

# *Templeton Middle School*

*2020-2021*

## *Single Plan for Student Achievement*

*DISTRICT:*

**DISTRICT:**

Templeton Unified  
School District  
Templeton Unified  
School District  
960 Old County Road  
Templeton, CA 93465-9419  
805.434.5800  
[www.tusd-ca.schoolloop.com](http://www.tusd-ca.schoolloop.com)

[www.tusd-ca.schoolloop.com](http://www.tusd-ca.schoolloop.com)

*SCHOOL:*

**SCHOOL:**

Templeton Middle School  
925 Old County Road  
Templeton, CA 93465-9420  
805.434.5813

*SSC CONTACT:*

**SSC CONTACT:**

Andy Burnett  
Principal  
(805) 434-5813  
aburnett@templetonusd.org

aburnett@templetonusd.org

### **Plan Objective**

The top priority of California's education system is academic achievement. The Single Plan for Student Achievement (SPSA) is one of the many tools that California school districts are using to measure and track their academic achievement accomplishments.

The purpose of the SPSA is to create a cycle of continuous improvement of student performance, and to ensure that all students succeed in reaching academic standards set by the State Board of Education. The California Department of Education commends the efforts of all members of the school community for their efforts to achieve this purpose.

### **Site Contact**

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

Contact Person:	Andy Burnett
Phone Number:	805.434.5813
Address:	925 Old County Road Templeton, CA 93465-9420
Email Address:	aburnett@templetonusd.org

## Opening Description

### *Mission Statement*

The mission of Templeton Middle School is to provide curricula and programs to address the unique academic, physical, emotional, and social development of middle school students that promote high levels of student effort and academic achievement in a manner that values creativity, diversity, scholarly behavior, and promotes college and career readiness.

### *Vision Statement*

Templeton Middle School will create an atmosphere where students and staff hold themselves to high expectations while responding appropriately to situations, where we all are striving to rise above our current levels, and where we are reflecting upon our choices to ensure the best possible outcome for the future. We will provide multiple opportunities for students to learn 21st century skills, use differentiated instructional strategies to meet the needs of all students, and to provide rich learning experiences while identifying and providing appropriate interventions to students in need of academic or emotional support.

### *School Profile*

Templeton Middle School (TMS) serves a rural portion of northern San Luis Obispo County and is situated approximately 115 miles north of Santa Barbara on the Central Coast of California. The total school population of 590 students is enrolled in grades six through eight. Current staff consists of a principal, an assistant principal, 30 teachers, one full-time and one part-time counselor, two full-time resource specialists and one part-time resource specialist, a district psychologist, a librarian, an EL coordinator, two clerical staff, a district health clerk, five noon-time campus supervisors, and eight paraeducators including special education classroom assistants. The demographics of TMS are as follows: 68% White, 24% Hispanic or Latino, 1% Black or African American, 1% American Indian or Alaskan Native, 1% Asian or Pacific Islander, and 5% two or more races. The student population reflects the socioeconomic levels in the community. The parents' occupations range from workers at the local hospital, state institutions, and construction industry to owners of large ranches, vineyards, and businesses. There are a growing number of students receiving Aid to Families with Dependent Children (AFDC) assistance, as well as many who are living with extended families.

TMS has been a school site for at least the last 90 years and has gone through many upgrades and modernizations. The current sixth through eighth grade configuration has existed since 1988. Located on Old County Road, TMS is a civic and social hub for the local community and has a proud tradition of those attributes best associated with quality semi-rural, small schools. It is known for exceptionally friendly students, capable and committed staff, caring and involved parents, and community volunteerism. An average class size of 1:32 provides teacher/student contact and contributes to the family-like atmosphere on campus. Respect and trust are cherished attributes that are nurtured. At TMS every staff member shares a common vision. We believe that we are all here to serve the same purpose; provide the best possible education to our students. While we understand that all students learn differently and

have different abilities, we believe that all students are capable of achieving at high levels if provided the support and guidance to do so. As a result of this belief, we work hard to assist every student to realize their potential by constantly assessing our programs and instructional methods to better meet the needs of all of our students, both as specific student groups and as individual students. In an effort to instruct the whole student, TMS also offers a wide variety of interscholastic athletic teams and campus-oriented clubs.

### ***ESSENTIAL AGREEMENTS***

Our faculty and staff agree on these pronouncements called the Essential Agreements establishing the parameters within which the school will accomplish its mission.

We will:

1. Base our SPSA on a challenging academic curriculum emphasizing Science, Math, History, Language Arts, Fine Arts, and other electives which provide students access to career technical education pathways.
2. Provide a safe, clean, orderly and nurturing environment that values the whole child.
3. Strive for collaborative partnerships and nurture open communication with students, families, and the community by incorporating feedback about evidence-based instructional strategies, educational technologies, and family involvement into our plan for continuous improvement.
4. Provide students with a core curriculum, using higher level thinking and relevant activities, which address individual learning styles.
5. Review, update, in-service, and articulate with staff the school's educational and behavioral goals, integration of content areas, assessment practices and support professional growth.
6. When seeking curriculum experts, in addition to outside resources, look, within our faculty, staff, and community, to recognize strengths, talents, and interests.
7. Employ the collaborative process for decision-making through departments and grade levels to arrive at school-wide decisions.
8. Align curriculum, instruction, and assessments with Common Core State Standards (CCSS) while employing multiple assessment tools to ensure proper evaluation of student achievement and to prescribe for future learning.
9. Use student assessment data and research-based interventions to help ensure that all students meet (or exceed) the CCSS.

## *ANALYSIS OF CURRENT EDUCATION PRACTICES*

The following statements characterize educational practices at this school:

### 1. Standards, Assessment, and Accountability

At TMS, multiple individual assessments are made by means of grade level; department common assessments; district assessments, formative assessments, and semester grades; semester final exams in Language Arts, Math, Science, and Social Studies; and writing prompts.

School site assessment data is collected and input by district technology staff. The California Assessment of Student Performance and Progress (CAASPP), California School Dashboard and Illuminate reports are generated by the district's data team for the purposes of studying, interpreting, diagnosing, prescribing, and improving the individual students, school, and district educational program.

Ongoing evaluation programs happen through several venues, to include:

- Faculty meetings/staff development opportunities
- Site, grade level and department meetings
- District management/cabinet meetings
- School Site Council (SSC) meetings
- Parent Teacher Organization (PTO) meetings
- Regular analysis of CAASPP and multiple assessment data by administrators, counselors and faculty

### 2. Staffing and Professional Development

- Provide time during the school year to advise students
- Conduct staff development programs for all appropriate school personnel and volunteers
- Provide faculty and staff time for articulation and teamwork both within TMS and with Templeton High School and Vineyard Elementary School
- Encourage appropriate school personnel in professional development to enhance content knowledge, strengthen teaching skills, and develop leadership abilities

### 3. Teaching and Learning

- Continue to develop grade level and department teams to improve and articulate curriculum
- Continue to provide vertical teams to improve and articulate curriculum with Templeton High School and Vineyard Elementary School
- Continue to update and implement the district technology plan and ensure that all faculty, staff, and students have the opportunity to become technologically proficient

- Ensure teachers instruct academic courses with a major and credential in the academic discipline to which they are assigned, facilitating competencies for all students
- Maintain class sizes in accordance with TUSD Board policy and hire qualified faculty to accommodate for growth in the school population
- Provide students with a core curriculum using higher level thinking and relevant, student-centered activities that address diverse individual learning styles through instructional practices focusing on basic skills and academic achievement
- Provide for the teaching, learning and application of current technology across the grade levels and curriculum
- Present results from multiple assessment data for the entire school as part of this SPSA
- Ensure curriculum and instruction is well articulated and aligned within the school and throughout the grade levels district wide
- Provide opportunities for teachers to participate in vertical teaming and articulation activities from VES through THS
- Continue to implement strategies for improving student achievement through the use of effective, varied, and appropriate instructional methods including vocational and academic learning
- Increase learning time and extend the school day by:
  - Opening the school library from 7:45 a.m. until 4 p.m. daily
  - Providing an afterschool “Homework Club” for students on Tuesdays and Thursdays for one hour afterschool; supervised by certificated staff
  - Providing an after school math tutoring through “Math Lab,” supervised by certificated math department staff
  - Providing after school interscholastic athletic opportunities for 7<sup>th</sup> and 8<sup>th</sup> grade students in basketball, volleyball, and track for all grade levels
  - Providing lunchtime intramural athletic teams for all interested students
  - Providing lunchtime club activities for all interested students such as board games, book club, art, music, Fellowship of Christian Students, and new student clubs

#### 4. Opportunity and Equal Educational Access

TMS gives all students access to a curriculum that allows them to develop to their fullest potential. Multiple assessment data is provided to the student and the student’s parents/guardians through PowerSchool (a web-based grading and attendance program), semester report cards, annual CAASPP results and, when necessary, the Student Study Team (SST) process, and parent/school conferences.

TMS meets the needs of each of the four populations listed below:

- A. English Learners – Students are enrolled in a designated English Language Development (ELD) course where the teacher uses English 3D and an ELD curriculum designed to accelerate proficiency in all aspects of the language. Additionally, these ELD classes are supported by an instructional aide who is there to provide additional academic support.

Teachers in all core classes provide students with language acquisition support through the use of graphic organizers, Thinking Maps, and other evidence-based instructional strategies.

- B. Students with Disabilities – Modifications and accommodations to curriculum are addressed in mainstream and collaborative classes.
  - a. Special education students with an Individualized Education Program (IEP)
  - b. Students with a 504 plan
- C. Gifted and talented pupils have access to the following enrichment programs and/or instructional strategies.
  - a. Differentiated Instruction
  - b. Math Acceleration (8th grade Algebra)
  - c. Spanish (8th grade Elective)
  - d. Advanced Band
- D. Socioeconomically Disadvantaged (SED), Homeless/Foster Youth, and other at-risk students have access to the following intervention programs and/or evidence-based practices.
  - a. Reading/Writing Lab (one section per grade level)
  - b. Mathematics Lab (one section per grade level)
  - c. WISE Tutorial (two sections)
  - d. Mathematics Tutorial
  - e. Tutorial
  - f. Personal Development

## 5. Parent and Community Involvement

TMS encourages parent involvement through service in the PTO, SSC, and English Learner Advisory Committee (ELAC). The administration and faculty regularly update information on the school's website so parents/families have easy access to calendars, teachers' office hours, special events, and other pertinent activities. Students, families, and community members are invited to Back-to-School and Open House nights, as well as student recognition ceremonies such as the Renaissance Assemblies that are held in September and January of each school year.

Parents/guardians are encouraged to volunteer for other school-sponsored activities such as 6th grade science camp, school dances, Challenge Day, and sporting events. In addition, parents/guardians are invited to a VIP lunch that takes place twice per school year, once in the fall and once in the spring.

The principal communicates with all of the school's stakeholders by sending a weekly update via email each week that school is in session. This communication also encourages parents/families to reciprocate and creates an open channel for them to share feedback, questions, and/or concerns with the principal.

All parents/guardians are given access to their child’s assignments, grades, and attendance data through a PowerSchool parent portal.

TMS seeks partnerships with community organizations to strengthen our educational program and provide students with unique opportunities to grow. A few examples of the organizations we partner with are the Templeton Recreation Department, Estrella Warbird Museum, and Community Action Partnership of San Luis Obispo.

6. Funding

TMS pursues appropriate opportunities for receiving additional funding and resources, e.g., grants, business partnerships, donations, etc.

**School Site Council Membership**

The current make-up of the school site council is as follows:

Site Council Membership								
Member Names	Principal	Director	Other Staff	Teacher	Parent	Community	Student	Alternate
Andy Burnett	X							
Dan Davis				X				
Heather Woulbroun				X				
Frances Miller			X					
Stacie Stornetta					X			
Randy Gray				X				
Luke Cherry							X	
Silvia Santiago					X			
Audrey Higgins							X	
Kelsey Becker							X	
TBD					X			
<b>Column Totals</b>	<b>1</b>		<b>1</b>	<b>3</b>	<b>3</b>		<b>3</b>	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

## Funding

TMS is supported by various funding sources that provide both basic and supplemental services to students. Federal, state, and local funds all combine to allow for wide-ranging programs and services.

For many years prior to 2015-16, state funding (by far the single biggest source of funding for public schools) was composed of general purpose (unrestricted) and categorical (restricted) funding. In 2013-14, a fundamental change to state funding was introduced under the Local Control Funding Formula. Along with an overall increase in funding from the state, almost all of the former specialized categorical funding for programs such as GATE, Art/Music, library services, and other specific programs was eliminated and rolled into general purpose funds. Instead of numerous small, prescribed streams of funding with specific mandates for their use, schools now receive almost entirely general purpose funding which can be used for any educationally-appropriate activities.

District general fund support is the primary source of funding for core instructional activities, including employing teachers and support staff. Federal funding, such as Title I, augments services for underperforming students toward meeting standards. State Lottery funds and donations provide standards-based instructional resources. Funding is provided for computers and technology resources to assist teachers and students in curriculum and to support instructional services. PTO and TEF funding, along with private donations, have greatly enhanced the quality and quantity of technology resources, enrichment activities, and general supplies.

## Funding Sources

The following funds are allocated to this school through the school district's consolidated application and other sources. At least 85 percent of the expenditures from these programs must be spent for direct services to students at this school site.

● General fund support	\$ 2,482,231
● Donations	\$ 19,231
● Instructional Materials	\$ 98,143
● Lottery	\$ 19,950
● Title I	\$ 73,437
● Lottery – Instructional Materials	\$ 15,981
● IDEA / Special Education	\$ 284,483
● Templeton Education Foundation Grants	\$ 1,826

Funding Total: \$2,995,282



***Goal 1: TMS will provide programs and structures that ensure every student experiences personalized learning opportunities that supports their academic strengths, needs, goals, interests, and curiosity.***

***Basis for this Goal:***

- Data-driven decision making will enhance students' academic experience and provide students with more targeted interventions.
- Increased support for students with disabilities, socioeconomically disadvantaged, and English Learners is needed in mathematics and language arts.

Objective: Increase number of students meeting or exceeding standards on Smarter Balanced Assessments (SBA) in mathematics and English language arts.

**Groups Participating:**

Administration, counselors, teachers, and advisory committees will work together to identify specific areas of need.

**Students Affected:**

All students will benefit from this goal. Specific attention will be devoted to students in subgroups that are not meeting grade level standards.

**General Anticipated Results:**

Students who are appropriately placed into intervention/enrichment programs based on academic, attendance, and other pertinent data will benefit from the targeted support and be better prepared to meet grade level standards.

**All Students Anticipated Performance Growth:**

Completion of the goal will result in increased student achievement and a decrease in the achievement gap that exists at the school.

**English Learners Results:**

Successful completion of the goal will result in an increased number of English Learners meeting or exceeding the standard on the SBA in mathematics and English language arts.

**Means of Evaluating Progress:**

During the school year, common assessments in core classes will be used to evaluate progress. Additionally, educators will analyze the 2020-21 CAASPP data to evaluate progress on this goal.

**Action 1:**

## School-wide Intervention Plan

**Action Description:**

The educators will develop clear criteria for students to be placed in school-wide intervention programs which will take place within the instructional day in the form of:

- Designated ELD
- Reading/Writing Lab
- Mathematics Lab
- Mathematics-based Tutorial
- Wise Tutorial

**Participant(s):**

Teachers, Counselors, Administrators

From/To: 8/1/20 – 6/30/21

***Goal 2: TMS seeks to ensure that communication systems among and between all stakeholders are effective and valuable.***

Basis for this Goal:

- Increase parent involvement at parent events
- Increase parent awareness of site events and resources
- Increase community involvement at extracurricular events/activities

Objective: By increasing parent and community involvement in our educational program, staff and students will have more support to bring about positive changes in the school climate thereby reducing the incidents of bullying and student negative talk towards one another while increasing students' attendance rates.

**Groups Participating:**

Administration, counselors, teachers, classified staff, parents/families, community members, and students

**Students Affected:**

All students

**General Anticipated Results:**

Completion of this goal will result in a more harmonious campus where differences are celebrated and not made fun of or worse. In addition, students will have access to more experiences that will enhance their wellbeing.

**Means of Evaluating Progress:**

Assessment of the benefit to students resulting from this goal will be accomplished through the CA Healthy Kids Survey given to 7<sup>th</sup> grade students, parents, and staff which is given on an annual basis.

**Action 1:**

Analysis of the CA Healthy Kids Survey Report

**Action Description:**

Administration will devote resources to the analysis of CA Healthy Kids Survey data. Additionally, we will research and participate in classes and workshops offered by our County Office of Education at little to no fee.

**Participant(s):**

Administrators, Counselors, Teachers, Classified Staff, Parents/Families, Community Partners, and Students

From/To: 8/1/20 – 6/30/21

**Funding Source(s):**

Site budget, private donations and District funds

**Responsibilities:**

Administration

***Goal 3: TMS will provide a safe and supportive environment that values the whole child.***

**Basis for this Goal:**

- Students' reports of concerns related to safety, mental health, and motivation/connections
- Improved tracking of targeted student subgroups' academic growth over time
- More enrichment/acceleration opportunities for students
- Development of Multi-Tiered Systems of Support
- School-wide culture expectations

**Objective:** To provide all students with an educational program that promotes social emotional learning, connectedness, and cultural responsiveness which will increase student achievement and attendance rates and decrease violations of state/school discipline policies.

**Groups Participating:**

All students and staff

**Students Affected:**

All students

**General Anticipated Results:**

Increased academic achievement and higher attendance rates

**Means of Evaluating Progress:**

Attendance rates, California School Dashboard, and ongoing feedback from student groups

**Group Data to be Collected:**

Monthly attendance data, regular updates on discipline data, and common assessment data

**Action 1:**

Review CA Healthy Kids Survey data from the prior year and evaluate existing programs before making refinements to better meet the needs of all student groups

**Action Description:**

Develop a task force comprised of certificated and classified staff, parents, students, and the administration to review data, evaluate current programs, and make refinements

**Participants:**

Administration, counselors, teachers, support staff, parents/guardians and students

From/To: 8/1/20 – 6/30/21

**Funding Source(s):**

District funds

**Responsibilities:**

Administration

## *Closing Description*

### **Templeton Middle School Parental Involvement Policy**

**Vision:** Parents are their students' first and most important teachers. Research tells us that parental involvement directly impacts student learning. When schools welcome families, establish close personal relationships among families and staff, help parents understand how the system functions, and encourage family-staff collaboration to improve student achievement, students do better in school – and the schools improve.

Our school is committed to being family-friendly and to working as partners with our families to help all our students learn at high levels.

Our school encourages families to be:

- Teachers of their students at home
- Supporters of our school
- Advocates for their own and other students
- Decision-makers in school policy and practice

To be family-friendly, our school will provide:

1. A welcoming environment
  - Standards of welcoming behavior applicable to all staff
  - Visitors are greeted immediately and politely and can obtain information easily
2. Programs and activities to engage families in improving student achievement
  - PowerSchool
  - Google Classroom
3. Strong relationships between teachers and families
  - Templeton Middle School welcomes new families
  - Teachers and families can meet face-to-face through meetings, orientations, Open House and Back-to-School Night, VIP Lunches, and student recognition assemblies
  - Teachers make contact with families through emails, phone calls, newsletters, and websites
4. Opportunities for families to develop their skills, self-confidence and contacts
  - Families/parents have opportunities to be involved in many different committees (School Site Council, Parent Teacher Organization, English Learner Advisory Committee, and the Templeton Education Foundation)

- School committees reflect the diversity of the school community and actively welcome families from all backgrounds
  - TMS is open and accessible to parents who want to meet with teachers and members of the school community
5. Professional development for families and staff on how to work together productively
- Families learn how the school system works and how to be effective advocates for their students
  - Teachers learn about successful approaches to working with families of diverse cultural backgrounds
  - Families and staff collaborate on how to improve student achievement

TMS reaches out to identify and draw in local community resources that can assist staff and families.



## ***Recommendations and Assurances***

- ✓ The School Site Council is correctly constituted and was formed in accordance with the district governing board policy and state law.
- ✓ 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.
- ✓ The School Site Council reviewed the content requirements for school plans of programs included in the 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 Local Improvement Plan.
- ✓ This SPSA is based upon 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.

The School Site Council sought and considered all recommendations from the following groups or committees before adopting this plan:

- ◆ English Learner Advisory Committee: May 5, 2020
- ◆ Public Notice Posted: August 18, 2020
- ◆ Governing Board Reviewed: September 24, 2020
- ◆ School Site Plan Approved: May 5, 2020

Attested:

---

SSC Chairperson

Dated

---

Andy Burnett, Principal

Dated