

School Year: 2018-2019

Single Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Palos Verdes Intermediate	19-64865-6021257	October 24, 2018	December 12, 2018

Stakeholder Involvement

Involvement Process for the SPSA and Annual Review and Update

The SPSA process included consultation from the School Site Council, Leadership Team and entire faculty. The SSC is comprised of PVIS stakeholders including the principal, assistant principal, teachers, classified staff, students, members of parent associations and elected members. The Leadership Team consists of the Department Leads for each core subject and elective. The SPSA information was also shared with all teachers at a faculty meeting.

Goals, Strategies, & Proposed Expenditures

Goal 1

Maintain district facilities and a highly skilled staff to deliver TK-12 curriculum aligned with the CA State Standards giving all students access to required college and career readiness

Basis for this Goal

Palos Verdes Intermediate School will subscribe to a continuous cycle of improvement and will provide ongoing professional development on California State Standards, instructional technology and infrastructure, and best practice instructional strategies to ensure universal student access to college and career readiness and a positive and safe school climate. Additionally, there will be continued focus on school facility improvements to ensure a safe and welcoming environment for students and staff.

Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Two Social Studies teachers will attend the CA History Social Science Framework rollout.	No previous training regarding the new framework which is being rolled out this year.	100% social studies department will begin the process of aligning their current practices to the new framework.
The math department will attend a CGI training in October.	Math department is currently not employing CGI strategies during instruction.	After receiving CGI math training, 100% of math teachers will use CGI strategies during instruction.
The Language Arts department will receive additional training on StudySync.	The ELA teachers are utilizing the StudySync curriculum at different levels of fidelity.	100% of ELA teachers will increasingly use components of the district adopted curriculum.
One math teacher will attend the California Math Conference in November.	A teacher from PVIS has not attended for the last three years.	The teacher will share best practices with the department.
The Science Department will engage in professional development while conducting a pilot of Amplify and STEMScopes.	The science department only engaged in a bridge year of NGSS during the previous school year in grades 6-7.	100% of science teachers will pilot the district provided resources.
Four new Chromebooks will be purchased to support the pilot of the science programs.	The science department has one cart to share amongst their department.	Four Chromebook carts will be utilized daily in Science classrooms to provide access to technology and online science programs.
Enhance the school garden in conjunction with the school garden club and lessons aligned to NGSS	The beginning stages of a science-based garden program were implemented last year.	100% of science teachers will engage in NGSS based lesson in the school garden. A garden club will be established to support the garden maintenance. Sprinklers will be installed in the garden.
Technology will be upgraded in the MPR to include a mounted projector and sound.	Plans and funding have been established with an installation for the 2018-19 school year.	Technology upgrade will take place in fall of 2018.
Water filling stations will be installed in three areas on campus to provide fresh water to all students.	Plans and funding has been established with an installation for the 2018-19 school year.	The water station upgrades will take place in the fall of 2018.

PLANNED STRATEGIES/ACTIVITIES

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

All math teachers will attend CGI training and will learn how to modify their instruction using at least two components of CGI to allow students to apply their knowledge to the process of learning math. Release time will be provided to the math department to collaborate on the implementation of the CGI components.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$2500
Source(s)	Educational Services, Site
Budget Reference(s)	Substitutes

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Teachers will attend ELA refresher course on adopted curriculum and will continue to incorporate components of the program including the use of technology into their lessons. Release time will be provided to the ELA department to collaborate on the implementation of the StudySync components.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$1,500
Source(s)	Educational Services, Site
Budget Reference(s)	Substitutes

Strategy/Activity 3

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Science teachers will be trained on the NGSS-aligned curriculum Amplify and StemScopes and will pilot the programs and further align their existing instruction to NGSS.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$2500
Source(s)	Educational Services, Site
Budget Reference(s)	Substitutes

Strategy/Activity 4

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Two social studies teachers will attend the History/Social Science framework rollout and bring the information back to the rest of the department so they can begin to align their existing curriculum to the new framework.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$600
Source(s)	PTSA
Budget Reference(s)	Substitutes

Strategy/Activity 5

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Four new Chromebook carts will be purchased for the Science department to use with the pilot programs Amplify and StemScopes.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$46,000
Source(s)	Educational Services, Gifting
Budget Reference(s)	Chromebook Carts

Strategy/Activity 6

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

The MPR technology will be upgraded with a mounted projector and sound system to increase parent participation and student engagement.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$17,000
Source(s)	PTSA Gifting
Budget Reference(s)	Mounted Projector and Sound System

Strategy/Activity 7

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Enhance the school garden in conjunction with the school garden club and lessons aligned to NGSS

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$7,000
-----------	---------

Source(s)	PVIS Boosters and PTSA
Budget	Garden Program, Curriculum, Instructors
Reference(s)	

Strategy/Activity 8

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Installation of water filling stations to provide fresh water source to students on campus.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$13,000
Source(s)	PVIS PTSA
Budget	Water Filling Stations
Reference(s)	

Goal 2

Provide an instructional program which raises achievement for all students in all four core content areas

Basis for this Goal

Every trimester approximately 12% of our students have a least one D or F on their report card in one of the four content areas. It is imperative that the school's stakeholders reflect on how all of our students perform in the four content areas and seek to ensure that everyone improves in these areas based on agreed upon criteria.

Furthermore, CAASPP scores show over the past two years that an average of 20% of students in ELA and 28.6% of students in math did not meet standard

Expected Annual Measureable Outcomes

Suggested data: CAASPP scores, school assessment data, Rtl data, AIMS data,

Metric/Indicator	Baseline	Expected Outcome
CAASPP Math schoolwide math scores	2015-16: 26.7% of students did not meet standard 2016-17: 28.2% of students did not meet standard 2017-18: 28.6% of students did not meet standard	Using iReady as a supplemental Tier 1 and Tier II intervention, students in the “Not Met” or “Nearly Met” band in CAASPP Math will decrease by 3% in each band.
CAASPP ELA schoolwide math scores.	2015-16: 21.7% of students did not meet standard 2016-17: 20% of students did not meet standard 2017-18: 20.3% of students did not meet standard	Using iReady as a supplemental Tier 1 and Tier II intervention, students in the “Not Met” or “Nearly Not Met” band in CAASPP ELA will decrease by 2% in each band
% of students who earn one or more Ds or Fs in content areas per trimester.	1st trimester data (November, 2018)	By 3rd trimester (June, 2019), the 12% of students who earn one or more Ds or Fs in content areas will decrease by 20%.
Students who are not at grade level in ELA and math per CAASPP data and Aeries Analytics.	100% of teachers have not received training on how to use Aeries Analytics to identify their own students who are not at grade level in ELA and math.	100% of teachers will be able to identify their own students who are not at grade level in ELA and math.

PLANNED STRATEGIES/ACTIVITIES

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All students in the “not meeting standard” band in math on CAASPP

Strategy/Activity

Math and special education teachers will utilize iReady as a Tier 1 and Tier 2 intervention for students who are performing below grade level.

Proposed Expenditures for this Strategy/Activity

Amount(s)	N/A
Source(s)	District
Budget Reference(s)	Opportunity Math Class

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All students in the “not meeting standard” band in ELA on CAASPP

Strategy/Activity

ELA and special education teachers will utilize iReady as a Tier 1 and Tier 2 intervention for students who are performing below grade level.

Proposed Expenditures for this Strategy/Activity

Amount(s)	N/A
Source(s)	District
Budget Reference(s)	Opportunity ELA Class

Strategy/Activity 3

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

All teachers will engage in professional development activities regarding data driven instruction, including the use of Aeries Analytics to identify and track students in need of academic intervention.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$500
Source(s)	Site
Budget Reference(s)	Professional Development Workshop

Strategy/Activity 4

Students to be Served by this Strategy/Activity

All students not meeting standard in core content areas, with targeted inclusion of EL, SPED, Homeless and Foster Youth

Strategy/Activity

A committee of teachers will develop an intervention program to target students who are not meeting standard on the CAASPP and CAST test, as well not demonstrating mastery based on trimester grades. The committee will investigate program components from model schools and design a program for targeted intervention, including enhancement of EL program and intervention program targeting homeless and foster youth.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$7,500
Source(s)	Supplemental, Booster
Budget Reference(s)	Substitutes, Stipends

Strategy/Activity 5

Students to be Served by this Strategy/Activity

All students not meeting standard in core content areas, with targeted inclusion of EL, SPED, Homeless and Foster Youth

Strategy/Activity

A before/after school intervention program to target students who are not meeting standard on the CAASPP and CAST test, as well not demonstrating mastery based on trimester grades. The program will target inclusion of our EL, Homeless and Foster Youth. The iReady program will be utilized as both a diagnostic and intervention tool within the program.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$7,500
Source(s)	Supplemental, Site, Booster
Budget Reference(s)	Stipend

Strategy/Activity 6

Students to be Served by this Strategy/Activity

All students not meeting standard in core content areas, with targeted inclusion of EL, SPED, Homeless and Foster Youth

Strategy/Activity

Language Arts and Math teachers will use IXL as Tier I and Tier II interventions for students whose reading is below grade level.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$2,000
Source(s)	Supplemental
Budget Reference(s)	Program License

Goal 3

Provide an instructional program which raises achievement for all students who are identified as English Learners, receiving Special Education services or identified as Gifted and Talented (GATE)

Basis for this Goal

Palos Verdes Intermediate School will provide all students with academic pathways and interventions, as well as social emotional supports, to ensure an instructional program that promotes success for all students. PVIS will look to make improvement in the percentage of EL and students receiving Special Education meeting and exceeding State Standards in ELA and Math.

Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP Scores	SpEd students: ELA: 28.3% met standard Math: 26.5% met standard	Increase the percentage of SpEd students meeting standard by 4%.
CAASPP Scores	EL students: ELA: 68.6% met standard Math: 68.9% met standard	Increase the percentage of EL students meeting standard by 2%.
100% of Faculty will receive PD on ELD Standards.	100% of teachers do not formally incorporate ELD standards for their EL students.	100% of teachers will incorporate ELD standards into their instruction for their EL students.
ELD teacher will attend a writing workshop on academic writing support for LTELs.	LTELs who have not demonstrated adequate writing proficiency to be reclassified	10% of LTELs will be reclassified

PLANNED STRATEGIES/ACTIVITIES

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Students with disabilities, EL and students who did not meet standards on CAASPP

Strategy/Activity

Apply and document interventions for students who are in need of extra academic support, inclusive of students with disabilities, English Learners and students who did not meet standards on the CAASPP.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$500
Source(s)	Supplemental
Budget Reference(s)	Supplemental Materials and Instructional Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

Students with disabilities, EL and students who did not meet standards on CAASPP

Strategy/Activity

Provide intervention via collaboration classes, support classes and opportunity classes. A shared document will be utilized at Student Advocacy meetings to review student progress assess progress via multiple measures.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$1000
Source(s)	Supplemental
Budget Reference(s)	Supplemental Materials and Instructional Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

EL students

Strategy/Activity

Implement an instructional model which supports EL development, including an EL support aide available in general education courses. EL learners will receive differentiated instruction in their EL Development class, sheltered classes and other academic classes.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$18,000
Source(s)	Supplemental
Budget Reference(s)	EL Aide

Strategy/Activity 4

Students to be Served by this Strategy/Activity

GATE students

Strategy/Activity

Site will provide time for GATE coach to present to staff and provide support and resources to teachers. GATE coach will work with teachers to support identified students with classroom strategies.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$500
Source(s)	Educational Services
Budget Reference(s)	GATE Coach Stipend

Strategy/Activity 5

Students to be Served by this Strategy/Activity

Students with Special Needs

Strategy/Activity

Collaboration teachers will implement strategic grouping and shared instructional responsibility with General Education teacher to best meet the needs of all students. Release time will be provided to review student progress, best practices and refine current collaboration model.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$2500
Source(s)	Site
Budget Reference(s)	Substitutes

Strategy/Activity 6

Students to be Served by this Strategy/Activity

EL students

Strategy/Activity

EL teacher will provide all GE teachers with strategies for support to utilize in their classrooms through a passport system.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$2,000
Source(s)	Supplemental
Budget Reference(s)	Substitutes

Goal 4

Provide a school environment that fosters physical and emotional security, encourages community involvement, and focuses the school climate on creating opportunities for student engagement

Basis for this Goal

Palos Verdes Intermediate School will continue to create an improved school climate that emphasizes kindness, positive relationships and good citizenship amongst all students as demonstrated by a decrease in detentions and an increase in students seeking assistance through a student referral system. Professional development will focus on best practices maintaining a positive school culture, cultivating student engagement and supporting student wellness.

Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CHKS	Overall supports and Engagement - 335	Overall supports and engagement - 360
Discipline Data	22 suspensions in the 17-18 school year 290 Lunchtime detentions	Decrease suspensions and detentions in the 2018-19 school year
Student Support Specialist	There was no SSS available last year	# of students receiving CASSY support will increase
Social-Emotional Learning Curriculum	There are no SEL curriculum last year. The CHKS showed that only 34% of students indicated that they felt connected on campus.	Increase the # of students indicating on the CHKS that they feel connected to an adult on campus.
Student Leadership Programs	There were no established student leadership programs on campus last year.	Increase the # of students involved in school programs, including Leadership, WEB and ASB.
PBIS	Last year was the first planning year for the program	Engage teachers in the year 2 implementation of the PBIS program

PLANNED STRATEGIES/ACTIVITIES

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Schoolwide roll out of the Positive Behavior Intervention Supports program (PBIS) to promote a positive school campus and safe climate.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$5000
Source(s)	Educational Services, Booster Club
Budget Reference(s)	Substitutes for team meetings, incentives for students

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All 6th grade students and 20% of the 8th grade

Strategy/Activity

PVIS will implement Where Everyone Belongs (WEB) as a program to benefit all 6th graders help them transition to middle school. Approximately 80 8th graders will serve as WEB Leaders and mentors to the 6th graders. The 8th graders will create opportunities for the students to connect to others and support the 6th graders through their first year of middle school.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$8000
Source(s)	TUPE Grant, Educational Services, PTSA
Budget Reference(s)	Training, Substitutes, Supplies, Food for WEB Events

Strategy/Activity 3

Students to be Served by this Strategy/Activity

Tier II Students (Social-Emotional)

Strategy/Activity

A registered MFT Student Support Specialist will meet with students identified through bi-monthly student support meetings, SST meetings and through referrals. The Specialist will provide counseling to individuals and groups struggling with a variety of social-emotional issues.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$250
Source(s)	Educational Services, PTSA
Budget Reference(s)	Supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

The school will provide opportunities for students to engage in the school community with events such as Fri-Yay, lunch time activities, Spirit Days, Lunch Time Clubs and Athletics, and other ASB/WEB/Leadership events.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$8,000
Source(s)	Booster, PTSA, Site
Budget Reference(s)	Supplies, speakers

Strategy/Activity 5

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

The counselor will deliver Second Step Social Emotional Learning Curriculum to all students throughout the school year.

Proposed Expenditures for this Strategy/Activity

Amount(s)	N/A
Source(s)	N/A
Budget Reference(s)	N/A

Strategy/Activity 6

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Three PBIS based spirit rallies will be held throughout the school year to recognize students for exemplifying our BEST motto. A student of the month program will be implemented to recognize students for positive behavior.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$2,000
Source(s)	Site, ASB
Budget Reference(s)	Supplies and food for events

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

Maintain district facilities and a highly skilled staff to deliver TK-12 curriculum aligned with the CA State Standards giving all students access to required college and career readiness

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Technology Needs Assessment	Create infrastructure, improvement and equity of access	Equity of access to technology improved
Master Schedule	Course offerings and master schedule development will be student centered to drive equity and access to appropriate curriculum	New course offerings were available for the 18-19 school year. The master schedule was built based on student request. Collaboration class structure was adjusted to meet the needs of all students.
Teachers Surveys and	Ensure structure of	With input from the

Feedback regarding professional development	Monday Professional Development Days	leadership team and SSC, a Monday PD calendar was created and disseminated to all staff in advance. Feedback regarding progress and PD topics was shared.
---	--------------------------------------	---

STRATEGIES/ACTIVITIES

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Continue to provide opportunities for growth (on-site and off-site trainings, conferences, substitute coverage) for all staff in best practices instructional strategies, including staff meetings, instructional collaboration time, and department meetings.	Teachers were provided time for collaboration and sharing of best practices through professional development, shared release time and conference attendance.	\$1500	\$1500

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Complete locker upgrade in 6 th grade pod building	The 6th grade locker upgrade was completed	\$35,800	\$35,800

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Increase number of available Chromebook carts to support curriculum and integration of technology in the classroom	10 additional Chromebook carts were purchased and integrated into the classrooms.	\$45,000	\$90,000

Strategy/Activity 4

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Explore opportunities to enhance current garden in conjunction with a school garden club and lessons aligned to NGSS	The garden enhancement began during second trimester. All grade levels engaged in NGSS aligned lessons through the school garden.	\$7000	\$7000

Strategy/Activity 5

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Maintain a library facility that supports student learning and involvement with research. Additionally, provide space for students during lunch time for studying	Library aides were staffed in the facility to support student learning and provide a space for students during lunchtime for studying	\$14,000	\$14,000

Strategy/Activity 6

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Continued implementation of Instructional Rounds with a defined focus area allowing teachers to observe, consult and collaborate with colleagues.	Instructional rounds were discontinued from implementation based on feedback from the leadership team.	\$1500	\$0

ANALYSIS

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

All strategies/activities listed were implemented during the 2017-18 school year. Department-based PD gave teachers an opportunity for sharing of instructional strategies, pacing and collaboration regarding new standards/frameworks. The Language Arts department were able to collaborate with other teachers from other sites and develop curriculum based on the district-adopted program. A new leadership class was started for the 2018-19 school year based on student interest. The dance program was expanded to the 7th grade to align with the other intermediate school programs. The instructional rounds were discontinued from implementation based on the feedback from the leadership team regarding lack of full school implementation previously and a need for further research regarding best practices surrounding the design.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Stated goals were effective and the goals listed were achieved. Language Arts teachers found a need for more time to collaborate with colleagues from site, as well other intermediate schools to further develop units of study using the curriculum. Extensive release time was provided to the teachers to plan, pace and develop instructional strategies based on the new curriculum. Science teachers also needed more time to collaborate and investigate NGSS with the full roll-out implementation for the 2018-19 school year.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The proposed expenditure for the Chromebooks was far less than the actual need for technology on campus. Through a community fundraising campaign during second trimester and support from the district, a total of ten Chromebook carts were purchased last year. This is six additional carts beyond the initial proposed expenditure.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Collaboration time and professional development will be extended with all departments. Science teachers will need additional collaboration time to engage with pilot and implement NGSS across grade levels. ELA teachers will engage in professional development to strengthen the implementation of the StudySync program. The math department will attend CGI training through the district, as well attend the statewide math conference. Additional Chromebook carts will be purchased to support the

science department and their implementation of NGSS through the pilot of new curriculum. These changes are outlined in Goal One of the 2018-19 SPSA.

Goal 2

Provide an instructional program which raises achievement for all students in all four core content areas

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP	<p>There was a 1.7% decrease in students not meeting ELA standards when comparing this data.</p> <p>There was an increase in students not meeting math standards, with a 1.5% increase in students not meeting grade level standards</p>	<p>There was no decrease in the students not meeting standard in ELA and math for the 2017-18 school year. While there was an increase in overall performance on the CAASPP testing for ELA, the percentage of students not meeting standard remained the same.</p>
SEIS	<p>IEP goal attainment will be monitored by the Special Education case managers in conjunction with general education and assistant principal</p>	<p>IEP goals were monitored by the Special Education staff and the support team.</p>
Aeries Analytics	<p>Monitor data regarding tardiness, absences, and failing grades</p>	<p>Data was monitored in the areas of attendance and grades. Intervention meetings were held to support identified students.</p>

STRATEGIES/ACTIVITIES

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Support science teachers with the Bridge	100% of the science teachers were able to	\$1000	\$1000

Year of NGSS with implementation of units in grades 6-7	engage in professional development regarding the NGSS implementation		
---	--	--	--

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Social Science Teachers will be provided with professional development for exploration of newly adopted framework for California State Standards for History Social Science. This will include the shifts of inclusive, and diversity education at all grade levels	Only one social studies teacher was able to attend the conference regarding the new framework.	\$750	\$200

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Language Arts teachers will implement the new Study Sync curriculum with the support from the Educational Services division.	100% of the ELA teachers implemented the new Study Sync curriculum. Teachers were afforded release time for planning and pacing.	\$750	\$1000

Strategy/Activity 4

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Math teachers will continue to implement the math adoption with fidelity. The site will monitor and provide feedback on summative math assessments and teachers will participate in the annual revision of the	100% of the math department participated in the common assessment. The department continued to implement the math adoption with fidelity.	\$750	\$500

common assessment.			
--------------------	--	--	--

Strategy/Activity 5

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Our English Learner and Hispanic students are not performing at the same level as the other demographic groups on CAASPP. These groups will receive targeted intervention in math and ELA through the use of Reading Plus and iReady programs.	The Reading Plus program was utilized in ELA and support classes, including the collaborative Language Arts classes. Students received math intervention using iReady. Our Hispanic students were not specifically targeted through the intervention.	\$3600	\$3600

Strategy/Activity 6

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Through Student Advocacy meetings, an “Adopt-a-Student” program will be piloted with our 8 th grade students. Identified students will be connected with an adult mentor to provide academic intervention and personal support.	During student advocacy meetings, the 8 th grade team did identify students to be connected to adult mentors, but not all teachers were willing to provide the additional mentoring to students.	\$0	\$0

ANALYSIS

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

The strategies and activities were implemented as outlined. However, in some cases, not all intended students or teachers participated in the activities. Our Hispanic students were not specifically targeted for intervention with our Reading Plus or iReady program. The entire Social Studies department did not participate in training regarding the new framework.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The implementation of the Study Sync curriculum with our ELA department was effective and the program was fully implemented across all grade levels. Teachers engaged in extensive training, collaboration and planning time as a department and by grade level. Our identified students below standard engaged in intervention with the iReady program, but we did not see gains in their CAASPP scores. For our "Adopt-a-Student" program, we were unable to fully engage our entire 8th grade teaching staff in the program. Those that did participate developed connections with their student, and provided mentorship and personal support, but there was no measurable outcome of improvement for those students.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There was an increase in the proposed expenditures for the ELA teachers and the implementation of Study Sync. With the implementation of the new program, the teachers needed more time than expected to collaborate and plan beyond the time provided by the district. Due to fewer Social Studies teachers engaging in professional development regarding the framework, there were less expenditures than initially proposed.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The implementation of the iReady program will be more comprehensive as outlined in Goal 2 with use in ELA and Math classes, as well as in a before/after school intervention program. All teachers will be trained on Aeries analytics to address goal 2 to assist teachers in identifying students with intervention, including mentoring and personal support.

Goal 3

Provide an instructional program which raises achievement for all students who are identified as English Learners, receiving Special Education services or identified as Gifted and Talented (GATE)

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP	<p>There was a 1.7% decrease in students not meeting ELA standards when comparing this data.</p> <p>There was an increase in students not meeting math standards, with a 1.5% increase in students not meeting grade level standards</p>	<p>There was no decrease in the students not meeting standard in ELA and math for the 2017-18 school year. While there was an increase in overall performance on the CAASPP testing for ELA, the percentage of students not meeting standard remained the same.</p>
SEIS	<p>IEP goal attainment will be monitored by the Special Education case managers in conjunction with general education and assistant principal</p>	<p>IEP goals were monitored by the Special Education staff and the support team.</p>
Aeries Analytics	<p>Monitor data regarding tardiness, absences, and failing grades</p>	<p>Data was monitored in the areas of attendance and grades. Intervention meetings were held to support identified students.</p>

STRATEGIES/ACTIVITIES

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<p>Apply and document interventions for students who are in need of extra academic support, inclusive of students with disabilities, English Learners and students</p>	<p>An intervention and documentation system was implemented to provide support to all students who did not meet standard on CAASPP.</p>	<p>\$500</p>	<p>\$500</p>

who did not meet standards on the CAASPP.			
---	--	--	--

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Provide intervention via collaboration classes, support classes and trimester meetings. A shared document will be utilized at Student Advocacy meetings to review student progress assess progress via multiple measures.	Intervention was provided to students through collaboration and support classes. A shared document was developed but was not utilized consistently to review and track student progress.	\$500	\$500

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Implement an instructional model which supports EL development, including an EL support aide available in general education courses. EL learners will receive differentiated instruction in their EL Development class, sheltered classes and other academic classes.	An instructional model to support EL development was implemented. A support aide was provided in general education courses. Supplemental materials were provided in the ELD classroom to support instruction.	\$16000	\$16000

Strategy/Activity 4

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Site will provide time for GATE coach to present to staff and provide support and resources to teachers	The GATE coach provided information, resources and support to teachers, but a formal presentation did not	\$0	\$0

	occur.		
--	--------	--	--

Strategy/Activity 5

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
In conjunction with the Educational Services department, PVIS has a lead EL teacher who will participate in any district level meetings and trainings that will be brought back to the school site. These trainings will include professional development on integrated and designated ELD standards	Our EL lead teacher attended district meetings and trainings. These trainings included information on ELD standards. There standards were not shared with the faculty as a whole, but instead shared with particular departments.	\$0	\$0

Strategy/Activity 5

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Academic strategies for EL students based on current level will be provided to teachers to support access to all curricular areas	Academic strategies were shared with the teachers to support our EL students in all curricular areas.	\$0	\$0

ANALYSIS

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Most of the activities were fully implemented during the school year. Identification, intervention and documentation of students in need of additional academic support were implemented through a variety of venues, including cabinet meetings, leadership

meetings and grade level advocacy meetings. Collaboration and support classes were provided to identified students and progress was monitored through multiple measures including grades, attendance and discipline referrals. The EL lead and support aide worked with general education teachers to provide an instructional model that supported EL development. The GATE coach was established and started the certification process, including attending district meetings. GATE information was shared with some staff, but not in a presentation to all staff members.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The activities and strategies in this goal were implemented but their effectiveness was not seen in an increase in students meeting standard on the CAASPP test in the targeted groups. While the GATE coach was established and became certified during the year, the GATE strategies were not were not presented to all staff to have direct impact within the classroom.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no differences in proposed and actual expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

An opportunity class was added for the 2018-19 school year to provide targeted intervention to students who are not meeting standards on the CAASPP test. This is identified in Goal 3 of the SPSA. Additionally, the EL lead will be providing teachers with individualized support strategies for all EL students to be utilized in their core classes. This is also outlined in Goal 3.

Goal 4

Provide a school environment which fosters physical and emotional security, encourages community involvement, and focuses the school climate on creating opportunities for student engagement

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
CHKS	46% of students reported a caring adult relationship on campus and 14% reported chronic feelings of sadness. Creating opportunities for student connectedness and established relationships is critical for classroom engagement	37% of students reported a caring adult relationship on campus and 23% reported chronic feelings for sadness. There were increases in both indicators on the 2017-18 CHKS.
Discipline Data	The current discipline matrix will be evaluated to support best practices in classroom management and school culture. Decrease the number of detentions issued	Detentions were decreased from 882 to 290 in the 2017-18 school year.
Student Intervention based on grades, attendance and referrals	The student referral process for intervention will be refined to ensure access to interventions for students struggling with grades, attendance and social-emotional concerns	Student advocacy meetings were utilized to identify students in need of intervention. The referral process for the teachers was refined and agendas were developed for the student advocacy meetings.

STRATEGIES/ACTIVITIES

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Provide opportunities for students to engage in the school community <ul style="list-style-type: none"> Spirit Weeks 	Various opportunities for school engagement were offered to the students on campus. Spirit weeks	\$1000	\$1000

<ul style="list-style-type: none"> ASB Events Lunchtime Clubs Afterschool Clubs and Athletics Lunchtime Student Competitions with Staff Principal's Advisory Committee 	and ASB events were held throughout the school year. Clubs and athletics were continued to be supported by	\$1000	\$1000
		\$6500	\$5500
		\$15000	\$14000

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Through a comprehensive student success process, collaborative school teams meet to discuss students' needs and appropriately plan for intervention and support based on the presenting needs.	A cabinet team meeting was implemented to have weekly discussions regarding identified students and develop intervention plans. These plans were then shared out with grade level and department teams regarding various students.	\$0	\$0

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Create a clear progressive discipline matrix for all staff and students, including the implementation of restructuring of consequences, Friday After School Detention, restorative practices and teaching tools.	A progressive discipline model was implemented with staff and students. Expectations and consequences were clearly outlined. Detention programs were refined, including the implementation of afterschool detention. A counseling component was included in the discipline process as appropriate.	\$0	\$0

Strategy/Activity 4

Planned Strategies/Activities	Actual Strategies/Activities	Propose Expenditures	Estimated Actual Expenditures
Development and implementation of year one of Positive Behavior Interventions and Supports (PBIS) with creation of PVIS Site Team and Teacher Training	The PBIS team worked to implement year one of the program. The team shared progress with the teachers at faculty meetings in preparation for Year 2.	\$0	\$0

Strategy/Activity 5

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Increase student awareness and involvement in clubs and activities to promote an engaged school culture	With the Booster Club and Activities Director, a “club rush” was held for all student involvement at lunch. All clubs and activities on campus had materials and displays for students.	\$1500	\$1500

Strategy/Activity 6

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Create a student referral system for counseling support to be accessed teachers, parents or students	A system was created for students to seek assistance from counselors, psychologist or administrator. An incident report system was implemented for students to report concerns on campus. A teacher referral form was created and utilized by all staff to provide	\$0	\$0

	referrals for students in need.		
--	---------------------------------	--	--

Strategy/Activity 7

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Explore WEB program “Where Everyone Belongs” to support matriculation of 6 th grade students to PVIS	A WEB teacher team was selected and attended a training conference. The WEB student leaders were selected and trained to implement the program in the 2018-19 school year.	\$5000	\$5000

Strategy/Activity 8

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Fulcrum program for 7 th grade to support integrity, team building and resiliency	All 7 th grade students attended the Fulcrum program. Events and activities were held that day to build teamwork, resiliency and decision-making.	\$8380	\$8380

ANALYSIS

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

The activities and strategies listed above were implemented schoolwide to achieve the outlined goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The activities and strategies were effective in achieving the outlined goal in some areas. The number of detentions were decreased significantly with the newly designed matrix, but the number of suspensions increased. The number of students identified in need of support increased with an increase in SST meetings, intervention plans and assessments.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There was a slight difference in expenditures for athletics and lunchtime sports due to the final number of hours coaches spent in the programs.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will fully implement the WEB program across campus to help the student connectedness across grade levels, as outlined in goal 4. Year 2 of the PBIS program will be rolled out to the students, also in Goal 4. A new Student Support Specialist is now on campus to provide additional social emotional support, along with the implementation of an SEL curriculum. This is also outlined in Goal 4.