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**2012-2013**

Arcadia  
Unified  
School  
District

Single Plan for  
Student  
Achievement

**FIRST  
AVENUE  
MIDDLE  
SCHOOL**



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

**Plan spans: 2012-2015**

**Current year: 2012-13**

**School: First Avenue Middle School**

**CDS Code: 1964261057467**

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 (API). California *Education Code* and the federal No Child Left Behind (NCLB) require each school to consolidate all school plans for programs funded through School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement 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:

**Principal:** Jeffrey D. Wilson

**School:** First Avenue Middle School

**Address:** 301 S. First Avenue, Arcadia, California 91006

**District:** Arcadia Unified School District

**County:** Los Angeles

**Phone:** 626-821-8362

**Email Address:** [jdwilson@ausd.net](mailto:jdwilson@ausd.net)

**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 First Avenue Middle School community continually develops the distinctive characteristics of the “First Avenue Experience”: an ability to meet rigorous academic standards through the design of high quality work, a passion to learn, an ability and willingness to think creatively to solve the challenges of the 21st century, a strong sense of identity and voice, and a highly developed sense of personal and social responsibility and leadership fostered by real-world applications.

**School Profile:** First Avenue Middle School is located in a historic building in the center of the city of Arcadia. There are currently 842 students enrolled in grades six through eight. First Avenue is staffed with 34 teachers, one principal, one assistant principal, two half-time counselors, and other non-instructional staff. Instruction at First Avenue is based on a curriculum developed to meet school district and state standards. Lessons take a variety of forms, incorporate a variety of formative and summative methods of assessment, and allow for student learning through exploration of a broad range of materials and activities.

**School Accountability Report Card (SARC) can be located at: [www.ausd.net](http://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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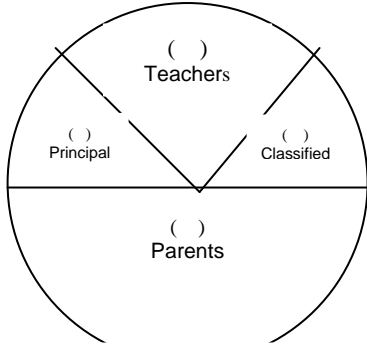
Plan spans: 2012-2015      Current year: 2012-13

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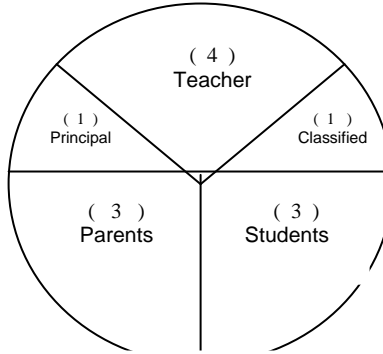
CDS Code: 1964261057467

**SCHOOL SITE COUNCIL**

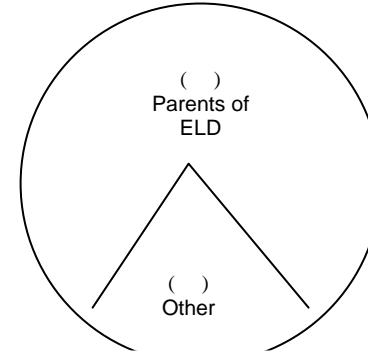
Instructions: Enter the number of members of each in the appropriate diagram



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)
Jeff Wilson	X					X				
Kristen Cook	X						X			
Pamela Reiffer	X							X		
Vanessa Janette Minick	X		X							



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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)
David Paszkiewicz	X						X			
Tiffany Crosby	X						X			
Margaret Nalbandian	X		X							
Nancy Adams	X						X			
Doris Hayata	X		X							
Celine Lee	X								X	
Emily Quach	X								X	
Silvia Zheng	X								X	



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**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.

**COMMUNITY OUTREACH ASSISTANTS**

Provide a communication link between the home and the school to improve the learning experience of students; communicate with parents about school programs and services; may serve as an interpreter; and support educational programs for parents.

**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
	<b>Economic Impact Aid/English Learner Program</b> <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners.	\$
	<b>Peer Assistance and Review</b> <u>Purpose:</u> Assist teachers through coaching and mentoring.	\$
X	<b>School Library Improvement Program Block Grant</b> <u>Purpose:</u> Improve library and other school programs.	\$ 19,964
	<b>School Safety and Violence Prevention Act</b> <u>Purpose:</u> Increase school safety.	\$
	<b>Tobacco-Use Prevention Education</b> <u>Purpose:</u> Eliminate tobacco use among students.	\$
X	<b>Gifted and Talented Education</b> <u>Purpose:</u> Supports opportunities for students identified as gifted and talented.	\$ 0
	<b>List and Describe Other State or Local funds</b>	\$
	Total amount of state categorical funds allocated to this school	\$ 19,964



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Check as needed	Federal Programs	Allocation
X	<b>Title I, Part A: Targeted Assistance Program</b> <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency.	\$ 0
	<b>Title II, Part A: Teacher and Principal Training and Recruiting</b> <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals.	\$
	<b>Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students</b> <u>Purpose:</u> Supplement language instruction to help limited-English-proficient students attain English proficiency and meet academic performance standards.	\$
	<b>Title IV, Part A: Safe and Drug-Free Schools and Communities</b> <u>Purpose:</u> Support learning environments that promote academic achievement.	\$
X	<b>Title V: Innovative Programs</b> <u>Purpose:</u> Support educational improvement, library, media, and at-risk students.	\$ 0
	<b>Other Federal Funds</b> (list and describe)	\$
	<b>Total amount of federal categorical funds allocated to this school</b>	\$ 0
	<b>Total amount of state and federal categorical funds allocated to this school</b>	\$ 19,964



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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)								255	262	278	795
LEP Enrollment								17	18	11	46
Title I Participating								33	41	11	85
Special Education	RSP							10	16	13	39
	SDC							7	1	1	9

		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)**

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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:

Goal 2:

Goal 3:

Goal 4:



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## **DEMOGRAPHIC DATA SUMMARY**

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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 2012 Data Profile from Key Data Systems.**

### ***Academic Performance by Ethnicity***

Conclusions indicated by the data:

1. Hispanic learners overall gain in API of 24 points over three years.
2. White learners overall gain in API of 16 points over three years.

### ***Academic Performance by Grade Level***

Conclusions indicated by the data:

#### **GRADE 6**

1. Minimal 0.02% growth in Reading Comprehension.
2. -0.25% decline in Literary Response and Analysis.
3. 11.18% growth in Writing Strategies.
4. -0.75% decline in Ratios, Proportions, Percentages and Neg. Fractions.
5. -1.97% decline in Algebra and Functions.
6. -0.19% decline in Measurement and Geometry.
7. 3.81% growth in Statistics, Data Analysis, and Probability.

#### **GRADE 7**

1. 7.02% growth in Word Analysis and Vocabulary.
2. -0.04% decline in Reading Comprehension.
3. -0.93% decline in Literary Response and Analysis.
4. 4.56% growth in Writing Strategies.
5. 10.49% growth in Writing Applications.



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6. 4.05% growth in Number Sense -- Rational Numbers.
7. 3.88% growth in Measurement and Geometry.
8. -6.49% decline in Statistics, Data Analysis, and Probability.
9. -2.27% decline in Grade 7 Algebra Graphing.

**GRADE 8**

1. -1.86% decline in overall Reading.
2. -2.73% decline in Reading Comprehension.
3. -2.87% decline in Literary Response and Analysis.
4. 2.12% growth in Written and Oral Language Conventions.
5. 1.57% growth in Motion (Science).
6. -2.73% decline in Forces, Density, and Buoyancy.
7. 1.48% growth in Structure of Matter and Periodic Table.
8. -6.66% decline in Earth in the Solar System.
9. -1.91% decline in Reactions and the Chemistry of Living Systems.
10. -5.43% decline in World History & Geography: Ancient Civilizations.
11. 10.00% growth in Renaissance/Reformation.
12. -2.635 decline in Civil War and its Aftermath.
13. -4.36% decline in Algebra 1 Graphing.
14. 5.33% growth in Algebra 1 Functions.

***English-Language Arts Adequate Yearly Progress (AYP)***

Conclusions indicated by the data:

1. All significant subgroups met their AYP growth goals over 3 years.
2. Asian students made modest growth over 3 years. With 91.9% Proficient or above.
3. SED students demonstrated moderate growth over 3 years with 79.8% Proficient or above.

***Mathematics Adequate Yearly Progress (AYP)***

Conclusions indicated by the data:



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1. All significant subgroups met their AYP growth goals over 3 years.
2. Asian students experienced flat growth over 3 years with 95.0% Proficient or above.
3. SED students, while meeting AYP, experienced a significant decline in math proficiency (from 86% to 73>6%).

***California English Language Development (CELDT) Data***

Conclusions indicated by the data:

1. ELD learners met all AMAO (Annual Measurable Achievement Objectives) goals.
2. Over 32% of ELD students made “No Movement” or “Negative Movement” in Reading.
3. Over 35% of ELD students made “No Movement” or “Negative Movement” in Speaking.
4. Overall, over 78% of ELD students made at least one level of “Positive Movement”.

***Significant Sub-Groups (ELL, Special Populations)***

Conclusions indicated by the data:

1. ELD learners met all AMAO (Annual Measurable Achievement Objectives) goals.

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

Conclusions indicated by the data:

**2012 Student Connectedness Survey -- 401 Respondents (152 sixth graders, 108 seventh, 141 eighth)**

1. On the student survey, students were asked “Is there an adult at school that you feel like you can talk to when things go right or wrong in your life?” -- 19% of sixth graders; 18% of seventh graders; and 32% of eighth graders indicated “Probably, yes” or “Definitely, yes”.
2. Gap -- 75% of 2012-13 sixth graders have met with their WEB student leader 5 times or less since the start of the year.
3. Gap -- 75% of 2012-13 seventh graders met with their PALs student leader 5 times or less for their entire sixth grade year, with 42% having “never met” with their assigned leader.
4. Gap -- 62% of 2012-13 eighth graders met with their PALs student leader 5 times or less for their entire sixth grade year, with 48% having “never met” or only “met once” with their assigned leader.
5. While 89% of current sixth graders have “never” missed school because they feel unsafe or uncomfortable, 9% indicated that they have “Sometimes (1 or 2 times a month)” missed school due to these feelings. 9% of seventh graders and 8% of eighth also indicated that they “sometimes” miss school because of these feelings.
6. 16% of sixth graders; 10% of seventh graders; and 16% of eighth graders have “Sometimes (1 or 2 times a month)” felt bullied at school, while 83% of sixth, 88% of seventh, and 82% of eighth graders have “never felt bullied” at school.



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7. 26% of sixth graders; 21% of seventh graders; and 22% of eighth graders indicated that they have “Sometimes (1 or 2 times a month)” or “Regularly (1 or 2 times a week)” bullied, teased or made fun of other students at school.

### *Academic Grades (Middle and High School)*

Conclusions indicated by the data:

1. Student grades have often not been reflective of their abilities or proficiency levels;
2. Student grades are not consistent in their design or application across disciplines or grade levels, and not even within common grade levels and disciplines;
3. Data has clearly shown that differentiation of assignments and grades have positively and dramatically impacted student performance both in grades and in CST performance;
4. Positive recognition (*FA Futures*) has shown that recognizing students for realizing basic proficiency in grading standards (C’s or better), has increased the number of students who are performing at grade level standards by the conclusion of the school year.
5. Additionally, positive recognition has helped students understand their own development as students and has helped them establish and accept responsibility for future learning goals;
6. Providing teachers data regarding the relationship of grades and performance on standardized tests, has assisted in their professional development by helping them recognize that student grade performance is at times, more reflective of organizational skills, study skills, and/or immature development regarding their own motivation for performance, than an actual correlation between acquired knowledge and performance;
7. When teachers engage their students in the knowledge of their performance in class, provide individual choice that allows for accommodations and modifications in their work (corrections of work, feedback concerning performance, etc.), performance on tests increase;
8. When students who have underperformed in only one subject area are met with to develop strategies for increasing their performance in that specific subject area, 50% of them increase that grade to a proficient level;
9. Many of our students improved their performance level as a result of meeting with an academic advisor;
10. Weekly SST1 meetings have:
  - a. Identified students who appear to be struggling in either their academics or behavior;
  - b. Provided a “case-study” approach to each student referred;
  - c. Indicated follow-up steps to students needing additional resources;
  - d. Assist the students with developing conscious strategies for acquiring work habits that are linked to classroom success and to bring awareness of the impact of their performance on their grades (i.e., how to evaluate their performance on a given assignment and how it affects their grades);
  - e. Provide teachers strategies that will ensure that student grade success reflects learning and knowledge.
11. 6<sup>th</sup> grade students have a very difficult time adjusting from a Standards-based report card to a traditional report card. Early intervention with struggling students is a key in helping these students experience positive performance and a positive view of their own responsibility for academic achievement.
12. We have found that 7<sup>th</sup> grade students who have been exposed to a series of developmental conversations with teachers (i.e., *Leaving Childhood*), along with appropriate accommodations and differentiation of instruction, have produced an increase in student performance through 8<sup>th</sup> grade.





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## **CURRENT INSTRUCTIONAL PROGRAM ANALYSIS**

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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 (writing, DIBELS, 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
- Western Association of Schools and Colleges (WASC) Accreditation Report

Discussion should result in succinct and focused findings based on verifiable facts.

Conclusions indicated by the analysis – For 2012-13, First Avenue Middle School will concentrate on:

1. F.A.M.S. teachers will continue to promote Reading across the curriculum concentrating on Reading Comprehension and Literary Response and Analysis.
2. F.A.M.S. teachers will concentrate on modeling the problem-solving process across all disciplines, through a guided approach to problem identification, exploration and analysis of relevant information, and the application and critiquing of possible solutions. Students will become adept at designing, constructing, planning, producing, and inventing new learning constructs.
3. F.A.M.S. teachers will continue to work with students to improve their writing across the curriculum, as defined in the Common Core standards -- to produce clear and coherent writing; to develop and strengthen technical writing as needed; to use technology to produce and publish writing as well as to interact and collaborate with others; to write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (Quick Writes and Mini Lessons) for a range of discipline-specific tasks, purposes, and audiences.
4. F.A.M.S. staff will concentrate on helping students increase their sense of connectedness with our school and with teachers and staff at *First Avenue*, and with WEB student leaders.



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**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 # 1 Overall student performance in Reading will improve 5% over three years as a result of providing the instructional staff the resources, support and training to collect, analyze, and employ data to inform instructional decisions, specifically regarding gaps in Reading Comprehension and Literary Response and Analysis, across the curriculum.**

Student groups and grade levels to participate in this goal:

- 1. Grades 6-8
- 2. English Learners

Anticipated annual performance growth for each group:

- 1. 5% growth over 3 years for AYP Reading.
- 2. 10% growth in “Positive Movement” for 2013 as measured by CELDT 2 Year Proficiency Level Movement Analysis.

Means of evaluating progress toward this goal:

Common reading and literary analysis strategies will be implemented across the curriculum using 21st century tools to reflect advanced learning through higher level thinking skills; and will incorporate new Common Core Standards as they are implemented in the Arcadia Unified School District. Reading will be evaluated using the *Scholastic Reading Inventory* (SRI); using core literature with read-alouds, quick writes, group processes, and projects; and through the use of *Thinking Maps* to determine understanding of critical components of selections. Progress will be measured in the short term by benchmark exams, and the CST; and in the long term, by the Smarter Balanced assessment tools.

Group data to be collected to measure academic gains:

- 1. CST
- 2. SRI
- 3. Benchmarks
- 4. CELDT
- 5. Smarter Balanced (Possibly starting in 2014)



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<p align="center">Actions to be Taken to Reach This Goal<sup>i</sup> 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>1. All teachers will utilize the SRI computer-based assessment tool to assist and track students reading comprehension. (Use of response sheets and SRI tests to help students track their reading).</p>	<p>1. Ongoing</p>			
<p>2. Identify students in need of reading support or intervention through the SST 1 process.</p>	<p>2. Ongoing -- Fridays</p>			
<p>3. Use Read 180 and System 44 reading programs to assist students in developing critical reading skills.</p>	<p>3. Ongoing</p>			
<p>4. Teach vocabulary in context in all disciplines using Marzano’s Academic Vocabulary (Posters in each class).</p>	<p>4. Ongoing</p>			
<p>5. Technology support as determined by district to support Common Core and Smarter Balanced.</p>	<p>5. Ongoing</p>			
<p>6. School-wide reading contest with game show family night.</p>	<p>6. By Spring 2013</p>	<p>Supplies</p>	<p>\$250</p>	<p>FLEX 07395.2... 4310</p>
<p>7. Students will utilize non-fiction history text to strengthen reading skills, such as summarizing, historical points of view, distinguishing between fact and opinion, analyzing primary and secondary sources, and comparing and contrasting different features of civilizations.</p>	<p>7. Fall 2013</p>	<p>Scholastic Magazine</p>	<p>\$1,000</p>	<p>FLEX 07395.2... 4320</p>
<p>8. Explore purchasing science “Literary Picks” for technical non-fiction reading.</p>	<p>8. Spring/Fall 2013</p>	<p>Books</p>	<p>Unknown</p>	



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9. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.	9. Ongoing			
10. Pilot AVID program to close the achievement gap by preparing all students for college readiness.	10. Fall 2013	Training, materials	Unknown	District
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
1. SRI training for instructional staff.	1. September 2013	Seminar	Unknown	District
2. AVID Training	2. August 2013	Multi-Day Training	Unknown	District

*\*This page should be duplicated for each standards based goal. A minimum of 3 goals is expected.*



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**\*SCHOOL GOAL # 2 -- First Avenue students will demonstrate an understanding of the problem-solving process across all disciplines, through a guided approach to problem identification, exploration and analysis of relevant information, and the application and critiquing of possible solutions. Students will become adept at designing, constructing, planning, producing, and inventing new learning constructs.**

Student groups and grade levels to participate in this goal: 1. All students. <span style="float: right;">—————→</span> 2. 2. SWD -- A 20% gap in proficiency between ELA and Math exists with SWD. <span style="float: right;">—————→</span>	Anticipated annual performance growth for each group: 1. 5% growth over three years.  2. 3% annual growth.
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Means of evaluating progress toward this goal:  Problem solving strategies will be implemented across the curriculum using 21st century tools to reflect advanced learning through higher level thinking skills; and will incorporate new Common Core Standards as they are implemented in the Arcadia Unified School District. Progress will be measured in the short term by the CST and in the long term by the Smarter Balanced assessment tools.	Group data to be collected to measure academic gains:  1. CST and Smarter Balanced; 2. Benchmarks; 3. Grades; 4. Projects; 5. Online learning and assessment tools.
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Actions to be Taken to Reach This Goal <sup>ii</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
1. <i>California Mathematics Council</i> (CMC) membership.	1. August 2013 - July 2014	1. Memberships for 5 teachers.		
2. Institute “Problem of the Week” (paraphrase, rewrite, create solutions)-Gary Tsuruda; John Woodward	2. Ongoing -- Beginning Sept. 2013			
3. Develop a common process for Problem Solving that all students will understand, i.e., “LET” statement.	3. Ongoing – Beginning Spring 2013			



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4. Develop common Academic Vocabulary, specifically with regards to Problem Solving.	4. Ongoing -- Beginning Spring 2013			
5. Technology support as determined by district to support Common Core and Smarter Balanced.	5. Ongoing	5. Tablets/laptops		5. FLEX
6. Modified Math curriculum overhaul, using a Read 180-type model with centers and differentiation.	6. Spring 2013--Ongoing			
7. <i>Khan Academy</i> used in math lab/support classes and Modified Math courses for both teacher directed and independent work with progress monitoring by teacher and student.	7. Fall 2013—Ongoing			
8. Describe how a text presents information (e.g. sequentially, comparatively, causally).	8. Ongoing			
9. Theme days and interactive simulations such as Greek Days, Ellis Island, Workshop in the Woods, will provide students opportunities for problem solving in application of the content.	9. Ongoing			
10. Continue to promote problem-solving and the <i>Scientific Method</i> in projects related to Earth, Life and Physical sciences (i.e., Lightbulb life, Solar Juice, Shake Table, Egg Drop).	10. Ongoing			
11. Promote extracurricular science through clubs and competitions (i.e., <i>Robotics, Destination Imagination</i> )	11. Spring 2013 Ongoing			



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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
1. <i>California Mathematics Council (CMC)</i> convention.	1. November 1-2, 2013	1. Registration	1. \$1,000	1. FLEX 07395.2 ...5220
2. Technology purchases to support 21st Century instruction and learning.	2. Ongoing	2. Tablets/ laptops	2. \$3,500	2. FLEX 07395.2 ...4440

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**\*SCHOOL GOAL # 3 -- First Avenue students will continue to demonstrate measured improvement in writing across the curriculum, as defined in the Common Core standards -- to produce clear and coherent writing; to develop and strengthen technical writing as needed; to use technology to produce and publish writing as well as to interact and collaborate with others; to write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (Quick Writes and Mini Lessons) for a range of discipline-specific tasks, purposes, and audiences.**

Student groups and grade levels to participate in this goal: Grades 6-8 -- All Students	Anticipated annual performance growth for each group: 5% CST growth over 3 years.
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Means of evaluating progress toward this goal: 1. 7th Grade <i>California Writing Standards Test</i> .  2. MyAccess web based writing program.  3. Begin to develop teacher-generated common assessments using <i>My Access</i> .  4. District benchmark writing exam.	Group data to be collected to measure academic gains: 1. Proficiency levels. Gaps.  2. Cumulative holistic and trait scores (i.e., Focus & Meaning, Organization, etc.)  3. Cumulative holistic & trait scores that help align instruction.  4. Proficiency levels.
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Actions to be Taken to Reach This Goal <sup>iii</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
1. English teachers at the 6th grade level will develop writing instruction that includes strategies and methodologies found in the <i>Write from the Beginning</i> program.  2. English teachers will continue to teach writing using <i>Thinking Maps</i> as part of writing instruction, and will incorporate higher level nonlinguistic organizers both from previous <i>Thinking Maps</i> training and from the <i>Write from the Beginning</i> materials (i.e., Bridge, Brace, Multi-flow, and Double-Bubble).	1. Fall 2013  2. Ongoing, further training in Spring 2013			





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<p>3. The English Department will develop a vertical writing program, where all teachers in the school will be teaching the same criteria in a manner that is consistent with the developmental and cognitive characteristics of their students.</p>	<p>3. Fall 2013</p>			
<p>4. Between departments, teachers will develop common grade-level themed projects involving writing (i.e., <i>Greek Days, Ellis Island, Workshop in the Woods</i>).</p>	<p>4. Ongoing</p>			
<p>5. English teachers will teach all the genres of writing, including informative/explanatory texts, narratives to develop real or imagined experiences and persuasive arguments.</p>	<p>5. Ongoing</p>			
<p>6. Teachers to provide instruction on how to conduct short research projects to answer a question.</p>	<p>6. Ongoing</p>			
<p>7. <i>Thinking journals</i> will be explored, with possible implementation in 2013 where students are taught to <i>think, write, and share or debrief</i>.</p>	<p>7. Fall 2013</p>			
<p>8. Informative, explanatory, technical, and and/or narrative writing will be taught, modeled and assigned in all subjects.</p>	<p>8. Fall 2013</p>			
<p>9. History teachers will be trained in <i>MyAccess</i>.</p>	<p>9. Spring 2014</p>	<p><i>MyAccess</i> training for History</p>	<p>None</p>	<p>District</p>
<p>10. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.  a. Lab Summaries – Cornell Notes, Lab Procedures, Objective writing, Sources  b. Responsive writing in Science.  c. Application of content-specific Academic Vocabulary in writing.</p>	<p>10. Ongoing</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
1. <i>Write from the Beginning Training</i> for 6th grade teachers.	1. Spring/Fall 2013	1. Training		District
2. Writing across the curriculum training for all teachers including <i>Thinking Maps</i> .	2. Spring 2015	2. Professional Development		District
3. Technology purchases to support 21st Century instruction and learning.	3. Ongoing	3. Ongoing		FLEX 07395.2 ... 4440

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**\*SCHOOL GOAL # 4 First Avenue students will increase their sense of connectedness with our school and with teachers and staff at *First Avenue*, and with WEB student leaders. They will decrease their feelings of discomfort with bullying and increase their sense of safety over three years by 5% as measured in student survey data.**

Student groups and grade levels to participate in this goal:

- 1. Grade 6 —————>
- 2. Grade 7 —————>
- 3. Grade 8 —————>

Anticipated annual performance growth for each group:

- 1. 2% annual growth
- 2. 1.5% annual growth
- 3. 1.5% annual growth

Means of evaluating progress toward this goal:

- 1. 2012-13 Student Survey;
- 2. Parent input.

Group data to be collected to measure academic gains:

- 1. WEB connectedness, staff connectedness, bullying, safety, activities;
- 2. PTSA, parent nights, ELAC, Open House/BTS.

<p align="center">Actions to be Taken to Reach This Goal<sup>iv</sup> 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>1. WEB leaders will maintain scheduled meeting times with their charges throughout the school year.</p>	<p>1. Ongoing</p>			
<p>2. Teachers will conduct informal check-ins with students who are not involved in many activities.</p>	<p>2. Ongoing</p>			
<p>3. Canfel productions.</p>	<p>3. Spring 2013</p>	<p>Assemblies (3)</p>	<p>\$1,000</p>	<p>ASB</p>
<p>4. Grade level assemblies (i.e., <i>FA Futures</i>, Spelling Bee, Student Recognition, Multi-Cultural Assemblies)</p>	<p>4. Ongoing</p>			
<p>5. Student activities run by ASB during lunch time (theme and spirit days).</p>	<p>5. Ongoing</p>			



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6. M.O.D. ( <i>Men of Distinction</i> ) Squad II mentoring for at-risk but potentially college-bound boys.	6. Spring 2013	Books, speakers, field trips.	\$1,000	AEF (\$250) FLEX (\$750)
7. Develop a female at-risk program similar to <i>MOD Squad</i> .	7. Spring 2013	Materials, books, speakers.	\$500	FLEX
8. Pilot AVID for the middle grades.	8. Fall 2013	Materials, teaching sections	Unknown	District
8. Purchase Motorola Radios for campus communication.	9. Spring 2013	Radios	\$3,000	Red Cross
9. Continued lockdown preparedness program.	10. Ongoing			
10. Continue to promote clubs that help students feel connected to the school.	11. Ongoing			
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
1. AVID Training	1. Training – Summer 2013	1. Training Institute	1. Unknown	1. District
2. Ongoing training for Administrative staff, faculty and classified staff.	2. Ongoing			

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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.	SSC and Site Leadership Team process. ELAC Music Club PTSA	Monthly Yearly Monthly Monthly		Parent survey; PTSA meetings; SSC & SLT input.
2. Involve parents at the school site, with appropriate training, in instructional and support roles.	Encourage parent participation in class room activities and give them support necessary to active participants	Ongoing		Parent survey; staff survey and input.
3. Provide clear, two-way communications between school and family in all matters relating to school programs and each student's progress.	Weekly List Serve and PTA newsletter Bi-Monthly phone blasts Progress reports, report cards, Back to School Night and Open House E-mail and Website with e-mail links Progress reports to all 6 <sup>th</sup> graders	Ongoing  Ongoing  Ongoing Tri-Annually		PTA input. Phone Blast reports. SLT & SSC input.
4. Provide access to community and support services for parents and students needing services.	Counselor communication via news- letter, phone and e-mail contacts Health Office communications Partnership with Child Health Council	Regular and ongoing  Tri-Annually Ongoing		Parent survey; 1802 Parent/Student/Counselor meetings.
5. Establish and develop programs and practices which enhance student involvement and which reflect the specific needs of students and families.	Communication between teachers and home via class newsletters, Phone Blasts, e-mails, and websites Intervention, Peer tutoring & Math Tutoring School wide recognition program 5 <sup>th</sup> grade & 9 <sup>th</sup> grade Orientation programs WEB	Ongoing  Ongoing Ongoing Annually Ongoing		Student survey; Peer Tutoring reports; Student Study Teams; Parent survey.
6. Help parents develop parenting skills that support their children's efforts to learn.	Health Education (i.e., <i>Positive Prevention</i> ) ELAC Math Parent Nights	Annually Annually Annually		Attendance at parent classes, evening meetings; input from parent groups.
7. Instruct parents in learning techniques so that they can further develop their children's mastery of homework assignments.	Title I and ELD parent meetings Curriculum meetings for parents specific to math, science, language arts, and/ or history	Annually Ongoing		Attendance and feedback from these meetings.



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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)
- 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: \_\_\_\_\_.

Typed Name of School Site Council Chair: Tiffany Crosby

Signature of School Site Council Chair: \_\_\_\_\_ Date: \_\_\_\_\_

Typed Name of Principal: Jeffrey D. Wilson

Signature of Principal: \_\_\_\_\_ Date: \_\_\_\_\_