

The Single Plan for Student Achievement 2018 – 2019

School: John Glenn Middle School (International Studies)

CDS Code: 33-67058-6118855

District: Desert Sands Unified School District

Principal: Scott Davis

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:

Contact Person: Scott Davis

Position: Principal

Phone Number: 760-200-3700

Address: 79-655 Miles Avenue
Indio, CA 92201

E-mail Address: Scott.Davis@desertsands.us

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

Table of Contents

| | |
|--|----|
| NEEDS ASSESSMENT - REVIEW OF PERFORMANCE | 2 |
| 2018-19 Strategies to Improve the Academic Achievement of Students..... | 5 |
| John Glenn Middle School (International Studies) District Support 2018-19..... | 11 |
| John Glenn Middle School (International Studies): Funding Summary | 12 |

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

John Glenn Middle School located in Indio, CA serves the socioeconomically and ethnically diverse populations in grades 6-8. The school's fall 2017 enrollment was 1,392, of which 67% are of Hispanic descent, 25% are white, 2% are African-American, 4% are Asian, and 2% are other ethnicity. Spanish is the home language of 95% of the schools nearly 97 English Learners. The schools unduplicated percentage is 52%. 6.7% of our students are classified as English Language Learners. 54% of our students are from low-income families eligible for free or reduced-priced meals, less than .1% Foster Youth, and 13% are students with Individual Education Plans (IEPs). During the 2017-18 school year, the school proudly celebrated its 16th. anniversary. John Glenn Middle School has programs focused on academic language and critical thinking development and college and career readiness, prioritized to meet student needs of those whose educational journeys are more challenged by language and/or economic barriers. Supporting our site is an academic coach and a school site council committee from the community, dedicated to meet the high expectations and performance goals set by our 105 certificated and classified staff. Professional development continues to focus on PLCs and best first instruction. We are a part of the second cohort of MTSS implementation. Identified through the 2017-18 school climate survey, we have needs in reducing bullying and making our school a more inviting learning environment As a result, we have implemented MTSS. This will further support our students and family stakeholders to have better educational outcomes. For the 2018-2019 school year, John Glenn Middle School will be a Title I Targeted Assistance School (TAS).

John Glenn Middle School of International Studies is a state-of-the-art middle school that opened in September 2001. The school houses more than 1,400 students in grades 6 through 8, with 48 classrooms, 4 science labs, 4 technology labs, a library/multi-media center, a multi-purpose room, cafeteria, locker rooms, open air gymnasium/pavilion, band room and athletic fields. John Glenn is part of a Magnet School Triad with Amelia Earhart Elementary School of International Studies and La Quinta High School. Amelia Earhart is authorized as an International Baccalaureate Primary Years Programme and La Quinta High School houses the International Baccalaureate Diploma Programme while John Glenn Middle School is authorized for the International Baccalaureate Middle Years Programme. The International Baccalaureate Middle Years Programme (IBMYP) is a rigorous and holistic program that promotes interdisciplinary curriculum, inquiry-based learning, high-level thinking skills, and an international focus. Since 2003, John Glenn has been an AVID School and became a CA Distinguished School in 2009. In 2004, John Glenn Middle School was named a 'School to Watch' by the California League of Middle Schools in partnership with several other organizations. In 2005, John Glenn was named a National School to Watch. John Glenn Middle received these honors based on our outstanding academic programs, the presence of support systems that meet the academic and developmental needs of all students, and the commitment of our staff to continued and sustained professional development. John Glenn continues to be redesignated as a California and a National School to Watch. In 2015, John Glenn received a full redesignation for a fourth consecutive time. In 2015, John Glenn Middle School was named a California Gold Ribbon School, and an Honor Roll School. This award is given to schools that demonstrate high levels of student achievement, improvement over time & reduction in the achievement gap. Students at John Glenn Middle School take up to eight subjects: Language & Literature, Individuals & Societies, Science, Mathematics, Arts, Physical & Health Education, Design, and Language Acquisition. The learning focus at John Glenn Middle School lies not only in the application of academic skills but also in the strong foundation built on cooperative relationships between school and home.

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

The actions and strategies within our 2018-2019 SPSA support grades 6-8 in efforts to increase math, ELA, attendance, and maintain a high level in science and humanities. Strengthening the focus on extending the instructional opportunities and time available for teaching and learning with after school tutoring will result in increased performance in math and ELA. Professional development will be expanded to include additional training around classroom management, IB strategies for Approaches to Learning, (ATLs), and AVID WICOR strategies. We will continue to work with ICLE. Training to the framework, and in the selection of appropriate instructional strategies for differentiating instruction for high-needs students including English learners, will be provided by internal staff, and through our district. Another significant change from our prior year SPSA is a focus on extended day tutoring that will be supported with a transportation initiative through an offering of free school busing for students who are identified as having this need. Further, we have increased opportunities for parents to engage in their students learning through parent nights, parent clinics involving common core implementation, student-led conferences, awards presentations, and classroom volunteer initiatives.

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.

GREATEST PROGRESS

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 yellow in ELA (declined by 9.6 points), and a performance category for all students of Green in mathematics (improved by 7.7 points), as measured by the distance from Level 3 - Standard Met. Professional development to assure full implementation of content standards and training in the Rigor/Relevance Framework for staff continue 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

Reviewing the Dashboard’s Five-By-Five Placement Reports does highlight an area of high need as English Language Arts. English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic student groups have an ELA performance category at either Orange or Red and only one achieved a Green performance category. Actions and strategies supporting state priority measurements through professional development, intervention, and the support of a intervention program.

There is also a continuing need to reduce suspension rates with effective alternatives to suspension through counseling and alternative means of correction. The Dashboard reports a schoolwide performance category for suspension at 5.5%, with student groups including English Language Learners, Socioeconomically disadvantaged, Hispanic, and white at Orange. Moving forward, John Glenn Middle School will begin in 2018-19 with a comprehensive MTSS program. We will continue to train staff, and work with our stakeholders to reduce the suspension rate at our school.

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

John Glenn Middle School of International Studies strives to ensure equity for all students by closing achievement gaps between student subgroups and the “all students” group in the CA Dashboard. The Students with Disabilities subgroup is reported (orange) two performance levels below the “all students” performance level (green) on the CA Dashboard in math. Also, the Students with Disabilities student group is reported (red) two performance levels below the “all students” performance level (yellow) on the CA Dashboard in English Language Arts. To address the math and ELA performance gaps, John Glenn Middle School will continue to provide staff training and inservices in best practice methods of instruction, provide after school tutoring opportunities, and invest in educational technology to support these targeted students.

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.

John Glenn Middle School unduplicated pupils include nearly 52% 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 low income students and English learners. Such services include: After School Tutoring, Professional Learning Communities , and Response to Intervention Programs. 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, focused professional development in English Language Development is provided to all teachers. Training for proficiency in the Rigor/Relevance Framework began in 2017-18 and John Glenn staff has participated in instructional rounds with ICLE to support this implementation. A variety of formative assessments including benchmark assessments, and IB modules, and common formative assessments developed through site PLCs are also used to devise leading data to inform instructions practices. Students, including Long-Term English Learners, needing intervention are supported through the use of academic coaches, AVID Excel programs, and the use of SDAIE strategies. Site funds provide for a full-time project facilitator and two part-time coaches to support the work that teachers are doing with these targeted students. Through funds distributed for site-based parent engagement activities, EL Parent Nights, IB informational Nights and AVID Nights were offered in Spanish and English during the day and/or in evenings. Additional parent engagement programs included Safe House with a targeted audience of socioeconomically disadvantaged parents.

**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.

**John Glenn Middle School (International Studies)
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 for all student groups to achieve performance levels of Green (high/maintained) or higher by 2023. | Increase in ELA scores on SBAC | 3.6 points above level 3 | Level 4 |
| 2 | Priority 6: School Climate | Suspension Rate Indicator Decrease the suspension rate for all student groups to achieve performance levels of Green (low/maintained) or higher by 2023. | Decrease over-all school suspensions | 5.5% | 2% |
| 3 | Priority 6: School Climate | Chronic Absence Rate Decrease the percent of students identified as chronically absent. | Decrease chronic absenteeism | 8.6% | 5% |
| 4 | Priority 4: Pupil Achievement | Academic Indicator Mathematics Improve the mathematics performance for all student groups to achieve performance levels of blue (high/maintained) or higher by 2023. | Increase math scores on SBAC | 13.5 points below level 3 | Level 4 |

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 | | Students will receive instruction using standards-based State/District adopted core programs. | | | |
| A.2 | 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. | X | | |
| B.1 | 2 | 1 | Site personnel, certificated and classified, will support EL instruction through data analysis, assessment of students, and processing of paperwork for appropriate program placement. | | Supplemental/Concentration | 1,500 |
| B.2 | 1 | 1 | Provide extra duty pay for staff prior to the start up of school and for after-school planning time for TRAC, IB, and AVID Leadership teams to develop school-wide plans based on data analysis, and collaboration for school-wide TRAC goals, IB programme, and AVID strategies that include raising achievement levels of our students below proficiency. | | Title I | 3,500 |
| B.3 | 1 | 2 | Data will be collected through universal screening, grades, and program effectiveness to monitor the | | Supplemental/Concentration | 500 |

| Focus | LCAP Goal Supported | Site Goal Supported | Strategy | SSC Priority | Program | Amount |
|-------|---------------------|---------------------|---|--------------|----------------------------|--------|
| | | | effectiveness of our Response to Intervention program that assures high levels of learning for all students. | | | |
| B.4 | 1 | 2 | RSP teachers will report to work prior to the school year for data analysis of RSP students and proper placement. RSP teachers will generate the "Resource Data Information Sheets" to be provided to appropriate staff when school begins. | | Supplemental/Concentration | 1500 |
| B.5 | 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. | | Title I | 500 |
| B.6 | 1 | 1 | Continued support of district benchmark assessments and other common assessments to monitor achievement throughout the year. | | | |
| C.1 | 1 | 2 | Provide release time for collaborative teams to meet by either grade level or subject matter teams to discuss instructional planning, lesson delivery, RTI, IB MYP, AVID, common assessments, and data review for program extension work. | X | Supplemental/Concentration | 9,000 |
| C.2 | 2 | 1 | Provide release time for EL teachers and EL lead to attend TRAC and EL staff development and to observe other EL programs. | | Supplemental/Concentration | 1,000 |
| C.3 | 1 | 1 | Pay Region P Partnership Fees and travel expenses for participation in Middle School Alliance that focuses on students not meeting proficiency and strategies and ideas to overcome this. | | Supplemental/Concentration | 0 |
| C.4 | 1 | 2 | Provide ongoing professional development through subject and program specific training such as: AVID Excel, AVID, ICLE, and IB MYP methodology/program for identified staff to support student learning. | X | Supplemental/Concentration | 10500 |
| C.5 | 3 | 2 | Provide staff development on EL strategies and instruction through the AVID institute EL strand, the CAFE conference and other effective EL trainings for identified staff. | | Title I | 1,500 |
| C.6 | 1 | 1 | Provide release time for all staff to partake in our school wide "Instructional Rounds" and monthly meetings (after school) for TRAC/IB Leadership team to monitor our TRAC goals during the course of the | | Supplemental/Concentration | 4,000 |

| Focus | LCAP Goal Supported | Site Goal Supported | Strategy | SSC Priority | Program | Amount |
|-------|---------------------|---------------------|--|--------------|---------------------------------------|----------------|
| | | | school year. | | | |
| C.7 | 1 | 1 | All core classroom teachers are appropriately assigned and fully credentialed. | | Supplemental/Concentration | 0 |
| C.8 | 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. (District Title III Funds) | | Supplemental/Concentration | 0 |
| C.9 | 1 | 3 | Trainings to reduce behaviors and barriers that prevent academic success. | X | Supplemental/Concentration | 0 |
| C.10 | 1 | 1 | Participate in district-provided professional development opportunities to enhance teaching and learning (District Title I and II) | | Supplemental/Concentration | 0 |
| C.11 | 1 | 2 | Employ AVID tutors to support At Risk targeted and Identified students during core classes. | X | Title I | 2,000 |
| C.12 | 1 | 2 | Provide release time for staff to meet and develop instructional experiences that target our at risk and ELL students. | | Title I | 5,000 |
| C.13 | 1 | 2 | Provide opportunities for staff to attend professional development in support of improvement in our teaching staff with a focus on providing enhanced educational opportunities for our at-risk and ELL students. This will focus our efforts on students who are at risk and in need of targeted assistance. | X | Title I | 27,450 |
| C.14 | 1 | 1 | Provide after school 3:30 transportation to allow for equitable access to our tutoring program. Transportation will include a bus that is operated on a regular schedule and will drop students off at four locations, closer to their homes. | | Title I Supplemental/Concentration | 8,000 3,000 |
| D.1 | 1 | 1 | Continue to refine our Response to Intervention (RTI) system that involves a process that targets specific areas on which students are struggling and applies increasingly intensive research-proven interventions until the threat to learning is alleviated. RTI will be refined, assessed and monitored through professional learning communities to support learning for all | X | Supplemental/Concentration | 1,500 |

| Focus | LCAP Goal Supported | Site Goal Supported | Strategy | SSC Priority | Program | Amount |
|-------|---------------------|---------------------|---|--------------|---------------------------------------|-----------------|
| | | | students. In developing this program we will allocate resources for targeted intervention programs. This will include support for our SST process | | | |
| D.2 | 1 | 2 | Provide students with enhanced learning experiences through specialized programs and activities (e.g., Robotics, Science Fair, Math Field Day, etc.). | | Supplemental/Concentration | 5,000 |
| D.3 | 1 | 2 | Support our targeted AVID program through small group tutoring three times a week. | | Title I | 10,000 |
| D.4 | 1 | 2 | Employ AVID tutors to support EL students during core classes. | X | Supplemental/Concentration | 2,000 |
| D.5 | 1 | 1 | Provide after school tutoring for at-risk students that are not proficient in ELA and mathematics using research-based supplemental programs to provide the intervention. | X | Supplemental/Concentration | 5,000 |
| D.6 | 1 | 1 | Provide EL students level 1s, 2s, and low 3s after-school tutoring with a focus on ELA and Math. | X | Title I | 5,000 |
| D.7 | 1 | 1 | Purchase supplemental instructional materials and equipment/software to enhance curriculum delivery and assessment of EL and At-Risk students. (EG LFD's, computers, printers, and accessories) | X | Title I Supplemental/Concentration | 2,000 17,500 |
| D.8 | 2 | 1 | Provide English Learners a summer "JumpStart" program for one full week prior to the start of school. Focus will be on Math and English Language Arts instruction along with effective study and organizational skills directly related to math and ELA. Costs will include teacher and coordinator hourly pay, teacher materials, student supplies, and lunch provided each day. | X | Title I | 8,000 |
| D.9 | 2 | 1 | Provide English Learners and R-FEP students a Math/ELA support class. Costs will include paying teacher during their prep time to teach an additional class. | | Supplemental/Concentration | 0 |
| D.10 | 2 | 1 | Provide after school tutoring for targeted At Risk students in all core areas. | X | Title I | 15,000 |
| D.11 | 2 | 1 | Purchase and maintain instruments, lighting, uniforms / costumes, staging, art supplies, software, scripts and technology for our arts department. | X | Supplemental/Concentration | 10,000 |

| Focus | LCAP Goal Supported | Site Goal Supported | Strategy | SSC Priority | Program | Amount |
|-------|---------------------|---------------------|---|--------------|----------------------------|--------|
| D.12 | 2 | 1 | Purchase Science and Technology classroom supplies | X | Supplemental/Concentration | 6,000 |
| D.13 | 2 | 1 | Purchase books, subscriptions and materials for the school library | | Supplemental/Concentration | 5,000 |
| D.14 | 2 | 1 | Provide resources to have Parenting classes, Parent nights, informational supports for outreach to help parents work with their students who are identified as needing targeted assistance. | | Title I | 3500 |
| E.1 | 4 | 3 | Provide outreach opportunities for EL parents and targeted families to be involved in their children's education. (presentations, childcare, oral translation, food, etc.) | | Supplemental/Concentration | 1,000 |
| E.2 | 4 | 3 | Parents on site councils will review and advise on safety plan, dress code, discipline policy, compact, and parent involvement policy. | | Supplemental/Concentration | 0 |
| E.3 | 4 | 2 | Conduct SSC and PTO meetings regularly as well as hosting four parent information nights with a focus on student achievement, college readiness, parent support services, and our IB and AVID programs to promote parent involvement. | | Supplemental/Concentration | 1,000 |
| E.4 | 4 | 3 | Pay for EL parent attendance at CAFE conference or similar parent education events. | | Supplemental/Concentration | 0 |
| G.1 | 1 | 1 | Purchase Accelerated Reader for our site to help promote school wide literacy for all grades. | | Supplemental/Concentration | 12,500 |
| G.2 | 1 | 1 | Provide quality, research-based supplemental materials, technology based equipment, and software to supplement standards-based curriculum in Math and Language Arts. (examples: Document cameras, Hot Math, NEXTGEN MATH, C-books, LFDs, etc.) | X | Supplemental/Concentration | 8,287 |
| G.3 | 1 | 2 | Support student achievement through the development of organizational and study skills for home-to-school communication. | | Supplemental/Concentration | 5,000 |
| G.4 | 1 | 1 | Subscribe to LEARN 360, Brain Pop and other web-based programs to integrate technology in lesson design. | X | Supplemental/Concentration | 4,000 |
| G.5 | 1 | 1 | Provide one additional "1/7" of an FTE for support of Language Acquisition to support IB, and AVID intervention classes with Spanish Support. Class size | X | Supplemental/Concentration | 7000 |

| Focus | LCAP Goal Supported | Site Goal Supported | Strategy | SSC Priority | Program | Amount |
|-------|---------------------|---------------------|---|--------------|---------------------------------------|--------------|
| | | | reduction strategies that include raising achievement levels of our students below proficiency and at-risk. Class will target language acquisition EL students and will reduce over-all class sizes in this area impacting all students due to IB | | | |
| G.6 | 1 | 1 | Provide supplies: paper, pencils, pens, graph paper, copies, and other relevant supplies to support before and after school intervention supporting students in Targeted Assistance. | X | Title I Supplemental/Concentration | 2500 2500 |

John Glenn Middle School (International Studies) 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.

John Glenn Middle School (International Studies): Funding Summary

| Total Allocations by Program | | |
|-------------------------------------|-------------------|---|
| Program | Allocation | Balance (Allocations-Expenditures) |
| Supplemental/Concentration | 124,287.00 | 0.00 |
| Title I | 93,950.00 | 0.00 |

| Total Expenditures by Program | |
|--------------------------------------|---------------------------|
| Program | Total Expenditures |
| Supplemental/Concentration | 124,287.00 |
| Title I | 93,950.00 |