

Lompoc Valley Middle School

School Plan



Home of the Falcons
2012-2013

The Single Plan for Student Achievement

Lompoc Valley Middle School
SCHOOL: _____

County-District School (CDS) Code _____

Principal: Lawrence Boone

Date of this revision: 10-08-12

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Lawrence Boone

Position: Principal

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Address: 234 South "N" Street

E-mail Address: Boone.Lawrence@lUSD.org

Lompoc Unified School District

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

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Site Budget for State and Federal Programs

	Current Year Site Allocations 2011-2012	Projected Budget Amount 2012-2013
Federal Programs		
Title I, Part A	\$152,451	\$132,518
IDEA		
Total Federal Programs:	\$152,451	\$132,518
State Programs		
EIA – Limited English Proficient	\$75,493	\$70,798
SLIBG	\$42,130	\$38,533
GATE		
Total State Programs:	\$117,623	\$109,331
Site Discretionary		
		\$58,019
Total Site Discretionary:		\$58,019
Total Program Allocation:		\$299,868

School Site Council Membership and Assurances

The school site council (SSC) approved this plan on October 8, 2012 and recommends this school plan and proposed expenditures 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)**:

<input checked="" type="checkbox"/>	English Learner Advisory Committee	<input type="checkbox"/>	District/School Liaison Team for schools in Program Improvement
<input type="checkbox"/>	Special Education Advisory Committee	<input type="checkbox"/>	Departmental Advisory Committee (secondary)
<input type="checkbox"/>	Gifted and Talented Education Advisory Committee	<input type="checkbox"/>	Other

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.

Principal

SSC Chairperson

Signature _____

Name Larry Boone

Cozetta Blow

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Lawrence Boone	X				
Dwayne Battle		X			
Holly Ingham		X			
Glenda Grover		X			
Emily Wilson		X			
Renee Prieto			X		
Cozetta Blow				X	
Melissa Clark				X	
Tina Canley				X	
Cynthia S. Horton				X	
Laura Coronel				X	
Robert Almanza					X
Ciarra Blow					X
Kaylee Badrak					X
John Gonzalez					X
Numbers of members in each category	1	4	1	5	4

**Academic Performance and Demographic Data
(Note: Data for Tables 1,2,3 from CDE)**

Table 1: Academic Performance Index Growth, by Ethnicity

Grade Level	Past Data			Targets		
	09-10	10-11	11-12	12-13	13-14	
School-wide, #	-17	6	33			
African American, # - %						
Asian, # - %						
Hispanic, # - %	-10	7	34			
White, # - %						
Two or More, # - %						
SED, # - %	-14	7	37			
English Learners, # - %	-25	10	41			
Students w/ Disabilities, # - %						

Table 2: CST % Proficient, Language Arts, by Ethnicity

Grade Level	Past Data			Targets		
	09-10	10-11	11-12	12-13	13-14	
Targets	56.8	67.6	78.4			
School-wide, #	38.6	40.3	599 43.2%			
African American, # - %	40.6	40.0	26 38.5%			
Asian, # - %	33.3	30.0	20 40%			
Hispanic, # - %	33.8	36.9	421 40.1%			
White, # - %	56	50	85 50.6%			
Two or More, # - %	54.5	60	20 55.2%			
SED, # - %	32.8	36.1	480 39.2%			
English Learners, # - %	17.7	21.3	229 25.8%			
Students w/ Disabilities, # - %	14.4	23.5	87 21%			

Table 3: CST % Proficient, Mathematics, by Ethnicity

Grade Level	Past Data			Targets		
	09-10	10-11	11-12	12-13	13-14	
Targets	58	68.5	79			
School-wide, #	22.4	25.7	596 33.4%			
African American, # - %	18.8	20	25 32%			
Asian, # - %	26.7	30	20 70%			
Hispanic, # - %	20.4	23	420 29%			
White, # - %	30.8	29.5	84 39.3%			
Two or More, # - %	27.3	36.7	29 34.5%			
SED, # - %	20.4	23.4	478 30.3%			
English Learners, # - %	13.7	15.7	228 25%			
Students w/ Disabilities, # - %	10.	4.9	80 3.8			

Table 4: 11-12 10th Grade Combined CAHSEE Pass Rate, by Sub Group

Grade Level	RLA	Math	Grade Level	RLA	Math
School-wide, 739	NA	NA	School-wide, 739	NA	NA
African American, 22			English Learners		
Asian, 16			R-FEP		
Hispanic, 399			Students w/ Disabilities		
White, 211			Male		
SED			Female		

**Table 5: CST % Proficient, by Grade Level
(Table Information provided by MMARS & Data Director)**

	Language Arts			Math			Social Studies			Science		
Grade Level	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
7 th	42	42	45	26	28	32						
8 th	39	39	45	17	15	28	40	36	41	48	49	61
Algebra				33	60	58						
Geometry						100 (1)						

Table 6: CELDT Levels, by Grade Level (numbers)

	Beg	Early Int	Inter	Early Adv	Advanced	
Grade 7	5	7	27	43	4	
Grade 8	3	8	28	36	5	
Total	8	15	55	79	9	166
% of Total						100%

Table 7: Expulsion, Suspension, and Truancy Data

School Years	Enrollment	Number of Truant Students	Truancy Rate	Suspensions for Violence/Drug	Non violent Suspensions
08-09	798	253	31.7%	125	165
09-10	746	315	42.23%	125	232
10-11	702	270	38.46%	98	254
11-12	637	244	38.30%	66	169

SCHOOL MISSION AND VISION

The mission of Lompoc Valley Middle School is to inspire productive citizens through a dedication to learning.

It is our vision that all students will continue to demonstrate significant growth and proficiency in their performance levels with respect to the current state content standards and standardized tests. We are committed to providing an academically challenging, powerful, and relevant instructional program for all students.

Our comprehensive plan includes interventions and strategies as well as current best practices. A special emphasis is directed to improve the performance of our at-risk students. The plan includes the involvement from major stakeholders (students, parents, faculty, and staff), clear identification of issues, organization of resources, development of a strategic and economic plan, and the implementation of a comprehensive assessment process. All resources are dedicated to these purposes.

Our motto here at LVMS is that our students are **“learners today, leaders tomorrow”**. Also, the following principles guide our work:

- 1) What’s best for students must be at the heart of everything we do
- 2) All Students Can Learn and learn at high levels
- 3) High Expectations for students coupled with high expectations for adults
- 4) A safe and orderly learning environment is key to student success.
- 5) Effective teaching and boundless learning is the only reason why we are here

With these principles in mind, we are 100% committed to staying on the path towards excellence. The path includes doing whatever it takes to improve the performance of every single one of our students.

Performance Goals

Description of Specific Actions to Improve Education Practice in Reading	Persons Responsible / Timeline	Potential Activities	Estimated Cost	Potential Funding Source
1. Performance Goal 1 Reading:				
A. Increase student selection of appropriate reading materials from the library	Administration Librarian	Book drives	\$2,600	SLIP
B. Provide appropriate library supplies	Administration Librarian	Posters Book drives Student incentives, magazines and programs	\$600	SLIP
C. Strengthen pacing plans and implement common formative assessments for English 7 and English 8	Administration Department Chair Teachers	Collaboration time	-----	Collaboration time
D. Provide core subject enrichment in the form of materials and supplies	Administration Department Chairs Teachers	Materials and supplies	\$14,000	Title 1
E. Update novel offerings and move English Department towards a more novel based approach to teaching ELA	Administration Department Chair Teachers	Purchasing novels Novel based instruction	\$6,500	Title 1
F. Provide before and after school tutoring in core subjects	Administration Department Chairs Teachers	After school tutoring program	\$3,000	SLIP
G. Continue meeting in data teams to assess student performance and to use this information to make instructional and curricular decisions.	Administration Department Chair Teachers	Department Meetings Data Team Meetings	-----	Collaboration time
H. Provide intervention and accelerated courses for target students including a three period block of beginning ELD and 5 sections of advanced ELD	Administration Teachers	6 sections of English Honors 1 section of Reading Improvement 3 Sections of ELD 5 sections of Advanced ELD	-----	District section allotment
I. Teacher support to student's test scores, intervention materials, monitoring progress	Administration Title I Account Clerk	CST Assessment And support	\$36,000 \$12,000	Title 1 SLIP

Description of Specific Actions to Improve Education Practice in Reading	Persons Responsible / Timeline	Potential Activities	Estimated Cost	Potential Funding Source
2. Performance Goal 1 Math:				
A. Strengthen pacing plans and implement common formative assessments for Algebra I, Math 7 and Math 8.	Administration Department Chairs Teachers	Teacher collaboration	-----	Collaboration time
B. Continue meeting in data teams to assess student performance and to use this information to make instructional and curricular decisions.	Administration Teachers	Teacher collaboration	-----	Collaboration time
C. Provide professional development in the use of technology to enhance direct instruction	Administration	Teacher professional development opportunities	\$3,400	Title 1
D. Provide intervention and accelerated courses for target students including three sections of Algebra one section of Math Strategic	Administration Teachers	Three sections of Algebra One section of Math Strategic	-----	District section allotment
E. Provide before and after school tutoring in core subjects	Administration Department Chairs Teachers	After school tutoring program	\$3,000	Title 1

Description of Specific Actions to Improve Education Practice in Reading	Persons Responsible / Timeline	Potential Activities	Estimated Cost	Potential Funding Source
3. Performance Goal 2, Title III Limited English Proficient Students:				
A. Provide a triple block of intensive ELD intervention to beginning ELD students using the Inside curriculum	Administration Department Chairs ELD teachers	Master Schedule Planning	Sections allotted	District Allocation
B. Provide a single block of strategic intervention for advanced ELD students using the English 3D curriculum	Administration Department Chairs ELD teachers	Master Schedule Planning	Sections allotted	District Allocation
C. Provide stipend for ELD Coordinator position	Administration	Data team meetings, ELAC meetings,	\$2,500	EIA/LEP
D. Provide Bilingual Instructional Aide to assist struggling students in ELD classrooms for 3 hours per day	Administration ELD Coordinators ELD teachers	Assisting teacher with daily lessons Tutoring	\$14,000	EIA/LEP
E. Provide professional development for staff in order to improve ELD instruction and program	Administration ELD Chair Teachers	ELD conferences CELDT Training	\$9,600	EIA/LEP
F. Provide Liaison between EL Community and school	Administration EL Liason	Translation ELCA and school meetings / School home communication	\$35,000	EIA/LEP
G. Provide support and supplies for ELD classes and ELAC meetings	Administration ELD Coordinators and EL Liason	Supplies for classroom instruction and EL communication to parents	\$4,344	EIA/LEP

4. Performance Goal 3, Title II Professional Development & All Students Taught By Highly Qualified Teachers:				
A. Provide staff development for teachers in the areas of checking for understanding, providing learning objectives, using data to guide instruction and department chosen focus designed to increase achievement of FBB, BB, and Basic student	Administration Department chairs Teachers	Professional development conferences Sub release time	\$10,000	Title I & EIA/LEP
B. Provide teachers with professional development on best instructional practices in a technology rich classroom.	Education Consultants Administration Technology Coach	Professional development Conferences Sub release time	\$26,000	Title 1
C. Provide teaching staff with new desktop computers to increase effective use of technology in the classroom.	Administration Teachers Technology coach	PD on use of computers	\$30,000	Title 1
D. Provide stipend for teacher to continuously update website and develop it as tool that teachers, staff and parents can use a resource	Administration School webmaster	Update website PD for teachers, parents, staff	\$1,000	Title 1
E. Provide teacher to assist teachers in developing and implementing the use of technology in the classroom	Administration Technology coach	PD for teachers	\$2,200	Title 1

5. Performance Goal 4, All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

A. Convene safety committee to examine, update and organize school-wide response to emergencies	District staff Administration Safety Committee	Safety committee meetings	-----	General Fund
B. Participate in emergency preparedness drills throughout the year	District staff Administration Safety committee Teachers	Emergency drills	-----	General fund
C. Ensure students understand school rules by providing small group presentations with administration and law enforcement	Administration Teachers	Classroom presentations	-----	-----
D. Provide a positive school culture: 1. Student Council Activities 2. Sporting events 3. Eighth grade end of the year activities	ASB Coordinator	ASB meetings, sporting games, eighth grade dance, Red ribbon week	Stipend \$2,700	SLIP
E. Provide Saturday School and after school detention for students as an alternative suspension. Both have been added to our progressive discipline model.	Administration All staff	Saturday School Afterschool detention	\$8,500	SLIP
F. Provide Anti-Bullying campaign that includes assemblies and classroom components	Administration All staff	School-wide assembly	\$500	Title 1
G. Drug Awareness education in 7 th / 8 th grade Science classes	Science teachers	Classroom lesson	-----	General Fund
H. Implement conflict resolution group for students in need	Administration Counseling department School Psych	Weekly group meetings	\$250	Title 1

5. Performance Goal 5, (Optional except for high schools) High School Graduation Rates, Dropouts, and increased AP access:

A. Decrease at-risk students referrals by creating student incentive program designed motivate replace behaviors	Admin Teachers	BEST Program Principal's 12	\$2,000	General Fund
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Parent Involvement Policy

Lompoc Valley Middle School Parental Involvement Policy

In order to support the involvement of parents/guardians of Title I students, Lompoc Valley Middle School shall:

- Convene an annual meeting to explain the Title I program to parents/guardians and inform them of their right to be involved in the program;
- Offer a flexible number of additional meetings for parents/guardians at convenient times as needed where parents/guardians can provide input;
- Involve parents/guardians in the planning, review and improvement of Title I programs in an organized, ongoing and timely way;
- Accommodations for persons with disabilities can be made upon request;
- Respond promptly to parent/guardian suggestions;
- Provide timely information about our Title I program;
- Describe the current school curriculum, forms of assessments used to measure student progress, and expected proficiency levels for students;
- Help parents/guardians understand school and district educational goals and student performance standards;
- Make school counselors available to parents/guardians to discuss student schedules and correct placement of students;
- Encourage community-based organizations and businesses to participate in parent involvement activities and work with parents/guardians and the school;
- Provide opportunities for parental participation of English Learners through both verbal and written translated program-related information and materials in the Spanish language;
- Review and revise as needed in collaboration with students, parents/guardians and staff the LVMS Compact for Student Success that outlines how parents/guardians, staff and students will work as partners and share responsibility for improved student achievement.

At least one percent (1%) of Title I funds received by the District shall be used for parental involvement activities. Parents/guardians and staff are involved in deciding how these funds are allotted. The funds may be used to support any of the following activities:

1. Provide materials and training that will help parents/guardians work with their children to improve their achievement.
2. Educate teachers, administrators and other staff in the value of parental involvement and ways to reach and work with parents/guardians as equal partners.
3. When feasible, coordinate and integrate parental involvement programs and activities with other programs.

School Plan for Student Achievement Requirements Reference Guide

Required PI Plan Elements	Page(s) in SPSA
<input type="checkbox"/> Scientifically-based instructional strategies and programs will be used that: <ul style="list-style-type: none"> <input type="checkbox"/> Strengthens the core academic subjects in a school <input type="checkbox"/> Addresses the specific academic issues that caused a school to be identified for PI <input type="checkbox"/> Increases the amount and quality of learning time such as through an extended school year, before- and- after school, and summer school <input type="checkbox"/> Helps provide an accelerated, high quality curriculum including application of learning <input type="checkbox"/> Minimize removing children from the regular classroom during regular school hours for instruction provided under Title I <input type="checkbox"/> Include strategies for meeting the educational needs of historically underserved populations <input type="checkbox"/> 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 <input type="checkbox"/> Are consistent with the LEA Plan 	Pgs. 8-13 #3A,3B,1C,1E #2A,2B, 2D #1F, 2E #1C,1D,1H 2A,2D #2C,2D #1F,1G,1H #2B, 2D,2E
<input type="checkbox"/> Successful Policies and Practices —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	District Office
<input type="checkbox"/> Professional Development (PD)	
<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	#3A
<input type="checkbox"/> PD meets requirements of ESEA Section 1119 (qualifications for teachers and paraprofessionals)	Pg. 11
<input type="checkbox"/> PD affords increased opportunity for participation	Pg. 11, #4A
<input type="checkbox"/> PD directly addresses the academic achievement problem that caused a school to be identified for PI	Pg. 11
<input type="checkbox"/> How funds (ten percent) reserved for PD will be used to remove the school from PI status	Page 11, #1A
<input type="checkbox"/> Description of Specific Annual Measurable Objectives —Developed for each of the student subgroups and in accordance with state’s measure of adequate yearly progress	Pg.11, #4A
<input type="checkbox"/> Parent Notification —Description of how the school will provide written notice about the identification of the school for PI in understandable language and format	Pg. 14
<input type="checkbox"/> Shared Responsibility for Improvement —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	Pg. 14

Required PI Plan Elements	Page(s) in SPSA
☐ Parent Involvement —Strategies to promote effective parental involvement	Pg. 14
☐ Extended Learning —As appropriate, activities before school, after school, during the summer, and during any extension of the school year	Pg 8, #1F Pg.9,#2E
☐ Incorporation of a Teacher Mentoring Program —See ESEA Title IX, Part A, §9101(42) for definition of “Teacher Mentoring Program”	District Office
☐ Comprehensive needs assessment 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	District Office
☐ Instruction by highly-qualified teachers	District Office
☐ Provisions for high quality and ongoing professional development for teachers, principals, and paraprofessionals and other staff to enable all children to meet the state’s academic achievement standards	Pg. 8, #1C, #1G Pg. 9, #2B,2C Pg. 10, #3G Pg. 11
☐ Strategies to increase parental involvement in accordance with Section 1118, such as family literacy services	Pg. 14
☐ Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program to local elementary school programs	N/A
☐ Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on and to improve student achievement and the overall instructional program	Pg. 8, #1C, #1G, 11 Pg. 9, #2A, 2B
☐ Strategies for timely and effective assistance to students that need additional help	Pg. 8, #1G Pg.9, #2B
☐ Coordination and integration of federal, state, and local services and programs ☐ Use of Title I funds to help eligible children meet such state’s challenging student academic achievement standards expected for all students	Pg. 8,#11 Page 10, #3F, 3H, 3I
☐ Ensure that planning for students served under Title I is incorporated into existing SPSA	Pg. 10, #3A, 3I