Granite Oaks Middle School
Rocklin Unified School District
School Plan for Student Achievement

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**School Mission**

Our mission at Granite Oaks Middle School, a leader in collaboration and dynamic learning, is to inspire all students to develop their unique abilities with a well-balanced, quality educational experience through high academic standards and diverse extra-curricular opportunities strengthened by engagement with our families and community.

Strategies:

We will use a variety of collaborative programs to support students with academics, social and emotional growth. We will provide multiple pathways for students to engage in extracurricular and community based activities. We will continue to provide and implement technological advancements to meet the needs of our 21st century learners.

Beliefs:

We believe that all students can and must learn, and are committed to helping all students learn at high levels of achievement. We are confident that students can master challenging academic material with our support and help.

We believe that:

● People have the capacity for goodness.

● Respect, fairness, tolerance and compassion are necessary for meaningful interaction.

● Humor and a positive attitude contribute to a positive result.

● Every individual has unique gifts, talents and strengths.

● People are responsible for their actions and choices.

● An optimal environment includes nurturing, structure, guidance and safety.

● People are intrinsically curious.

● Communication and cooperation among family, school and community are essential for learning and growth.

● People need to be valued.

● Ethical behavior and integrity are essential to the development of the whole person.

● Learning is a life-long process.

● The development of healthy, well-rounded individuals is important.

**School Description**

Granite Oaks is a seventh and eighth grade middle school located just north of Sacramento in Rocklin, California with a student enrollment of 1071. Our school opened in the fall of 1999. The principal is Jay Holmes. Our teachers are divided into teams of four teachers that are called academies. Each academy has approximately 140 students. Students spend four periods out of a seven-period day in core academy (language arts, mathematics, science, and social studies). Academy teachers use a common student-free planning time to design flexible scheduling that better accommodates core lessons. In this environment, teachers are better able to network with each other to assist students who may need extra help and support. Four of the periods are scheduled for core academics, and one period is for enrichment. The enrichment period is a time that can be used in a variety of ways, such as extra research time, guest speakers, going to the computer lab, extra study time, intervention, reading, more academics, etc. The remaining two periods of the seven-period day are reserved for one period of physical education and one period for an elective. The electives currently available at Granite Oaks for both grades include Band, Chorus, Guitar Lab, Orchestra, Art, Family and Consumer Science, Manufacturing Technology, Computer Science, Computer Graphics and Animation, Exploratory Spanish, Spanish 1, Publications (Yearbook), and Falcon Advantage. Students may take Symphonic Band, Student Government or Broadcasting before school. A student who enters Granite Oaks as a seventh grader and stays through the four semesters to promotion may be able to take four of the electives plus Symphonic Band offered during the "0" period. We also offer C.S.T.E.M., E.S.T.E.M and GATE programs for both 7th and 8th grade.

**Comprehensive Needs Assessment**
*Conduct a comprehensive needs assessment and consider the following: analysis of site data\* (academic, behavior, attendance, social-emotional, etc.), survey results, current instructional program, and/or classroom walkthrough data. Describe needs below and relevant data set (this can be a list, description, or visual of the data). Add lines as needed.* *This should include information about Student Groups*

| Identified Needs | Relevant Data |
|---|---|
| **\*\***Remember to have an Equity Lens on when you are looking at your data. | |

- Strengthen Tier I ELA instruction in reading in order to support all students.
- Strengthen Tier II ELA reading intervention for SWD, SED, African American and other underperforming students.

### Granite Oaks Student Groups ELA Performance Over Time
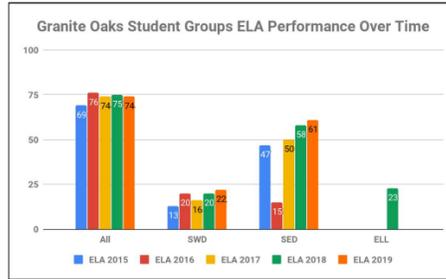


**All Students**

All Students | State

Blue

50.2 points above standard

Maintained 1.1 Points

Number of Students: 1,030

**Socioeconomically Disadvantaged**

Student Group | State

Green

16.1 points above standard

Maintained 2.9 Points

Number of Students: 142

**English Learners**

Student Group | State

Green

2.8 points above standard

Increased 12.8 Points ⊕

Number of Students: 46

**Students with Disabilities**

Student Group | State

Yellow

62.8 points below standard

Increased 5.9 Points ⊕

Number of Students: 98

**African American**

Student Group | State

No Performance Color

2.9 points below standard

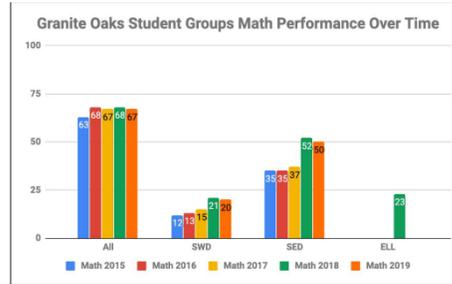Declined 45.8 Points ⊕

Number of Students: 16

**Hispanic**

Student Group | State

Green

17.1 points above standard

Declined 17.4 Points ⊕

Number of Students: 122

- Strengthen Tier I and II Math instruction to hopefully improve scores for all students.
- Close gaps for SWD & SED groups.
- Monitor students who receive math intervention and calculate ways to determine how successful the invention is for each student involved



Granite Oaks Student Groups Math Performance Over Time

**All Students**

All Students | State

Green

37.9 points above standard
Declined 3.9 Points ⊕
Number of Students: 1,024

**English Learners**

Student Group | State

Blue

2.4 points above standard
Increased 35.3 Points ⊕
Number of Students: 46

**Socioeconomically Disadvantaged**

Student Group | State

Yellow

1.8 points below standard
Maintained -1.5 Points
Number of Students: 140

**Students with Disabilities**

Student Group | State

Red

97.1 points below standard
Maintained 1.4 Points
Number of Students: 97

**African American**

Student Group | State

No Performance Color

37 points below standard
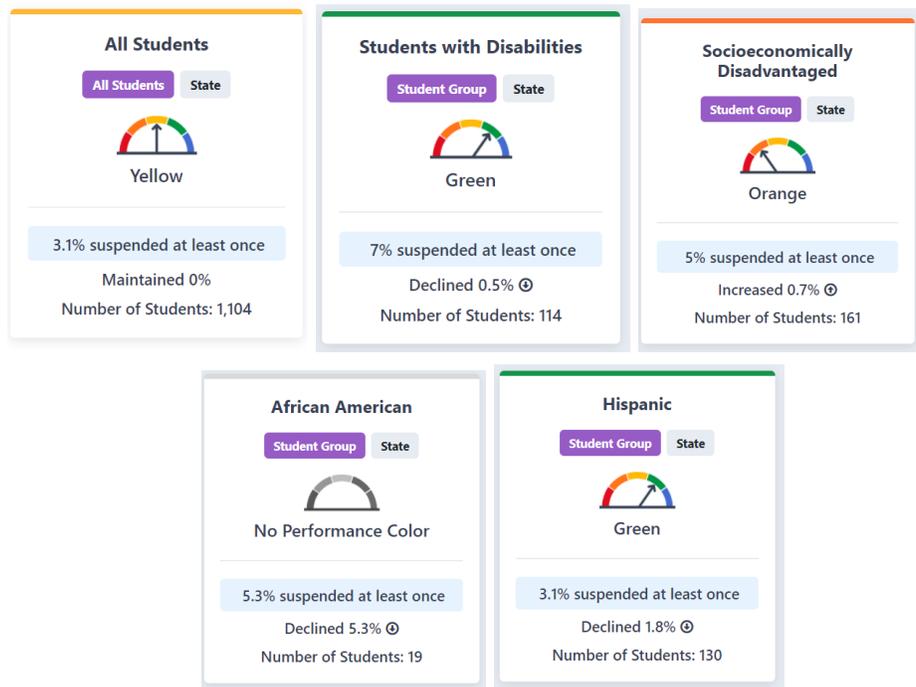Declined 23.9 Points ⊕
Number of Students: 16

**Hispanic**

Student Group | State

Yellow

10.5 points below standard
Declined 29.9 Points ⊕
Number of Students: 120

| | |
|---|---|
| <ul><li>Strengthen Tier I PBIS structures.</li><li>Monitor and be transparent about number of students referred to Tier II intervention</li><li>Many students who receive Tier II interventions have attendance issues</li><li>Decrease suspension rate for all students; specifically SWD and SED students</li></ul> | **All Students**<br>All Students / State<br>Yellow<br>3.1% suspended at least once<br>Maintained 0%<br>Number of Students: 1,104<br><br>**Students with Disabilities**<br>Student Group / State<br>Green<br>7% suspended at least once<br>Declined 0.5%<br>Number of Students: 114<br><br>**Socioeconomically Disadvantaged**<br>Student Group / State<br>Orange<br>5% suspended at least once<br>Increased 0.7%<br>Number of Students: 161<br><br>**African American**<br>Student Group / State<br>No Performance Color<br>5.3% suspended at least once<br>Declined 5.3%<br>Number of Students: 19<br><br>**Hispanic**<br>Student Group / State<br>Green<br>3.1% suspended at least once<br>Declined 1.8%<br>Number of Students: 130 |

## Stakeholder Involvement

*How were stakeholders involved in the comprehensive needs assessment, creation and approval of this plan?*

| Stakeholder Involvement |
|---|
| Granite Oaks Middle School values the involvement of students, families, teachers and school staff in the development of their goals for students. Classroom teachers, school staff and parents/guardians provided input in the creation of this school plan in a variety of ways. During the 19-20 school year, Granite Oaks Middle School's leadership team, a representative team of Granite Oaks' larger staff, analyzed survey results and student achievement data in order to make informed recommendations to the staff and school site council regarding areas of focus for the 20-21 school year. Granite Oaks Middle School staff was engaged in a process of refining the number of action items to be implemented during the 19-20 school year, in order to ensure we are implementing an attainable number of actions and subsequently making progress towards student achievement goals. |

## Learning Continuity and Attendance Plan

*How has the District prepared for and adjusted it's plans during Covid-19?*

| Learning Continuity and Attendance Plan |
|---|
| On April 22, 2020, Governor Newsom signed Executive Order EO-N-56-20 which authorized delayed submission of the 2020-21 Local Control and Accountability Plan (LCAP), Annual Update, and Budget Overview for Parents. SB 98 established California EC Section 43509 and the Learning Continuity and Attendance Plan (LCP) requirements for the 2020–21 school year. The LCP is intended to condense several pre-existing plans, while balancing the needs of all stakeholders. The LCP memorializes the planning process for the 2020–21 school year and includes descriptions of the following:<ul><li>in-person and distance learning instructional offerings,</li><li>addressing gaps in learning and pupil learning loss,</li><li>conducting meaningful stakeholder engagement,</li></ul> |

# SITE GOAL 1 - *ELA Growth*

## District Goal

*For your 1st proposed site goal, which district Strategic Plan/LCAP goal and subsequent actions are aligned?*

| District Goal(s)<br><br>*REFERENCES:*<br>● RUSD Strategic Plan<br>● RUSD LCAP (19-20 Goals/Actions)<br>● Learning Continuity & Attendance Plan | Aligned Actions |
|---|---|
| Strategic Plan Goal 1:<br>We will facilitate learning experiences that ignite passion, develop enduring skills, and feature relevance, choice, and purpose for each student. | Action 1.1: Student learning, with a foundation of literacy and numeracy, will result in the acquisition of enduring skills (collaboration, communication, creativity, critical thinking, and global awareness) to ensure post-graduate success. |
| LCAP Goal 1:<br>RUSD will ensure all students achieve and make continuous progress toward increasingly challenging academic goals consistent with college and career readiness standards. | Action 1.4: Implement researched based academic and linguistic approaches to target and support the success of TK-12 English Learners.<br><br>Strategy 2.2: Create the systemic use of data across all domains (academic, behavioral, and social-emotional) to inform and drive instruction and interventions<br><br>Action 2.2: Fully implement Multi-Tiered System of Supports (MTSS) with a focus on strong implementation of Tier I (basic core instruction) and Universal Design for Learning strategies, as well as Tier II (strategic) and Tier III (intensive) interventions in reading and mathematics including professional learning and TOSA, teacher, and clerical support. |

**Goal 1 -** *ELA Growth*

| Site Goal 1 | Site Strategic Plan Alignment |
|---|---|
| | |

| | |
|---|---|
| By the end of the 20/21 school year, ELA Academic Literacy Intervention Programs will be utilized by all ELA teachers during the intervention period in order to increase the CAASPP and MAP scores of Hispanic, African American, SWD, SED students, ELs, and other underperforming students. | Strategy #1: We will use a variety of collaborative programs to support students with academics, social and emotional growth.<br><br>● Implement a school site mentoring program for at-risk students.<br>● Adopt a character building program that permeates entire campus culture.<br>● Utilize enrichment period to improve and expand standards based skills.<br>● Increase parent engagement to promote campus programs and activities |

## Goal 1/Outcomes

| Metric<br>*What data will you use to measure this goal?* | Baseline<br>*What is the current state of this metric related to the goal?* | Expected Outcome<br>*What is your expected outcome aligned to the goal?* | Actual Outcome/ Evidence<br>*(To be completed after related activities are accomplished.)* |
|---|---|---|---|
| 2020 ELA SBAC (7-8 overall) | 7th - 73%<br>8th - 76% | 7th - 75%<br>8th - 79% | |
| 2020 ELA Universal MAP Screener | | | |
| 2020 ELA SBAC (7-8 SWD group) | 7th - 8th - 22% | 7th - 8th - 24% | |
| 2020 ELA SBAC (7-8 SED group) | 7th - 8th - 61% | 7th - 8th -63% | |

## Goal 1/Activities & Related Actions

| Activity<br>*What activities will you accomplish to make progress towards your goal?*<br><br>*REFERENCES:*<br>● *Admin Focus/Goals Doc* | Budget/ Funding Source | Steps to accomplish activity Evidence instead of Related Action Plan/Details<br>*What small action steps will you take to accomplish your activity?*<br><br>*REFERENCES:*<br>● *Admin Focus/Goals Doc* | Notes<br>*(Optional - Use throughout the year to document progress)* |
|---|---|---|---|
| Strengthen and refine Tier II interventions in ELA. | $2,000/SLIP | 1. Conduct Academic Literacy training for all ELA | |

| | | | |
|---|---|---|---|
| | | teachers 2. Develop progress monitoring tools including MAP testing, Pre and Post Reading Test, Pre and Post Reading Surveys, Student-Teacher Conferences, and Journal Entries 3. Install small group instruction & engagement during enrichment period 4. Utilize instructional coach to drive our Academic Literacy intervention program | |
| Utilize articulation days to train and implement the Academic Literacy Program | | 1. Book study based from Anthology for Reading Apprenticeship:Building Academic Literacy 2. Identify specific literacy practices and texts for the program 3. Develop common Academic Literacy lesson plans for use during instruction | |
| Implement MAP testing to ascertain learning loss for students and provide data to target learning loss areas within the Academic Literacy Program | | 1. Winter Map testing date in January 2. Utilize data to identify learning loss areas 3. Key Academic Literacy Program lesson to meet learning loss areas 4. Progress monitor with common pre and post assessments | |

## SITE GOAL 2 - *Math Growth*

**District Goal**
*For your 2nd proposed site goal, which district Strategic Plan/LCAP goal and subsequent actions are aligned?*

| District Goal(s) | Aligned Actions |
|---|---|

| Strategic Plan Goal 1 We will facilitate learning experiences that ignite passion, develop enduring skills, and feature relevance, choice, and purpose for each student. | Action 1.1: Student learning, with a foundation of literacy and numeracy, will result in the acquisition of enduring skills (collaboration, communication, creativity, critical thinking, and global awareness) to ensure post-graduate success. |
|---|---|
| LCAP Goal 2: RUSD will provide support systems for learning and provide safe schools with healthy climates where all students have opportunities to achieve at high levels. | Action 2.2: Fully implement Multi-Tiered System of Supports (MTSS) with a focus on strong implementation of Tier I (basic core instruction) and Universal Design for Learning strategies, as well as Tier II (strategic) and Tier III (intensive) interventions in reading and mathematics. |

## Goal 2

| Site Goal 2 | Site Strategic Plan Alignment |
|---|---|
| By the end of the 20/21 school year, math intervention programs such as ALEKS will be utilized by all math teachers during the intervention period in order to increase the CAASPP and MAP scores by 2% of Hispanic, African American, SWD, SED students, ELs, and other underperforming students. . | Strategy #1:  We will use a variety of collaborative programs to support students with academics, social and emotional growth. <br><br> ● Implement a school site mentoring program for at-risk students. <br> ● Adopt a character building program that permeates entire campus culture. <br> ● Utilize enrichment period to improve and expand standards based skills. <br> ● Increase parent engagement to promote campus programs and activities. |

## Goal 2/Outcomes

| Metric What data will you use to measure this goal? | Baseline What is the current state of this metric related to the goal? | Expected Outcome What is your expected outcome aligned to the goal? | Actual Outcome (To be completed after related activities are accomplished.) |
|---|---|---|---|
| 2020 Math SBAC (7-8 overall) | 7th - 68% 8th - 65% | 7th - 70% 8th - 67% | |
| 2020 Math SBAC (7-8 SED group) | Overall 50% | Overall 52% | |
| 2020 Math SBAC (7-8 SWD group) | Overall 20% | Overall 22% | |
| Winter 2020 MAP | Assessed in January | TBD | |

**Goal 2/Activities & Related Actions**

| Activity<br>*What activities will you accomplish to make progress towards your goal?* | Budget/<br>Funding Source | Related Action Plan/Details<br>*What small action steps will you take to accomplish your activity?* | Notes<br>*(Optional - Use throughout the year to document progress)* |
|---|---|---|---|
| Increase use of formative and summative assessment tools to track student progress. | Site budget/PFC | 1. Administer MAP Math in grades 7-8 two times a year<br>2. Utilize MAP, common assessment data, and ALEKS data to track student progress on goals<br>3. Utilize articulation time to plan common formative and summative assessments to track student progress | |
| Fully implement Tier I math intervention program | Site budget/PFC | 1. Purchase ALEKS Math Intervention Program for student use in school and at home | |
| Implement small groups/strategy groups to pre-teach/reteach math concepts/skills | SLIP budget/PFC | 1. Identify student learning loss via MAP scores, classroom formative assessments, classroom common assessments to identify student learning loss needs.<br>2. Develop intervention small groups based on student learning loss data<br>3. Conduct small group intervention during GOMS enrichment period | |
| | | | |

# SITE GOAL 3

**District Goal**

*For your 3rd proposed site goal, which district Strategic Plan/LCAP goal and subsequent actions are aligned?*

| District Goal(s) | Aligned Actions |
|---|---|
| Strategic Plan Goal 2:<br>We will provide a system of academic and social-emotional supports in a culture of acceptance for all students to be respectful, self-aware, resilient, and high functioning individuals. | Action 2.4: Fully implement the Multi-Tier System of Supports (MTSS) model in the academic, behavioral, and social-emotional domains.<br><br>Action 2.2: Create the systemic use of data across all domains (academic, behavioral, and social-emotional) to inform and drive instruction and interventions. |
| LCAP Goal 2:<br>RUSD will provide support systems for learning and provide safe schools with healthy climates where all students have opportunities to achieve at high levels. | Action 2.12: Implement to fidelity Positive Behavior Intervention & Supports (PBIS) at elementary and middle schools throughout the district and provide behavior training and support to decrease referrals and suspensions. |

**Goal 3 Equity**

| Site Goal 3 | Site Strategic Plan Alignment |
|---|---|
| Integrate restorative practices into our PBIS model in order to increase campus equity and lower suspension rates of SWD, SED students, Hispanic, African American,and EL students by 15% as noted on the CA dashboard and site maintained SWISS data. | Strategy #1:  We will use a variety of collaborative programs to support students with academics, social and emotional growth.<br><br>● Implement a school site mentoring program for at-risk students.<br>● Adopt a character building program that permeates entire campus culture.<br>● Utilize enrichment period to improve and expand standards based skills.<br>● Increase parent engagement to promote campus programs and activities. |

**Goal 3/Outcomes**

| Metric<br>*What data will you use to measure this goal?* | Baseline<br>*What is the current state of this metric related to the goal?* | Expected Outcome<br>*What is your expected outcome aligned to the goal?* | Actual Outcome<br>*(To be completed after related activities are accomplished.)* |
|---|---|---|---|
| SWIS Office Discipline Referral Data | See below | Reduce referrals/suspensions in all student groups by 15% | |

| Classroom PBIS Practices and implementation | See below | Reduce referral/suspensions in all student groups by 15% | |
|---|---|---|---|

| Ethnicity | # students | # referrals | # students with referrals | % of enrolled students | % of total Referrals | % of students within ethnicity with referrals | % of students with Referrals | Risk Index |
|---|---|---|---|---|---|---|---|---|
| Hispanic/ Latino | 131 | 29 | 14 | 12.16% | 12.55% | 10.69% | 13.86% | 0.11 |
| American Indian/ Alaskan Native | 2 | 1 | 1 | 0.19% | 0.43% | 50.00% | 0.99% | 0.50 |
| Asian | 163 | 4 | 4 | 15.13% | 1.73% | 2.45% | 3.96% | 0.02 |
| Black | 16 | 5 | 1 | 1.49% | 2.16% | 12.50% | 1.98% | 0.13 |
| Multiracial | 106 | 13 | 10 | 9.84% | 5.63% | 9.43% | 9.90% | 0.09 |
| Pacific Islander/Native Hawaiian | 2 | 5 | 2 | 0.19% | 2.16% | 100.00% | 1.98% | 1.0 |
| White | 657 | 174 | 68 | 61.00% | 75.32% | 10.35% | 67.3% | 0.10 |
| **Totals** | **1,077** | **231** | **101** | **100%** | **100%** | **195%** | **100%** | |

## Goal 3/Activities & Related Actions

| Activity *What activities will you accomplish to make progress towards your goal?* | Budget/ Funding Source | Related Action Plan/Details *What small action steps will you take to accomplish your activity?* | Notes *(Optional - Use throughout the year to document progress)* |
|---|---|---|---|
| | | | |
| Implement PBIS Classroom Practices to grow our PBIS Team to lead PBIS activities on our campus and utilize Restorative practices to lower disciplinary actions | District Office | 1. Implement the GOMS PBIS (In the Nest) program by teaching PBIS practices/expectations to all GOMS students the during enrichment period 2. Administer self-assessment tool | |

| | | | |
|---|---|---|---|
| | | 3. Develop restorative practices training sequence for 20-21 school year<br>4. Provide restorative practice training for site staff, including classified.<br>5. Utilize the PBIS TOM form at all PBIS meetings | |
| Continue to Implement Tier III supports for students | | 1. Attend Tier III trainings<br>2. Continue to Implement CICO strategies with students<br>3. Refine Tier III process based on experience<br>4. Expand Tier III supports as needed | |
| Utilize data to make ongoing Tier I, Tier II, Tier III decisions | | 1. Utilize SWIS data to monitor progress on disciplinary goals based on restorative practices<br>2. Utilize CHKS data to compare progress in target areas for growth/reductions in regard to restorative practices | |
| Embed Social Emotional Learning and Restorative Practices in Tier I PBIS Practices | | 1. Tier I team will adjust school-wide matrix to include 1 element of SEL in each<br>2. Take proposal to staff for input<br>3. Update all related materials | |
| Initiate a counseling program with Wellness together support to reach out to all students to support the SEL needs of all students | | 1. Take student referrals from teachers, counselors, and administration | |
| Implement a GOMS mentoring program for students who are struggling with social emotional needs and need or are in need of supports for restorative practices | Parent Falcon Club | 1. Introduce program to staff and survey to ascertain staff involvement<br>2. Develop staff form for students to be volunteered into the program<br>3. Interview students for the mentoring program | |

| | | 4. Survey students and staff in regard to the progress of the program<br>5. Monitor student behavior and grade data to monitor the success of the program | |
|---|---|---|---|

## SITE GOAL 4 - Universal Design for Learning (UDL)

**Goal 4**

| Site Goal 4 | Site Strategic Plan Alignment |
|---|---|
| By the end of the 20/21 school year all GOMS staff will have an understanding of the key mindset shifts of Universal Design for Learning and will begin implementing these shifts in their classrooms in order to increase academic equity in GOMS curriculum for all students. | Strategy #1: We will use a variety of collaborative programs to support students with academics, social and emotional growth.<br><br>● Implement a school site mentoring program for at-risk students.<br>● Adopt a character building program that permeates entire campus culture.<br>● Utilize enrichment period to improve and expand standards based skills.<br>● Increase parent engagement to promote campus programs and activities. |

**Goal 4/Outcomes**

| Metric<br>*What data will you use to measure this goal?* | Baseline<br>*What is the current state of this metric related to the goal?* | Expected Outcome<br>*What is your expected outcome aligned to the goal?* | Actual Outcome<br>*(To be completed after related activities are accomplished.)* |
|---|---|---|---|
| Monthly Site WalkThrough Data to measure UDL use in classroom lessons | TBD - data will be taken during site walkthroughs in January | The expected outcome is increased use of UDL strategies as measured with site walk throughs with an increase of a 5 percent measurement of UDL use with each site walkthrough | |
| Reduction in students receiving NM's by 15% as compared to the second quarter of 2020 | Data to be determined by the end of the second quarter | NM data for all students from the second quarter of 2020. | |

| | | | |
|---|---|---|---|
| Overall increase in student achievement by 2% on the 2021 SBAC scores in ELA and Math as compared to 2019 SBAC score. | 2019 Math SBAC 7th - 68% 8th - 65% 2019 ELA SBAC 7th - 73% 8th - 76% | 2% increase in student achievement in meets or exceeds in the 2021 SBAC as compared to the 2019 SBAC scores | |
| | | | |

**Goal 4/Activities & Related Actions**

| Activity *What activities will you accomplish to make progress towards your goal?* | Budget/ Funding Source | Related Action Plan/Details *What small action steps will you take to accomplish your activity?* | Notes *(Optional - Use throughout the year to document progress)* |
|---|---|---|---|
| Continue UDL trainings for staff to increase UDL use | | Utilize district coaches to train staff on UDL best practices on RUSD Learns Articulation Days | |
| Conduct UDL extension activities during staff meetings to increase the use of UDL | | Staff will highlight successful UDL lessons or practices from within the classroom to highlight UDL utilization to bring equity to all students | |
| Weekly UDL email blasts to staff | | .Weekly email blasts to staff to keep UDL on the forefront of teacher best classroom practices | |
| Creation of a UDL Team | | UDL team will organize and highlight the UDL activities to keep UDL moving forward | |
| Monthly UDL GOMS Walkthroughs | | Varied staff will conduct monthly UDL walkthroughs to measure progress on utilization of UDL within all classroom settings at GOMS | |