

The Single Plan for Student Achievement 2018 – 2019

School: Indio Middle School (Magnet)
CDS Code: 33-67058-6109797
District: Desert Sands Unified School District
Principal: Jesus Jimenez
Revision Date:

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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The District Governing Board approved this revision of the SPSA on .

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THE STORY: Briefly describe the students and community and how the school serves them.

Indio Middle School (IMS) is located in the city of Indio, California. It serves the socioeconomically and ethnically diverse populations from the city of Indio in grades sixth through eighth. The school's fall 2017 student enrollment was 795 students, of which 94% are of Hispanic descent, 2.8% are White, 1.5% are African American, 0.5% are Asian, and 1.2% are other ethnicity. Spanish is home language of over 98% of the school's 280 English Language Learners. The school's unduplicated pupil percentage of 95%; 29.5% are English Language Learners, 94.7% are from low-income families eligible for free or reduced priced meals, 0.10% are Foster Youth, and 12.10% are students with Individual Education Plans (IEPs). During the 2017-18 school year, the school proudly celebrated its twenty-fifth anniversary. Indio Middle School has programs focused on Pre-Medicine, Music, AVID, English and Math Interventions, and English Language Development, prioritized to meet student needs of those whose educational journeys are more challenged by language and/or economic barriers.

Our site is dedicated to support and meet the high expectations and performance goals set by our highly qualified certificated and classified staff. Professional Development continues to focus on AVID Strategies, Kagan Structures, and increasing Rigor and Relevance. We are part of the first cohort of MTSS implementation. Our efforts will continue to increase and improve the growth and development of our school community. During the 2017-18 school year Indio Middle was named a 2018 California School To Watch for our continuous efforts in assisting every student to reach their potential and improving our instructional approaches. IMS provides a variety of opportunities for students to be an integral member of the school community by offering a large number of clubs, after school activities and sports. Indio Middle provides a comprehensive elective programs that include Journalism, Technology, Music, AVID, and the only middle school Pre-Medical Program in Riverside County.

SPSA HIGHLIGHTS: Identify and briefly summarize the key features of this year's SPSA.

The SPSA was developed with significant stakeholder input, with members of the School Site Council, other staff and community members and students all providing suggestions and feedback on plan elements for our school-wide Title I program. The actions and strategies within our 2018-19 SPSA support our efforts to increase rigor, relevance, and school connectedness to maintain high levels of curriculum and instruction. Strengthening the focus on school-side AVID strategies will result in increased student achievement.

Professional Development will be expanded to include the new adoption of StudySync. We will continue work with AVID, Kagan, Rigor and Relevance. Teachers will be trained in effective first teaching strategies, and in the selection of appropriate instructional strategies for differentiating instruction for high-needs students including English learners by focusing on integrated English Language Development, as well as designated ELD. Students who struggle academically and socially will receive intervention supports. Another significant change from our prior year SPSA is a focus on Dynamic Mindfulness through attending and supporting trainer of trainers workshops.

Further, we have increased opportunities for parental involvement and participation by offering parent/family workshops on how they can better support their child's success in school; in addition to providing parents with a list of parent involvement activities for the entire school year.

NEEDS ASSESSMENT - REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

With the release of the new California Dashboard, the academic achievement measured by growth from 2016 to 2017 resulted in all students performance category of orange in ELA (declined slightly by 1.1 points), and a performance category for all students of red in mathematics (improved slightly by 2.1 points), as measured by the distance from Level 3 - standard met.

In both ELA and mathematics, all student group had increases towards meeting or exceeding the entry score for Level 3 - standard met; ELA increased from 29% to 30% and mathematics increased from 11% to 15%.

ELA Indicator: overall progress was maintained; the greatest progress was made by Students with Disabilities which increased significantly by 15.1 points, and English learners which increased by 5.7 points. Math Indicator: overall increased; the greatest progress was made by English Learners which increased by 14.4 points, and Students with Disabilities which increased by 7.5 points.

Professional development to assure full implementation of content standards and training in the Rigor/Relevance Frameworks for staff will continue to be supported in our TRAC and SPSA goals.

GREATEST PROGRESS

Referring to the California School Dashboard, identify any state indicator for which overall performance was in the “Red” or “Orange” performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

Reviewing the California Dashboard's Five-By-Five Placement Reports does highlight the following areas of greatest need:

ELA Indicator: even though the level was maintained, it was only by 1 point and it remains low at 45 points below Level 3.

Math Indicator: even though the level increased, it was only by 4 points and it remains very low at 96.9 points below Level 3.

English Learner Progress Indicator: even though it is high at 79.1%, it declined by 9.5% from 88.7%.

Suspension Indicator: the status is very high at 17% and it increased significantly from the previous year by 4.2%.

Chronic Absenteeism: the status is very high at 17.9%.

GREATEST NEEDS

Academically, goals and strategies from our TRAC and SPSA will continue to support our students' academic growth through our Professional Development, interventions, Structured Academic Support Time (SAST), Multiple-Tier System of Supports (MTSS) and Professional Learning Communities. Also, in regards to student support, there is a continuing need to reduce suspension rates with effective alternatives to suspension through counseling and interventions from our MTSS team. The California Dashboard reports a school-wide performance category for suspension at red (very high, 17%), with student groups of Socioeconomically Disadvantaged (very high, 17.4%) and Students with Disabilities (very high, 34%) at red. Moving forward, we will to implement in 2018-19 our MTSS interventions (ROAR).

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

PERFORMANCE GAPS

Indio Middle School strives to ensure equity for all students by closing the achievement gaps between student groups. The following groups reported significant performance gaps:

ELA Indicator: Students with Disabilities were very low at 130.8 points below Level 3, and African American Students were very low at 85.8 points below Level 3.

Math Indicator: Students with Disabilities were very low at 180.8 points below Level 3, and African American Students were very low at 132.8 points below Level 3.

The goals and strategies from our TRAC and SPSA will be aligned to support our students' academic growth through our Professional Development, interventions, Structured Academic Support Time (SAST), Multi-Tiered System Supports (MTSS) and Professional Learning Communities in order to address the ELA and mathematics performance gaps.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways the school will increase or improve services for low-income students, English learners, and foster youth.

Indio Middle School's unduplicated pupils include nearly 95% of our student population. Therefore, actions and services detailed in the SPSA and supported through Supplemental and Concentration and Title I funds may be designed to serve all students, but are principally targeted to increase instructional and intervention support to meet the needs of Socioeconomically Disadvantaged Students and English Learners. Such services include Structured Academic Support Time (SAST), Professional Learning Communities, the use of school-wide AVID Strategies, Kagan Structures, and Rigor/Relevance Frameworks. The use of data and evidence to improve the quality of best first instruction resulting in increased student learning for all students is the norm. Strategic and focused professional development in English Language Development is provided to all faculty members. Training for proficiency in the Rigor/Relevance Frameworks started in 2017-18 and Indio Middle participated in Instructional Rounds to support the implementation of the Rigor, Relevance, and Engagement rubrics. Students, including Long-Term English Learners, needing intervention are supported through our ELA and Math Skills classes. Site funds provide for a full-time Interventions teacher, an EL Paraeducator, and Specialist Paraeducator for our reading lab. In addition to the year-long list of parent involvement activities, parent engagement activities included sessions both in Spanish and English for Strengthening Families and the Parent Institute for Quality Education (PIQE).

**Desert Sands Unified School District
Local Control and Accountability Plan (LCAP)
2017-2020 Goals**

LCAP Goal 1:

All students will demonstrate growth as measured by federal, state and district assessments.

LCAP Goal 2:

All students will graduate and be prepared to make a successful transition to further education and/or career opportunities.

LCAP Goal 3:

All students will develop and consistently demonstrate responsible, respectful and ethical behavior in a safe, clean and orderly learning environment.

**Indio Middle School (Magnet)
Single Plan for Student Achievement
2018-19 School Goals**

Goal	State Priorities Addressed	Performance Indicator Addressed	Measure/Metric	Base	Target
1	Priority 4: Pupil Achievement	Academic Indicator English Language Arts Improve the ELA Performance Indicator for all student groups to achieve levels of Green or higher by 2023.	Interim Benchmark Assessments & CAASPP	45 points below Level 3	Increase by 9.2 to achieve 35.8 points away from Level 3
2	Priority 4: Pupil Achievement	Academic Indicator Mathematics Improve the Math Performance Indicator for all student groups to achieve levels of Green or higher by 2023.	Interim Benchmark Assessments & CAASPP	96.9 points below Level 3	Increase by 16.2 to achieve 80.8 points away from Level 3
3	Priority 4: Pupil Achievement	English Learner Progress Indicator Increase the Progress Indicator for English Learners towards language fluency and meeting reclassification criteria to achieve levels of Green or higher by 2023.	Interim Benchmark Assessments, CAASPP & ELPAC to be reported on CA Dashboard Fall 2019	Yellow - high at 79.1%	Increase to Green or higher
4	Priority 6: School Climate	Suspension Rate Indicator Decrease the suspension rate for all student groups to achieve performance levels of Green or higher by 2023.	Equity Report & School Conditions and Climate	Red - very high at 17%	Decrease by 2.5 to achieve 14.6%
5	Priority 3: Parental Involvement	Parent Engagement Increase parent participation and engagement by inviting parents to our annual activities and to participate by completing the Family Survey.	List of yearly parent involvement activities & Family Survey participation (Panorama)	160 responses to Family Survey	Increase participation in 2018 to at least 70%

2018-19 Strategies to Improve the Academic Achievement of Students

A - Standards-based Curriculum and Instruction	All students are provided the standards-based core curriculum delivered by appropriately assigned and fully credentialed staff.
B - Assessment & Data Monitoring	Programs are based on the assessed academic needs of students.
C - Ongoing Professional Development & Collaboration	Student academic achievement increases through strategies for improving teacher and principal quality.
D - Interventions & Specialized Program Support (EL, Sp. Ed., GATE, At-Risk) (Before/during/after school, summer)	Students are provided the appropriate program services to reach grade level mastery of State standards & assessments.
E - Parent Education and Community Involvement	Parents, staff, students, and community members participate in developing, implementing and evaluating core and categorical programs.
F – School Climate/Pupil Engagement	Students are provided a positive environment with opportunities to connect to their school and community.
G - Other Academic Support Strategies	

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
A.1	1	1	Students will receive instruction using standards-based State/District adopted core programs.		Title I	0
A.2	1	1	All English learners receive both integrated and designated English Language Development (ELD) instruction daily using curriculum based on ELD standards. Integrated ELD is provided across all content areas. Designated ELD provides specialized attention to building language proficiency in English.		Title I	0
B.1	1	1	Academic Coach, Counselors, and Middle School Facilitator will provide certificated support and ongoing monitoring for at-risk and risk of retention 7th and 8th graders, Title I and/or EL students and their parents for proper placement as measured by federal, state, and district assessments.	X	Title I Supplemental/Concentration	21,156 10,273
B.2	1	1	Provide extra duty hours to Instructional Coach, Department Coordinators and/or grade level leaders, and members of the Leadership Team to facilitate department, grade level and intervention team meetings, and to analyze data, develop benchmark assessments, and monitor student performance in order to increase student achievement.		Title I Supplemental/Concentration	7,009 12,000

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
B.3	1	1	Provide extra duty, release time and/or guest teachers to allow grade level and/or ELA and math teams to conduct data analysis, align curricular mapping, and discuss best teaching strategies that improve instruction for at-risk students and English Learners.	X	Title I Supplemental/Concentration	3,000 4,181
B.4	1	1	Provide extra duty time for staff (certificated and/or classified) to monitor EL students' progress, evaluate students for reclassification, coordinate reclassification meetings, provide oral translation of parent communication materials, and monitor follow-up on students that have been reclassified (LAT).		Title I Supplemental/Concentration	5,424 0
B.5	1	1	IO Education will be used by all staff to analyze and monitor student progress.		Title I Supplemental/Concentration	0 0
B.6	1	1	Collect and analyze data to identify and target effective instructional strategies and interventions in language arts, English language development, and mathematics subject areas, as well as Intervention classes.		Title I Supplemental/Concentration	0 0
B.7	1	1	Continued support of DSUSD benchmark assessments and other common assessments to monitor achievement throughout the year.		Title I Supplemental/Concentration	0 0
B.8	1	1	Site leadership team will participate in District TRAC process to analyze student data. (district funded)		Title I Supplemental/Concentration	0 0
C.1	1	1	Provide a 14% for Instructional Coach to determine placement, monitoring and oversee the collection and analysis of data for at-risk students.		Title I Supplemental/Concentration	14,558 0
C.2	1	2	Provide professional development, extra duty, release time and/or guest teachers to allow for attendance to conferences, workshops, meetings, retreats, etc., to support best teaching practices, curriculum alignment, professional learning communities and coordination of instructional data in order to work effectively with at-risk students, and English Learners; including but not limited to AVID Strategies, Kagan Structures, Rigor/Relevance/Engagement Frameworks, Thinking Maps, Boys Town, Dynamic Mindfulness, Coding, and	X	Title I Supplemental/Concentration	20,040 25,800

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
			researched-based teaching strategies.			
C.3	1	2	Certificated and Administrative staff members will participate in ongoing professional development including but not limited to Region P Partnership, CLMS, AVCA, and AVID among others. This will include the cost of registration fees, sub coverage and travel expenses.		Title I Supplemental/Concentration	0 5,000
C.5	1	1	Instructional Coach provided to increase academic achievement with a focus on non-proficient and English learners. The Instructional Coach will provide professional development, coaching & modeling of highly effective instructional practices to the instructional staff and will support the collaborative process of monitoring student progress. (.5 FTE District Title I, II, III funded; .5 LCAP/LCFF funded).		Title I Supplemental/Concentration	0 0
C.6	1	1	All core classroom teachers are appropriately assigned and fully credentialed.		Title I Supplemental/Concentration	0 0
C.7	1	1	Instructional staff will receive additional support from the Ed Services division to enhance English Learner academic success through systematic professional development opportunities, support from district facilitators, and through participation in the TRAC process in collaboration with the outside consultants.		Title I Supplemental/Concentration	0 0
C.8	1	2	Provide extra duty, release time and/or guest teachers to allow site teachers to observe best teaching practices and participate in a peer-mentoring/coaching model to increase student achievement in core content areas as well as interventions.	X	Title I Supplemental/Concentration	1,000 1,000
D.1	1	2	Provide a period or the equivalent of a 1/7th or .5FTE or 1FTE, whichever is necessary, for a certificated member to teach an additional class as a math intervention for at-risk students or as a reading comprehension, language fluency, and vocabulary development (R/LA) skills.		Title I Supplemental/Concentration	114,142 0
D.2	1	1	Provide certificated extra duty pay for support and maintenance of the computer-based language and mathematics labs for at-risk, Title I and EL's to increase		Supplemental/Concentration	

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
			their math skills, reading comprehension and language fluency.			
D.3	1	1	Provide for a Bilingual Para-Educator (6.5 hours) to assist at-risk and English Learners (EL's) students in the ELD program and in core curriculum classes.		Supplemental/Concentration	52,151
D.4	1	2	Maintain and support the school-wide AR 360 program, Brain Pop, United Streaming and Discovery Education, Flocabulary, etc. to increase reading comprehension and language fluency.		Title I Supplemental/Concentration	0 3,000
D.5	1	3	Purchase of student agendas to enhance organizational skills and increase school to home communication, production of the school's newsletter, and other student incentives.		Supplemental/Concentration	7,000
D.6	1	2	Provide supplemental materials that support all core area content classes for at-risk students and English Learners (EL's). At-risk students and English Learners (EL's) will benefit from supplemental materials that support core content classes that will increase reading comprehension and mathematics and writing skills.	X	Title I Supplemental/Concentration	1,589 0
D.7	1	1	Use the district TRAC process to assess student progress, determine school goals and appropriate action plans to increase student achievement.		Title I Supplemental/Concentration	0 0
E.1	3	2	Provide educational programs for parents such as Parenting for Success and Strengthening Families, among others. The costs of this program include trainers, childcare, and supplies.	X	Title I Supplemental/Concentration	3,000 1,000
E.2	3	2	Certificated and/or classified staff will provide support services for parent conferences, back to school night and any other after school parent activities, including but not limited to oral and written translations of materials for school/parent communication .		Supplemental/Concentration	3,000
E.3	3	2	Provide extra duty for certificated and/or classified staff to help coordinate, attend and to provide oral and written translations at ELAC parent meetings and EL parent meetings.		Title I Supplemental/Concentration	0 1,000
G.1	1	2	Support our AVID and Pre-Med programs by student support, registration fees and substitute coverage for conferences, workshops, college visits/field trips, and	X	Title I Supplemental/Concentration	0 20,000

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
			other expenses.			
G.2	4	2	Provide additional technology resources and technology assistance to support math and ELA intervention programs. This will allow all students access to technology that maximizes learning opportunities designed to help all students. Technology purchased includes but is not limited to chromebooks and carts.		Supplemental/Concentration	3,000
G.3	1	1	Provide certificated and/or classified extra duty and/or substitute coverage for administering and preparation of federal, state, and district assessments including but not limited to CELDT and other mandated testing.		Title I Supplemental/Concentration	0 0
G.4	1	2	Provide researched based supplemental instructional materials and the necessary training including but not limited to software, software licenses, books and supplies to support students in meeting California State Standards in ELA, mathematics, and appropriate English Language Development (ELD), this includes but is not limited to AVID Strategies, Kagan Structures, Rigor/Relevance/Engagement Frameworks, Thinking Maps, Boys Town, Dynamic Mindfulness, and Coding.	X	Title I Supplemental/Concentration	4,500 5,000
G.5	1	2	Provide Para-Educator Technician to assist at-risk/non-proficient students in our Reading Lab, with an emphasis on reading comprehension, language fluency, vocabulary development and math skills.		Title I Supplemental/Concentration	14,975
G.6	1	2	Provide 7% of Classified Library Media Specialist to assist at-risk/non-proficient students on reading comprehension, language fluency and vocabulary development through the AR Lab.		Title I Supplemental/Concentration	0 7,737

Indio Middle School (Magnet) District Support 2018-19

Notes

Title 1 Centralized Services are reviewed annually at the District Advisory Committee (DAC), District English Learner Advisory Committee (DELAC), and at the school site advisory level. TRAC (Team Response for Achievement through Collaboration) is the district's process for systematic professional development to support rigorous learning for all in a 21st Century environment. District funded Project Facilitators and outside consultants guide the site-determined leadership team to establish and monitor the district focus on continuous improvement. The Instructional Coach at all schools supports the focus on content literacy and full implementation of state standards. Professional Development funded through District Title I and II funds continues throughout the year. District Title III funds additionally support all sites in the specific focus on instructional practices designed to meet the needs of English learners and their families through release time, consultants, and district staff support.

Title I, II, III funds provide district Project Facilitators who provide explicit professional development and site support to improve the academic achievement of students at highest risk, i.e., English learners, students of poverty, and foster youth. Both Title I and non-Title I schools benefit from district-wide ongoing professional development. Site leadership teams meet regularly to determine specific next steps for equity in services to identified students and to establish appropriate interventions, monitor progress and determine additional professional development needs. Students are selected to participate in alternative supports such as academic tutoring, shadow classes or extended learning opportunities.

All students identified as eligible for the Migrant Education Program (MEP) have access to supplemental services provided by the District Migrant Education Program and the Regional MEP through the Riverside County Office of Education (RCOE). Parents of students eligible for the MEP regularly receive information regarding family/support services. RCOE Regional Program staff collaborates with district staff to conduct annual needs assessments, analyze goals and program services, and provide appropriate professional development in relation to the MEP program and identified students and their families.

Indio Middle School (Magnet): Funding Summary

Total Allocations by Program		
Program	Allocation	Balance (Allocations-Expenditures)
Supplemental/Concentration	161,142.00	0.00
Title I	210,393.00	0.00

Total Expenditures by Program	
Program	Total Expenditures
Supplemental/Concentration	161,142.00
Title I	210,393.00