

# The Single Plan for Student Achievement 2018 – 2019

**School:** Colonel Mitchell Paige Middle  
**CDS Code:** 33-67058-0111021  
**District:** Desert Sands Unified School District  
**Principal:** Janet Seto  
**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 .**

## Table of Contents

NEEDS ASSESSMENT - REVIEW OF PERFORMANCE .....	2
2018-19 Strategies to Improve the Academic Achievement of Students.....	5
Colonel Mitchell Paige Middle District Support 2018-19 .....	10
Colonel Mitchell Paige Middle: Funding Summary.....	11

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

Colonel Mitchell Paige Middle School, home of the Patriots, opened its door for the first time in August 2006. Our goal is to prepare our students for success at the next grade level and thus, into the future, even after they leave us and move on to high school. Teachers deliver curriculum that adheres to the Common Core State Standards and use a variety of instructional strategies to meet the needs of all students. They reach out to students beyond the classroom and offer tutoring, afterschool sports, clubs, performing arts, robotics, AVID, ASB, etc. Good attendance, grades, and positive behavior are continually emphasized. All 6th graders take Study Skills which helps them transition to the middle school level and emphasizes, organization, time management, self-monitoring of grades and homework, and preparation each day for school. Every student at Paige has an Advisory Class that meets weekly, which serves as a homeroom where students take care of generic activities (i.e. digital citizenship, homework check, etc.) and read silently for a sustained period of time.

Located in La Quinta, CA., Paige Middle School serves the socioeconomically and ethnically diverse populations from La Quinta, Palm Desert, and Bermuda Dunes in grades 6-8 and is identified as a Schoolwide Title I middle school. The school's fall 2017 student enrollment was 712, of which 65% are of Hispanic descent, 24% are White, 2% are African American, 1% Asian, and 8% other ethnicity. Spanish is the home language of nearly all 73 English learners, representing about 9% of the school's enrollment. Of the school's unduplicated pupil percentage of 63%; 9.3% are English Language Learners, 62.6 % are from low-income families eligible for free or reduced-priced meals, less than 1% Foster Youth, and 16% are students with Individual Education Plans (IEPs).

Paige programs focused on incorporating WICOR strategies, ICLE Rigor, Relevance, and Student Engagement, and, in all ways, improving state test scores.

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

This year's SPSA will feature focused work with Special Education students, SAI, how to increase student achievement and lower suspensions and absences. Improving CAASPP scores is always important with targets being set (and prorated accordingly) to meet the green quadrant in 2023. Teachers will be supported with TRAC, professional development, release time, Instructional Coach assistance, and materials they need to enhance student learning. Positive incentives and recognition of student achievement will be acknowledged continually throughout the year.

Professional development will continue in the area of rigor, relevance, and student engagement.

Another significant change from our prior year SPSA is a focus on incorporating MTSS, other means of correction, and lowering suspension rates through the school's involvement in these programs. In addition, the staff will address the climate survey (Social-Emotional Learning -SEL) results in the area of safety and school connectedness. Resources will be gathered and ideas will be requested of site personnel on how to best improve in these areas.

In addition, Paige Middle School has been selected to participate in the Parent Institute for Quality Education (PIQE) in 2018-19, which will increase opportunities for parent involvement.

## 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

Paige Middle School's greatest progress and success has been in the area of our English learners (9.3%). Each year the percentage of EL students has decreased and the number/percentage of reclassifications has increased. Our indicator in this area is blue and we hope to maintain this status. In 2017-18 our percentage of reclassifications (53%) was the highest of all DSUSD middle schools, and second only to the two alternative high schools. Paige's percentage is 13% above the District's reclassification percentage. The Paige Instructional Coach works diligently with these students and families, meets with them on a regular basis, and supports, educates, and strongly encourages them to become reclassified by the time they complete 8th grade so they can fully access the academic classes they will need to graduate high school and enter college/career.

In ELA 50% 6th grade English learners Met (37%)/ Exceeded (13%) Standards; 49% 7th grade ELs were at Met (44%)/Exceeded (5%) Standards, and 30% 8th grade ELs Met (28%)/Exceeded (2%) Standards. In math 39% 6th grade ELs Met (22%)/Exceeded (17%)Standards; 13% 7th grade ELs Met (11%)/Exceeded (2%) Standards, and 18% 8th grade ELs Met (12%)/Exceeded 96%) Standards.

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

The "All Students" performance category of ELA were orange and in math were yellow. The greatest area of academic need is in ELA (red) and math (orange) with students with disabilities. Another area of need for all students is the suspension rate, which is in the performance category of red.

Steps to improve the academic needs of all students is to monitor benchmark (District and SBAC) test data, use this information to adjust instruction and reteach, as necessary, and to incorporate AVID strategies and ICLE rubrics. PLC work together as a team, along with the Special Education personnel will be emphasized. Release days for teachers to collaborate and professional development in how SAI works will be emphasized and supported.

Positive incentives and recognition are also becoming part of the culture to encourage all students to improve.

Other means of correction are being used with all other students, to decrease suspension rates. Paige will be in the cohort next year with the Multi-Tiered System of Supports (MTSS) program, also, which should have a positive impact on improving student behavior and academics.

Students with disabilities and teachers are being supported by assistance from the Instructional Coach. SPED teachers will meet in their PLC and work together with administration to plan early for master schedule placement of students for the 2018-19 school year. They will be provided with appropriate CAASPP testing environments and arrangements to give them the optimal opportunity to demonstrate what they have learned.

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?

Please see Greatest Needs.

## **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.

Low-income students will be assisted by providing them with the needed study skills and materials/tools for success. Teachers will use AVID strategies to better serve these students and encourage them to excel. Positive recognition and incentives will continue. English Learners will have their designated ELD class, receive additional support from the Instructional Coach, and receive the necessary items they need to do well. The program is working very well and will continue in this vein. Foster youth will receive the necessary materials and support in ways that are most beneficial to them.

**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.

**Colonel Mitchell Paige Middle  
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 English Language Arts All student performance needs to increase a minimum of 3.6 percent or score at -8.0 performance level in 2018-19 in order to be on target to meet the long-term 2023 goal.	CAASPP	-11.6	-8.0
2	Priority 4: Pupil Achievement	Academic Indicator Mathematics All student performance needs to increase a minimum of 8.7 percent or score at -43.4 performance level in 2018-19 in order to be on target to meet the long-term 2023 goal.	CAASPP	-52.1	-43.4
3	Priority 6: School Climate	Suspension Rate Indicator Student suspensions need to decrease by -2.2 percent or meet a 13.0 suspension rate in order to meet the long-term 2023 goal.	CALPADS	15.2	13.0
4	Priority 4: Pupil Achievement	English Learner Progress Indicator EL students need to continue to maintain their current status of performance to meet the 2023 goal.	ELPAC	maintain	maintain

## 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 Supplemental/Concentration	0 0
A.2	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.		Title I Supplemental/Concentration	0 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
C.1	3	2	All core classroom teachers are appropriately assigned and fully credentialed.		Title I Supplemental/Concentration	0 0
C.2	1	1	Provide release time for substitutes for staff to participate in CCSS, TRAC, District practices, collaboration, lesson planning, etc. to assist students in attainment of Meets Standards in math and ELA.	X	Title I Supplemental/Concentration	2,000 6,000

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
C.5	1	1	Provide professional development opportunities/conferences, including release time (subs) and extra duty for teachers, administrators, and support personnel to promote campus safety/culture, academic instruction, enrichment activities, and content delivery to increase academic achievement.	X	Title I Supplemental/Concentration	6,000 10,000
C.8	1	1	Provide professional conferences, current literature, professional subscriptions, best practice information, site memberships, professional books, etc. for site staff development in instructional strategy support to enhance achievement for students below Meets Standards in core subject areas and address the school's TRAC plan.	X	Title I Supplemental/Concentration	4,750 7,000
C.10	2	1	Instructional Coach (.5 FTE District Title I, II, III funded; .5 LCAP/LCFF funded) provided to increased academic achievement with a focus on students scoring below Meets Standards and English learners. The TRAC coach will provide professional development, coaching & modeling of District-directed instructional strategies, provide feedback, assessment data, and coordinate/lead SAST collaboration. (7% = 30 minutes added to contract day)		Title I Supplemental/Concentration	0 8,600
C.11	2	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)		Title I Supplemental/Concentration	0 0
C.12	1	1	Provide release time for visitations to observe exemplary classrooms, instructional practices, and collaborate with colleagues.	X	Title I Supplemental/Concentration	500 400
D.1	4	1	Purchase computers, computer equipment, printers, monitors, document cameras, software, headphones, calculators, computer peripherals, LFDs, amplification system, hardware, and repairs of equipment for all students and staff so that they will have access to supplemental programs, internet resources, and support implementation/assessment of CCSS to	X	Title I Supplemental/Concentration	19,424 26,572

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
			achieve Meets Standards.			
D.2			Provide supplementary materials for English Learners to increase student achievement in ELD, math, and ELA .	X	Supplemental/Concentration	1,000
D.3	1	1	Provide costs for AVID tutors for at risk students in ELA and mathematics. (District funded)		Title I Supplemental/Concentration	0 0
D.4	4	1	Provide supplementary materials and support for intervention programs.	X	Title I Supplemental/Concentration	500 2,000
D.5	4	3	Materials, supplies and staff development to support the school counseling program. Materials to focus on anger management, prevention of drug abuse, decision making, anti-violence, grieving, social skills, anti-bullying, divorce, study skills, etc. to increase student achievement.		Title I Supplemental/Concentration	500 0
D.6	1	1	Purchase student agendas for student organization/study skills/safety and TRAC focus.	X	Title I Supplemental/Concentration	4,000 0
D.7	1	1	Purchase additional library books and instructional materials.	X	Title I Supplemental/Concentration	2,000 1,000
D.9	4	1	Provide release time (subs) and transportation costs for staff to accompany students so they can experience real-world application of learning (CCSS, field trips,camps, etc.).	X	Title I Supplemental/Concentration	2,000 0
D.11	1	1	Purchase AVID Weekly for core classroom implementation of identified school-wide critical reading strategies and model the use of and focus on informational text across the disciplines and use of Inquiry lesson design. (District Funded)		Title I Supplemental/Concentration	0 0
D.12	5	2	Provide for costs for AVID coordinator to attend coordinator training sessions. (District Funded)		Title I Supplemental/Concentration	0 0
D.13	1	1	Provide instructional materials, supplies, equipment,		Title I	23,793

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
			and any other activities for all classes to support programs and increase student achievement .		Supplemental/Concentration	13,257
D.15	1	1	Staff extra duty, release time, and supplies for direct services to students and entry fees for activities to support students and CCSS implementation.	X	Title I Supplemental/Concentration	1,000 0
D.19	1	1	Provide materials to support the study skills course which focuses on essential organization, time management, note taking, study and test taking skills, summary writing, grade monitoring, doing all homework, AVID strategies, etc,		Title I Supplemental/Concentration	0 500
D.22	4	2	Provide extra duty, substitutes, release time, staff development, and materials for staff to conduct a middle school "welcome aboard" orientation/transition for new students/parents to prepare them for middle school and academic success.	X	Title I Supplemental/Concentration	2,000 0
E.1	4	3	Provide parent education and computer assistance/availability of online school information (i.e. ParentVUE, website, communication, etc.) on an ongoing basis at the site (with a designated parent computer) to keep parents apprised of their child's academic status, attendance, and behavior.	X	Title I Supplemental/Concentration	0 1,000
E.3	4	2	Provide graphic service printing/postage of school communication items to enhance home involvement and communication.	X	Title I Supplemental/Concentration	1,000 200
E.5	2	2	Provide hospitality and materials (i.e. daycare, refreshments, binders, printing) for parent training and other required meetings (i.e. SSC, ELAC committee meetings).	X	Title I Supplemental/Concentration	300 0
E.7	2	2	Provide funds for parents and staff to attend parent trainings, educational programs, conferences (i.e. CABE or similar events), and parent/community events.	X	Title I Supplemental/Concentration	2,000 0
F.1	1	1	Provide supplementary materials, award incentives, and release time for teachers to participate in positive activities to encourage student academic achievement, attendance, safety (lanyards, ID cards, signs, etc.), and adherence to school rules, positive campus culture, student connectedness to school, etc.		Title I Supplemental/Concentration	757 6,243

Focus	LCAP Goal Supported	Site Goal Supported	Strategy	SSC Priority	Program	Amount
G.2	1	1	Subscription to online, web-based programs (i.e Brain Pop, Accelerated Reader, United Streaming, Discovery Education, etc.), and software licenses that enhance instruction in all curricular areas.	X	Title I Supplemental/Concentration	0 10,000
G.4	5	2	Coordinate and conduct a college/career program to promote the link among doing well in school, rigorous courses, A-G requirements, etc. for the future (high school and beyond, college/career readiness).		Title I Supplemental/Concentration	200 0
G.6	4	3	Provide lanyards, pockets, and identification cards to all students and site personnel/volunteers on campus for security and safety.	X	Title I Supplemental/Concentration	1,000 0
G.8			Provide supplementary material (i.e. graphic services) to support student achievement.	X	Title I Supplemental/Concentration	2,000 3,300

## Colonel Mitchell Paige Middle 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.

**Colonel Mitchell Paige Middle: Funding Summary**

<b>Total Allocations by Program</b>		
<b>Program</b>	<b>Allocation</b>	<b>Balance (Allocations-Expenditures)</b>
Supplemental/Concentration	97,072.00	0.00
Title I	75,724.00	0.00

<b>Total Expenditures by Program</b>	
<b>Program</b>	<b>Total Expenditures</b>
Supplemental/Concentration	97,072.00
Title I	75,724.00