

Single Plan for Student Achievement (SPSA)



Framework	School Goals	Planned Strategies/Activities	
Annual Review and Update	Budget	Appendix	

School Year *

School *

School Logo

VMMS logo (1).jpg
25.65KB/25.65KB

Describe your school and how you support student achievement

Vista Magnet Middle School (VMMS) serves 840 students from sixth to eighth grade. Our vision is that all members of the Vista Magnet Community are respected, valued and empowered to be socially-responsible decision makers, who collaborate, communicate, create and think critically. We exemplify this vision as an International Baccalaureate Middle Years Program (IBMYP) World School. Through our themes of science, technology, engineering and math (STEM), and our rich art and world languages program, we infuse reading and writing across the curriculum. Academic rigor our campus from the Vista Unified School District (VUSD) community and the surrounding North County San Diego area.

Our philosophy involves four pillars:

- ENGAGE - to provide distinct choices for students with different interests, talents, and aptitudes
- ACHIEVE - to develop innovative instructional practices which aid student success
- BELONG - to develop a sense of community and to promote diversity
- DESIGN - to develop a sense of creativity and conceptualization to a finished product

Mission Statement
Students will be literate, reflective and critical thinkers in all areas of interaction who transfer knowledge and embrace diversity within a global society. Multiple opportunities for success through the implementation of an International Baccalaureate Middle Years Program aligned curriculum and utilizing differentiated instruction, technology, assessment and analysis of data will support academic achievement in a safe learning environment.

Documents and data upload

Framework for the Future

Vision

Our vision in the Vista Unified School District is to be the model of educational excellence and innovation.

Mission

The purpose of the Vista Unified School District is to inspire each and every student to persevere as a critical thinking individual who collaborates to solve real world problems.

Values

- Respect: Treating all with dignity.
- Trust: Having confidence that every decision focuses on the best interests of all students.
- Collaboration: Working in a collective partnership with clear two-way dialogue that builds relationships among home, school and the community

VUSD LCAP and SPSA Alignment

VUSD's Local Control and Accountability Plan (LCAP) identifies goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

The following eight priorities have been identified by the California Department of Education:

1. Basic Services
2. Implementation of Academic and Performance Standards
3. Parental Involvement
4. Pupil Achievement
5. Pupil Engagement
6. School Climate
7. Course Access
8. Other Pupil Outcomes

The District Goals/Local Priorities include the following:

Blueprint for Educational Excellence and Innovation

Strategy I: Family and Community as Partners in Education - We will develop a system that promotes two-way communication, engagement, and partnerships.

Strategy II: 21st Century Facilities and Resources - We will create and implement on-going technology and facilities systems that provide all students and staff with optimal learning environments.

Strategy III: Social/Emotional System of Support - We will create positive school climates where students feel safe, connected and enthusiastic about learning.

Strategy IV: Foundations of High-Quality Learning - We will provide high quality, flexible core curriculum, teaching, learning, and assessment systems to ensure the actualization of the graduate profile for every student.

Strategy V: High Quality, Flexible and Adaptable Staff - We will recruit, hire, develop, and retain team members who exemplify our values and ensure our ability to achieve our mission.

Strategy VI: Performance Framework - We will design a monitoring and feedback system for Learning that promotes a culture of continuous improvement.

Strategy VII: Personalized Learning Pathway - Each student will use an personal learning pathway based on their strengths, interests and values aligned to the California State Content Standards.

The following nine goals encompass both state and local priorities:

Board Goals/LCAP Goals

1. Our students will demonstrate high levels of literacy in English (reading, writing, and listening and speaking).
2. Our students will have expertise in mathematics.
3. Our students will graduate from high school ready for college and career.
4. Our students will solve-real world problems through service learning, career-technical education, and civic engagement.
5. Our students will be proficient in aspects of “STEAM”
6. Our students will attend school more often and improve in their behavior.
7. Our students and staff will model our values of respect, trust, and collaboration.
8. Our learning materials, teacher assignments, and facilities will promote excellence.
9. Our reputation for excellence will attract and retain students.

County-District 0114637
School (CDS) Code

ELAC Approval Date 

ELAC documents and data upload
ELAC Agenda

ELAC must approve SPSA prior to SSC approval.

SSC Approval Date 
School Site Council

SSC documents and data upload
School Site Council Agenda

Board Approval Date 

[Previous](#)

[Save as Draft](#)

Single Plan for Student Achievement (SPSA)



Framework	School Goals	Planned Strategies/Activities	
Annual Review and Update		Budget	Appendix

Please describe the school’s plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

STAKEHOLDER INVOLVEMENT & COMPREHENSIVE NEEDS ASSESSMENT (including ELAC)

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The VMMS ELAC Board reviewed and provided input on our SPSA in September, 2018 to ensure parents of English Learners and Reclassified students were involved in updates.

The VMMS School Site Council completed an end of year review in May, 2018 to provide input on the 18-19 SPSA. In September, 2018 the VMMS SSC reviewed and approved our SPSA to ensure teachers, parents, and students were involved in updates.

Documents and data upload

SSC AGENDA MAY 10.docx (/Forms/handlers/do... 33.1KB



SSC AGENDA SEPTEM...
430.25KB/430.25KB

LEA/LCAP Goal 1: Our students will develop and demonstrate high levels of literacy in English (reading, writing, listening, and speaking). (K-8 Schools should include an NGSS goal.)

School Goal

Describe

As a cohort, VMMS students will strive to show at least 3 years of growth in ELA learning/achievement during their 3 years of enrollment at VMMS, as measured by iReady data proficiency data. Students will show at least 100% growth on iReady growth reports each school year.

Basis for this Goal

From Comprehensive Needs Assessment

Student cohorts show some proficiency in ELA but more growth is needed over time. Some subgroups are not showing at least one year's worth of growth, including Low Socioeconomic students, English Learners, and Students with Disabilities.

Basis for this Goal upload

Artifact (if needed)

Expected Annual Measurable Outcomes**Metric/Indicator**

iReady ELA Proficiency Data
CAASPP ELA Proficiency Data (available in August)

Baseline

In the 2017-2018 school year, 51% of students were proficient in ELA based on CAASPP data, while 49% were below proficient.

Expected Outcome

Overall VMMS student cohort growth shown in iReady ELA data reports will be at least 100% (1 year of growth) each year at VMMS.

[Add Goal](#)

LEA/LCAP Goal 2: Our students will develop and demonstrate expertise in mathematics.

School Goal

Describe

As a cohort, VMMS students will strive to show at least 3 years of growth in math learning/achievement during their 3 years of enrollment at VMMS, as measured by CAASPP and iReady data. Students will show at least 100% growth on iReady growth reports each school year.

Basis for this Goal

From Comprehensive Needs Assessment

Student cohorts show some proficiency in math but more growth is needed over time. Some subgroups are not showing at least one year's worth of growth, including Low Socioeconomic students, English Learners, and Students with Disabilities.

Basis for this Goal upload

Artifact (if needed)

Expected Annual Measurable Outcomes**Metric/Indicator**

iReady Math proficiency data
CAASPP Math proficiency data (available in August)

Baseline

In the 2017-2018 school year, 45% of students were proficient in math based on CAASPP data, while 55% were below proficient.

Expected Outcome

Overall VMMS student cohort growth shown in iReady math data reports will be at least 100% (1 year of growth) each year at VMMS.

[Add Goal](#)

LEA/LCAP Goal 3: Our students will graduate from high school ready for college and career.

School Goal

Describe



VMMS students will utilize their Digital Portfolios, Student-Led Conferences, and the Community Projects to strengthen their problem solving and independent learning skills as global citizens.

Basis for this Goal

From Comprehensive Needs Assessment

Students entering VMMS are showing lower entry levels of reading and math proficiency in recent years, and our population of English Learners has increased in recent years. All students, especially these students with academic challenges, will benefit from focus, practice, and guidance on oral and written communication skills.

Basis for this Goal upload

Upload

Artifact (if needed)

Expected Annual Measurable Outcomes

Metric/Indicator

Student performance and presentation on 8th grade community project
Student goal setting and leadership in Student-Led Conferences
Student created Digital Portfolios with goals and reflections

Baseline

This is the first year of implementing this College and Career goal, so we will use data from this school year to establish our baseline.

Expected Outcome

Students will be independent, reflective learners who demonstrate strong oral and written communication skills in reflection on their learning and growth.

School Goal

Describe



All students will have a double period of science every day in order to deliver Next Generation Science Standards (NGSS) curriculum aligned with IB Subject Area Criteria.

Basis for this Goal

From Comprehensive Needs Assessment

All VUSD schools are implementing NGSS curriculum in order to incorporate a meaningful and modern science curriculum that prepares all students for STEM careers and/or careers of interest.

**Basis for this Goal
upload**

Upload

Artifact (if needed)

Expected Annual Measurable Outcomes

Metric/Indicator

IB Unit Planners
NGSS phenomena based units and investigations
Student performance on NGSS standardized tests in the spring 2019 CAASPP test administration.

Baseline

This is the first year of implementing this NGSS goal, so we will use data from this school year to establish our baseline.

Expected Outcome

All students will receive NGSS and IB aligned curriculum in all classes.
At least 70% of 8th grade students will demonstrate proficiency as measured by NGSS standardized tests in the spring 2019 CAASPP test administration.

Add Goal

Previous

Next

Save as Draft

Single Plan for Student Achievement (SPSA)



Framework	School Goals	Planned Strategies/Activities	
Annual Review and Update	Budget	Appendix	

STRATEGIES/ACTIVITIES

In addressing school goals, include the following in your strategies and activities [For more detail on required strategies, see "Basic Plan Requirements" in the appendix]:

- Curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student.
- A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, educationally disadvantaged students; gifted and talented students; and students with disabilities.
- A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs.
- Parent involvement
- NGSS (K-8 Schools)

DISTRICT-WIDE STRATEGIES AND ACTIVITIES:

- Core, strategic, and/or intensive state-adopted texts and materials are provided for each students. These state adopted texts and materials are fully implemented in each classroom, along with other resources related to grade level content standards. Teachers will supplement with resources for CCSS.
- Students will be assessed and provided with resources through I-Ready math and ELA.
- Grade level daily schedules ensure required instructional minutes for core English language arts, math and ELD designated and integrated instruction.
- Ensure the full implementation of the VUSD Daily Instructional Time and Materials Guidelines for designated and integrated instruction in ELD for all English learner students (including special education). Fully implemented district adopted curriculum in all classrooms; supplemental programs as necessary and as directed by VUSD.
- ELD and SpEd Study Skills classes will be staffed to allow for smaller class sizes.
- Education Specialists and Instructional Aides provide support in classrooms. Students are included in the regular classroom instruction and activities as appropriate based on their IEPs.
- Education specialists collaborate with general education teachers to support students with disabilities in the general education classroom.
- New teachers participate in the BTSA program.
- District provided ELD PD: Teacher hourly salary and benefits for after school and/or Saturday sessions to support Designated Integrated ELD instruction (ELlevation; ELPAC training).

- Two district wide (August and January) professional development days will support training in ELA, math and ELD instruction.
- Provide regular collaboration time for Professional Learning Communities to improve student achievement (i.e., elementary “wheel” or other designated time).
- Teachers on the evaluation cycle will meet with administrators for goal-setting, observation conferences, and summative conferences based on the CSTPs.
- Governance training for administrators in the appropriate procedures for formation and facilitation of the English Language Advisory Committee.
- Training for sites in the procedure for maintaining the requisite verification for Federal Program Monitoring for EL students.
- Community Liaison classified staff member to do community outreach, plan parent events, translate and interpret, and increase overall parent participation.
- All parents have access to student progress through Parent Portal.
- Regular communication with parents provided through Peachjar, school website, email, phone call, mailings, and meetings.
- The District English Language Advisory Committee meets monthly.
- Sites with sufficient EL students have an English Language Advisory Committee.

Board Goal

- 1
- 2
- 3
- 1-3



School Goal

- 1
- 2
- 3
- Other

Targeted Group(s)

- | | |
|--|--|
| <input checked="" type="checkbox"/> English Language Learners | <input checked="" type="checkbox"/> Low Socio-Economic |
| <input checked="" type="checkbox"/> Students with Disabilities | <input type="checkbox"/> Foster youth |
| <input type="checkbox"/> Homeless | <input type="checkbox"/> All students |
| <input type="checkbox"/> Parents | <input checked="" type="checkbox"/> Other <input type="text" value="Reclassified students"/> |

Identify either All Students or one or more specific student groups

Strategy/Activity

Teachers will provide targeted interventions to address under-performing students, English Learners, Reclassified Students, however all students are able to attend. Teachers will be paid hourly outside the contract day.

Interventions will include teacher targeted intervention groups, Learning Labs, and after school English, math, project support, language development, and tutorial classes.

Proposed Expenditures

Budget Reference (A-Z)

Funding Source

\$ 25,484.00

A

Title 1

Board Goal

- 1
- 2
- 3
- 1-3



School Goal

- 1
- 2
- 3
- Other 4: NGSS

Targeted Group(s)

- English Language Learners
- Students with Disabilities
- Homeless
- Parents
- Low Socio-Economic
- Foster youth
- All students
- Other

Identify either All Students or one or more specific student groups

Strategy/Activity

Supplemental instructional materials to support student learning: student planners, novels for literature circles, educational software, academic literature and primary sources, math manipulatives, hands-on instructional resources, technology for the library, calculators, frogs, sharks, science specimens.

Proposed Expenditures

Budget Reference (A-Z)

Funding Source

\$ 8,152.00

B

Lottery

Board Goal

- 1
- 2
- 3
- 1-3



School Goal

- 1
- 2
- 3
- Other 4: NGSS

Targeted Group(s)

- English Language Learners
- Students with Disabilities
- Homeless
- Parents
- Low Socio-Economic
- Foster youth
- All students
- Other

Identify either All Students or one or more specific student groups

Strategy/Activity

Technology to support instruction: technology device peripherals, Chromebook carts, projectors, document cameras, projector screens, Smart TVs for classrooms, Smart TV carts and mounts, enhancement of shared lab spaces, 3D printers and cartridges, Chromecasts and Apple TV, educational software.

Proposed Expenditures

\$ 22,322.00

Budget Reference (A-Z)

C

Funding Source

Technology

Board Goal

- 1
- 2
- 3
- 1-3



School Goal

- 1
- 2
- 3
- Other

Targeted Group(s)

- English Language Learners
- Students with Disabilities
- Homeless
- Parents
- Low Socio-Economic
- Foster youth
- All students
- Other

Identify either All Students or one or more specific student groups

Student at-risk of behavior, social

Strategy/Activity

Project Aware Intervention Groups: Students displaying at-risk behaviors for social, legal, and academic challenges will meet with Project Aware counselors in small groups to develop emotional literacy skills and problem solving skills.

Proposed Expenditures

\$ 7,000.00

Budget Reference (A-Z)

D

Funding Source

Title 1



Board Goal

- 1
- 2
- 3
- 1-3

School Goal

- 1
- 2
- 3
- Other

Targeted Group(s)

- English Language Learners
- Students with Disabilities
- Homeless
- Parents
- Low Socio-Economic
- Foster youth
- All students
- Other

Identify either All Students or one or more specific student groups

Strategy/Activity

Extended Learning Opportunity (ELO) summer school program targeted at under-performing students who need additional academic support. Hourly pay for teachers and staff, Nurse Tech, Library Tech, supplemental instructional materials, project supplies, art supplies, literacy materials, hands-on math and science materials, college field trips, field trip event, site, or exhibit entrance fees, field trip transportation fees.

Proposed Expenditures

\$

Budget Reference (A-Z)

Funding Source

Board Goal

- 1
- 2
- 3
- 1-3



School Goal

- 1
- 2
- 3
- Other

Targeted Group(s)

- English Language Learners
- Students with Disabilities
- Homeless
- Parents
- Low Socio-Economic
- Foster youth
- All students
- Other

Identify either All Students or one or more specific student groups

Strategy/Activity

Teacher hourly pay for on-site PD- collaboration, teacher leaders, after school, curricular creation and planning, department collaboration, curricular meetings, after school and during the summer.

Proposed Expenditures

\$ 8,000.00

Budget Reference (A-Z)

F

Funding Source

Title 1

Board Goal

- 1
- 2
- 3
- 1-3



School Goal

- 1
- 2
- 3
- Other 4: NGSS

Targeted Group(s)

- English Language Learners
- Students with Disabilities
- Homeless
- Parents
- Low Socio-Economic
- Foster youth
- All students
- Other

Identify either All Students or one or more specific student groups

Strategy/Activity

Parent Involvement - Hourly teacher pay presenting during Parent Nights, hourly pay to teachers for 6th grade orientation, hourly pay for daycare to VUSD staff during Family Nights, Hourly pay for Community Liaison for parent meetings.

Proposed Expenditures

\$ 2,486.00

Budget Reference (A-Z)

G

Funding Source

Title 1 Parent Involvement

Board Goal

- 1
- 2
- 3
- 1-3



School Goal

- 1
- 2
- 3
- Other

Targeted Group(s)

- English Language Learners
- Students with Disabilities
- Homeless
- Parents
- Low Socio-Economic
- Foster youth
- All students
- Other

Identify either All Students or one or more specific student groups

Strategy/Activity

Library books and materials: reading, books in English and Spanish, novel study books (non-textbooks).

Proposed Expenditures

Budget Reference (A-Z)

Funding Source

\$ 4,000.00

H

Lottery

Board Goal

- 1
- 2
- 3
- 1-3



School Goal

- 1
- 2
- 3
- Other

Targeted Group(s)

- English Language Learners
- Students with Disabilities
- Homeless
- Parents
- Low Socio-Economic
- Foster youth
- All students
- Other

Identify either All Students or one or more specific student groups

Strategy/Activity

Paper for student use - white and color

Proposed Expenditures

\$ 10,000.00

Budget Reference (A-Z)

I

Funding Source

Lottery

Board Goal

- 1
- 2
- 3
- 1-3



School Goal

- 1
- 2
- 3
- Other 4: NGSS

Targeted Group(s)

- English Language Learners
- Students with Disabilities
- Homeless
- Parents
- Low Socio-Economic
- Foster youth
- All students
- Other

Identify either All Students or one or more specific student groups

Strategy/Activity

Teacher professional development to support IB Certification, STEM curriculum, AVID training and certification, NGSS instruction and curriculum design.

Proposed Expenditures

\$ 2,000.00

Budget Reference (A-Z)

J

Funding Source

Title 1

Add Strategy

Previous

Next

VMMS CATEGORICAL BUDGET BREAKDOWNS
2018-19

Page	Strategy	Plan	Step	Activity	TITLE I Basic &						Total
					Parent Involvement	Site Technology	Lottery	LCAP	Discretionary, Donations & MAA		
					A	25,484					25,484
				Teachers will provide targeted interventions to address under-performing students, English Learners, Reclassified Students, however all students are able to attend. Teachers will be paid hourly outside the contract day. Interventions will include teacher targeted intervention groups, Learning Labs, and after school English, math, project support, language development, and tutorial classes.							
				Supplemental instructional materials to support student learning: student planners, novels for literature circles, educational software, academic literature and primary sources, math manipulatives, hands-on instructional resources, technology for the library, calculators, frogs, sharks, science specimens.	B		8,152				8,152
				Technology to support instruction: technology device peripherals, Chromebook carts, projectors, document cameras, projector screens, Smart TVs for classrooms, Smart TV carts and mounts, enhancement of shared lab spaces, 3D printers and cartridges, Chromecast and Apple TV, educational software.	C			22,322			22,322
				Project Aware Intervention Groups: Students displaying at-risk behaviors for social, legal, and academic challenges will meet with Project Aware counselors in small groups to develop emotional literacy skills and problem solving skills.	D	7,000					7,000
				Extended Learning Opportunity (ELO) summer school program targeted at under-performing students who need additional academic support. Hourly pay for teachers and staff, Nurse Tech, Library Tech, supplemental instructional materials, project supplies, art supplies, literacy materials, hands-on math and science materials, college field trips, field trip event, site, or exhibit entrance fees, field trip transportation fees.	E	35,000					35,000
				Teacher hourly pay for on-site PD- collaboration, teacher leaders, after school, curricular creation and planning, department collaboration, curricular meetings, after school and during the summer.	F	8,000					8,000
				Parent Involvement - Hourly teacher pay presenting during Parent Nights, hourly pay to teachers for 6th grade orientation, hourly pay for daycare to VUSD staff during Family Nights, Hourly pay for Community Liaison for parent meetings.	G	2,486					2,486
				Library books and materials: reading, books in English and Spanish, novel study books (non-textbooks).	H		4,000				4,000
				Paper for student use - white and color	I		10,000				10,000
				Teacher professional development to support IB Certification, STEM curriculum, AVID training and certification, NGSS instruction and curriculum design.	J	2,000					2,000
						79,970	22,322	22,152	0	0	124,444

2016-17 Budget
SPSA
Difference

	79,970	22,322	22,152	-	124,444
	(79,970)	(22,322)	(22,152)	-	(124,444)
	-	-	-	-	-

VMMS SPSA RECOMMENDATIONS AND ASSURANCES

The Vista Magnet Middle School (VMMS) School Site Council recommends this school plan and its related expenditures to the district governing board for approval and assures the board of the following:

1. The School Site Council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The School Site Council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The School Site Council sought and considered all recommendations from the following groups or committees before adopting this plan:
 - English Learner Advisory Committee
 - Migrant Education
 - District/School Liaison Team for Schools In Program Improvement
 - Department Advisory Committee (secondary)
 - Other committees established by the school or district
4. The School Site Council reviewed the content requirements of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Education Agency Plan.
5. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound comprehensive, coordinated plan to reach stated Board Goals and school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: 9/25/18.


Attested:

Steve Post
Typed name of Principal


Signature of Principal

9/25/18
Date

Deirdre Green, Laura Henry (Co-Chairs)
Typed name of SSC Chairperson


Signature of SSC Chairperson

9/25/18
Date

Typed name of Assistant Superintendent

Signature of Assistant Superintendent

Date

