



The School Plan for Student Achievement

School: Pacific Trails Middle School
District: San Dieguito Union High School District
County-District School (CDS) Code): 37-68346-0131649
Principal: Mary Anne Nuskin
Date of this revision: June 2019

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students.

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 School Plan on: June 20, 2019

A. School Site Information Pacific Trails Middle School

Vision Statement:

We believe that together, we ignite the joy of learning to inspire confident, curious, and creative global citizens.

Mission Statement:

Vision Statement: We believe that together, we ignite the joy of learning to inspire confident, curious, and creative global citizens.

Core Values:

- Flexible, evolving, collaborative,
- Innovative learning environments with integrated technology
- Connectedness
- Continuous improvement
- Partnerships with parents, local business, feeder elementary, and district high schools
- Shared Leadership

School Description:

Pacific Trails Middle School (PTMS) is our newest of five middle schools in the San Dieguito Union High School District. We opened in the Fall, 2015 with approximately 265 seventh grade students and added the additional grade level in 2016. Currently, our enrollment is 740 students and has continued to show steady growth. We are committed to creating a safe, nurturing, and rigorous learning environment that leads to the success of individual student achievement. Pacific Trails Middle School is recognized by Common Sense Media as a Digital Citizenship Certified School. Students attend six classes on a modified block schedule - Mondays are single period days (students see all six classes) and Tuesday through Friday are block period days (students attend periods 1, 3, 5 or periods 2, 4, 6). All students are enrolled in a homeroom class, which focuses on community building, making positive connections peer to peer and teacher to peer, incorporates mini-lessons with the school counselor and administration, while supporting academic achievement. In addition, opportunities for enrichment and intervention are available during Homeroom. We are dedicated to creating a learning community where all students are challenged to reach their academic potential and to be prepared for further success in high school.

School Profile: (include site demographics, remedial and advanced course enrollments, local measures of performance, special programs)

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We are committed to creating a safe, nurturing, and rigorous learning environment that leads to the success of individual student achievement. There are 735 students enrolled at Pacific Trails Middle School. Demographic data is currently 8.5% Hispanic, 51.5% white, 33% Asian, and 7% other ethnicities. Other subgroup data includes 10.9 % socioeconomically disadvantaged students, 5.5% sped students, and 4.4% are English Language Learner students.

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Course offerings and enrollment data for Math and English are as follows:

English 7 (college prep): 166 students

English Honors 7: 207 students

English 8 (college prep): 117 students

English Honors 8: 218 students

Sheltered English: 15

Integrated Math A Essentials: 18 students

Integrated Math A: 133 students

Integrated Math A Honors: 133 students

Integrated Math B Essentials: 19 students

Integrated Math B: 108 students

Integrated Math B Honors: 213 students (38 of these students are 7th graders who passed the IMRT grade skip test)

Integrated Math 1 Honors: 42 students

Other core academic course offerings include US History, World History, 7th Grade Science, 8th Grade Science, and Physical Education. We have a variety of year-long elective courses, which include Art Explorations, STEM Explorations, Advanced STEM Explorations, Band, Orchestra, Vocal Performance, Yearbook, Leadership/ASB, Spanish I, and Spanish II.

Students with an Individualized Education Plan (IEP) receive specialized academic instruction via team-taught classes, such as Integrated Math A Essentials and/or English. Fundamental English and Math Classes are also offered to support students. An Academic Support class is offered as an elective to help students meet their educational goals and provide access to additional instruction and/or reteaching opportunities.

B. School and Student Performance Data

See Appendix A for multi-year student performance data tables

Student Performance Summary (conclusions from analysis of student performance data, identify and prioritize the site needs to drive goals)

After analyzing multiple measures, which include the 2019 Healthy Kids Survey, California Dashboard data (SBAC data results), grade reports, and Math Diagnostic Test Project (MDTP), and the Reading Inventory (RI) our school will focus on the following goal areas:

Goal 1: Maintain a campus that supports student connectedness and overall student safety.

The previous Healthy Kids survey was conducted in Spring, 2017 by a different company and given to all 7th and 8th graders. The 2019 Healthy Kids Survey was given to all 7th graders only in March, 2019. It yielded positive results in many areas that surveyed student perception of school climate and well-being, and much of the survey results are in line with other middle schools in the San Dieguito Union High School District. "School Environmental Scales" are in line with other SDHSD middle Schools. PTMS data represents students' response as "Pretty much true" or "Very much true.":

Caring adults in school 69%

High expectations-adults in school 81%

Meaningful participation at school 36%

School connectedness 75%

Academic motivation 79%

Parent involvement 66% (middle school district average 62%)

Physical Environment: Quality of the school physical environment is higher than the district average, which is most likely the result of PTMS being a brand new school.

School Safety: Students perception of school safety is in line with district averages with 78% of our students feeling “very safe or safe.” Twenty-one percent of our students answered “neither safe nor unsafe.” 33% percent of students report “experiencing any harassment or bullying in the past 12 months (middle school district average 29%).

Substance Use: Data results of substance use are very low. There are no trends identified with alcohol, marijuana, binge drinking cigarette smoking or electronic cigarette/vape use.

Mental Health: When asked, “During the past 12 months, did you ever seriously consider attempting suicide?” 15% of 7th graders reported yes, which is a little higher than the district average of 11%. Also, 25% of 7th-grade students reported “feeling so sad or hopeless almost every day for two weeks.” This is also a little higher than the district average of 20%.

Goal #2. An annual increase in student achievement in English Language Arts (ELA) and math for all students.

- After reviewing California Dash Board data results, it is evident that all students are 89 points above standard in English Language Arts (ELA) and 94.1 points above standard in math. For English Language Arts, our English Language Learners (ELL) and Students Economically Disadvantaged (SED) increased. Students with Disabilities (SWD) maintained. For Math, our ELL, SED, and SWD increased.

Most of our various student groups (i.e. Students with Disabilities (SWD), English Language Learners (ELL), and Economically Disadvantaged Students (EDS) made improvements in ELA and math; however, we are concerned that our SWD group decreased 3% in the number of math students that met or exceeded standard.

Additional concerns that we see with the three student groups mentioned above are the achievement gaps in ELA and math:

SWD ELA achievement gap: -37% (was -38% in 2017)

SWD Math achievement gap: -56% (was -53% in 2017)

EL ELA achievement gap: -50% (was -57% in 2017)

EL Math achievement gap: -31% (was -33% in 2017)

EDS ELA achievement gap: -30% (was -30% in 2017)

EDS Math achievement gap: -23% (was -35% in 2017)

SBAC data along with grade data, Reading Inventory (RI), and Math Diagnostic Testing Project (MDTP) scores were used to identify students who would benefit from a math and/or reading intervention, specifically Reading Lab and/or Math Essentials classes.

Goal 3: Annual increase in student achievement for all students in English Language Arts (ELA) and Mathematics with focus on accelerating student learning outcomes for targeted subgroups including English Learners, socioeconomically disadvantaged students, and students with disabilities.

- The 2019-20 school-year will be Pacific Trail Middle School's fifth year and our enrollment continues to increase. Our opening enrollment in 2015-16 was 267 with only seventh-grade students. Our enrollment for the 2018-2019 school year was 740 students and our projected enrollment for 2019-2020 is 800. Due to this growth, we acknowledge the need to focus on establishing Professional Learning Communities (PLC's) and utilizing the PLC process to focus on student learning and continuous improvement.

C. Involvement Process

Involvement Process:

How was the SSC and site leadership involved in development of the plan?

School data was shared with the School Site Council (SSC), Department Chairs, and teachers. Input was received from all stakeholders. Goals and goal progress was reviewed with the SSC and all teachers. At the March 25, 2019 ELAC meeting, an EL Needs assessment and the LPAC survey was completed by parents. Goals and goal progress was shared at the spring ELAC meeting.

**D. Summary of Progress Made on 2018-19 Goals
Pacific Trails Middle School**

School Goal 1

Maintain a campus that supports student connectedness and overall student safety.

LCAP Priority Area:

State Priority:

- 1- Basic Services
- 3- Parent Involvement
- 5- Pupil Engagement
- 6- School Climate

Targeted Pupil Student Group(s):

All students

A. Actual Measurable Outcomes:

1. School Connectedness Survey Results/ Healthy Kids Survey Results (received May 2019)
2. Attendance Data: Chronic absenteeism rate will remain below 6% for all students.
3. Discipline Data: Suspension data will be below 1% and expulsion data will be between 0-0.1%
4. Site Safety Plan

B. Summary of Progress:

1. The School Connectedness Survey was administered to students via science classes mid to end of April 2018 (after Wellness Day). The survey provided data of students' perceptions of connectedness, Wellness Day activities, peer to peer and peer to teacher connections, school safety, bullying, and homeroom. Of the 670 student body enrollment, 541 students participated in the survey. Data results include:

- 95% of students feel that they have friends at PTMS
- 95% of students feel they have a peer they can talk to at lunch, break, etc.
- 90% of students enjoy attending PTMS
- 97% of students feel that PTMS is a supportive and inviting place for students to learn
- 93% of students report that they feel safe at school
- Students treat each other with respect (165 students disagree = 30%)
- If another student was bullying me I would tell a teacher or staff member (158 students disagree = 29%)
- Teachers or staff members help students solve conflicts with one another (120 students disagree = 22%)
- Students at PTMS try to stop bullying when they see it happening (224 students disagree = 41%)

Areas of focus for the 2018-19 school year include:

- Yearly theme - "Kindness Rocks" - New Student Orientation, Rock Garden, Welcome Week activities, New student social, Club Day (Fall & Spring)
- Great Kindness Challenge (1/28-2/1) - ASB/Homeroom activities focused on

kindness

- Restorative Practices Training - five more teachers trained (approximately 75% of teaching staff is trained)
- Restorative Practices Trainer of Trainers- Principal, counselor, and teacher attended
- First-semester Counselor/Assistant Principal - "How to have an awesome year at PTMS" presentations to all students in September
- Homeroom Ambassador meetings (quarterly)
- Restorative practices used regularly by staff with challenging student behaviors and student conflict
- Second-semester student circle check-ins (using restorative practices)
- Second-semester Assistant Principal presentations to PE classes - See something, say something; identifying the signs of suicide prevention, active shooter, campus expectations.
- Wellness Week 3/11/19-3/15/19: Wellness Assembly (anxiety prevention, vaping prevention, etc.) for all student on 3/11. Same speaker to speak with parents about the same topics at the Principal's Coffee on 3/8/19.

Healthy Kids Survey to be given March 14 & 15, 2019 - Data to be reviewed late spring.

2. In reviewing attendance data for the 2017-18 school year and according to California Dashboard, 3.4% were chronically absent. As of Feb 1, 2019, 2.22% (16 students) are chronically absent. Our goal is to have an absenteeism rate below 6% for all students. The assistant principal reviews bi-monthly excessive absences and tardy reports. Students who fall within the guidelines of chronic absenteeism receive notification and are referred to our Student Attendance Review Team (SART). An official referral to the Student Attendance Review Board (SARB) is made for those students who do not improve.

3. According to the California Dashboard data for 2017, 1.1% of students were suspended once. In 2018, 1.5% of students were suspended once. Two subgroups which have increased in suspensions are our Socioeconomically Disadvantaged (6.3%) and Students with Disabilities (8.2%). Our goal is to have suspension and expulsion data be below 1%.

4. The school site safety plan was updated and approved by the School Site Council on September 24, 2018. All teachers have been trained in various drills and safety roles outlined in the safety plan. Participation in emergency drills is up to date and the Safety Committee meets quarterly. In January, they changed their name to the School Safety and Wellness Committee, which includes additional members (3 students and 1 parent). During the 2018 school year, the assistant principal created a discipline committee composed of teachers and classified staff. Assistant principal solicited feedback regarding school discipline to the Homeroom Ambassadors and ASB students. A vision supporting school discipline was created in the middle of the 2017-18 school year and a progressive plan was developed and communicated to teachers at the February 2018 late start meeting and the August 2018 inservice. The updated plan was presented to students and parents at the

start of the 2018-19 school year.

C. Relevance:

Although the 2018 School Connectedness Survey yielded many positive results in areas that surveyed student perception of student connectedness, 30% of students disagree that students treat each other with respect, 29% of students would not tell a teacher or staff that they were being bullied, and 22% of students believe that teachers or staff members do not help students solve conflicts with one another.

D. What changes, if any, will be made as a result of reviewing measurable outcomes?

More teachers will be trained in restorative practices. At least 3-4 late start meetings will support the restorative practices process. Counselor and principal will meet with random students on a monthly basis using the restorative practices process to help build a sense of school community and student connectedness. Also, the Safety Committee, which meets monthly changed their focus to include Wellness. As of January 24, 2019 this group is now called the School Safety and Wellness Committee.

School Goal 2

Annual increase in student achievement in English Language Arts (ELA) and math for all students.

LCAP Priority Area:

State Priority:

- 1- Basic Services
- 2- Implementation of State Standards
- 4- Pupil Achievement
- 7- Course Access

Targeted Pupil Student Group(s):

All students

A. Actual Measurable Outcomes:

Maintain over 80% of "all students" will score in the standard met/exceed range in math.
Maintain over 80% of "all students" will score in the standard met/exceed range in ELA.
The achievement gap for SWD, ELL, and EDS will decrease by 5% in math and ELA.

B. Summary of Progress:

1. After reviewing California Dash Board data results, it is evident that all students are 89. points above standard in English Language Arts (ELA) and 94.1 points above standard in math. For English Language Arts, our English Language Learners (ELL) and Students Economically Disadvantaged (SED) increased. Students with Disabilities (SWD) maintained. For Math, our ELL, SED, and SWD increased.

Most of our various student groups (i.e. Students with Disabilities (SWD), English Language Learners (ELL), and Economically Disadvantaged Students (EDS) made improvements in ELA and math; however, we are concerned that our SWD group decreased 3% in the number of math students that met or exceeded standard.

Additional concerns that we see with the three student groups mentioned above are the achievement gaps in ELA and math:

SWD ELA achievement gap: -37% (was -38% in 2017)
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In the spring of 2018, a flexible master schedule was created to support all students using initial assessment data. It was reviewed and finalized prior to the first day of school.

Classes offered were driven by student needs and requests. Course conflicts were removed so students could gain access to essential classes. A zero period was also offered for those students who requested an earlier start time. Students identified as SWD had the opportunity to have equal access to electives by opting for a 7th course through zero period.

Math Diagnostic Testing Project (MDTP) scores were used to identify 7th-grade students who would benefit from a math intervention class called Integrated Math A Essentials. We have one section of Integrated Math A Essentials for our 7th-grade students, which incorporates ST Math software to support individual student's needs. The 7th grade Math Essentials A class has 18 students enrolled. We also have an Integrated Math Essentials B class for 8th graders. This class currently has 16 students enrolled and also uses the software ST Math. Both math essentials classes support students with disabilities (SWD) with a team-teaching model and incorporate the support of AVID tutors. D/F grade data was reviewed in the fall at the progress report mark and again at the semester.

Homeroom is utilized to support all students with academic practice, which includes interventions coordinated and monitored by the Intervention Coordinator. The Intervention Coordinator holds weekly meetings to help students with organization/study skills (Organization Group). Utilizing Homeroom Interventions such as Read Lab and Math Lab allows for the opportunity to support all students during the school day. We have a comprehensive intervention team that meets weekly and includes an administrator, counselor, school psych, special education teacher, and the Intervention Coordinator. This model allows us to continue to provide a systematic approach to multi-tiered supports for all students, including students identified as SWD, ELL, and EDS.

In the fall, Reading Inventory (RI) scores were used to identify students who would benefit from a reading intervention. Approximately 25 7th grade students and seven 8th grade students were enrolled in the Homeroom Intervention called Reading Lab and received prescribed computer-based reading support/intervention with the Read 180 software. At the semester, these students were reassessed with RI to check progress. All students but one made progress, and four 7th graders were exited from the program because these students met the growth target. At the end of last school year, nine ELL students were in Reading Lab, but this year they are scheduled in our new sheltered English class and receiving the appropriate reading intervention.

Math Lab Homeroom is a math intervention used during the school day to support students in need of extra math help using a peer tutoring model. The 8th grade Math Lab has approximately 18 seekers and 12 coaches. The 7th grade Math Lab has approximately 11 seekers and 10 coaches. Seekers are selected based on low course grade, teacher/parent referral, and/or student self-referral.

English Language Learners are supported in an EL Sheltered English class, which

incorporates the Inside curriculum. AVID tutors are also present to offer extra support. Approximately 13 students are enrolled. Our school participates in quarterly ELAC meetings with the assistant principal in attendance. Mid-year individual student monitoring meetings were held by the EL teacher and the assistant principal. These meetings will also be held for all designated students in the spring. We re-classified 6 students this year. We have 4 students who are dually identified as SPED and EL. We are monitoring their progress and working with sped team to identify when it may be appropriate to reclassify these students as well. We have had 5 students enroll after January 2019 who qualified as EL learners and will continue to monitor their progress. Overall, all students were an average of 89.4 points above standard for ELA, this is a decline of 3.7 points. English Learners were 30.2 points above standard (a gap of 59.2 points from the overall score of the school. However, that is also an increase of 11.5 points for EL students.

In comparison, SED students were 32.1 points above standard with an increase of 7.6 points and SWD were 27.3 points above standard and maintained from the previous year. Interestingly, Hispanic students were 54.5 points above standard with an increase of 14.8 points. We currently have a Sheltered English course for students who are in the Emerging or Expanding ranges on the ELPAC (levels 1 and 2 overall). Other academic areas modify work as necessary for students within their classes. We do not offer Sheltered History, Science, or Math. Counselor and AP have discussed the possibility of changing our Sheltered English course to ELD 1,2,3 for the 2019-20 school year to better accurately describe the instruction students are receiving.

C. Relevance:

Students need equal access to a flexible master schedule that allows for interventions during the school day. This includes support with English Language Development, reading, math, and organization/study skills.

D. What changes, if any, will be made as a result of reviewing measurable outcomes?

We need a data collection process and timeline to monitor the progress of students participating in Math Lab.

School Goal 3

Increase teacher collaboration to implement state content standards and increase student learning.

LCAP Priority Area:

State Priority:

- 1- Basic Services
- 2- Implementation of State Standards
- 4-Pupil Achievement
- 7-Course Access

Targeted Pupil Student Group(s):

All students

A. Actual Measurable Outcomes:

- a. Department Chairs submit Professional Learning Community's (PLC's) mid-year update of progress in lieu of updating the "PLC Work" website link.
- b. Essential learning objectives (ELO's) and a minimum of four common formative assessments (CFA's) with an assessment calendar
- c. Late start Monday professional development opportunities focus on increasing student learning and closing the achievement gap

B. Summary of Progress:

a. January 2019 - Department Chairs provided mid-year feedback as it relates to the Actions/Tasks:

Science: The science department has been working collaboratively to shift content and instructional strategies to align with NGSS. 7th grade science is in its first year of implementing the fully integrated model of NGSS. 8th-grade science is still in transition and will be fully integrated next year. Through late start days, prep periods and several collaboration days the following has been accomplished:

- Filtering through different pilots and seeing which one meets our needs of our students (example pilots include Carolina Smithsonian, Lab-aids...), gathering materials for the pilot, making google slides and student worksheets to support the pilot, and figuring out the timing of the pilot and working around limited resources
- Building common assessments around the pilot and discussing student achievement to inform instruction
- Discussing pros and cons of each pilot and determining whether or not we will keep it for next year and if we keep it, how we can make it better. Collaborating with other schools such as CVMS and DNO and comparing pilots/lessons
- 7th grade science teacher took an online course through the Teaching Channel as they implemented an NGSS aligned unit called Disruptions in Ecosystems (with CVMS) and 8th grade science teachers went to a training to learn about how to implement their lab-aids pilot

Social Studies:

8th grade U.S. History:

1. Creating and revising common assessments - we currently have six (6) total, and plan to create a common summative unit assessment for "A Dividing Nation" unit. Moving forward, we may also add to the pool of these common unit exams. With the Four Principles of the Declaration of Independence, as well as another common assessment, "Constitution Portfolio/Analysis Project", we have made essential revisions. For example, with the Constitution Portfolio/Analysis Project, including directions for introducing and evaluating evidence.

2. Review of assessment data - we have spend a significant amount of PLC time reviewing our students' Four Principles of the Declaration of Independence writing assignment to establish consistent grading criteria and review of results.

3. Collaboration - Brian and I collaborated on our Introduction Unit for the beginning of the school year, which introduced Historical Thinking Skills, geography, and early human migration. We have not spent additional PLC collaborating beyond this unit.

4. PD - participating in Department PD days; Brian will be attending a writing seminar sponsored by the district.

7th grade World History:

1. Creating and revising common assessments: we have eight common formative and summative assessments, one each per unit (eight units total). We are in the process of learning and developing our formative/summative assessments for the new State required Gupta Empire, which we will begin teaching next Fall.

2. Review of assessment data: we are lock-step in our assessment calendar and curriculum design. We formally and informally review and discuss both our formative and summative assessments. Each Late Start PLC we discuss the most recent assessment.

3. Collaboration: once a month, during our designated PLC Late Start, we meet to discuss and, if needed, revise our assessments. Currently, our focus has shifted to the new content area of the Gupta Empire required by the State. We are in the process of creating common assessments for this new unit. We collaborate on an on-going, informal basis.

4. PD: we spent our district PD day collaborating on the new Gupta Empire. We have not taken an additional PD day beyond the district PD day. We feel our PLC time and informal discussions have been a great use of PD.

Math: PLC's are made up of course-alike groups and meet with site and district teachers during late start time to review curriculum pacing and student data to monitor learning and inform instruction. Math ELO's have been written for every math course (accessible online for all district teachers to access via the "math curriculum support website). CFA's are

aligned with ELO's and an assessment calendar is established. Specific questions on CFA's are changed as needed, based on student performance. Student academic progress is consistently monitored in all math classes and students in Math A and Math B are provided additional support in Math Lab (teacher directed peer tutoring program) during Homeroom. Several math classes are piloting a one to one computer supported curriculum delivery (all students have access to a Chromebook with a touch screen called a smart notebook). At the January teacher inservice, all middle school Math B teachers met to discuss pacing and teaching strategies, and to review curriculum. Teachers continue to give curriculum related feedback and adjustments are made accordingly.

English: The PTMS English department has been calibrating our grade-level teachers with each other as there have been shifts in our teaching team from last year. Based on our initial writing assessment (DWB) we have met, discussed and shared data across the district and within our site-- both student scores and trends in student writing. For example, the team has: Normed for DWB essay rubrics for each grade, shared findings within student writing, shared collaborative documents around peer editing, quotation blending, thesis statements, re-teaching tools for paragraph/essay writing.

Additionally, the department has used our PLC work and PD time to work on common assessment refinement for each grade and to discuss/create documents we can share across subject areas specifically to support students in classes outside of English. The following is a breakdown by grade of the assessments.

7th Grade: Decided on 4 common assessments for the year, confirmed grade level learning outcomes

8th Grade: Discussed Wall-E versus "There Will Come Soft Rains" Common Assessment, Shared "Broken Chain" Quiz, 2nd Common Assessment is "Tell-Tale Heart"

For both grades: Revisited Department Writing RIP - Collaborate and create writing document to share with the history department (in the process)

Spanish: Teachers use release days as needed and late start days to analyze student learning. Spanish teachers are aligned in Spanish 1. Teaching tools, resources, quizzes and part of the exams are shared. ELO's and four CFA's are established. Right now, we are working on improving student' speaking skills by using frequently used phrases and questions. Speaking in Spanish is a focus this year. In addition, we offer Spanish tutoring as an intervention opportunity for students during homeroom. Spanish 1 and Spanish 2 students that need additional help and support in class are be paired with another student. (coach/seeker).

PE: PLC meets during late start mornings. ELO's are established and CFA's are created and student work is analyzed and assessed using vocabulary quizzes, knowledge checks,

and via Google classroom (students video themselves doing a skill and the video is uploaded for assessment). Rubrics continue to be developed.

b. See ELO and CFA details above (part a.)

c. Staff Development Topics: Suicide Prevention, Restorative Practices, Homeroom vision work/Intervention/Enrichments, Various Wellness topics, Safety Training, 504 Training, and Disconnected Students, Technology Topics, EL Training and Documenting Interventions in Aeries, fall review of CAASPP 2018 data results with a focus on students identified as SWD, EDS, and ELL, and California Dashboard training (to be held end of February).

C. Relevance:

Due to the growth of our new middle school, we value the need to utilize Professional Learning Communities (PLC's) to focus on best practices. This is done by utilizing the PLC cycle to monitoring student achievement and ensure continuous growth of all students.

D. What changes, if any, will be made as a result of reviewing measurable outcomes?

More focus on closing the achievement gap of the students identified as SWD, EL, and EDS.

School Goal 4	
LCAP Priority Area:	
Targeted Pupil Student Group(s):	
A. Actual Measurable Outcomes:	B. Summary of Progress:
C. Relevance:	
D. What changes, if any, will be made as a result of reviewing measurable outcomes?	

E. Planned Improvements in Student Performance

The School Site Council has analyzed the student performance data of all student groups and has considered the effectiveness of key elements of instructional programs. As a result, it has adopted the following school goals, related actions, and expenditures to increase outcomes for underperforming students.

LCAP Goal:

SDUHSD LCAP - Goal #4: Increase the level of “school connectedness” and "sense of safety" of pupils, staff and parents.

School Goal 1

Maintain a campus that supports student connectedness and overall student safety.

LCAP Priority Area:

State Priority: 1-Basic Services, 3-Parent Involvement, 5-Pupil Engagement, 6-School Climate

Targeted Pupil Student Group(s):

All students

A. Rationale:

The previous Healthy Kids survey was conducted in Spring, 2017 by a different company and given to all 7th and 8th graders. The 2019 Healthy Kids Survey was given to all 7th graders only in March, 2019. It yielded positive results in many areas that surveyed student perception of school climate and well-being, and much of the survey results are in line with other middle schools in the San Dieguito Union High School District. “School Environmental Scales” are in line with other SDHSD middle Schools. PTMS data represents students’ response as “Pretty much true” or “Very much true.”:

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- High expectations-adults in school 81%
- Meaningful participation at school 36%
- School connectedness 75%
- Academic motivation 79%
- Parent involvement 66% (middle school district average 62%)

Physical Environment: Quality of the school physical environment is higher than the district average, which is most likely the result of PTMS being a brand new school.

B. Expected Measurable Outcomes:

A student/campus culture survey will be given in the Spring of 2020 to all students to monitor progress. The Healthy Kids Survey will be given to 7th graders in the spring of 2021 to capture current students’ perception of school safety and connectedness.

School-wide Connectedness: Student participation in school-wide wellness activities/assemblies will be at least 95% of the student body.

Attendance Data: Chronic absenteeism rate will remain below 6% for all students.

Discipline Data: Suspension data will be below 1% and expulsion data will be between 0-0.1%.

School Safety: Students perception of school safety is in line with district averages with 78% of our students feeling “very safe or safe.” Twenty-one percent of our students answered “neither safe nor unsafe.” 33% percent of students report “experiencing any harassment or bullying in the past 12 months (middle school district average 29%).

Substance Use: Data results of substance use a very low. There are no trends identified with alcohol, marijuana, binge drinking cigarette smoking or electronic cigarette/vape use.

Mental Health: When asked, “During the past 12 months, did you ever seriously consider attempting suicide?” 15% of 7th graders reported yes, which is a little higher than the district average of 11%. Also, 25% of 7th-grade students reported “feeling so sad or hopeless almost every day for two weeks.” This is also a little higher than the district average of 20%.

C. Strategy:

The Safety & Wellness Committee and ASB/Leadership will align the four areas of wellness (social, physical, intellectual, and emotional) to each quarter, implement activities/presentations during homeroom, train at least four more teachers, and continue to implement restorative practices, hold quarterly Homeroom Ambassador meetings, hold a spring Wellness Week, and pilot Second Step/Social Emotional Learning in Physical Education classes..

Actions/Tasks	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1. Develop a comprehensive wellness program that supports social, emotional, physical, and intellectual wellness; <ol style="list-style-type: none"> 1. Identify members (staff, parents, and students) for the School Safety & Wellness Committee 2. Principal Assistant Principal will work with ASB Advisor to develop a wellness plan of activities <ol style="list-style-type: none"> a. Committee and ASB will identify wellness themes for each quarter including a timeline of activities, which will be aligned to the Collaborative for Academic, Social, and Emotional Learning (CASEL). b. Activities will be developed and implemented related to the current theme and building on the previous quarter's theme c. ASB and the School Safety & Wellness Committee will plan a spring Wellness Week and include input from the school counselor. d. PE Department will pilot the Second Step - Social Emotional Learning curriculum to all students e. Administration and Wellness Committee will identify assemblies as 	<ol style="list-style-type: none"> 1. Principal & Assistant Principal 2. Principal, Assistant Principal, ASB Adviser, Counselor 	Admin Budget	School Climate Student Survey, Student Wellness and Wellness Week post survey	<ol style="list-style-type: none"> 1. Fall 2019 2. Fall 2019 <ol style="list-style-type: none"> a. Fall 2019 b. Fall 2019 and ongoing c. Spring 2019 d. Fall 2019 and ongoing e. Fall 2019 and ongoing f. August/September 2019

	needed to address student wellness concerns f. Hold a staff training on AB1266 in an effort to support LGBTQ youth				
2.	Use the Homeroom period for Community Building, Wellness Activities, and Restorative Circles 1. The Restorative Practices Trainers (school counselor, teacher, and principal) will provide a brief training/refresh of Restorative Practices to all teaching staff 2. The counselor will work with teachers to co-facilitate Restorative Circle strategies as needed in subject-specific classes to build community. 3. The principal will arrange a formal Restorative Practices training for a team of approximately five PTMS teachers (ideally 1 from each subject area) 4. The assistant principal will determine how to use restorative practices effectively for student conflict resolution 5. The principal will work with student leaders and staff to use Restorative Practices to support Community Building in Homeroom	Principal, Assistant Principal and Counselor	Admin Budget	Student Wellness Survey	1. August 2019 2. Ongoing 3. Fall 2019 4. Fall 2019 and ongoing 5. Fall 2019 and ongoing
3.	Develop a comprehensive school safety plan 1. Identify members (staff, parents, and students) for the School Safety & Wellness Committee 2. Assistant Principal will work with district staff to obtain and update a site safety plan template 3. Assistant Principal will work with School Site Council to approve and adopt the PTMS Safety Plan. 4. Utilize staff in-service to train staff on how to implement the PTMS Safety Plan 5. Work with SDPD to hold an "active shooter" training	Assistant Principal	no cost	-Safety Committee meeting agenda and minutes, Site Council agenda and minutes, Emergency drills execution	1. September 2019 2. Summer 2019 3. September 2019 4. August/September 2019 5. Fall 2019
4.	Earn a Digital Citizen Certification with Common Sense Media 1. Intervention Coordinator will inform and train teachers about the Common Sense Media digital certification and provide the necessary curriculum 2. Deliver Common Sense Media approved lessons on Digital Citizenship Day in each subject area (math, science, social studies, English, electives, and PE) 3. October 21st Family Night will include distribution of online/media safety tips	Principal, Intervention Coordinator, and Subject Specific Teachers	no cost	Late Start agenda, department specific lesson plans, and receipt of Common Sense Digital Citizenship Certification, emails blasts to parents (eoption), school calendar	1. September/October 2019 2. Monday, October 21, 2019 3. Monday, October 21, 2019

LCAP Goal:

SDUHSD LCAP Goal #1: Annual increase in student achievement for all students in English language arts and math with a focus on accelerating student learning outcomes for target subgroups including English Learners, low income pupil, and pupils identified as special education.

School Goal 2

Annual increase in student achievement for all students in English Language Arts (ELA) and Mathematics with focus on accelerating student learning outcomes for targeted subgroups including English Learners, socioeconomically disadvantaged students, and students with disabilities.

LCAP Priority Area:

State Priority: 1-Basic Services, 2-Implementation of State Standards, 4-Pupil Achievement, 7-Course Access

Targeted Pupil Student Group(s):

All students

A. Rationale:

After reviewing California Dashboard data results, it is evident that all students are 89 points above standard in English Language Arts (ELA) and 94.1 points above standard in Math. For English Language Arts, our English Language Learners (ELL) and Students Economically Disadvantaged (SED) increased. Students with Disabilities (SWD) maintained. For Math, our EL, SED, and SWD targeted subgroups all increased.

Most of our various student groups (i.e. Students with Disabilities (SWD), English Learners (EL), and Economically Disadvantaged Students (EDS) made improvements in ELA and Math; however, we are concerned that the SWD group decreased 3% in the number of students that met or exceeded standard.

Additional concerns that we see with the three student groups mentioned above are the achievement gaps in ELA and Math:

SWD ELA achievement gap: -37% (was -38% in 2017)
SWD Math achievement gap: -56% (was -53% in 2017)

EL ELA achievement gap: -50% (was -57% in 2017)
EL Math achievement gap: -31% (was -33% in 2017)

EDS ELA achievement gap: -30% (was -30% in 2017)
EDS Math achievement gap: -23% (was -35% in 2017)

B. Expected Measurable Outcomes:

SBAC results from spring 2018 will reflect:

Maintain over 80% of "all students" will score in the standard met/exceed range in math
Maintain over 80% of "all students" will score in the standard met/exceed range in ELA

The achievement gap for SWD, ELL, and EDS will decrease by 2% in math and ELA.

SBAC data along with grade data, the Reading Inventory (RI) assessment and Math Diagnostic Testing Project (MDTP) scores were reviewed in the spring of 2019 and used to identify students who would benefit from math and/or reading intervention. Approximately 30 students are enrolled in the Reading Lab Homeroom Intervention and receive prescribed reading support/intervention with the Read 180 Universal curriculum. Math Lab Homeroom uses a peer tutoring model and has approximately 11 seekers for grade 7 and 18 seekers for grade 8.

We have two sections of Math Essentials, which incorporates ST Math software for a prescribed and individualized intervention. The 7th grade Math Essentials A class has 18 students enrolled and the 8th grade Math Essentials B class has 16 students enrolled. These two math essentials classes also support special education students with a team-teaching model.

C. Strategy:

Create a flexible master schedule to support all students and create systems of support and interventions. Identify students that would benefit from ELD English, Math Lab, and Reading Lab. Teachers regularly meet in their Professional Learning Communities to review assessment data to drive instruction.

Actions/Tasks	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
<p>1. A flexible master schedule will be developed to allow students access to grade level appropriate courses</p> <ol style="list-style-type: none"> 1. Principal and counselor review student data (MDTP scores, grade data, SBAC, parent/teacher input) for appropriate course placement. 2. Offer Integrated Math Essential courses for grades 7 & 8 to include targeted instruction by utilizing the district-approved curriculum and ST Math software to remediate identified learning gaps for students performing below grade level. 3. Utilize the Intervention Coordinator to evaluate the effectiveness of interventions will be reviewed and evaluated based on course-specific grade and assessment data. 4. Hold weekly intervention team meetings to review student progress and assign appropriate interventions as needed. 5. Continue developing our ELD program to support our increasing English Learner population. Review English Learner enrollment to determine EL English class placement. 6. Use the co-teaching model to support the SWD group in accessing grade-level content 	<ol style="list-style-type: none"> 1. Principal and Counselor 2. Principal 3. Intervention Coordinator 4. Intervention Coordinator, Site Administration, and Intervention Team 5. Principal, Assistant Principal, Counselor 6. Principal 	<p>1 Section of Integrated Math A Essentials - \$25,000 (Source: Non-Formula LCAP)</p> <p>1 Section of Integrated Math B Essentials - \$25,000 (Source: Non-Formula LCAP)</p> <p>1 Section of English for EL's (ELD) - \$25,000 (Source: Non-Formula LCAP)</p>	<p>CAASPP data/California Dashboard</p>	<ol style="list-style-type: none"> 1. August 2019, Spring 2020 2. August 2019, Spring 2020 3. Fall 2019 and ongoing 4. Fall 2019 and ongoing 5. August 2019, Spring 2020 6. August 2019
<p>2. PTMS will maintain an after-school Homework Club and Math Mornings to be implemented and staffed with PTMS teachers.</p> <ol style="list-style-type: none"> 1. Intervention team will review grade reports and teacher feedback to identify students who could benefit from homework club/Math Mornings 	<ol style="list-style-type: none"> 1. Intervention Team 2. Principal 3. Intervention Team 	<p>After-School Homework Club - 2 teachers, 2x/week, 30 min sessions at approx</p>	<p>CAASPP data/California Dashboard, grade reports, student sign</p>	<ol style="list-style-type: none"> 1. Fall 2019 2. September 2019 3. Spring 2020

	<p>2. Identify teachers to support after-school sessions as needed.</p> <p>3. The intervention team will review student grade reports and teacher feedback to measure the effectiveness of the program, and will be adjusted based on data review</p>		<p>\$35/hr - \$2,389 (Tutoring Support Allocation and PTSA budget)</p> <p>Math Mornings - 1 teacher, 2x/week, 30 min sessions at approx \$35/hr - \$1,195 (PTSA Budget)</p>	in/out attendance sheet	
3.	<p>Utilize the Intervention Coordinator to identify and monitor at-risk students access interventions</p> <p>1. Intervention coordinator will work with targeted teachers, principal, and resource specialists to identify current support and needed supports</p> <p>2. Intervention coordinator will create and share the PTMS multi-tiered intervention plan with teachers and train them on how to implement the plan and log student intervention in Aeries</p> <p>3. Intervention coordinator will lead a weekly review of academic progress, grade data and teacher feedback on the effectiveness of current intervention plan</p> <p>4. Intervention Coordinator will be a member of the Student Study Team (SST)</p>	Principal and Intervention Coordinator	1 Section for Intervention Coordinator - \$25,000 (general FTE staffing formula)	CAASPP data/California Dashboard, grade report data, teacher/parent feedback	<p>1. Fall 2019 and ongoing</p> <p>2. Fall 2019</p> <p>3. Starting September and ongoing</p> <p>4. Ongoing</p>
4.	<p>All College Prep and Honors English students will be administered the Reading Inventory (RI) to identify students reading below grade level.</p> <p>1. Counselor, Intervention Coordinator, and Assistant Principal will review test results and identify struggling readers for additional support to participate in the homeroom reading intervention called "Reading Lab."</p> <p>2. Reading Inventory (RI) will be given and reviewed quarterly students in the Reading Lab intervention.</p> <p>3. Reading data will be shared with English teachers to support individual students' reading development. All teachers will have access to their students' scores via Aeries</p>	Assistant Principal, Counselor, Intervention Coordinator	no cost	Reading Inventory data	<p>1. Fall 2019 & Spring 2020</p> <p>2. Quarterly</p> <p>3. Fall 2019 & Spring 2020</p>
5.	<p>Develop a comprehensive Homeroom that incorporates interventions and enrichment opportunities for all students</p> <p>1. Math Lab (math peer tutoring program)</p> <p>2. Writing Lab (peer tutoring model)</p> <p>3. Reading Lab (targeted intervention using Read 180 software)</p> <p>4. Organizational Group (selected students work with Intervention Coordinator and counselor to gain skills for organizational success)</p> <p>5. Homeroom Enrichment (various enrichment opportunities such as Makerspace Lab, American Sign Language, Career Explorations, etc.)</p> <p>6. Individualized teacher assistance for students as needed</p> <p>7. Various small group activities to support SWD and EDS needs</p>	Principal, Intervention Coordinator, Counselor, Assistant Principal, and Teachers	<p>1-3. Admin budget</p> <p>4. Organizational Group supplies - PTSA funded \$300</p> <p>5. Homeroom Enrichment Supplies - PTSA funded \$500</p> <p>6-7. No cost</p>	Homeroom Student Survey CAASPP data/California Dashboard Subject Specific Common Formative Assessments	1.-7. Fall 2019 and ongoing

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LCAP Goal:

SDUHSD LCAP Goal #1: Annual increase in student achievement for all students in English language arts and math with a focus on accelerating student learning outcomes for target subgroups including English Learners, low income pupil, and pupils identified as special education.

School Goal 3

Increase teacher collaboration to implement state content standards and increase student learning.

LCAP Priority Area:

State Priority: 1-Basic Services, 2-Implementation of State Standards, 4-Pupil Achievement, 7-Course Access

Targeted Pupil Student Group(s):

All students

A. Rationale:

The 2019-20 school-year will be Pacific Trail Middle School's fifth year and our enrollment continues to increase. Our opening enrollment in 2015-16 was 267 with only seventh-grade students. Our enrollment for the 2018-2019 school year was 740 students and our projected enrollment for 2019-2020 is 800. Due to this growth, we acknowledge the need to focus on establishing Professional Learning Communities (PLC's) and utilizing the PLC process to focus on student learning and continuous improvement.

B. Expected Measurable Outcomes:

SBAC results from spring 2018 will reflect:

Maintain over 80% of "all students" will score in the standard met/exceed range in math

Maintain over 80% of "all students" will score in the standard met/exceed range in ELA

The achievement gap for SWD, ELL, and EDS will decrease by 2% in math and ELA.

Mid-year progress update of PLC work, which may include meeting agendas, meeting minutes, and samples of essential learning objectives, common assessments, student work samples, and/or curriculum samples

Late Start Monday professional development opportunities to focus on increasing student learning and closing the achievement gap.

C. Strategy:

PLC groups will participate in 16 late start Monday meetings with a focus on and a commitment to the learning of all students using data to inform instruction and increase student achievement, with a focus on EL students, students with disabilities, and socioeconomically disadvantaged students.

Actions/Tasks		Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Utilize the Professional Learning Community process with course alike groups. PLC groups meet during Monday Late Start Days and collaboration release days as needed to:	Principal, Assistant Principal, and teachers.	Sub costs for release days and collaboration days - not to exceed	Meeting agendas and PLC cycle data, curriculum	1. Fall 2019 and ongoing 2. September late start

	<p>1. Groups use release days as needed to analyze student data, create a plan to adjust instruction, and identify students who need an intervention.</p> <p>2. Evaluate alignment of curriculum and assessments to state content standards, review and revise Essential Learning Outcomes.</p> <p>3. Create/update common formative assessments (CFA's) that address specific ELO's and create an agreed upon timeline for administering CFA's to students.</p> <p>4. Analyze and discuss student learning based on common formative assessments.</p> <p>5. Determine intervention and re-teach opportunities/strategies for students and discuss instructional best practices for continued student achievement.</p>		\$4,000 (PLC Support Allocation - site budget)	development, meet SBAC growth targets, Intervention Team meeting notes	<p>meeting</p> <p>3. Fall 2019 and ongoing</p> <p>4. Fall 2019 and ongoing</p> <p>4. Fall 2019 and ongoing</p> <p>5. Fall 2019 and ongoing</p> <p>6. Second Semester</p> <p>9. Fall 2019 and ongoing</p>
2.	<p>During Monday late start time, provide professional development opportunities for all teachers. Targeted PD topics include: Educational technology, intervention strategies, collaboration strategies, school climate, restorative practices, English Learner strategies, Second Step Curriculum/Social Emotional Learning, achievement data/California Dashboard review, etc.</p>	Principal	no cost	Meeting agendas, grade reports, CA Dashboard data	<p>1. Starting August 2019 and ongoing</p> <p>2. Starting August 2019 and ongoing</p>

F. School Site Council Membership Pacific Trails Middle School

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Mary Anne Nuskin	X				
Parnak Memar		X			
Brian Gillette		X			
Gregg Hunt		X			
Hannah Reed		X			
Mona Healy			X		
Marie Vaughn				X	
Alina Maor				X	
Brandi Nishnick				X	
Remi Morris					X
Henna Qadiri					X
Alexa Nguyen					X
Numbers of members of each category	1	4	1	3	3

At elementary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must, in addition, be equal numbers of parents or other community members selected by parents, and students. Teachers, other school personnel, parents and (at secondary schools) students select representatives to the council (Education Code 52012).

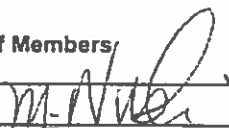






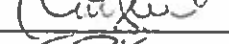



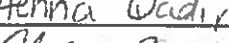
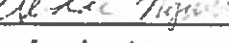
**Form G. Budget 2018-19
Pacific Trails Middle School**

Of the four following options, please select the one that describes this school site:	
	This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
	This site operates a SWP but does not consolidate its funds as part of operating a SWP
	This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
	This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State/Federal Categorical Program	Allocation
Site LCFF Supplemental Funding - Site Formative/Achievement Funds	\$6,850.00
Site LCFF Supplemental Funding - Site Tutoring Funds	\$1,713.00
Site LCFF Supplemental Funding – District Funded Sections (non-formula)	\$75,000.00
Title I Funds Does Not Apply	\$0.00
Total	\$83,563

**F. School Site Council Membership
Pacific Trails Middle School**

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Mary Anne Nuskin 	X				
Pamak Memar 		X			
Brian Gillette 		X			
Gregg Hunt 		X 			
Hannah Reed 		X			
Mona Healy 			X		
Marie Vaughn 				X	
Alina Maor 				X	
Brandi Nishnick 				X	
Remi Morris 					X
Henna Qadiri 					X
Alexa Nguyen 					X
Numbers of members of each category	1	4	1	3	3

At elementary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must, in addition, be equal numbers of parents or other community members selected by parents, and students. Teachers, other school personnel, parents and (at secondary schools) students select representatives to the council (Education Code 52012).