

The Single Plan for Student Achievement

School: Ingrid B. Lacy Middle School
CDS Code: 41-68932-4130126
District: Pacifica School District
Principal: Daniel Lyttle
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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:

Contact Person: Daniel Lyttle
Position: Principal
Phone Number: (650) 738-6665
Address: 1427 Palmetto Avenue
Pacifica, CA 94044
E-mail Address: danlyttle@pacificasd.org

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School Vision and Mission

Ingrid B. Lacy Middle School's Vision and Mission Statements

Welcome to Ingrid B. Lacy Middle School, where we hold high expectations for all our students. Our goal is to challenge and support every student, and create a community of leaders and learners. Specifically, our top three priorities are:

- To challenge and improve the achievement of every student,
- To build a school community founded on acceptance and respect for all,
- To increase family engagement.

Ingrid B. Lacy Middle School believes every student has a right and responsibility to learn, every teacher has a right and responsibility to teach, and every parent has a right and responsibility to support a home/ school partnership for student learning.

The Positive School Climate and Culture Initiative at Ingrid B. Lacy Middle School involves the entire school community and is comprised of three strategies, all of which fall under the umbrella of Restorative Practices or Restorative Justice: Advisory Class (Community Circles, Social/Emotional Learning or SEL), Restorative Circles and Conflict Mediations, and Positive Behavior Interventions and Supports (PBIS). Our goal is for every student and school community member to feel safe, honored, valued and respected at IBL.

School Profile

At Ingrid B. Lacy Middle School (IBL) we focus on meeting the developmental and academic needs of a diverse population of 11-through 14-year-olds as they transition from childhood to young adulthood. 25% of our students receive free or reduced lunch, 9.47% have limited English proficiency, and 10.18% receive IEP services. Ethnically, our families identify themselves as follows: 36.67% White, 26.49% Latino, 20% Asian, 13.33% of two or more races, 1.4% African American, 1.58% Pacific Islander, .53% American Indian leaving 1.00% in a variety of other races. Our teachers provide a rich and challenging curriculum in each subject area. Through instruction that is rigorous, differentiated, and holistic we support students by providing a wide array of classes and experiences including advanced classes and support services to ensure students are instructed in an appropriate manner.

The educational structure of Ingrid B. Lacy (IBL) is designed to provide for the unique needs of early adolescents. Sixth graders have their own wing of the school where each classroom of students stays together throughout the day. These students participate in “cored” classes with one teacher who teaches language arts and social studies; they’re in class with a second teacher for math and science. All sixth grade teachers have Multiple Subject Credentials and many have additional authorizations. The students remain together when they attend courses taught by the P.E. instructors at IBL. For their elective classes, they are mixed with other students from the sixth grade. This gradual transition from elementary school prepares them for the seventh and eighth grade, in which they experience a different teacher for each subject.

A demanding academic program continues in 7th and 8th grades. Student test scores, previous report-card grades, and teacher recommendations are used to determine the appropriate placement for each student. Seventh and eighth grade teachers are Single Subject credentialed in all of the core subjects they teach; math, language arts, social studies, lab science, and/or physical education.

Elective classes vary from year to year and typically include art, instrumental music, leadership, drama, robotics, academic support, and math intervention.

Our staff welcomes parent input and communicates with parents regularly via phone, homework assignment journals, on-line grade book, progress reports, email, and school newsletters. Additionally, teachers provide small group and individual tutoring free-of-charge both before and after school daily.

IBL is fortunate to offer a number of co-curricular and extra-curricular opportunities for students. Sixth grade special activities include Greek Fest and museum trips. Seventh graders can participate in field trips tied to curricular and academic goals. Eighth graders can visit New York City or Washington D.C. outside of the school calendar year through a separate, for-pay agency with chaperones comprised of site staff. After school clubs that prepare students for leadership roles and provide supervised settings for student interaction are also available. Jazz Band, STEM, and SPARC Poetry are examples of activities available after school. We also have strong partnerships with Spindrift, Pacifica PB&R, and the Boys and Girls Club to offer even more activities, such as the Hip-Hop Dance Club and a wide variety of competitive sports. The Boys and Girls Club is part of the North County Recreation League (NCRL)

where our students compete in a full array of sports that include basketball, cross country, golf, lacrosse, flag football, track, volleyball, and tennis.

Through all its programs, Ingrid B. Lacy Middle School provides a safe, nurturing, and positive atmosphere for children to learn and grow.

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	182	179	186	180	179	183	178	179	183	98.9	99.4	98.4
Grade 7	196	183	175	195	182	172	190	182	172	99.5	99.5	98.3
Grade 8	182	190	185	176	189	182	176	188	182	96.7	99.5	98.4
All Grades	560	552	546	551	550	537	544	549	537	98.4	99.5	98.4

* 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	2521.1	2530.2	2536.1	11	16	20.77	41	39	33.88	28	25	27.32	20	20	18.03
Grade 7	2549.0	2548.1	2565.6	13	12	13.37	36	42	50.58	26	23	21.51	23	23	14.53
Grade 8	2577.3	2564.2	2566.6	13	15	18.13	47	33	33.52	26	32	28.02	15	20	20.33
All Grades	N/A	N/A	N/A	12	14	17.50	41	38	39.11	26	27	25.70	19	21	17.69

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	16	18	25.14	49	56	50.27	34	26	24.59
Grade 7	19	24	32.56	50	45	45.35	31	31	22.09
Grade 8	29	25	25.27	52	47	46.15	19	28	28.57
All Grades	21	22	27.56	51	49	47.30	28	28	25.14

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	18	22	27.87	58	47	47.54	24	31	24.59
Grade 7	28	23	34.12	55	58	48.82	16	19	17.06
Grade 8	30	25	25.41	52	50	48.62	18	26	25.97
All Grades	26	23	29.03	55	52	48.31	19	25	22.66

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	15	16	14.75	72	72	74.32	12	12	10.93
Grade 7	11	15	19.19	68	69	66.28	21	15	14.53
Grade 8	14	18	22.53	71	68	62.09	15	15	15.38
All Grades	13	16	18.81	71	69	67.60	16	14	13.59

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	24	35	31.69	66	55	50.27	9	11	18.03
Grade 7	22	23	31.58	58	57	50.88	19	21	17.54
Grade 8	25	21	32.42	56	61	42.86	18	18	24.73
All Grades	24	26	31.90	60	58	47.95	16	16	20.15

Conclusions based on this data:

1. See "findings" under each goal.

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	182	179	186	180	178	180	180	178	180	98.9	98.9	96.8
Grade 7	196	183	175	195	181	171	188	180	171	99.5	98.9	97.7
Grade 8	182	190	185	177	188	178	176	188	178	97.3	98.9	96.2
All Grades	560	552	546	552	547	529	544	546	529	98.6	98.9	96.9

* 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	2518.3	2530.8	2541.2	14	19	26.11	23	28	20.00	36	31	31.67	26	22	22.22
Grade 7	2539.3	2525.7	2546.7	13	11	18.71	27	31	27.49	32	27	29.24	25	32	24.56
Grade 8	2567.3	2506.9	2540.0	23	10	16.85	22	16	23.60	29	23	25.84	25	51	33.71
All Grades	N/A	N/A	N/A	17	13	20.60	24	25	23.63	32	27	28.92	25	35	26.84

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	17	26	30.56	43	43	40.00	39	31	29.44
Grade 7	23	17	28.07	40	42	38.60	37	41	33.33
Grade 8	32	14	21.59	36	30	38.64	32	55	39.77
All Grades	24	19	26.76	40	38	39.09	36	43	34.16

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	22	22	30.00	48	49	40.56	29	28	29.44
Grade 7	23	21	26.32	57	51	47.95	20	28	25.73
Grade 8	26	14	21.47	51	53	49.15	23	33	29.38
All Grades	24	19	25.95	52	51	45.83	24	30	28.22

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	17	24	27.78	53	51	43.33	29	25	28.89
Grade 7	20	17	15.79	60	56	59.06	19	28	25.15
Grade 8	20	9	17.61	56	51	50.00	24	40	32.39
All Grades	19	16	20.49	57	52	50.66	24	31	28.84

Conclusions based on this data:

1. See "findings" under each goal.

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
6	50		22	22	22	43	22	33	35	23	11		6	33	
7	56	81	20	32	19	40	12					40			
8	30	79		30	14	***	30		***	10	4			4	
Total	49	66	19	28	17	45	19	6	29	2	4	6	2	8	

Conclusions based on this data:

1. See "findings" under each goal.

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
6	50	4		22	22		22	33			11		6	33	
7	56	81		32	19		12	3			1			1	
8	30	79		30	14		30	0		10	3			3	
Total	49	67		28	17		19	6		2	4		2	7	

Conclusions based on this data:

1. See "findings" under each goal.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance and school climate indicators of targeted student groups and has considered the effectiveness of key elements of the instructional program and school climate for students failing to meet standards and other State indicators as specified in the Local Control Funding Formula (LCFF) Rubric. As a result, the school has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards and to support social-emotional learning competencies.

SUBJECT: Language Arts
LEA GOAL:
Support all students in reaching their academic potential, with emphasis in Mathematics, English Language Arts and English Language Development (ELD) by providing engaging coursework that is guided by data driven decision-making.
SCHOOL GOAL #1:
Maintain a high status of having a +10 distance from Level 3 for all students in ELA, demonstrating a gain of +4 overall for the student population.
Data Used to Form this Goal:
The five by five California dashboard, CAASPP results, local assessments including but not limited to the Fountas and Pinnell Reading Assessment.
Findings from the Analysis of this Data:
<p>The goal for the 2017 - 2018 school year was written based upon the results from the CAASPP State Assessment in the area of English Language Arts.</p> <p>As a school site, 57% of the student population met achievement standards, scoring at or above level 3 for overall performance, a 5% increase from the 15-16 school year.</p> <p>Based upon the data from the four Claim Performance areas on the CAASPP (Reading, Writing, Listening, and Research/ Inquiry), the greatest area of need for the site is in the area of Reading and Writing. As a school, 75% of the students tested scored Near or Above Standard in Reading and 77% Near or Above Standard in Writing.</p> <p>71% of the students in Grade 8 were performing at Near or Above Standard in the area of Reading and 73% scored at Near or Above Standard in the area of Writing. As a result, 52% of Grade 8 students met achievement standards on their Overall Performance, achieving a Standards Met Score of 0, a 4 point increase towards 0 from the 15-16 school year.</p> <p>Students in Grade 7 had 78% scoring at Near or Above Standard in Reading and 82% at Near or Above Standard in Writing. As a result, 65% of Grade 7 students met achievement standards on their Overall Performance, achieving a Standards Met Score of +14, a 12 point increase towards 0 from the 15-16 school year.</p> <p>Students in Grade 6 had 75% scoring at Near or Above Standard in Reading and 75% at Near or Above Standard in Writing. As a result, 54% of Grade 6 students met achievement standards on their Overall Performance, achieving a Standards Met Score of +5, a 6 point increase towards 0 from the 15-16 school year.</p> <p>Particular focus will be paid to our Socioeconomically Disadvantaged Students (SED), English Learners (EL), and Students with Disabilities (SWD). Both populations declined from prior status. The goal is to make significant gains for both populations. SED and EL students will benefit from targeted assistance in the form of before and after school Academic Centers. Resource students, a significant portion of the SWD students will benefit from a program restructuring. All Resource students are being integrated into mainstream classes with targeted supports from both Special Education instructors as well as Special Education paraeducators.</p>

How the School will Evaluate the Progress of this Goal:

Fountas and Pinnell Reading Assessment, On-Demand Pre- and Post Writing Assessments, Post On-Demand Writing Assessment Reflections, CAASPP State Assessments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.1 Through the support of the District and the School Site, teachers will continue to receive training on implementing strategies to improve overall reading skills in line with best practices and the guidelines for Reading and Writing Workshop as well as the Common Core State Standards. 1.1.1 Books for classroom libraries and additional support materials will be purchased.	On-Going	Instructional Leadership Team, Site Administration, District ESS Staff and Humanities Lead	TC Materials and Professional Development Instructional Materials Site Funds	4000-4999: Books And Supplies	District Funded General Fund	5,000
1.2 Provide focused, differentiated support through small group and or individual instruction in Reading and Writing to continue to strive to advance all students to the Exceeded the Standard or Met the Standard levels.	On-Going	ELA Teachers	Instructional Materials Site Funds	4000-4999: Books And Supplies	General Fund	500
1.3 Teachers will utilize assessments to identify areas of individual students' strengths and weaknesses and provide them with specific instruction to address individual needs. Assessments include but are not limited to the Fountas and Pinnell Reading assessment, Pre- and Post-On Demand Writing assessments.	Trimester	ELA Teachers, Humanities Lead, District Humanities Coach				
1.4 Utilize CELDT and diagnostic assessment data to provide appropriate support services for ELL/	On-Going	ELA Teachers, District ESS Staff, Site Administration	Instructional Materials Site Funds	4000-4999: Books And Supplies	General Fund	1500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>RFEP students and other identified special needs students. Utilize support materials including technology for use by and with students</p> <p>1.4.1 Identify additional technology and funding to support instruction for ELL students.</p> <p>Purchase additional resource books/ material.</p>						
1.5 Offer instructional support for ELL students within the construct of TCRWP (integrated model) to improve background knowledge, vocabulary development, and overall academic performance.	Daily	District ESS Staff, Site Administration	K-8 Regular Ed General Funding	1000-1999: Certificated Personnel Salaries	District Funded	
<p>1.6 Teachers will increase cross-curricular connections and learning activities; the implementation of which will be supported through increased articulation. Teachers will identify key literacy skills that all content teachers will teach and/or reinforce to help ensure the success of all students.</p> <p>1.6.1 Provide professional development for all teachers that focus on literacy skills development.</p>	Monthly	Content Teachers	District Funded			
1.7 Identify and use specific strategies to be used by Social Studies and Science teachers to enhance the literacy skills of all students. Provide release and/or compensated time for support	On-Going	Teachers, Administrators	LCFF Base	1000-1999: Certificated Personnel Salaries	LCFF - Base	9000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
process. 1.7.1 Teachers will participate in collaboration meetings to refine strategies and develop lessons to support students. Teachers in the English Department will receive three planning days for planning and collaboration, one at each trimester. Three additional days are also planned for lab-site observations and training.						
1.8 Social Studies and Science teachers will implement strategies which support increased literacy such as graphic organizers, pre-reading activities such as KWL (Know, Want to Learn, Learned) charts, in the content areas targeting under represented students. Primary source and non-fiction literature will be used in addition to the textbooks.	On-Going	Teachers, Administrators				
1.9 Utilize curriculum based professional learning teams to ensure teachers have increased opportunities to plan and share strategies that work with under-performing students.	Monthly	ELA Teachers, Site Administrators				
1.10 Organize classroom visits to support peer observation to increase support and collaboration for the refined implementation of writing workshop.	Spring '17	ELA Teachers, Site Administration, Humanities Lead				
1.11 Support teacher development by facilitating teacher participation in Instructional Leadership Team, release time, and providing time during staff meetings to share	Monthly	ELA Teachers, ILT members, site administration				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
information.						
<p>1.12 Further develop Professional Learning Communities so that teachers and administrators seek and share learning and then act on what they learn to enhance their effectiveness as professionals so that students benefit. Specifically allocate time to support sharing.</p> <p>1.12.1 Effectively utilize all PD opportunities to support SPSA goals.</p>	Monthly	ELA Teachers, Site Administration, Humanities Lead				
<p>1.13 Offer Library Media Center Services to enhance literacy development through increased reading and research emphasizing use of and engagement with informational text. Provide under represented students (socio-economically disadvantaged, English Learners, Foster youth, and at-risk students) the opportunity to interact with text, access to technology, and additional resource supports for their instructional day.</p> <p>1.13.1 Acquire additional informational text for IBL Library</p>	On-Going	Library Media Clerk, Site Administration	District Funded LCFF Supplemental	2000-2999: Classified Personnel Salaries 2000-2999: Classified Personnel Salaries	District Funded LCFF - Supplemental	 15000
1.14 Continue partnership with San Mateo Public Library to provide students with greater access to appropriate materials and assistance for research and homework.	On-Going	Librarian, Site Administration				
1.15 The English Language Arts and Special Education Departments will continue the Scholastic Reading program utilizing the SRI College and	On-Going	Site Administration, ELA Teachers, Special Education Teachers		4000-4999: Books And Supplies	LCFF - Base	7000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Career adaptive reading assessment and the Scholastic Reading Counts program to assess comprehension levels and improvement.						

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance and school climate indicators of targeted student groups and has considered the effectiveness of key elements of the instructional program and school climate for students failing to meet standards and other State indicators as specified in the Local Control Funding Formula (LCFF) Rubric. As a result, the school has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards and to support social-emotional learning competencies.

SUBJECT: Mathematics
LEA GOAL:
Support all students in reaching their academic potential, with emphasis in Mathematics, English Language Arts and English Language Development (ELD) by providing engaging coursework that is guided by data driven decision-making.
SCHOOL GOAL #2:
Continue moving towards all students meeting an average of Level 3 by demonstrating a significant gain of +20 overall for the student population to a -5 from -25 in the area of Mathematics.
Data Used to Form this Goal:
The five by five California dashboard, CAASPP results, local assessments including but not limited to College Preparatory Mathematics Benchmark Assessments.
Findings from the Analysis of this Data:
<p>The goal for the 2017 - 2018 school year was written based upon the results from the CAASPP State Assessment in the area of Mathematics.</p> <p>As a school site, 44% of the student population met achievement standards, scoring at or above level 3 for overall performance, a 6% increase from the 15-16 school year.</p> <p>Based on the data from the three Claim Performance areas on the CAASPP (Concepts and Procedures, Problem Solving and Modeling Data, and Communicating Reasoning), as a site there needs to be a focus on Problem Solving and Modeling Data and Communicating Reasoning. As a school, 72% of the students were Near Standard in the area of Problem Solving and Modeling Data and 71% in the area of Communicating Reasoning.</p> <p>Students in Grade 8 scored at 70% Near Standard for Problem Solving and Modeling Data and 66% Near Standard for Communicating Reasoning. As a result, 40% of Grade 8 students met achievement standards on their Overall Performance, achieving a Standards Met Score of -46, a 32 point increase towards 0 from the 15-16 school year.</p> <p>Students in Grade 7 scored at 75% Near Standard for Problem Solving and Modeling Data and 75% Near Standard for Communicating Reasoning. As a result, 47% of Grade 7 students met achievement standards on their Overall Performance, achieving a Standards Met Score of -19, a 20 point increase towards 0 from the 15-16 school year.</p> <p>Students in Grade 6 scored at 71% Near Standard for Problem Solving and Modeling Data and 71% Near Standard for Communicating Reasoning. As a result, 46% of Grade 6 students met achievement standards on their Overall Performance, achieving a Standards Met Score of -10, an 11 point increase towards 0 from the 15-16 school year.</p> <p>Particular focus will be paid to our Socioeconomically Disadvantaged Students (SED), English Learners (EL), and Students with Disabilities (SWD). Both populations declined from prior status. The goal is to make significant gains for both populations. SED and EL students will benefit from targeted assistance in the form of before and after school Academic Centers. Resource students, a significant portion of the SWD students will benefit from a program restructuring. All Resource students are being integrated into mainstream</p>

classes with targeted supports from both Special Education instructors as well as Special Education paraeducators.

How the School will Evaluate the Progress of this Goal:

College Preparatory Mathematics Benchmark Assessments, Chapter tests and quizzes, CAASPP State Assessments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2.1 Through regular planning sessions and meetings, provide all math teachers opportunities to develop math content competencies, learn new teaching strategies, support best practices, deepen understanding of the Common Core State Standards, acquire resources and plan for continued implementation of the math curriculum.</p> <p>2.1.1 Ensure increased check ins and opportunities for sharing at the site level.</p> <p>2.1.2 Provide teacher professional development on culturally responsive strategies and/or strategies to meet the needs of our English Learners and other subgroups (Special Education, SED, Foster Youth).</p>	On-Going	District Math Specialist, Site Administration, Math Lead, Math Teachers	Instructional Materials	4000-4999: Books And Supplies	General Fund	1,000
<p>2.2 Each teacher will target students to provide additional academic support through extended day, small group, and/or differentiated classroom instruction.</p> <p>2.2.1 Provide Mathematics</p>	On-Going	Site Administration, District Math Specialist, Math Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Intervention class at the 6th grade level to assist borderline and struggling students to meet grade level standards.</p> <p>2.2.2 Provide Academic Support courses at the 6th, 7th, and 8th grade levels to address overall academic success across all curricular areas including mathematics.</p>						
<p>2.3 Implement differentiated concept development and support all students working in teams to solve math problem-solving exercises and events.</p> <p>2.3.1 Provide Professional Development focused on effective strategies, classroom peer observations.</p> <p>2.3.2 Provide opportunities for Math Department to collaborate and plan with a focus on instructional practices and data analysis.</p>	On-Going	Site Administration, District Math Specialist, Math Lead, Math Teachers	Instructional Materials	5000-5999: Services And Other Operating Expenditures 1000-1999: Certificated Personnel Salaries	LCFF - Base LCFF - Base	1000 5600
<p>2.4 Utilize CPM (College Preparatory Mathematics) testing and benchmarks to identify student weaknesses in order to more effectively provide appropriate support and intervention.</p> <p>2.4.1 Convene collaboration meetings that focus on disaggregating CPM data.</p>	On-Going	District Math Specialist, Math Lead, Math Teachers	District Funded			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2.5 Continue Academic Center to assist students with work completion and mastery of content.</p> <p>2.5.1 Provide homework assistance before school (five days) and after school (three days).</p>	September 2017 to June 2018	Site Administration, Teachers	<p>LCFF Base (September to October)</p> <p>County Funded Academic Centers Grant</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p>	LCFF - Base	3600
<p>2.7 Teachers will participate in vertical Math articulation meetings with other sixth, seventh, and eighth grades.</p> <p>2.7.1 Articulate with members of the North County Collaborative and JUHSD.</p>	On-Going	District Math Specialist, Math Teachers, District ESS Staff, Site Administration, Math Lead				
<p>2.8 Improve articulation with high school math teachers.</p> <p>2.8.1 Articulate with JUHSD.</p>	On-Going	District Math Specialist, Math Teachers, District ESS Staff, Site Administration, Math Lead				
<p>2.9 Enlist the help of parents by utilizing the parent support materials for the CPM program and by providing parent workshops in the evening supported by teachers and district coaches.</p> <p>2.9.1 Facilitate a math workshop (Math Night) for parents.</p>	Fall, Spring	District Math Specialist, Math Teachers, Math Lead, Site Administration	General Fund	4000-4999: Books And Supplies	General Fund	1000

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance and school climate indicators of targeted student groups and has considered the effectiveness of key elements of the instructional program and school climate for students failing to meet standards and other State indicators as specified in the Local Control Funding Formula (LCFF) Rubric. As a result, the school has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards and to support social-emotional learning competencies.

SUBJECT: School Climate
LEA GOAL:
Enhance student engagement by providing a well-rounded education, a positive and safe school climate, effective character education, and meaningful parent participation opportunities.
SCHOOL GOAL #3:
Address specific issues for middle school students regarding diversity, tolerance, bias, stereotypes, peer pressure, violence, sexuality, drugs, alcohol, and social media. Reduce the number of students referred for In-House and/ or Out of School Suspension during the 2017-2018 school year.
Data Used to Form this Goal:
Discipline referral data, suspension data, attendance data.
Findings from the Analysis of this Data:
<p>In the 2016-2017 school year 24 students were referred for In-House or Out of School Suspension, comprising a total of 31 overall incidents over the course of the school year. Of the 24 student, 13 were Grade 8, 9 were Grade 7, and 2 were Grade 6. A total of 4 students had 2 or more incidents, 3 of the 4 had 3 or more incidents, and 1 of the 4 students had more than 4 incidents. These 24 students are 4.38% of the total school population for the 2016-2017 school year.</p> <p>Student referral rates for suspension continue to decline. The Restorative Practices instituted at the school site continue to address the issue of student discipline and consequences while focusing on repairing the harm done to the community.</p> <p>Continued development around establishing and maintaining positive relationships will be made available through the Advisory program, Restorative Practices, and Restorative Circles. Further, training on implicit bias has been conducted to assist with building positive relationships between adults and staff. Continued training to refine our Restorative Practices will be conducted during the school year through an outside provider.</p>
How the School will Evaluate the Progress of this Goal:
Site administration will work with the School Climate and Safety Committee to review student discipline and attendance data over the course of the school year. The review of data will aid in the identification of at-risk students and target supports to their specific areas of need.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>3.1 Support school pride as a theme and as a focus for the Student Council, to address anti-bullying, name-calling, and to provide a greater connection and identity with IBL for all students.</p> <p>3.1.1 Implement Positive School Climate events.</p>	On-Going	School Counselor, Site Administration, Leadership Teacher	Instructional Materials Site Funds	4000-4999: Books And Supplies	General Fund	500
<p>3.2 Maintain a School Climate Committee made up of the site administration, school counselor, and teachers to regularly review school policies and procedures.</p> <p>3.2.1 Committee meets to examine and remedy concerns that are impacting the site and the overall environment. Use feedback solicited from students involved in the Leadership program.</p>	Each Trimester	Teachers, Site Administration, School Counselor				
<p>3.3 Provide Counselor to be available to students who are having both short-term and long-term social or emotional issues for individual and small group guidance.</p> <p>3.3.1 Provide counselor to support students</p>	On-Going	School Counselor, District Counselor, YMCA Youth Service Bureau				
<p>3.4 Provide informal support from Pacifica Police Department Officers assigned to Ingrid B. Lacy.</p> <p>3.4.1 Notify police of incidents in which they may need to intervene. Incidents of battery, destruction of</p>	On-Going	Site Administration, Pacifica Police				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
property, weapons possession, and vandalism may necessitate assistance/ consultation from the Pacifica Police Department.						
<p>3.5 Provide Sexual Harassment Training by school Counselor for all 6th grade students and students new to the school.</p> <p>3.5.1 Certificated staff members facilitate lessons and presentations through the Advisory program.</p>	First trimester	School Counselor, Teachers, Certificated staff members				
<p>3.6 Provide staff (certificated and classified) training in the foundation of Restorative Justice Practices and the implementation of Community Circles school-wide.</p> <p>3.6.1 Distribute student population to create smaller groups of 15 to 18 to implement newly learned strategies.</p> <p>3.6.2. Provide instructional supplies and equipment when needed to supplement the classroom in support of the Restorative Justice Program (laminating, art supplies, chart stands and paper, technology, etc.).</p> <p>3.6.3 Revise student handbook to reflect Restorative Practices. Implement the use of refection forms, restorative circles, and redesign behavior/ consequence matrix to better articulate student responsibilities.</p> <p>3.6.4 Continue contracted work with</p>	August 2017, On-Going	School Counselor, Site Administration, Teachers, Para-Educators	<p>MAA Site Funds</p> <p>MAA Site Funds</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>4000-4999: Books And Supplies</p>	<p>Unrestricted</p> <p>Unrestricted</p>	<p>4500</p> <p>2100</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
CircleUp Education to facilitate trainings on implicit bias, micro-aggressions, and other practices identified by staff.						
3.7 Recruit and Train Peer Helpers and support student leadership roles. 3.7.1 Recruit and utilize Peer Helpers to support positive school climate activities.	August 2017	School Counselor, Leadership Teacher	Instructional Materials Site Funds	4000-4999: Books And Supplies	General Fund	500
3.8 Provide students with opportunities to increase their appreciation of diversity and encourage an inclusive school environment. Build unity and model the celebration of diversity through staff training sessions, class discussions during Character Education, and school activities. 3.8.1 Use resources from the Teaching Tolerance project, such as "Mix it Up Day" material. 3.8.2 Restructure Special Education program, creating an inclusion model. Resource designated students will be placed in all general education program classes with push-in support from Special Education staff. 3.8.3 Facilitate activities and discussions that focus on the "isms" of our society	On-Going	School Counselor, Site Administration				
3.9 Provide students with opportunities to improve their	Daily	PE Teachers, School Counselor, Site				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>awareness and involvement with Exercise and Fitness, Health and Nutrition Education, and Sex Education programs. Include more dance in the Physical Education program.</p> <p>3.9.1 Use time and materials during PE, Character Education, and assembly programs to address health issues and the use of drugs, alcohol, and tobacco.</p> <p>3.9.2 Expose students to necessary actions to leading a healthy lifestyle</p>		Administration				
<p>3.10 Provide opportunities for adult/student interaction and facilitate the involvement of more students in positive activities at lunchtime.</p> <p>3.10.1 Increase lunch supervision by hiring a third Noon Supervisor.</p>	Daily	School Counselor, Site Administration, Teachers, Staff	District Funded	2000-2999: Classified Personnel Salaries	District Funded	
<p>3.11 Provide a Leadership Class to help students learn the necessary skills to become positive community leaders.</p> <p>3.11.1 Students in the Leadership Class will facilitate positive student activities.</p>	August 2017	School Counselor, Site Administration, Leadership Teacher				
<p>3.12 Provide Character Education, community-building activities, Red Ribbon Week events, and sponsor related events throughout the year.</p>	On-Going	School Counselor, Site Administration, Teachers, Certificated Staff, Volunteers	Instructional Materials Site Funds	4000-4999: Books And Supplies	General Fund	1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>3.12.1 Continue Mindfulness Training at the 6th Grade, facilitate Mindfulness with staff at each staff meeting.</p> <p>3.12.3 Provide character education lessons to students through the Advisory program.</p>						
<p>3.13 Provide classroom guidance lessons and programs on bullying and harassment, including sexual harassment, name-calling, cyber-bullying/ responsible social media, and the use of slurs for both students and staff.</p> <p>3.13.1 Continue the Student of the Month Program, lunch time groups for positive peer relationship building.</p> <p>3.13.2 Staff and student informational sessions that focus on bullying prevention.</p>	Monthly	School Counselor, Teachers, Site Administration				
<p>3.14 Physical Education classes include components to address issues unique to middle school students surrounding Health and Wellness</p> <p>3.14.1 PE teachers address adolescent development, health and wellness</p>	Daily	Physical Education Teachers, Site Administration				
3.15 Provide public speaking and Yearbook opportunities to encourage student involvement and voice in the school community.	On-Going	Yearbook Teacher	District Funded	1000-1999: Certificated Personnel Salaries	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.15.1 Ensure that Yearbook is representative of the diverse school population						
3.16 Host events that bring local organizations to the school to build a supportive community within our diverse population, including Challenge Day, Career Day, Ability Awareness Day, and Beach Clean Up. 3.16.1 Facilitate trainings / events that promote tolerance and awareness	On-Going	School Counselor, Teachers, Site Administration				
3.17 Provide for a crossing guard to facilitate safe egress from school site to the bus stops located across the street from the school.	Annually	Site Administration	LCFF Base	2000-2999: Classified Personnel Salaries	LCFF - Base	6000

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance and school climate indicators of targeted student groups and has considered the effectiveness of key elements of the instructional program and school climate for students failing to meet standards and other State indicators as specified in the Local Control Funding Formula (LCFF) Rubric. As a result, the school has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards and to support social-emotional learning competencies.

SUBJECT: Parental Involvement
LEA GOAL:
Enhance student engagement by providing a well-rounded education, a positive and safe school climate, effective character education, and meaningful parent participation opportunities.
SCHOOL GOAL #4:
Continue to engage students and involve them in positive, pro-social school-wide activities to promote positive school climate, especially in the areas that encourage student leadership, decision-making, goal setting, and community service.
Data Used to Form this Goal:
Jupiter Grades, contact logs from School Messenger, monthly newsletters, agendas and notes from parent meetings.
Findings from the Analysis of this Data:
Continue to provide support for students who may experience home challenges in order to complete their academics, continue to provide enrichment for students, and continue to create opportunities for student involvement. We continue to increase efforts to maintain parent communication and improve home/ school communication.
How the School will Evaluate the Progress of this Goal:
Improved student achievement due to increased parental/ family involvement. Increased community awareness and interaction with the programs at IBL through parent education opportunities. Increase to be measured by student and family surveys.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>4.1 Provide training for staff to foster the development of positive behavior and inclusive attitudes with all students.</p> <p>4.1.1 Provide opportunities for staff team building and bonding.</p> <p>4.1.2 Create opportunities for staff development on creation of a positive learning environment.</p>	On-Going	Site Administration, School Counselor	Instructional Materials Site Funds	4000-4999: Books And Supplies	General Fund	500
<p>4.2 Continue Student Led Conferences (SLC) with clearly identified outcomes and evaluation. Provide teachers time to prepare for conferences, and purchase necessary materials and postage.</p> <p>4.2.1 Conduct staff training on Student Led Conference process. Provide additional training for new teachers.</p> <p>4.2.2 Maintain a committee to facilitate, monitor, and update Student Led Conference material and process.</p> <p>4.2.3 Create opportunities for students to facilitate parent conferences.</p>	On-Going	Site Administration, Teachers				
<p>4.3 Improve home-school communication concerning homework, school events and issues, parent involvement opportunities, parent education, and meetings. Provide parents with research and support information through monthly</p>	On-Going	Site Administration, Teachers, PTO, School Counselor	Instructional Materials Site Funds	4000-4999: Books And Supplies	LCFF - Base	2000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>newsletter, email and school website.</p> <p>4.3.1 Provide each student with a Homework Assignment Binder and direct instruction on its use.</p> <p>4.3.2 Provide families with access to assignments from home through on-line tools.</p> <p>4.3.3 Partner with the PTO to increase parent involvement in school activities.</p> <p>4.3.4 Provide tours for prospective parents and students, orientations, meetings concerning events and issues</p> <p>4.3.5. Publish the school newsletter, update the school website, and use services of the Leadership class to promote student activities</p> <p>4.3.6 Utilize community resources (such as, the Tribune) to inform the community of school programs and activities.</p>						
<p>4.4 Provide access to school-wide activities, including: Student Council, Peer Helpers, Band, Performing Arts, Robotics, Art, Community Service Projects, and Beautification Projects.</p> <p>4.4.1 Provide training to Peer Helpers and Student Council members as tour guides for students and visitors.</p> <p>4.4.2 Provide new students with peer</p>	Daily	Teachers, Site Administration, School Counselor, Community Partners				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>helper buddies to assist with acclamation.</p> <p>4.4.3 Offer after school programs to students beyond athletics (classes, clubs, etc.)</p>						
<p>4.5 Enrich curriculum and differentiate instruction to address the needs of accelerated learners within the classroom. Provide extended school activities to create a connection between middle school, high school, college, and career. Offer after school enrichment classes.</p> <p>4.5.1 Develop plan to promote the use of the technology lab as a resource center for students to work on individual and team enrichment projects (STEM, Robotics, after school).</p> <p>4.5.2 Provide differentiated lessons for students across the spectrum of achievement.</p> <p>4.5.3 Purchase more up-to-date technology to encourage more usage.</p>	Daily	Site Administration, School Counselor, Community Partners	Instructional Materials Site Funds	4000-4999: Books And Supplies	General Fund	2000
<p>4.6 Support student application process for private high schools when requested.</p> <p>4.6.1 Provide guidance for students during the application process.</p>	As needed	School Counselor, Site Administration				

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
4000-4999: Books And Supplies	General Fund	13,500.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	18,200.00
2000-2999: Classified Personnel Salaries	LCFF - Base	6,000.00
4000-4999: Books And Supplies	LCFF - Base	9,000.00
5000-5999: Services And Other Operating	LCFF - Base	1,000.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	15,000.00
4000-4999: Books And Supplies	Unrestricted	2,100.00
5000-5999: Services And Other Operating	Unrestricted	4,500.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
General Fund	13,500.00
LCFF - Base	34,200.00
LCFF - Supplemental	15,000.00
Unrestricted	6,600.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	18,200.00
2000-2999: Classified Personnel Salaries	21,000.00
4000-4999: Books And Supplies	24,600.00
5000-5999: Services And Other Operating Expenditures	5,500.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	38,000.00
Goal 2	12,200.00
Goal 3	14,600.00
Goal 4	4,500.00

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
Daniel Lyttle	X				
Scott Forbes		X			
Rachel Merlo		X			
Louise Southwick		X			
Charlene Hilo			X		
Janeen Castaneda				X	
Esther Im				X	
Stacy Russell				X	
Faith Dyogi					X
Isabel Morrow					X
Numbers of members of each category:	1	3	1	3	2

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

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

Ingrid B. Lacy Instructional Leadership Team

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 10/30/2017.

Attested:

Daniel Lyttle

Typed Name of School Principal

Signature of School Principal

Date

Stacy Russell

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date