

# The Single Plan for Student Achievement 2018 – 2019

**School:** Thomas Jefferson Middle School  
**CDS Code:** 33-67058-6032015  
**District:** Desert Sands Unified School District  
**Principal:** Margo Mccormick  
**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.

Located in Indio, California, Thomas Jefferson Middle School (TJMS) is a school-wide Title 1 school that serves socioeconomically and ethnically diverse populations from Indio in grades 6-8. The school's fall 2017 enrollment was 626 whereby 95% are of Hispanic descent, 3% are white, and 1% are African American. Spanish is the primary home language of 100% of the school's nearly 256 English learners. The school's unduplicated pupil percentage is 97%, with the breakdown consisting of 47% English Language Learners, 51% low-income families eligible for free or reduced meals, less than 1% Foster Youth and 14% students with Individual Education Plans (IEPs).

During the 2017-18 school year, the school proudly celebrated its 70th anniversary. Jefferson school provides a warm, stimulating environment where students are actively involved in learning academics as well as positive values. Students receive a standards-based, challenging curriculum by dedicated professional staff and based on the individual needs of the students. Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency. Our teachers use a variety of methods to keep in close contact with home, including extensive teacher Web pages, ParentVue home access for parents, conferences (phone and personal), e-mail, and newsletters. This, coupled with community and parent support, is the foundation of our dynamic learning community. Together, through our hard work, our students will be challenged to reach their potential.

Thomas Jefferson Middle School provides educational programs that focus on the academics and the social-emotional needs of all students. Robust programs and electives such as AVID, Band, Robotics, Communication Arts, Technology, and ASES (after school program) are prioritized to meet student needs of those whose educational journeys are more challenged by language and/or economic barriers. Additionally, supporting the TJMS site is intentional and supportive community resources such as Parent Institute for Quality Education (PIQE), Ophelia (mentoring) Anti Bullying Institute (HERO) and Strengthen Families. TJMS is dedicated to meet the high expectations and performance goals set by our highly engaged and supportive 48 certificated and classified staff. Professional development continues to focus on researched-based instructional practices such as Professional Learning Communities (PLC), International Center for Leadership in Education (ICLE) and Direct Interactive Instruction (DII). Jefferson is part of the first cohort of Multi-Tiered System of Supports (MTSS) implementation. Identified through 2017-18 school climate survey, a need for additional counseling support to meet social-emotional needs of our students and their families. As a result, TJMS added a part-time counselor in the 2017-2018 school year and will be adding a full-time counseling position in the 2018-2019 school year to our school team.

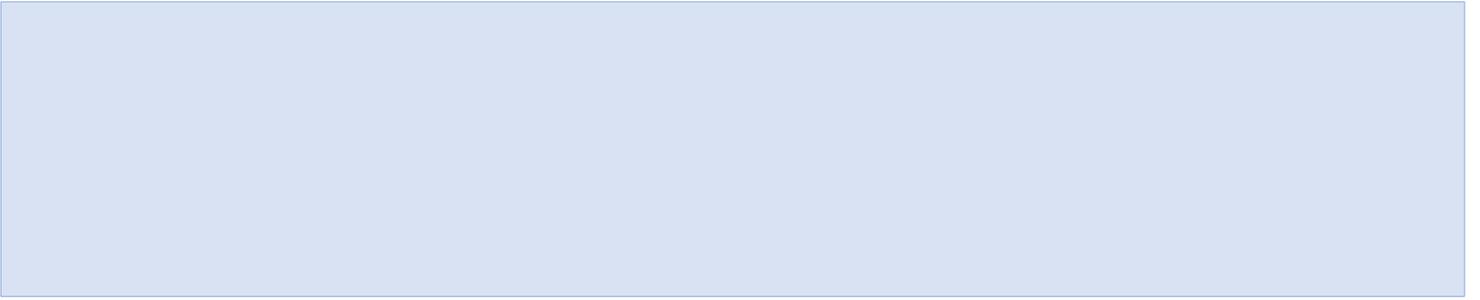
**SPSA HIGHLIGHTS:** Identify and briefly summarize the key features of this year's SPSA.

The actions and strategies within our 2018-19 SPSA support grades 6-8 in efforts to increase MET standards in ELA and math as well as maintain a high level of learner engagement, rigor, and relevance. Strengthening the focus on research-based instructional strategies result in academic achievement in all core content areas. Professional development will be expanded to include advance instructional methodologies in PLC's, increased number of learning rounds, and the offering of an AVID Excel for targeted Long Term English Learners (LTELs). We will continue work with the AVID school-wide implementation including continued training to the framework and focused selection of appropriate instructional strategies for differentiating instruction for high-needs students including English learners and Special Education. In addition, a full-time instructional coach will help support our TRAC plan along with the support of the PLC process. Another significant change from our prior year SPSA is a school-wide participation in year one MTSS program. Through this process, we incorporated school-wide restorative justice practices and added a Title1 part-time counselor to work with students of greatest need. Further, we have increased opportunities for parents to engage in their students' learning through Family Fun Science Nights, PIQE, Strengthen Families and college career informational nights.

With the addition of a part-time counselor and the California Healthy Kids Survey, TJMS identified the highest risk students from 7th grade who would most benefit from an ongoing and strategic social-emotional support rolled out in daily targeted classes such as bullying, social media practices, and conflict resolution practices. The counseling team provided daily small group counseling sessions, restorative justice practices, tutorials and academic support for a majority of seventh-grade students.

Through the process of having a TJMS English Language Lead/coordinator who identified, monitored, counseled and established academic goals with every LTEL student on campus. With her guidance, the students formulated academic goals and celebrated personal academic success. In the 2017-18 school year, TJMS reclassified 76 students which were doubled from the 2016-17 school year.

A key highlight of this year was recognition of becoming an AVID School of distinction for the second year, with a five year goal of reaching model school status to becoming an AVID Demonstration School. We are extremely proud of our AVID Coordinator, staff, teachers and students who continue academic student success school-wide.



## 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.

Through the analysis of the 2016-17 CAASPP data in ELA and math, the leadership team planned strategic professional development for all teachers. Through weekly coaching sessions provided by the district math facilitator, specific strategies were targeted and incorporated into math teachers instructional practices. In all other content areas, teachers participated in numerous professional development opportunities and some departments participated in ICLE learning rounds. In response to Strategic Intervention, Administrative and Leadership team implemented Jaguar time or advisory, beginning four days a week to focus on AVID strategies, focused Cornell note-taking, critical reading strategies and philosophical chairs. Jaguar time also included additional supports for students such as providing academic and just-in-time interventions (ELA/Math), high school, and college career support, as well as small group counseling and digital citizenship lessons.

## GREATEST PROGRESS

In the 2017-2018 school year, Thomas Jefferson became a distinguished AVID school. The distinguished school status can be attributed to providing AVID electives in grades 6-8, providing additional professional development opportunities to staff, and evidence of AVID schoolwide strategies implemented throughout all classes and grade levels. For the 2018 -2019 school year, TJMS will continue increasing AVID methodology though focusing on our Long Term English Learners through the implementation of an AVID Excel course in 2017-1018.

With the release of the new California Dashboard, the academic achievement measured by growth from 2016 to 2017 resulted in an all-student performance category of orange in both ELA and all student groups have a mathematics performance at red. Math professional development to assure full implementation of content standards and training in the rigor/relevance framework for staff continues to be supported in our TRAC and SPSA goals.

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?

## GREATEST NEEDS

In reviewing the Dashboard's Five-By-Five placement reports the dashboard does highlight an area of high need, namely, math. All student groups have a mathematics performance at orange. Actions and strategies supporting state priority 2 through staff professional development, intervention, and the support of an on-site instructional coach as well as continued support by the district teacher facilitators.

There is also continuing need to reduce site suspension rates, with effective alternatives to suspension through counseling and MTSS. Previous suspension rates included 204 students (2015-2016), 52 students (2016-2017) and 62 students for this current school year. The targeted intervention will continue through counselor support designed for student groups with the highest behavioral challenges Special Education and foster youth students. The Dashboard reports a school-wide performance category for suspension at green with the exception of English Learners and Student with Disabilities at yellow. Moving forward for the 2018-2019 school year, with an additional full-time counselor, as well as the continued participation of the TJMS staff in the implementation of our Behavioral Matrix /MTSS student support team/restorative justice practices.

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**

TJMS school strives to ensure equality for all students by closing achievement gaps between student groups and all students. The student group of special education is reported in two areas of the California Dashboard with performance categories two below the “all.” To address the ELA/Math performance gap and suspensions, TJMS will provide additional counseling, further staff development and the possible addition of a special education interventionist specialist.

## **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.

TJMS school unduplicated pupils include nearly 97% of our student population. Therefore, actions and services detailed in the SPSA and supported through Supplemental Concentration and Title 1 funds are designed to serve all students at TJMS to achieve increased academic success. The services that TJMS provides include AVID, Professional Learning Communities, counseling, and parent involvement opportunities. The use of data and evidence to improve the quality of best first instruction results in increased student learning for all students and is considered the norm at TJMS. Strategically planned professional development in AVID, ICLE, and MTSS is provided to all teachers. Training for proficiency in rigor/relevance framework began in 2017-18 and staff participated in multiple instructional rounds to support the ICLE lesson focus and teacher feedback process. Site funds provided additional sections for AVID instruction, counseling services, and a Title 1 community technician whose primary focus is to provide increased communication between the school and the families.

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

<b>LCAP Goal 1:</b> All students will demonstrate growth as measured by federal, state and district assessments.
<b>LCAP Goal 2:</b> All students will graduate and be prepared to make a successful transition to further education and/or career opportunities.
<b>LCAP Goal 3:</b> All students will develop and consistently demonstrate responsible, respectful and ethical behavior in a safe, clean and orderly learning environment.

**Thomas Jefferson Middle School  
Single Plan for Student Achievement  
2018-19 School Goals**

<b>Goal</b>	<b>State Priorities Addressed</b>	<b>Performance Indicator Addressed</b>	<b>Measure/Metric</b>	<b>Base</b>	<b>Target</b>
1	Priority 4: Pupil Achievement	Academic Indicator Mathematics Improve the mathematics performance for all student groups to close the performance gap and reduce the distance from met standard ( 3)	Benchmarks and Smarter Balanced Summative Assessments	120.8 points below Level 3	Increase mathematic achievement by gaining 20.1 points for all students
2	Priority 4: Pupil Achievement	Academic Indicator English Language Arts Improve the ELA performance for all student groups to close the performance gap and reduce the distance from met standard ( 3)	Benchmarks and Smarter Balanced Summative Assessments	62.4 points below Level 3	Increase Language Arts achievement by 12.1 points for all students.
3	Priority 6: School Climate	Suspension Rate Indicator Decrease the suspension rate for Students with Disabilities student groups to achieve performance levels of Green.	CA Dashboard Report (5x5 performance grid) Suspension rate	Yellow high at 12%	Decrease by suspension rate by 5%
4	Priority 6: School Climate	Local Indicator Increase the percent of students with a sense of belonging to Thomas Jefferson Middle School.	Panorama School Climate Survey	TJMS students indicated 59 % felt connected to TJMS	Increase student connectedness by 10 %

5	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.	Benchmark Assessments, CAASPP & ELPAC to be reported on CA Dashboard Fall 2019	Yellow - high at 75.8%	Increase to 85% or higher to move indicator to Green or higher.
6	Priority 3: Parental Involvement	Parent Engagement Increase parent engagement by increasing parent participation in parent activities, parenting classes and responses to panorama family survey	List of parent attendance/ sign in sheets for activities and parenting classes and responses to Family Survey participation (Panorama)	104 participants in parenting classes (PIQE) and 46 responses to Panorama Family Survey.	Increase parent participation to at least 50% and increase Panorama family survey by 92.

## 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	Teachers will use IO Education, and site based Common Assessments to analyze and monitor student progress. (District Funded)		Title I Supplemental/Concentration	0 0
B.2	1	1	Provide extra duty pay for Leadership team chairs to chair and facilitate collaborative teams to participate in data analysis, development of effective intervention and instructional response to data and to monitor program modifications. Chairs will oversee the development of common assessments beyond the use of IO Education benchmarks to monitor instruction in shorter intervals.	X	Title I Supplemental/Concentration	2000 2000
B.3	1	1	Provide Classified/Certificated staff extra duty to	X	Supplemental/Concentration	2742

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
			monitor LTEL student progress, parent communication and provide support to ELD program.			
B.4	4 *	1	Site leadership team will participate in District TRAC process to analyze student data. (District Funded)		Supplemental/Concentration	
B.5	1 *	1	Continued support of district benchmark assessments and other common assessments to monitor achievement throughout the year.		Title I Supplemental/Concentration	0 0
B.7	1	1	Certificated Staff will collect, analyze, provide placement data and instructional strategies to identify and target effective instructional strategies and interventions for at risk students in language arts, English language development, and mathematics subject areas.	X	Title I Supplemental/Concentration	3000
C.1	3	1	All core classroom teachers are appropriately assigned and fully credentialed.		Title I Supplemental/Concentration	0 0
C.2	1 *	1	Provide additional funds to release staff to participate in the Instructional Rounds process, peer observation, coaches/content experts provision of instructional assistance, and supporting teachers collaboration time to analyze data, lesson designing, and assessing student work to plan for reteaching and intervention, and pacing of instruction to assist students to reach proficiency in core content areas.	X	Title I Supplemental/Concentration	4000 2000
C.3	3	1	Provide staff professional development opportunities which focus on teaching strategies and interventions which support school wide TRAC , AVID	X	Title I Supplemental/Concentration	20000 10000

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
			methodologies ,goals, academic achievement and collaboration. This could include guest speakers, attending conferences and/or workshops. Support to enhance achievement for English Learners to include: county workshops, CLMS conference, AVID institute, and Model Schools.			
C.4						
C.5	3	1	Provide support and train teachers to facilitate and implement school wide program intervention supplemental math and reading programs.		Supplemental/Concentration	0
C.6	4	1	Instructional Coach provided to increase academic achievement with a focus on non-proficient and English learners. The 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)		Supplemental/Concentration	
C.8	3	2	Provide training, coaching and instructional assistance to core teachers on AVID methodologies and AVID curriculum.	X	Title I Supplemental/Concentration	1000
C.9	3	1	Staff will participate in Book Club reading on topic(s) that promote increased student achievement, support schoolwide improvement goals, and Common Core.		Title I Supplemental/Concentration	2,000 2000
C.10	3	1	Provide staff development in the use of technology as an instructional tool such as LFD and Chromebooks to increase students' access to visuals and build background knowledge to support achievement of Common Core standards in all content areas.	X	Title I Supplemental/Concentration	2287 0
C.11	2	1	Instructional staff will receive additional support from the Ed Services division to enhance English Learner academic success through systemic professional		Title I Supplemental/Concentration	0 0

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
			development opportunities, support from district facilitators, and through participation in the TRAC process in collaboration with the outside consultants. (District Title III funds)			
C.12						
C.14	1	1	Collaborative teams will meet weekly by grade level or program level around curriculum-embedded assessment data, issues of data review, instructional planning, and lesson delivery.		Title I Supplemental/Concentration	0 0
D.1	2	1	Provide after school, summer school and Saturday school tutoring for students not meeting grade-level proficiency in Avid excel, ELA, and Mathematics including students who are not meeting ELPAC growth targets.	X	Title I Supplemental/Concentration	5,000 0
D.2	1	1	Provide/ Purchase a supplemental math intervention program/course sections for students who are not meeting standards as measured by the CAASPP mathematics test.This math course will provide additional learning time to increase students achievement in math that focuses on strategic problem solving skills and extended math time.	X	Title I Supplemental/Concentration	2000
D.3	4	2	Provide AVID Tutors to tutor students in ELA and math during AVID class to identified as not met proficiency standards for ELA/ Math CAASPP (District Funded)	X	Title I Supplemental/Concentration	0 3,000
D.4	1		Provide additional for an full time Title 1 intervention counselor. The duties will include the following: Identify high risk students, providing support in social/ emotional behavior support, academic progress monitoring , small group counseling and parent support and communication.	X	Supplemental/Concentration Title I	2000 90,000

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
D.6	4	1	Provide research based supplemental instructional materials, software, books, and supplies for classrooms to support students at risk to meeting grade level Common Core standards in ELA, Mathematics, Reading Intervention, and ELD.	X	Supplemental/Concentration	4000
D.7	2	1	Extra duty pay for classified/ certificated facilitate regrouping of EL and LTELs for ELD instruction and intervention to meet the instructional needs of each ELPAC level and proficiency level.		Title I Supplemental/Concentration	2,000
D.10	4	1	Use the district TRAC process to assess student progress, determine school goals and appropriate action plans to increase student achievement. (District Title I)		Title I Supplemental/Concentration	0 0
D.11	2	2	Students eligible for Migrant services will receive after-school tutoring and/or summer school through Regional Migrant funds. (District Funded)		Title I Supplemental/Concentration	0 0
D.12	1	1	Provide a supplemental Language Arts program for students who are not meeting standards as measured by the CAASPP Language Arts test. The supplemental courses will provide additional learning time for reading comprehension, intensive vocabulary instruction and specific writing strategies to increase academic achievement.		Supplemental/Concentration	
D.13	2	5	Purchase additional sections of AVID courses through AVID methodology certificated staff to provide academic support and promote college/career readiness.	X	Supplemental/Concentration	95,000
E.1	4	2	Provide parenting classes through counselor or consultant on educational topics of interest to parents. Such as college career readiness, high school support and social emotional needs of children.	X	Title I Supplemental/Concentration	4,000 4000

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
E.2	4	3	Community Tech Bilingual to expand outreach efforts to Spanish speaking parents of English Learners to improve student attendance and parent participation.	X	Title I Supplemental/Concentration	30713
E.3	4	2	Provide parent/ staff workshop opportunities, including CABE one day regional conference in Riverside California.	X	Title I Supplemental/Concentration	2,000
E.4	4	3	Provide incentives for parent participation and involvement in programs which will empower them to support student achievement.	X	Title I Supplemental/Concentration	0 0
E.5	4	2	Childcare, hospitality and refreshments for parents who attend parent meetings & parenting classes.		Title I Supplemental/Concentration	500 500
E.6	4	2	Extra duty pay to maintain/update technology for parent, student and community communication.	X	Title I Supplemental/Concentration	1000
E.7	4	3	Extra duty pay for classified staff to expand outreach effort to Spanish speaking parents to improve student attendance and parent participation		Title I Supplemental/Concentration	1,000 1000
G.1	1	1	Purchase technology to enhance the learning process for at risk students. Chromebooks, LFD, Computers, headphones, etc. will be purchased to support intervention and core content curriculum.		Title I Supplemental/Concentration	4000 4000
G.2	4	2	Educational and AVID Field Trips to enrich standards based curriculum for identified at-risk students.	X	Title I Supplemental/Concentration	0 3000
G.3	4	3	Develop and implement academic incentive program for students meeting/exceeding grade level standards and reclassification criteria.	X	Title I Supplemental/Concentration	2153
G.4	1	1	Purchase computer software such as Rosetta Stone, Tinker and AR, that provides support interventions for all at risk students.		Title I Supplemental/Concentration	8000 2000

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
G.5	4	1	Provide supplemental instructional materials, software, books, and supplies for classrooms to support students in meeting grade level standards in all core academic areas.	X	Title I Supplemental/Concentration	0 4000

## Thomas Jefferson Middle School 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.

### Thomas Jefferson Middle School: Funding Summary

Total Allocations by Program		
Program	Allocation	Balance (Allocations-Expenditures)
Supplemental/Concentration	141,242.00	0.00
Title I	186,653.00	0.00

Total Expenditures by Program	
Program	Total Expenditures
Supplemental/Concentration	141,242.00
Title I	186,653.00