

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Palos Verdes Intermediate School	19-64865-6021257	October 23,2019	December 11, 2019

Purpose and Description

The purpose of the School Plan for Student Achievement is to create a cycle of continuous improvement of student performance and growth, and to ensure that all students succeed in reaching state academic standards. Site administration, staff, site leadership, parent groups, students, and the school community provide active collaboration in the creation, reflection, budgeting, and site needs analysis throughout the school year on the plan. At Palos Verdes Intermediate School, the focus of this plan is to ensure student safety and academic success.

In alignment with the PVPUSD District’s Local Control Accountability Plan (LCAP), the Palos Verdes Intermediate School’s SPSA addresses all three approved LCAP goals and all specific site related actions as approved. The plan also provides specific site related measures to these District-wide goals to support improvement and growth.

In addition, parent, family, community, and other stakeholder involvement continues to modify the plan, provide avenues for involvement, expenditures, and reflection, as well as assists in obtaining feedback for the District and Board of Education to further transparency. At the site level, the following information is shared to seek feedback:

1. Professional Development and Targeted Teacher Collaboration Specific to Site
2. Supplemental Programs and Data Analysis to Support Growth of All Learners
3. Site Funds Targeted to Support Specific Learners

Stakeholder Involvement

Involvement Process for the SPSA and Annual Review and Update

Annually, data is presented to various stakeholder groups and reviewed for feedback, goal setting, and creation of school plan.

Dates for Review:

- Initial Presentation, Review, and Goal Setting with School Site Council: October 17,2019
- Initial Presentation, Review, and Goal Setting with School Site Staff: October 21,2019
- SPSA Draft and Goal Approval with School Site Staff: October 22, 2019
- SPSA Draft and Goal Approval with School Site Council: October 23, 2019
- Presentation and Feedback with ELAC Members: October 18, 2019
- SPSA and Budget Update with School Site Council: October 23,2019
- Presentation at Parent/Teacher Student Association Meeting: November 5, 2019

- Mid-Year Evaluation and Progress Reporting with School Site Council: March 18, 2020
- Annual Evaluation with SSC: May 6, 2020
- Annual Evaluation Presentation with ELAC: April 23, 2020

Resource Inequities

The following areas have been discussed and reviewed with stakeholders for improvement:

Chronic Absenteeism continues to be an area of concern, as students must be present to learn and be engaged for improvement in a variety of areas.

Suspensions rose in several subgroups and overall, nearly 3% of students were suspended at least once.

Students with Disabilities continue to score below their peers in state exams and staff will look to evaluate data and practices to support growth.

Goals, Actions, Expenditures, & Annual Review

Goal 1

Maintain district facilities (as measured by SARC) and employ a highly-skilled staff (as measured by CALPADs and SARC) to deliver TK-12 curriculum aligned with the CA State Standards (as measured by CA Dashboard Academic Indicator, English Learner Progress Indicator, and Local Measures) giving all students access to required college and career readiness (as measured by College/Career Readiness Indicator, where appropriate).

Identified Need

- CA Dashboard— PVIS had increases (1.9%) in chronic absenteeism and suspension rates (2.1%). Overall level remains in “orange”.
- CAASPP—Decrease percentage of students in the “nearly met” or “not met” category
- ELPAC—PVIS had declined percentages in Level 3 by .7% and Level 2 by 5.6%
- iReady Baseline Results—Certificated teachers are needed to teach and support intervention classes.
- SARC Report—Suspensions were increased .4%
- FAC Recommendations—Upgrade site electrical and plumbing, new HVAC, and construct new gymnasium.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	45% Exceeds Standards 36.3% Met Standards 11.8% Nearly Met Standards 6.9% Standards Not Met	47% Exceeds Standards 38% Met Standards 10% Nearly Met Standards 5% Standards Not Met

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math	51.6% Exceed Standards 24% Met Standards 16% Nearly Met Standards 8.4% Standards Not Met	54% Exceed Standards 26% Met Standards 13% Nearly Met Standards 7% Standards Not Met
ELPAC Summative	57.8% (26 Students) Well Developed 24.4% (11 Students) Moderately Developed 11.1% (5 Students) Somewhat Developed 6.7% (3 Students) Minimally Developed	60% Well Developed 26% Moderately Developed 14% Somewhat Developed
CAST Baseline Results	No Data CAST Field Testing	CAST Operational Testing 50% Exceed Standards 31% Met Standards 12% Nearly Met Standards 7% Standards Not Met
CA Dashboard (Red/Orange/Yellow Areas)	Chronic Absenteeism 6% increased by 1.9% Suspension Rate 2.7% increased by 2.1%	Chronic Absenteeism 5% decreased by 1% Suspension Rate 1.7% decreased by 1%
iReady Diagnostic	Reading 67% Tier 1 17% Tier 2 16% Tier 3 At Risk Math 67% Tier 1 21% Tier 2 11% Tier 3 At Risk	Reading 70% Tier 1 17% Tier 2 13% Tier 3 At Risk Math 70% Tier 1 20% Tier 2 10% Tier 3 At Risk

Actions Taken on Goal (Strategies/Activities Completed)

Students to be Served by this Strategy/Activity

Action 1

All Students

Maintain baseline levels of technology and site facilities in good repair, prioritizing classrooms/student learning tools/areas for improvement.

Modernize the school Library.

Purchase 35 new Chromebooks and cart.

Install projector and audio speakers in art classroom.

Add garden class improvements--three new beds, utility sink, and student tables.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Modernization of Library- \$38, 351.21	Booster and PTSA
New Art Room Projector - \$5,000.00	District
Chromebook Cart and 35 Chromebooks- \$11,249.00	Booster
Garden class improvements – \$12k	PTSA

Action 2

All Students

Hire and support highly trained and qualified staff for new positions, collaborating with mentor and lead teachers, as well as the Induction Office to ensure skilled site staffing.

Hire two academic intervention teachers (ELA and Math).

Hire part-time academic intervention coordinator.

Add (2) full-time SPED Case Carrier/Collaborative Teachers.

Replace full-time science, PE, and ELA teachers.

Pair all new staff with veteran teachers.

Continue PBIS Team Training.

Support Collaborative Model Classrooms (gen education and special education).

Complete School Counseling Program Evaluation.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Intervention Sections: \$20,039.00	District
Intervention Coordinator: \$15,000.00	0.2 Site FTE/District
Case Carriers: \$150,000.00	2.0 Site FTE/District
Teaching Staff Replacements: \$200,000.00	3.0 Site FTE/District
PBIS Training: \$3,000.00	District
Program Evaluation: \$1,000.00	District

Action 3

All Students

Monitor and evaluate implementation of state standards, current adoptions, and Technology Scope, including supplemental and support software/programs, providing staff with timely, data-driven feedback to improve learning outcomes, student achievement, continuous improvement, and staff proficiencies if needed. Evaluation of programs includes: core content areas, ELD, VAPA, World Language, and College/Career Readiness.

Complete year two implementation of Next Generation Science Standards.

Administer iReady assessments (three times per year).

Provide CAASPP Interim Assessments (IAB & PT).

Support Academic Intervention Program (ELA/Math teachers).

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Year Two for Implementation of Next Generation Science Standards: \$0.00	NA
iReady Assessment: \$ 5,400.00	District Funds
CAASPP interim Assessments (IAB): \$0.00	NA

Amount(s)

Source(s)

Academic Intervention Program (ELA/math teachers): \$20,039.52

District (Duplicate)

Action 4

EL, SPED, Low-Income, Military, and Homeless

ELL students scheduled into ELL/ELA classes as needed and per ELPAC levels for support.

English Language Advisory Committee (ELAC) meetings held four times throughout the school year to communicate with and support our ELL families.

District English Language advisory Committee (DELAC) meetings held at the District level to communicate with and support our ELL families.

Special education students may be scheduled for academic support class per IEP team decision and based upon data such as CAASPP scores, grades, and overall academic performance.

Provide additional support, as needed, to students who qualify as socioeconomically disadvantaged.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

Additional Student Support: \$1,000.00

Booster Club

Goal 2

Provide a comprehensive and inclusive instructional program to provide measureable growth and achievement for all students, including those recognized as English Language Learners, identified for Special Education or Multi-Tiered Support Services, and those qualified as Gifted and Talented (GATE), as measured by State and Local Measures of Proficiency, Qualification and Exit Criteria Figures, and Comparative Annual Program Participation.

Identified Need

- CA Dashboard— PVIS had increases (1.9%) in chronic absenteeism and suspension rates (2.1%). Overall level remains in “orange”.
- CAASPP— Decrease percentage of students in the “nearly met” or “not met” category
- ELPAC—PVIS had declined percentages in Level 3 by 0.7% and Level 2 by 5.6%

- iReady Baseline Results—Certificated teachers are needed to teach and support intervention classes.
- SARC Report—Suspensions were increased 0.4%.
- FAC Recommendations—Upgrade site electrical and plumbing, new HVAC, and construct new gymnasium.

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Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Math 67% Tier 1 21% Tier 2 11% Tier 3 At Risk	Math 70% Tier 1 20% Tier 2 10% Tier 3 At Risk
SARC Report Staffing	37 Fully Credentialed Staff	37 Fully Credentialed Staff

Actions Taken on Goal (Strategies/Activities Completed)

Students to be Served by this Strategy/Activity

Action 1

English Language Learners

EL lead teacher attending EL training conference “Implementing Strategies Training” (LACOE) to develop strategies to implement mainstream EL/ELA classes 2020-2021.

ELL students scheduled into ELL/ELA classes as needed and per ELPAC levels.

Using iReady data from assessments administered to all students during the 2019-20 school year, students that scored two grade levels (or more below) were recommended for ELA intervention class.

All students are eligible for Study Skills class based on trimester grades.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

ELL Implementing Strategies Training- \$250.00

EL Supplemental

Action 2

Special Education/Receiving Tiered Supports

- Special education students that require additional academic support in the subject areas of Math and ELA as shown by data e.g. grades, CAASPP performance.

- Using iReady data from assessments administered to all students during the 2019-20 school year; students that scored two grade levels (or more below) were recommended for ELA and Math intervention class.
- School Counselor “check in” intervention offered to students for academic and/or social-emotional support.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

Academic Intervention – Teacher Hourly Rate

Low-Performing Block Grant/District Funds

Action 3

Gifted and Talented Students (GATE)

- GATE students as identified by NNAT-3 assessment will receive additional enrichment classes and opportunities. PVIS will hold a career fair during the spring of 2020 for GATE students.
- GATE students will also take the Myers-Briggs career interest inventory.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$1,000.00

District GATE Funds

Goal 3

Provide a comprehensive and rigorous instructional program which annually raises achievement and facilitates growth for all students in all four core content areas, as measured by CA Dashboard Academic Indicator, State and Local Assessment Measures (specify below), Student Report Card/Grades, Advanced Placement Participation and Pass Rates, Site Extra-/Co-Curricular Program Participation Information, and A-G Completion/Graduation Rates where appropriate.

Identified Need

- CA Dashboard— PVIS had increases (1.9%) in chronic absenteeism and suspension rates (2.1%). Overall level remains in “orange”.
- CAASPP/CAST— Decrease percentage of students in the “nearly met” or “not met” category
- ELPAC—PVIS had declined percentages in Level 3 by .7% and Level 2 by 5.6%.
- iReady Baseline Results—Certificated teachers are needed to teach and support intervention classes.
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Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Diagnostic	Reading	Reading
	67% Tier 1	70% Tier 1
	17% Tier 2	17% Tier 2
	16% Tier 3 At Risk	13% Tier 3 At Risk
	Math	Math
	67% Tier 1	70% Tier 1
	21% Tier 2	20% Tier 2
	11% Tier 3 At Risk	10% Tier 3 At Risk

Actions Taken on Goal (Strategies/Activities Completed)

Students to be Served by this Strategy/Activity

Action 1

All Students

In collaboration with staff, site administration will analyze student performance measures to identify areas of Professional Development specific to site, in addition to what is district provided.

Staff Professional Development, August 2019 CAASPP. Overall data was presented to entire staff; grade level teachers groups then analyzed data in ELA/math identifying students that improved or scored “nearly met” or “not met”.

iReady Assessments administered to all students in grades 6-8, three times during the 2019-20 school year. Purpose is to establish a baseline and identify students that fall below.

Department Meetings are held 2-3 times per month and provide collaboration time for teachers to review student academic data, share and align standards.

Grade Level Meetings are held 2-3 times per month with a focus on individual students that are struggling academically, behaviorally, and/or with attendance. Teachers share effective strategies and refer students to School Counselors, SAGE counselor, and/or Administration from these meetings.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
NA	NA

Action 2

All Students

Teachers and Site Administration will continue to implement Interim Assessments and other research-based assessments to monitor student performance in grade-level standards, adjust instructional program using related performance reporting, and prepare students for success on state assessment measures, specifically students within targeted populations who are not meeting standard/proficiency.

Using iReady data from assessments administered to all students during the 2019-20 school year; students that scored two levels before proficiency were recommended for ELA and math intervention class.

Performance tasks are administered three times per year to all grade levels. The student performance data is used to assist teachers in identifying student strengths and areas of growth needed in classroom instruction.

IABs are administered three times per year to all grade levels. The student performance data is used to assist teachers in identifying student strengths and areas of growth needed in classroom instruction.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

NA

NA

Action 3

All Students

Students will be provided access to counseling for goal setting, academic pathway planning, course access, post-secondary opportunities, and graduation requirements.

School Counselor Guidance Lessons (SEL) will be provided 1-2 times per month for all grade levels for the 2019-20 school year. The focus of the lessons is social emotional and academic learning.

SAGE Counseling Services are available to all students. School Counselors, Administration, and/or teachers refer students. Students can also self-refer to SAGE counselor. SAGE counselor runs group counseling for students for a variety of reasons, ranging from social skill building to grief.

Naviance 8th grade lessons are presented by School Counselors to explore high school courses as they relate to college admissions. Career interest inventories are also part of the lessons.

Naviance 7th grade lessons are presented by School Counselors and focus on immediate academic and personal goal setting. Career interest inventories are also utilized as part of the lessons.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
NA	NA

Goal 4

Provide a school environment that fosters physical and emotional security, encourages community and family involvement, and focuses the school climate on creating opportunities for student engagement, as measured by the Graduation Rates, Site Parent Participation Rates, CA Healthy Kids Survey, Attendance, Tardy, and Truancy Rates, State Assessment Participation Rates, and Discipline Data.

Identified Need

- SSS/Counselor Caseload Data presented highest percentages of anxiety (52%), academic stress (52%), and peer relationships (60%).
- Parent membership in PTSA is 48%
- CA Dashboard—PVIS had increases (1.9%) in chronic absenteeism and suspension rates (2.1%). Overall level remains in “orange”.
- SARC Report—Suspensions were increased 0.4%.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard (Red/Orange/Yellow Areas)	Chronic Absenteeism – Orange Suspension Rate – Orange	Chronic Absenteeism 5% decreased by 1% Suspension Rate 1.7% decreased by 1%
State Assessment Participation Rates	88% Participation Rate for Students with Disabilities 94% Participation Rate for Students with 2 or More Races	93% Participation rate for students with disabilities 97% Participation rate for students with 2 or more races

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CHKS Results	School Connectedness 34% Strongly Agree I feel like I am part of this school 35% Strongly Agree 36% Agree 20% Neither Agree nor Disagree 5% Disagree 5% Strongly Disagree	School Connectedness 34% Strongly Agree I feel like I am part of this school 40% Strongly Agree 40% Agree 15% Neither Agree nor Disagree 3% Disagree 2% Strongly Disagree
Attendance Data	Chronic Absenteeism 6% Increased 1.9%	Chronic Absenteeism 5% Decreased by 1%
Discipline Data	16 Suspensions	Suspension Rate 1.7% Decreased by 1%
Caseload Analysis	85 Student IEP 8 Students Pending IEP	90 Student IEP
Parent Involvement Rates	48% PTSA Memberships	53% PTSA Memberships

Actions Taken on Goal (Strategies/Activities Completed)

Students to be Served by this Strategy/Activity

Action 1

All Students

Provide inclusive school environment for all students by providing opportunities for school community participation during and outside of the school day, recognizing the strength of cultural and linguistic diversity, the importance of leadership roles, the experience of co-/extra-curricular activities, and commitment to life-long learning.

Booster Club provides extra-curricular activities open for all students. Activities include student clubs, STEM programs, and athletics.

WEB Student Leadership program is open to all students that apply grades 7-8. WEB's focus is to mentor incoming 6th grade and transfer students through ongoing social activities and sponsored events.

VEX Robotics club is open to all students and is a competitive club that plans and builds robots for competitions.

ELAC meets four times per year and its' purpose is to communicate with ELL parents about the ELL program and school related topics.

ASB is open to all the run for election. ASB works in conjunction with WEB leadership to enhance all student's experience.

Principal's Advisory Committee (PAC) is open to all students that apply. PAC works directly with the principal on issues of school culture.

The Garden Club is open to all students. In the Garden Club, students will learn basic agriculture and gardening maintenance.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

Extra-Curricular Activities: \$7,000.00

PVIS PTSA & Booster Club

Action 2

All Students

Provide Parent Involvement and Education Opportunities within the school community, communicating and engaging frequently, timely, and transparently, and in collaboration with the District Parent Organizations (PEF, PTA, etc.).

Principal's (email) update is sent twice per month to all parents. The update includes current and future events, student and teacher highlights, and community opportunities.

Back to School Night is held annually to provide parents with an opportunity to learn about the school and teacher procedures and expectations.

Science (NGSS) Night was a presentation held for parents to further introduce Next Generation Science Standards with hands on experiences and explanations.

Red Ribbon Week Parent Night presentation included a guest speaker, Alex Gray that discussed healthy living choices with an anti-drug/vape theme.

School Site Council (SSC) meets four times per school year and is comprised of school stakeholders. The purpose of the group is to provide opportunities for input and feedback related to PVIS.

English Language Advisory Committee (ELAC) meetings held four times throughout the school year to communicate with and support our ELL families.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

NA

NA

Action 3

All Students

Staff and administration will continue to develop social/emotional learning and progressive discipline supports by implementing guidance lessons, restorative practices, procedures for crisis and threat, and identifying school climate indicators to improve overall culture.

PBIS lessons 6th-8th grade are presented to students in classrooms and focus on PVIS behavior matrix and behavior expectations.

School Counselor Guidance Lessons (SEL) 1-2 times per month for all grade levels for the 2019-20 school year. The focus of the lessons is social emotional and academic.

SAGE vaping educational lessons are utilized as an alternative means of correction for students that are using vape products.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

Training: \$3,000.00

District Funds

Goal 5

Begin to explore with the Board of Education and District Administration, the idea of a new bell schedule to include a later start time and an academic intervention period. PVIS is committed to raising student academic achievement and the development of an academic intervention period within the school day will support the efforts. The passage of SB 328 “late start bill” (effective 2022-23) will be factored in as part of the alternative schedule development discussion.

Identified Need

Board of Education and District Administration direction is forthcoming regarding SB 328 “Late Start Bill”.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	45% Exceeds Standards 36.3% Met Standards 11.8% Nearly Met Standards 6.9% Standards Not Met	47% Exceeds Standards 38% Met Standards 10% Nearly Met Standards 5% Standards Not Met
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iReady Assessments	Reading 67% Tier 1 17% Tier 2 16% Tier 3 At Risk Math 67% Tier 1 21% Tier 2 11% Tier 3 At Risk	Reading 70% Tier 1 17% Tier 2 13% Tier 3 At Risk Math 70% Tier 1 20% Tier 2 10% Tier 3 At Risk
CA Healthy Kids Survey	School Connectedness 34% Strongly Agree I feel like I am part of this school 35% Strongly Agree 36% Agree 20% Neither Agree nor Disagree 5% Disagree 5% Strongly Disagree	School Connectedness 34% Strongly Agree I feel like I am part of this school 40% Strongly Agree 40% Agree 15% Neither Agree nor Disagree 3% Disagree 2% Strongly Disagree

Actions Taken on Goal (Strategies/Activities Completed)

Students to be Served by this Strategy/Activity

Action 1

All students

Establish a task team of classified and certificated staff that will research other middle/intermediate schools that offer an academic intervention period within a school day. Compare and contrast at least three model school schedules and present information to all PVIS staff for input on best fit.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

Substitute Coverage Cost: \$850.00

Site Discretionary

ACTION 2

All Students

Student Leadership groups will meet and discuss. Then leadership will present to student body and poll on bell schedule options.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

NA

NA

Annual Review

SPSA Year Reviewed: 2018-19

Analysis

In 2017-18 there were 22 suspensions, in 2018-19 the total number of suspensions was 18 (-4). Detentions in 2017-18 were 290, the total number in 2018-19 was 378 (+88).

The Healthy Kids Survey from 2018-19 showed 34% rate of “school connectedness”. Leadership programs (WEB, ASB, and PAC), Principal’s updates, School Site Council, and ongoing PBIS staff training will continue to support growth in school connectedness as evidence by HKS.

CAASPP scores in ELA and math from 2018-19 increased as a whole.

PVIS had increases (1.9%) in chronic absenteeism and suspension rates (2.1%). Overall level remains in “orange”.

There were no major budget changes.

Increased collaboration special education/general classes and teacher, found in goal #1/action #4.

Dedicated case managers for Special education students, found in goal #1/action 2.