

# The Single Plan for Student Achievement

**School:** Pinacate Middle School  
**CDS Code:** 33-67207-6106223  
**District:** Perris Union High School District  
**Principal:** Steve Spraker  
**Revision Date:** June 3, 2016

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 August 17, 2016.**

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## School Vision and Mission

### Pinacate Middle School's Vision and Mission Statements

#### Our Vision

The vision of Pinacate Middle School is to prepare and support all students to be their BEST to become college and career ready and productive, contributing members in a competitive global society.

#### Our Mission

Pinacate Middle School will inspire and support college and career readiness and the personal success of every student every day by providing a safe, positive learning environment, effective instruction, targeted intervention, and active parental & community involvement.

#### Core Values

Expectations: Strive to be your BEST

B= Be Respectful:

E= Expect excellence: Think about your future! Create a vision of what you want to be! Believe in yourself! Never give up!

S= Stay connected and involved: Stay connected and involved building positive relationships with positive people while doing positive activities.

T= Take care of business: We will provide an environment that is physically, intellectually, and emotionally safe.

R=Responsible for Behavior,

E=Enthusiastic Attitude,

S=Supportive of the Rules,

P=Prepared with all supplies,

E=Early to all classes,

C=Caring and Sensitive to others,

T=Thoughtful about future consequences

#### Student Outcomes

All students will achieve or exceed grade level standards.

#### Priorities

We will...

- Celebrate student achievement
- Provide support and early intervention to meet students' academic needs.
- Promote the effective use of technology to increase student learning and productivity.
- Align and prioritize student outcome standards, instructional materials, and assessment with Common Core and CA English Learner

#### State Standards.

- Assess student progress in mastering standards with ongoing, multiple measures.
- Provide quality instruction using multiple strategies through ongoing support and staff development.
- Create a climate in which risk-taking and innovation are valued and encouraged.
- Involve parents in their children's education.
- Evaluate programs and select budget expenditures on the basis of desired student outcomes.
- Involve business people and community members in making curriculum relevant.

## School Profile

Pinacate Middle School is located in Perris and was originally constructed in 1986 serving grades 7-8 on a traditional school calendar. Sixth grade students from Perris Elementary School District make up the majority of the incoming seventh grade students at

Pinacate. As a result of an increase in student population, Pinacate Middle School has been undergoing several major renovation and construction projects. The last of the three phase renovation project was completed during the summer of 2015.

Phase three included the construction of a two-story building which consists of two Special Education classrooms, three science laboratories, three classrooms for ELA and three for history and two collaborative pod areas , one on the main floor and one on the second floor. Teacher work rooms, and student and staff restrooms are located on each level. Also during Phase 3, the lunch area will be expanded and large grass fields will be reestablished for physical education and other activities.

October 2015 CBEDS information is available in the appendix.

Based on the October 2015 CBEDS report, the racial/ethnic designation for the current enrollment at Pinacate Middle School is as follows: Hispanic 87.09%; American Indian 0.17%; Asian 0.66%; Black/African American 7.60%; Native Hawaiian/Other Pacific Islander 0.33%; White 2.70%; Multiple 0.4%, and Missing 0.05%. Total enrollment during October CBEDS 2014 = 1208 7th grade = 608 8th grade = 600 Teacher Credential Status, October CBEDS shows that there are currently 48 fully credentialed teachers and 1 University Intern.

Other school facts: \*The average core class size is 36:1 (student/teacher ratio).

\* 7th grade = 608

\* 8th grade = 600

\* Number of ELL students = 477

\* Number of low-income students = 1092

\* Percent of low-income = 90%

\* Student computer lab = 1

\* Student computers = 38 (with 3 additional student computers in the library)

\* All students have a Google Chrome book.

\* Instructional minutes exceed the state requirements: Yes

\* Modified Instructional Days= 61 (indicated in red on school calendar)

\* Minimum Days= 17 on district calendar indicated as minimum days

\* Program Improvement Year 5

\* Number of students participating in Supplemental Educational Services = 98 ( 12.09% of total enrollment)

## **Comprehensive Needs Assessment Components**

### **Data Analysis**

Please refer to the School and Student Performance Data section where an analysis is provided.

### **Surveys**

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The majority of students feel as if Pinacate is a safe place to attend school and that they have close relationships with people on our campus. There is also a general sense from most students who answered our survey that they have a positive relationship with at least one adult on campus. However, many students, although they believe they engaged in interesting activities on campus, did not feel as if they had any say in what extracurricular activities were offered on campus. Of special note, over 70% of our students responded that they had an adult that cared for them and encouraged their success outside of school and home.

Additionally, data from the 2015-2016 Healthy Kids Survey (HKS) will be utilized to plan student activities, assemblies, counseling related student intervention activities, guest speakers, staff development and Parent Institute trainings. The site Positive Behavior Intervention Committee and School Site Council will also take the HKS findings into consideration as well in planning for student support activities and events.

### **Classroom Observations**

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Administration has made regular 'walk-throughs' of the class rooms throughout the year. The administrator generally provides a brief note or email to the staff member that had a visitation. In addition, administration makes formal observations at least twice a year for non-tenured teachers, and once every two years for tenured staff members. The site principal completed "AVID" 'walk-throughs' throughout the year on a weekly basis to observe the degree of AVID strategies being implemented by the entire teaching staff. He reported that the majority of the classrooms had the content standards posted, with accompanying essential questions, and that many classes are using Cornell notes and Inter-Active Notebooks. Feedback from this 'walk-through' indicated that AVID methodologies (i.e. Cornell notes, Interactive Student Notebooks; students' working collaboratively, etc) were clearly evident, implemented and observed in many classrooms.

### **Analysis of Current Instructional Program**

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

### **Standards, Assessment, and Accountability**

#### **1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)**

Teachers utilize a variety of assessments to determine students' success. End-of-level test scores, state achievement testing scores, benchmark tests in the core content areas, teacher designed projects and student product outcomes are used to modify curriculum and instruction. Analysis of the data from these assessments provides teachers, students, and parents' with information needed to drive instruction. The data also informs individual and group instruction needed to remediate and/or address areas of weakness.

English Learner (EL) students are assessed in a manner that is appropriate to their learning experiences. The English Language Development Program (ELD) classifies students by level of proficiency. There are five levels of CELDT and the teachers use both written and oral assessments, as well as anecdotal evidence to determine whether a student should be promoted from one level to another.

Pinacate uses the following standardized assessments:

CELDT: (California English Language Development Test)

EADMS: EADMS is our data management system that allows teachers to create standards-based tests using custom test questions, or choose from thousands of standard-aligned questions. EADMS also allows access to up-to-date academic and demographic student data in one convenient place. This feature allows teachers to build custom reports that make your data manageable, including their own student data and state-provided data.

Ed Performance Series: The Performance Series is a Standards-based Adaptive Measurement that utilizes an innovative computer-adaptive, Internet based model to target the instructional level of each student by altering question difficulty based on previous answers. Once the test has been completed, the results are immediately available, providing an accurate evaluation of the student's abilities.

SBE curriculum embedded assessment: These assessments are embedded in the adopted curriculum and are used as benchmark assessment for ELA and math to support progress monitoring of student achievement.

SBAC: Interim SBAC online assessment process was held early this Spring in Math and ELA for all students. Later in the month of May all students took the annual CAASPP test in both Math and ELA. Teachers can also create SBAC style assessments for formative assessment and summative exams.

Goal 1 #9. Identify and develop appropriate content specific formative and summative SBAC style assessments that reflect an alignment of CCSS to measure and support student progress, including tests, essays, portfolios, unit performance tasks, etc.

\* PLC time for certificated staff for data analysis, and assessment planning

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers use data to analyze current level of student mastery and focus on implementing the new Common Core Standards and an effective delivery system during the weekly Professional Learning Communities (PLC). The need for valid and reliable assessments of student achievement throughout the year is vital in determining mastery of standards for re-teaching.

Teachers need to know in a timely fashion whether or not their students are mastering the standards, which standards need to be addressed and the specific modifications they need to make in their classroom instruction so they may better guide students toward improved academic achievement. The use of immediately available data allows teachers to improve their instructional intervention planning in response to areas of student need. This data, both summative and formative, is also a valuable tool used in the departmental planning process that takes place during weekly PLC time.

The school uses an ongoing assessment and monitoring system (EADMS) that provides timely data from common assessments based on the SBE-adopted ELA/ELD and intensive intervention programs. Student achievement results from assessments (i.e., entry-level placement and/or diagnostic, progress monitoring that includes frequent formative and curriculum-embedded assessments, and summative assessments) are used to inform teachers and the site administration on student placement, diagnoses, progress, and effectiveness of instruction.

Goal 1: #2 Place intensive/ strategic students in appropriate classes to support standards based on multiple sources of data and teacher recommendations.

\* Create Master Schedule based on analysis of student achievement data and student schedules based on individual student academic needs.

# 3 Reduce the number of students in strategic/ intensive core math classes, and add additional ELD sections.

\*Site Admin. and counseling will evaluate student data and recommendations from Math PLC in the reduction of strategic/intensive core math classes to 30:1 with two sections for strategic and two for intensive core math classes; and recommendations from EL Lead for the additional ELD section.

# 14. Disaggregate student achievement data in all subject areas by subgroup and identify areas of need by demographic subgroup; monitor student academic achievement gaps between all subgroups; reduce student academic achievement gaps between all subgroups.

\* Data Analysis by all Core Subjects in PLC's

#15 Use student achievement data and expected learning results to monitor SPSA.

PLC Benchmark Analysis Forms, (Ed Performance Data, I Ready Data, Leadership Team Agendas, PLC ACtion PLans, Teacher Lesson Plans

# 16 Disaggregate student achievement data in all subject areas by subgroup and identify areas of need by demographic subgroup; monitor student academic achievement gaps between all subgroups; reduce student academic achievement gaps between all subgroups;

\* Data analysis by all Core subjects in PLC's

# 17 Use student achievement data and expected learning results to monitor SPSA

\* PLC benchmark analysis forms(Ed.Performance Data, I Ready data, Leadership Team Agendas, PLC Action Plans, Teacher Lesson Plans)

## Staffing and Professional Development

### 3. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development opportunities are planned in response to the assessed needs of our students and based on the professional needs of the staff. Assessment data is utilized in the annual updating of the school plan. The Principal and Leadership Team Members review and evaluate assessment results to make recommendations that will focus on the instructional practices. They also analyze assessment data to determine strengths and weakness in various programs and areas of instruction. Areas of improvement are then determined from analysis of the information gathered from the assessment data in conjunction with surveys and other achievement data. Teachers from Pinacate serve on district Subject Area Committees (SAC) that meet to develop how the standards are being met through the curriculum. They have developed rubrics for key assignments, revised end-of-level tests, aligned lessons to Common Core Standards, developed new lessons, selected appropriate instructional materials, and mentored staff in any areas where departments may have not fully integrated the new Common Core Standards. SACS will continue the discussion of the Common Core Standards where curriculum alignment will include standards that prepare students for college and career and other post-secondary opportunities.

The Leadership Team has been instrumental in conducting the Academic Program Survey, in developing a comprehensive needs assessment of the overall instructional program and assisting teachers in teaching the standards based program in English and math.

Pinacate Middle School is in Year 5 + of Program Improvement

In order to exit Program Improvement, Pinacate Middle School will continue to focus categorical resources on the following areas: Literacy, writing, effective lesson planning which will include in-class co-plan and co-teach sessions focused on student engagement; in-class observations and feedback focused on student engagement; standards-based education, and Professional Learning Communities (PLCs).

The school provides instructional assistance and ongoing support to all teachers of mathematics, including strategic and intensive intervention. Support includes trained content experts and specialists who are knowledgeable about the newly adopted Common Core Standards, and work inside the classrooms to support the teachers and deepen their knowledge about the content and the delivery of instruction.

### 4. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The school provides ELA/ELD and intervention teachers ongoing, targeted support through trained and experienced content experts, specialists, or other teacher support personnel with subject-matter expertise. The content experts who work primarily within the classroom assist with the full and skillful implementation of the district-adopted ELA/ELD and intensive intervention instructional programs to improve student achievement.

Pinacate staff have the opportunity to attend monthly Best Practices workshops. In addition, Pinacate has shortened days scheduled on Wednesdays and Fridays throughout the school year for continuing professional development in the key focus areas of lesson planning, student engagement strategies, AVID methodologies, and data analysis.

Goal 3 # 9. Educate and train staff in a consistent relationship building and classroom management strategies.

a. Professional Development for classroom management and to consistent procedures and protocols throughout the entire campus, including relationship building, systematic procedures; proactive classroom discipline, etc.; materials and supplies



## Teaching and Learning

### 5. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Pinacate has adopted the high academic standards set forth by the California School Board of Education in Reading/Language Arts, Mathematics, Social Studies, and Science. The standards serve as the framework for directing district goals objectives, and expected learning outcomes into an articulated curricular program designed to maximize learning for all students. The new Common Core Standards enable the articulation of curriculum and learning expectations from grade level to grade level. The school staff is implementing curriculum and assessments that are aligned to the Common Core Standards along with reporting student progress in relation to the Common Core Standards.

Several staff members are involved in the district wide Subject Area Committee (SAC) that reviews curriculum to ensure that textbooks and lesson plans are aligned with Common Core Standards. Staff is given the opportunity and encouraged to participate in staff development that supports learning in the classroom. Instructional materials that support the educational program are readily available to teachers.

Students' success in school depends on effective partnerships among school staff, parents and members of the community. Although, there are many programs in place to ensure the elimination of academic barriers, there are still areas to improve in order to increase student performance on the new Common Core Assessment.

The following are areas to consider for improvement:

- \* Assessments tend to be low-level Blooms taxonomy.
- \* Reading strategies are not being used across the curriculum.
- \* Little evidence of writing was found in many classrooms.
- \* Establishment of school-wide guidelines and expectations for all students regarding Chrome Book use and accountability.
- \* There is a concern about safety to and from school.
- \* Lack of community resources available in the City of Perris.

Goal 1 # 5 Provide teacher collaboration time by grade and department to discuss student achievement data, student needs, curriculum development, and lesson planning preparation.

- \* PLC Agendas and meeting minutes, Professional Development sign-in sheets and agendas;

# 6 Implement collegial collaboration activities to implement school-wide research based strategies presented during professional development activities in order to increase engagement and achievement.

- \* Staff Meeting and Professional Development Agendas/Minutes

### 6. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Pinacate strives to ensure that all students achieve proficiency in Common Core and California State Standards by providing a rigorous and quality educational program that prepares students for high school, college and career. In order to support our mission, all students currently have access to the state adopted and board approved textbooks. Additionally, supplementary funding sources include Title I, which are used to support the instructional program.

Staff is continuously working on aligning text, benchmark tests, and major assignments to the new Common Core Standards. Students identified as English Learners (EL) and GATE receive additional services. These programs and the instructional program are aligned with the Common Core Standards.

7. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Teachers will use AVID strategies and project-based learning to support the existing adopted texts, visual media and pacing guides. These, along with other best practices, will improve the delivery of the CCSS in content specific through cross-curricular planning and teaching.

All students, including English Learners (EL), Students with Disabilities (SWD), and advanced learners in all grade levels, are provided SBE-adopted basic core instructional program materials in ELA/ELD. These materials are implemented daily and designed to support the needs of all students.

At all grade levels in Science and Social Studies, teachers use the adopted basic core program and ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners.

In English and Math, teachers are writing curriculum that aligns with Common Core Standards and CAASPP-like assessments.

Goal 1 # 7 What will students learn? Implement Common Core Standards currently adopted for content areas to determine must-do and may-do instructional components .

\* Staff Meeting and Professional Development Agendas/Minutes

# 8 Infuse the new EL standards in all content areas.

\*Discussion during PLC's to determine infusion of new EL standards

# 13 What will be done if students do not show progress? Identify and provide appropriate academic interventions to measure and support academic progress.

\*Math/ELA Dept. PLC agendas and minutes

#### Opportunity and Equal Educational Access

8. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Students will be placed in intervention classes using benchmark scores, end of level testing, final grades and teacher recommendation, placement data from the curriculum embedded testing as available and applicable.

ELL students who have been in the United States for less than 12 months and have been identified on the CELDT as level 1 and 2, will be blocked in a two period setting. Other EL level 3 students may have a 2 hr block of reading intervention class or a core ELA. Students that don't have an ELA support class have an ELA core class and are placed in AVID Excel as an elective.

Other interventions will continue to include after school tutoring (called TASC) for students most at risk of not meeting district benchmarks, and subject mastery of state standards content.

More students are entering Pinacate having had access to intervention programs in their K-6 experience. Many parents still have difficulty understanding the needs of their students who are significantly below grade level in math, reading and other Language Arts areas. The community does not see themselves as an important part of school decisions. While ELA performance has improved, the growth has not been sufficient to meet the Annual Measurable Objectives (AMAO's).

Goal 1. #1. Provide access for all students to content areas and the opportunity to choose from a variety of elective classes including AVID, AVID Excel, technology, foreign language, leadership, and VAPA.

\*Using student data, create a Master schedule that appropriately places students in content classes and consult elective teachers as applicable for elective student placement.

Goal 3 #1. Teach positive school-wide expectations to all students.

a. Beginning of each semester classroom presentations and projects on BEST expectations; PE Success Presentations; daily PA announcements; and consider expanding the form of announcements next year to include video announcements.

#2. Puma Success Presentations in PE by Administration every 4-6 weeks

a. During PE classes Administration meets with students to discuss behavioral and academic expectations, positive and negative consequences for behavior and motivational video and message

9. Research-based educational practices to raise student achievement

All teachers will be provided the opportunity to participate in professional development that addresses AVID strategies and methodologies. With the continued focus on the implementation of AVID strategies on a district-wide basis, it will be the expectation for teachers to actively incorporate AVID strategies into their daily instruction during the 2016-17 school year.

Direct classroom instruction will be enhanced by the use of Cornell notes and other content appropriate AVID strategies. Students will be expected to use a three-ring binder as an organizational tool for academic success. Classroom teachers will infuse WICOR strategies in their lesson planning with the specific intention of increasing rigor.

Goal 1 # 10 How will students learn? Provide students access to Common Core State Standards and must-do instructional components in all content areas through research -based, data-proven strategies that increase student engagement, student achievement, problem-solving and higher-level critical thinking ability, research, cooperation, and collaboration. ) e.g. WICOR, STEM, PBIS)

\*ALL PLC's Agendas and Minutes and sign in sheets from Professional Development trainings for all staff on their targeted needs i.e. classroom management techniques/ instructional strategies AVID/PBIS/CCSS/ technology' etc.

Goal 3 # 10. Conduct student interest needs assessment.

a. Provide California Healthy Kids Survey to be completed on-line

Parental Involvement

10. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Student and parent commitment is highly evident in the cooperative leadership activities of the School Site Council (SSC), ELAC, and the PTSA. There has also been a large percentage of parent participation in school functions and in a variety of parent workshops that have been offered throughout the school year.

Student leadership is also encouraged by having a student representation at the district school board meetings, the Associated Student Body (ASB), and the School Site Council.

Several programs have been initiated to improve student behavior and encourage school attendance. Intervention groups have been established to deal with specific student behavior problems.

- \* Student Assistance Review Board (SARB) convenes when students exhibits excessive tardies or absence behavior.
- \* Student Study Team (SST). When students have situations that prevent them from succeeding in school, any staff member may refer them to the Student Study Team. The SST consists of a representative from special education, Title I, ELL, regular education teacher, counselor, and any other personnel may attend if needed.
- \* At-risk counseling services
- \* An on-site Community Liaison and translator to work with staff, students and parents.
- \* Parenting workshops
- \* Family Literacy and Parent Nights.
- \* Student "fairs" to display projects ( i.e. Math Night, Science Night, and Winter and Spring Fine Arts Nights)
- \* PBIS (Positive Behavior Intervention Support Committee)
- \* Positive School Climate Committee
- \* Safety committee
- \* TASC
- \* Think-Together
- \* Club Live
- \* Adult ESL classes ( Beginning & Intermediate level classes)
- \* Parent "Health & Nutrition" workshops
- \* Adult Computer Literacy class
- \* Parent Mental Health workshops
- \* Youth Accountability Team (YAT) is used to address serious problems displayed by youth.

Goal 2 # 1 #1 Provide special day events at the beginning and during the school year to improve school environment by promoting positive student behavior, and to increase student involvement and connectedness.

- \* Spirit Days to welcome students back to school. Puma Days, College and Career Day, Bring your parents to school, Teacher and student Dress for success Days, College & Career activities

Goal 3. #3. After school parent conferences at 6 weeks first semester, and within the first 3 weeks of second semester.

a. Parents are invited to attend 1 on 1 conferences with classroom teachers.

#4. Student conferences with counselors and administration every 6 weeks for D and F students.

a. Meet with all students who have a D or F during PE classes

#5. Provide intensive behavioral support through outside counseling services.

a. Individualized or group Counseling service provided to identified at-risk student, Counseling groups and other resources

#6. Establish Student Success Center where academic and behavior intervention is provided during the regular school day.

a. Students not performing well academically due to behavior challenges i can be sent to SSC to meet with administration. Student may be redirected to class. Teachers will provide same day class work, materials and other supplies for student.

# 7. Provide reliable private tutoring options.

a. Tutoring for all content areas; materials and supplies, postage to inform parents for tutoring fair for vendors in the Fall of 2016 SES Vendor Fair

# 11. Group counseling for drug and alcohol, anger management, bullying prevention and positive choices

a. Individualized or Group Counseling services provided to identify at-risk students, Individual and/or group counseling and other identified resources to provide counseling for high at-risk behavior e.g. substance abuse, anger management, etc.

#12. Develop a system to intervene and monitor students who display at-risk behaviors.

a. Develop and implement Student Success Center procedures Through PBIS, develop and implement a system of Tier II interventions that will provide support for students involved in at-risk behavior (e.g. Bullying, Drugs, Alcohol, Truancy. etc. Students will be identified through Infinite Campus referrals/ database, counseling referral, and administration.

11. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents, community members, teachers and students are all part of various committees and advisory groups that continually meet to review the planning, implementation, and evaluation of the Consolidated Application programs. Those programs include:

Title I: These funds are used to support effective, research-based educational strategies that close the achievement gap between high-and low-performing students and enable the students to meet the state's challenging academic standards.

Title II: The purpose of Title II is to increase the academic achievement of all students by helping schools and district improve teacher and principal quality through professional development and other activities and ensure all teachers are highly qualified. These funds are made available through the district to support staff development for teachers, para-educators and administrators.

Title III: The purpose of these funds is to assist EL students to acquire English and achieve grade-level and graduation standards

Title IV: The purpose of these funds is to help promote better health among our youth, improve the school learning environment and combat problems such as drug abuse, violence and suicide.

Key stakeholders participate in these committees:

The District Advisory Committee (that meets three times a year to discuss and review the Consolidated Application Programs, Local Education Agency Plan (LEAP), and Gifted & Talented Education (GATE) program

The District English Language Acquisition Committee (DELAC) meets several times throughout the school year to review progress of our English Learners through the Title III EL Master Plan. Representatives from Pinacate Middle School serve on each of these committees.

The District Leadership Team provides a district-wide Parent Planning Night that enables parents, teachers, administrators and other key district and community members to review, evaluate, and revise (if needed) the district Title I board policies on Parental Involvement. In addition, each site then will notify the parents by mail of the Program Improvement status prior to the beginning of the 2016-2017 academic year.

## Funding

### 12. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

The following is a list of activities and programs that have been identified through our needs assessment that will provide added support for students at-risk of failing. These programs range from academic support to content enrichment allowing for the social and emotional of our students.

- A. Parent outreach and education
- B. After School Tutoring (TASC)
- C. Instructional Coaching for Teachers
- D. Awards Assemblies for Student Achievement (e.g. Renaissance, etc.)
- E. Plus Program (Peer intervention program)
- F. Technology Equipment
- G. After School Transportation
- H. Gifted & Talented Education (GATE)
- I. Advancement via Individual Determination (AVID)
- J. Career Awareness and Development
- K. Support materials and supplies for the library
- L. Support, supplies and resources for the Visual & Performing Arts Program
- M. Benchmark students will be pulled out for additional targeted instruction involve tutors and/other certificated personnel
- N. After School Education and Support (ASES)
- O. STEM: Gears to Robots (after school enrichment)
- P. Think -Together
- Q. IXL, Read Naturally, and Other Computer based program that offers individualized on-line instruction in both ELA, Math, and SPED
- R. Incentives and field trips

### 13. Fiscal support (EPC)

Pinacate Middle School's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in ELA/ELD/Math and the Single Plan for Student Achievement (SPSA).

## **Description of Barriers and Related School Goals**

There is still a significant number of students who are entering Pinacate that have had access to intervention programs in their K-6 experience. Many parents still have difficulty understanding the needs of their students who are significantly below grade level in math and ELA areas. There is observable evidence that the parents of Pinacate Middle School students are beginning to recognize the importance of their role in the education of their child .

Another significant barrier had been the lack of student involvement and participation in co-curricular and extra curricular activities, activities that encourage student interaction in a non-academic setting and that provide them with opportunities to develop their social and problem solving skills in a cooperative, non-graded activity. Increased participation has helped to improve the overall climate of the school by helping students to accept individual differences and overcome biases leading to a calmer, more stable, learning environment. And, by encouraging students to become "connected and involved" students come to feel "included".

In the hopes of decreasing the impact of these various barriers facing our students, Pinacate will be expanding the elective offerings which will be available to all students during the 2016-2017 school year. All students will have at least one elective class and many will have two elective classes based on the academic needs of individual students. Elective classes will include AVID, AVID Excel, band, ASB/Leadership, journalism, yearbook, drama, foreign language, computer technology, PTLW and art with multiple sections available.

This will be the fifth year Pinacate will host a Spring Orientation for in-coming 7th grade students. This year sixth grade students from Perris Elementary School District will be bussed to Pinacate Middle School in the morning. The event will be held in Pinacate's

new gym. Activities planned will include a tour of the campus by ASB students, a brief presentation to incoming students on the mission of Pinacate, and some highlights from the 2015-2016 school year and what they should look forward to in 2016-2017 as students at Pinacate. Students will then be able to visit booths representing the many clubs and activities available and to sign up for one or more of the clubs and activities available to them. Students will have an opportunity to pick up AVID applications and information on the AVID Excel program. It is hoped that this morning orientation event will provide more Perris Elementary sixth grade students the opportunity to visit Pinacate's beautiful campus and learn about the wide variety of electives, clubs and sports offered here at our middle school so that they will be excited to enroll here for the up-coming school year as seventh graders. In the past, the Spring Orientation event was held in the evening so parents could also attend. Last year's Spring Sixth Grade Orientation Night had an attendance of approximately 350 parents and students.



## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	592	595	583	580	580	579	98.5	97.5
Grade 8	624	590	604	572	601	567	96.8	97.1
All Grades	1216	1185	1187	1152	1181	1146	97.6	97.3

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	2486.3	2472.7	3	3	23	18	26	23	47	56
Grade 8	2507.9	2503.3	4	3	23	26	30	26	43	45
All Grades	N/A	N/A	4	3	23	22	28	25	45	50

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	7	5	40	35	53	60
Grade 8	13	8	38	40	49	52
All Grades	10	6	39	37	51	56

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	8	8	46	42	46	50
Grade 8	9	10	45	44	45	46
All Grades	8	9	46	43	45	48

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	4	4	59	57	36	39
Grade 8	5	5	62	59	33	36
All Grades	5	4	60	58	34	38

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	7	11	57	41	35	48
Grade 8	11	14	56	44	33	41
All Grades	9	13	57	43	34	45

**Conclusions based on this data:**

1. The number of students performing Above Standard and At or Near Standard exceeds the number of students Below Standard in Reading, Writing, Listening and Research/Inquiry.
2. Both 7th and 8th graders performed better in the areas of Listening, and Research/Inquiry .
3. Performance data indicates that the areas of Reading and Writing were more challenging for the seventh and eighth graders.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	592	595	578	579	577	578	97.6	97.3
Grade 8	624	589	600	568	597	566	96.2	95.9
All Grades	1216	1184	1178	1147	1174	1144	96.9	96.6

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	2468.9	2448.6	4	2	13	10	30	24	54	64
Grade 8	2465.2	2464.9	3	4	11	8	25	25	61	63
All Grades	N/A	N/A	3	3	12	9	27	24	58	63

Concepts & Procedures Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 7	7	6	29	20	64	74	
Grade 8	5	7	27	23	68	70	
All Grades	6	6	28	21	66	72	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	4	3	41	36	55	60
Grade 8	4	3	45	47	50	49
All Grades	4	3	43	42	52	55

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	6	6	69	46	25	49
Grade 8	5	5	47	48	47	47
All Grades	6	5	58	47	36	48

**Conclusions based on this data:**

1. Data indicates that a high percentage of both 7th(97.6%) and 8th (96.2%) graders participated in CAAFSS testing.
2. The number of 7th and 8th grade students who did NOT meet the math standard respectively were 54% and 61%  
The math area 7th and 8th graders performed best in was "Demonstrating ability to support mathematical conclusions with only 25% of 7th grade students and 47% of 8th grade scored "below standard".
3. "Applying mathematical concepts and procedures is the areas both 7th and 8th grade students had the greatest difficulty.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
<b>Total</b>	10	20	10	44	43	43	33	29	34	10	6	9	3	3	5

#### Conclusions based on this data:

1.

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
<b>Total</b>	12	19	10	41	41	42	33	28	32	10	6	9	5	7	7

#### Conclusions based on this data:

1.

## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	425	425	376
Percent with Prior Year Data	98.8%	98.8%	99.7%
Number in Cohort	420	420	375
Number Met	273	273	214
Percent Met	65.0%	65.0%	57.1%
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	No

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	15	332	17	430	24	371
Number Met	--	153	5	235	5	178
Percent Met	--	46.1%	29.4%	54.7%	20.8%	48.0%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	--	No	Yes	Yes	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
<b>English-Language Arts</b>			
Met Participation Rate		Yes	
Met Percent Proficient or Above		--	
<b>Mathematics</b>			
Met Participation Rate		Yes	
Met Percent Proficient or Above		--	

#### Conclusions based on this data:

1. Looking at the Title III Accountability school data report for 2012 and 2013, AMAO 1 was met with a moderate increase for both years with actual scores in double digits above the NCLB target.
2. Minimal Positive growth for AMAO 2 is evident from the data.
3. AMAO 3 participation rate has been met in 2012-13 and 2014-15 , but the percentage of students reaching proficient or above in ELA and mathematics has not been achieved.

## School and Student Performance Data

### Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	1473	1509	1,473
Percent with Prior Year Data	94.6	99.2	99.8
Number in Cohort	1393	1497	1,470
Number Met	853	934	817
Percent Met	61.2	62.4	55.6
<b>NCLB Target</b>	59.0	60.5	62.0%
<b>Met Target</b>	Yes	Yes	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	127	1433	133	1502	138	1,435
Number Met	22	764	12	804	19	673
Percent Met	17.3	53.3	9.0	53.5	13.8	46.9
<b>NCLB Target</b>	22.8	49.0	24.2	50.9	25.4%	52.8%
<b>Met Target</b>	No	Yes	No	Yes	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
<b>English-Language Arts</b>			
Met Participation Rate	Yes	98	
Met Percent Proficient or Above	No	N/A	
<b>Mathematics</b>			
Met Participation Rate	Yes	98	
Met Percent Proficient or Above	No	N/A	
<b>Met Target for AMAO 3</b>	No		N/A

#### Conclusions based on this data:

1. The Title 3 District Accountability Data shows the that the target was met in 2013 for AMAO 1. Data for 2015=16 not available yet.
2. For AMAO 2 ( EL's attaining proficiency) the target was met for both sub-groups = years of EL instruction less than 5 years and also for those EL's with more than 5 years on the 2013 data.
3. AMAO 3 ( Adequate Yearly Progress for English Learner Subgroup at the LEA Level) data for the year 2013 shows that the Target was not met during the past three years.



## Planned Improvements in Student Performance

### School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Student Proficiency that Leads to College and Career Readiness</b>
<b>LEA GOAL:</b>
All students will attain proficiency in all academic content areas.
<b>SCHOOL GOAL #1:</b>
Increase the percentage of all students who are proficient/advanced in all content areas by 3% by closing the achievement gap in all sub-groups (African-American, Special Education, English Learner, and Socio-Economically Disadvantaged). Data to measure progress toward goal and objective achievement: Increase the upward movement of English Learners by 3% annually as measured by the CELDT. Increase the percentage of students who meet the requirements to participate in promotion activities by 5%. Increase by 3% the number of students who successfully complete with a grade of C or better in all core content classes: Math 7, Math 8 or Integrated Math, ELA 7 and ELA 8 or Reading Intervention, Science 7 and Science 8, World History 7 and US History 8
Master Schedule
1. Provide access for all students to all content areas, and the opportunity to choose from a variety of elective classes including AVID, AVID Excel, technology, foreign language, leadership and VAPA.
2. Place intensive/strategic students in appropriate classes to support standards mastery based on multiple sources of data and teacher recommendation.
3. Reduce the number of students in strategic/intensive core math classes.
Professional Development
4. Provide effective professional development, planned in response to data analysis, the needs of students/staff that will include standards-based instruction, assessed performance, research-based strategy intervention to actively engage students and improve achievement. (e.g. PLC Process, AVID and STEM strategies, PBIS classroom management strategies; project-based planning and assessments, CCSS, CAASPP training, technology support, strategies trainings.)
5. Provide teacher collaboration time by grade and department to discuss student achievement data, student needs, curriculum development, and lesson planning preparation.
6. Implement collegial collaboration activities to implement school-wide research based strategies presented during professional development activities in order to increase engagement and achievement.
7. Provide additional period for ELA and Math Lead teachers to facilitate and support activities 4-6.

**Data Used to Form this Goal:**

Content Level Grade Comparison from 2014-2015 and 2015-2016 and 2016 CELDT Data

ELA 7, Grade C or Higher 2014-2015

Overall	73.2%
Male	59.7%
Female	84.3%
SWD	45%
EL	68.4%
Foster	83.3%
AA	84.2%

ELA 8, Grade C or Higher 2014-2015

Overall	52.1% (% decrease)
Male	39.8% (% decrease)
Female	66.7% (% increase)
SWD	22.6% (% decrease)
EL	34.4% (% increase)
Foster	83.3% (% increase)
AA	44.4% (% increase)

ELA 7, Grade C or Higher 2015-2016

Overall	61.54 % (11.7% decrease)
Male	54.89 % (8.1% decrease)
Female	67.89 % (16.41% decrease)
SWD	68.75 % (23.75% increase)
EL	47.02 % (21.38% decrease)
Foster	100 % (16.7% increase)
AA	53.85 % (30.35% decrease)

ELA 8, C of Higher 2015-2016

Overall	72.33 % (20.2 increase)
Male	61.13 % (22.3% increase)
Female	82.31 % (15.6% decrease)
SWD	75% (52.4% increase)
EL	57.60 % (23.2% increase)
Foster	80 % (3.3% decrease)
AA	69.44 % (25% increase)

Did not meet overall goal of 5% improvement

Met improvement goal for the following subgroups: SWD, and Foster  
SWD, and African American

Did not meet improvement goal for the following subgroup: Male , Female, EL, and AA

Did meet overall goal of 5%

Met improvement goals for the following sub group: Male, EL,

Did not meet improvement goals for: Female and Foster

Math 7, Grade C or Higher, 2014-2015

Overall	69.7%
Male	58.8%
Female	81.3%
SWD	62.8%
EL	55.9%
Foster	57.1%
AA	61.7%

Math 8, Grade C or Higher, 2014-2015

Overall	44%
Male	35.3%
Female	55.9 % !
SWD	37%
EL	33.2 %
Foster	50 %
AA	46.3%

Math 7, Grade C or Higher, 2015-2016

Overall	33.16 % (36.54% decrease)
Male	29.84 % (28.96% decrease)
Female	36.41 % (44.89% decrease)
SWD	78.57 % (15.77% increase)
EL	30.71 % (25.19% decrease)
Foster	100 % (42.90% increase)
AA	58.82 % (2.88% decrease)

Math 8, Grade c or Higher, 2015 -2016

Overall	48.51 % (% increase)
Male	47.59 % ( % increase)
Female	49.26 % ( increase)
SWD	76.47 % ( % increase)
EL	43.75 % ( % increase)
Foster	66.67 % (% increase)
AA	44.83 % (% increase)

**Findings from the Analysis of this Data:**

Analysis of the content grade data show:

Boys are consistently scoring lower in both grades and most subjects in almost all content areas and grades.

Girls are performing better than boys in all content areas and grades

Almost all subgroups (except boys) are actually progressing in most content areas and grades. Seventh grade AA sub group did not make progress in most of the content areas, and SWD, Foster sub group had minimal progress in content subjects. Eighth EL grade students were more successful in making progress in the academic areas than the Seventh graders.

**How the School will Evaluate the Progress of this Goal:**

Common formative assessments will be analyzed by data teams through Professional Learning Communities for individual students, by class, and by grade level for academic gains in reading/language arts, math, science and social studies.

Common formative assessments will be analyzed by data teams through Professional Learning Communities for individual students, by class, and by grade level for academic gains in reading/language arts and mathematics. Common formative assessments will be analyzed by data teams through Professional Learning Communities for individual students, by class, and by grade level for academic gains in reading/language arts. Additionally, the following performance indicators will be utilized:

- \* Benchmarks
- \* Ed. Performance Data
- \* Performance Tasks
- \* Writing Assessments

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.1 Provide effective professional development that is planned in response to data analysis, the needs of our students and staff that will include expert training in standards based instruction, assessed student performance and research-based strategy instruction to actively engage students and improve student achievement. ( e.g. PLC Process, AVID, STEM strategies, PBIS classroom management strategies; project-based planning and assessments, CCSS. CAASPP training, technology support, strategies training)	Aug. 2016- June 2017	Site Administration , District T.O.S.A. s, School Sit4e Council, Site Title 1 Lead, Leadership Team, and PLC's	Staff development agendas and sign in sheets; PLC agendas and minutes; cross-curricular meeting agendas; District/County provided trainings, in-services, workshops, etc.	1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI Schools)	9,805.00
				3000-3999: Employee Benefits	Title I Part A: Professional Development (PI Schools)	1,111.00
1.2 Provide all students with access to on-line supplemental support in ELA, Math, and SPED (i.e. IXL,Read Naturally, etc.)	August 2016- June 2017	Site and Dist. Administration, Leadership Team, ELA , Math, and SPED PLC's	ELA, Math and Spec.Ed. classes will have access to these programs	5000-5999: Services And Other Operating Expenditures	Title I	18,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.3 Provide appropriate, effective instructional materials to supplement learning in core content areas.	August 2016- June 2017	Site and Dist. Administration, Leadership Team, ELA and Math PLC's,	<p>Student science supplies, (i.e. Student Planners, science kits, Boreal Laboratories and materials for class demonstrations and student lab work; materials and supplies for elective classes: band, art, drama, journalism/yearbook, technology, foreign language, A.S.B. leadership classes, school-wide field trips for academic achievement 4 times a year. ) Provide motivational speakers who promote college and career readiness preparation.</p> <p>Field trips(academic and cultural) as positive incentives for behavior and academics</p> <p>Field trips(academic and cultural) as positive incentives for behavior and academics</p>	4000-4999: Books And Supplies	Title I	13,222
			Field trips(academic and cultural) as positive incentives for behavior and academics	5000-5999: Services And Other Operating Expenditures	Title I	

## Planned Improvements in Student Performance

### School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Safe and Positive Climate</b>
<b>LEA GOAL:</b>
All departments and sites will provide a safe and positive environment for staff and students.
<b>SCHOOL GOAL #2:</b>
Pinacate will establish a safe and positive school environment.  Pinacate staff will all have the opportunity to participate in a variety of staff development training or workshops throughout the school year that will help them learn effective strategies to implement Positive Behavior Intervention Support (PBIS).  To increase the number of students participating in after school clubs, sports and academic organizations and support opportunities.  To reduce episodes of bullying, drug use, violence and truancy.  To maintain and build positive and safe working environment for staff and students.  To reduce the number of referrals for inappropriate behavior by 5% for all groups of students  To reduce the total number of suspendable incidents and days of suspension, for all sub-groups by 5% annually.

**Data Used to Form this Goal:**



Agendas from PBIS trainings

Club/Sports/After school activities rosters and sign-in sheets

Referral reports, Suspension PFDA, Expulsion Reports

Referrals 2014-15

Overall	2632
Male	1852
Female	780
SWD	455
EL	900
Foster	50
AA	667

Referrals 2015-16 (Through end of April 2016)

Overall	1704
Male	1059
Female	645
SWD	235
EL	603
Foster	21
AA	254

Suspensions 2014-15

Overall	167
Male	137
Female	30
SWD	31
EL	51
Foster	10
AA	60

Suspension 2015-16 (Through end of April 2016)

Overall	345
Male	246
Female	99
SWD	47
EL	117
Foster	5
AA	46

PFDA 2014-15

Overall	18
Male	14

**Findings from the Analysis of this Data:**

The overall referral rates have decreased dramatically and the goal for 5% reduction rate is on target to be met by the end of the year. The referral rates for each sub group have decreased and the goal for 5% reduction rate is on target to be met by the end of the year. However, suspension rates for all but two of the sub groups(Foster and AA) have increased substantially ranging from 50% increase to 200% increase. Attendance has made an improvement. During the 2014-15 school year, the Average Attendance Rate was 93.49% for all students. The current Average Attendance Rate for the 2015 -2016 school years is 93.74%.

**How the School will Evaluate the Progress of this Goal:**

Evaluation of the data identified above by all the key stake-holders at Pinacate will provide an indication of progress toward providing a safe and positive environment for staff and students.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.1 Provide special after school and evening events to improve school environment, student achievement and parental involvement, and necessary transportation as needed.	August 2016 - June 2017	Site administration; Leadership Team; Positive Climate Committee, PBIS Committee, ASB director and club advisors	Back to School Night, Winter & Spring Arts Festival, Science Night Open House, New Student Orientation  Traveling Arts Exhibits/Musicals/Plays  Transportation to provide equal access to after school, activities, events and tutoring for bussed students	5000-5999: Services And Other Operating Expenditures	Title I	53,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2.2 Provide motivational speakers to target appropriate student behavior</p> <p>(See Funding Source w/ money allocations in Goal 1.3)</p>	August 2016- June 2017	Site administration; Leadership Team; Positive Climate Committee, PBIS Committee, ASB Director and club advisors	<p>Speakers will address topics to include bullying and violence, gang-awareness, drug use prevention, and positive decision making</p> <p>Club Live Activities: Unity Forums, Field Trips, Camp Experiences, Girl's Night In, Brother's Keeper, etc</p>	5000-5999: Services And Other Operating Expenditures	Title I	
<p>2.3 Provide and promote classroom incentives to reward students for positive academic achievement and behavior.</p> <p>(See Funding Source w/ money allocations in Goal 1.3)</p>	August 2016- June 2017	Site Administration Leadership Team; PLC's	<p>Early release to lunch; Passes to sporting events and school dances; Front of the line passes; Lunch with the Principal School supplies, Puma-Pat awards, Reward and attendance Assemblies, etc</p>	5000-5999: Services And Other Operating Expenditures	Title I	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2.4 Articulate and promote positive student behavior and involvement, college and career awareness, staying connected and involvement in edifying activities and conflict resolution.</p> <p>(See Funding Source w/ money allocations in Goal 1.3)</p>	August 2016- June 2017	Site Administration Leadership Team; Positive Climate Committee, PBIS Committee, ASB Director, Club Advisors, Athletic Director and Coaches	posters, t-shirts, student supplies, lunch rallies, after-school sports and clubs, additional activities, ASES, etc.	5000-5999: Services And Other Operating Expenditures	Title I	

## Planned Improvements in Student Performance

### School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Targeted Intervention</b>
<b>LEA GOAL:</b>
To provide a positive and safe school environment
<b>SCHOOL GOAL #3:</b>
Pinacate will provide targeted academic and behavioral intervention.

**Data Used to Form this Goal:**

- Referral, suspension, PFDA and expulsion data
- Attendance data
- Progress reports

Referral reports, Suspension PFDA, Expulsion Reports

Referrals 2014-15

Overall	2632
Male	1852
Female	780
SWD	455
EL	900
Foster	50
AA	667

Referrals 2015-16 (Through end of April 2016)

Overall	1704
Male	1059
Female	645
SWD	235
EL	603
Foster	21
AA	254

Suspensions 2014-15

Overall	167
Male	137
Female	30
SWD	31
EL	51
Foster	10
AA	60

Suspension 2015-16 (Through end of April 2016)

Overall	345
Male	246
Female	99
SWD	47
EL	117
Foster	5
AA	46

PFDA 2014-15

Overall	18
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**Findings from the Analysis of this Data:**

- Current interventions appear to have influenced the overall reduction of the number of student behavior referrals. However, the number of suspensions dramatically increased in the following sub-groups: SWD 50% 109% increase for Males; 130% increase for EL's; 200% increase for females and the overall suspension rate.
- Based on the 2015-16 suspensions data, current intervention practices need careful consideration to determine if they have been effective or if new interventions need to be established in order to improve student behavior.

**How the School will Evaluate the Progress of this Goal:**

- Referral data, and Suspension Reports
- Attendance data
- Student Sign-in in administration office

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.1 Provide incentives for positive behavior and academic achievement.	Aug.. 2016 to June 2017.	Site Administration, Dist. Administration, site Title 1 Lead, PBIS Committee; and SSC	Establish a tiered incentive program to include high interest activities and awards that will motivate students to improve their academic achievement and encourage positive behavior.	4000-4999: Books And Supplies	Title I	1,000.00
			Hero Program Software	4000-4999: Books And Supplies	Title I	6,500.00



## Planned Improvements in Student Performance

### School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Parental Involvement</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #4:</b>
Pinacate will enable active parental involvement for all parents.
<b>Data Used to Form this Goal:</b>
Evaluation of sign-in sheets from parent meetings throughout the school year. 2016-2017  Volunteers: monthly average of 29.7 parent volunteers (Aug 2015-Apr 2016, October high of 85, February low of 7, numbers increased to 26 during 3 weeks of April) Coffee With Principal: attendance average of 35.5 (High of 46 in August, low of 21 in November and March. April meeting will be held April 29.) Dessert with Principal: Was not held this year. ELAC: attendance average of 45.75 (4 meetings up to April. One more meeting scheduled for late May not included in data) School Site Council: 3 parents on SSC. All 3 attended for all meetings, Sept-Mar. 2 parents attended in April Chromebook Parent Orientation: 21 parents attended the orientation Open House/ Science Night: 102 signed Back To School: est 387 from sign-ins Gang Awareness and Prevention Training: 1 meeting held in November with 23 parents in attendance Parent Conferences: October 2015 there were 310 parents who attended; February 2016 there were 276 parents in attendance Eighth grade Awards Night May 26th, 2016
<b>Findings from the Analysis of this Data:</b>
An analysis of sign-in sheets indicate that the best attended events for parents are Back to School Night, Fine Arts Night, ELAC meetings involving EL student recognitions, NJHS Induction Night. Monthly mtgs. "Coffee with the Administrator" meetings are held monthly at 9:00 am. Increasing the participation of parents involvement remains a site priority.
<b>How the School will Evaluate the Progress of this Goal:</b>
Establishing a more precise procedure to monitor parent participation at each parent involvement event will be essential in the gathering of future data.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.1 The Parental Involvement Policy must be written with meaningful participation of parents.	Fall of 2016	Administration; Parent Liaison; SSC; ELAC; Positive Climate committee	<p>Hold parent planning night to go over regulations and parent involvement policy</p> <p>Use PELI action plan to inform parents involvement policy/plan</p> <p>Survey parents to identify their needs that will support the academic success of Pinacate students both inside and outside the classroom.</p> <p>PELI committee to assist in analyzing the parent surveys; share results with SSC, etc</p>			
4.2. Use technical assistance and other support to build an effective plan.	On-going throughout the 2016 -2017 school year	Administration; Counseling; Parent Liaison	Hold PELI training form action team and implementation action plan.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.3 Build the school's and parents' capacity for strong parental involvement	Aug. 2016 to May 2017	Site Administration; Dist. Title 1 TOSA; Site Title 1 Lead; SSC; Leadership Team	<p>Identify teams of parent volunteers to assist with the school environment.</p> <p>Promote and provide opportunities for parents to attend the classroom with their student.</p> <p>Sign in sheets to track participation and parent involvement</p> <p>Analyze parent participant needs/ feedback</p> <p>Parent Institute</p> <p>Parent Involvement Activities (i.e. Parent workshops: Health and Nutrition, Mental Health Issues, Drug and Gang Awareness, Parent Literacy classes, Computer Literacy)</p> <p>Also includes materials and supplies to promote school/ parent activities, i.e postage ;Child-care, and related costs i.e. snacks, materials for activities, campus supervision; Snacks and related costs for parent</p>	5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	6,269.00



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.6 Involve parents in decisions regarding funding for parental involvement.	monthly SSC; PELI committee mts.	SSC; PELI committee; E.L.A.C. committee;	Parent involvement in SSC, E.L.A.C., Coffee with the Principal, Title 1 Annual mtg., other general parent mtgs., etc. have opportunity to give in-put regarding funding for parental involvement			
4.7.Hold annual meetings to review categorical programs, their effectiveness and expenditures.	August 2016 to May 2017  Back to School Night, Title 1 Annual Mtg.	Administration	Promote Parent Involvement activities that will motivate and increase parental participation in the education of the students.  informational materials for parents, pens, bags; distribute volunteer forms; a brief parent survey; provide copies of UCP; hold parent SSC elections			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.8 Flexible number of meetings.  (See 4.3 for Funding)	August 2016 to May 2017	Administration, PELI committee	<p>a. Coffee/Dessert w/ admin. held in the mornings and evenings on the same day of the week each month.</p> <p>b. Handout flyers for Infinite Campus workshops at parent events and sporting events.</p> <p>c. Hold Infinite Campus workshops in the am and pm</p>	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	
4.9 Review effectiveness of actions and activities of parental involvement policy in improving student academic achievement and school performance.	Annual , monthly SSC meetings, parent planning night, annual Title 1 meeting (Back to School Night)	Site Administration;	In Put from parents during the fall Parent Involvement Night mtg.; other parent mtgs.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.10 Provide timely information about programs provided.	Back to School Night; Title 1 Annual Meeting,	Administration; Counseling; EL Lead; Parent Liaison	<p>Promote Parent Involvement activities that will motivate and increase parental participation in the education of the students.</p> <p>Provide multiple forms of media to communicate important information.</p>			
4.11 Describe and explain curriculum standards, evaluation and proficiency levels expected of students.	Back to School Night; Open House	Site Administration; Counselors, teachers	<p>Provide regular up-to-date grades on Infinite Campus.</p> <p>Inform parents of student academic progress throughout the school year via mailers to parents/report cards</p>	5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	219

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.12 Provide regular meetings if requested for interested parents to participate in and formulate suggestions affecting the education of their children.	On-going in the fall of 2016 to June 2017	Administration, PELI committee	PELI meets regularly to form team to implement activities  Promote Parent Involvement activities that will motivate and increase parental participation in the education of the students.			
4.13 Inform parents of the right to submit comments when the school's plan goes to the LEA.	when site plan goes to LEA for approval	Administration and SSC	SSC reviews and votes to approve new SPSA in the spring			
4.14 Parent Compact	Back to School Night; registration packets; SSC meeting	Administration and SSC	parents sign form in registration packet; compact reviewed in the fall at SSC mtg.			



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.15 Provide guidance in understanding standards, assessments, how to monitor a student's progress, and how to work with educators to improve student achievement.	Parent Conferences in the fall 2016 and in Feb. 2017	Administration; Counseling; Guidance Techs; teachers and staff	<p>Hold on-going I.C. trainings at Back to School Night, Annual Title 1 meeting, E.L.A.C. , P.E.L.I., Coffee/Dessert with the Principal's monthly mtgs.;</p> <p>Provide parents and staff trainings on working together to improve student achievement.</p> <p>Provide opportunities for Parent Conferences, workshops, e.g. C.A.B.E., etc.</p>			
4.16 Provide materials & training on how to improve achievement, i.e. literacy training and technology training	Aug. 2016- May 2017	Administration; EL Lead, PELI committee	<p>a. Hispanic- Literacy Project funded by EL</p> <p>b. PELI committee activities to increase use of I.C. by parents</p> <p>c. Refreshments provided during meetings and trainings</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.17 Educate Educators - on how staff can work more effectively with parents.	staff meetings, PLC's, Professional Development training	Administration; PELI committee	Provide information and staff development on how to work effectively with parents			
4.18 Understandable communication re: language and comprehension	Aug. 2016 - June 2017	Administration, PELI committee, district translator	home communication is in layman's terms and translated into Spanish  Provide multiple forms of media to communicate important school information.  Provide parent access to School Handbook.			
4.19 Pay reasonable and necessary expenses associated with parental involvement activities, i.e., Bilingual Community Liaison; (Also see Centralized Services)  childcare, transportation, home visits, etc, as needed (See 4.3 for funding)	August 2016 - June 2017	Administration,	Provide for Bilingual Community Liaison (salary & benefits)	2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	
			Provide for Bilingual Community Liaison (salary & benefits)	3000-3999: Employee Benefits	Title I Part A: Parent Involvement	
			Child care costs (classified staff)	2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	
				3000-3999: Employee Benefits	Title I Part A: Parent Involvement	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.20 May train or otherwise involve parents in the development of training for teacher, parents, principals and other staff.	Fall and on-going	LEA, RCOE	Dist. Parent Planning Night; Hold PELI training;  PELI committee member(parent) will address staff meeting			
4.21 May adopt and implement model approaches to improving parental involvement.	August 2016 - May 2017	Administration; Leadership team; SSC; PELI Committee; Parent /Community Liaison	Identify teams of parent volunteers to assist with the school environment.  PELI committee			
4.22 Provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students including providing information and a report in a format and a language that parents understand.	August 2016 - May 2017	Administration, EL Lead; SPED Lead, Counselors	All parent fliers;letters; phone messages, etc. are both in English and Spanish			

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
4000-4999: Books And Supplies	Title I	20,722.00
5000-5999: Services And Other Operating	Title I	71,000.00
5000-5999: Services And Other Operating	Title I Part A: Parent Involvement	6,488.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI	9,805.00
3000-3999: Employee Benefits	Title I Part A: Professional Development (PI	1,111.00

## Summary of Expenditures in this Plan

### Total Expenditures by Funding Source

Funding Source	Total Expenditures
Title I	91,722.00
Title I Part A: Parent Involvement	6,488.00
Title I Part A: Professional Development (PI Schools)	10,916.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	9,805.00
3000-3999: Employee Benefits	1,111.00
4000-4999: Books And Supplies	20,722.00
5000-5999: Services And Other Operating Expenditures	77,488.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	42,138.00
<b>Goal 2</b>	53,000.00
<b>Goal 3</b>	7,500.00
<b>Goal 4</b>	6,488.00

## School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Martina Venegas 2014-2016				X	
Debbie Andelin 2015-2017				X	
Shelly Ashton 2015 -2017				X	
Lucy Espinoza-Englander 2015 - 2017				X	
Deysi Belmontes 2015-2017				X	
Emily Lozano 2015-2017					X
Javier Chavez 2015-2016					X
Jonathan Synnott 2015-2017		X			
Brenda Dizon Harris 2014-2016		X			
Arthur Nguyen 2015-2017		X			
Colleen Sowa 2015-2017		X			
Helene Astorga 2015-2017			X		
Elsa Serafin 2015-2017			X		
Steve Spraker 2015-2016	X				
<b>Numbers of members of each category:</b>	<b>1</b>	<b>4</b>	<b>2</b>	<b>5</b>	<b>2</b>

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.



## Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

\_\_\_\_\_

Signature

English Learner Advisory Committee

\_\_\_\_\_

Signature

Special Education Advisory Committee

\_\_\_\_\_

Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_

Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_

Signature

Compensatory Education Advisory Committee

\_\_\_\_\_

Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_

Signature

Other committees established by the school or district (list):

\_\_\_\_\_

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on May 3, 2016.

Attested:

Steve Spraker

\_\_\_\_\_

Typed Name of School Principal

\_\_\_\_\_

Signature of School Principal

\_\_\_\_\_

Date

Jonathan Synnott

\_\_\_\_\_

Typed Name of SSC Chairperson

\_\_\_\_\_

Signature of SSC Chairperson

\_\_\_\_\_

Date

## Title I Program Improvement School Plan for Student Achievement Requirements Reference Guide

Elements required in ESEA Title I, Part A, Section 1116 for PI

Required PI Plan Elements	Page(s) Addressed in SPSA
<input type="checkbox"/> <b>Scientifically-based research</b> —Strategies based on scientifically-based research that will strengthen the core academic subjects in a school and address the specific academic issues that caused a school to be identified for PI	19,22-23
<input type="checkbox"/> <b>Successful Policies and Practices</b> —Adoption of policies and practices concerning a school’s core academic subjects that have the greatest likelihood of ensuring that all students (and student subgroups) enrolled in a school become proficient	22,24-27
<input type="checkbox"/> <b>Professional Development (PD)</b>	19,23,42
<input type="checkbox"/> A minimum of ten percent of Title I funds will be used each year that the school is in PI for the purpose of providing high-quality professional development of teachers and principal	50
<input type="checkbox"/> PD meets requirements of ESEA Section 1119 (qualifications for teachers and paraprofessionals)	19,23
<input type="checkbox"/> PD affords increased opportunity for participation	23
<input type="checkbox"/> PD directly addresses the academic achievement problem that caused a school to be identified for PI	23, 42
<input type="checkbox"/> How funds (ten percent) reserved for PD will be used to remove the school from PI status	23
<input type="checkbox"/> Description of <b>Specific Annual Measurable Objectives</b> —Developed for each of the student subgroups and in accordance with state’s measure of adequate yearly progress	17-18
<input type="checkbox"/> <b>Parent Notification</b> —Description of how the school will provide written notice about the identification of the school for PI in understandable language and format	10
<input type="checkbox"/> <b>Shared Responsibility for Improvement</b> —Specify the responsibilities of the school, the LEA, the state education agency, and a description of the technical assistance and fiscal responsibilities to be provided by the LEA	5-8
<input type="checkbox"/> <b>Parent Involvement</b> —Strategies to promote effective parental involvement	45, 47-48
<input type="checkbox"/> <b>Extended Learning</b> —As appropriate, activities before school, after school, during the summer, and during any extension of the school year	33
<input type="checkbox"/> <b>Incorporation of a Teacher Mentoring Program</b> —See ESEA Title IX, Part A, §9101(42) for definition of “Teacher Mentoring Program”	C.T.I -LEA

**SPSA Title I Schoolwide Requirements Elements** required in ESEA Title I, Part A, Section 1114 for PI

Required Elements of the ESEA	Location (by Page) in SPSA
<input type="checkbox"/> <b>Comprehensive needs assessment</b> of all children enrolled in the school, including migratory children, which includes the analysis of student performance data in relation to the state academic content standards	Pg 4, 13, 18
<input type="checkbox"/> <b>Schoolwide reform strategies that:</b>	Pg. 7,19-29
<input type="checkbox"/> Provide opportunities for all students to meet the academic standards at the proficient and advanced levels	
<input type="checkbox"/> Use instructional strategies that are based on scientifically-based research that strengthen the core academic program that:	
<input type="checkbox"/> Increase the amount and quality of learning time such as through an extended school year, before- and- after school, and summer school programs and help provide an enriched and	

<ul style="list-style-type: none"> <li>accelerated curriculum <ul style="list-style-type: none"> <li>□ Include strategies for meeting the educational needs of historically underserved populations</li> </ul> </li> <li>□ Include strategies to address the needs of all children in the school, and in particular, the needs of low-achieving students and those at-risk of not meeting the state content standards <ul style="list-style-type: none"> <li>□ Description of a process for evaluating whether the needs of students have been met</li> <li>□ Are consistent with the LEA Plan</li> </ul> </li> </ul>	
□ Instruction by <b>highly-qualified teachers</b>	Pg 25- 27
□ Provisions for high quality and <b>ongoing professional development</b> for teachers, principals, and paraprofessionals and other staff to enable all children to meet the state’s academic achievement standards	Pg 25-26, 42,43,54
□ <b>Strategies to attract high quality highly-qualified teachers</b> to high-need schools	Pg 25-27
□ Strategies to <b>increase parental involvement</b> in accordance with Section 1118, such as family literacy services	Pg 34, 41, 47-55
□ Plans for <b>assisting preschool children in the transition</b> from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program to local elementary school programs	NA
□ Measures to <b>include teachers in the decisions</b> regarding the use of academic assessments in order to provide information on and to improve student achievement and the overall instructional program	Pg 7, 25-27, 30
□ Strategies for <b>timely and effective assistance</b> to students that need additional help	Pg 8, 24,25,28,30,34,42, 45
□ <b>Coordination and integration of federal, state,</b> and local services and programs	Pg 23, 24, 26, 28-30, 35, 42, 44