

**Alder Creek Middle School
Accountability Plan
(SPSA and Safety Plan)**

The Single Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855. California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF). LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

CDS Code: 0106807-3166944

Principal Name: Hien Larson

District Name: Tahoe Truckee Unified School District

SSC Approval Date: 4/30/2021

Local Board Approval Date:

Review of Performance (local assessment data only)

Celebrations:

For 2019-2020, we attribute our success to the following reasons: strengthening our PLC teams, focusing on Response to Intervention (RtI²); upholding our commitment to implementing the adopted language arts curriculum StudySync; refining our math and reading intervention programs; and valuing and building student relationships. These areas of strength were actively upheld and remained consistent even as we transitioned to distance learning in March. Our grade-level PLC teams developed norms and commitments; subject grade-level PLCs focused on pacing, planning, and student data to inform instruction. Our ELA PLC teams focused on RtI² (how will we respond when some students do not learn it?). Our teachers had significant success moving students toward proficiency in reading and writing. We continued to celebrate the reading achievements and growth of all of our students. Our reading intervention students were able to learn in smaller sized classes; our intervention students received individualized support when our instruction shifted to online. Our emphasis on literacy contributed to the success of our subgroups; all subgroups improved their scores in STAR reading. For example, the number of Hispanic students who were at/above benchmark increased from 26% to 29%. The SED students who were at/above benchmark increased from 26% to 30%. While any growth is positive, we are not satisfied with this amount of growth or the overall percentage of our student population that is still not reading at grade level.

Our school is very proud of our teachers and their commitment to ensuring synchronous instruction during remote learning. When we transitioned to full time online learning in March, the entire staff focused on ensuring that the strong positive relationships we had built with students throughout the school year would stay strong. Through the consistent use across grades and subject matter of Google Classroom and the plethora of GSuite educational tools, as well as digital collaboration and engagement tools such as EdPuzzle, Nearpod, Desmos, and Flipgrid; students and teachers participated in activities and lessons in alignment with our collective instructional commitments found in the [ACMS Instructional Framework - A Powerful Classroom](#).

To ensure success for our scholars as they transitioned to online learning, the following actions supported this end:

- Clear expectations communicated for students: How to Be a Distance Learner at ACMS and How to Be a Hybrid Learner at ACMS
- Clear expectations communicated for teachers with synchronous instruction, specifically around ways to preserve and continue to build relationships; to engage students; and to ensure a viable curriculum through collective planning and instructional strategies implementation
- Physical education integrated wellness practices into their daily instruction: daily check-in questions to build community and relationships, Mindfulness, and yoga.
- All teachers implemented daily check-in questions to start each class period and relationship-building/maintaining activities each week.
- Counselors designed Advisory Curriculum for our weekly class for students with a focus on social-emotional well being and healthy living strategies. Mindful Mondays were created as part of the daily bulletin.
- Teachers participated in professional development around self-care; Mindfulness; and areas inside and outside of their control in order to relieve stress as we shifted to online learning.

Areas of Need:

- (1) **Physical Space:** When ACMS opened in 2004 the enrollment was almost 600 and space was so limited that we used the mechanical room as a classroom. The special education model was a push- in approach, so there wasn't a need for a separate classroom(s) for those students. The numbers decreased to under 500 students for more than 10 years. Fortunately, enrollment has increased to above 600 in the last few years with more teachers and programs. The shift has not only added more students but also more staff members. Our staff lounge is another space for a classroom.
- (2) **Specialty Programs:** The Horizon program was added in 2015. In addition, three more special education teachers have been added to our school and they are teaching full day classes versus push-in support. The Boys and Girls Club was also added in 2018 and they are on campus during the day using a storage room as their office. Our Cafetorium is so maxed that we are using the Donner Lake area as another space for eighth graders to eat.
- (3) **Behavior/Suspension Data:** From our time in Covid, we are learning a lot about our students from the Horizon program. The students in the program are back four days a week- two days in their regular classes and two days only in their Horizon classroom with Mrs. Bluestein and aide support. These students have been thriving in this model. When asked, the students state that our school is so quiet and they don't have to act up to get attention. Our suspension data during hybrid is at zero which we attribute to our population size of 227 versus more than 600 middle schoolers. Prior to Covid, our Horizon students contributed to approximately 50% of our discipline/suspension data.
- (4) **Content PLCs:** Our PLC teams will continue to strengthen their PLCs with the four new teachers who have joined our staff. Reading and writing in math will continue to be the focus for all students, with continued attention on our subgroups. PLCs will commit to specific instructional strategies for teaching our socioeconomic disadvantaged (SED) and reclassified fluent English proficient populations (RFEP) in order to increase the number of students reading at grade level. Our math PLC teams will focus on student learning, CPM strategies and discourse, creating common proficiency scales and assessments with NTS, vertical articulation, and developing a systematic RtI² math program.

Demographic Data:

	Total Enrollment	White	Ever EL	RFEP	SED	Hispanic	SWD	Homeless
2017-2018	531	334	148	101	210	166	82	
2018-2019	536	332	148	108	200	181	77	
2019-2020	613	382	156	117	238	203	95	
2020-2021	587	357	89	46	213	198	77	4

Conclusions based on this data:

- Our enrollment continues to increase at a steady rate. Our SED and SWD population continue to increase and will be our main subgroups to focus our work this school year.

District LCAP Goal 1: TTUSD will ensure that all scholars achieve and make continuous progress in order to thrive and to be successful in a globally competitive age and be prepared for college, career and life. (TTUSD Pathways 2020 Goals 1 and 4) HRS Levels 1-3

2019-2020 Site Goal 1: Increase the number of students meeting or exceeding standard on the CAASPP ELA assessment by 5%..

In 2019-2020, 67% of all students will meet or exceed standard on the ELA CAASPP.

Site Goal 1 was not met because CAASPP was not administered in 2019-2020.

In the fall 2019, 49% of all our students were at or above benchmark on the STAR Reading Assessment. In the spring of 2020, 56% of all our students were at or above benchmark on the STAR Reading Assessment.

2019-2020 Planned Activities/Strategies:

- Implement the newly adopted StudySync curriculum and receive ongoing training where needed
- Continue using proficiency scales and priority standards to maintain teaching common writing and reading strategies
- Continue to implement CALLI work to increase academic discourse
- Continue to build our PLCs and RTI2 to ensure all students receive a guaranteed curriculum taught with consistent and effective instructional strategies.

2019-2020 Actual Activities/Strategies:

Despite school building closures on March 12, 2020, we were able to implement the following planned activities/strategies:

- Implemented and received ongoing training with the adopted StudySync curriculum and with interactive digital tools such as Peardeck, Nearpod, and Desmos.
- Built and used proficiency scales and priority standards to teach and give feedback on writing and reading strategies.
- Upheld the CALLI work throughout all content areas and most importantly in distance learning.
- Utilized our RtI² period from the onset of the school year by making use of pre-assessments that identified student areas of learning needs.
- All teachers provided office hours in the afternoons for small group and one-on-one support
- Built on PLC teams to engage in ongoing articulation and

refinement of the relationship between instructional practices, common assessments, and social-emotional learning.

- PLC teams analyzed STAR Reading data to focus instruction throughout the school year, and made this a priority after we went to distance learning in March
- Increased use of common assessments as data to inform instructional needs

Analysis of Effectiveness:

The 2019-2020 school year brought unique educational challenges to our nation and world with the doors of our physical school closing in March and remaining closed for the remainder of the school year. However, our commitment to literacy and writing growth of our students during these challenging times did not waver. We fully implemented the adopted StudySync curriculum. All ELA teachers followed the integrated reading and writing curriculum. The online based curriculum was highly effective and the use of this curriculum created a seamless transition as we pivoted to distance learning. To give feedback, the use of proficiency scales and rubrics helped students with learning and growth. Through strong PLC work, teachers and students were able to see the learning targets and monitor learning. At the beginning of each trimester the staff set individualized reading and writing goals with students after taking the Star Reading assessment. The staff and students monitored progress toward their reading goals for each trimester. We also continued and sought to improve our student-led parent conferences where the students discussed their reading goals as well as their STAR results. We did not test at the end of 2019-2020 school year due to our focus on distance learning. During the student-led conferences, the students took ownership of their learning in describing areas of strengths and growth. We also established a reading routine at school that could transfer to the home. Building these habits became extremely important during the pandemic, when students were asked to demonstrate a great deal of ownership over their learning. Our emphasis on literacy contributed to improving the number of students reading at grade level. Although analysis of CAASPP results is not available, we do know based on local assessment results that 61% of our sixth grade students; 64% of our seventh grade students; and 49% of our eighth grade students scored at or above the proficiency level in STAR Reading in 2019-2020 during our year-end assessment. We saw an increase for the whole school reading at grade level with 58% of our population at or above grade level reading; an increase from 49% to 58%.

In addition to providing remote learning in all of our core academic classes, we continued to provide our dedicated thirty minutes of daily independent reading through our reading Academic Foundations class. Our school library remained open while students and families completed online book requests for books of their choice. Books were available for contactless pick up at the school and dropped off by our counselors, administrators, and assistants when families could not come to the school. We continued to celebrate the reading achievements and growth of all of our students. Our reading intervention students still were able to receive the smaller group classes and added individualized support even when our instruction shifted to online.

2020-2021 Site Goal 1:

Increase the number of students meeting or exceeding standard on the CAASPP ELA assessment by 5%.

By the end of 2020-2021 school year, 67% of all students will meet or exceed standard on the ELA CAASPP.

By the end of 2020-2021 school year, 59% percent of all students will be at or above benchmark on the STAR Reading Assessment.

2020-2021 Implemented Activities/Strategies: *(despite COVID, what activities/strategies were implemented)*

With the shift due to COVID mitigation to a hybrid model for learning on an A/B block schedule, there was a drastic decrease in instructional time this year. As a result, PLC teams met to determine focus standards for the 2020-2021 school year. Narrowing down the standards to between 8-10, allowed teachers to focus on essential learning to ensure that students were prepared for the next grade level and could access curriculum no matter the subject area.

As literacy is an essential pillar of our district's instructional framework and a core focus at ACMS, this year we prioritized literacy as a means to access all course curricula. Our focus will be on SED students and students not reading at grade level. Through formal PDSA cycles that analyzed learning of socioeconomically disadvantaged students, each subject grade-level PLC team chose a literacy strategy to teach that will enhance their students' ability to access learning. The literacy strategies chosen were: Annotating with a Purpose; Claims, Evidence, Reasoning (CER); and Close Reading.

STAR Reading assessments were administered in early October, December/January, March and May. Instructional teams use this data to determine intervention needs; placement in RtI; and instructional priorities for the school year. Additionally, the teachers ensure that student reports are sent home and explained to parents and students for greater communication of learning needs among stakeholders. Average results in STAR Reading scores between October and April showed the following positive changes in Instructional Reading Levels (IRL):

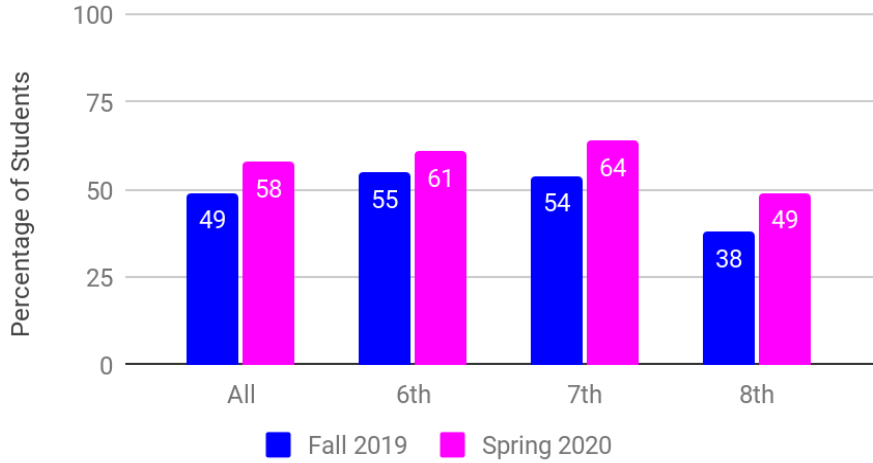
- Grade 6- 1.1 years of growth
- Grade 7- .5 years of growth
- Grade 8- .5 years of growth

We anticipate an average of 1+ years of growth by the end of the school year for each grade level.

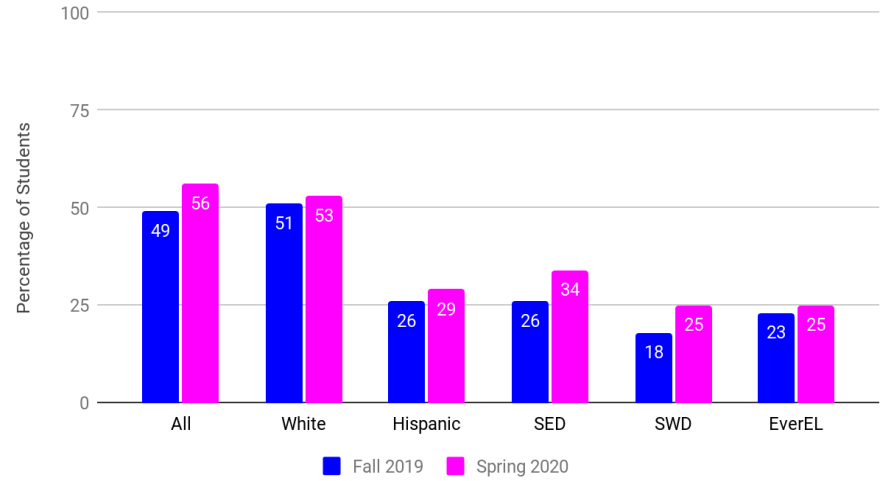
RtI²:RtI² for this year is tailored to meet the specific needs of each grade-level student group. Where needed, RtI will consist of groups made up of teacher recommended students who attend for one or more days to build skills towards proficiency; or a group may consist of between 8-12 students who all need to focus on skills for a period of several weeks. This flexibility will allow students to receive the support aligned with their needs.

Teachers used a variety of digital engagement tools for continued collaboration, discourse, reading comprehension strategies, and writing (GSuite, Pear Deck, Nearpod, breakout rooms).

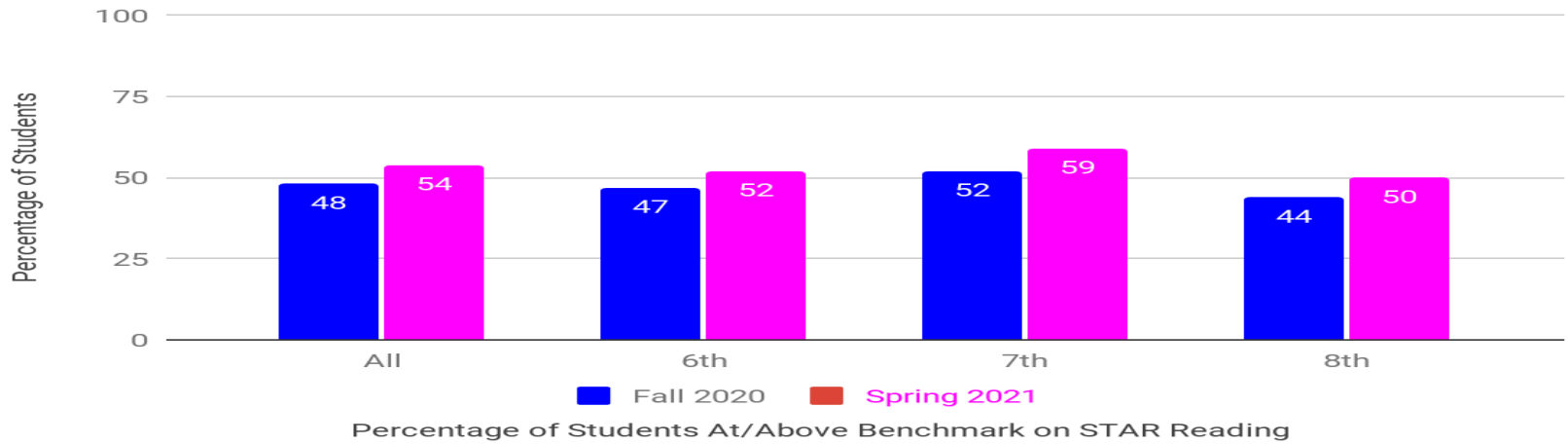
STAR Reading Growth 2019-2020



STAR READING GROWTH 2019-2020



STAR READING GROWTH 2020-2021



District LCAP Goal 1: TTUSD will ensure that all scholars achieve and make continuous progress in order to thrive and to be successful in a globally competitive age and be prepared for college, career and life. (TTUSD Pathways 2020 Goals 1 and 4) HRS Levels 1-3

2019-2020 Site Goal 1A (EL Goal):

CAASPP scores for English learners will increase by 5% in ELA for nearly meeting or meeting standard. ELPAC proficiency scores for English learners will increase by 1.5 %.

Site Goal 1A was not met because ELPAC was not administered in 2019-2020

2019-2020 Planned Activities/Strategies:

- ELD instruction will be more focused on reading instruction this year and will continue to integrate effective writing instruction.
- The curriculum will use the newly adopted StudySync tools to address specific reading standards such as citing textual evidence, identifying point of view and summarizing what is read.
- ELD instruction will continue to foster a focus on listening and speaking with tools such as Listenwise and CALLI developed instructional models.
- Each of our EL student's general education teachers will use and monitor their students' ILPs to individually support each EL student in content classes.

2019-2020 Actual Activities/Strategies:

Despite school building closures on March 12, 2020, we were able to implement the following planned activities/strategies:

- Weekly use of listening and speaking lessons using: Listenwise and StoryCorps
- Weekly reading instruction: reading AR articles as a class, preparing students for AR tests with strategic reading strategies such as note taking/jots, annotation instruction, re-reading and discussion of reading (which also fostered speaking)
- Worked to ensure speaking was still occurring even with online instruction: community building prompts, use of advisory, flipgrid to capture individual response and promote comfort for those who were uncomfortable speaking to the whole class (online)
- Writing instruction focused on the continued use of Write, Discuss and Write as well as pre and post teaching of grade level outlines and graphic organizers.
- Bilingual aide pushed in (virtually and then in person) to classes with newcomers to offer primary language support; aid was also available for office hours to focus on newcomer support (as well as other EL's).

Analysis of Effectiveness:

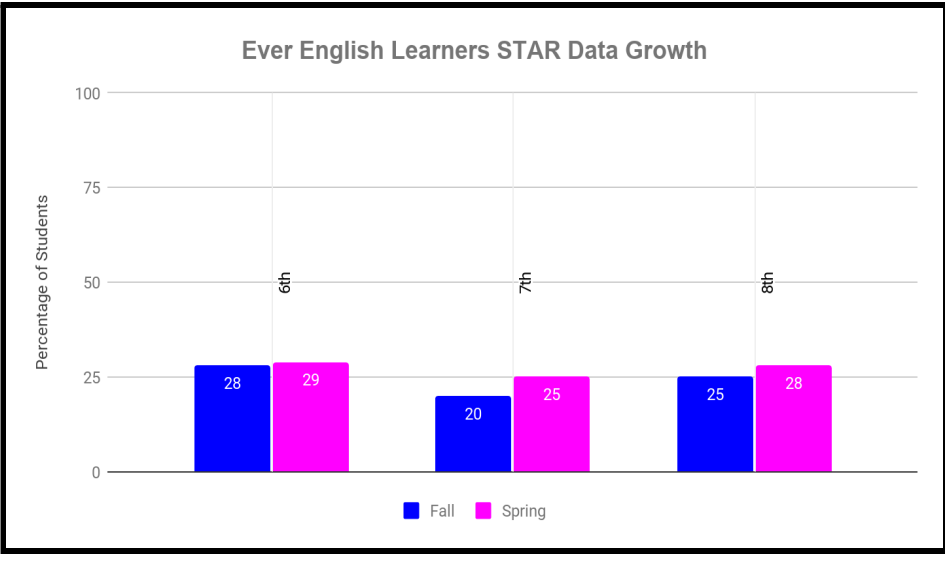
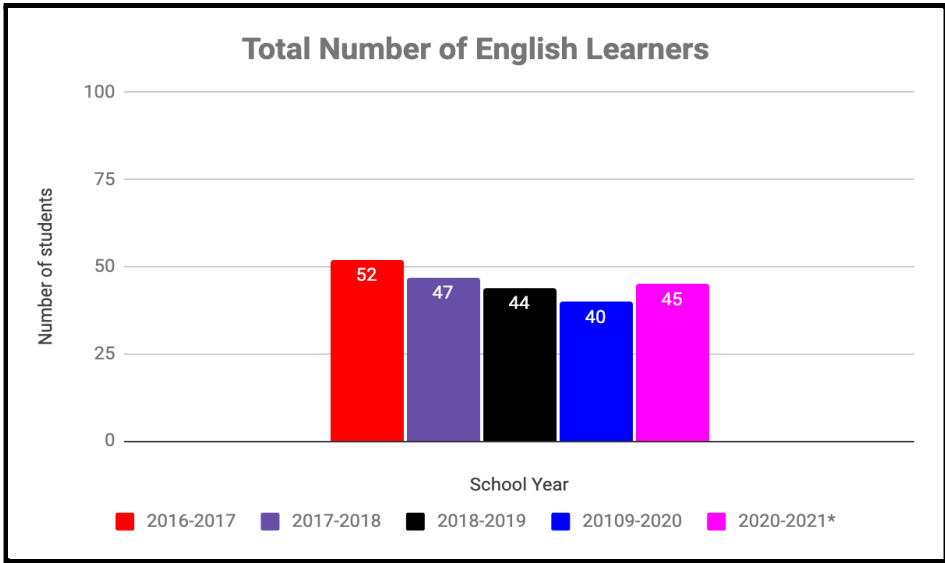
The listening and writing activities were very effective. Students grew to show better proficiency in their ability to listen to a reading/article and then write about the reading/article using various methods of writing (summary, jots, analysis). Use of bilingual aide was crucial to help with student engagement and attendance during distance learning (especially Newcomers). Reading occurred but not to the desired level as it was difficult to monitor remotely (improved when hybrid instruction was implemented). Found more success with weekly reading of AR Articles instead of individual books. Throughout the year speaking has improved as more students have found comfort in using their voice online (again hybrid also helped this to improve). The use of high interest readings and listening activities prompted more engaged and focused speaking.

2020-2021 Site Goal 1A: By the end of 2020-2021 school year, *(despite COVID, what goal was established)*

By the end of the year the goal is for EL students to show growth on the CAASPP and to show progress on their individual ELPAC scores.

2020-2021 Implemented Activities/Strategies: *(despite COVID, what activities/strategies were implemented)*

- Students are practicing/preparing for ELPAC.
- ELPAC strategies will carry over to CAASPP test taking.
- Students are building confidence as active participants in the English language (producing writing and participating in speaking).
- There is a focused effort to encourage students/families to return to 5 day instruction to ensure growth and success.
- Students who were identified as needing support with reading (according to STAR) also received reading intervention (as well as EL instruction).
- In the process of building a multi-tiered system of support that involves the following staff/programs: librarian, ELD Coordinator, Intervention teacher, Instructional Coach, Assistant Principal to monitor student progress within classes and provide support for parents, if/when necessary.



District LCAP Goal 1: TTUSD will ensure that all scholars achieve and make continuous progress in order to thrive and to be successful in a globally competitive age and be prepared for college, career and life. (TTUSD Pathways 2020 Goals 1 and 4) HRS Levels 1-3

2019-2020 Site Goal 2: Sixty-two percent of all students will meet or exceed standard on the math CAASPP...

Site Goal 1 was not met because CAASPP was not administered in 2019-2020.

In the fall 2019, 68% of all our students were at or above benchmark on the STAR Math Assessment. In the spring of 2020, 72% of all our students were at or above benchmark on the STAR Math Assessment.

2019-2020 Planned Activities/Strategies:

- Vertical articulation with fifth grade teachers to address transition to CPM. Employ our RtI² period from the onset of the school year by making use of pre-assessments that identify clearer areas of

2019-2020 Actual Activities/Strategies:

Despite school building closures on March 12, 2020, we were able to implement the following planned activities/strategies:

- PLC teams built and used proficiency scales aligned with the

need and then set SMART goals which allow teaching and monitoring with a coherent curriculum. Analyze data and deploy for specific skills as well as frequently assess target areas.

- Continue using proficiency scales and priority standards to maintain common teaching practices and assessments
- Utilize STAR Math data to inform student learning and receive ongoing training where needed. Continue to build our PLCs and RtI²

CPM's spiraling curriculum and assessments. Students were provided feedback on their progression towards proficiency using scales and common assessments.

- Mathematical discourse and Math Studio strategies were in place throughout the school year.
- PLC teams planned, paced and created assessments together finding ways to reteach where needed based on assessment data.
- STAR Math data is used during student-led conferences and shared with parents and students to inform on growth.
- Engaged in a PDSA Cycle around the use of proficiency scales; student self-monitoring documents; and common assessments at all grade levels in mathematics with the support of a Placer County Office of Education STEM expert.
- Created a math intervention class for 7th grade

Analysis of Effectiveness:

In 2019-2020, 72% of all our students were at or above benchmark on the STAR Math Assessment. While all sixth graders did not complete the spring math benchmark, seventh and eighth grade increased in the number of students meeting standard. The seventh grade increased from 69% to 76%. Moreover, 25% of our SWD students were at or above benchmark in the fall compared to 36% in the spring (11% growth). Eighth grade students increased from 65% to 75%. Again, we must focus on closing the gap between our SED and SWD students who are at or near standard and above.

The transition from Everyday Math to CPM-CC1 involves a different way of learning mathematics for our sixth graders. Unfortunately, our plan to meet with 5th grade teachers to articulate learning strategies was delayed. The introduction of CPM-CC1 incorporates new systems, practices, skills, and strategies with a different pedagogy. In addition, sixth grade standards contain many new concepts in relation to K-5 vertical mathematical learning. In response to these challenges, we are working with North Tahoe School to provide professional learning for our math teachers in order to enhance the pedagogical skills of our teaching and thus improve math learning for all students.

We spent time building our PLCs and revamping our RtI² to tailor and meet the specific needs of each grade-level student group. The teachers noticed student engagement and progress for EL, SED, and SPED students.

With the shift due to COVID mitigation, we shifted our practice to meet students' needs in math. Through the use of Desmos, Edulastic, Nearpod and other digital tools, our teachers are able to give immediate feedback and monitor engagement and learning. These platforms help teachers give verbal and written feedback. The feedback is focused on the task and concept. This shift created a challenge around using CPM group strategies through online breakout rooms and although students continued to be grouped, the level of academic discourse was limited.

2020-2021 Site Goal 2 :*(despite COVID, what goal was established)*

By the end of 2020-2021 school year, 75% of all our students will be at or above benchmark on the STAR Math Assessment.

2020-2021 Implemented Activities/Strategies: *(despite COVID, what activities/strategies were implemented)*

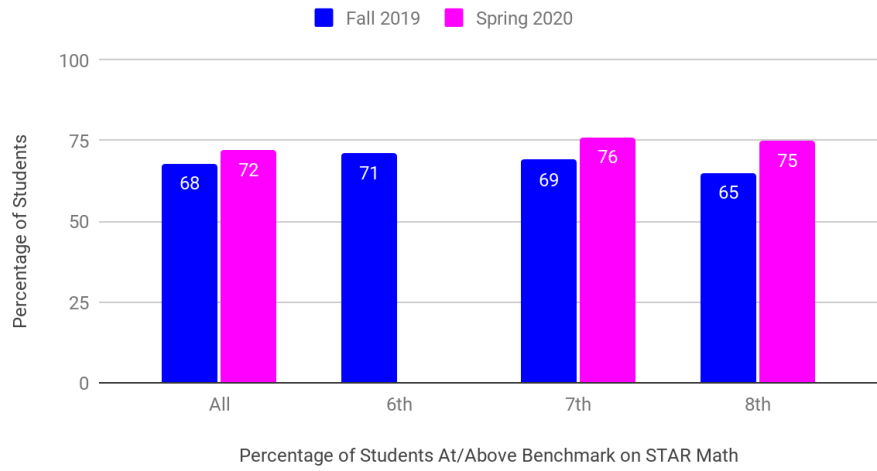
Adjustments/Additions of Activities/Strategies:

- Commit to vertical articulation with fifth grade teachers to address transition to CPM
- Employ our RtI² period from the onset of the school year by making use of pre-assessments that identify clearer areas of need and then set SMART goals which allow teaching and monitoring with a coherent curriculum. We will analyze data and deploy for specific skills as well as frequently assess target areas.
- Continue using proficiency scales and priority standards to maintain common teaching practices and assessments
- Continue to build math intervention program, grades 6-8
- Utilize STAR Math data to inform student learning and receive ongoing training where needed
- Continue to build our PLCs and RtI²

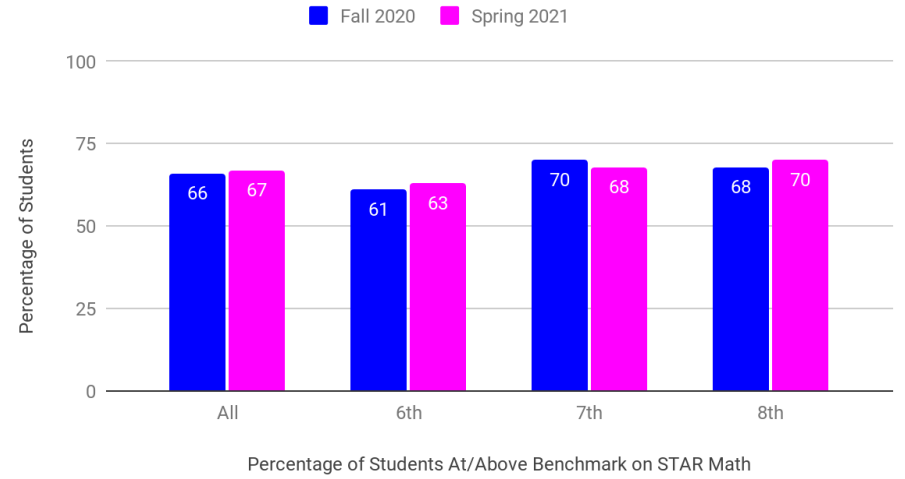
We now have had another school year of experience with CPM (Core Connections), in our math program. We will continue to focus on increasing the quality and quantity of student discourse. The team will continue to build and implement proficiency scales so that teachers, students, and parents have clarity on learning and self monitoring. Proficiency scales will allow teachers to focus their teaching on specific growth needs. For the 2020-2021 school year, we will refine math RtI² to frontload academic math vocabulary. The RtI² system will shift as we respond to student learning immediately; it will be driven by instruction, reteaching in a different way with a conceptual emphasis. In grades 6 and 8, RtI is a rotating five-week skills-focused intervention with the same students. The focus is on reteaching prior and frontloading skills so students experience greater success in their math courses.

Because CPM is very text rich and there is a correlation between math success and reading level, our focus is to teach reading skills in all content areas. We will use math RtI² to teach and review foundational and conceptual skills. We also plan to schedule our RtI² so that students can get regular and continued support. By closely monitoring student learning throughout the school year, we will be able to respond immediately with support when students are not making progress toward grade-level math standards.

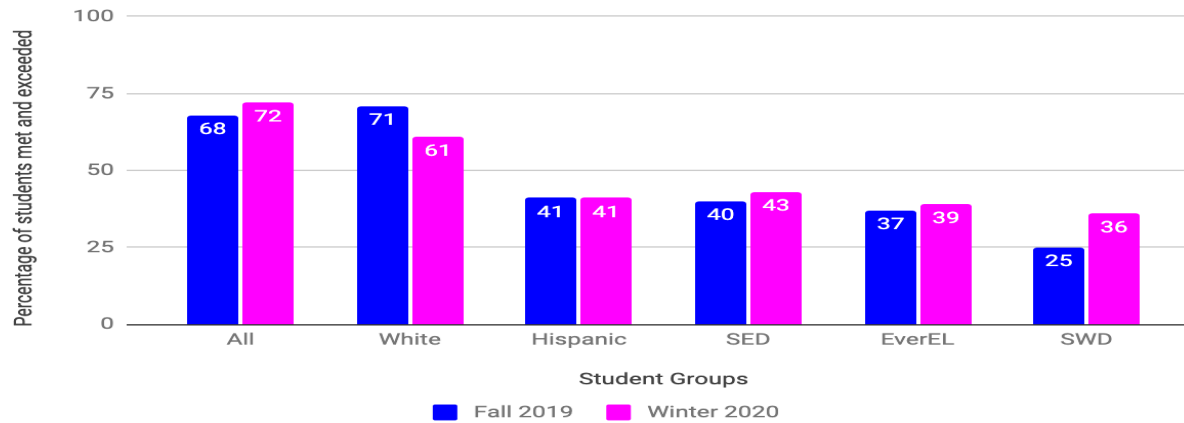
STAR MATH GROWTH 2019-2020



STAR MATH GROWTH 2020-2021



STAR Math Growth



District LCAP Goal 3: TTUSD will provide systems of support for learning and provide safe schools with positive and caring climates in which all scholars have opportunities to achieve at high levels. (TTUSD Pathways 2020 Goals 3, 6, 7 and 8) HRS Level 1

2019-2020 Site Goal 3:

Alder Creek Middle School will be a safe and respectful campus supportive of high levels of learning for all students.

- Reduce suspension rate; the number of students suspended and the number of days suspended will decrease by 5%.
- Monitor special education student performance in the suspension indicator on the data dashboard.
- Reduce chronic absenteeism and truancy rates; overall absenteeism will decrease by 1% each year.

Per CALPADS data (not Aeries), we meet our goal for decreasing suspension for special education students for 2019-2020; however, we did not meet our overall suspension or attendance goal.

2019-2020 Planned Activities/Strategies:

- Monitor special education student performance in the suspension indicator on the data dashboard.
- Work with our Horizon team on preventative measures for our Horizon students.
- Build connections and relationships through the introduction and implementation of restorative circles in Advisory and other classroom time as to be measured through a staff survey.
- Counselors will increase connections with students by 8%, as measured by the Connections Survey, by increasing opportunities for participation.
- Implement Restorative Practices in response to behavior within and outside of the classroom.
- Honor alternatives to suspension whenever possible for students; utilize campus monitor for behavior and educational support.
- Integrate Mindfulness practice into Advisory and PE in order to help students develop behavior strategies in response to feelings.
- Differentiate instruction for SpEd students two or more years below grade level in English Language Arts and math.
- Conduct bimonthly attendance meetings to review data and send letters home to families; hold timely SART meetings on site with counselor support for families.

2019-2020 Actual Activities/Strategies:

- Intentional effort to implement alternatives to suspension choices for students.
- Utilized campus monitor to provide both educational and behavioral support for students on an alternative to suspension.
- Administration implemented Restorative Practices with regard to conflict resolution among students; the focus was on learning opportunities and not shaming students.
- Facilitated restorative conversations among students and between students and staff.
- Integration of Mindfulness and yoga into physical education classes.
- Home visits weekly to families in need from March through June; collaboration with nonprofits in order to donate books and art supplies to students in need.
- Held SART meetings with families.

Analysis of Effectiveness:

Per CALPADS data, we were able to decrease home suspensions with our focus on alternatives to suspension; our suspension rate for White decreased 3%, ELs decreased 1% and SWD decreased 2%; our campus monitor provided in office academic and behavioral support for students in need. Restorative conversations were effective in shifting our focus from what a student did wrong, to what a student can learn and change in his/her behavior moving forward. Our focus on restorative practices has noticeably strengthened our relationships with students which is critical developmentally with middle school aged students. Our counselors have created an effective weekly lesson to address social-emotional learning and action/thought strategies in response to stress during our Advisory class. Physical education classes have contributed to our students' social-emotional learning strategies as our teachers have integrated Mindfulness, yoga and other self-care strategies throughout the pandemic. Administration and counselors committed to home visits at the onset of the pandemic; home visits were effective in understanding the stress our students and families have been experiencing throughout the pandemic; from these visits, we have been able to strategize and adapt for student's individual needs with regard to support and learning. From returning in hybrid to our five day partial day, it is evident our Horizon students have benefitted from a smaller site population. Their behavior as a collective whole has significantly improved; having the space within Mrs. Bluestein's classroom and a campus with less students has served our Horizon students noticeably well in decreasing instructional interruptions and home suspensions.

2020-2021 Site Goal 3: By the end of 2020-2021 school year,

Alder Creek Middle School will be a safe and respectful campus supportive of high levels of learning for all students.

- Reduce suspension rate; the number of students suspended and the number of days suspended will decrease by 5%.
- Monitor special education student performance in the suspension indicator on data dashboard.
- Reduce chronic absenteeism and truancy rates; overall absenteeism will decrease by 1% each year.
- Increase the joy of learning and importance of student engagement.

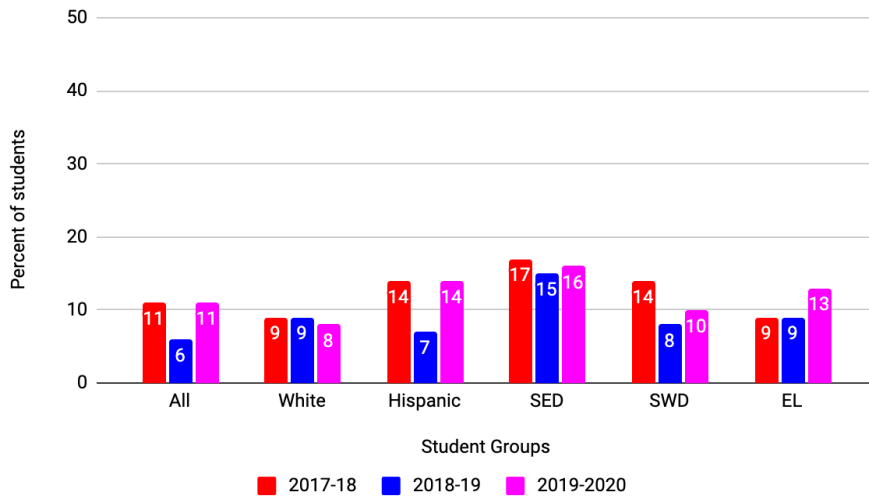
2020-2021 Implemented Activities/Strategies:

- Staff PD on self-care and building relationships prior to the start of the school year based on *The Distance Learning Playbook* by Fisher & Frey. Each teacher received a personal copy.
- Staff PD on trauma-informed practices, social-emotional learning, and restorative circles/practices.
- Safety Team implemented extensive protocol changes in order to maintain a safe learning environment for students and staff.
- Clear expectations communicated for students: [How to Be a Distance Learner at ACMS](#) and [How to Be a Hybrid Learner at ACMS](#)
- Physical education integrated wellness practices into their daily instruction: daily check-in questions to build community and relationships, Mindfulness, and yoga.
- Our counselors designed Advisory curriculum and weekly class for students with a focus on social-emotional well being and healthy living strategies.
- Assistant Principal and Counselor participation in *Permission to Feel* training that teaches emotional intelligence with students.
- A Celebrations Committee was formed to explore ways to celebrate student academic growth and a growth mindset; students were surveyed in

order to honor student voice and identify how they would like to be recognized/celebrated.

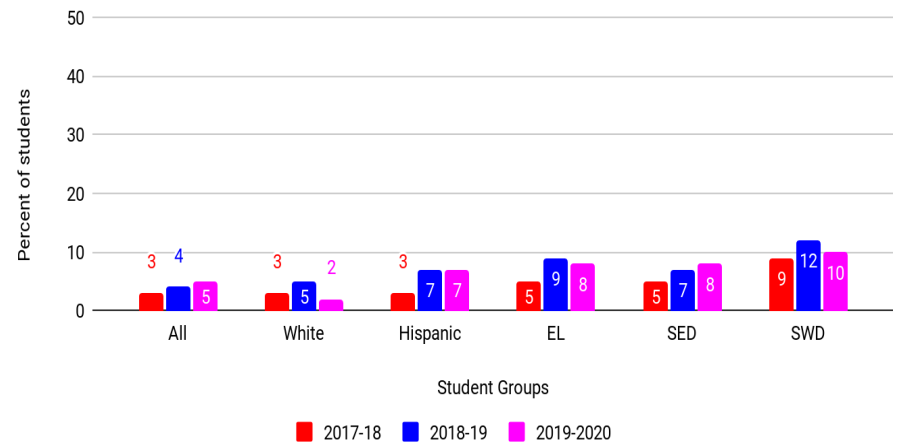
- Virtual family attendance meetings (SART) which included admin, counselors, teachers, parent(s) and student in order to provide a communal approach of support for the family.
- A virtual Family Connection Night was provided for our families in order to connect students and parents with our staff.
- Weekly home visits to students in need; literature and art supplies were gifted to many students in need to support their well-being.
- Horizon program students on campus four days a week during hybrid; 100% improvement in behavior with smaller classroom sizes and overall smaller school population.

Chronic Absenteeism

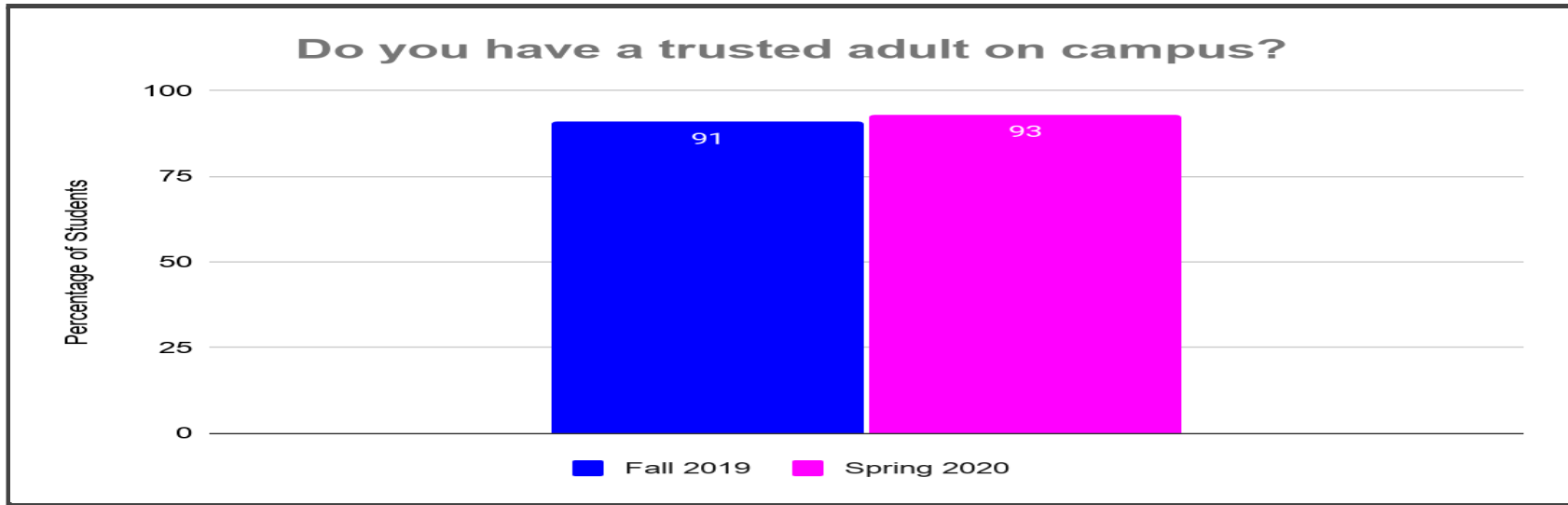


Suspensions

Percentage of students suspended at least once



ACMS CONNECTIONS



2019-2020 Site Goal 4:

Enhance student academic achievement through literacy.

2019-2020 Results:

In the fall 2019, 49% of all our students were at or above benchmark on the STAR Reading Assessment. In the spring of 2020, 56% of all our students were at or above benchmark on the STAR Reading Assessment.

Was the goal met? Yes No Somewhat

2019-2020 Planned Activities/Strategies:

- Continue using proficiency scales and priority standards to maintain teaching common reading strategies

2019-2020 Actual Activities/Strategies:

- Continued to PLC with the intervention teachers as well as with each ELA grade level content area team.

- Implement StudySync tools to address specific reading standards
- Continue to PLC with the Intervention teachers
- Set growth goals with at risk students

- Grade level intervention teachers worked with the less at risk students for three days a week for reading, and a focused on writing for the other two days
- Set/monitored reading growth goals with at risk students.

Analysis of Effectiveness:

This year the growth of our reading intervention students was promising. We kept students in the program for 10 weeks focusing on comprehension, reading habits, fluency, word study skills, and building an investment and love of reading. We only have Star pre/post data for the Trimester 1 and Trimester 2 groups. In the first trimester the students participating in the intervention program increased their Instructional Reading Level by eight months (.8) in two months' time (.2). 91% of all Trimester 1 intervention students made reading growth and 84% of those students made more than expected growth. In the second trimester the students participating in the intervention program increased their Instructional Reading Level by 1.2 years (1.2) in three months' time (.3). 94% of all Trimester 2 intervention students made reading growth and 84% of those students made more than expected growth.

2020-2021 Site Goal 4:

By the end of 2020-2021 school year, *(despite COVID, what goal was established)*

- PDSA cycles that analyzed learning of Socioeconomically Disadvantaged students, each subject grade-level PLC team chose a literacy strategy to teach that will enhance their students' ability to access learning. The literacy strategies chosen were: Annotating with a Purpose; Claims, Evidence, Reasoning (CER); Close Reading; Academic Vocabulary Development
- Aim to get all students reading at grade level. Increase the number of students reading at grade level through intervention and ELA
- PLC focus on learning using data and artifacts

2020-2021 Implemented Activities/Strategies:

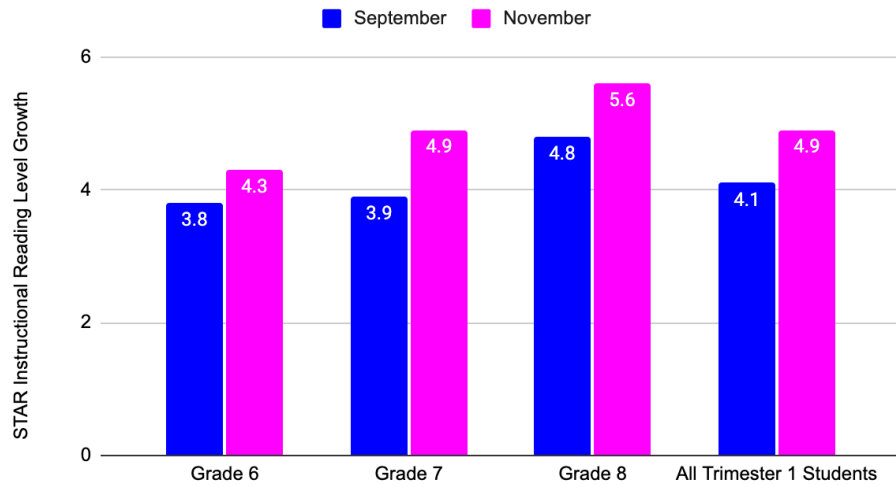
Our focus is to increase student reading level through our PLC. That is, implement/reflect/refine our lessons that purposefully engage and monitor student learning in literacy. We will start with learning about SED students. Each teacher will have a focus student to monitor and set literacy goals. Focus students will be monitored throughout the school year. The PLC will strategically review and plan RTI and intervention so that we respond to student learning.

Our PLC teams will engage in a PDSA cycle focusing on the common challenge: *Increase our focus students' literacy skills in order to better access learning/curriculum.* PLCs continued to use the four key questions to increase student learning:

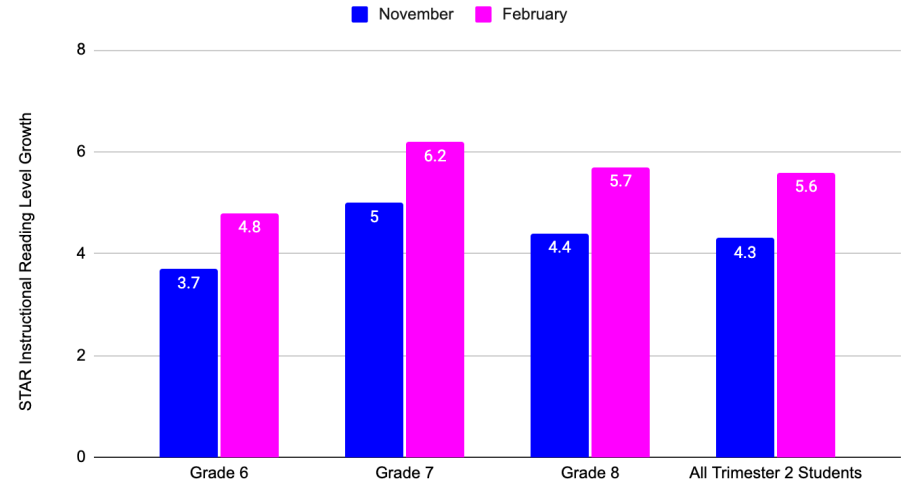
- What is it we want our students to learn?
- How will we know if each student has learned it?
- How will we respond when some students do not learn it?

- How can we extend and enrich the learning for students who have demonstrated proficiency?

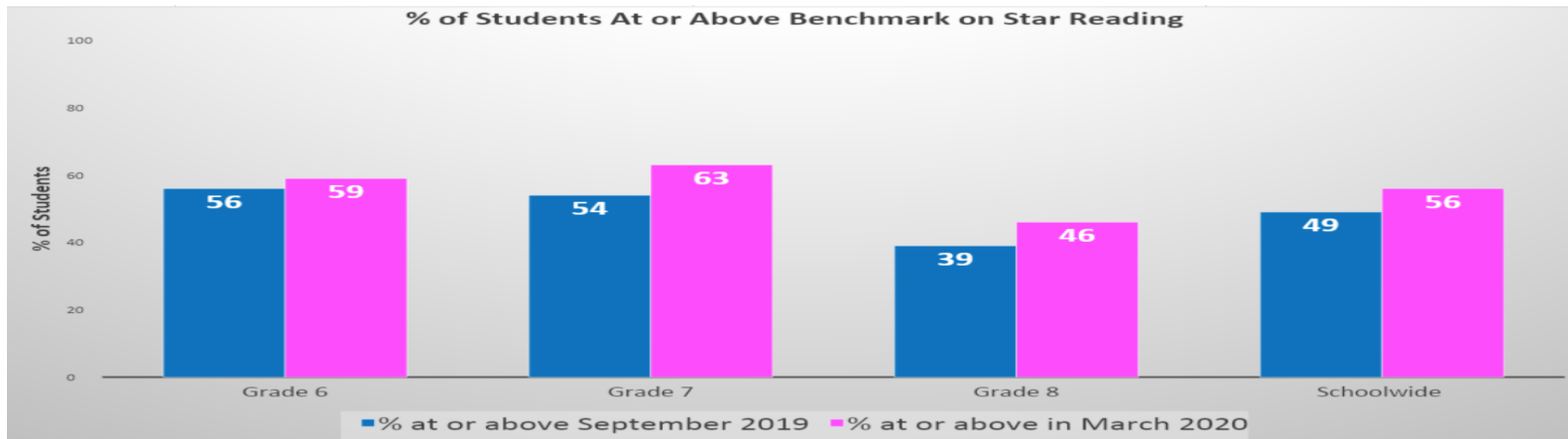
Trimester One Reading Intervention Growth



Trimester Two Reading Intervention Growth



% of Students At or Above Benchmark on Star Reading



School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Members	Role
Susie Overall	Parent- Chair
Patricia Ortiz	Parent- ELAC representative
Kellie Cutler	Parent
Joe Balan	Parent
Jessica Keller	Teacher
Teresa Eppolito	Teacher
Megan Meschery	Teacher
Catherine Larkins	Classified Staff
Jenni Dewald	Assistant Principal
Hien Larson	Principal

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.

SAFE SCHOOLS PLAN COMPONENTS:

*Senate Bill 187 ensures that all California public schools, grades K – 12, work in cooperation with local law enforcement, community leaders, parents, pupils, teachers, administrators, and other persons in the prevention of campus crime and violence, and in developing comprehensive school safety plans that target the safety concerns identified through TTUSD’s systemic planning process which involves Alder Creek Middle School’s Leadership Team, the Site Safety Lead, the TTUSD District Safety Committee, and other established community collaborations and partnerships. **Goal 1 of TTUSD’s LCAP and of each school’s SPSA addresses safety and is complemented by the Safety Procedural Plans that are kept on Emergency Clipboards in every instructional and office space on every campus.***

At Alder Creek Middle School, teachers and staff are dedicated to providing a safe and positive learning environment for all students. Students at ACMS are guided by specific classroom behavior expectations that promote respect, cooperation, courtesy, and acceptance of others. Our school’s goal is for students to feel both safe and welcomed at ACMS. Our school has established the following behavioral expectations which are enforced consistently: Be Safe, Be Ready, Be Respectful, and Be Responsible. Discipline is addressed as a learning opportunity and restorative justice practices are integrated into the process.

Expectations for behavior are explicitly taught to students throughout the school year. Behavior expectations are shared with parents at the beginning of each school year through the Student-Parent Handbook, and are reinforced throughout the year through our SMART Start, Advisory, assemblies, Back-to-School Night, student-led conferences, restorative conversations and restorative circles.

The safety of students and staff is a primary goal at ACMS. All visitors and volunteers to our campus must sign in at the front office and wear a visitor or volunteer badge at all times. The front entrance has an automatic door locking system which allows our office to monitor who enters our campus. Supervision is provided to ensure the safety of all students before school, during break, at lunch, and during school events. Supervision is a responsibility shared among support staff, teachers, and administration.

Our district has proactively adopted the ALICE program to enhance school safety for everyone district wide. ALICE is an emergency response protocol to be used in the rare, but very real, presence of an armed intruder. ALICE offers ACMS a proactive response designed to empower our staff and students with the skills and knowledge necessary to respond if shots were to be fired before public safety were to arrive.

Our school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Our school’s disaster preparedness plan includes steps for ensuring student and staff safety during an emergency. Evacuation, Shelter-in-Place, Duck/Cover/Hold, and/or Lockdown drills (ALICE) are conducted on a monthly basis throughout the school year as practice helps prepare everyone.

Appendix A: Safe School Action Plan

Elements Required to Attain Achievement Goals	Person(s) Responsible	Strategies
Increase Positive Student Attendance	Administration Teaching Staff Counselor Office Staff	<p>Identify students with chronic absences early in the school year for home communication, monitoring, and SART when necessary.</p> <p>Maintain SART team including support from Jane Loomis and our SRO.</p> <p>Counselors will meet with all students enrolled to continue to build connections</p> <p>Weekly communication with assistant principal, parents, and students; daily positive feedback from administration and office staff. Emphasis on relationships with teachers.</p> <p>Frequent attendance reinforcement via communication with students and families, sharing Starbucks gift cards, giving Cougar Pride cards, buying lunch etc. to recognize students' efforts.</p>
Guidance Curriculum	Teaching Staff Counselors Administration	<p>Second Step Curriculum and Restorative Circles will be taught in Advisory on a weekly basis across sixth, seventh, and eighth grade.</p> <p>Teachers meet with their Advisory class weekly on Tuesdays for 30 minutes. The Advisory teacher consistently:</p> <ul style="list-style-type: none"> ● supports every student in his/her social and academic development ● ensures every student belongs to a peer group by teaching students the skills necessary to seek out and connect with their peers, and searches out additional school based social emotional support ● communicates and coordinates between home and school ● ensures student is prepared and informed for student-led conferences ● provides a safe space for discussion and reflection for social emotional learning <p>Themes for Advisory per trimester:</p> <ul style="list-style-type: none"> ● First Trimester: Respect ● Second Trimester: Community ● Third Trimester: Open-mindedness

		<p>Let's Get Real anti-bullying curriculum will be delivered to sixth grade students.</p> <p>Drug and Alcohol Education provided by Tahoe Forest Hospital and Athlete Committed program from Truckee High School.</p> <p>Teen Talk Sexual Health Education Curriculum in eighth grade.</p> <p>Puberty Talk Sexual Health Education Curriculum in sixth grade.</p> <p>Career Cruising Career and College Readiness Education in eighth grade.</p> <p>Tahoe Safe Alliance facilitates anti-bullying, sexual harassment, and domestic violence curriculum.</p>
<p>Connecting students with caring adults and opportunities for student's academic and social emotional growth</p>	<p>Administration Teaching Staff Counselors Psychologists Mindfulness Committee Tahoe Safe Alliance Positively Rolling</p>	<p>Extensive Individual Counseling</p> <p>Group Counseling: Life Skills, Grief and Loss, Boys/Girls Empowerment (Tahoe Safe Alliance), Boys' Group, Girls' Group, Positively Rolling, Why Try</p> <p>Mindfulness Committee - Modeling Mindfulness exercises to teachers in grade level meetings and staff meetings. All teachers will be provided with a Mindfulness Guide to practice with their students in an effort to give students an additional tool to respond to stress instead of react.</p> <p>Parent/Admin Meetings, Parent/Teacher Meetings, SSTs</p> <p>Providing alternatives to school suspension such as Sexual Harassment Education, Anger Management Education and school service supported by the Second Step curriculum..</p>
<p>School Connectedness</p>	<p>Teaching Staff Counselors Administration Support Staff</p>	<p>ACMS Connections: Surveying students per trimester to identify students who do not have a trusted adult on campus; strategizing as a grade level to connect those students with staff members.</p>

		<p>New students that have moved to Truckee from out of the area are invited to a New Student Lunch led by the counselors, Safe School Ambassadors and Peer Helpers to help connect new students with peers and facilitate a smooth transition.</p> <p>Provide opportunities for students to connect with one another, staff, and the school community through club membership in Chess Club, Book Club, Code Writing Club, GATE Club, Peer Helpers, Safe School Ambassadors, Sources of Strength, LGBTQA, Leadership and Student Council.</p> <p>Opportunities for students to participate in school-wide events and athletics such as: dances, Movie Night, Mix It Up Day, Red Ribbon Week, Olympics, assemblies including Arts for the Schools, Wellness Faire, Coat/Food/Gift Drive, Pennies for Patients, No Name Calling/Kindness Week, Sources of Strength, Sports (basketball, cross country running, volleyball, nordic, wrestling, track and field, soccer)</p>
Provide opportunities for community partnerships and encourage participation of our students in community programs	Administration Counselors Positively Rolling Nevada County Mental Health FNL SkiDUCK Tahoe Safe Alliance Gateway Mountain Center CORR	Connect students to outside resources such as Positively Rolling, Friday Night Live Mentoring, Counseling Referrals (individual and family), SMART Team referrals, EMQ/Families First referrals, Big Brothers Big Sisters, Whole Hearts, Minds, and Bodies, CORR/Alcohol and Drug Counseling referrals, and SkiDUCK.
Safety	Administration Staff Parents Students Site Council PTO SRO	<p>Students, staff, and parents practice a minimum of 10 drills per school year.</p> <p>Staff will prepare monthly for ALICE with five minute table-top scenarios; every other month, staff and students will prepare with ALICE drills and/or discussions.</p> <p>Throughout the year, the Safety Team will analyze problem areas as identified in drills and implement improvements to ensure the safety of all members of our school community.</p>

<p>Continue to implement Positive Behavior Expectations</p>	<p>Staff Counselors Administration</p>	<p>Implement proactive, antecedent strategies to prevent behavior from presenting in classrooms.</p> <p>Model Second Step strategies and language.</p> <p>Throughout the school year, communicate clear expectations through our Progressive Behavior Plan and school wide Behavior Expectations posters around our campus.</p> <p>Recognize our students' desired behavior with our Cougar Pride cards to reinforce positive behavior. Recognize students both individually and school-wide for their positive behavior to strengthen school culture.</p> <p>Provide a reset opportunity for students with our refocus form which provides data for intervention purposes and supports restorative conversations.</p> <p>Implement restorative conversations and circles to thoughtfully address behavior, trust, relationships and community.</p> <p>Provide multi-tiered systems of support based on our students' behavior needs.</p> <p>Analyze our referral data to identify problem locations and/or problem behaviors and implement changes in order to improve school climate and student learning.</p>
<p>Foster strong relationships with, and consistent involvement by, all families and community partners</p>	<p>Administration Teaching Staff Counselors</p>	<p>Provide consistent, informative written communication with all stakeholders:</p> <ul style="list-style-type: none"> ● Parent Focus Nights ● Online communication: ACMS Website, Weekly email blasts- Cougar News, Blackboard Connect phone calls, Facebook, teachers' homework/classwork information posted on website, Aeries, teacher/staff emails to students and/or parents weekly with curriculum updates and access to grades, positive emails and phone calls to parents and students from administration and teachers <p>Create opportunities for families to participate on campus in a variety of roles: classroom volunteer, field trips, parent nights, dances, etc.</p>

		Utilize two-way communication with families, and analyze feedback to incorporate the perspective of families and community members in decision-making and planning: parent survey, check-ins, etc.
--	--	--

ALDER CREEK MIDDLE SCHOOL INGRESS/EGRESS PLAN

	Primary Location (Day to Day Operations)	Secondary Location (Emergency Plan)
Parent/Student Drop Off & Pick Up	Drop off-front of the school/on Comstock Pick up-front of the school/on Comstock	Depending on type of emergency, pick up will be in school parking areas -front of the school/on Comstock; in the case of an active shooter, students will be reunified with their parents at the Recreation Center.
Bus Drop Off & Pick Up	Bus loop. Bus has access to bus lanes driveway from Comstock.	During an emergency, the director of transportation will determine pick up and drop off procedures. Possible locations: front parking lot/parking lot on Comstock.
Public Entrance to School Site	Signs are posted at the entry requiring all persons to check in with front desk. The front entrance has an automatic door locking system which allows our office to monitor who enters our campus. Side doors to our sixth grade hall are locked and closed at all times. One rear door for each rear entrance is unlocked during school hours. Our seventh grade is fenced in; daily our busing gates are	During an emergency, parents will pick up students at front desk, at command center (Recreation Center), or at the Comstock entrance.

	locked after the Donner Trail bus departs.	
Student/Staff Evacuation (by walking)	Evacuation of students and staff as directed on posted evacuation maps and classroom emergency clipboards.	Depending on the nature of the emergency, the safest location will be determined. Alternative locations: Recreation Center and the Catholic Church.
Student/Staff Evacuation (by bus)	Student pick up and drop off is accessible at the parking lot on Comstock.	Depending on the nature of the emergency, the director of transportation will coordinate evacuation sites: THS.
Street Access Points	Alder Creek	Comstock
Evacuation Areas within walking distance	Reunification site: a command center will be set up to reunify students with parents.	Truckee Recreation Center

Appendix B: ACMS Budget Matrix

Alder Creek Middle School							
2020-2021 Estimated Budget Allocations							
Category	Site Operational Funds (Resource 0395)	Intervention Funds (Goal 1456)	District EL (Resource 0791)	Lottery (Resource 1100)	Title I (Resource 3010)	Gate (Resource 0140)	Total
Salaries and Benefits (1000-3000)	5,162		14,453			17,359	36,974
Materials and Supplies (4300)	26,937		1	11,980		3,000	41,918
Professional Services/Outside Contract (5800)	0			0			0
Xferdirect (5710)	0						0
Training/Conference (5200)	0						0
Total	\$32,099	\$ 0	\$14,454	\$11,980	\$ 0	\$20,359	\$78,892