p>	<p align="center">Funding Source</p>
<p>Staff will collaborate to analyze CST ELA data and data from other District assessments, such as benchmarks to identify students needing additional intervention support.</p> <p>Teachers will work with the counselor and SST process to identify students needing intensive intervention for Read 180.</p> <p>Other continuing short term intervention options in reading and writing will be explored and implemented during the 2012-13 school year to promote student improvement/achievement on the CST.</p>	<p>2012 - 2016</p> <p>2012 - 2016</p> <p>2012 - 2016</p>	<p>None (Collaborative Time)</p>		
<p>Staff will use collaboration time on Wednesdays to focus on At-Risk student populations, monitoring individual student progress toward meeting grade level ELA standards and achieving proficiency.</p>	<p>2012 - 2016</p>	<p align="center">None</p>	<p align="center">None</p>	
<p>Staff will continue to use collaboration time on Wednesdays to develop and implement writing intervention.</p>	<p>2012 - 2016</p>			
<p>Staff will collaborate to develop and implement strategies to facilitate student proficiency on district ELA and writing assessments which demonstrate overall improvement.</p>	<p>2012 - 2016</p>	<p align="center">None</p>	<p align="center">None</p>	
<p>English Department will investigate and use tools available in MY Access for writing instruction.</p> <p>English Department will share these strategies with other content areas to support writing across the curriculum using MyAccess.</p>	<p>2012 - 2016</p>	<p align="center">None</p>	<p align="center">None</p>	
<p>All teachers will know their EL students and current ELD level.</p>	<p>2012 - 2016</p>	<p>None, information provided by ELD Specialist and/or counselor</p>	<p align="center">None</p>	<p align="center">None</p>



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All teachers will use appropriate strategies to support their EL students during classroom instruction with a focus on speaking, listening, reading and writing including academic vocabulary and pronunciation skills.	2012 - 2016			
Dana teachers will invite 5 th grade teachers from Elementary Feeder Schools to share strategies to support the success of incoming 6 th grade students in English/Language Arts.	2012 - 2016	Subs needed	None	



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What Professional Development, Technology, and/or Library support is needed to support achievement of goal?	Start Date Completion Date	Proposed Expenditures	TBD	Technology Information Services (TIS)/Librarian
Access to technology for every student.	2012 - 2016	Purchase of technology	TBD	School Improvement Plan Funds
Staff development in differentiation and modifying/accomodating instruction.	2012 - 2016	Substitute teachers Consultants	TBD	Unrestricted resource/SI
Purchase of appropriate software and hardware to support instruction.	2012 - 2016	Purchase of software and hardware recommended by the school district		Instructional Materials
Professional development time for collaboration and training.	2012 - 2016	Substitute teachers, early out days, conferences, registration fees/travel		Unrestricted resource/SI



STUDENT PERFORMANCE GOALS

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 API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of all student groups with emphasis on students not meeting state standards:

*SCHOOL GOAL # 2
 (Based on conclusions from Analysis of Program Components and Student Data pages)
 By June 2013, all Dana students will work to maintain or improve to a minimum score of proficient in math as measured by CST (California Standards Test).

<p>Student groups and grade levels to participate in this goal: All students in grades 6-8</p>	<p>Anticipated annual performance growth for each group: OVERALL Grades 6-8:</p> <ul style="list-style-type: none"> • 85.2% will be proficient in 2010 (-.4%) • 86.4% will be proficient in 2011 (+1.2%) • 88% will be proficient in 2012 <p>Basic Math (Grade 8):</p> <ul style="list-style-type: none"> • Percent proficient will increase by 2% annually • Fewer students will be enrolled in remedial programs (decline by 5% annually) <p>Algebra:</p> <ul style="list-style-type: none"> • 100% of 7th grade Algebra students were advanced; maintain level of performance • 95.3% of 8th grade Algebra students were advanced/proficient (+11.3%); maintain level of performance <p>Geometry</p> <ul style="list-style-type: none"> • 100% of Geometry students will be proficient/advanced annually <p>Focus on Targeted Subgroups</p> <ul style="list-style-type: none"> • 43.8% of Special Education students were proficient on the 2011 CMA-CST, (-5.2%) • All Special Education students with scale scores below 325 will improve their scale score by 10 points annually.
<p>Means of evaluating progress toward this goal:</p>	<p>Group data to be collected to measure academic gains:</p>



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Ongoing review of school plan by faculty; yearly review of CST and benchmark data by faculty; review of plan by school site council.		CST scores; district benchmarks; CELDT		
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Staff will develop short-term math intervention options to occur during the school day. A before school math intervention class will continue this year for 6 th and 7 th grade struggling math students. The effectiveness of this class will be evaluated at the end of the school year.	2012 - 2016	Intervention Hourly Funding	\$2,500	School Improvement Plan funds
Staff will collaborate during early release days to review and analyze formative assessments including district Benchmark and chapter tests. Staff will investigate/share strategies to target skills needed to build and improve proficiency. All grade levels will adopt a systematic approach to problem solving to improve student meta-cognition.	2012 - 2016 2012 - 2016	None	None	None
Dana teachers will invite 5 th grade teachers from Camino Grove and Longley Way Elementary Schools to share strategies to support the success of incoming 6 th grade students in mathematics.	2012 - 2016	Subs needed	None	None
The Math department will collaborate to align curriculum and write common assessments to coordinate with district-wide benchmarks and the CST.	2012 - 2016	None	None	None
Staff will collaborate to analyze data and use information to move students toward continual improvement on CST	2012 - 2016	None		



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math. This process was begun in January 2010 with data analysis of individual student scores and their participation or access to intervention programs.				
Staff will use collaboration time on Wednesdays to focus on at-risk student populations by monitoring individual student progress toward meeting proficient grade level math standards and differentiating instruction using accommodation and modification strategies.	2012 - 2016	None		



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What Professional Development, Technology, and/or Library support is needed to support achievement of goal?	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Minimum configurations of computers in each classroom.	2012 - 2016	Purchase of computers		
Staff development in differentiation, modifying instruction, and academic vocabulary development to meet the needs of the struggling students and/or ELL students within a general education math class.	2012 - 2016	Substitute teachers	TBD	Unrestricted resource/SI
Purchase of appropriate software and hardware to support instruction.	2012 - 2016	Purchase of software and hardware recommended by the school district		Instructional materials
Professional development time for collaboration, conferences, observation, and training. Conference attendance has been limited based on financial constraints.	2012 - 2016	Substitute teachers		Unrestricted resource/SI



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<p>*SCHOOL GOAL # 3 (Based on conclusions from Analysis of Program Components and Student Data pages) All staff will collaborate to focus on student achievement, including analyzing and using data to make decisions and focus on building program(s) to support all students' success as measured by improved student achievement on CST and AUSD benchmark assessments, attendance, and data collected from the Healthy Kids Survey.</p>	
<p>Student groups and grade levels to participate in this goal: All students in grades 6-8, All teaching staff and administration</p>	<p>Anticipated annual performance growth for each group: Students will maintain or improve their scale scores and/or proficiency levels on all components of the CST. Students will demonstrate proficiency and/or continuous improvement on ELA and Math benchmark exams. 98% of all students will attend school regularly (based upon attendance records). Student responses on the Healthy Kids Survey will indicate improvement in general feelings of safety and connectedness to Dana Middle School. Students with scale scores below 325 will move toward proficiency on the CST.</p>
<p>Means of evaluating progress toward this goal: Ongoing review of school plan by faculty; yearly review of group data by faculty; review of plan by school site council; department and grade level articulation.</p>	<p>Group data to be collected to measure academic gains: CST scores; district benchmarks; CELDT; department and grade level minutes; intervention population.</p>



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<p align="center">Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p align="center">Start Date Completion Date</p>	<p align="center">Proposed Expenditures</p>	<p align="center">Estimated Cost</p>	<p align="center">Funding Source</p>
<p>Dana teachers will use the early release day to focus on the collaborative aspect of the professional learning communities' model, develop common assessments, evaluate assessment results, and revise lesson design. Teachers/admin may investigate protocols available for examining student work; consider developing common assessments specific to Dana students in addition to the assessments/benchmarks already in place by AUSD.</p>	<p align="center">2012 - 2016</p>	<p align="center">Site staff development; substitute teachers</p>		<p align="center">Unrestricted resource/SI</p>
<p>Dana staff has adopted a school wide SST intervention process which involves a team approach to intervention across the curriculum, and a focus on student "exceptions" rather than deficits. The process involves careful documentation of classroom interventions, and a tiered approach to intervention which has been adopted district wide through the district's response to Significant Disproportionality – Coordinated Early Intervention Services (SD-CEIS)</p>	<p align="center">2012 - 2016</p>	<p align="center">None</p>		



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What Professional Development, Technology, and/or Library support is needed to support achievement of goal?	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Professional development time for collaboration and training.	2012 - 2016			
Technology training to support the use of Google Drive, Illuminate, Power Teacher to improve effective instruction.	2012 - 2016			



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***SCHOOL GOAL # 4**
 (Based on conclusions from Analysis of Program Components and Student Data pages)
 By June 2013, all students will develop a positive connection to the Dana Middle School community as measured by the Healthy Kids Survey and staff-created surveys. It is recognized that students with strong positive connections to their school have a better chance of higher academic achievement and personal successes.

Student groups and grade levels to participate in this goal: Students in grades 6-8, parents, staff, and other stakeholders.	Anticipated annual performance growth for each group: Yearly increase in levels of participation in school activities, feeling safe and connected to school, which will result in more student participation in extra and co-curricular activities.
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Means of evaluating progress toward this goal: Ongoing review of school plan by faculty; yearly review of surveys by faculty; review of plan by school site council; department and grade level articulation; feedback from all stake holders.	Group data to be collected to measure academic gains: Healthy Kids Survey; Dana student survey; participation in school activities (including but not limited to: music, auxiliary units, ASB, WEB, clubs, lunchtime activities, dances, theme days, field trips, student award programs, intramurals); Parent/Student/Staff Survey (online)
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Dana staff will use early release days and staff meetings to create a campus-wide survey to investigate current student connection to school.	2012 - 2016	None	None	None
Dana staff will design continuing outreach activities to engage students not already involved in campus activities.	2012 - 2016	Stipend, TBD	None	None



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Dana staff will implement programs to address campus safety issues such as bullying and physical violence.	2012 - 2016		TBD	Unrestricted resource/SI
The Dana community will increase school spirit activities to give students a greater sense of Dana pride. Dana staff will research motivational assemblies to reward students with academic and behavioral success.	2012 - 2016	Assemblies	TBD	WEB, PTSA
Dana staff will collaborate to expand campus-wide character development tools. Specific programs will be explored district-wide and presented to staff in the 2011-12 school year.	2012 - 2016	Substitute teachers for release time.	TBD	Unrestricted resource/SI
Dana staff will create a Dana service program that provides opportunities, tracks hours, and recognizes student contribution.	2012 - 2016	Substitute teachers for release time.		Unrestricted resource/SI
Dana staff will present a 5 th grade parent night each Spring to inform, enlighten and encourage incoming students and parents about our Dana community.	2012 - 2016	Teacher time and supplies	TBD	Unrestricted resource/SI
Character Education related to 21 st Century Skills???				



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What Professional Development, Technology, and/or Library support is needed to support achievement of goal?	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
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PARENT INVOLVEMENT PLAN				
Arcadia Unified Schools Board Policy 6020	Action Steps	Start Date Completion Date	Funding Source	Means of Evaluation
1. Support the involvement of parents as partners in the decision-making processes of the school.	School Site Council, ELAC, Title One Parent Meeting, Music Booster Club, PTSA, Parent-Student-Staff survey, Parent Intervention	Ongoing		Minutes, agendas, parent surveys, and sign-in sheets.
2. Involve parents at the school site, with appropriate training, in instructional and support roles.	Theme Days, District Math Parent Evening, Positive Prevention Night, Overnight Fieldtrip Information Nights, Academic Intervention Parent Night, Cyber-bullying Information Night	Ongoing		Sign-in sheets, parent surveys, and agendas.
3. Provide clear, two-way communications between school and family in all matters relating to school programs and each student's progress.	Email, Website, Listserv, Dana Dialogue, telephone and personal conferences, Back To School Night, Open House, Outdoor Science School Meeting, ConnectEd (phone-blasters), parent access to student grades and records through the Internet (PowerSchool), Language Line, report cards, progress reports, and the pyramid of intervention as outlined by SD-CEIS, morning coffee with the principal	Ongoing		Minutes, agendas, sign-in sheets, parent surveys.
4. Provide access to community and support services for parents and students needing services.	Referrals upon request, DIS counseling when appropriate, Child Health Council referrals, parent page on school website, including Listserv and Dana newsletter	Ongoing		Counselor reports and tallies, psychologist reports, parent survey
5. Establish and develop programs and practices which enhance student involvement and which reflect the specific needs of students and families.	WEB (Where Everyone Belongs), Clubs, Intramurals, after school recreation, before and after school Daycare, Title One meeting, ELAC, parent participation in on-campus activities such as theme days	Ongoing		Minutes, agendas, sign-in sheets, and parent/student surveys.
6. Help parents develop parenting skills and provide home conditions that support their children's efforts to learn.	Counselor led parent meetings, Student Study Team (SST) meetings, ELAC	Ongoing		Minutes, agendas, outreach aides, records and tallies, counselor's records and tallies, parent/student surveys.



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7. Instruct parents in learning techniques so that they can further develop their children's comprehension and mastery of homework assignments.	meetings, Back To School Night, Open House, Title One parent meeting, utilization of the AUSD portal and Dana website; provide parent development seminars	Ongoing		Minutes, agendas, sign-in sheets, outreach aides records.
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RECOMMENDATIONS and ASSURANCES

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

- 1 The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2 The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
- 3 The school site council sought and considered all recommendations from the following groups or committees before adopting this plan. (Check all that apply.)
 English Learner Advisory Committee
 Gifted and Talented Education Program Advisory Committee
 Other (list) Gifted and Talented Coordinator at site level.
- 4 The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
- 5 This school plan 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 school plan was adopted by the school site council at a public meeting on: December 9, 2010

Typed Name of School Site Council Chair	Signature of School Site Council Chair	Date
Jessica Green		

Typed Name of Principal	Signature of Principal	Date
Daniel Hacking		